CHAPTER-2

THEORETICAL FRAMEWORK

Empowerment of the women teacher is an idea to maximise her utility that is arising from the utilisation of her available opportunities without or despite the various constraints arising from the existing structure and state of society. It contains process of gaining power in order to grab the opportunities and resources for the development of self and for removing all the hurdles and constraints in the way of one’s self actualisation.

Empowerment of the women teacher can be observed from three different but interrelated levels. Her ability and her interpersonal relationship with family and school is an important indicator of her empowerment. Empowerment is a process in which a women teacher gain control over their own lives by knowing and claiming her rights at all levels of individual, household and institutional levels (Fig 2.1). Empowerment means that women gain autonomy, are able to set their own agenda and are fully involved in the economic, political and social decision-making process. Empowerment is a moving state; it is a continuum that varies in degree of power. It is relative, she can move from an extreme state of absolute lack of power to the other extreme of having absolute power.
The theoretical frame work used to measure how much and what kind of power was acquired, it is also necessary to understand how this power was acquired. The reason for this is fact that, empowerment is not a static phenomenon, but it’s a cyclical process. In this process of change women teachers becomes an agent of development. Her each action arising out of her abilities and the reflection of her achievement is what matters in this process.

Empowerment of women is a slow but continuous process. Thus empowerment is a spiral consisting of consecutive cycles of action, interaction and reflection of their act within the family and school. The nature of the empowerment process determines its outcomes, it moves like an upward spiral. When women failed to reflect and act the way it is intent to be, a dis-empowerment happens, like a downward spiral that discourages women and thereby hinders all her efforts.
A state of complete empowerment is would mean that the women should have the power to do anything they wanted to without needing any outside help; complete dis-empowerment on the other hand means a complete dependence on outsiders. The diagram represents the upward directional empowerment and downward directional dis-empowerment. Thereby indicates this process is an endless process spread over the life span of every one.

2.1 MAJOR CONCEPTS

The major concepts coined here to explain the empowerment of women teachers through capability and accountability frame work is,

- CAPABILITY ACCOUNTABILITY EQUILIBRIUM: The equilibrium point of Capability and Accountability, the tangency point of capability to function and accountability of achievement. A point of rest or a balancing point where
Grand Capability Index and Grand Accountability Index are equal, and the differential score (A - C) is equal to zero. As capability is an increasing function of time, it is a straight line originates from the capability axis, due to positive intrinsic capability. Accountability of achievement is also a function of time, but increases less rapidly compared to capability. Any unbalance in this capability accountability may lead to disequilibrium or divergence in the process of empowerment.

- **BALANCED EMPOWERMENT STRATEGY**: A series of action or steps taken to achieve empowerment through the balance or equilibrium of Grand Capability and Grand Accountability. Balanced Empowerment Strategy is a process or path of the locus of combination of the equilibrium points of capability and accountability. Each point on this strategy line shows an empowered situation. As a continuous process of empowerment, an ongoing effort is aimed to improve the current process at every stage to converts capabilities into accountability until the desired level of outcome is achieved.

- **BES SCORE**: Balanced Empowerment Strategy (BES) score, a differential score put forward here to analyse the process of empowerment through capability accountability equilibrium. This score is calculated by taking the difference between Grand Accountability Index and Grand Capability Index (BES SCORE = GAI - GCI). A zero BES score shows an empowered level with capability accountability equilibrium. A balanced empowerment strategy is obtained by connecting all the zero BES points plotted against time. BES score of 1, 2, 3 gives an idea that slight, moderate and severe imbalances exists between capabilities to function and the accountability of achievement.
2.2 MEASUREMENT OF EMPOWERMENT

The empowerment process is measured in two ways, by being and doing. The empowerment spiral by evaluating what they are, that’s the nature and the state of the women, as an agent of institution and also by measuring what they done, that is their outcome or achievement. There are thousands of examples of empowerment strategies that have been initiated by the international agencies, governments, civil society and the private sector. Although there is no single institutional model for empowerment, studies shows that certain elements are almost always present when empowerment efforts are successful. A two way directional approach is introduced here in order to analyse women’s empowerment that must underlie institutional matters, they are;

1. Capability of the Women

2. Accountability of Women

The state of being is determined by her capabilities gives the identification of valuable functioning (choice embedded with freedom) that she want to do and to achieve with a satisfactory degree with range of opportunities.

