CAMPUS VIOLENCE AND MENTAL HEALTH AMONG EARLY ADOLESCENTS WITH REGARD TO THE INSTITUTIONAL VARIABLES

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ABSTRACT

This study examines the campus violence and mental health among early adolescents with regard to the select institutional variables. Schools are the institutions made for the purpose of aiding education for all children to prepare them as well adjusted and productive members of the society. One of the social issues prevailing recently is the campus violence which is conceptualised as a multi-faceted constructs that involves both criminal acts and aggressions in schools. The main objective of this study is to get rid of this suffocating element and to have an emotional well being termed as mental health. The sample of the study comprised of 300 early adolescents of standard XI from both government and government aided higher secondary schools in Tirunelveli District. The survey method was employed for collecting the data and was analysed using descriptive and inferential statistical techniques. It was found that there was no significant difference in campus violence among early adolescents with regard to the select institutional variables such as locality of school and the nature of school. This study also revealed that there is a significant difference in mental health among early adolescents with regard to locality of school and the nature of school.

Key words: campus violence, mental health, early adolescents

Introduction

Early adolescence is a period of life which occurs between the ages of 10 and 15 years. At that stage, they undergo rapid physical, cognitive and social transformation. They face an intense turmoil because of these transformations, further more adolescents in this period is of heightened risk with high rate of depression , conduct alcohol addiction and antisocial behavior. It is also a period of stress and storm.

Campus violence is the term used to define violence or any forms of student gangs bullying or ragging the junior students, physical attacks on the school staff etc. This is a trendy and upcoming issue in most of the schools in and around the world. This activity can create a disturbance in an educational system and also it harms another individual.

Mental health is defined as the capacity to achieve and maintain optimal psychological functioning and well- being. It is an index which shows the extent to which the person has been able to meet his environmental, social, emotional, and physical demands. It is directly related to the level reached and competence achieved in psychological and social functioning. Adolescents with good mental health can seen from their ability to function psychologically, have the ability to cope with the normal daily stress, able to work productively and make a contribution to their community.

Significance of the study

Campus violence is a term widely used to describe violent and aggressive acts in school campuses. It encompasses physical violence including student-on student fighting and corporal punishment, psychological violence including verbal abuse and sexual violence. It may also take place in the form of bullying including cyber bullying and carrying weapons in schools. It includes violence between school students as well as physical attacks by students on school staff.

Violent behaviour among adolescents is a significant problem worldwide. A cross-national comparison of adolescent violent behaviors can provide information about the development and pattern of violence among young adolescents. Causes of these violent behaviors among the adolescents may be impoverished community, poor academic success, violent and poor family structure, the uses of alcohol, drugs and tobacco, bullying by others, attention deficit disorders and hyperactivity. Violence is carried out by these adolescents in the form of physically injuring another person like pushing, grabbing, slapping, kicking, hitting with an object, threatening with a gun or knife.

Hence the outcome of this study will contribute for the programmes provided for these adolescents. It significantly contributes a root to the establishment and changes of curricula and support practices, staff training, skills required for effective teaching, academically capable, organizational issues, and in service education programmes for staff about campus violence and promotion of mental health among early adolescents.

Objectives

1. To find out the significant difference, if any, in campus violence among early adolescents with regard to the select institutional variables; and
2. To find out the significant difference, if any, in mental health of early adolescents with regard to the select institutional variables.

Hypotheses

1. There is no significant difference in campus violence among early adolescents with regard to locality of school;
2. There is no significant difference in campus violence among early adolescents with regard to nature of school;
3. There is no significant difference in mental health among early adolescents with regard to locality of school; and
4. There is no significant difference in mental health among early adolescents with regard to nature of school.

Method of study

The survey method was used to find out the campus violence and mental health among early adolescents.

Sample

The sample was selected by simple random sampling technique which consisted of 300 students of IX standard studying in the government and government aided higher secondary schools in Tirunelveli district.

Tools used

The tools used in this study were CV scale to evaluate the campus violence and General well being scale which was used to evaluate the mental health of early adolescents.

Statistical techniques used

Percentage analysis and Independent sample t-test for large groups were used to analyse the collected data.

Data analysis

Table 1: Significance of difference in campus violence among early adolescents with regard to locality of school

Locality of school	N	Mean	SD	t-value	p-value
Rural	234	64.51	7.83	1.829	0.068[NS]
Urban	66	62.49	8.28		

NS – Not significant at 5% level

Since the p-value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in campus violence among early adolescents with regard to locality of school.

Table 2: Significance of difference in campus violence among early adolescents with regard to nature of school

Nature of school	N	Mean	SD	t-value	p-value
Government	78	63.58	7.17	0.629	0.530[NS]
Government Aided	222	64.24	8.23		

NS – Not significant at 5% level

Since the p-value is greater than 0.05, the null hypothesis is accepted at 5% level of significance. It shows that there is no significant difference in campus violence among early adolescents with regard to nature of school.

Table 3: Significance of difference in mental health among early adolescents with regard to locality of school

Locality of school	N	Mean	SD	t-value	p-value
Rural	234	56.93	6.724	2.09	0.037[*]
Urban	66	54.95	6.982		

* – Significant at 5% level

Since the p-value is lesser than 0.05, the null hypothesis is rejected at 5% level of significance. It shows that there is a significant difference in mental health of early adolescents with regard to locality of school.

Table 4: Significance of difference in mental health among early adolescents with regard to nature of school

Nature of school	N	Mean	SD	t-value	p-value
Government	78	58.48	6.35	3.034	0.003[**]
Government Aided	222	55.80	6.86		

** –Highly significant at 1% level

Since the p-value is lesser than 0.05, the null hypothesis is rejected at 1% level of significance. It shows that there is a significant difference in mental health of early adolescents with regard to nature of school.

Findings

1. There was no significant difference in campus violence among early adolescents with regard to locality of school;
2. There was no significant difference in campus violence among early adolescents with regard to nature of school;
3. There was a significant difference in mental health among early adolescents with regard to locality of school; and
4. There was a significant difference in mental health among early adolescents with regard to nature of school.

Recommendations

It is recommended that the schools should have antiviolence activities and programs to enhance their problem solving abilities. Since the adolescents studying in the government schools have low mental health than the adolescents in the government aided schools, every government school must have a counseling room and a separate counselor who helps the students to overcome their problems. Rather than focusing on discipline, punishment, negative re- inforcement, the early adolescents are to be praised for their good behavior, individual growth and positive attitudes. All the educational institutions should try to offer a team or committee to develop and implement a safe school plan, including how teachers and other school staff should respond in emergencies. At a school level, threat assessment teams should be amended to develop threat –assessment procedures. Since the adolescents studying in the rural schools have low mental health than the adolescents in the urban schools, the income generation plan in some way can be introduced to the parents of rural adolescents by the government and thereby increase the mental health of rural adolescents. It is always good to create a school community partnership to enhance the safety measures for students beyond the school property. Parents should take part in school activities to create a conducive environment for the pupils along with the schools in bringing down the campus violence.

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DOMESTIC VIOLENCE AGAINST WOMEN IN THE CURRENT SCENARIO-A REVIEW

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ABSTRACT

Domestic violence is an epidemic inflicted primarily on women by men all over the world. It involves unequal power of dynamic in which one partner tries to assert control over the other in a variety of ways. Domestic violence is a very well known and most frequent towards women's in India. Domestic violence against women is a situation supported and reinforced by gender norms and values that place women in a subordinate position in relation to men. Manifestation of domestic violence leads to physical aggression (Blows of varying intensity, burns, attempted hanging, sexual abuse rape), psychological violence and emotional threats. Women have fear of violence in their mind which causes the lack of participation in various areas of life. Deep impact of the trauma remains in their minds even after post-violence corrective measures and rehabilitation. This paper highlights the various forms and types of domestic violence and strategies for the elimination of domestic violence.

Key words: Domestic violence, Rehabilitation, Manifestation, Trauma,

INTRODUCTION

Domestic violence is the most serious violation of all basic rights that a woman suffers in within her own family members. The World Human Rights Conference in Vienna, first recognized gender-based violence as human rights violation in 1993.**(Rakesh Choudhary,Manish Kaithwas & Gaurav Rana,2014).**Violence against women and girls (VAWG) is the universal and pervasive human rights violations, affecting at least a billion women across the globe. Approximately 35 percent of women worldwide have experienced physical or sexual violence from their partners **(Kalaiarasi,2015).** VAWG take many forms, including physical and emotional abuse, forced and unwanted sex, early and forced marriage, female genital cutting, trafficking and deprivation of resources and rights Women are always considered as a physically and emotionally weaker than the males, whereas at present women have proved themselves in almost every field of life affirming that they are no less than men due to their hard work. **(Bonnie S Fisher, 2004).** Domestic violence against women deprives them of their right to participate in societal life as a whole and holds them prisoners under the special conditions set by the immediate social setting such as family, kinship, social norms and values shared by the majority. The practice of violence against women and particularly domestic violence is a constant variable that deviates depending on societal vectors like social and economic development of the country as well as the societal norms perceived as a "normal" for the current culture of the nation-state. The major impact of domestic violence is hindering their full inclusion and participation in social life. Combating gender-based violence is important for building a truly democratic society.

This violence has a tendency to explode in various forms such as physical, sexual or emotional. '**Domestic Violence'** includes harms or injuries which endangers women's health, safety, life, limb or well being, whether mental or physical. It may also be through physical, sexual, verbal, emotional and economic abuse **(Sheela saravanan, 2000).** According to 'United Nation Population Fund Report', around two-third of married Indian women are victims of **Domestic Violence** attacks and as many as 70 per cent of married women in India between the age of 15 and 49 are victims of beating, rape or forced sex. In India, more

than 55 percent of the women suffer from Domestic Violence, especially in the states of Bihar, U.P., M.P. and other northern states

DOMESTIC VIOLENCE AGAINST WOMEN (Glimpses of India Penal Code, 1860)

1. Kidnapping (Sec 359,360,366)
2. Eve Teasing (Sec 509)
3. Chain snatching (Sec 378)
4. Rape (Sec 376,376A,376B,376C,376D)
5. Sexual harassment (Sec 354)
6. Honor killing
7. Cybercrimes (Bullying,Abuse,Violence,pornography)
8. Dowry death
9. Acid attacks (Sec 326A,326B)
10. Stalking (Sec 354)
11. Assault to outrage modesty (Sec 354,354B)
12. Women trafficking (Sec 370,370A,372,373

PHASE OF VIOLENCE AGAINTS WOMEN

The World Health Organization (WHO), in its research on Violence against women, categorized it as occurring through five stages of the life cycle: 1) pre-birth, 2) infancy, 3) girlhood, 4) adolescence and adulthood and 5) elderly Forms of violence experienced by women throughout their lifespan **(Rajani Srivastava, 2014)**

PHASE	TYPE OF VIOLENCE PRESENT
Pre-birth	Sex-selective abortion; battering during pregnancy; coerced pregnancy.
Infancy	Female infanticide; emotional and physical abuse; differential access to food and medical care
Girlhood	Child marriage; genital mutilation; sexual abuse by family members and strangers; differential access to food, medical care and education.
Adolescence	Violence during courtship; economically coerced sex (e.g. for school fees); sexual abuse in the workplace; rape; sexual harassment; arranged marriage; trafficking.

Reproductive Age	Physical, psychological and sexual abuse by intimate male partners and relatives; forced pregnancies by partner; sexual abuse in the workplace; sexual harassment; rape; abuse of widows, including property grabbing and sexual cleansing practices
Elderly	Abuse of widows, including property grabbing; accusations of witchcraft; physical and psychological violence by younger family members; differential access to food and medical care

VARIOUS FORMS OF DOMESTIC VIOLENCE

Women in India are born in a social and cultural system steeped inequity and discrimination. They receive an unfair share of opportunities, attention and resources from the moment of their conception. The most challenging and threatening manifestation of gender based inequality is violence against women and girls (VAWG).Violence against women is globally pervasive.

- Physical abuse
- Mental abuse
- Sexual abuse
- Economic or property abuse
- Control
- Isolation
- Verbal Abuse: Coercion, Threats, & Blame
- Using Male Privilege
- Stalking
- Women trafficking

Physical Abuse: Physical abuse is any physically aggressive behavior, with holding of physical needs, indirect physically harmful behavior, or threat of physical abuse.

