



CHAPTER – II

**Review of Literature and  
Research Methodology**



## CHAPTER – TWO

# REVIEW OF LITERATURE AND RESEARCH METHODOLOGY

### **Introduction:**

Women Empowerment is one of the key objectives of Millennium Goal Development (MDGs) Programme. Development is a process of structural change in the economic, political, social and cultural dominos. It starts with people as they are the primary and ultimate focus of all development. It empowers women through Distance Learning in India, historically explores the causes and reasons for long denial of formal education to women. In recent times, Distance Education has emerged as a boon to women of all ages to equip them intellectually through acquisition of knowledge, leading them to new radical methods of thinking and alternative, lateral perspectives on existing information thus rendering them more autonomous and liberated.

This chapter of the dissertation focuses on two vital sections i.e. review of related literature and research methodology. The first section review of related literature focuses the literature on the study from various published and unpublished resources and the section second explains the details of methodology adopted in the study.

### **REVIEW OF RELATED LITERATURE:**

A review of certain important works is quite pertinent in the context of the present study. The researcher has been able to tap some of the significant works and also lay fingers over some of these studies which have considerable bearing on the present study.

In this present study, the reviews of such studies have been classified in to three groups:

- a) Firstly studies on empowerment of women,
- b) Secondly studies on education and women empowerment and
- c) Finally studies on distance education and empowerment of women.

### **1. Studies on Empowerment of Women:**

This section deals with the review of literature of the work done related to the empowerment of women.

Kumari Sumitra (2006), in her recent book entitled '**Dynamics of Women Empowerment**' highlights the process of women's empowerment. She says that women empowerment is a comprehensive and much debated issue, and it is a dynamic, multidimensional process, which intends to enable women to realize their full powers and potential in all spheres of life. She rightly point out that the more empowered women become the stronger in confrontation and produce the needs to the society and women's collective mission includes expressing their real selves in order to neutralize existing restrictive patriarchal structures and to build truly new world. The author explains that women empowerment is possible only when women become economically self-dependent and they participate actively in different decision-making processes at home or outside.

The work entitled '**Need for Women Empowerment**' by Tapan Neeta (2000), attempts to study the process of women empowerment in Madhya Pradesh. This book highlights on the governmental interventions for women empowerment through policies, programmes and laws. The author addresses analytical issues like gender discrimination, population dynamics, health, education and employment. The central theme of the book has been the exploration of a linkage between gender and

development by and large this contributes to the understanding of the process of women empowerment.

Ravi Kumar S.K. (2000), in his book entitled '**India's Women Status, Role and Empowerment**' highlights status of women before and after independence. The author discusses the reactionary ideologies that drove women's movement in India. He also discusses various problems faced by Indian women and the various laws and acts such as sexual harassment, discrimination, education and welfare social legislation, etc. passed by government of India in order to emancipate women. The Legal issues covering these aspects have been discussed eloquently by linking them the process of women empowerment.

The work entitled '**Empowerment of Women: Strategies and Gender Justice**' by Raziya Pravin (2005), deals with major indicators of women's development and evaluates the need for women empowerment in India. She analyzes the major causes that had led the women to be subordinate of men and the key reason for the low level of socio-economic status. This book also attempts to conceptualize women empowerment by throwing light on its various components. The author critically evaluates the Government of India and the developmental strategies adopted by various NGO's towards in achieving the role of women empowerment. Finally she gives important suggestions for exploring new strategies of women's development.

Joshi, S.C. (2004), in his ed. book entitled '**Women Empowerment: Myth and Reality**'; discuss the myth and reality of women empowerment by way of employment. Although the author of the book believes that education and economic self reliance are the key determinants of women empowerment. They are incredulous, when it comes to the question whether gainful employment really lead to

liberation of women from the conservative patriarchic hegemony and lead to their empowerment. The central theme of the book is to examine the social realities and gender inequalities. Finally the book poses the crucial question as to whether women empowerment is a myth or a reality.

