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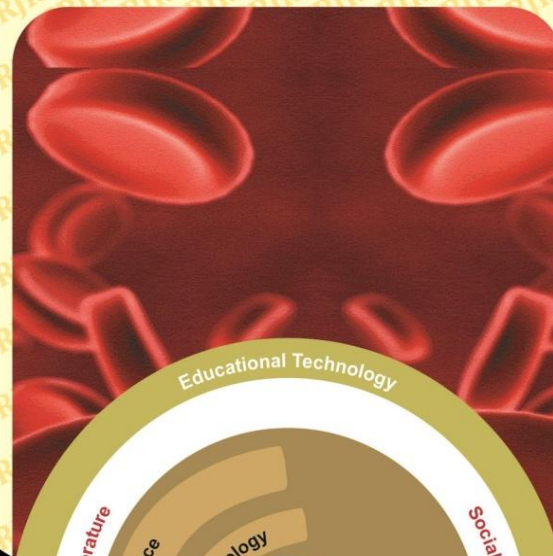
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# **SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES**

MARCH-APRIL, 2018. VOL. 7, ISSUE -46

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# The Lords Universal College of Education

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Daftary Road, Malad(E), Mumbai - 400 097.

## STATE LEVEL SEMINAR

**CONTRIBUTION OF WOMEN  
IN NATION BUILDING:  
CREATING THE MOMENTUM FOR  
SOCIAL INCLUSION**

**DATE: 10<sup>TH</sup> MARCH 2018**

VENUE: THE LORDS UNIVERSAL COLLEGE OF EDUCATION  
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## **SPECIAL ISSUE OF THE LORDS UNIVERSAL COLLEGE OF EDUCATION**

**CONTRIBUTION OF WOMEN IN NATION BUILDING: CREATING THE  
MOMENTUM FOR SOCIAL INCLUSION**

**10<sup>th</sup> March, 2018**

State Level Seminar

On

**CONTRIBUTION OF WOMEN IN NATION BUILDING: CREATING THE  
MOMENTUM FOR SOCIAL INCLUSION**

*Dated 10<sup>th</sup> March, 2018*

Organized By

**THE LORDS UNIVERSAL COLLEGE OF EDUCATION**

### **SUB THEMES**

1. Women Entrepreneurship And Social Inclusion
2. Reservation Policies For Women In India For Social Inclusion: Current Status
3. Self-realization For Women For Mainstreaming
4. Life Skills For Social Inclusion Of Women
5. Educators' Contribution Towards Enhancing Status Of Women In Society
6. Social Inclusion Of Women Through Public And Academic Libraries

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## **FOREWORD**

I feel immensely satisfied to welcome the e-readers to review the research article which the culmination is of genuinely carried our research projects on the theme of social inclusion of women in the society.

The Institution has for the first time ventured out to conduct the research based State Level Seminar on the topic, “*CONTRIBUTION OF WOMEN IN NATION BUILDING: CREATING THE MOMENTUM FOR SOCIAL INCLUSION.*” Varied perspectives were considered to widen the scope to involve participants from different fields. We are happy that participants from the field of education and Social work took up research related activities in their area of expertise by spending good amount of their precious time and penned down their experience in the form of the research articles in this special issue published in collaboration with the popular publishing house International Scholarly Research Journal (SRJI). The research articles are peer reviewed to ensure the quality work.

Eminent personalities who have vast experience working for the cause of women for educating students and people in the society to contribute to the upliftment of women to bring them at par with their male counterparts were invited for the Seminar and their expert claims are also included in the present issue. I am sure the readers would get to know about varied perspectives of looking at the issues and concerns about gender equality and equity and would be inspired to take a step ahead to ensure their contribution in this direction.

Our Institution is a part of a mega family of Universal education that offers and contributes in providing quality education to the learners ranging from KG to PG and professional programmers. I would like to take this opportunity to thank our chairperson, Shri Jesus Lall who has given us free hand to strive to reach the vision of excellence. I express my gratitude to our management heads and concerned departments of the Head office for extending whole-hearted support to accomplish the event from inception till the end. Our sincere thanks to the SRJI team to provide the special space in their online journal publication. My sincere appreciation for the work of the review committee who spared their valuable time and tirelessly reviewed the papers to ensure the best possible quality work. Finally, I must acknowledge the contribution of my students, my team and all those who made it possible to showcase our efforts in achieving the mission of our Institution.

**Dr. Savita Manchekar**

Principal

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## EXPERTS' PERSPECTIVES

### PROMISES OF POLICIES FOR EMPOWERMENT OF WOMEN, 2001 AND 2016

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#### **Introduction**

The last 50 years of feminist activism in India has managed to challenge the 5,000 years of patriarchal order. The main achievements were the deconstruction of violence against women, questioning of male domination within the family, kinship, religion, media and the State, in addition to a series of legal reforms.

Understanding of privilege to reshape the world has been the distinct contribution of the feminist movement along with the focus on the marginalized. The feminist space in India is distinctive and builds upon a diversity of women's groups, political party networks, feminist and HIV/AIDS-related NGOs, non-funded feminist and queer groups and individuals, democratic rights groups, eco-feminists, non-feminists, research institutes and universities. Despite the broad experience, this space remains rather disunited.

Feminism today is the constant questioning of the world we perceive and the boundaries we encounter. The more we understand, the more we are able to build a narrative for change. There are innumerable new energies arising from different positions transforming the feminist field: new contestations of patriarchy, and new contestations of the normative feminism itself. It will be the interplay of fields that might change the system altogether.

#### **Women in Social Reform Movement**

Historically, Indian women's role in the family, community and society at large was determined by interplay of several forces such as caste and gender based division of work, class background, geographic location and ethnic origin of particular community/tribe. For example, women dominated by Aryan culture had a far more rigid control over sexuality, fertility and labour. Women in Dravidian culture had to face relatively less ferocious patriarchy. Over the last 5,000 years, Indian women's status has also been influenced by



various religions— Hinduism, Jainism, Buddhism, Islam, Sikhism, Christianity and Zoroastrianism. Religious reform movements between 12th century and 16th century, which also gave rise to liberation theology, namely Bhakti Movement and sufism, brought women's concerns to the fore. Saint poetesses such as Mirabai, LalDed, AkkaMahadevi, and Bahinabai articulated women's aspirations of personal freedom and creative urge (Krishnaswamy, 1993).

### **Women and Nation Building Process:**

The United Nations declared 1975 as the International Women's Year with special focus on Equality, Development and Peace. It was under pressure from the feminists in the post-colonial countries that the UN had to define the indicators of development. Post-colonial feminists had challenged the conventional indicators of development that focused on urbanization, higher education, mobility of labour, technological development, modernization, infrastructural development, industrialization, mechanization in agricultural, white revolution, green revolution, blue revolution, and so on. The development dialogue in the last 32 years - from 1975 to the present – has resulted in the intellectual scrutiny of the following through the gender lens:

- Critique of the trickle-down theory
- Marginalisation thesis popularised by the UN as WID (Women in Development)
- The 'Integration of Women' approach known as Women and Development (WAD)
- Development Alternatives with Women (DAWN) at Nairobi Conference, 1985
- Gender and Development (GAD) - Women in Decision Making Process, 1990
- Adoption of CEDAW– Convention on the Elimination of all Forms of Discrimination Against Women
- Human Development Index, Gender Empowerment Measure, 1995
- Millennium Development Goals (MDGs), 2000
- Women Empowerment Policy, Government of India (GOI), 2001
- Gender mainstreaming in planning, policy-making and programme implementation.

With the official recognition of subordinate status of women in economic, social, educational, political and cultural spheres by all nation states, two approaches became popular with regard to women in development process (Rustagi, 2004). The first one was an instrumentalist approach influenced by a Human Resource Development philosophy that supported investment in women so that their efficiency and productivity would increase along with their

economic and social status. As against this, the second approach was guided by the Human Development concept that emphasised the quality of life or well-being aspect of investment in women. In this approach, the attainment of education, health, nutrition and better quality of life is considered to be an end in itself. Both approaches are interlinked (Sen, 1987).

Women's rights groups, activists, civil society organizations, independent researchers, including

academia such as WS departments across the country, are currently the main actors promoting women's concerns. At the same time, there are strong biases based on class, caste, religion and ethnicity that marginalize women from the historically neglected and deprived sections of society. Patterns of exclusions draw their strength and sustenance from long histories of social and economic inequalities, discrimination, and marginalization. With increasing vulnerabilities in the economic sphere and mounting tensions with regard to the rights of diverse communities and ethnicities, the inequalities based on caste and class hierarchies have gotten exacerbated. These also determine people's abilities to garner their citizenship rights. Given the uneven and unequal nature of development and a lack of respect for federal democratic principles in the modes of governance adopted, the negotiation of these rights has itself come to be seen as problematic (Patel, 2002).

And as has been highlighted throughout this account, there are innumerable new energies from different class and caste positions transforming the feminist field, new contestations of patriarchy, as well as contestations of normative feminism. If one thinks of social order as a series of overlapping structures, then one can see that these structures have to be assembled through a variety of interventions. Their borders are porous, the social order fragile, and every structure is constantly destabilized by another outside it. Like any other structure of power then, patriarchy, too, has an outside, which is what makes possible the different kinds of protests that constantly undermine it.

Compared to the momentous work of stalwarts like Sarojini Naidu, Rajkumari Amrit Kaur, Dr Muthulakshi Reddy, Lakshmi N. Menon and Annie Besant and organisations like the All India Women's conference, the Arya Samaj and many others during Mahatma Gandhi's time, the collective or individual work of women in the political arena in the post-independence era has been unremarkable. This clearly does not take into account the phenomenon of an Indira Gandhi or the many successful efforts of various women's organisations in bringing about legislation to improve the status of women. Self Employed Women's Association of

Ahmedabad is a fine example of Gandhi's ideas put into practice but it lacks of political power to influence change in the society around it. The fact that women have never held more than 10 percent of the seats in parliament or jobs in the decision making levels of the administration shows that there is a long way to go before gender parity is achieved.

While in some spheres, women have accepted Gandhi's words about shedding their role as slaves and facing patriarchal challenges, women have largely slipped away from the paths of political action that Gandhi had opened out for them during the freedom movement. For instance, outside the home and far from the hearth individual women from the middle classes have achieved remarkable prominence in fields such as aviation, science and space technology, administration, education, literature and the arts. Unfortunately, the women of the rural classes are subjected to the same oppression as before, not only by the men within their caste but by upper caste communities who carry, out reprisals on communities from the under castes. The recent political empowerment of the backward castes has found a corresponding rise in the suppression of their own women, reflecting the existing ethos of rural society. Neither has an effective political leadership risen from amongst them to give courage to other nor are emancipated urban women able to provide the kind of sustained leadership rural women need largely because of class and caste differences.

It is due to collective efforts of Indian women that India is far ahead in policies and legislation favouring women. It adopted universal franchise before many other nations. Yet men in the political structure refuse to acknowledge the relationships between social justice and gender justice while women outside the political system are unable to effectively implement and integrate these two most powerful national and international agendas. The increasing criminalization of politics and the use of vast sums of unaccounted money and ugly muscle power by caste and criminal gangs present an entire hostile environment for women who wish to pursue a political vocation. With both caste and gender groups perpetuating traditional and modern divisions and indigenous human resources being replaced by western technologies the mission of Gandhi and the dreams of women are yet to be fulfilled.

### **Conclusion**

Gandhiji gave a thought to us that empowerment of women without sharing our material, financial, intellectual resources with the poor women is not possible. Sharing requires sacrifice. In short, this is the Gandhian formula (sharing and sacrifice). Nobody has done as

much as Gandhiji has done to bring out masses of illiterate women from the four walls of their houses. A few talented women were spotted by him who worked shoulder to shoulder with him, like Midas touch, anybody whom he touched became vibrant and active soldier of movement and not a lifeless idol of gold. Many of us have to change our life style. Women have to be conscious and aware to feel and realize at every step of their life that they are builders of their nation and the peaceful world.

**‘The hand that rocks the cradle is the hand that rules the world!’**

Let the pursuit of power be not only aim of the women empowerment. It should be "total emancipation". No one can double the efforts made by Gandhi to empower women. He had attracted so many millions of not only literate but illiterate women without the power of state, without the modern information technology and offering in return only sweat, toil, and pain, is an exceptional feat! His insistence on Women's education is the first step in right direction. We still have miles to go to achieve our cherished goal to empower women.

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## **CONTRIBUTION OF WOMEN IN NATION BUILDING: CREATING OPPORTUNITIES FOR LIFE SKILLS EDUCATION**

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The overall landscape of Indian women is multifaceted and complex due to the differential impact of socio-cultural forces prevailing in the society. Liberalized economy on one hand, has been offering better jobs opportunities to them, while on the other hand, the dominance of patriarchal system and stereotyping of women has continued to discriminate and inhibit them from actively participating in the various developmental processes both within their family or the community at large. They had limited access of full citizenship and received fragile rights for long time, which kept them in a condition of economic and symbolic dependence to their husbands/partners<sup>1</sup>. They continue to face discrimination in access to work, economic assets and participation in private and public decision-making and are also more likely to live in poverty than men<sup>2</sup>. Their underrepresentation in education, employment and nation building is prevalent across the globe in both developing and developed countries.

The European Union revealed a two-fold deficit – one of having women underrepresented across EU Institutions and decision-making institutions and second lack of gender sensitivity in the EU policy-making (Abels and Mushaben cited in Hurubean, 2013)<sup>3</sup>. According to the UN report, although women have gained ground in parliamentary representation in nearly 90 per cent of the 174 countries with data over the past 20 years, with their average proportion nearly doubled during the same period, yet only one in five members are women.<sup>4</sup>

Moreover, women's share of wage employment has although shown a continuous growth over the last 25 years, its pace has been slow and significant gaps remain between women and men in the labour market. In this context, there is an amusing assumption that employing women will inevitably reduce opportunities for men, which was however, proved false by the gender flagship report, saying there is no correlation between higher levels of unemployment and female labor force participation. Rather, women's participation in employment significantly improved household income by as much as 25 per cent. It emphasizes that the female labor is critical and in fact both a driver and outcome of development, by stating that,

*‘As more women enter labor force, economies can grow faster in response to higher labor inputs.’<sup>5</sup>*

The Indian women contribute nearly half of the total population of the country and hence their support and contribution toward the process of Nation building cannot be ignored. Furthermore, it makes them an active part of all development initiatives in the country a compelling circumstance. Empowerment of women may not only imply obtaining larger share of control over resources, be it material or financial, including the process of challenging the prevailing power relations and having the autonomy to take decisions at home and the community at large (Gopikala, 2014).<sup>6</sup> Bayeh (2016)<sup>7</sup> based on Ethiopian experience, revealed that the country will not achieve sustainable development unless women are empowered and gender equality is achieved by facilitating their role in economic, social, political and environmental areas of development. Even in countries which witnessed violence and wars like Liberia, Bosnia, Sierra Leone and Congo, Gbowee (2016) as a peace activist saw how the women stood up to reclaim the soul of their country in peace-making efforts, by mobilizing at the local level and actively engaged in ending war and all types of violence. However, she felt that *‘the only sad fact is that policy makers at the global and national levels are too slow to embrace this reality’* and *‘When the wars end, women’s role in recovery and peace building diminishes . Patriarchy steps in and forgets about the efforts of women’*.<sup>8</sup>

It is hence argued that women need to be empowered by strengthening their capabilities to respond to the challenges they encounter day to day in life. These may also refer to their Life skills defined by WHO (1993)<sup>9</sup> as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”. UNICEF, UNESCO and WHO proposed ten CORE life skills; problem solving, decision making, critical thinking, creative thinking, interpersonal relationship skills, effective communication skills, self awareness, empathy, coping with stress and coping with emotions.<sup>10</sup> Gender responsiveness in life-skill based education (LSBE) promotes better participation, access, health and development for all children, and contributes to the accumulation of greater social capital.<sup>11</sup>

Initiatives to inculcate life skills among school going children has been introduced during the initiative to implement continuous and comprehensive evaluation (CCE) pattern in the school across different States in the country. For instance, the CBSE has incorporated the WHO core

skills in this venture, but studies have shown that they have failed to conceptualize the very purpose of these skills.<sup>12</sup> This calls for an aggressive discourse on developing an effective framework that are integrated and comprehensive to develop these skills among the school going adolescents, especially girls and also extend towards higher education.

It is important to also realize that barriers to women's employment are largely due to household responsibilities and cultural constraints<sup>13</sup>. Yet educational attainment could be a major driver of better employment outcomes for women in both developed and developing countries<sup>14</sup>. At the same time, to achieve employment quality one needs to focus on both labor demand and supply dimensions and expand access to secondary and higher education which is particularly relevant<sup>15</sup>. Promoting women's entrepreneurship is an effective way to address female unemployment and to help enhance women's economic empowerment. Gender equality being significant to social capital<sup>16</sup>, the State should also guarantee equal opportunities and social justice through appropriate public policies and social security programs (Hurubean, 2013)<sup>16</sup>. More opportunities should be provided to encourage women to participate in social development activities and increase female roles in public sphere.

Lastly we need to develop a vision for inclusive and democratic society that is safe, stable, and tolerant that acknowledges diversity, social justice, social citizenship and provides equality of opportunity and participation of all people (DESA, 2009)<sup>1</sup>

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## **CONTRIBUTION OF WOMEN IN NATION BUILDING: CREATING THE MOMENTUM FOR SOCIAL INCLUSION**

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Swami Vivekanand had said that *“There is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing.”*

I have always believed that a society where the female voice is heard, and where the principles of equity (fairness) and equality (opportunity) co-exist is the most powerful and effective society. The empowerment of women by itself cannot place women on equal footing with men; the need of hour is the change of social attitudes towards women. It is a must to make women participate in the nation building at grass root level.

Today as the Co-founder of an enterprise which has been self-sustaining for 25 long years, I truly believe that for our work to create an impact, we ourselves must first have self-belief. It is important for women to understand that it is possible for us to achieve without limits if we prepare well for it; if we are talking about equality then we should not expect to be earning privileges only because we are women; our work should be meritorious and contribute meaningfully to society.

देशाच्या उभारणीत सामाजिक स्तरावर स्त्रियांचं योगदान

**Urmila Pawar**

*Social Activist*



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देशाच्या उभारणीत सामाजिक स्तरावर पुरुषांइतकच स्त्रियांचंही योगदान आहे. श्रुती, स्मृती आ ण पुराण काळापासूनच आपला भारतीय समाज प्रामुख्याने तीन पातळ्यांवर अतिशय टोकाची भू मका घेत आला आहे. पहिली पातळी आहे जात व्यवस्थेची, दुसरी आहे स्त्री पुरुष वषमतेची आ ण तिसरी आहे श्रद्धा-अंधश्रद्धेची. या तीनही गोष्टी एका काल्पनिक मान सक्तेवर आधारित आहेत. आ ण ही मान सक्ता अतिशय टोकावर जाते तेव्हा इथल्या समाजाची पर्यायाने देशाची प्रगती आ ण वकास मंदावतो. जातीव्यवस्थेतील अगदी तळातल्या अस्पृश्य म्हणजे द लत समाजाला त्याच्या हीन दिन अवस्थेतून बाहेर काढून सामाजिक स्तरावर सर्वांबरोबरीचे अ धकार देवून समान पातळीवर आणयासाठी महाराष्ट्रात महात्मा ज्योतिबा फुले, डा. बाबासाहेब आंबेडकर, छत्रपती शाहू महाराज अशा महापुरुषांनी फार मोठा संघर्ष केला. पुरुषांइतकीच स्त्रियांची संख्या असूनही पुरुषांहून दुय्यम स्थानावर मानल्या गेलेल्या स्त्रियांना देशाच्या प्रगती आ ण वकासासाठी सक्षम बनवण्याचं कार्यही या महापुरुषांबरोबरच आगरकर, धोंडो केशव कर्वे यांनीही केलं आहे.

अंधश्रद्धेच्या मान सक्तेत जगणारा समाज स्वतःवरील वश्वास हरवून नेहमीच भयभीत रहातो. स्वतःबरोबर इतरांचंही नुकसान करतो, प्रगती आ ण वकासात मागे पडतो. या मान सक्तेतून अशा लोकांना बाहेर काढण सोपं नसतं. काही प्रमाणात ते कार्य संतांनी केलं तर संत गाडगेबाबा महाराजांनंतर अलीकडच्या काळात हे कार्य डा, नरेंद दाभोळकर, गो वंदराव पानसरे यांनी केलं आहे त्यासाठी त्यांना आपल्या प्राणाचे मोल ध्यावे लागले आहे. समाजाला आ ण पर्यायाने देशाला सक्षम बनवण्यात पुरुषांप्रमाणे स्त्रियांचंही कार्य मोठं आहे.

वेद काळातील गार्गी, मैत्रेयी, सुलभा, घोषा अशा वदुषींनी ज्ञानाचं क्षेत्र स्त्रिया काबीज करू शकतात हा वश्वास आजच्या स्त्रिलाही अप्रत्यक्षपणे दिलेला आहे. तर बौध्द काळातील सोमा, पटाचारा, चाला, उपचाला, उत्पलवर्णा अशा ७३ थेरींच्या पाली भाषेतील ५२२ गाथांमधून त्यांनी ज्ञानाचं महत्व पटवून देत स्त्रीला तिच्या स्त्रित्वापलीकडे पहाण्याची आ ण तिच्यातील सामर्थ्याची ओळख करून दिली आहे. या गाथा म्हणजे जागतिक स्तरावरही स्त्रियांचं पहिलं साहित्य आहे. वज्ञानामुळे , शक्षणामुळे माणसामध्ये आत्म वश्वास निर्माण होतो, त्याला माणूसपण प्राप्त होतं या जाणीवेतून सा वत्रीबाई फुलेंनी पेशवे कालीन पुराणमतवादी लोकांच्या वरोधाला न जुमानता स्त्रियांना शक्षण दिलं. जातीयता मानणे चुकीचे आहे हे आपल्या घरातले पाण्याचे हौद अस्पृशांसाठी खुले करून सा वत्रीबाईंनी समाजाला शकवलं. फसलेल्या वधवांना आधार देण्यासाठी 'बालहत्या प्रतिबंधक गृह' नावाची संस्था उभारली. आपल्या 'काव्यफुले' आ ण 'बावनकशी रत्नाकर' या दोन क वतासंग्रहातून समाजप्रबोधन घडवलं. याच काळात १८७२ साली महात्मा फुल्यांच्या वचारांच्या प्रभावातून ताराबाई शंदे यांनी लहिलेल्या 'स्त्रीपुरुष तुलना' या आपल्या पुस्तकातून तत्कालीन पुरुषी व्यवस्थेवर प्रहार केले आहेत. डा. बाबासाहेब आंबेडकरांनी उभारलेल्या अस्पृश्यता वरोधी चळवळीत नागपूर वदर्भ ना शक येथील राधाबाई कांबळे, कौसल्या बैसंत्री, शांताबाई दाणी अशा स्त्रियांनी मोठ्या संख्येने भाग घेतला. सभा आयोजित करण, बोलण, व वध मतं मांडण, हे तर त्या करत होत्याच शवाय जाईबाई चौधारी, वरेन्द्राबाई तीर्थकर, गीताबाई गायकवाड अशा काही स्त्रियांनी मुलींसाठी शाळा, वसतीगृहे स्थापन करण्यात पुढाकार घेतला आहे. १९३०-३५ च्या सुमारास डा.आंबेडकरांनी सुरु केलेल्या जनता प्रबुद्ध भारत या नियतकालीकातून ताराबाई डोंगरे, सुशीला गज भये, ज.स. मोरे इत्यादींनी प्रति क्रया, कथा लहून जातीयते वरोधात, शक्षणाच्या बाजूने वगैरे लोकांचे प्रबोधन केले आहे. स्त्रीपुरुष सामानतेचा वचार करता उच्च्य वर्णीय समाजाइतकी बंधने द लत स्त्रीवर नव्हती आ ण द लत स्त्री आ ण पुरुष दोघेही जातिव्यवस्थेचा बळी असल्याने या दोघांचाही पहिला संघर्ष त्या व्यवस्थे वरोधातच आहे. आज एक वसाव्या शतकात अस्पृश्यता नाहीशी झालेली दिसली तरी उच्च्य

नीचतेच्या मान सकतेत फारसा बदल झालेला नाही. त्यामुळेच खेड्यापाड्यातील असहाय द लतांचं जीवन आजही सुरक्षित नाही. अलीकडेच झालेल्या खैरलांजी, खर्डा, जवखेडा, सोनई, कावलापाडा इत्यादी ठिकाणी झालेली द लतांची हत्या, स्त्रियांवरील बलात्कार या घटना म्हणजे लोकांच्या पुराणवादी मान सकतेचाच पुरावा आहेत. ही व्यवस्था बदलण्यासाठी एक उपाय म्हणून डा. आंबेडकरांनी आपल्या 'इंडोगामी' आण 'एक्झोगामी' थअरीनुसार समाजात आंतरजातीय ववाह होण्याची गरज सांगतली आहे. या ववाहांमुळे जातीय जाणीव क्षीण होत अखेर संपेल असा आशावाद बाबासाहेबांनी व्यक्त केला आहे. या दृष्टीने नागपूर येथे प्रा. कुमुद पावडे यांनी १९७० पासून आंतरजातीय ववाह चळवळ सुरु केली ती आजही कार्यरत आहे. सीमा साखरे यांची हुंडा वरोधी चळवळही नागपूर येथेच दलीतांबरोबरच सर्वांसाठी सक्रीय आहे.

