CHAPTER – I

INTRODUCTION

THE SOCIO-ECONOMIC STATUS OF WOMEN EMPLOYEES IN THE ORGANISED SECTOR PARTICULARLY OF WOMEN TEACHERS IN COLLEGIATE SERVICE

A woman is the companion of man gifted with equal mental capacities. She has the right to participate in the minutest details of the activities of man, and she has the same right of freedom and liberty as he… By sheer force of a vicious custom, even the most ignorant and worthless men have been enjoying a superiority over women which they do not deserve and ought not to have

- Mahatma Gandhi

Women hold up half the sky – the Chinese proverb – has long been more aspiration than fact. In developed and developing countries alike, gender gaps persist in education, health, work, wages and political participation.

Among all factors of production, human resources are the most valuable and potent. Basically, it is the only resource having life and sense. This factor controls all other factors and contributes significantly for the prosperity of all sectors. To have more output, from this resource, the main key is motivation. According to old theories of human resource management, there are basically three needs such as food, cloth and shelter. But as per the modern concepts, one more need plays a pivotal role in motivating the human resource namely education. Now a day’s education occupies a predominant position due to many reasons. The Governments are well-aware that education is an investment for development and prosperity. Realising the importance of education state and central governments constantly increase their budget allocation for education. In family budgets too, education has become a prime concern. As a result the literacy rate has gone up.
India is not an exception to this and year after year the quantum of allotment for the education portfolio has increased both in the union and state Government budgets. As a result, there is a veritable explosion in the innovative fields of education. This is also seen in the entry of foreign universities into the higher educational scenario. As a corollary to all this, the enrollment of women students in educational institutions is on an increasing trend. This is due to many factors like more concessions and scholarships offered by Government. The education imparted to women contributes great benefits to society. It not only improves the status of women, but also has a positive effect on the nation’s development.

**Status**

Status is a condition applicable to a point of time. Status in the sociological sense denotes position in a social system, and by implication the distribution of rights, obligations, power and autonomy within the same system. It refers to what a person is, whereas the closely linked notion of role refers to the behaviour expected of people in a status. It is also used as a synonym for honour or prestige. The term socio-economic status denotes the relative position of a person on a publicly recognized scale or hierarchy of social worth. It is the honour or prestige attached to one’s position in society. It also refers to a rank or position that one holds in a group. It also refers to the financial position of a person. It refers to a set of economic reserves or assets, represents a source of security providing a measure of a household’s ability to meet emergencies, absorb economic shocks, or provide the means to live comfortably. It reflects inter-generational transitions as well as

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1 Status - Krishna Ahoojapatel, 2011. *Development has a woman’s face – Insights from within the UN*, A.R.H. Publishing Corporation, New Delhi, p.148
accumulation of income and savings. The expression ‘status’ as used in relation to teachers means both the standing or regard accorded to them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded to them relative to other professional groups.\textsuperscript{2}

In the present study, the researcher has attempted to analyse the socio-economic status of the women employees in the organized sector especially women teachers in collegiate education. The status of the women teachers reflects the socio-cultural ethos of a society. In fact, teachers are the moulders of future citizens. In the 21\textsuperscript{st} century women teachers, especially women lecturers, have to face many challenges. In the working environment specifically in the educational field, women professors have to update their knowledge constantly, in addition to managing their family, career and research. They have to strike a balance between their roles as teachers and as family members. Generally, they have no time to take care of their health. Before going to discuss the socio-economic status of women teachers, it is better to survey the status of women in general.

\textbf{Status of Women in the World according to the United Nations Commission}

Women, who constitute half of the world’s population by virtue of an accident of birth, perform two thirds of the world’s work, receive one tenth of its income and own less than one hundredth of its property. In India, while they produce 50 percent of the food consumed by the country, they earn only 10 percent of the income and own 10 percent of the property or

wealth of the country. Merely providing certain rights and protection from social inequalities does not solve the issue of their socio-economic status. Measures to improve the status of women and the quality of their life must be wedded to various economic development programmes. The Constitution guarantees formal equality and radical social reforms, forbidding child marriage (below the age of 18 for a girl), legalizing remarriage of widows and providing equal share to women in the joint family property under the Inheritance Act which introduced important innovations in the Indian social structure affecting women’s status and role. But the mere enactment of laws does not change attitudes, and ironically, these advances in social legislation have engendered in some measure an attitude of complacency whilst the views of society towards the position of women have not changed much over the years.³

The previous UN Secretary General Kofi Annan, has stated “As women receive greater education and training, they will earn more money. As women earn more money, as has been repeatedly shown – they spend it in further education and health of their children, as opposed to men, who often spend it on drink, tobacco or other women. As women rise in economic status, they will gain greater social standing in the household and the village, and will have greater voice. As women’s economic power grows, it will be easier to overcome the tradition of “son preference” and thus put an end to the evil of dowry.

