Chapter-II

REVIEW OF RELATED LITERATURE
2.1.0 Overview

This section focuses on reviewing the research work done by various scholars on the topic related to women empowerment. The literature is classified into two major sections: Foreign and Indian. Various Research works, Research Reports, Doctoral Dissertations and Articles have been systematically reviewed.

2.2.0 Need of the Studies

The main objectives of this section are the following: firstly, to have a through knowledge of the works on the area of study, secondly, to get a comprehensive idea on the research methods adopted by various scholars in different disciplines and places and thirdly to identify the research gap available in the area of research and finally to formulate the objectives of the study and to delimit the area of research by identifying the variables. Further it helps the researcher to identify the suitable methodology to be adopted to pursue the research in an innovative manner. Related Literature is reviewed, analysed and presented under the following headings: 1. Foreign Studies and 2. Indian Studies.
2.3.0 Foreign Studies

This section intends to critically review the works of the foreign scholars related to the topic of research. From the critical review it has been observed that there is no work directly related to the topic of this dissertation. However, there are so many works related to women empowerment, status of women and the measures taken by various state, National and International institutions and organizations on women empowerment.

**Geraldine Forbes** (1998) in “The New Cambridge History of India: Women in modern India”\(^4^4\), highlights the role of male reformers in the 19\(^{th}\) century India for the upliftment of women from the traditional mind set. The researcher underlines the arguments of the Indian leaders of the 19\(^{th}\) century that educating the women is the best means of emancipation of women. According to his findings, education helps so many women to understand their problems well. Understanding the problem is the first step for the solution. Education helps the uneducated women of rural India to understand the dynamics of various day to day problems. The author argues that women movements in India were strong even before national movement in India. Even today Women should be empowered to play new roles in the society with new

perspectives. They should be taught about their rights and privileges in the society. The researcher highlights the role of Indian women from 1930s until the early 1950s and argues that from 1940s onwards women were part of all movements, conservative and radical and began to view themselves differently. Increasingly, they found social feminisms wanting and began to borrow from more radical ideological framework specially Marxism and its offshoots. However, by independence in 1947 the hegemony of the women organization, who claimed to speak for all women, had been destroyed. The author argues that the promises of the freedom movement were honoured only in laws, regulations and policy documents than in practice. However, The Momentous Report Toward Equality, the report commissioned by the government to examine the status of women since independence has created an epoch making impact on contemporary women movement. According to him not all the women are benefited by the constitutional guarantees provided by independent India and he emphasizes the need for the consolidation of women movement for real women empowerment.

The study by Maxine Molyneux and Shahra Razavi (2002), entitled “Gender Justice, Development, and Rights” 45 consists of four parts. In the first

part the investigator examines different aspects of liberalism and considers some challenges to its neo-liberal contractarian form. It addresses the question of how far liberal rights agendas, whether embodied in national or international legal instruments, have taken account of women’s needs and interests. The second part of the study concentrates on some case studies which examine three fundamental challenges from the perspectives of economic, political and cultural respectively, those have been made top prevailing liberal versions of democracy and rights. Part third of the study considers how women’s movements have positioned themselves in relation to states and the social movement that claim democracy as legitimizing principle. In the fourth part of the study the investigator examines the tensions between Universalization and multiculturalism with reference to the three developing countries – Malaysia, Mexico and Uganda. It examines how the women in these countries are deeply influenced by the forces of globalization and multiculturalism.

Nalini Visvanathan, Lyne Duggan, Laurie Nisonoff and Nan Wiegersma, (1997) in their research work entitled, The women, Gender and Development Reader discuss the following topics: Theories of Women; Gender and Development; Households and families; Women in the Global

Economy; International women in Social transformation; and Women Organizing Themselves for Change. The study touches upon various aspects of women empowerment and emphasises the need for global efforts for women empowerment.

**Vlassoff, Carol** (1994) 47 in his article “From Rags to Riches: The Impact of Rural Development on Women’s Status in an Indian Village” systematically highlights the role of the forces of prosperity, modernization and more widespread education for girls in empowering them and liberating them from the patriarchal structures. He argues that their education and economic independence help them to take independent decision and liberate them from their husbands and relatives. Education has helped the rural girls to be self assertive and independent. He advocates that the best women empowerment measure is providing them proper education. He further argues that greater prosperity, modernization and more widespread education for girls has actually reinforced patriarchal structures by defining an economically dependent role for women relatives and their husbands. Moreover it is only in theory that education is seen as a means of financial independence for girls, in practice girls are educated to see a husband, not to get a job.

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Bloom (2001) in his Study “Dimensions of Women’s Autonomy and the Influence on Maternal Health Care Utilization in a North Indian City”\textsuperscript{48} comes with some interesting findings that education helps the women to gain freedom of movement. Further, there are studies which reveal that there is a positive relationship between women’s education and women’s decision making power.

