

**THE ROLE OF EDUCATION ON THE EMPOWERMENT OF WOMEN IN
GORAKHPUR DISTRICT**

THESIS

**SUBMITTED IN FULLFILMENT OF THE REQUIREMENT FOR
AWARD OF THE DEGREE
OF
DOCTOR OF PHILOSOPHY
IN
EDUCATION
BY
SUCHITA ELIAS**



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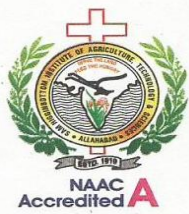
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CERTIFICATE OF ORIGINAL WORK

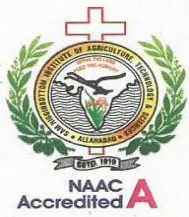
This is to certify that the study conducted by **Mrs. Suchita Elias, P.ID. No.- 11PHEDU204**, during 2011-2015 reported in the present thesis was under my guidance and supervision. The results reported by her are genuine and the candidate herself has written the script of the thesis. Her thesis entitled “**The Role of Education on the Empowerment of Women in Gorakhpur District**” is therefore being forwarded for acceptance in partial fulfilment of the requirement for the degree of PhD. In Humanities, Social Science & Education of Sam Higginbottom Institute of Agriculture, Technology and Sciences (Formerly Allahabad Agriculture Institute-Deemed University), Allahabad-211007(U.P.)

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This thesis entitled “**The Role of Education on the Empowerment of Women in Gorakhpur District**” has been prepared and submitted by **Mrs. Suchita Elias, P.ID.No.-11PHEDU204** in partial fulfilment of the requirement for the degree of PhD. in of Humanities, Social Science & Education of Sam Higginbottom Institute of Agriculture, Technology and Sciences (Formerly Allahabad Agriculture Institute-Deemed University),Allahabad and is hereby accepted for the award of the degree.

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ABSTRACT

The topic of my research is “The Role of Education on the Empowerment of Women in Gorakhpur District.” Objectives is to study the status of women in Gorakhpur district in relation to- To study the level of education of women in urban and rural areas of Gorakhpur district, to study the level of education of women in urban and rural areas on the basis of caste distribution, to study the role of education on women empowerment on the basis of marital status, to study the role of education of working and non working women on women empowerment, to study the type of family on the empowerment of women in urban and rural area of Gorakhpur district, to study the monthly income of women in urban and rural area of Gorakhpur district.

Findings of the study were that there is significant difference in the level of education of women in urban and rural area. The direction of the difference was in favour of urban women. There is no significant difference in the caste distribution of women education on the empowerment in urban and rural area. There is significant difference in the married and unmarried women in urban and rural area. The direction of the difference was in favour of unmarried. There is no significant difference in the empowerment of women in working and non-working women of urban and rural areas. There is no significant difference in the education of type of family of women in urban and rural area. There is no significant difference in empowerment of women on the basis of monthly income of women in urban and rural area of Gorakhpur.

The present study indicate that the women should be encouraged and guided to find solutions to their different education problems and become well adjusted individuals. Women must be taught to think logically and critically about what they know go hand to hand with helping them to master their skills. The study will be helpful for women to adjust well at home, society and their community. The study will be helpful for families to understand the adjustment problems of their women and relate well to them. The study will contribute to the education system in dealing with the empowerment problems of women.

Suchita Elias

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LIST OF ABBREVIATION

%	:	Percentage
Fig.	:	Figure
et.al	:	and others/ and all
i.e.	:	That is
e.g.	:	Example
S.D.	:	Standard Deviation
SME's	:	Small and Medium Sized Enterprises
NGO's	:	Non-Government Organizations
SSA	:	Sarva Shiksha Abhiyan
NFHS	:	National Family Health Survey
MDG	:	Millennium Development Goals
m	:	Metre
Km	:	Kilometre
SHG	:	Self, Help Group

CHAPTER-I INTRODUCTION

The Role of Education on the Empowerment of Women in Gorakhpur District.

Education of women is the most powerful tool of the change of position in society. Education also brings a reduction in inequalities and function as a means of improving the status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state.

“If you educate a man you educate an individual, however, if you educate a woman you educate the whole family. Women empowered means mother India empowered”.

PT. JAWAHARLAL NEHRU

It is a dream of every Indian Citizen to make India into a developed country. Empowerment only can make a nation strong. In Indian societies awareness, self confidence and growth can be achieved only through the development of women and their support. It is high time to change the traditional thinking of women and think differently.

A wholesome development of women is essential to make India into a full developed country. With our women socially, politically and economically strong, they should be paid equal wages as men for the same work.

As a result of many constitutional amendments and reformation some changes have come in the life and role of women in the society. Going back in history Indian women have seen and gone through many ups and downs.

In the Vedic age women had the same status and power in the society. They received equal status in politics and religion. They too had the right over the ancestral property also.

Man's life is incomplete without women of a chain. Women had a high position in the Vedic period but the condition of women gradually changed in the post Vedic age

The woman plays varied roles as of teacher, wife, mother, homemaker and now-a-days co-bread winner and administrator etc. No wonder the saying goes that ‘the hand that rocks the cradle rules the world’(Wallace, 1865).

As a developing country, India depends very much on its vast potential of human resources. If these resources are properly tapped, the country is bound to progress efficiently, effectively & rapidly. Women form the most important part of the human resources of the nation and they may contribute very substantially in building a strong powerful and affluent Nation. They can however, make their best contribution when they are properly educated and are able to explore the myths, which have kept them in a state of backwardness and neglect.

Education is a key to development. It is an effective tool not only for the upliftment of an individual but also for the society as a whole. Women constitute an important segment of the society and perform multiple roles. Education is essential for them to prepare themselves for participation in development process from which they as well as the society will benefit. An educated mother enhances the literacy skill of the family, provides better hygiene, increases the financial status imparting vocational education, conquers disadvantages, discrimination and fight against exploitation. So it is rightly said that if you educate a man, you educate an individual and if you educate a woman you educate a family (African Proverb). So when education of women is regarded as an important indicator of the development of the country, the women should be given education through various agencies of education.

Formal Education for Women:-

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named, as Sarramona remarks, “presential education”, which necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricularly organized and require from

students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioural objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. In general, the objectives aimed at the personal growth of students are negligence and, the basic principles of learning fail to be considered in the planning and the performance of education systems.

Indian law provides equal rights for men and women relating to important aspects of life. Consequently many women now a days have come forward to participate in academic, social and political activities even at the grassroot level. With more career opportunities, they scale great heights toward self reliance and independence. All these achievements are the end results of formal education.

Although education is essential for everyone but in case of girls it is particularly significant Education not only opens up vast avenues and opportunities for growth but affect families and future generation as well. Education plays an important role in bringing about awareness of right discrimination and enhancement status of girls and secondary /high education would contribute much more effectively. Education helps girls and women to know about their rights and gain confidence to claim them.

It is realised that the formal system of education will not be able to reach all children of the country particularly girls, whose participation in the school system is hindered by social and economic conditions. Therefore, the national policy on education 1986 provided for a systematic and large scale flexible programme for non formal education to enable the children to learn at their own place and environment about the education of comparable quality. The concept behind the system is that if the child cannot go to the school, the school shall go to the child. In due course, many social and economic programmes like non-formal education for girls, Integrated Rural Development Programme were evolved exclusively for women. The benefit derived from these programmes had to be substained and this was posing a challenge.

Today, the educational scene in independent India is completely transformed. India is one of the largest educational systems of the world with largest number of primary schools and the largest number of graduates from Indian Universities. In brief, the progress made by India in the field of women's education till date is unprecedented. Its greatest achievement is that it has made the best endeavours to establish a National System of Education on which the importance of women education has been emphasised more significantly.

Non-Formal Education:-

Whenever one or more of these is absent, we may safely state that the educational process has acquired non-formal features. Therefore, if a given education system is not presently most of the time - non-contiguous communication - we may say that it has non-formal education features. Likewise, non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork. Educative processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those comprised by formal education, but fit into the so-called **non-formal education**. Proportionally to the number of formal education factors that are absent from a process, we find several grades of non-formal systems. As non-formal education is focused on the student, it perforce presents flexible features as regards the initially established and adopted procedures, objectives and contents. It is therefore quicker to react in face of the changes that may affect the needs of students and of the community.

Non-formal education is comprised of an ample diversity of educational situations, many of which have played a significant role in the renewal of educational systems. We shall now analyze three educative processes, namely: “**correspondence learning**”, “**distance learning**” and “**open systems**”, which, because of their features fall within the scope of non-formal education.

Non-formal Education means to provide learning opportunities in organised provision outside the formal system in a flexible manner suited to the local and specific needs and situation these

Why Non-formal Education for Women?

Formal education is basically an institutional activity where the education requires full production time and is well structured. It is not being flexible to suit the adults especially women who were not exposed to schooling early in life or to those who are involved in income generating activity. It is for such groups the non-formal education is being formed. Non-formal education is an arrangement where flexibility is the key word in various aspects of education like curriculum, place of instruction mode of instruction duration and so on. This system includes all experiments that help mature men and women who no longer go to school. helps it acquire knowledge, understanding skills, attitudes, values, interests of awareness and other issues including basic literacy skills.

Hence non-formal education is basic necessity applied to increase the interest and necessary awareness in women to bring them out of their small spheres where they have been denied all their rights. Non-formal education is one of the means through which women are being reached and equipped with skills that will empower them to imitate and support their own development. It also provides them opportunities to share their experience, ideas and feelings and a venue where they can affirm and enjoy themselves. They are being made aware of their rights by exposing them to the realities and the laws that protect them. They are being trained to be assertive in order to challenge structural and domestic violence and the double standard of morality Programmes on gender sensitivity enable them to value themselves as women and as individuals. This is possible on through unconventional methods of educating the mass, in particular the women. Even when women do not work outside or take up higher responsibility in the society, education equips women to fulfil their duties better not only as citizens but also as parents. The more the individual is aware and informed the more capable the individual becomes providing direction and guidance to their children.

Meaning of Empowerment:-

The term 'Empowerment' has been used more often to advocate for certain types of policies and intervention strategies and has now become familiar and much used term an adequate and comprehensive definition remains elusive. It is a multi dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for

use in their own lives, in their communities and in their societies by acting on issues they define as an important.

The World Bank defines empowerment in its broadest sense as the expansion of freedom of choice and action. **Kabeer (2001)** defines 'empowerment as the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them'. In other words, empowerment entails a process of change. It is only by being able to organize and mobilize oneself that individual groups and communities will achieve the social and political changes necessary to address their powerlessness.

This remains the domain of community empowerment as a political activity which enables people to take control of their lives (**Laverac and Wallers 2001**). Although this applies to women as well as to other disadvantaged or socially marginalised groups, it is necessary to understand that empowerment of women includes some additional elements. Thus, women are not just one group among various disempowerment subsets of society (the poor unskilled tribes, minorities and so on), they are cross cutting category of individual that overlaps with all these other groups. **Dighe, 2008** Secondly household and inter familial relationships for the mainstay of disempowerment of women in a way that is not true for other disadvantaged groups.

This means that efforts at empowering women must take note of the household level implications for broader policy action. Thirdly, it can be argued that while empowerment in general requires systemic transformation not just of any institution, but specifically of those supporting patriarchal structures (**Malhotra and Schuler, 2005**).

The most important activity of mankind is the development of human being. Since the dawn of history, this has been and still is the task and mission of women. It is women who transmit the heritage of the past to the future generations. If the past, the present and future were not linked by her tender body into an organic whole, there would have neither any civilization nor any history. It is said 'The hand that rocks the cradle rule the world'. In the apron strings of women is hidden the revolutionary energy which can establish paradise on earth (**Dr. Rajendra Prasad**).

Thus, definition of empowerment of women have ranged from the development of personal instrumental competencies and skills to the process of challenging existing power

relations to household decision making to gaining access and control over resources as well as subjected variables like the sense of personal power (Sonpur and Kanpur 2001). **G.Sen 1993** defines empowerment as altering relations of power which constrain women's options and autonomy and adversely affect health and well being **Batliwala's 1994** definition is in terms of *"how much influence people have over external actions that matter to their welfare"*.

Keller 1991 as cited in **Rowlands 1995** describe it as a process whereby women become able to organize themselves to increase their independent right to make choice and to control resources which will assist in challenging and eliminating their own subordination. **T.Manuli** opines that women empowerment is a "combination of policies practices and attitude which allow women to realize their potential in whatever areas they choose and right to access to resources and to be able to live and work in a dignified manner. **Jejeebhoy and Sithar (2001)** considers autonomy and empowerment as more less equal terms and defines both in terms of women's "gaining control of their own lives family community, society, markets". Similarly views have been expressed by **Caldwell (1993)**. According to them we are concerned with women's autonomy related to men, who can be thought of as a woman's ability to make decisions on her own and act upon these decisions.

This concept can be distinguished from for instance, status which refers to a woman's social respect but not her ability to execute her own preferences and from empowerment, which entails a gain in influence that is difficult to capture when limited to cross sectional information. In contrast, other authors have explicitly argued that autonomy is not equivalent to empowerment, stressing that autonomy implies independence whereas empowerment may well be achieved through inter development (**Govindaswamy and Malhotra 1996, Kabeer 1998**). At the level of development bodies, the concept of empowerment was adopted after the **Beijing Conference (1995)**. **The Beijing Declaration Section-13** presents women's empowerment as a key strategy for development. "Women's empowerment and their full participation on the basis of equality in all spheres of society, including participation in the decision making process and access to power are fundamental for the achievement of equality, development and peace".

As a general definition, however it can be said that empowerment of women is a multi-dimensional social process that helps women to gain control over their own lives. In fact women

empowerment is a process that general power in women, for use in their own lives, their communities and in their society, by acting on issues that they consider as important.

Role of Education in Empowerment of Women: -

The world declaration on Education of All in 1990 stated that the most urgent priority is to ensure access to, and improve the quality of education of girls and women and to remove every obstacle that hampers their active participation. Education opens the door to opportunity and choice for women. It is the key to overcoming oppressive customs and traditions that have relegated girls and women to the status of 'second-class citizens' in their families and in their societies said Dr. Natis Sadik, Executive director of the UNFPA. Beyond being the basic human right, the education of women in perhaps the most critical factor in reducing fertility levels and infant mortality.

Women Empowerment through Literacy and Education:-

Pillai (1995) quoted empowerment as an active, multidimensional process, which enables women to realize their full identity and powers in all spheres of life.

The International women's Conference defined empowerment as a redistribution of social power and control of resources in favour of women. Power has to be acquired, exercised, sustained and preserved.

Women's Economic Potentialities Improve with Education:-

Research indicates that each additional year a young girl stays in schools translates into a 10% to 20% increase in wages. Studies in India confirm that women who had completed high school earned one and half times more than those without any education, and women with technical training earned three times more than illiterate women.

Women's Education and its Linkage with Population Control:-

Empirical evidence exists showing the relationship between women's education and slow down of population growth. Educating girls is three times more likely to lower family size than educating boys. Girls with eight years of education marry later; have a preference on smaller

family. In Brazil, illiterate women have 6.5 children on average where as women with secondary educations have 2.5 children.

Women's Education and child Mortality Rate:-

Educated mothers are more likely to follow sound hygienic and nutritional practices and seek medical help when their children are ill. Literate mothers with less than 6 years of education have an average infant mortality rate of 100 whereas the children of illiterate mothers have mortality rate up to 170 per 1,000 live births.

Women's Education and Enrolment Figure:-

Educated mothers understand the value of educating their children. In India the TLC campaign have led to increase in admission figure in primary schools. Education itself is the basic requirement of woman. It is essential for empowerment. It is education that brings conscientization, Education helps in participation and control of resources for the world.

Role of Women:-

Kitchen is the best place for most of Indian women whether they go out for work or not they are expected to render unending service here;

The work of women in home

- Organizing the house
- Preparing and providing food
- Bearing children
- Child care
- Attending to sick
- Competing with men in organization

If women fail to do any of the household work, they are often blamed by the society; women have to manage the conflict between paid and unpaid services rendered by them.

Women and Community:-

Community is a social group with some degree of “we feeling” and living in a given area. The main bases of community are-

- Locality
- Community sentiment.

