



**Department of Open & Distance Learning**  
**Punjabi University, Patiala**

---

**Class : M.A. II (Education) Semester : 4**  
**Paper : IV (Opt. ii) (Women Education) Unit : II**  
**Medium : English**

---

***Lesson No.***

- 2.1 : Women Empowerment : Need, Ways to achieve quality of life, opportunities, social justice and empowerment
- 2.2 : Domestic Violence, Causes and Awareness
- 2.3 : Early Child Marriage, Child Labour, Female Foeticide and Infanticide
- 2.4 : Research in Women Education, Areas, Literature and Trends

---

***Department website : [www.pbidde.org](http://www.pbidde.org)***

---

**Lesson No.2.1**

---

**Structure :**

- 2.1.1 Objectives
- 2.1.2 Introduction
- 2.1.3 Meaning and Definition of Women Empowerment
- 2.1.4 Need of Women Empowerment
- 2.1.5 Ways to achieve Quality of Life, Opportunities and Social Justice
- 2.1.6 Women Empowerment
- 2.1.7 Summary
- 2.1.8 Questions for Self –Evaluation
- 2.1.9 Suggested Questions
- 2.1.10 Suggested Books and Web Sources

**2.1.1 Objectives :**

After reading the lesson, the students will be able to :

- Understand the general meaning of Empowerment
- Understand the meaning of Women Empowerment
- Understand the need of Women Empowerment
- Know the way to achieve quality of life, opportunities for women
- Know how to get social justice through education
- Understand the importance of Women Empowerment

**2.1.2 Introduction**

Empowerment in its literal context means to give power or warrant power. The term women empowerment it means to create means and provide channels through which women can practice equal rights as men. Since decades women rights have been violated in many forms. This is something which is global, in one form or the other women rights have been violated in almost all nations. From the right to vote to the right to education, women should have an equal say in everything. This is the process of providing power to women to stand up against the control of the others and help them to lead a prosperous and successful life. Historically women have been regarded as constituting a weaker section in the society. **"Two thirds of the 774 million adult illiterates worldwide are women – the same proportion for the past 20 years and across most regions."***United*

*Nations World's Women 2010 Trends and Statistics* However, the beginning of the 20<sup>th</sup> century brought about a series of changes in the status of women.

Empowerment is a multi-dimensional social process that helps people gain control over their own lives. United Nations High Commissioner for Human Rights have defined empowerment as “ The process of giving people the power, capabilities and access needed to change their own lives improve their own communities and influence their own destinies.” It is a process which enables a person to understand the working of power so that they can deal with questions of existing power and exercise control over the sources of power.

Empowerment has multiple, interrelated and interdependent dimensions-economic, social, cultural and political. It can be understood in relation to resources, perceptions, relationships and power.

Empowerment refers broadly to the expansion of freedom of choice and action to shape one's life. It implies control over resources and decisions. For women, that freedom is curtailed by relation particularly to the state and markets there are important gender inequalities within the household, sine powerlessness is embedded in a culture of unequal institutional relations.

Empowerment : Refers increasing the economic, political, social, educational or spiritual strength of individuals and communities. It is probably involves the development of confidence in their own capacities.

### **2.1.3 Meaning and Definitions of Women Empowerment :**

According to **UN definition**, women's empowerment has five components :

- a) Women's sense of self-worth,
- b) Rights to have and to determine choices,
- c) Right to have access to opportunities and resources,
- d) Right to have the power to control their own lives both within and outside the home,
- e) Ability to influence the direction of social change to create more social and economic order, nationally and internationally.

According to **United National Development Fund for Women(UNIFEM)**, the term women's empowerment means

- a) Acquiring knowledge and understanding of gender relations and the ways In which these relations may be changed.
- b) Developing a sense of self-worth, a belief in one's ability to sense desired changes and the right to control one's life.
- c) Gaining the ability to generate choice exercise bargaining power.
- d) Developing the ability to organize and influence the direction of social change, to create more just social and economic order, nationally and internationally.

According to **Mahatma Gandhi**,” If you educate a man you educate an individual, But if you educate a woman you educate an entire family.”

**Jawaharlal Nehru** said,” You can tell the condition of the nation by looking at the status of women.”

**Swami Vivekananda** said.” No country can prosper if it ignores the prosperity of women.”

**A.P.J Abdul Kalam** said, "Empowering women is a prerequisite for creating a good nation, when women are empowered, society with stability is assured. Empowerment of women is essential as their value systems lead to the development of a good family, good society and ultimately good nation."

According to **Depthnews** "It is a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society at the international, local and house hold levels."

Empowerment is the process of enabling or authorizing individual to think, take action and control work in an autonomous way(Pinto,2001). Empowerment is not merely a feeling of greater extrinsic control. But also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness that enables one to overcome external barriers to access resources or changing traditional ideology

#### **2.1.4 Need of Women Empowerment**

In most countries, at least 50% (if not more) of the population is female and therefore an underemployed and unemployed female population means an undeveloped and underdeveloped economy, lower GDP and lost potential. Women are a tremendously untapped resource in many developing countries, where the problems of gender inequality are only exacerbated by lack of access to education, social constraints, poor health and sanitary conditions and political instability and unrest. Women can no longer be discounted as the weaker sex, particularly given their impressive success as micro-entrepreneurs around the world (prime example is in Bangladesh) and as thoughtful and considerate leaders and community-builders. The status of women in the West has also improved tremendously, however, their underrepresentation in fields such as finance and STEM leaves a lot to be desired. Women are still underpaid compared to their male counterparts and not equally represented in leadership at the government levels. In order to change the status quo we have to fix the pipeline - help girls believe that they can be leaders and change makers and we'll start to see the difference down the line when they are empowered women.

**Nobel Prize winner, Prof. Amartya Sen** emphasized that unless women are empowered, issues like health, literacy and population will remain unsolved problems of the developing countries in this part of the sub-continent.

**2.1.4.1 Reducing Gender Inequalities (Discrimination) :** "Girl child is born to inequality" because of their sex. The world over, women are denied their human rights. Gender differentiation is about inequality and about power relation between men and women. Universal Declaration of Human Right Freedom from fear and want, freedom of speech and belief. Despite International Human Rights law which guarantees all people equal rights irrespective of sex, race, caste women are still denied of equal rights with men to land, property, to mobility, to education, to employment, opportunities, to shelter, to food, to worship an over the lives of their children. Women are denied the right even to manage, control and care for the health of their own bodies and their reproductive function. Women are routinely beaten and even murdered in the name of cultural tradition in spite of the fact that

International Human rights law prohibits cultural practices which are damaging to women. Violence against women is an abuse to human rights.

**2.1.4.2 Women's Multiple Role Gender Differentiation :** Women are usually the careers, the nurturers, the educators, the source of stability, and increasingly they are major cash contributors. For the most part: Women meet their responsibilities of family and society.

Reproductive (child-rearing) caring for their family members, the ill, the infirm and the elderly. Household domestic work including food growing, buying and preparation.

Side by Side is called productive work. Agriculture, trades and professions, and community management, forming a trade union, organizing SHG, hold political and environment management, and conservation decision making, and they are capable of carrying out multiple roles, mainly because of biological differences and gender discriminated roles. The majority of the illiterates are in underemployed, usually starting at 5 or 6 in the morning and ending 10 or 12 in the night. In order to save women against all those gender discriminated inequalities, she should be empowered to have control over her possessions, to be self-reliant and capable of taking self-decisions for their own good and also for building equality in families.

**2.1.4.3 Supplementary Education :** NGOs along with help of village panchayats should help girls from uneducated, poor families by supporting supplementary education classes for girls studying high school to enhance their performances and bringing them at par with the town or city folks.

**2.1.4.4 Educating School Drop-Outs :** Most of the girls between the age group of 10-17 years in the rural areas are forced by their families to be helping hands in seasonal agricultural working and other household responsibilities. This creates a discontinuation of their education and breaks the interest of the child which has been the one of the main factors for major drop outs at the 8th class level. **Under Sarb Shiksha Abhiyan, a programme could be developed where these drop outs should be helped through some bridge courses to equip them to appear either privately or through open schools so as to encourage them to complete their elementary education.**

**2.1.4.5 Equality in Decision Making Bodies :** Women must make up at least 1/3 rd of all decision-making bodies, committees and groups. The effects would be evolutionary.

**2.1.4.6 Protective Homes for women :** There is an urgent need for setting up of a Nari Niketans at district level. Not only would these be rescue homes for these destitutes but could also double up as short stay homes for vocational training and act as production centers to enable women in such institutions to rehabilitate themselves. **Corporates could be encouraged involvement in this project by enabling their budget spends under corporate social responsibility to be tax free.** These centres would act as their human resource development centers.

**2.1.4.7 Technical and Vocational Education :** In a developing country like ours, we are suffering from shortage of human resource in technical and

vocational areas. Technical and vocational education paves an easy way for employment of such trained manpower towards raising the household income and in turn encouraging the economic growth of the family and in turn the country as a whole.

Thus, today women share equal status as men. More stress should be laid on empowering rural women and their development. A special focus should be on empowering girls and women, since it will lead to a change in the society which would be sustainable and will be in effect for ages to come. A united approach must be followed while empowering women it is a social cause that requires stewardship and continuous attention from every individual. Society needs to enhance its efforts for women empowerment and to boost the progress being made by women. It is society's constitutional, moral and social responsibility to confirm women's progress giving women equal opportunities and rights.