Kritiz and Makinwa-Ade Busoye (1991) in their research project “Youth and Reproductive Health in Africa”\textsuperscript{49}, reveal that the effect of Primary and Secondary education is positive on women’s decision making. According to them the country’s education gives a lot of alternatives and options for newly educated women about so many day to day problems they are facing.

M. Hollos (1998) in his research report “The Status of Women in Southern Nigeria; Is Education a Help or a Hindrance? - Of Women and Education in Sub-Saharan Africa”\textsuperscript{50} comes with the same view that less educated women have more independence and autonomy than educated women.


\textsuperscript{49}Kritiz and Makinwa-Ade Busoye, Youth and Reproductive Health in Africa, The Centre for Development and Population Activities, Sub-Saharan Africa, 1991

\textsuperscript{50}M. Hollos The Status of Women in Southern Nigeria is Education a Help or a Hindrance of Women and Education in Sub-Saharan Africa, Lynne Rienner Publishers, Blunder, 1998.
But, the study by Niraula and Morgan (2000)\textsuperscript{51} *Gender Inequality in two Nepali Settings* says that in Nepal there is no increase of women’s autonomy in decisions regarding household purchase, wife working outside home, family and other household matters. The above mentioned studies have brought some interesting contrast on the role of women’s education on their empowerment. However in general, most of the studies agree the positive role of education on women.

**Gary Becker and Amartya Sen** (1999)\textsuperscript{52} in their study entitled *Development as Freedom* highlight the importance of development to enjoy real freedom in life. Sen’s (1990) *Cooperative Conflict Model of Household Dynamics* treats women as changing agents and their model of bargaining power is a useful tool of analysis. According to them their ability to bargain is closely related to their education, wage, work and other supportive system.

There are studies focused on education and gender equality which reveal that modernization and widespread education for girls have reinforced patriarchal structures by defining an economically dependent role in all walks


of life. According to Green Halgh (1985) in his research report, Sexual Stratification: The Other Side of Growth with Equity in East Asia brings forth that education to the girl children is a moral booster for them to gain respect in the society on par with the gents. Over the period of history India is a male dominated society and most of the parents prefer boys to girls since the boys provide more security than girls.

Pande and Astone (2001) in their study Explaining Son Preference in Rural India: The Independent Role of Structural Vs Individual Factors suggest that it is only at higher level education, women are successful in rejecting gender bias, or find alternative opportunities, roles and support structures than those afforded by giving two sons. Preference for sons by most of the poor parents is mainly because of their insecurity and economic liability. The best means to put an end to gender bias at the national and international level is empowering the women through education and financial resources.

Further the studies by Haydock J. (1999) and Koeing (2003) “Patterns of Reproductive Skew in the Polygynandrous Acorn Woodpecker” come with

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some more findings that wherever the women are educated they gain strength and confidence to report to the concerned authorities about domestic violence without hesitation. But most of the uneducated women are not ready to come forward to report their harassment to the appropriate authorities. They conclude that empowering women is the best means to reduce domestic violence.

There are interesting studies linking education and domestic violence which have revealed some encouraging findings. In general most of the rural uneducated women are not aware of their rights and privileges. Consequently, they are continually and silently suffering a lot of harassment at the hands of some of the cruel and drunkard husbands. Their ignorance, weak physical and financial position does not allow them to come out bodily to file a complaint or resist the attack or ask for a decent divorce. Consequently, the number of domestic violence is growing day by day in rural India. In this context, there are studies conducted by some researchers related to education and domestic violence. Sen (1999)\textsuperscript{56}, \textit{Enhancing Women’s Choices in Responding to Domestic Violence in Calcutta: A Comparison of employment and Education} and Duvvury and Allendorf (2001)\textsuperscript{57} in “\textit{Domestic Violence in India: The


Roles of Education and Empowerment” come with the finding that educated women are educating the uneducated women about their rights and privileges. The study found that participation of women in community level activities and credit based groups mainly depends upon their education. Education gives them a lot of inner strength and self confidence to move and work with other women with respect and equality.

**UNDP** (2001)\(^{58}\) “The Human Development Report” measures women empowerment in terms of choice such as the choice to live a long healthy life, to have better education, access to resources needed for a decent standard living. **Karl** (1995)\(^{59}\), in “Women and Empowerment: Participation and Decision Making” measures in terms of collective awareness building, capacity building and skills deployment, participatory roles, greater economic control, decision making power and action oriented life towards greater gender equality.

