“All nations have attained greatness by paying proper respect to women. That country and that nation, which don’t respect women, have never become great nor will ever be in future”

- Swami Vivekananda.

Women in India have been traditionally suppressed. In addition, women who belonged to the economically and socially weaker sections of the society have been all the more suppressed. Till recent years, women’s participation in the decision-making process, especially in the rural areas, had remained very marginal. But, women’s participation in the economic activity is very important for their own personal advancement and for the improvement of their status in the society.¹ So, women should join the labour force of the country in an equal footing with men and get fully integrated into the economic system as a whole.

Women represent fifty per cent of the population of the world, make up for thirty per cent of the world’s official labour force, work for sixty per cent of all the working hours, receive ten per cent of the world’s income and own less than one per cent of the world’s property.² They share multiple responsibilities

¹ Mr. Asia Parveen, Empowerment of Women in India, Competition Success Review, March,2010.
² Http://news.bbc.co.uk/2/hi/amerikas/22995687.stm
and perform important roles as producers of food, managers of natural resources, earners of income and as care takers of household affairs. Moreover, they had been the active agents of change, the dynamic promoters of social transformation, and they have a vital role in shaping the destiny of the future generation. Yet, in the various gendered social formations, they had been placed below that of the hierarchy of men.

They experience multifold, subtle as well as open forms of discrimination throughout their lives. Women, in general, face different types of discrimination and it gets fully reflected in the mortality rates, births, basic needs, opportunities, employment status, property ownership and in the living conditions. Gender differentiation, today, appears to be one of the most pervading forms of discrimination. Resistances against marginalisation and attempts to empower them have become very common, since the beginning of the twentieth century, and empowerment increases their access to resources and power.

Human well-being would get enhanced when women and men have an equal share in respect of social, economic and legal rights. In India, women in general, and the poor rural women in particular, are relatively powerless in respect of resources and marginalised in the decision-making process. The predominant patriarchal ideology that was prevalent in the society, had inculcated in them, values of submission, sacrifice, obedience and silent
suffering. Such an ideology had often weakened the efforts of women to assert themselves and had subjugated them in the hierarchical power relations.

Empowerment of women should mean the strengthening of their capabilities in the social, political and economic spheres. Power is the key word in the concept of ‘empowerment’, and it is the power of the patriarchal ideology that had subordinated women, and this should be changed. Women’s empowerment and material advancement would help them to improve their status in the society and strengthen their economic position also. So, if women had to be empowered, it is absolutely essential to provide them with an increasing network of support services so that they could be liberated from some of their gender-linked constraints.

Economic empowerment of women was mainly based on their participation in the decision-making processes with regard to the access and the distribution of the resources. The entire effort of empowering women should be to help them to exercise their rights in decision-making efforts at all levels and in every sphere of activity both within and outside the household activities as equal partners.

National Cadet Corps is a Tri-Services Organisation comprising the Army, Navy and Air Force, engaged in grooming the youth – ‘The Leaders of Tomorrow’ – into disciplined and patriotic citizens. The genesis of the NCC can be traced back to the First World War when the Britishers created the
University Corps as the second line of defence and to have a large pool of trained youth available for employment into the Armed Forces.

After independence the present day NCC under the Ministry of Defence came into existence on 16 Apr 1948 through NCC act XXXI, 1948. NCC was formally inaugurated on 15 Jul 1948 as soon as the schools and colleges reopened after summer vacation. The Girls Division of the NCC was started in Jul 1949. In 1950 Air Wing was added on 01 Apr with one Air squadron each at Bombay and Kolkata. The Naval Wing of the NCC was raised in Jul 1952, thus completing the true representation of all services in the Corps. Presently, NCC has approximately 13 Lakhs Cadets under its fold.3

NCC was conceived in 1917 when India Defence Act was promulgated with an object of making up the deficiencies in the Armed Forces by raising the University Corps. In 1920, with the passage of India Territorial Act, University Corps was replaced by University Training Corps. In 1942, this Corps was rechristened University Officers Training Corps. In 1946, a committee under Pandit H N Kunzru was set up at the behest of Pandit Jawaharlal Nehru to formulate the establishment of an organisation capable of training and motivating the youth of the country to become better citizens and leaders in all walks of life. Consequently, the National Cadet Corps came into

being on July 16, 1948 with the promulgation of the NCC Act XXXI of 1948. NCC was placed under the Ministry of Defence.⁴

Overall supervision and policy formation for the functioning of this organisation rests with the Central Advisory Committee. The Minister of State for Defence is the Chairman of this committee. Constitution of the committee is as under:

(a) Minister of State for Defence - Chairman.
(b) Defence Secretary - Ex officio member.
(c) Education Secretary - Ex officio member.
(d) Three Service Chiefs - Ex officio members.
(e) Financial Adviser Defence Services - Ex officio member.
(f) Two members of Lok Sabha - nominated members.
(g) One member from Rajya Sabha - nominated member.
(h) Five non-official members nominated by the Central Government.

