

**Social Freedom and its Ramifications on Teaching: An
Analysis in context of Women Teacher Educators**

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Declaration

This is to certify that the material embodied in the present work entitled “**Social Freedom and its Ramifications on Teaching: An Analysis in context of Women Teacher Educators**”, is based on my original research work. It has not been submitted in part or full for any other diploma or degree of any University/ Institution deemed to be University and College/ Institution of National Importance. References from other works have been duly cited at the relevant places.

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ABBREVIATIONS

AD	Anno Domini
ANOVA	Analysis of Variance
B. Ed.	Bachelor of Education
BSY	Balika Samriddhi Yojana
DMP	Decision Making Power
DSF	Desire for Social Freedom
DWCD	Department Of Women And Child Development
E I	Emotional Intelligence
EII	Emotional Intelligence Inventory
MTS	Meta Cognitive Thinking
NCA	Necessary Condition Analysis
NGO	Non-Government Organization
OBC	Other Backward Class
PRI	Panchayat Raj Institutions
PS	Personal Space
S F	Social Freedom
SC	Schedule Cast
SD	Standard Deviation
SPSS	Statistical Package for the Social Sciences
ST	Schedule Tribe
UNGA	United Nations General Assembly
WSF	Women's Social Freedom

Chapter 1

1.1 Conceptual Frame Work

“If all men are borne free, how is it that all women are born slaves?”

-Astell Marry

In almost all societies over the world the first question parents and relatives ask when the new-born emerges into this world is the same: is it a boy or a girl? The urgency and the intensity in the question reveal the great importance that human societies attach to sex differences. This is a manifestation of the fact that every societies differentiates between its men and women and prescribes separates sets of values, norms and role specifications for the two gender categories. Although such a differentiation, in principle, does not lead to the superiority and dominance of one group over the over, in practice gender dissimilarity is translated into gender inequality. No wonder therefore, the gender inequality is perhaps the oldest form of structural inequality and hence the resultant domination and exploitation of one sex by the other.

After independence of India revolutionary as well evolutionary changes the people saw in status and the position of the women in Indian society. It has been mentioned in the constitution of India that everybody us equal before law. There is no discrimination on the basis of the sex. Right to Equality is the Fundamental Right Enshrined in the Indian constitution. It is the drastic change in the history of India that the status and role of women is getting change from ancient to modern. But the status and position of women in India it yet a topic of discussion and needs specific attention. If we compare status and position of women of modern era with ancient period, it has changed a lot. As per the participation of

women in teaching is concerned it is easy to say that the role of women in teaching were rare. We rarely saw them in the teaching but as the time is changing the concept is going to change, in every school we find the women in teaching and they have their marvelous performance as well from primary to University level. Literacy rate of women in India is perhaps less than male but the situation is in towards the positive direction.

Throughout human history, the inferior status of women has been taken as a self-evident fact of nature of life and this assumption was shared by both men and women. Its multi-faceted dimensions have started unfolding only recently after social scientists have increasingly engaged in reflective and multi-pronged analysis of this critical issue. Suffice it is to state this fact in a sentence here because we reserve the latter half of the present chapter for an elaborate discussion of this issue. Such is the case of the 'fair sex' despite the known fact that India is one among the early third world nations to constitutionally consider women at par with men in all respects including franchise, education, employment and other life opportunities. In fact much before independence, the freedom struggle involved scores of Indian women who sacrificed their traditional gender roles as housewives and got into the main stream of national life. They braved the conservative elements in the Indian society which looked them down for crossing the boundaries of respectable femininity and sex role expectations of traditional social structure. It is really sad that their sacrifice remains only a part of history books and the younger generations of women remain where they were in the social hierarchy. What it means to be 'male' and 'female' is a question asked explicitly or implicitly in every society- traditional or modern. Through cross cultural research studies by social scientists like Mead and others, it has been firmly established that 'culture' rather than 'nature' is the major influence in

determining the differences between the sexes. As a result, it is now agreed that the word 'women' or 'man' in a given social context can be explained in cultural forms more precisely and more completely than in terms of innate qualities. For instance, from the time they are born, children are taught how to become men and, in the typical Indian cultural milieu girl is taught to act 'feminine' by expressing gentleness, responsiveness, timidity or through helping her mother in domestic chores at a tender age, whereas the boy is taught to express physical courage, toughness, aggression, competence and the like.

In the scientific age of today, the explicit progress and prosperity of man both in terms of material and intellect has put forward a challenge to the educational institutions. Schools as the most vital agency educating the human beings have always been the symbol of progress and the center of values in the past and even today. So apart from quantity, the quality of education provided by schools has been and continues to be a major concern in our society.

It has also been pointed out by the **Education Commission (1964-66)**, "The destiny of India is being shaped in her classroom", and to that it may be safely added that the destiny of these classroom is being achieved by the teachers. Teacher is flywheel of the whole educational machine. Modern schools plan the best equipment, the newest of the new media or the most progressive methods to achieve the stipulated educational goals, but these will prove dead fossils unless there would be the right use of teacher's breath, life and spirit into them. Consequently, the educator possesses a crucial position in all schemes of educational reconstruction.

"The Document Challenge of Education-A Policy Perspective" (1985), has highlighted teacher execution as the most pivotal contribution to the field of education.

Thus, it becomes the need of the hour to lay due emphasis on the factors influencing the performance of teachers in one or another way. It is of quiet significance to identify various factors affecting teachers' performance, recognize their impact and to find the means improving the performance of the teacher. A number of studies have been carried out in this context which identified numerous such factors which have direct or indirect bearings on the teachers' performance. These include teachers' attitude towards the profession and the students, teachers' teaching aptitude, job satisfaction, interaction with the socio-emotional climate prevailing in the institution, physical and mental health, behavioral aspects, personality perspectives, teachers' morale and many others. The findings of various researchers have established the impact of these factors on the teaching efficacy and the performance of the teachers.

In what ways the stress at workplace influences the personality factors of the teacher educator is the matter of research. The teacher educators are also supposed to go through a number of problems as the other professionals. They also have to face the problems more or less similar to the teachers or can say in a more complicated way that may lead to the reduction in their level of job satisfaction or their performance too.

The present investigation is a forward step on the way, where various researchers have laid foundations of their researches. In the present study, the investigator has made an attempt to study the social freedom among the women teacher educators working in the government and self-finance colleges of education in comparative perspectives.

This would be of tremendous importance for the personnel engaged with the administration of government and self-finance colleges' teacher training institutions.

1.2 Concept of Social Freedom

For centuries women have been treated as weak, obedient, shy, and timid partner of men and thereby have enjoyed an inferior status in society. However, in recent years desire for social freedom among women has manifested itself in protest and revolt against the traditional social norms and taboos which place them in inferior roles and status and make them subservient to men. With the growth in education and vocational opportunities, women throughout the world have become more conscious of their rights of equality and freedom and have revolted against the conventional norms *Phandnis and Malani (1978)*. Women are taking up non-traditional roles and are developing a new outlook in life.

The 'women-lib' movement has become a world-wide event. The conscious educated women are not prepared to accept either an inferior role or less wages than their male counterparts. They demand equality in true sense of the term in all spheres of life. Social freedom in its most general sense concerns itself with what we may or may not do because of the assent or constraint of other people. It excludes questions that concern abilities or constraints we have because of the impersonal and unconscious laws of nature or due to our own intrinsic qualities. No one constrains our freedom to fly by flapping our arms rapidly. One will neither be arrested, nor fined, nor excommunicated for attempting to fly in this manner. It simply will not work. On the other hand, presuming one is minimally able-bodied, nature does not constrain us from the act of shoplifting. We are constrained from shoplifting because it is antisocial, criminal, or sinful. This is the realm of social freedom.

Other people can constrain our freedom in a variety of ways. Most obviously, if one is physically imprisoned, one is constrained by barriers put in place by others.

Constraints need not be physical, however. The threat of violence, or constraint, is itself a constraint. An awareness that one is under surveillance is a constraint. Likewise, the threat of ostracism is a functional constraint. Humans are social animals. To be part of a society is to avoid creating too many social barriers between oneself and others on whom one is dependent. Limitations in available resources are also constraints. The ownership of land is a simple example. One may be free, in a legal sense, to purchase a certain parcel of land, but this freedom is effectively nullified if the land is owned by someone else who adamantly refuses to sell. In all cases, social freedom is more-or-less narrowly defined by the customs, laws, perceptions and prejudices of the particular society in which one lives.

To make the unqualified statement “I am free” or “I live in a free country” is to assert nothing. It is essentially like saying “I am big”. Without some context to refer to, the word “free” means no more than the word “big”. You are free, probably, to read the next sentence in this essay and to draw your next breath. Beyond that, your freedom is wholly contingent on the vagaries of circumstance. Social freedom has no natural guarantor that stands above the social context that defines it. It is usually more meaningful to talk of specific rights than to discuss freedom in some extra-contextual sense. Again, we must avoid the vague connotations usually carried by the term "right," and reduce it to some workable definition. A right is behavior or state of being that is acceptable within a certain social context. To exercise a right is either to do something acceptable or to be something acceptable. Rights are entirely social in nature. Copper does not have a right to conduct electricity nor does it need one. The electrical conductivity of copper is inherent rather than volitional. There is no copper that can elect to be non-conductive. Similarly, the brute fact of one’s existence cannot be socially constrained. One can be ostracized, or even executed,

but no one can be utterly removed from the physically causal world. Even if someone kills you, you still *were*, and your existence in one region of space-time will continue to yield consequences indefinitely.

Rights sort all behaviors into acceptable and unacceptable realms. They define both individuals and the societies they inhabit. Societies, in an important sense, are no more than the application of a certain set of interpersonal constraints to a certain body of people – and rights are merely the field of action left unconstrained. If one had the universe entirely to one’s self, the idea of rights would have no meaning. Being the product of the vicissitudes of human beings, all rights are both temporary and provisional. There is no such thing as a right which cannot be taken away. Beyond one’s brute existence, however fleeting, there are no actions or future states of being (other than death) which cannot be constrained by some human agency. We have rights only at the sufferance of others.

I will not go so far as to say the term “rights” is synonymous with the term “privileges”. The term “privilege” carries connotations which imply something even more fleeting than a “right”. Privileges are always granted by specific authorities, whereas rights may be basic assumptions of a certain culture, not granted by anyone in particular. Indeed, many rights are no more than a reflection of such cultural norms. If someone cuts us off in traffic most of us feel we have a “right” to honk our horns. This is an actual *right*, as it is certainly possible to imagine a society in which such horn honking would be unacceptable. It is not, however, a delineated “privilege” that anyone in particular has bestowed on us. It is merely an acceptable display of frustration in our culture.

1.3 National Policy for the Women

The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Fundamental Rights, Fundamental Duties and Directive Principles. The Constitution not only grants equality to women, but also empowers the State to adopt measures of positive discrimination in favour of women.

Within the framework of a democratic polity, our laws, development policies, Plans and Programmes have aimed at women's advancement in different spheres. From the Fifth Five Year Plan onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission for Women was set up by an Act of Parliament in 1990 to safeguard the rights and legal entitlements of women. The 73rd and 74th Amendments to the Constitution of India have provided for reservation of seats in the local bodies of Panchayats and Municipalities for women, laying a strong foundation for their participation in decision making at the local levels.

India has also ratified various international conventions and human rights instruments committing to secure equal rights of women. Key among them is the ratification of the Convention on Elimination of All Forms of Discrimination against Women in 1993. The Mexico Plan of Action, the Nairobi Forward Looking strategies, the Beijing Declaration as well as the UNGA Session on Gender Equality and Development and Peace for the 21th century, titled "Further actions and initiatives to implement the Beijing Declaration and the Platform for Action" have been unreservedly endorsed by India for appropriate follow up.

The Policy also takes note of the commitments of the Ninth Five Year Plan and the other Sectoral Policies relating to empowerment of Women. The women's movement and a wide-spread network of non-Government Organizations which have strong grass-roots presence and deep insight into women's concerns have contributed in inspiring initiatives for the empowerment of women.

However, there still exists a wide gap between the goals enunciated in the Constitution, legislation, policies, plans, Programmes, and related mechanisms on the one hand and the situational reality of the status of women in India, on the other. This has been analysed extensively in the Report of the committee on the Status of Women in India, "Towards Equality", 1974 and highlighted in the National Perspective Plan for Women, 1988-2000, the Shramshakti Report, 1988 and the Platform for Action, Five Years after- An assessment".

Gender disparity manifests itself in various forms, the most obvious being the trend of continuously declining female ratio in the population in the last few decades. Social stereotyping and violence at the domestic and societal levels are some of the other manifestations. Discrimination against girl children, adolescent girls and women persists in parts of the country. The underlying causes of gender inequality are related to social and economic structure, which is based on informal and formal norms, and practices.

Consequently, the access of women particularly those belonging to weaker parts including Scheduled Castes/Scheduled Tribes/Other backward Classes and minorities, majority of whom are in the rural areas and in the informal, unorganized sector- to education, health and productive resources, among others, is inadequate. Therefore, they remain largely marginalized, poor and socially excluded.

1.4 Objectives of the National Policy for the Women

The goal of this Policy is to bring about the advancement, development and empowerment of women. The Policy will be widely disseminated so as to encourage active participation of all stakeholders for achieving its goals.

Specifically, the objectives of this Policy include:

- Creating an environment through positive economic and social policies for full development of women to enable them to realize their full potential.
- The de-jure and de-facto enjoyment of all human rights and fundamental freedom by women on equal basis with men in all spheres- political, economic, social, cultural and civil.
- Equal access to participation and decision making of women in social, political and economic life of the nation.
- Equal access to women to health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office etc.
- Strengthening legal systems aimed at elimination of all forms of discrimination against women.
- Changing societal attitudes and community practices by active participation and involvement of both men and women.
- Mainstreaming a gender perspective in the development process.
- Elimination of discrimination and all forms of violence against women and the girl child; and

- Building and strengthening partnerships with civil society, particularly women's organizations.

1.5 Policy Prescriptions

a. Judicial Legal Systems

Legal-judicial system will be made more responsive and gender sensitive to women's needs, especially in cases of domestic violence and personal assault. New laws will be enacted and existing laws reviewed to ensure that justice is quick and the punishment meted out to the culprits is commensurate with the severity of the offence.

At the initiative of and with the full participation of all stakeholders including community and religious leaders, the Policy would aim to encourage changes in personal laws such as those related to marriage, divorce, maintenance and guardianship so as to eliminate discrimination against women.

The evolution of property rights in a patriarchal system has contributed to the subordinate status of women. The Policy would aim to encourage changes in laws relating to ownership of property and inheritance by evolving consensus in order to make them gender just.

b. Decision Making

Women's equality in power sharing and active participation in decision making, including decision making in political process at all levels will be ensured for the achievement of the goals of empowerment. All measures will be taken to guarantee women equal access to and full participation in decision making bodies at every level, including the legislative, executive, judicial, corporate, statutory bodies, as also the advisory Commissions, Committees, Boards, and Trusts etc.