Accountability of the teacher helps to evaluate the achievement of the any activity arising out of the functioning. The functioning of the women teachers activities, her doing is subject to the nature of two major social institutions, Family and School, which are historically evolved, culturally developed, and also varies spatially and temporarily.

2.3 CAPABILITY OF WOMEN

Capability Approach relies on the assessment of 1) well being, and 2) the freedom to pursue ‘well-being’. The well being of a person can be seen in terms of the
Quality (the ‘wellness’, as it where) of the women’s being. Living may be seen as consists of a set of interrelated ‘functioning’, consisting of beings and doings. A women’s achievement is in this respect can be seen as the vector of her functioning. Closely related to the notion of functioning is that of the capability to function. It represents the various combinations of functionings (beings and doings) that the women can achieve. Capability is, thus, a set of vectors of functioning, reflecting the women’s freedom to lead a type of life or another and also reflects the women’s freedom to choose from possible livings. Therefore this approach primarily concerned with identification of value objects. Robeyns [2006] presented the list of capabilities on the basis of the following criteria.

1. The criterion of explicit formulation;
2. The criterion of methodological justification;
3. The criterion of sensitivity to context;
4. The criterion of different levels of generality and
5. The criterion of exhaustion and non-reduction.

On the basis of the above criterion, Robeyns [2006] conceptualises the following list of capabilities for post-industrialised Western societies in particular.

- Life and physical health: Being able to be physically healthy and enjoy a life of normal length.
- Mental Well-being: being able to be mentally healthy.
- Bodily integrity and safety: being able to be protected from violence of any sort.
- Social relations: being able to be part of social networks and to give and receive social support.
• Political empowerment: being able to participate in and have a fair share of influence on political decision making.

• Education and knowledge: being able to be educated and to use and produce knowledge.

• Domestic work and non-market care: being able to raise children and to take care of others.

• Paid work and other projects: being able to work in the labour market or to undertake projects.

• Shelter and environment: being able to be sheltered and to live in a safe and pleasant environment.

• Mobility: being able to be mobile.

• Leisure activities: being able to engage in leisure activities.

• Time autonomy: being able to exercise autonomy in allocating one’s time.

• Respect: being able to be respected and treated with dignity.

• Religion: being able to choose to live or not to live according to a religion.

The present study is based on the above-enlarged list of capabilities that are modified and applied to the present context by matching with the needs and requirements of the sample respondents and classified into three major sets.

2.3.1 Capability set

Capability, the quality of being capable, an ability or talent that has potential for development for a specific purpose is classified as Individual capabilities that are inherent or bestowed in an individual, acquired or instrumentally significant and
institutional or having a distributive significance. The following sets of capabilities are identified and used to analyse women teachers’ empowerment. Each set consists a group of variable that are:

1. Intrinsically Desirable, termed as Intrinsic Capability (IC)
2. Instrumentally Significance, termed as Acquired Capability and (AC)
3. Distributive Significance, termed as Institutional Capability (NC)

Each of the set of variables that are selected for the detailed analysis of the women teachers are listed in the following table

<table>
<thead>
<tr>
<th>Sets</th>
<th>Category</th>
<th>Types of variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Intrinsically desirable</td>
<td>1. Early Childhood variable and Present Environment</td>
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<tr>
<td>Intrinisc Capability (IC)</td>
<td></td>
<td>2. Physical Health</td>
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<tr>
<td></td>
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<td>3. Mental Health</td>
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<td></td>
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<td>4. Personal Integrity</td>
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<td>5. Self Respect</td>
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<td></td>
<td></td>
<td>6. Safety and Protection</td>
</tr>
<tr>
<td>II</td>
<td>Instrumentally significant</td>
<td>1. Educational Attainment</td>
</tr>
<tr>
<td>Acquired Capability (AC)</td>
<td></td>
<td>2. Knowledge and skill</td>
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<tr>
<td></td>
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<td>3. Personal Freedom</td>
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<td></td>
<td>4. Time and Leisure</td>
</tr>
<tr>
<td>II</td>
<td>Distributive</td>
<td>1. Family Dynamics</td>
</tr>
<tr>
<td>Institutional Capability (NC)</td>
<td></td>
<td>2. Domestic work</td>
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<tr>
<td></td>
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<td>3. School Dynamics</td>
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<td></td>
<td></td>
<td>4. Paid up work</td>
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<td>5. Income and Ownership of Assets</td>
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<td></td>
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<td>6. Social Variables</td>
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<td></td>
<td></td>
<td>7. Political Variables</td>
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</table>
2.3.2 Capability set 1 (Intrinsic capability)

