Chapter – II

REVIEW OF RELATED LITERATURE
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The survey of related literature is an essential aspect of a research report. Review of related literature implies synthesizing and going into the work of researches that has already been done in the field over a period of time. Needless to say that an investigator must be aware of the researches conducted in the field till date and only then he is in a position to contribute something in original. It is through the related studies that the researcher knows the area untouched or unexpected. It also helps the investigator to have a clear grasp of the work already done in order to get an idea of the scope of the subject of study in all aspects and implications.

"The research for reference material, Best (1999) observes, "is a time consuming but fruitful phase of investing. A familiarity with literature on any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remained to be unsolved." In other words, the related literature is worthwhile for an effective piece of research.

Anderson (2002) is of the view that literature review is designed to summarize, analyzed and interpret the conceptual and theoretical research related to a research project.

The review of the related literature promotes a greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

Every research project should be based on relevant thinking and proper plan and procedure. When a new research is
not based on a thorough review of the literature, it becomes an isolated entity, bearing at least accidental relevance to what has been done before. The findings of earlier experiments encourage the new work to give importance to useful projects in education, and he is able to avoid the past mistakes in the procedure. Therefore, for any worthwhile study in any field of knowledge, the research worker needs to acquire up-to-date information about what has been taught and done in the particular area from which he takes up a problem for research.

From the above view it can be stated that, the survey of related literature play a very crucial role especially in locating the research problems. In the present study, though it was not possible on the part of the investigator to get access to entire published or unpublished researches in the field, yet an attempt has been made to embrace a few such information.

**Naik (1949)** undertook the study to investigate into the problem of the education of women in the province of Bombay. He made the important conclusions of his study that both the social status of Indian women and their educational position were at the lowest ebb in the beginning of the nineteenth century. Women of India have benefited most from the liberalizing influence of modern education and western contacts brought about through the British rule. Social position and education of women under facism and communism in different countries show that none of them has given perfect equality to women; hence democracy is the best form of organisation in the interest of women.

**Sirsikar (1960)** points out that in Maharastra a younger and better education leadership is emerging, yet there is "the gap between the led and the leader, to say the least, quite shocking from the angels of wealth, land holding and property". This study was based on field work in Satara, Aurangabad and Akola district of Maharastra. The main features of rural like Maharastra are that
there is Monopoly of class- the rich pleasantry, cast- Marathan and the party—the congress. Though the situation is improvident because younger and better educated leadership is emerging yet they also emphasized upon the role of cast.

**Misra (1961)** explore the Education of Women in India from 1921 to 1955. The study revealed that there has been a rapid progress in women education in all the spheres along with the existing evils of wastage and stagnation. There is a quantitative growth in the number of institutions for women and their enrolment therein. To promote proper planning, a national committee for women education has been appointed with state councils in different states. Education for women at the primary and higher stages is still an imitation of boys' education. The enrolment of girls for vocational and special education is still not impressive. Some facilities are being provided to educational institutions but they are inadequate. The special courses for women like home science, drawing, painting, music, nursing etc. still need improvement. Much emphasis is now being laid on physical education of women. Funds for women education are available but proper utilisation is needed.

**Sri Avinashingam (1970)** aimed at to find out the problems in educating girls of the age eleven to seventeen years in rural areas in relation to the aspirations and attitudes of the girls and their parents towards education. The study revealed that parents of high income, small family structure, and higher educational and occupational levels favored their daughter going to school. School going girls of eleven to seventeen years had higher aspirations then that of the drop out girls. The socio-economic conditions were more conclusive to school going girl's that to drop out girls. School going girls had fewer problems than that of the drop out girls. Parents of both the school going girls and drop
out girls expressed dissatisfaction towards the prevailing school conditions.

Desai (1972) had investigated A Critical Study of the Development of Secondary Education for Girls in Gujarat. It was concluded that since the formation of the separate state of Gujarat in 1960 women's education had begun to receive greater weight age than before in terms of financial allocation. During 1960-1970, the state has made a rapid progress in the development of secondary educations for girls. In 1960, the expenditure on girls' secondary education was only Rs. 45.90 lakhs in the total budget of Rs. 3.531 crores for secondary education. Problems regarding girls' education includes establishment of more high schools in rural areas, increasing the enrolment of girls by providing more economic in continue and improving social climate for the entry of girls in high schools, plugging the various holes from which a large number of girls drop out prematurely before completing their high school education.

IAMR (1973) formulated the major objectives of the study of analyses on all the available data on the education of Indian women in the age group of fifteen to fifty-nine, who were either employed or seeking employment. He took the time span for the study 1961 to 1971. The study revealed that (I) the number of women in the age group of fifteen to fifty-nine would continue to rise. (ii) the number of women in labour force was on the increase, (III) the number of women with matriculation education was four millions and might rise to ten millions by 1981 and (IV) the number of women with the educational levels of matriculation education and above in the labour force was 1.16 millions in 1971 which will increase to 3.2 million by 1981.

Thakkar (1976) conducted a study on, “Development of Female Education in Gujarat after Independence”. He found that
the problem of wastage and stagnation in the case of girl students both at primary and secondary stage was persistently typical in Gujarat. In spite of the advancement in numbers, the value of women and her education was yet to be recognized. It was the economic factors that had played a tremendous role in the progress of female education. It was the society at large and the social customs, values, beliefs that played an effective role in either expanding or hampering the education of females. Among the different states of India, with respect to female education, Gujarat held the third position in 1961, while it dropped to the fifth position in 1971. The progress of female education in figures was double in 1971 as against in 1951, while that of boys was raised only by one and a half times. The percentage of female literacy in Gujarat was higher in the year 1971, as compared to that in 1951.