NCC is administered through the Ministry of Defence. The Defence Secretary, Ministry of Defence is responsible to ensure the smooth and efficient functioning of this organisation at the Ministry level. In the year 2000, the Central Advisory Committee modified the aims of NCC which read:

To develop qualities of character, courage, comradeship, discipline, secular outlook, spirit of adventure, sportsmanship and the ideals of selfless service among the youth to make them useful citizens.

To create a human resource of organised, trained and motivated youth, to provide leadership in all walks of life including the Armed Forces and always make them available for the service of the nation.

To create a suitable environment to motivate the youth to take up a career in the Armed Forces.5

NCC is a voluntary organisation for students of the schools and colleges. School students of the age of above 13 years can join as junior cadets and students from class XI and above, can join this organisation as senior cadets. This organisation from its humble beginning of 32,500 senior cadets and 1,35,000 junior cadets, has grown to above eleven lakhs cadets with 4.33 lakh senior cadets and 7.3 lakh junior cadets. While these figures seem big, they cover only a meagre 3.8 per cent student population of the country. The executive network of 745 units spreads from Leh in the Himalayas to the Nicobar Islands in the south and from the Rann of Kutch in the west to Kohima in the east. Presently, NCC coverage is provided to 4560 colleges and 7040 schools. Over 1400 schools and colleges are in the waiting list to join NCC. It

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was given an inter-service image when the Air Wing and Naval Wing were added to this organisation in 1952 and 1956 respectively.

By 1960, demand for NCC had grown substantially. To meet this demand, an auxiliary corps was raised called National Cadet Corps Rifles. In 1963, NCC was made compulsory in all schools and colleges and the National Cadet Corps Rifles was merged with NCC. Considering the suggestions from the Vice-Chancellors of the universities, NCC was again made a voluntary organisation in 1968.

As already mentioned, the Ministry of Defence with the Defence Secretary being the overall in charge of the NCC controls this organisation. At the Headquarters level, this organisation is headed by an officer of the rank of Lieutenant General. He is the Director General of the NCC. Two other officers of the rank of Major General, five Brigadier level officers and other civil officials assist him. The Headquarters is located in Delhi. There are 16 Directorates located in the state capitals headed by an officer of the rank of a Brigadier from the three Services.

Depending upon the size of the state and growth of NCC in the states, Directorates have up to 14 Group Headquarters under them through which they exercise their command and control of the organisation in the state. Group Headquarters have battalions and companies under their command through
which the organisation functions. There are 91 Group Headquarters, 546 Army Wing Units, 58 Naval Wing Units and 58 Air Wing Units spread over the length and breadth of the country. At the school and college level, there are troops and companies that are headed by the teacher of the institution who is selected and trained to head the sub-unit. This person is called the Associate NCC Officer. There are two training establishments namely Officers Training School, Kamptee and Women Officers Training School, Gwalior. These two institutions train the school and college teachers selected to head the company/troop. Courses in these institutions range from 21 days to 90 days in duration.

The Central Government covers the pay and allowances of the central government employees, NCC clothing, centralised camps, 50 per cent of the budget of all states camp and equipment for adventure activities like boats, gliders, horses etc. State governments finance the pay and allowances of the state employees, cadet’s refreshments and washing allowances, funds to train and pay the Associate NCC Officers and 50 per cent of the camp budget of state NCC camps. Personnel for the conduct of NCC activities include the service personnel, Associate NCC Officers and the civilian staff. Service personnel include officers, JCOs and NCOs. Officers formulate the policies and supervise their implementation. Associate NCC Officers, JCOs and NCOs are the implementing agencies.
A cadet can continue in NCC for two years as a junior cadet and three years as a senior cadet. From 2008 onwards the Senior wing are to undergo training only for two years. Each year of training consists of 160 periods and 120 periods for junior and senior wing / division cadets respectively. Institutional training consists of service subjects, social subjects and subjects related to adventure activities and subjects promoting national integration. During training years, cadets get opportunity to attend various types of NCC camps. At the end of two years training, the cadets can appear for the certificate examinations.