**Cameron** et.al (2001)\(^{60}\) in “Education and Labour Market Participation of Women in Asia” and **Khandeker** (1988)\(^{61}\) in “Fighting Poverty with *Microcredit: Experience in Bangladesh*”, find that women’s education

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increases labour market participation and provides better empowerment opportunities for more and hence raise their income. They find a positive relationship between women education and labour force participation in Bangladesh and also find that the husband’s education is helping their wives to get higher education and this helps the women to earn more wealth. The ability of the women to make more money because of their education motivates their husbands to encourage them to educate their wives. Psacharopulos (2002)\textsuperscript{62} in this study *Returns to Investment in Education A Further Update*, finds that education is the main determinant force for women labour. He argues that the level of education helps the women to get better jobs. Carolyn M. Elliott (2008), in *Global Empowerment of Women: Responses to Globalization and Politicized Religions*, views that graduate and above graduate qualification help the women to move from place to place. Further, the women with adequate qualification are able to get regular salary in government or private sector instead of daily wage work like the uneducated women.

Duraiswamy (2002)\textsuperscript{63} in *Changes in Returns to Education in India 1993-94: By Gender, Age- Cotest and Location*, and Bechman (1996)\textsuperscript{64} in

\textsuperscript{62} George Psacharopoulos, Returns to Investment in Education A Further Update, The World Bank, Latin America and the Caribbean Region Education Sector Unit, September 2002.


Assessing Program Effectiveness Through Group Interviews, also find that there is a positive correlation between education and earnings and the impact is more on women than men. They argue that the impact of education on women is more than women. However,

**Jejeebhoy and Sather** (2001)\(^65\), in their project “Autonomy in India and Pakistan: The Influence of Religion and Region” reveal that secondary schooling is associated with higher autonomy in Punjab, Uttar Pradesh and Tamil Nadu. Further, schooling is moderately associated with higher autonomy only in Tamil Nadu. There is another view that education is immaterial in defining control over finances or household decision making.

**Kritz and Makinwa and Adebusoye** (1999)\(^66\), in their project “Determinants of Women’s Decision Making Authority in Nigeria: The Ethnic Dimension” come with the findings that women with higher schooling are more likely to say that their opinions have weight in household decision, and they are also more likely to think that women should have decision making input on matters both within and outside the customary female domains. Sunita Singh-


Sengupta (2003)\textsuperscript{67}, in her study *Women Leadership in Organizations: Socio-cultural Determinants* argues that, sex stereotypes are culturally based beliefs prescribing appropriate and inappropriate behaviours for the two genders. Against this backdrop the present study examines the socio-cultural determinants of women leadership at the top in Southeast Asian countries. The study elaborates that, educational and social factors determine the quality of women leadership. Here he emphasises the importance of education and training for better women leadership.

Shamillah Wilson, Anasuya Sengupta and Kristy Evans (2005)\textsuperscript{68}, in their study *Defending our Dreams: Global Feminist Voices for a New Generation*, in their work describe that, young feminists are engaged as advocates, organisers, protesters, researchers and strategists, and their energies, visions, solidarity, creativity and passion are instrumental in defining social movements globally. This issue brings together the analysis by feminists of diverse identities on a range of themes including women’s rights and economic change, new technologies, sexuality, and feminist organizations and movements. Most importantly, this book identifies the key issues arising out of


the distinct experiences of young women living in both South and North and its identifies the challenges specific to young feminists, such as the ageing leadership of the movement and the new forms of organizing which sets an agenda for a new era of feminist leadership and activism.

Moses Seenarine (1998)\(^{69}\), in his doctoral dissertation entitled, “Voices from the Subaltern: Educational Empowerment among Rural Dalit (untouchable) Women and Girls” highlights the plight of the poor, rural, Dalit females in India who are facing multiple forms of oppressions in the name of class, caste and gender. According to the author Casteism is deeply prevalent in rural areas, as is male domination over women’s mobility, education, labour and wages are apparent explicitly. However, Dalit females are resisting multiple persecutions to gain access to education and they are becoming empowered through processes of program participation, forming new friendships and alliances and gaining a broader perspective on the world. Empowerment is broadly defined as the consequence of female’s participation in planned and unplanned activities which may lead them to have increased skills, greater self-efficacy, new alternatives for individual and group actions, new access to resources, and a different sense of who they are.

2. 4.0 Indian Studies

In continuation of the critical review of the foreign studies, this section concentrates on the works done by the Indian scholars on women empowerment. As mentioned earlier, there is no work available on the topic of the present research focussing on women empowerment measures initiated by the Puducherry government through education. However, there are serious works by dedicated scholars who have done a lot of works on the status of women in India, various means of empowerment and the importance of educational empowerment which are closely related to the study. Based on this argument this section intends to critically analyse the available related literature of the Indian Scholars.