Mental Abuse: It affects the inner thoughts and feelings of a women as well as exert control over their life. Mental abuse cause specific violent behaviors which humiliate, restricts freedom, and cause pain.

Sexual Abuse: Sexual abuse is using sex in an exploitative fashion or forcing sex on another person. Having consented to sexual activity in the past does not indicate

current consent. Sexual abuse may involve both verbal and physical behavior.

Emotional Abuse &

Intimidation: Emotional abuse is any behavior that exploits anther's vulnerability, insecurity, or character. Such behaviors include continuous degradation, intimidation, manipulation, brainwashing, or control of another to the detriment of the individual

Spiritual abuse : preventing and ridiculing the partner from practicing their religious or spiritual beliefs.

Control: Controlling behavior is a way for the batterer to maintain his dominance over the victim. Controlling behavior, the belief that he is justified in the controlling behavior, and the resultant abuse is the core issue in abuse of women. It is often subtle, almost always insidious, and pervasive.

Isolation: Isolation is a form of abuse often closely connected to controlling behaviors. It is not an isolated behavior, but the outcome of many kinds of abusive behaviors. By keeping her from seeing who she wants to see, doing what she wants to do, setting and meeting goals, and controlling how she thinks and feels, he is isolating her from the resources (personal and public) which may help her to leave the relationship

Verbal Abuse: Coercion, Threats, & Blame: Verbal abuse is any abusive language used to denigrate, embarrass or threaten the victim.

Using Male Privilege: As long as we as a culture accept the principle and privilege of male dominance, men will continue to be abusive. As long as we as a culture accept and tolerate violence against women, men will continue to be abusive.

Economic Abuse: Financial abuse is a way to control the victim through manipulation of economic resources. The abuser has the complete control over the victim's money and other economic resources. It involves putting the victim on a strict 'allowance', withholding money at will and forcing the victim to beg for the money until the abuser gives them some money. Economic abuse also includes preventing the victim from finishing education or obtaining employment.

Stalking : Stalking is a new crime in trend against women. It is breaching the privacy of women by following or regular contacts or monitoring on internet or any other electronic communication.

Women trafficking: Women trafficking started late in the late 20th century in India and is still in existence. Trafficking of minor girls buying and selling minor girls for the purpose of prostitution takes place in our country.

Cyber crimes: In the world of technology, India too had advanced itself in technology and the women are an equal part of it. But the diseased minds have not left any chance to offend women in the cyber world too. There are several cyber crimes such as bullying, abusing, pornography etc which are happening each day against women.

TYPES OF VIOLENCE AGAINST WOMEN IN INDIA

The incidents of domestic violence are higher among the lower socio-economic classes. There are various instances of an inebriated husband beating up the wife often leading to severe injuries. Domestic violence is also seen in the form of physical abuse. Following are the few important domestic violence which takes place in our country

(i) Sexual Harassment: Half of the total number of crime against women reported in 1990 related to molestation and harassment at the workplace. Eve teasing is a euphemism used for sexual harassment or molestation of women by men many activists blame the rising incidents of sexual harassment against women on the influence of "Western culture".

(ii) Dowry: In 1961, the government of India passed the Dowry prohibition Act, making the dowry demands in wedding arrangements illegal. However, many cases of dowry –related domestic violence, suicides and murders have been reported.

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(iii) Child Marriage: Child marriage has been traditionally prevalent in India and continues to this day. Historically, young girls would live with their parents till they reached puberty. In the past, the child widows were condemned to a life of great agony, shaving heads, living in isolation, and shunned by the society. Although child marriage was outlawed in 1860, it is still a common practice.

(iv) Female Infanticides and Sex Selective Abortions: India has a highly masculine sex ratio, the chief reason being that many women die before reaching adulthood. It is therefore suggested by many experts, that the highly masculine sex ratio in India can be attributed to female infanticides and sex-selective abortions. The abuse of the dowry tradition has been one of the main reasons for sex-selective abortions and female infanticides in India.

(v) Domestic Violence: The incidents of domestic violence are higher among the lower socio- economic classes. There are various instances of an inebriated husband beating up the wife often leading to severe injuries. Domestic violence is also seen in the form of physical abuse. Domestic violence includes, harassment, maltreatment, brutality or cruelty and even the threat of assault-intimidation.

(vi) Trafficking: The Immoral Traffic (Prevention) Act was passed in 1956. However many cases of trafficking of young girls and women have been reported. These women are either forced into Prostitution, domestic work, or child labour.

(vii) Eve- Teasing: Eve teasing is an act of terror that violates a woman"s body, space and self-respect. It is one of the many ways through which a women is systematically made to feel inferior, week and afraid.

(viii) Rape : One-quarter of the reported rapes involve girls under the age of 16 but the vast majority are never reported. Crimes such as rape as a form of sexual violence are reported to be on the increase.

In recent years, there has been an alarming rise in atrocities against women in India. Every 26 minutes a woman is molested. Every 34 minutes a rape takes place. Every 42 minutes a sexual harassment incident occurs. Every 43 minutes a woman is kidnapped. And every 93 minutes a woman is burnt to death over dowry.

(ix) Acid attacks: At times, acids such as sulphuric acid has been used to disfigure or kill women and girls for reasons such as family feuds, inability to meet dowry demands and for rejection of marriage proposals.

STRATEGY FOR ELIMINATION OF DOMESTIC VIOLENCE

- Following are the some of the strategy followed by people and NGO'S to eliminate female domestic violence.
- The long-term strategies should include education and empowerment of women.
- Media-both print and electronic-plays a very significant role in removing gender bias and developing a positive image of the girl child in the society.
- Enhancing sensitization to gender issues to influence the policy makers, planners, administrators and enforcement machinery is another important strategy
- The practice of using amniocentesis for sex determination shall be banned through law and practitioners indulging in or abetting such9 acts shall be punished severely.
- Advertising of sex determination techniques shall be banned forthwith and stringent measures will be taken against the offenders
- Extensive use of media for the sensitive promotion of a positive image of women and girls.
- Development of school based strategies for inculcating of positive self-image amongst girls.
- Conscious inputs about Domestic violence and female foetecide in the curriculum, textbooks, teacher education institutional planning

- supported by career guidance and counselling.
- Special awareness generation programmes and campaigns to sensitize the public.
- Maintain a record of birth/deaths sex wise as well as age wise.
- Monitor the upbringing of girl children in terms of nutrition and preventive health care.
- Domestic Incident Report' has to be prepared by the Protection Officer which will assist in the further investigation of the incidence.

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GENDER EQUALITY IN WORK PLACE AND SOCIAL DIALOGUE MECHANISMS

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ABSTRACT

The concept of gender came into existence during the early 1970s, as an analytical category to draw a line of demarcation between biological sex differences assigned as masculine or feminine. The purpose of affirming a sex/ gender distinction was to uphold the actual physical or mental effects of biological difference which was then exaggerated among the women that they were naturally better suited to domestic roles. Though gender has always been a part of societal realities, its emergence as a concept and discursive tool is a modern phenomenon. This paper discusses the difference between gender equality, and gender bias in the workplace, gender discrimination and persistent barriers towards gender equality at work.

Introduction

Article 1 of the United Nation Universal Declaration of Human Rights (UDHR). All human beings are born free and equal in dignity and rights. According to Chatterjee(1987), discrimination begins with the fact that a girl is unwanted and therefore eliminated even before she can emerge into the world". Early in life children begin to experience gander based differentiation and discrimination in their casual relationship with others, in distribution of family resources and in entitlement to family membership, nutrition, health care, education etc.

Gender equality is a goal to be achieved in the work environment – it creates a more vibrant, productive working culture, aiming at profitability. India struggles with gender inequality issues beyond equal economic growth and access to educational resource opportunities. Gender inequality raises its head in the form of socially constructed, predefined gender roles firmly anchored in India's socio-cultural fabric that boasts of deep cultural and historical roots. Socio-cultural influences have spillover effects across all domains, including the organizational workforce, and social and political contexts. This unquestionable influence is widely accepted as the norm within the societal and familial periphery.

Gender equality is a vibrant social dialogue with fundamental values and cross-cutting issues for the International Labour Organization. In the year of 2009, the International Labour Conference concluded its discussion on "Gender equality at the heart of decent work" by reasoning that gender equality and tripartism are the basic policy tools to advance gender equality in the world of work.

Social dialogue

Social dialogue is "an essential tool for advancing equality"(Briskin and Muller, 2011), decent work and inclusive growth. Various processes of social dialogue has been effective in addressing pay gaps, sexual harassment, (equal) access to jobs and skills upgrading. The two strategies that might harness social dialogue for greater gender equality at work: the first is ensuring that key actors in social dialogue are gender inclusive in both membership and leadership and the second is to ensure that policies and practices that address the structural disadvantages facing women and promote equality are central to the agenda for tripartite social dialogue, collective bargaining, workplace cooperation and other bipartite forms of social dialogue. This requires, among others, adapting existing mechanisms of representation and

social dialogue to the changing world of work and the varying circumstances of working women and men.

India has ratified the Tripartite Consultation (International Labour Standards)Convention, 1976 (No. 144)and the spirit of the Convention (though meant for dealing with matter concerning transaction of International Labour Organization (ILO) matters) is that the government must hold consultations with the representative organizations of employers and employees. It is a process involving social actors with equaling strength to seek "solutions" with regard to common issues. ILO Consultation (Industrial and National Levels) Recommendation, 1960 (No. 113) specifies the modus operand of joint consultations.

Tripartite social dialogue has been in existence since the Second World War when the British government constituted Indian Labour Conference (ILC) among other consultative bodies to efficiently aid its war efforts. After a glorious period of fruitful law and policy-making through the 1950s and the early 1960s, it fell into disrepute later and was not functional for more than two decades since the early 1970s. It is important to note that the introduction of neo- liberal economic reforms necessitated the revival of tripartite social dialogue.

Social dialogue takes many forms. As it can exist as a tripartite process, with the government as an official party to the dialogue or it may consist of bipartite relations only between labour and management (or trade unions and employers' organizations), with or without indirect government involvement. Concerted search for a consensus can be informal or institutionalized, and often it is a combination of the two. It can take place at the national, regional or local level. It can be inter-sectoral, sectoral or at enterprise level. Social dialogue institutions are often defined by their composition. They can be bipartite or tripartite. The tripartite actors are the representatives of governments, employers' and workers' organizations.
• Equal economic independence;
• Reconciliation of private and professional life;
• Equal representation in decision-making;
• Eradication of all forms of gender-based violence;
• Elimination of gender stereotypes;
• Promotion of gender equality in external and development policies.

Gender equality

Gender equality refers to ensuring everyone gets the same resources regardless of gender, whereas gender equity focuses to understand the needs of each gender and provide them with what they need to succeed in a given activity or sector. The terms are at times used interchangeably but there are significant distinctions between them

In contrast to gender equality gender equity refers to the process of allocating resources based on the particular requirements of a gender. While gender equality focuses on providing the same starting circumstances for everyone the goal of gender equity is to provide both genders with the same end results. The term gender equity is often used as just a position for social justice. The concept of gender equality is used in correlation with the empowerment of women whereas gender equity refers to the process of treating both men and women with the same amount of fairness when it comes to the equality of chances based on individual needs.

The benefits of gender mainstreaming through SD and equality bargaining are multiple. They regard both men and women, not least because greater gender equality means:
-Reduction of employment segregation (less workforce divisions and competition)
-Reconciliation of work and family life
-Measures to combat sexual harassment

However, obstacles and problems persist. Gender equality is still long from

being transversally recognized and treated as a priority in all aspects of SD. Certainly it is an important matter for trade unions.

It is intended to inform discussion at the Stockholm Forum on Gender Equality, and particularly the roundtable on strategies to enhance women's voice in the world of work. Harnessing social dialogue for greater gender equality is an important step in helping to move toward a future of work that is inclusive and better realizes the full potential of women in the workplace. Social dialogue has been a proven way to increase gender inequality by creating better and more equal access to jobs, advancing women's issues, and by increasing social protection in industries and sectors that have been traditionally female –such as domestic work(Hobden, 2015;Pillinger et al. 2016; ILO 2018).
Throughout the discussion note illustrations are provided of how social dialogue contributes to five key dimensions (thematic clusters) of sustainable development:
(1) working conditions, workers' rights and equality at work;
(2) access (to public services) and redistribution;
(3) growth and innovation;
(4) environment & climate; and
(5) governance and participation.

