CHAPTER-II

REVIEW OF RELATED LITERATURE

Conceptual Framework

Feminism is a range of movements and ideologies that share a common goal: to define, establish, and achieve equal political, economic, cultural and social rights for women. It demands equal rights and place for women in society rather than restricting them in only domestic deeds and implementing so called baseless rituals on them. Feminist movements have campaigned and continue to campaign for women's rights, including the right to vote, to hold public office, to work, to earn fair wages or equal pay, to own property, to education, to enter contracts, to have equal rights within marriage and to have maternity leave. Feminists have also worked to promote bodily autonomy and integrity and to protect women and girls from rape, sexual harassments and domestic violence.

The issues of rights for women first became prominent during the French and American revolutions in the late 18th century. In Britain it was not seen until the emergence of the suffragette movement in the late 19th century that there was significant political change. The seminal figures of The 'Second Wave' of feminism, including feminists like Betty Friedan and Germaine Greer, arose in the 1960s with an emphasis on unity and sisterhood.

Three Waves of Feminism

First wave

First wave feminism was a period of feminist activity that occurred by the end of 18th century with the publication of Mary Wollstonecraft's *The Vindication of the Rights of Women* and later on it spread throughout the Europe and America in the 19th century. It focused on political, legal and social rights. The term *first-wave* was coined in March 1968 by Martha Lear writing in The New York Times Magazine, who at the same time also used the term "second-wave feminism". At that time, the women's movement was focused on *de facto* (unofficial) inequalities, which it wished to distinguish from the objectives of the earlier feminists.

The first wave (1830's – early 1900's): Women's fight for equal contract and property rights

As a result of First Wave Feminism, during the 19th century, a spark created in the minds of women that they should have political power in their hands and they should command government themselves. Their agitation against male dominated society was taken as a symbol that they are not just sexual objects supposed to provide pleasure to men and produce children and maids to perform domestic management. As soon as seed of this thought was planted its branches spreads all over the world. (Stein, 2015).

Second wave

The second wave of feminism started during 1960's focused on the workplace, sexuality, family and reproductive rights. At that time women were fully aware of their all rights especially political and their role with awarded status in a society. It was perceived that women had met their rights goals with the exception of the failure of the ratification of the Equal Rights Amendment which has still not yet passed. But the case was not the same. Women were still suffering from various problems such as the stereotypical depiction of their gender in the society. They were supposed to perform certain tasks in their houses, communities and states. Though women were provided political rights in 1920's but still there is no female representation in the USA.

Third wave

Rebecca Walker coined the term "third-wave feminism" in a 1992 essay. It has been proposed that Walker has become somewhat of a symbol of the third wave's focus on queer and non-white women. Third Wave feminists have broadened their goals, focusing on ideas like queer theory, and abolishing gender role expectations and stereotypes. Unlike the determined position of second wave feminists about women in pornography, sex work, and prostitution, third-wave feminists were rather ambiguous and divided about these themes.

The third wave (1990's – present): The "micro politics" of gender equality

Today, unlike the former movements, the term 'feminist' is received less critically by the female population due to the varying feminist outlooks such as ego-cultural, the radicals, the liberal/reformists, the electoral, academicians, ecofeminists etc. It supports women rights her rules and the concept she is not only born for sexual deeds to please men

and to give birth in order to continue in generation. It boldly believes in equal rights and place in a society. Women are still fighting for acceptance and a true understanding of the term 'feminism,' it should be noted that Women have made tremendous progress since the first wave feminism. It is a term that has been unfairly associated first with ladies in hoop skirts and ringlet curls and then followed by butch, man-hating women.

Radical Feminism and Patriarchy

Radical feminism beliefs are based on the idea that the main cause of women's oppression originates from social roles and institutional structures being constructed from male supremacy and patriarchy. Patriarchy system focused on the fact that only male have the power to rule over the family either on the basis of issue that he is bread-earner or the child's are his own and he is the identity of them. Women who gave them birth have no right over them up to this patriarchy system. (Deborah Teasley, 2016).

Radical feminism is a philosophy emphasizing the patriarchal roots of inequality between men and women, or offensive nature of female dominance by man as they are assumed the powerful and owner entity of family and home. She is dominated at each and every step either on the basis of issue that she is powerless and soft structured or on the basis that she is helpless without the partnership of man. It opposes existing political and social organization in general because it is inherently tied to patriarchy out rightly. Thus radical feminists tend to be sceptical of political action within the current system and instead tend to focus on culture change that undermines patriarchy and associated hierarchical structures. It opposes patriarchy not men. To equate radical feminism to man-hating is to assume that patriarchy and men are inseparable, philosophically and politically.

Socialist Feminism and Patriarchy

Radical feminism is the most extreme form. The second type of feminism, called socialist feminism, is slightly less extreme but still calls for major social changes. Socialist feminism is a movement that calls for an end to capitalism through a socialist reformation of our economy. Basically, socialist feminism argues that capitalism strengthens and supports the sexist status quo because men are the ones who currently have power and money. Those men are more willing to share their power and money with other men which means that women are continuously given fewer opportunities and resources. This keeps women under the control of men. Feminism strictly opposes this system of

dominancy of men over women as they take her their own pet that has no feeling and strength. (Wind Good friend, 2016).The phrase "socialist feminism" was increasingly used during the 1970s to describe a mixed theoretical and practical approach for achieving women's equality. Socialist feminist theory analysed the connection between the oppression of women and other oppression in society, such as racism and economic injustice. Socialists had fought for decades to create a more equal society that did not exploit the poor and powerless in the ways capitalism did. According to Marxism socialist feminism recognized the oppressive structure of capitalist society. Radical feminism and socialist feminism recognized the fundamental oppression of women in patriarchal society. However, socialist feminists did not recognize gender and only gender as the exclusive basis of all oppression.