साहित्याच्या पातळीवरही कास्ट क्लास आण जेन्डर या तिनही वषयांबाबत आपल्या लेखनातून मांडणी करताना प्रामुख्याने तळागाळातील स्त्रीलाच भेडसावणाऱ्या मुरळ्या, वेशा, बारबाला, तमासगीर, झाडूकामगार स्त्रिया इत्यादींच्या प्रश्नाबाबत द लत लेखका सतर्क आहेत. डा. प्रज्ञा पवार यांनी लहिलेली 'वठाबाई नारायणगावकर' ही दीर्घ कवता कंवा खैरलांजी हत्याकांडाच्या घटनेला स्पर्श करत लहिलेले 'धादांत खैरलांजी' हे नाटक, वैशाली हळदणकर या बारबालेने लहिलेले 'बारबाला' हे आत्मकथन आण अशा वषयाकडे समाजाचं लक्ष केंद्रित करण्यासाठी प्रा. आशालता कांबळे, प्रा. अ भनया कांबळे, डा. प्रज्ञा पवार यांनी केलेले लेखन पारंपारिक वचारांना छेद देत स्त्रियांच्या वकासाबाबत नवी दृष्टी देणारं आहे. एकूणच भारताच्या प्रगती आण वकासाचा वचार करता वर उल्लेखलेल्या तीन पातळ्यांच्या म्हणजेच तीन प्रश्नांच्या मजबूत अशा बेड्यांनी भारत देश जखडलेला आहे आण वर उल्लेखलेले सर्वच ज्ञात अज्ञात लोक आपापल्या ताकदीने त्या बेड्या तोडण्याचा प्रयत्न करत आले आहेत आण भारताला सक्षम बनवत आनेत असं मला वाटतं.

## INCREASING THE IMPACT FACTOR OF THE RESEARCH ARTICLES

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A research article is a communication of the findings of a research study by the researcher to a wider audience. It involves two aspects; writing and publication. A research article analyzes a perspective or argues a point and demonstrates new insight about a particular area of academic study. Regardless of the type of research article the finished research article presents independent thinking supported by others' ideas and information. Publishing research results is an integral part of a researcher's professional life.

A scientific paper is a written report describing original research results. A scientific paper can take various forms as described below:

**Argumentative Paper** – It presents two sides of a controversial issue. It includes in-text citations from researchers presenting logical facts from both sides. The author concludes analyzing the pros and cons. This analysis must be un-emotive and factual. The author is expected to favor one side. Example: "The Importance of Nature and Nurture on a Child's Predicted Teenage Behavior."

**Analytical Paper** - It includes information from a range of sources. The focus is in analyzing the different viewpoints represented from a factual rather than opinionated standpoint. The author focuses on the findings, methodology or conclusions of other researchers and concludes with a summation of the findings and a suggested framework for further study on the issue. Example: "An Analytical Study of Continuous Comprehensive Evaluation System"

**Definition Paper** – It describes a topic from a factual standpoint that is usually devoid of emotion or the opinion of the author. It includes facts from a variety of sources. This information is left unanalyzed and contains only actual facts found in another's research paper findings. It provides a valuable information framework for argumentative or analytical reports on the same topic. Example: "Media Images of Women"

**Compare & Contrast Paper** – It compare two different theoretical viewpoints describing both elements succinctly. The main part of the paper will be the comparison and contrasting examples provided by the author to support the notion. Example: "Quality vs. Quantity - The Education System's Lazy Way Out"

**Cause & Effect Paper** – It traces the probable or expected results from a particular action or policy in a logical progression. It provides why things happen (causes) and what happens as a result (effects) using analysis to examine the *reasons for* and the *outcomes* of situations. It shows the range of results that could arise from this one situation through to its logical conclusion. Example: "The Effect of Cooperative Learning Strategies on Emotional Intelligence"

**Informative Paper** – It attempts to discover new information on a certain topic providing maximum information on the issue. It presents opposite ideas supported by books and studies. Data gathered may also be used to prove or disprove an existing concept. Example: "The Impact of Millennium Development Goals in Developing Countries"

**Report** – It describes writer's experience combining facts, theory and the writer's own thoughts. It include an identification of the main issue or concern; a breakdown of the elements of this main issue and recommendations to address the issue based on research, providing supporting evidence in the form of appendices, graphs and tables. Example: "Situating Learning Design for e-B.Ed. Course of I-CONSENT: Practitioners' Perspective"

#### **The format of a research article**

- **Title of the Research article:** It indicates subject and scope with accuracy identifying the key variables suggesting a relationship between variables using current nomenclature of the field. As the topic of the research is broad enough to be interesting but narrow enough to be manageable the title of the article also should be short but catchy. So 'Study of', 'Analysis of' or similar constructions can be avoided. A title should create a positive impression and stimulate readers' interest.
- **Abstract:** An abstract can be considered as a short summary of the content of the article. It includes the purpose of the article, methodology, major results, and conclusions. It is a self-explanatory brief preceding the article. It is usually written at the end after selecting the most important points from each section of the article. Abstract should be written using maximum key words giving the readers a clear idea of the contents.
- **Introduction:** It provides to the reader a trajectory to the researcher's specific objectives in a larger context. It contains the background and significance of the study, the specific research questions to be answered. Objectives of the research article

- **Review of related literature:** This section includes background information about the problem such as a summary of earlier researches covering the main points. A rationale for the present research and how it will help to clarify or expand the knowledge in the selected area is also provided.
- **Procedure:** In this part the researcher explains the research design the methodology, the Sampling procedure, the tools and the process of data collection It should be adequately detailed and clear enough for the reader to understand and if needed can replicate it.
- **Results:** In this section the researcher's unique contribution to knowledge is presented. The researcher presents summarized data; qualitative or quantitative as the case may be using narrative text and appropriate, tables and figures with testing of hypothesis using appropriate statistics.
- **Discussion:** Here, the researcher discusses the findings in the context of other research findings in the same area with similarity or differences. Explanations are also provided if the results are different from the hypothesized ones along with implications.
- **Conclusions:** The researcher concludes the research by stating the findings related to the research question. Reading only the Introduction and the Conclusions sections, a reader gets a good idea of what the researcher has investigated and discovered without going into specific details.
- **References** - APA style

In short, we use the **IMRAD** formula: **Introduction, Methods, Results and Discussion.**

### **Writing of a research article**

This can be considered as a process; i.e. a set of activities the researcher follows to produce a finished product. This process moves through three stages: Planning and Shaping, Drafting, and Revising/Editing.

In the first stage of **planning and shaping**, the researcher first focuses on the purpose and the characteristics of the audience. The very first step is to list all the ideas that are to be included in the article. The researcher can use different techniques, such as, mind mapping or idea trees, 5 Ws - (Who, What, When, Where, and Why) etc. After this brainstorming the next step is to group and organize the related ideas prioritizing and grouping. Arranging the material in subsections from general to specific or from abstract to concrete and creating the

main headings and sub-headings requires the researcher to be resourceful and innovative. The following points are to be kept in mind while organizing the content of the research article.

- Parallelism - Each heading and subheading should preserve parallel structure, if the first heading is a verb, the second heading should also be a verb.
- Coordination - All the information contained in Heading A should have the same significance as the information contained in Heading B and the same goes for the sub-headings
- Subordination - The information in the headings should be more general, while the information in the sub-headings should be more specific.
- Division - Each heading should be divided into 2 or more parts.

In the next stage of **drafting** the researcher develops the ideas into complete sentences and paragraphs concisely and coherently. In the stage of **revising/editing** the researcher checks the paragraphs first for precise words and then for sentence structure, grammar, spelling and punctuations etc. Rereading the paragraphs and checking the sequence, continuity and coherence is the next step till the final draft is ready.

### **Publishing a research article**

The key factor in publication of a research article is selecting a journal. Each journal specializes in a specific area of research. To get maximum readership a specialized area journal pertaining to the research article is to be selected. A proper choice of journal can make a larger impact of the research. Starting with the high impact factor journal after Identifying 2/3 journals in the area is better. It is necessary to submit the research article according to the journal's submission criteria and format. Many journals follow peer review process and then the editorial decision is conveyed to the researcher. The possibilities are the article is accepted, modifications are suggested or it gets rejected. A researcher should not get discouraged but should carefully read the comments and improve the quality of the article by modifying accordingly and resubmitting.

### **The Impact factor**

Impact factor (IF) is now being used to measure as an index of quality and prestige and also for ranking and evaluating the journals and judging the academic performance and the quality and importance of an individual research publication. (Jain2011)

The IF for a journal is calculated by dividing the number of citation received in a particular year for the number of articles published in preceding 2 years giving a numeric value. This IF of a journal is intended to measure how often, on an average, authors cite moderately recent



articles from the particular journal. The original articles, notes and review articles are included in the total of denominator while citation of original articles, notes, review articles, editorial, letters and meeting abstracts are included as numerator. The IF appearing in 2018 will reflect IF of 2017 of any journal for articles published in 2015 and 2016. The IF is listed in journal citation report (JCR) published around July-August every year.

Although IF is not an ideal method to measure the quality of the articles but “there is nothing better and it has the advantage of already being in existence and is therefore a good technique for scientific evaluation of journals.”(Jain2011) However the journal IF may not be applicable to each and every article published.

Shanta, Pradhan& Sharma (2013) suggest that while submitting a manuscript to a journal, the most important consideration should be the readership and not the IF of the journal. The quality of a publication should be judged by its usefulness and acceptability evident in subsequent publications.

Hence, there is a need to find out a scientific way for the impact factor of the published research articles some criteria to evaluate the worth of the published papers of the researchers.

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## **AN INCLUSIVE SCIENCE AND TECHNOLOGY EDUCATION CURRICULUM AT SCHOOL LEVEL**

**Dr. Sugra Chunawala**

*Homi Bhabha Centre for Science Education*



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With increasing dependence of humans on science and technology (S&T) the question of gender in the context of (S&T) is assuming greater relevance than in earlier times. Today it is needed that people contribute to the growth of S&T, but more importantly there is a need that people understand impact of S&T on our lives and use its products effectively.

Across the world there has been a disturbing trend that few women participate in the growth of S&T, which is become a more and more exclusive male domain. Efforts have been undertaken at various levels to change this scenario, and very often education has been targeted as the solution to the problem highlighted above. Education can be the instrument of changing the existing status-quo, yet we see that while we have emphasised educational reforms in India the gendered picture of S&T in society has not changed much. A reason for this lack of change could be that research from across the world has demonstrated that education itself is gendered.

Science as a subject has been a part of school curriculum for over a century and in India, presently it is a mandatory subject. Hence the under-representation of women in S&T education is a concern. While both science and technology are human endeavours with a long history, they also emerge as a result of social relations, which explains their gendered nature. The involvement of women at all levels of S&T tends to be skewed the contribution of women in S&T is not visible. Thus writers have suggested that the contributions of women to technology is 'hidden from history' (Wajcman 1991) and that often the prototype inventor is male. A perception is created that what women do is not science or has any technological inputs and this perception is long-lasting despite the fact that women have been involvement technology since the beginning of human history.

While we have been talking about science and technology together as S&T it is necessary to emphasise that while technology, is universal and a part of all cultures and groups, science is a specialized form of knowledge, that has a formal language and method. Philosophical debates about what constitutes science have occurred over long periods of time and have their

own history. There is presently consensus on the nature of science. According to Keller, the modern view of science as masculine can be traced to the seventeenth century with the establishment of the British Royal Society. That science is viewed as masculine today cannot be denied. Studies aimed at discovering attitudes to science reveal that the physical sciences are considered more masculine than the biological sciences which are viewed as a helping science, more people oriented, and is often considered a 'soft' science. According to Jones and Wheatley (1988) it is not surprising then that more girls are found in biological disciplines as compared to physical sciences.

What other factors from our social environment are responsible for gender stereotyping? Our families, the media and peer interactions promote gender stereotypes; often the school itself is an institution where gender identities are established. Factors within the school, which have been identified as resulting in gender differences are: language of textbooks/curricular material, classroom interactions and the image of science and technology presented to students.

The under-representation of women in science is often 'explained' by suggesting that there are biological differences in cognitive ability between men and women. The issue of sex differences in learning falls into the classic argument of nature versus nurture. The research in this area has been inconclusive as the differences in ability, if any, appear only at ages when it is difficult to separate the effects of genetic factors from socialization. Thus there may or may not be biological explanations for sex differences in learning but research has highlighted the role of sociological factors, such as differing expectations, differences in learning and attitudes of school boys and girls and the fact that different aspects of the educational system play an important role in building gender identities.

Let us look at some of these factors closely: Textbooks, used extensively by teachers and students, play a large role in formal education. In India, there is a great dependence on textbooks mainly because of a lack of other educational materials. A study of textbooks by Narendra Nath Kalia in 1979-80, indicated widespread and extensive gender bias in the textbooks. Not only were women portrayed in very few of the lessons as compared to men, (the ratio being 1:3) whenever women were portrayed, they were depicted as inferior to men. Regarding the use of masculine pronouns like 'he' 'his' or words like 'mankind' 'man', it is often argued that these are merely semantics and children understand that these words refer to both men and women. However, various studies have shown that young children, given information of generic language such as 'mankind' and 'he', draw pictures of men and boys

when asked to visually present the information or story they had heard (Martyna 1978, cited in Rosser 1992).

Gender- based subject choices of boys and girls may also be influenced by visual depiction of gender in school science texts. An analysis of illustrations and texts in Indian science textbooks of classes 3-10, revealed gender biases by omission and commission (Chunawala, Vinisha and Patel 2009). There were significantly fewer female figures and often these were stereotypical images depicted in non-remunerative occupations limited to the domestic space. Women were rarely shown as contributing to historical or present day events related to S&T. This evident lack of female role-models in the textbooks sets a poor example for young girls who may aspire to be scientists and may discourage the pursuit of science.

In comparison to science, technology has not been universally accepted as part of school curricula. At present, technology is largely introduced at higher levels and is a subject at the school level only in some countries. Even so, it has always been gendered and perhaps more so than science (Layton, 1993: 33). Technology is often perceived as complicated and engineering is seen as a masculine profession (similar to science). The technological content of women's activities is not appreciated or is undervalued. For instance, in the case of women's traditional technologies, such as horticulture, cooking, sewing and childcare.

In higher education, few women enter technological fields – this is a reflection of the nature of these fields and gender relations in society. In India, women form a small part (about 22 % at graduate level) of the technology/engineering community (INSA 2004); and of those women who do clear the engineering examination, over 30 percent remain unemployed (Parikh and Sukhatme 2004).

### **Gendered perceptions of s&t across the world and in India**

Images do change with time and place and in human history the images of men and women and their gender roles have not only changed but have been justified differently. How do students view science and scientists? Can this perception be important for us to learn about as science educators? Mead and Metraux (1957) administered questionnaires to high school students in the United States wherein they found that a majority of students tended to view science as natural science, and a scientist as 'a man who wears a white coat and works in a laboratory, is elderly or middle aged and wears glasses'. Newton and Newton (1992) found that children acquired such stereotypical images of scientists, as early as six years of age.

A study was undertaken in Mumbai with eighth standard students (about 13 years old) as part of an international collaborative effort (Chunawala&Ladage 1998) found that students had an overly positive image of science and scientists, but a stereotypical one. It was mainly that of a young, intelligent, hard working male, a solitary person engaged in laboratory work, most often chemistry. Biologists were viewed as neater, more caring, social and kinder than physicists, who were viewed as more intelligent, imaginative, hard-working, interesting and democratic. There were no gender differences in the above perceptions.

### **Technology education in the general school curriculum**

Technology education at the school level in India has emerged in several forms like vocational education and socially useful and productive work (SUPW). Broadly defined, technology has the potential to be a component of some existing school subjects (NCF 2000) but if these are not assessed or given due weightage the exercise is futile.

The National Curricular Framework 2005 (NCF 2005), for the first time referred to design and technology as part of teaching and learning science at the school level. Its Position Paper of the National Focus Group on Teaching of Science (NFG-ToS 2006: 2), recognized that *‘Technology as a discipline has its own autonomy and should not be regarded as a mere extension of science. . . . Technological solutions are guided as much by design, aesthetic, economic and other practical considerations as by scientific principles’*. Besides, the Position Paper of the National Focus Group on Work and Education, 2007 (NFG-W and E 2007: 30) linked the role of productive work and design opportunities in education: *‘A systematic study of design and technology can provide opportunities for learning a broad spectrum of generic skills and competences’*.

As it has evolved, technology education provides opportunity for students to learn about the processes and knowledge needed to solve problems and extend human capabilities. Of the various levels at which technology education is introduced into education, in India higher education has been the most preferred level in terms of resource allocation, as in the Indian Institutes of Technology (IIT’s) and the Industrial Technical Institutes (ITIs). Yet, as already mentioned there are very few women at this level in engineering and technology (Parikh and Sukhatme 2004).

Along with other socio-cultural reasons that prevent women's employment in technological occupations, the introduction of technology at the tertiary stage rather than in school could be an important reason for the skewed participation of women in technology. By the tertiary

level, the gender stereotyping of professions and stereotypical distribution of students at intake is already in place. Thus I strongly believe that the appropriate place to challenge the existing practices of technology, including gender aspects, is not at the higher education levels but at school.

Technology education has not only failed girls, but has also failed other marginalized groups: students from rural areas, tribal communities, the poor and those who drop out of school due to a variety of reasons. One of the reasons for dropping out of school is the alienation of school knowledge from everyday life, which happens at various levels.

Most members of marginalized groups are creative in designing a sustenance for themselves and their families from the limited resources available to them. Technology education that begins only at the tertiary stages leaves out of its range a large group of students who are already disenchanted with the process of getting an education that does not address everyday problem-solving and their own sustenance. Besides, technology, as defined hierarchically from vocational to engineering education, fails to recognize the technologies created by the marginalized. Introduction of technology at school has the potential to meet the concerns of equity in access to technological knowledge, processes and activities. For this to happen, it is also imperative that technology education be introduced early in school, be inclusive and collaborative, and allow different forms of communication.

Attempts in the direction of making technology education inclusive have been made by our research group at HBCSE and we feel that technology education has to be introduced in schools and it has to be completely restructured so as to make it inclusive. The 'add women/marginalized groups and stir' methods are not successful. Technology education activities also offer opportunities to visualize and creatively redesign the environment in ways that can be meaningful to all. By its very nature technology is diverse and provides possibilities for students to engage in a wide variety of tasks depending on their choice and aptitudes and is ideal to reach out to girls and marginalised students.

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## PARTICIPANTS RESEARCH ARTICLES

### A STUDY OF RELATIONSHIP BETWEEN WORKPLACE CONDITION AND WORK CULTURE OF WOMEN TEACHERS

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#### *Abstract*

*Women teachers play a significant role in the progressive development of a country. Studies are being undertaken to get policy directions in the empowerment of women and women teachers. In the present study the investigator studied the relationship between workplace condition and work culture of women teachers. Descriptive correlation research design has been used in this study. Data were collected from 99 secondary school women teachers belonging to both unaided and aided schools. The investigator found a positive relationship of women teachers' workplace condition with their work culture. Further, it has been found that there is no difference of women teachers' workplace condition and work culture belonging to both aided and unaided schools.*

**Key Terms:** *Workplace condition, work culture, women teachers*



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#### INTRODUCTION

Progress of women acts as a catalyst in the progressive development of a country. Education of women plays a crucial role in nation building and it strengthens women's participation in the development and thus aids as an effective tool in the cause of societal development. The women teachers have a significant role to play in advancing this cause as it is the most effective approach through which women development can be ensured. The need to increase girls' enrolment is an important reason for giving greater policy and programming attention to women teachers. But, it should not be the only reason. Beyond recruitment strategies, there are other issues which are to be addressed for the real empowerment of women so that they carry out the functions with lot of interest and enthusiasm and discharge their roles as teachers happily and satisfactorily. These include valuable experiences that the women teachers have gained in schools such as their accessibility and understanding the relevance of teacher training, professional and career development opportunities, etc.

Empowering women as teachers is also critical to ensure that their experience of being a teacher is a positive one and that their work has a sustained impact on gender relations in



the community and in society. It is also important to ensure that there is no element of biasness and there exist gender equality in every aspect. Therefore there is a need for reflection into all these aspects for a general evaluation of job satisfaction of women teachers in their workplace.

Now-a-days teachers are facing so many changes, which lead to contradictory demands on them from society. Constant changes are taking place within the educational system like, changes in the evaluation process, inclusive education, differentiated instruction, and use of technology, assistive and adaptive devices. Further, there is lack of information as to how changes are to be implemented in a satisfactory and effective manner. It is seen that gradually this profession has been becoming more complex and demanding. It is now the responsibility of teachers to educate, nurture and shape the thinking of the future workforce, citizens, parents and members of communities. For this to happen and to have a better workplace condition women teachers need reciprocal accountability from all the stakeholders in children's education. Reciprocal accountability means that in order to be effective, teachers must have support, time and resources to make decisions that impact their workplace condition. Teachers' workplace conditions are essentially students' learning conditions.

In the present study the work load, facilities & incentives, professional development and safety & security have been taken as the dimensions for evaluation of women teachers' workplace conditions.

It has been reported that teachers' accountability and occupational stress are related to each other. Maslach (1981) noted that teachers' stress negatively affects the educational performance of school teachers. Kosaba (1982) reported that continued stress can drastically lower professional accountability and can also damage the individual's personal life. Famian(1986) revealed that a number of variables such as role problems, loss of control, isolation, dissatisfaction with the rate of pay, role overload, role ambiguity and lack of administrative support are associated with teacher stress and reduce accountability of teachers towards their profession. Ma and MacMillan (1999) have also shown that workplace conditions such as administrative control and organizational culture positively affected the job satisfaction of teachers.

The effectiveness and stability of the schools is mostly based on their organizational health reflecting on work culture as well as on the level of satisfaction of the teachers over their workplace condition.

## **WORK CULTURE**

The role of teacher cannot be ignored at any cost as destiny of nation is being shaped in our classrooms (Kothari Commission, 1964-66) by the teachers. Further NPE, 1986 opines, the socio-cultural ethos of a society is reflected by the status and value of the teachers. In order to take up these new opportunities, face the challenges and to make the educational system effective, the teacher has to take up an enthusiastic role in the educative process, teachers should take pride in their work and perform their jobs effectively.

According to Peters and Waterman (1982): “Work culture is defined as a system of ‘shared values’, which results in high performance in organizations”. Singh (1985) says that: “The work culture is the prevalent and common patterns of feeling and behaviour in an organization”. Sinha (1990) labels work culture as the totality of the various levels of interacting forces around the focal concern of work”.

It is the work culture which decides the way teachers interact with each other and how an educational organization functions. Work culture refers to the mentality of the employees which further decides the ambience of the educational organization.

In the present study the work culture of women teachers is towards pro-activeness, adjustability & team work, obligation, transformational leadership and role clarity.

The institution providing workplace conditions remains responsible for creating quality work culture that touches even the smallest elements, processes and systems of an institution. When women teachers have a good feeling about their workplace conditions, it may create belongingness and they develop a very positive attitude towards their responsibilities and same may also reflect in their performance. This will lead to creation of a viable, enjoyable, pleasant work culture in an institution which benefits all.

## **SIGNIFICANCE OF THE STUDY**

Teachers are working in educational institutions that are driven by its own workplace conditions, not necessarily tailor made or designed taking into the considerations of the needs of the teachers. The professional behaviour of teachers, staff working in an institution depends on the workplace conditions that they are subjected-to and accordingly it affects their work culture. Thus the work culture would influence individual learning of students in the institution as well. Various research studies conducted in India reveals that, systematic study regarding the relationship of women teachers’ workplace conditions with work culture has largely remained an unexplored area in our country. Since teachers and particularly the

women teachers play a great role in the students' learning and without whom the emerging issues of universalization of education and inclusive education cannot be achieved, thus there is a need of a study to be carried out to know the relationship between the workplace condition and work culture of women teachers in various schools.

### **AIMS AND OBJECTIVES**

- To study the relationship between workplace condition and work culture of women teachers.
- To find out the difference in workplace condition between women teachers of Aided and Unaided schools with respect to dimensions of workload, facilities & incentives, professional development and safety& security.
- To find out the difference in workplace conditions between women teachers of Aided and Unaided schools.
- To find out the difference between work culture of women teachers in Aided and Unaided schools.

### **HYPOTHESES**

- There is no significant relationship between workplace condition and work culture of women teachers.
- There is no significant difference in workplace condition of women teachers in aided and unaided schools with respect to dimensions of workload, facilities & incentives, professional development and safety& security.
- There is no significant difference between workplace condition of women teachers in Aided and Unaided schools.
- There is no significant difference between work culture of women teachers in Aided and Unaided schools.

### **METHODOLOGY**

Descriptive correlation research design is used in the present study.

