



“Management and Empowerment of Women in Academic Institutions - A Global Perspective”

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Abstract:

Much has been said and written about women empowerment. Least is tangible as result on ground. Speaking of empowerment leads everyone to focus on the goal. The perspective should be means and not the end or goals themselves. To achieve women empowerment, women workforce has to be managed in proper way. This seems to be a very challenging task as women's role and responsibilities are quite complex. It requires greater level of empathy to address women issues. Women face tremendous pressure to deliver their best in their chosen field and academics is no exception to this. In this research paper, status women in academic institutions, their challenges and opportunities are examined. A comparative study of women in academic institutions is done. Special reference is given to black and Jewish women, European Universities, People Republic of China and India. Various economic theories of inclusion, exclusion, happiness studies etc. are considered. Based on this researcher proposes few suggestions, which can improve women's role and contribution in institutions of higher learning. Requirement of policy and government intervention is also weighed in the backdrop of existing legal frame work.

Index Terms: women empowerment, management of women, academic institutions, position of women in academic institutions in various countries, theories of inclusion, happiness studies etc.

Introduction

Contribution of women for development of any society is invaluable and undeniable. Women's role and responsibilities are quite complex and depend in part on the livelihood strategy taken. Access to education is key to making more informed decisions and it allows women to be better informed about the available opportunities. With education, the role of women is expanding into various vocations traditionally held by men. Academic institutions are no exceptions to this. Along with knowledge, skills that education provides is essential for success of women in any organization.²

US declaration of independence holds that, one of the inalienable rights of people is their "Pursuit of Happiness". Supreme court of India has time and again in various judgements held that right to life is not mere animal existence it includes right to live with human dignity, to earn livelihood etc.³This creates a responsibility on states to provide for conducive work environment where women can enjoy their basic fundamental and human right. In today's day and age of welfare state its not enough for government like police state to punish perpetrators rather more proactive policy intervention is needed. This can lead women to be

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² Valdivia, Corinne, Jere L. Gilles, and Cecilia Turin. "Andean Pastoral Women in a Changing World: Opportunities and Challenges." *Rangelands* 35, no. 6 (2013): 75-81. <http://www.jstor.org/stable/43793939>.

³ Olga Tellis v. Bombay Municipal Corporation, 1986 AIR 180

more empowered.

Inequality is seen with respect to engagement of women for permanent post as well as for payment when compared with men. Observations of Du Toit⁴ with respect to agricultural laborer's also proves equally correct in case of women in academic institutions. Often burden of maintaining the informal social support is necessary for day-to-day survival for women.⁵ Heaphy & Dutton⁶ demonstrate that people's subjective experience of the work relationship has immediate, enduring and consequential effect on the cardiovascular, immune and neuroendocrine systems.

Several happiness studies have found that happier people are more productive. For example, Oswald⁷ offers empirical data from two (randomized trial design laboratory) experiments that, positive effect induces greater intrinsic motivation and produces large increase in productivity.

In first experiment randomly assigned subjects had their happiness level increased by exposure to a 10-minute comedy film while others in a control group did not. The productivity of first group was clearly more than the second group. In a second experiment persons, those who have in the last past 2 years experienced family bereavement or serious life-threatening illness, unhappiness shocks, were used. Those who suffered such a bad life event were approximately 10% less productive.

Experimental studies shows that happiness means different for different people it changes over a fixed period of time with younger people more likely to associate happiness with excitement while older people to associate happiness with feeling peaceful.⁸ Whatever happiness means to a person it can be assessed over five interconnected constitutive domains namely career, social, financial, and physical and community.⁹

Rogers¹⁰ states that particular patterns of development may have exclusion built into it. Economic growth if concentrated in particular group, it leads to capturing of gains by national or international elites. This causes, problems of cheap and docile labour and suppression of their rights. Women in academic institutions have been experiencing this social/economic exclusion and unfavorable inclusion throughout the globe. Amartya Sen¹¹ believes that social exclusion is a form of deprivation, which can also originate from unfavorable inclusion. Undermined women's position in academic institutions is also because of capability deprivation. Factors for capability deprivation are more than one. For example, inequality, family engagement, health related problems, lack of favorable policies and political will. This leads us to the following research problem.

Statement of Problems

1. Women lecturers and instructors find themselves among the academic proletariat teaching a heavy load of introductory sometimes remedial courses for a minimum salary on a semester or a year contract. While some continue to work under adverse conditions, many eventually drop out of the academic. Due to lack of future prospects and job security. Those who continue find them at a disadvantage when compared to their male colleagues because promotion generally depended on number of publications rather than quality of teaching.
2. Women faculty are paradoxically both invisible and extra visible. Manifestations of invisibility includes lack of support and recognition through salaries, promotions, publication offers etc. Extra visibility includes

⁴ Du Toit, Andries (2004) "'Social exclusion" discourse and chronic poverty: A South African case study', *Development and Change* 35(5): 987-1010.