In India, both formal and informal markets continue to be segmented by gender. In countries where there are a large number of women in the formal economy, they tend to be under-represented at the higher levels and over-represented in those lower down. In Morocco, for example 38% of the total labour force is in the professions and technical and ‘administration’

³www.tn.gov.in/spc/tenthplan/CH_8_2.PDF
work, but only 10% of the female labour force is in these categories. In East Asia, South-East Asia and the English speaking Caribbean, women’s participation in clerical jobs, sales and services; production and transport; and agriculture, hunting and forestry is fairly high. However, they are generally under-represented in management and administration. In South Asia, women are concentrated in agriculture/forestry but are less well represented in the other sectors. There is a generally low representation of women in the labour force in the Middle East and North Africa, with Morocco reporting higher rates than the rest of the region.4

**Status of Women in the World according to the United Nations Educational, Scientific and Cultural Organisation (UNESCO)**

As more and more women have joined the workforce, the social and economic landscapes of developed countries have been transformed. Although many women struggle to balance paid employment and unpaid family demands, the feminization of labour markets has improved women’s income and strengthened autonomy and empowerment. Education has contributed to this transformation by opening up new employment opportunities. Gender imbalances in education are transmitted directly to job markets. Women’s pay and their employment conditions are influenced not just by the supply of labour and demand for skills, but also by social barriers, cultural practices and discrimination. National economic interest and human development prospects are both harmed by discrimination in labour markets. When women face barriers to obtaining jobs for which they have the skills and qualifications, the resulting losses in efficiency hurt companies and damage productivity. They also hurt children, because children’s nutrition,

health and education improve when women have greater control over household resources.  

Economic Status of Women in India

The economic status of women in the country has undergone many changes. The liberalization and globalization phase has had a serious impact on women workers. While new work arenas such as information technology and biotechnology have absorbed more and more women, there has also been a marked increase in the presence of women in the unorganised and informal sector. Nearly 93% of women workers in India are in unorganised and informal employment and their numbers are steadily rising. Globalization and the removal of trade restrictions have impacted domestic industry and small farmers. This in turn has adversely impacted low paid women workers. The feminization of poverty is a growing concern as the number of female inter-state migrant workers within the country is rapidly growing.

Over the past 15 years, women’s paid employment has increased throughout the world. The reasons for this increase include market liberalization causing lower wages and a greater need in a household for more than one wage earner, lower birth rates, urbanization, and greater education among women. Even in more culturally conservative societies in the Middle East and North Africa where women’s share of the total labour force is less than 20%, women are represented in larger numbers today than 15 years ago. Emerging gender employment patterns in the IT sector are a cause for concern. Despite being a very new field in most developing countries, gender inequalities that are well established in other sectors of the


labour force are already being replicated in the IT sector. Women tend to be poorly represented as administrators and managers and concentrate in lower levels, end user positions. Entering the world of IT, women’s traditionally high representation in secretarial positions led many women to acquire training in word processing for similar positions. While women in white collar jobs in IT in developing countries tend to concentrate in the secretarial ranks, they are making inroads into higher levels of the workforce in a number of areas, albeit in small numbers. In Latin America, East and Central Europe, much of Western and south East Asia, and in South Africa, where information technologies have been well integrated into the public and private sectors, women are working as software programmers, CAD designers, Webmasters, and network managers. Women reportedly make up 20% of the software industry in Brazil. In Malaysia, where Government has made significant investment in education and training for both men and women, women have entered managerial and administrative positions in substantial numbers and are well represented in computer programming positions in banking, telecommunications, and insurance.7

Labour force participation provides one measure of the employment status of females. Data from household surveys point to significant gender gaps in all regions, especially South Asia, where males are more than three times as likely to be in the labour force. While participation rates have been increasing, large gaps persist for adolescents and young adults. Surveys for 2006 indicate that 64% of women aged 20 to 24 in South Asia are not in full-time education or work, compared with 5% of men. The female labour force participation has been increasing only marginally and remains well below male levels. Barriers to women’s participation in labour markets and to gender equity vary by country. While formal discrimination is on the decline

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7 Premlata Arora, 2011. Women Gender and Modern society, pacific publication, Delhi, p.176
most countries, informal practices in families and by employers remain a pervasive source of gender inequality. 

Nowadays, the number of women employees has increased. So, women’s contribution towards the income of the family and nation has also increased. During the 1970’s the decade of the international Women’s Year, efforts to promote the status of working women received greater attention from the Government. Actually, there is no exact measurement for women’s contribution in economic activity. The majority of the women employees are in the informal sector. As every family has to face various challenges like inflation and deflation, women have to go to any work to meet the economic problems of the family. In addition to that some of the women go to work to increase their standard of living and also to improve their social status. Nowadays, women go to work in order to earn supplemental incomes. It leads to increase in income-generating employment and empowerment of women and removes the bias against women. There is an urge for the equal participation of women along with men in the social, economic and political processes of national development.

Social Status of Women in India – A General View

The status of Indian women has been undergoing drastic changes from era to era. It has degenerated from that of a deity to devadasi, from the pious to the impious and from virtue to vice. It has been rightly said that the status and position of women in society is the best way to understand a civilization, its progress and its shortcomings. Great strides have been made in ensuring equality for women in Indian society. However, contradictions and gaps in protecting certain basic rights of women continue to exist. The government has actively – both through law and policy sought to improve the status of women.

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But for stray regional variations, religious, caste and class-based differences have a definitive impact on women in India.  

Crucial in transforming the social status of women are protective and preventive legislations seeking to better the status of women. The early reforms sought to tackle different social practices such as child marriage, sati and remarriage of widows through legislation. The attempt to bring about social transformation through legislation is still being pursued with mixed results. Noteworthy amongst these are: the Medical Termination of Pregnancy Act 1971, the Dowry Prohibition Act 1961, the Immoral Traffic (prevention) Act 1986, the Indecent Representation of women (prohibition) Act 1986, the Commission of Sati Act 1987, the Prenatal Diagnostic Technique (Regulation and prevention of misuse) Act 2002, the Maternity Benefit Act 1961 and the protection of women from Domestic Violence Act 2005.

**Status of Indian Women in Different Periods**

In Indian society the status of women has changed from time to time. We can divide the past into 3 phases to analyse the status of women. They are ancient, medieval and modern periods.