Women can participate in community development by involving organization and conducting the searches within a community to identify problems, identify assets, locate resources, analyse local power structures, assess human needs and investigate other concerns that comprise the community character. These works are sometimes called social activity. Women can also join such organisation to serve the community.

Some examples of fields at work in the community organisation involving women-

- *Economic field* - Improvement of Agriculture,
 - Improvement in local crafts,
 - Vocational Guidance and Exhibitions.
- *Educational field*-Adult literacy,
 - Social education,
 - Primary education.
- *Cultural field* - Bhajan mandalis,
 - Dramas,
 - Folk songs,
 - Kavi sammelan
- *Community life*- Cultural and recreational activity,
 - Mock election,
 - Public meetings.

Women in Politics:- Politics is about power and participation in politics is viewed as acquisition and exercise of power. In today's India when we think of power we think of politics. It has become inevitable to connect the two together.

Under the present constitution of India Women are equal with many in all respects. **Article 15** prohibits discrimination on grounds of religion, race, caste, sex or place of birth. The democratic policy of India provides the necessary condition for greater participation of women in all spheres of human endeavour but in reality of women's participation in decision making at all levels is still low. Women who participate in politics may be grouped into two categories: - The first comprises those whose families have been involved in politics and thus they are highly particulates and have a sharp perspective of politics.

After Independence a certain degree of freedom came to women with modernization. Female education, Employment, Opportunities and Social mobility now women have broader choices and freedom. What is happening now is that women have started to aspire and to succeed in equalling greater involvement in public issues. **Mrs. Indira Gandhi** becomes the **Prime Minister of India** in **1966**. Other women who have held high office in **India** since Independence are **Mrs. Sarojini Naidu, Padmaja Naidu** and many others. Recently the leader like **Sonia Gandhi, Prathiba Patil, Mayavathi** are active participants in politics.

Nevertheless it must be recognised that while a few women made a distinct mark a large proportion of women continues to be relegated to an inferior status.

Women and Social Work:-

Social work consists of the application of Sociological and Psychological principles to find solution to the specific problems of the community or society or the individual. The social work have three general functions as mentioned by the U.N. are as follows-

- Social work is helping activity.
- Social work is basically a social activity.
- Social work denotes liaison activity.

In the modern society such as ours, the main task of social work is to provide various types of services to the people; women can also join such group-

- a) **Public Assistance:** - Public assistance is a kind of help which is given to the applicant depending upon his social and economic need the amount of public assistance given is based on legal provisions.

- b) **Social Insurance:** - Social insurance covers such contingencies as old age, unemployment industrial accidents and occupational diseases.
- c) **Family services**
- d) **Child Welfare services:** - These include residential institutions for the protection, care, education and rehabilitation of socially handicapped children such as orphans, destitute, children born to unmarried mothers and so on.
- e) **Welfare services for handicapped**
- f) **Women welfare services**

Women and Sports: -

Sports provide a setting to explore the content of the bodily aspects of women's existence. It is a setting in which we can begin to unravel the social and cultural expressions of the physical differences between women and men.

Sports help in the enhancement of one's own character in the last 10 years the more women are a lot participating better in the field of sports but own schools and colleges for women do not encourage vigorous competitive athletics or sports. This affects 90% of women's not participation in sports.

Today millions of women not only take part in *Athletic* competition but create sensational records. **Florence Griffith Joyner** printed the **100mts.** in **10.49 sec.** and **200mts** in **21.34 sec.** **Martina** coach created a record of **47.60sec.** In the **400meters Natalya Lisove Sleava** pushed the shot to a distance of **22.63mts.**

Some of these records achieved by women accept even those reached by many men *Athletes* in India.

Women and Education:-

Women's Education need special focus in the context of Globalisation. It has been rightly mentioned by **Gandhiji**, "If you educate a boy, you educate only one individual but if you educate a girl; you educate the whole family." Hence, the importance of education of women has been recognised since the achievement of independence. The contribution of Indian women has

been credible to the country's development process since independence. It has been a source of unique strength for reaching national goals.

As human beings, it is recognised that male and female are equal in status and in other social aspects of life. Since, time immemorial, the women have been provided with priority of status and right in society. Perhaps no data in the history of modern India is of greater importance in the emancipation and education of the Indian women than the data of our freedom.

Women's rights have been strengthened from time to time since independence. The constitution of India accords utmost importance to the welfare and development of children and women.

“For the full development of our human resources for the improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of greater importance than that of man”.

The UEC (*University Education Commission 1948-49*) included a short chapter on Women's Education but did not pose any special issue relating to it. Regarding higher education, it observed women's and men's education should have many elements in common but should not generally be identical in all respects it recommended the following special courses for women in order to enable them to fit themselves well in their social set up.

- Home Economics
- Nursing
- Teaching
- Fine Arts

- **National Committee On Women Education(1958-59):**

A **National Committee on Women Education** was set up in **1958-59**, by the Government of India in the Ministry of Education, under the Chairmanship of **Smt.Durgaba Deshmukh**. It gives its recommendation regarding to priority for girls education at different stages, curriculum and syllabus, training and employment, professional and vocational education, facilities for adult women and use of voluntary organization.

Dr. D.S.Kothari (Chairman of Higher education Commission).

With the present day changes in the life style and social structure there is a corresponding change in the function of education also.

Women's education should not only create good wives and mothers as expected in the past, but should also enable them become career women as well as responsible citizens capable of making independent decisions.

Moreover formal education can free women from the clutches of poverty, oppression exploitation and violence. And a remarkable ground in the enrolment of women for higher education. Women compete with men for admission to professional courses and others special courses which were so far monopolised by men only.

- **National Policy on Education (1986):** National Policy on Education -1986, recommended education for women is equality, Educational institution encouraged to take up action programs to further women's development.

Provision of education opportunities to women has been an important programme in education since independence which promotes national integration and functions the democratic order properly. Indian constitution in Article 16 imposed non-discrimination on ground of sex in public employment and Article 15(3) empowered the state to make special provision for the welfare and development of women and children which justify special allocation and relaxation of procedures & conditions to expand a girl's access to education at different levels. **The N.P.E, 1986 regarding education for women's equality, states-** "Education will be used as an agent of basic change in the status of women". To analyse equalization of women's opportunities following 10 dimensions are taken into consideration.

1. Access to Education and Quality Learning: To analyse this following four factors are taken into consideration. They are:

- (a) **Water, fuel and fodder:** In remote rural places women and girl children are given the responsibility of collecting water, fuels and fodder for their family. So they are unable to attend the school. Therefore, it is necessary to make water, fuel and fodder

easily accessible on a priority basis to those habitation and communities whose enrolment and retention rates for girls in schools are below the state average.

(b) ECCE (Early childhood care & education): The impact on ECCE's child centred approach in the learning at schools should be strengthened. The girl children of age 0-6 should be prepared for the school. Older girls should be relieved from sibling care to attend school. It is also necessary to allow the women teachers to avail day care facilities for their children and attend school regularly.

(c) Availability of Schooling: It can be studied under following points:

(i) Primary School: The official norm of 1 km walking distance for providing primary school is not sufficient. Primary schools should be provided with 300 population and should be inter-linked with Para schools to co-ordinate with other primary schools in the inserved habitations.

(ii) Middle School: The official norm of 3 km walking distance is also not sufficient. Middle school should be provided with a population of 500 and are to be linked with Para middle school in the inserved area.

(iii) Non-formalizing the school: Making the formal school less rigid, involvement of village committees formalizing the school. In this context the local needs will have to be identified. The educational complex and the village educational committees will be in the best position to organised school work. Para teachers (Siksha Karmi) should be recruited from the locality to work efficiently.

(iv) Other measures to attract girls to schools: Girls engaged in wage labour should be given incentives like scholarship, free uniform, text books etc. to make them able to attend the school.

(v) Secondary and Higher Secondary Schools: Better transport facilities should be provided for girls. Number of girls' schools should be opened with residential facility at minimum cost and free for S.T. and S.C. children.

(vi) Higher Education: Opportunities should be increased for the women to pursue higher studies besides traditional courses like medicine, veterinary science, engineering, law etc. by providing hostel facilities and scholarships, free text books and relaxation of age limit etc.

(d) Regional disparities: Regional disparities are observed at state, districts and blocks levels which are not encountered by decentralized and participative mode of planning and management.

2. Content of Educational and Gender Bias: The curriculum is stereotype in text book and hidden and the role of the media.

The N.C.E.R.T women' cell is responsible for the component of core-curriculum relating to women's equality by increasing visibility of women in history, epics etc. and to provide the basic legal information including the protective laws regarding women and make them aware of the fundamental rights.

The N.C.E.R.T., S.C.E.R.T and other publishers should be reviewed to eliminate the invisibility of women and the gender stereotype, hidden curriculum etc. and for proper incorporation of women in teaching of all subjects. The powerful role in reflecting and perpetuating dominant social value in area of gender in equality is well known.

3. Vocational Education for Women: In practise it is seen that options for scientific and technical professional courses are rarely available to the women. Therefore, diversification of courses and grades to match with the job potential of women at local levels may be implemented.

For encouraging access to technical or crafts the training institutions should increase stipend, fellowships and a system of placement be made available. There should be at least one women's polytechnic in each district.

- 4. Training of Teachers and Other Personnel:** The teachers training programme is a centralized activity of N.C.E.R.T (National Institute of Educational Planning and Administration), U.G.C, etc. which includes sensitivity to women's problem, decentralization of curriculum planning and implementation. Also in-service training programmes may be organized by D.I.E.T and Educational complexes.
- 5. Research and Development in Women's Studies:** Research can be major input in incorporating women's issues perceptiveness and concern at all stages of education create a concrete input in all areas of curricular development and training of teachers.
- 6. Representation of Women in Educational Hierarchy:** Women should be recruited at a different level of education. There should be promotion in educational administration, in selection and departmental promotion committees.
- 7. Empowerment of Women:** Mahila Samakhya should be developed in a decentralized and participative mode of management with the decision making power at distinct and block level and ultimately for poor women in group. It should be implemented to established organic linkages with E.C.C.E. programmes and efforts may be made towards universalisation of women's education along with the means of economic independence for women. Issues of women's health including reproductive health should be implemented in the parameters for empowerment of women.
- 8. Adult Women Education:** For imparting adult women education and there by empowering them, the Mahila Samakhya model should be tried out.
- 9. Resources:** To give a well conceived edge to education in favour of women it requires a significant increase in allocation of resources in plan and non-plan sectors.
- 10. Management:** The responsibility for planning implementing and internal monitoring of all school programmes for women's education should be handed over to educational complexes in the Panchayat Raj frame work. At the institutional level, the Heads of the institutions should be

made fully responsible for micro level access to high school vocational education according to disaggregated strategies and time frame.

The national education system will play a positive interventionist role in the empowerment of women. It will foster the development of new values through well-designed curriculum, text book training, orientation of teachers, decision makers and administrators and active involvement of educational institutions. Change in the attitude of the public towards women education would go a long way in improving the situation. Major emphasis should be given on women's participation in vocation, technical and professional at different levels.

Sarva Shiksha Abhiyan:

Sarva Shiksha Abhiyan or "*Education for all*" programme recognizes that ensuring that girl's education required changes not only in the educational system but also in social norms and attitudes. Some of the objective of SSA specially with regard to girls are:-

- Free textbooks for all girls up to class VIII.
- Separate toilets for girls.
- Back to school camps for out of school girls.
- Bridge course for older girls.
- Recruitment of 50% women teacher.

National Perspective Plan for Women's Education (1998-2000):

This National Perspective Plan formulated some important specific objectives for women education so that women may also participate in the areas of social, cultural, economic, political and also educational.

The Twenty First Century offers very good opportunities of education and earning for women which have resulted in a worked increase in the female literacy level. However one cannot overlook the wide gap between male and female literacy levels. This prominent gap exists at primary, secondary and tertiary levels.

Free and Compulsory Primary Education:

Education of girls has been a high priority with the Government of India. The National Commitment to provide free and compulsory education to all children in the 6-14 years age group is now a *Fundamental Right* of every child in India after the passing of the **Constitution Act (86th Amendment in December 2002)**.

National Programme for Education of Girls for Elementary level (NPEGEL):

The NPEGEL, launched in September 2003 is an integral but distinct component of the SSA. It provides additional educational provisions for enhancing the education of underprivileged/disadvantaged girls at elementary level through more intense community mobilisation, the development of model school in clusters, gender sensitization of teachers, early child care and education facilities and provision of need based incentives like escorts, stationery, work books and uniform etc.

Different people are empowerment to mean different things. However there are four aspects which seem to be generally accepted in the literature on women's empowerment. Firstly to be empowered one must have been disempowered. It is relevant to speak of empowering women. For example- because as a group, they are disempowered related to men. Secondly empowerment relative cannot be bestowed by the third party. Rather those who would become empowered must claim it. Thirdly definitions of empowerment usually include a sense of people making decisions on matters which are important in their lives and being to carry them out. Reflection, analysis and action are involved in this process which may happen on an individual or a collection level. Finally empowerment is an ongoing process rather than a product. There is a no final goal. One does not arrive at a stage of being empowered in some absolute sense. People are empowered or disempowered relative to others or importantly relative to themselves at a previous time.

Today's world is changing at a starting pace. These changes have created economic opportunities for women who want to own and operates businesses. Today's women in advance market economies own more than 25% of all business are growing rapidly. As countries become more democratic, gender inequalities lesser thus, offering a more production atmosphere for both

sexes. Empowered women has become a frequent cited goal of development interventions. A recent United Nations report concluded that economic development is closely related to the advancement of women. In nations where women have advanced economic growth has usually been steady. By contrast in countries where women have been restricted the economy has been stagnant.

Women's business associations play a vital role in identifying appropriate and/or emerging sectors where women entrepreneurs can succeed. The areas that are likely to take off quickly during a nation's market revitalization are public relations, transport, delivery, producing and marketing consumer goods, commercial banking, financial, service-related industries in this process, women business owners are innovators, jobs creators and providers of economic security as owners of **Small and Medium Sized Enterprises (SME's)**. Women can also supply multinational companies with ideas, inventions, technology, raw materials, and supplies, components and business services. Ultimately, female business owners will be recognized for who they are what they do and how significantly they impact the global economy.

As technology speeds up lives and the new millennium is now upon us it is useful to take time to reflect on what are the driving forces of the global economy of the *21st century*. In the global economy of the *21st century*, international trade is a key source of economic growth and development. Recent surveys conducted in several countries by the **National Foundation of Women Business Owners (NFWBO)** indicate that women own firms involved in the global marketplace have greater revenue are more optimistic about their business prospects and are more focused on business expansion than their women owned firm that domestically oriented. Women are an emerging economic force that policy makers cannot afford to ignore. Government and institutions promoting democratic values make a real difference in women's business organizations in newly emerging market democracies. Women power have proved them, succeeded over those imposed barriers and made major contributions towards organizational excellence.

The present paper deals with the women empowerment in the corporate world, the factors responsible for their success on the problems faced by them. The perception is women are ruled by heart and not head, their personal life gets priority over professional life. These restrict the species called '**Women**' from being accepted wholeheartedly in any organization and from

getting due recognition for her contribution towards organizational success. Now a day's organizations in the way of achieving excellence are working towards removing any sort of discrimination from their work procedure, they believe in the women competence for achieving organizational excellence.

Women Empowerment means making able, competent, effective, skilled and manipulating, so that they may develop their potential and be parallel to men in all aspects of life. We should accept that their share in different realms of life is not impressive even at present. But the scenario is changing and we should hope for the better.

We feel proud to day that we belong to a civilized society. And of course we are no doubt. But this is one aspect of the coin. It has another aspect also and that aspect is very dark, gloomy and disappointing as well. This is the aspect of status of women in own society, which is no doubt highly miserable. They are the subject of discrimination, exploitation and deprivation in different sphere of life even today. Unless and until our society does justice to them, the dream of empowering women cannot take material shape. I feel and hope that all others will also agree that without empowering women like men we cannot imagine an ideal society and a powerful and productive nation.

Once **Gandhiji in 1930** said *'it's a mortal sin to address a woman as weak (abla)*. **Swami Vivekanand** says unless women status improves desirably, the world welfare cannot be guaranteed. A bird cannot fly with a single feather.