Affirmative action such as reservations/quotas, including in higher legislative bodies, will be considered whenever necessary on a time bound basis.

Women- friendly personal policies will also be drawn up to encourage women to participate effectively in the development process.

1.6 Mainstreaming a Gender Perspective in the Development Process

Policies, Programmes and systems will be established to ensure mainstreaming of women's perspectives in all developmental processes, as catalysts, participants and recipients.

Wherever there are gaps in policies and programmes, women specific interventions would be undertaken to bridge these. Coordinating and monitoring mechanism will also be devised to assess from time to time the progress of such mainstreaming mechanisms. Women's issues and concerns as a result will specially be addressed and reflected in all concerned laws, sectoral policies, plans and programmes of action.

1.7 Economic Empowerment of women

a. Poverty Eradication

As most of the women population resides in the category of the Below Poverty Line and their situation is so worst which also leads to the social discrimination of the women. Their problem of poverty and social discrimination can be resolved by planning macroeconomic policies and poverty eradication programmes. There is a need of taking steps to mobilize the poor women and these steps can be in the form of providing social economic and civil freedom to them and providing them necessary supports to enhance their potential and capabilities.

b. Micro Credit

As per the Access of women to credit for consumption and production is concerned, there is a need of establishment of platform to strengthen the flow of credit through extant financial institutions and banks which will help the women who are below poverty line to easy access to credit.

c. Women and Economy

While framing any policy and programmes, policy makers need to consider the view point and perspective of women. Their equal contribution in the socio economic sector of the country can be considered if we give them an opportunity to excel in the field of social and economic development of the country. They are the good contributor as producers.

1.8 Globalization

As the globalization is increasing, a new challenges comes out to achieve the objective of the women equality. There is a great impact of gender in the small level studies which is bespoke by DWCD. It can be easy to say that government should reframe and modify the pitfalls in the framed policies and programmes to equal access to economic development and employment opportunities. The poverty of the women creates the platform of gender discrimination and inequality which becomes the factor of social discrimination. The policies and strategies needs to be framed in a manner that will lead to the equal participation of the women and will enhance the level of social freedom among women.

1.9 Women and Agriculture

India is in the list of the agricultural countries in the world where women and men both contribute in the agricultural sector. But the special concentration need to be laid on the women as producers. Women should provide training by various extension programmes such as conservation of the soil, social forestry and diary development. Other related occupations such as horticulture, animal husbandry, poultry and fishers need to be considered beneficial for the upliftment of the women.

1.10 Women and Industry

Women in India are the great successor in all the fields like electronics, food processing, textiles, agro industries information technology etc. Giving support them in terms of labor legislation, social security along with other opportunities to take part in the industrial sectors. It is the condition and situation of women workers in India that they cannot work at night shift in factories and industries or some other place. In this regard there is a need of availing appropriate measures to make the women enable to work on night shift without any hesitation and this can be possible by providing them security and provision of transportation.

1.11 Support Services

Other facilities like support services in the form of child care facilities i.e. crèches at work site, institutions of Education homes for aged and persons with special needs need to be established for their full contribution and participation in the social economic and political life. Along with this there is an urgent of framing women friendly policies for the development of the women in each sector.

1.12 Social Empowerment of Women

a. Education

Education plays an important role in the social upliftment of the women and the girls so there equal access to education for all women and girls should be ensured to provide them the opportunity to get equal status in the society. As the women and girls are discriminated by the one and another reasons, government along with all stakeholders should take appropriate and needed steps to overcome all the problems associated with the inequality of the women. Illiteracy among women can be eradicated by implementing the formula of Universalization of Education and creating the gender sensitive Education system in the country, by increasing enrolment and retention rates of girls and improve the quality of education as well as development of occupation, vocation, technical skills by women. With special focus on the existing and future policies, framed objective of the equal access to education can be achieved and particularly the Education of the weaker sections such as Scheduled Caste, Scheduled Tribes, Other Backward Classes, Minorities etc. The objectives to be achieved by 2000 AD in regard to women's education which leads to social freedom among women are:

- Elimination of illiteracy, universalization of elementary education minimization of the drop-out rate in the age group 6-14 years and maximum retention in the schools of both gender.
- Enduring opportunities to all women for access to appropriate level, nature and quality of education and also the wherewithal for success comparable with men.
- Substantial vocationalisation and diversification of secondary education so as to provide a wide scope for employment and economic independence of women which will be strong supports to attain the social and economic freedom in the women.

- social freedom among women and women educators can be attained by making education an effective means for women's equality by (a) Addressing ourselves to the constraints that prevent women from participating in the educational process; (b) Eliminating the existing sexist bias in the system; (c) Making necessary intervention in the content and processes of education to inculcate positive and egalitarian attitudes; and (d) Ensuring that teacher's perceive this as one of their essential roles.
- It is very important to provide non-formal and part-time courses to women to enable them to acquire knowledge and skills for their social, cultural and economic advancement.
- Impetus to enroll in various professional degree courses so as to increase their number in medicine, teaching, engineering and other fields substantially so that they get an opportunity to explore themselves.
- Creating a new system of accountability, particularly in respect of the basic educational services, to the local community, inter alia, by active involvement of women.

b. Health

Health of the every individual is very crucial in his all-round development. Proper nutrition and health services should be given to women and girls at all stages of the life as it is the right of every women. As per the infant mortality rate is concerned, it is essential to consider it in the National population policy and other extension policies and programmes. It is the responsibility of the state and central government to access reasonable, affordable and quality health and care.

Specific steps will be taken to address the social, developmental and health consequences and other sexually transmitted diseases in women for their protection of good health. Government can play an important both central and local level can play a vital role addressing the same problems. If parents of the girl child get aware about the harmful consequences of the early marriage, it will definitely be very crucial in reducing the child marriage rate in the country.

It is the commitment of the of the National population policy that both the gender have to access secure, appropriate and effective methods of family planning and address the problems of the early marriages of the girls child. There can be an implementation of various effective policies and programmes such as BSY. The scheme BSY has great impact on the marriage at the early stages.

c. Nutrition

In accordance with high risk of malnutrition and disease which women face at, infancy, childhood, adolescent as well on reproductive stages, attention need to be given to meet nutritional needs of women at all phases. Social freedom of the women has various associated aspects which requires more attention. As per the nutrition and health of the women is concerned, it is easy to say by confidence that there is a need of link between the health of adolescent girls, pregnant girls.

Along with this the intra household inequalities can be improved by providing the Nutrition education and creating awareness among the women and girls at household. Women's should be given an equal opportunities to participate in the planning, superintendence and delivery system.

1.13 Drinking Water and Sanitation

As it has above mentioned that health and care of the every individual is his/her right. Proper drinking water facilities, toilet facilities and sanitation should be accessible within the walls of the house whether it is in rural, urban or slum area. It is the responsibility of each and every stakeholder to ensure the participation of the women in the planning, maintains and delivery system.

1.14 Housing and Shelter

Social freedom of the women is not only an isolated concept but it has various related and associated conditions. So the government should ensure that women should not remained deprived from even single opportunity. Providing them the adequate shelter, safe housing and accommodation is the responsibility of the government and family members to ensure their safe and secure life.

1.15 Science and Technology

Women are not playing their role in the background but they are doing their best in the field of science and technology. More and more involvement can be possible by strengthening the programmes and policies related to entry of women in the field of science and technology. Providing proper guidance and motivation to choose the field of science and technology in higher Education can be the best initiative.

Special attention needs to be given on the proper training of women in areas such as communication and information technology. Along with this special efforts should be made to develop the needed technologies in accordance with the compatibility of the women with.

1.16 Women in Difficult Circumstances

The condition of the disadvantaged women is very worst in the country, they are residing in the very difficult circumstances. Difficult circumstances may be extreme poverty of the women, women in conflict situations, women affected by natural calamities, disabled widows, displaced due to threats and some other reasons, women who are the victims of prostitution as well affected by marital violence.

1.17 Violence against women

Even the constitution of India has made special provisions for the protection of the women's rights but still India is lacking in providing them the due share in social economic and Educational sphere. Women are the victims of the violence against them in the form of physical and mental threat in the home as well outside. To eliminate these violence, there is a need to establish a platform in grass root level so that the problems can be solved from the basic to higher level. Harassment of women at work place is also prevalent in India which affect the social freedom of the women.

1.18 Rights of the Girl Child

Children are the future of country. Both boy and girl child needs proper protection special initiatives should be taken to eliminate all forms of discrimination against the girl-child. There are the negative cultural practices attitudes which leads to violence against girls should address in a proper channel. Promote and protect the rights of the girl-child and increase awareness of her needs and potential. It is essential to educate the women and girls to protect them from these types of discrimination and malpractices. Education, skill development and training can be helpful in this regard. Even the girls do not find themselves safe in the work place. There is a need of making strict rules and laws to

eliminate the economic exploitation of the girl child work. By promoting the girl-child's rights awareness among the different stakeholders is essential and they should ensure their participation in social, economic and political life. For providing them equality role of the family needs to be strengthen.

1.19 Mass Media

Mass media is the agency which can promote each and every thing in the worldwide. As per the dignity of the girls and women are concerned, it is the great agent. Mass is the best institution to remove the negative thoughts and dilemma from the society against women. In the same way women should get equal opportunities to ensure equal access for women in the communication technology. This mass media can is the best platform to remove the stereotypes.

1.20 Operational Strategies

a. Action Plans

Central and state government can draw a special action plan to meet the problems of women and can provide them the equal rights as others are enjoying. It needs to translate the policies and programmes into the concrete actions by special contribution and participation of the central government, state government along with the Department of women and child development.

Developing Gender Development Indices in collaboration with specialized agencies can support the excellent planning and policy formulation and appropriate distribution of needed resources.

Gender disaggregated data can be collected by the initiatives of the central state, local government and other research and academic agencies. It will bridge the data and

information gaps and will reflect over the status and position of the women. Banks, ministries and other financial institutions will be advised to collect, maintain and disseminate the data on the basis of gender disaggregation.

b. Institutional Mechanisms

Central and state government promotes the advancement of the women by taking into consideration the institutional mechanisms. These interventions can be beneficial only when there is a provision of the adequate and appropriate resources. It is to be indicated here that training in skills can effectively influence the policies at macro level. It will also be very helpful to achieve the goal of women empowerment. For proper vigilance over the operationalization of policies and programmes for women empowerment it is essential that National and State Councils will oversee the process. Other institutions such as National commission for women, state commission for women, other social welfare boards, NGO's and women organizations can participate in the welfare and empowerment of the women and providing them the freedom, it may in the sphere of social, economic, Education etc. these organizations may play a crucial role in collecting data, research in the area by conducting a small and large survey, along with this by implementing training and awareness programmes. It is more important to link these institutions with study centers related to women studies, research and academics. Institutions at the district level needs to be strengthened in the way which tracks the problems from the grassroots level and address them in the national level. Other small groups like Self-help groups at village and panchayat level are providing the sense of satisfaction to women which may be small contribution to the upliftment of the women.

c. Resource Management

Accessibility of satisfactory monetary, human and market assets to actualize the Policy will be overseen by concerned Departments, budgetary credit establishments and bank, private division, common society and other associated foundations.

This procedure will include:

- ✓ Assessment of advantages streaming to ladies and asset allotment to the projects identifying with them through an activity of sexual orientation planning. Proper changes in strategies will be made to upgrade advantages to ladies under these plans;
- ✓ Adequate asset portion to create and advance the approach plot prior in light of above by concerned Departments.
- ✓ Developing cooperative energy between work force of Health, Rural Development, Education and Women and Child Development Department at field level and other town level functionaries'
- ✓ Meeting credit needs by banks and monetary credit organizations through reasonable arrangement activities and improvement of new establishments in a joint effort with the Department of Women and Child Development.

The technique of Women's Component Plan embraced in the Ninth Plan of guaranteeing that at the very least 30% of advantages/assets stream to ladies from all Ministries and Departments will be actualized successfully so that the necessities and interests of ladies and young ladies are tended to by every single concerned segment. The Department of Women and Child Development being the nodal Ministry will screen and survey the advance of the usage of the Component Plan every once in a while, as far as

both quality and amount in a joint effort with the Planning Commission. Endeavors will be made to channelize private area speculations as well, to bolster programmes and ventures for headway of ladies.

d. Legislation

The current administrative structure will be evaluated and extra authoritative measures taken by recognized offices to execute the Policy. This will likewise include an audit of every single existing law including individual, standard and tribal laws, subordinate enactment, and related guidelines and also official and regulatory controls to dispense with all sexual orientation prejudicial references. The procedure will be arranged over a day and age 2000-2003. The particular measures required would be advanced through a counsel procedure including common society, National Commission for Women and Department of Women and Child Development. In fitting cases the conference procedure would be enlarged to incorporate different partners as well.

Compelling execution of enactment would be advanced by including common society and group. Suitable changes in enactment will be attempted, if important.

Likewise, taking after other particular measures will be taken to actualize the enactment successfully:

- ✓ Strict implementation of all pertinent lawful arrangements and fast redressal of grievances will be guaranteed, with an extraordinary concentrate on brutality and sexual orientation related abominations.
- ✓ Measures to forestall and rebuff inappropriate behavior at the work environment, insurance for ladies specialists in the composed/sloppy part and strict requirement

of applicable laws, for example, Equal Remuneration Act and Minimum Wages Act will be attempted.

- ✓ Crimes against ladies, their occurrence, anticipation, examination, recognition and indictment will be frequently looked into at all Crime Review for and Conferences at the Central, State and District levels. Perceived neighborhood, deliberate associations will be approved to hotel Complaints and encourage enlistment, examinations and lawful procedures identified with brutality and abominations against young ladies and ladies.
- ✓ Women's Cells in Police Stations, Encourage Women Police Stations Family Courts, Mahila Courts, Counseling Centers, Legal Aid Centers and Nyaya Panchayats will be fortified and extended to take out brutality and barbarities against ladies.
- ✓ Widespread scattering of data on all parts of legitimate rights, human rights and different privileges of ladies, through uncommonly outlined lawful proficiency projects and rights data projects will be finished.

1.21 Gender Sensitization

Preparing of faculty of official, authoritative and legal wings of the State, with an extraordinary concentrate on strategy and program composers, execution and advancement offices, law implementation hardware and the legal, and non-legislative associations will be embraced.

Different measures will include:

- ✓ Promoting societal attention to sex issues and ladies' human rights.

- ✓ Review of educational programs and instructive materials to incorporate sexual orientation training and human rights issues.
- ✓ Removal of all references critical to the nobility of ladies from every open archive and legitimate instruments.
- ✓ Use of various types of broad communications to convey social messages identifying with ladies' equity and strengthening.