Intrinsic means inherent and intrinsic capabilities means capabilities that are essential for the up bring and development of the individual that belongs to them naturally by birth, by gene, or by hereditary. Capability set 1 includes variables that are intrinsically desirable like,

- **Early Childhood Variables and Present Environment**: A person’s well being, depends on a life, that is adequately nourished, having a decent shelter etc. and the perception of their present self has a deep rooted past, in which the things they possessed, shared and acknowledged along with other children also matters. Every Individual has a past life from her she gets enough mastering experience to look forward for a better future. Women as a home maker, she has the prime responsibility of the household, childcare and household management. Therefore here present household environment and the facilities available for her functioning is also comes under the intrinsic capability list.

- **Physical Health**: This capability explains being able to live a life of normal length in good health. The important factor in this capability set is the physical health of the individual, which is the integral part of their empowerment process.

- **Mental Health**: The major things that affect the individual capabilities that are intrinsically desirable are his or her mental capacities. Mental well being relates
mainly to the absence of any negative mental status of being and doing, such as not being able to sleep, worrying or feeling depressed, lonely or restless etc.

- **Personal Integrity**: Integrity means moral uprightness that gives a feeling of wholeness and soundness in an individual’s personality. Personal Integrity and Self worth is highly significant in capability functioning that is intrinsically desirable.

- **Self Respect**: This capability warrants inclusion of things that being respected and treated with dignity. This capability explains the self worth of her being as a human in co-existence with the others in the society with much cheerful high spirit, mutual respect they shown in almost all their dealings, leading a dignified life, striving for excellence and self fulfilling in everything they do and act.

- **Safety and Protection**: Safety and Protection are important state of being. This capability adversely affected when women experiences all sources of personal violence such as physical attacks, domestic violence, crimes and sexual assault etc. This capability has a major gender dimension when women face all kinds of unequal treatment, discrimination and violence within the household and at the societal level.

### 2.3.3 Capability set II (Acquired capability)

The second sets of capabilities are those abilities that are instrumentally significant that a person acquired, possessed or obtained through one’s own effort during her life time. These are abilities that a person gained through her experience can acts as a tool or technique, or a dedicate thing that used to perform, control her
existence for the derived level of outcome or action. With this acquired capabilities she can divert an adverse situation or circumstances in to a more pleasant and worthwhile. Capability set II includes variables that are instrumentally significant, it includes,

- Educational attainment: Educational attainment refers to the highest level of education an individual has completed. Rising educational attainment is a key mechanism for empowering woman.

- Skills: In recent decades, much of the improvement in human life is attributed through the diffusion of innovation skills and technological advancement; all these revolutionised the role of knowledge in the path of progress. Any ability to do something well, or being an expertise in doing a particular activity comes under this definition.

- Personal freedom: This capability explains women’s power to act, speak, and think as one wants to without the hindrance or restraint by others with the permissible limit of law and order. Woman should have the right and privilege to protect their rights and to exercise their freedom to live and do her duties. That is directly enhancing the capacities and capabilities of woman and that are of instrumental significance.

- Time and leisure: This capability refers to a range of techniques used to manage time when accomplishing specific tasks, and also spending their leisure to enhance their well being. The division of time and responsibility for paid up work, non paid up work at home, effective management of time for work and leisure with proper relaxation etc are comes under this.
2.3.4 Capability set III (Institutional capability)

This capability is influenced by the Individual’s, and his fellow being’s, household, school and community characteristics that are inter related and coexisted in nature. Capability set III includes variables that are having distributive effect or significance that arising from the teachers interaction with the institutions or capabilities arising from shared responsibility of woman with other members in the institution, it includes, institutional capabilities arising from family, school and society. The set of capabilities that has a distributive effect will include,

- **Family Dynamics**: These capabilities are arising from the women’s interaction with her family, total members of the family, marital status of the respondent, number of children, and details of her domestic work etc. Family as a social institution, that shapes and modulates a person’s perception and attitude can create far reaching consequences on her capabilities.