NCC plays a very dominant role in inculcating social ethos in the youth of the country. It undertakes various social service activities like aid to the administration in times of calamities, preservation of environment and ecology, blood donation campaigns, literacy programs and construction and cleanliness drives.

To be successful in life, one has to be bold to take calculated risk even at great discomfort. NCC develops these qualities in the youth by putting them through rigorous training including adventure activities. These activities develop special qualities of leadership, courage, comradeship and self-confidence. Adventure activities in the NCC include: mountaineering and trekking expeditions, rock climbing, para training and jumping camps, gliding, slithering, microlight flying, sailing, surfing, scuba diving, boat pulling etc.
The Central Advisory Committee in November 1996 decided to include games and sports in the curriculum of the cadets training to make NCC more attractive. Disciplines included in this activity are athletics, football and volleyball.

Youth Exchange Programmes between NCC of India and youth organisations of other countries are undertaken yearly. The Exchange Programme includes mutual visits up to 24 days in which cadets undertake billeting families, community work projects, educational activities etc. These projects develop mutual respect, adaptability, self-discipline, cross cultural learning and above all, love for one’s country. India has Youth Exchange Programme with Australia, Bangladesh, Bhutan, Canada, Maldives, Nepal, Singapore, Sri Lanka, United Kingdom and Vietnam.\(^6\)

NCC trains the cadets to become responsive individuals, sensitive to the needs of the community. This active participation teaches dignity of labour and ignites the creative instinct that lies latent in the youth. This is achieved through the scientifically planned NCC curriculum. It aims at developing a new work of ethos characterised by hard work, sincerity of purpose and the ideals of selfless service with a secular outlook.

\(^6\) Profile of NCC, NCC Journal 2010 - TN, P & AN Directorate.
Concept of NCC Training

Based on the aims of NCC, the Organisation has laid down Training Syllabi for the cadets. The syllabi for the Junior Wing Cadets covers a period of two years and for Senior Wing it is three years. Except for minor variations, the syllabus is similar for both Boy and Girl cadets. The training year is wef 01 Apr to 31 March. Training schedules planned for cadets ensure that the optimum benefits of the organisation reach maximum number of cadets.

On successful completion of the laid down syllabi, cadets of Junior Wing are eligible for ‘A’ certificate examination and cadets of Senior Wing for ‘B’ & ‘C’ certificate examinations. NCC ‘A’ certificate examination is conducted by Officer Commanding units and ‘B’ & ‘C’ certificate examinations by Group Commanders and State Deputy Director General respectively, for the cadets who have completed requisite number of periods and camps during their training.

The training activities can be broadly classified under the following heads:-

(a) Institutional Training.

(b) Camp Training.

(c) Attachment Training (Service Units).

(d) Air Wing Training.

(e) Community Development.

(f) Youth Exchange Programme.
Institutional Training

This training is mostly carried out in schools and colleges by the cadets. In addition, depending upon the type of wing, basic knowledge of that service is imparted to the cadets e.g gliding and powered flying for Air Wing cadets and boat pulling and sailing for Naval Wing cadets. Common syllabus and special syllabus are prescribed for the junior / senior wings / division for the NCC certificate examinations. Apart from this 50 % institutional training, 20 % training adventure and sports, 22 % in community development programmes and 8% youth exchange programmes are also given for the benefit of NCC cadets.
Camp Training

Camp training constitutes the most important part of NCC training. Every cadet in the NCC is expected to attend at least two camps during one’s tenure to complete the Training Syllabi. Therefore, nearly 50 percent of the enrolled strength gets this opportunity every year. In Camps, the young cadets get the thrill and joy of outdoor and community living as they are made to live under canvas / camp conditions and also follow a rugged but interesting routine. Camps also help in developing camaraderie, team-work, leadership qualities, self-confidence, self-reliance and dignity of labour among cadets.

This contributes greatly towards promoting national integration. The various camps conducted by the NCC are as follows:-

(a) Annual Training Camps (ATC).

These are held within the State under the aegis of respective NCC Directorates. The camps are of 12 days for senior boys/girls and 10 days duration for junior boys/girls. 50% of the enrolled strength undergoes the camps. In a year, approx 6 lac cadets undergo the camps.

(b) Centrally Organised Camps (COC).