1.22 Panchayat Raj Institutions

The 73rd and 74th Amendments to the India Constitution have filled in as a leap forward towards guaranteeing measure up to get to and expanded investment in political power structure for ladies. The PRIs will assume a focal part during the time spent upgrading ladies' interest out in the open life. The PRIs and the neighborhood self-Governments will be effectively required in the usage and execution of the National Policy for Women at the grassroots level.

1.23 Partnership with the willful area associations

The inclusion of intentional associations, affiliations, leagues, exchange unions, non-legislative associations, ladies' associations, and also establishments managing instruction, preparing and research will be guaranteed in the definition, usage, observing and audit of all strategies and projects influencing ladies. Towards this end, they will be furnished with fitting bolster identified with assets and limit building and encouraged to take an interest effectively during the time spent the strengthening of ladies.

1.24 Worldwide Co-operation

The Policy will go for usage of worldwide commitments/duties in all areas on strengthening of ladies, for example, the Convention on All Forms of Discrimination

against Women, Convention on the Rights of Child, International Conference on Population and Development and other such instruments. Global, territorial and sub-provincial participation towards the strengthening of ladies will keep on being supported through sharing of encounters, trade of thoughts and innovation, organizing with establishments and associations and through reciprocal and multi-parallel organizations.

1.25 Need of the Study

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. **Rama Devi (1963)** reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance. **Jacobson (1977)** observes that in India "even in rapidly growing urban areas traditional rites and values relating to women find wide acceptance and in countless number of nation's women veil their faces and quietly accept dictates of their elder's". According to **Gore (1977)** in an Indian joint family a women learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good housewife **Verma (1972)**. However, literature shows that in recent year's roles, functions and status of Indian women have undergone some remarkable change (**Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976**). The educated urban girls in particular manifest greater freedom in adding to family income play assertive role in family affairs (**Kapur, 1970**). The Indian family pattern has become somewhat more permissive and many of the traditional family values have undergone transformation (**Sinha, 1984**). The Government of India published an authentic document in 1975 regarding facts and figures

on status of India women. These facts brought out two things to lights: (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom. In the light of the above research gap the investigator justifies the need to conduct a study stated as under.

1.26 Statement of the Problem

“Social Freedom and its Ramifications on Teaching: An Analysis in Context of Women Teacher Educators”

1.27 Operational Definition of Variables

a. Social Freedom

In this study the Social Freedom refers to women’s desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In this study social Freedom refers to freedom of women teacher educators from control or interference of parents and husband, freedom from social taboos, customs and rituals which impose conventional roles and restrictions on women teacher educators. Along with this social freedom refers here to freedom of women teacher educators concerning sex and marriage. The study also considers social freedom of women teacher educators in the form of Economic freedom and social equality.

b. Women Teacher Educators

Teacher is more experienced person who tends to modify the behavior of the less experienced person through teaching, training and/or institutions. The women teacher educators are the professionals working in teacher training institutions and teaching teacher

trainees at either level i.e. pre-primary, primary or secondary. In present context, the professionals who are giving training to the pupil teachers in the B. Ed. colleges have been taken as the teacher educators.

1.28 Objectives of the Study

1. To study the level of social freedom and its effect on teaching of women teacher educators.
2. . To study the social freedom and its effect on teaching of rural women teacher educators.
3. To study the social freedom and its effect on teaching of urban women teacher educators.

1.29 Hypothesis

1. There will be no significant effect of social freedom on the teaching of women teacher educators.
2. There will be no significant effect of social freedom on the teaching of rural women teacher educators.
3. There will be no significant effect of social freedom on the teaching of urban women teacher educators.

1.30 Delimitations of the study

The current study has delimitations with respect to the sample collection. There are 46 B. Ed. Colleges in Rohtak District and researcher had selected 16 B. Ed. colleges randomly. Researcher had taken only women teacher educators of B. Ed. colleges as per the requirement of the study. The present study has been conducted on 100 Women teacher educators of B. Ed. Colleges.

Chapter 2

REVIEW OF RELATED LITERATURE

2.1 Introduction

To conduct the current study researcher has read many literature related to the social freedom of women teacher educators. The researcher consulted various sources of literature which can be broadly classified into following areas-

- ❖ Books and text books materials
- ❖ Periodicals
- ❖ Abstract
- ❖ Handbooks, Yearbooks and Guides
- ❖ References on International Education
- ❖ Specialized Dictionary
- ❖ Educational Research Information Centre
- ❖ Dissertations and Thesis

The researcher has explored various literature from the above given sources and found that there are many researches were conducted on Social Freedom of Women. This review of related literature was the preliminary step of the research work. It has been observed that most of the study work conducted on the women's social freedom and so researcher keeps on searching the research work conducted in this area related to women teacher educators. The review of related literature on women social freedom is briefly explain below.

2.2 Review of Literature on Social Freedom

Nair & Krishna, (1984), conducted a study on “Women’s two Roles”. Researcher tried to reflect the occupational status of women and its association with the home and family. In the study researcher pointed out that there is strong contradiction between the socially approved status of women, as house wife and mother of children. As the researcher studied found that twenty percent of the children were looked after by their parents. Along with this it was found that 26% of children’s were looked after by husbands. Servants in the family looked after only 18% of children. It was found in the study that children’s of 30% parents were too yond to judge the scholastic performance.

Mutalik (1991), conducted a study on “Education and social awareness among women”. Researcher explored in the study that how formal education laid influence on social awareness. The findings of the study revealed that there is significant correlation in between the Education and acquisition of social awareness. It was also found in the study that higher level social awareness is highly influenced by educated women but as per the readiness for action is concerned it was found totally absent in them.

Aktan & Vural, (2003), in their research considered that democratic classrooms leads to freedom of students under democratic principles. It has been indicted in the study that personal freedom of an individual can be considered by respective the personal life of an individual, by fair trial, and providing them the freedom of speech as well the religious liberation and freedom to marry and set up a family.

Sharma & Muzamil, (2003), in their research studied on Women’s desire for social freedom. The aim and objective of the study was to highlight whether there is

contribution of work status in developing desire for social freedom. It was found in the study that most of the women have medium desire for social freedom.

Sanyal & Chatterjee, (2009), conducted a study on psychosocial profile of aged married, widow and divorcee women of Kolkata. The researcher considered the sample of 120 aged women divided into Married women, divorced, and widow equally. After analysis and Interpretation it was found that married women were more suitable and manipulative in adjustment context. It was found that less anxiety and less difficulties makes them happier and help in maintaining congenial relations. As per the findings related to widow women are concerned it was found that they are able to make balance between inner needs and outer manifestations.

Singh P., (2010), carried out study in which the researcher reflected on socio and economic factors in women education. It was found in the study that social factor is one of the hurdle in their education. Along with it revealed in the study that economic factor supports the education of the women but social traditions, customs and sex differences affect the education of the girls.

Jan (2010), conducted study on Influence of Women's desire for social freedom on their decision making power. In this study multistage sampling method was used to select the sample. The sample of 360 was taken in the study from Kashmir region of Jammu and Kashmir. The purpose of the study was correlate women desire for social freedom with decision making power .on the basis of the objective and purpose of the study, the researcher used the two scales namely Women's Decision Making Power (DMP) constructed by Jan (2004) and Women's Desire for Social Freedom (DSF) constructed by Bhushan (1987).

Kumar, Deo, & Sonam, (2011), were conducted research on Emotional Intelligence, social freedom and personal space. This study was investigated on working and non-working women to examine the differential impact of emotional intelligence, social freedom and working and nonworking status on women's personal space. The sample of the study was 200 women among them 100 were working women and 100 were non-working women. For the study data was collected using Mangal's Emotional Intelligence Inventory (EII) and Bhushan's Women's Social Freedom (WSF) scale together with experimental measures of personal space. The study expressed that in terms of emotional intelligence (E I) Working women excelled over non-working women and desire for social freedom, and ii) in the study the respondents belonging to high E I group, keeps high desire for social freedom group and working group preferred smaller personal space (PS).

Sandhu, Sharma & Khusboo, (2013) studied relationship of meta-cognitive thinking and perceived women's social freedom: an exploratory study. The purpose of the study was to explore the relationship of Meta-cognitive thinking and perceived women's social freedom. The sample of the study was 150 unmarried working and nonworking women between the age group of 22 to 45 with at least graduate qualification. Simple random sampling technique was used for sample selection. Women Social Freedom Scale (1987) by L.I. Bhusan and meta-cognitive thinking scale Constructed by Sandhu and Goel (2010) were used for data collection. Correlation was used as statistical technique in this study. The results revealed that there is no significant relationship between total scores of Meta Cognitive Thinking (MTS) and women's social freedom (WSF) scores as $r = .007$, where $p > 0.05$. It is observed that there is very less difference in the relationship between MTS and WSF of working and non-working women, the coefficient of correlation is not significant for both the groups, as $r =$

-.135(Working) and $r=.164$ (Nonworking), where $p > 0.05$ level of significance. Data is also analysed with the eight dimensions of meta-cognitive. It is evident from the r value of self- awareness for working women, that is $r = -.228^*$, where $p < 0.05$ level of significance. Which means higher the self-awareness of working women, the perception of social freedom will be lower as the relationship is inverse. Further, the r value on self- motivation and perceived social freedom of non-working women ($r = .239^*$) is positively significant, where $p < 0.05$ level. It indicates higher the self-motivation of non-working women more will be their perception of social freedom being high.

Singh, (2013) studied on the “Challenges of women social freedom in India: A case study of women in Mathura and Agra city”. In this study the investigator compared the social freedom on the working and non- working married and unmarried women. It was found in the study that there is no significant difference between working and non-working unmarried women, between working unmarried and married women and also between non-working unmarried and married women with regard to their social freedom. But it was found in the study that there is significant difference between working and non-working married women with regard to their social freedom.

Kaur K., (2013) did a study on women empowerment in Kashmir in relation to social freedom. The purpose of the study was to examine the difference between women empowerment and social freedom of women. Simple random sampling technique was used for sample selection. The sample of the study was 120 teachers and students from two district of Kashmir namely Shopian and Kulgam where 60 were teacher and 60 were students. Women social freedom scale constructed by L.I Bhushan and self-made questionnaire for women empowerment was used for data collection. Mean, standard

deviation, t-test, and coefficient of correlation statistical techniques were used for data interpretation. The findings revealed that there is no significant difference between the women empowerment of women students and teachers, there is no significant difference between the social freedom of women students and teachers which shows that both the sample groups are enjoying same kind of empowerment and freedom. It was also found that women empowerment and women social freedom in Kashmir are not significantly related to each other. The reason may be the threading and suppressed culture of Kashmir in which the women who are enjoying social freedom do not feel empowered due to their snubbed voices at some levels.

Azim & Riti, (2013) researched on involvement and empowerment of women in family decision making process. The five likert scale questionnaire were used to collect the data. The sample consisted of 150 women from Muzaffarpur district of Bihar. Linear regression was used in the study to assess and proposed the hypothesis. The findings of the study revealed that the women in the district are more empowered in household issues but there is a need of improvement and change in the social and economic dimensions.

Joshi & Kanjiya, (2013) conducted a comparative study on social freedom and depression among women. The sample of the study was 120 women among them 60 were married and 60 unmarried women between the age group of 18 to 30 years by using random sampling design. Further the sample was divided into two categories; first was married and unmarried women and second was joint family women and divided family women. L.I. Bhusan 'Social Freedom' questionnaire and Lonard and Deragretis Depression questionnaire was used for data collection. The researchers were used t-test and r-test for data analysis. The finding of the study was there is a significant difference in social freedom

and depression among the women of married and unmarried. Further the finding was there is no significant difference in Social Freedom & Depression among Joint & Divided Family's Women. However there is inverse relationships between social freedom and depression among women of the sample 'r' value was 0.67 which is negative correlation.

Sheth J., (2014) studied "The effect of vocational training on social freedom and adjustment of rural girls". The purpose of the study was to compare social freedom and adjustment among college girls belonging general and reserved category in rural areas. The sample of the study were 60 girls from general categories and 60 girls from reserved categories (ST/SC/OBC) between the age group of 16 to 25 years from joint family or nuclear family of rural area of Kheda district. The researcher has used the Women social freedom Scale prepared by L.I Bhushan. Along with this the researcher used Adjustment Inventory prepared by A. K. P. Sinha and R. P. Singh. In this study the researcher applied pre-test and post- test. The difference of the score of the pre-test and post-test was measured. The findings of the study revealed that social freedom and adjustment after training have significance difference. It was found that hypothesis was significant at .01 level.

Jan (2014) the objective of the study was to assess the women's Desire for Social Freedom. While taking into consideration the objective and purpose of the study the researcher used Women's Desire for Social Freedom Scale" constructed by Bushan (1987). The sample of 360 women was drawn from the Kashmir region of the state Jammu and Kashmir. It has been revealed in the study that Age, dwelling, marital status, educational status, family status and personal income of women have highly impact on desire for freedom from parents/ husbands, along with this the same results was found for desire for

freedom from sex and marriage, desire for freedom from customs, desire for economic freedom and social equality.

Amin, (2014) conducted a study entitled “Social freedom among women in Punjab”. In this study social freedom among women of Hindu and Sikh communities in Punjab were considered. The sample of 104 from Patiala district were taken on the basis of the Random Sampling method. The scale consisted of 24 items constructed by Bhusan (1987). ‘t-test’ was used in the study for analysis. No significant difference in social freedom among women belonging to Hindu and Sikh communities and also in respect to rural areas whereas in context to urban areas.

Sharma S., (2015) studied “socio-demographic variables as predictors of women social freedom.” The purpose of the study was to explore the social freedom of women in relation to some socio-demographic variables like locality, marital status, type of family, educational qualifications and profession. Descriptive survey method was used for this study. 160 women were selected from Rohtak district of Haryana by using simple random sampling technique for data collection. Women Social Freedom Scale by Bhusan, L. (2014) was used for collection of data. The researcher used Means, standard deviation, t-test and one way ANOVA for data analysis. The study revealed that both urban and rural women had same desire for social freedom; unmarried women are more desire for social freedom than married women. There is no significant influence of social freedom on women belonging to nuclear and joint family. They had same desire for social freedom. The study further revealed that high qualified women show desired for social freedom as compared to low qualified women. Housewives exhibit least desire for social freedom in comparison to students and working.

Kaur & Kaur, (2015) in this study researcher explored the social freedom of girls in their late adolescents. The study was confined to Chandigarh, Punjab. The objective of the study was to compare the social freedom of girl students in their late adolescence from Punjab university campus and affiliated colleges. The researcher considered the sample of 60 girl's students between the age group of 18 and 19 years. The total sample was divided into Punjab university affiliated colleges in Chandigarh (30 from Punjab University and 30 from affiliated colleges in Chandigarh). Women social freedom scale by Dr. L. I. Bhusan. Was used by the investigator for data collection. The findings of the study revealed that no significance difference was found in social freedom of the girls. The study revealed that girls in their late adolescence from both Punjab university campus and affiliated colleges have same level of social freedom thinking.