### **SAMPLE**

The sample was collected from various aided and unaided schools of Navi Mumbai. A total of 99 secondary school women teachers were taken as sample, out of which 47 teachers were from aided and 52 teachers from unaided schools. Both Schools and women teachers were randomly selected from Navi Mumbai and they are not concentrated to a particular area of the Navi Mumbai.

**TOOLS**

For collection of data, the researcher has prepared the attitude scales for administering on workplace condition and work culture of women teachers. The test-retest reliability coefficient of both the tools are .84 and .85 respectively. The tools were validated with the help of experts in the field.

**RESULTS AND DISCUSSION**

**Table 1 Coefficient of correlation between women teachers' workplace conditions and work culture**

Variables	N	df	Coefficient of correlation	Level of Significance
Women teachers' workplace condition	99			
Women teachers' work culture	99			Significant at .01 level
		97	.654	

**Table 1** reveals that the coefficient of correlation between women teachers' workplace condition and work culture is moderate, positive and significant at .01 level. It clearly indicates that women teachers who have better workplace condition also show better work culture in terms of productivity. Hence the null hypothesis, "There is no significant relationship between workplace condition and work culture of women teachers" is rejected. This result has resemblance with the result of the study conducted by Hughes (2006) that, teacher job satisfaction relates positively to participative decision- making, higher autonomy at work, and ultimately leads to positive work environment condition. This result is also supported by the study of Woods and Weasmer (2002) that, when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

**Table 2: Difference between workplace condition of women teachers, in unaided and aided schools, with respect to four selected dimensions i.e., work load, facilities & incentives, professional development and safety & security.**

Dimension	Unaided School			Aided School			t	Level of Significance
	N	M	SD	N	M	SD		
Work load	52	15.83	2.60	47	15.28	2.80	1.01	Insignificant at .05 level
Facilities & Incentives	52	29.5	3.88	47	29.96	3.29	.63	Insignificant at .05 level
Professional development	52	29.08	2.66	47	28.66	2.26	.83	Insignificant at .05 level
Safety & Security	52	16.31	2.78	47	16.23	2.67	.13	Insignificant at .05 level

Table 2 shows that ‘t’ ratio for the differences between unaided and aided school women teachers’ workplace condition with respect to the stated four dimensions are not significant. The study reveals that women teachers of unaided and aided schools do not differ significantly in dimensions- work load, facilities & incentives, professional development, safety & security. Hence the null hypothesis that “there is no significant difference in workplace condition of women teachers in aided and unaided schools with respect to dimensions of workload, facilities & incentives, professional development and safety& security.” is accepted.

**Table 3: Difference between workplace condition of women teachers in unaided schools and aided schools**

<b>Women teachers</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Level of Significance</b>
Unaided School	52	89.67	8.4	51	.104	Not Significant at .05 level
Aided School	47	89.51	6.8	46		

Table 3 depicts that ‘t’ ratio for the difference between the workplace condition of women teachers in unaided and aided schools is not significant at .05 level. It reveals that no significant difference exists between the workplace conditions of women teachers in unaided and aided schools. Hence the null hypothesis “There is no significant difference in workplace condition of women teachers in Aided and Unaided schools” is accepted. It clearly shows that the women teachers are experiencing same type of workplace conditions in both aided and unaided schools. This result of the present study might be due to the fact that women teachers of both unaided and aided schools do not differ significantly in the above four dimensions of their workplace condition- workload, facilities & incentives, professional development and safety& security.

**Table 4 Difference between work culture of women teachers in unaided schools and aided schools**

<b>Women teachers</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>df</b>	<b>t</b>	<b>Level of Significance</b>
Unaided School	52	97.67	7.35	51	.93	Not Significant at .05 level
Aided School	47	96.30	6.88	46		

Table 4 shows that ‘t’ ratio for the difference between the mean scores of unaided and aided school women teachers is not significant at .05 level. It indicates that no significant difference exists in the work culture of women teachers in unaided and aided school. So this result

reveals that women teachers from both types of schools (aided and unaided) are exhibiting similar work culture. Hence the null hypothesis “There is no significant difference in work culture of women teachers in Aided and Unaided schools” is accepted. This finding of the study might be due to similar workplace condition of women teachers in unaided and aided schools. This result also has resemblance with the result of the study by Reeta Chopra and RadhakantaGartia (2009) that female teachers are more accountable towards their job than their male counterparts.

### **CONCLUSION:**

The present study reveals that workplace conditions of women teachers in aided and unaided schools are similar. There is no significant difference found in the work culture of women teachers in aided and unaided school. The finding of the study shows a moderate, positive and significant relationship between workplace conditions and work culture of women teachers.

So it can be concluded that women teachers’ satisfaction with workplace condition has a positive bearing on their commitment and work culture. Moreover, an ideal workplace condition provides a conducive environment to women teachers wherein they work with love, peace, happiness and it motivates them to perform better. Women teachers when work as leaders, it promotes the school climate and inculcates collective responsibility for all to succeed, especially the students, where administrators and teachers work together to make decisions that are best for students. Steps should be taken for cultivating healthy work culture that support women teachers’ workplace conditions and help it to flourish.

### **SUGGESTION FOR DEVELOPING WORKPLACE CONDITION AND WORK CULTURE OF WOMEN TEACHERS**

- Schools should invest more on developing Information and Communication Technology(ICT) programmes and development of women teachers’ competence on it.
- Measures such as availability of pre-school care, arrangements in job sharing must be taken to encourage more number of women in posts of responsibility in the educational sector.
- There should be machinery for negotiations on salaries and workplace conditions.
- Women teachers must receive regular in-service training, which will allow them to incorporate developments in their teaching.

- Serious steps must be taken to review the class size and workplace conditions.
- Adequate training on inclusive education should be given to women teachers.
- Schools should take necessary steps for the improvement of both human as well as material resources.
- Measures should be devised to take care of women teachers' safety and security.
- Women teachers with the help of their inherent qualities of affection, compassion, dedication and empathy should try to be more productive, persevering and proactive with available resources.

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## **INFORMATION NEEDS OF MALE AND FEMALE B.ED. STUDENTS- A COMPARATIVE STUDY**

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**Abstract**

*Present paper deals with the identification and comparison of information needs of male and female B.Ed. students. The sample of 30 students selected from a B.Ed. College affiliated to university of Mumbai. Information need analysis was done on the basis of specific reasons of students visits to the library, usage of information resources, web based resources and informal sources by male and female B.Ed. students. Study found no difference in the information needs of male and female B.Ed. students.*

**Keywords:** *Information Needs, B.Ed. Students, Information sources, Web based Information source, Information needs of Females.*



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### **Introduction**

Each individual has different set of problems and to resolve that problems s/he needs different type of information. Seeking information is a natural activity that stimulated and affected by various factors as well as activities. That includes educational level, social and cultural background, age, work role etc. (Wilson 1981). Information seeking is the respond by an individual to his or her information needs. Need arises at the cognitive level of an individual. In an academic libraries addressing information needs and users' demands is essential in order to develop effective library system. Fulfillment of information needs of students and staff contributing the growth of themselves as well as institution. Satisfying information needs of students are crucial because its helps students to accomplish their academic excellence. The course like Bachelor of education (B.Ed.), which is a professional course and all students are mature students, identification of their information needs and fulfillment of those needs are the topmost responsibility of librarian or library system. Female B.Ed. students' information needs are one of the important areas which need to be researched. Since women's are consider one of the vulnerable group in the society.

### **Need of the study**

Inclusion of women in the mainstream and their empowerment by giving them equal rights in all sphere of society is very significant area of research. Ample no. of researchshave been



carried out. Still the topic women's study attracts many researchers, NGO's and Government organisations and institutions all over the world. One of such institutions are public and academic libraries. Although the topic is researched through various dimensions still it is a challenging topic to study. Therefore researcher set to study the comparative analysis of information needs of male and female B.Ed. students in education colleges in Mumbai.

**Aim of the study:**

The broader objective of the study is,

‘To determine and compare information needs of male and female B.Ed. students in the aided education college of Mumbai.’

**Literature review**

Information needs arises when students attempt to accomplish or fulfill the academic task. In the process of fulfilling those needs, they would visit library or other information system. Prasad (2000) identified factors that affects individuals information needs i.e. the socio, political and economic system surrounded to a user, the background, motivation, professional orientation and other individual characteristics of the users, the consequence of information use, and the uses to which information would be put to use. Further Murari (2006) analyzed information needs and ISB of women entrepreneurs. The study explored the type of information they required to keeping up to date in their field of work, sources of information used, and difficulties faced in gathering information. Findings revealed that respondents had difficulties in recognizing right information. Macevičiūtė (2006) recognized information need as a complex phenomenon generated by complicated environments and minds of the people. He presented the structure of information needs and related the same with problem-solving. Dorner, Gorman and Calvert (2015) introduced strategies for identification, analyses and assessment of information needs. Authors offered guidelines to the professionals to understand information needs of users. Akullo and Odong (2017) investigated information needs and information seeking behaviour of women refugees in Uganda; Public Libraries' Role. Study found that the most needed information by these women's was on health services and the majority of the women refugees relied on local authorities for information because they were not aware of availability of information in public libraries. The major challenge they face was lack of money to acquire gadgets to access information.

### **Material & methodology**

Survey design was used to investigate the research problem. A quantitative technique was used for the comparative study of information needs of male and female B.Ed. Students. Sample was included 50 B.Ed. college students of aided college of university of Mumbai. Sample was selected by simple random sampling technique. Questionnaire was used for the data collection to identify and compare the information needs of male and female B.Ed. students of education college of Mumbai.

### **Analysis of data and findings**

Data was collected through questionnaire method, total 50 questionnaires were administered on B.Ed. students, within that 30 filled questionnaires were returned. Descriptive statistical analysis was used for data analysis. Specifically percentile method was used for analysis.

Information needs analysis was done on the basis of specific reasons of students visit to the library, use of information sources, e-information sources and informal information sources.

### **Specific Reasons for Visit**

While assessed specific reasons of male and female B.Ed. students visits to the library it was found that, 67% female students visit library for doing research and reference work, whereas 44% and 56% male students visit library for doing research and reference work respectively. 62% female and 56% male students visited library for the preparation of examination and 52% female and 67% male students visited library for preparation of essay writing. The reason notes preparation by using library resources mentioned by 52% female and 44% male students. Getting new knowledge about subject was indicated by 29% female and 56% male students, whereas completion of practical work was mentioned 14% female but not a single male students mentioned this reason for visit to the library.

Findings indicated that numbers of male students visit to the library for doing reference and research work, preparation for examination and notes preparation using library resources were less as compared to female students.

**Table 1 Specific Reasons For Visit**

<b>Specific reasons</b>	<b>Male %</b>	<b>Female %</b>
Notes preparation by using library resources	44	52
Preparation of examination	56	62
Getting new knowledge about subject	56	29
Doing reference work	44	67
Completion of assignments	22	33
Completion of practical work	0	14

Doing research work	56	67
Preparation of essay writing	67	52
Preparation of participation in competitions	44	38

**Use of Information Sources**

89% male and 76% female students used textbooks to satisfy information needs, 77% and 76% female students used question papers and reference books like encyclopedias and dictionaries whereas, 67% and 89% male used these sources respectively to satisfy information needs. 43% female students and 67% and 44% male students used magazines and newspapers respectively. Further, 14% female and 33% male students used journal article and research project respectively as their preferred source of information.

Findings indicated that the use of textbooks was highest among both female and male students. Use of previous question papers was high by the female students whereas, use of reference books was high by the male students.

**Table 2 Use Of Information Sources**

<b>Information Sources</b>	<b>Male %</b>	<b>Female %</b>
Textbooks	89	76
Question papers	67	77
Reference Books (e.g. Encyclopedia, Dictionary)	89	76
Magazines	67	43
Newspapers	44	43
Journal Articles	33	14
Research Projects	33	33

**Use of E-resources**

When investigated use of e-resources among the male and female students it was found that 86% female and 89% male used websites to satisfy information needs, 67% male 43% female used online databases. Further use of e-books was indicated by 44% males 33% female students. 11% male and 10% female students used e-journals. Use of CD-ROM databases was mentioned by 11% male and 14% female students to satisfy information needs. Findings revealed that use of websites were more by the male and female students for information search.

**Table 3 Use Of E-Resources**

<b>Electronic Information Sources</b>	<b>Male %</b>	<b>Female %</b>
Websites	89	86
Online databases	67	43
e-books	44	33
e-journals	11	10
CD ROM Databases	11	14

### **Informal Information Sources**

Regarding use of informal information sources it was interesting to know that all male and majority of female students discussed with the classmates to fulfill information needs. Further it was found that 89% male and 86% female students discussed with teachers, only 11% male and 24% female students consult with experts to satisfy information needs.

**Table 4 Informal Information Sources**

<b>Informal information Sources</b>	<b>Male %</b>	<b>Female %</b>
Discussion with classmates	100	90
Discussion with teachers	89	86
Consultation with experts	11	24

### **Conclusion**

Numbers of female students were more to visit library with the reasons, like doing research or reference work and preparation for examination. Findings of the sections use of different information sources almost similar. No difference in the information needs of male and female B.Ed. Students was found. B.Ed. course is female dominating profession. Discussion with the classmates was the most preferred source of information by B.Ed. Students. Hence, it can be conclude that there is a full scope of social inclusion of women's in education colleges.

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**DRISHTI – A VISION FOR CREATING A SIGNIFICANT SOCIAL IMPACT: A  
CASE STUDY**

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**Abstract**

*This research paper was written with the objective of presenting/ showcasing “Drishti”, a social enterprise. Drishti was envisioned two decades ago with the aim of creating a significant social impact by offering services to children with Special Education Needs & Disabilities (SEND) and mental health care to mainstream schools. In addition to presenting the details of the services that Drishti offers, the paper concentrates on identifying factors that makes Drishti sustainable. The research study also documents the challenges of running an all women’s enterprise, the systems and processes utilized to craft and accomplish successful experiences on an everyday basis.*

*Additionally, the paper aims to study employee satisfaction at Drishti using an Employee Attitude Survey. The factors studied as part of the survey include (i) Work Engagement (ii) Work Environment (iii) Relationships at Work. Employee’s were found to be satisfied with work engagement and the work environment. With Drishti working towards scaling its impact, relationships at work comes up as an important area of improvement, with the need for leadership training at the middle management levels being a priority pathway. Finally, the research study focuses on the impact made in the fields of special education and inclusive education and the way forward to ensure greater impact.*



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**INTRODUCTION & REVIEW OF LITERATURE**

Statistics on female participation in the paid workforce in India is not only shocking but forces us to think about corrective steps that need to be taken. Recent statistics of 2017 highlight a situation that all Indians should be concerned about :

1. India has the Second-Lowest Female Labour Force Participation Rate in South Asia
2. Only 27% Indian women are in the labour force—the lowest among BRICS countries; among G-20 countries, it is better only than Saudi Arabia
3. Women hold only 7.7% of board seats and just 2.7% of board chairs
4. Out of 323 total executive directorship positions (generally considered to be prerequisite to becoming CEO) on the Bombay Stock Exchange 100, just eight (2.5%) are held by women
5. Women earn 57% of what their male colleagues earn for performing the same work
6. The more educated a woman is, the wider the gender pay gap

A World Bank 2017 report found that the decision to join the labour force is primarily influenced by economic stability at home rather than social norms, educational attainment and age. The study assessed the proportion of self-employed, regular wage earners and casual labour in a given household's working-age population. It found that, in rural as well as urban areas, while the proportion of regular wage-earners in households increased between 2004-05 to 2011-12, proportion of self-employed persons and casual labour decreased, indicating the rising stability in family incomes.

India's GDP could increase by \$1 trillion if it narrowed the gap between male and female participation in the labour force by 25 percent, a new International Labour Organisation report has said. India has one of the world's highest gender gaps in workforce participation, a gap that has widened instead of narrowing over the last decade. In India, 79 percent of adult men are in the workforce (either employed or looking for work), as opposed to just 27 percent of women, making it one of the largest workforce gender gaps among the world's nations. The gap has widened more in South Asia in the last decade than anywhere else in the world.

Across the globe, gender gap is one of the most pressing challenges facing the workforce. The 'World Employment and Social Outlook (WESO): Trends for Women 2017' report states, "Women are significantly less likely than men to participate in the labour market, and those who do look for work are less likely than men to find it. Women in the South Asia region work in jobs that tend to be both of lower quality and lower pay than their male counterparts." Lack of affordable childcare, the need to contribute to family work and social expectations of women strongly contribute to this gap.

Entrepreneurship is considered as a significant factor contributing to the development of society. India has been ranked among the worst performing countries in the area of women entrepreneurship in gender-focused global entrepreneurship survey, released in July 2013 by PC maker Dell and Washington based consulting firm Global Entrepreneurship and Development Institute (GEDI). Of the 17 countries surveyed India ranks 16th, just above Uganda. Countries like Turkey, Morocco and Egypt have outperformed India. Status of higher education in women in India came out to be lower than most countries in the world.

Until a few decades ago, the existence of women entrepreneurs in India was rare. Through changes in levels of awareness, the participation of women in society, economics, and government as well as non-governmental organizations' efforts, this has started to

change. Women have been engaging in enterprise in a big and diverse way, contributing to areas that they are passionate about be it education, banking, technology, medicine, services, social sector and many more. Over the past few years, India has record growth in women entrepreneurship and more women are pursuing their career in this direction. At a global level, about 126 million women have started or are running their businesses and whereas in India, there are about 8 million women have started or are running their businesses. Even though the growth rate is exponential, still, there are some challenges like access to technical and financial assistance, pro-gender policies, family responsibilities, lack of e-service options and competition from the male-dominated sector, which needs to bring under control.

However, it's not just important to start an enterprise but also to make it grow and prosper. A study by A.T. Kearney (2015) talks about the sustainability equilibrium and focuses on two main aspects of the same – “Social Sustainability” and “Economic Sustainability”. The founders of Drishti think along the same lines, use the same mantra. The impact the organization aims to make is an effort towards the wellbeing of the society. It focuses on mental health of youth it serves and its women employees; yet not forgetting that for actual long term impact it is critically important to build a sustainable organisation. **CASE**

## **DESCRIPTION**

### ***Genesis:***

Drishti was founded by Dr. Smita Desai and Mr. Anand Desai in the year 1994. What started in their home premises was forced to move out into an office premise because of constantly increasing workload. The increased workload also led to the need to hire additional therapists to join the team and the strength grew to 5+ people.

With a growing team the requirement for standardization of plans & resources was felt in order to ensure quality service delivery to all clients. Therefore, in 1999 Dr. Desai's passion to serve clients with quality services and Mr. Desai's expertise in technology based work resulted in the development of the online Therapy creation and monitoring tool which was christened the Systems for Management of Individualized Programs (SMIP). In 2007, SMIP was among the 10 shortlisted awardees in South East Asia for the Dell Award for Educational Entrepreneurship. By 2008, the impact the organization was creating, was vast enough to increase the team strength to 30 employees. In 2014-15 Drishti expanded its work to various regional locations like Bangalore, Pune and Hyderabad. Today the organization has 55+

employees across various locations and has also been serving schools in the UAE for the last two years.

Drishti has been a pioneer and one of its kind Social enterprise. It is not just engaged in reaching out to students with special education needs but also empowers young adults in the mainstream across various life skills. Therefore, it becomes extremely crucial to study how the organization was founded and made sustainable over the last two decades.

### ***Vision***

“A Social enterprise striving to impact mental health of each and every child in the school environment across different regional locations. Partnering with dedicated professionals and enabled by technology we aim to scale to make difference”.

### ***Mission***

“Creating a significant social impact by enhancing well being of children and their families, and feeling great about it!”

### ***Core Values***

1. Ethical by choice
2. To serve with integrity
3. Unity in thoughts and action
4. Learning and evolving constantly
5. Genuine interest in all we do

### ***Scope of Work***

Over the period of last 2 decades the organization has grown in its scope of work. What started as centre to provide services like psychological evaluations / diagnostics, counseling and remedial therapy & NIOS, in no time realized the need to extend its impact to beneficiaries outside the four walls. Today Drishti works with 40+ school systems across Mumbai and Bangalore through its school based services. While providing therapeutic help at schools, the authorities constantly reached out to Drishti on the greater need to train teachers who are directly dealing with the children. In response to this, Drishti redirected some energies on the “Train the Trainer” model and offered training through workshops and online courses. Today it trains 2700+ teachers per year across the globe. Constantly, understanding end to end needs of the beneficiaries has been the mantra at Drishti; the team continuously keeps researching and reinventing to meet the growing needs of the educational community. The need for building and supporting inclusive classrooms in schools was constantly growing



and schools were struggling with finding the right manpower and methodologies to support the needs of all children. Drishti therefore two years ago opened up the access of the SMIP to schools in various locations to empower them and to be able to support the needs of all children that are part of a classroom.

### ***An Empowered Team***

As the scope of work was increasing so was the employee strength at the organization. Robust recruitment and inservice training became core in order to provide seamless services. In the journey of scaling, strategic steps like creating a brand image, connecting people to cascade excellence and building the mindset of the clientele proved to be very valuable.

The organisational structure was designed to ensure that there was greater connect between people and smaller teams/clusters were able to ensure greater degree of support for each employee. The layered structure currently followed is as depicted below :

#### **Founder / Directors**

Leadership Level 4 – Head Operations

Leadership Level 3 – Program Directors

Leadership Level 2 – Heads of Departments/Verticals

Leadership Level 1 – Department Coordinators

Level 0 – Line function- Therapists / administrators

The organization has a unique monthly review system which is directly linked to the employee's remuneration. Thus, ensuring the employee is appreciated on a monthly basis , not only in terms of incentives earned but also constant feedback from their respective coordinators. It has been found to motivate them and ensure they remain focused on delivering planned goals in line with the organisation's mission of creating a significant social impact. It enables everyone to put their best foot forward. This has also ensured greater accountability, transparency and efficiency in delivery of work.

The founders do not take any decisions unilaterally. The core team is jointly responsible for any decisions taken within the organization, thus empowering all members in the area of decision making.

In a service enterprise, employee satisfaction, customer satisfaction and service quality are the three things that are very important (Lam, Zhang, & Baum, 2001). The previous researchers found a positive relationship between employee satisfaction and

customer satisfaction (Koys, 2003; Wagenheim, Evanchitzky, & Wonderlich, 2007). Implicit assumption underlying the relationship between customer satisfaction and employee satisfaction is an increase in employee satisfaction will lead to increased customer satisfaction due to better service quality. Most of the previous research supports a positive relationship between employee satisfaction and customer satisfaction (Schlesinger & Zernitsky, 1991; Schlesinger & Heskett, 1991; Schneider & Bowen, 1985; Yee et al., 2008). Therefore, positive changes in employee attitudes will drive positive change on customer satisfaction. Thus the genesis of the employee engagement survey that Drishti conducted this year.

### ***Accomplishments***

Some core accomplishments that ensure Drishti's presence becomes stronger in the social sector :

- Drishti Silver Jubilee - 1994-2019!!
- Consistent Growth in the last decade
- Employee Strength from 5 employees to 55+
- System for Management of Individual Plans (SMIP) - among the 10 shortlisted awardees in South East Asia for the Dell Award for Educational Entrepreneurship
- Psycho educational Assessment Reports accepted across all education boards
- Member of Managing Committee of the IIT - B ( Health Consortium)
- Dr. Desai - CBSE Master & Teacher Trainer
- Collaborations with SIES & Montfort Colleges for Online Courses

In conclusion, it becomes very crucial for an organization like Drishti to maintain sustainability by having systems and processes in place and constantly engage in a needs analysis. Employee satisfaction, constant achievement of impact goals while maintaining quality plays an important role in being sustainable.

In this endeavour, Drishti organised an Employee attitude survey to collect data on the above, external stakeholders feedback regarding services, and actual impact figures for the organization.

### **OBJECTIVES OF THE RESEARCH**

The following are the objectives of the research conducted by Drishti :

I. To study the attitudes of the employees of Drishti

II. To study the impact made by Drishti in the areas of Diagnostics, Therapy and Training

**METHODOLOGY:**

**(A) Sample:**

I. The employee attitude survey was conducted across the employees of Drishti in cities of Bangalore, Mumbai and Pune. Sample size: N=30.

II. The impact was studied both qualitatively and quantitatively :

- a) Each stakeholder's (student's parent, school administrator) feedback was collected through feedback forms at the end of each process that takes place in a service.
- b) The impact in terms of numbers was collated and analysed based on actual data available through internal management information systems (MIS)

**(B) Tools:**

I. Employee survey questionnaire covered the following areas

- o Work Environment
- o Work Engagement
- o Relationships at Work

Within these areas relevant sub-areas are covered.

II. A feedback form to be filled in by stakeholders at the conclusion of a service was utilized.

It consists of a 5 point rating scale for the services received.

<b>Rating</b>	5 - Excellent
	4 - Good
	3 - Average
	2 - Below Average
	1 - Very Poor

(b) Data collated from available organizational MIS reports.

**(C) Procedure:**

I. The employee attitude survey was compiled by the core team consisting of heads of each department in the organization. It was then circulated by the HR head to all the employees. It highlighted how each employee is a valuable contributor to the growth of the organization and their wellbeing is of utmost importance. The survey was kept anonymous in order to elicit honest and forthright feedback from the employees.