**Status of Women in Ancient India**

In ancient India women enjoyed equal status with men in all fields of life. They received the same education as men. Many Hindu religious books like the Vedas, Upanishads, Ramayana and the Mahabharata have mentioned the names of several women who were great scholars and poets. Woman is half of her husband; an unmarried man was considered an incomplete man. All religious ceremonies were performed by the husband along with the wife. This

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9 Nancy Devinder Kaur, Historical perspectives: From Discrimination to empowerment www.allindiamediateachers.com/features/nancy.htm


www.ilo.org/publns.
shows the importance given to women in the ancient period. In India, it is believed that women enjoyed equal status with men in the Vedic Period. The Upanishads and the Vedas have cited women sages and seers. But the conditions declined considerably afterwards. In this period, the status of the Hindu woman was honourable and respectable. There are references which indicate that, equal social and religious status was allowed to women. They learnt the Vedas, were entitled to recite the Vedas and they were teachers as well as learners. There were poetesses, women teachers and intellectuals in those days.  

**Status of Indian Women in the Medieval Period**

The position of women worsened in the medieval period… This was a period when the idea that women were unfit for freedom and deserved no independence was propagated. Rigorous restrictive regulations were imposed on women, stating they were in the interest of preserving their chastity and honour. Child marriages were popular; girls were married even before they learned to speak. At this stage, the socio-economic status of women was lowered and they had to depend on the male in every activity. Lack of education, early marriage, non-existence of employment opportunities, and absence of absolute property rights led to the socio-economic backwardness of women. During both the world wars, women in large numbers were drafted into the labour force to take the place of men, who had gone to the front. On both occasions, they were sent back home when the war was over.

**Women in the Moghul Period**

According to the Sunni scholar Ibn Asakir, in the 12th century, there were opportunities for female education in the medieval Islamic world.  

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12 Nancy Devinder Kaur, Historical Perspectives: From Discrimination to Empowerment. [www.allindiamediateachers.com/features/nancy.htm](http://www.allindiamediateachers.com/features/nancy.htm)

could study, earn *ijazahs* (academic_degrees), and qualify as scholars and teachers. This was especially the case with learned and scholarly families, who wanted to ensure the highest possible education for both their sons and daughters. Ibn Asakir had himself studied under 80 different female teachers in his time. Female education in the Islamic world was inspired by Muhammad's wives: Khadijah, a successful businesswoman, and Aisha, a renowned hadish_scholar and military_leader. According to a hadish attributed to Muhammad, he praised the women of Medina because of their desire for religious knowledge.\footnote{Islamic History, Girls class in Afghanistan, 2002. www.en.wikipedia.org/wiki/Female_education}

**Status of Indian Women during British Rule**

Various legislations were enacted to check the socio-economic backwardness of women. According to these legislations men and women were made equal. Reforms like the spread of education, the abolition of the sati system and the enactment of Married Women’s Property Act in 1874 etc., effected notable changes in the status of Indian women.\footnote{Status of women in India: problems and concerns Internship project (December 2010- January 2011). www.csss.isla.com/Status%20of%20Women%20in%20India%20Internees%20report%5B1%5D.pdf}

**Status of Women in Modern India**

Over the past three decades or so, Indian women have started entering all occupations and have branched out into diverse professions, which were earlier considered exclusive male domains. These include banking, marketing, research, advertising, civil services, police and armed forces and many new emerging fields related to IT and communication.\footnote{Nath, G. (2000) “Gently shattering the glass ceiling: experiences of Indian women managers, women in management review”, 15(1), pp.44-52}

Women today have made use of their intelligence, knowledge and
education to earn prestigious role in the households as well. They enjoy all the comforts and luxuries of life being economically independent; working not only in the primary and secondary sectors, but also in the military and defense fields. The attitude of society is changing, though slowly. Women are not seen with suspicious eyes as they also contribute to the income of the family. So steps are being taken to uplift their position, health, education and ability. Today, women are participating in almost all spheres of economic activity. Meeting a long-standing demand for gender parity in the workforce, the Government of India approved an amendment to the Factories Act, allowing women employees to work night shifts.\textsuperscript{17}

At present, the percentage of women working in the Central Government is 7.53 per cent of which 24 per cent are in All India Civil Services, 18.5 per cent in Indian Police Service and 18 per cent in Indian Foreign Services. Women comprise a miniscule 7.53 per cent of the working force in the central Government; Principal Secretary to the Prime Minister, Mr. T.K.A. Nair expressed his concern over the low representation of women in the bureaucracy. Women’s representation and participation in various decision-making levels continues to be low, though there has been an increase in their numbers in the services. From 1997 a noticeable increase has been seen in the Indian Audit and Accounts Service (from 19.94 % in 1997 to 22.31 % in 2002). Indian Economic Service (from 16.24% in 1996 to 21.56% in 2003) and Indian Statistical Service (from 7.17 % in 1997 to 12.94 % in 2002). Indian Forest Service’s scored the least percentage in 1995.96. There were 645 women in IAS/IPS service in 2000, which was about 7.65 percent as compared to 5.4 percent in the year 1987. The number

\textsuperscript{17}Anil K. Agarwal and D.S. Rawat, “Night shifts for women, Growth and Opportunities, The associated Chambers of Commerce and Industry of India”.

12
of women in Foreign Service was also low at 78 in the year 2002. \(^\text{18}\)

**Interesting Facts about Working Women**

- Most working women prefer having not more than 2 children in their family.
- 63% of working moms are college-educated.
- More than 6,87,000 child day-care centres have been established in the year 2002 to support Working moms.
- 69,000 centres are employing close to 7,50,000 women workers and 6,18,000 self-employed Persons.
- About 2 million (out of 10 million pre-schoolers born to working moms are cared for at day care centres.