- **Domestic Work**: In spite of the changes that have occurred in women’s participation in the labour market, women continue to bear most of the responsibilities for the home. Being a teacher and a member of the family, the teacher has do double role both for the paid up work for the school and also the non paid up domestic work at the household. This capability gives details about the various household tasks she did with prioritisation and intensiveness.

- **School Dynamics**: This capability explains women’s or men’s work especially related to the variables arising out of their interaction with school. This dynamism covers the teacher’s ability or process being involved by interacting
with various school related activities on the basis of the management of school and location of their school etc.

• Paid up work: Paid up work gives a sense of freedom and self worth and by that a person can utilise the best of his or her well being for the betterment of himself or herself and the betterment of others related to them. The major variables coming under this capability are the designated post she holds on, her total years of service, etc.

• Income and Ownership of Assets: Income or salary from employment is a variable that directly act as a capability. The asset holding, earnings from other sources other than job, revenue generated by investment were all acts as a means and also an ends in teachers capability.

• Social Variables: Sometimes the root of women’s subjugation is seen in socio-political structure of the society. Discussing women in a social context, it should be important to note that they differs significantly in terms of their social environment, values, needs and interests. This variable analyse women’s active social attitudes and participation

• Political Variables: The variable of political integrity of the women acts as the next important capability item in the distributive aspects. This variable gives an idea about her political orientation, that she is leading an integrated political life with all the rights that envisaged in our society and protected by our constitution with much freedom embedded in it.
An aggregate Capability Index, termed as **GRAND CAPABILITY INDEX** is calculated by taking the summation of the three indices namely intrinsic, acquired and institutional capabilities. That is,

\[
\text{Grand Capability Index} = F (\text{Intrinsic Capability Index, Acquired Capability Index, Institutional Capability Index})
\]

\[
\text{GCI} = \text{ICI} + \text{ACI} + \text{NICI}
\]

Where \( \text{GCI} \) - Aggregate Capability Index/ Grand Capability Index

\( \text{ICI} \) – Intrinsic Capability Index, capability index for the first set is termed as Intrinsic capability index (ICI), that is the sum total of the index of child hood variable, present house hold index, physical health index, mental health index, personal integrity index, index of self worth, gender disparity index and index of societal discrimination.

\[
\text{Intrinsic Capability Index (ICI)} = \text{Early Childhood Index} + \text{Present Household Environment Index} + \text{Physical Health Index} + \text{Mental Health Index} + \text{Personal Integrity Index} + \text{Index of Self Worth} + \text{Intra household Inequality Index} + \text{Index of Social Discrimination}.
\]

\( \text{ACI} \) – Acquired Capability Index, The overall capability index for the Second set is termed as Acquired capability index (ACI), that is the sum total of Educational Attainment Index, Index of Skills, Index of Personal Freedom, Index of time management.

\[
\text{Acquired Capability Index (ACI)} = \text{Educational Attainment Index} + \text{Index of Skills} + \text{Index of Personal Freedom} + \text{Index of time management}.
\]
**NCI** – Institutional Capability Index, index for the third set is obtained by the sum total of the years of service, salary, ownership of assets, non paid up domestic work, social integrity index, and index of political orientation.

Institutional Capability Index (NCI) = Years of service + Salary + Ownership of assets + Non paid up domestic work + Social integrity index + Index of political orientation.

Thus the capability approach a multi dimensional one, it facilitates interpersonal comparison of opportunities for achieving an empowered state of being.

### 2.4 Accountability of Achievement of Women Teachers

Accountability is prevalent in every sphere of human life. Accountability as a concept simply means accounting of one’s performance with respect to the responsibility bestowed on a person. This accounting process, or the continuous evaluation of the achievement can be done by the person herself or by an authority or society as a task, that can mold and shape the human as a developed, capable adult with an empowered self.