Gender equality and mainstreaming in the International Labour Office:

The concept of gender mainstreaming was first introduced in 1985 in the world Women conference Nairobi in Kenya Then this concept was formally approved in the Fourth World Conference on Women in Beijing China in 1995.

The definition 'gender mainstreaming' given by the UN Economic and Social Council is universally accepted which goes thus.

"Mainstreaming a gender perspective is the process of assessing the implication for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concern and experiences on integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all, political, economic and social spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goals is to achieve gender equality"

Gender mainstreaming is a vital effort to achieve gender equality in all areas. According to **Jacqul True** each part of the project or law should be seen in this perspective whether it is augmenting gender inequalities Under it the relation between women and men in each of political workplace, sexual; Cultural and violence fields is seen and those situations are attempted to be eradicated which produce unequal relations. Under it, it is ensured that each such includes gender issues and each organization includes gender perspective at the process level, working methodology level and policy action level of the all areas.

1. This circular spells out ILO policy on gender equality and mainstreaming. It supplements Circular 6/493 of 6 October 1993 on equality of opportunity and treatment for women in the International Labour Office, and is a crucial step towards implementation of gender equality and equity throughout the Organization.

2. As an Organization dedicated to fundamental human rights and social justice, the ILO must take a leading role in international efforts to promote and realize gender equality. Following the adoption in 1995 of the Platform for Action by the Beijing Fourth World Conference on Women, the ILO strengthened its efforts to institutionalize gender concerns at all levels, at headquarters and in the field.

3. In order to ensure that the impact of our efforts is maximized and that resources are used effectively, mutually reinforcing action will be taken simultaneously on

three fronts: staffing, substance and structure.

Gender Bias in the Workplace

- Abolish all forms of violence against all women and girls in the public and private spheres.
- Abolish all harmful practices, such as child, forced and early marriage
- Identify and value spontaneous care and domestic work through the provision of public services, infrastructure and social security policies.
- Ensure women's full and equal opportunities and effective participation for leadership at all levels of decision making in political, economic and public life
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, natural resources and inheritance, in accordance with national laws.
- Enhance the use of enabling technology, in particular information and communications technology (ICT), to promote the empowerment of women.
- Adopt and strengthen policies and law enforcement for the promotion of gender equality and the empowerment of all women and girls at all levels

Women role in planning and decision making in India

Around the world, women's lack of representation in government, especially in high-level executive and legislative bodies, limits their influence over governance and public policies. Arguably, women's participation indecision-making is essential for ensuring their equality and rights. Where women have participated actively in public policies, they have been able to raise the visible of women's issues and work toward ending gender discrimination. But women have made slow progress in the political arena, even while making impressive gains in other areas such as education, employment and health. In Indian context, there are certain rules of patriarchy family tradition. In many patriarchies family girls / women are not allowed to share their thoughts and opinions. Although today women are getting educated and they have a quite practical perceptive for many issues but in male dominant societies, women are not allowed to have any opinion.

Gender Discrimination and Women's Development in India

Gender is a common term where as gender discrimination is meant only for women, because females are the only victims of gender discrimination. Females are nearly 50 percent of the total population but their representation in public life is very low. Recognizing women's right and believing their ability are essential for women's empowerment and development.

Social dialogue mechanisms and gender equality

The mechanisms of social dialogue have a long history in India, and at the national level, there have been several experiments with building social dialogue on labour issues. The first tripartite body to promote social dialogue – Tripartite National Labour Conference – was constituted in 1942. It was renamed the Indian Labour Conference in 1944. In the initial years, it met once a year to resolve labour and management issues and to discuss broader policy and legislative concerns. The first tripartite labour conference was held at New Delhi under the Chairmanship of Dr. B.R. Ambedkar. The conference consisted of two organisations, namely, the Indian Labour Conference (ILC) and the Standing Labour Committee (SLC). The objectives set before the two tripartite bodies at the time of their inception in 1942 were:

(a) promotion of uniformity in labour legislation;

(b) laying down of a procedure for the settlement of industrial disputes; and

(c) discussion of all matters of importance to employers and employees across India.

Importance of Women in Development

Females are nearly 50 per cent of the total population but their representation in public life is very low. Woman continues to bear the major load of the household work. Her primary role is often viewed by the society as housewife. In cardinal goals of democracy "of the people, by the people and for the people" cannot be optimally accomplished if the female population remains out of political empowerment. Subordination of women in society acts a structural constraint to their participation in political activities. This constraint operates more or less for all classes and communities of women. Prevalent culture which is very complicated and often decisions are taken behind the scene may be regarded as another constraint in this regard. Recognising women's rights and believing their ability are essential for women's empowerment and development. Females should realize their own capabilities and potentials which will strengthen their self image and foster them with confidence to take action in life. Political empowerment does not imply just a right to role silently but to discuss, share and empower politics by knowing its pros and cons and thereby to influence policies and decision making. Empowering women is the basic to the basics of human rights where she wants neither to beg for power nor search for power hierarchy to exercise power against others. On the contrary she demands to be accepted as human first of all. She as a person in command of herself and for that necessarily all the resources physical, social, economical political, cultural and spiritual to be equally accessible to her, are pre-requites for considering the whole question of empowerment. To recovery rights, both regarding their design and assessing their success, women must have an equal voice with men".

Conclusion

A woman does not play her role in sustainable development and conservation of environment when she is at home; she also plays her role in these aspects when she at in work outside the four walls of the house. She can be present in different capacities. She needs to look at her role in whatever capacity she finds herself. It is incumbent upon her to look at herself in a respectable frame of mind and should behave on equal terms keeping the norms of social etiquette and professional requirements. Acting in equal terms does not mean that she becomes the boss of all men, whatever their post or importance; rather, it means that she engages herself in behaviour which is adequate to her post and duty.

Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large. Implementing new legal frameworks regarding female equality in the workplace and the eradication of harmful practices targeted at women is crucial to ending the gender-based discrimination prevalent in many countries around the world. Thus, it is necessary to conclude that the issue of gender inequality in the workplace is ethically significant because it refers to gender ethics. There are three major reasons that show that the issue of gender equality in the workplace is ethically significant. First, gender inequality in the workplace is an ethically significant issue because it has a strong impact on women's motivation. If women are not motivated to perform their tasks, they act unethically. Second, gender inequality is an important ethical issue because it affects interpersonal relations in the workplace to a great extent. Third, the issue of gender inequality in the workplace is an ethically significant issue because it affects the effectiveness of the company's corporate culture. A corporate culture is based on the

established ethical principles, which prohibit any forms of discrimination of women in the workplace, including lower wages compared to men's wages, sexual harassment, stereotyping and prejudices.

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THE ROLES OF GENDER IN MEDIA

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ABSTRACT

Gender is the learned difference of men and women which is ascribed through traditional, cultural, social values and meanings. Over time, these values are constructed through our knowledge from social institutions. In this regard, media as a social institution has a profound role to aid our knowledge development about gender roles. Traditionally, media represents women in passive role like mother, good housewives etc. and often limited their actions. As well as, women are stereotypes as always being dependent, submissive and good looking objects. On other hand, men are portrayed a strong, active and dominant character. These representations shape the understanding of how to be masculine and feminine. The role of gender is an idea or ideology that has transformed across time and context. Hence this paper focuses on overview of gender roles in media, representing and promoting their roles in media.

Keywords: institution, traditional, submissive, dominant, masculine, feminine

INTRODUCTION

Media is a powerful source of knowledge. In this Modern age media's influences plays an important role in every human's life. Media influences individuals to participate in a gendered world. Overtime, men within media are represented as strong, active, independent, dominant and other bold characteristics. In contrast, media projects women as emotional, dependent, submissive and good looking objects. Hence, masculinity and femininity are also embedded with cultural values and meanings that is influenced by media representation of gender.

The power of media plays a vital role in our everyday life. People construct their knowledge about gender roles by seeing and understanding activities in everyday life. In this regard media is one the determining factors aiding to shape the social perception about gender roles. Although, there is a generation differences in terms of how gender is represented in media but still project in different ways and characteristics that degrades women.

GENDER

Gender is when women and men are socialized for their roles that their cultures have prescribed them. Gender focuses on the socio-cultural elements of male and female role expectations. Gender role refers to sets of culturally defined character traits labeled as "masculine" and "feminine". Gender refers to socially learned behavior and expectations that distinguish masculinity and femininity.

MEDIA

Media is a powerful source of knowledge. In this Modern age media's influences plays a vital role in every human's life. Media has done a drastic change especially in distribution of information at our finger tips. Media can be divided into print media such as newspapers, books, magazines and visual media like television and internet. Furthermore, media has developed the capability and has intervened in the gender roles over the time in many forms.

GENDER AND MEDIA

The media is a crucial sector in which gender and women's issues must be addressed in order to improve equality across society. Despite progress in other areas of representation and democracy, women are still underrepresented in media governance structures and agenda setting positions in the industry. Indeed, the treatment of women and gender in the media, including the constructed views of femininity and masculinity, directly affects the status of women in society. Such constructions can either create or reinforce demeaning and stereotyping conceptions

of women and other sexual minorities or instead attempt to subvert dominant biases.

MEDIA ENHANCING GENDER DIVISION OF LABOR

Gender Division of Labor refers to the allocation of different roles, responsibilities and tasks to women and men based on societal ideals of what men and women should do and are capable of doing. Different tasks and responsibilities are assigned to women and men according to their gender roles and not according to their capabilities.

REPRESENTATIONS OF GENDER ROLES IN MEDIA

The media may just be a simple made up fantasy, but it represents unbalanced of gender roles. In adolescents, dominant gender images on television may tend to reinforce traditional expectations. In other words, television reinforces the concept of the male as head of the house, and the female as housewife. This could be a result of the minor roles that women play in the media, and the lack of important, commanding female figures. When asked about gender roles on television, a large portion of both males and females outside of the media were found to agree with the view of what men and women ought to be. While not necessarily correct, many people believe that gender role stereotypes in the media are accurate. As well as being exposed to media featuring women with a lack of power, young females are also exposed to media with an extreme vanity appeal. Popular magazines, television, movies, and even factual programs often depict women not as people, but as objects, largely empty of thought or of feelings.

WOMEN AND THEIR GENDER ROLE IN MEDIA

The media presents two lifestyle choices for women by glorifying a good, obedient woman and making the bad, disobedient woman miserable and horrid. This image is fixed in the mind and helps a person decide how they should be. The media also defines what a good and bad woman should be like. A good woman is submissive, sensitive, and domesticated. Women opposing to this description are seen as bad and disobedient. A woman who stands up for herself is no longer a woman. She is often viewed as masculine and unappealing to men. This concept of acceptable and unacceptable women is also reinforced in literature. These contrasting descriptions correspond to the respective good and bad characteristics of women, usually linked to a happy or miserable woman.

MEN AND THEIR GENDER ROLE IN MEDIA

Men are shown as fearless, tough, decisive, a man of action. Men are often portrayed as commanding and authoritative. They have no fear, and never show any weakness. Men also tend to have more important speaking roles. In these speaking roles, males' voices generally carry more authority. Men are the decision makers and leaders. Their word is final.

STRATEGIES FOR CREATING GENDER EQUALITY IN THE MEDIA

Include news about and for women:

This is not just about covering "women's issues". It's about making sure content is balanced across gender lines and respects the diversity that represents nearly 50% of the world's population.

Make sure there is a commitment from management:

If management isn't committed to guaranteeing diversity, initiatives can quickly collapse. That's why a top-down approach is essential. Management plays a vital role in communicating and role modeling to the team members. Commitment to gender equality involves changing the power relationships in the teams and, therefore, it is essential that management is seriously on board to advance such a process.

Women occupy all roles in the newsroom, including senior positions:

No matter how much content a media outlet publishes for and about women or how committed management is to creating

gender equality, if there isn't a physical representation of women in the newsroom, having a balance is impossible. Not only that, women must be represented on all levels – not simply filling low-level research or editorial roles. By hiring more women for entry-level positions, the company aims to have enough competent female candidates for senior positions later on.