### **2.1.5 Ways to achieve Quality of Life, Opportunities and Social Justice**

The education is a means to have quality of life and brings social justice. As education is empowerment, it is the key to establish and reinforce democracy; it provides opportunities to succeed towards development which is both sustainable and human and to peace founded upon mutual respect and social justice. Education liberates women from the cultures of inequalities. Education is a force to reduce gender inequalities and access to mobility, share in decision making and contribution to national development. Education enhances women's economic productivity in the farm and non-farm sectors :

**2.1.5.1 Mothers schooling** also improves her own health status. One reason for this is that more schooling seems to accord her greater control over the frequency use of health service during pregnancy and birth.

**2.1.5.2 Educational Attainment Level of women :** The women's attainment level of education improves her children, particularly that of daughters. In many cases, it has been found to have a larger impact on children's schooling from mothers education.

**2.1.5.3** Education empowers women in two ways, direct and indirect. Directly it can be observed in enhanced productivity, wider employment opportunities and life time earning, Higher the education will be the earnings, higher the learning higher will be women empowerment.

**2.1.5.4** Education of women leads to their empowerment, since it removes some of the obstacles to economic and social development. Knowledge increases the power of reasoning and the ability to analyse and relate facts and events, as education of women also enhances the access to modern ideas and social change.

**2.1.5.5** Educational empowerment increases the spiritual, political, social or economic strength of individual and communities. Education provides opportunities to :

- Have decision –making power of their own.

- To have access to information and resources for taking proper decision.
- Having a range of options from which you can make choices.
- Ability to experience assertiveness in collective decision-making.
- Having positive thinking on the ability to make change.
- Ability to learn skills for improving one's personal or group personality.
- Ability to change others perceptions by democratic means.

Thus it is the ability to control one's own life. It is a process in which women gain control over their own lives by knowing and claiming their rights at all levels of society at the international, local and household levels. The national policy for the empowerment of women (2001) tries to bring about the advancement, development and empowerment of women. The policy will widely disseminated so as to encourage active participation of all stakeholders for achieving its goals. Specifically, the goal of this policy include :

- Creating an environment through economic and social policies for full development of women to enable them to realize their full potential.
- Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
- Strengthening legal system aimed at elimination of all forms of discrimination against women.
- Changing societal attitudes by active participation of both men and women.
- Mainstreaming a gender perspective in the development process.
- Elimination of discrimination and all forms of violence against women and the girl child
- Building and strengthening, partnerships with civil society particularly women's organizations.

#### **2.1.6 Women Empowerment**

Women education is a multi-dimensional phenomenon. No single factor or cause can be held responsible for very low literacy rate of women in India. Subsequently it is associated with combination of many elements including social, cultural, economic, educational, demographic, political and administrative etc makes the women education important.

**2.1.6.1 Made Responsive Judicial Legal System :** Due to women education legal –judicial system is more responsive and gender sensitive to women's needs , especially in cases of domestic violence and personal assault. New laws are enacted and existing laws reviewed to ensure that justice is quick and the punishment meted out to the culprits is commensurate with the severity of the offences.

**2.1.6.2 Equal Access and Full Participation in decision Making:** The women are equally participating in decision making process at every level, including the legislative, executive and judicial system.

- 2.1.6.3 Helps in Access to Credit Facilities :** In order to enhance the women's access to credit for consumption and production, the establishment of new, and strengthening of existing micro-credit mechanisms and other supportive measures ensure adequate flow of credit through various financial institutions and banks. So that all women below poverty line have easy access to credit.
- 2.1.6.4 Development of women in Science and Technology :** The various measures motivate girls to take up science and technology for higher education and also ensure that development of projects with scientific and technical inputs involve women fully.
- 2.1.6.5 Quality of Life :** The census 2011 report indicate that India has made significant progress in the field of literacy during the decade since the last census 2001. A comparison of 2001 and 2011 census figure shows that the female literacy has been higher at 14.87% for the males at 11.72% during 2001 and 2011. The gap between male and female literacy rate has decreased from 24.84% point in 2001 to 21.70% points in 2011.
- 2.1.6.6 Special Attention to Prospective of Health:** A holistic Approach to women's health which includes both nutrition and health services is adopted and special attention is given to needs of women and the girl at all stages of the life cycle. Women should have access to comprehensive, affordable and quality health care.
- 2.1.6.7 Education and training:** Educating girls is helpful for women's empowerment. Education provides women with the knowledge, skills and self-confidence they need to seek out economic opportunities. Removing school fees and providing financial incentives for girls to attend school have proven to be effective for increasing girls' enrolment and completion rates. The various measures include building schools close to remote communities, ensuring that schools have quality teachers – both female and male – and adequate sanitary facilities, and that they are safe places for girls. Well-designed vocational training leads to better paid work, and does not concentrate women in low-wage and low-skill work or reinforce occupational segregation between women and men.
- 2.1.7 Summary:** The status of women in India has been subject to many great changes over the past few millennia. From a largely unknown status in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been eventful. Efforts should be directed towards all round development of every Indian woman by giving them their due share. Further, women should be better educated, better informed only then can take rational decisions. It is also necessary to sensitize the other sex towards women. It is important to usher changes in the societal attitudes and perceptions with regard to the role of women in different spheres of life. Adjustment have to made in traditional gender specific performance of tasks.

**2.1.8 Self-Evaluation**

1. Empowerment is merely a feeling of greater extrinsic control. Yes/No
2. Gender differentiation is about inequality and about power relation between men and women. Yes/No
3. The education is a means to have quality of life and brings social justice. Yes/No
4. Education empowers women in two ways, direct and indirect. Yes/ No.
5. Women education is a multi-dimensional phenomenon. Yes/No
6. All women below poverty line have not easy access to credit.

**Answer Key : 1 (No), 2(Yes), 3(Yes), 4(Yes), 5 (Yes), 6 (No)**

**2.1.9 Suggested Questions**

1. "No country can prosper if it ignores the prosperity of women". Explain the statement given by Swami Vivekananda.
2. What is Women Empowerment? Explain the ways to achieve quality of life and social justice among women.
3. Why women empowerment is important and necessary condition these days?
4. What kind of problems will be resolved if women get empowered.

**2.1.10 Suggested Readings and Web Sources**

1. Raj, S & Babu,K.V (206)Empowerment : As you Think.
2. Narasaian, M.L.(2004) Equal Opportunities for Women in the Community.
3. Rosa,S.(2010), Empowerment of women –the impact of employment

**Web Sources :**

1. [www.quora.com](http://www.quora.com)
2. [www.womenempowerment.org.in](http://www.womenempowerment.org.in)
3. [www.sewa-society.org](http://www.sewa-society.org)
4. [www.empowerwomen.org](http://www.empowerwomen.org)

**Domestic Violence, Causes and  
Awareness**

---

**Lesson No. 2.2**

---

**Structure**

**2.2.1 Objectives**

**2.2.2 Introduction**

**2.2.3 Types of Domestic Violence**

**2.2.4 Causes of Domestic Violence**

**2.2.5 Awareness about Domestic Violence**

**2.2.6 The Protection of Women from Domestic Violence Act (2005)**

**2.2.7 Summary**

**2.2.8 Suggested Questions**

**2.2.9 Suggested Reading**

**2.2.1 Objectives**

After reading this chapter students will be able

- i. To understand types of domestic violence
- ii. Will come to know the causes of domestic violence
- iii. Will be aware of domestic violence

**2.2.2 INTRODUCTION**

Violence is present almost everywhere and nowhere is this eruption more intense than right behind the doors of our homes. Behind closed doors of homes all across our country, people are being tortured, beaten and killed. It is happening in rural areas, towns, cities and in metropolitans as well. It is crossing all social classes, genders, racial lines and age groups. It is becoming a legacy being passed on from one generation to another. The term used to describe this exploding problem of violence within our homes is Domestic Violence. One of the reasons for it being so prevalent is the orthodox and idiotic mindset of the society that women are physically and emotionally weaker than the males. Domestic violence is never restricted towards women only but it is towards someone who we are in a relationship with, be it a wife, husband, son, daughter, mother, father, grandparent

or any other family member. It can be a male's or a female's atrocities towards another male or a female. Anyone can be a victim and women can also be violent but their actions account for a small percentage. Domestic Violence is never restricted to a single incident and it becomes more frequent and severe over time. The violence may continue over many years. Domestic Violence may take many forms the main categories are physical, sexual, emotional or psychological and economic abuse.

**2.2.3 Types of Domestic Violence :-** Various types of domestic violence are as following :-

**Physical Violence:** It includes involving contact intended to cause pain, injury, or other physical suffering or bodily harm. It includes hitting, slapping, punching, choking, pushing, throwing objects, burning and other types of contact that result in physical injury to the victim. The victim may be abused by several perpetrators: for instance the victim may be held down by a person so that someone else can assault the victim. The victim may be locked in a room or tied down.

**Sexual Violence:** defined by [World Health Organization](#) as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to [traffic](#), or otherwise directed, against a person's sexuality using [coercion](#), by any person regardless of their relationship to the victim.

**Emotional Violence:** It is also called psychological abuse or mental abuse. It includes threatening the victim with injury or harm, telling the victim that they will be killed if they ever leave the relationship, isolating them from others, and public humiliation.

**Economic Abuse:** Economic Abuse is a form of abuse when one intimate partner has control over the other partner's access to economic resources, which diminishes the victim's capacity to support him/ her and forces him/her to depend on the perpetrator financially.

**2.2.4 CAUSES OF DOMESTIC VIOLENCE :** Following are some probable causes of domestic violence.

- 1. Psychological Problems:** Periodic bouts of low self esteem, feeling of inferiority, stress, lack of self control, depression, mental illness, personality disorders or difficulty in regulating anger and other strong emotions are the main cause of domestic violence.
- 2. Controlling Behaviour:** Controlling behaviour of the partner leads to domestic violence. It leads to the different causes of domestic violence as provocation of each other, to dominate the partner, arguing with the partner for every small thing, verbal or non-verbal abuse.