G Makrani, (2016) studied "Social Problems and Social Freedom in Rural and Urban Area Higher Secondary School Girls Students". The purpose of the study was to examine social problem and social freedom among higher secondary girl's students. For this purpose the sample of the study was 200 higher secondary girls students between the age group of 14 to 25 where 100 girls from urban area and 100 from rural area. Women Social Freedom Scale by Bhusan and Social Problem Scale developed by Bawa and A. Kumar was as tools for data collection. T-test was applied for data analysis and interpretation. The study revealed that students belonging to urban area showed better social freedom and social problem as compared to area girl's students.

Bala, (2016) studied social freedom of female prospective teachers in relation to locale, marital status and socio-economic status. The purpose of the study was to determine Social freedom of women in relation to her marital status, locale and socio-economic status

of her family. For this study 200 women were selected by the researcher. Women social freedom scale by L.I. Bhusan (1987) and socio-economic status scale by Rajeev Lochan Bhardwaj (2007) was used for data collection. Statistical technique likes mean, standard deviation, t-test and co-efficient of correlation was used for data interpretation. The finding of the study was urban female teachers were enjoy more social freedom then rural female teacher. There is no difference of level of social freedom among married and unmarried female teacher. Socio-economic status of family influence social freedom of women. Women belonging to high socio-economic status group had high social freedom and low socio-economic status group gets least freedom.

Sharma M., (2016) studied social freedom of female B.Ed. students. The purpose of the study was to explore the impact of locality, type of family and educational qualification on social freedom of female B.Ed. students. The researcher selected 100 B. Ed. female students by using simple random sampling technique from Ludhiana city. Women Social Freedom Scale (1987) by L.I. Bhusan was used to collect the relevant data. Mean, median, mode, standard deviation and t-test statistical techniques were used for data interpretation. The study revealed that there is a significant difference in the social freedom of rural and urban female B.Ed. student's band urban subjects enjoys more social freedom as compared to rural ones. The desire for social freedom is influenced by locality and type of family means urban subjects enjoys more social freedom as compared to rural ones and also students belong to nuclear family enjoys better social freedom than students belonging to Joint family. Further the finding of the study was educational qualification not influence social freedom of students.

Sharma S., (2016) studied social freedom among the women living in Kamrup district of Assam. The study was designed to find out the level of social freedom thinking among the women living in Kamrup district of Assam. The aim of the study was to compare the level of social freedom thinking of the urban and rural, married and unmarried, joint and nuclear family, literate and illiterate and working and non-working women. The researcher considered the sample 180 selected from all categories respectively. While considering the purpose and objective of the study the researcher considered the Descriptive research design. The tool used for the study was the Women Social Freedom Scale developed by L.I. Bhusan. It was found in the study that approx thirty four percent and twenty eight percent of the women living in district had Above Average and Average level of social freedom thinking respectively. It was found in the study that approximately twenty three percent women's level of social freedom thinking was Below Average. Further the findings of the study revealed that approx. eight percent of women have High level of social freedom thinking. Along with this it was found that approx. five percent of women have Low level of social freedom thinking. Significance difference was found between the level of social freedom thinking of the women belonging to joint and nuclear family. as per the social freedom and thinking of urban and rural women are concerned, significant difference between the level of social freedom thinking of urban and rural, married and unmarried, literate and illiterate and working and non-working women was found.

Ghosh, (2016) the research was conducted to study the social freedom of women. Researcher considered the sample of 300 women from Ranchi town. The researcher stratified the sample of 300 on the basis of profession, educational qualifications and

marital status. In this study researcher used women social freedom scale. While considering the nature and purpose of the study, the researcher used Mean, SD, t-ratio and ANOVA for analysis of the data. It was found in the study that there were significant differences among working and non-working women on social freedom. It was revealed in the study that there was significant difference between high and low qualified women. It was also found that the women who are unmarried showed high desire for social freedom than married women.

Dubey & Bhardwaj, (2017) studied the effect of cultural factor on women's social freedom among female athletes. The purpose of the study was to compare the women social freedom among female athletes of athletics, judo, swimming, table tennis, badminton and weight lifting of intervarsity players. The sample of the study was 300 female players where 50 female were selected from each sports group. Women's social freedom scale by L.I. Bhusan was used for this study. ANOVA and mean was used for data interpretation. The finding of the study indicate that there is no significant difference of social freedom among female players of all sports groups but female players of Swimming are enjoy high social freedom then other female players. The score of social freedom was high from mean score which is 12 that means all female players enjoy higher level of social freedom as compared to an average female.

2.3 Analysis and Interpretation of Review of Literature

The study given above are directly related to the social freedom of women. The researches show that there was a clear conflict between the socially approved status of women as a house wife, women as a mother, women as a house maker and women as a revenue generator. Studies shows that education has significant correlation with the social awareness of the women. The women who belongs to high economic status keeps the

higher level of social awareness/social freedom. It has been also seen by the researcher that women do not take immediate action at any situation. They wait for the direction of male person in the family or at the work place. Some studies are based on personal freedom of a women. The attitude of an Indian women is always in confusion because of the lack of social freedom since her childhood. The women had seen the status of her grand-mother than her mother and other women family members that how they do not have social freedom in one or another way. Women are less oriented towards their social rights an except the miss behaviour of the family members. Economic factor always keeps an important role for the social freedom of women. They are victims of high anxiety and lack of quality life. Studies shows that there is a high desire for social freedom and positive impact on decision making power in the family. The aim of the study was to compare the two components of the women Desire for social freedom and decision making power. Few studies reflect working women dominated over non-working women in the context of emotional intelligence and social freedom. Studies are related to the married working and non-working women's social freedom and unmarried working and non-working women's social freedom. Also to find out the relationship of meta-cognitive thinking and perceived women's social freedom. Women empowerment and social freedom of women was studies to find out the correlation. Women empowerment and family decision making process social and economic sphere was measured. In the year 2013 Gandharva R. Joshi and Janki B. Kanjiya conducted a comparative study on social freedom and depression among women. The finding shows that there is a significant difference in social freedom and depression among the women of married and unmarried. Further the finding was there is no significant difference is Social Freedom & Depression among Joint & Divided Family's

Women. However there is inverse relationships between social freedom and depression among women of the sample 'r' value was 0.67 which is negative correlation. Javnika Sheth studied on "The effect of vocational training on social freedom and adjustment of rural girls". The purpose of the study was to compare social freedom and adjustment among college girls belonging general and reserved category in rural areas. The social freedom and adjustment level increase after three months training. Few researches are based on the social freedom of women belonging to different communities with respect to rural and urban areas. A study conducted by Sushila Sharma reflect the social freedom of women and socio-demographic variables like locality, marital status, type of family and educational qualification.

2.4 Research Gap

The researcher has read various researches related to the social freedom of women. These studies were related to the rural and urban area of women, different communities and of different economic status. No study was directly or indirectly related to the social freedom of women teacher educators. Therefore the researcher has decided to work on Social freedom and its ramifications on teaching: An analysis in context of women teacher educators. The researcher decided to take the four dimensions of women's social freedom i.e. Freedom from control or interference of parents and husband, Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women, Freedom concerning sex and marriage and Economic freedom and social equality.

2.5 References

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Chapter 3

RESEARCH METHODOLOGY

3.1 Introduction

No research can be completed without the proper plan of action. Research methodology and proper design of the study guides the researcher to achieve the objectives. Selection of appropriate research methodology reveals the fruitful results. Research methodology is the important step in the process of research which shed light on the brief description of the study.

3.2 Method Used

In this study the researcher used Survey method. Survey method was used to study the level of social freedom and its effect on teaching of women teacher educators, to study the social freedom and its effect on teaching of rural women teacher educators, to study the social freedom and its effect on teaching of urban women teacher educators.

3.3 Population

While considering the importance and application of the study, the researcher considered all the women teacher Educator of the B.Ed. colleges of District Rohtak of State Haryana as population.

3.4 Sample of the Study

For the present study the investigator selected sixteen colleges out of 46 colleges of Rohtak district. The study was conducted on women teachers educators of B. Ed. colleges were the sample size was 100. The sample was further divided into different

groups such as rural-urban, married-Unmarried dichotomy. Simple random sampling technique was used by the investigator for the present study.

Table No. 1: List of the Colleges taken for Data collection

Sr. No.	Name of the College	Data Collect
1	Yash College of Education	6
2	B P S College of Education	4
3	Vidya Bharti College of Education	13
4	Arya College of Education	4
5	S V M College of Education	2
6	Kissan College of Education	8
7	G B College of Education	5
8	Vaish College of Education	10
9	M R DAV College of Education	4
10	J R Kissan College of Education	5
11	I P J College of Education	6
12	Narayana College of Education	12
13	Rashtriya College of Education	5
14	St. Paul College of Education	5
15	Sat Jinda Kalyana College of Education	4
16	Satpriya College of Education	7
Total		100

3.5 Tools Used and its Description

Selection of the most appropriate tools was not an easy decision for the investigator. Therefore, utmost care was exercised in this regard and sincere efforts were made by the researcher to select the tools for the collection of data. For this purpose, he had a detailed discussion with his supervisor and other professional experts in the field of Education as well as Psychology before taking a final decision on the selection of the most appropriate

and relevant tools. Finally, the following tools were considered appropriate and selected for the study.

3.6 Tool Used

Women Social Freedom Scale developed by Prof. L. I. Bhusan and published by National Psychological Corporation, Agra.

a. Women Social Freedom Scale

For centuries women have been treated as weak, obedient, shy, and timid partner of men and thereby have enjoyed an inferior status in society. Lamphere (1977) has discussed the issue of sexual equality versus female's subordination in great length. Several other studies have explored more or less similar feature of concern of the female condition in global perspective (Friedle, 1975; Kessler, 1976; Reiter, 1975). However, in recent years desire for social freedom among women has manifested itself in protest and revolt against the traditional social norms and taboos which place them in inferior roles and status and make them subservient to men.

With the growth in education and vocational opportunities women throughout the world have become more conscious of their rights of equality and freedom and have revolted against the conventional norms (Phandnis and Malani, 1978). Women are taking up non-traditional roles and are developing a new outlook in life. They are advocating for free love and sex. Abortion has been legalized. In developed societies there is a growing craze for test-tube babies. The 'women-lib' movement has become a world-wide event. The conscious educated women are not prepared to accept either an inferior role or less wages than their male counterparts. They demand equality in true sense of the term in all spheres of life. Recently propounded Androgyny theory claims that perpetuation of

traditional sex roles distinctions is dysfunctional and androgynous individuals have superior adjustment (Bem, 1977; Spence and Helmreich, 1980).

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. Rama Devi (1963) reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance. Jacobson, (1977) observes that in India "even in rapidly growing urban areas, traditional rites and values relating to women find wide acceptance. Countless number of nations' women veil their faces and quietly accept dictates of their elders." According to Gore (1977), in an Indian joint family a woman learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good house wives (Verma, 1972). Kakar has shown as to how girls in India are differentiated right from birth which affects their process of socialization. However, literature shows that in recent year's roles, functions and status of Indian women have undergone some remarkable change (Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976). The educated urban girls in particular manifest greater freedom in their mate selection based on love (Khatri, 1970) and wives adding to family income play assertive role in family affairs (Kapur, 1970). The Indian family pattern has become some-what more permissive and many of the traditional family values have undergone transformation (Sinha, 1984). The Government of India published an authentic document in 1975 regarding facts and figures on status of Indian women.

These publications brought out two things to light; (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom. Interview reports of college girls indicate that although the Indian women in making do not believe in western style of 'women-lib' movement or a radical change and revolt against sex roles and marriage, their expectations and attitudes have considerably changed. They aspire for greater freedom, equality and enjoyment opportunities (Arora, 1972; Doshi, 1971). Not only this, sex role-attitudes among women have been found to have deeper roots in their personality (Jordon et al. 1979; Vasudeva and Lehal, 1986). Thus desire for 'social freedom' constitutes an important aspect of women's life style, personality and adjustment, and therefore, needs to be measured and studied scientifically.

b. Concept of Social Freedom

The term 'social freedom' refers here to women's desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In order to pinpoint the specific behavior, roles and taboos, of which the women want to get rid of, an open ended interview of 30 college girls (who were all active members of different societies displaying leadership) was taken. On the basis of content analysis and discussion on them with a team of five teachers of psychology, the following dimensions of women's social freedom were identified:

1. Freedom from control or interference of parents and husband.

2. Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women.
3. Freedom concerning sex and marriage.
4. Economic freedom and social equality.

c. Preliminary form

Items in form of simple statements in Hindi were constructed on each of the dimensions mentioned above. Altogether 60 items, including 12 negative items to control acquiescence bias, were framed. The items, after being pulled together, were given to ten judges for their rating on nine point scale. The judges rated whether the particular items were related to either of the four dimensions (list of which was provided to them with a short explanatory note about each) and if so to what extent. They were also asked to indicate if any of the statements was a duplication (in content) of the other. On the basis of unanimous opinion of the judges, 52 statements were found to be definitely related to the dimensions referred to earlier. There was some difference of opinion regarding overlapping meaning of two statements. By dropping such statements, the preliminary form of the scale contained 50 items. To every item, two response categories ('Agree' and 'Disagree') were provided and a short instruction in simple understandable Hindi was added in the beginning.

d. The Final Scale

The final form of the 'Women Social Freedom Scale' has 24 items out of which 16 items are positive and 8 items are negative.

The serial numbers of the positive and negative items are given in Table:

Table No. 2: Serial Numbers of Positive/Negative Items

Sr. No.	Type of Items	Serial Numbers in the Scale	Total Items
1.	Positive	1, 2, 4, 7, 8, 10, 12, 13, 15, 16, 17, 18, 20, 21, 23, 24	16
2.	Negative	3, 5, 6, 9, 11, 14, 19, 22	08
Total			24

e. Scoring System

The subject is supposed to mark his response to each item in ‘Agreement’ or Disagreement’ and is to put a mark in the appropriate cell provided against each item.

The system of scoring is given in Table

Table No. 3 Scoring System

Sr. No.	Type of Items	Agreement	Disagreement
1.	Positive	1	0
2.	Negative	0	1

The range of score for any subject could be 0 to 24.