The recent work entitled '**Women Empowerment: Today's Vision for Tomorrows Mission**' edited by Agarwal Menu (2007), emphasis on the evolution of Indian women through the mist of history to the present efforts to empower them and give them their rightful place in society. The author of the book analyzes the lacunas in the policies and the programmes that have been launched by the government of India for the promotion of women's development. The book begins with the portrayal of the status of Indian women through stages of history. The author argues that inspire of emergence of modernity, it has liberated him from four walls of their homes and given education and employment but still women are imprisoned in the traditional patriarchic social structure. The book believes that economic independence and education are the key determinates of women employment. It highlights the paradoxes of Indian Society where in despite arduous attempts on the part of governments. The process of women empowerment still remains a dream. Finally the book suggests an attitudinal change on the part of men, family, religion and the government.

Pandey A. K. (2002), '**Emerging Issues in Empowerment of Women**', mainly deals with issues involved in women empowerment from a policy perspective. The book focuses on various governments programmes for the welfare of women in the field of nutrition, health, education and recreation has contributed in the process of women empowerment. The author gives credit to Five Year Plans as a rational policy for managing

women issues. Finally he concludes by stating that policies like Community Development Programme launched under various Five – Year plan has contributed significantly and positively in the process of women’s empowerment.

The recent work entitled ‘**Facts of Women’s Development**’ edited by Mathu Anuradha and Rameshwari Pandya (2006), focus on the history and development of women in India. They rightly point out that the paradigm of women development shifts of ‘Women and Welfare’ approach to ‘Women and Equality’ to ‘Women and Development, to Empowerment’. In this book word ‘Empowerment’ is used for judging women’s status in changing India. It provides comprehensive synthesis of major problems and issues related to women and development.

The study by Malhotra (2002) identifies the methodological approaches in measuring and analyzing the empowerment of women. The various indicators for measuring empowerment of women given in the study are: domestic decision-making; finance and resource allocation; social and domestic matters; child related issues; access to or control over resources; freedom of movement; and so on.

**Kabeer** (1999), has attempted to construct the indicators of the empowerment of women by using three-dimensional conceptual framework:

- (a) the ‘resources’ as part of the pre-conditions of empowerment;
- (b) the ‘agency’ as an aspect of process; and
- (c) the ‘achievements’ as a measure of outcomes.

The study shows that the most probable indicators for empowerment of women are: family structure, marital advantage, financial autonomy, freedom of movement and lifetime experienced of employment participation in the modern sector.

## 2. Studies on Education and Women Empowerment.

This section deals with the review of literature of the work done related to education and women empowerment.

Mathur Y. B. (1973) in his book entitled '**Women's Education in India**' discusses the history of women's education in India'. The author shows in his book that, in the early nineteenth century social customs and practices like the Purdah, Sati and Child marriage and the deep-seated prejudices against education of women prevented them from playing their proper role in society. But today women are not only occupying responsible position in the society but are making their own meaningful contribution to practically every field of national development. The author says that this spectacular transformation is mainly due to the spread of education amongst them.

In another study Jaffery Fuzall (1997) argues that unless our women are educationally empowered, they can not achieve the goal of political or economic empowerment. For this work he has analyzed various statistical data, government reports, NGO's reports and feminists' arguments. The author reported that the first and the most important factor that is capable of changing the status of women is education; once women become educationally empowered, economic and political empowerment will be its natural and necessary consequences.

Bhatt B.D. and S.R. Sharma (1992), '**Women's Education and Social development**' discuss the economic, political and social value of education in the development of society in general and women in particular. The authors explains that education has been regarded both as an end in itself and as a means of realizing other desirable ends. It develops the personality and rationality of individuals qualifies them to fulfill certain economic, political and cultural functions and their by

improvers their socio-economic status. Women education provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. Finally the authors explain the positive correlation between women's education and social development.

Desai Sonalde (1994) in her work entitled '**Gender Inequalities and Demographic Behavior**' explains that women and girls receive for less education than men, due both to social norms and fear of violence. She asserts that due to lack of education among women they did not become empower.