Liberal Feminism and Patriarchy

Liberal Feminism has a perspective that is diametrically opposite to that of cultural feminism. They believe that the differences in male and female's social behaviour are not so much because of biology but because of how their environment conditions them to be. Women are dominated on the basis that they are biological and socially weak than men. They are supposed to be soft and emotionally weak than men because they are stereotypically portrayed as hard soul with powerful shoulders which make them free to survive in a society without any fear of physical or sexual harassment. So feminist mainly strikes the concept surviving in a society that women are supposed to perform home tasks and giving birth to children only. The focus of liberal feminists therefore is on creating a completely different level for women in terms of legal and social systems, gender norms and gender socializations for that is what they believe is the key to the gender equality.

Liberal feminism become very famous during the period they actually raises the points that God made each and every thing with equal status in his vision there no concept of superiority or inferiority. There is equality and balance in his creation. A point is taken out that mental level of men and women is equal. Moreover a woman places an important role in formation of a society as she is the mind builder of her children who are considered the future of a nation. So why there is the patriarchy system in which a man is a decision maker as his mentality is the formation of his mother's mind?

Marxist Feminist and Patriarchy

Marx was a revolutionary person whose revolution is different and which focuses on the economic aspects of the society. Marxist feminists view economy as a main difference which creates hierarchy between duo genders. According to them (feminists) economy dominated by males generates power for them and subordinates females and this becomes the main reason of women's exploitation. According to him women is a part of only household work. Her main role is to look after her children and house. In the view of Marxist feminists, man is bread-winner who knows how to deal with the external world and earn livelihood for his family. Friedrich Engels discusses about the concept of Private Property and the State in his book *The Origin of the Family* (1884). According to him land and property are the main aspects of one's life as man is portrayed as the owner of fields and other property as he works hard in the fields but as far as women are concerned they are taken as subordinate to men and helpers of men in the fields. The stereotypical depiction of gender roles associated with men and women hindered women from associating herself with external world and her claim of equal hard work with men. Though various acts have been passed to strengthen the condition of woman but still in the current time, she is disassociated from claiming property as their own. (Wright, Erik Olin., 1998)

"Girl Child" within Masculine Sex Ratios

UNICEF declared the 'girl child' as a key target of its gender activity in1990 (UNICEF1993). The South Asian Association for Regional Co-operation (SAARC), in response to this declaration, announced 1990s as the Decade of the 'girl child', in tandem with the release of the Census of India results. The Indian postal service issued a commemorative stamp in 1990 marking the beginning of the decade of the girl child. In 1995 Women's conference at Beijing and 1994's International Conference on Population and Development held in Cairo, Egypt, contributed to set the stage for India to adapt its growth-oriented and neo-liberal development discourse of that time to the emerging global consensus on gender inequality. The sex ratio became a tool for agencies in shaping international discourses on gender inequalities through evidence-based demo-graphic data highlighting gaps in the gender constitution of populations. The 'girl child' has since become a symbol for social development within a large welfare approach showing overtures to uplift girls through education and other policy interventions. But these

discourses were targeting gender equality rather than mainstreaming or empowering girls. The technocratic dimension of the gender mainstreaming approach showed less association with women's movements or feminism and more inclination towards efficiency, transparency and bureaucratic systems. The international campaigns targeted at the' girl child' looks further tensions between the global 'girl child' agenda and localized perceptions of its meanings. In 1979, various national governments repel to sign the Convention for the Elimination of Discrimination Against Women (CEDAW) due to perceptions of it being a representation of Western conceptions of gender. The 'girl child' remained a prominent figure not only in India but also in China after 1995. Beijing conference turned out as a symbol of international community's attention to establishing a global discourse on women's rights across cultural and national contexts. The symbol of the 'girl child' has been reinvigorated after the shooting of the 14-year-old Malala Yousafzai in the Swat Valley in Pakistan in October 2011. After her BBC blog 'Life Under the Taliban 'raised the profile of her and her classmates' defiance of extremist edicts against girls' education by attending school. Immediately after, the General Assembly adopted Resolution 66/170 declaring 11 October as International Day of the Girl Child to be marked every year.

Violence Against Women

Violence against women is obviouslyan across cultural phenomenon. Violence against women appears in a remarkable variety of forms internationally, from sordid to sanitized; from secretive to scared; bedrooms and battleground; censured as well as supported by courts, clergy and communities throughout the world.

Cultural based violence against women: Manifestation

Women must avoid stereotypical roles associated with them. Violence whether it is social, political or cultural form it takes place against women. Many other forms of violence against females are familiar such as every day sexual assault, mental harassment and domestic violence but hardly anyone raise his/her eyebrow. Categorizing various types of violence against females, reports from the United Nations highlight that physical abuse alone is reported at high rates across the globe. The physical abuse of women and girls can't be understood without taking into consideration the sexualized context of that violence.

Gender and family violence

Violence is strongly associated with gender; males not only commit more violent acts just to differentiate themselves from females but they also are the primary consumers of entertainment with violent themes gained from these violent acts. The constructionist theory of gender violence suggests that men perpetuate this pattern in their discourse. Boys differentiate themselves from girls with shared play themes of fighting monsters and evildoers. Elementary school boys make threats, deride weaker boys and encourage aggressiveness. In this male social reality a person who is victimized and dominated in any way is a source of humiliation. For young boys in order to show their masculinity differentiate their actions, activities and try to get upper hand over each and every one. In early age boys try in order to dominate their peer groups try to win them sexually, physically as well as mentally and become dominant but on the other hand girls in social and family pressure become defensive and accept dominance of opposite gender. According to the male myth, women don't even know how much they like sex and they believe that he must introduce the reluctant female to this activity, and assumes that she will always remain loyal to the man who first gives her sexual fulfilment.