**Encouraging Facts about Working Women**

- Every 1 out of 2 workers is a woman.
- Every 3 out of 5 workers below or at the minimum wage are women.
- Every 4 out of 5 mothers work to pay for their school-age children.
- Every 3 out of 10 working mothers work at evenings, weekends or non-office hours.
- Every 2 out of 5 working moms are professionals or managers.
- Every 1 out of 5 working moms work at administrative support jobs.
- Every 1 out of 2 working moms earns about half of her household income or more.
- Every 7 out of 10 married, working mothers work for more than 40 hours a week. \(^\text{19}\)


\(^{19}\) James, Working Mother, April 22, 2010

**Women’s Reservation Bill**

The Union Cabinet approved the Women’s Reservation Bill, 2008, that seeks to reserve 33% seats for women in the Lok Sabha and state Assemblies. The Parliamentary Standing Committee has approved the 108th constitutional amendment Bill in its original form with minor changes. The Panchayat System also has the women reservation of 33%.

**Tax Exemption Limit for Women Employees:**

The income tax rate for the women employees who are getting a salary of below Rs.1,90,000 is 0% and is 10% when their salary is Rs.1,90,001 to 5,00,000. The income tax rate is 20% for the women employees for salaries of Rs.5,00,001 to Rs.8,00,000 and 30% when their salary is above Rs.8,00,000. This is shown in the following table.

**TABLE – 1.1**


<table>
<thead>
<tr>
<th>Income Bracket</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to Rs. 1,90,000</td>
<td>0 %</td>
</tr>
<tr>
<td>Rs. 1,90,001 to Rs. 5,00,000</td>
<td>10 %</td>
</tr>
<tr>
<td>Rs. 5,00,001 to Rs. 8,00,000</td>
<td>20 %</td>
</tr>
<tr>
<td>Above Rs. 8,00,000</td>
<td>30 %</td>
</tr>
</tbody>
</table>

*Source: [www.incometaxindia.gov.in/Archive/Taxation of SalariedEmployees.pdf](http://www.incometaxindia.gov.in/Archive/Taxation of SalariedEmployees.pdf)*

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21 [www.incometaxindia.gov.in/Archive/Taxation of Salaried Employees.pdf](http://www.incometaxindia.gov.in/Archive/Taxation of Salaried Employees.pdf)
Women’s Education and Employment in India

Education and employment are the most significant tools in women’s empowerment. They develop the personality of women and qualify them to fulfill their political, economic and cultural functions. They serve to reduce inequality. Employment helps them to play a vital role in promoting national progress.

Educational Status of Women in India

Enabling policies formulated for encouraging women’s participation in science and technology has had a positive impact. It has facilitated the participation of women in this sector. Educational indicators on enrolment have shown that girls participation in higher institutions of science has increased over the years. However, gender gaps continue to exist. The Table below gives details of enrolment of boys and girls in science at higher educational levels.

**TABLE – 1.2**

Enrolment in Higher Education of Boys and Girls in Sciences

<table>
<thead>
<tr>
<th>Enrolment in Educational Institution at All India Level</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D/D.Sc/D.Phil</td>
<td>21728 (60.32)</td>
<td>14291 (39.68)</td>
<td>36019</td>
</tr>
<tr>
<td>M.Sc</td>
<td>128684 (55.89)</td>
<td>101563 (44.11)</td>
<td>230247</td>
</tr>
<tr>
<td>B.Sc/B.Sc (Hons)</td>
<td>928158 (58.77)</td>
<td>651197 (41.23)</td>
<td>1579355</td>
</tr>
<tr>
<td>Medicine, Dentistry, Nursing, Pharmacy, Ayurvedic &amp; Unani, Homeopathy etc.</td>
<td>160726 (52.59)</td>
<td>144903 (47.41)</td>
<td>305629</td>
</tr>
<tr>
<td>Polytechnic Institutes</td>
<td>539407 (78.13)</td>
<td>151003 (21.87)</td>
<td>690410</td>
</tr>
</tbody>
</table>

*Source: Selected Educational statistics, 2005-06*
From the above Table it appears that larger numbers of boys are enrolled in Ph.D/D.Sc./D.Phil and Polytechnic Institutes as compared to girls. There is gender difference in enrolment in courses related to M.Sc, B.Sc/B.Sc(Hons), Medicine, Dentistry, Nursing, Pharmacy, Ayurvedi & Unani and Homeopathy. Also, in the area of technology till date, women represent only 10% of researchers and about 5% of manager.  

This is shown in the visual that follows.

**DIAGRAM – 1.1**

Enrolment in Higher Education of Boys and Girls in Sciences

![Diagram](image)

*Fig. 1: Enrolment in Higher Education of Boys and Girls in Sciences*

**EMPLOYMENT STATUS OF WOMEN IN INDIA**

**Types of Women Workers:**

Women workers are classified broadly as women in profession or organised sector and women in Informal or unorganised sector. The women workers in the organised sector are further subdivided into women in professions, - i.e., women as lawyers, Telecom Department women workers

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– operators, Journalists, Teaching professions and Industrial workers. Women workers in the unorganised (i.e. informal) sector are further subdivided into Agricultural workers, domestic workers, contract workers, home based workers and construction workers.

**Organised and Unorganised Sectors**

**Organised Sector**

It is broadly understood as the employment segment, which has access to rights such as social security. Organized work force in the Indian case needs to be understood as those workers who have regular, contractual, hired employment and enjoy a relatively high rate of wages, which are sufficient to provide social security, emanating from sustained productivity per worker.