If we review the socio-economic and political status of Indian women we shall find that during Vedic period they occupied very honourable positions in the society but during middle period, their status deteriorated drastically and they lost their independent status. World is passing through the new century but one of the issues of the *20th Century* which still poses challenge to entire human community is relating to empowerment of women. Many will argue that the status of women has undergone considerable change throughout the world including India, if it is so then why till date rampant discrimination and exploitation of women is present everywhere in the world.

The constitution of India guarantees equality of opportunity and status to men and women. It directs that women shall not only have equal rights and privileges with men but also

that the state shall make provisions both general and special for the welfare of women. Despite the above constitutional guarantee, women have been subjected to deprivation, brutality and extortion.

There is no doubt about the fact that during last three decades there has been a change in the concept of women empowerment. A woman today expects herself rightly to be treated as an individual, a living human being entitled to the same dignity and status, as her male counterparts. A classic can be given from the book **Doll's Home** written by **Henrik Ibsen**, the character **Helmer** tells to **Nora**- "*First and foremost you are a wife and mother*". **Nora replied**- "*That don't believe any more. I believe that first and foremost, I am an individual, just as much as you are*". This dialogue carries a forceful message immensely relevant in today's scenario.

However, it is difficult to admit that the change is vast and notice all the change is for all women. On the contrary what is more visible is inequality and oppression of women.

Women and Law: -

In India, despite the constitute guarantees of equality of laws and equal protection of laws and constitute mandate of social justice, discrimination and exploitation of women. The incidents of bride burning, women battering, molestation and rape and brazen ill-treatment of women are on the increase. Despite amendment in the substantive and procedure, laws relating of these Acts to provide a fool proof mechanism to punish the offenders, horrible incidents of violence and crime against women and weaker section of the society continue. These incidents are proof of the fact that our laws relating to the offences against women and weaker section of the society need a fresh look to bring them up to the expectation of the society. Let me cite few examples to support this statement.

To provide protection to married women against the *Act of Cruelty* by husband and in laws, a New Chapter and a **New Section 198-A** was inserted in the *Penal code*. The offences of cruelty to married women in such cases are under the new law punishable with imprisonment, which may extend to 3years as well as fine. Cruelty to married women has been defined to include wilful conduct, which may drive the wife to commit suicide or an attempt to commit suicide or may cause injury or danger to her life or health. Cruelty also includes such harassment of the wives, which may coerce her or parents or relatives to meet any unlawful demands of

dowry by her husband or in-laws. In the statement of objects and reason of the bill it was very cogently stated.

“The increasing number of dowry deaths is a matter of serious concern. The extent of evil has been comments upon by the Joint Committee of the houses to examine the working of the **Dowry Prohibition Act 1961**. Cases of cruelty by the husband and relation of the husband which culminate in suicide by, or murder of the help woman concerned, constitute only a small fraction of the cases involve such cruelty”.

Under these provision of law a wilful conduct of husband or in laws of such a nature as is likely to derive a woman to commit suicide or cause grave physical or mental injury to her or harassment of women by her husband or wife with a view to coerce her to meet any unlawful demand, amounts to cruelty and is punishable as such offences have been made cognizable under certain circumstances only and it is doubtful whether it will work successfully if offences are not made cognizable in all circumstances.

In the recent past a great challenge to the Criminal Justice System of India was thrown by dowry deaths, which led to the enactment of a **New Section 304-B** in the Penal code by means of the **Dowry Prohibition Amendment Act, 1986**. Under the Section when the death of a women is caused by any burn or body injury or occurs otherwise than under normal circumstances within seven years of her marriage, and it is shown that soon before her death she was subjected to cruelty or harassment by her husband for or in connection with any demand for dowry, such death shall be called “Dowry Death” and such husband or relative shall be deemed to have caused her death and can be punished with imprisonment for a terms which shall not be less than seven years, but which may extend to imprisonment for life, by amending non-bailable and triable by the court of sessions.

“You can till the condition of a nation by looking at the status of its women”.

- **Jawaharlal Nehru.**

Women’s empowerment is a new phrase in the vocabulary of gender literature. The phrase is used in two broad senses line general and specific. In a general sense it refers to empowering women to be self dependent by providing them access to all the freedoms and

opportunities, which they were denied in the past only because of their being women. In a specific sense, women empowerment refers to enhancing their position in the power structure of the society.

“Women empowerment is essential the process of upliftment of economic, social and political status of women the traditionally underprivileged one in the society. It is the process of guarding them against all forms of violence”. Kofi Annan considers violence against women as the most shameful of human rights violation. To him, violence against women takes various forms such as domestic violence, rape, trafficking in women forced prostitution and violence in armed conflict (such as murder, systematic rape, sexual slavery and forced pregnancy) and honour killing dowry related violence, female infanticide and parental sex selection in favour of male babies, female genital mutilation and other harmful practices and traditions. Women empowerment involves the building up of a society, a political environment where in women can breathe without the fear of oppression, exploitation, apprehension, discrimination and the general feeling of persecution which goes with being a woman in a traditionally male dominated structure **Deepa Narayan** in her edited book ‘**Measuring Empowerment**’ regards Empowerment as the expansion of assets and capabilities of poor people to participate in negotiate with influence control and hold accountable institution that affect their lives.

In 1792 Mary Wollstonecraft ‘A Vindication of the Right of Woman’ arguing that it is not charity that wants in the world it is justice. The book captures the essence of women’s struggle for right. The fight for women’s rights would prove to be a long and gruelling process in India, but British presence would prove to play a positive role in the process. The fight would be especially difficult because those religious traditions that were part of the culture in the country were part adamant in their beliefs on the role of women in society, but British seemed to be determined to turn India into what they deemed as a civilized nation. With this in mind it could be argued that the British are actually responsible for starting a women’s rights movement in India.

The efforts of Raja Ram Mohan Roy to uplift the condition of women educating them had its social impact. As early in 1819, a school for females was opened at Calcutta by the Calcutta Female Juvenile Society. Women’s education becomes more common after the **Hindu Girl College**, the present **Bethune College**, was established in **May 1849** due to the efforts of

J.E.D Bethune, President of the Council of Education, Ishwar Chandra Vidhya Sagar the great social reformer of Bengal after **Raja Ram Mohan Roy** also played an important part in the spread of women's education.

On *December 10, 1948* the United Nation adopted and proclaimed the "*Universal Declaration of Human Rights*". It called upon Member of Nation to adopt and implement these rights in their respective countries. This declaration was a momentous achievement because it was for the first time that Human Rights were codified and steps were taken for the preservation of *Human Rights*. India had taken an active part in the drafting of the *Universal Declaration of Human Rights*.

The women's question like the untouchability question or the communal question emerged during the National movement as a political question that had to be solved to give shape to the vision of a free Indian Nation. It is my contention that this politician aspect of women's equality or inequality has never received adequate attention from historians or other social scientists neglect which has helped to perpetuate many ambiguities, misconceptions and under valuation of this issue. The primary role of women's studies in the contemporary period is to rectify this neglect and to generate both empirical data and theoretical perspectives to place the issue in its proper context.

India and Women Empowerment: -

Ministry of Health and Family Welfare, Government of India conducted A **National Family Health Survey (NFHS) in 2005-06** and its summary and key findings it was asserted that gender equality and empowerment are two sides of the same coin and both have multiply dimension that together yield a wide variety of indicators. In the past decade, gender equality and women's empowerment have been explicitly recognized as key not only to the health of nations, but also to social and economic development *India's National population policy 2000* has empowering women for health and nutrition as one of its cross cutting strategic themes. Additionally, the promotion of gender equality and empowering of women is one of the Eight Millennium Development Goals (MDG) to which India is a signatory. "M.D.Gs and Human Rights have a common ultimate objective and a mutually enforcing manner. Its commitment

promotes human welfare and the protection of basic rights of all sections of the community” writes Sivadasan EN about MDG.

In India the empowerment process has already begun. We are now witnessing a steady improvement in the enrolment of women in schools, colleges and even in professional institutes. Their health is better as compared to earlier decades. In this decade, women are entering into the job marketing in increasing numbers. They are showing their skills even in non-traditional sectors like police, defence, administration, media and research fields.

The status of women in India has been undergoing a sea change supported by constitutional guarantees to ensure dignity and equal opportunities, their active participation in all walks of life including education, politics, sports etc, has been growing. Several laws have also been adopted empower women socially economically, legally and politically. Considering the role of rural India the country’s backbone, the Government had taken several measures to strengthen **Panchayati Raj System** with the active participation of women. This gave a boost to increase the number of women being elected to the **Lok Sabha and State Assembly** an indication to their political empowerment.

Some of the **Empowerment Mechanisms** in India could be identified as follows:

- Literacy and higher education;
- Better health care for herself and her children;
- Higher age at marriage;
- Greater work participation in modernized sector;
- Necessary financial and service support for self-employment;
- Opportunities for higher positions of power;
- Complete knowledge of her rights; and above all
- Self-reliance, self-respect and dignity of being a woman.

The Constitution of India made a deliberate radical departure from the inherited social system, by granting to women equal social and political status. Constitution equal status meant that every adult female, whatever her social position, or accomplishments had the opportunity to function as a citizen and individual partner in the task of nation building. With the exception of cultural empowerment of women, the following aspects of women

empowerment are given importance such as, full participation of women in democracy (political empowerment); the education of girls (social empowerment); the eradication of gender barriers in employment (economic empowerment); and land rights and legal machinery (legal empowerment). Let us now analyse each aspects of empowerment of women in detail.

Political Empowerment of Women:

The Political Empowerment of Women is one of the most important aspects in the overall empowerment of women for it gives women the capacity to influence the decision-making process. The Political Empowerment of Women in India has made considerable strides with only 4.4% women being represented in the first parliament of 1952-57 to 7.4% in the election of 1996. Women's representation in the Rajya-Sabha has however, shown greater improvement, having increased from 7.7% in 1952 to 15.5% in 1991. Besides the 33% reservation of seats for women in the Panchayati Raj institutions is certainly a revolutionary step towards empowerment of rural women. The seventy-third and seventy-fourth Constitutional Amendments paved the way for the emergence of about one million women as leaders and decision-makers in the rural and urban elected bodies. Of these, 75000 will be chairpersons in rural areas. This will really empower women politically at the grass-roots level in a revolutionary fashion and it will enable them to take interest at the local level to energize and improve the situation of women in areas like health, education and employment, which essential to their basic existence, this will also train them for further political assertions in the form of Members of State Legislatures and Parliament. As a result of the system of periodical elections, woman even in remote rural areas of the country are now familiar with the elections though not with their mystique.

Despite their vast numerical strength, women occupy marginalized positions in society because of several socio-economic constraints. This has inhibited effective participation of women in political processes and the institutional structure of democracy. Even after five decades of the grant of political equality, statistics have over the years revealed that while there is an acceptable visible manifestation of gender equality at the Panchayati Raj institutions largely depends on the collective participations, they are at a take off point, where the basic indicators are positive and the women who will be elected in the

election have a challenging and an operas task ahead. And, thus there is a need to extend greater affirmative action from the Panchayati level, to the state and national level and political conscious raising and supportive action by women's organization at the voter level to enhance self-potency and political efficacy. If these measures are followed, political participation of women will open up new vistas of development, which will automatically result in the real political empowerment of women in the society.

Social Empowerment of Women:

We are convinced that women's empowerment and their full participation on the basic of equality in all spheres of society, including participation in the decision-making process and access to power, are fundamental for the achievement of equality, development and peace.

- Beijing Declaration, 2006

In this section an attempt is made to analyses the wise scope for women empowerment. Empowerment of women has relevance in all the walks of line. The areas of women empowerment can be demarcated conveniently into political, social, economic, cultural and psychological. Social empowerment deals with empowerment at the level of family, community and at personal level which includes psychological and physical health of women. Other areas include religion, literature, arts, media, history, legislation, human rights and social movements.

1. Social Empowerment of Women at the level of family:

Family is the first agency to create discrimination and gender injustice. Domestic empowerment is concerned with freedom and autonomy of women in the family or in the households; both at parental as well as in in-laws' house. There are several traditions and customs related to dressing up, food habits, space for movements etc. that are discriminatory. And domestic empowerment envisages ensuring equality for women in domestic life. Empowerment in the domestic field deals with socialization at home, succession, inheritance, the issue of domestic and social space, mobility, status and role at home, and so on.

Social space for women is very restricted in Indian context. The friendship circle of girls especially in rural areas is a very limited. Mobility and social interactions of rural women are governed by culture and traditions. Seemanthini Niranjana (2006) remark that there is a relative lack of theorization on the spatial basis of social life in the domains of sociology and anthropology and a reluctance to conceptualist the body more fully in gender studies. Seeking to rectify these tendencies, she provides accounts of the domains and activities of women; describes cultural perceptions and experiences of the female body; explores gender in the ritual realm; and provides suggestions for formulating basis for female agency within a space-body matrix.

Education: Equal access to education for women and girls will be ensured. Special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of occupation/vocation/technical skills by women. Reducing the gender gap in secondary and higher education would be a focus area. Sectoral time targets in existing policies will be achieved, with a special focus on girls and women, particularly those belonging to weaker sections including the Scheduled Castes/Minorities. Gender sensitive curricula would be developed at all levels of educational system in order to address sex stereotyping as one of the causes gender discrimination.

Health: A holistic approach to women's health which includes both nutrition and health services will be adopted and special attention will be given to the needs of women and the girls at all stages of the life cycle. The reduction of infant mortality and maternal mortality, which are sensitive indicators of human development, is a priority concern. This policy reiterates the national demographic goals for Infant Mortality Rate (IMR), Maternal Mortality Rate (MMR) set out in the National Population Policy 2004.

Nutrition: In view of the high risk of malnutrition and disease that women face at all the three critical stages VIZ., infancy and childhood, adolescent and reproductive phase, focused attention would be paid to meeting the nutritional needs of women at all

stages of the life cycle. This is also important in view of the critical link between the health of adolescent girls, pregnant and lactating women with the health of infant and young children. Special efforts will be made to tackle the problem of macro and micro nutrient deficiencies especially amongst pregnant lactating women as it leads to various diseases and disabilities.

Science and Technology: Programs will be strengthened to bring about a greater involvement of women in science and technology. These will include measures to motivate girls to take up science and technology for higher education and also ensure that development projects with scientific and technical inputs involve women fully. Efforts to develop a scientific temper and awareness will also be stepped up. Special measures would be taken for their training in areas where they have special skills like communication and information technology. Effort to develop appropriate suited to women's needs as well as to reduce their drudgery will be given a special focus too.

Violence against Women: All forms of violence against women, physical and mental, at domestic or societal levels, including those arising from customs, traditions or accepted practices shall be dealt with effectively with a view to eliminate its incidence. Institutions and mechanisms/ schemes for assistance will be created and strengthened for prevention of such violence, including sexual harassment at work place and customs like dowry; for the rehabilitation of the victims of violence and for taking effective action against the perpetrators of such violence. A special emphasis will also be laid on programmes and measures to deal with the trafficking in women and girls.

It is often argued that education is powerful tool in the emancipation and empowerment of women indeed the different co members of the United Nation (e.g. UNICEF) and experts in women's development argue for women's education as the basic status in women's quality. It has been reported as a crucial factor for development of women as it not only helps women to gain knowledge which is the necessary courage an inner strength to face the challenges. It will also enable to procure a job and supreme the income of the family and achieve social status. Educations, especially of women, has a major impact on health and nutrition, and is the key of developing a sustainable strategy

for population control. Moreover, educated women could play an equally important role as men in nation building. Thus there is no denying the fact that education empowers women.

One of the recommendations of the National policy on Education (1986) by the Government of India is to promote '*Empowerment*' of women through the agency of education and it is considered to be a landmark in the approach to women's education. The national Literacy Mission is another step towards eradication of illiteracy in the age group of 15-35 years by the year 1995. Women's education has assumed special significance in the content of planned development as education was included in the *Sixth Five Year Plan* as a major programme for the development of women. The internalization of elementary education, enrolment and retention of girls in the schools, promotion of Balwadis and crèches, increasing the number of girl's hostels, women's polytechnics and multipurpose institutions and adult education programmes were some of the steps taken to boost women's education. This is being done with the hope that once illiteracy is removed, other avenues of development get opened automatically.