- 3. Traditional Beliefs:** Some traditional beliefs i.e. women are not equal to men or men have right to control the women are widely accepted. It is believed that because of her relationship to man, a woman is vulnerable to domestic violence, dowry, murder etc. This reason relates to society's concept of a woman as a property and dependent of the male protector, father, husband, son etc.
- 4. Alcoholism:** Drug addiction and alcoholism, abusive language, disrespect or ignoring behaviour towards family or blaming the women for his own failure is also the reason of domestic violence.
- 5. Unrealistic Expectations:** In some cases extreme possessiveness, dissatisfaction with the dowry and exploiting women for more of it or extra marital affair and still expecting loyalty in return from the partner and if he does not get the expected results this also results in violence.
- 6. Economic Hardship:** Poverty, economic dependence upon female partner, prolonged unemployment, low self esteem or incapacity to accept the responsibility of family leads to domestic violence in family.
- 7. Acceptance of Violence:** Because of being female and economically dependent on male partners women feel too powerless to escape and they easily accept the violence done to her. Victims generally feel, it is better to suffer in silence than to be separated from the family. They keep hoping for the improvement, but it is normally observed that, without help violence gets worst. Victims feel helpless, guilty. Even they may feel ashamed for the poor quality of the relationship. So they simply accept the violence and abusive behaviour of their family members.

### **2.2.5 Awareness about Domestic Violence**

Domestic violence and abuse can happen to anyone, yet the problem is often overlooked, excused, or denied. This is especially true when the abuse is psychological, rather than physical. Noticing and acknowledging the signs of an abusive relationship are the first step to ending it. No one should live in fear of the person they love. Domestic violence and abuse are used for one purpose and one purpose only: to gain and maintain total control over you. An abuser doesn't "play fair." Abusers use fear, guilt, shame, and intimidation to keep one down and to keep one under his or her thumb. Abuser may also threaten victim, hurt, or hurt those who are around the victim.

Domestic abuse often escalates from threats and verbal abuse to violence. Physical injury may be the most obvious danger; the emotional and psychological consequences of domestic abuse are also severe. Emotionally abusive relationships can destroy your self-worth, lead to anxiety and depression, and make you feel helpless and alone. No one should have to endure this kind of pain—and your first step to breaking free is recognizing that your situation is abusive. Once you acknowledge the reality of the abusive situation, then you can get the help you need

to get rid of that abusive relationship or to improve that. There are many signs of an abusive relationship. The most telling sign is fear of your partner. If you feel like you have to be very careful when your partner is around, he constantly watching what you say and do or restrict you to do things according to your will then you are living in abusive relationship. Other signs that you may be in an abusive relationship include a partner who belittles you or tries to control you, and feelings of self-loathing, helplessness, and desperation.

Domestic violence is a serious threat for many women. Everyone should know the signs of an abusive relationship and how to leave a dangerous situation.

### **Recognizing Domestic Violence**

Domestic violence is also called intimate partner violence that occurs between people in an intimate relationship. Domestic violence can take many forms, including emotional, sexual and physical abuse and threats of abuse. Domestic violence can happen in heterosexual or same-sex relationships.

Abusive relationships always involve an imbalance of power and control. An abuser uses intimidating, hurtful words and behaviours to control his or her partner.

It might not be easy to identify domestic violence at first. While some relationships are clearly abusive from the outset, abuse often starts subtly and gets worse over time. You might be experiencing domestic violence if you're in a relationship with someone who :

- \* Calls you names, insults you or puts you down
- \* Prevents or discourages you from going to work or school or seeing family members or friends
- \* Tries to control how you spend money, where you go, what medicines you take or what you wear
- \* Acts jealous or possessive or constantly accuses you of being unfaithful
- \* Gets angry when drinking alcohol or using drugs
- \* Tries to control whether you can see a health care provider
- \* Threatens you with violence or a weapon

- \* Hits, kicks, shoves, slaps, chokes or otherwise hurts you, your children or your pets
- \* Forces you to have sex or engage in sexual acts against your will
- \* Blames you for his or her violent behavior or tells you that you deserve it
- \* Threatens to tell friends, family, colleagues or community members your sexual orientation or gender identity

### **Unique Challenges**

- **If victim is an immigrant**

A person may be hesitant to seek help out of fear that you will be deported. Language barriers, lack of economic dependence and limited social support can increase your isolation and your ability to access resources.

Laws in every nation guarantee protection from domestic abuse, regardless of your immigrant status. Free or low-cost resources are available, including lawyers, shelter and medical care for you and your children. You may also be eligible for legal protection that allow immigrants who experience domestic violence to stay in the foreigner countries.

- **If victim is an older woman**

Victim may face challenges related to your age and the length of your relationship. You may have grown up in a time when domestic violence was simply not discussed. You or your partner may have health problems that increase your dependency or sense of responsibility.

- **If both are in a same-sex relationship**

One you might be less likely to seek help after an assault if you don't want to disclose your sexual orientation. If you've been sexually assaulted by another woman, you might also fear that you won't be believed.

- **Pregnancy, children and abuse**

Sometimes domestic violence begins or increases during pregnancy, putting your health and the baby's health at risk. The danger continues after the baby is born.

Even if child isn't abused, simply witnessing domestic violence can be harmful. Children who grow up in abusive homes are more likely to be abused and have behavioural problems than are other children. As adults, they're more likely to become abusers or think abuse is a normal part of relationships.

One might worry that telling the truth will further endanger you, your child or other family members and that it might break up your family but seeking help is the best way to protect your children and yourself.

### **Breaking the Cycle of Domestic Violence**

The only way to break the cycle of domestic violence is to take action. Start by telling someone about the abuse, whether it's a friend, loved one, health care provider or other close contact. You can also call a national domestic violence hotline.

At first, victim might find it hard to talk about the abuse. But understand that you are not alone and there are people who can help you. You'll also likely feel relief and receive much-needed support.

### **Create a safety plan**

Leaving an abuser can be dangerous. Consider taking these precautions :

- Call a women's shelter or domestic violence hotline for advice. Make the call at a safe time when the abuser isn't around or from a friend's house or other safe location.
- Pack an emergency bag that includes items you'll need when you leave, such as extra clothes and keys. Leave the bag in a safe place. Keep important personal papers, money and prescription medications handy so that you can take them with you on short notice.
- Know exactly where you'll go and how you'll get there.

### **Protect your communication and location**

An abuser can use technology to monitor your telephone and online communication and to track your location. If you're concerned for your safety, seek help. To maintain your privacy.

- **Use phones cautiously.** Your abuser might intercept calls and listen to your conversations. He or she might use caller ID, check your cellphone or search your phone billing records to see your call and texting history.

- **Use your home computer cautiously.** Your abuser might use spyware to monitor your emails and the websites you visit. Consider using a computer at work, the library or at a friend's house to seek help.
- **Remove GPS devices from your vehicle.** Your abuser might use a GPS device to pinpoint your location.
- **Frequently change your email password.** Choose passwords that would be impossible for your abuser to guess.
- **Clear your viewing history.** Follow your browser's instructions to clear any record of websites or graphics you've viewed.

### **Where to seek help**

In an emergency call your local emergency number or law enforcement agency. The following resources also can help:

- **Someone you trust.** Turn to a friend, loved one, neighbour, co-worker, or religious or spiritual adviser for support.
- **National Domestic Violence helpline.** Call the hotline for crisis intervention and referrals to resources, such as women's shelters.
- **Your health care provider.** Doctors and nurses will treat injuries and can refer you to safe housing and other local resources.
- **A local women's shelter or crisis centre.** Shelters and crisis centres typically provide 24-hour emergency shelter, as well as advice on legal matters and advocacy and support services.
- **A counseling or mental health centre.** Counselling and support groups for women in abusive relationships are available in most communities.
- **A local court.** Your district court can help you obtain a restraining order that legally mandates the abuser to stay away from you or face arrest. Local advocates might be available to help guide you through the process.
- **Local police station.** Victim can approach local police station for immediate help and can lodge FIR if required.
- **Women cell.** Victim can also approach women cells composed for protection safety and solution to problem related to women wellness in our society.

### **2.2.6 The Protection of Women from Domestic Violence Act (2005)-PWDVA (2005)**

The Protection of Women from Domestic Violence Act (PWDVA), instituted in 2005, is a legislation aimed at protecting women from violence in domestic relationships. Victim resources Under the Act, victims should be provided with adequate medical facilities, counseling and shelter homes as well as legal aid when required. This is an Act of the Parliament of India enacted to protect women from domestic violence. It was brought into force by the Indian Government and Ministry of Women and Child Development on 26 October 2006. The Act provides

a definition of “domestic violence” for the first time Indian law, with this definition being broad and including not only physical violence, but also other forms of violence such as emotional/verbal, sexual and economic abuse. It is a civil law meant primarily for protection orders, rather than criminal enforcement.

Primarily meant to provide protection to the wife or female live-in partner from domestic violence at the hands of the husband or male live-in partner or his relatives, the law also extends its protection to women living in a household such as sisters, widows or mothers. Domestic violence under the act includes actual abuse, whether physical, sexual, verbal, emotional or economic, or the threat of abuse. This definition also includes harassment by way of unlawful dowry demands to the woman or her relatives.

#### **Counselling : Section 14**

Counselling, as directed by the magistrate, should be provided to both the parties involved, and whichever party requires it, as ordered.

#### **Protection Officers : Section 9**

Under the Act, Protection Officers should be appointed by the government in every district, who preferably should be women, and should be qualified. The duties of the Protection Officer include filing a domestic incidence report, providing shelter homes, medical facilities and legal aid for the victims and ensuring that protection orders issued against the respondents are carried out.