- a) The feedback form given to stakeholder is filled by them at the end of each service they may avail from the organization.

b) Data was collated from the organisational MIS reports

**(D). Analysis:**

Descriptive Analysis

**FINDINGS:**

**A. Attitudes of the employees of Drishti (Objective 1)**

Employee survey questionnaire results as covered across 3 areas:

**I. Work Environment**

Mentioned below are sub-areas with its results:

- a. The organization operates in a socially responsible manner ( Annexure A ; Graph 1.1)
- b. The organization's work positively impacts people's lives ( Annexure A ; Graph 1.2)
- c. Employees are satisfied with the culture of the workplace (Annexure A ; Graph 1.3)
- d. The organization is dedicated to diversity and inclusiveness (Annexure A ; Graph 1.4)

The average % of participants of the survey who marked Agree or Strongly Agree was 86%. Most of the employees in this sub-area seem to understand the organization's environment, thus reflecting satisfaction with the same.

**II. Work Engagement**

Mentioned below are sub-areas with its results:

- a. Employees are inspired with the impact they are creating at work ( Annexure B ; Graph 2.1)
- b. Employees in the organization are completely focused on their job roles.( Annexure B ; Graph 2.2)
- c. Employees in the organization take the initiative to help other employees when the need arises ( Annexure B ; Graph 2.3)
- d. Employees here are willing to take on new tasks / adapt to challenges as needed ( Annexure B ; Graph 2.4)

The average % of participants of the survey who marked Agree or Strongly Agree was 87 %. Again, this area also reflected the positive engagement the employees show with the organization. They understand the nature of work they are in and therefore feel responsible towards the same.

**III. Relationships at Work**

Mentioned below are sub-areas with its results:

- a. Colleagues mostly get along well with each other ( Annexure C ; Graph 3.1)

- b. Mutual trust exists between the leadership and others ( Annexure C ; Graph 3.2)
- c. Employees treat each other with respect. ( Annexure C ; Graph 3.3)

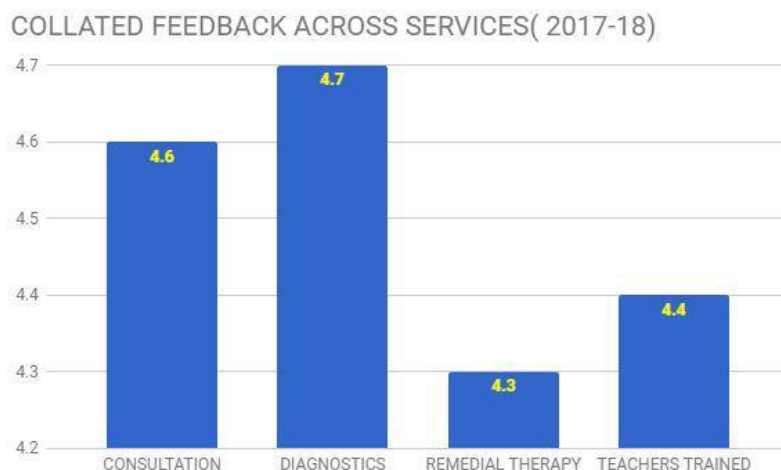
The average % of participants of the survey who marked Agree or Strongly Agree was 74%. (Comparatively lesser than the other two areas).

To conclude, the work environment and engagement were seen as strength areas by the employees while relationship at work seems to be an area of improvement.

### **B. Impact made by Drishti in the areas of Psychology and SEND (Objective 2)**

During the journey of scaling, the organization realized the importance of maintaining the impact data. Over a period of the last decade, Drishti has impacted over 333770+ Children and Families; 5905+ teachers have been empowered in the last decade. With an increase in impact numbers, delivering quality services became crucial to the organization, and thus came the feedback process. Each and every service at Drishti is rated by the beneficiary / stakeholder. This feedback plays a vital role in the organization's growth towards creating asinificant social impact. It is based on a rating scale of 1 to 5; with 5 being the highest rating and 1 the lowest.

(a) Collated feedback for the services provided in the academic year 2017-18



#### **Rating Scale :**

(b) Mentioned below is the impact Drishti has made in the academic year 2017-18:

Impact in numbers...

Helping others understand the problem...

1,204+ Individual Diagnostics/Assessments completed

Treating children with special needs...

390+ Therapy programs undertaken

Helping others treat children with special needs... 138+ Therapy programs powered by Drishti

Empowering school children with critical life skills... 1,600+ Class sessions empowering children

Capacity building of stakeholders for an inclusive society... 2,280+ In-service teachers, school administrators & parents trained

Building Awareness for a sensitive society...

500+ participants in Drishti seminars in Mumbai and Bangalore

<b>Rating</b>	5 - Excellent
	4 - Good
	3 - Average
	2 - Below Average
	1 - Very Poor

## DISCUSSION

Presented below are core reasons which have been instrumental in Drishti being a sustainable enterprise:

- **Utilization of systems & processes across board**– Standard operating systems have been a backbone of the organization. “When you know you are not achieving outcomes, just go back to the SOP and check if you have followed all the steps” – are the words the organization heads constantly use to ensure smooth functioning.
- **Quality Management**– with increase in scale comes an increase in client expectations. Maintaining and monitoring quality ensures accountability towards quality work.
- **Feedback Process (Consultations, Therapies, Training)** – constant urge to do better than yesterday pushes the organization to deliver better outcomes and surpass client expectations.
- **Use technology for IMPACT**– Technology is not just a boon but a catalyst that has helped Drishti excel for more than two decades now. Technology helps the organization achieve the kind of impact they can make today.

- **Shifting the demand curve**–Drishti focuses on the mantra “Life ends at your comfortzone”. The team spends a lot of effort and time in understanding the needs of the sector which constantly keeps changing. Customizing as per client needs and meeting their demands/expectations is considered extremely crucial.
- **Robust HR processes**- recruitment & training, monthly performance review, employee engagement – These systems make the organization stronger day by day. Mental health of the employees is as important as that of the clients.
- **Stringent and above board financial management**– for social enterprises like Drishtiit becomes extremely crucial to monitor the financials. Budgeting at the beginning of the year is a great matter of importance. Month on month meetings to monitor and balance the line is task taken very seriously by the core leadership team. Accountability and transparency in financial management has been at the core of its value system.

**Culture of Respect, Accountability & Transparency**– Respectful attitude & communication towards each client and each team member has been a cornerstone in the journey of the organization. **WAY FORWARD:**

**Impact - The year ahead > 2018 - 2019**

Drishti is constantly striving to increase the social impact. The organization aims to achieve the following in the forthcoming year 2018-19:

Helping others understand the problem...

1,750+ Individual Diagnostics/Assessments

Treating children with special education needs... 425+ Therapy programs

Helping others treat children with special education needs...

220+ Therapy programs powered by Drishti

Empowering school children with critical life skills... 2,000+ Class sessions empowering children

Capacity building of stakeholders for an inclusive society...

4,200+ In-service training for teachers, school administrators and parents

Building Awareness for a sensitive society...

800+ participants in Drishti seminars in Mumbai and Bangalore

As per the employee engagement survey 2017-18, the area of Relationships at Work is an area of improvement. Drishti has thus planned Employee Engagement Activities through the year which is aimed towards improved team bonding and an increase in the levels of trust between line managers and their subordinates. Also planned is a middle level management “Leadership Development Program” to cover aspects of team management, communication within teams and client management in order to equip these managers to better engage with their own teams.

Creating a significant social impact remains at the core of all our work at Drishti. As we reach the silver jubilee year in 2019 we look forward to many more years of empowering women in myriad ways to make a difference each day! And serving all children and youth with quality processes.

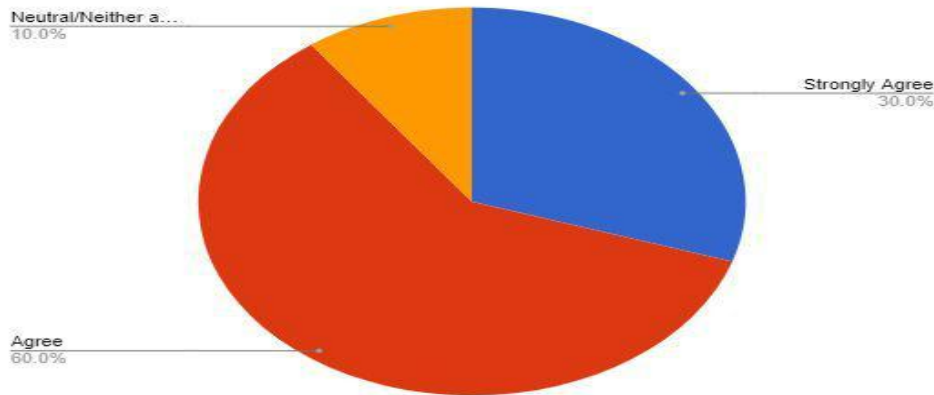
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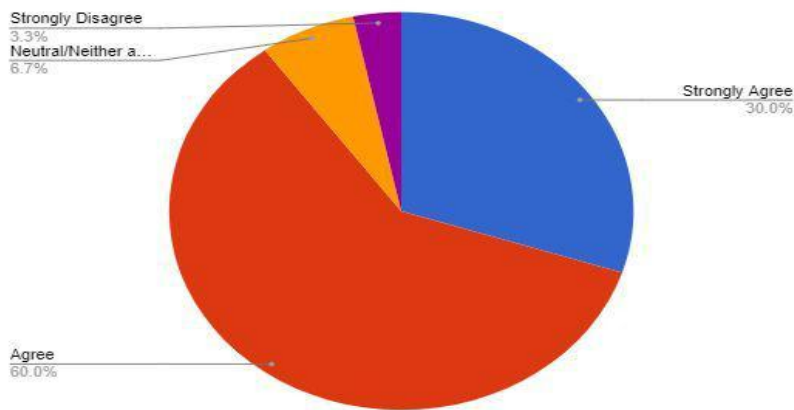
**ANNEXURE : A - Work Environment**

a. The organization operates in a socially responsible manner



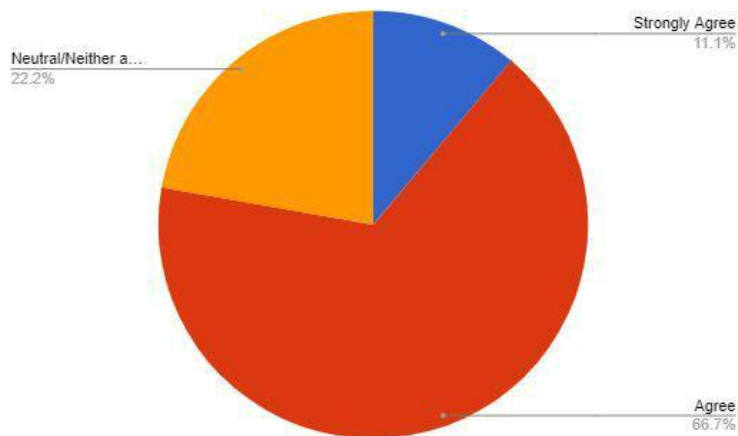
**Graph 1.1**

b. The organization's work positively impacts people's live



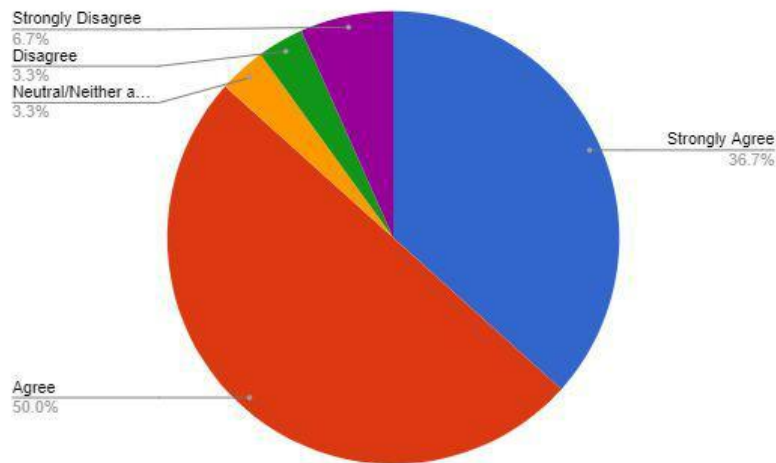
**Graph 1.2**

c. Employees are satisfied with the culture of the workplace



**Graph 1.3**

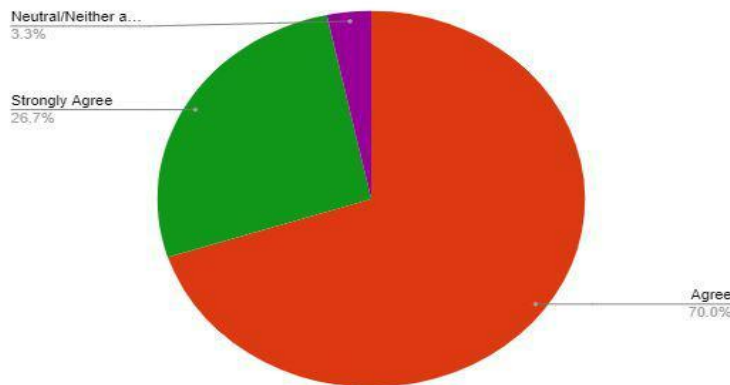
d. The organization is dedicated to diversity and inclusiveness



**Graph 1.4**

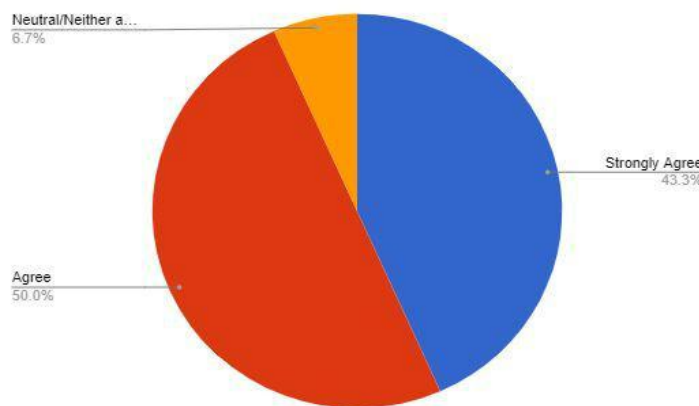
**ANNEXURE B - Work Environment**

a. Employees are inspired with the impact they are creating at work



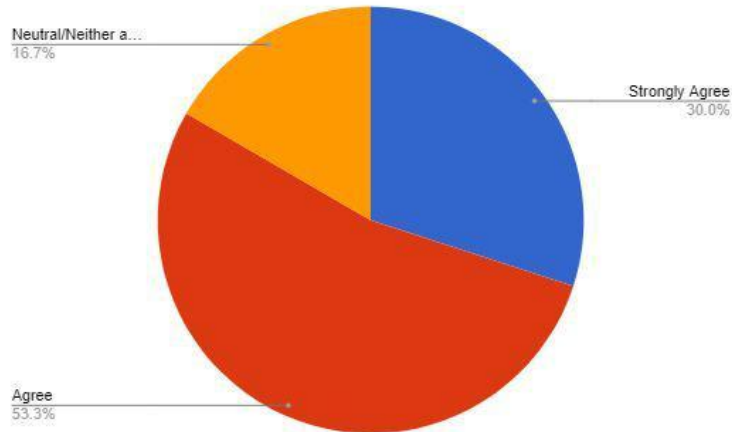
**Graph 2.1**

b. Employees in the organization are completely focused on their job roles.



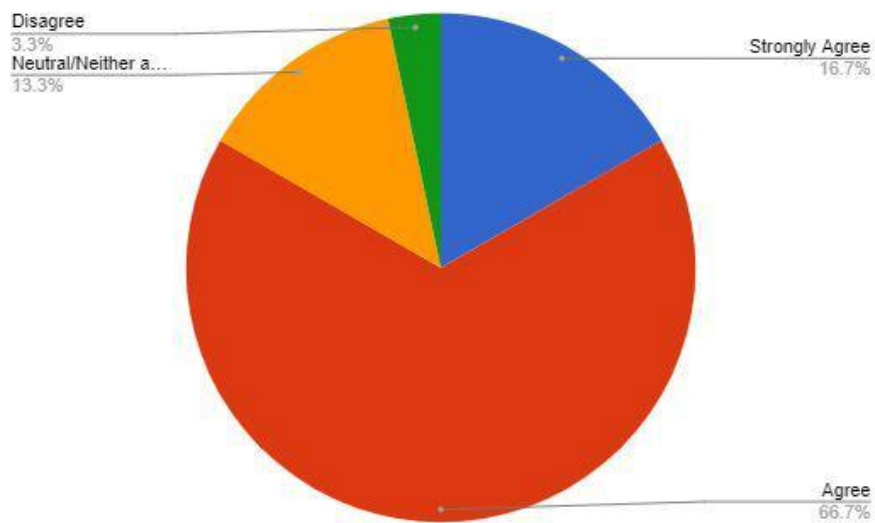
Graph 2.2

c. Employees in the organization take the initiative to help other employees when the need arises



Graph 2.3

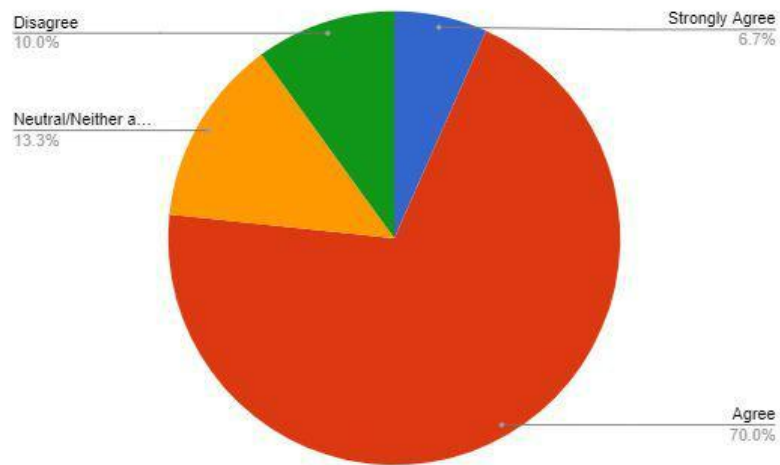
d. Employees here are willing to take on new tasks / adapt to challenges as needed



Graph 2.4

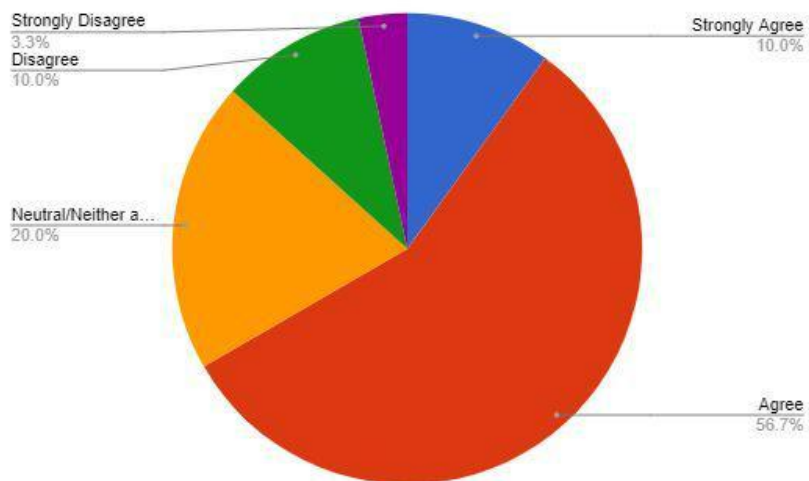
**ANNEXURE B - Relationships at Work**

a. Colleagues mostly get along well with each other



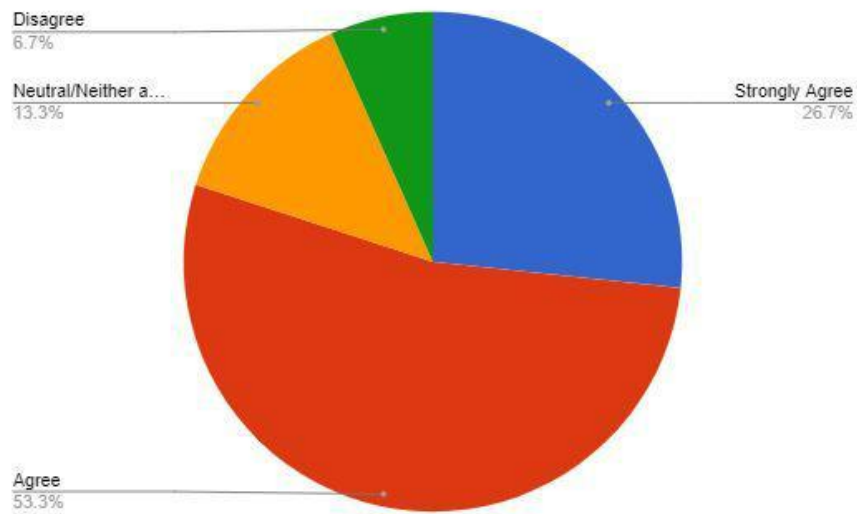
**Graph 3.1**

b. Mutual trust exists between the leadership and others



**Graph 3.2**

c. Employees treat each other with respect.



**Graph 3.3**

## **BELIEF ABOUT GENDER ROLES IN STUDENTS**

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### **INTRODUCTION**

The term Gender is often confused with the term sex. However They are different concepts. Sex is a biological concept, determined on the basis of individual's primary sex characteristics whereas Gender refers to the meanings, values, and characteristics that people assign to different sexes.<sup>1</sup> Gender roles are based on the different expectations that people have for males and females based on their sex and based on each society's values and beliefs about gender. These roles are the determined on the basis of the connections between individuals and their environments and they give individuals cues about what sort of behaviour is believed to be appropriate for what sex. Hence, Gender is referred to as a social construction.

Conventionally societies have believed that women are more nurturing than men. Therefore, the traditional view of the feminine gender role prescribes that women should behave in ways that are nurturing. One way that a woman might absorb in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home. Men, on the other hand, are accepted by traditional views of gender roles to be leaders. The traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financial backing for the family and making important family decisions. A traditional gender role orientation emphasizes differences between men and women and assumes that each sex has a natural affinity to particular behaviors. Those who maintain a traditional gender role orientation are likely to be influenced by the rules and rituals of the generations that came before them, by their parents and grandparents.

### **Need and Significance of the Study**

In the course of gender socialization, since birth, children learn gender stereotypes and roles from their parents and environment. In a traditional view, males learn to manipulate their

physical and social environment through physical strength or dexterity, while girls learn to present themselves as objects to be viewed. These traditional views and observations from the family and the society around create a belief system in the students about particular ways of behaviour and assume that teachers and nurses are women, and that pilots, doctors, and engineers are men. Besides this, women are also kept out of decision making in family which is learnt by students and this continues.

We live in a 21<sup>st</sup> Century where education is an agent of social change. Even though the influence of family is on children, it is the duty of teachers to see that if the students have wrong and biased beliefs brought gender roles they need to be eliminated from the minds of the students so that we have a society which gives equal opportunities to girls and accept them in the various gender roles which have been dominated by the boys. Thus author wished to find out if **certain** programmes are conducted in the school to create awareness about the gender roles in order to eliminate traditional views from the minds of the students. Hence a study was conducted to see the effect of the planned programmes related to belief system about gender roles on the students attitude towards gender beliefs of the students of std 8<sup>th</sup> of Dr. Sarvapalli Radhakrishnan School.

A number of studies have been conducted on gender role and mainly these studies were surveys and reporting of facts observed through the survey. The study undertaken was experimental with the view of changing the mindset related to gender roles among the students.

The aim of this research work was to develop lessons for students of Std 8<sup>th</sup> related to gender roles and test their effect on the belief about of the students towards the same. Following objectives were considered for the study:

1. To prepare lessons with reference to belief about gender roles in students
2. To study the effect of the lessons on the belief about gender roles in students

The Null hypothesis stating that there is no significant difference in the belief of students under study towards gender roles as reflected in their pre- test and post- test scores of the opinionnaire administered before and after the treatment.

#### **Methodology of the study:**

Investigator used the Quasi-experimental research design with single group **pre and post test design** to study the effect of the developed lessons on the belief system of the students towards gender roles. Target group comprising of 50 students of Std. VIII of Dr. Sarvapalli

Radha Krishnan School situated in Malad area was selected by using incidental sampling technique as the investigator had to conduct a study in a stipulated time and collect the data.

Self-developed opinionnaire consisted of 24 statements on which the students had to respond as per their belief about the gender roles and occupations undertaken by the girls and boys before and after the treatment.

Five days long programme was conducted using interactive strategies like dramatization, debate and discussion. Students were shown the video clips on women achievers who went against the stereotyping and traditionally assigned roles of a woman and made their mark in the field that were believed to be men's forte on the basis of determined characteristics like strength, decision making capacities etc.