Gandhi (1977) study the Development of Women’s Education in Greater Bombay (1961-1974): He found that 55.7 per cent women and 69.7 percent men were literate in 1973-74 in Greater Bombay. Primary education had achieved the target of 99.6 per cent of boys and 70.1 per cent of girls to be enrolled during the fourth five year plan. But the wastage in case of girls had increased from fifty nine percent to seventy percent in the said period. Percentage of pupils enrolled in the classes VIII to XI/XII was very low i.e. 50.2 percent boys and 47.4 per cent girls. The percentage of wastage at this level was twenty seven per cent in boys and thirty four per cent in girls. In Greater Bombay the per cent proportion of girls of total enrolment of pre-primary, primary and secondary stages of education in 1973-74 were 45.6 per cent, 46.0 per cent and 42.0 per cent respectively and percentage of girls to total enrolment in arts, science and commerce faculties were sixty two per cent, thirty-one per cent and fourteen per cent respectively. Self incentive was the main
factor for seeking higher education. Equality of men's and women's status was getting to be achieved.

**Agarwal (1980)** in his study tried to study the impact of education on social and cultural modernization of Hindu and Muslim women and found that:

1. Education played a very important role in changing the attitude of women toward various social practices and traditions.

2. Religion influences the attitude of women to a great extent.

3. Women belonging to nuclear families were more modern than those belonging to joint families in case of Hindu.

**Rorimar (1980)** studied Women's Education, its Forms, Methods and Effects as reflected in the works of the major women Novelists of Nineteenth century.

The major findings and conclusion of the study were:

1. It was possible to discern three main schools of thought prevailing in the 19th century which affected popular theories of education at that time.

2. The most influential of the three was the Christian tradition which viewed good women as a submissive and dutiful daughter, wife and mother.

3. The novelists under study satirized the methods of imparting academic education.

4. The approach of the 19th century to the education of women was relevant to women of the middle classes today as well as for all times because it made the greatest contribution to moral or value-oriented education as well as the education of the feelings.

5. The education recommended by 19th century novelists and thinkers also promoted self-awareness and self-
assessment which would enable a women to recognize her parenthood as a serious commitment to humanity, while leading her the choice of not being dependent of marriage alone for self- fulfillment.

Chaudhary (1981) found no co-relation between education and rural leadership. Wiser and Wiser, observe that, if caste precedence and economic power rest in the same men, their leadership is assured. If the two qualities are separate, villagers follow the man who can grant or withhold their daily breads. Ordinarily we find this power resting with the twice born.

Mohan (1982) in his study entitled emerging pattern of Leadership among Harijans- A case study of three villages in Malwa region of Punjab had taken the sample of 145 Harijan common folk and 51 leaders among which 21 belong to Harijan concluded that politically the Harijan leaders are not so much conscious as compared to the non-Harijan. The reason is that the Harijan make very less use of newspapers, journals and means of communication as source of political informations. The general awareness among Harijan leader is very poor as they know very little even about the names of officers concerned with their area. Harijan leader feels that the reservation policy has helped them to some extent.

Hagel (1983) studied women in local Governance in Maharashtra's four Division i.e. Vidharba, Marathwada, Pune and Bombay taking the sample of 144 Zila Parishad and Panchayat Samities women members explained that the broad pattern of communication between non SC/ST and the SC/ST groups may be described as impersonal and utilitarian, responding more to social pressures in the administration of aid rather to any local sense of responsibility for their welfare.

Singh (1983) in his research paper based on a case study of Safidon block of the Jind District of the state of Haryana found
that caste is not longer the decisive detriment of rural leadership. The middle castes have become dominant castes in village affairs because of their numerical strength. The traditionally dominant castes have lost much of their erstwhile political influence despite the fact that they continue to enjoy a high social status. The political processes and sensitization have enabled the lower castes to increase their influence. The leadership has, to a large extent, freed itself from the matrix of cast and has, in a manner of speaking, become more floating than it was previously.

Leela (1984) conducted a study on, "Development of women's Education in Uttar Pradesh since Independence with special reference to Varanasi."

The following were the major findings of the study:

1. As far as girls education in the whole country was concerned, an analysis of achievements during the five years plans showed that enrolments in classes I-V increased six fold and in classes VI-VIII and IX-XI at a much faster rate.

2. In U. P. The condition of girls' education up to 1927 was dismal, with only 3.9 percent enrolment of girls of school going age. From 1937 to 1947, girls' education made rapid strides.

3. Since 1947, the enrolment has been increased but the increase has been uneven over different plan periods.

4. Inter-state comparisons were confined to giving gross enrolment figures and number of institutions for various states and Union territories.

5. Intra-state comparisons revealed that Varanasi stood ninth in number of primary schools, and eighth in enrolment of boys and fifth for girls. At the middle school stage, varanasi stood fourth for boys and third for girls in number of
schools, and first and second in enrolment for boys and girls respectively. At the secondary stage, it stood seventh in boys' schools and second in girls' school and in enrolment, fifth and seventh respectively.

6. The study of attitudes revealed that, in general, all had favorable attitudes, with girls showing more favorable attitudes than boys.

Rajlaxmi (1984) conducted a study on the topic, "A study of the Social, Economic and Political Aspects of the Growth of Higher Education of women in the Madras Presidency, 1921-1947," The major findings of her study were:

1. There was a tremendous expansion of higher education of women during 1921-1947, with a 180 percent increase in terms of number of institutions. Private initiative especially of Christian missionaries was more marked than that of the government in starting college for women.

2. The ratio between colleges for men and those for women and the ratio between the number of men and women scholars clearly showed that there was a growing interest in the presidency in developing higher education for women.

3. An examination of the economic background of women scholars revealed that, in the beginning, only high officials daughters went for higher education, but towards the end of the period petty officials' daughters also started taking college education by availing of the educational concessions of the government

4. An analysis of the education budgets revealed that the expenditure on higher education of women in the all-India educational scheme was not an important segment but was so in the scheme of provincial government expenditure on education.
5. The total cost per female student was found to be higher than that per male student both in arts as well as professional colleges through-out the period.

6. The cost per scholar to government funds, beyond fees collected and finance from other sources, showed that the percentage expenditure from government funds was quite substantial throughout the period.

7. The educated women of the presidency were instrumental in getting various social legislation enacted at the central as well as provincial level to improve the lot of women.