⁵ Ann Nevile, "Amartya K. Sen and social exclusion" *Development in Practice*, Vol. 17, No. 2 (Apr., 2007), pp. 249-255 <http://www.jstor.org/stable/25548203> Accessed: 29-11-2016 05:49 UTC.

⁶ Heaphy ED, Dutton JE. 2008. Positive social interactions and the human body at work: linking organizations and physiology. *Acad. Manag. Rev.* 33:137-62

⁷ Oswald AJ, Proto E, Sgrou D. 2009. Happiness and productivity. Discuss. Pap. No. 4645, Inst. Study Labor. <http://ftp.iza.org/dp4645.pdf>

⁸ Klar M and Kasser T. 2009. Some benefits of being an activist: measuring activism and its role in psychological well-being. *Polit. Psychol.* 30:755-77 see also <http://www.wefeelfine.org>

⁹ Rath T, Harter J. 2010. *Well-Being: The Five Essential Elements*. New York: Gallup Press

¹⁰ Rodgers, Gerry (1995) 'What is special about a "social exclusion" approach?', in G. Rodgers, C. Gore, and J. B. Figueiredo (eds.) *Social Exclusion: Rhetoric, Reality, Responses*, Geneva: International Institute for Labour Studies and UNDP.

¹¹ Sen, Amartya (2000) *Social Exclusion: Concept, Application and Scrutiny*, Social Development Paper No. 1, Manila: Asian Development Bank.

constant pressure of being in situations where one is the exception, where one is on trial as the representative of all other women who would aspire to academic labour. Women are hardly accepted as equals by their male colleagues. They are both literally and figuratively not included in the "faculty club".¹²

3. Many women opine that being administrators and attending too many meetings takes up their research time. Modern day schooling extract labour from parents by assigning high levels of homework but typically mothers' bare brunt of this burden.

4. Over the years the situation of women academicians has greatly improved. Being a woman especially a wife, mother and caregiver can still cause conflict with her tenure, promotion and publication of books. Majority of women attempt to combine marriage, children and career in academia. Having a very supportive spouse or partner is still a prerequisite for academic marriages to succeed. Currently academic women must balance the traditional socialization, the inclination to family, child rearing and at the same time they have to meet demands of a full academic career. The balancing pressure, is in a way more subtle and more difficult to articulate.¹³

5. Women who have reached the highest level of positions in their respective field according to them women also get support by their family to reach this highest position.¹⁴

6. A body of empirical work has also come out with problems faced by women like glass ceiling which talks about the hurdles faced by women in achieving tenure, promotion and upper level of administrative position. The studies reveal global patterns in which women or less represented in middle and upper levels of faculty ranks. Problem includes time constraint and lack of adequate university policies for leave taking. Women are seen to spend more time on their household work and find much harder to succeed than men.¹⁵ These are the common problems faced around the world by women academicians. Hence the leading research question is framed as under;

Research questions

1. Whether women in academia are empowered and managed efficiently?
2. Whether women in academia are able to deliver their full potential?
3. Is it not loss to family, society, nation and world at large to disparage contribution of one half of the work force?

Hypothesis

Researcher proposes the following hypothesis

1. Derived happiness from work is directly proportional to work product.
2. There are no policy guidelines, laws, rules and regulations in India to ensure happiness from work.
3. This loophole in law is fatal to empowerment of women in academics
4. Protection, management and empowerment of women academicians is possible by an alternative method of multi-dimensional approach

Depriving women from achieving her full potential, not providing conducive work environment is definitely

¹² Freidenreich, Harriet Pass. "Joining the Faculty Club: Jewish Women Academics in the United States." *Nashim: A Journal of Jewish Women's Studies & Gender Issues*, no. 13 (2007): 68-101. doi:10.2979/nas.2007.-.13.68.

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¹⁴ Ismail, M., & Rasdi, R. M. (2006). High-flying women academics: A study at selected universities in Malaysia. *Asia Pacific Journal of Education*, 26(2), 155-171

¹⁵ Gaskell, J., Eichler, M., Pan, J., Xu, J., & Xiaoming, Z. (2004). The participation of women faculty in Chinese universities: Paradoxes of globalization. *Gender and Education*, 76(4), 511-529

violation of fundamental rights. These rights are not a matter of luxury but question of violation of most sacrosanct rights including like article 19(1)(g) Right to practice any profession, or to carry on any occupation, trade or business and article 21 right to life and livelihood under the constitution. It amounts to violation of human right¹⁶ as envisaged by Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). And other international treaties and instruments.