These camps are of an all India nature and are planned by Head Quarter Director General NCC in consultation with the Directorates nominated to conduct them. Selected cadets, as per the vacancies allotted to each
Directorate, participate in these camps. The following types of centrally organised camps are conducted:

(i) **Leadership Camps.**

These camps are conducted on an all India basis. There are four Advance Leadership Camps (ALC), one each for SD, JD, SD Naval Wing boys and SW Girls. Three Basic Leadership Camps are held, one each for SD boys, SW and JW Girls. A total of 1350 cadets attend these camps.

(ii) **Vayu Sainik Camp(VSC).**

This Centrally Organised Camp is organised for Air Wing Cadets. 600 cadets (420 boys + 180 girls) from all Directorates attend the camp. VSC is generally conducted in the month of October. This year it is being conducted from 18 –29 Oct 05 at Bangalore.

(iii) **Nau Sainik Camp(NSC).**

This Centrally organised Naval camp is conducted annually for selected Naval Wing Cadets. Boat pulling, regatta and sailing competitions are the main attractions of this camp. 560 cadets (400 boys + 160 girls) attend the camp. It is conducted during the months of Oct/Nov.
(iv) **Rock Climbing Training Camps (RCTC).**

Eight rock climbing camps are held each year to expose the cadets to the basics of rock climbing and to inculcate spirit of adventure. Four of these camps are held at Gwalior in MP and other four camps at Nayyar Dam near Trivandrum in Kerala. A total of 1080 cadets attend the camps.

(v) **National Integration Camps (NIC).**

These camps are conducted on an all India basis and help bridge the cultural gap among various states of India. 37 such camps are conducted every year. In addition, we conduct NICs at remote and forward areas to promote national integration. Special NICs are being conducted regularly at Leh, Srinagar, North Eastern Region and at Port Blair.

(vi) **Thal Sainik Camp (TSC).**

Two TSCs are conducted at RD Parade ground, Delhi Cantonment every year i.e. one for SD/JD boys and other for SW/JW girls. Points scored by NCC Directorates during various competitions held during the camp contribute towards Republic Day Banner. 640 Boy and 640 Girl cadets take part in this camp held in Sep/Oct.
(vii) Republic Day Camp (RDC) and Prime Minister’s (PM’s) Rally.

Republic Day Camp is a prestigious camp inaugurated by the Vice President of India and visited by Raksha Mantri, Raksha Rajya Mantri, Chief Minister of Delhi, the three Service Chiefs and other dignitaries. During the Camp, a Horse Show and three Cultural Programmes are held wherein important dignitaries are invited as Chief Guests. The camp culminates in the Prime Minister’s Rally on 27 January every year which showcases all the activities of NCC. In addition, groups of NCC cadets meet the President of India and the Prime Minister over tea on separate days.

(viii) Attachment Training

NCC cadets are given an opportunity to live and work in regular service units in the form of Attachment Training. Allocation of vacancies for attachment to various Army Command Head Quarters is done by the Army Head Quarters. Every year 440 officers and 20,000 cadets are attached with various Army units. This includes, approx 560 SW cadets who are attached with various Centres/Depots where lady officers are posted. The attachment training is for approximately 15 days duration.
1000 Senior Wing Girl cadets are attached with various Military Hospitals every year. 120 SD cadets are attached with IMA for training every year. 48 SW girl cadets are attached with OTA, Chennai for training every year.

Air Wing Training

NCC Air Wing was established in 1950. At present, there are 58 Air Sqns i.e. 47 Flying squadrons and 11 Technical squadrons Air squadrons cover all State and Union Territories except Jummu & Kashmir. 47,578 SD Cadets and 11,489 JD Cadets are on its roll.

The major objective of the Air Wing training is to create interest amongst the youth of the country in aviation activites. In the flying squadrons, besides normal training, cadets are imparted training in Gliding/Microlite activities. The cadets are imparted basic theoretical knowledge in aviation subjects like aerodynamics, navigation, airmanship, meteorology and aero engine. The following practical training is also imparted: -

(a) Gliding:

Gliding is the most appropriate and economic way of bringing aviation within the reach of a large number of cadets. As of today only 18 gliders are serviceable out of 40 Gliders. An Air squadrons has to
achieve a target of 1000 launches by gliders and 200 hours of flying in Microlite in a year.