8. It was found that, in the political history of Madras Presidency, lasting impressions were made by educated women.

**Willie (1984)** conducted a study on Leadership development programs for minorities: An evaluation. Investigated four leadership-development programs for minorities to determine program effectiveness when operated by a minority- or a majority-group-controlled agency, when consisting of internships only or internships and an educational component, or when operated as an internship and educational program by an educational institution or by a free-standing voluntary association. It is concluded that the most effective program is one that has an educational component, an internship, and is offered by a college or university.

**Mathur (1985)** carried out a study entitled, “A Study of Political Attitudes and Alienation among Female College Students.” He found that the female college students, when they came in to the first year, had more of parental attachment, greater attachment to home and also to social customs. However, after exposure to college life for a couple of years, these attachments gradually diminished. The alienation scores at the
point of entry in the education institutions at the first year level were enhanced at the point of exist, that is at the third year level. The degree of estrangement among college students was enhanced by the process of meaningless drift during college life, but by the time female student was about to leave college, a sense of purposefulness of life had developed. The pressures and pulls exerted by the bi-polar poles of alienation and affiliation did not yield a 'G' factor to prove that political attitudes were pervaded and predetermined by the strong general factor. Two factors came out implicitly from the data and these were labelled 'Social Affiliation Customs'. These two factors were separate sub-dimensions and significant discriminate indices of affiliation. The three criterion measures (affiliation, alienation and attitude) did not induce a compounded interactional effect. Each of the criteria measures influenced the other two in an independent and orthogonal order rather than obliquely.

NIEPA (1986) has completed the projects on "Women's Education in India: A Regional Dimension".

The major findings were:

1. only nine districts had a 'very high' level of females education; 70 districts had a' high level; 137 districts had a' medium' level, and an equal number had a 'low' level of female education. In the light of these findings, it was found that there were several districts in different states which needed special attention to promote female education. A regional approach was needed for female education.

2. In the district of Jaisalmer in Rajasthan, the female literacy rate of 1.67 was the lowest in the whole of India. This called for regional schemes suited to the needs of the regions/districts.
Santha (1986) conducted a study to explore the status of Indian women in its historical perspective; the changing role of Indian women in economic, social, cultural, religious, political and educational spheres. The cultural, religious political and educational spheres, the opinion of women about the changing role of the women. The study revealed that women had a more positive attitude towards their own role in the cultural sphere than men. In the social sphere, women graduates had a more significantly positive attitude than women of non-graduate. Women about 30 years had a higher positive attitude than women below 30 years in the cultural sphere. Education and age did not influence the attitude of women in the religious sphere. In the educational sphere, age did not influence women's attitude but graduate women had a higher positive attitudes than non-graduates.

Bokil (1987) Studied, Education of Rural Women. The major findings of the study were:

1. Girls from lower economic strata of the society remained outside the school generally; the educational level of such families was also low. Girls from such families either helped their parents in work or earned their own livelihood.

2. Generally, girls left school at the age of 8 or 9. They worked either at home or in farms. However, education of their brothers continued.

3. Girls from families having a better socio-economic status were better enrolled and better retained in schools.

4. In the area under study, there were practically no girls who had not participated either in formal or in non-formal education.

5. Functionality and awareness were included in the curriculum.
6. Women showed significant progress in the area of health and cleanliness.

7. They showed least progress in initiative, social work and boldness, those who showed these qualities came forward to undertake social work.

8. Women did not show any change in attitude about dowry, age of marriage and other social customs.

9. The progress of women between the ages of 35 and 40 was more than that of those in the age-group 15-35, as the latter was continuously engaged in some physical work throughout the day.

Sisk (1988) studied a case for leadership development to meet the need for excellence in teachers and youth. He suggested two programs that encourage leadership development (1) an area teacher training program that encourages talented, academically competent students to enter teacher education programs and (2) a residential leadership training program for middle and high school students.

Chanana (1989) undertook a study to explore the social context of women's higher education at two points of time, 1963-64 and 1972-74. It was found that even after a decade, higher education was the preserve of the higher castes among the middle and upper strata of society, even in a cosmopolitan city like Delhi. The proportion of those joining higher education because of their interest in studies increased sharply, and of those who joined for no special reasons showed a marked decline. Nearly 90% would like to work after marriage. Subject to certain conditions; also, a larger proportion were planning for a career before marriage. Economic backwardness continued to be a major hindrance in the higher education of girls; the proportion
of students from the lower income groups increased only marginally.

**Duggal (1989)** had investigated an independence study entitled *Haryana women on the move*: The objectives of the study were to make a qualitative and quantitative analysis of the activities of Mahila Mandals in District Rohtak, and to ascertain the strong and weak aspects of the movement in education, development and empowerment of rural women. The major findings of the study reveal that there was no suitable place provided by the state for holding meetings of the Mahila Mandals. There existed repeated election of the same person as Mahila Mandal pradhan. There exists no legal authority or official status to Mahila Mandals to seek redemption for the problems of rural women. There was a lack of energetic leadership, and lack of fund for the scheme. There was a lack of guidance, credit facilities to take up income-generating projects. There existed the need for comprehensive training of office bearers of the scheme for education and development and empowerment of women. There was a need for providing transports facilities to supervisory staff as well as undertaking development projects for economic welfare of rural women. There was a need for developing close links between Mahila Mandals and other developmental agencies. There was a need for involvement of Mahila Mandals in removal of social evils, realization of UPA targets, development and empowerment of girls all the grassroots levels.

**Etisebius (1989)** Studied Growth of higher education among women in Uttar Pradesh and found that:

1. At the time of independence the entry of women in higher education was nominal in India.
2. During the post-independence period, there was a sharp rise in the number of intermediate and degree colleges for women.

3. During the First Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher education. There was a decided rise in girls' enrolment in colleges and universities.

4. During the Second Five Year Plan prominence of Higher education in rural areas was aimed at. Budget allocation for professional and vocational education in Uttar Pradesh received a boost.