Table No. 4 Level of Social Freedom

Sr. No.	Range of z-Scores	Grade	Level of Social Freedom Thinking
1.	+2.01 and above	A	Extremely High
2.	+1.26 to + 2.00	B	High
3.	+0.51 to + 1.25	C	Above Average
4.	-0.50 to + 0.50	D	Average/Moderate
5.	-0.51 to – 1.25	E	Below Average
6.	-1.26 to – 2.00	F	Low
7.	-2.01 and below	G	Extremely Low

3.7 Procedure of Data Collection

As per the procedure of the data collection is concerned in the study. First of all, researcher collect the standardized Women Social Freedom Scale developed by the Prof. L. I. Bhusan. While considering the importance and need of the study researcher selected the sixteen B.Ed. colleges out of 46 B.Ed. colleges of Rohtak District of Haryana. The selection of the colleges were based on the simple random sampling method using Census study in which the researcher considered all the women teacher Educators of these colleges. Before administering and filling the questionnaire the researcher took the permission from the Principal of that particular college. After getting permission the researcher explained the purpose of the study to all the respondents one by one and make them sure that their responses will be kept confidential and will be used only for Educational and research purposes. Then the researcher distributed the questionnaire one by one to the respondents and asked them for filling the same as per their understanding. All the respondents filled the questionnaire carefully and with due concern. Then researcher collected the questionnaire from the respondents as per the process of filling the questionnaire get complete. After collecting all the questionnaire from the respondents the researcher starts the process of scoring by assigning the numbers 1 and 0.

3.8 Statistical Techniques Used

The researcher has used the

- a) Mean (Average)
- b) Standard Deviation (SD)
- c) z-test
- d) Regression for the analysis of the data

a) The Mean or Average

The Mean is one of the most useful and commonly used method to find out the average in statistics. It is calculated by adding all the numbers and dividing that sum by the total number of numbers. For calculating Z-score there is a need to calculate the Mean so the researcher calculated the mean.

Formula of the Mean:

$$\bar{X} = \frac{\sum X}{N}$$

Terms,

\sum , represents the summation

X, represents scores

N, represents number of scores.

b) Standard Deviation (SD)

The standard deviation (SD, also represented by the Greek letter sigma σ or the Latin letters) is a measure that is used to determine the amount of variation or dispersion of a set of data values. It also denoted as Greek letter sigma σ . Data points tend to be close to the mean (also called the expected value) reflects that there is low standard deviation, but a high standard deviation depicts that there is spread over a wider range of values of data points. The standard deviation was calculated to calculate the z-score.

Formula of the Standard Error:

$$SE = \frac{\sigma}{\sqrt{n}}$$

Terms,

SE = Standard Error

\sqrt{N} = Sample Size

σ = Standard Deviation (Pronounced ‘Sigma’)

Formula of the Standard Deviation:

$$SD = \sqrt{\frac{\sum (x - \bar{x})^2}{N - 1}}$$

Terms,

Σ = Means “sum of”

X = each value in the data set

\bar{X} = Mean of the all values in the set

N = No. of values in the data set.

c) z-Score

z- Scores is also called as standard scores, z-values, normal score and standard variables. It is used to compare an observation to a standard normal deviate, though they can be defined without assumptions of normality. In this study the researcher calculated the z-score to know about Women Teacher Educators Level of Social Freedom Thinking

that weather is it extremely high or extremely low. The different range of z-score defined the level of the social freedom thinking of women teacher Educators.

Formula of the z-score:

$$z = \frac{X - \mu}{\sigma}$$

Terms,

μ = Mean of the population (Pronounced 'mu')

X = Score

σ = Standard Deviation of the population. (Pronounced 'Sigma')

d) Regression

It is a statistical process which is used for estimating the relationships between the variables. More specifically, regression analysis helps to understand how the typical value of the dependent variable changes when any one of the independent variables is varied, while the other independent variables are kept constant. Regression analysis is mostly used in the predictions and forecasting. It also helps to know the relation between variables and makes its exploration. At all it is used infer causal relationships between the independent and dependent variables. Firstly the researcher computed the correlation between the Social freedoms of women teacher educators and effect of teaching with respect to achievement.

But the degree of relationship that how much it increases is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of women teacher educators.

Formula

$$\hat{Y} = bX + a$$

predicted values of Y slope = rate of increase/decrease of Y hat for each unit increase in X Y-intercept = level of Y when X is 0.

Chapter 4

ANALYSIS AND INTERPRETATION OF DATA

Research generally includes two important parts gathering of data and analysis and interpretation of data. Chapter four is the blue print result of chapter third where the scored data is analyzed and interpreted with the help of suitable scientific methods. Generally the scored data has no meaning unless until it is analysis in a systematic and scientific way with the help of an appropriate statistical techniques and analysis of data means understanding the data very carefully in order to determine inherent fact in it. It involves the breaking up of the complex factors into simple parts and putting them in new arrangements for the purpose of interpretations.

However, the researcher not only has adequate knowledge about the selection of appropriate tools that can guarantee the accomplishment of objectives and process of data collection but also has adequate knowledge about systematic application of statistical technique for data analysis and interpretation. Because it is the important act of research which transforming data with the aim of extracting useful information and facilitating conclusion. Data analysis is the process of systematically applying statistical and or logical techniques to describe and illustrate, condense, recap and evaluate data. In the present endeavor, the investigator has made an attempt to analyze and interpret the data of the present study by using different statistical techniques.

Table No. 5 Correlation Coefficient Strength Table

+(-)1 Perfect Positive (Negative) Correlation	
.81 to +(-) .99	Very High Positive (Negative) Correlation
.71 to +(-) .80	High Positive (Negative) Correlation
.41 to +(-) .70	Substantial Positive (Negative) Correlation
.21 to +(-) .40	Low Positive (Negative) Correlation
0 to +(-).2	Negligible Positive (Negative) Correlation

Objective 1. To study the level of social freedom and its effect on teaching of women teacher educators.

Hypotheses 1: There will be no significant effect of social freedom on the teaching of women teacher educators.

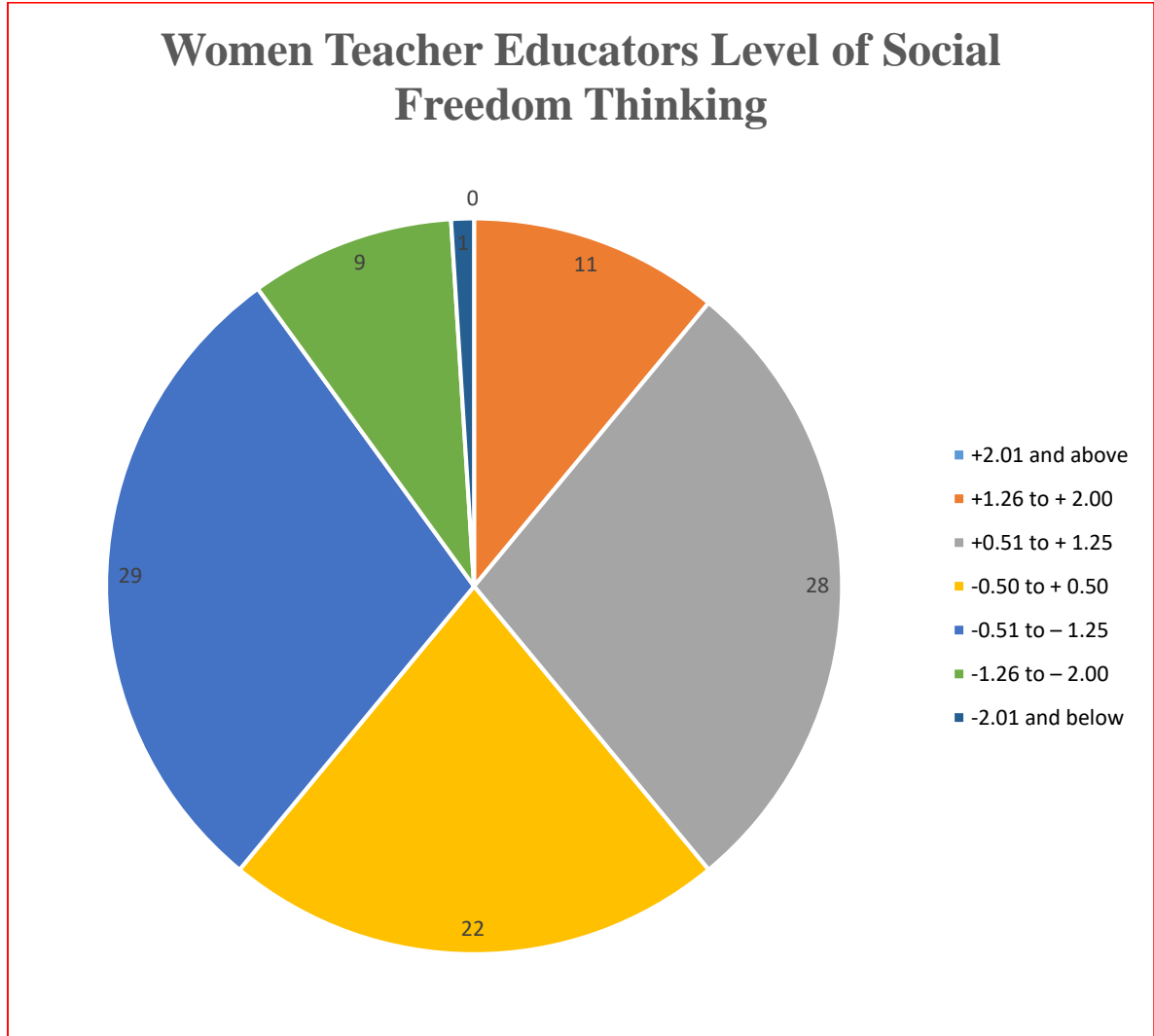
Table No. 6: Women Teacher Educators Correlation and Regression

SUMMARY OUTPUT						
<i>Regression Statistics</i>						
Multiple R						0.950
R Square						0.903
Adjusted R Square						0.902
Standard Error						1.793
Observations						100
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>	
Regression	1	2923.042	2923.042	908.965	0.000	
Residual	98	315.148	3.216			
Total	99	3238.190				
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	43.990	0.830	53.025	0.000	42.343	45.636
X Variable 1	1.519	0.050	30.149	0.000	1.419	1.619

Table No. 7 Women Teacher Educators Level of Social Freedom Thinking

Sr. No.	Range of Z-Scores	Grade	Level of Social Freedom Thinking	No. of Women Teacher Educators
1	+2.01 and above	A	Extremely High	0
2	+1.26 to + 2.00	B	High	11
3	+0.51 to + 1.25	C	Above Average	28
4	-0.50 to + 0.50	D	Average/Moderate	22
5	-0.51 to – 1.25	E	Below Average	29
6	-1.26 to – 2.00	F	Low	9
7	-2.01 and below	G	Extremely Low	1

Figure No. 1 Women Teacher Educators Level of Social Freedom Thinking



Interpretation of the result: The value of correlation between the Social freedoms of women teacher educators and effect of teaching with respect to achievement comes out to be 0.950. It means these variables are highly and positively correlated. It means if we increase one variable than the other variable will also increase. How much it will increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of women teacher educators. The regression equation comes out to

Students Performance = 43.9895 + 1.518 × Social Freedom

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant because of ANOVA table the p value comes out to be less than 0.05. In other words If we increase the one unit value of S F (Social Freedom) than student performance will increase by the value of 1.518.

The hypotheses; there will be no significant effect of social freedom on the teaching of women teacher educators is not accept and therefore there is a significant effect of social freedom on the teaching of women teacher educators. It has been observed that if the women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students. The above table and figure shows the women teacher educator's level of social freedom thinking. As per the result no women teacher educator keeps extremely high level of social freedom thinking. Only twenty eight women's keep above average level of social freedom thinking and twenty nine women's keep below average level of social freedom thinking. Only one women keep above extremely low level of social freedom thinking. Out of 100 women teacher educators only 22 were average/moderate level of social freedom thinking.

Objective 2. To study the social freedom and its effect on teaching of rural women teacher educators.

Hypothesis 2. There will be no significant effect of social freedom on the teaching of rural women teacher educators.

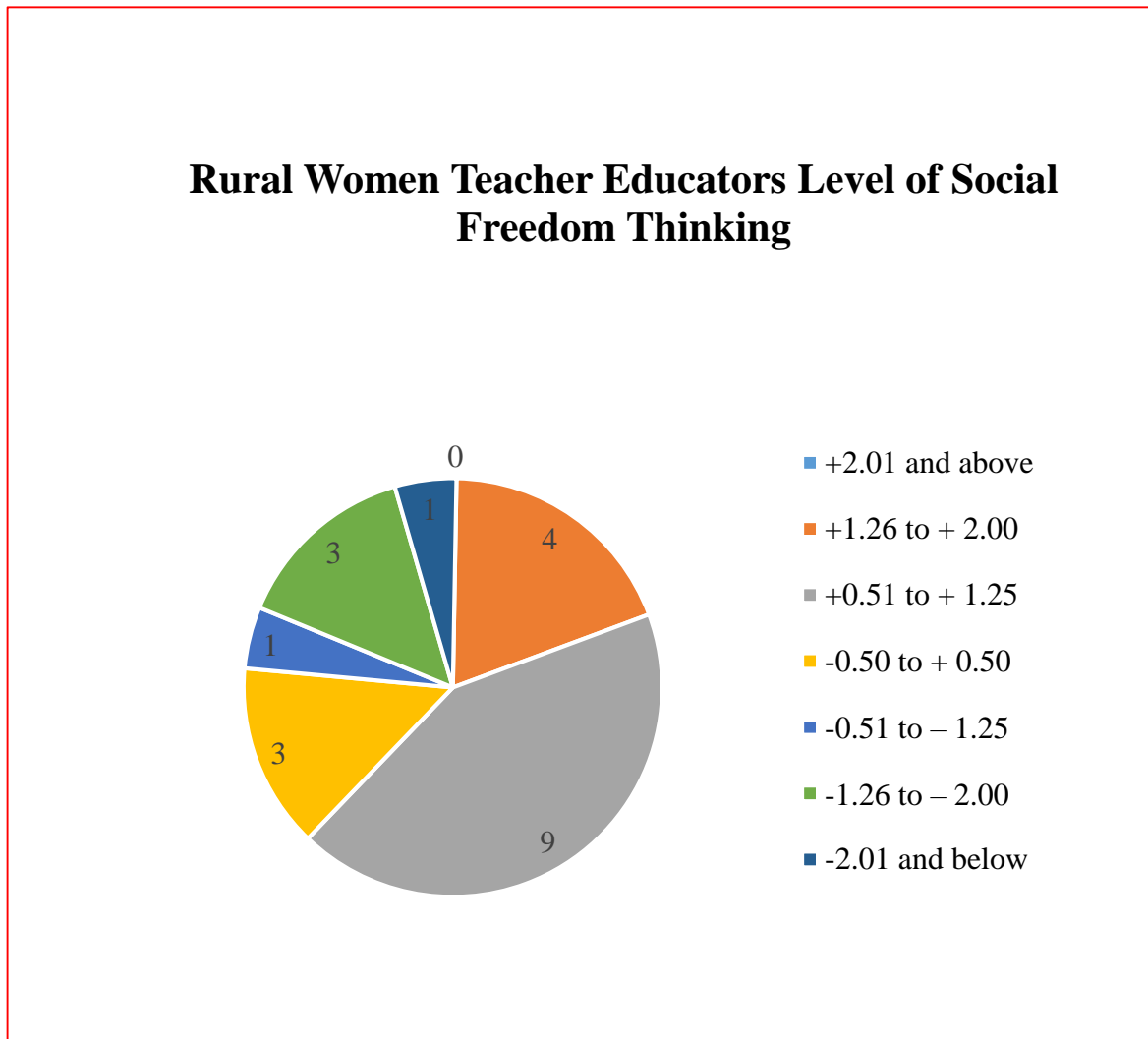
Table No. 8: Rural Women Teacher Educators Correlation and Regression