Students debated on the issues related to set gender roles. Acts on how roles are fixed in the human system since birth in the minds of children through formal and informal education consciously or sub-consciously that transforms into the belief formation about the typical gender roles. Students being at the age of exploring and experimenting on the traditional values and teachings were mentally prepared to change their perceptions and outlook towards this issue as well. The follow-up discussion proved very meaningful for them to get clarity on different doubts they already had in mind.

This resulted in rejecting of the null hypothesis that was tested using t test on means of the scores obtained from pre and post-tests which is reflected in the following table and its description below it.

**Table 1**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b><math>\Sigma</math></b>	<b><math>\sigma_m</math></b>	<b>df</b>	<b>t</b>
<b>Pre-test</b>	51	15	2.3	0.32	100	10.4**
<b>Post test</b>	51	22	3.1			

The calculated 't' was found to be significant at 0.01 level. Hence the null hypothesis was not accepted that implies the traditionally set beliefs can be changed through proper training.

The lessons and discussions in the class had brought about a change in the belief of the students related to gender roles. Students accepted that if a nation has to progress, it is very essential for women and girls to be empowered and they should be involved in decision making and should be given a chance to join or take up professions that they like. Girls



should be encouraged to excel and take up subjects like science and mathematics so that they join challenging professions and also be a part of the progress of the country.

The present research project focused more on showcasing the possibility of developing positive outlook towards the human roles of behavior and thinking by eliminating pre-conceived notions about the code of conduct determined since ages due to the belief and estimation of the characteristics and potential difference between male and female capacities.

### **Conclusion**

The traditional belief of the students related gender role can thus be removed by conducting lessons and discussing with the students by asking the students to think critically on the belief they have and whether such beliefs are right if a country has to progress. Today's students are future citizens and teachers are agents of social change and influence the life of hundreds of students and thus only imparting the knowledge from the text books is not alone a teachers job. Inculcating the right kind of values and attitudes in the students is also very essential. Thus teachers have to take up this task and conduct lessons on social issues and develop future citizens who are responsible as individuals with the positive mental set and belief system.

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## **WOMEN ENTREPRENEURSHIP: CHALLENGES IN RURAL MAHARASHTRA**

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### **Abstract**

*Women entrepreneurship is the process where women take lead and organize a business or industry and provide employment opportunities to others. Women play a very important role in the economic development of India. They are involved in business activities at all levels, making important contributions to economic growth. But the development of women entrepreneurship is very low in India, both in the rural and urban areas. Overall economic development of a country is possible only when the women population develops socially and economically. While the number of women operating their own business is increasing globally, women continue to face huge obstacles that restrict the growth of their businesses. It is therefore important to recognize and understand these obstacles in order to create the momentum for social inclusion. This paper focuses on identifying challenges and analyzing the importance of various entrepreneur activities for women entrepreneurs in rural Maharashtra.*

**Keywords:** *Entrepreneurship, Challenges, Rural*



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### **Introduction**

*“Always aim high, work hard, and care deeply about what you believe in. And, when you stumble, keep faith. And, when you’re knocked down, get right back up and never listen to anyone who says you can’t or shouldn’t go on.”<sup>1</sup>*

- Hillary Clinton

Entrepreneurship can be described as one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods.<sup>2</sup> In this direction, rural entrepreneurship can be explained as entrepreneurship emerging at village level which can take place in a variety of fields of endeavor such as business, industry, agriculture that can act as a potent factor for economic development.<sup>3</sup>

Women play a very important role in the economic development of India. They are involved in business activities at all levels, making important contributions to economic growth. In present scenario, Indian women are increasingly active in part of economy that were previously considered domain of male. However, the development of women

entrepreneurship is very low in India, especially in the rural areas. Entrepreneurship amongst women hence has been a recent concern.

The main argument of present study is that women entrepreneurship plays an important role in their social inclusion as economic self-sufficiency can makes them stronger and hence women entrepreneurs must be encouraged and supported at all levels.

Authors of the present paper wished to find out if women in rural areas aspire for economic self-sufficiency or not and also to find out their perspective about running business. Present study also focused on to investigate the challenges faced by these rural women entrepreneurs as compared to their male counterparts.

**Objectives of the Study** were accordingly formulated as follows:

1. To identify the challenges faced by women entrepreneurs in rural Maharashtra.
2. To assess the importance of various entrepreneur activities for women entrepreneurs in rural Maharashtra
3. To suggest measures and ways to face the challenges effectively to enhance capacities of women for entrepreneurship.

### **Rationale of the Study**

Female entrepreneurship has been steadily growing in recent years, but these new opportunities and growth come along with different challenges particularly in the male dominated societies. These can prove as stumbling blocks that may discourage women to step ahead in their venture of self-sufficiency. The present research can contributes to the society in working towards smooth journey of women entrepreneurs throughout their career by.....

- Identifying the challenges of women entrepreneurs at the stages right from the beginning and while managing their business by paying particular attention to the problems arising from being a woman.
- Exploring on the formal and informal support women entrepreneurs can receive to overcome any hurdles in their businesses.

Elimination of challenges for women entrepreneurship requires a major change in traditional attitudes and mindsets of people in society rather than being limited to only creation of opportunities for women. Hence, it is imperative to design programs that will address to attitudinal changes, training, supportive services. The basic requirement in development of women entrepreneurship is to make aware the women regarding her existence, her unique identity and her contribution towards the economic growth and development of country.

## **Research Methodology**

The nature of the research was mainly exploratory in order to identify and classify the challenges faced by women entrepreneurs in rural Maharashtra.

The women entrepreneur from Satara district were visited and interviewed. The research was conducted using purposive sampling. A total of 15 women entrepreneurs were interviewed on during Mann Deshi Mahotsav 2018 organised at Ravindra Natya Mandir, Prabhadevi, Mumbai during 4th to 7th January 2018.

The questionnaire included individual questions regarding the stages of starting up, managing and growing a business. In addition, the women's personal characteristics; their problems and the support they receive were determined. More detailed information regarding the work experiences of women entrepreneurs were obtained through in-depth face-to-face individual interviews. The participants were asked about their experiences during setting up their business, and to reflect on the advantages and disadvantages of being a woman entrepreneur focusing on their thoughts, perceptions and feelings.

Investigators visited Mann Deshi Mahotsav on 7th Jan 2018 and had verbal conversation with the rural entrepreneurs with the objective of collecting relevant information for the purpose of the research and for getting the story behind the interviewee's experiences.

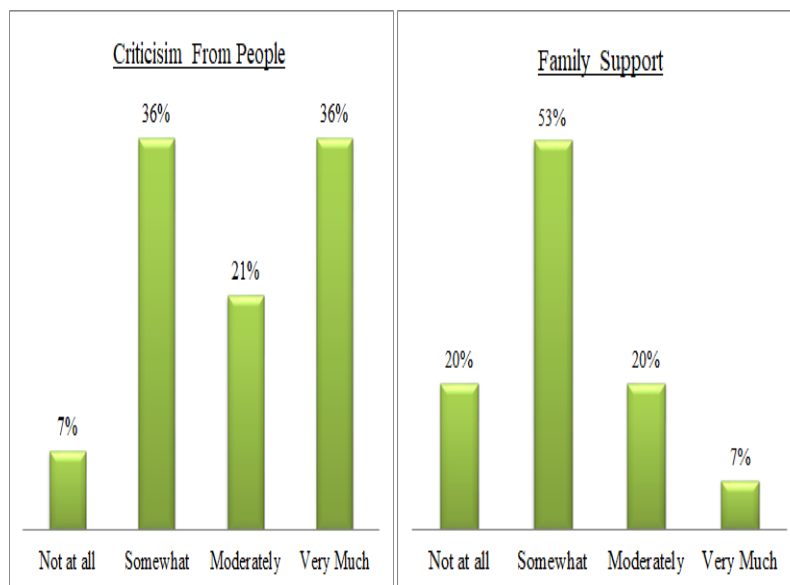
## **Analysis and Interpretation**

Collected data through interviews was digitally analyzed for interpretation. Following striking points were identified:

- Most of the rural women entrepreneurs interviewed belonged to the age category 26 – 35
- The educational background of rural women entrepreneurs was till secondary school
- The rural women entrepreneur considered another entrepreneur as an inspiration for their venture
- The response to the various challenges faced by women entrepreneur were analysed under following heads:
  - Criticism from people
  - Extent of family support
  - Beginning challenges faced while entrepreneurship development
  - Ongoing challenges faced while entrepreneurship development

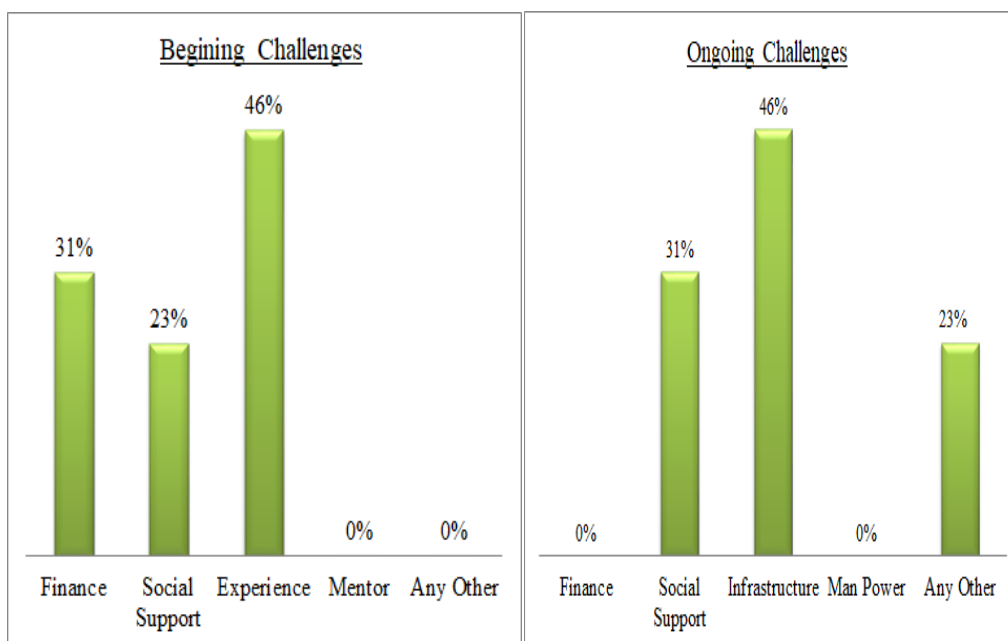
Responses under these sub-heads of the interview schedule is graphically represented as follows:

Graph 1& 2



**Graph 1.1**

**Graph 1.2**



**Graph 1.3**

**Graph 1.4**

As indicated in these graphs, main challenges the rural women entrepreneurs faced can be discussed as follows:

Rural women entrepreneurs do face lot of criticism in going out and getting into the business sector that is still considered as men’s forte. The challenge hence for these women folks is to either convince their male partners or relatives or revolt against their mindsets and stereotyping.

This challenge is further reflected in the next question on family support in their business activities as only 7 % of rural population replied that they receive strong support from their family members in business activities. This is the common scenario in developing countries like India where most of the population reside in rural areas. The problem of orthodoxy, stereotyping and male dominated code of conduct are the root causes of facing the said problem of stepping out of the house in the world of men to find the source of income independently.

From Graph 1.3 shows the response of rural women entrepreneurs to the question on very first problem they faced while starting business” 46 % of rural population identified as lack of experience as the beginning challenges in entrepreneurship development. This challenge too goes in line with the earlier discussion where rural women have the constraints of independent decision making. Even on smallest household matters, they are expected to obey and follow the instructions of the male members of the family. Most of the women are not informed about the financial matters like income, saving even the nature of work of their husbands. This leaves them with no choice of even thinking of venturing out. Things are changing positively in the present scenario, but still needs speedy efforts to help women to realize their potential and encourage them to break the pre-conceived notions about gender stereotyping.

From Graph 1.4. It can be concluded that in response to the question on ongoing problems face in business”, 46 % of rural population consider infrastructural facilities as a major concern in the business.

Government is making women friendly policies like reservations, training programmes for women and also encouraging them by organizing fair, and exhibitions like the one mentioned earlier. There can be collaborative ventures between rural and urban women entrepreneurs. Government can motivate them in this direction by providing subsidies and concessions in infrastructural facilities, providing market, easing out the policies etc..

When asked to rank the various entrepreneurial activities in order of importance, the rural entrepreneurs have ranked communication, training and mobility as most important activities which were similar to that of their male counterparts too. 5. When asked to rank the various entrepreneurial activities in order of importance. They were also in agreement with the opinion of any businessman regarding basic skills required for success in business as communication, resource management and business skills.

### **Suggestions:**

In the initial stages rural women face problems but they must persevere, believe in themselves and not give up mid-way. For rural women entrepreneurs proper training institutes within their reach can be set-up by NGOs run by corporate world or Government, for enhancing their level of work-knowledge, skills, risk-taking abilities, enhancing their capabilities comparing to urban women entrepreneurs.

Machinery to create awareness about women's rights, special laws for women etc should be set up within their reach. They may be trained to access internet based information and guidance. Career Counselling can be made available for these entrepreneurs.

Special provision can be incorporated in school curriculum to motivate and inspire budding female students to aspire and realize their dream of exploring and finding their own source of Income. Regular Training for Capacity building of the rural women entrepreneurs also can contribute in equipping them to overcome any challenge they may face while running their own occupation.

Self-help groups of women entrepreneurs to mobilize resources and pooling capital funds in order to help women in the field of industry, trade and commerce can also play a positive role to solve problems of rural women entrepreneurs.

### **Conclusion**

Today we are in a better position wherein women participation in the field of entrepreneurship is increasing at a considerable rate. Efforts are being taken at the economy as brought promise of equality of opportunity in all spheres to the Indian women and laws guaranteed equal rights of participation in political process and equal opportunities and rights in education and employment were enacted It is evident from the study that rural and are ready to face the challenges associated with setting up of business.

Society is very much receptive to the concept of women entrepreneur, so is the family. Women are not into business for survival but to satisfy their inner urge of creativity and to prove their capabilities. They are contributing to a great extent to the social transformation. The future will see more women venturing into areas traditionally dominated by men. Encouragement for women entrepreneurs is the motivating factor for entrepreneurship development in our country.

There is a need of continuous attempt to inspire, encourage a motivate and co-operate with women entrepreneurs. Awareness programmes at a mass scale is the need of the time in order

to reach out to the under-developed villages to be transformed into well-developed business hubs where economy will flourish with equal contribution of both men and women together.

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## **ATTITUDE OF B. ED. STUDENTS TOWARDS MENSTRUATION**

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**Abstract**

*In India due to the cultural and religious beliefs, generally peoples are not interested to talk about menstruation although it is a normal physiological process. It is mainly because of misconceptions regarding this natural phenomenon in women's life. Teachers can play a significant role in developing right attitude among students. A study was conducted to investigate the attitudes of B.Ed. Students towards menstruation. The sample considered 46 Students of a B.Ed. College situated in Kandivali area in Mumbai city. Self-constructed questionnaire was used for the study. The researcher found that most of the B.Ed students have average positive attitude towards menstruation cycle of women and there no significant difference found in the attitude between male and female students and graduate and post-graduate students.*

**Key terms:** *Menstruation cycle*



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### **Introduction**

During ancient period, many societies viewed menstruation cycle as sacred that represented fertility and a girl's transition to womanhood. It was considered as a beautiful part of being a woman. However, as social structure became more rigid and highly favourable to men women were considered unfit and unmatched to their counterparts capabilities and physical strength and were restricted within four walls of house that too under the dominance of male members. Menstrual cycle became the cause for practicing untouchability for women who were not allowed to keep any kind of contact with people around them during their periods. Gradually, it became one of the reasons for social exclusion of women. They were also restricted to visit sacred places during their menstrual cycle. They did not get normal treatment from the society. People behaved differently when women were in their monthly period. Ignorance and conditioning of people made women suffer a lot for their unique physical state.

Due to education and mass media, people now are aware about menstruation being a natural process of reproduction and also that the mechanism of the excretion of the unfertilized egg and the lining of the uterus along with other substances is known as menstruation. However,

because of the cultural and religious beliefs, major chunk of people still carry negative notion and misconceptions about menstruation and consider it as a taboo to talk about it openly.

### **Need of the Study**

Generally, adolescents have many queries about menstruation. If they do not get right information, they might draw wrong conclusions. Though, due to technological advancements they can explore internet to learn about menstruation but it may take them to a different tangent and hence they may develop a distorted and negative attitude towards menstruation. It is the teacher's responsibility to provide right knowledge and develop healthy outlook towards women's physical state.

Teacher education trains future teacher on teaching-learning techniques and also on various skills and strategies to deal with school students effectively. If Student-teachers are provided with the opportunity and platform in the form of discussions, competitions and relevant co-curricular activities they can take their training further in their profession in future.

The investigator wished to investigate the attitudes of the B.Ed. Students towards menstruation, as they are aspiring to become teachers who can deal effectively with students of both genders regarding issues related to menstrual cycle effectively in schools.

The study also aimed at comparing students' attitude on the basis of the gender and also the level of learning experience in the B.Ed. education.

### **Methodology of the Study**

For present study, survey methods were used and on the basis of purposive sampling 46 students from a B.Ed. College from Kandivali area of Mumbai city, were selected as the sample of the present study.

The investigator developed the tool in the form of the questionnaire to study students' **Attitude towards Menstruation cycle**. The questionnaire included thirty statements for the target group to respond that would check students' attitude towards menstruation with reference to their feelings like admiration and excitement, annoyance, shame and embarrassment and also their notions and myths regarding menstruation. A five point Likert Type Scale for rating students' responses was used wherein the range of the responses varies from 'strongly disagree to strongly agree. The tool was validated through five experts, three educationist and two gynecologists who critically examined the items of the scale. The suggestions of these experts with respect to the relevancy of items were incorporated to make it final.

The investigator converted developed questionnaire (AMQ) into a Google form and sent it to the target group. The investigator used descriptive and inferential analysis to draw inferences about data obtained from the sample. Overall moderately positive attitude towards menstruation was found out.

### **Analysis and Interpretation**

Mean and t' value was calculated to test the hypotheses of the study as reflected in the following table :

**Table 1 Mean scores and t-value of Attitude of B.Ed. students towards menstruation on different variables**

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>T-Value</b>
<b>Male</b>	11	100.36	2.80	<b>- 0.16*</b>
<b>Female</b>	35	100.54	4.41	
<b>Married</b>	14	104.71	4.73	4.65*
<b>Unmarried</b>	32	98.66	1.73	
<b>Graduate</b>	26	100	3.65	1.02 *
<b>Post Graduate</b>	20	101.35	4.68	

T values shown in the above table clearly indicates that though on the basis of gender no significant difference found in the moderately positive attitude towards menstruation, there is marked difference in their attitude on the basis of marital status and educational qualification.

### **Findings and Discussion**

The findings showed that 50% of the B.Ed. Students had attitude of admiration, respect and excitement positive sentiments towards menstruation. They felt that it is important to discuss the topic of menstrual periods with adolescence. They agreed that the menstruation is nothing to be considered as impure or the reason for women to be considered unsociable during these days. They also agreed that a woman must do regular activities during her periods.

24% of the female B.Ed. Students considered periods as annoying. For them it is frustrating for women to have the period every month and they felt that the menstrual period is a big problem for them to lead a normal life and those men has a greater advantage over them for not having to face this phase. This attitude is the outshoot of the overall belief and restriction put up on women during these days. The education and awareness among parents and other advisors in the society is required to develop a broader and positive outlook towards the unique gift that nature has given to female living beings. Student teachers are adults and are

being trained to become teachers after graduation and post-graduation. The findings about moderately positive attitude is an eye opener that still a big number of pre-service teachers who will be taking over the education of future generation are still not ready to be open about menstruation. This is further confirmed with the findings that 12% of the students had attitude of shame and embarrassment regarding menstruation. They agreed that Women must hide any proof that shows they are on their period. They felt it is embarrassing when a man finds out that a woman is having her menstrual period. 40% of the B.Ed. Students had myths about menstruation. They felt Women should not drink much water; they must eat or drink only hot things when they have their periods. And it was surprising that 92% of the B.Ed students of both genders strongly agreed that women should not go to the places of worship when they have menstrual period. 80% students felt that tampons would break women's hymen and make them impure.

These findings also reflect on the similar attitude between male and female that clearly indicates at the existence of stereotyping and conventional thinking that is deep rooted in the minds of the these youngsters. There is a need for educating them to think rationally and look at the potentials of women without any such notions and inhibitions. Then only the vision of social inclusion can be achieved and realized.

Research by (Yagnik A, 2015)<sup>1</sup> too supports the outcomes of the present study. However, there are few studies that have reported otherwise. For example, studies by (Clarke & Ruble, 1978; Parlee, 1974; Boggiano, & Brooks-Gunn, 1982) <sup>2</sup> (a,b,c) reported that males were having more negative attitude and beliefs towards menstruation than women.

Similarly, the investigator found out that married students' attitude was more positive towards menstruation than the unmarried B.Ed. students due to the obvious reason of getting open with their spouse about it and also may be because they accept and are mentally ready for family expansion. The finding is supported also by the studies conducted by Dube. S. et al 2012; and Tejaswini D et al. 2018)<sup>3</sup> (a,b)

## **Conclusion**

The role of the teacher is important in transforming community practices. Many misconceptions and myths about menstruation found among students are due to the lack of sources of knowledge. Health education should be included in B.Ed. curriculum so that it would help the B.Ed students to develop positive awareness about bodily changes, hormonal effects on reproductive system, chronological maturity and its physiological impacts etc. Hence these B.Ed. students can feel comfortable to impart such education to their students. Opportunities for the freedom of expression, involvement of male students on so called taboo

issues related to women, encouraging female students to challenge the stereotyping through logical and rational reasoning should be allowed during their training period. Correlating the syllabus content with gender issues, Discussion on sensitive cases, opportunities to spread awareness about menstrual cycle among people in the society while training student teachers for one of the very important roles as liaison between the school and the society can contribute in making people open about women's physical structure and natural phenomena like menstruation and realize her worth to be an inevitable living being for the survival of the entire mankind.

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**‘ASSERTIVENESS SKILLS AMONG B. ED. FEMALE STUDENTS IN RELATION TO THEIR SELF-ESTEEM’**

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**Abstract**

*India is a country where people worship female goddesses but they treat their women badly both inside and outside their homes. The reasons behind their behaviour are many but the most important ones are the male’s superiority complex and female’s inferiority complex. Society as a whole has still not accepted women as being equal to men. Even women give secondary status to themselves. So to raise their own status in society, women need to understand their true worth and they also need to be assertive to stand for their own rights. That’s why the present research aims to study the self-esteem and assertiveness skill among the female B.Ed. students. The sample consisted of 80 Female B. Ed. Students. In order to collect data Rathus Assertiveness Schedule and Rosenberg Self-Esteem Scale were used. The result indicates that there is a significant relationship between the self-esteem and the assertiveness skill in the female B.Ed. Students. But the magnitude of the correlation is negligible. The result also shows that majority of female B.Ed. students have high self-esteem but low assertiveness skill.*

**Keywords:** *Assertiveness skill, Self Esteem*



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**INTRODUCTION**

There is no chance of the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing.” - Swami Vivekananda

Man and woman are the two sides of the same coin. Thus both are equally important. They have equal rights and these rights help them to contribute to the progress of the society. This aim of the highest social progress can be achieved only by providing equal opportunities to both, woman and man. It is known that women held high status and position in ancient times. In later ages, her status deteriorated. Evidently, a majority of women still do not enjoy equal status. Many factors are responsible for women’s secondary status in the society. One major factor is how a woman looks at her own self, how much worthy she feels herself in the society. Many of them are having a very low self-esteem. Women’s self-esteem plays an important role in achieving an equal status in the society.

Assertiveness is a skill which can improve women’s self-esteem. Assertiveness generally has been conceptualized as standing up for one’s personal rights and communicating thoughts,

feelings, and beliefs in a sincere, straightforward, and appropriate manner without violating others' rights (Lange & Jakubowski, 1976). Assertiveness in an individual develops self-worth as he or she will stand up for one's personal rights. Researches have also shown the relationship between the assertiveness and self-esteem. (Valliammal, S. and Kathyayini, B V.2017)

### **NEED OF THE STUDY**

Inequalities between men and women and discrimination against women have been age-old issues all over the world. Women are the target of varied types of violence and discriminatory practices done by men. India is no different.

The reasons for such behaviour against women are many but one of the important reasons is women's inferiority complex. Therefore, the concept of women empowerment emerged. It focuses on giving women strength and skills to rise above from their miserable situation. For women empowerment, there needs to be a sea-change in the mind-set of the people in the country. Not just the men, but women themselves have to wake up to a world that is moving towards equality and equity. For that they need to acknowledge their worth and also their rights to live the life in way they want.

How can we get women empowerment in its true self? The answer is women, themselves first need to develop an assertive approach that enables them to act in their own best interests- in a manner that there is no injustice done to them at a same time society also progresses.

According to the United Nations, women's empowerment mainly has five components:

- Generating women's sense of self-worth;
- Women's right to have and to determine their choices;
- Women's right to have access to equal opportunities and all kinds of resources;
- Women's right to have the power to regulate and control their own lives, within and outside the home; and
- Women's ability to contribute in creating a more just social and economic order.