#### **Protection orders : Section 18**

Protection orders for the victim’s safety can be issued against the respondent, and includes for when he commits violence, aids or abets it, enters any place which the victim frequents or attempts to communicate with her, restricts any form of assets of the victim or causes violence to people of interest to the victim.

#### **Residence : Section 19**

The magistrate may choose to restrict the respondent from the place of residence of both the parties if they feel that it is for the safety of the victim. Additionally, the respondent cannot evict the victim from the place of residence.

#### **Monetary relief : Section 20**

The respondent has to provide relief to the victim to compensate for loss, including loss of earnings, medical expenses, any expenses incurred due to loss of

property by destruction, damage or removal, and maintenance of the victim and her children.

### **Custody of children : Section 21**

Custody of children should be granted to the victim as required, with visiting rights to the respondent if necessary.

#### **2.2.7 Summary**

Women are said to be the important part of the society and are supposed to enjoy all privileges and comforts, at par with men. But the reality is not that beautiful. Truly speaking, women are subjected to all sorts of torture and violence, which can be thought of. From the confinement of the four walls of the house to place of work and public places, the women are victims of tyranny.

Unless women are able to organize themselves, they cannot fight male domination. There is a need, therefore, to set up women's organizations in every area to fight this aspect of women's oppression and to stop domestic violence.

#### **2.2.8 Suggested Questions:**

- I. What do you mean by domestic violence? Explain its kinds.
- II. Discuss the causes of domestic violence.

#### **2.2.9 Suggested Readings:**

Preeti Misra: Domestic Violence Against Women  
Udai Veer: Crime Against Women

#### **Web Sources :**

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

[www.legislative.gov.in](http://www.legislative.gov.in)

[www.un.org](http://www.un.org)

**EARLY MARRIAGE, CHILD LABOUR, FEMALE FOETICIDE AND INFANTICIDE**

- 2.3.0 Structure
- 2.3.1 Objectives
- 2.3.2 Introduction of Early Marriage
  - 2.3.2.1 Examples of early marriage
  - 2.3.2.2 Causes of early marriage
  - 2.3.2.3 Development
- 2.3.3 Child Labour
  - 2.3.3.1 Introduction
  - 2.3.3.2 Worst forms of Child Labour
  - 2.3.3.3 Causes of Child Labour
- 2.3.4 Female Foeticide
  - 2.3.4.1 Introduction
  - 2.3.4.2 Long term consequences
  - 2.3.4.3 Prevention and Cure
- 2.3.5 Infanticide
  - 2.3.5.1 Reasons of Infanticide
  - 2.3.5.2 Prevention
- 2.3.6 Suggested Questions
- 2.3.7 References

**2.3.1 Objectives**

After reading this chapter, students will be able to

1. Know the concept of early marriage.
2. Know about the long term consequences of female foeticide.
3. Get knowledge about prevention of Infanticide.

**Early Marriage****2.3.2 Introduction**

Throughout the world, marriage is regarded as a moment of celebration and a milestone in adult life, sadly as this makes clear, the practice of early marriage gives no such cause for celebration. All too often, the imposition of a marriage partner upon a child means that a girl or boy's childhood is cut short and their fundamental rights are compromised.

The reason for the perpetuation of early marriage, and its possible increase in populations under stress. A key factor is poverty, with the marriage of children often seen a strategy for economic survival. In addition, it is perceived as a way to protect girls and to provide some stability in situations when societies are under extreme pressure. Birth, marriage and death are the standard trio of key events in most people lives but only one marriage is matter of choice. The right to exercise that choice was recognized as principle of law.

**2.3.2.1 Examples of Early Marriage**

1. Rajasthan, India: The custom survives of giving very small children away in marriage. On the auspicious day of Akha teez, the mass solemnization of marriages between young boys and girls is performed from the parents point of view, this is tried and tested way of organizing the passing on poverty and wealth with in family. A small but significant proportion of children involved under age 10, and some are mere toddlers of two or three years old.
2. Bangladesh: Many Bangladeshi girls are married soon after puberty partly to free their parents from economic burden where a girl family is poor or she has lost her parents, she may marry as a third or fourth wife to a much older man, to fulfill the role of sexual and domestic servant.

The practice of marrying girl at a young age is most common in sub Saharan Africa and South Asia.

**2.3.2.2 CAUSES**

1. Customs surrounding marriage, including desirable age and the way in which a spouse is selected depend on a society's view of family its role structure, pattern of life, and the individual and collective responsibilities of its members. The idea ad function of family varies across the world ad is in a state of constant evolution.
2. Poverty is one of the major factor under pinning marriage where poverty is acute, a young girl may be regarded as an economic burden and her marriage to a much older sometimes even elderly man. It is a family survival strategy, and may be even be seen as in her interest Although most countries have laws that regulate marriage, both in teens of minimum age and consent , these law may not be applied and few persecutions are ever brought against law breaker-parents, officiators or spouses.
3. Dowry and bride price.

A bride price is the amount paid by the groom to parents of a bride for them to consent to him marrying there daughter. In some countries, the younger the bride, higher the price she may fetch. The practice creates an economic incentive where girls are sought and married early by her family to her highest bidder. Child marriage of girls is a way out of desperate economic conditions, or simply a source of income to their parents.

4. Prosecution, forced migration and social security.

A Newyork times report and other scholars claim that origin of child marriages in India to be Muslim invasions the began more than 1000 years ago. The invasions rapid Hindu girls or vary them to marry off their daughters to protect them. A sense of social in security has been caused of a child marriage across the world. Extreme poverty may make daughters as economic burden of the family, Which may be

relieved by early marriage, to a benefit of family as well as the girls herself. Protection through marriage may play a specific role in conflict setting. Families may have their young daughters marry members of an armed group in hopes that she will be better protected.

#### 5. Religion and Civil law

Although general marriageable age is 18 in majority of countries, most jurisdictions allow for exceptions for under a youth with parental and judicial consent. Legally allowed marriage does not necessarily cause high rates of child marriages.

According to UNICEF "State of world's children-2009" report, 47% of Indian women aged 20-24 were married after legal age of 18 with 56% of marrying before age 18 in rural areas. The report also showed that 40% of world's child marriages occurs in India.

According to "National plan of action of children 2005" published by Indian governments department of women and child development, set a goal to eliminate child marriage completely by 2010. This plan was unsuccessful.

#### **2.3.2.3 Development**

High rates of child marriage negatively impact countries because of early marriage's impact on girls education and labour market participation. High rate of child marriage prevents significant progress towards each of 8 millenniums goals and global efforts to reduce poverty due to its effects on educational attainment, economic and political and participation and health.

#### **2.3.3 Child Labour**

##### **2.3.3.1 Introduction**

After its independence from colonial rule, India has passed a number of constitutional protections and laws on child labour. The Constitution of India in the Fundamental Rights and the Directive Principles of State Policy prohibits child labour below the age of 14 years in any factory or mine or castle or engaged in any other hazardous employment (Article 24). The constitution also envisioned that India shall, by 1960, provide infrastructure and resources for free and compulsory education to all children of the age six to 14 years. (Article 21-A and Article 45).

India has a federal form of government, and labour being a subject in the **Concurrent List**, both the central and state governments can and have legislated on child labour. The major national legislative developments include the following:!

**The Factories Act of 1948:** The Act prohibits the employment of children below the age of 14 years in any factory. The law also placed rules on who, when and how long can pre-adults aged 15–18 years be employed in any factory.

**The Mines Act of 1952:** The Act prohibits the employment of children below 18 years of age in a mine.

**The Child Labour (Prohibition and Regulation) Act of 1986:** The Act prohibits the employment of children below the age of 14 years in hazardous occupations identified in a list by the law. The list was expanded in 2006, and again in 2008.

**The Juvenile Justice (Care and Protection) of Children Act of 2000:** This law made it a crime, punishable with a prison term, for anyone to procure or employ a child in any hazardous employment or in bondage.

**The Right of Children to Free and Compulsory Education Act of 2009:** The law mandates free and compulsory education to all children aged 6 to 14 years. This legislation also mandated that 25 percent of seats in every private school must be allocated for children from disadvantaged groups and physically challenged children.

India formulated a National Policy on Child Labour in 1987. This Policy seeks to adopt a gradual & sequential approach with a focus on rehabilitation of children working in hazardous occupations. It envisioned strict enforcement of Indian laws on child labour combined with development programs to address the root causes of child labour such as poverty. In 1988, this led to the National Child Labour Project (NCLP) initiative. This legal and development initiative continues, with a current central government funding of 6 billion, targeted solely to eliminate child labour in India. Despite these efforts, child labour remains a major challenge for India.

### ***2.3.3.2 The worst forms of child labour***

Whilst child labour takes many different forms, a priority is to eliminate without delay the worst forms of child labour as defined by Article 3 of ILO Convention No. 182:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Labour that jeopardises the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as “hazardous work”.

### **2.3.3.3 Causes**

For much of human history and across different cultures, children less than 8 years old have contributed to family welfare in a variety of ways. UNICEF suggests

that poverty is the big cause of child labour. The report also notes that in rural and impoverished parts of developing and undeveloped parts of the world, children have no real and meaningful alternative. Schools and teachers are unavailable. Child labour is the unnatural result. A BBC report, similarly, concludes poverty and inadequate public education infrastructure are some of the causes of child labour in India.

Between boys and girls, UNICEF finds girls are two times more likely to be out of school and working in a domestic role. Parents with limited resources, claims UNICEF, have to choose whose school costs and fees they can afford when a school is available. Educating girls tends to be a lower priority across the world, including India. Girls are also harassed or bullied at schools, sidelined by prejudice or poor curricula, according to UNICEF. Solely by virtue of their gender, therefore, many girls are kept from school or drop out, then provide child labour.