SUMMARY OUTPUT						
<i>Regression Statistics</i>						
Multiple R						0.964
R Square						0.930
Adjusted R Square						0.927
Standard Error						1.935
Observations						21
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>	
Regression	1	947.836	947.836	253.230	0.000	
Residual	19	71.117	3.743			
Total	20	1018.952				
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	41.602	1.831	22.723	0.000	37.770	45.434
X Variable 1	1.654	0.104	15.913	0.000	1.436	1.871

Table No. 9 Rural Women Teacher Educators Level of Social Freedom Thinking

Sr. No.	Range of Z-Scores	Grade	Level of Social Freedom Thinking	No. of Women Teacher Educators
1	+2.01 and above	A	Extremely High	0
2	+1.26 to + 2.00	B	High	4
3	+0.51 to + 1.25	C	Above Average	9
4	-0.50 to + 0.50	D	Average/Moderate	3
5	-0.51 to – 1.25	E	Below Average	1
6	-1.26 to – 2.00	F	Low	3
7	-2.01 and below	G	Extremely Low	1

Figure No. 2 Rural Women Teacher Educators Level of Social Freedom Thinking



Interpretation of the result: The value of correlation between the Social freedom of rural women teacher educators and effect of teaching with respect to achievement comes out to be 0.964. It means these variables are highly positively correlated. It means if we increase one variable the other will increase. How much it will increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is

student performance which is used as a measure of teaching of rural women teacher educators. The regression equation comes out to

$$\text{Students Performance} = 41.602 + 1.653 \times \text{Social Freedom}$$

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant because of ANOVA table the p value comes out to be less than 0.05. In other words If we increase the one unit value of SF (Social Freedom) than student performance will increase by the value of 1.653.

The hypotheses; there will be no significant effect of social freedom on the teaching of rural women teacher educators is not accept and therefore there is a significant effect of social freedom on the teaching of rural women teacher educators. It has been observed that if the rural women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students. The above table and figure shows the rural women teacher educator's level of social freedom thinking. As per the result no women teacher educator keeps extremely high level of social freedom thinking. Only nine women's keep above average level of social freedom thinking and one women keep below average and extremely low level of social freedom thinking. Only three women keep average and low level of social freedom thinking.

Objective 3. To study the social freedom and its effect on teaching of urban women teacher educators.

Hypothesis 3. There will be no significant effect of social freedom on the teaching of urban women teacher educators.

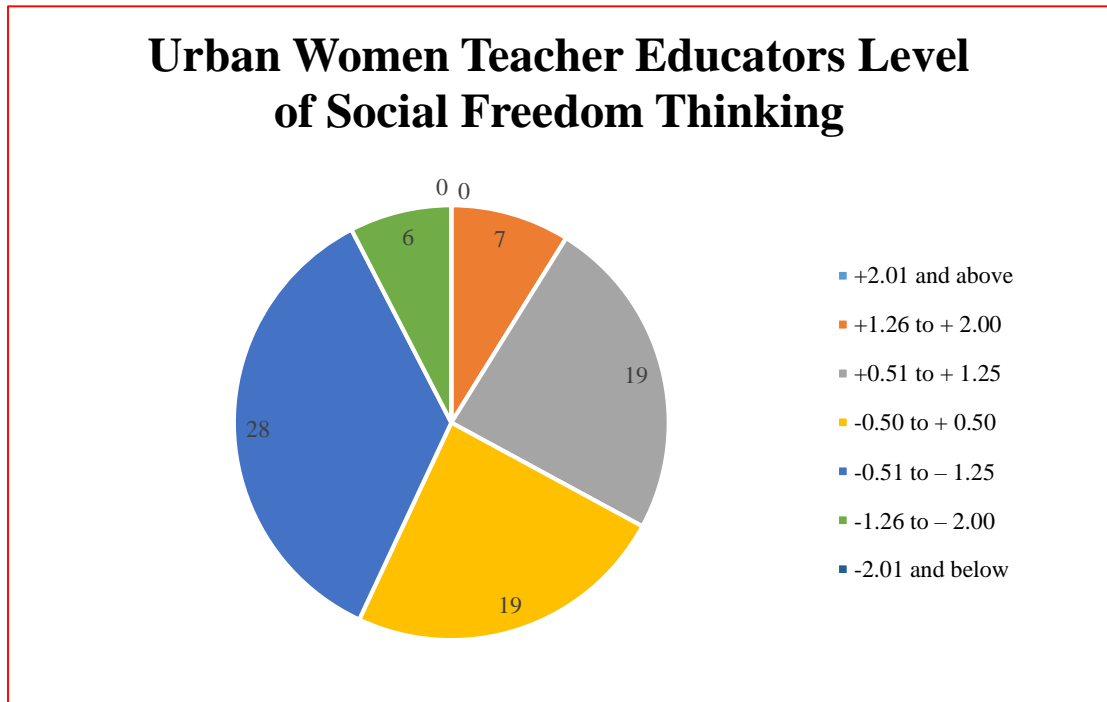
Table No. 10: Urban Women Teacher Educators Correlation and Regression

SUMMARY OUTPUT						
<i>Regression Statistics</i>						
Multiple R						0.944
R Square						0.891
Adjusted R Square						0.889
Standard Error						1.748
Observations						79
ANOVA						
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>	
Regression	1	1920.680	1920.680	628.474	0.000	
Residual	77	235.320	3.056			
Total	78	2156				
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	44.803	0.946	47.361	0.000	42.919	46.687
X Variable 1	1.468	0.059	25.069	0.000	1.352	1.585

Table No. 11 Urban Women Teacher Educators Level of Social Freedom Thinking

Sr. No.	Range of Z-Scores	Grade	Level of Social Freedom Thinking	No. of Women Teacher Educators
1	+2.01 and above	A	Extremely High	0
2	+1.26 to + 2.00	B	High	7
3	+0.51 to + 1.25	C	Above Average	19
4	-0.50 to + 0.50	D	Average/Moderate	19
5	-0.51 to – 1.25	E	Below Average	28
6	-1.26 to – 2.00	F	Low	6
7	-2.01 and below	G	Extremely Low	0

Figure No. 3 Urban Women Teacher Educators Level of Social Freedom Thinking



Interpretation of the result: The value of correlation between the Social freedom of urban women teacher educators and effect of teaching with respect to achievement comes out to be 0.943. It means these variables are highly and positively correlated. It means if we increase one variable the other will increase. How much it will increase it is calculated by regression analysis. The regression analysis is run in the excel with dependent variable is student performance which is used as a measure of teaching of urban women teacher educators. The regression equation comes out to

$$\text{Students Performance} = 44.802 + 1.468 \times \text{Social Freedom}$$

The value of Coefficient comes out to be significant judged by the significant value. If significant value is less than 0.05. We should reject the null hypothesis that Coefficient value is zero. In our case the significant value comes out to be nearly equal to zero or it is less than 0.05 so the coefficient value in our case is significant. The model is significant

because of ANOVA table the p value comes out to be less than 0.05. In other words If we increase the one unit value of SF than student performance will increase by the value of 1.468.

The hypotheses; there will be no significant effect of social freedom on the teaching of urban women teacher educators is not accept and therefore there is a significant effect of social freedom on the teaching of urban women teacher educators. It has been observed that if the urban women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students. The above table and figure shows the urban women teacher educator's level of social freedom thinking. As per the result no women teacher educator keeps extremely high level of social freedom thinking. Only nineteen women's keep above average and average level of social freedom thinking and twenty eight women keep below average level of social freedom thinking. Only seven women keep high level of social freedom thinking.

The study shows that in district Rohtak which is a developed city but no women teacher educator was found fully socially freedom thinking. On the other hand only one women teacher educator keeps extremely low level of social freedom thinking. The result can also be interpreted that if women teacher educator do not keeps social freedom thinking than what level of teaching learning process they are using in the class room. It also reflects the level of their decision making power. On the basis of the verbal discussion these women do not take interest in changing their life style and also the methodology used in the classroom. They do not have exposure of visiting other higher education institution.

Chapter 5

FINDINGS, RESULT AND DISCUSSION

5.1 Findings of the study

The Researcher has taken the data from 16 colleges of Rohtak District. Researcher has given the standardized test to the Women Teacher Educators and also collected the Achievement available in the form of result of their respective subject. The researcher had interacted with the women teacher educators in a group as well as separately to observe and find out the coordination in their thoughts and in the implementation of their thoughts with respect to teaching profession. This study reflect the actual situation of the social freedom of women teacher educators of district Rohtak towards their profession. It helps the policy makers and college administration in various ways for upgrading the results of the students. The result was very much average if researcher take urban and rural women both. The findings of the study are as follows:

- 1) The hypotheses that there will be no significant effect of social freedom on the teaching of women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of women teacher educators. Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. It has been observed that if the women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation

than her teaching becomes very effective. This shows the effect in the result of the students.

- 2) The hypotheses that there will be no significant effect of social freedom on the teaching of rural women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of rural women teacher educators. Social freedom thinking level of most of the rural women teacher educators is above average. This shows that rural women teachers are somewhat want to change their traditional life and they do not want to continue the same. It has been observed that if the rural women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.
- 3) The hypotheses that there will be no significant effect of social freedom on the teaching of urban women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of urban women teacher educators. The urban women teacher educators' level of social freedom thinking is below average. This shows that most of the women teacher educators are leading the traditional life and likely to continue the same. It has been observed that if the urban women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

5.2 Educational Implications

a. Implications for college:

The administration of the college and other Educational institutions should consider the social freedom of the women teacher Educators. The attitude of the male educator teachers and other staff should be positive regarding the women teacher educators so that a positive setup of mind can be established. The authorities needs to provide opportunities to play the leadership roles and should provide them chances of exploration. They should get social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation. Special cell should be opened in every Educational Institution

b. Implications for family:

It is rightly said that positive reinforcement and reward creates a hope of excellence in the life. As per the Indian culture of family is concerned it is patriarchal and all the important decisions of women life depends upon the men. There is a need of shaping the frame of mind positively towards the rights of the women. Women has equal rights as men in the society. They are equally free as men are. Family should appreciate her efforts and should provide them opportunity to excel in the life and make them able to contribute in the national development. No atrocities against women should be there in the family and even society and the world.

c. Implications for women Teacher Educator

The constitution of India makes the provisions of the Fundamental Rights. These Fundamental Rights are enshrined in the part-III of the Indian Constitution. These rights equally enforceable for all the citizens of the country. It is important for the women teacher

educators to know their rights and they should grow through the Saksham Guidelines. Women should be aware about the provisions laid down in the constitution and they should also be aware about the commissions established for their protection.

5.3 National Importance of the Study

The study has national importance because it may give direction to all women teacher educators of the country. The study reflex the social freedom of the women teacher educators in various areas. It includes the freedom for work, freedom to used teaching aids in classrooms, freedom to provide suggestions for curriculum revision/curriculum development, freedom in accepting in time table and freedom in evaluation system. Teacher educators are providing training to teacher trainees and these teacher trainees are appointed in schools as primary, secondary and senior secondary teachers. The future of children is in their hands. Therefore teacher educators must be stress free. The study shows that most of the women teacher educators are full of stress and they want lot of changes in the education system of teacher education institutions. This study is very important for the family members of women teacher educators. The family must understand the significance of teaching in teacher education institutions. The required cooperation must be given by all family members and they must understand the dignity of the women and try to cooperate with them.

5.4 Suggestions for Further Research

- In this study the researcher considered the social freedom of the women teacher Educators in the District Rohtak. The other District of the state can also be considered in the further studies.

- In this study on the researcher considered only social freedom of the women teachers Educators. Other aspects like Economic, civil and political freedom of the women can also be considered in the further studies.
- The present study has covered only the one District of the state Haryana. The other states can also be covered in the further researches and studies can be conducted on large sample.
- Comparison of social freedom between Rural and Urban women teacher Educator can be done in further studies.
- The researcher also wanted to conduct the case study of the District but it was not possible within such short span of time.

5.5 Limitations of the Study

The presents study has answered few questions but also led some other questions. Due to lack of time, resources, knowledge and expertise research work has limitations. The limitations of the present study are as:

- The researcher wanted to compare the social freedom between the women teacher Educators of joint and Nuclear family. But due to lack of time it could not possible for researcher to conduct the same.
- The researcher also wanted to conduct a case study of women teacher Educators having high social freedom level and low social freedom level of the District but it was not possible within such short span of time.

5.6 Conclusion

No country can be developed without the equal contribution all the stakeholders of that particular country. The human resource of the country contributes a lot in the progress

and development of the nation. And the progress of the nation is impossible without the contribution of men and women both. The point of discussion in the country like India is the Education of the women and their social freedom. As it has revealed in the study that Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. There is a need of implementing such programme which become the strong supporters of women's education and there social freedom in the society. There is need of strategies to be adopted for raising literacy levels and education among women has to keep in view the vast social cultural, geographical and economic variations. As per the social freedom of women is concerned, there is a need of throwing light on it. Women in India who are in job or earning their livelihood by their own are also depend on the male members of the family. There is only first and foremost step regarding attaining full social and economic freedom is providing equal Education to them without any fear and partiality. It has been observed that if the women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students. Along with this social freedom of women teachers can be achieved with the efforts of family. It is rightly said that positive reinforcement and reward creates a hope of excellence in the life. As per the Indian culture of family is concerned it is patriarchal and all the important decisions of women life depends upon the men. There is a need of shaping the frame of mind positively towards the rights of the women. Women has equal rights as men in the society. They are equally

free as men are. Family should appreciate her efforts and should provide them opportunity to excel in the life and make them able to contribute in the national development. No atrocities against women should be there in the family and even society and the world.