Thus If women develop Assertiveness skill and their self-esteem, it will help them to achieve the equal opportunities and status in the society. Hence the researcher wants to know the assertiveness level of girl B.Ed. students' assertiveness level and their level of self-esteem and also researcher wants to know the relationship between the assertiveness skill and self-esteem.

## **STATEMENT OF THE PROBLEM**

‘A study of the assertiveness skills among B.Ed. female students in relation to their self-esteem’

## **OBJECTIVES**

1. To study the assertiveness skills in B.Ed. female students.
2. To study the self-esteem of B.Ed. female students.
3. To study the relationship between the assertiveness skills and the self-esteem of B.Ed. female students

## **HYPOTHESIS**

1. There is no significant difference between the assertiveness skill of F.Y. and S.Y. B.Ed. students.
2. There is no significant difference between the Self -esteem of F.Y. and S.Y. B.Ed. students.

## **VARIABLES OF THE STUDY**

*Independent Variables:* Assertiveness skill

*Dependent variables:* Self Esteem

## **OPERATIONAL DEFINITIONS**

**Assertiveness skill:** Ability of B.Ed. female students to stand up for their own or other people's rights without being aggressive or passively accepting 'wrong'.

**Self Esteem:** B.Ed. female students' self-evaluation of their own worth that gives them the strength and flexibility to take charge of own lives.

## **SAMPLE OF THE STUDY**

For the present study approximately 80 female students of B.Ed. Colleges from greater Mumbai were selected using stratified random sampling technique.

## **TOOLS OF RESEARCH**

In order to study the level of assertiveness and self-esteem of B.Ed female students, Rathus Assertiveness Schedule and Rosenberg Self-Esteem Scale were used. Rathus Assertiveness Schedule has 30 items. Each item had six options viz Very unlike me, Rather unlike me, Somewhat unlike me, Somewhat like me, Rather like me, Very much like me. Rosenberg Self-Esteem Scale has 10 items. Each item had four options viz Strongly Agree, Agree, Disagree, and Strongly Disagree.



## **METHODOLOGY**

Survey method was used since the study was a descriptive of the correlational type. The aim is to study the relationship between the assertive skills and self-esteem of the female B.Ed. Students.

### **Statistical Analysis**

For the Descriptive analysis the data was analysed using the measures of Central Tendency and measures of variability would be used. For relationships Coefficient of Correlation was used.

### **Delimitations of the Study:**

The present study comprises of female students of B. Ed Colleges. The present study is restricted to only students studying in English medium B. Ed College and not any other medium.

### **Scope of the study**

- Study can help to organize activities to make female students assertive which may lead to high self-esteem.
- Findings of the study may help to spread the awareness of the importance of assertiveness skill and high self-esteem among the B.Ed. students which leads to further awareness in school students as B.Ed. students will go and teach school students.

## **FINDINGS AND DISCUSSION OF THE STUDY**

**Table 1 Co efficient of Correlation for Self Esteem and Assertiveness skill of female B.Ed. students**

<b>Variable</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>r</b>	<b>Remark</b>
<b>Assertiveness skill</b>	<b>80</b>	-7.675	20.3	0.059	Significant
<b>Self-Esteem</b>	<b>80</b>	20.3	4.37		

Table shows correlation between Assertiveness skill and self-Esteem of Female B.Ed. students. The correlation coefficient is 0.059. The correlation coefficient between Assertiveness skill and self-Esteem of Female B.Ed students is significant at 0.05 level. This shows that there is negligible correlation between Assertiveness skill and self-Esteem of Female B.Ed. students. Thus the hypothesis “There is no significant relationship between Assertiveness skill and self-Esteem of Female B.Ed students is rejected.

**Table 2 Level of Self Esteem of B.Ed. Female Students**

Range	Level of Self-esteem	N	Percentage
25 to 30	Very High	13	16.25
19 to 24	High	40	50.00
13 to 18	Moderate	23	28.75
7 to 12	Low	1	1.25
0 to 6	Very Low	3	3.75
Total		80	

Table shows the level of self-esteem of Female B.Ed. students. Majority of them (50%) of female B.Ed. students have high self-esteem. Very few have low and very low self-esteem (1 and 3 respectively).

**Table 3 Level of Assertiveness skill of B.Ed. Female Students**

Range	Level of Assertiveness	N	Percentage
-90 to -20	Very Non assertive	21	26.25
-20 to 0	Situational non assertive	35	43.75
0 to +20	Somewhat assertive	16	20.00
+20 to +40	Assertive	7	8.75
+40 to +90	Probably aggressive	1	1.25
Total		80	

Table shows the level of Assertiveness skill of Female B.Ed. students. Majority of them (43.75%) of female B.Ed. students are situational non-assertive. 16 students were somewhat assertive but very few students (only 7) came under the range of assertiveness.

### Discussion

- The socio cultural environment of our country is such that women are not accepted if they question the authority of men and take their own decisions. Because of which majority of women are not assertive and they would like to follow others' decisions without questioning. Hence the data shows that majority of them are not having assertiveness skill.
- Also the B.Ed. programme syllabus stresses on Self Esteem but no direct stress on assertiveness skill. Various courses include the importance of self-esteem in Bed

program but no direct indication of the importance of assertiveness skill. This might be one of the reasons B.Ed female students showed better outcome in self-esteem test than assertiveness skill.

### **Conclusion**

The findings of the study reveal that there is a negligible relationship between the assertiveness skill and the self-esteem of B.Ed female students. The study shows that majority of female Bed students have high self-esteem but low assertiveness. The findings help in creating awareness of the importance of assertiveness skill among BEd students. Study Stressing on the development of Assertiveness skill in girls by providing more opportunities to take their own decisions.

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## **SENSITIZING FEMALE STUDENTS ABOUT SELF THROUGH STREET PLAY**

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### **Abstract**

*Women Entrepreneurship may be defined as a woman or a group of women think, initiate and run a business. The awareness of potentialities of women should be brought in girls from the age of adolescents. Different strategies can be used to create this awareness. Present paper discusses how the street play on this theme can impact students to be inspired to take bold decisions of independent working. The street play can help in sensitizing women about their own plights and potentials. Children at the adolescence stage are experimental in nature and would explore, confirm and make decisions. They always challenge the traditional norms and code of conduct unless they are convinced. Unfortunately in case of females, this natural tendency of experimenting and challenging the existing practices is always suppressed by the society. The emotion inducing strategies like dramatics in any form can help in making girls at this crucial stage aware about own abilities thereby make them ready for exploring and structuring of personality characteristics like emotions, abilities, beliefs, motivation etc. This can contribute to construction of self-image in these adolescents.*

*Authors trained a group of students in street plays on the theme of career options the script of which encompassed the showcasing of varied career options and also the attitude and general gender stereotyping about selection of these options.*

**Keywords:** *Women Entrepreneurship, Street play*



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### **Introduction**

Traditionally women are considered as 'homemakers' looking after the family. In the present scenario, the world now sees them with a different perspective and with a new respect. Women are accepted and appreciated as multitask masters who are capable of doing more than one task at a time efficiently as is seen in most of working women balancing jobs and family single handedly. They have good co-ordination skills. Successful women entrepreneurs can be traced at almost every field. However, there are many gender related challenges they face at work place like exploitation and harassment which can be of diverse type: emotional, physical, mental and sexual.

Women empowerment in its truest sense can be achieved only when there is attitudinal change in the society towards women, treating them with due respect, dignity, fairness and

equality.<sup>1</sup> This change is required both in men and women who have restricted themselves to the orthodoxy behavior and are mute sufferers or onlookers of gender biases. Schools can play a vital role in sensitizing students about gender issues and making them aware about various career options that requires potential and not physical strength alone.

According to the Education Act 2011, schools have been required to offer career guidance to their students and the responsibility has inevitably landed at the door of teachers.<sup>2</sup> Particularly, female students are often found to be confused about selecting the subjects that would take them to the career in future. They are either guided in selecting the subjects by people around them or they themselves are conditioned to decide on the basis of the factors like time duration, physical conditions, stereotyping about career options etc. If female students at adolescent stage are sensitized about their capabilities at the right time, they can take bold steps towards their career choice as per their potentials and liking.

Authors of the present paper wished to use the street play strategy as a strong channel of communication for counseling school girls on the varied career options and taboos attached to them and also to showcase the futility of these notions.

In this direction they trained a group of student teachers to prepare a street play titled, "Aajkitaazakhabar" that was focused on the attitude of adolescent girls towards career options with the aim to study the effectiveness of the play on the awareness of secondary school girl students towards varied career opportunities.

### **Rationale and significance of the study**

Girls should be made aware of the varied options for the career that like their male counterparts can be taken by them too. Constant training and sensitizing about their choices on the basis of their aptitude and interest can contribute to a great extent in raising their status in the society. This also can help in increasing the number of women entrepreneurs. Adolescent stage is the time to bring about awareness in them about different career options and lead them to a right path.

Present study can aid teachers in their efforts of removing stereotyping about gender disparities and also to make female students realize potentials.

### **Procedure:**

The investigators prepared a questionnaire tool containing different items on attitude of secondary school girl students towards career opportunities, family pressure on them and some items on their daring to choose challenging career. Questionnaire consisted of 26 items.

Including attitude toward career opportunities, family pressure on them to choose career, daring to choose challenging career. Few open-ended questions were also asked. It was validated by experts from the field of education and thereby refined on the basis of the suggestions received from experts.

The target group consisted of 66 girls from Std. VIII of St. Anne’s High school, Malad (W) A pre-test was administered before executing the street play which was performed in front of them. Street play had strong messages about the general attitude about the code of conduct of the female members of the society, their freedom parameters, the restrictions they were not supposed to not overrun as a precaution for their own safety etc. It also showcased in the satiric style the varied option of career that is available for them. At the end, again the same test was administered on the target group to see whether there was any change of mind that took place due to the act and the content of the play. Data thus was collected in the form of the scores of the pre and posttests obtained by the target group. Following are few pictures taken during the act.



### **Analysis and interpretation of the data**

Descriptive analysis technique was used by way of calculating the mean and percentage.

**Table 1 Awareness about career options**

<b>Category</b>	<b>N</b>	<b>Mean Scores</b>	<b>Percentage</b>
Pre-test	66	37	77%
Post-test		38	78%

As indicated in the table, female students are well aware of the career options. The orientation from schools and exposure to the latest technology and easy access to social media like mobile, internet keep them abreast of the job market and career options. The insignificant difference between the pre and post test score also support this fact.

**Table 2 Family pressure on secondary school girl students in selection of career**

Category	N	Mean Scores	Percentage
Pre-test	66	25	78%
Post-test		27	84%

As indicated in the table 2, family pressure is tremendous on the girls of St. Anne's English Medium High School in selecting the career which is accepted by these students even before the street play was performed. The after the performance the mean score shows higher. This can be interpreted that the subconsciously students are conditioned to following the stereotyped code of conduct meant for female and hence the realization of the extent of family pressure may be the reason for the higher mean. It also implies that this realization can motivate them to convince their parents and relatives and convince to change their mindset towards girls in selection of career.

**Conclusion:**

Plays are the strong media for sensitizing people on burning issues. If scripted and prepared well can contribute in removing undesirable practices related to gender biases. Present study indicates at increasing awareness about self in female students. However, external factors like family pressure or conditioning about the role of female in the society may be the hurdle in the way of taking big jumps. Proper guidance and career counseling at the right time can boost the morale of the students to take right decisions at the right time by educating and convincing elders by proving themselves as successful in their career choices. Achievement of successful women in the jobs which were earlier considered as a taboo helps in open acceptance by the society.

As the study confirms, girls are more open minded and aware of different career opportunity available to them. In India, scenario the change is obvious though not very fast. Habit formation, openness to accept the gender equality takes time. Students from primary to tertiary levels need to be trained to perceive the peoples role in the society free of any gender biases. Such issues should be the integral part of the curriculum at all these levels.

There are many policies being implemented for bringing the status level of women at par with men. But it is we as the member of the society who can make a change at a fast rate as Mahatma Gandhi rightly quoted:

“Be the change that you want to see in the world.”

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## SAVITRIBAI PHULE'S PROGRESSIVE PEDAGOGIC PARADIGM FOR WOMEN'S EMPOWERMENT IN INDIA

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### *Abstract*

*The various primary and secondary sources analyzed reflected two main concepts. The first concept pertains to the Savitribai's core beliefs. These beliefs were reflected in the WV3 paradigm, her world voice, and worldview and world venue. These shaped the second concept which is her framework for education. Both the concepts and their interrelationships are presented below:*

**Key Terms:** *WVR3 paradigm, Framework of education*



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### **Introduction:**

Colonization is the creation of an intellectual ideological supremacy leading to disempowerment of the lower sections of the society. This is achieved through denying access to knowledge, curbing critical thought, denigrating individuality and encouraging herd mentality. A common feature of exploitative power structures around the world is the use of education as the tool for colonization.

In nineteenth century, India and specifically in Maharashtra the powerful caste and patriarchal system led to the higher castes dominating and controlling the access to education and placing it out of reach of the lower castes and the women. Savitribai Phule and her husband Jyotiba Phule turned the tables on the colonizers by using education as the tool for social transformation.

This paper attempts to analyse the pedagogic paradigm of Savitribai Phule for women's empowerment in India.

### **Research questions:**

- What are Savitribai Phule's core beliefs which led to her work for women's emancipation through education?
- What was her framework for education of women, arising from these core beliefs?

### **Methodology:**

Qualitative methodology of content analysis is adopted for the study.

Content analysis analyses documents pertaining to the chosen research question to explore the underlying concepts and their interrelationships. Inferences regarding the content may be made with reference to the messages, writers, audience as well as the prevailing culture and time.

Content analysis is carried out of primary sources, comprising of essays and poems written by Savitribai Phule. The content analyses of secondary sources involve newspaper accounts and analysis of Savitribai Phule's contribution by researchers.

### **Savitribai Phule's Progressive Pedagogic Paradigm for women's empowerment:**

The various primary and secondary sources analysed reflected two main concepts. The first concept pertains to the Savitribai's core beliefs. These beliefs were reflected in the WV3 paradigm, her world voice, and worldview and world venue. These shaped the second concept which is her framework for education. Both the concepts and their interrelationships are presented below:

“If the Vedas belong only to the Brahmans, then it is an open secret that we do not have a Book. We are without a Book, without religion. If Vedas are only for the Brahmans, then we are not bound to act according to the Vedas. If just looking at the Vedas can get us into grievous sins (as the Brahmans claim), then would not following them be the height of foolishness?

Oh, the mahars and mangs, you are poor and sick. Only the medicine of knowledge will cure you and heal you. It will take you away from your wild beliefs and superstitions. You will become righteous and moral. People who treat you like animals will not dare to treat you like that anymore. So, please work hard and study. Get educated and become good human beings.” (Dyanodaya, 1855)

This piece of writing is a part of an essay titled “Mang Maharachya Dukhavishayi” (About the grief of the Mangs and Mahars) which was published in a newspaper Dyanodaya, in 1855. This essay which shows the deep critical thought, expresses a wide range of emotions as well as the passion for liberation through education. This is regarded as the cornerstone of dalit literature and the earliest piece of published literary work by a woman in India. The author is Mukta Salve, a girl from the dalit community who was 11 years old. And the teacher who inspired this student to give voice to those who were silenced for generations is Savitribai Phule.

Savitribai Phule, an economically deprived woman from the lower sections of the society who lived in Maharashtra about 150 years ago is an iconic role model as the first woman teacher of modern India who decolonized pedagogies when the term was not even possibly coined.

This internal integrative transformation was enabled through strong conviction and focused actions. Thom Wolfe (2011) analysed this original and unusual phenomenon by exploring the WV3 paradigm, the world voice, the worldview and the world venue.

World voice is the voice of virtue of the prototype person who sets the standards of spiritual excellence. Wolfe asserts that this was Jesus, for Savitribai. She called him Baliraja (king of sacrifice). She saw in Jesus the great champion of the downtrodden and the prototype which she wanted to follow and emulate.

Worldview is a way of perceiving reality which flows from the worldvoice. Savitribai's social context involved years of suppression and subhuman treatment to the lower castes and the women. Deprived of their basic human rights, these sections of the society were subjugated to the higher castes, in accordance with the cited religious diktats. Her world voice of the equality of humankind led her to reimagine this social context into a radically different society where people were empowered, moral and just. Her worldview was that every child was created in the image of God and that education was for all. It was this world view of equity and inclusion which led to her world venue.

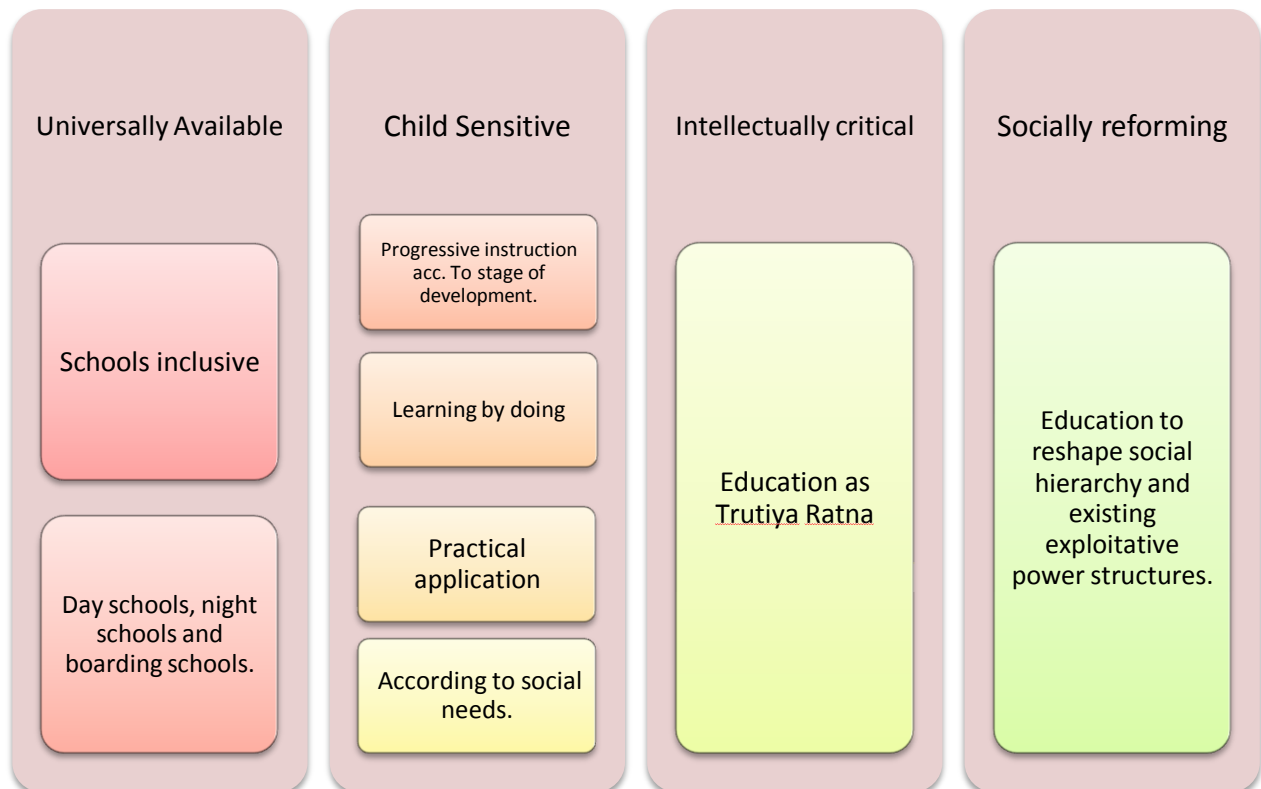
World venue is the resultant set of social practices that are typical of any particular world voice-worldview mix. The world venue prevalent in 19<sup>th</sup> century Maharashtra which was shared by all irrespective of their caste and gender was of the exclusivity of knowledge. Savitribai's world venue was in stark contrast to the existing practices. She aspired to construct a new world of social possibilities by liberating the oppressed through education. Thus she sought to alter not only the existing child education practices but also the pedagogical preceptor and presuppositions, the world voice and the worldview on which they were based. What sets her apart from the other social reformers of her time is that she chose to deal with the internalized perceptions of self, foster critical thought and use these as the pivots for changing prevalent social structures.

Her own position as a woman from the Shudra caste made survival of her educational ideas a constant struggle. She faced staunch opposition from the powerful higher castes, from her

own family and also from those whom she aspired to liberate. But she persisted, guided by her convictions, compelled by her compassions and sustained by her character.

Wolfe compares the Father of modern education, Comenius and Savitribai in terms of their unique contribution to education and asserts that they both shared a single theoretical metaphor, every child is unique – created in and sharing the image of God. Hence, each child should be nurtured and education should be universal yet child specific.

The framework for education which emerges from these is:



The effectiveness of education imparted in Savitribai’s school can be surmised from this observation:

“The number of girl students in Jyotirao’s school is ten times more than the number of boys studying in Government schools. This is because the system of teaching girls is far more superior to what is available for boys in government schools. If the Government education board does not do something about this soon, seeing these women outshine the men will make us hang our heads in shame.”

(Pune Observer 29<sup>th</sup> May 1852.)

Savitribai concurred with JyotibaPhule in reimagining education as the ‘TrutiyaRatna’ and knowledge that went beyond merely alphabetical competence to the power to see through hegemonic ideology, to understand the system of oppression in order to dismantle it.

**Conclusion:**

Education became the TrutiyaRatna in Savitribai's school because what is demanded from the students is not conformity to some image of liberation but gaining a deep understanding of their own involvement in the world and its future.

Engendering women's empowerment through education would need educators themselves to reflect on their own worldview, worldvoice and worldvenue, and facilitate this reflective practice in their learners to enable them to break free of gender and cultural stereotypes to achieve their full potential.

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## **ASSESSING DECISION MAKING SKILL OF B. ED. STUDENTS**

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**Abstract**

*Social inclusion refers to equal participation of women in all activities without any biasness. Dream of social inclusion of women can be fulfilled if we nurture our future generation with certain skills. Decision making skill is considered as significant component of change which develops the ability to think for oneself and choose the right alternative without compromising. The process of social inclusion can be successful by nurturing the new generation. The decision making skills helps in creating healthy minds and it develops the capacity to deal with the challenges of life. Nurturing should begin from grassroots level and it can be possible then only, when our student teachers are well equipped with such skills. Therefore, B.Ed. Students from Mumbai has been selected for the study using survey design under descriptive methodology. A Google form is created for data collection. It is found that the students have a significant level of decision making. This study reveals that Decision making is a logical process, necessary for social inclusions and assertiveness is imperative for decision making skill. Yoga, Meditation, writing reflective journal etc. are the important strategies to strengthen the decision making ability.*

**Keywords:-** Social inclusion, Decision making skill



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### **Social Inclusion**

Social inclusion refers to equal participation of women in all activities without any biasness. It can be defined as 50–50 participation of women in political, economical, social, cultural and educational activities. There are certain areas where very less participation of women has been found like politics, technology, corporate sector, sports, etc. Various factors are involved for gender parity such as people's mind set, low self-esteem, low self-concept and lack of various life skills such as decision making skill, problem solving skill, critical thinking skill, etc.

Decision making has a significant place in an individual's life. A person has to take many decision in his/her life such as choosing a right career, right job, family decision, marital decision, economic decision, political decision, etc. People embedded with the decision making skill have successful life as they can plan for a better future prospectus and welfare of the society too.

It widens the mental horizon of the people which will definitely boost the process of social inclusion. Decision making ability is considered as an important element for the social inclusion.

Education is the significant means to imbibe the students with decision making skill. The process of social inclusion should begin from the grass root level. So our future generation should be nurtured using appropriate techniques of decision making as wise farmer grows his crops with adequate manure, and fertilizers etc. In the same way the teachers have to nurture the future generation with various skills including decision making skills. This could be possible if our student teachers are well versed in those abilities and if they themselves are embedded with the decision making skills.

### **Decision Making**

Decision making refers to choosing the right option from available various alternatives without any biasness.

According to **James Stoner**, “Decision making is the process of identifying and selecting a course of action to solve a specific problem.”

According to **Trewartha and Newport**, “Decision making involves the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem.”

### **Importance of Decision Making Skill**

- It leads to success and happiness in life.
- Builds confidence, self-esteem, and self-concept.
- Reduces dependency on others.
- Helps in becoming assertive.
- Supports in goal setting and ways to achieve it
- Helps in to live the life the way one want.
- Develop the capacity to deal with the challenges of life.

### **Need/Significance of the Study:**

Every individual has to make certain decisions in their life which is an add-on to his / her personality. A teacher is considered a nation builder because he/she prepares the future of the nation. It is necessary to nurture the essential attributes among students from the beginning. A teacher can nurture these skills if he/she is embedded with all those attributes. Decision making plays an important role as it develops critical thinking, good leadership quality,

boosts up the confidence, enhances self-concept, and helps in coping up with stress. Hence, its significance cannot be denied in business, at workplace, making career choices and in managing family as well. A person with good decision making ability may lead to positive changes in life which in turn helps the society in creating a healthy and prosperous one which ultimately step towards gender parity.