Dowry violence

Dowry violence refers to the violence concerning marriage-related payments given by the bride's family at the time of her wedding and also as a security of safety of bride against the violence, threats or other physical or mental violence after the wedding. Violence Against Women is most common in South Asian countries such as India, Pakistan, Bangladesh and Sri Lanka but it is also found in enclaves of people from these nations in the United States, Great Britain and elsewhere. Dowry violence can take various forms including starvation, harassments, beating, burning-alive, assaults. These forms of violence become more aggressive and dangerous when they take form as acid-attacks, rapes etc. which can disfigure and even destroy the life of a woman.

Lesbians violence

Violence against lesbians and gays is often random and brutal. Through this violence a powerful message of hatred and intolerance is sent to the society. They are attacked because of their sexual preference. Violence is considered to be anti-lesbian or anti-gay because its victims are stereotypically portrayed as unnatural and unadjustable in the society.

Lesbian/Gay violence ranges from murder and assault through to abuse and harassment. Violence against lesbians and gay men is often random and brutal.

Theories of Sexual Harassment

Natural / Biological model

The cause of Sexual Harassment with no one model being sufficient by itself to fully explains the behaviour. The Natural/Biological model is described by Tangri, Burt and Jonson (1982). This model says that sexual harassment does not actually exist but instead posits that behaviour labelled as such merely reflect the natural sexual tension and attraction between men and women. It portrays the negative consequences of sexual harassment on women's psychological health and upon their employment or educational status.

Organizational model

The second model of sexual harassment is organizational model by Tangri et.al. (1982).This model argues that sexual harassment is supported via its hierarchy which is represented by the stratification of power within the organization. Organizational model abuses often play it out when someone in a position of autonomy uses sexual harassment to intimidate and control those who are subordinates to him or him. The misuse of power is the common theme of this model. "Having power within a situation automatically and none consciously triggers sexuality schema, just as radical or gender features automatically triggers stereotypes of that group" (Bargh and Raymond (1995) (85).

It defines the problem as an abuse of power based on:

a) Differential power position within the organization;
b) Numerical ratio of males and females within the organizational;
c) The norms and the social climate of organizational life and
d) The unavailability of effective formal and informal grievance and resolution procedures.

Socio-cultural model of sexual harassment

This model is also like the organizational model that focuses on the unequal distribution of power and status between men and women but this model takes the issue a step ahead. The socio-cultural model of sexual harassment is seen as only one manifestation of a larger patriarchal system in which men are dominated group in a society. Socio-cultural Model

says that sex would be a better predictor of those who harasses and who is harassed. Women are the most victimized especially in a male dominated workplace.

Sex-Role Spill-over model

Sex-Role Spill-over theory constitutes the fourth model of sexual harassment (Gutek 1985, Gutek & Marash 1982). Researchers who have advocated this model have found that sexual harassment spill over of society's gender expectation into the workplace. Organizations where the sex ratio is skewed toward one gender or the other are the most likely to exemplify the sex role spill over theory. According to this theory, women employed in male dominated or female dominated workplace, often find that their sex role is a salient aspect of their position.

Four factor model

One aspect of sexual harassment researches have instead incorporated several measurable factors in their model of sexual harassment. This is deemed more comprehensive and realistic as it covers the socio-cultural, organizational and individual cause of sexual harassment. There are four element of this model of sexual harassment:

a) Anger towards women, the misuse of power and motivation in the form of sexual attractiveness.
b) Perceiving sexual harassment as either immoral, illegal or both, overcoming internal inhibitions against harassment such as fear of rejection, empathizing with the victims etc.
c) Overcoming external inhibitions against harassment.
d) Overcoming victim resistance to the harasser via the victim communicating that the behaviour must stop.

Patriarchy and oppression

Patriarchy and Oppression may be the underlying basis for all of the other models introduced. Patriarchy was rarely included in discussion regarding gender violence and harassment with the exception of some feminist analysis (Johnson, 1997; Paludi, 1990). "A society is patriarchy to the degree that it is male dominated, male identified and male centred". (Johnson 1997, 5).

Reviews

Muhonen, Tuija (2016) conducted a study on the existence of organizational harassment entitling, "Exploring gender harassment among university teachers and researchers". Samples of 322 participants from the University of South Sweden were collected in which there were 186 were women and 136 were men. The main finding of the study was that gender harassment was more prevalent among women than men and among senior lecturers and professors than lecturers. The major reasons of gender harassment for both women and men in various organizations was high job demands, less fair leadership, working style of the immediate manager and job dissatisfaction. This paper portrays gender harassment as a subtle form of sexual harassment among various institutions including both public and private.

Loots and Walker (2015) studied about Shaping a Gender Equality Policy in Higher Education: *which human capabilities matter*? The study aimed to find out the gender inequalities irrespective of transformative national policies and not presenting a national gender equality policy for higher education in South African Institutions. The capabilities approached, inform the policy and argued for development of a policy for higher educational institutions based on valuable functioning that provide information, regarding for gender equality. A sample of 38 students from one university as our case study consisted 20 in-depth qualitative interviews with female undergraduate and post-graduate students and 18 in-depth interviews with undergraduate and post-graduate male were analysed as a longitudinal study on Gender Empowerment, Agency and Higher Education Data directs opportunities men and women for which found importance for their personal development which further effects their directions and it influence for gender equality. At the end we conclude with the discussion that implication of the data for public dialogues which formulates capabilities based on gender equality policies as well as reflecting wide contributions brought to policy making development.