In spite of these appreciable momentums much headway has not been made till date and women's education has always been an enigma in India for several reasons. In the year 1901, women's education was deplorable since it was less than 1%. In 1981, women's literacy was 24.83%. The 2001 census report indicates that literacy among women is 54%. Almost a century has gone and in spite of best efforts India had achieved only 50% literacy among women. There are better educational facilities for women in big cities and towns. But the growth of women's education in rural areas is very slow. In general, majority of the women is still illiterate, weak, backward and exploited.

Education for a long time was dissociated from the idea of nation building. Its main aim was considered to be transmission of the accumulated wealth of knowledge, impart classical values and to build the character of the individual. It was not viewed as a contributory factor to the development of the nation as we understand it today. Though the aim of education has changed, the perception of women's education is still backward. A girl child from her childhood is socialized to be a good sister, good wife and good mother and not for a challenging career. She is constantly reminded that her role is limited to home and home management. Even in those families where girl children are given higher

education they are encouraged to take up humanities and social sciences and not sciences, medicine or engineering. Through the trend is changing it is very slow.

It is indisputable that education enables a woman to gain more knowledge about the world outside of her hearth and home, helps her to get status, positive self-confidence. Even so, these attributes will remain personal to her to and cannot be transferred to her sex. The fact that education by itself will not contribute to social status of women has been shown by the population Crisis committee's (USA) data sheet, which shows that many countries which have high scores on education of women are low on social status of women (HRD,1990). In Kerala, the very high rate of female literacy has not increased the social status of its women commensurately, true, there have been a general all-round development in Kerala women, especially in their quality of life, level of white collar employment, expectation of life, maternal status rates control of birth but, in other fields, the women of Kerala are more insecure today than before. Wife burning, dowry death and crimes against women which, were unheard of a few decades ago have now become a general feature like in fosters new values- values which expose the inequities against women and which espouse gender justice.

There is a need for encouraging more women to participate in vocational, technical and professional education. Women's education should be treated as a special priority in all Programmes of development. The government can open more places in schools for girls, lessen the financial burdens of education for women, reform curricula and education system, in order to encourage girls to formulate non-traditional career goals and centralize the educational system to greater equivalence of educational experiences for girls. Education for women must be practical and well adapted in their needs, especially in relation to health nutrition and legal right.

Economic Empowerment of Women:

Poverty Eradication: Since women comprise the majority of the population below the poverty line and very often in situations of extreme poverty, given the harsh realities of intra-household and social discrimination, macroeconomic policies and poverty eradication programmes will specifically address the needs and problems of such women. There will be improved implementation of programmes which are already women oriented with special targets

for women. Steps will be taken for mobilization of poor women and convergence of services, by offering them a range of economic and social options, along with necessary measures to enhance their capabilities.

Women and Economy: Women's perspectives will be included in designing and implementing macro-economic and social policies by institutionalizing their participation in such processes. Their contribution to socio-economic development as producers and workers will be recognized in the formal and informal sectors (including home bases workers) and appropriate policies relating to employment and to her working conditions will drawn up. Such measures could include:

Reinterpretation and redefinition of conventional concepts of work wherever necessary is needed e.g. in the Census records, to reflect women's contribution as producers and workers. Preparation of satellite and national accounts Development of appropriate methodologies for undertaking both.

Women and Agriculture: In view of the critical role of women in the agriculture and allied sectors, as producers, concentrated efforts will be made to ensure that benefits of training, various extension programmes will reach them in proportion to their numbers. The programmes for training women in soil conservations, social forestry, dairy development and other occupations allied to agriculture like horticulture, livestock including small animal husbandry, poultry, fisheries etc. will be expanded to benefit women workers in the agriculture sector.

Women and Industry: The important role played by women in electronics, information technology and food processing and agro industry and textiles has been crucial to the development of these sectors. They would be given comprehensive support in terms of labour legislation, social security and other support services to participate in various industrial sectors.

Women at present cannot work in night shift in factories even if they wish to. Suitable measures will be taken to enable women to work on the night shift in factories. This will be accompanied with support services for security, transportation etc.

Economic and social development of a country can only be meaningful when women are in the main stream of progress. It is possible through economic empowerment of women. The

main objectives to empower women are to create large scale awareness with the active participation of women. Empowerment of women in any society may be judged through parameters like employment scenario, education, women's liberation and women law.

Economic empowerment of women by enabling institutionalisation through organisation of self Help Groups, Mahila Mandals, focussing on credit and thrift activities, related to meeting social financial needs and investments for initiating micro enterprises. While facilitating financial and institutional development for initiating economic activities, capacity building for economic activities, capacity building for income generation through training in various skills and trades identified as suitable and with potential for sustainability in the project area would be initiated. The concept of economic empowerment does not only address poverty alleviation as it also reaches out to the empowerment of women by bringing incomes in the hands of women. There by promoting decision making independent of men in incurring expenditures.

'BUSINESS TODAY' in its special issue March 12, 2008 list 25 most powerful women in Indian Business Companies are monitoring the gender equation and proactively hiring women.

Political Issues:

There is a wide gap between the rich and the poor. Poor are politically voiceless and powerless. Political leaders are strong and corrupted and poor are exploited in all the ways. Government educational and health care institution, public distribution system, welfare schemes etc. are also not functioning up to the expectation and not easily assessable to the poor.

The rural Dalits face a vacuum in the political arena. One of the vital problems, which require a profound study, is the political life the rural people. It is hard for the people to think that the rural.

How to Empower Women?

The best way of empowerment is perhaps through indicating women in the main stream of development. Prof. Amartya Sen taking a much wider view of development talk of development as the process of expansion of entitlement i.e. giving life sustenance and self esteem and capabilities giving freedom. Development improves quality of life through the process of expansion, ensures freedom from hunger, exploitation, discrimination and oppression and also

infuses a sense of self belief and provides the strength to stand up against violence. **Dr. Noeleen Heyzer, Executive Director of UNDFW** (*United Nations Development Fund for Women*) delivering the keynote address at the regional conference on development effectiveness through gender main streaming strongly observed “Development effectiveness in an Act of transformation to end violence, poverty and discrimination”. Economic independence is the basic premise behind empowerment through development. While women’s participation in the development process provides them employment opportunity and the opportunity to get out of the clutches of poverty, malnutrition, illiteracy etc. Economic independence imbibes confidence and the strength to stand up and think about their future. Employment generating schemes in rural areas providing preferential treatment to poor women workers may prove to be a good in this direction, but it needs a definite preconceived development strategy and pattern. Growth itself does not guarantee gender equality and women empowerment. The present mode of production based on the market system has no inbuilt system of minimising gender disparity, rather it thrive on opportunities created by gender relation for power and profit.

Economic Empowerment can be a handy tool in as such as enabling a woman to lead a graceful existence in her family and society but may not prove to potent a weapon in the larger more grim battle against social, political and even economic oppression which warrants collective strength. In a democratic setup collective strength emanates from political participation.

Women should be allowed to work and should be provided enough safety and support to work, legislature such as **Equal Remuneration Act, Factories Act**, Constitutional safeguards such as maternity relief and other provisions should be strictly followed. Poverty eradication policies need to be implemented, macroeconomic policies would help in this drive. Through economic empowerment women’s emancipation could be realized. The success of ‘Kudumbashree’ units in Kerala is a wonderful example of the upliftment of women through economic empowerment. Launched by the **Government of Kerala in 1998** for wiping out absolute poverty from the State through concerted community action under leadership if local self Governments, kudumbashree is today one of the largest women empowering projects in the country. The programme has 37 lakh members and covers more than 50% of the households in Kerala.

Some qualities to be acquired by women to become truly empowered are awareness about risk prevailing at home, in work place, in travelling and staying outside home. They should have political, legal, economic and health awareness. They should have knowledge about support group and positive attitude towards life. They should get goals for future and strive to achieve them with courage. The best gift parents today can give to their daughter is education. If women choose to be ignorant then all the efforts taken by Government and Women activities will go in vain. Even in Twenty Fifth Century, they will remain backward and will be paying a heavy price for their dependence. So, it is a wakeup call for women to awake from their deep slumber and understanding the true meaning of their empowerment.

World is passing through the New Century but one of the issues of the 20th Century which still poses challenge to entire human community is relating to empowerment of women. Many will argue that the status of women has undergone considerable change throughout the world including India, if it is so then they till date rampant discrimination and exploitation of women is present everywhere in the world.

The Constitution of India guarantees of equality of opportunity and status to men women. It directs that the women shall not only have equal rights and privileges with men but also that the State shall make provisions both general and special for the welfare of the women. Despite the above constitutional guarantee, women have been subjected to deprivation, brutality and extortion.

There is no doubt about the fact that during last three decades there has been a change in the concept of women empowerment. A woman today accepts herself and rightly so to be treated as an individual a living human being, entitled to the same dignity and status, as her male counter-parts. A classic example can be given from the book **Doll's Home** written by **Henrik Isben**. The character **Helmer** tells to **Nora**- "*First and foremost, you are a wife and mother*". **Nora** replied- "*that I don't believe any more. I believe that first and foremost, I am an individual just as much as you are*". This dialogue carries a forceful message immensely relevant to today's scenario.

However, it is difficult to admit that the change is vast and noticeable the change is for all women. On the contrary what is more visible is inequality and oppression of women.

Review of National Policies towards Women Empowerment:

The last decade has been a growing important of the term '*Empowerment*'. While the term has been used for the poor and the deprived groups, it has not been used even more extensively with regard to women's programs. As a matter of fact most state governments no consider it desirable to offer women's empowerment programs in order to alleviate poverty and to bring to about women's development. Considering the widespread use of the term it was decided to understand what the term connotes for such government as well as by **Non-Government Organizations (NGOs)**.

Step Taken by Government of India:-

Constitutional Provisions:-

Education in the concurrent list (42nd constitutional Amendment,1976). Equality before law (Art. 14). education as a fundamental right (Art. 21A (93rd amendment). Discrimination against any citizen (Art. 15(i). Special provision- (Art 15(3). Equality of opportunity in employment (Art. 16). Adequate means of livelihood (Art. 39 (a). Equal pay for equal work – (Art, 39 (d). Free legal aid- (Art. 39 A). Maternity relief – (Art.42). Promote educational & eco. Interest (Art. 46). Standard of living and nutrition (Art. 47). Protect the dignity of women (Art.51 A (e). 1/3 of seats to be filled by direct election to be reserved for women (Art.243 D (3).

Educational Provision:

- NPE (1986) and Revised document (1992) emphasized the promotion of women's education.
- The National Commission for women was set up in 1990.
- The Government is working on the formulation of National Policy on women.
- The National Resource Centre for women is proposed to be set up.
- Literacy has been a priority on the national agenda as a tool for social change.

What the Government have done for women so far:

Dowry Prohibition Act is passed in 1961. Medical Termination of Pregnancy Act is passed in 1971. Child Marriage Restrict Act-1976. Equal Remuneration Act-1976. Immoral Traffic (Prevention Act. Indecent Representation of Women (Prohibition)

Act are passed in 1986. Commission of Sati, Prevention Act is passed in 1987, Prenatal Diagnostic Techniques (regulation and prevention of Misuse) Act was passed in 1992.

Specific Provisions have been incorporated in the constitution of India through the 73rd, 74th and 84th amendment Act with a view to empower and extend and enhance representation of women in Zilla Parishad, Block (Panchayat Samiti), village (Gram Panchayat) & Municipality / NAC, levels and in House of people in Parliament and in State Legislative Assemblies.

Other policies which advocate women's concern- National Plan of Action for Women, 1976. National Perspective Plan for Women (1980-2000). National Policy for the empowerment of women (Draft) Plan of Action to Combat commercial sexual exploitation of women and children.

Machineries- Both the Central and State Governments have set up Departments of Women and Child Development after 1985.

Support Services- Indira Mahila Yozana (IMY) hostels for working women. Mahila Samrudhi Yojana (MSY). Support to Training & Employment Programme (STEP) for Women, Central Social Welfare Board (CSWB), (1953)- (12,000)V.Os, mainly in Tribal, rural and backward areas.

Institutes: National Institute of Public Co-operation and child Development (NIPCCD), National Commission for Women (NCW) is a statutory Body set up under a Central Act in 1992.

The commission strives for achieving equality and justice, through intervention in cases of violation of equality, deprivation of women's rights.

Programme initiative: 'Dahej-Mukta Abhijan' Prison Reforms for women under trials, Gender sensitizations workshops for the police, judiciary and doctors through training modules. Standing Commission for Empowerment of Women, Rashtriya Mahila Kosh (RMK). It was the *Sixth Five Year Plan* in which the focus on women's interests shifted from 'Welfare and Development'. Planners and policy makers began to recognize a woman not only as partner but also as stake holders in the development of the country.

The *Seventh Five Year Plan* saw developmental programmes which aimed at raising the economic and social status of women and at ensuring that they get the benefits to women in

different development sectors began. There was a stress upon the generation of both skilled and unskilled employment through formal and non-formal education and vocational training.

The *Eight Five Year Plan* had a Human Development benefit of development do not bypass women and it implemented special programmes for women to complement the general development programmes and to monitor the flow of benefits to women in education, health and employment.

The *Ninth Five Year Plan* was rather ambitious. It took up 'empowering women as agents of socio-economic change and development' as a major commitment. To begin with it adopted the '**National Policy for Empowerment of Women**' which among other objectives, sought to organize women into Self Help Groups to work for their own empowerment, accorded a high priority to schemes for maternity and child welfare and most important made a bid at easy and equal access to education of girls up to the college level inclusive of professional course and vocational training.

The core objective of *Tenth Five Year Plan* was to universalizing access to primary education and improvement of basic to all **SC/STs** girls and women. The inclusive growth as a key objective, where inclusion mean recognizing women's organization and voice as central to institutional, social and economic arrangements for sculpting a just and equitable and more inclusive growth. Thus to achieve the mentioned goal the women should not be just a topic to be addressed but women should permeate through the approach as a means for achieving inclusion and development. There is a need to put young women and young adolescent girls at the centre of the approach.

Recommendations:

- Literacy based on skills may be organized through women's self-help groups (SHGs) and Anganbadi Centre in the state.
- The learners should be encouraged to provide leadership.
- The pedagogy should be rooted in the culture and ethos of specific groups (SC/ST).
- Each district may have Jana Sikshan Sansthan (J.S.S) for skill training & jobs.

In spite of the above initiative undertaken by the government, the gap between men and women in widening and thus the development of the whole nation is affected.

Time has come to review and rethink some alternative and innovative strategies. The issues need to be undertaken to meet the gender equality and holistic national development.

Need and Justification Of the Study

In many parts of the world, women can't do anything; it seems, without the Search for questions people and topics. Consent or approval of men. In some Arabic countries, women are not allowed out of their homes except under escort of men. They are not allowed to own property. There are countries where girl babies are still killed because boys are preferred. There are countries where women are killed in honour killings for behaviours that would not earn a single thought if done by men. Empowerment means addressing these inequalities and making it not only legal but accepted in society that women and men can do the same things with the same level of approval and/or acceptance. It isn't enough to make women equal in the eyes of the law. It also has to be accepted by a significant portion of society, or else the problems will not be addressed.

The researcher believes that it is the nature of empowerment that only those who seek power can empower themselves. You cannot give away power. It can only be earned. However, if you earn power, it cannot be taken back because it is the power one has fought for and earned oneself. Men can be allies in women's empowerment, but men cannot give power to women. Women must organize for their own power. If women want to empower themselves, they must organize to do so. Men can help, but it is up to women to seal the deal.

Empowerment process has already begun yet change is actively slow, so we have to set quotas for women, given the appalling gender imbalance of the crucial net mark event.

Empowering women through entrepreneurship teaching them to fish rather than just feeding them-is the main key economic growth. Increased income controlled by women gives the self-confidence, which helps us to obtain a voice. The need of the hour is to bring uneducated and unemployed women into financial mainstream, helping them become savers for their families and expanding their decision making. As we know, when we empower a woman, we empower a family; major influence is on the children, thus the society.

So empowerment of women will give new workforce for society. Our mission should be to develop the potential of this new workforce. Women and girls are the most potentially capable untapped resource on the face of the earth. And this is why we need women empowerment. Also, this is why the Gender Equality goal of the United Nations Millennium Development Goals is so important. Women empowerment means marginalizing power in women and girls so that they can play a significant role in the society. Empowerment, in general, is developing or building or organizing the power you need to accomplish your goals. The idea that women need empowerment more than men generally is based on the perception that women have less power than men and have been oppressed by men. Women, therefore, have had a harder time achieving their goals compared to men since men have been keeping them under control. After being suppressed in a patriarchal world for so long, women just need a little help to raise their voices against oppression, female foeticide, rapes, dowry, gender equality and more.