5. The Indian Education Commission. (1964-66) proposed stipends for girls belonging to rural and a deprived background.

6. In spite of all the progress made, problems of dearth of trained teachers, poverty and social restriction continued to plague higher education amongst women in Uttar Pradesh, in this period

Fatima (1989) carried out a study entitled Education, Social Mobility and Social Change among Women in Bangalore City. Found that women with higher education had a favorable attitude towards girls' education, adoption of the family planning methods and shedding of the social evils of dowry, casteism, and communalism. Secondary and higher professional education amongst women has a positive effect on their occupational mobility and employment.

Ganesan (1989) studied the Development of women's higher education since Independence in Pasumpon Thevar Thirumagan District. He concluded that:

1. There was significant development of higher education in the district from 1947-88.
2. There existed only one college exclusively for women.

3. There will be an expected upward trend of women students' enrolment in the academic stream. By A.D. 2000 their strength is anticipated to be 2,836 in arts and science colleges.

4. There existed only one engineering college in the district.

5. There was an upward trend of women students' enrolment in the engineering college and by A.D. 2000 there were likely to be 122 women students.

6. There was one teacher education college and one Tamil language college. Through trend analysis it was estimated that number of women students in both the institutions would be 157 and 82 respectively, by A.D. 2000.

7. There was one physical education college in the district. There was a downward trend of women students' enrolment and by A.D. 2000 the women students' enrolment would be only 51.

Liankhuma (1989) in his study, "A study of the development of women's education in Mizoram." Concludes:

1. There was no formal school system prior to the arrival of Christian missionaries in Mizoram.

2. The first girl's school was started by the Nelsh Calvinistic Mission at Aijal (Aizwal) in 1904.

3. The girl student was not entitled to receive merit scholarship during the British period in Mizoram.

4. The post-independence period showed a change in this trend and the literacy percentage of girl rose from 0.14% in 1901 to 54.9% in 1981.

5. The enrolments of girls have likewise made tremendous progress during this period.
Kaul (1990) highlighted the positive role of NGO’s in raising the socio-economic status and self-image of women through training in income generating skills. Women trained by them got jobs as well. However, these agencies need to improve their own working conditions, required larger financial support and management training.

Kantamma (1990) in his study entitled, "status of women in relation to education, employment and marriage" found that the higher the education of women, the greater their participation in decision-making and in inter-spouse communication; and they hold a progressive opinion on different issues.

Bhatnagar (1991) studied the role of industries in promotion of vocational education among rural women in Haryana. The study addressed the problem of inequalities which rural women face in the Indian society in resource allocation for education; lower-labour participation; lower-occupational levels; and lower-income coupled with higher rates of unemployment and longer period of wait for getting employment; the role of industries in promotion of vocational education among rural women as a step to get over the inequalities. The finding of the study reveals that the majority of the girls were aware of the local industrial units. They showed wide range of interest in vocations. More and more girls were found to be keen to learn about modern trades. Vocational education should develop employable skills among school-going girls to generate income and improve the status of women workers. The major hurdles to the development of vocational education and employment opportunities for women in rural areas identifies as lack of adequate training facilities, textbook, training material, scholarships, systematic training courses and a human resource development policy in Haryana.

Bisaria (1991) carried out an investigation into need-based Vocationalization of education for Girls. He advocated...
need based vocationalization of education for girls and found different groups of girls with distinctly different needs. Those in school wanted to learn skills for self-employment. The out-of-school working girls wanted education so that they could do their work without the help of intermediaries and with better skills. The girls studying in industrial/technical training institutes wanted their training geared to self-employment; their parents, even if well off, sent them for technical education because of their lower academic achievement in order to facilitate their marriage.

Ambika (1991) undertook a study to analyze an evaluation of the animators, training camps for the education and empowerment of rural women. Some of the important findings of the study were:

1. Ignorance amongst the rural women was found to be the dominant feature.
2. Persuasive communication and informal sources affected behavior and thought process of individuals.
3. Observations based on feedback from participants were:
   (a) Awareness was generated amongst the women on health, nutrition, mother-child care, land regulations and legal rights for women through this programme.
   (b) Women developed self-confidence through the programme and felt that they should participate in community development programme of the village,
   (c) Recreation helped them to overcome their shyness and participated actively,
   (d) They realized the importance of girl's education,
   (e) Information given through this programme helped in eliminating the superstitious beliefs of these women and
Valued information was obtained by these women on planting of trees, uses of forests and various banking and postal facilities available.

4 The training camps had succeeded in developing self-confidence among the animators who felt that they would try to reach out to illiterate women and children.

**Mahesh (1991)** Political participation of rural women in Tamil Nadu which found that the level of political participation is very low among rural women, irrespective of marital status, religion, cast and occupation. The political participation of women is higher in nuclear families than in joint families; the higher the educational level of rural women, the higher their political participation. Around 89% respondents have a lower level of obligatory and spectacular political participation and all of them have a very low level of voting and campaign participation.

**Mutalik, Swati (1991)** had investigated the Education and social awareness among women. Some of the important findings of the study were:

1. Education had significant correlation with the acquisition on social awareness.

2. Casts had significant influence and acquisition of social awareness.

3. Education and level of social awareness was low among low cast groups.

4. Highly educated women belonging to high economic status had higher level of social awareness but readiness for action was absent in them, meaning there by, it was necessary to motivate these women for action.

**Cooper & Smirga (1992)** Studied Developing and marketing tomorrow's leaders in today's colleges. Described a leadership development program for college students, the program permits
students to interact with campus leaders, network with other students, develop leadership skills, and created a leadership development transcript to show future employers. An evaluative survey of 96 participants found that reactions to the program were positive.

Rao (1992) was of the opinion that the impact of adult education programme on social uplift of women in Madhya Pradesh was:

1. It was found that in the experimental groups there was all round improvement among the rural women.
2. Improvement was also seen in keeping the kitchen clean and in development of civil sense.
3. The experimental group women became well acquainted with the legal right of women.
4. The adult education programme changed the attitude towards living conditions and modern ways of living.
5. The rural women in experimental group developed a positive attitude towards the adult education programme.
6. It was found that women started participating in solving the social problems of the community and developed self-confidence.