To attain social freedom among women it is very much essential to consider economic freedom first. As the teacher may be considered as the promoter of the social freedom and agent to eradicate the malpractices from the society are also the victim of these malpractices i.e. they are not even getting an equal status in the family and society as the male teacher are. For attain this social freedom among women, vocational and occupational components have to be designed in accordance with the availability of resources and job opportunities in the regions. Voluntary organizations and women's groups active in the area should be involved in the task. As it was found that Social freedom thinking level of most of the rural women teacher educators is above average. This shows that rural women teachers are somewhat want to change their traditional life and they do not want to continue the same. It has been observed that if the rural women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

The administration of the college and other Educational institutions should consider the social freedom of the women teacher Educators. The attitude of the male educator teachers and other staff should be positive regarding the women teacher educators so that a positive setup of mind can be established. The authorities needs to provide opportunities to play the leadership roles and should provide them chances of exploration. They should

get social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation. Special cell should be opened in every Educational Institution

In view of the social and cultural handicaps that have operated against women's education and taking account of the multiple roles that women are required to play, the need for adopting a set of objectives specific to women's education is imperative. The urban women teacher educators' level of social freedom thinking is below average. This shows that most of the women teacher educators are leading the traditional life and likely to continue the same. It has been observed that if the urban women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

The constitution of India makes the provisions of the Fundamental Rights. These Fundamental Rights are enshrined in the part-III of the Indian Constitution. These rights equally enforceable for all the citizens of the country. It is important for the women teacher educators to know their rights and they should grow through the Saksham Guidelines. Women should be aware about the provisions laid down in the constitution and they should also be aware about the commissions established for their protection.

SUMMARY

In almost all societies over the world the first question parents and relatives ask when the new-born emerges into this world is the same: is it a boy or a girl? The urgency and the intensity in the question reveal the great importance that human societies attach to sex differences. This is a manifestation of the fact that every societies differentiates between its men and women and prescribes separates sets of values, norms and role specifications for the two gender categories. Although such a differentiation, in principle, does not lead to the superiority and dominance of one group over the over, in practice gender dissimilarity is translated into gender inequality. No wonder therefore, the gender inequality is perhaps the oldest form of structural inequality and hence the resultant domination and exploitation of one sex by the other.

After independence of India revolutionary as well evolutionary changes the people saw in status and the position of the women in Indian society. It has been mentioned in the constitution of India that everybody us equal before law. There is no discrimination on the basis of the sex. Right to Equality is the Fundamental Right Enshrined in the Indian constitution. It is the drastic change in the history of India that the status and role of women is getting change from ancient to modern. But the status and position of women in India it yet a topic of discussion and needs specific attention. If we compare status and position of women of modern era with ancient period, it has changed a lot. As per the participation of women in teaching is concerned it is easy to say that the role of women in teaching were rare. We rarely saw them in the teaching but as the time is changing the concept is going to change, in every school we finds the women in teaching and they have their marvelous

performance as well from primary to University level. Literacy rate of women in India is perhaps less than male but the situation is in towards the positive direction.

The present investigation is a forward step on the way, where various researchers have laid foundations of their researches. In the present study, the investigator has made an attempt to study the social freedom among the women teacher educators working in the government and self-finance colleges of education in comparative perspectives.

Need of the Study

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. **Rama Devi (1963)** reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance. **Jacobson (1977)** observes that in India "even in rapidly growing urban areas traditional rites and values relating to women find wide acceptance and in countless number of nation's women veil their faces and quietly accept dictates of their elder's". According to **Gore (1977)** in an Indian joint family a women learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good housewife **Verma (1972)**. However, literature shows that in recent year's roles, functions and status of Indian women have undergone some remarkable change (**Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976**). The educated urban girls in particular manifest greater freedom in adding to family income play assertive role in family affairs (**Kapur, 1970**). The Indian family pattern has become somewhat more permissive and

many of the traditional family values have undergone transformation (Sinha, 1984). The Government of India published an authentic document in 1975 regarding facts and figures on status of India women. These facts brought out two things to lights: (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom. In the light of the above research gap the investigator justifies the need to conduct a study stated as under.

Statement of the Problem

“Social Freedom and its Ramifications on Teaching: An Analysis in Context of Women Teacher Educators”

Operational Definition of Variables

a. Social Freedom

In this study the Social Freedom refers to women’s desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society. In this study social Freedom refers to freedom of women teacher educators from control or interference of parents and husband, freedom from social taboos, customs and rituals which impose conventional roles and restrictions on women teacher educators. Along with this social freedom refers here to freedom of women teacher educators concerning sex and marriage. The study also considers social freedom of women teacher educators in the form of Economic freedom and social equality.

b. Women Teacher Educators

Teacher is more experienced person who tends to modify the behavior of the less experienced person through teaching, training and/or institutions. The women teacher educators are the professionals working in teacher training institutions and teaching teacher trainees at either level i.e. pre-primary, primary or secondary. In present context, the professionals who are giving training to the pupil teachers in the B. Ed. colleges have been taken as the teacher educators.

Objectives of the Study

- 1) To study the level of social freedom and its effect on teaching of women teacher educators.
- 2) . To study the social freedom and its effect on teaching of rural women teacher educators.
- 3) To study the social freedom and its effect on teaching of urban women teacher educators.

Hypothesis

- 1) There will be no significant effect of social freedom on the teaching of women teacher educators.
- 2) There will be no significant effect of social freedom on the teaching of rural women teacher educators.
- 3) There will be no significant effect of social freedom on the teaching of urban women teacher educators.

Delimitations of the study

The current study has delimitations with respect to the sample collection. There are 46 B. Ed. Colleges in Rohtak District and researcher had selected 16 B. Ed. colleges randomly. Researcher had taken only women teacher educators of B. Ed. colleges as per the requirement of the study. The present study has been conducted on 100 Women teacher educators of B. Ed. Colleges.

Research Gap

The researcher has read various researches related to the social freedom of women. These studies were related to the rural and urban area of women, different communities and of different economic status. No study was directly or indirectly related to the social freedom of women teacher educators. Therefore the researcher has decided to work on Social freedom and its ramifications on teaching: An analysis in context of women teacher educators. The researcher decided to take the four dimensions of women's social freedom i.e. Freedom from control or interference of parents and husband, Freedom from social taboos, customs and rituals which impose conventional roles and restrictions on girls/women, Freedom concerning sex and marriage and Economic freedom and social equality.

Method Used

In this study the researcher used Survey method. Survey method was used to study the level of social freedom and its effect on teaching of women teacher educators, to study

the social freedom and its effect on teaching of rural women teacher educators, to study the social freedom and its effect on teaching of urban women teacher educators.

Population

While considering the importance and application of the study, the researcher considered all the women teacher Educator of the B.Ed. colleges of District Rohtak of State Haryana as population.

Sample of the Study

For the present study the investigator selected sixteen colleges out of 46 colleges of Rohtak district. The study was conducted on women teachers educators of B. Ed. colleges were the sample size was 100. The sample was further divided into different groups such as rural-urban, married-Unmarried dichotomy. Simple random sampling technique was used by the investigator for the present study.

Tool Used

Women Social Freedom Scale developed by Prof. L. I. Bhusan and published by National Psychological Corporation, Agra

Procedure of Data Collection

As per the procedure of the data collection is concerned in the study. First of all, researcher collect the standardized Women Social Freedom Scale developed by the Prof. L. I. Bhusan. While considering the importance and need of the study researcher selected

the sixteen B.Ed. colleges out of 46 B.Ed. colleges of Rohtak District of Haryana. The selection of the colleges were based on the simple random sampling method using Census study in which the researcher considered all the women teacher Educators of these colleges. Before administering and filling the questionnaire the researcher took the permission from the Principal of that particular college. After getting permission the researcher explained the purpose of the study to all the respondents one by one and make them sure that their responses will be kept confidential and will be used only for Educational and research purposes. Then the researcher distributed the questionnaire one by one to the respondents and asked them for filling the same as per their understanding. All the respondents filled the questionnaire carefully and with due concern. Then researcher collected the questionnaire from the respondents as per the process of filling the questionnaire get complete. After collecting all the questionnaire from the respondents the researcher starts the process of scoring by assigning the numbers 1 and 0.

Statistical Techniques Used

The researcher has used the

- a) Mean (Average)
- b) Standard Deviation (SD)
- c) z-test
- d) Regression for the analysis of the data

Findings of the study

The Researcher has taken the data from 16 colleges of Rohtak District. Researcher has given the standardized test to the Women Teacher Educators and also collected the Achievement available in the form of result of their respective subject. The researcher had

interacted with the women teacher educators in a group as well as separately to observe and find out the coordination in their thoughts and in the implementation of their thoughts with respect to teaching profession. This study reflect the actual situation of the social freedom of women teacher educators of district Rohtak towards their profession. It helps the policy makers and college administration in various ways for upgrading the results of the students. The result was very much average if researcher take urban and rural women both. The findings of the study are as follows:

1. The hypotheses that there will be no significant effect of social freedom on the teaching of women teacher educators is not accepted and therefore there is a significant effect of social freedom on the teaching of women teacher educators. Social freedom thinking level of most of the women teacher educators is below average followed by above average. This also shows that most of the women teacher educators are leading the traditional life and likely to continue the same. It has been observed that if the women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.
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want to change their traditional life and they do not want to continue the same. It has been observed that if the rural women teacher educator gets social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation than her teaching becomes very effective. This shows the effect in the result of the students.

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Educational Implications

a. Implications for college:

The administration of the college and other Educational institutions should consider the social freedom of the women teacher Educators. The attitude of the male educator teachers and other staff should be positive regarding the women teacher educators so that a positive setup of mind can be established. The authorities needs to provide opportunities

to play the leadership roles and should provide them chances of exploration. They should get social freedom in terms of selecting the subject, choice of work place, use of relevant teaching methods, teaching techniques, teaching aids and participate in curriculum implementation. Special cell should be opened in every Educational Institution

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It is rightly said that positive reinforcement and reward creates a hope of excellence in the life. As per the Indian culture of family is concerned it is patriarchal and all the important decisions of women life depends upon the men. There is a need of shaping the frame of mind positively towards the rights of the women. Women has equal rights as men in the society. They are equally free as men are. Family should appreciate her efforts and should provide them opportunity to excel in the life and make them able to contribute in the national development. No atrocities against women should be there in the family and even society and the world.

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The constitution of India makes the provisions of the Fundamental Rights. These Fundamental Rights are enshrined in the part-III of the Indian Constitution. These rights equally enforceable for all the citizens of the country. It is important for the women teacher educators to know their rights and they should grow through the Saksham Guidelines. Women should be aware about the provisions laid down in the constitution and they should also be aware about the commissions established for their protection.

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Suggestions for Further Research

- In this study the researcher considered the social freedom of the women teacher Educators in the District Rohtak. The other District of the state can also be considered in the further studies.
- In this study on the researcher considered only social freedom of the women teachers Educators. Other aspects like Economic, civil and political freedom of the women can also be considered in the further studies.

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- The researcher also wanted to conduct the case study of the District but it was not possible within such short span of time.

Limitations of the Study

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1 Raw Data of the Study

Appendix A

Code	Marital Status	Area (Urban/Rural)	Family	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Total	Scores of subject %	Z-score Grade		
T1	M	U	J	1	1	1	1	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	70	-0.0224	D
T2	M	U	J	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	0	1	1	0	10	60	-1.6993	F	
T3	M	U	J	1	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	12	64	-1.1403	E	
T4	M	U	J	1	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	12	64	-1.1403	E	
T5	M	U	N	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	1	0	1	1	0	1	0	12	61	-1.1403	E	
T6	M	U	J	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	13	65	-0.8608	E	
T7	M	R	J	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	22	80	1.65459	B	
T8	M	U	J	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	18	75	0.53662	C	
T9	Un	R	J	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	20	71	1.0956	C	
T10	Un	U	J	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	19	75	0.81611	C	
T11	Un	U	J	1	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	20	74	1.0956	C	
T12	M	U	N	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	21	78	1.37509	B	
T13	Un	R	J	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	20	72	1.0956	C	
T14	Un	U	J	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	76	1.65459	B	
T15	Un	R	J	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	19	75	0.81611	C	
T16	M	U	N	1	1	0	1	0	0	1	0	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	0	13	65	-0.8608	E	
T17	M	U	N	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	1	0	1	1	0	12	64	-1.1403	E	
T18	M	U	J	1	1	1	1	0	0	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	1	1	1	14	64	-0.8163	E	
T19	M	U	N	1	0	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0	1	1	0	1	0	1	0	11	59	-1.4196	F	

1. Raw Data- Grade B Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T7	R	22	80	1.65	B
T12	U	21	78	1.37	B
T14	U	22	76	1.65	B
T41	R	21	77	1.37	B
T42	U	21	76	1.37	B
T44	R	21	80	1.37	B
T48	R	21	76	1.37	B
T58	U	21	76	1.37	B
T65	U	22	77	1.65	B
T86	U	23	78	1.93	B
T87	U	22	76	1.65	B

2. Raw Data- Grade B (Rural) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T7	R	22	80	1.65	B
T41	R	21	77	1.37	B
T44	R	21	80	1.37	B
T48	R	21	76	1.37	B

3. Raw Data- Grade B (Urban) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T12	U	21	78	1.37	B
T14	U	22	76	1.65	B
T42	U	21	76	1.37	B
T58	U	21	76	1.37	B
T65	U	22	77	1.65	B
T86	U	23	78	1.93	B
T87	U	22	76	1.65	B

4. Raw Data- Grade C Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/R ural	Total WSFS	Scores of subject %	Z-score	Grade
T8	U	18	75	0.53	C
T9	R	20	71	1.09	C
T10	U	19	75	0.81	C
T11	U	20	74	1.09	C
T13	R	20	72	1.09	C
T15	R	19	75	0.81	C
T20	R	18	74	0.53	C
T23	R	20	74	1.09	C
T24	U	18	74	0.53	C
T25	U	19	73	0.81	C
T26	U	19	72	0.81	C
T27	R	20	72	1.09	C
T28	R	18	72	0.53	C
T29	U	20	71	1.09	C
T36	U	20	75	1.09	C
T37	U	20	71	1.09	C
T38	U	20	73	1.09	C
T39	U	20	73	1.09	C
T40	U	20	73	1.09	C
T43	R	20	75	1.09	C
T45	U	18	71	0.53	C
T47	U	20	73	1.09	C
T49	U	19	72	0.81	C
T50	R	18	72	0.53	C
T66	U	19	75	0.81	C
T67	U	20	72	1.09	C
T68	U	18	73	0.53	C
T85	U	18	75	0.53	C

5. Raw Data- Grade C (Rural) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T9	R	20	71	1.09	C
T13	R	20	72	1.09	C
T15	R	19	75	0.81	C
T20	R	18	74	0.53	C
T23	R	20	74	1.09	C
T27	R	20	72	1.09	C
T28	R	18	72	0.53	C
T43	R	20	75	1.09	C
T50	R	18	72	0.53	C

6. Raw Data- Grade C (Urban) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T8	U	18	75	0.53	C
T10	U	19	75	0.81	C
T11	U	20	74	1.09	C
T24	U	18	74	0.53	C
T25	U	19	73	0.81	C
T26	U	19	72	0.81	C
T29	U	20	71	1.09	C
T36	U	20	75	1.09	C
T37	U	20	71	1.09	C
T38	U	20	73	1.09	C
T39	U	20	73	1.09	C
T40	U	20	73	1.09	C
T45	U	18	71	0.53	C
T47	U	20	73	1.09	C
T49	U	19	72	0.81	C
T66	U	19	75	0.81	C
T67	U	20	72	1.09	C
T68	U	18	73	0.53	C
T85	U	18	75	0.53	C