Digumarti Bhaskara Rao and Digumarti Pushpa Latha (2004)\(^70\) in their study, *Education for Women*” highlight the importance of women education, the availability of various schemes for women empowerment after independence in the Departments of Heath Affairs, Family welfare and Child care. It also underlines the various preventive and protective measures for the women to protect them from domestic violence. It also emphasises the need for helping the Muslim women to come out of their traditional negative mind set

and argues that education is the best means to put an end to all forms of negative mentality among Muslim women. The book also underlines the need for multi facet approach to address women illiteracy. The need for the present time is cooperation at all levels from regional to national and international.

**B.M. Sharma** (2005)\(^{71}\) in his study entitled, “*Women and Education*” analyses various topics related to women empowerment. The first part of the study discusses the view of Gandhi on women empowerment and in the second chapter the author highlights the importance of various training programs for women empowerment based on the status of women. In one of the chapters, the researcher discusses the causes for the drop out from the school and higher education. The book is a very good narrative on the status of women education in India.

**Digumarti Bhaskara Rao and Digumarti Pushpalatha Rao**\(^{72}\), in their study, “*Women’s Education: Challenges and Advancement*”, give a worldwide statistics on the status of women and highlight the poor plight of the uneducated women in different parts of the world. The study emphasises that providing quality and life based education is the best way to empower women in the

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world of so many challenges and opportunities. Empowering them through education alone will put an end to all forms of discrimination, domestic violence and disparity in the society. Citing the UN’s commitment for women empowerment, the researchers highlight that the best way to achieve peace and overall development is through empowerment of women through proper education.

**Lena Dominelli** (2007), in her study entitled, “*Women and Community Action*”⁷³ argues that some community work values, philosophies, skills and techniques apply to all community work models; women’s endeavours in working communities are to be recognized and celebrated. Differences based on Class, race, ethnicity, age, disability, sexual orientation and mental ill-heath configure women’s experiences of gender relations in diverse ways. To him community action is a model of community work that has considerable implications for women without losing sight of the broader community work canvas within which it is located. In the third chapter he explains the relationship of the states with communities and how it has portrayed them a safe haven to promote their use as sites for social cohesion while at other times the state fragments communities to keep people divided in pursuit of policies that exacerbate existing tensions between them. Further the researcher highlights the

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feminist challenges to traditional community work and moves to consider feminist community action and its activities. He argues that feminist community action has been crucial in creating facilities for women and ensuring that these are also run by them. Further he argues that feminist campaign and networks are major vehicles through which women have undertaken social action and promote their interests. He advocates the need for working women to demand for equal pay, crèche provisions, flexible working hours and end to sexual harassment at work. The real empowerment relies on the overall development of women.

Sumitra Kumari (2006), in her study entitled, *Dynamics of Women Empowerment* (ed) argues that women Empowerment process must evolve with a new understanding of power and experiments with ways of democratizing and sharing power, building new mechanics for collective responsibility, decision making and accountability. Empowerment, therefore, is a process aimed at changing the nature and direction of systematic forces, which marginalize women, and other disadvantaged section of society. According to the researcher, women empowerment is possible only when women become economically self-dependent and they participate actively in different decision-making processes at home or outside. In the fourteen articles presented, the

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researchers have portrayed diverse issues pertaining to women empowerment. The major topics given elaborate treatment include Women empowerment: An Introduction; towards Empowerment of Women; Local Self government and Empowerment of women through Floriculture; Empowerment of women in Democratic institutions of governance; Government Actions and women Development; Women and Development; Development strategies; Emerging Issues of Empowerment of Women; Determinants of Women Development; Development Process and women; Empowerment and Women Organizations etc. The researcher argues that higher literacy and education, better care of health for herself and her children, higher age at marriage, acceptance of small family norm, greater work participation in modernize sectors, self-reliance, self-respect and dignity among women, better consciousness of their rights, no dependence on males for their financial needs, higher standard of living are the important empowerment mechanisms. The highlight of the study is on the importance of women empowerment through Floriculture. According to the author, previously, flowers were not of much economic importance. However, understanding the growth of flower market, the author suggests that women should be trained in floriculture oriented entrepreneurship so that women of rural areas can easily earn regular money for their livelihood in short run
without much risk or investment which is a major source of economic empowerment of women.

Kanta Sharma (2004), in his study entitled, *Women power in the Twenty First Century*, argues that women have been the subject of love-hate, appreciation-ridicule, and acceptance-rejection and good-evil ambivalence since ancient times. Whatever media, man had at every stage of history, used to describe and express his feelings towards women. Songs were sung, dramas were staged, poems were composed, paintings were drawn, sculptures were carved, and models were constituted to concretely reveal these dichotomous emotions. Literature is full of the chaste, noblest and most revered saint-like women as well as most vile and evil witch like women. Man found a natural object for the satisfaction of his passion. Based on the reality, the researcher in his seventeen chapter study highlights different aspects of Women Empowerment such as, caste factor, class factor, financial, social context, gender inequality, views of the leftist and socialists perspectives, women in politics and Panjayatraj, decision making, available legal support, on various welfare schemes available in India, vocational training, education and problem in education, the need for expansion of education, importance of applying latest technology for women empowerment related program etc. The researcher

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concludes that women empowerment should be holistic and problem solving and result oriented or target oriented.