Hence this research question is taken up for further study by using following method

Methodology

The methodology applied is pure and qualitative. Conceptual and analytical approach is adapted. Comparative study of position of women in academia in various places is taken up for a comprehensive approach.

Presented here under is the case studies of working women in academic organizations in various places throughout the globe.

1. Case of senior women in European Universities

Studies covering Europe UK, USA, Norway, Greece, Germany and New Zealand show the universal absence of women in senior post in higher education. Interestingly, a recent survey of 24 European countries found that woman now outnumber men in higher education, 103 women for every hundred men. Some states like Norway and Sweden have brought Higher Education Act to provide equal opportunity to women in educational institutions. It is appreciable that when many developing countries have failed to bring in equality legislation, by fixing quotas and targets, these European nations, have been successful in bringing gender equality in higher education. Unfortunately, this education has not transcended women in to deserving positions. For example, in UK 51% of staff is women but only a quarter is at senior level.¹⁷

The fact that emerges from this study is that, higher education institutions has become the last place to recognize a woman's worth. Women in universities have not been able to overcome the obstacles that exists due to long established traditional environments.¹⁸ Women are frequently put in insignificant committees. They are not taken seriously as academicians. Most of the meetings are held at non-family friendly times. Senior women are minority team. They are put under the high pressure of not to fail.¹⁹ It is identified that a range of masculinist practices like use of sarcasm, raised voices, jokes, veiled insults etc. which amounts to academic violence are practiced against women.²⁰

Women are forced to take breaks, for child care and face delay in promotion ladder. Women report that they are under pressure to take on more pastoral care and heavy teaching loads than their male colleagues. This is due to their natural caring attitude.²¹ This diverts women from research activities thus becomes a barrier during the process of performance appraisal. Also, a woman applying for promotion is regarded as too fast or seen as over ambitious. Other reasons for women's less participation in academic institutions at higher levels is lack

¹⁶ as envisaged by Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and National policy for the empowerment of women (2001) see also <https://wcd.nic.in/womendevelopment/national-policy-women-empowerment>, also https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---multi/documents/publication/wcms_756721.pdf see aswell <https://www.ohchr.org/documents/events/whrd/womenrightsarehr.pdf>

¹⁷ Ledwith, S. and Manfredi, S., 2000. Balancing Gender in Higher Education A Study of the Experience of Senior Women in a New'UK University. *European journal of women's studies*, 7(1), pp.7-33.

¹⁸ Hammond, V. (1997) 'Cultural Change and Equal Opportunities: Learning from Opportunity 2000', *Equal Opportunities Review* 75 (September/October):14±22.

¹⁹ Powney, J. (1997) 'On Becoming and Being a Manager in Education', in H. Eggins (ed.) *Women as Leaders and Managers in Higher Education*. Milton Keynes: Society for Research into Higher Education and Open University Press. 56, 57

²⁰ Ramazanoglu, C. (1987) 'Sex and Violence in Academic Life, or You Can Keep a Good Woman Down', in J. Hanmer and M. Maynard (eds) *Women, Violence and Social Control*. London: Macmillan.

²¹ Eggins, H. (ed.) (1997) *Women as Leaders and Managers in Higher Education*. Milton Keynes: Society For Research into Higher Education and Open University Press.

of mentor and also the senior woman face isolation and lack of recognition.²²

2. Challenges of black woman in the academy

Black women in academia face double disadvantage of being black and being women. During the latter half of 20th century black women achieved dramatic progress in institutions of higher learning. Despite the pervasive, effects of institutionalized racism these women made tremendous strides as students, faculty and administrators. Notwithstanding these, black women continue to face confrontation and inequalities. Colleges and universities are to be made more inclusive and hospitable. As Benjamin puts it, "In the ivory tower, the voices of black women are grounded beneath a racist cloud that is often chilly at white institutions and lukewarm at the best at black ones".²³

3. People Republic of China

Men wield disproportionate power and influence in shaping institutional norms and policies in Chinese universities.²⁴ For years females have been defined as morally, political and socially underdeveloped. This consequence is because of theories grounded on men's experiences.²⁵ On an average male faculty fail to understand complexities and challenges of women's life. Women face paradoxical situation. If she is not concentrating on her career, she is seen to be unfit for academic institution on the other hand if she is not caring for household activities she is even considered as unworthy to be women.²⁶