(b) Microlite Flying:

Microlite Flying has been introduced in NCC as an adventure activity with a view to give air experience/trg to the NCC Cadets (SD/SW) of Air Wing. A total of 60 Zen-Air Microlites have been ordered with M/S Agni Aero Sports Aviation Academy (P) Ltd out of which 46 have been delivered and 14 are to be delivered soon.

(c) Power Glider:

There is a proposal to introduce Power Gliding in the NCC.

(d) Aeromodelling:

Aeromodelling is the best way to demonstrate and understand how the forces of aerodynamics work on a flying wing (aerofoil). Aeromodelling is a vital link between the theory and practical flying training. Aeromodelling is divided into two general categories of static and dynamic aeromodelling. In static aeromodelling, non-flying type aeromodels are made to a specific similar scale of the actual aeroplanes. In dynamic aeromodelling, the aeroplanes are made to fly with the help of small engine fixed on it or without it depending on whether the aeromodeller wants to display his skill on a power model or a gliding
model. In any case, both types involve controlling through radio control. There is another type of non-control dynamic aeromodelling, where a powered aeromodel attached to a string is made to perform various manoeuvres.

(e) Attachment Training:

The main aim of the Attachment Training is to familiarize Air Wing NCC Officers and Cadets about working of Air force Stations. Every year 20 ANOs and 200 SD Cadets are attached to various Air Force Stations for four weeks. During their training, intensive training on air subjects is given to the cadets.

(f) Courses:

Every year one Pre-commission and one Refresher course for senior Division NCC Officers and two Pre-commission and two Refresher courses for Junior Division NCC Officers are conducted. The following courses are conducted for ANOs.

(i) Pre-Commission (JD/JW) Course - 90 days

(ii) Pre-Commission (SD/SW) Course - 90 days

(iii) Refresher Course (JD/JW) - 04 Weeks

(iv) Refresher Course (SD/SW) - 04 weeks
Social Service and Community Development

NCC has adopted community development activities with the aim of imbibing amongst cadets selfless service to the community, dignity of labour, importance of self help, need to protect the environment and to assist weaker sections of the society in their upliftment. This was envisaged through programmes involving adult education, tree plantation, blood donation, visit to Old Age Homes, slum clearance, village upliftment and various other social schemes. Some of the major activities of NCC cadets are:-

(a) **Tree Plantation.** NCC cadets plant saplings and look after them in conjunction with the concerned State Departments. This year during the NCC fortnight planned on the occasion of NCC Day, all cadets planted a sapling each.

(b) **Blood Donation.** Cadets donate blood as voluntary service whenever needed by Hospital/Red Cross. Last year all State Directorates carried out Blood Donation Drive throughout the country on NCC fortnight from 15 Nov –30 Nov 04 on the occasion of NCC Day.

(c) **Old Age Homes.** Old Age Homes in the country are patronised and regularly visited by NCC cadets.

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7 Profile of NCC, NCC Journal 2010 - TN, P & AN, Directorate.
(d) **Adult Education.** NCC cadets visit remote areas, villages and underdeveloped areas to emphasise the need for education and to assist in the conduct of the Adult Education Programmes.

(e) **Community Work.** Cadets of NCC participate in the rural and urban community project and other development works like village track improvement, cleaning of streets and ponds, sanitation drives etc. During Amarnath Yatra cadets provided voluntary assistance to the civil administration of state to organize the visit of Yatris at Jammu, Srinagar, Baltal and at the shrine.

(f) **Disaster Relief.** NCC has always extended its helping hand during natural and other calamities and accidents. Over the years, NCC cadets have rendered outstanding service during floods, earthquakes, cyclones, tragic train accidents and provided the healing touch in riot affected areas. Their response to situations like the Orissa Super Cyclone, floods in Andhra Pradesh and West Bengal and Earth Quake relief operations and soothing tempers after the riots in Gujarat have been commended upon by one and all. Recently, NCC cadets actively assisted in the relief operations during the Tsunami Disaster. The significant contribution by NCC were widely acclaimed by one & all.

(g) **Anti Leprosy Drive.** NCC Cadets have launched anti-leprosy drive throughout the country and are helping various voluntary Government Organisations.
(h) **AIDS Awareness Programme.** NCC participates actively in the AIDS awareness programme and is working along with UNAIDS and DG AFMS in carrying out AIDS Awareness Programmes throughout the country. A cadre was conducted in June 04 jointly with UNAIDS to train 160 cadets. Recently an All India AIDS Awareness Motor Cycle Rally was conducted by West Bengal & Sikkim NCC Directorate from 16 Dec 04 to 04 Feb 05. The rally passed through Southern, Western, Northern and Central India and finally reached Delhi during the Republic Day Camp 2005 where they participated in the Prime Minister’s Rally. A two year programme to spread awareness on HIV/AIDS has also been organized with the participation of UNAIDS. As a precursor to “Train the Trainer”, first cadre has been started on 19 Sep 05 with all Directors and selected officers and WTLOs from all states Dtes.