V. Mohini Giri (1998), in her study entitled, “Emancipation and Empowerment of Women” highlights the role of NGOs as key players in nation building and women empowerment. Further the researcher has narrated the role of National Commission for Women (NCW) in different areas. In the third chapter, she explains the plight of poor women in India in prison custody, population control measures at the cost of men, in the form of bonded labour, child bondage etc. The researcher also explains the suffering of women in the areas of prostitution, sexual trafficking, AIDS, and emphasizes the need for women empowerment to overcome all such evils. He highlights the importance of various forms of reforms such as educating the women to achieve gender equality; addressing their health need by improving their physical condition to work efficiently; introducing and implementing prohibition to enjoy peace at home; forming women organization to create women coalition groups for their self defence and self improvement; legalizing joint ownership of property along with men; meeting their sanitation needs; improving the infrastructure facilities in rural areas; creating employment opportunities to the poor women; giving proper formal and informal education; simplifying legal and judicial

procedures etc. and suggests that such reforms will help the women to achieve overall empowerment in the long run.

Krishna Ahooja-Patel (1995), in his research report entitled “Women and Sustainable Development: An International Dimension” analyses the boundaries of women development and environment for programming and to design training methodologies for empowering women through learning. He examines the connection between women, development and environment globally, locally, scientifically and socially in order to develop a sense on how women’s own actions affect the process of development and nature now and in the future. It attempts to analyze the relationship of women to environment and development at three levels: firstly, International policy perspectives dealing with the history of development and environment and emerging concepts in the UN systems; secondly, the differing approaches on women’s relationships to ecology and economy and finally, the resource materials of recent women’s conferences-mainly the Global Assembly and the World Congress- which highlight women’s perceptions and their accumulated knowledge. In addressing environmental education for women, resource materials need to be collected from a variety of sources, international and national, primary and secondary,

policy and grassroots levels. The contents of “sustainable development” as a subject area are multi-disciplinary and touch the parameters of almost all social and natural sciences.

According to him most women who are considered “Illiterates” are in fact highly skilled in the rural economy and undertake a variety of “economic activities” which do not enter the monetary system. Their skills are therefore not regarded as marketable in the modern sector. However, it is necessary to devise different levels of learning for those whose life skills are versatile, but who do not have the capacity to earn. For this reason, the study examines different sources of educational materials and proposes different levels of training courses depending upon the “target group”. It also attempts to establish educational and research linkages on women, development and environment.

**L. Radhakrishnan** (2008), in his study “Empowerment of Women through Entrepreneurship” analyses the status of women, women entrepreneurship and problems and prospects in Women Entrepreneurship. According to him women are still treated as second rate citizens or subordinate to men. In spite of many efforts by the successive governments they remain in backward positions. Women take advantage of the efforts and support taken by

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the government and they are proving their worthiness in education, health, household enterprises and IT. And it has been made clear that without active involvement of women, sustainable development is not possible.

When we talk of women entrepreneurship throughout the world, women’s participation in economic activities is fast increasing. In India too women are participating in large number in almost in all the spheres of economic activity. When they are engaged in gainful employment and contributing to the household and national economy, they should be given due respect and status they deserve in the family and the society. In the changing socio-cultural environment in India, women are entering a new era. But they are still over burdened with the household chores. So some measures should be introduced to reduce their household burden. This requires a drastic change in the mind set of the men folk towards women in general and working women in particular.

It has also been suggested by the researcher that self-help groups are viable alternatives for sustainable development. A Self employed woman is getting better status and it enables her to take part in decision making in the family affairs and outside the family as well. The research also highlights the impact of Micro Finance on women empowerment. It is believed that the micro
finance, if utilized properly provides ample chances to SHG members to develop multifaceted skills with the increase in annual income and standard of living. It gives the members exposure to the style of various upliftments in social, cultural, economic, political and finally self-esteemed personalities. Women can also be empowered through tiny industries, information and communication technology (IT enabled business opportunity), dairy entrepreneurship, fisheries enterprises etc. In spite of all these the women entrepreneurs are facing a number of problems namely getting timely, regular and quality raw materials, marketing their products, adequate and regular funding facilities, competitions from other entrepreneurs, low mobility and contacts and high production costs, lack of sufficient education, low need for achievement etc. All such problems should be overcome and what they need is little training, sufficient finance and enough cooperation and encouragement from all men at home, in society and governmental organizations. That will enable women entrepreneurs to enter the main stream of country’s economy which in turn will speed up the economic development of our country.