Women are not favoured for the higher post because of the boys' club nature. Women are not favoured for varied reasons like the non-drinking, non-contact with the higher political level, cannot give more time because of responsibilities against children. Experience will also be less because of taking off from profession for rising up of children. It seems like neither, university nor government leaders have taken these issues as serious. Discrimination is also seen in funding for the research work. Women faculties mostly engage in basic works of teaching while research work is carried out by male professors. They seem to be fit in getting research fund from government.²⁷

In a study based on the northern research university (It is a pseudonym for top 40 University in People Republic of China.) 15 women and 12 men from different departments were interviewed based on 27 semi structured questionnaire to find out position of women in higher education institutions. Four findings came out viz,

1. working double time,
- 2.the glass ceiling,
3. boys club and social exclusion
4. Comrades, in arms.

The first three findings contribute and expand the global knowledge about the challenges faced by women in academics. 4th problem is exclusive to China.²⁸

It is found that today's women academicians are at a greater stress and pressure because of the faculty evaluation using the criteria mainly based on research productivity. Male faculty find this as no serious

²² *Id.*

²³ Benjamin, L. (1997). Black women in the academy. Gainesville: University of Florida Press. 211

²⁴ Smith, D. E. (1987). The everyday world as problematic: A feminist Sociology: Boston Northeastern University Press also see, Smith, D. E. (1990). The conceptual Practices of Power: A feminist sociology of knowledge: Boston Northeastern University Press

²⁵ Harding, S. (2004). Introduction: Standpoint theory as a site of political, philosophic, and scientific debate. In S. Harding (Ed.), The feminist standpoint theory reader: Intellectual and political controversies (pp. 1-16). New York: Routledge.

²⁶ Bonner, Florence B., and Veronica G. Thomas. "Introduction and Overview: New and Continuing Challenges and Opportunities for Black Women in the Academy." The Journal of Negro Education 70, no. 3 (2001): 121- 23. doi:10.2307/3211204.

²⁷ *Id.*

²⁸ Rhoads, Robert A., and Diane Yu Gu. "A Gendered Point of View on the Challenges of Women Academics in The People's Republic of China." Higher Education 63, no. 6 (2012): 733-50.

<http://www.jstor.org/stable/41477911>

challenge or challenge of little significance. Non representation of females in higher levels of academic institutions is also termed as a normal factor. Discrimination is seen at the time of hiring a female faculty. In China the problem could also be aggravated it's because of the long existed one child policy there is general favoritism for the boy child. In some of the academic Institutions retirement policy also difference between male and female faculty male faculty retire at the age of 60 while female at 55.

Considering the factor that number of female students appearing and outperforming against male students across China in higher academics, indicates that in near time women's representation at higher levels of academic life is possible.²⁹

4. Jewish women academics in the United States

In United States the journey of Jewish women in academics is very encouraging one. They had two main barriers. One being woman the other being Jew. After Second World War and the decline of anti-Semitism, the problem of being Jew has declined but the other factor of being women continued due to the result of nepotism and other forms of discrimination. During the days of anti-Semitism, Jews women with even doctorates had great difficulty in securing tenure positions in academics. Public universities primarily hired women as faculty in designed women fields especially home economics, nursing and physical education. Private institution offered position to women only in women's colleges.

Geraldine Joncich Clifford has categorised first generation of women faculties of American co-educational institutions in the early 20th century as "loan voyagers". There is a major change in first generation of loan voyagers' academicians to the second generation of Pathfinders academicians. Over 90% of second-generation academicians or married and roughly 75% have children.³⁰

For 1st generation women academicians, successful careers culminating in appointments as full professors and department or program chairs were extremely rare. Recognized as fine teachers, but rarely as scholars. Advancement in academia is dependent on strong mentorship and recommendation of senior faculty. Women frequently lacked such mentors. In the earlier 20th century virtually, no woman was available to serve as mentor to another woman. An example may be given of Vera Lachmann. She suffered in beginning of an academic career in America with the spectacular impact of her teaching on countless students, despite her extraordinary devotion for students, Vera's full-time appointment and promotion was slow and painful.³¹

During 1960's most American Universities had rules which prevented husband and wife being employed in the same department or Institution unless wife was working as an unpaid volunteer. Three examples, of a sociologist Rose Laub Coser, an economist Anita Arrow Summers and a historian Natalie Xenon Davis demonstrates the difficulties faced by women academicians. Natalie recalls a departmental meeting where all other male historians were addressed as Professor so and so while she was called as Mrs. Davis.³²