Accountability of Achievement is prior based on the following:

1. **Delegation of responsibilities**
2. **Performing**
3. **Information**
4. **Enforceability**

Accountability is a measurement unit of the achievement of women teachers as a provider, or as an agent of development accountable for quality services and how she
does it with well equipped with her capabilities to meet those demands. The exact level of accountability can be achieved only when she is able to know the responsibilities that she is going to undertake at various levels, therefore she has prior knowledge about,

- Knows what’s her responsibilities are, to whom she is accountable for and for what, this indicates the beneficiaries, outcome and the input of her functioning.
- Knows what her goal is, with proper unbundling of responsibilities.
- She is capable, mentally, physically, technically to her goal or responsibilities.
- She has at her disposal adequate assets, resources, means and inputs to carry out task or her goal.
- She is also motivated to use her capability, available assets and inputs to meet her desire level of end, outcomes or achievement.

When one observes a failure in this, the failure of accountability is backed with lack of any of these four categories, lack of knowledge, lack of capability, lack of assets or inputs, or lack of motivations.

<table>
<thead>
<tr>
<th>Table 2.2</th>
<th>Elements in Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>Explanation</td>
</tr>
<tr>
<td>1. Delegation</td>
<td>A process of delegating an array of responsibilities towards self, home and school level</td>
</tr>
<tr>
<td>2. Performing</td>
<td>An act of functioning at three different layers, personal, home and school.</td>
</tr>
<tr>
<td>3. Information</td>
<td>Regular, reliable and relevant information, a key to greater accountability. stems from the institutional linkage</td>
</tr>
</tbody>
</table>
4. Enforcing

An act of strengthening the accountability by enhancing freedom, rights for effective use of means for improved functioning and supporting factors.

2.4.1 Accountability set

A relationship of accountability is between a ‘Principal’ and an ‘Agent’ that acts on behalf of the principal. Here the women teachers act as an agent of development on behalf of two principal, institutions Home and School. Be a woman, a member of household, a teacher she has to keep an account on her achievement personally, for her family and for her school.

The accountability of the primary school women teacher is analysed on three layers as Personal Accountability, Accountability towards family and school.

- Personal Accountability (PA)
- Institutional Accountability towards Family (FA)
- Institutional Accountability towards School (SA)

One of the interesting thing to be noted here is that the variables of Accountability has a direct relation with her capabilities, that are listed below,

<table>
<thead>
<tr>
<th>Table 2.3</th>
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<tbody>
<tr>
<td>Accountability Set</td>
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<tr>
<td>Level of Accountability</td>
<td>Variables Analysed</td>
</tr>
<tr>
<td>1. Personal Accountability</td>
<td>1. Decisions taking on Personal Matters</td>
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<tr>
<td></td>
<td>2. Personal Satisfaction</td>
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<tr>
<td></td>
<td>3. Personal Spending</td>
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<tr>
<td></td>
<td>4. Financial Autonomy</td>
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<tr>
<td></td>
<td>5. Socialising Behaviour</td>
</tr>
<tr>
<td>2. Family Accountability</td>
<td>6. Personal Dependency</td>
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<tr>
<td>-------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Decisions taking on Family Matters</td>
<td></td>
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<tr>
<td>2. Hours of Domestic Work</td>
<td></td>
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<tr>
<td>3. Average Monthly Spending for family</td>
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<tr>
<td>4. Financial Autonomy</td>
<td></td>
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<tr>
<td>5. Disagreement with spouse</td>
<td></td>
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<tr>
<td>6. Access to Public Services for family welfare</td>
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<table>
<thead>
<tr>
<th>3. School Accountability</th>
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<tbody>
<tr>
<td>1. Decisions taking on Academic Matters</td>
<td></td>
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<tr>
<td>2. Satisfaction in School related matters</td>
<td></td>
</tr>
<tr>
<td>3. Hours of Teaching</td>
<td></td>
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<tr>
<td>4. Financial Assistance to School</td>
<td></td>
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<tr>
<td>5. Corrective mechanisms adopted in teaching And learning process</td>
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</tr>
</tbody>
</table>

### 2.4.2 Accountability set I (Personal accountability)

Personal or Individual accountability means be an individual, one acts as an agent of change towards one’s own self. The woman, be a teacher, she has some responsibilities towards her own life and she acts in accordance with her on will for her own well being. She is much aware about her identities, her age, her birth and upbringing, the religion and caste she belongs to, all the aspects related to her health and mental functioning’s, the education and skills she possess and all the capabilities she has. Therefore the first things she has to understand the the way she delegates various personal responsibilities.