Reema Mukherjee (2008), in her study entitled Rural Women Empowerment states that in India the availability of natural resources to a large

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section of the rural population and especially to the poor has been eroded severely over the past two decades by two parallel and inter related process: their growing degradation both in quantity and quality and their increasing statization and privatization. These two processes, both independently and interactively, underlie many of the class-gender effects of environmental degradation. Independently, the former process is reducing the overall availability and the latter is increasing inequalities in the distribution of what is available.

The researcher also feels that women’s empowerment and reproductive rights should be integrated. Women have urgent needs for the improved protection and promotion of their reproductive and sexual health. In order to serve these needs, the underlying causes of poor reproductive and sexual health must be first examined. Health professionals including Obstetricians, Gynaecologists, Family physicians, mid wives, nurses and reproductive health care providers have a responsibility to use all effective strategies to promote women’s health rights.

In order to remove barriers that women face in each day of their lives, there is a need to empower women in all aspects of their lives. As such, initiatives should work towards changing the power imbalances and gender
inequalities that encourage neglect of women’s health, restrict their choices and autonomy and ultimately, endanger their lives. The researcher also highlights the importance of education in empowering women citing the schemes for education of girls and services of SSA etc.

Sakuntala Narasimhan (1999), in her study entitled Empowering Women: An Alternative Strategy from Rural India, spotlights rural scheduled caste and scheduled tribe women who are triply disadvantaged as women as rural and as dalits and tribals. The researcher has done her work on the tribal in Andhra Pradesh. After her strenuous work, the researcher has come to the conclusion that money is not the main problem in the context of women’s empowerment but apathy, fear, ignorance and vulnerability as women with in the patriarchal patterns of social behaviour. The researcher opines that the government tends to measure ‘progress’ only in terms of money outlays or infrastructure without taking in to account whether the ground parameters are actually changing. In her study, the researcher has assessed the effectiveness of an alternative strategy of development and empowerment of women that begins with awareness generations i.e., empowering women psychologically first, with

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confidence, information and optimism and motivations rather than economic interventions.

The study by Ranjana Harish and Bharathi Harishankar (ed.) (2003), entitiled “Shakti: Multi Disciplinary Perspectives on Women Empowerment in India”, consists of twenty three papers by different authors covering various aspects of women empowerment. N.K. Patha in her article, “Women Empowerment through Judicial Process” argues for women’s empowerment through judicial process. Quoting from the constitution of India, which prohibits discriminations on sexist ground under its Article 14, the paper discusses all the relevant articles as well as sixth, seventh, eighth and ninth five year plans, which accepts Women empowerment as one of their agenda. In another scholarly article, Nutan Damor highlights violation of Dalit and Tribal Women and the social oppressors that prevent legal redress which in turn, results in the human rights violation against Dalit and Tribal women.

83 Ibid.
N. Nagarajan’s book, (1998)\textsuperscript{84} in his research work “Progress of Women Literacy in India: Challenges for 21\textsuperscript{st} Century”, highlights the challenges India is facing for eradicating illiteracy from India. He argues that India has to formulate strategies to address the problem of women illiteracy in order to achieve overall development in the 21\textsuperscript{st} century.

Some studies on empowerment further reveal the positive role of education on women. For instance the study conducted by Tapen (1998)\textsuperscript{85}, \textit{Need for Women Empowerment} opines that education provides formulation about health and nutrition, reproductive and sexual rights, family planning, seclusion, gender equality, environmental awareness, religious objectives, political consciousness, economic opportunities, women rights and legal provision and consumption patterns etc which differently empower women in a complete sense. Education is the fundamental right to all the citizens of India including women. Therefore, educationalists emphasise the importance of restructuring educational policies and curriculum with the purpose of empowering women. Researchers like Ramachandran (2002)\textsuperscript{86} in \textit{Education}

\begin{itemize}
\item \textsuperscript{84} N. Nagarajan Progress of Women Literacy in India: Challenges for 21st Century, 2nd Asia Regional Literacy Forum, New Delhi, 1998.
\item \textsuperscript{85} Tapen Neeta, \textit{Need for Women Empowerment}, Rawat Publications, New Delhi, 1998.
\end{itemize}
and the Status of Women Berhmen (2003)\textsuperscript{87} in *Reconciling content literacy with adolescent literacy: Expanding literacy opportunities in a community-focused biology class*, highlight the importance of restructuring the educational syllabi for helping the women to increase their role in household decision making which in turn increase the level of empowerment. They argue that Education is an investment because it enhances the skill and credentials of women by increasing their knowledge and Knowledge is power. Moreover, according to their findings it increases the freedom of women to make their carriers whatever their preference.