(j) **Cancer Awareness Programme.** NCC Cadets actively participate in Cancer Awareness Programmes organized at various cities. Cancer Care India (CACI), a NGO and NCC have joined hands to launch Cancer Awareness Programmes (CAPS) throughout the country. So far 13 such CAPS have been conducted. Cancer Awareness Day on 07 Nov was observed in a big way.

**Statement of the Problem**

‘The youth are the backbone of a nation’. On their delicate shoulders rest the responsibility to lead the nation towards prosperity and progress. So
what is expected of a young student is not only to be well educated and highly qualified in the academic field but also to possess sound moral character and loyalty to one’s nation. Only the bookish knowledge is not sufficient. What is needed is to gain practical knowledge through experience and specially through participation in NCC which plays a pivotal role in forming a sound character and loyalty to one’s nation.

The basic concept of NCC does not aim to militarise the youth. Through its multidimensional and value oriented activities in various fields, NCC not only influences defence consciousness, it aims at moulding the character of youth and at grooming them to achieve all round personality. It tries to develop in them the best of mental, moral and physical fitness and imparts all the qualities of an ideal citizen in an organized and well planned manner, keeping in view, its motto ‘Unity and Discipline’.  

The cadets acquire knowledge of the worth of youth, and its responsibility towards humanity and duties towards the nation. The leading thoughts of NCC ‘Youth is Power’ and ‘Youth generates national development’ inspire the NCC cadets and influence them to develop their personality. Through NCC the cadets learn that they should give more importance to their own work and action.

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The main task of NCC is to build a strong youth force that aims at ‘Nation Building’. While imparting social service, NCC inculcates in the cadets social awareness, it cultivates, the ideal of service towards the society. It educates the youth against the social evils. During the adventure activities like rock climbing, trekking, sailing, mountaineering, boat pulling, diving, gliding, flying and riding. Cadets acquire the spirit of adventure, sense of achievement, develop courage, and strong determination. Though the material gain is negligible, NCC helps to overcome the obstacles with an iron will and courage. It teaches the virtues of sacrifice and spirit of leadership. Hence, the researcher has attempted to study the empowerment of women through NCC in Tirunelveli.

Objectives

The following are the specific objectives of the present study:

1. To study the socio-economic status of women in NCC and the factors affecting the decision making capacity.

2. To identify the factors influencing to join in NCC activities among the selected women in Tirunelveli.

3. To compare the dimensions determining the empowerment of women in before and after joining in NCC.

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4. To find out the relationship between the level of empowerment and socio-economic profile of NCC women.

5. To compare the activities of women in before and after joining in NCC and to measure the impact of empowerment through NCC.

**Hypotheses**

The following null hypotheses are:

1. There is no significant relationship between the socio-economic factors such as subject, year of enrolment, age, community and place of origin and their level of empowerment through NCC.

2. There is no association between the empowerment of women in before and after joining in NCC.

3. There is no association between the activities of women in before and after joining in NCC.

**Chapter Scheme**

The present study entitled “An Economic Study of Empowerment of Women through 3 Tamil Nadu Girls Battalion, NCC in Tirunelveli” is organized in seven chapters.

Chapter I introduces the subject, role of women, women empowerment, brief history of NCC, organisation of NCC in India, NCC in Tamil Nadu,
statement of the problem, objectives of the study, hypotheses of the study, limitations and chapter scheme.

Chapter II reviews the earlier studies relating to women empowerment and methodology adopted for the present study.

Chapter III describes the profile of the study area.

Chapter IV analyses the characteristics of the sample women in NCC and factors influencing the cadets to join in NCC activities.

Chapter V discusses the relationship between level of empowerment and the socio-economic indicators of the women in NCC.

Chapter VI deals with empowerment of women through socio-economic and decision making, opportunities for empowerment, challenges, self-empowerment, group-empowerment, personality empowerment, employability and social empowerment. Further, this chapter examines the significance of activities of women through NCC before and after joining.

Chapter VII presents the summary of findings along with conclusion and suggestions based on the study.