**Unorganised Sector**

The unorganised/informal sector is one that “consists of all unincorporated private enterprises owned by individuals or households engaged in the sale and production of goods and services operated on a proprietary or partnership basis and with less than ten total workers”. The unorganised sector is further classified into various segments.


24 [www.doccentre.net/docsweb/women-workers/wm-wrk-types.htm](http://www.doccentre.net/docsweb/women-workers/wm-wrk-types.htm)


[www.atlmri.com](http://www.atlmri.com)


[www.atlmri.com](http://www.atlmri.com)
1. Unorganised non-agricultural workers

- Daily Wage workers in non-agricultural sector
- Self-employed workers in the non-agricultural sector
- Women workers in non-agricultural sector

2. Other disadvantaged workers (Migrant, Child and Bonded Labour)

3. Agricultural workers

- Agricultural workers
- Farmers

Out of the total workforce in the country, 92 percent work in the informal sector while only eight percent work in the formal sector. But it must be remembered that those who were unorganised yesterday are organized today and those who are unorganised today aspire to become organized tomorrow.  

The organized sector is divided into public and private sectors. The following table shows details of women workforce in the private and public sector in 2004.

27 www.industrialrelations.naukrihub.com/womenemployment.html
### TABLE-1.3
Women in Public and Private Sectors (by Industrial activity), 2004

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Industrial Activity</th>
<th>Women's Employment (in thousands '000)</th>
<th>Public sector</th>
<th>Private Sector</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Agricultural Forestry, Fishing and Hunting</td>
<td></td>
<td>47.7</td>
<td>411</td>
</tr>
<tr>
<td>2</td>
<td>Mining and quarrying</td>
<td></td>
<td>66</td>
<td>7.3</td>
</tr>
<tr>
<td>3</td>
<td>Manufacturing</td>
<td></td>
<td>81.5</td>
<td>867.9</td>
</tr>
<tr>
<td>4</td>
<td>Electricity, Gas and Water</td>
<td></td>
<td>49.7</td>
<td>2.4</td>
</tr>
<tr>
<td>5</td>
<td>Construction</td>
<td></td>
<td>62.6</td>
<td>3.4</td>
</tr>
<tr>
<td>6</td>
<td>Wholesale and Retail Trade, hotels and restaurants</td>
<td></td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Transport, storage and communications</td>
<td></td>
<td>179</td>
<td>10.4</td>
</tr>
<tr>
<td>8</td>
<td>Financing, Insurance, Real Estate and Business Services</td>
<td></td>
<td>206</td>
<td>81.2</td>
</tr>
<tr>
<td>9</td>
<td>Community, social and personal services</td>
<td></td>
<td>2183.6</td>
<td>628.8</td>
</tr>
<tr>
<td></td>
<td>All sectors (Total)</td>
<td></td>
<td>2890</td>
<td>2044</td>
</tr>
</tbody>
</table>


The Table shows that most of the women in the public sector are involved in community, social and personal services followed by finance, insurance, real estate, business services and transport, storage and communication. In the private sector a similar trend is observed. In addition, women also participate in manufacturing, agricultural, forestry, fishing and hunting.  

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Problems of Women Employees

The social status of women and their position in working life is a problem in both developing and developed countries. In India working women continue to face stiff challenges and social resistance even in the 21st century. There is gender bias against women in many industries, and the percentage of women making to the top of the corporate ladder is still abysmally low. A recent survey conducted by the World Economic Forum (WEF), choosing 60 of the 100 best employers in India as a sample, revealed that women employees held only 10 percent of the senior management positions in two-thirds of the surveyed companies. None of the companies had women chief executive officers (CEOs) and almost 40 percent of the respondents had only 10 percent women in the workforce. Furthermore, women’s employment is not necessarily synonymous with women’s empowerment in India, and a large number of women do not get to exercise a control over their own income. Sexual harassment and the absence of a secure working environment for women continue to remain a challenge in most parts of the country.

The key to transforming the social status of working women lies in their own hands. Women need to be more assertive and aware of their own rights at home as well as at work. There are many social self-help women’s groups and other women’s organizations that are ready to assist women in upgrading their skills, connecting them with job and entrepreneurial opportunities, and addressing their grievances, whether at the workplace or at home. Unless women decide to resist their exploitation, whether at the economic, social or sexual level, the goal of women’s empowerment cannot be achieved.²⁹

²⁹ Khushi Mehta, 2010 “4 key social forces to improve the status of working women in India”

www.paycheck.in/main/work-and-pay/women-paycheck/articles/4-key-social-forces-to-improve-the-status-of-working-woman-in-india
Gender disparity at all levels and its adverse impact on women has become a fact of life. This is partly due to the biological role and responsibilities of women as mothers but mostly due to the traditional mindsets, which visualize women as being child bearers and home-makers, and men as bread winners. On the other hand, in some families, women contribute significantly to the economic-well-being of the family, and take on the double burden of home making, and work outside home. Society and the family are the two crucial influences that can raise the status of the Working Women in India. The husband and other family members need to be supportive of the woman’s work outside the home. They need to share the household responsibilities in order for woman to be able to utilize her skills outside the home. India is a traditionally patriarchal and male-dominated society. Therefore, without the positive and liberal mindset of the average Indian male to encourage the working women, a real elevation of the working women’s status in society will remain a distant dream.