5. Situation in India

India has always been home to millions of people belonging to various religion, socio economic classes, caste and cultures. India's prevalent structures have long been recognized as a basis for social inequality. With India's economy experiencing rapid growth during the last two decades, the age-old structure could be expected to have morphed into a newer class. Contemporary research on caste related aspects of urban India has however found that caste identities do play key role in determining schooling decisions, educational outcomes and

²⁹ Rhoads, Robert A., and Diane Yu Gu, *supra* note 18

³⁰ Freidenreich, Harriet Pass. "Joining the Faculty Club: Jewish Women Academics in the United States." *Nashim: A Journal of Jewish Women's Studies & Gender Issues*, no. 13 (2007): 68-101. doi:10.2979/nas.2007.-.13.68.

³¹ Judith P. Hallett, "Nunc Meminisse Iuvat: Classics and Classicists between the World Wars," *Classical World*, 85/1 (1991), Appendix B, pp. 19–20.

³² Suzanne Vromen, "Coser, Rose Laub," *Jewish Women in America*, I, pp. 290–292; Mary Jo Deegan (ed.), and *Women in Sociology: A Bio-Bibliographical Sourcebook* (Westport, CT: Greenwood Press, 1991), pp. 110– 117; also, Judith R. Blau and Norman Goodman (eds.), *Social Roles and Social Institutions: Essays in Honor of Rose Laub Coser* (Boulder, CO: Westview, 1991). See also my entry on Rose Laub Coser in *Encyclopedia Judaica*, second ed., V, pp. 228–229.

probability of getting jobs.³³ In a study based on the 2011 census of Ward Level data from ten largest cities of West Bengal shows that many wards are outliers as regards the proportion of STs and SCs. Meaning access to private, public services and essential goods for SCs and STs is far less than others.³⁴

The relationship between growth and economic inequalities has long been the subject of attention among policymakers and researchers. Kuznet's³⁵ classic study points out the existence of an inverse u_ shaped curve between the two, (i. e growth and economic inequalities). Growth initially aggravates inequality but at higher levels of growth, inequality starts falling. In India despite the focus on social justice both in constitution and in five-year plans disparity has remained an integral feature of society. What is unique to India is the caste of an individual, his religious and ethnic features determine his opportunity to access all types of private and public employments, endowments, skill and education. Therefore, the resultant income and outcomes.³⁶

Mutatkar's³⁷ analysis of National Sample Survey data reveals significant disparities in poverty levels and standard of living between castes. The Sachar Committee supplemented evidence of such cast disparities in India with respect to education, access to government programs, bank credit, employment and health.³⁸ One of the reasons for historically educational backwardness of some socio_ religious communities are their low perceived return to education. It is the perception of some social groups in India that for a long-time investment on education there is no proper returns.³⁹ These are the indicators which go to show that entry level difficulties do exist still in India for women academicians. Major portion of women are still outside academics, because of lack of opportunities.

Speaking of the legislative intervention, after the case of Vishaka v State of Rajasthan⁴⁰ in 1997 it took nearly 15 years for our legislature to bring out legislation on Sexual harassment of women in workplace. Till then Supreme Court guidelines were being followed.⁴¹

One appreciable factor of the new law is its applicability. It applies to all organized and unorganized sector.⁴² At the same time, the Act lacks new vision to tackle the problem. It creates committees to look it to complaints at district level. All employers have responsibility to constitute internal complaints committee failing which 50,000/-Rs fine can be levied. District committee sits as court and hears the matter. Statistics proves that this kind of adversarial approach hardly serves any purpose.⁴³ Instead what is required is implementation of legal policies based on a comprehensive approach. This is explained in later part of this article.

Findings

There is long time debate going around among intellectuals as to relationship between economic development of a nation, employees' productivity and payment of their salaries etc. There is no unanimity of opinion in these matters and dichotomy and divergent views are very much evident.

Wolfers finds that as countries get rich, people in them to get happier and that richer countries are happier than

³³ Munshi, K and M Rosenzweig (2006): "Traditional Institutions Meet the Modern World: Caste, Gender, and Schooling Choice in a Globalizing Economy," American Economic Review, Vol 96, No 4, pp 1225–52. And Thorat, S and K Newman (eds) (2010): Blocked by Caste: Economic Discrimination and Social Exclusion in Modern India, Delhi: Oxford University Press.

³⁴ Ismail Haque, "Discriminated Urban Spaces A Study of Spatial Segregation in Urban West Bengal" Economic & Political Weekly, NOV 12, 2016 vol II no 46 available at <http://www.epw.in.iproxy.inflibnet.ac.in:2048/journal/2016/46/special-articles/discriminated-urban-spaces.html> accessed on 29/11/2016 11.00 am

³⁵ Kuznets, S (1955): "Economic Growth and Income Inequality," The American Economic Review, XLV(1), pp 1–28.