The International Labour Organisation (ILO) and Spreading Smiles Through Education Organisation(OSSE) suggests poverty is the greatest single force driving children into the workplace. Income from a child's work is felt to be crucial for his/her own survival or for that of the household. For some families, income from their children's labour is between 25 to 40% of the household income.

According to a 2008 study by ILO, among the most important factors driving children to harmful labour is the lack of availability and quality of schooling. Many communities, particularly rural areas do not possess adequate school facilities. Even when schools are sometimes available, they are too far away, difficult to reach, unaffordable or the quality of education is so poor that parents wonder if going to school is really worthwhile. In government-run primary schools, even when children show up, government-paid teachers do not show up 25% of the time. The 2008 ILO study suggests that illiteracy resulting from a child going to work, rather than a quality primary and secondary school, limits the child's ability to get a basic educational grounding which would in normal situations enable them to acquire skills and to improve their prospects for a decent adult working life. An albeit older report published by UNICEF outlines the issues summarized by the ILO report. The UNICEF report claimed that while 90% of child labour in India is in its rural areas, the availability and quality of schools is decrepit; in rural areas of India, claims the old UNICEF report, about 50% of government funded primary schools that exist do not have a building, 40% lack a blackboard, few have books, and 97% of funds for these publicly funded school have been budgeted by the government as salaries for the teacher and administrators. A 2012 Wall Street Journal article reports while the enrollment in India's school has dramatically increased in recent years to over 96% of all children in the 6-14-year age group, the infrastructure in schools, aimed in part to reduce child labour, remains poor - over 81,000 schools do not have a blackboard and about 42,000 government schools operate without a building with makeshift arrangements during monsoons and inclement weather.

Biggeri and Mehrotra have studied the macroeconomic factors that encourage child labour. They focus their study on five Asian nations including India, Pakistan,

Indonesia, Thailand and Philippines. They suggest that child labour is a serious problem in all five, but it is not a new problem. Macroeconomic causes encouraged widespread child labour across the world, over most of human history. They suggest that the causes for child labour include both the demand and the supply side. While poverty and unavailability of good schools explain the child labour supply side, they suggest that the growth of low paying informal economy rather than higher paying formal economy - called *organised economy* in India - is amongst the causes of the demand side. India has rigid labour laws and numerous regulations that prevent growth of organised sector where work protections are easier to monitor, and work more productive and higher paying. The unintended effect of Indian complex labour laws is the work has shifted to the unorganised, informal sector. As a result, after the unorganised agriculture sector which employs 60% of child labour, it is the unorganised trade, unorganised assembly and unorganised retail work that is the largest employer of child labour. If macroeconomic factors and laws prevent growth of formal sector, the family owned informal sector grows, deploying low cost, easy to hire, easy to dismiss labour in form of child labour. Even in situations where children are going to school, claim Biggeri and Mehrotra, children engage in routine after-school home-based manufacturing and economic activity. Other scholars too suggest that inflexibility and structure of India's labour market, size of informal economy, inability of industries to scale up and lack of modern manufacturing technologies are major macroeconomic factors affecting demand and acceptability of child labour.

Cigno suggest the government planned and implemented land redistribution programs in India, where poor families were given small plots of land with the idea of enabling economic independence, have had the unintended effect of increased child labour. They find that smallholder plots of land are labour-intensively farmed since small plots cannot productively afford expensive farming equipment. In these cases, a means to increase output from the small plot has been to apply more labour, including child labour.

#### **2.3.4 Female foeticide**

##### **2.3.4.1 Introduction**

The desire to exercise control over the sex of offspring is widely held, and various cultures and communities utilize a variety of folk practices to ensure the conception and birth of a child of the desired sex. Traditional societies in India, for example, have elaborate folk techniques for conceiving sons while couples in industrialized countries may use a variety of in vivo peri-conceptual techniques to influence the sex of the conception; However, it must be realized that sex-determination was 'misuse' of genetic technology, implying that the identification, followed by the elimination of fetuses with physical or mental challenge through new reproductive technology was the only legitimate use of this technology.

**What is female feticide?**

Female feticide is the selective abortion/elimination of the girl child in the womb itself, done deliberately by the mother, after the detection of the child's gender through medical means. This is usually done under familial pressure from the husband or the in-laws or even the woman's parents. Unplanned pregnancy is generally the reason behind abortion. However, female feticide is a far more heinous sin than the age old practice of killing an unwanted child, even before it's born.

Like many societies around the world, India too is *patriarchal* in nature. A set hierarchical system prevails in all tiers of the social order. The fanatic obsession with the male sex, though, is one of a kind. Right from the ancient scriptures, one finds instances where men are glowingly praised as the key to continue the family lineage. A girl is forced to undergo multiple pregnancies and (or) abortions, until she fulfills her lifelong goal of being a breeding machine that produces male offspring as per the needs of the family.

Sadly, a majority of female feticide cases involve an enthusiastic participation of women, both old and young.

To add fuel to the fire, unethical sex determination and selective abortion of female infants has become a booming US \$224 million industry- a dangerous incentive for this transgression to prosper further in the near future.

Every unethical act, like this one, has some age-old lame reasoning behind it, which is used as genuine justification by its staunch supporters. The root cause for female feticide lies within the cultural norms as well as the socio-economic policies of the country where this practice prevails. The most infected (I use the verb, for it precisely depicts the malady that has affected our world) are the South Asian countries like China, India, Vietnam, Korea etc. from where this social evil has mushroomed today to the western nations like the USA and Canada. This is the end result of immigration that has brought along female feticide across the pond. What is the rationale, one may wonder. Surprisingly, the reasons aren't quite as diverse for these nations as one may perceive.

**1. Preference for the male child:** Elimination/removal of girls from the family tree even before they are born clearly indicates the vehement desire for a boy child. In the countries where female feticide has become unbridled, the core factor is the need to continue the family line through the male born into it. Sons are seen as the main source of income. Even though women today can easily rub shoulders with men, almost in every field they set their mind to, the common misconception still remains that it is the male who will help run the house, and look after his parents. Once married, women are like cargo, ready to be shipped off to another household, while parents breathe a sigh of relief for a job well done in getting their 'daughter' settled.

In India, the age old custom of dowry system puts a damper on the parents' spirits who are 'blessed' with a girl child. Right then and there, begin the calculations

associated with marriage expenses, which may happen after a couple of decades, following the child's first breath. A lump sum paid to the daughter in twenty years when the currency value may depreciate and inflation may skyrocket is seen as a tragedy waiting to happen. It would be so much better to get rid of them with just a fraction of the amount.

**2. Deteriorated Status of Women:** I'm not a rabid feminist who would shout herself hoarse about the domination of men in any society. Sure, males are the stronger sex when it comes to the pecking order in a country, but that does not entail a curbing of rights for women. Rather than whining about the denied opportunities, women should stand up and try to grasp the chances they want for themselves.

However, this Utopian scenario is not quite easily achieved in practice. Centuries of repression has made inferiority second nature to most women. They willingly embrace the role of the meek, submissive, docile wife who works relentlessly to cater to the whims of her husband. The worst enemy of a woman is the woman herself. Female feticide happens with the explicit consent of the mother. While most mothers-to-be agree to this misdeed out of a sense of duty to the family, there are many who take the initiative themselves.

**3. Foul Medical Ethics:** The opening conversation to this hub satisfactorily covers this point. With the legalization of abortion in India, illegal sex determination and termination of pregnancies has become an everyday reality. The professionals in the medical field are only too glad to help parents realize their dream of a healthy baby boy. Female feticide is openly discussed amongst many in the healing fraternity and even pin boards outside certain clinics read, '**Pay Rs.500 (\$ 10) today to save the expense of Rs. 500 000 (\$ 10 000) in the future**'. The initial meager sum is the cost of a pregnancy termination, while the bigger amount specified in comparison, is the expense that the family will be burdened with in the form of dowry for the girl.

**4. Industrial Growth:** Industrialization of the health sector has further strengthened the selective sex abortion quarter. With the advent of **CVS, amniocentesis** and **Ultrasound**, sex determination of the fetus has become much easier than it was earlier. This goes on to show how the manufacturers of high-tech equipments and gadgets, used to run these tests, benefit from the woes of future parents and their unborn child. Many hospitals are known to sign long term contracts with the firms involved in the production of these types of medical machinery. Often, a healthy percentage of the profit is shared with the hospital and both parties enjoy the fruits of rewarding a death sentence.

As opposed to CVS and amniocentesis, the ultrasound technology is cheaper and within easy reach of the lower economically backward strata of society. It is also easily accessible in a hospital/clinic nearby with mediocre credentials.

Unfortunately, the probability of accuracy of the ultrasound is not always 100 per cent until the fetus is twenty weeks old. Consequently, the child aborted by those enthusiastic parents may just be the little prince they were hoping for.

#### **2.3.4.2 Long Term Consequences**

As Newton's Third Law of Motion states, 'For every action, there is an equal and opposite reaction', the after effects of this genocide are fatal and far-reaching. Blinded by the need for an assertive gender to rule the house after the parents' demise, the majority are often ignorant of the disaster they unwittingly invite by indulging in female feticide.

**1. Skewed Sex Ratio:** In India, the number of girls per 1000 boys is declining with each passing decade. From 962 and 945 girls for every 1000 boys in the years 1981 and 1991 respectively, the sex ratio had plummeted to an all time low of 927 girls for 1000 boys in 2001. If that statistic is a matter of concern, the current figures are toeing the danger line with only 914 girls for 1000 boys in 2011. In the case of China, the sex ratio is an alarming 118 boys for 100 girls; that means 848 girls for 1000 boys. This is just an example of two nations trapped in the vicious circle. There are many others struggling with a skewed sex ratio.

Is an imbalance in the number of females a truly worrying matter?