Statement of the Problem:-

The role of education on the empowerment of women in Gorakhpur District.

Objectives of the Study:-

To study the status of women in Gorakhpur district in relation to-

- To study the level of education of women in urban and rural areas of Gorakhpur district.
- To study the level of education of women in urban and rural areas on the basis of caste distribution.
- To study the role of education on women empowerment on the basis of marital status.
- To study the role of education of working and non working women on women empowerment.
- To study the type of family on the empowerment of women in urban and rural area of Gorakhpur district.
- To study the monthly income of women in urban and rural area of Gorakhpur district.

Hypotheses:-

The level of education will affect significantly the empowerment of women in relation to-

- There is a no significant difference in the level of education of women in urban and rural areas.
- There is a no significant difference in the level of education of women in urban and rural areas on the basis of caste distribution.
- empowerment on the basis of marital status.
- There is no significant difference of working and non-working women in urban and rural area of Gorakhpur district.
- There is no significant difference the type of family education on the empowerment of women in urban and rural areas of Gorakhpur district.
- There is no significant difference of the monthly income of women in urban and rural areas of Gorakhpur district.

DELIMITATIONS

1. This study is limited to 250 educated women and 250 uneducated women in Gorakhpur district.
2. This study is conducted on only 500 women in Gorakhpur district.
3. This study is limited to urban and rural areas of educated and uneducated women.

Operational definition

Women Education-Women Education refers to every form of education that aims at including the knowledge and skill of women and girls. It includes general education, schools and colleges, vocational and technical education, professional education, health education etc.

Women Empowerment – Women empowerment refers to increasing and improving the social, economic and legal strength of the women to ensure equal right to women and to make them confident enough to claim their rights.

CHAPTER II

REVIEW OF LITERATURE

An essential and crucial aspect of a research is the review of related literature. It is a serious step of research which is a review of relevant literature. It is a serious step of research which includes a review of relevant literature more extensively. It is most essential for a research worker to be well informed about both the specific problem under investigation and related studies. The reviews of the related literature gives an insight into the problem and help the investigator to acquaint himself with the techniques and methodology followed by earlier investigators to find an answer to the problem under investigation.

When researcher select the topic, one should go through studies done in past. As such a research on the role of education on women empowerment was not done before but there are few studies regarding education and empowerment.

Misra (1961) traced the history of women education in the context of their status and education, objectively analysed the education of women in India from 1921 to end of the 3rd five year plan (1960-61) with reference to the factors progress and nature and extent of wastage and stagnation and also available of educational facilities finding of the study revealed that there has been a rapid progress in women education in all the areas along with the existing evils of wastage and stagnation. There is a quantitative growth in the number of institutions for worker and their enrolment.

Avinashingam (1970), To find out the Problems in educating girls of age 11 – 17 years in rural areas in relation to aspirations and attitudes of the girls and their parents towards Education. Finding of the study revealed that parents of high income, small family structure, higher education's and occupational levels favoured their daughters going to school. School going girls of 11 – 17 years had higher aspirations than the dropout girls. School going girls had less problems than drop out girls. Parents of both the school going girls and dropout girls expressed disstatus faction towards the prevailing school condition.

Joshi. (1982) A Study of problems of Education of the weaken sections of society with respect to the weaken sections in Baroda District, centre of Advanced study in education.

Finding of the study revealed that parents were mainly wage earners without a study source of income; the home atmosphere was not congenial for studies because of limited facilities.

The educated members of the villages invariably left the villages for gives outside. Through the relationship with neighbours was good, children of the weaker sections neither enjoyed their company not received their help and encouragement in studies.

Srivastava (1983) A study on Scientific Attitude of Science and Arts Students belonging to scheduled caste and scheduled tribes visa-versa non-scheduled caste communities, the findings on the study were mean scores of science students on the scientific attitude scale were higher them those of the arts students, irrespective of their caste, sex and education.

The groups that differed significantly on scientific attitude in reference to caste as an independent variable were (i) all SC/ST students visa-versa all Non SC/ST students, (ii) SC/ST girls of higher secondary arts visa-versa non SC/ST girls of higher Secondary visa-versa non-SC/ST students of higher secondary of arts and science faculties.

Thiagarajan (1983) A study of the scheduled caste students in the Madurai Kanaraj University. The major findings of the study showed that the most preferred occupations were executive, administrative service and clerical related services.

Nambissan. (1983) A Study of the Education and Occupation Mobility among the Bhils of Rajasthan. The major finding were, The ability of the households to send one or more children to school appeared to vary with the size of the household, within each household, a large percentage of Mina as compared to Bhil Children were student.

The economic status of the household appeared to be a critical factor behind inequality of educational opportunity.

Upadhaya (1983) To find the causes of educational backwardness of girls and suggested remedial measures. Finding of the study revealed that a major cause of low enrolment girls was either absence of or inadequate number of lay teachers in the schools. Early marriage was also a major cause of low enrolment. Some girls dropped out because they could not adjust themselves to high Principle and teacher.

Sen (1985) To study the Third World countries are increasingly forced to rely on internal resource mobilization to make up for sharp reductions in external aid and resources. Alongside this, development processes are often indifferent to the interests and needs of the poor. In this scenario, women's contributions – as workers and as managers of human welfare – are central to the ability of households, communities and nations to tackle the resulting crisis. However, women suffer from decreased access to resources and increased demands on their labour and time. If human survival is the world's most pressing problem, and if women are crucial to that survival, then the empowerment of women is essential for the emergence of new, creative and cooperative solutions. As part of the empowerment process, feminism and collective action are fundamental but feminism must not be monolithic in its issues, goals and strategies, since it should constitute the political expression of the concerns and interests of women from different regions, classes, nationalities and ethnic backgrounds. There is and must be a diversity of feminisms, responsive to the different needs and concerns of different women and defined by women for themselves.

Kantamma (1990) Status of women in relation to education, employment and marriage. It attempts to assess the status of women in relation to education, employment and marriage. Finding of the study revealed the higher the education of women, the greater was their participation in decision making, inter-spouse communication and a progressive opinion on different issues.

Kakati (1990) Socio economic status of educated working women of kamrup district: A study of its impact on society. Finding of the study revealed that difference between working and non – working women was for found insignificant. Employment of women influenced significantly their freedom of movement outside home, working women’s freedom of movement was found to be positively associated with their age, education occupation and income.

Mathur (1990) A psychological study on infertile married women, finding of the study revealed that in both rural and urban samples the infertile women were more reserved and tough-minded. The rural infertile women showed poor marital adjustment as compared to fertile women. In the urban sample, infertile subjects showed a more positive attitude towards adoption and more psychosomatic symptoms than the fertile ones.

Mutalik(1991) Education and social awareness among women. Finding of the study revealed that caste had significant influence on acquisition of social awareness Education and level of social awareness was low among low castes groups.

Patel (1992) Education on the girl child. The progress of education, vol : 66 (6) : 137 – 41 There were institutional differences in the performance of students in four fundamental operations.

Sharma (1992) Employment pattern of educated women. Independent study. Finding of the study revealed that the problem areas which needed to tackled were

- a) Increasing the female literacy particularly in rural areas,
- b) Increasing the share of women in the higher levels of education
- c) Increasing the female enrolment in faculties like medicine and law for which they were eminently suitable and the work environment.
- d) Changing the attitude and outlook of society towards education and employment of women.
- e) Changing women’s own attitude to their education and employment.

Duggal (1992) Access of Scheduled castes girls to elementary education in rural Haryana: A micro study finding of the study revealed that literacy rate in scheduled castes females was much lower in comparison to the general female literacy rate and was marked in rural females in

particular. The percentage of that school – going girls was higher whose parents were spilled workers, in government, semi – government, private service or were self – employed then those whose parents were unspilled workers, agricultural labourers and cultivators.

Grace (1992) Has become popular for the development of the computer language finding of the study revealed that through computer she has imported education to thousands of uneducated women. Even today uneducated women are taught through computer. More than 30% of women are learning through it.

Nelly (1993), Supported in his findings that working women, regardless of how inferior their position and small their income, have a greater sense of control over their lives and more power and control over resources within the family than nonworking women (for a detailed ethnographic study comparing working and non-working women).

Batliwala (1994) The Meaning of Women's Empowerment:

The study of women's empowerment is the outcome of important critiques generated by the women's movement, particularly by 'third world' feminists. They clearly state that women's empowerment requires the challenging of patriarchal power relations that result in women having less control over material assets and intellectual resources. Women participate in their own oppression so they must first become aware of the ideology that legitimizes male domination. The empowerment process starts from within but access to new ideas and information will come from external agents. With new consciousness and the strength of solidarity, women can assert their right to control resources and to participate equally in decision making. Ultimately, women's empowerment must become a force that is an organized mass movement which challenges and transforms existing power relations in society.

Oxaal (1997) To study what is women's empowerment? If women are empowered, does that mean that men have less power? Empowerment has become a new 'buzzword' in international development language but is often poorly understood. The need to 'empower' women responds to the growing recognition that women in developing countries lack control over resources and the self- confidence and/or opportunity to participate in decision making processes. At the same

time, the realization that women have an increasingly important role to play in social and economic development has become widely accepted. Unless women are 'empowered' to participate alongside men in the development process, development efforts will only have partial effect. Empowerment strategies must carefully define their meaning of 'empowerment' and be integrated into mainstream programmers' rather than attempted separately.

Kabeer (1999) To study sets out from the understanding that empowerment is a process by which those who have been denied power gain power, in particular the ability to make strategic life choices. For women, these could be the capacity to choose a marriage partner, a livelihood, or whether or not to have children. For this power to come about, three interrelated dimensions are needed access to and control of resources; agency. Empowerment, therefore, is both a process and an end result. This understanding differs greatly from instrumentalist interpretations which view empowerment purely in terms of measurable outcomes. Instrumentalist interpretations are problematic because they convey the belief that social change can be predicted and prescribed in a cause and effect way and undermine the notion that women's empowerment should be about the ability of women to make self-determined choices.

Society for Participatory Research in Asia (PRIA), (1999) The Amendment enabled thousands of women to enter the political arena. While some women have created political spaces to voice their needs, concerns and priorities, others are still trying to grapple with the power and authority thrust upon them. If empowerment is seen as a process by which women overcome the challenges of a patriarchal society then it is difficult to maintain that the 73rd Amendment has achieved it for women. What has emerged, however, is that women have felt empowered at different points through their experiences and at various levels. A number of women have challenged their roles as care-givers by entering the public domain, have gained new prestige, and have become role models for other women. Although it is difficult to measure how these experiences have impacted on the women in their personal lives, it is known that

through participation in *panchayati raj*, women have acquired a critical gender consciousness on how they have been denied their rights.

Norwegian Agency for Development Cooperation, (1999) Study shows NORAD's operational guidelines require assessment of gender consequences to be performed for all NORAD-funded development projects and programmes. This handbook presents a method for Gender Empowerment Assessment (GEA) which records how development projects and programmes affect women and men. It also helps determine the need to follow up the assessment if basic data is missing. GEA uses 10 empowerment factors to assess, compare and discuss project plans, results and impacts on men and women and can be used during all stages of the project cycle. An important goal with the GEA is to contribute to enhanced awareness of gender and equality aspects within development cooperation.

Ilkkaracan (2000) To study Women's sexuality remains a strong taboo in Turkey. Most women have little or no access to information on sexuality as the issue is not addressed in either the formal education system or in informal systems such as the family or community. This silence around women's sexuality can leave women ill equipped to deal with sexual relations and develop happy sex lives. Women for Women's Human Rights (WWHR) in Turkey runs a human rights training programme for women which seeks to facilitate an empowering perception of sexuality by emphasizing the right to sexual expression, pleasure and enjoyment. The programme covers a wide range of issues encompassing reproductive rights and sexual violence against women as well as sexual expression and sexual fulfillment. Sexual violence and

reproductive sexuality are purposely addressed in separate modules, thus allowing a separate space for the participants to focus solely on a positive understanding of sexual rights, including the basic right to know and like one's sexual organs, the right to seek sexual experiences independent of marital status, the right to orgasm, the right to expression and pursuit of sexual needs and desires, and the right to choose not to experience one's sexuality.

Klugman, (2000) To study an important though poorly recognized way by which women can become empowered is by playing a role in the policy-making process itself. This chapter presents two case studies which illuminate the issue of women's empowerment from different perspectives the way in which processes of advocacy can empower women, and the way in which policies that empower women can be won through women's participation and advocacy. It first analyses the 1994 Women's Health Conference which, for most participants, was their first ever experience of a truly consultative process, and one which would later make a direct policy influence. This knowledge strengthened women's self-esteem and enhanced their belief in their own capacity to contribute to policy processes. The second case study focuses on the strategies used to change South Africa's abortion legislation and reveals the diverse tactics required to ensure that women's empowerment remains at the centre of policy content. These do not necessarily involve participation of large numbers of women. Empowerment can be through the implementation of the policy itself, for example the fact that access to safe abortion increases women's ability to control their lives in a context where it may be difficult to access appropriate contraception, or to negotiate contraception use.

Longwe (2000) Study shows Current NGO and development agency strategies to support women's political empowerment are based on two assumptions: firstly, that women's increased access to resources, especially education, will lead to their increased representation in political

positions; and secondly, that governments are genuinely committed to leading national programmes of action for women's advancement. All development organizations supporting women's empowerment must recognize the true obstacles women face in gaining political power, and develop programme strategies to overcome them. The key problem is the covert and discriminatory systems of male resistance to women who dare to challenge male domination of the present political system.

Sida (2001) Study shows in October 2000, a conference was held in Sweden to create a forum for development practitioners and researchers to discuss the latest debates on gender and power. The Swedish International Development Cooperation Agency (Sida) noted that in implementing gender policies in development, it was time to move from treating the symptoms of gender inequality to addressing the structural factors that cause it. Studies is needed to recognize how prescribed processes of empowerment may violate the essence of the concept; how culture excludes women from sites and statuses of power; the need to incorporate the language of political struggle into gender and development; how women in Mexico are changing political culture and gendered relationships, and the strategies Muslim societies can use to alleviate gender inequality and power imbalances.

Rai (2002) To study on 'the women's movement', and has challenged women's groups to address issues of difference among women based on class and caste. This study shows that the issue of power must be taken into account: empowerment of whom, by whom, through what and for what? There is also the issue of priorities – the question of whether this engagement with the

state is appropriate at a time when the pressures of globalization and liberalization are increasing social inequalities within the country. The Indian case shows that there is no simple correlation between an enhanced visibility of women in political institutions and a sense of empowerment of women in the country in general. The question of empowerment cannot be disassociated from the question of relations of power within different socio-political systems

Marcelle (2002) To study when used effectively, Information and Communication Technologies (ICTs) can be a powerful tool for women's empowerment. They can create better opportunities for women to exchange information, gain access to on-line education and to engage in ecommerce activities. Yet to date, many women worldwide are still not fully able to benefit from using these tools. This is often due to lack of connectivity, inadequate access, illiteracy, and to language and behavioral barriers from many countries on the use of ICTs as a tool for economic empowerment, participation in public life, and for enhancing women's skills and capabilities. It also explores strategies to integrate a gender perspective into national ICT policies. The report ends with a call to all stakeholders to work on improving connectivity, access to ICT skills training and eliminating negative behavioral attitudes to women's full engagement with ICTs.

Stromquist (2002) A study on education is often seen as the key to women's empowerment. This study discusses how the concept of empowerment has been applied in formal schooling with young students, and in non-formal education programmes with mostly adult populations. Girls' access to schooling in many developing countries is often so low that the term empowerment is frequently used to mean mere participation in the formal system. This is problematic because it assumes that the experience and knowledge attained in schooling automatically prepares girls to assess their worth and envisage new possibilities. Moreover, while several governments have taken steps to modify school textbooks and provide teachers

with gender-sensitive training, a gender-sensitive education is not the same as an empowering education. Empowering girls should mean offering them courses with content that not only attacks current sexual stereotypes but also provides students with alternative visions of a gender-equitable society. At present, women's empowerment reaches its highest forms in non-formal education programmes. The alternative spaces provided by women-led NGOs promote systematic learning opportunities through workshops on topics such as gender subordination, reproductive health, and domestic violence, and provide the opportunity for women to discuss problems with others. The positive effects of these spaces for developing women's confidence cannot be overstated.