Create pay equality:

While some aspects of gender inequality can be abstract and difficult to quantify, the gender pay gap is a pointer to inequalities taking place in the media. But the media is far from being the only industry to undervalue its female employees - the inequality exists in most developed nations and across industries.

Increase skills and leadership abilities through tutoring and development programmes:

Ensuring that women have the confidence and skills they need to move up the job ladder is part and parcel of creating gender equality in the newsroom. While talent and on-the-job experience certainly helps, tutoring and development programmes are a way for more experienced professionals to enhance the careers of women whose skills may not yet be fully realised.

PROMOTING GENDER ROLES IN MEDIA

Now it is possible to watch television shows in which men and women are seen working side by side, as equals, in the hospitals, schools, and police stations. The media has improved greatly in the past few years. Women are slowly gaining leading roles, and it is not unusual to see men and women represented as equals, working alongside each other in equally challenging settings. However, this is not yet a standard in the entertainment industry. Women and men are still misrepresented as stereotypes in the majority of the media. This stereotype becomes fixed in the human mind, and is passed on from generation to generation as an acceptable view of male and female gender roles.

CONCLUSION

In conclusion, it is necessary to say that media have always had a significant impact on the representation of gender roles in our society. Today, mass media do not convey gender-related issues as they used to do several decades ago. All the standards and models developed by media are biased. Today men and women are working side by side not only in media industry, but also in other spheres of human activity: in hospitals, schools, police stations, shops, etc. It means that in the 21-st century, gender roles in media have become increasingly equal and, in most cases, non-stereotyped. However, the majority of leading characters are still male.

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SENSITIZATION OF TRANSGENDER IN SOCIAL PERSPECTIVE

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ABSTRACT

Transgender people are trivial group in the social order. They are also part of our society. They suffer from identity crisis, lack of self-respect, overemphasized and superfluous distinctiveness and injustice in every aspect. Many members of the transgender community were torch bearers of changes in the events of history even if they aren't specifically noted. Their discrimination has been a perennial issue and has only proven to be more spurious with time. The discrimination, the members of the transgender community face, is based on their want of social recognition and gender make them one of the most disempowered groups in Indian Society. Now-a-days transgender people are getting sensible recognition and attention in our society. But still all of them have not still achieved a satisfactory secured life. In this paper, the authors attempt to bring to our notice, the basic needs and fundamental problems faced by them in the society. Also, the authors explore some ideas about how to improve the life style and quality of life of the transgender community.

Key Words : Transgender, Gender Sensitization, Social Perspective

Introduction

The word "transgender" describes the gender identity of those who are organically diverse from both male and female. Gender identity is the internal experience that a person has within himself/herself of masculinity or femininity (or both, or neither). For most people, this inner occurrence is associated with their genetic sexual category. Individuals who are identified as transgender have a different inner experience.

Transgender persons usually prefer to live a gender role different to the one which is assigned at their birth. The preferred gender role may not be related to their sexual preferences. Transgender is an umbrella term that includes transsexuals, cross-dressers, inter-sexed persons, and gender-variant persons. Transgender people may not have undergone gender transition-related surgery or may or may not be on hormonal therapy related to their gender identity.

Generally, all people are categorized as male or female. Their characteristics are ordinarily attributed to the gender they belong to. But transgender persons are stigmatized and are seen often as social deviants. Inconsistency in the relationship between biological sex and gender expression is usually not tolerated by others (Gagne & Tewksbury, 1996). As these individuals violate conformist gender expectations, they become targeted for discrimination and oppression. Therefore they turn out to be members of a marginalized and vulnerable population that experiences more psychosocial and health problems than other social groups (Lombardi, 2001).

Definition and Basic Terms

The term 'transgender' refers to signify individuals who go beyond rigid, binary gender constructions. Such resistance is facilitated through the breaking and blurring of culturally prevalent stereotypical gender roles.

Third Genders are mostly castrated males who have a long history that dates back to 9th Century B.C. These newly castrated men were normally employed in imperial quarters for women as guards. The practice of employing eunuchs to guard the royal quarters is believed to have started in China. These guards were preferred over other genders due to their weak characteristics and cowardice. The reign of the Mughal monarchs, from 1526

to 1857, was a golden time for the eunuchs and hermaphrodites. As they were allowed to watch over royal women, they enjoyed many privileges, often becoming key advisors.

According to the statement given by the modern generation of the transgender community, "Our forefathers served the Mughals in the palaces, and people wanted to learn from them because they were great people". This privileged status gradually fell with the destruction of princely rulers and the members of this community were finally forced into begging. After 1870, British era laws such as the Criminal Tribes Act and the Dramatic Performance Act restricted the activities of the members of the transgender community.

Transgender is an umbrella term which is coined in the US. The term is used to include people whose lifestyles seem to conflict with the gender norms of society. In this broad term, a transgender person can cross the conventional boundaries of gender; in dressing and in presenting themselves; even as far as having multiple surgical procedures to be fully bodily reassigned in their preferred gender role (Stephen Whittle et al. 2007). Transgender is a term used to describe individuals who exhibit gender- nonconforming identities and behaviors, or in other words, those who transcend typical gender paradigms (Ryan & Futterman, 1997). This broad category of people includes transsexuals, cross dressers and gender benders/blenders.

According to World Health Organization (WHO) Transgender is an umbrella term for people whose gender identity and expression does not conform to the norms and expectations traditionally associated with the sex assigned to them at birth; it includes people who are transsexual, transgender or otherwise considered gender non-conforming. Transgender people may self-identify themselves as transgender, female, male, trans-woman or trans-man, trans-sexual or by a variety of indigenous terms used in specific cultures, such as hijra (India), kathoey (Thailand) and waria (Indonesia). They may express their gender in a variety of masculine, feminine and or androgynous ways.

Terms referring to Transgenders
Hijras

The word 'Hijra' seems that come into India with the Muslims. An older name for Hijras is kinnar that is used by some hijra groups. Individuals who voluntarily intend to be a member of the Hijra community, has traditional profession as badhais ,a kind of dance. Due to the prevailing socioeconomic and cultural conditions, significant proportions of them are begging and are indulged in sex work for livelihood. These persons live in accordance to the community norms, customs and rituals which may vary from region to region.

Aravanis and 'Thirunangai'

Transgender in Tamil Nadu are recognized as "Aravani". Tamil Nadu Aravanigal Welfare Board, a state Government initiative under the Department of Social Welfare states aravanis as biological males who self-identify themselves as a woman trapped in a male's body. Some Aravani activists want the public and media to use the term 'Thirunangi' to refer them. **Kothis**

The word kothi (or koti) is common across India, although khothis are often well-known than hijras. Kothis are regarded as feminine males.

Objectives of the study
1. To understand existing social position of transgender
2. To realise socio-economic problems of transgender.
3. To make the society aware about the problems of transgender community
4. To identify the specific problems transgender community faces
5. To provide support system for transgender

Basic Needs and Fundamental Problems
(i) Family Acceptance

Parents first need to be gracious to them. We people from the society have to give them due respect and recognition. They have to be treated as humans with humanitarian attitude. We have to accept them as the members of family, namely society.

(ii) Providing education

Education is a fundamental human right. It can expand our prospects, help us learn about ourselves and our world and build foundational skills for our working lives. In many societies, there is a strong connection between one's level of educational attainment and income. Unfortunately, not all students have the opportunity to get education in a safe environment. Many reports and data show that transgender people are currently unable to access equal educational opportunities because of harassment, discrimination and even violence. Most transgender learners are school dropouts.

(iii) Health

Health is the real wealth. Access to health care is a fundamental human right that is regularly denied to transgender people. They frequently experience discrimination when accessing health care, from disrespect and harassment to violence and outright denial of service. So many barriers are there in seeking preventive medicine, routine and emergency care, or transgender related services. It also includes mental health which needs counselling and hormone replacement therapy. Lack of knowledge and accessibility of contraception and the lack of provision of separate wards and beds for transgender persons is also a remarkable issue. They are discriminated in cases related to blood donation and HIV testing.

(iv) Employment

Employment is one of the fundamental rights to develop people's ability to support themselves and their families. The Universal Declaration of Human Rights asserts the right of individuals to work at a job of their choice, receiving equal pay for equal work, without discrimination. Yet far too often, these basic human rights are being denied for transgender people. There are serious social consequences also associated with unemployment and under-employment. The loss of a job and unemployment are linked to depression and other mental health challenges. Employment issues are of particular concern to transgender and gender nonconforming people. Many of them have turned as sex workers or indulged in drug sales, in order to earn their bread for survival.

(v) Living conditions

It is our commitment to enhance the standard and quality of their life in the society through various programme like creating awareness, providing job opportunities and making good relationship with them and giving right to gender recognition and right legal awareness.

Suggestions and Conclusion

- Parents first need to be gracious to them
- We, people of the society have to respect and accept them. They have to be treated as humans with humanism.
- Creating awareness about their health issues
- Providing job opportunities for their empowerment
- Enhancing their standard and quality of life through education
- Giving proper legal recognition to them in the society from the government side
- NGOs should also conduct awareness camps for avoiding misconception about them

In the significant step towards the empowerment of the third gender, the government of Karnataka had planned to provide free education to transgender people. The Karnataka State Higher Education Council (KSHEC), which comprises top academicians, vice chancellors from all universities in Karnataka, experts and representatives from the government, is considering over

the proposal to provide free education to transgender till post graduation in any subject.

Born in a deprived family in Ambasamudram, Tamil Nadu, Esakki Muthu –now known as Dhanam– was male at birth. By the time she reached class 6, she noted changes in her, which she conversed with her mother. Her mother told her to behave like other boys, but Esakki could not. After passing out of school in 2015, Esakki joined BBA course in Govindaperi. This was the time when she experienced the most changes within her. This year in February, Esakki decided to do a sex change surgery, against the opposition of her parents. But at last, they took her home. At a meeting held for transgenders by actor Raghava Lawrence in Tirunelveli, she came to know that Manonmaniam Sundaranar University is offering free education to their community which help them lead a quality life. Esakki decided to continue her BBA degree. She is the first transgender student at the MS University, Tirunelveli.

It is a constructive progress that in the contemporary social scenario, a good number of countries have established steps forward in practicing the right to non-discrimination in education through legislation. This makes the transgender students as feeling free to enjoy their right to education. There has also been a series of cases in courts around the world ruling favourably for the equivalent rights of transgender people. For example in Colombia, UK and in India, a 2014 Supreme Court ruling created the official third gender status for transgender people who were also given the categorization of 'protected status' as economically weaker section of the population, under the 2009 Right to Education Act. This means that transgender students need not be excluded from school on the basis of their gender identity. They also benefit from special measures which guarantee that private schools will allot a minimum of 25% seats in each class to children from underprivileged groups.

In this paper, the author attempted to signify the basic needs and fundamental problems faced by transgender people in day to day life in the society. Also, some ideas were given to improve their life style and quality of life. It is our responsibility as humane humans, to practice them in reality.

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WOMEN RIGHT PROTECTION AND JUDICIAL RESPONSE

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ABSTRACT

Women, a girl, a wife, a mother, a grandmother, overall woman is a key of a family. World can never be complete without a woman. Law is the set of rules enforced to govern the behavior of people. From the beginning of this world women is treated as a weaker section of the society and they are the victims of the crimes like rape, eve teasing, female infanticide, dowry, domestic violence, child marriage and acid throwing. They were only allowed to live beneath the shoes of their husbands and fathers. Laws are being made to secure the lives of the women from the violence of their families and societies, and to provide them with their rights of which they are the owners. This paper covers the aspect of women from past history to the present world. It shows how the law of our country has contributed its best to change the lives of women, to make them live with dignity and respect not as a slaves.

Keyword: Proclamation- conjugal rights-mandated- mortality and morbidity-stereotypes-debilitating- and intrusive.