Yes, indeed. Sex ratio is merely a microscopic view of the number of both genders. However, when calculated for the entire population, this clearly indicates the widespread disparity. This disparity may prove critical for the country's development in political, economic and emotional spheres. The sex ratios of some countries are listed below:

India: 940/1000

Vietnam: 892/1000

South Korea (sex ratio at birth): 934/1000

USA: 962/1000

Canada: 943/1000

UK: 952/1000

Sri Lanka: 961/1000

**2. Female/Women Trafficking:** The steep decline in the number of girls makes them scarce for the teeming number of males eligible for marriage. As a solution to this issue, illegal trafficking of women has become commonplace in many regions. This is a graver matter than the ideology of mail order brides. Women, often young girls who've just crossed the threshold of puberty, are compelled to marry for a price fixed by the groom-to be. They are usually bought in from neighboring areas,

where the number of girls might not be as miniscule as the host region. Child marriages become a rage and child pregnancies, a devastating consequence. The moment when a land participates in the trade off of its women population, it is a sure path laid ahead with pitfalls.

**3. Increase in Rape and Assault:** Once women become an endangered species, it is only a matter of time before the instances of rape, assault and violence become widespread. In the backdrop of fewer available females, the surviving ones will be faced with the reality of handling a society driven by a testosterone high. The legal system may offer protection, but as is the situation today, many cases might not even surface for fear of isolation and humiliation on the girl's part.

**4. Population Decline:** With no mothers or wombs to bear any child (male or female), there would be fewer births, leading to a decline in the country's population. Though a control in the demographic statistics is currently the goal of many nations like China and India, a total wipeout of one sex is not the way to achieve this target. Science would then have to look up solutions to do away with the swarming number of men, should such a worst case scenario happen.

#### **2.3.4.3 Prevention and Cure**

Do the facts enlisted above truly spell disaster for the future of women? Not really. The issues of female infanticide, female feticide and selective sex abortion have gained global attention. Many international and national law making bodies have come forward to stop this cruel practice. Of the numerous steps taken to curb the matter, the prominent ones are:

- Cancellation/permanent termination of the doctor's license who partakes in fulfilling a client's demand to do away with her girl child.
- Heavy penalty imposed on companies like GE, that specialize in marketing medical equipments used for illegal sex determination and abortion in unlicensed clinics and hospitals.
- High fines and judicial action against 'parents' who knowingly try to kill their unborn baby.
- Widespread campaigns and seminars for young adults and potential parents to enlighten them about the ill effects of female feticide. Ignorance is one of the major causes for the increase in the selective sex abortion cases. Spreading awareness can go a long way in saving our future sisters, mothers, girlfriends and wives.

A cohesive and concerted effort by everyone can prove to be the requisite baby step in the right direction. We may not support the notion of women rising above men, or them becoming the dominant sex, or conquering the world. However, the basic humane consideration to let an innocent child live and see the world she was conceived to grow in is not too much to ask. Let's not be murderers of our own flesh and blood.

### **2.3.5 Infanticide**

Infanticide is the intentional killing of children under age of 12 months according to the Infanticide Act 1938 in the UK. In some countries female infanticide is more common than the killing of male offspring, due to sex selective infanticide. Infanticide is illegal in India but the practice has continued in rural areas of India. According to recent report by United Nations Children's Fund (UNICEF) upto 50 millions girls and women are missing in India's population as result of systematic sex discrimination as sex selective abortions.

#### **2.3.5.1 Reasons of Infanticide**

There are various reasons for infanticide.

##### 1. Economic

Many historians believe the reason to be primarily economic, with more children born than the family is prepared to support. Family may allow more sons to live and kill some daughters as the former will support their birth family until they die where as latter will leave economically and geographically to join their husbands family, possibly only after the payment of a burden in dowry price.

##### 2. Population control

Marrin Harries estimated that among 23.50% of new born children were killed to preserve the 0.001% population growth. Female infanticide may be a form of population control. Population control is not only achieved by limiting the no. of potential mothers, increased fighting among men for access to relatively scarce wives would also lead to decline the populations.

##### 3. Customs and Taboos

In 80's It was believed that superstitions has always reigned supreme in tribal region. Customs and taboos as possible cause of infanticide from punishment and shame to poverty, famine revenge, depression and insanity and superstitious omens.

##### 4. Evolutionary psychology

Has proposed that there are different forms of infanticide. Infanticide by step fathers as well as child abuse by step fathers, violence more often done by women than men. Infanticide is more likely to occur when the child has deformities or illness as well as when there are lacking resources due to factors such as poverty, other children requiring resources and no more support.

##### 5. Sex selection

Sex selection may be one of the contributing factors of infanticide. In the absence of sex selective abortion, sex selective infanticide can be deduced from very skewed birth statistics. The biologically normal sex ratio for humans at birth is approximately 105 males per 100 females, normal ratios hardly ranging beyond 102-108.

**2.3.5.2 Prevention**

Infanticide is often a response to an unwanted birth, preventing unwanted pregnancy through improved sex education and increased contraceptive excess are advocated as ways of preventing infanticide. Increased use of contraceptives and access to safe legal abortions have greatly reduced infanticide a many developed nations. Infanticide would decline if safer, legal abortions were available.

Screening for psychiatric disorders or risk factors and providing treatment or assistance to those at risk may help prevent infanticide. In some areas baby hatches, safe places for a mother to anonymously leave an infant are offered in part to reduce the rate of infanticide. In other places the like the United States, safe-haven laws allow mothers to anonymously give infants to designated officials typically such babies are put up for adoption, or cared for in orphanages. Granting women employment raises.

**2.3.6 Suggested questions**

1. What do you mean by Early marriage? Write the causes of early marriage.
2. Explain the major national legislative development taken against child labour?
3. Define female foeticide. Discuss the preventive measure and cure for female foeticide.
4. Discuss the methods to prevent infanticide?

**2.3.7 References**

1. WHO Gender and Genetics Available at: [www.who.jnt/genomics/gender/enlindex4.html](http://www.who.jnt/genomics/gender/enlindex4.html)
2. Sharma BR, Gupta Nand Relhan N. Misuse of prenatal diagnostic technology in Sex selected abortions and its consequences in India. *J Public Health* 2007; 121 (11): 854-860.
3. Sharma BR. Social etiology of violence against women in India. *Soc Sci J.* 2005; 42(3):375s-389.
4. Pankaj Singh. "CHILD LABOUR IN INDIA" *Combat Law Magazine* (2005). Available at: [http://works.bepress.com/pankaj\\_singh/4](http://works.bepress.com/pankaj_singh/4).
5. Census Figures of 2011. Office of the Registrar General and Census Commissioner, India.

---

**Lesson No. 2.4**

---

**RESEARCH IN WOMEN EDUCATION, AREAS, LITERATURE AND TRENDS**

- 2.4.0 Structure of the Lesson
- 2.4.1 Objectives of the lesson
- 2.4.2 Introduction
- 2.4.3 Status of Women in Ancient Era to Modern Era
- 2.4.4 Questions for Self Evaluation
- 2.4.5 Literacy Rate of Women in India
- 2.4.6 Factors Responsible for Gender Bias and Deteriorating Position of the Women in India
- 2.4.7 Emerging Priorities or Steps Taken to Upliftment of Women
- 2.4.8 Law Regarding Improving the Status of Women
- 2.4.9 Suggestions for Upliftment of Women
- 2.4.10 Summary
- 2.4.11 Questions for Self Evaluation
- 2.4.12 Suggested Questions
- 2.4.13 Suggested Books

**2.4.1 Objectives of the Lesson:**

After the study of this lesson the students will be able to do the following:

- They will be able to study about position of women education in different periods.
- They will be able to study about different plans of government related to women education.
- They will be able to study about the various challenges confronting women education.
- They will be able to study about the current trends in women education.
- To provide opportunities for disseminating knowledge in all walks of life, in different segments of population to enable individuals & groups to fill out the gaps in their intellectual growth, enhance professional & technical competence & promote understanding of contemporary issues.

- They will be able to study about Imparting & improving professional skills through special training.

#### **2.4.2 Introduction:**

*"The Hands that Rocks the Cradle,  
Is the Hand that Rules the World."*

*W.R. Wallace*

Education is enlightenment. It is one that lends dignity to a man. Education seeks to build up-personality of the pupil by assisting his physical, intellectual moral and emotional development. A man without education is equal to animal. Notions of individual freedom and liberty and of dignity of person, which are the most cherished values of the free society governed by the rule of law, would sound as empty words, for those who are illiterate and ignorant about them. Education means knowledge which leads to liberation from ignorance. The Fundamental purpose of education is to transfigure the human personality into a pattern of perfection through a systematic process of the development of the body, the enrichment of the mind, the sublimation of the emotions and the illumination of the spirit. Without education a man is so circumstanced that he knows not how to make the best of himself.

Article 26(1) of the Universal Declaration of Human Rights States; everyone has right to education. Education shall be free at least elementary and fundamental stages Elementary Education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

No development is possible without the checking rate of education, Population, Education is must for the advancement and development of women. Only education can teach them that they need to be simply an active fertile womb but an active fertile brain. It also includes items other than population control, family planning viz wise parenthood, enjoyment of married life, parents crafts of home making health care of a mother and child, first aid, home nursing, nutrition etc.

History tells us that women with achieved statues did not produce a row of children to be looked after. The self determined Sita, Dashrata brave strong willed

queen Kaikey had one or two children, While Gandhari, mother of hundred childrens could not give her name to her sons. The increasing population explosion is going to hamper all the advancement of women. But by preventing pregnancy, postponing motherhood and spacing children women would be able to carry on pursuit of academic and other construction tasks.