Malhotra (2002) This study presents a review of current theories and strategies to foster women's empowerment in the development context. It evaluates research to date, and points to areas for future study. The study defines empowerment as the ability of people to make strategic choices in areas that affect their lives. Two key factors in the process of empowerment are identified: control over resources and agency. Section one outlines the conceptual framework. Section two discusses how empowerment can be measured in practice, with an overview of various frameworks which cover economic, socio-cultural, familial, legal, political and psychological dimensions. The report argues that in practice, measuring empowerment depends on the establishment of universal standards (such as humanrights), but at the same time must allow for indicators which are sensitive to context.

Parpart et.al. (2002) Study shows it is often assumed that women's empowerment is best pursued at a local level, through grassroots participatory methods. While a welcome antidote to the development community's long-standing preference for state-led, top-down development, this focus on the local tends to underplay the impact of global and national forces on prospects

for poor people's – especially women's – empowerment. This study calls for a new approach to empowerment, which recognizes that empowerment approaches are always embedded in institutional structures and must be understood at that level. This study for a clearer understanding of power, and rejects the simple opposition between those who have power and those who do not. Instead, it is important to think about language, meanings, identities and cultural practices when considering women's empowerment. Furthermore, empowerment should be understood as a process as well as an outcome.

Pradhan, (2003) Study shows how do we decide how a woman or a group of women empowered are? Do frequently used socio-economic indicators such as education, income, and labour force participation adequately capture the concept of empowerment? Finding while these quantitative socio-economic measures of empowerment are useful indicators as a first approximation, they are not sensitive enough to capture the nuances of gender power relations. This is because quantitative methods alone are unable to capture the interactive processes through which those in a weaker position strategies ways of gaining from the unequal relationship.

Fiedrich and Jellema (2003) The study on the notion of 'empowering' poor and marginalized women has a great deal of common sense appeal. It may seem obvious that anyone would benefit from increased self-confidence, the ability to act effectively in the public sphere, to control one's income, to plan for the future. Based on a study of four adult education projects in Bangladesh and Uganda, 'indicators of empowerment' actually have little bearing on the reality of women's complex strategies for coping. The study focuses on *Reflect*, an approach to participatory adult education which aims to stimulate a wider process of change in individuals and communities. It

argues that although participatory approaches are usually presented as a fundamental break with 'top-down' models of development, aid agency reports suggest that *Reflect* participants adopt the very same attitudes and practices long promoted by the development community. There is an obvious contradiction in the uniformity of outcomes reported and development processes which are meant to have become 'participatory' and 'adapted to local needs'.

Gurumurthy (2003) Study shows the progress in technology has encouraged many in India, Bangladesh and Pakistan to see the potential of Information and Communication Technologies (ICTs) for social transformation and economic growth. Policy documents reflect the hope that software exports will contribute to growth. Governments have stated a commitment to bridge the digital divide, and to this aim have set up information technology taskforces and governance initiatives to deliver public services, and have shifted state policy from a monopolistic regime towards a competitive framework. New business models are emerging to alter the economics of hardware and connectivity, targeting rural markets. Some NGOs are using ICTs for development.

Hafez (2003) This study contends that rather than being dominated and oppressed, Islamic women are empowered as a result of their willing submission to higher levels of religious attainment. It focuses on Islamic women activists in Egypt who seek self-perfection as a means of gaining proximity to God. In the pursuit of this goal, they work to enhance the well-being of others so as to become better Muslims—organizing training sessions for women, carrying out community projects, educating women in the skills necessary for employment. Through their activism, these women are entering public spheres once exclusively occupied by men and are

highly aware that they are contesting male power. Empowerment is based not on challenging male authority but from an inner satisfaction derived from helping others. From this perspective, empowerment is not a goal but a tool or method to reach a Muslim ideal. The language of most contemporary feminist scholarship is thus inadequate to describe the work of these women and the nature of their engagement with power. These Islamic women do not see themselves as free individuals who search for independence from unjust male control, but as deeply connected to each other, to the husband and the family, and ultimately to God. Their empowerment is sought *through* these connective relations rather than despite them.

Deshmukh (2003) To study Women's empowerment does not necessarily take place when incomes are generated, when livelihoods are enhanced or when groups are formed. This is because within families and households, hierarchies and structures do not alter. In fact, public interventions which result in new social activity or new avenues of income generation can actually accentuate tensions within households. It is at such times that supplementary interventions are required. 'Gender Equity in the Family' is an experimental intervention from Andhra Pradesh, India, which uses folk theatre to highlight traditional socio-cultural norms within the family. The performances do not blame the men or the women for gender inequality but show how both those who suffer from and those that perpetrate inequality are victims of social structure. The plays, skits, songs and accompanying workshops have been well-received by entire villages and opened up debate around husband and wife relationships, mother and daughter-in-law relationships, and treatment of girl children. The intervention shows that in order to change the socio-cultural space of women in the home, other members of the household need to be involved in empowerment processes.

TownsendE. (2004) Studies on development NGOs have been accused by some of being instruments of control, domesticated by the neo-liberal project. Although the majority of women's NGOs have been co-opted to serve mainstream development agendas, such groups nevertheless bring women together away from men and create social spaces for women to set their own priorities. This space has been used for self empowerment by millions of women around the world. This can happen even where the groups are planned to be purely instrumental, in terms of income generation, most often through microfinance initiatives. Drawing on work with NGOs in Ghana, India, Mexico and Europe, the study explores various strategies deployed by 'independent thinking. NGOs' – defined as those NGOs which clearly pursue their own agendas and are particularly concerned with articulating alternative visions of society. While it is vital motto exaggerate the empowerment potential of these NGOs, these are nevertheless courageous endeavors' which deserve recognition in the North.

Sullivan (2004) This study shows much attention has been focused on transforming gender relations in the public sphere, changes in the domestic sphere have been less fully addressed in the theoretical literature. This study explores the idea of 'doing gender' understood as the interactions between men and women in the domestic sphere, which bring about transformations in gender relations. It is the interface between these daily interactive processes of change and changes at the level of ideology or 'gender consciousness' which underpins the approach proposed by this study. Women and men's day-to-day negotiations and struggles around the domestic division of labour should be understood within such a framework, as part of a wider social process that involves slow transformative changes in consciousness and practice.

Martinez (2005), To study an 'empowered woman' as women who enjoy bodily integrity has positive images of her own worth and dignity, has equitable control and influence over strategic

household and public resources, and lives in an enabling environment in which women can and do engage in collective effort. It is also crucial to ensure that women are included in every step of the research process, and have voice and influence over the questions which are asked and over the ways in which the answers are interpreted. One promising technique is peer ethnographic research, in which participants undergo training in interview and observational techniques, and are then given assignments to interview peers and observe their communities.

Grown (2005) To study how can the global community achieve the third Millennium Development Goal of gender equality and the empowerment of women? To be empowered women must have equal capabilities such as education and health, and equal access to resources and opportunities such as land and employment. However they must also have the agency to use these capabilities and resources to make strategic choices strengthening opportunities for post-primary education for girls; investing in infrastructure to reduce women's and girls' time burdens; guaranteeing women's and girls' property and inheritance rights; increasing women's share of seats in national parliaments and local governmental bodies; and combating violence against women and girls. Various countries, communities and institutions have implemented different combinations of these actions and shown good results. The problem is not a lack of practical ways to empower women but rather a lack of change on a large and deep enough scale to bring about transformation in the way societies conceive of and organize men and women's roles, responsibilities and control over resources. Essential for this kind of transformation are the mobilization of a large group people committed to the vision of a gender equitable society; the technical capacity to implement change; institutional structures and processes to support the transformation; and adequate financial resources.

Tamale (2005) African women are often seen as victims of sexual oppression, a portrayal which is both inaccurate and disempowering. This paper contests this simplistic assumption through an analysis of the institution of Ssenga among the Buganda people of Uganda. Ssenga is a form of sexual initiation, in which traditionally the paternal Aunt tutors young girls in a range of sexual matters. The institution of Ssenga can reinforce patriarchal power over women's bodies, yet it also represents new opportunities for women to challenge sexual control. Many contemporary Ssengas promote messages about women's autonomy and economic independence, and some instruction includes lessons in oral sex, masturbation and female ejaculation. Thus, in contrast to widespread representations of indigenous institutions as oppressive, traditional Ugandan institutions and customs around sexuality have been reworked by women to become potentially empowering.

UNIFEM East and Southeast Asia, (2005) This study describes UNIFEM's Regional Programme on Empowering Women Migrant Workers in Asia. Using a gender and rights-based approach, the programme sought to promote gender responsive migration policies and programmes that further the realization of women's rights; encourage sustained policy dialogue between source and destination countries to create a better environment for women migrant workers; and strengthen the capacity of women migrant workers and their organizations to access and claim their rights. Countries covered include Nepal, Indonesia, the Philippines, Sri Lanka, and Jordan. The programme has helped to create a new working contract for migrant women in Jordan; resulted in a public decision by the Nepalese Cabinet to protect and promote the rights of Nepalese migrant workers abroad; reviewed a provincial law on migration in Blitar,

Indonesia from a gender-and-rights perspective; and set up a savings and investment programme for on-site and returning women migrants in the Philippines.

Waterhouse (2005) Study Shows achievements include contribution to the opportunities for women to make their voices heard in government policy forums including locally and nationally elected bodies; increased capacity for gendered poverty analysis (e.g. through institutional support to Ministries of Gender, as well as Planning and Finance); increased capacity for gendered cost and budget analysis and formulation (e.g. through gender budgeting initiatives in Rwanda, India, Uganda); increased capacity for gender-sensitive monitoring systems (both at project level and in national processes such as poverty monitoring systems); and establishing mechanisms to ensure that women's voices are heard and that governments in particular may be held accountable to gender equality goals. The report makes recommendations for how to undertake a more systematic evaluation of this aspect of DFID's work on gender equality and women's empowerment.

Alsop (2005) Study shows Empowerment can be defined as a person's capacity to make effective choices and to transform choices into desired actions and outcomes. The extent to which a person is empowered is influenced by personal agency and opportunity structure. To determine degrees of empowerment various indicators are suggested: for agency, asset endowments - psychological, informational, organizational, material, social, financial or human; for opportunity structure, the presence and operation of formal and informal institutions, including the laws, regulatory frameworks, and norms governing behavior. The Study also presents a draft module for measuring empowerment at the country level. The module can be

used alone or be integrated into country-level poverty or governance monitoring systems that seek to add an empowerment dimension to their analysis.

Moghadam (2005) Study shows there have been many attempts to measure women's empowerment in the development field, but these have had various shortcomings. There is confusion over concepts, a lack of disaggregated data, and limited information on household dynamics. Measurements and indicators to date have focused more on civil and political rights, what are known as 'first generation' human rights, than on 'second generation' economic, social and cultural rights. In this study, empowerment is defined as a multi-dimensional process of civil, political, social, economic, and cultural participation and rights. To analyze these, a framework using six key domains is presented. These are used to assess women's participation, rights formal, and capabilities. The domains are: socio-demographic indicators, bodily integrity and health, literacy and educational attainment, economic participation and rights, political participation and rights, cultural participation and rights. Indicators include life expectancy at birth, sexual and physical abuse against women, literacy rates, amount of maternity leave, and number of feminist resources in the print and electronic media. This publication is available from Ingenta Connect by subscription.

Kabeer (2005) To study on women's access to education, share of non-agricultural wage employment and political participation – can contribute to women's empowerment. Each of these indicators has the potential to bring about immediate changes in women's lives, along with long-term transformations in patriarchal power structures. But unless provision is made to ensure that policy changes are implemented in ways that allow women themselves to participate, monitor, and hold policy makers and corporations accountable for their actions, the potential for

women's empowerment will be limited. Finding, while women's access to education may improve their chances of a good marriage, unless it also provides them with the courage to question unjust practices its potential for change will be limited. While women's access to paid work may give them a greater sense of self-reliance and greater purchasing power, if it is undertaken in conditions that damage women's health its costs may outweigh its benefits.

Opinions on the impact of microfinance are divided between those who see it as a 'magic bullet' for women's empowerment and others who are dismissive of its abilities as a cure-all panacea for development. This paper examines the empirical evidence on the impact of microfinance with respect to poverty reduction and the empowerment of poor women in South Asia. It becomes apparent that while access to financial services can and does make vital contributions to the economic productivity and social well-being of poor women and their households, it does not 'automatically' empower women. Like other development interventions such as education, political quotas, etc, that seek to bring about the radical structural transformation that true empowerment entails, microfinance presents a range of possibilities rather than a predetermined set of outcomes. Which of these possibilities are realized in practice will be influenced by a host of factors, including the extent the programmes are tailored to the needs and interests of those they are intended to reach, the nature of the relationships which govern their delivery, and the caliber and commitment of the people involved.

Mosedale (2005) When policymakers and practitioners decide that 'empowerment' usually of women or the poor is a development goal, what do they mean? And how do they determine the extent to which it has been achieved? Presumably if we want to see people empowered we consider them to be currently disempowered i.e. disadvantaged by the way power relations presently shape their choices, opportunities and well-being. If this is what we mean then we

would benefit from being better informed about the debates which have shaped and refined the concept of power and its operation. Women's empowerment has been discussed within development studies, how the concept of power was debated and refined during the second half of the twentieth century and how power relations might be described and evaluated in a particular context. A conceptual framework of empowerment is then proposed which is based on women identifying their contextualized gender constraints, and the process by which women redefine and extend what is possible for them to be and do.

Mayoux (2006) Studies shows Women's access to microfinance services have significantly increased over the past two decades. By enhancing women's ability to earn an income, these programmes have the potential to initiate a series of 'virtuous spirals' of economic empowerment and increased well-being for women and their families. For example, high repayment levels by women do not necessarily indicate that they have used the loans themselves. Men may take the loans from women, or women may choose to invest loans according to men's priorities. Likewise, high demand for loans by women may be a sign of social pressure to access resources for in-laws or husbands rather than an indicator of empowerment. Where women are unable to negotiate changes in intra-household and community gender inequalities they may become dependent on loans to continue in low paid occupations with heavier workloads. However, these shortcomings should not discourage microfinance programmes being undertaken. The experience of current innovations in many programmes indicates a range of ways in which contribution to women's empowerment can be increased. The study need to provide services to reduce the burden of unpaid domestic work on women, including childcare, and to ensure that repayment schedules and interest rates reflect the reality of women's economic activities and life cycles.

Julia (2010), Study shows that social and cultural norms are present in regard to determining women's status within the household and the role she has in society. The findings in this thesis support policies which have been used to empower women in India, e.g. promoting education and delaying age at marriage (with an exception of decision-making in the household in Uttar Pradesh). Differences in determinants of women's empowerment shows that there is not a one-model-fits-all, instead, policies need to be directed towards institutional change and be particularly focused on shaping social norms.

Suguna (2011), Studied that women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life.

Jitendra (2013), found in his studies on Women education in India that major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. To know the present position of women education, this study concluded that the rate of women education is increasing.

Sharma (2014), analyzed the current status of Indian women with other countries of the world realised that Indian women generally faced all types of barriers to success like illiteracy, domestic violence, lack of motivation and support and many more. India is country where man dominance in the society prevails. It is very essential for the harmonious development of the country that women should go hand by hand and shoulder to shoulder with men. And for empowering the women, higher education will play a vital role.

CHAPTER III

RESEARCH METHODOLOGY

Research refers to a careful study of a subject, especially in order to discover new facts or information about any branch of knowledge. It is a scientific and systematic search for pertinent information on a specific topic.

Research design is the planning, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. It enables the researcher to answer research questions in validity and objectively, as far as possible, accurately and economically. It is an arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The choice of the appropriate approach and design in a particular research depends on the special characteristics and availability of the sample nature of measuring instruments and the restraints on the manipulation of variable involved.

The present chapter deals with the method, population and sampling technique employed for the study, sample, size, tools used, administration of the tools, i.e., the process of data collection and decision regarding data analysis.