- Decisions taking on Personal Matters: Decision making a thought process of selecting a logical choice from available options determines a woman’s empowerment or her accountability of achievement in that particular situation.
- **Personal Satisfaction:** Personal Satisfaction indicates fulfillments of one's wishes, expectations, or needs, or the pleasure derived from her various personal activities and personal decisions.

- **Personal Spending:** Expenses most are incurred for personal activities or spending that are considered mostly of personal nature, for health, education carrier etc.

- **Financial Autonomy:** This accountability explains financial independence or a state of having sufficient personal wealth to live in accordance with one’s need without the interference of spouse or other.

- **Socialising Behaviour:** Next important variable taken for the personal accountability calculation is the difficulties faced by women in actively participating in social events. This difficulty hampers or acts as hindrance to her empowerment process.

- **Personal Dependency:** Personal dependency in enhancing one’s life situation shows lack freedom or lack of self reliance, both causes downward spiral in the empowerment process.

### 2.4.3 Accountability set II (Family accountability)

Family life rests solidly on the shoulder of women in all societies. As a wife, parent, a care giver they take the prime responsibility for ensuring the proper functioning of the families and the provision for everyday care and maintenance. Family Accountability of women gives an evidence of her act as an agent of change towards the well being of the family. She is much aware about her various
responsibilities, identities and family functioning that are delegated. The major items analysed in this,

- Decisions taking on Family Matters: Decision making within the household related to childcare, family budgeting etc. determines a women’s achievement as an active participant for the well being of her family.
- Hours of Domestic Work: Time allotted for household work.
- Average Monthly Spending for family: Expenses most are incurred for family activities or average money incurred for family per month.
- Financial Autonomy: Financial independence or a state of having sufficient personal wealth to do various activities within the household, especially for enhancing the living condition of the members of the family without the interference of spouse or other
- Disagreement with spouse: Lack of consensus or approval from partner or spouse can causes a downward spiral in the empowerment process. That’s also taken as variable in family accountability.
- Access to Public Services for family welfare: Availability and accessibility of various institutions in the society can also help the women to enhance her contribution towards her family. This is also comes under her achievement or contribution towards her family

2. 4.4 Accountability set III (School accountability)
The major accountability of teacher is towards her institution that pay her each work at she done with much dedication is evaluated with proper accounts. Therefore as far as her work is concerned she is much alert and vigilant in this manner.

- Decisions taking on Academic Matters: Decision making within the household related to childcare, family budgeting etc. determines a women’s achievement as an active participant for the well being of her family.
- Satisfaction in School related matters: Satisfaction arising out of the completion or fulfillments of various tasks, expectations, and needs, or the pleasure derived from her various activities and decisions on various academic or school related matters.
- Hours of Teaching: This variable explains average hours of teaching per day done by a teacher within school.
- Financial Assistance to School: Financial Assistance provided by the teacher towards the school like providing financial assistance to the needy children, purchasing teaching aids or necessities etc.
- Corrective mechanisms adopted in teaching and learning process: This item explains various remedial measures adopted by the teacher as a corrective mechanisms to enhance teaching learning process.

Aggregate Accountability Index termed as **GRAND ACCOUNTABILITY INDEX** is calculated by taking the sum total of accountability indices of teacher towards personal, family and school.

Grand Accountability Index (GAI) = Personal Accountability Index + Family Accountability Index + School Accountability Index
GAI = PAI + FAI + SAI

GAI - Grand Accountability Index

PAI - Personal Accountability Index, is obtained by summing the contribution or achievement of teachers on their personal development or empowerment, an index of Personal Accountability is calculated (P.A.I). The variables summated here are, teacher’s decision taking on personal matters, personal satisfaction index, average monthly personal spending, difficulties in socialising and their personal dependency for their betterment.