The 21st century girl is undoubtedly different from her predecessor, But inspite of all this advancement; the contemporary scene and that to come in 21st century is not very encouraging. Half of the National population today is being neglected. In spite of the governmental and non-governmental activities, conferences, seminars women's cells, women's study, research centers, there are so many horrifying reports which shows the decreasing status of women.

#### **2.4.3 Status of Women in Ancient Era to Modern Era:**

*"Women must not depend upon the protection of man, but must be taught to protect herself."*  
Susan B. Anthony,  
Speech, July 971

##### **1) Women Education In Ancient Period:**

Development of education in ancient period can be studied under three periods:-

- a) Vedic Period (1500 BC-500 BC)
- b) Brahmanic Period (2500 BC-1500 BC)
- c) Buddhist Period (600 BC)

**i) Vedic Period (1500 BC-500 BC)** :- Education was not denied to girls in Vedic period. In Vedic period it was consistently believed that despite the differences in physiology woman is no way intellectually inferior to man. She possesses excellent memory, intelligence and other mental powers. Many educated women shared in the intellectual pursuit of society. They were free to take part in all rituals and ceremonies.

**ii) Brahmanic Period (2500 BC-1500 BC)** :- Brahmanic system of education was quite sound and suitable according to the times, But women education was neglected in this period. There is some evidence of education of women during the Vedic Period, but during the Brahmanic period, this was neglected. Moreover, women became the victims of many restraints.

**iii) Buddhist Period (Spread in 600 BC)** :- Lord Budha was not in favor of female education. He believed that female is made for home. Therefore she does not need any education and that is why they were not admitted into sangh. After request of a pupil called Anand females were permitted for admission in sangh. But she was given less opportunities for education as compared to boys. During this period women had right to education but it could not be spread as it could have been.

**2) Medieval Period:** (Begins with the incoming & Muslims)

*"She is a woman, therefore may be wooed,*

*She is a woman, therefore may be won."*

*-Shakespeare*

Women education was not encouraged during medieval period. Education of women was limited to cities and certain progressive families. The curriculum of girls was mainly the study of religious books and Home science. In the medieval period both boys and girls were admitted to makhtabs but only boys were admitted to madrassas for higher education. Princesses and daughters of aristocratic families, rich people and other important people were given education at their individual level in their home.

**3) British Period:** (1600-1947)

*"When I see the elaborate study and ingenuity displayed by women in the pursuit of trifles, I feel no doubt of their capacity for the most herculean undertakings"*

*-Julia Ward Howe*

In British Period a need was felt for women education for the progress of India, so it was announced that the number of girl's schools will be increased. Different commissions were agreed that women education is even more important and essential than men education. During this period many facilities were provided by different different educational commissions for example:- Free education for girls, lady teachers, Hostel facility, education in special subjects, liberal grant-in-aid etc.

**4) Modern Period:** (1948 till now)

*"If women are expected to do the same work as men, we must teach them the same things."*

*-Plato*

In Modern Period women have equal rights in education as compared to boys. Now they can take admission in every field of education. To eradicate the difference between men and women education, special projects are formulated by govt. short-term and full-time employment opportunities are available for married and un-married women. For careful inspection of women education both central and state governments have constituted powerful administrative organizations at their respective levels.

#### **2.4.4 Questions for Self Evaluation:**

1. In brief lines describe the states of women in Ancient Period.
2. In four lines describe the status of women in Medieval Period.
3. In your own language describe the status of women in Modern India.

#### **2.4.5 Literacy Rate Of Women In India:**

There is a gender disparity in the literacy rate in India: effective literacy rate (age 7 and above) in 2011 were 82.14% for men and 65.46% for women.

Table (Showing the Literacy rate in India)

<b>S. No.</b>	<b>Census Year</b>	<b>Total %</b>	<b>Male %</b>	<b>Female %</b>
1	1901	5.35	9.83	0.60
2	1911	5.92	10.56	1.05
3	1921	7.16	12.21	1.81
4	1931	9.50	15.59	2.93
5	1941	16.10	24.90	7.30
6	1951	16.67	24.95	9.45
7	1961	24.02	34.44	12.95
8	1971	29.45	39.45	9.69
9	1981	36.23	46.89	24.82
10	1991	42.84	52.74	32.17
11	2001	64.83	75.74	53.67
12	2011	74.04	82.14	65.46

The table lists the crude literacy rate in India from 1991-2011

To evaluate the status of women we have to take an overall view of the development process. But to make it more pin- pointed the women's development must be viewed in different sectors such as health, family planning, nutrition, education, employment etc. The persistent problem of inequality and discrimination against women gets reflected in the demographic imbalance, unequal access to health and nutrition and education as well.

Their actual situation and the need for accelerating the process of empowerment can be judged under the following parameters.

#### **2.4.6 Factors Responsible for Gender Bias and Deteriorating Position of the Women in India:**

**1) Lack of Proper School facilities:** One of the major factor in low literacy rate in women is the lack of proper school facilities as well as the sheer inefficiency of teaching staff for women.

**2) Lack of Sanitation:** Lack of proper sanitation in schools, girl students forced not to relieve themselves in the open, like boys. Lack of facilities in home forces women to wait for night to relieve themselves avoid being seen by others.

**3) Caste Discrimination:** Discrimination of lower castes has resulted in high dropout rates and low enrollment rates specially in women.

**4) Poverty in India:** Due to poverty, most of the female of rural areas are not able to attend school instead they are pulled to help out on agriculture farms or at homes.

**5) Male Dominating Society:** There are so many factors which are responsible for gender bias. Female foeticide is the main root of decreasing sex ratio. But there are so many other factors which are also responsible for decreasing sex ratio.

Matharayappa et al. have described three major factors that result in sons being favoured over daughters.

- i. First the continue belief in the economic utility of sons as family labour wage earners as well as support for parents during old age. Sons on the

other hand are considered assets worthy of short and long term investment.

- ii. Second Socio cultural factors like patrilineal descent and inheritance as well as other social aspects of kinship building serve to create conditions that sustain female disadvantage and inequality.
- iii. Third, with in region sons have been accorded the unique privilege of performing various rituals included the last rites for deceased parents. All these create a high premium of having sons.

**6) Expenditure on girls marriage such as dowry:** Dowry encompasses, cash, gold and other jewellery additional durables and it constitutes the major bulk of marriage expenses. Often exceeding several years of family income.

**7) Cultural traditions:** One school of scholars suggest that female foeticide can be seen through history and cultural background. Generally male babies were preferred because they provided manual labour and success the family lineage. The selective abortion of female fetuses is most common in areas where cultural norms value male children over female children for a variety of social and economic reasons. A son is often preferred as an "asset" since he can earn and support the family, a daughter is a "liability". Since she will be married off to another family and so will not contribute financially to her parents. Female foeticide then, is a contribution in a different form, of a practice of female infanticide or with holding of postnatal health care for girls in certain households. Further more in some cultures sons are expected to take care of their parents in their old age. These factors complicated by the effect of diseases on child sex ratio, where communicable and non-communicable diseases affect males and female differently.

**8) Status Symbol:** Many families consider it a status symbol to have a son, and a point of shame to have a daughter.

**9) Boys Carry on the Family:** A son can carry on the family name, while a daughter becomes part of her husband's family.

**10) Girls are Consumers boys are producers:** Girls are seen as consumer, whereas boys are seen as producers because of dowry and girls are seen as a source of impoverishment for the family.

**11) Lack of Awareness in rural areas:** In rural areas people are not aware about the scholarship schemes that government is provided to girls.

**12) Lack of facilities:** There are lack of facilities that parents expect from the government such as transport facility, sanitation, separate toilets as girls as not safe in our society.

**13) Girls are unsafe or sexual Harassment:** However this sexual difference becomes the main reason for violence against women. Sexual Harassment at work places is another serious problem confronted by women.

**14) Domestic Violence:** Married women are more likely to experience physical or sexual violence by husbands than anyone else. Slapping is the most common act of physical violence by husbands. Thirty four percent of married women say their husbands has slapped them; 15 percent say their husbands pulled their hair or twisted arms, and 14 per cent have been pushed, shaken and had something thrown on them. The prevalence of spousal physical or sexual violence is much higher among women in the poorest household (49 percent) than among women in the wealthier households. (9 per cent)

**15) Female Feticide:** The act of aborting or terminating a fetus while it is still in the womb because it is female not male is still continue in India. Although sex determination in India is illegal even then this shameful & shocking act is carried out.

**16) Acid Attacks:** Women belonging to any class, caste, creed or religion can be a victim of this cruel form of violence. In India acid attacks on women who dares to refuse a man's proposal for marriage or asked for a divorce is increasing due to male domination society.

**17) Rape:** In India, Rape is another serious problem. Rape in India has been described as one of India's most common crime against women. A number of

incidents and atrocities are reported in the case of girls who belong to socially and economically backward classes.

### Incident of violence against women

Category	Year 1985	Year 1999
Rape	13754	15468
Kidnapping & Abduction	14063	15962
Dowry Deaths	5092	6699
Cruelty at homes	31127	43823
Molestation	28475	32311
Sexual Harassment	4756	8858
Importation of girls	191	1
Sati Prevention	27	0
Immoral Trafficking	8447	9363
Indecent Representation	539	222
Dowry Harassment	--	3064
Total	106471	135771

Crimes in India, National Crimes Record Bureau



Crimes in India, National Crimes Record Bureau

**2.4.7 Emerging Priorities or Steps Taken to Upliftment of Women:**

Some programmes were specially framed for women thereafter. It was realized that there can be five different modes for the upliftment of women.