³⁶ Thorat, A (2010): "Ethnicity, Caste and Religion: Implications for Poverty Outcomes," Economic & Political Weekly, XLV (51), pp 47–53.

³⁷ Mutatkar, R (2005): "Social Group Disparities and Poverty in India," Indira Gandhi Institute of Development Research Working Paper Series No WP-2005-004, September, accessed on 10 December 2015, www.igidr.ac.in/pdf/publication/WP-2005-004.pdf.

³⁸ GoI (2006): Social, Economic and Educational Status of Muslim Community in India: A Report, Government of India, New Delhi: Prime Minister's High-Level Committee.

³⁹ Manpreet Singh and Zakir Husain; "Self-fulfilling Equilibrium and Social Disparities in Urban India" Economic & Political Weekly, NOV 26, 2016 vol II no 48 available at <http://www.epw.in.iproxy.inflibnet.ac.in:2048/journal/2016/48/self-fulfilling-equilibrium-and-social-disparities-urban-india.html> accessed on 29/11/2016 11.00 am

⁴⁰ Vishaka and others V. State of Rajasthan and others. (AIR 1997 SC 3011)

⁴¹ The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013

⁴² <http://www.iitbbs.ac.in/notice/sexual-harrassment-of-women-act-and-rules-2013.pdf> (gazet of act)

⁴³ <https://www.gritprajna.wordpress.com/2014/12/11/gender-violence-in-india-report-2014-workplace-seual-harassment/>

poor countries.⁴⁴ On the other hand, for Easterlin⁴⁵ as countries get richer, people in them or not happy and this reduces employee productivity.

In a famous speech in 1968 Senator Robert F Kennedy challenged the dominant use of gross domestic product GDP to measure a society's wellbeing and progress.⁴⁶

Most recently in 2002 economics Nobel Laureate Daniel Kahneman and economist Angus Deaton conducted empirical studies that suggest that money does not necessarily make much of a difference in people's movement to happiness.⁴⁷ Kahneman Deaton and Sugden R found that over \$70,000 does little to improve how much individuals enjoy their daily activities.⁴⁸

Graham⁴⁹ observed that the relationship between happiness and health is most statistically robust than between happiness and income.⁵⁰ Psychologist Martin Seligman in 2002 introduced a phrase called authentic happiness in his book by the same title. Authentic happiness is more than just experiencing string of happy movements.

These divergent opinions have been cited for policy guidelines and law formations by states depending on their choice and preferences.

This raises a natural question of whether people want governments to help them go through their days in not feeling misery or instead to increase the sense of life satisfaction. Other important questions like can, how and should legal policy help women in academic institutions in their individual quest for achieving professional and personal success and satisfaction? Needs to be answered.

The above case studies from different parts of the globe confirms the point that women in academic institutions are not properly managed. Empowerment is a far cry. Thus, the research findings support the

⁴⁴ Wolfers J. 2008a. The economics of happiness, part 1: reassessing the Easterlin paradox. NY Times/Freakonomics Blog, Apr. 16. <http://freakonomics.blogs.nytimes.com/2008/04/16/the-economics-of-happiness-part-1-reassessing-the-easterlin-paradox>
www.annualreviews.org • Happiness Studies and Legal Policy 431

Wolfers J. 2008b. The economics of happiness, part 2: are rich countries happier than poor countries? NY Times/Freakonomics Blog, Apr. 17. <http://freakonomics.blogs.nytimes.com/2008/04/17/the-economics-of-happiness-part-2-are-rich-countries-happier-than-poor-countries>

Wolfers J. 2008c. The economics of happiness, part 3: historical evidence. NY Times/Freakonomics Blog, Apr. 18. <http://freakonomics.blogs.nytimes.com/2008/04/18/the-economics-of-happiness-part-3-historical-evidence>

Wolfers J. 2008d. The economics of happiness, part 4: are rich people happier than poor people? NY Times/Freakonomics Blog, Apr. 22. <http://freakonomics.blogs.nytimes.com/2008/04/22/the-economics-of-happiness-part-4-are-rich-people-happier-than-poor-people>

Wolfers J. 2008e. The economics of happiness, part 5: will raising the incomes of all raise the happiness of all? NY Times/Freakonomics Blog, Apr. 23. <http://freakonomics.blogs.nytimes.com/2008/04/23/the-economics-of-happiness-part-5-will-raising-the-incomes-of-all-raise-the-happiness-of-all>