Decision making has a significant place in empowering the society member that will definitely broaden the mental horizon to look from all aspects. This study focuses on assessing important elements or factors necessitate for decision making ability and will help the teacher education institute to use the strategy for strengthening the decision making skill among students. A teacher needs decision making skills to enhance the ability of the students and which is undoubtedly necessary for the inclusive society.

### **Objectives of the Study**

1. To assess the Decision Making Skill of B.Ed. students
2. To compare the Decision Making Skill of SY B.Ed. students and FY B.Ed. students.
3. To compare the Decision Making Skill of Male and Female B.Ed. students

### **Null Hypothesis**

1. There is no significant difference in the level of Decision Making Skill of Male and Female B.Ed. students
2. There is no significant difference in the level of Decision Making Skill of SY B.Ed. students and FY B.Ed. Students

### **Delimitations of the Study**

This study is confined to B.Ed. students of Pal Rajendra B.Ed. College of Mumbai of academic year 2017-2018.

### **Review of Related literature**

Appelbaum et al (2012) determined that empowerment being defined as the ability to make decisions about personal/collective circumstances and access information and resources for decision making.

Messmer (2005), given strengthen to empowerment and decision making process while analysing the survey data of chief financial officer.

Sohail(2013) asserts that , “ The success and enhancement of an individual depends upon right and timely decision making”.



Sarafidouetoal(2013). Revealed that teachers 'participation in decision concerning students and teachers is high but low levels participation in managerial decisions.

Pauline victoriaT (2017) revealed in the study that decision making is related to teachers' effectiveness, leadership, and holistic wellness.

Emiraetal (2010) enumerated the relationship between teacher, leadership and decision making and concluded that there is link between leadership and decision making.

Olorunsola et al (2011) studied that male teachers were more involved in decision making process.

From the above review one can devise the importance of decision making for empowerment mentionedand provided back ground to the researcher for initiating and investigation about assessment of decision making skill of B.Ed. students.

### **Research Methodology**

Descriptive research methodology is adopted using survey design is to collect the data and Mean Methodology is used to analyse the data.

### **Sample and Sampling Technique**

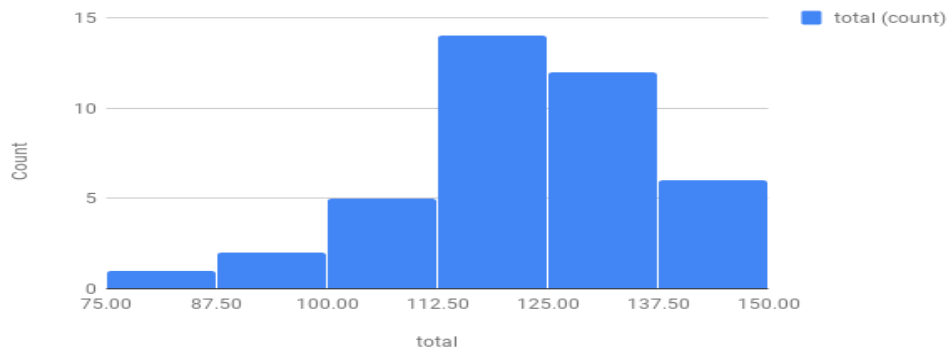
The purposive sampling technique has been chosen for conducting the research studies. 40 students (including male and female) from Pal Rajendra B.Ed. College of Mumbai have been selected for the research.

### **Tool and Administration of Tool**

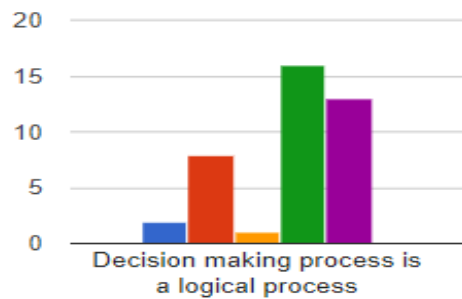
A questionnaire using Google form of decision making skill has been created. The questionnaire is structured and validated by five experts on the basis of research objective. Likert type elements are used to collect wider range of response. It is suitable for the data collection. It consists of 33 questions and out of which 10 items are carrying reverse scoring in ranged from 1 to 5 (strongly agree-5, agree-4, neutral-3, disagree-2, strongly disagree-1). The total score indicates the level of decision making skill.Highest score indicates the highest level of decision making skill. Appropriate instruction was given to the respondents to fill the form easily.

### **Findings**

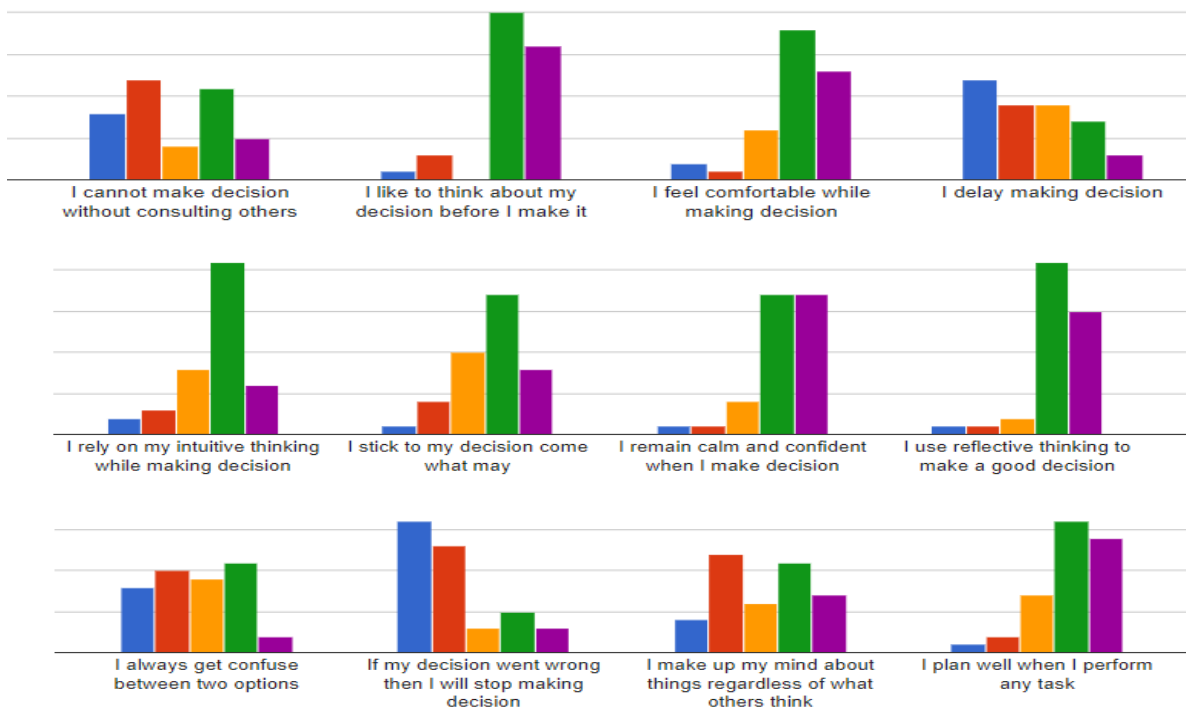
Distribution of total



strongly disagree disagree undecided agree strongly agree



strongly disagree disagree undecided agree strongly agree



**Null Hypothesis**

1. There is no significant difference in the level of Decision Making Skill of Male and Female B.Ed. students

**Table 1.1 Analysis of showing difference in scores of Male & Female B.Ed.students in Decision making skill**

SR. No	Students	Mean Score	Mean difference	Score in %	Difference in Score %
1	Male	123.2		74.66	
2	Female	122.13	1.07	74.020	0.64
3	Total	122.45		74.21	

2. There is no significant difference in the level of Decision Making Skill Of SY B.Ed. students and FY B.Ed. Students

**Table 1.1 Analysis of showing difference in scores of SY B.Ed. students & FY B.Ed. students in Decision making skill**

SR. No	Students	Mean Score	Mean Difference	Score in %	Difference in Score %
1	SY B.Ed.	122.83		74.43	
2	FY B.Ed.	122.08	0.75	73.99	- 0.44

**Discussion:**

The purpose of this study is to assess the decision making ability of the B.Ed. students and after analysing the decision making as per mean score (74%)acquired by the students, it has been found students have significant level of decision making and there is no significant difference in the level of Decision Making Skill of Male and Female B.Ed. students. The study conducted by Lee Ann McKino(2016) has supported the findings as he also found that 77% female have rational decision making skills. The research conducted by Pauline Victoria T (2017) revealed in the study that there is no difference in decision making skills between male and female.

**Conclusion:**

The research concludes that B.Ed. students have significant Decision Making Skill. Further it indicates that there is no significant difference between Male and Female B.Ed. in the level of Decision Making Skill.

The essential element of decision making is recognised which are as follows:-

- Decision making is a logical process.
- Decision making is necessary for social inclusions.
- Self-confidence is essential for decision making.
- Intuitive thinking is important for decision making
- Assertiveness is vital for decision making
- Reflective thinking is chief component for decision making.
- Reducing stress technique should be employed.
- Remaining cool and calm is imperative for decision making skill.

Strategies for strengthening the decision making skill are also identified from the study which are as follows:-

**Strategies to reduce the stress or pressure or to remain cool calm:-** Yoga, Meditation, Mindfulness techniques should be employed.

**Strategies for other elements:** Problem solving approach, Project based learning approach, Researchbased project, Constructive approach of teaching, Reflective Journal writing, Freedom for completing the task without specifying any guidelines.

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[http://shodhganga.inflibnet.ac.in/bitstream/10603/177706/11/11\\_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/177706/11/11_chapter%202.pdf)  
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**PERCEPTION OF B. ED FEMALE STUDENTS ABOUT THE STATUS OF WOMEN  
IN RELATION TO THE NOTIONS ATTACHED TO FEMALE POPULATION IN  
THE INDIAN SOCIETY**

**Mrs. Bobby V. Saraf**

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**Abstract**

*“It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing.” — Swami Vivekananda<sup>1</sup>*

*India has seen an increased percentage of literacy among women, and women are now entering professional fields. They have become successful professional in various fields. Still the major problems of India society is the inferior position accorded to women and by women. They do not enjoy equal status and their condition is far from satisfactory. This paper aimed at investigating the perception of B. Ed students of Lords Universal College of Education about the status of women in the Indian society. The investigator used Survey method for the study. The survey was conducted using an online Google form having the questionnaire based on the Notions on Menstrual Cycle, Physical strength of women, Pregnancy and Decision making regarding job prospective. The results indicate that prospective teachers have various negative notions within themselves regarding menstrual cycle, pregnancy, physical strength and decision making which results in them being one of the cause of low status of women in the Indian Society. Prospective teachers need to change the perception of the status of women.*

**Keywords:** *Negative Notion, Perception, Status of women*



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**Introduction:**

*“One is not born, but rather becomes, a woman.” Simone de Beauvoir<sup>2</sup>*

In modern India, there has been an increasing number of literacy among women be it in education sphere or research. Women have acquired different professional posts in various fields. Still India is among the top countries where women do not enjoy equal status in the society. Their condition is far from satisfactory as compared to other countries. Women's equality in terms of education, employment, and power is still an individual rather than a universal achievement. The majority of our women are still content to accept an inferior status<sup>3</sup>. The major problems of India society is the inferior position accorded to women and by women. There are many issues related to women such as menstrual cycle, pregnancy problem, roles and responsibilities of women at household front and professional front which the women bring it on them.

Menstruation is a phenomenon unique to girls. However, it has always been surrounded by taboos and myths that exclude women from many aspects of socio-cultural life<sup>4</sup>. Women are treated like untouchables and are made to think the same. During menstrual cycle, women are made to sleep on a different bed which is excluded from the household premises. She is served food after all the family has eaten in a different utensil. She is not even allowed to enter the kitchen and take food herself. It is said that the pickles will turn stale if the women touches it during those time. Performing pooja is out of her bounds. She is excluded for social functions. She is treated as if she is infected with a contagious disease. Over years, women themselves start believing in such beliefs.

Another issue which is unique to women is pregnancy. Pregnancy is viewed as a period of physical disability. This becomes the reason for a woman to stay at home and make her feel weak and vulnerable. She is made to feel at a disadvantage and thus not allowed to travel around. Pregnancy becomes a reason for women not to work. Thus the entire responsibility of the pregnancy is left on women shoulder.

After birth also, taking care of the child becomes solely the mother's responsibility. A child needs a mother as well as a father. But child care always becomes women's priority. It is a woman who has to feed the child or look after the studies of the child. Women who work, has to do dual job while the male counter part are free from such responsibility.

Roles and responsibilities of women and their choices of work are restricted to specific sphere only. Teaching profession is mostly associated with women. Still male teachers are not welcomed in many schools and eyed with suspicion. In contrary to this, factory jobs are preferred by men as it includes more outdoor activity and labor work.

The reason for all these notions seems to be that women have been brought up under the old cultural atmosphere and they have not been able to shake off its influence even after the acquisition of modern education. The educated women even today though earning, are in acquiescence with the doctrine of the male domination. The education may have made them economically independent, but they still lack the needed self-confidence.

**Need:**

In the modern age, Society has started recognizing women's contribution. Women have all the rights to command equal status with men. But women herself needs to feel as equal as their male counterpart. She must start recognizing her own strength and act accordingly.

The investigator has observed during her B. Ed journey that most of her classmates as prospective teachers are women. Even her mentors and teachers are women. She also observed that students are absent from college because of reasons such as menstrual cycle or pregnancy. Women tend to feel inferior or weak with respect to their strength. They feel incapable of taking their own decisions. Prospective teachers need to change the perception of the status of women in this context. Women need to take part in the decision making for the betterment of the nation as a whole in any circumstances that their male counterparts do with no such constraints. Thus the investigator chose the topic and prospective teachers for the present study.

**Aim:**

To study the perception of B. Ed students about women regarding their physical attributes and decision making skills

**Objectives**

To identify commonly perceived notions of B. Ed students about following physical attributes of women:

- Menstrual cycle,
- physical strength,
- pregnancy

To find out the perception of B. Ed students about decision making rights of women on their professional life.

To suggest remedies to develop positive and empathetic attitude towards physical attributes and decision making rights of women.

Target group: The investigator conducted the research on students of The Lords Universal College of Education from last 3 batches between 2015 and 2018. Out of total numbers 170 students 100 students responded to the online form. Out of them data from female students was collected

**Research Methodology:**

The investigator used Survey method for the study. A total of 90 students were considered for the study. The Google form was given to F. Y.B. Ed students and S.Y.B.Ed students studying in Lords Universal College of Education. The scale of responses were agreed or disagreed.

The tool used for the present study was validated by the experts from the fields of education and social work. It included following factors:

Personal Datasheet- personal information of the students like Name, Gender, Age Criteria, Education Qualification and Profession

Need Based Question-Questions reflecting on the notions notions of B.Ed students on

- Menstrual Cycle
- Physical strength of women
- Pregnancy
- Decision making regarding job prospective

The responses were analyzed through percentage method. The interpretation was done accordingly.

### **Analysis & Interpretation:**

The questionnaire comprised of total 15 items included the statements that reflected on the opinions of the respondents on the opinions of the respondents on sub variables of menstrual cycle, physical strength and job perspectives. Items of each variable grouped and analyzed as follows:

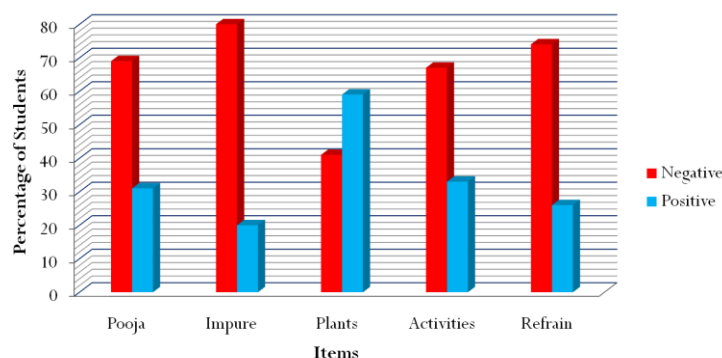
**Objective 1:** To identify commonly perceived notions of B. Ed students about following physical attributes of women:

- Menstrual cycle,
- physical strength,
- pregnancy
- Percentage graphs 1.1., 1.2 and 1.3 Show the level of positive and negative notions of B.Ed. students on menstrual cycle Physical strength and decision making for job perspectives of female

#### 1. Perception on Menstrual Cycle

Item nos 1, 4, 7, 12 and 15 were analyzed under this variable.

Graph 1.1





According to the graph 1.1

**Interpretation:**

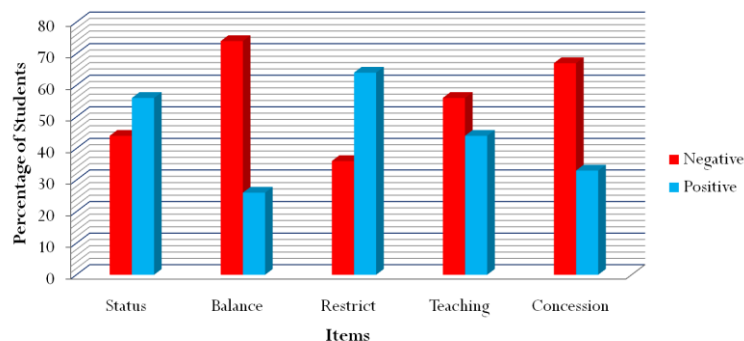
- 69% of the students were of the opinion that women should never perform pooja during her menstrual cycle. 1
- 80% of the students believed the blood during Menstrual cycle is impure blood
- 41% of the students rated the statement stating that the plants get spoilt if a women in menstrual cycle touches it.
- 67% of the students were of the opinion that women should rest or do less activities during Menstrual Cycle
- 74% of the students disagreed to the statement stating that menstrual cycle should not refrains a women from going out during their monthly periods.

**Analysis:**

As the graph indicates, most of the students still feel that menstrual cycle becomes hurdle in the progress of women hence they perceive the status of women not at par with their male counterparts.

**2. Perception about Physical Strength of women :**

Item no.s 2, 5, 6, 9 and 14 were analyzed under this variable.



Graph 1.2

**Interpretation:**

According to the graph 1.2....

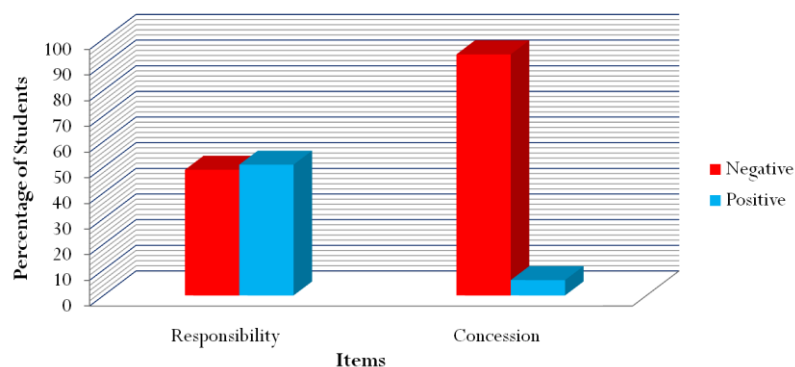
- 56% of the students believed that women have lower status in the society because of her physical strength
- 74% of the students were in agreement with the statement that said a woman has responsibility towards her family more than men and so should balance her work with home front.

- 36% of the students agreed that woman should restrict her movements outside home for her safety
- 59% of the students agreed that people prefer woman only in specific professions like teaching
- 54% of the students disagreed with the statement that stated women even with intellectual status at par with men should not be given any kind of concession.

Aforesaid interpretation clearly indicates that women still consider themselves weak in physical strength due to varied reasons that becomes the constraints for them to realize their potentials to its fullest capacity. The only positive attitude was seen when about 64% students favoured women going out of the house without any restrictions.

### 3. Notions about Pregnancy:

Item no.s 8 and 10 were considered for this variable.



Graph 1.3

According to the graph 1.3

- 49% of the students agreed that it is the responsibility of woman to look after the baby or small child and not their male counterpart.
- 94% of the students favored that Women should be given special concession in their education or study place even during normal pregnancy.

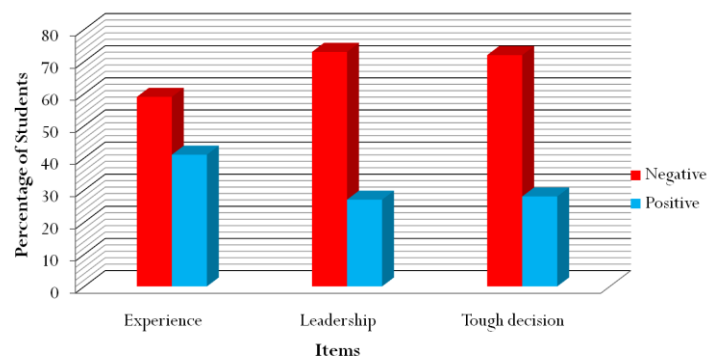
The aforesaid interpretation clearly indicates that women perceive pregnancy as the physical state that restricts them to lead a normal life. This becomes the reason for a woman to stay at home with the understanding that they it is not safe to travel or carry out normal routine activities.

### 4. Perception about Decision making:

## Objective 2

To find out the perception of B. Ed students about decision making rights of women on their professional life.

Item nos. 3,11 and 13 were analyzed for checking out decision making capacity.



Graph 1.4

According to the graph 1.4

- 59% of the students agreed that the decision taken by the Male are always preferred because of their real world exposure/experience
- 73% of the students agreed that woman bosses are generally taken for granted by male employees
- 72% of the students thought that for manufacturing business or similar places, Male bosses are preferred for taking tough decisions

The target group thus sticks to the stereotyping and the misconceptions about the potential of women on making right choices in life. They still feel that women are incapable of taking tough decisions and thus not at par with their male counterparts who they think are more exposed to the outside world.

Suggestions for curricular and non – curricular strategies to minimize these notions:

Women need to remove these negative notions from their daily life. For this, teachers need to impart such education which will make girls feel strong and confident right from their school life itself.

- Workshops can be a part of the co – curricular activities to remove the myths on menstrual cycle.
- Leadership Seminars can be conducted and eminent speakers can be invited to talk on status of women during school hours.

- Curricular strategies may include field trips and various topics surrounding women as decision makers.
- In the Course on GENDER, SCHOOL and SOCIETY, many strategies may be implemented to enhance the skills of decision making. Awareness may be created about social inclusion of women.
- Women cell of B.Ed. colleges can take up activities to create awareness on misconceptions about the capabilities of women and also organize awareness campaigns, drives, assemblies, expert talks, competitions etc. to minimize gender stereotyping that becomes the hurdle in the way of raising the status of women in the society.

### **Conclusion:**

Status of women is a very complex issue that exists since ancient time. gradually, over the years, the status of women has increased and bettered. Women are getting more educated and becoming an important part of the financial market. At the household also, women are working and are considered as an important part of the family. But women, as an individual entity, need to feel empowered and important too. Because of patriarchal society, women are always nurtured to be the delicate person, incapable of taking any major decisions and always taking care of the family. It is as if women are born only to nurture their young ones and taking care of elders. Women need to realize their own strengths. Teachers play an important role in their upbringing. They should provide women at young age the platform to grow and shine. Teachers should open the world to the students. B. Ed Students are prospective teachers and they must realize that what they feel, they will preach. In the present scenario, B. Ed students are mostly women and they are future teachers who are going to nurture the future generation. They must feel strong within and empowered. Continuous attempts should be made for these pre-service teachers to look at the status of women at the level that of males.

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**REVIEWING THE GENDER RELATED STUDIES TO REDESIGN THE COURSE  
ON “GENDER SCHOOL AND SOCIETY” FOR B.ED PROGRAMME**

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**Abstract**

*Gender Studies as a field of research, focus on questions regarding power, allocation of resources, inequality and explores the social and cultural processes from a gender perspective. Gender studies then act as an important means of correcting such imbalances. Reviewing of researches related to gender studies is essential as their findings and suggestions could be utilized for bringing about changes in the curriculum. As teacher educator in the course on ‘Gender school and society’ for B.Ed programme, the investigator has suggested certain modifications and attempted to redesign the course incorporating the conclusions based on the thorough analysis of three major researches dealing with issues related to Gender bias in child nutrition and health care, gender discrimination in education among urban and rural teenagers and Gender discrimination in sports.*

**Key terms:** *Gender Bias, Gender Discrimination, Morbidity, Mortality*



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**INTRODUCTION**

The Two Year B.Ed. Programme has been implemented all over the country from 2015. The Curriculum Framework for this programme suggested three interrelated areas – Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field. One of the compulsory courses under ‘Perspectives in Education’ is ‘Gender, School and Society’. A guiding note by NCTE rightly points out the need to examine how we learn and challenge gendered roles in society. One requires to observe how gender identity construction is influenced by forces at home and in the society. In order to enforce gender parity, teachers need to understand and examine the role of the school, society, curriculum, textbooks and the media. Gender stereotypes need to be challenged. Questioning stereotypes will help to rethink our beliefs. Gender equality is a prerequisite to social progress and sustainable development. The continuous revision of the courses in the B.Ed curriculum is very essential with the rapidly changing society, in all its aspects, so that the student teachers are completely prepared to bring about a transformation in their student’s life and hence contribute towards building worthy citizens free from gender bias and gender discrimination.