- a) Welfare mode
- b) Equity mode
- c) Anti poverty mode
- d) Efficiency mode and
- e) Empowerment mode

The welfare mode is one that benefits the most vulnerable group as passive recipient and is suitable at the initial stage of development where there are wide disparities. The equity mode takes special care of gender needs and emphasizes redistributing power. The anti-poverty mode recognize that a majority of women fall in the category of deprivation. It focuses on the productive role of women. It reflects on the necessity of providing women with better access to resources. The efficiency mode takes care of practical gender needs and helps in improving the capability and capacity of women by imparting education, skill training etc. The empowerment mode helps women in making their own choices with regard to their lives and makes them more active players in the society. The mode was selected for different programmes according to what is expected to the programmes.

There can be two major approaches to women development.

A) Governmental and

B) Non-governmental

Nongovernmental approach can further have involvement of the voluntary organizations & local people. In India both the approaches are being used in the development of women.

**From government efforts:-**

There are special programmes for women as top priority

- National commission on self employed women and women in the informal sector
- Formulation of National Perspective Plan for women (NPPW)
- Support to employment programed for women. (STEP)

- Pilot Mahila Samakya programme: Women's access to information and participation in development in ten districts of Gujarat, Karnataka, and Uttar Pradesh.
- Network of state level women's development corporation.
- Women's Credit Fund

During the sixth and seventh plan periods, a number of programmes were envisaged to provide employment and income generation education, training, support, services and general awareness and legal support they are.

- Women's development corporation (WDCs)
- Support to training and employment programme. (STEP)
- Training cum production centers for women.
- Awareness generation camps for rural and poor women.
- Women's Training centers or institutes for Rehabilitation of women in distress
- Voluntary Action Bureau and Family counseling centers.
- Short stay Homes for women and girls
- Free legal and Para-legal training
- Working women's hostels.

In the same line, the state government too resorted to several women development programmes. The Haryana Government started "; our daughter our wealth scheme" for scheduled caste and scheduled tribe girls from 1994. "Kunwar Bai Nu Mameru Yojna" in Gujarat, "Kamdhenu Yojna" in Maharashtra, Balika Sanrakshan Yojna" in Andhra Pradesh and "Panchdhara Yojan" comprising of vatsalya Yojna," Gramya Yojna","Ayushmati Yojan""Social security pension scheme," Kalpvriksha Yojna" in Madhya Pradesh are some of the efforts being taken in this direction.

The Cairo conference in Egypt (1994) and the Fourth World Conference on women in Beijing (1995) established the issues of Maternal and Child Health Care and reproductive health and rights in Indian policies. All these programmes as well as legal reforms made in favour of women gave some optimistic signals for women.

**Various other development programmes:-**

To actualize the gains under these legislation, several development programmes have been implemented by the government. Their main objective is to eliminate economic and social injustice, disabilities and discrimination which women have been subjected for long.

**1) Integrated Rural Development programme (IRDP)** on 1st September 1982 aimed at providing employment opportunities to the women of rural families living below poverty line

**2) World Prosperity Plan** was started on 2nd October, 1993 to provide economics security to women and develop a habit of saving in them.

**3) Non Government organization (NGOs) played** an increasing role in women's development programme in eighties. They helped in forming grass roots.

**4) Integrated Child Development Scheme.(ICDs)-** It provide supplementary nutrition diet, health checkups, vaccination, nutrition & health education, pre-school informal education etc.

**5) Development of Women and Children in Rural Areas (DWACRA)**

This is a sub project of IRDP and so under this programme the women living under the poverty line are organized in a group and engaged in income earning activities. DWACRA groups have been formed. Each group is given an amount of 25,000 as revolving fund for activities like toy making, plantation, weaving, sericulture, spices and pickle making etc. These women members are given training for their activities and markets are also available to them for their finished goods.

**6) National Adolescent Girl Scheme-**

This programme is being run under Integrated Rural Development Scheme. Under this programme adolescent are given sex, nutrition and health education through anganwides.

**7) National Mother Hood Facility Plan-**

This programme was launched on 15th August 1995, throughout the country. It aims at providing medical & financial help to pregnant women who live under the poverty line. This help is given to the beneficiaries for upto two live births.

**8) Vatsalya Yojna-**

Under this plan, an amount Rs. 500 is given to the pregnant women belonging to rural landless families' up to the first two live births. This amount was given to the mothers of age 19 years and above and who deliver their children in the government hospitals.

**9) Balika Samradhi Yojna-**

This plan was announced by the Indian government with a view to assuring equal rights and equal opportunities of progress to the girls.

**10) Indra Mahila Yojna-**

This plan was launched by the Indian government aims at bringing about consciousness among women about their subjects of equality legal rights to property etc.

**11) Mid Day Meal for School Children-**

The main aim of this programme is to provide a nutritional diet to the students of SCs/STs and OBCs for their mental and physical development and also to encourage them attaining education.

**12) JRY (Jawahar Rozgar Yojna)-**

Beside these so many plans for women like Gram Yojna, self help group organization, Balwaris shelter homes, stitching centers, social security pension schemes, women awareness camps etc.

**13) The established of family courts and women cells** in the police department and the recent appointment of the commission to study the problems of self employed women in the poverty sector and suggest measures to alleviate the problems.

**14) In 1976 a cell was formed in the ministry of labour** which has since been working on the problems of women workers.

**15) A working group was constituted by the planning commission** the employment of women, which reviewed the condition of women and provided of women's perspectives and women's employment in the sixth plan.

**16) A National Plan of Action for Women** based on the United Nations, World's Plan has also been framed. As a result women's welfare and Development Bureau was established in the ministry of social welfare to co ordinate policies and programmes for women's development.

**2.4.8 Laws Regarding Improving the Status of Women:**

Serious attempts were made to elevate the status of women after the independence of India. The preamble to the constitution of India promised "to secure to all its citizen justice-social, economic, and political, liberty of thought expression, belief, faith, and worship; equality of status and of opportunity and to promote among them all: Fraternity assuring the dignity of the individual and the unity of the Nation." As equal citizens of India, women benefit from these rights equally with men. However, since the Constitution recognized the unequal social position of women, a special clause.

- Article 15(3) empowers the state to make special provision for women and children even in violation of the obligation not to discriminate among citizens.
- Equality of opportunities in public employment and office under the state is guaranteed by Article 16.
- Article 39 holds out the promise of an equal right to "adequate means of livelihood", equal pay for equal works.
- Hindu law of inheritance, 1929.
- Hindu women's right to property, 1937.
- The Minimum Wages Act of 1948.
- State insurance Act 1948.
- The Factories Act of 1948.
- Plantation labour Act 1951.
- Mines Act of 1952.
- Hindu Succession act, 1955.
- The Hindu marriage Act of 1955.
- Hindu Minority and Guardianship Act of 1956.

- Act, 1956 entitled daughters to an equal share in all ancestral property.
- The Suppression of Immoral Traffic in Women and Girls Act, 1956.
- Prohibition of Dowry Act (1961, 1986)
- Maternity benefit Act, 1961.
- Pre natal Diagnostic Act- 1994.
- Domestic Violence Act-2005 etc.

#### **2.4.9 Suggestions for Upliftment of Women:**

1. Education can be used as an agent of basic change in the status of woman. In order to neutralize the accumulated distortions of the past. There will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teacher, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development.
2. The removal of women's illiteracy and obstacles inhibiting their access to and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional course and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.
3. Education should be free for women.
4. There should be enough facilities for single girl child.
5. There should be facility of crutch near educational institutions for household matters.

6. Give girls a strong foundation through early childhood development.
7. Create awareness among parents about importance of female education by conducting programme in rural area.
8. Volunteers should come forward to educate the poor children in the society.

#### **2.4.10 Summary:**

Womanhood is a symbol of eternal virtues of humanity expressed in compassion, selfless love and caring for others. The Indian philosophers considered the seeds of divinity grow and blossom in a truly cultured society where women are given due respect and equal opportunities to rise and dignity. Many women have also made extraordinary contributions against all odds to the service of mankind at the national and global levels. The main purpose for educating the women is not only to make them more efficient and active units in the process of socio-economic or political development, but also to make them more capable of fulfilling their traditional roles in the society as wives and mothers. Education for women is regarded as a mean to improve their status within the family and to play any economic role in the wider social contest. Efforts should be made to change the attitude of the society. Public attention towards gender issues should be increased. No doubt we need better laws, but our primary need is for better people. The need is not so much for better enforcement as for better observance. Public knowledge campaigns should be organized also. Because awareness of the schemes & laws is must.

#### **2.4.11 Questions for Self Evaluation**

- 1) Women Education was encouraged during Medieval Period - Yes/No
- 2) In modern period women have equal rights to men - Yes/No
- 3) Do you agree with the quote-Girls are consumers and boys are produces - Yes/No
- 4) World Prosperity Plan was started on 2nd Oct, 1994 - Yes/No
- 5) Balika Samradhi Yojna was stated to assure equal rights and opportunities to Girls - Yes/No
- 6) Poverty in India is one of the factor responsible for Gender bias - Yes/No

Answer Key: (1) No (2) Yes (3) No (4) No (5) Yes (6) Yes.

**2.4.12 Suggested Questions:**

Q1- Discuss the status of women from Ancient Era to Modern Era.

Q2- What are the factors responsible for Gender bias?

Q3- Discuss the steps undertaken for the upliftment of women.

**9.13 Suggested Books:**

- Pattanaik; Anjali and Swain; Snigdha Rana -Women Education
- Rao; R.K -Women and Education
- Mishra; R.C. -Women Education
- Jagmeet Singh and Verma; Mohi -Women in Contemporary India
- Dalvi; M.C.K -Women Education (Stipulation for Transition)
  
- Siddiqui; M.H -Women Education
- Rao; D.B and Pushpalata; D Harshita; D -Women as Educators

**Internet Sites:**

[www.womennews.org](http://www.womennews.org)

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