Loots, Sonja (2015) studied about A Capabilities Based Gender Equality Policy for Higher Education: Conceptual and Methodological Consideration. The study aimed to find out the complexity of transformative intent that often marginalized in favours of tangible and their outcomes. These are proofs in the track of global social justice goals like as gender equality, sole reliance and so on. Numerical data for tracked progress leads to

simplification of thoughts for the sake of measurement. This intensifies the alarm to focus both on conceptual and methodological aspects in policy development and evaluation to elaborate human development and transformation of inequalities with social justice. South African University reported on a mixed-methods process to direct and develop capabilities based gender equality policy as it reveals what gender equality reflects conceptually and what it identifies empirically is valued functioning and capabilities that act as transformative policy evaluation indicators. A sample of 57 students consisting 39 females and 18 males was conducted to understand gender roles in various institutions. In further division, there was a sub-division under which 25 students were undergraduates and 14 students fall under post-graduate level. While in another male group there were 10 undergraduate and 8 post-graduate levels students. The paper summarized that the capabilities' approach was important evidence based on policies in higher education and those possibilities achieve both aspects in order goals social justice and results.

Menon, Sanjobo, Lwatula, Nkumbula, Zgambo, Musepa & Ngoma (2014) studied about "Knowledge and perception of Sexual Harassment in an Institution of Higher Education in Sub- Saharan African." The study of Sexual Harassment existed at a higher institute of learning. It analyses sexual harassment in the university campus and makes recommendations based on the results. This cross sectional study collected both primary and secondary data. The participants, included 913 students, 90 academic staff and 97 non-academic staff, were selected from within the university campus. Questionnaires were administered in class for the students and individually with staff members after got informed concession. Secondary data records from 1996 to 2006.Secondary data related with the issues of with sexual harassment from the Registrar's department, Deans of schools, counselling centers, university clinic and records from staff and students were collected. This paper found that the majority of the participant (54.1%) knew what sexual harassment was? It was found that 57% of the respondents confirmed that Sexual Harassment does occur in the university campus more than what was shown about the development of Sexual harassment acts. There was a conflict in the understanding of what construct sexual harassment with the students being the least to recognize sexual harassment acts. This paper also acknowledged that more female students and non-academic staff classify more forms of sexual harassment acts and behaviour than the male

participants. It could be decided that Sexual harassment may be an issue at the university despite the changeable reaction on understanding of the development of sexual harassment. University Sexual Harassment policy should be formulated and implemented in the university in order to deter the harassers and take care of female students and victims.

Watson and Watson (2013) studied about Understanding the Persistence of Inequality in Higher Education: evidence from Australia. In the 20th century, Australia, like many countries in the Organization for Economic Cooperation and Development, sophisticated actively spread in participation in higher education which was promoted by government through increases in the number of publicly funded university places. A large disproportionate share of the undergraduate student population was still related with higher socio-economic background. This paper seeks to understand the persistence of inequality in higher education by examined change in patterns of participation in Australian universities since the 1970s. The data analyzed in this paper was derived from three Australian surveys conducted between 1987 and 2005. The researcher explored the importance of having a university-educated parent on an individual's chances of obtained a higher education degree. Each of the three surveys was designed to collect cross-sectional data. The impact of higher education in terms of reduced inequality, having a university-educated parent continues to exert a direct effect on an individual's propensity to graduate from university. This paper shows the theories of maintained inequality and relative risk aversion to interpret institutional and student's behaviour. In other words that the task of changed institutional behaviour, in a way effectively addresses persistent inequality in higher education will probably require a more long-term policy and funding commitment.

Maqsood, Maqsood & Raza. (2012) studied about "Getting Higher Education: Is It Really a Challenge for Females in Pakistan". The present study aimed to investigate the challenges, which girls had to face to overcome the cultural obstructions to get higher education. The study stresses on the reason of cultural barriers and challenges that female had to face. It provides strength, knowledge and power to face and fight and defeat all those nonsense and baseless views which were coming on women's way of development and right for education. Their presence in cultural activities and other fields will enhance their personal development. Qualitative research approach was adopted in order to know about

subjective experience of respondents which they experienced while getting admission in university. The sample for this study consisted of 4 female students for in-depth interviews and 8 students for Focus Group Discussion. In-depth interviews and FGD were put into practice because the research question of the present study required both breadth and depth. The findings of the study suggested that cultural barriers faced by girls were based on stereotypical gender roles. The root cause of female's backwardness which was assessed by the observer was the concept of male superiority. According to this males are the dominant figures of society that can do anything at any time whether related to education or other social activities. Females need approval of their family to do anything in her life which depicts their boundaries, limitations and their dependence on male figures of her family. This dependency becomes the main obstacle in their way of educational and personal development. The change can be attributed in the society by the establishment of universities in various cities by the efforts of the higher education. It had provided women an opportunity to receive university education in their nearby cities. Affordable fee, access to scholarships, easy availability of transportation and lucrative environment of the university attract a large number of women to get into it.

McLayghlin, Uggen & Blackstone (2012) studied about Sexual Harassment, Workplace Authority, and the Paradox of Power. Power has always remained at the core of feminist theories in context to sexual harassment. Although it had rarely been measured directly in terms of workplace authority but it affects female's very intensely. The most pointed target of this system was females who suffered sexual harassment but power-threat theories suggest that women in authority may be more frequent targets. The sample consists of 1,010 youth who have since been surveyed regularly. For this article, the researcher has analyzed the 2003-2004 surveys and participants were approximately 29 and 30 years old. Survey retention was 73 percent in 2004. This article analyses longitudinal survey, data and qualitative interviews from the Youth Development Study to test this idea and to delineate why and how supervisory authority, gender nonconformity and workplace sex ratios affect harassment. Relative to nonsupervisory, female supervisors were more reported to be harassed this harassment was not only sexual but physical and mental also. Interviews point to social isolation as a mechanism linked with harassment to gender nonconformity and women's authority particularly in male-dominated work setting.