7. Raw Data- Grade D Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/R ural	Total WSFS	Scores of subject %	Z-score	Grade
T1	U	16	70	-0.02	D
T21	R	17	67	0.25	D
T22	R	17	68	0.25	D
T34	U	15	69	-0.3	D
T51	U	15	69	-0.3	D
T52	U	15	69	-0.3	D
T54	U	16	69	-0.02	D
T61	U	15	67	-0.3	D
T69	U	16	66	-0.02	D
T71	U	15	69	-0.3	D
T75	U	16	69	-0.02	D
T76	U	17	68	0.25	D
T78	U	16	68	-0.02	D
T84	U	15	68	-0.3	D
T90	U	16	70	-0.02	D
T91	U	16	70	-0.02	D
T92	U	17	70	0.25	D
T93	U	17	68	0.25	D
T94	U	17	69	0.25	D
T95	U	16	70	-0.02	D
T96	U	16	68	-0.02	D
T99	R	15	67	-0.3	D

8. Raw Data- Grade D (Rural) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T21	R	17	67	0.25	D
T22	R	17	68	0.25	D
T99	R	15	67	-0.3	D

9. Raw Data- Grade D (Urban) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T1	U	16	70	-0.02	D
T34	U	15	69	-0.3	D
T51	U	15	69	-0.3	D
T52	U	15	69	-0.3	D
T54	U	16	69	-0.02	D
T61	U	15	67	-0.3	D
T69	U	16	66	-0.02	D
T71	U	15	69	-0.3	D
T75	U	16	69	-0.02	D
T76	U	17	68	0.25	D
T78	U	16	68	-0.02	D
T84	U	15	68	-0.3	D
T90	U	16	70	-0.02	D
T91	U	16	70	-0.02	D
T92	U	17	70	0.25	D
T93	U	17	68	0.25	D
T94	U	17	69	0.25	D
T95	U	16	70	-0.02	D
T96	U	16	68	-0.02	D

11. Raw Data- Grade E Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/R ural	Total WSFS	Scores of subject %	Z-score	Grade
T3	U	12	64	-1.14	E
T4	U	12	64	-1.14	E
T5	U	12	61	-1.14	E
T6	U	13	65	-0.86	E
T16	U	13	65	-0.86	E
T17	U	12	64	-1.14	E
T18	U	14	64	-0.58	E
T30	U	12	65	-1.14	E
T46	U	14	65	-0.58	E
T55	U	14	65	-0.58	E
T57	U	14	64	-0.58	E
T59	R	13	64	-0.86	E
T60	U	12	63	-1.14	E
T62	U	14	63	-0.58	E
T63	U	14	61	-0.58	E
T70	U	14	62	-0.58	E
T72	U	13	62	-0.86	E
T73	U	13	63	-0.86	E
T74	U	13	65	-0.86	E
T77	U	13	65	-0.86	E
T79	U	13	64	-0.86	E
T80	U	12	64	-1.14	E
T81	U	13	65	-0.86	E
T82	U	13	65	-0.86	E
T83	U	14	64	-0.58	E
T88	U	13	64	-0.86	E
T89	U	14	65	-0.58	E
T98	U	14	62	-0.58	E
T100	U	12	62	-1.14	E

12. Raw Data- Grade E (Rural) Social Freedom Thinking Level Women Teacher Educator

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T59	R	13	64	-0.86	E

13. Raw Data- Grade E (Urban) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T3	U	12	64	-1.14	E
T4	U	12	64	-1.14	E
T5	U	12	61	-1.14	E
T6	U	13	65	-0.86	E
T16	U	13	65	-0.86	E
T17	U	12	64	-1.14	E
T18	U	14	64	-0.58	E
T30	U	12	65	-1.14	E
T46	U	14	65	-0.58	E
T55	U	14	65	-0.58	E
T57	U	14	64	-0.58	E
T60	U	12	63	-1.14	E
T62	U	14	63	-0.58	E
T63	U	14	61	-0.58	E
T70	U	14	62	-0.58	E
T72	U	13	62	-0.86	E
T73	U	13	63	-0.86	E
T74	U	13	65	-0.86	E
T77	U	13	65	-0.86	E
T79	U	13	64	-0.86	E
T80	U	12	64	-1.14	E
T81	U	13	65	-0.86	E
T82	U	13	65	-0.86	E
T83	U	14	64	-0.58	E
T88	U	13	64	-0.86	E
T89	U	14	65	-0.58	E
T98	U	14	62	-0.58	E
T100	U	12	62	-1.14	E

14. Raw Data- Grade F Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T2	U	10	60	-1.69	F
T19	U	11	59	-1.41	F
T31	R	11	60	-1.41	F
T32	R	11	60	-1.41	F
T33	R	10	59	-1.69	F
T35	U	11	58	-1.41	F
T53	U	9	57	-1.97	F
T64	U	11	60	-1.41	F
T97	U	11	60	-1.41	F

15. Raw Data- Grade F (Rural) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T31	R	11	60	-1.41	F
T32	R	11	60	-1.41	F
T33	R	10	59	-1.69	F

16. Raw Data- Grade F (Urban) Social Freedom Thinking Level Women Teacher Educators


Code	Area Urban/Rural	Total WSFS	Scores of subject %	Z-score	Grade
T2	U	10	60	-1.69	F
T19	U	11	59	-1.41	F
T35	U	11	58	-1.41	F
T53	U	9	57	-1.97	F
T64	U	11	60	-1.41	F
T97	U	11	60	-1.41	F

17. Raw Data- Grade G (Rural) Social Freedom Thinking Level Women Teacher Educators

Code	Area Urban/R ural	Total WSFS	Scores of subject %	Z-score	Grade
T56	R	8	54	-2.25	G

WOMEN SOCIAL FREEDOM SCALE

Appendix B

		Consumable Booklet of WSFS-BL (Hindi Version)				
<small>T. M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small>						
Dr. L. I. Bhusan (Bhagalpur)						
कृपया निम्न सूचनाएँ भरिए—		दिनांक <input type="text"/>				
नाम _____						
पिता का नाम _____						
जन्म तिथि _____		लिंग : पुरुष <input type="checkbox"/> स्त्री <input type="checkbox"/> शैक्षिक योग्यतायें _____				
विवाहित <input type="checkbox"/> अविवाहित <input type="checkbox"/> विधवा <input type="checkbox"/> तलाकशुदा <input type="checkbox"/>						
कार्यरत <input type="checkbox"/> गृहणी <input type="checkbox"/> यदि कार्यरत तो पद _____						
संस्थान _____						
क्षेत्र : नगरीय <input type="checkbox"/> ग्रामीण <input type="checkbox"/> बच्चों की संख्या : पुत्र <input type="checkbox"/> पुत्री <input type="checkbox"/> परिवार : संयुक्त <input type="checkbox"/> एकल <input type="checkbox"/>						
निर्देश						
आगे के पृष्ठ पर महिलाओं की सामाजिक स्वतन्त्रता के सम्बन्ध में 24 कथन दिये गये हैं। प्रत्येक कथन महिलाओं के सामाजिक स्वतन्त्रता के सम्बन्ध में विचार अथवा व्यवहार से सम्बन्धित है। उक्त 24 कथनों के सम्बन्ध में हम आपके विचार जानना चाहते हैं। यदि आप कथन से सहमत हैं तो सहमत के <input type="checkbox"/> में तथा असहमत हैं तो असहमत के <input type="checkbox"/> में <input checked="" type="checkbox"/> का चिन्ह लगायें।						
कृपया सभी 24 कथनों के उत्तर अवश्य दें।						
किसी भी कथन का सहमत/असहमत उत्तर सही या गलत नहीं है। यह उस कथन के बारे में आपके विचार/मत/धारणा का द्योतक मात्र है।						
आपके उत्तर पूर्णतः गोपनीय रखे जायेंगे।						
फलांकन तालिका						
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क्रमांक	कथन	प्रतिक्रिया		प्राप्तांक
		सहमत	असहमत	

1. विवाह या जीवन-साथी का चुनाव लड़कियों की राय से होना चाहिये।
2. यदि पत्नी नौकरी करना चाहे तो उसमें पति को दखल देना सर्वथा अनुचित है।
3. स्त्री के प्रधान कर्तव्य घर तथा परिवार में होते हैं।
4. लड़कियों को कहीं अकेले जाने की अनुमति नहीं देना एक दकियानूसी विचार है जिसे दूर करना चाहिये।
5. माँ-बाप ज्यादा अनुभवी एवं समझदार होते हैं, जहाँ वे शादी कर दें एक सयानी लड़की को स्वीकार कर लेना चाहिए।
6. कुँवारी लड़की को किसी लड़के या पुरुष से यौन-सम्बन्ध रखने की स्वतन्त्रता नहीं दी जानी चाहिए।
7. शादी के बाद स्त्री को पति के उपनाम से सम्बोधित करने की परम्परा समाप्त होनी चाहिए।
8. जो औरत आर्थिक दृष्टि से अपने पति पर निर्भर रहती है वह गुलामी की जिन्दगी जीती है।
9. पत्नी को ऐसे आचरण और कार्य करने चाहिए जिनसे पति की प्रतिष्ठा में वृद्धि हो।

कुल प्राप्तांक पेज नं. 2

क्रमांक	कथन	प्रतिक्रिया		प्राप्तांक
		सहमत	असहमत	

10. कुछ विकसित देशों की तरह अपने समाज में भी यह छूट होनी चाहिए कि बिना शादी किये कोई स्त्री मित्र रूप में किसी पुरुष के साथ रह सकती है।
11. दाम्पत्य जीवन के सुख के लिए पत्नी को घरेलू तथा पति को बाहर के काम करने चाहिए।
12. विवाहित तथा अविवाहित माताओं को समाज में एक समान अधिकार मिलना चाहिए।
13. लड़के-लड़कियों के बीच उन्मुक्त प्रेम को बढ़ावा देना चाहिए।
14. बच्चों को बन्धन मानने वाली स्त्री मानसिक रोगी है।
15. जिस तरह कुँवारे या अविवाहित पुरुषों के नाम के पहले "श्री" लगाया जाता है उसी तरह सभी स्त्रियों के नाम के पहले "सुश्री" लगाना चाहिए "कुमारी" या "श्रीमती" नहीं।
16. यदि काम से थके पुरुष शराब या सिगरेट पीकर अपनी थकान कम कर सकते हैं तो स्त्रियों को ऐसे व्यवहार को बुरा नहीं मानना चाहिए।
17. स्त्रियों को अधिकार है कि वे ऐसे नियमों का विरोध करें जो उन्हें स्वतन्त्रता एवं समानता के अधिकार से वंचित करते हों।

कुल प्राप्तांक पेज नं. 3

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क्रमांक	कथन	प्रतिक्रिया		प्राप्तांक
		सहमत	असहमत	
	18. लड़कियों को सार्वजनिक कार्यों में भाग लेना चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	19. लज्जा नारीत्व का आकर्षण है, इसे किसी नारी को त्यागना नहीं चाहिए।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	20. प्रेम करना नारी का सहज गुण है, अतः यदि कोई लड़की किसी से प्रेम करती है तो इसमें बुरा कुछ भी नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	21. पुराने नैतिक बन्धनों को तोड़ना आज नारी विकास के लिए आवश्यक है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	22. नारी माँ बनने के बाद ही अपनी पूर्णता को प्राप्त करती है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	23. यदि किसी विवाहित स्त्री के पुरुष मित्र हैं तो इसमें बुरा मानने की कोई बात नहीं है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
	24. व्यापार तथा श्रम सम्बन्धी कार्य करने से लड़कियों को रोकना सामाजिक अपराध है।	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
				कुल प्राप्तांक पेज नं. 4 <input type="text"/>

Participated in Seminar/conferences/Workshop during M. Phil. Programme *Appendix C*

- 1) Attended Global Initiative for Academic Networks (GIAN) course- **“Starter’s and Start-Ups: A Learning cycle for Beginners”** at Central University of Haryana, Mahendergarh from 18th July to 30 July 2016.
- 2) Participated in one day Orientation Programme **“Motivation of Youth for Inspiring Rural Reconstruction”** organized jointly by Department of Education & Sociology in collaboration with NSS, sponsored by NCRI, Hyderabad on September 23rd, 2016 at Central University of Haryana.
- 3) Contribution on National Workshop on **“Examination Reform in Higher Education Choice Based Credit System (CBCS): Potential and Challenges** which was organized by Department of Education and sponsored by Association of Indian Universities, New Delhi from 09 November to 11 November 2016.
- 4) Attended and Paper Presented on the topic **“Use of Relevant Pedagogy for Qualitative Teaching”** at RBS College of Education, Rewari in National Seminar on contemporary teacher education system: Multi-disciplinary perspective on 25 December 2016.
- 5) Attended and Paper Presented on the topic **“Reflection on Persons with Disabilities Acts and Rules: An Implementation of Inclusive Education in India”** at Department of Education, Central University of Haryana, Mahendergarh in National Seminar on Inclusive Education: Past Present and Future on 28 February 2017.
- 6) Attended and Paper Presented on the topic **“Contribution of Saint and Reformer in Haryana: Garib Das”** at C M K National Post Graduate Girls’ College, Sirsa in National Seminar on Madhyakaalin Haryana ke Saint on 10 March 2017.
- 7) Participated in National Symposium at Faculty of Social Sciences, M. D. University, Rohtak in National Symposium on the topic **“Interdisciplinary Discourse in Social Science”** on 22 March 2017.
- 8) Attended and Paper presented on the topic **“A Comparative Study of New and Old Paradigm of Teaching in Context of India”** at C.R. College of Education, Rohtak in National Seminar on Constructivism: A New Paradigm in Teaching and Learning on 23-24 March 2017.

- 9) Attended and Paper Presented on the topic “***Ling Samvedikaran ka Samaajik Dristikon awam Shiksha ka Prabhav***” at Gaur Brahman College of Education, Rohtak in National Seminar on Dimensions of Gender Equality and Women Empowerment: Perspectives in Global India on 27 March 2017.

- 10) Attended and Paper Presented on the topic “***Shiksha me Vanchit Bachcho ka Samaveshan: Samasya aur Samadhaan***” at Department of Education, Mahatma Gandhi Kashi Vidyapith, Varanasi in National Seminar on Education of Deprived Sections: Problem and Solutions on May 6th – 7th, 2017.

- 11) Participated in National Adventure Camp-2017 at Manali. “***Basic Mountaineering Course-2017***” organized by National Adventure Club (India) held at Manali from 24th May to 31st May 2017.

- 12) Participated in Youth Leadership Training Program “***Yoga and Research Communication Workshop***” organized by CISED, Innovation Center, Central University of Haryana & Indian Cancer Winner Association from June 15, to June 19, 2017.