Bharat Jhunjhunwala and Madu Jhunjhunwala in their research work, (2004)\textsuperscript{88}, “*Indian Approaches to Women’ Empowerment*” systematically explore the weakness of Indian educational system in addressing the challenge of Women illiteracy and suggest that the present traditional mentality of the policy makers should be changed and new policies should be formulated to address the problem of the rural women. The need of the hour is liberating women from the clutches of illiteracy. Similary Bharati Raj, in his study, *Women of India: Colonial and Post-Colonial Periods*, - also explores the status of women from the colonial period to the Post colonial India and systematically


explains the reasons for the plight of Indian rural women in spite of our independence and insists the need for a comprehensive plan to address women illiteracy.

There are works on the importance of rural women empowerment for upliftment of their life. For instance Sundaram (2000) in his study *Growth of Work Opportunities in India* argues that rural women should be given an opportunity to learn while working. According to him it is essential to increase the earning activities of the rural women by providing them earning education. To him Learning while earning is the best means of empowerment of women. This method helps the women to gain education as well as financial independence. Sharma (1991) in his study *Plato an Interdisciplinary Perspective* underlines that education is an investment in opening employment opportunities in various fields of their interests, access to credit land ownership and power to decision making and thereby empowerment is achieved. Further, he argues that education is the potent instrument of empowerment, which refers to capacity building and education is the major determinant to make the women self-reliant and to pursue their goals and achieve their success in diverse fields they like.

89 K. Sundaram, Growth of Work Opportunities In India, Centre for Development Economics, Delhi School of Economics in its series Working papers with number 131,2000.

**Lalitha Devi** (1992)\(^91\) in her study *Status and employment of Women in India* argues that employment has given women not only job opportunities but also helps them to play new roles, react with new people and face new situation. The researcher says that working outside their homes and facing different types of challenges and peoples help the women to grow with a lot self confidence. Further, they became aware of the different dimensions of various day to day problems.

**Kalpagam** (1991)\(^92\) in her study *Women Work and Domestic Duties: Income Planning for Housewives* finds that women with education and employment manage finance more skilfully than uneducated women. Educated women with employment know how to meticulously invest their hard earned money and how to invest their income on their children’s future. Further, they are in a better position to take right decision on various day to day family problems for they have the ability to get more and more information from so many sources especially from their working place. **Agarwal** (2001)\(^93\) in his study *Education for empowerment- Meaningful and Relevant* finds that employment for women is not only the source of income but also gives


economic independence and so many women are getting the self assurance for
self employment. Some educated employed women are ready to create some
jobs for the poor uneducated women who are living in and around their
residence. Home based small scale industries are a boon for the jobless
unemployed and uneducated women.

Laxmi Devi (1998)\textsuperscript{94} in her study \textit{Women Empowerment and Social
Improvement} argues that empowerment of women is the real asset for them to
be active and play multi dimensional role realizing their full identify. The home
centered or kitchen centered or husband cantered women because of their
educational empowerment and economic assets start looking beyond. Now their
role is becoming community centred or professional centred apart form home
centred traditional roles. Suguna (2001)\textsuperscript{95} in her research \textit{Women’s
Empowerment: Concept and Framework} also highlights the multi dimensional
role of the educated employed women in all walks of life. The empowered
women are becoming self assertive, self disciplined, decisive, innovative, group
oriented players, and desire to improve their living conditions. They are trying
to use the best available technologies and comforts in their families according
to their income.

\textsuperscript{94} Lakshmi Devi, Women Empowerment and Social Improvement, \textit{Academic, professional and Reference
Sydney Segular and Syed Hashame (1996)\textsuperscript{96} in their study Rural Credit Programs and Women’s Empowerment in Bangladesh, discuss about the World Development measures for women empowerment on the basis of self and vision of future, mobility and visibility, economic security and status, decision making power within the household, ability to involve in public affairs and participation in non-family groups etc.. The study finds that the educationally empowered women’s role in all walks of life is positive and effective. Lalitha (1997)\textsuperscript{97} in her study Rural Women Empowerment and Development Banking, finds that empowerment means equality of works and wages, autonomy over reproduction life, access to ownership of land market, safe water and energy. In India most of the empowered women are enjoying all the benefits irrespective of region or race. Researcher argues that the best way to help the rural women to avail the positive forces of modernization is by empowering them with adequate educational empowerment. Through education women are getting the latest information about various developments in all walks of life.


\textsuperscript{97} Lalitha N, Rural women empowerment and development banking, Kanishka Publishers, Distributors, New Delhi, 1997, p 277.
Iyyanpillai Rai and Theresa (2001)\textsuperscript{98} in their study *Status Inside and Outside the Home Co-related* have identified women empowerment in terms of their ability to participate in decision making process, the levels of their political awareness, their psychological strength to face challenges in life, provision of credit and the quality of education they have received. According to them women empowerment should be holistic and multi dimensional in nature.