Malik and Courtney (2011) studied about Higher Education and Women Empowerment in Pakistan. The study aimed to find out participation of women in higher education which was later converted to women empowerment in Pakistan. Samples and semi-structured interview of 10 public Universities in Pakistan, consisting 1290 students and 290 faculty members, were taken and this survey was used as a tool of data collection. The main finding of the study was that Higher Education had gradually increased women's awareness of their legal rights specially divorce and inheritance of property. However most of them were still not claim these rights even after getting higher education due to parental and social pressure. Increased level of education and economic status created a confidence among women and they raised their voice within family and community to inherit their rights and were listened by each and every member of the family as well as society.

Peterson (2011) studied about "The gender mix policy – addressing gender inequality in higher education management". The study aimed to find out women in senior management positions in Swedish higher education during the last two decades. Drawing on quantitative and qualitative data, this paper shows the increased proportion of women in senior academic management positions in Swedish higher education between 1990 and 2010. The quantitative part of the study set out to map women's representation on four senior management positions in higher education: vice-chancellor (head of university), pro-vice-chancellor, dean (head of faculty) and pro-dean. Statistical information about women and men on these positions was gathered for the years 1990, 2000 and 2010. National statistics were most noteworthy lacked and the information for 1990 and 2000 was collected from the annual directory of Government employees in Sweden. The article uncovers some of the factors that account for women's successful entrance into these positions. This article also shows the qualitative interviews with 22 women in senior management positions. Four vice-chancellors, six pro-vice-chancellors, five deans and seven pro-deans were interviewed and the implementation of a gender mix policy was vital in experience and helpful in decreasing male-domination. However, the women also expressed some concerns about the consequences of how the gender mix policy was applied. The article takes these concerns as a point of departure for a critical evaluation of how successful the policy was promoted to gender equality on a structural level.

Joubert, Van & Rothmann (2011) studied about "The Effectiveness of Sexual Harassment Policies and Procedures at Higher Education Institutions in South Africa". Sexual harassment policies were mainly placed in higher educational institutions without any evidence of its influence as persistent by the knowledge of the policy. The purpose of this study was to examine the awareness level of academic staff members at higher education institutions in South Africa. A statistic of high profile court cases highlights the importance for adequate policies to scale down the occurrence of sexual harassment grievances/complaints. A cross-sectional survey design was administer amongst 161 academic staff members, describing 10 higher educational institutions in South Africa. The calculating instrument that was used was the Sexual Harassment Questionnaire (SHQ) that was developed particularly for this study. The conclusion showed that in spite of evidence that sexual harassment policies do prevail and that they were regarded as valid tools in mark sexual harassment, the utilization of policies was not acceptable and few academic staff members gained training and/or guidance on the usage of the policy. Significant correlation coefficients were found between the elements of an effective policy and between population group and some of the elements. No other study in South Africa tackle to measure the awareness levels of academics and its impact on the management of sexual harassment.

Berggren (2011) studied about Gender Equality Policies and Higher Education Careers. Gender equality policies regulate the Swedish labour market, including higher education. This paper analyses and discusses the career development of postgraduate students in the light of labour market influences. The principle of gender separation was used to understand these effects. Swedish register data encompassed information on 585 postgraduate students born in 1948, 1953 and 1967 were analyzed. Since higher education and the labour market were horizontally gender-divided, career options were different for men and women. Men, both those who did and did not obtained a postgraduate degree, were more likely to work within the private sector, compared to women who were more likely to complete their degrees and more likely to work within the public sector. In other words women more often remained within higher education and men were probably, due to their academic specialization, were in greater demand on the regular labour market, meaning their studies, to a greater extent, remain incomplete. In 1960s higher education

was very selective and participation of women with less well-educated family background was rare. After the expansion of higher education, both the student and faculty bodies had become increasingly diversified. However, new demarcations have emerged between those who receive research funding and those who didn't and between those who work within higher education and those who left for other options outside.

Murdoch, Pryor, Griffin, Ripley, Gackstetter, Polusny & Hodges (2010) have conducted a study on Unreliability and Error in the Military's "Gold Standard" Measure of Sexual Harassment by Education and Gender**.** The Department of Defense's "gold standard" sexual harassment measure, the Sexual Harassment Core Measure (SHCore), was based on an earlier measure that was primarily developed by college women. Furthermore, the SHCore requires a reading grade level of 9.1. This may be higher than some troops' reading abilities and realization that are the resultant of their sexual harassment experiences. Results from 108 male and 96 female soldiers showed that the SHCore's temporal stability and alternate-forms reliability was significantly worse (a) in soldiers without college in which experience was compared to women (b) in men compared to women. For men without college experience, almost 80% of the temporal variance in SHCore scores was attributable to error. A plain language version of the SHCore had mixed effects on temporal stability depended on education and gender. The SHCore may be particularly ill suited for evaluated population trends of sexual harassment in military men without college experience.