Status of Women Teachers

Status as a dimension of empowerment refers to teachers’ perception of professional respect and admiration from colleagues. In addition, teachers believe that they have colleague support. Teachers also feel that others respect their knowledge and expertise. The economic realities of teaching play an important role in its nature; they undergird its social position and the shape of careers within the occupation. The meager salaries and other disenfranchising circumstances of teaching cause teachers not to respect themselves. Teachers worry that their status claims are being further eroded by the public’s declining faith in education in general. In addition, teachers face growing questions about their own competence from the public. The combination of high public expectations and poor working conditions, as perceived by teachers, creates the tension that erodes what little status teachers now enjoy. Poor facilities, heavy paperwork unrelated to instruction, interference with teacher time, low opinions and conflict with the
community and Boards of Education, inadequate parental support, and being involved in daily activities unrelated to teaching (bus, cafeteria duty, etc.) enhance teachers’ feelings of low status.  

**The Role of Teachers in India**

The teacher is one of the pillars of the society and the country. Without good teachers, no country can progress. The importance of teachers in the life of a nation cannot be over-looked. The future of the nation is built by teachers through the process of education. A nation cannot afford to leave its future in the hands of incompetent teachers. According to a philosopher, “The world of tomorrow will be born from the schools of today”. Thus the teacher is very significant as the architect of the nation. The teacher can be rightly called a nation builder. Teachers through their perseverance love and sacrifices have shown us the right path in which great men have built our nation. It is teachers who mould the character and personality and show the right direction which leads the pupils to their final destination. Each letter of the word TEACHER carries a meaning in the light of the future of the nation:

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Knowledge received without a teacher’s guidance can be compared to a blind man walking without his stick. Because of this, teachers need to have a high level of commitment towards their duties and responsibilities which have been entrusted to them. NCTE (1998), recommends that a teacher must be having: Commitment to the learner, Commitment to the Society, Commitment to the Profession, Commitment to achieve excellence and Commitment to basic human values. Thus, a teacher in the modern age warrants being equipped with the modern competencies to work effectively to cater to the needs of modern society to prove himself as a nation builder. The teacher should have a balanced personality. He must be culturally refined, emotionally stable, socially efficient, spiritually upright and physically strong. The role of the teacher is a multi-faceted one comprising academic, pedagogical and social roles. A teacher’s academic role comprises

T = Tactfulness, Truthfulness, Trust, Transparency, Team-work, Thirst for knowledge, Teaching technology;

E= Enthusiastic, Energetic, Eagerness, Eloquence;

A=Accountability, Attainment, Alertness, Adaptability;

C=Commitment, Competency, Character, Cheerfulness, Code of ethics, Code to profession, Communication, Critical Thinking, Coping with emotions, Coping with Stress;

H= Health, Honesty, Humour, Helpfulness, Hopefulness;

E=Efficiency, Empathy, Enamour, Emotional Intelligence;

R=Readiness, Resourcefulness, Responsibility, Respect for elders, Respect for Individuality of each child.
teaching, counseling and supervision. The Pedagogical roles include instructional, evaluation and facilitating roles. As a facilitator of learning, the teacher is involved in motivating pupils to learn, maintaining control in the classroom and the school in general, and creating an encouraging environment for learning to take place. The Social roles of the teacher include among others socializing roles which lie in preparing pupils to participate in the way of life of the society.  

**Employment Patterns among Women Teachers**

The employment patterns among the educated females in India show a high increase in the percentage of employment in the education sector since the last two decades. According to the Joint International Labour Organisation / UNESCO Committee of Experts 1988, despite their presence in education in large numbers, women teachers were concentrated at the bottom of the educational ladder and little apparent progress has been made since then. Traditionally, the proportion of women among the total teaching staff at various levels showed the highest concentration at the middle and secondary school levels and the lowest at the collegiate levels. Of all the women teachers in India, 71 per cent were employed at the primary stage, 21 percent at the secondary level and only 8 per cent in higher education.

According to the University Grants Commission (2004), Women constituted only 22 per cent at the Senior lecturer level. States with higher levels of female literacy exhibited lesser rural-urban disparities. For example Karnataka and Maharashtra had witnessed a rapid growth in the share of

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women teachers during the nineties along with a decline in the urban-rural gap.\textsuperscript{33}

Unlike other work opportunities like those offered by the IT sector, where women face discriminations in promotions and associated stress due to job insecurity, teaching in colleges provides fixed working hours and equal opportunities in appointments and promotion avenues. Women left jobs for family reasons typically to raise children and also to care for elderly parents or other family members. Teaching in colleges gives women some flexibility which helps them to manage their dual work burden of maintaining a career as well as the household responsibilities.

It was observed that 70 per cent women suffered a mental block and a conflict to match their abilities to the expectations of society, hence educated women preferred to opt for jobs like those in the education sector as teachers or as clerks in offices or any other part-time jobs.\textsuperscript{34}

\textbf{Statement of the Problem}

\textbf{The Socio-Economic Status of Women Employees in the Organized Sector Particularly of Women Teachers in Collegiate Service}

In India, teaching is considered the noblest and safest job for women. In ancient India, teachers were treated as gods. But in the 21\textsuperscript{st} century, they do not have the same status. In the field of education, there have been a lot of changes. University teachers must be of the highest caliber, intellectually, morally and culturally. They should be able to relate to young minds in every

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\textsuperscript{34} Ramani, Venkata (2004). 'Changing Role of Women at workplace'. HRM Review, September vol.4(9).
\end{flushleft}
way, be young in spirit; enthusiastic and cheerful. Since they educate the leaders of the future, they must update their knowledge to face advanced technology, globalization of education, and the fast growing trends in information technology. Women teachers, especially in collegiate education, find it difficult to attain advancement, due to their multi-roles in family and in academic institutions. In order to get respect from the student community and from the superiors in the institution, they must improve their efficiency. This urgency acts as a great burden on them. The government and the community should endeavour to create conditions which will help motivate and inspire these teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities and concerns of the community. But most of the women faculty have problems in balancing their academic and family related problems like elder care, child bearing, cooking, cleaning, attending family functions and also the ego problems of their spouse.