Nayar and Usha (1995) in their studies entitled, “Planning for UPE of Girl and women’s Empowerment” Gender studies in DPEP’s studied the factors affecting the dropout and non-enrolment of girls at primary level and to suggest the way that had means to reduce the dropout rate and enhanced the enrolment of girls. The major findings of the study were:

1. Study revealed large variation between educationally advanced and educationally backward states. There were interstate and inter- district variation also.
2. Household related factors such as domestic work, sibling care, parent illiteracy and apathy, and community factors like early marriage appeared to be major constraints against education. Various measures suggested to reduce the dropout rates and enhance the enrollment to girls included a formation of special schemes to prepare women teachers for rural areas from rural areas and provision of free books, free stationery, uniforms, shoes and waiving off all extra tuition lives for girls students in rural area.

Grover (1999) summarized the Beijing conference on women that education is a key component for development in several countries. There are various impediments that hinder women's education. The recommended actions included giving equal opportunities to girls, as were available to boys, in primary and secondary education, implemented measures which would reduce female literacy and ensured greater involvement of girls and women in science technology, in vocational training and in continuing education.

Rainuka Dagar (1999) Studied, "women's empowerment and violence against women's found." She concluded that there was a gross underestimation of societies against women and most of these acts were not considered as violent or unlawful. Overall, atrocities occurring with the family were found to have least visibility. Dowry deaths were the only exception, wife beating was not considered to be an atrocity and rape within a marriage perhaps not even existing as a concept, let alone a feet brutality. In comparison, atrocities in the larger society and in the work place were relatively visible. However, casts based sexual exploitations, were perceived as a social norm and thus had greater social legitimacy which lent it invisibility. Also, eve-teasing was perceived more as gender harassment.
Antonacopoulon (2000) Proposed that education development training and learning are multiple components within the same hierarchy systems. Women comprised halt of the universe, so without their development and progress the real development of human resources was a Herculean task. In Indian, women also roughly covered half of the population (49.5%, Census 2001), so for nation had to prosper and progress in fast changing world, women must be given priority, because it is the Indian women who were lagging behind in the pace of development. Women were vital human infrastructure so; their empowerment in home, health, social, political, economic and educational arena would hasten the social development.

Densten and Gray (2001) Studied Leadership development and reflection: What is the connection? And examined how leadership development could be improved by encouraging leaders to engage in critical reflection. Discusses how students could enhance their leadership ability through evaluating the significance of their experiences from a leadership perspective; using critical reflection, students studying leadership could explore, question, and describe their professional development.

Huandai (2001) Reported that empowerment as a concept was introduced the international women's conference in 1985 at Nairobi. The conference defined empowerment as a redistribution of social power and control of resources in favour of women. In his study he summaries the parameters of empowerment of women as given POA 1992:

1. Enhance self esteem and self confidence in women.
2. Build a positive image of women by recognizing their contribution to the society, polity and economy.
3. Develop in them an ability to think critically.
4. Foster decision making and action through collective process.

5. Enable women to make informed choices in areas like education, employment and health especially reproductive health.

6. Ensure equal participation in the developmental process.

7. Enhance access to legal literacy and information related to their rights and entitlements in the society with a view to enhance their participation on an equal feeling in all areas.

**Institute of Social Studies Trust, Bangalore. (2000).**

explore the Redesigning from the roots: critical review of training initiatives: towards empowerment of women and redesigning policy. Bangalore: The study highlighted the need for such ongoing exercises, not only with an objective of redesigning policy, but also with a view to review 'policy performance'. There is need to pay special attention to basic components of training like the objectives, perspective and philosophy of Training/ Capacity Building for empowerment of women.

**Dearborn (2002)** Studied Emotional Intelligence Redefine our approach to leadership development. This article references the work of Daniel Goleman, author of Emotional Intelligence, Working with Emotional Intelligence, and co-author of Primal Leadership, creating an awareness of the contrast that exists between traditional training approaches and self-directed learning as we pursue leadership development. The emotional intelligence premise is overviewed and linked to the discussion of demonstrating a return on investment in our organizations as we deploy training programs to impact performance. The author contends that our traditional deployment of leadership development/communication skills training fails to produce sustainable change in behaviors and supports Goleman's
initiatives to invest in the emotional intelligence of leaders with individualized plans to impact the climate and performance of an organization.

National Commission for Women, New Delhi (2002) summarized a vision statement on women's empowerment vis-a-vis legislation and judicial decision. The study examined the merits and demerits of the existing provisions of law brother policies. Enforcement and awareness are not quite there in our society. Women belonging to deprived and poorer sections of Indian society, irrespective of their social strata or region, are by themselves, in no position to solve tough problems. More than 400 million women of this country hardly have social, economic, legal or political attributes of any strength. Even though during the period 1994-96 and 1999-2001, many legal judgments have been studied, they only constituted a minor input in the determination of feeble or dominant trends that characterized women's empowerment. Evidence based judicial dispensation did not provide stimulus for environment. They were mostly indicative of the continuation of a trend on how societal aberrations should be corrected in upholding the scale of justice. The core of women's empowerment demands detailed scrutiny of Government policies and implementation or non-implementation of developmental plans. By the same token, whether new laws affecting women are really ensuring gender justice has to be judged, by how many millions are aware of the existence of these laws and how many are still ignorant of the same. Our socio-economic reforms and their impact need to be studied in depth. Achieving gender equality does involve a process of active social changes and cannot be automatically connected to economic growth in a given region.