McGregor, Mont, White & Coombes (2009) studied about "Examination for Sexual Assault: Evaluating the Literature for Indicators of Women Centred Care". This study aimed to find out the extent to which recent peer-reviewed published literature on the acute management of sexual assault was women-centred. We developed devices and framework that operationalized women-centred care provision in the context of sexual assault. Concluded and evaluated the literature in relation to these indicators. A systematic search identified a total of 20 relevant articles for inclusion in the analysis. These articles were published in medical journals (65%, 13/20), nursing journals (20%, 4/20) and journals targeted toward other health care practitioners (15%, 3/20), and originated from the United States (65%, 13/20), the United Kingdom (15%, 3/20), Australia (10%, 2/20), Spain (5%, 1/20) and Canada (5%, 1/20) between January 2000 and August 2005. We found little

acknowledgment of the inherent tensions faced by sexual assault examiners in provided women-centred care. The discussion focused on women and sexual assault examinations, social justice issues, the need for gender-sensitive training for health care providers and a critical appraisal of colposcopic and DNA technologies. Indicators of respect, safety and restoring control and connections to community were present in the majority of article.

MicksonKayuni (2009) studied about The Challenge of Studying Sexual Harassment in Higher Education: An Experience from the University of Malawi's Chancellor College. The study aimed to find out the outcome of an empirical research study conducted in November 2007 and April 2008 to analyse the extent and factors contributing to sexual harassment in the University of Malawi's Chancellor College. The study set out to answer some of the following research questions: (1) how does the Chancellor College community understand sexual harassment? (2) What are the extent, nature and forms of sexual harassment in Chancellor College? (3) In which ways sexual harassment complaints are handled? (4) What are the contents of institutional policies and procedures that focus on sexual harassment? Despite such a properly outlined purpose of this research, there were several challenges which emerged and hindered this paper from highlighting issues. Data for this research were collected in several stages and employed different methodologies. From the quantitative approach 200 questionnaires were distributed to male and female students in the university campus specifically. Though there was a low response rate for the questionnaires administered but an overwhelming positive response to individual and focus on group discussions. The qualitative approach was welcomed while the quantitative approach didn't achieve its purpose. This paper discusses the reasons for such a discrepancy and the effect of such an anomaly on the paper's overall goal. The paper also briefly shares some of its findings derived from a qualitative Study methodological assessment and organisational records of the University of Malawi's Chancellor College. Based on the conclusion drawn from the study, issues of sexual harassment at Chancellor College had to be dealt with these issues while bearing in mind the following challenges and/or recommendations:

➢ Lack of a proper legal definition of what constitutes sexual harassment.
➢ Lack of a clear university policy on sexual harassment.

➢ Lack of clearly defined structures to report cases of sexual harassment.

➢ Lack of basic training regarding sexual harassment.

Reimer & Pollak (2009) studied about "Educational Expansion and Its Consequences for Vertical and Horizontal Inequalities in Access to Higher Education in West Germany". It says that for scholars of social stratification one of the key questions regarded educational expansion was whether it diminishes or magnified existed inequalities in educational attainment. The effect of expansion in educational inequality in tertiary education had become increase relevant for labour market prospectus and life course opportunities. This article studies the access of tertiary education of students with different social origins in the light of educational expansion in Germany. First, they examined inequalities in access to four vertical alternatives of post-secondary education by means of multinomial regression with national data from four schools. Secondly, for those students who enrol at a tertiary institution, effects of social origin in horizontal choices of fields of study were analysed. Results show that unequal opportunities to access post-secondary and tertiary institutions remain constant at a high level, likewise social background effects have not changed over time for the choice of fields of study. Thus students from different social backgrounds didn't change their educational strategies irrespective of ongoing secondary & tertiary educational changes.

Jennings, Gover & Pudrzynska (2007) conduct study on "Are Institutions of Higher Learning Safe? A Descriptive Study of Campus Safety Issues and Self-Reported Campus Victimization among Male and Female College Students". This descriptive study provides an idea that how women were always prohibited to do anything according their desires due to the perceptions of fear and perceived risk of crime as reported by a convenience sample of 564 undergraduate students at a large south-eastern university. Students also reported their use of constrained behaviour in an attempt to reduce their likelihood of victimization. Prevalence estimates of personal, property, and sexual assault victimizations were reported. Results indicated that there were significant gender differences on the basis of sex. Significant gender differences were also found in self-reported sexual assault and property crime victimization. Directions for risk reduction and prevention strategies for campus victimization were discussed along with concluding remarks about the importance of these campus-related issues to educators and to the campus community as a whole.

Indian Reviews

Thomas (2015) studied about "Incident of Sexual Harassment at Educational Institutions in India: Preventive Measures and grievance Handling". The purpose of this study was to understand the role of Human Resource Department while handling other issues such as sexual harassment at workplace (SHW) in educational institutions. The emphasis of this research paper was to set up a preventive measure and fair procedure to develop a better and reliable organizational culture in educational institutions, free from issues of sexual harassment and exploitation. Researcher selected 110 female participants from various higher educational institutions in India who were willing to share their experience and opinion on sexual harassment issues at colleges and universities where they study or work. The research methodology adopted for this study was doctrinal and sources of information were both primary and secondary which includes opinions and experiences of women in educational institutions, reports and articles from books, newspaper articles, websites, case laws etc. Research attempted to understand the perception of women in educational institutions towards sexual harassment issues and identify the consequences and aftermath of incidents of sexual harassment at workplace. This paper suggests measures for effective implementation of Sexual Harassment Redressal forums in Educational Institutions as prescribed by law of land.