INTRODUCTION

Women are key to the development challenge. Throughout the developing world, women are at a disadvantage at the household, community, and societal levels. Within the household, women have less access to and control over resources and limited influence over household decisions. Beyond the household, women have limited access to communal resources, are under-represented in public decision-making bodies; have limited bargaining power in markets (such as the labour market), and often lack opportunities to improve their socio-economic position. Women are not even given equal wages as men. So our Judiciary has contributed to expanding the realm of women's right by striking down laws, rules and regulations which violate them and by upholding the constitutional validity of protective provisions. Without the intervention of judiciary such constitutional provisions would have remained at the level of mere proclamations. Our judiciary aims to treat women as equal as men. In many landmark judgments, courts have examined the contested claims of women to legal equality and their positive rulings have served to bring in a culture of women's right in the public domain..

FUNDAMENTAL WOMEN'S RIGHTS
The Prohibition of Child Marriage Act, 2006

According to the International Research Centre for Women, almost 47 percent of girls are married before the age of 18. Currently, India ranks 13 in the world when it comes to child marriages. Since child marriage has been steeped into the Indian culture and tradition since centuries, it has been tough eliminating it. The Prohibition of Child Marriage Act was made effective in 2007. This act defines child marriage as a marriage where the groom or the bride are underage, that is, the bride is under 18 years of age or the boy is younger than 21 years. Parents trying to marry underage girls are subject to action under this law. Since the law makes these marriages illegal, it acts as a major deterrent.

Special Marriage Act, 1954

The objectives of this act are to provide – a special form of marriage in certain cases, provide for registration of certain marriages and, to provide for divorce. In a country like India and with the diverse religions and cast, when people from different faiths and caste chose to get married they do it under the Special Marriage Act. It is not applicable to the

state of Jammu and Kashmir and also extends to intending spouses who are Indian nationals and living abroad.

Dowry Prohibition Act, 1961

According to this act, taking or giving of dowry at the time of the marriage to the bride or the bridegroom and their family is to be penalised. Dowry system, giving and taking of dowry, is a norm in India. Dowry is often asked of the bride and her family by the groom and his family. The system has taken strong roots because women after marriage move in with their spouse and in-laws. Also, over the centuries, the lack for economic independence of women and the taboo towards divorce has resulted in bride burning. When demands for dowry even after marriage are not met by the girl's families, many women are tortured, beaten and even burnt. It is one of the major challenges that our society is grappling with. Women openly complaining about it have helped to spread the word and encourage other women to take a stand.

Indian Divorce Act, 1969

The Indian Divorce Act allows the dissolution of marriage, mutual consent, nullity of marriage, judicial separation and restitution of conjugal rights. Family Courts are established to file, hear, and dispose of such cases.

Maternity Benefit Act, 1861

This act regulates the employment of women and maternity benefits mandated by law. It states that a woman employee who has worked in an organisation for a period of at least 80 days during the 12 months preceding the date of her expected delivery is entitled to receive maternity benefits, which includes maternity leave, nursing breaks, medical allowance, etc.

Medical Termination of Pregnancy Act, 1971

The Act came into effect into 1972, was amended in 1975 and 2002. The aim of the Act is to reduce the occurrence of illegal abortion and consequent maternal mortality and morbidity. It clearly states the conditions under which a pregnancy can be ended or aborted and specifies the persons qualified to conduct the same.

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

To ensure women's safety at workplace, this Act seeks to protect them from sexual harassment at their place of work. Thirty-six percent of Indian companies and 25 percent among MNC's are not complaint with the Sexual Harassment Act according to a FICCI-EY November 2015 report. Sexual harassment at workplace also includes – the use of language with sexual overtones, invasion of private space with a male colleague hovering too close for comfort, subtle touches and innuendoes.

Indecent Representation of Women (Prevention) Act, 1986

This Act prohibits indecent representation of women through advertisement or in publications, writings, paintings, figures or in any other manner.

National Commission for Women Act, 1990

The National Commission for Women (NCW) is a statutory body of the Government of India, established in January 1992. Lalitha Kumaramangalam was appointed its Chairperson in 2014. The NCW represents the rights of women in India and provides a voice for their issues and concerns. The National Commission for Women Act aims to improve the status of women and worked for their economic empowerment.

Equal Remuneration Act, 1976

This Act prevents discrimination in terms of remuneration. It provides for payment of equal recompense to men and women workers. It is necessary to know these and other laws in place to protect the interests of women. Only if you are aware of your rights can you fight against any injustice meted out to you at home, at the workplace, or in the society.

PROTECTION OF WOMEN'S RIGHTS AND JUDICIARY RESPONSE

Judicial approach in the context of protecting women's rights is studied in three sets of cases. In the first set, judicial contribution women's equality in employment, wages etc have been studied. Second, set of cases include judicial approach in protecting women's role of motherhood. Judicial contribution as to the protection of women at work place has been discussed in third set of cases

1. Judicial contribution women's equality in employment

Issues concerning discrimination in public domain of employment such as marital status of women workers, their right to have children, sex stereotypes reflected in the age of retirement of women workers and wage discrimination etc. have been some of the areas of struggle for women in India. Judiciaries while interpreting various provisions of Constitution expanded the scope of Fundamental Rights and have attempted to bridge the gap between the dichotomy of women life as home makers and wage earners. **Equal pay for equal work** is the concept of labour rights that individuals in the same workplace be given equal pay. It is most commonly used in the context of sexual discrimination, in relation to the gender pay gap. Equal pay relates to the full range of payments and benefits, including basic pay, non-salary payments, bonuses and allowances.

The law on equal pay is set out in the 'equality of terms' provisions of the Equality Act 2010 (the Act).

The Act gives a right to equal pay between women and men for equal work. This covers individuals in the same employment, and includes equality in pay and all other contractual terms. The Act implies a sex equality clause automatically into all contracts of employment, ensuring that a woman's contractual terms are no less favourable than a man's. The 'equality of terms' provisions of the Act cover all aspects of the contractual pay and benefits package, including:

- Basic pay
- Non-discretionary bonuses
- Overtime rates and allowances
- Performance-related benefits
- Severance and redundancy pay
- Access to pension schemes
- Benefits under pension schemes
- Hours of work
- Company cars
- Sick pay
- Fringe benefits such as travel allowances, and
- Benefits in kind.

2. Judicial approach in protecting women's role of motherhood:

This social meaning of motherhood does not define women 's experience of mothering. Adrienne Rich distinguished between motherhood, the experience-the relationship between a woman and her children-and motherhood as enforced identity and political institution. Some women may experience mothering as debilitating and intrusive. Even though some feminist theory calls motherhood oppressive, many women experience fulfilment and happiness in mothering. Motherhood contains this fascinating paradox: Although it is devalued, exhausting, confining, and a principal wav that women are shackled to an inferior status, motherhood is for many women life's greatest joy. Women are "institutionalized motherhood demands of women maternal instinct rather than intelligence, selflessness rather than self-realization, relation to others rather than the creation of self. The Maternity Benefit Act, 1961 aims to provide all these facilities to a working woman in a dignified manner so that they may overcome the state of motherhood honourably, peaceably, undeterred by the fear of being victimised for forced absence during the pre-or postnatal period. Women enjoy benefit not only for procreation of child; the maternity leave is given to working female for tubecotomy.

3. Judicial Approaches to Protection for Working Women

Economic dependence of women is the main reason for their marginalization and exploitation. Universally working women in general are subject to discrimination at various levels. The problems and difficulties of working women are multi-dimensional, varying from woman to woman at personal level, and section to section at general level and hence need to be analysed in depth. The problems of working women at work place are multiple and differ from woman to woman according to the nature of the work and position to promote economic independence women must engage them in productive employment. For this purpose, various steps have been taken at legal and political level. For example, constitution of India ensures that there is an equal opportunity to both men and women and forbids discrimination against women at the time of recruitment. However, bare provision of equality of opportunity will not automatically attract the womenfolk to come out and work and become independent. They are in fact not capable and equipped to compete with men in recruitments. This incapacity is not necessarily related to their intelligence. It may be result of lack of opportunity due to socio economic conditions such as lack of willingness on the part of parents to educate girls or proper environment for educational or unavailability of nutritious food etc. under such unfavourable circumstances, it is crucial that women be given certain concession in employment at the time of recruitment .according to our laws,

1. All employers or persons in change of work place whether in the public or private sector, should take appropriate steps to prevent Sexual harassment of women employees.

2. Where such conduct amounts to specific offences under the Indian Penal Code or under any other law, the employer shall initiate appropriate action in accordance with law by making a complaint with the appropriate authority.

3. The victims of sexual harassment should have the option to seek transfer of the perpetrator or their own transfer. Hence working women who fact sexual harassment today shall seek protection under Article 21 and other supporting Articles mentioned above, in Indian Constitution to live with human dignity.

CONCLUSION

Violence against women is one of the most crucial social mechanisms by which women are forced into a subordinate position. It is a manifestation of unequal power relation which led to the violation of the human rights of women. It is notable that the notion of human rights can never be a static one. Whatever may be its form, but the concept has been undergoing a constant defining and redefining. Hence the concept of human rights is very broad and it includes many things including the concept of women's human rights. When the Universal Declaration of Human Rights was adopted in 1948, at that time it was thought that the concept of human rights include both the rights of men and women. But gradually, it is observed that women are not getting their required status and protection despite the adoption of different international declarations, conventions etc, for women. The fundamental Human rights will not be satisfied until we respect and implement all the rights ensured to women's by our constitution.

"THERE CAN BE NO HUMAN RIGHTS WITHOUT WOMEN'S RIGHTS"

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THE ROLE OF EDUCATION IN PERCEPTION OF HIGHER SECONDARY SCHOOL STUDENTS ON GENDER DISCRIMINATION

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ABSTRACT

Over the past thirty years, the topic of gender equity in education has become increasingly more prevalent in the research. Boys and girls must feel welcome in a safe and secure learning environment. Discrimination on the basis of group membership (e.g., gender, race, or religion) is an important social problem in throughout the world. Perception of students on gender discrimination are influenced by various factors such as Racial discrimination, Peer preference, Situational and individual difference, Teachers perception, Parents perception, School authorities and Sexual harassment before twenty years. The steps taken by Government to increase the enroll of Students to get Free and Compulsory education for last fifteen years which helps the students perception on gender discrimination among higher school students such as ignoring gender discrimination among boys and girls take part in school events, Teachers perception to treat both genders equally, Parents perception to fulfill their sons and daughters willingness such as selection of a course, a job, a marriage proposal, wearing of dresses, etc., The sexual harassment among higher secondary students is reduced considerably for few years and School Authorities give equal opportunities to boys and girls and highlight their achievements. So Perception of School Students on Gender discrimination can be sustained by providing safe and learning environment.

Keywords: Perception, Gender discrimination, gender equity, Teachers, Parents. Students

INTRODUCTION

Over the past thirty years, the topic of gender equity in education has become increasingly more prevalent in the research. Boys and girls must feel safe and secure learning environment. Discrimination on the basis of group membership (e.g., gender, race, or religion) is an important social problem throughout the world. Children are sensitive to contextual information in making attributions to discrimination and developmental. Develop mentalists have argued about shaping many developmental processes and outcomes, including identity development and academic achievement. Children's perceptions of discrimination is imperative for outlining the normative development of children who are members of stigmatized groups and who may, therefore, be the targets of discriminatory actions. Discrimination is defined as "harmful actions towards others because of their membership in a particular group." Students use contextual information in making decisions about discriminatory behavior.

GENDER DISCRIMINATION

Gender discrimination – Discriminatory Attitude among men and women have existed for generations and effect the lives of both genders. Gender discrimination violates human rights.gender discrimination (GD) is still very much a big issue in many societies and, to a certainintegrating the individual in the society', and, consequently, school education can play a dual role: on the one hand, it can be the main vector for promoting equality of opportunity, as a means of fighting against discrimination in general, and GD in particular, and, on the other hand it could represent a means of transmitting stereotypes and prejudice that might fuel and perpetuate inequality and discrimination.

PERCEPTION OF STUDENTS ON GENDER DISCRIMINATION

A topic of continuing interest in education has been gender equity inside

and outside school classrooms. Many studies have demonstrated that teachers' attitudes and behaviors differ by gender in school environment. This is labeled gender bias, which is the unequal treatment and expectations due to attitudes based on the gender of a groups. Gender refers to roles, attributes and values assigned by culture and society to women and men. These roles, attributes and values define the behaviours of women and men and the relationship between them. They are created and maintained by social institutions such as families, governments, communities, schools, churches and media. Because of gender, certain roles, traits and characteristics are ascribed distinctly and strictly to men and women. Gender can also be said to be an individual concept based on societal attitudes and values which differ from one place to the other and change over time.