Ujwala Samant,\textsuperscript{99} (1995) in his Doctoral Dissertation entitled, *“Literacy and Empowerment among the Bombay Slum women,”* intends to understand the views of women from the slums on literacy and their definitions of it. The researcher has examined the literacy projects in three Bombay slums. The dissertation reveals that, most of the poor people see literacy as crucial to the success of their efforts and literacy skills gain importance because they enable women to achieve their particular social goal. It is interesting to find that literacy helps women to organize themselves for common cause and they also understand the strength of their coalition. Moreover, the impact of literacy and the social change result in stronger self image and self-confidence. Women can


\textsuperscript{99} Ujwala Samant, “Literacy and Empowerment among Bombay Slum Women, Ph.D. Dissertaion, Syracuse University, 1995
speak clearly and strongly about the injustices they face in their lives at the hands of their men, in-laws, fathers, brothers and Police.

**Priti Sandhu**, in his dissertation entitled, “*Enactment of Discursive Empowerment in Narratives of Medium of Education by North Indian Women*” examines how women in North Indian city narratively construct their identities in relation with the medium of Education (MOU) - English only, Hindi only and a combination of both. The author systematically analyses how the participants discursively articulate empowerment or disempowerment while narrating stories connected to their MOEs. The author examines how the women utilize the discourses and ideologies related to HME and EMRE- in Indian society in their narrative. The author has adopted a social constructionist perspective which views that knowledge and discourse are mutually constituted.

**Rajasi Clerk** in the study entitled, “*Recognizing women as Human Resources in Development: A True way to their Empowerment*” calls for “women friendly personal policies which will encourage women to participate effectively in the development process. **Malti Mehta** in the paper on,

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100 Ph.D. Dissertation, University of Hawaii, August 2010


“Women in Media” outlines the problems and possibilities offered by the field of media. She views the convergence of women as decision-makers in this field as an effective way to remove demeaning, degrading and negative conventional stereotypical images of women presented in the media. As decision makers in the media, women can utilize the power of the media to portray images “consistent with human dignity of girls and women” thus bringing about broader social awareness.

Neera Desai’s paper, “A Decade of Women’s Movement in India”\textsuperscript{103} traces the growth of women’s studies as a distinct discipline in Indian academia and the obstacles faced while nurturing the subject.

The impact of Women education is universal in nature irrespective of region, religion, race and culture. For instance, Malhotra (1991)\textsuperscript{104} in his research work, Gender and Changing Generational Relations: Spouse Choice in Indonesia, demonstrates that in Indonesia, there is a strong and positive effect of girl’s education on their decision making input in the selection of their spouse. But the studies by Jeffery and Jeffery (1994)\textsuperscript{105}, Women’s Autonomy

\textsuperscript{103} Desai, Neera, A Decade of Women’s Movement in India, Himalaya Publishing House, Bombay, 1989.
\textsuperscript{104} Anju Malhotra, Gender and Changing Generational Relations: Spouse Choice in Indonesia, Demography Research, Germany, Vol.28, No.4, 1991, pp.549-570.
\textsuperscript{105} Jeffery, Girls schooling, Women’s Autonomy and Fertility Change in South Asia, Saga Publications, New Delhi 1994.
and Fertility Change in South Asia Jejeebhoy (1996)\textsuperscript{106} Women’s Autonomy in Rural India Development Behaviour, Hindin (2000)\textsuperscript{107} Women’s autonomy, women’s status and Fertility-related Behaviour in Zimbabwe, Aginihotri (1999)\textsuperscript{108}, Inferring Gender Bias from Morality Data- A Discussion Note reveal a contrasting result that even without education women are liberal and enjoying the power of autonomy in decision making.

Based on the above analysis the following inferences have been derived:

• Gender inequalities can be reduced by increasing bargaining power of women

• Bargaining power can be restored and obtained by capabilities and entitlements

• Education and employment are the other entitlements of women, which increase their bargaining power.

• Bargaining power paves way for power of autonomy over resources and mobility.

\textsuperscript{106} Jejeebhoy, Women’s Autonomy in Rural India Demographic Behaviour, Oxford University Press, New York, 2000, pp 204-238.


2.5.0 Critical Finding of the Review:

The above reviewed works of Foreign and Indian scholars reveal that all of them agree the need for women empowerment through different means. However, they also agree that educational empowerment is the best means for uplifting the status of women from the present position especially in the rural areas of India. Further, the above mentioned review clearly reveals that there is no serious study on the empowerment measures initiated by Puducherry government over the period of study. Moreover, as mentioned in the first objective of the study, this study intends to analyse the various empowerment measures initiated by Puducherry government through education. The second important objective is to study the influence of the government and the private Schools in rural areas on the girl students on empowerment. As such no researcher has undertaken any work on the topic of research. Therefore, the researcher has identified a serious gap in the literature on women empowerment in Puducherry Union Territory. To fill up the gap available in the body of literature the scholar has identified the topic of research.