The present study is concerned with the socio-economic status of women employees in the organized sector particularly women teachers in collegiate service.

**Need for the study**

Today, the number of women employees in the organized sector has begun to rise. The reservations for women have led to this trend, triggered by increased education and the spread of progressive ideas. In educational field, the proportion of women teachers is higher than that of male teachers. The following table gives the proportion of women teachers to 100 men in a few representative states.
TABLE – 1.4

Number of Female Teachers per 100 Male Teachers

<table>
<thead>
<tr>
<th>States</th>
<th>High</th>
<th>States</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goa</td>
<td>454</td>
<td>Bihar</td>
<td>24</td>
</tr>
<tr>
<td>Kerela</td>
<td>273</td>
<td>Jharkhand</td>
<td>26</td>
</tr>
<tr>
<td>Pondicherry</td>
<td>279</td>
<td>MP</td>
<td>36</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>221</td>
<td>Rajasthan</td>
<td>38</td>
</tr>
<tr>
<td>Delhi</td>
<td>221</td>
<td>UP</td>
<td>40</td>
</tr>
</tbody>
</table>

Source: Selected Educational Statistics, 2004-05

As per the statistics for 2004-2005, the number of female teachers in Goa was 454 as compared to the male teachers of 100. The number of female teachers in Kerela is 273, in Pondicherry 279 as compared to the male teachers of 100. For Tamil Nadu and Delhi, the number of female teachers per 100 male teachers is 221. The number of female teachers in Bihar is 24 for 100 male teachers. In the state of Jharkhand the number of female teachers is 26 for 100 male teachers. In Mathya Pradesh the number of female teachers is 36 for 100 male teachers. In the state of Rajasthan the number of female teachers is 38 for 100 male teachers. In Uthra Pradesh the number of female teachers is 40 for 100 male teachers.\(^{35}\)

Even though their proportion is higher, their status is still low. Women teachers cannot get advancement mainly due to their dual responsibilities. They have a low level status in both the family and in the academic environment. In addition they have to face a lot of economic problems and criticism arising from society, relatives, friends and the family.


www.planningcommission.nic.in/plans/planrel/fiveyr/11th/11_vol2/11th_vol2.pdf
members. They also have to face psychological problems like poor risk taking ability, lack of self-confidence, and the problems due to dual responsibility. They easily develop an inferiority complex. They do not believe in their own power and knowledge. A major problem that often comes up is who is responsible for taking care of the household.

Although it might be possible to hire a person to help with the cooking and the cleaning of the house, security and privacy will have to be sacrificed. If a relative is available to help, such as a mother or mother-in-law, it might be easier. However, if both are ready to live in the same house, to help the women teachers, it is not easy to manage the conflicts between them. They will increase the tensions of the women teachers. Even though the husband has the responsibility to help in the house, he is not ready to do the same, due to ‘male’ prestige. Due to these problems, they feel that there is no way for their advancement in their career. So they do not take interest in higher studies or research work. Child bearing and caring for elders pose major problems to women teachers. They also develop ego problems among themselves. The present study focuses on the socio-economic status of women teachers and the problems faced by them, and seeks to find out ways to solve these problems and improve their efficiency.

Definitions

Socio-economic status

The Dictionary meaning of the term ‘Socio-economic Status’ is “relating to or concerned with the interaction of social and economic factors”.

The Encyclopedia meaning of the term ‘socio-economic status’ is: “It refers to the relative rank that an individual holds, with attendant rights, duties, and lifestyle, in a social hierarchy based on honour and prestige. Status is often ascribed on the basis of sex, age, family relationships, and birth, placing one into a particular social group irrespective of ability or
accomplishments. Achieved status, on the other hand, is based on educational attainment, occupational choice, marital status, and other factors involving personal effort. Status groups differ from social classes in being based on considerations of honour and prestige rather than purely economic position. Relative status is a major determinant of people’s behaviour towards one another, and competition for status seems to be a prime human motivator”.

Women employees

The Dictionary meaning of the term ‘woman’ is “an adult human female”. The term ‘women employees’ refers to women who are gainfully employed;, as distinct from being a housewife.

Organized Sector

The Dictionary meaning of the term ‘organise’ is “to give an orderly structure, to systematize”, and the term sector is “a distinct part or branch of an enterprise, or of society, the economy, etc., It refers to those parts of the economy which operate through institutions which feed figures into official statistics. This includes firms organized as companies, payments made via the banking system, incomes reported to the tax authorities, sales reported to the VAT authorities, and employment reported to the National Insurance authorities. These constitute the vast majority of total economic activities in advanced economies.

Women Teachers

‘A teacher’ is one who ‘teaches the young’. He/ She communicates knowledge and imparts skills. Women teachers are women employed in the teaching profession. They may teach at primary, secondary or tertiary stages. College teachers take care of instruction at the tertiary level. In some conservative communities, parents will not allow their daughters to be taught by a male teacher. So the existence of women teachers is inevitable to have girl’s enrolment and retention in schools and colleges. The women teachers
may act as advocates for girls, representing their perspectives and needs and promoting more girl-friendly learning. They provide new and different role models for girls. The recruitment of women teachers is an issue that has become increasingly important to ministries of education, NGO’s and other agencies supporting educational development. There is the need for a broad gender equality perspective when developing policies and programmes for women teachers.