3.1 Methodology

The present study belongs to the category of descriptive field survey type of research and includes composite characteristics of causal comparative survey research.

3.2 Population

All the women of Gorakhpur District are the population of this study.

District: Gorakhpur

Founded 1774 AD

Government

- **Type** Mayor Council
- **Body** The Gorakhpur Municipal Corporation
- **Mayor** Dr. Satya Pandey

Commissioner of Police Shri. Rakesh Kumar Ojha(IAS)

Area

- **Total** 5484km²

Elevation 84m (276ft)

Population (2011)

- **Total** 4,440,895
- **Rank** 16th
- **Density** 1,337/km² (3,460/sq mi)

Language

- **Official** Hindi

Time Zone IST (UTC+5:30)

PIN 27300x

Telephone Code +91-551

Vehicle Registration UP-53

Sex Ratio 1000/944 ♂/♀

Website gorakhpur.nic.in

Location

The district of Gorakhpur lies between Lat. 26°13'N and 27°29'N and Long. 83°05'E and 83°56'E. The district occupies the north-eastern corner of the state along with the district of Deoria, and comprises a large stretch of country lying to the north of the river Rapti, the deep stream of which forms its southern boundary with the Azamgarh district. On the west Basti and east adjoins Deoria and the Chhoti Gandak Nadi and further south the Jharna Nala forms the dividing line. To the north it meets with Maharajganj, Kushinagar and Nepal. The city is 270 km distant from state capital Lucknow.

Demographics

In 2011, Gorakhpur had population of 4,440,895 of which male and female were 2,277,777 and 2,163,118 respectively. In 2001 census, Gorakhpur had a population of 3,769,456 of which males were 1,923,197 and remaining 1,846,259 were females. Gorakhpur District population constituted 2.22 percent of total Uttar Pradesh population. In 2001 census, this figure for Gorakhpur District was at 2.27 percent of Uttar Pradesh population. There was change of 17.81 percent in the population compared to population as per 2001. In the previous census of India 2001, Gorakhpur District recorded increase of 22.94 percent to its population compared to 1991.

3.3 Sample and sampling techniques:

Distribution of sample size:-

Table No. 3.1:-

S.No.	Locality	No of women	Educated	Uneducated
1.	Urban	250	220	30
2.	Rural	250	100	150
	Total	500		

Selection of areas: Gorakhpur, district has been selected purposely.

Table No. 3.2:-

	Urban	Members	Rural	Members
Areas	Civil Lines	25	Ahir tola	50
	Town Hall	75	Jagdishpur	60
	Golghar	40	Jamnahiya	45
	Suraj Kund	60	Jahidabad	60
	Ali Nagar	50	Janpriya vihar	35
Total		250		250

In the education research programme rural area was taken in which 5 villages of humayunpur were selected for the study (Gorakhpur District of U.P.). The sample consists of 250 women members those were called randomly from each group, members were selected.

In urban area study was conducted from each area samples were randomly selected.

Description of sampling procedure:

The sample of the present study comprised of 500 women in Gorakhpur district,

For selecting the sample of the present study, cluster sampling technique was implied. List of educated women i.e. Urban and rural areas has been prepared. Among these 220 educated women in urban and 100 educated rural women and uneducated women were 30 in urban area and 150 uneducated women were randomly selected from the list in such a manner that represents all the areas.

For present study following tool was used-

Validity

By filling in the questionnaires.

Questionnaire

1. Name of the respondent
2. Address of the respondent.....

3. Age:.....
4. Gender: 1 = Male 2= Female.
5. Marital Status : 1 = married. 2= unmarried, 3=divorced, 4=widow, 5=widower
6. Caste – 1= General, 2=Backward yadav, 3= Backward dhobi, 4=backward others,
5=SC/ST, 6= other
7. Educational status : 1= Illiterate, 2=Primary, 3=JHS, 4= HS, 5= Inter, 6=Graduate,
7. Certificate course, 8. Diploma ,9. P.G. and Above
8. Monthly family income: 1= Below Rs. 500/-, 2 = Between Rs. 501-1000, 3= Between
Rs. 1001-1500, 4= Between Rs. 1501-2000, 5= Between Rs. 2001-2500, 6= Between
Rs. 2501-3000, 7= Above Rs. 3001
9. Sources of income (tick more than one if appropriate)
 1. Daily Wages, 2. Monthly Salary, 3. Agriculture Income (from own land), 4. Animal
Husbandry. 5. Petty shop, 6. Income from SHGs, 7. Loan from moneylenders.
8. Loan from banks.
10. Type of Family: 1= Joint Family, 2= nucleus family, 3= extended family
11. Family Size
12. Occupation of Respondent: (tick more than one if appropriate)
 1. Daily Wage Earner, 2. Household, 3. Farmer, 4. Animal Husbandry
13. Access to Education Before Joining the group : 5=Very much , 4= much, 3=
somewhat, 2= little, 1= not at all,
After joining the group : 5=Very much , 4= much, 3= somewhat, 2= little, 1= not at all,
14. Control over education before joining the group : 5=Very much , 4= much, 3=
somewhat, 2= little, 1= not at all,
After joining the group : 5=Very much , 4= much, 3= somewhat, 2= little, 1= not at all,
15. Do you have decision roles in the family :

16. Before joining the group : 5=Very much , 4= much, 3= somewhat, 2= little, 1= not at all,
17. After joining the group : 5=Very much , 4= much, 3= somewhat, 2= little, 1= not at all,
18. Type of issues on which decision roles are had.
1. Education 2. Occupation , 3. Marriage, 4. Number of children, 5. Use of family planning methods, 6. Perches of household items,
19. If you are the member of the Gram Panchayat what is your role?
1=Education, 2= Health, 3= development, 4= Agriculture, 5= Security committee
6= ward member.
20. Do your group member support you in your family decisions? 1= very much, 2= much, 3= somewhat, 4= little 5= Never
1. Do you cast your vote in the elections regularly? 1= very regularly, 2= regularly, 3= somewhat regularly, 4= more or less regularly 5= not at all regularly.
2. Do you go outside your home to visit any relative of your family ? 1= very often, 2= often 3= sometimes, 4=rarely 5= never.
23. Does your group feel like home? 1= Yes,, 2= No.
24. Can you get help from friends when you need it? 1= Yes, 2= No.
25. If you were a mother of a small child and needed to go out to a while, would you ask a neighbour for help? 1= yes, 2= no.
26. Have you visited a neighbour in the past week? 1= yes, 2= no.
27. When you go shopping in your local area do you likely to run into friends and acquaintances? 1= yes, 2= no.
28. Are our workmates also your friend? 1= yes, 2= no.
29. Do you feel part of a team at work? 1= yes, 2= no.
30. Do you feel valued and important in the society? 1= yes, 2= no.

Reliability and Validity: For the determination of the reliability the questionnaire was administered to 220 educated women in urban area and 100 educated women in rural areas and split half reliability has been calculated. The reliability obtained was 0.82.

The scale may be considered valid because of the manner in which it has been constructed. It has sufficient degree of content and concurrent validity. The present tool was shown to several experts in the field of education and social science for each item to be reviewed and checked for the face validity. These experts showed 100% satisfaction with the items. The validity value obtained was 0.71.

Scoring- The scoring system of the inventory is very simple. As mentioned earlier, each item has two responses i.e. yes or No. for the subjects, response of Yes, score of 2 should be given and in case of No response 1 score should be given. For getting urban women scores and rural women scores, the above scoring procedure should be applied for the following items separately.

- (i) For Urban women Scores, items are (Total number of items 250).
- (ii) For Rural women Scores, items are (Total number of items 250).

Data collection: -

In the education research programme, rural area was taken in which 5 villages from Humayunpur were selected for the study (Gorakhpur District, U.P.). The sample consist of 250 women members and were called randomly from each group, average 50 members were selected.

After being prepared with the required tools and materials for the study, the administration of questionnaires was completed before the actual administration of the questionnaire; proper report was established with the subjects. They were informed about the objectives of the study. They were told that questionnaire would not measure their abilities but would assess the general orientation of their personality and interest. They were first asked to fill in the personal information sheet. Then they were asked to read the instructions carefully so they would not experience difficulty in responding to the various items of the scales. In spite of this if they felt so, then the meanings of the sentences that they found hard to understand, were clarified. The questionnaire developed on education on the empowerment of women by self. This order of

presentation of tools was the same for all subjects. Accepts for a few women, most responded properly according to the given instructions. Although there was no time limit specified for the filling in the questionnaires, most of the women completed it in specified time. The interview is at liberty to vary the sequence of questions, to explain their meaning to add additional ones and even to change the wording. In formal interview is conversation between interview and respondent with the purpose of eliciting certain information from the respondent. Three basic condition for a successful interview are accessibility of the required information by the respondent of what is required of him, and the women on the part of the respondent to answer the questions accurately which includes his decision to answer the question honestly and accurately.

Statistical Analysis:

Analysis is categorized into descriptive analysis and inferential analysis. Inferential analysis is also known as statistical analysis. There are two major types of statistical distributions. The first type has a discrete random variable. This means that every term has a precise, isolated numerical value. The second major type of distribution has a continuous random variable. In this situation a term can acquire any value within an unbroken interval or span. Such a distribution is called a probability density function. All the devices were used in accordance with the nature and distribution of data. The obtained data on the three tools administered were analyzed using descriptive statistics like %, frequencies, and non parametric analysis. Y-square for analyzing the opinion of women. The results obtained on the basis of the analysis of data were presented in chapter 4.

Statistical Techniques

The main purpose of the study was to compare the social competence and educational achievement of adolescents of working and nonworking mothers. The data obtained on social competence and educational achievement for Urban and Rural areas, English and Hindi medium and Male and Female students were tabulated separately. Statistical measures Mean, SD, t and Correlation were used to analyse the data.

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

N

Where

\bar{X} = Mean

$\sum X$ = the sum of score

N = Total number of samples

The value of Standard Deviation was used to measure the spread of scores.

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

The t-test was applied to test the difference between two groups of working and nonworking mothers, rural and urban areas, English and Hindi medium schools and male and female students

$$t = \frac{M_1 - M_2}{\frac{\sigma_d}{d}}$$

Where

$M_1 - M_2$ = the difference between two means

$\frac{\sigma_d}{d}$ = standard error of difference between two means

Where

$$\sigma_d = \sqrt{\frac{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}{d}}$$

The standard deviation (for a sample) is defined symbolically as

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

CHAPTER IV

Result and Discussion

The present chapter deals with objective wise result of data analysis in a systematic and scientific manner and using appropriate statistical techniques.

Table 4.1(a)- Women Education in Urban & Rural area.

Education (Qualification)	Urban Women	Urban Percentage (%)	Rural Women	Rural Percentage (%)
High School	30	12%	40	16%
Intermediate	60	24%	20	8%
U.G.	65	26%	20	8%
P.G.	85	34%	10	4%
Illiterate	10	4%	160	64%
Total	250	100%	250	100%

The table no.4.1(a) show that 12% of women formally qualified in high school in urban area and 16% in rural areas, 24% qualified in intermediate in urban area and 8% in rural area, 26% qualified in UG in urban area and 8% in rural area, 34% in PG in urban area and 4% in rural area, whereas 4% are illiterate in urban area and 64% in rural area.

Objective 1- To study the level of education of women in urban and rural areas of Gorakhpur district.

Hypothesis 1- There is a no significant difference in the level of education of women in urban and rural areas of Gorakhpur district.

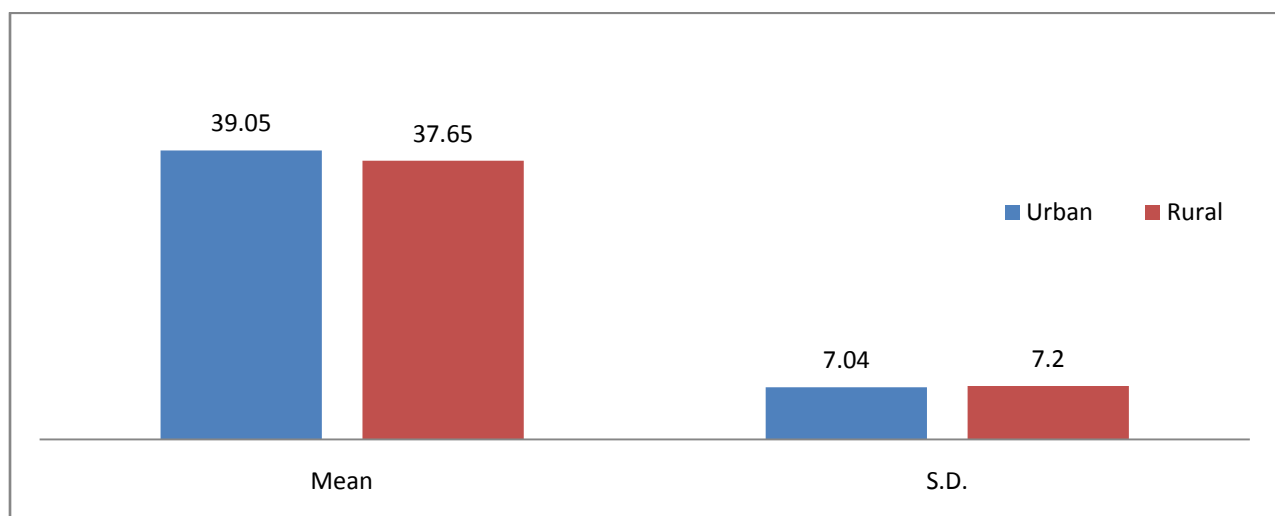
Table 4.1(b)- Showing Mean, S.D. and t-value of education of women of urban and rural area of Gorakhpur district.

Empowerment of women	Area	N	Mean	S.D.	t-value
	Urban	250	39.05	7.04	2.00
	Rural	250	37.65	7.20	

*Significant at 05 levels.

Observation of the table 4.3.1 shows that mean and S.D. of education of women in urban and rural area are 39.05, 7.04 and 37.75, 7.20 and calculated t-value is 2.00 is greater than the table value of 1.96 at 0.5 level. This indicates that there is significant difference in the level of education of women in urban and rural area. The direction of the difference was in favour of urban women. So the null hypothesis is rejected here as there is significant difference between the level of education of women in urban and rural area. It means there is better education in urban women. Probable reason for this result may be due to literacy awareness is more prevalent in urban areas.

Fig. 4.1- Showing mean and SD of education score of urban and rural area of women.



Objective 2- To study the role of education in women empowerment in urban and rural areas on the basis of caste distribution of Gorakhpur district.

Hypothesis 2- There is a no significant difference in the level of education of women in urban and rural areas on the basis of caste distribution of Gorakhpur district.

Table 4.2(a)- level of education on the basis of caste

Caste Distribution /level of education	Urban	%	Rural	%
General	135	64%	25	10%
SC	40	16%	150	60%
ST	25	10%	10	4%
OBC	50	20%	65	26%
Total	250	100%	250	100%

The table no.4.2(a) shows the level of education on the basis of caste distribution of women in rural and urban area of Gorakhpur district. This shows that 64% formally qualified in general category in urban area and 10 %in rural areas, 16% qualified in SC in urban area and 60% in rural area, 10% qualified in ST category in urban area and 4% in rural area, 21% in OBC category in urban area and 26% in rural area.