Rane (2014) studied about "Gender Inequality in Higher Education: A Study of Girl Students of Conventional courses in Nasik, India". The study aimed to find out the women who were performing extraordinarily well in different spheres of activities. The issue of gender inequality was still present in all spheres of life. The Indian constitution had granted equality to women in written form of constitutionally but in real, the majority of Indian women is facing obstacles and difficulties in achieving equality and respect. They are still getting raped, harassed and physically and mentally tortured. The study tried to work on gender discrimination in higher education in India where the position was more complicated. On the contrary the female students were performing very well in all faculties of education. Many of them topped the merit lists and even the passing percentage was more than the boys. But in the present situation, according to 2011 Indian census only 35% women were illiterate. Out of these 35%, 65% women had the higher education which was very low. There were other educational variations also which were based on rural-urban,

poor-rich, higher-lower caste differences etc. Government had provided various competence and privilege to facilitate education to female and decrease the disparities in the society. The study tried to highlight the challenges in education before the girl students of the Department of Sociology and their desires, career choices and hurdles in their educational way, their experience about gender discrimination in the family, family background, use of facilities or concessions given by the government, etc. The data was collected by the primary techniques like questionnaire and interview. The study was limited to the students of conventional courses. It was conducted in one of the leading women's college in Nasik city.

Purkayastha and Rao (2012) studied about "Prevention & Redress of Sexual Harassment in Institution of higher education in Assam: Myths and Reality, Practice and Strategies". Sexual harassment at workplace was not the issue of an individual woman. It describes the change of the workplace and affects the position of women at large. It was about power played its role in sexual politics. This was specifically true of the institutions of higher education as, generally, these had been considered as sacrosanct intellectual domains. Researcher selected five districts and 65 colleges of Assam that were affiliated to Dibrugarh University, located in Dibrugarh, Assam. The purpose of study to deconstruct received notions and myths, perceive reality, critique institutional policies and practices and suggest strategies for future action. Out of the 65 colleges only five had Complaints Committees. Lack of awareness regarding the issue was observed. They had failed to treat sexual harassment as a serious organizational issues or policy matter to be integrated into service rules.

Halder (2009) studied about "Prospects of Higher Education of the challenged women in India". This study aimed to find out the nature of failure and stagnation in education of orthopaedically challenged women and various restraint faced in their way towards higher education. The method used for the exploration were the General Information Schedule (GIS), Socioeconomic Schedule and Interview Schedule. The sample consisted of 100 orthopaedically challenged women collected on the basis of a situational sampling technique from eastern parts of India (West Bengal). The findings were argued in relation to the obstacle to higher educational convenience for challenged women in India. The study found that the brute physical or architectural barriers, financial

restraints and the attitudinal barriers had a significant influence on higher education of the challenged woman. The study also found huge rates of wastage and stagnation at the primary and secondary level of education. The study concludes by recommending the need for an overall approach for counter acting various constraints that exist in the early level of their education without which we can hardly dream of higher education for the challenged women in a country like India.

Kindom (2002) studied about the "The Gender Gap in Educational Attainment in India: How much can be explained". In this study different treatment of sons and daughters by parents was an enough explanation of the gender gap in educational institutions in developing countries. The data for this study came from a purpose-designed stratified sample survey of 1000 households in 1995 in the Urban Agglomeration of Lucknow district, Uttar Pradesh. The researcher estimated educational enrolment functions and selectivity-corrected educational attainment functions, conditional on enrolment. The gender difference in educational attainment was decomposed into the part that was explained by men and women's differential characteristics and the part that was not so explained (the conventional 'discrimination' component). The analysis suggests that girls face significantly different treatment in the intra-household allocation of education – there was a large unexplained component in the gender gap in schooling attainment. A detailed decomposition exercise attempts to discover the individual factors most responsible for the differential treatment.

Research Gaps

The review of the related literature with the present study throws light on the various researches conducted on the women safety in higher education. Almost all the studies describe the female facing various problem in the educational institution like caste discrimination, sexual harassment, gender inequality, unfair evaluation etc. which create the feeling of insecurity among women. So they preferred to drop out from the higher education. These issues are the main causes of low enrolment of females in higher education.

Name/Year	Aim/Purpose	Results/Findings
Tuija Muhonen, (2016)	The study aimed to find out the pervasiveness of gender harassment and how it is related to different organizational factors, job satisfaction among women and ill-health and men working as university teachers and researchers.	The main finding of the study was that gender harassment was more prevalent among women than men and among senior lecturers and professors than lecturers. This paper portrays gender harassment as a subtle form of sexual harassment among various institutions including both public and private.
Loots and Walker (2015)	The study aimed to find out the gender inequalities irrespective of transformative national policies and not presenting a national gender equality policy for higher education in South African Institutions.	We conclude with the discussion that implication of the data for public dialogues which formulates capabilities based on gender equality policies as well as reflecting wide contributions brought to policy making development.
Loots, Sonja (2015)	The study aimed to find out the complexity of transformative intent that often marginalized in favours of tangible and their outcomes.	The paper summarized that the capabilities approach was important evidence based on policy in higher education, that possibilities both aspects in order goals social justice and results.
Watson and Watson (2013)	This paper seeks to understand the persistence of inequality in higher	1. The impact of higher education in terms of reduced inequality, having a university-educated parent continues to exert a direct

	education by examined change in patterns of participation in Australian universities since the 1970s.	effect on an individual's propensity to graduate from university. 2. This paper shows the theories of maximally maintained inequality and relative risk aversion to interpret institutional and student behaviour. 3. In other words that the task of changed institutional behaviour, in a way effectively addresses persistent inequality in higher education will probably require a more long-term policy and funding commitment
Maqsood, Maqsood & Raza. (2012)	The present study aimed to investigate the challenges, which girls had to face to overcome the cultural obstructions to get higher education.	The change can be attributed in the society by the establishment of universities in various cities by the efforts of the HEC. It had provided women an opportunity to receive university education in their nearby cities. Affordable fee, access to scholarships, easy availability of transportation and lucrative environment of the university attract a large number of women to get into it.
McLayghlin, Uggen &Blackstone (2012)	The most pointed target of this system was females who suffered sexual harassment but power-threat theories suggest that women in authority may be more frequent targets.	Relative to nonsupervisory, female supervisors were more reported to be harassed this harassment was not only sexual but physical and mental also. Interviews point to social isolation as a mechanism linked with harassment to gender nonconformity and women's authority particularly in male-dominated work setting.