Wolfers J. 2008f. The economics of happiness, part 6: delving into subjective well-being. NY Times/Freakonomics Blog, Apr. 25. <http://freakonomics.blogs.nytimes.com/2008/04/25/the-economics-of-happiness-part-6-delving-into-subjective-well-being>

Wolfers J. 2009. Honoring Dick Easterlin. NY Times/Freakonomics Blog, May 5. <http://freakonomics.blogs.nytimes.com/2009/05/05/honoring-dick-easterlin>

⁴⁵ Easterlin RA. 1974. Does economic growth improve the human lot? Some empirical evidence. In Nations and Households in Economic Growth: Essays in Honor of Moses Abramovitz, ed. PA David, MW Reder, pp. 89–125. New York: Academic

⁴⁶ Peter Henry Huang, "Happiness Studies and Legal Policy", Annu. Rev. Law Soc. Sci. 2010. 6:405–32 available at <http://www.annualreviews.org.proxy.inflibnet.ac.in:2048/doi/pdf/10.1146/annurev-lawsocsci.102209-152828> (last visited Nov. 29, 2017).

⁴⁷ Gertner J. 2010. The rise and fall of the G.D.P. NY Times, May 16, p. MM60. <http://www.nytimes.com/2010/05/16/magazine/16GDP-t.html> also see

Diener E, Kahneman D, Tov W, Arora R. 2010b. Income's association with judgments of life versus feelings. pp. 3–15 and Diener E, Weiting N, Harter J, Arora R. 2010c. Wealth and happiness across the world: material prosperity predicts life evaluation, while psychosocial prosperity predicts positive feeling. J. Personal. Soc. Psychol. 99:52–61

⁴⁸ Kahneman D, Sugden R. 2005. Experienced utility as a standard of policy evaluation. Environ. Resour. Econ. 32:161–81

⁴⁹ Graham C. 2008. Happiness and health: lessons—and questions—for public policy. Health Aff. 27:72–87

⁵⁰ Weiss A, Bates TC, Luciano M. 2008. Happiness is a personal(ity) thing: the genetics of personality and well-being in a representative sample. Psychol. Sci. 19:205–10

hypothesis affirmatively. Rather than acting collectively to address the underlying problems in academic institutions women tend to rely on family, friends and social network. This way is less effective than nations and organizations shaping the physiology of employees through creating opportunities for positive social interactions by organizational cultures, leadership and practices.

Suggestions

As to how women in academia be efficiently managed and empowered suggestion ranges from simply funding research in this regard, to disseminating it. Initiatives in the form of subsidies, tax deduction and public provision of opportunities for engaging women in academia will make it financially easier for organizations to adopt women empowering activities. It can be as simple as Riskin proposes introducing mindfulness meditation in to legal practice to improve the well-being and performance of attorneys and to mitigate the dominance of adversarial mindsets. This strategy can be applied vertically for all organizations and employees more so needed for women employees working in academic institutions.

Other way of approaching these problems is by adopting both local and global change strategies. Many of the women's problems in academy can be faced and mitigated by transnational organizations and women's rights movements. While providing global ranking of any university in addition to considering the research contribution, the factor that how many number of women employees are there and how many of them are in top positions is also to be considered. Male faculty members also need to be better informed about the ways in which the basic communication and decision-making process may serve to include women more meaningfully in academic institutions. Institutional policies should be developed to eliminate or deter marginalizing practices.

Many policy interventions are formed and based on happiness studies for example to evaluate legal policies, improve judicial process, to tackle sexual harassment & employment discrimination, reforms in civil procedure, criminal sentence, improve legal education and legal practice etc. Hence these studies can also be used for better women empowerment and management in academic institutions. These kinds of policy interventions can only help people to attain the capacity to choose better happiness alternatives and methods to procure them in their respective work environments. People might perceive interventions more favorable when they are framed not as an intrusion into one's autonomy but instead as an encouragement towards or in aid of a beneficial outcome.⁵¹

Limitations for the above suggestions

There are perils and limitations of having policymakers facilitate authentic happiness because such policies are particularly susceptible to abuse. One method of solving this issue is to do extensive ex ante and interim research evidence of policy efficacy. Elected government officials clearly have incentive to implement such policies as it raises overall development of a nation.

The most difficult normative question is whether policymakers should facilitate happiness in work environment? What if people don't desire this? There can be other form of argument that mention that governments are not justified in promoting any one particular conception of what constitutes the good life. Rather the role of government should be limited in providing individuals the autonomy and conditions to pursue whatever conceptions of happiness they desire.