Maria (2002) in an article entitled women empowerment teacher-education pointed out that all societies and cultures
have in the past developed some conception of rights and principles that should be respected and some of these rights and principles have been considered universal in nature. All human beings are born with certain basic rights called Human Rights that are meant to provide for their welfare and protection and assure a dignified existence to all sections of the people, and equal rights to the benefits offered by the society without distinction and discrimination. The struggle for the recognition of Human Rights and the struggle against political, economic, social and cultural oppression have been an integral part of the history of all human societies. The Human Rights concept has its history spreading over nearly eight centuries. It originated with the historic documents and revolutions such as the American Declaration of Independence (1776), French Declaration of Rights of Man (1789) and Bolshevik Revolution (1917). The concept of Human Rights as explained by Nizami (1994) is a 'catch-word' of the 20th century International Relations.

Ramachandran (2002) in education and the status of women studied the relationship between women's status and women's education. She was of the view that the societies where women were valued as women, they seemed to have greater access to education. On the other hand, it has been seen that when women are educated, there was significant improvement in their status within family and in society. While education could play a positive interventionist role in improving the status of women, the fact remains that low status, coupled with right socio-cultural practices devise women this basic right.

Ahmed (2003) had a study in 'low-income progressive men: micro credit, gender empowerment, and the redefinition of manhood in rural Bangladesh: The findings revealed that women expect caring and commitment from their husband. They wanted a shared marriage good husbands made decisions about household
finances with their like and respected their reproductive roles. Such men were more empowered than those who abused their wives and could act as social change agent. The model of the study showed how economic, gender, political, legal and community factors interweave with individual differences and minority status to impact empowerment goals. Policy recommendation emphasized how to include men in gender and development programmes and how the state, power rural men and women and their communities.

**Bakshi (2003)** investigated the Impact evaluation of women and girl beneficiary oriented programmes and schemes on their socio-economic status in Himachal Pradesh with executive summary. Andheri Village, Sirmour Dist. Himachal Pradesh: It was suggested that the inbuilt difficulties in implementing different schemes for women should be reduced. Financial norms should be revised to enhance the amount of assistance extended to women beneficiaries. Provisions should be made for a single window system to reach the benefits, and mainstreaming of gender perspective should be introduced in different schemes.

**Charon (2003)** in his article entitled "A transformational leadership development program" synthesized the role of Jungian theory with the contemporary principles of transformational leadership. Based on this theoretical alignment, individuals are inherently prepared to meet only half of the requirements for effective leadership. The other half should be attained through leader training.

**Conger and Toegel (2003)** studied Action learning and multi-rater feedback as leadership development interventions: Popular but poorly deployed. Action learning and multi-rater feedback are today among the most widely used interventions for leadership development. Despite their popularity, the authors believed that both have been poorly deployed. For example, while
grounded in real company issues, action-learning formats often fail to provide the multiple learning experiences necessary to develop complex knowledge. Inadequate opportunities to reflect on learning, poor facilitation, and a failure to follow up on project outcomes seriously hamper this intervention's potential to develop leadership talent. Similar shortcomings apply to the deployment of multi-rater feedback. For example, when its use is stretched and different purposes, such as performance measurement, are coupled with it, or when it's quantitative aspects are emphasized and the qualitative ones neglected, or when it is conceptualized as a single event rather than as an enduring system, the actual capabilities of multi-rater feedback are limited. Both interventions required for more attention and thoughtful application if they were to realize their potential to develop leadership talent.

Sharma (2003) in a study entitled empowerment of women and property rights key to rural development. Found that Gender Inequality, which remains worldwide, tends to lower the productivity of labour and the efficiency of labour allocation in household and the economic, intensifying the unequal distribution of resources. It also contributes to the non-monetary aspects of poverty- lack of security, opportunity and empowerment- that lower the quality of life for both men and women. While women and girls bear the largest and most direct cost of these inequalities, the costs cut broadly across society, ultimately hindering development and poverty reduction.

World Bank, New Delhi (2003) made an attempt to study the India, Rural Women's Development and Empowerment. It was suggested that sustainability issues need to be addressed in the action plans of various state annual plans. It was recommended that participatory approach may be adopted for monitoring and evaluation of the project in each state.
Collins and Holton (2004) in their study suggest that practitioners can attain substantial improvements in both knowledge and skills if sufficient front-end analysis is conducted to assure that the right development is offered to the right leaders.

Joshi (2004) Studied Women’s empowerment; experience from watershed projects. The Study covers rural areas of District Pauri, Nainital, and Udham Singh Nagari. It was found that there were 496 SHGs linked with 6700 women. Construction of water harvesting tanks, irrigation channels, biogas and fodder plantation have reduced the drudgery of women to a certain extent. These interventions have resulted in women saving around two to three hours, which is utilized for awareness programmes, group activities, and Income Generating Activities (IGAs), Capacity Building Activities, and so on. Women in the project area now have greater awareness regarding their roles, responsibilities and rights. The study also found increased role of "women as a group" in solving community problems by their 'Shramdan'. Participation in Panchayati Raj institutions and their role in decision-making had also increased. Study suggests that the State could capitalize on project interventions in agriculture and horticulture by developing a brand name for Micro enterprise products of SHGs from Uttaranchal. These efforts need to be maintained and strengthened, and should aim at placing women at the center of project activities.

Mohammad (2004) studied Rethinking women's participation, empowerment and gender equality microanalysis. This article analyzed the outdoor participation potential of women; the process of women's empowerment; and the interrelationships of women participation, empowerment, gender equality and their functional dependency on age, education, income and caste. He studied that there is a need to provide
empowerment training to all voluntary workers and local leaders. A strategy should be formed so that more and more women can be involved in outdoor activities, particularly those women who want to work, are educated and belong to low income, and low caste category.

Arbaugh (2006) Introduction: Leadership Development: Micro, Macro, or Both? The article discusses the topic of leadership in management education and the evolution process that it is currently in. Several book reviews touch upon the subject in the current issue, including "The Future of Leadership Development" by John Ballard. The author argues that the level-of-analysis is one of the most central questions to the development of leadership. The book also allows for further research into the topic as it states that the real definition of leadership has yet to be discovered.