Malik and Courtney (2011)	The study aimed to find out participation of women in higher education which was later converted to women empowerment in Pakistan.	The main finding of the study was that Higher Education had gradually increased women's awareness of their legal rights specially divorce and inheritance of property.
Peterson (2011)	The study aimed to find out women in senior management positions in Swedish higher education during the last two decades.	The women also expressed some concerns about the consequences of how the gender mix policy was applied. The article takes these concerns as a point of departure for a critical evaluation of how successful the policy was in promoted to gender equality on a structural level.
Berggren (2011)	This paper analyses and discusses the career development of postgraduate students in the light of labour market influences	1. Women more often remained within higher education and men were probably, due to their academic specialization, were in greater demand on the regular labour market, meaning their studies, to a greater extent, remaining incomplete. 2. In 1960s higher education was very selective, where participation by women and individuals with less well-educated family backgrounds was rare. After the expansion of higher education, both the student and faculty bodies have become increasingly diversified.
Murdoch, Pryor, Griffin, Ripley,	The Department of Defense's "gold standard" sexual	A plain language version of the SHCore had mixed effects on temporal stability depended on education and gender. The

Gackstetter, Polusny & Hodges (2010)	harassment measure, the Sexual Harassment Core Measure (SHCore), was based on an earlier measure that was primarily developed by college women.	SHCore may be particularly ill suited for evaluated population trends of sexual harassment in military men without college experience.
McGregor, Mont, White & Coombes (2009)	This study aimed to find out the extent to which recent peer-reviewed published literature on the acute management of sexual assault was women-centered.	The discussion focused on women and sexual assault examinations, social justice issues, the need for gender-sensitive training for health care providers and a critical appraisal of colposcopic and DNA technologies. Indicators of respect, safety and restoring control and connections to community were present in the majority of article.
MicksonKayuni (2009)	The study aimed to find out the outcome of an empirical research study conducted in November 2007 and April 2008 to analyze the extent and factors contributing to sexual harassment in the University of Malawi's Chancellor College.	The paper also briefly shares some of its findings derived from a qualitative Study methodological assessment and organisational records of the University of Malawi's Chancellor College. Based on the conclusion drawn from the study, issues of sexual harassment at Chancellor College had to be dealt with these issues while bearing in mind.
Reimer & Pollak (2009)	The purpose of this study for scholars of social stratification one of the key questions regarded	Results show that unequal opportunities to access post-secondary and tertiary institutions remain constant at a high level, likewise social background effects have

	educational expansion was whether it diminishes or magnifies of existed inequalities in educational attainment.	not changed over time for the choice of fields of study. Thus students from different social backgrounds didn't change their educational strategies irrespective of ongoing secondary & tertiary educational changes.
Jennings, Gover & Pudrzynska (2007)	This descriptive study provides an idea that how women were always prohibited to do anything according their desire perceptions of fear and perceived risk of crime as reported by a convenience.	Results indicated that there were significant gender difference on the basis of sex either male who was assumed powerful and muscular or female who was soft statured. Significant gender differences were also found in self-reported sexual assault and property crime victimization.
Thomas (2015)	The purpose of this study was to understand the role of Human Resource Department while handling other issues such as sexual harassment at workplace (SHW) in educational institutions.	Research attempted to understand the perception of women in educational institutions towards sexual harassment issues and identify the consequences and aftermath of incidents of sexual harassment at workplace.
Rane (2014)	The study aimed to find out the women who were performing extraordinarily well in different spheres of activities.	The study tried to highlight the challenges in education before the girl students of the Department of Sociology and their desires, career choices and hurdles in their educational way, their experience about gender discrimination in the family,

		family background, use of facilities or concessions given by the government, etc.
Purkayastha and Rao (2012)	The purpose of study to deconstruct received notions and myths, perceive reality, critique institutional policies and practices and suggest strategies for future action.	Researcher said in their study lack of awareness regarding the issue was observed. They had failed to treat sexual harassment as a serious organizational issues or policy matter to be integrated into service rules.
Halder (2009)	This study aimed to find out the nature of failure and stagnation in education of orthopaedically challenged women and various restraint faced in their way towards higher education.	1. The findings were argued in relation to the obstacle to higher educational convenience for challenged women in India. 2. The study found that the brute physical or architectural barriers, financial restraints and the attitudinal barriers had a significant influence on higher education of the challenged woman.
Kindom(2002)	In this study different treatment of sons and daughters by parents was an enough explanation of the gender gap in educational institutions in developing countries.	The analysis suggests that girls face significantly different treatment in the intra-household allocation of education – there was a large unexplained component in the gender gap in schooling attainment.
Menon, Sanjobo, Lwatula, Nkumbula, Zgambo,	The study of Sexual Harassment existed at a higher institute of learning. It analyses sexual harassment in the	This paper found that the majority of the participant (54.1%) knew what sexual harassment was? It was found that 57% of the respondents confirmed that Sexual Harassment does occur in the university

Musepa & Ngoma(2014)	university campus and makes recommendations based on the results.	campus more than what was shown about the development of Sexual harassment acts.
Joubert, Van & Rothmann (2011)	The purpose of this study was to examine the awareness level of academic staff members at higher education institutions in South Africa.	The conclusion showed that in spite of evidence that sexual harassment policies do prevail and that they were regarded as valid tools in mark sexual harassment, the utilization of policies was not acceptable and few academic staff members gained training and/or guidance on the usage of the policy.