Kamat A.R. (1976) in his study discusses the development of women after independence. The work was divided into four sections. The first deals with the advance of women's education in the quarter of a century of independence. The second section points out the main features of this advance. The third explores the effect of education on the employment opportunities for women, while the last discusses the social changes consequent on the spread of women's education. Researcher points out that after independence the situation of women's education become more significant. The rate of girl's enrollment in education system has increased and the separated institutions for female education were established. The modern education made its impact on women's occupations. Educated women joined various professions and services and play a vital role in society and the significant changes are done in his traditional status. Finally he noted that outside the home the social status of a woman when she is educated has also improved.

'**Women, Education, Employment: Family Living**' by Indiradevi, M. (1987) explains that education and employment of women are considered crucial for their emancipation. The author argues that education provides



women an opportunity of employment and hence women enjoy the equality in social and economic fields and improve their status in society. The impact of women's education and employment extends beyond the horizons of role-performance and also affects the pattern of decision-making in families.

The recent book entitled '**Education and Modernization**' by Agarwal Mamata (2007), attempted to analyze how education plays the role of a modernizing force in transforming women. He studies the educated women and revealed that education made important change in attitudes and values of women.

### **3. Studies on Distance Education and Empowerment of Women.**

This section deals with the review of literature of the work done related to the distance education and women empowerment.

In a recent study Gaba A .K. (2007) on '**Women Empowerment through Professional and Technical Programmes: A Case Study of IGNOU**' examined the post-certification achievement of the female learners from both individual and social perspectives. The aim of this study was to analyze the role of open and distance learning in women empowerment. The researcher says that IGNOU has introduced various programmes, which aim to improve the quality of women's life. For study he selected the learners from the professional MBA programme and from the technical MCA programme. The findings of the study are based on surveys and interviews of respondents. The survey and analysis show that most of female learners benefited after graduating from the professional programme at IGNOU. They either got jobs or continued education. Such jobs yielded not only monetary benefits but also non-monetary benefits such as job satisfaction, challenges, social status, and so on. Finally the researcher recommends that more publicity and

promotional activities of ODL system is essential for the women participation in higher education.

In another study, Muthukumar P. K. and J. Sundar (2005) on '**Rural Women Empowerment through Distance Education**' indicate the development of rural women through the distance mode of education. The author says that many factors are responsible for women's low socio-economic status.

However, their status began to change in early part of twentieth century by the efforts of various social movements, reform movements and women's movements in India. The majority of the rural prefer distance learning because of its flexible nature. Further more it enables to learn at their own place. Finally they argue that this type of studies allows them to fulfill their family and career responsibilities and it helps in women empowerment process.

Bukhsh Qadir (2007) in his studies on '**Empowerment of Women through Distance Education in Pakistan**' measured the comparative outcome of formal and non-formal system of education in Pakistan. This study was undertaken to highlight the gender disparities in Pakistan as well as at regional and international level. For this research he considered appropriate documentary analysis of enrollment of schools both formal and non-formal system. It was found that enrollment of female is less than male in formal system while enrollment of female is higher than male in non-formal system of education in Pakistan. He says that the gender inequality in the country put the women backward and women are lagging behind men. Finally he suggests that the number of distance learning institutions may be increased or may be established at provisional level to minimize the gender gap in Pakistan.

In another study, Trivedi J.H. (1989) on '**Women Development through Distance Education**' reported that the Distance Education has a very important role in women's development. Women have constraints of time, space, resources and socio-economic disabilities. Distance education can help them with its outreach to their homes. It enables them to learn at their own place and take up vocations and skill for economic and individual development. It gives them a second chance to step into the main systems of education, including higher education enabling them at the same time to earn and learn as well as fulfilling family responsibilities.

The major conclusions of this literature reported that:

1. Education empower women;
2. It enhances women's social status in the society;
3. Leads to greater input into family and community decision-making.
4. Distance Education is very much important tool for women's education;
5. It gives them a second chance to step into the main system of education and helps to empower them.