The following are perception of students on gender discrimination before twenty years:

1. Racial discrimination

Students' understanding of prejudice becomes more complex with age. Prejudice occurs because of either (a) an individual's perceptual preferences (e.g., "They don't like their color")or(b) an individual's disliking of a literal, nonsocial aspect of a person's ethnicity. students state that prejudice occurs because of either (a) an isolated, idiosyncratic social action related to no perceptual characteristics of ethnicity. Students are cognizant of discrimination, especially racial discrimination, little work has systemically addressed the question of how and when children detect gender discrimination.

2. Peer preferences

Students are highly likely to encounter discrimination based on gender. Gender discrimination may be most common—and overt—in situations involving peers. Children show high rates of gender bias in their peer preferences, interactions, and evaluations. There is high rates of gender bias and discrimination among higher secondary school students including many instances in which students were prevented from or ridiculed for, engaging in cross-sex-typed play by their peers.

3. Situational and individual difference

Situational and individual-difference variables affect adults' perceptions of discrimination Research on situational variables indicates that individuals are more likely to attribute a negative outcome to discrimination (rather than poor performance). For example, participants who have knowledge that an evaluator may be biased against a particular social group are more likely to make attributions to discrimination than are participants who have no such knowledge. Students are unlikely to be knowledgeable about teachers' gender attitudes, but are likely to have information about the past behavior of their classroom teachers. In addition to situational characteristics, certain individual or personal characteristics affect adults' perceptions of discrimination. For example, individuals' attitudes toward social groups predict the likelihood that stigmatized group members will label an event as discriminatory

4. Teachers' perception

Students' gender attitudes have been linked to a large number of cognitive processes, including decision making and memory children's beliefs about whether gender should constrain individuals' activities, a form of sex typing Students' sex-typed beliefs about activities to relate to their perceptions of discrimination involving school teachers' selection of children to perform school-related activities and roles.

5. Parents' perception

Parents are the decision makers regarding their children's education, parental attitude and motivation in favour of education for daughters which often act as a driving force to overcome economic and other constraints. Self-concept and utility-values are thought to influence differences in choices, participation and

performance in schools-careers between students of different genders and ages.

Mothers of sons had more concerns about racial discrimination impacting their adolescents' future, whereas mothers of daughters had more gender discrimination concerns. Racial discrimination concerns, but not gender discrimination concerns, were related to lower maternal academic and behavioral expectations. Parents show interest to fulfill sons' willingness such as selection of course, dress, sports, money need, buying vehicles, etc., but not show interest to fulfill their daughters' willingness such as selection of course, dress, sports, money need, choosing of vehicles driving, etc.,

6. School Authorities

School higher authorities and management select a male student as a School Pupil Leader and a female child as a Assistant Pupil leader. They allot duty for boys such as purchasing things, mind the students, arranging tables arranging chairs for functions, etc., and for girls cleaning the class, decoration work, writing work, etc., They praise boys more than girls in studies and other school activities.

7. Sexual Harassment

According to ministry of law and justice of India (2013) , sexual harassment includes any one or more of the following unwelcome acts or behaviour namely, sexual contact or advances; or a demand or request for sexual favours; or making sexually coloured remarks; or showing pornography; or any other unwelcome physical, verbal or non-verbal conduct of sexual nature. In simple words, sexual harassment. Many studies have revealed that the students irrespective of their gender get sexually harassed in the schools by their friends, senior students and faculty members.

MEASURES TAKEN BY THE GOVERNMENT FOR GENDER EQUALITY/SOCIO-ECONOMIC DEVELOPMENT /EMPOWERMENT OF

According to the National Sample Survey Report (2011-12), the workforce participation rates of male is 54.4% and female is 21.9%. As per the India Country Report, 2015 by Ministry of Statistics and Program Implementation on the Millennium Development Goals, the percentage share of females in wage employment in the non-agricultural sector during 2011-12 increased to 19.3% which is higher than 18.6% reported during 2009-10 by National Sample Survey Organisation.

Office of the Registrar General and Census Commissioner and Ministry of Statistics and Program Implementation are involved in collection and dissemination of data covering wide range of issues that affect women's empowerment. The report titled "Women and Men in India – 2015" by Ministry of Statistics and Program Implementation, Government of India highlights the status of women covering health, education, work and decision making along with social bstacles in women's environment.

The Ministry of Women and Child Development is administering following schemes for gender equality/socio-economic development/empowerment of women:

1. Swadhar and Short Stay Homes to provide relief and rehabilitation to destitute women and women in distress.
2. Working Women Hostels for ensuring safe accommodation for working women away from their place of residence.
3. Support to Training and Employment Program for Women (STEP) to ensure sustainable employment and income generation for marginalised and asset-less rural and urban poor women across the country.
4. Rashtriya Mahila Kosh (RMK) to provide micro-finance services to bring

about the socio-economic upliftment of poor women.

5. National Mission for Empowerment of Women (NMEW) to strengthen the overall processes that promote all-round Development of Women

6. Rajiv Gandhi National Creche Scheme for Children of Working Mothers (including single mother) to provide day care facilities for running a crèche of 25 children in the age group 0-6 years from families having monthly income of less than Rs 12,000.

7. One Stop Centre to provide integrated support and assistance to women affected by violence.

8. Scheme for Universalisation of Women Helpline intended to provide 24 hours immediate and emergency response to women affected by violence.
ix. Sabla Scheme for holistic development of adolescent girls in the age group of 11-18 years.

9. In order to strengthen the process of gender budgeting the Ministry of Women and Child Development has been undertaking various capacity building measures for the officials of the State Governments by organising training programs/workshops regularly.

In order to improve employability a separate Ministry of Skill Development and entrepreneurship has been created.

The above perception of students on gender discrimination can be changed over the years by providing proper education by Government. Indian Government is trying their best to improve the literacy level in the country and they have taken many necessary steps in recent times to improve the over all education system in both city and rural areas. It is true that in recent years they have been able to bring more and more students in the arena of education. However, still four of ten Indian people are illiterate according to a report of UNESCO.

Free Education:

Free education system is established by the Government in various areas of India especially in the rural territories. Poverty is one of the main hindrances for a lot of parents in both city and village to send their children to schools. So the government is trying to provide the primary right of proper education to the students free of cost in various areas and it has become successful.

Establishing new schools:

Few decades ago, lack of schools was a huge problem especially in rural areas. Study in a private school is much more expensive and often the poor students can not avail this facility. The students had to go miles after miles to reach their schools which created a lot of problems. However, in recent years Government has established more and more schools in various rural areas and the problem is solved to a great extent. However, there is still many a village where the schools are far away.

Various schemes:

Government has taken various effective schemes to spread education in more and more students in various remote areas. Sarva Siksha Abiyan Scheme is one of them. In this scheme, the government is providing education to many a student absolutely free. Mid Day meal scheme has also been extremely successful to bring more students in the schools.

Free Uniforms and scholarship:

Recently government is providing school uniforms, text books and some other necessary things related to study to the students in many places. Government scholarships are increasing the interest of poor students to pursue higher studies. Government is arranging various study courses and vocational trainings absolutely free.

Proper use of fund:

In India, Government is trying to generate more funds for the study of the students in various areas. However, recently Government is looking into the

fact whether the fund which is generated for the study of the children is properly used. The fund should reach the rural and remote areas where the students really need it. The Government is trying to assure that the fund is used for the proper reasons related to study only.

It is true that recently Government has taken a lot of measures to improve the education system in various areas in India. However, they need to continue this and generate more funds to make a proper infrastructure to make more and more children interested to study in schools.

The **Role of Education plays a vital role in changing the Perception of Students on Gender discrimination in the last ten years and boys and girls do the various things which they like such as**

❖ Selection of course related the profession such as Engineering, Doctors, Lawyers, Air hostress, Pilot, Scientists, Astronauts, Drivers, IT professionals, Police, Military etc.,

❖ Peer group students treat equally boys and girls in some activities such as completing some task assigned by teachers, school management, etc.,

❖ Situational and individual differences among a particular social group also changed in such a way thereby giving importance to their views, consider their emotions, etc.,

❖ Racial discrimination among students is changed by ignoring their racism and all students join together to enjoy their school education.

❖ Teachers attitude is changed about gender discrimination by allotting equal opportunities to students and not showing partiality in school based activities.

❖ Boys and girls get full freedom to select their course, wearing of dress, working field. and Place of work.

❖ Parents sanction their son and daughter's likes and dislikes, understand their emotion, selection of their job, place of working, type of marriage, day and night duty jobs maintain friendship with boys and girls, sending them to foreign countries for studies and job, etc.,

❖ School authorities treat everyone of the school children equally, provide facilities which are necessary for all, focus on academic and non-academic activities.

❖ Sexual harassment and assault are decreased among students because their vision of seeing their girl friends and boy friends, helping their friends in studies, untime travelling, workplace, etc.,

❖ Schools are increasingly implementing prevention-oriented models to teach students acceptable strategies for interacting with their peers (Horner et al., 2010). These models set clear guidelines for students and define consistent instruction, record-keeping and follow-up procedures for teachers and other adults, such as administrative and custodial staff, playground supervisors, cafeteria workers and parent and community volunteers

❖ To facilitate gender-responsive instruction, curricula and textbooks should be free from gender bias and promote equality in gender relations.

❖ School-based comprehensive sexuality education programmes equip children and young people with empowering knowledge, skills and attitudes.

❖ Teacher education can assist teachers to reflect on and overcome their biases. Formal initiatives in teacher education with a focus on gender have taken place in all parts of the world.

❖ By providing a safe and learning environment the perception of students on gender discrimination can be altered.

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CYBER CRIMES ANDWOMEN RIGHTS PROTECTION – AN ANALYSIS

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ABSTRACT

Cybercrime is defined as any criminal activity which uses network access to commit a criminal act. A normative definition views crime as deviant behaviour that violates prevailing norms – cultural standards prescribing how humans ought to behave normally. The global campaign for elimination of violence against women, in the recent years indicates the enormity as well as the seriousness in the atrocities committed against women that are witnessed world over. The development along with its progressive changes in personal life style, living standards varied economic growth caused by urbanisation and changes in social ethos contribute to violent attitude and tendencies towards women and witness increase in crimes against women. This paper deals with the crimes against women and women rights protection in the society.

Key Words: Cybercrime, Women, Violence

Introduction

Women, though created equal by the creator, were subjected to numerous discriminations that were putting them on a lower stratum than men. They were denied voting rights, denied equal pay for equal work, denied literacy, and were subjected to various gender-based and social biases. The position of women in developing countries was more pitiable. These resulted in frustration among women all over the world against existing system and they started a movement to secure their just rights.

Cybercrime and Criminal activity

Cybercrime is defined as any criminal activity which uses network access to commit a criminal act. With the exponential growth of Internet connections, the opportunities to exploit weaknesses in Information Security are multiplying. Attacks may be internal or external, with the former being easier to perpetrate. Cybercrime remains a major area of information security risk. The sophistication of these threats is consistently increasing and the methods employed to combat these threats must match this level of sophistication. The growing danger from cybercrimes harmful acts committed from or against a computer or network is beginning to claim attention in national capitals.

Cybercrime can involve criminal activities that are traditional in nature, such as theft, fraud, forgery, defamation and mischief, all of which are subject to the Indian Penal Code. One of the important characteristic of cybercrime is its disrespect for national boundaries. Effective law enforcement is hampered by the transnational nature of cyberspace. Mechanisms of cooperation across national borders to solve and prosecute crimes are complex and slow. Cyber criminals can defy the conventional jurisdictional realms of sovereign nations, originating an attack from almost any computer in the world, passing it across multiple national boundaries, or designing attacks that appear to be originating from foreign sources. Such techniques dramatically increase both the technical and legal complexities of investigating and prosecuting cybercrimes.