**Collegiate Education**

The Dictionary meaning of the term ‘college’ is “an establishment for further higher, or specialized education” and the term ‘education’ is “systematic instruction”. The term collegiate means “of the nature of, constituted as, or belonging to, a college”. The Encyclopedia refers to ‘college’ as an institution that offers post-secondary education. The term has various meanings. In Roman law a collegium was a body of persons associated for a common function. In England, secondary schools are sometimes called ‘colleges’. Canada also has collegiate schools. In the U.S., college may refer to a four-year institution of higher education offering a bachelor’s degree. Collegiate education refers to the learning that takes place in the academic environment; the transmission of the values and accumulated knowledge of a society. Colleges play a crucial role in India’s ability to succeed in the modern global economic system. The number of institutions serving the sector and student enrolments in India have expanded very rapidly. The new challenges lie in ensuring the expansion of the base of education, particularly higher education, exponentially so as to meet the ever growing needs of a highly skilled base of human resource that will help us move faster towards the objective of becoming a developed nation by 2020.

Additionally it should also enable the nation to meet the challenges of global competition in social and economic development. This would, therefore, necessitate a thorough relook at the various problems that confront our system of higher education.
**Period of the Study**

The study covers three years from January, 2009 to December, 2011.

**Universe and Sampling**

Pudukkottai District has 10 Arts and Science Colleges, of which 2 Colleges are Government owned, 1 is Government-aided and 7 are Self-financing Colleges. So, the study units are categorised into three groups namely Government Colleges, Government aided college and Self-financing Colleges. There are 673 teachers working in those 10 Colleges. Among them, 245 teachers are male and 428 female. The researcher collected data from 300 women respondents chosen by a Stratified random sampling technique.

**Pilot Study**

In order to collect the necessary primary data, a pilot study was conducted with the help of a questionnaire. The researcher chose 10 women teachers from each category of college and analysed the data. This pilot study motivated the researcher to modify the questionnaire. On the basis of the suggestions given by the respondents, a well-arranged questionnaire was prepared and finally primary data was collected for the main study.

**Objectives of the Study**

1. To study the association between demographic status of women teachers and their social status
2. To study the association between demographic status of women teachers and their economic status
3. To study the association between profile variables of the women teachers and their social status
4. To study the association between profile variables of the women teachers and their economic status
5. To study the difference between social and economic status
6. To analyse the association between profile variables of the women teachers and their job satisfaction

7. To offer some suggestions to redress the grievances and to promote the status of women teachers.

Methodology

The study is descriptive and analytical. It is based on surveys and fact-finding enquiries of different kinds. The researcher used a questionnaire, to collect data from teacher respondents. To verify the suitability of the questionnaire, a pilot study was conducted and corrections made in the questionnaire. Other sources like journals, magazines, books, reports, newspapers and related studies were also consulted. Percentage analysis, Mean, Median, Standard Deviation, t-test, Chi-square test and ANOVA were the tools used to analyse the data.

Hypotheses

The following hypotheses were tested to analyse the difference and possible association between the variables selected for the study.

1. There is no association between the age of the married women teachers and their level of self-confidence to strike a balance between their roles as teachers and family members.

2. There is association between the religion of the unmarried women teachers and their right to continue in their job after marriage

3. There is no association between the number of dependants of women teachers and their percentage of savings out of their salary

4. There is association between the amount of salary of the women teachers and the type of school education stream selected for their children

5. There is no association between the amount of salary of the women teachers and their nature of ownership of immovable assets
6. There is no association between Years of experience of the women teachers and the level of satisfaction about the relationship with their students

7. There is association between the category of college of the women teachers and the type of school education stream selected for their children

8. There is no association between the nature of job of the women teachers and their standard of living

9. There is no significant difference between the nature of family of women teachers and their nature of ownership of immovable assets

10. There is association between the category of college of women teachers and their opportunities to update their knowledge

11. There is no association between the nature of job of women teachers and their workload

12. There is association between the category of college of the women teachers and the welfare measures provided by their institution

13. There is no association between Years of experience of the women teachers and the kind of problems faced from students

**Scope of the study**

Today, the number of women employees in the organized sector, especially in teaching has begun to rise. But the working environment is beset with inequalities in all areas-placement, recognition, promotion and training opportunities. The researcher is working as a lecturer in a self-financing college in Pudukkottai District. So she was interested in analysing the present status of women teachers working in various types of colleges such as Govt.-owned, Govt-Aided and self-financing colleges. She has taken into consideration only the Socio-Economic factors, which has a major role in self development and developing the family and society.
Limitations of the study

The study is limited to the Arts and Science colleges in Pudukkottai District. The District has 10 Arts and Science Colleges and a sufficient number of respondents could be contacted. There are many cadres in collegiate service. But the researcher has taken only the teaching staff for study. Data was collected from 300 women teachers out of the population of 428. Some of the respondents were reluctant to give their responses due to fear of the management. Some others did not give their response due to laziness. A few others have given their response incompletely because of lack of time and heavy workload. Naturally the study is limited by these factors.

Organisation of Chapters

The First Chapter forms the Introduction consisting of the Need for the study, Statement of the problem, Definitions, Period of the study, Objectives, Hypotheses, Scope and Limitations of the study.

Chapter Two is made up of the Review of Literature

Chapter Three outlines the Area and Sample Profile

Chapter Four contains Analysis and Interpretation – I

Chapter Five contains Analysis and Interpretation – II

Chapter Six records the Findings, Suggestions and Conclusions