## **RESEARCH METHODOLOGY**

### **Statement of the Problem:**

The role of distance education on women empowerment has not received as much attention among social scientists as other means of development.

This is more so in India where only 6% of women who completed secondary education entered in higher education system. It means that a large number of women are still outside the exiting higher education

system in India. Therefore without education they did not become empowered, because education is the key of empowerment process.

Hence, it motivated the researcher to select the present study. The researcher therefore selected the problem:

*“Empowerment of Women: A Study of IGNOU Centre, Pune.”*

## **CONCEPTUALIZATION OF KEY CONCEPTS:**

### **1. Empowerment:**

According to Webster Dictionary, empowerment means “ to give official authority or to delegate legal power or authorize or to give facilities or abilities.

### **2. Empowerment of women:**

Women Empowerment is a global issue and has been defined by International women conference in 1985 at Nairobi as follows: “it as redistribution of social power and control of resources in favor of women”.

### **3. Distance Education :**

According to Prof. Borje Holmberg, distance education includes “the various forms of study at all levels which are not under the continuous and immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which never the less, benefit from the planning guidance and tuition of a tutorial organization”.

**Objectives of the Study**

The specific objectives of the study are as follows:

1. To study the socio - economic characteristics of respondents.
2. To study the satisfaction of the learners about services provided by IGNOU.
3. To study the role of IGNOU in women empowerment.

**Research Design:**

With regards to the nature of this kind of study an experimental type of research design was used.

**Universe of the Study:**

The universe of this study is IGNOU Regional Centre, Pune.

**Sampling:**

Pune Regional Centre has 55 Study Centres, out of these researcher has purposively selected Kolhapur Study Centre. As there was non-availability of exact data regarding total numbers of female learners who were completed their course of IGNOU. The respondents for this study have been selected by using accidental method from the female learners who were completed course from this Study Centre. Hence for this study purposive as well as accidental method has been used.

Initially it was decided to take 70 samples for the study. This was felt enough to arrive at objective conclusions, keeping in view of the time and financial constraints of the researcher the actual size of the sample was kept 70, during the interview about 20 respondents were not ready for the interview due to various reasons due to this ultimately the sample size was brought down to 50.

**Limitation of the Study:**

This research has been carried out for the purpose of getting the Master of Philosophy degree and hence it has to be done keeping in view of the limitations of time and financial constraints of researcher.

Female learner in IGNOU is scattered in nature and non-availability of their exact information regarding their permanent address, become a major constraints of this research.

**Tools and Techniques of Data Collection:**

The primary data were collected by using interview schedule. The interview schedule consisting of open-ended and structural questions. The secondary data were collected from various secondary sources such as: books, journals, magazines, office documents, internet, etc.

**Analysis of Data:**

The collected data were transferred to code sheets and statistical analysis was carried out. For open-ended questions such data were edited and coding. The whole data was analyzed by using SPSS (Statistical Packages for Social Sciences) and the out-put was used for interpretation of data.

**Chapter Scheme:**

The dissertation contains 7 chapters and the research report has been returned in the following manner.

**Chapter I: Introduction****Chapter II: Review of Literature and Research Methodology****Chapter III: IGNOU: A Brief Profile****Chapter IV: Socio-economic Characteristics of Respondents****Chapter V: Satisfaction of Respondents about IGNOU Services**

**Chapter VI: The Role of IGNOU in Women Empowerment****Chapter VII: Summary and Conclusions.**

So far we have discussed in this chapter on two vital sections i.e. review of related literature and research methodology. The first section review of related literature focuses the literature on the study from various published and unpublished resources and the section second explains the details of methodology adopted in the study.

In the next chapter we will try to evaluate the brief profile of Indira Gandhi National Open University.