The cyber criminals constitute various category. This division may be justified on the basis of the object that they have in their mind. The following are the category of cyber criminals:

Children and adolescents between the age group of 6-18 years: The simple reason for this type of delinquent behaviour pattern in children is seen

mostly due to the inquisitiveness to know and explore the things. Other cognate reason may be prove themselves to be outstanding amongst other children in their group.

Organised Hackers: These kinds of hackers are mostly organised together to fulfil certain objective. The reason may be fulfil their political bias, fundamentalism, etc. The Pakistanis are said to be one of the best quality hackers in the world. They mainly target the Indian government sites with the purpose to fulfil their political objectives.

Professional Hackers/ Crackers: Their work is motivated by the colour of money. These kinds of hackers are mostly employed to hack the site of the rivals and get credible, reliable and valuable information. Further they are employed to crack the system of the employer basically as a measure to make it safer by detecting the loopholes.

Discontented Employees: This group includes those people who have been either sacked by their employer or are dissatisfied with their employer. To avenge they normally hack the system of their employees.

Crime against Women

Women are deprived of basic freedom and thereby exposed to easy exploitation. Social science affirms that a woman's place in society marks the level of civilisation. Every civilized society accepting the importance of equality of sexes has made affirmative provisions against gender discrimination. But in spite of enactment of these provisions, equality between men and women continues to be eluded goal. The reason for such a wide gap between the ideal and the practical is not only due to historical reasons but mainly because of attitude of inferiority and bondage towards women.

The biological weakness of a woman makes her an easy prey particularly to physical domination. She is often a victim of physical violence not only outside her home but also in her home. Added to that the constant neglect of the female children, which apart from having adverse effect on their health also creates mental conditions for them in which they cannot resist any physical violence or several forms of injustices. They continue to be the weaker and the suppressed of the human species. Therefore, fundamentally necessary is to see that in matters of health and education they are treated at par with male children. Unless a beginning is thus made in every home in the early childhood of women, there are very few chances of their resisting the violence or not falling a prey to violence in society.

Atrocities on Women

"The trouble seems to be that too many people think the law should be enforced, and not enough think it should be observed"

All the citizens of India are guaranteed justice, equality and liberty by the Constitution of India. It has got certain provisions (Articles) specially for the protection of women, such as Article 14, 15, 16, 39 and 51 A (c). Article 14 states that the state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

Article 15 (1) prohibits all discriminations by the state between citizen and citizen, simply on grounds of religion, race, caste, sex or place of birth. Clause (3) permits the state to make special provision for the benefit of women and children. Article 16 by granting equality of opportunity in matters of public employment. According to this Article – (1) "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state;" (2) "No citizens shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be intelligible for, or discriminated against in respect of, any employment or office under the state." This Article includes provision as to salary and periodical increments, terms as to leave and gratuity, etc., which

form part of the term and conditions of such employment.

Article 39, dealing with the Directive Principles of state calls upon the state to place both the sexes on equal footing in the economic field, by securing t men and women equal right to work and equal pay for equal work.

- Special programmes for giving information to women regarding their legal rights; this may even involve regarding their legal rights; this may even involve reaching out to such women as e.g., women in Jails, women in mental asylums, women in purdah and initiating legal action on their behalf
- Identifying special problems of women and reaching out of women in need of help
- Giving relevant information to women regarding their legal rights; this may include giving of talks or the use of the media, printing and distribution of pamphlets or articles giving relevant information in simple language.
- Availability of free or subsidised legal advice as also services of a lawyer of her choice to a women litigant in a deserving case
- A programme for advice and conciliation in family dispute under which the parties to the dispute can be summoned, their problem discussed by trained family counsellors and reconciliation attempted
- A research cell to compile and analyse the data regarding women's problems received at the legal aid centres
- An information desk where apart from legal information women in distress can get information about women's homes and hostels where they can stay with their children if required and regarding any jobs or training in work available to them
- Effective implementation of relevant laws can check the crimes against women to a great extent

Cybercrime Prevention

Almost all developed and developing countries have established rules and regulations to control and cybercrime. In India, The Information Technology Act 2000 was undoubtedly a welcome step at a time when there was no legislation on this specialised field. The Act has however during its application has proved to be inadequate to a certain extent. The hurry in which the legislation was passed, without sufficient public debate, did not really serve the desired purpose. Experts are of the opinion that one of the reasons for the inadequacy of the legislation has been the hurry in which it was passed by the parliament and it is also a fact that sufficient time was not given for public debate.

Prevention is always better than cure. It is always better to take certain precaution while operating the net. A netizen should make them his part of cyber life. He should keep in mind the following things:

- To prevent cyber stalking avoid disclosing any information pertaining to oneself. This is as good as disclosing your identity to strangers in public place
- Always avoid sending any photograph online particularly to strangers and chat friends as there have been incidents of misuse of the photographs
- Always use latest and update antivirus software to guard against virus attacks
- Always keep back up volumes so that one may not suffer data loss in case of virus contamination
- Never send your credit card number to any site that is not secured, to guard against frauds
- Always keep a watch on the sites that your children are accessing to prevent any kind of harassment or depravation in children
- It is better to use a security programme that gives control over the cookies and send information back to the site as leaving the cookies unguarded might prove fatal

- Use of firewalls may be beneficial
- Web site owners should watch traffic and check any irregularity on the site. Putting host-based intrusion detection devices on servers may do this

Conclusion

A serious concern of containment is a necessity so that the women of India attain their rightful share and live in dignity, freedom, peace and free from crimes and aspersions. The battle against the crimes against women, has to be waged by the various sections of the society by campaigns and various programmes with social support along with legal protection, safeguards and reforms in the Criminal Justice System.

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TRIBAL WOMEN AND THEIR STATUS – A STUDY

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Abstract

Women constitute the backbone of the nation. Prosperity of the nation depends upon the prosperity of women. Women have found their due place of importance in all the western countries, but the same is not true in all the major Asian countries including India. Here equal opportunities are not provided to women and, therefore, they are regarded and treated as second grade citizens in spite of the role they play in the society in all fields social ,economic and cultural etc,. The status of tribal women is directly linked with their literacy, health economic position and level of economic participation in notion's life. There are two dominant views regarding the status of tribal women one suggests the equality of status of men and women and the other argues that women occupy a lower status in tribal societies. The economic status of the tribal women is generally poor, which is a matter of great concern. Though the constitution of India guarantees various types of equalities to women, but in practice they are found to be discriminated in various ways. There appears to be an unwilling conspiracy on a global scale to undervalue tribal women's work and contribution society. In this paper an attempt has been made to study the status of tribal women.

Key words: Tribal women, Education, Economic, Health status

Introduction

The empowerment approach which recognizes the triple role of women in the family, economic production and the community, recommends challenges in the social structure and in oppressive situation*s when* women have to suffer. Women have to increase their power not in terms of domination over others, but in terms of gains over their self –esteem and internal force. This means women have the right to decide about their own life and to influence social change, through their ability to gain control over crucial, natural and cultural resources.

Empowerment

Empowerment is a process of acquiring rights, developing self-personality development)and deciding by self independently (self-decision-making process. It is a fact ,that way of conscience, which paves the way for playing greater active role in all spheres of life and simultaneously empowers the person to control and change the major works .In other words, it's a process which is directly related to power and to change of power ,the power to control the resources and concepts. When lack of women empowerment, we providing women social, educational, political rights so that the status of women may become equal to the men in society.

Objectives of tribal women empowerment

➢ To increase awareness in women for their all-round development *in order* to use their latent talent optimally not only for themselves, but also for the society as a whole

➢ To develop the skills for self-decision –taking capabilities in women and to allow to present their point of view effectively in society.

➢ To create sound and proper environment for women's pride ,prestige and healthy physical and mental development

➢ To make efforts in organizing the tribal women for fighting against the problems and difficulties related to them

➢ To create awareness among tribal women to be truly ambitious and to dream for betterment.

Tribal

"A tribe is a group of local communities which lives in a common area speaks

common dialect and follows a common culture "

The tribal people express their cultural identity and distinctiveness in their social organization, language, rituals and festivals and also in their dress, ornament, art and craft.

Barriers to tribal empowerment

While it is clear that many benefits may derive from collective action, it must also be remembered that participation in groups with a serious purpose of vindication will demand sustained involvement, *P*oor tribal women are busy women. Not only do they spend much time and energy responding to family *needs, but* they also face conditions such control, social expectation recording motherhood, and unsafe community environments that limit their physical mobility. How to make it possible for women to engage in empowering activities while they face a critical everyday survival is a real challenge.

Education status

Education is empowerment. It is the key to establish and reinforce democracy and development which is both sustainable and human, and to peace founded upon mutual respect and social justice. Indeed, in a world in which creativity and knowledge play ever greater role, the right to education is nothing less than the right to participate in the life of the modern world. Educational problem in tribal women is concerned, it is closely related to their cultural practices and economy.

The social and economic conditions prevailing in the tribal settlements are not conducive for better education. Lack of sufficient educational institutions in tribal areas, poverty, inability to catch the children from pre-primary level, lack of nutritional and health care programmes, poor enrolment and drop out from high education etc., curtain the effective educational development among Scheduled Tribes. Moreover, the parents of the tribal children being generally illiterate cannot insist on their children attending classes regularly.

Economic status

Women in traditional economy, whether hunting and food gathering or shifting cultivation, played a significant role. But massive commercialization of minor forest product has resulted in the reduction of her economic role in slash and burn *cultivation, there* was a balance between her and man's role. This balance, *,gets upset* on the introduction of improved technology and conservation of forest into reserve areas. *Large-scale* tree-falling and deforestation in the tribal areas have led to severe *stresses and* strains on the tribal women. She has to spend double of her energies for domestic labour as she has to utilize nearly 6-9 hours in house drudgery for fetching water, fire, wood, collection of fodder etc., from the forests. With the miserable monotony of work at house, uncharitable life conditions, and difficulties faced in fulfilling these functions, tribal women in certain regions even resorted to suicide. With the problem of land alienation, land dispossession and pressure on land due to increased population tribal have been looking for alternative jobs.

Health status

The tribals have to face the problem of malnutrition. Majority of tribals are illiterate and poor .They do not have sufficient yield from their fields from which they can meet the consumption need of whole year. Due to recent forest policies, nationalization of minor forest products and control of non-nationalized items of MFP by local contractors or traders, tribal are now not in a position to collect a number of edible roots, shoots, barks, leaves, flowers, fruits, etc., which they used to consume raw or cooked .this has affected the calorie value taken by the tribal *adversely*. Now they are not in a position to feet their bodies with seasonal MFP available in their forest environment. As a result, tribal are now facing the problem of nutrient deficiencies and mal-

nutrition. Previously, tribals used to do hunting in the forest. They used to eat flesh of birds and animals, and used to provide their bodies with animal protein. But now they are prohibited .as a result they have to suffer from protein deficiencies. Care of pregnant women face the problem of malnutrition and associated diseases. Cultural factors also responsible for malnutrition in women of the tribal societies.

Tribal women in political status

The important questions are, what position woman holds in the tribal political institution? What decision making power does are she possess and what say does she have in the political and other activities considered important by the society?

Political and social *life of the tribals is* not separate. The social life involves methods of grouping and grading people for the effective carrying out of the various activities for common existence by sharing in common activities under the bounds of relationship. There can be various tribal organization for this purpose, but dupe opines that in India tribal design consists of family, clan, portray, tribe. Every head of a community who is always a male at different levels like clan, village, and territory is generally honored, obeyed and accepted as the head of the group. His position is hereditary with the final authority vested in him. Here, we find that tribal living in small groups, are united by kinship marriage and frequent individual conduct, and with them it is difficult to distinguish political affairs from domestic affairs. The traditional political field of the tribal is confined to the institutions like council of elders, village *headman, village* panchayat and the tribal chief –all of them are males who take important decision in all matters.

Thus, tribal women in the rational political structure did not have important position and their power was almost negligible. Such an asymmetry still provides short of an equilibrium which developed certain cracks in the social structure as change from different directions began drawing closer to the wider society thereby adversely affecting the status that women had enjoyed with all the limitations above. Viewing the overall situation we see that though women played a significant role in tribal economy and had considerable freedom. Social matters *are much* lower in the traditional social structure of the tribal society

Advantages of women empowerment

- Empowerment makes a person able to choose and able to demand .It makes the personable to choose her goals, generate opportunities to reach the goals and determine the overall directions of her life. This makes the notion of empowerment a fascinating and powerful one.