Keeping this perspective in mind the investigator has reviewed three gender related researches covering aspects of 'Gender bias in child nutrition and health care', 'gender discrimination in education among urban and rural teenagers' and 'Gender discrimination in sports'. These researches have been chosen as the investigator claims that in areas of nutrition, education and sports gender discrimination and gender related biases are mostly experienced by women and hence needs correction.

The investigator has analysed the findings of these researches with the aim of reviewing them, focussing on the issues of major concern and has analyse the research findings to redesign the existing B.Ed. course on 'Gender school and society' ensuring that these three areas are well taken care of.

The first review was conducted on Research titled 'Gender bias in child nutrition and health care in rural North 24 Parganas West Bengal' by Kujur, Archana<sup>1</sup>. It talks about prevalence of male preference in India which has resulted into distorted sex ratio. The main objective of this research was to understand the mechanism of discrimination like nutrition allocation among girls and boys, illness control measures, etc. and factors which influence discrimination like, social custom, gender bias in child weaning and breastfeeding practises and health. The researcher in this paper discusses about health related discriminations between boys and girls by the parents mainly related to nutrition, immunization and health seeking behaviour. Here in this paper the nutritional aspect of the women was the main focus area and discrimination in terms of health diet being provided to the girl child was over and over highlighted.

The study recommends that, in order to reduce the gap in gender differences in morbidity and mortality, the policy makers need to emphasise on reducing the gap in preventive and curative care aspects. Nutrition is an important aspect related to girl's proper development and healthy mind. It will improve the morbidity and mortality rate of women as they will have higher life expectancy. This aspect requires involvement of the educators and the student teachers to make the new generation aware of the ill effects of malnutrition and other health related issues. In spite of the fact that immunization is free of cost in India, enough effort is not made by parents to take female children for immunization. There is a need to motivate such parents through health workers to take the female children as well for immunization.

Based upon the review of the above research findings, the investigator opines that sensitizing students for bringing about awareness on immunization of girl child for their proper growth and development will prove fruitful. To reduce gap in gender differences in morbidity and mortality the measures and new laws made by the authorities in this area to be included in the course on 'Gender school and society of B.Ed curriculum so that the teacher trainees become well informed about the latest laws and help in preventing and reducing the gap by enlightening their school students.

The second research 'A sociological study on gender discrimination in education among Urban and rural teenagers' mainly stresses on gender discrimination prevalent in rural and urban teenagers regarding education. The education level of parents in rural area is quite lower in comparison to education level of parents in urban area. Furthermore, there is considerable difference in education level of mothers and fathers i.e. education level of mothers is generally lower than education level of father. The percentage of illiterate mothers is more in rural area in comparison to urban area. Rural area is having higher percentage of joint family whereas percentage of nuclear family in urban area is high. This research opines that the problems of working girls should be recognised and the girls be provided special facilities with flexible calendar and timings, Introduce facilities for "Bridge Program" to enable the dropouts to re-enter the school systems. De-centralizing education planning and administration to bring it closer to people so that it reflects the special needs and aspirations of the community.

Based upon the review of the above research findings the investigator felt that the distribution of roles and responsibilities in family, schools and classrooms, rituals and school routines should be included as part of study in B.Ed course. Identification of social practices hindering gender parity is essential and measures related to resolving them is also equally important and hence according to the investigator this aspect should be part of the course on Gender school and society. Strategies to promote positive body image is also important in today's society to remove the myth of colour related discrimination and figure related biases, hence the investigator feels that such type of study should be part of the curriculum in B.Ed.

The third research article titled 'Gender discrimination and sports a study of Haryana' was chosen for analysis as Indian Women's Sport is suffering because of the indifferent attitude of the Government, the higher authorities and the gender discrimination of the society. Gender in Sports has been a topic virtually ignored by most scholars. Most of earlier

researches have been done to see the discrimination in sports only from the female perspective or their pathetic condition in sports and the whole notion of gender is neglected. The present study broadly looked at how the whole notion of gender identity is constructed which leads to discriminate sports participation. This study is guided by Social Identity theory and Social Dominance theory. Several other theories are also employed to develop the aforesaid theories and construct a suitable theoretical framework for present research.

The investigator has analysed the findings keeping the factor in mind that in redesigning the course on Gender school and society of B.Ed curriculum aspects related to physical training, importance of games and sports and areas related to shedding of body shaming practices by society could be adjusted in the curriculum to make the curriculum more relatable and practicable. Here in this research the major highlighting points was regarding allowing your girlsto make a choice of their game along with that not denying the girls to be choosing any masculine game which is socially not considered “good” for women.

Based upon the review of the above research findings the investigator concludes that Physical fitness and awareness about the different streams of sports right from the school stage in which the women /girl could excel is very essential. Hence in the B.Ed curriculum sports related information and their future prospects to be included so that the girls do continue it even in their adulthood.

### **Conclusion**

The investigator has consolidated the outcome of critically reviewing these researches and attempted to incorporate the major outcomes in redesigning the course on ‘Gender school and society’ of B.Edcurriculum.The redesigned course would definitely sensitize the educators and student teachers to improve their understanding of discrimination from gender perspective. The student teachers can use this to create awareness among their school students regarding several issues related to creating a gender friendly society. The study in the area of sports of Haryana gives a clear picture of the pitiable situation of womens’ sports culture in India. The student teachers will be able to realise the importance of sports and its effect on overall development of mental and physical health of a child. The findings of these three researches throw light on the pitiable situation of gender related aspects in various sectors in India which really need to be addressed as soon as possible for a better and just society. The menstrual hygiene is an important aspect which should be part of creating awareness among the student teachers who in turn would help resolve many misconceptions



which the new generation women have about menstrual hygiene. Menstruation is a very important aspect for the adolescent girls and this area holds importance and be urgently included in the curriculum.

<b>Module</b>	<b>Existing units and subunits</b>	<b>Modified Units and subunits</b>
Module 1 GENDER AND SOCIALIZATION (2 Credits)	a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.	a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
Unit 2: Social Construction of Gender Identity	b) Gender bias: health and nutrition, education and employment. c) Gender stereotyping	b) <b>Social practices hindering gender parity</b> - nutritional requirement especially for the girls -importance of nutritional requirement and health related ailments c) Gender bias: education, <b>Sports, skin colour and figure</b> and employment. -case related studies of Indian women sportsperson -relevance of sports and opportunities available in jobs for girls. - conference /seminar for positive body image of girls. d) Gender stereotyping
MODULE 2: GENDER: EDUCATION AND EMPOWERMENT (2 Credits)	a) Prenatal diagnostic Technique Act, 1994 b) Domestic Violence Act, 2005 c) Protection of Children from Sexual Offences (POCSO) Act, 2012	a) <b>Dowry Prohibition Act, 1961</b> b) Prenatal diagnostic Technique Act, 1994 c) Domestic Violence Act, 2005 d) Protection of Children from Sexual Offences (POCSO) Act, 2012
Unit 5: Gender Jurisprudences in Indian Context		e) <b>The sexual harassment of women at workplace Prevention, Prohibition, and Redressal Act 2013</b>

## **INTERDISCIPLINARY COURSE 1 (IC 1)**

### **GENDER, SCHOOL AND SOCIETY**

Total Credits: 6

Total Marks: 100

#### **MODULE 1: GENDER AND SOCIALIZATION (2 Credits)**

Unit 1: Gender: Concept and Perspectives

- a) Concept of sex, gender and transgender
- b) Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
- c) Emergence of gender specific roles: sociological and psychological perspectives.

Unit 2: Social Construction of Gender Identity

- a) Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
- b) **Social practices hindering gender parity–Menstrual cycle and issues related to it**
- c) Gender bias: health and nutrition, education, **Sports, skin colour and figure** and employment.
- c) Gender stereotyping

Unit 3: Gender Issues and Provisions

- a) Gender related issues in society: dowry system, work place discrimination
- b) Sexual abuse, cyber bullying
- c) National Policy for Empowerment of women

#### **MODULE 2: GENDER: EDUCATION AND EMPOWERMENT (2 Credits)**

Unit 4: Gender Challenges and Education

- a) Gender challenges: The role of schools, peers, teachers, curriculum and textbooks.
- b) Construct of gender in national curriculum framework
- c) Contemporary women role models in India: urban and rural

Unit 5: Gender Jurisprudences in Indian Context

- a) **Dowry Prohibition Act, 1961**
- b) Prenatal diagnostic Technique Act, 1994
- c) Domestic Violence Act, 2005
- d) Protection of Children from Sexual Offences (POCSO) Act, 2012
- e) **The sexual harassment of women at workplace Prevention, Prohibition, and Redressal Act 2013**

Unit 6: Strategies for Gender Empowerment

a) The role of NGOs and women's action groups in striving towards gender equity b) The United Nations Entity Equality and the Empowerment of Women for Gender-UN Women c) Millennium Development: Goal: Promoting gender equality and empowerment.

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- Sharma, Bhuvneshwar, 2008.* "A sociological study on gender discrimination in education among Urban and rural teenagers"
- SnehLata, 2008.* "Gender discrimination and sports- A study of Haryana"

**ATTITUDE AND PERCEPTION OF WOMEN WHO LEFT CAREER  
OPPORTUNITIES FOR FAMILY PRIORITIES**

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**Introduction**

Women empowerment implies emancipation of women from the vicious grips of social, economic, political, caste and gender-based discrimination. It means granting women the freedom to make life choices. Women empowerment does not mean 'deifying or worshiping women'. Rather it means replacing patriarchy with parity. India can be converted into a transitioning society that creates opportunity for re-imagine intra-personal and inter-personal dimensions in life which would bring about changes in every aspect of life with regards to women's traditional roles as homemakers and caretakers to that of the bread earners.

Similarly, those who are earning, work - family balance become a challenge for them due to standard pattern of stereotyping of male-female role. But who would unfold and transform the society into free of stereotypes? No doubt, as the transition is already begun and people are realising that the world around them is building brick by brick due to the contribution of both men and woman. The women's earning should not be looked upon as mere financial support. It would be a right direction of societal transition if peoples' realize and accept that capabilities, dignity and respect of women are also significant and part and parcel of her financial independence. This opinion is supported by the research conducted by Nidhi, M.(2016)<sup>1</sup> in her post in a BLOG, 'Why women in India have jobs not careers' claimed that a career is not limited to just having a job and earning some income. It also means pursuing growth and better positions deserving of your education, experience and effort.

Post freedom, many policies in favour of women inclusion have been implemented by Indian Government. In this context the quota policy was analysed by Ovicegan, S.(2014)<sup>2</sup> who explored and described the complex ways in which social exclusion can be reconstituted within policy attempts at social inclusion.

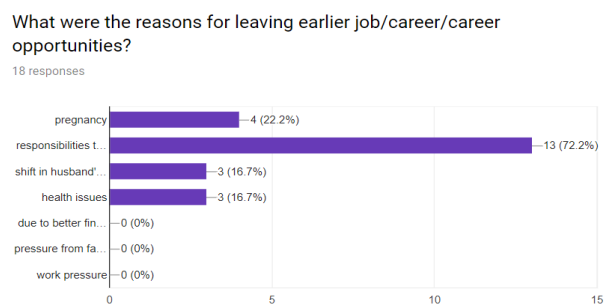
However, still the society is governed by patriarchy, not a human being with female and male components. They are conditioned by the 'Cake of custom' the components of which are

tradition and culture. Consequently, it might influence even today the career decisions of working educated women. The researcher wished to study the status of women regarding career related decision and the reasons for women who left the job or their career or good career opportunities. The objective of the study also included to check the women's state of mind after leaving the jobs.

### **Methodology of the Study**

Survey method was used and an attempt was made to capture the unique dimensions of women's early exit from the career due to family priorities. Hence the target group considered for the study included 20 women from Mumbai city who left career opportunities for family priorities. Judgment sampling (Strauss & Corbin, 1998) was used to locate information-rich key respondents and care was taken to ensure that the sample represented women with varying age, profession and parental status.

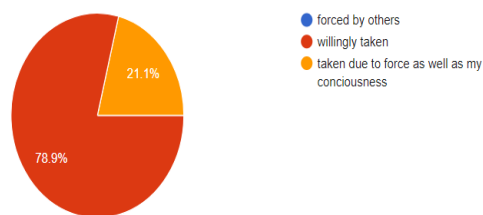
The open ended e-questionnaire on Google form was prepared to collect data which was auto analysed using percentage technique which are reflected item wise on following graphical



As indicated in the graph It is found that women left job mostly due to their responsibilities at homes the topmost priorities over their own problems like pregnancy, health issue.

Another question on the willingness about leaving the job most of the responses were in its favour. This reflects on the stereotyping of the gender role where women feel themselves solely accountable towards family affairs and responsibilities. Still, they look at the their career as the second priority and conditional on the basis of 'All Well' situation at home in front or an additional financial support for stability. Their suggestion for other women also were similar to the decisions that they had taken which shows the conditioning of the traditional behaviour pattern for men and women is still deep rooted and needs sincere efforts by education system, Social organization to train female students to remove notions from their minds that may prove the major hindrance for self realization.

The decision of leaving job/career/ career opportunities was  
19 responses



When asked what do they miss about their job experience, varied responses were received like, social interaction, intellectual and job satisfaction , financial independence etc but all of them missed their jobs. This clearly shows their inclination towards taking up career.

Since childhood females are brainstormed for their duties and purpose of their life to be sacrificing for the family and thinking for kins before self. This ideology force them to suppress all their desires. Consequently they never think of their special abilities and talents.

When asked what would they suggest other women who are thinking of leaving of job due to family and work imbalance, surprisingly very few advised others to sacrifice for the family to not leaving the job in any circumstances. Most of them opined against what they did. They suggested not leaving their jobs under any circumstances. They thought that by convincing family members or balancing between both the fronts can help in continuing with their career. Part time jobs or freelancing also were suggested by the target group.

The contradiction in action and opinion as is reflected in their responses indicates at the status of women in their own eyes. It thus may be concluded by saying that women spend their lives under great tension and stress, suppress their desires and ambitions for the family and follow their roles obediently. They use defense mechanism to survive from such stressful life by accepting their sacrifices as the destiny of a woman. This conditioning by women themselves as author feels is the loss of the nation for losing out talented human resource.

Gender parity can be a possible dream for India if the policies favorable for social inclusion of women are strongly supported by people's positive mindset which has to be trained since childhood. Schools therefore have a great responsibility to mould children's minds making them unlearn conditioned thinking pattern stereotyped gender roles and guide them to realize the potential of women to contribute in the progress of the society. Experiential learning, opportunities to explore the real world to know about the women achievers at almost all the fields, openness in interaction with each-other irrespective of the gender, inculcating values like gender equality and equity, dignity of labor, making students realize the potential of both

male and female in taking up any kind of work and responsibility etc can be the integral part of the curriculum to develop rational thinking ability throughout their schooling.

Self realization of women about their potential and also about their worth as an independent entity can inspire them to face any challenge successfully to fulfill their dreams which further would contribute in raising their status at par with men.

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## **SENSITIZING STUDENTS ABOUT SOCIAL INCLUSION OF WOMEN**

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### **Abstract**

*Women are considered to be the building blocks of the society and the backbone of family but it is a serious issue that reflects upon the trauma that the women's are facing in today's world in spite of being so very competitive and at par with the males of the male dominating society. Thus, to create awareness among young generations as not to have empathy with the women but to give them proper space to breathe in with complete autonomy. The major aim of the study is to develop awareness programme on social status of women between secondary and higher secondary school students. Quasi Experimental method was used for the study. Tool was prepared on social status of women in society by authors and got validated by experts. Sample consists of 55 students from school and junior college. Data was analyzed by using mean and graphical presentation. Findings revealed that there is no significant difference found at both i.e junior and school students in sensitizing about social inclusion of women between secondary and higher secondary school students.*

**Keywords:** -Awareness Programme, Social Status of Women, Female Empowerment



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### **Introduction**

“It is impossible to think about the welfare of the world unless the condition of women is improved. It is impossible for a bird to fly on only one wing.”<sup>1</sup> - Swami Vivekananda

In earlier times, women were exploited through every possible means by the society. They suffered a lot of criticism, lacked freedom and stood nowhere next to men. Women have always held a certain paradoxical position in our developing country. While on one hand, India has seen an increased percentage of literacy among women and women are now entering professional fields adversely, the practices of female infanticide, poor health conditions and lack of education is still persisting. Yet programs like ‘Sarva ShikshaAbhiyan’ and ‘Saakshar Bharat Mission for Female Literacy’ has helped increase the literacy rates.<sup>2</sup>

Today Indian women have excelled in each and every field from social work to visiting space station. There is no arena, which remains unconquered by Indian women. Today, Women in India are coming up in all spheres of life. The path towards total female empowerment is full of hurdles. Over the years, women have made great strides in many areas with notable progress in reducing some gender gaps. But the harsh reality is that on one hand women are



climbing the ladder of success, on the other hand she is mutely suffering the violence afflicted on her by her own family members. As compared to the past, women in modern times have achieved a lot but in reality they have to still travel a long way. Present paper focuses on sensitizing students about social inclusion of women to develop positive mindset through different activities. The rationale for such a study hinges on the need to identify, study, and share the efforts of teachers in bringing a radical change in the beliefs of young generations that manage to practice and promote inclusion and equity.

### **Research Question**

1. What is the understanding of social status of women among secondary and higher secondary school students?
2. How would the awareness programme enhance the awareness on social status of women between secondary and higher secondary school students?

The awareness programme accordingly was developed with the awareness tool to check their understanding before and after the treatment. Both the tools were validated by experts and were modified.

### **Research Design of the Study:**

For the present study one group pre-test and post-test design in Quasi Experimental method was used. Pre-test – X - Post-test

Pre-test and Post-test - The test containing items that would help in exploring students' level of awareness.

X - The awareness programme for students of secondary and higher secondary school

The sample for the experiment was taken from school and junior college. Stratified random sampling was used for the selection of sample that consisted of one intact class each of standard eight from Vivek Vidyalaya school (English medium) and standard eleventh junior college students from Lords Universal College, Goregaon (E) respectively from greater Mumbai. Out of 55 total sample size, number of school student was 30 and junior college students were 25 respectively.

Investigator used self prepared questionnaire on 'Social Status of Women' to study the awareness level of the target group on social status of women. Data collection was done in the form of pre and post test from both the target group. The student's awareness was checked before and after the treatment. Mean and graphical representations were used to

analyze and interpret the data for awareness of social status of women between secondary and higher secondary school students.

**Data Analysis of the Study**

The developed awareness programme included different activities like groups work includes slogan competition, videos, storytelling, role plays, debate and discussions with the help of power point presentation etc. Duration of conducting the programme was 5 hrs. The rationale for selecting different interactive techniques was to create interest and to provide direct experience in order to provide opportunity for freedom of expression.

**Result And Discussion:**

**Table-1 Differences in the Secondary and Higher Secondary School Students, Pre and Post-Test Scores on Awareness of Social Status of Women**

Levels	Sample Size	Test	Mean Scores	SD	t- test	Level of Significance
VivekVidyalaya School	30	Pre	68.2	11.36	-2.37	NS
		Post	75.23	11.58		
Lords Universal College	25	Pre	71.28	9.18	-2.89	NS
		Post	78.52	8.48		

Not Significant at level 0.05, hence the hypothesis is accepted

In the above table it can be seen that though means of awareness post test scores of both school and Jr. College students show slight improvement the t test for the significance of these means are below the significance level at 0.05 level. It implies that the Awareness programme did not prove to be effective in sensitizing these students about the need for social inclusion of women.

Investigators also compared the effectiveness of the programme on the level of awareness on the basis of gender as reflected in the following table which also shows no significant difference between boys and girls from schools and junior college.

Levels	Test	Gender	Sample Size	Mean	SD	t- test	Level of Significance
VivekVidyalaya School	Pre	Girls	14	75.93	8.55	-4.49	NS
		Boys	16	61.44	9.03		
	Post	Girls	14	84	7.84	-5.49	NS
		Boys	16	67.56	8.45		
Lords Universal	Pre	Girls	14	76.21	6.19	-3.78	NS

College		Boys	11	65	8.66		
	Post	Girls	14	83.43	5.64	-4.29	NS
		Boys	11	72.27	7.39		

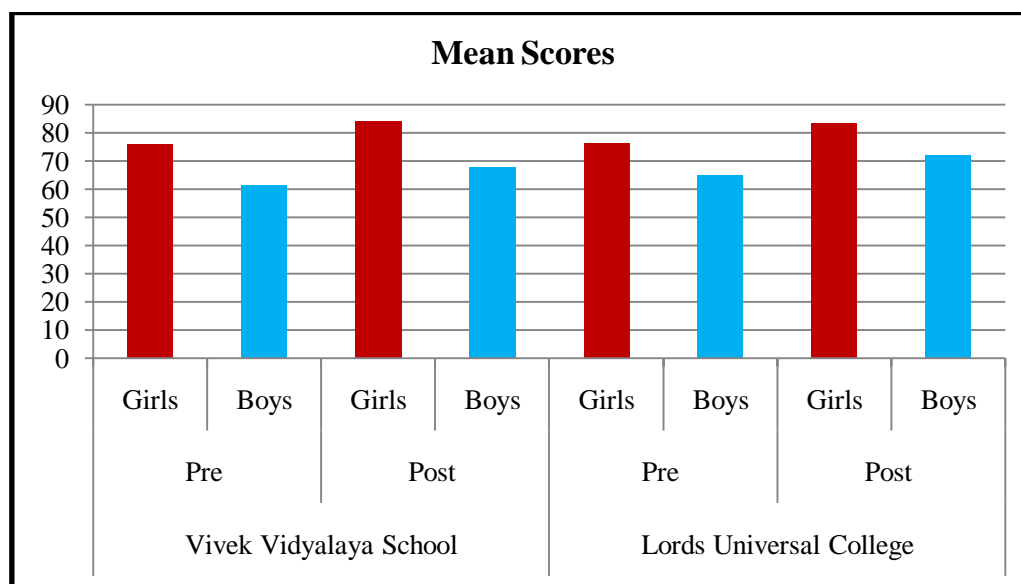
**Table 2**

Not Significant at level 0.05

As is clear from the data scores on the pre test which is above 50%, the awareness level of each group gender wise is quite high even before the treatment is provided to each group. Similarly ‘t’ test is showing no significant difference gender wise between their two test which implies that the awareness programme has not contributed much in enhancing the level of their understanding about the women’s position in the society. It also implies that students irrespective of their gender has similar level of awareness about the women’s position in the society.

Interpretation on the basis of descriptive analysis of the scores it can be said that girl students from both the level have benefitted more from programme than the boys student as reflected in the post test scores of both the groups as can be seen in the following graph:

**Graph 2**



**DISCUSSION:**

The Analysis of the pre-test scores shows the awareness level of total sample at a considerably higher side. It means that they are well informed about the women’s current position in the society. The reason may be the exposure that the present generation gets about happenings around them through social media. They are familiar with the desirable behavior towards women as recommended by our constitution in order to raise their status at par with men. This could be due to equal opportunities like participating in different co-curricular

activities, are available for both i.e. girls and boys in school and college to showcase their capabilities. Students are exposed to different women achievers and their contribution in the progress of society through mass media.

However, the beliefs about gender roles as expected in the male dominated society is still very strong in their minds that would require consistent efforts to change it in favour of women. The reason for the developed programme not being effective to make remarkable change in their status in the society is that the programme does not provide the scope for change belief about the stereotyped role of gender because it focused more on exploring the mindset the present generation has and hence the duration of the programme was much less than is required to make attitudinal change at a regular period of time. It intended to diagnose and as not a remedy. Though few activities in the instructional design like role play and poster making aimed at sensitizing the target group towards the gender parity, the short duration may have proven to be the barrier to bring about attitudinal awareness in them.

Still the significance of such research projects cannot be denied since they contribute as an eye opener for the investigators to develop instructional programmes that has the aim of attitude correction in favour of social inclusion. This would necessitate to have a consistently longer duration for training students to achieve this aim.

**Suggestions:**

- 1) This would be a trigger for teachers of various institution to be motivated to plan year long activities like making slogans, poster competition, inspirational sessions related to women achievers etc. can be planned for the students that will help in changing their attitude in favor of women in society.
- 2) This research will also be beneficial for the society members as it will help in breaking the stereotypes related to the status of women in society like dealing with sensitive issues related to menstruation cycle and roles played by the women members.
- 3) This research will also help teachers to develop programmes using social media to bring positive outlook towards gender parity.

**Conclusion:**

Social inclusion is essential to change the rigid mindset of the society for gender parity that would contribute in creating the space that women and men both can enjoy equally may it be in terms of career or family responsibilities. The renaissance is started where in wherein

transition from outdated and undesirable thinking is being replaced by the much needed rational intelligence by younger generation who would be the instrumental in completing the process of social inclusion of women in the near future provided they are guided in this direction by our education system. Curriculum makers, teachers, and other stakeholders should be more in designing activities that would foster gender parity.

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