Burgoyne and Turnbull (2006) Towards Best or Better Practice in Corporate Leadership Development: The research reported here was part of a UK government initiative to improve management and leadership capability. Corporate leadership development was one element of this initiative. The researchers, also the authors of this paper, were tasked with developing a best practice guide in leadership development. The aim was to establish current best UK corporate practice in order to inform similar organizations striving to improve their approach to leadership development. The aim of this paper is to present the findings of this inquiry as an example of Mode 2 research, i.e. that which is co-produced with practitioners in a rigorous yet actionable way. The paper addresses operational issues by exploring the tensions inherent in Mode 2 research and makes some additions to previous literature on conducting Mode 2 research. It introduces the notion of technological rules derived from the concept of management research as design science,
which enables the authors to articulate the way in which output can be developed in a form readily acceptable to end users of Mode 2 research. Actionable research products and accompanying dissemination issues are proposed as central operational concerns for Mode 2 research.

Jaimon (2006) in his study, "Empowerment of Women Literacy Workers". The main findings of the study were: that Literacy workers are 100% literate and have reached at least high school level of education. The literacy workers are voluntary workers and have taken up the task of imparting literacy to the adult illiterate women without expecting any remuneration from the Government. The literacy workers have been found the best-educated members of the family. Social and educational profile of women literacy workers is better than the average women of the village. The literacy workers had a higher level of empowerment before taking up the voluntary literacy work.

Literacy work has facilitated the literacy workers to interfere meaningfully in the lives of the women of the neighborhood. Literacy work has enhanced social status and respect of the literacy workers and opened up more opportunities for the literacy workers to move out of home. There are several situational factors that contribute to the voluntarism show by the literacy workers. These factors are the encouragement given by family members, the Panchayat council members, the district and block level literacy council and their training, respect and recognition given by the illiterate women of the neighborhood. Since they are better educated, literacy work has been a useful time pass for them. Many of the learners too find leisure between the unending household works by attending literacy programme. Most of the literacy classes have a lot of fun, singing and group dancing.
The active involvement in the yearlong literacy work has enhanced to the self-esteem, self-concept, self-confidence and social competence of the literacy workers. Their beliefs, values, attitudes and behaviors patterns have been modified due to literacy work. The role of literacy workers in the decision making in the family affairs have increased. Literacy work has not affected the economic status of woman literacy workers. After the literacy work some of the literacy workers have actively involved in the formation of self-help groups bringing together the learners of the literacy classes. The literacy workers hold the executive posts of the self help groups such as president, secretary and the treasurer. Political participation of the literacy workers has not changed significantly. However, the literacy work has given the literacy workers more opportunities to meet the civil authorities face to face the literacy workers have taken active role in conducting various cultural programmes like balmela and annual literacy day celebrations. They have also helped some women to meet the civil authorities to obtain pension, disability certificate and to open bank account. The problems in the path of empowerment of women are of two categories; restrictions at home and safety problems outside the home. They are bold in discussions but timid in practical level. However, literacy work has boosted the process of great change in the lives of women and the process of empowerment initiated by the literacy work is still continuing through the formation of self-help groups, micro-credit formation and micro-enterprising movement.

The process of women empowerment is a long term phenomenon and an isolated event like participation in literacy campaign does not really make significant change in the lives of literacy workers unless accompanied by more challenging levels of social participation like participation in the SHG movement.
Mukherjee (2006) Studied Impact assessment study of Swarnjayanti Gram Swarozgar Yojana (SGSY) programme on empowerment of women at Babpur village. Kolkata: Vidyasagar School of Social Work. The study was done to assess the impact of SGSY programme on empowerment of women at Babpur village under Purbakhilkapur Gram Panchayat, Kolkata. In the total sample of 50, 25 women were taken from SHGs which constituted the control group, and 25 women who were not associated with SHGs constituted the experimental group. Data was collected using a questionnaire containing open and close ended questions. Indicators used in the study were economic indicator, political indicator, household decision-making scale and awareness level of the respondents with respect to social and health issues. About 64% women of the control group and 92% of the experimental group were found to be economically independent, 40% respondents of the control group and only 4% of the experimental group had saving habit, and it was found that 8% respondents of the control group had created assets after taking loans from SHGs. Political indicators showed that 72% respondents of the control group had access to the panchayat, 80% of them attended gram sansad (village) meetings regularly, and 72% of them cast their vote in favour of the candidate of their own choice. On the other hand, only 4% respondents of the experimental group had access to the panchayat, 28% of them only attend gram sansad meetings regularly, and 56% respondents cast their vote freely. On decision making parameters it was found that 50% to 75% respondents of the control group took decisions about various important aspects of household management like expenditure on education of child, marriage of child, medical care, etc. But in case of the experimental group, decision making power was exercised by only 24% women, and 52% women took decisions with respect to the daily meal and dress. All respondents from both the groups were
aware about breastfeeding and immunization (100%). On an average, 80% respondents of the control group were aware of social and health issues, but the percentage of respondents from experimental group who were, aware about social and health issues was below 40%, which was quite poor: Awareness generation campaigns regarding the importance of Self Help Groups should be launched on a war footing, and attention should be given to formation and sustenance of more Self Help groups, as the impact of empowerment of women members of SHGs was evident.

Sethuraman (2006) Studied Women's empowerment and domestic violence: the role of socio-cultural determinants in maternal and child under nutrition in tribal and rural communities in South India. The objective of the study was to explore the relationship between women's empowerment, maternal nutritional status and the nutritional status of their children aged 6 to 24 months in rural Karnataka. Structured interviews with mothers were used to collect data and anthropometric measurements were obtained for 820 mother-child pairs. Results showed that malnutrition was significantly more prevalent in the tribal community. Some degree of malnutrition was seen in 83.5% children and 72.4% mothers. Tribal families had less access to electricity, education, and health care than rural families. Child feeding practices were similar across the sample and more than 80% of the children were still being breastfed at the time of the study. Tribal women had greater decision making capabilities and freedom of movement than rural women. The prevalence of domestic violence did not differ significantly between tribal and rural women, and it was experienced by 34% mothers in the sample. Biological variables explain the greatest variance (15.1%) in the sample. Women's empowerment variables were significantly associated with child nutrition and 5.6% of the variance in the sample could be attributed to women's
empowerment. Maternal experience of psychological abuse and sexual coercion increased the risk of malnutrition in mothers and children. The study findings suggest that better community based nutrition programmes should be designed which help in reducing malnutrition.