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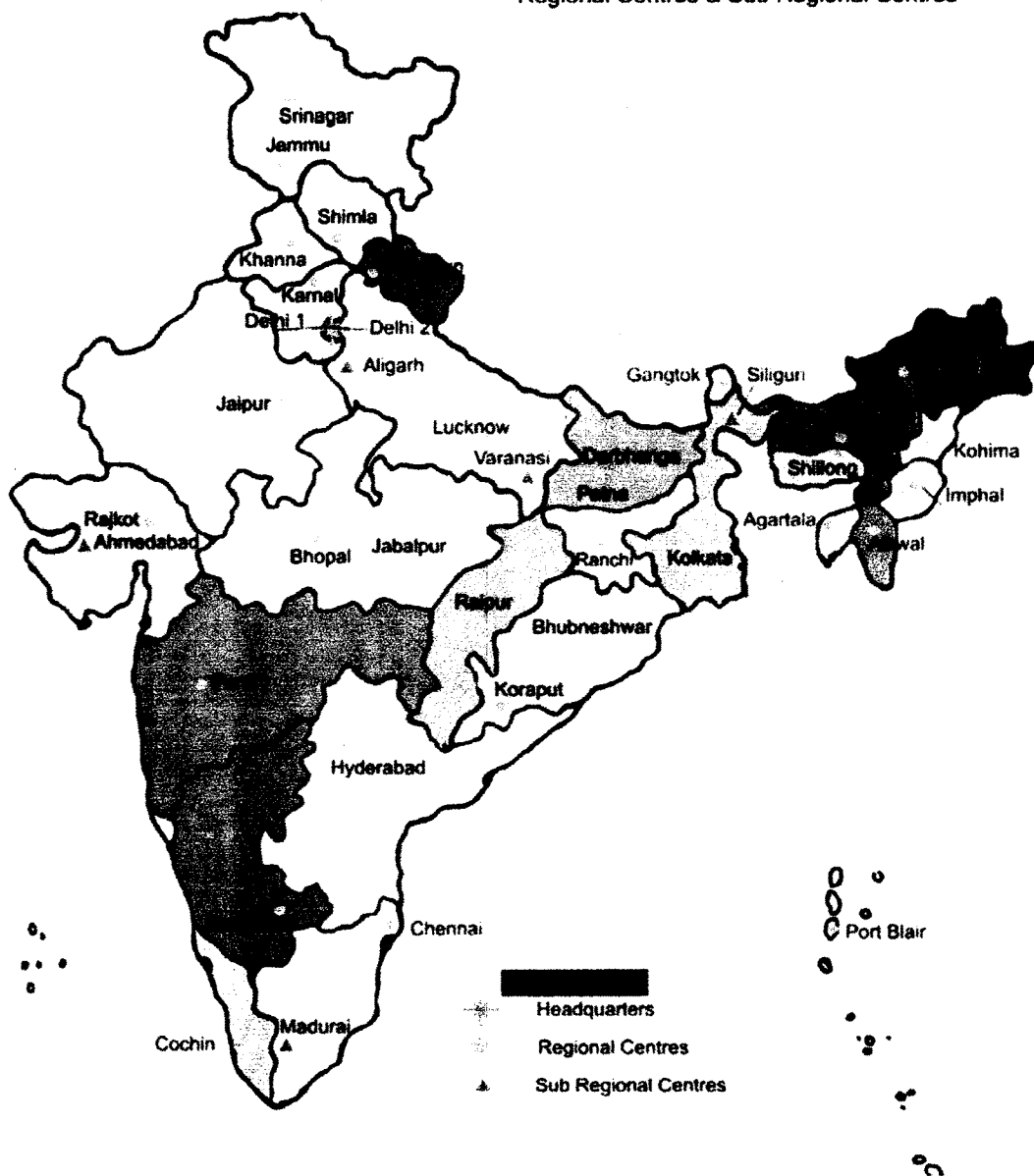


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Map No. 1: IGNOU Regional Centre wise map



**Indira Gandhi National Open University**  
Regional Centres & Sub Regional Centres



Source: [www.ignou.ac.in](http://www.ignou.ac.in)