- Empowerment enables a woman to gain relative strength as a result of having choices and barging power. The consequences could be *the reduction* of invisibility as she is able to demand attention from those concerned, especially decision to generate the appropriate positive responses, reduction of vulnerability, reduction or elimination of *exploitability, availability* and use of social services and resources. Ultimately, *empowerment should* lead to the improvement of women's socio-economic status.

Causes of low level status of tribal women

- Women's powerlessness arises from their illiteracy, lack of awareness, lack of information and knowledge about politics and lack of skills, their overall lack of self-esteem and self – *confidence, their* lack of money, their lack of job opportunities, lack of connections to those who can provide jobs and lend them money to start own small enterprise. Women lack the awareness and insight into their circumstances aggravate their powerlessness.

- Lack of awareness towards health education related programmed. Lack of vocational education Lack of forest based industries Decrease of forest areas Lack of educational institutions in *remote tribal areas. Lack* of women development programmed. Establishment of community residential schools in all tribal areas only for the tribals.

Improving tribal women empowerment
✓ The Tribal women to raise their level of aspiration, adequate educational opportunities are to be provided and get motivated to participate, support and also learn their development programmes. Also provide vocational training for socio-economic and uplifement of living condition.
✓ The state government should concentrate the tribal girls to organize the committee for welfare programmes to reach the tribal women and will promote their life conditions
✓ Encouragement for vegetable consumption, and to create general awareness towards health and nutrition. The health centres and sub centres should be under the control of tribal women committee.
✓ Allowing tribal for free collection of edible MFP without any restriction development of forest products improve the craft based occupation. It will promote tribal women economic level. Establishment of forest based industry.
✓ The tribal women education and tribal women improve with the non – tribal level and also provide the employment opportunity as the same. The employment will give more improvement in their lifestyles and better income level.

Conclusion
Tribal women need a vital infrastructure and their empowerment (education, economic, political, health) would hasten the pace of tribal women's social development. Tribal women education contributes to improve quality of life and enhances tribal society development through increased economic production rates, improved hygiene and nutritional practices, reduced unemployment and illiteracy. Empowerment of the tribals can pave the way for assured sustainable progress.

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MAHILA SAMAKHYA – A BEACON FOR THE EDUCATION AND EMPOWERMENT OF WOMEN AND GIRLS IN INDIA

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ABSTRACT

Discrimination based on gender is one of the primary barriers to progress of society or nation. Even today, we could see the gender discrimination in many spheres of society in subtle format. In many parts of the world, girls and women are most often the victims of gender discrimination. In 1988, Government of India launched Mahila Samakhya (MS), a programme in pursuance of the goals of the as a concrete programme for the education and empowerment of women from socially and economically disadvantaged groups in rural areas. State Governments, World Bank, UNICEF etc. have been supporting the programme. The centrality of education in empowering women to achieve basic equality remains as the guiding principle of the programme. The programme endeavors to make women aware, empowered, capable and self-reliant. The present paper outlines the parameters upon which MS functions, its role in tackling gender issues in rural society and school education. The paper also comes out with excerpts drawn from an evaluation of MS at National Level and in Karnataka and Bihar. The paper concludes that MS has been proved to be one of the effective means to mobilize and organize rural women in India and enabling them to take charge of their lives and those of their daughters/children.

Key Words: NPE 1986, Mahila Samakhya (MS), Gender Discrimination, and Education and Empowerment of Women and Girls

INTRODUCTION

Gender equality refers to providing equal access to both women and men and girls and boys with reference to same rights, resources, prospects and safeguards. Gender equality can be achieved through gender neutrality and gender equity which means that women and men from all strata of the society should enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, and their different behaviours, aspirations and needs are equally valued and favoured. There are plentiful numbers of constitutional and legal provisions to gender equality in India. Our constitution makers being sensitive to women and children, have authorized the governments to make up special provisions to them.

Gender discrimination refers to unequal treatment of individuals wholly or partly due to their gender. It arises from differences in socially constructed gender roles and gender stereotypes. Even today, we could see the gender discrimination in many spheres of society in subtle format. Even in educational field, we could see gender discrimination in the areas like enrollment, retention, school environment, textbooks, attitude of parents and teachers, hidden curriculum etc.

NATIONAL POLICY ON EDUCATION (NPE) – 1986

Government of India has formulated The National Policy on Education (NPE) to promote education among people of India. The first NPE came into existence in 1968, and the second in 1986. It envisages improvement and expansion of education in all sectors; elimination of disparities in access and stress on improvement in the quality and relevance of basic education. NPE 1986 has given more importance to gender equality and empowerment of women. It has opined that education is a potent means to attain women empowerment and promote social equality. Following were the measures suggested by NPE 1986 to

overcome gender disparity at all levels of education in India:

- Using education as a way to change the status of women. Taking measures to surmount gender disparity.
- Reforming curriculum and syllabus, and enabling teachers, policy makers, administrators, educational institutions to play major role in restructuring value system.
- Encouraging women to pursue different courses.
- Providing child care and pre-primary education to all girls.
- Giving primary importance to registration and retention of girls in primary schools.
- Removing hindrances in pursuing technical and professional courses.
- Taking up measures at school level to foster confidence, decision making skills, dynamism and social and economic empowerment among girls.
- Enabling adult women to access non-formal education.
- Encouraging studies in reference to women and gender related issues.

PLAN OF ACTION (POA) – 1992

POA (1992) has taken the follow up of measures undertaken by NPE 1986. It has suggested few measures to tackle gender disparity and promote girl and women empowerment mainly through education:

- Removal of gaps and equalization of educational opportunities to all the deprived women.
- Envisaging Education as a prime tool to bring basic change in the status of women.
- Giving more importance on women's participation in vocational, technical and professional education.

MAHILA SAMAKHYA (MS)

In 1988, Government of India launched Mahila Samakhya (MS), a programme in pursuance of the goals of the as a concrete programme for the education and empowerment of women in rural areas, particularly from socially and economically marginalized groups. State Governments, World Bank, UNICEF etc. have been supporting the programme. The centrality of education in empowering women to achieve basic equality remains as the guiding principle of the programme. The programme endeavors to make women aware, empowered, capable and self-reliant.

PARAMETERS

MS recognizes that education can be an effective tool for women's empowerment, the parameters of which are:

- enhancing self-esteem and self-confidence of women;
- building a positive image of women by recognizing their contribution to the society, polity and the economy;
- developing ability to think critically;
- developing the skills of decision making and action through joint processes;
- Facilitating women to make learned choices in areas like health, education, and employment;
- ensuring equal participation in developmental processes;
- Ensuring economic independence by providing knowledge and skill;
- Increasing access on legal aspects and providing information with reference to rights and entitlements in society in order to enhance equal participation in all areas.

LAUNCHING OF THE MS

MS was started as a pilot project in 10 districts in the states such as Uttar Pradesh, Karnataka and Gujarat. The Department of Education selected the districts after consultations with state governments. The following criterion was followed for selection of districts:

- Districts with low female literacy, poor enrolment and retention of girls in the school system and low level of socio-economic development.

- Districts where supporting inputs would be available from other development programmes like Development of Women and Children in Rural Areas (DWCRA) etc.
- Districts in which dynamic voluntary organizations are working.

PRESENT STATUS

As of April 2014, MS is working in 126 districts covering about 42,398 villages in 11 states including Andhra Pradesh, Assam, Bihar, Jharkhand, Karnataka, Kerala, Gujarat, Uttar Pradesh and Uttarkhand, Madhya Pradesh and Chattisgarh. In Bihar, MS and UNICEF have been associated for a long time. XIIth Plan has a plan to incorporated 60-65 new districts.

TACKLING GENDER ISSUES IN SOCIETY

MS has been tackling gender issues in Indian society through following multiple ways:
- Organizes awareness programmes to bring change in the attitude of rural women.
- Organizes mahila sanghas which provides the rural women a space to meet, ask questions and articulate their thoughts and needs and make informed choices.
- Collaborates with NGOs and SHGs (Self Help Groups) in economic empowerment of rural women.
- Trains women in small scale industries etc. for their economic independence.
- Addresses domestic violence, sexual harassment at work.
- Provides for legal literacy and information relating to rights and entitlements in society.

ROLE IN SCHOOL EDUCATION

MS has been tackling gender issues in school education through following measures:
- Actively involves in detecting and preventing child marriages in rural places.

- Brings back the out of school girls to school. Thus it plays active role in enrolment of girls in rural schools.
- Takes measures to promote retention of girls in schools.
- Provides funds to improve basic amenities in rural schools.
- Provides for sports equipments to rural schools to encourage girls to take active part in sports.
- Provides for learning opportunities in alternate centers, residential camps and early childhood development centers.

AN EVALUATION OF MAHILA SAMAKHYA

The national evaluation done by Indian Institute of Management, Ahmadabad (IIMA) in 2013 reinforced that MS has made a positive impact on awareness and action in the areas of:

(a) Brutality against women

(b) Awareness about Legal Issues

(c) Providing Education for women and girls

(d) Health and

(e) Participation in Politics.

The Centre for Budget and Policy Studies (CBPS), Bangalore with funding support from International Development Research Council in 2016, conducted an evaluation of MS in Karnataka and Bihar. Following are a few excerpts;

Parental Awareness and Stopping of Early Marriage Practices: The programme has increased parental awareness about school and education. Parents were motivated to participate and contribute to school activities. Education level was higher among women in MS districts; and the age at marriage was also higher for them.

Empowerment: MS has enabled women to exercise their rights in their homes and improved their political participation. It has been able to reframe educational outcomes beyond literacy. It has engaged the MS sanghas in contesting power

structures that are often defined by the literate.

Social Networks and Community Building: MS sangha members are able to expand their social networks beyond caste and kinship networks, thereby increasing social capital. In addition, their contribution to community projects is significant. MS villages have also demonstrated the ability to offset community characteristics that inhibit collective action. Social networks of sangha women have vastly improved, and have also facilitated the reorganization of household relationships. MS has also been able to affect familial power dynamics which indicates a slow, tentative and constantly negotiated process wherein family dynamics are shifting, creating spaces of autonomy and action within the household.

Political Participation and Governance: MS has enabled women to exercise power in public spaces, either through participation in the Panchayat system or in school management committees. Reservation and quotas have ensured access to governance structures but MS has enabled effective use of that reservation enabled access to governance structures by disallowing the prevalent practice of male-capture in most other places. The MS have been able to promote a culture of questioning, critical thinking, collective decision-making and mobilization on public issues which are necessary for strengthening democratic structures at the local levels. Leadership has been emerged from the most marginalized of communities.

Livelihood and Access to Financial Resources: There is a rise in the percentage of women working outside the home or running small businesses due to the efforts of The MS sanghas. They also have helped to create pathways for non-traditional professions such as stonework, woodwork etc.

Violence and Justice: MS programme through Nari Adalats, a community based mediation forum, has helped to reduce violence in the rural areas. Further, these informal justice mechanisms have enabled a significant change in women's self-image.

Other Impacts: MS has had two clear policy uptakes: One is the Kasturba Gandhi Balika Vidyalaya (KGBV), a national scheme for residential schooling of girls at upper primary stage from most marginalized communities and contexts, which is modeled on Mahila Shikshan Kendra (MSK) of the MS. The second is the Nari Adalat, i.e., women's court that has been institutionalized in a number of states including Gujarat and which has helped in reducing the number of court cases tremendously by resolving family disputes locally.

CONCLUSION

Since its independence, India has made significant strides in addressing gender inequalities in different spheres of society like, family, education, political, employment, religion, culture, economic participation, decision-making etc., through its policies and legal reforms. MS was a brainchild of the NPE 1986 which recognized education as a means of empowerment of women which is the key to social transformation. The uniqueness of MS lies in the fact that it is not just confined to empowerment of women but also takes active part in tackling gender issues and empowerment of girls in rural schools. The programme has been proved to be one of the effective means to mobilize and organize women and enabling them to take charge of their lives and those of their daughters/children. At present, MS stands out as the largest government funded women's empowerment programme in world catering to 1.2 million women from 11 states in India.

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