Taffinder (2006) High impact leadership [leadership development]. This paper addresses the issue of how to assess and develop leadership by answering two key questions: how organizations should identify potential leaders in their engineering ranks and what they should be looking for; and how individual engineering professionals should assess their own leadership and then develop it.

Trehan (2007) Psychodynamic and Critical Perspectives on Leadership Development. The article focuses on leadership development from a psychodynamic and critical point of view. An examination is made on how important HRD and psychoanalytic processes can be harnessed to provide growth and learning through reflection. The investigation finds that psychodynamic processes involve the examination of cultural and political processes that affect the development process which enable one to move and accept the complexity of leadership of development.

Kristian Olsson Selerud (2008) made an attempted to explore the Women's Empowerment in southern Africa: The Case of South Africa, Zimbabwe and Mozambique. In his study found that women in South Africa, in contrast to women in Zimbabwe and Mozambique, were able to access colonial urban centers which in turn gave them the opportunity to gain organizational and institutional experience. Such experience together with greater gender awareness and the advantage of learning from developments in Zimbabwe and Mozambique has meant that South African women have attained a high level of political empowerment.
Siwal (2008) studied Gender framework analysis of empowerment of women: a case study of Kudumbashree programme. The main finding of the study women reported that violence diminished as men realized the importance of the economic contribution of women to the household. Women became more aware of child care services and availed the facility of supplementary nutrition for lactating mothers. Many SHG members were willing to start their own micro-enterprises and expected Kudumbashree to help them in this venture. Kudumbashree staff spent its energy mainly on micro-enterprise activities. NHGs have shown the potential for public action against social and economic injustice. Kudumbashree needs to make arrangements for quality control of products of SHGs and organize regular training programmes for new and old women entrepreneurs. The agenda of SHGs needs to include social justice and equity issues, although women have taken up issues related to violence against women even in the absence of support from NHGs.

Voluntary Association for People Service Virudhunagar (2008) studied the Enhancing women’s empowerment through information and communication technology: a report. Virudhunagar: It was suggested that Government departments and others should come together to make poverty alleviation programmes successful through women centric initiatives in which poor women are organized to circumvent the problems of liberal development processes. Women need to be encouraged and trained to become producers on all ICTs. Clearly, engendered ICT policy needs to be developed.

Joakim (2009) The Impact of a Quota System on Women’s Empowerment - A field study in west Bengal, India The result is encouraging where most people welcome this initiative from the State Government and where at least some of the female leaders
elected through this quota are considered empowered. This in turn has had positive effects on the village community since women in general find it easier to approach female leaders.

**Archana (2009)** Women Empowerment and Social Development Abstract studied that policies to rise women’s age at marriage, enhance their educations and open greater employment opportunities will also help to empower them, at least in some respects. Our goal is to cause policy, institutional and individual change that will improve the lives of women and girls everywhere.

**Cecillia & Sardenberg (2010)** Family, Households and Women’s Empowerment in Bahia, Brazil, Through the Generations: Continuities or Change. This article identifies changes and continuities in gender relations in a working class neighborhood in Salvador, Bahia, through the generations. Based on data collected over a period of nearly 20 years, it seeks to identify processes of women’s empowerment. It confirms the relevance of women’s economic independence to their participation in decision-making and in gaining autonomy; it gave them the power to assert control over their own lives. To this end, female solidarity has also played a special role, propitiating the exercise of power with to bring about the desired changes in one’s lives. However, neither economic independence nor female solidarity alone seems to have automatically led to conscious ‘gender rebellion’ and a break with traditional roles in the family. This only becomes possible when new values and attitudes in favour of alternative models, such as those proposed by contemporary feminisms, gain greater expression.

**Dionne (2010)** studied Black Feminism: An Epistemological Framework for Exploring How Race and Gender Impact Black Women’s Leadership Development. He concludes that Black women have and will continue to persevere as they maneuver through the web of sex, race, and even class domination.
Analyzing historical accounts of how Black women came to leadership through the prism of Black feminism creates an entirely different picture than the one produced by the dominant culture—a picture of intellectual inferiority and powerlessness. The picture presented from the Black feminist lens, however, not only poignantly reminds us of how the oppressive forces have become institutionalized and thus invisible to the uncritical eye, but also that through education, political activism and engagement on all levels, and group solidarity, Black women and all oppressed groups can continue on and succeed in the fight for radical social, educational, and economic parity.

Janine (2011) in his article found that women, men and leader of the past, present and future are consistent with the assumption that the perceived incongruity of views about leaders and women in malleable. Specifically, our research demonstrated the dynamic of this phenomenon by showing perceptions of a role change among women and a corresponding convergence in the traits of women and leaders over 100 years. This projected convergence was primarily accounted for by an increasing ascription of masculine traits of women. Time will tell if the gender-gap in leadership will erode and what mechanisms will contribute to this change. Nevertheless, people’s beliefs about change in women’s roles and characteristics might increase acceptance of female leaders and thus accelerate the pace of social change.

OVERVIEW OF THE REVIEW

It seems from the review of literature cited above that many studies have been conducted to explore different dimensions of women empowerment. Some of the studies have tried to assess the effectiveness of Educational Progammes, on developing Leadership Qualities or skills among women, Economic Independence, health awareness, and vocational education. A
few studies attempted to evaluate the effects of women empowerment on different aspects of their life i.e. home, decision-making and political participation, improving their working conditions and employment. Further, a few studies attempted to evaluate the Government Policies and programmes which help to develop awareness, feeling of competency, self respect.

However, the researcher could not find any study which has been undertaken to study Leadership Qualities, Economic Independence and Educational Levels as correlates of Women Empowerment. To fill this gap, the researcher selected the present problem for investigation.