Conclusion

In today's day and age governments and states are no longer performing the function of a police state. Being a responsible welfare state, its government's duty to maintain the welfare of its citizens specially the weaker sections of our society. Women in academic institutions as explained above unfortunately and definitely fall under the definition of weaker sections of our society. Protecting their interests and making them to fully involve in academic service is governments responsibility. Empowering women force in academic institutions to unleash her full potential is not just women's right contrarily its states duty to see that congenial and supportive infrastructure is made available. This duty of the state is explained by times immemorial in India.

⁵¹ Peter Henry Huang, supra note

The following Vedic text, will more fully explains it.

भयत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवता”

“Yatra naryastu pujiyante ramante tatra Devata”

Where women are respected god abodes. The directive principle under article 39(a) 39(d), 39(e) and 42 of our constitution⁵² has consciously carry forwarded this legacy. Now it's our responsibility to spread this culture throughout the globe by preparing and implementing right policies for management and empowerment of women in academic institutions.

Some policy interventions at institution level can be;

Appointment of more women employees

It's not simply put that if a girl child if educated not just the child but her family and future generations are educated. It equally applies to management and employment of women in academic institutions. Every academic institution must employ more women. It in turn proves beneficial to larger economy of a nation.

Constant and continuous training of women employees for higher roles

Any academic institution especially one with responsibility of higher education must train its women employees for higher positions of team leads, managers and directors etc. responsibilities. Lack of women in higher positions is so daunting to the extent of discouraging women at the entry level even to think or dream such covetous positions.

Sensitizing male employees for the needs of women staff

Male employees should be trained to treat women staff as not just competitors in the process but as collaborative achievers. They should be taught to look at the bigger picture of glorious economy than individual power and control perspectives.

Improvement of women productivity

Historically women are to an extent notorious as service providers. Hence capitalizing on this trait of women should be stopped. In-turn, services to this community should be provided in terms of plans and strategies to improve her physical, mental and emotional wellbeing which increases their productivity. Inclusion of yoga, recreational activities, happiness programmes should be made mandatory for women in all academic institutions.

Government support

Government of the day both and central and at local level should not confine itself in some policy or law making. Allocating of funds for implementation of best practices, involvement of NGO's in the process, recognizing and felicitation strong players in the field will definitely raise the morale of all the stake holders.

Legal infrastructure

Presence of Laws for Prevention of Sexual harassment at work place, implementation of such law in true essence with the presence of legal infrastructure (example ICC under POSH Act) is primarily needed what is more important is training the officials in charge to carry out these responsibilities is need of the hour. Incentives-based solutions including criminal penalties for harming women employees progress in academic institutions should be specifically enacted to deter and refrain offenders of women in academic institutions. Strong punishments with strict implantation are needed. Separate law for protection of women employees in

⁵² Equality of right to an adequate means of livelihood, equal pay for equal work for both men and women, State not to abuse the health and strength of workers, men and women, provision for just and humane conditions of work and maternity relief etc.

academic intuitions which is holistic in approach and caters the need for her development is needed.

Implementation of other laws

Implementation of all other social security laws like PF, Maternity benefit etc. should be given highest priority.

Global support

Global leaders should take initiative in recognizing countries which have contributed in empowerment and management of women in academic institutions. These change and transformation bringers will act as role models to be emulated for all others. International workshops, training sessions, exchange programmes will bring higher levels of management prowess globally.

As seen in the initial pages of this research, history has witnessed much hardships for women. Challenges of first-generation academicians, encounters for back and Jewish and other minority women though has subdued has not gone once for all. It's not rare to see heart wrenching incidences of academic hibernation for women due to many untold reasons of power and politics. Women as torch bearers for future generations cannot afford to be contemptuous of achievements of earlier academicians. As WHO says absence of disease not definition of health. Absence of certain problems which existed earlier should not motivate us to conclude presence of healthy situation. Efforts has to be made to reign positive changes. Above suggestions is only an effort in this direction further research may yield more beneficial strategies to achieve goal of management and empowerment of women in academic institutions.

Finally, to conclude it is suggested that to make International Women's Day more meaningful, all nations can agree upon best practices to be followed by nations for better empowerment and management of women in academic institutions. This in turn can be implemented through women welfare department of each nation. Things similar to Agenda 21 can be drafted and signed by all countries. In India, as we already have architecture for implementation of Sexual Harassment Act it can be utilized for implementation of international undertakings. As the problem is global efforts at international level proves more beneficial. India can take initiative for creating a global consensus with regard to better empowerment and management of women in academic institutions.