FAI - Family Accountability Index, the total contribution or achievement of female teachers on their family level is obtained summatng her power of decision taking within the family, Average monthly spending for her family, hours of her domestic work, autonomy of her salary disbursement, disagreement with spouse and satisfaction in accessing public services for the betterment of family environment.

SAI - School Accountability Index of teachers is their achievement or contribution towards the school is calculated by summatng the variables like decision taking power on academic matters, satisfaction in various academic matters, financial help provided towards the development of the school, hours of teaching, corrective mechanisms adopted by the teacher for improving the teaching learning process.

2.5 EMPOWERMENT STRATEGY THROUGH CAPABILITY AND ACCOUNTABILITY

Strategy, a course of action for the desired level of empowered situation of woman stems from their balanced act and reacts on various circumstances and life
A balanced approach for making women’s present situation more accountable by enabling them to take chances with responsible choices and using the means with her enhanced capabilities to function. In order to achieve growth and development through the balanced empowerment strategy equilibrium should be established between the capability to function and accountability of achievement. Therefore accountability of achievement is represented as a function of capabilities to function various acts. Accountability of achievement in functional form can be written as,

\[ \text{Accountability of Achievement} = F (\text{Capability to function}) \]

All kinds of disequilibrium between Accountability and Capability can cause a dis-empowered strategy, the relationship between accountability and capability is positive and accountability is an increasing function of capability, There is a two way cause and effect relationship exists between capability and accountability. The model becomes dynamic as, Accountability of Achievement in the present period can act as an expanded version of capability to function for the future Accountability of Achievement. Empowerment, as a continuous process that interlinks capabilities and accountabilities of various time period through different functioning.

Thus the model of Accountability is further modified for continuous period is,

\[ Y_t = F (C_t + C_{t-1} + C_{t-2} + C_{t-3} + \ldots) \]

where

- \( Y_t \) - Accountability of Achievement of the Current Year, \( t \)
- \( C_t \) - Capability to function for the current year, \( t \)
- \( C_{t-1} \) - Capability to function for the next previous year, \( t-1 \)
In general,

$$Y_t = \sum C_{t-s} \quad \text{where ‘s’ extents from 0 and infinitive.}$$

The capability set reflects the person’s ability to live different kinds of lives and to choose between one or another kind of life. By an increased accountability of the achievement, her existing capability set changes and she is able to choose a life with new constraints, further it develops new capabilities that were not within the original set. The newly developed capabilities further enhances their life and life situations with apparent solution to the emerging constraints.

The simultaneous relationship between Capability and accountability, makes Capability also a function of accountability, as

$$\text{Capability to function} = G (\text{Accountability of Achievement})$$

The capability further developed, acquired or enhanced is the result of the outcome or achievement of different levels of functioning that is distributed over a period of time that covers their entire life span.

Thus the model is further modified as an expanded form by incorporating the accountability of achievement of various periods extents to past level.

$$C_t = F \left( Y_t + Y_{t-1} + Y_{t-2} + Y_{t-3} + \ldots \ldots \ldots \right)$$

where

$$C_t \text{ - Capability to function of the Current Year, } T$$
$$Y_t \text{ - Accountability of Achievement of the Current Year, } t$$
$$Y_{t-1} \text{ - Accountability of Achievement of previous year, } t-1$$
In general,

\[ C_i = \sum Y_{ir} \quad \text{where} \ 'r' \ \text{extends from} \ 0 \ \text{and infinitive} \]

Calculation of the Balanced Empowerment Strategy though the Capability-accountability equilibrium is done by two steps, first by calculating the Grand Capability index and Grand Accountability index.

Empowerment as a continuous process to get power over, power to, and power in things, life and situations is achieved through the capabilities and the power to control or direct those capabilities in to accountability. This process of empowerment, course of action is done with the match making of the two elements namely capability and accountability.
Thus for the process of empowering women, a balanced equilibrium should be attributed with capability and accountability framework. The strength of all the elements in the accountability capability framework is equally important, one weak link can undermine and make the process downward. Constant motivation and support mechanisms are needed at each stage of the downward spiral to move upward.