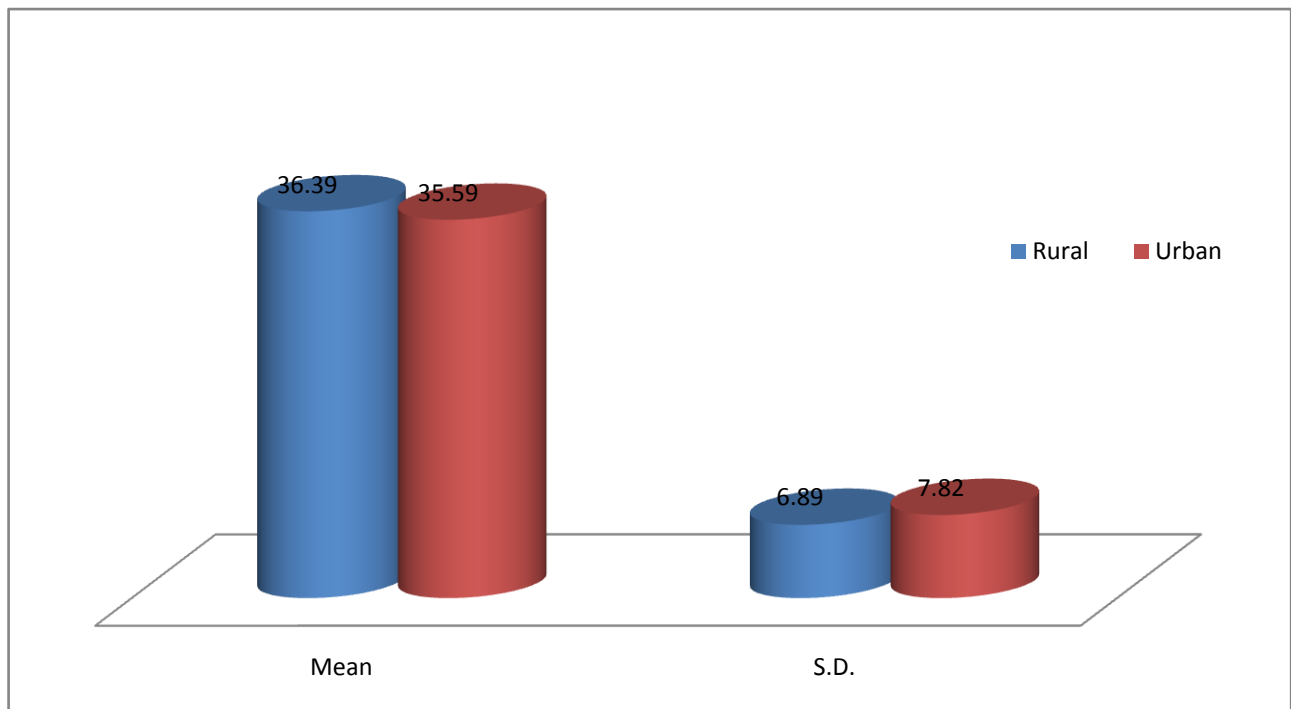
Table 4.2(b)- Showing Mean, S.D. and t-value Level of education on the basis of of caste distribution of women of urban and rural area of Gorakhpur.

Empowerment of women	Caste distribution of women	N	Mean	S.D.	t-value
		350	36.39	6.89	1.01
		150	35.59	7.82	

*Significant at .05 levels.

Observation of the table 4.4 shows that mean and SD of caste distribution of women education and empowerment in rural and urban area are 36.39, 6.89 and 35.59, 6.82 and calculated t-value is 1.01 this calculated t-value is less than the table value 1.96 at .05 levels. This indicates that there is no significant difference in the caste distribution of women education on the empowerment in urban and rural area. So the null hypothesis is accepted as here there is no significant difference of working and non-working women in urban and rural area of Gorakhpur District. Probable reason for this result may be facilities provided by the government. . This study was supported by the findings of **Mutalik, Swati 1991**.

Fig. 4.2- Showing Mean and SD of caste distribution of women education on the empowerment in urban and rural area of Gorakhpur district.



Objective 3. To study the role of education of women on women empowerment on the basis of marital status of Gorakhpur district.

Hypothesis 3. There is no significant difference in the role of education in the empowerment of women on the basis of marital status of Gorakhpur district.

Total 4.3(a)- Educational level in Rural & Urban married and unmarried women.

	Married /		Unmarried		Total	Percentage (%)
	Literate	Illiterate	Literate	Illiterate		
Urban	90	10	150	&	250	
Percentage (%)	36%	4%	60%	0		100%
Rural	23	90	67	70	250	100%
Percentage (%)	9.2%	36%	26.8%	28%		

To find the difference and compare the attitude towards empowerment of working and non working women in the society was based on the finding of marital status of women in urban and rural area, type of family in which women lives and her contribution in family involved in various occupation monthly income and social status or cast distribution. It was found that the level of education in urban and rural married and unmarried women 36%, 9.2% and 60%, 26.8% in unmarried women higher percentage of education was found in urban married and unmarried followed by illiteracy in higher percentage of married rural women.

The second sub objective of the third main objective was comparing the education of women in urban and rural of Gorakhpur. In order to find out whether here exists any significant difference in the education of women in urban and rural area of Gorakhpur district descriptive analysis frequency count and percentage are calculated.

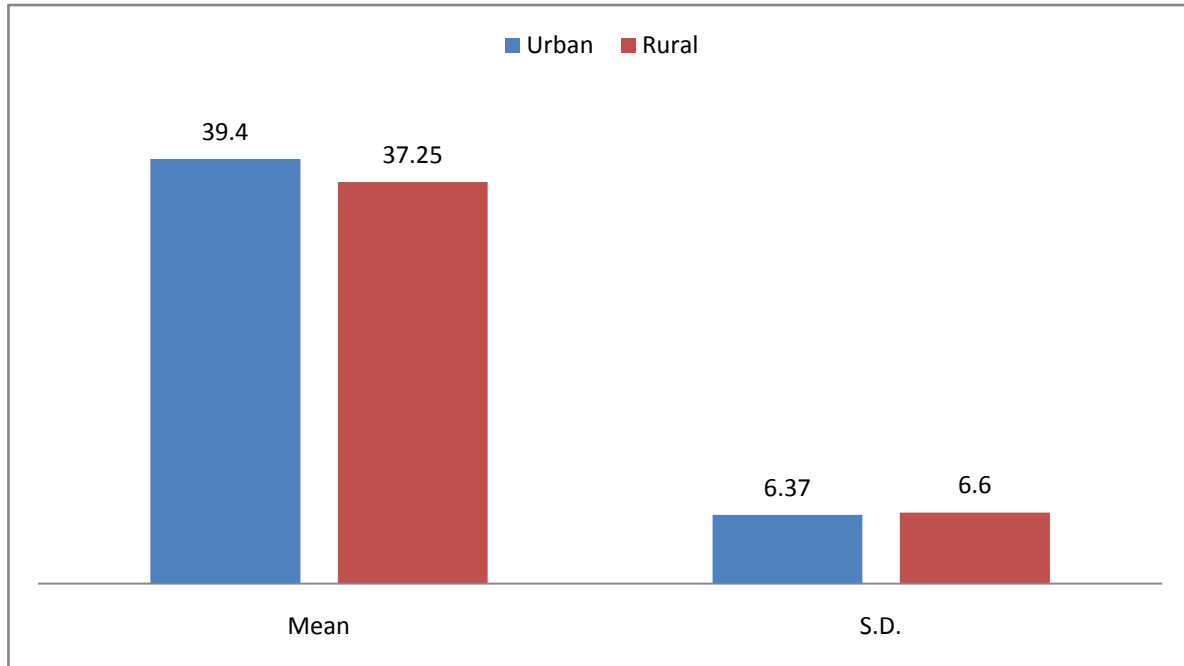
Table 4.3(b)- Showing Mean, SD and t-value of married and unmarried women in urban and rural area of Gorakhpur.

Empowerment of women	Marital Status	N	Mean	S.D.	t-value
	Married	250	39.40	6.37	3.71
	Unmarried	250	37.25	6.60	

*Significant at 0.05 levels.

Observation of the table 4.3.2 shows that mean and S.D. of married and unmarried women in urban and rural area are 39.40, 6.37 and 37.20, 6.60 and calculated t. value is 3.71 this calculated t-value is greater than the table value at .05 level. This indicates that there is significant difference in the married and unmarried women in urban and rural area. The direction of the difference was in favour of unmarried. So the null hypothesis is rejected here as there is significant difference between empowerment in married and unmarried women in urban and rural area of Gorakhpur District. Probable reason for this result may be there is lack of facilities and tradition hinders education in rural areas. This study was supported by the findings of **Kantamma, K. 1990**

Fig 4.3- Showing Mean and SD of score of married and unmarried women in urban and rural area.



Objective 4(a)- To study the role of education of working and non working women on women empowerment of Gorakhpur district.

Hypothesis 4(a)- There is no significant difference in the role of education of working and non working women on women empowerment in urban and rural area of Gorakhpur district.

Table 4.4(a)- Depicts the working and non-working women in urban and rural areas.

Working	Urban	(%)	Rural	(%)	Total
Govt.	65	26%	10	4%	
Private	130	52%	105	42%	100%
Non-working	55	22%	135	54%	100%
Total	250		250		

Table no. 4.4(a) shows that working and non working percentage in urban and rural areas was compared and found that in urban area women working in private sectors are higher in

percentage with 52% as compared to working in govt. Sector was 26%, while in urban area the percentage of nonworking women is 22% while in rural area non working women have higher percentage with 54% .

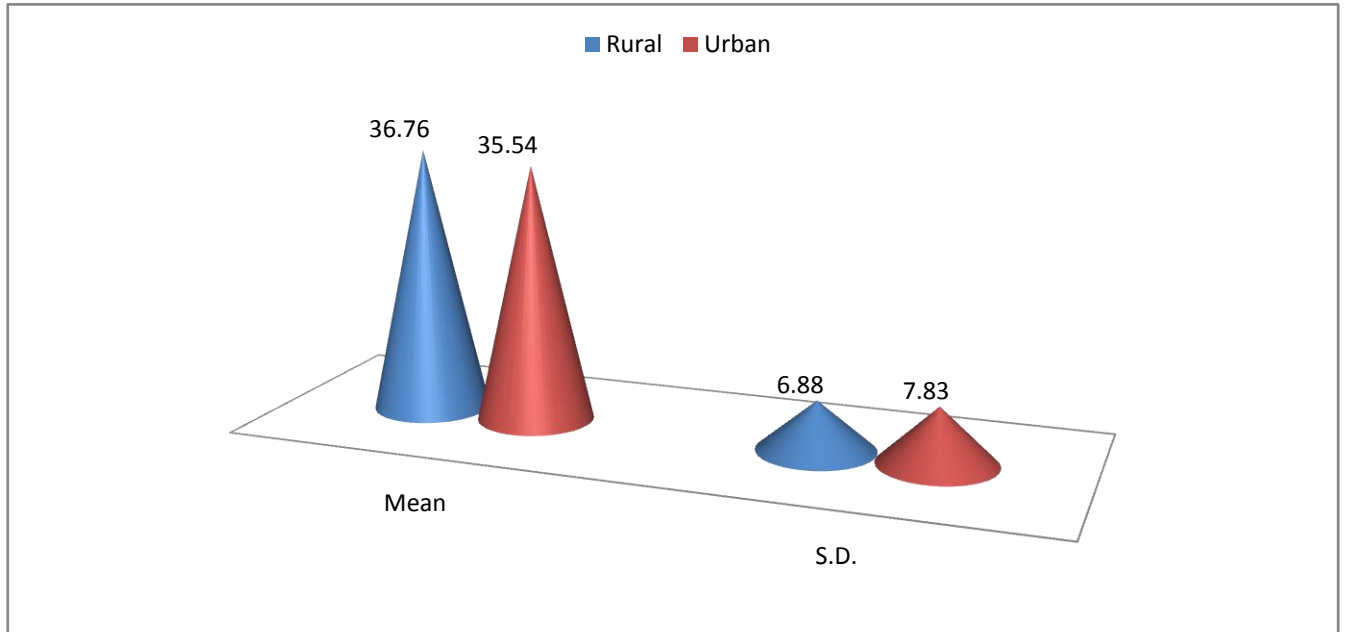
Fig. 4.4(b)- Showing Mean, S.D and t-value of working and non-working women in Urban and rural area of Gorakhpur.

Empowerment of women	Employment Status	Area	N	Mean	S.D.	t-value
	Working /non working	Rural	250	36.76	6.88	1.80
		Urban	250	35.54	7.83	

*Significant at .05 levels.

Observation of the table 4.3.3 shows that mean and SD of working and non-working women in urban and rural area are 36.76, 6.88 and 35.54, 7.83 and calculated t- value is 1.80. This calculated t-value is less than the table value 1.96 at .05 level. This indicates that there is no significant difference in the empowerment of women in working and non-working women of urban and rural areas. So the null hypothesis is accepted as there is no significant difference in the empowerment of women in working and non-working women in urban and rural area of Gorakhpur District. Probable reason for this result may be awareness in most of the sample. This study was supported by the findings of **Nelly P. Stromquist 1993**.

Fig. 4.4- Showing Mean and SD of working and non-working women in Urban and rural area of Gorakhpur.



Objective 4(b)- To study the role of education on the empowerment of women on the basis of type of family in urban and rural area of Gorakhpur district.

Hypothesis 4(b)- There is no significant difference in the role of education on the empowerment of women on the basis of type of family in urban and rural area of Gorakhpur district.

Table 4.5(a)- The education of women belonging to nuclear and joint of family

Type of family	Size	Urban	%	Rural	%
Nuclear	2-5	135	54%	105	42%
Joint	3-7	115	46%	145	58%
Total		250		250	

The table no. 4.5(a) shows the percentage of education of women belonging to nuclear and joint of family is 54% and 46% respectively in urban area while in rural area education of women in joint family is higher in percentage with 58% as compared to 54% in nuclear family of urban area.

Table 4.5(b) - Showing Mean , SD and t-value of education type of family on the empowerment of women in urban and rural area of Gorakhpur.

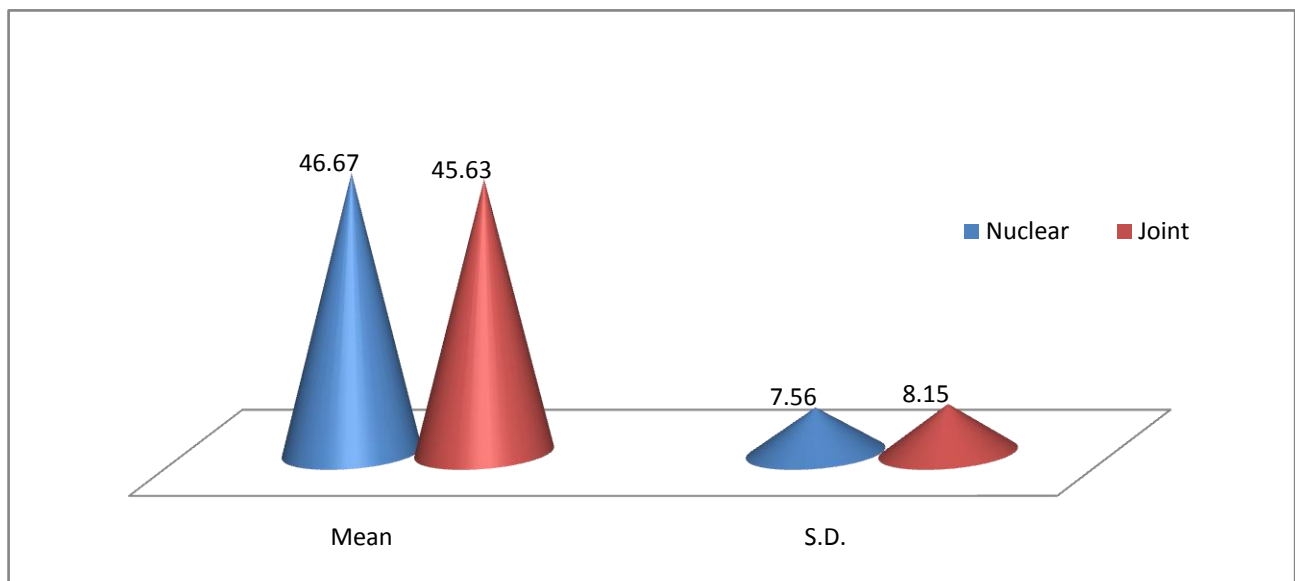
Empowerment of women	Type of Family	N	Mean	S.D.	t-value
	Nuclear	250	46.67	7.56	1.61
	Joint	250	45.63	8.15	

*Significant at 0.5 levels.

Observation of the table 4.2.4 shows that mean and SD of education type of family empowerment of women in urban and rural area 46.67, 7.56 and 45.63, 8.15 and calculated t-

value is 1.61. This calculated t-value is less than the table value 1.96 at .05 level. This indicates that there is no significant difference in the education of type of family of women in urban and rural area. It means there is similar education on the empowerment in Nuclear and Joint family. So the null hypothesis is accepted as there is no significant difference in the type of family education on the empowerment of women in both areas of Gorakhpur District. Probable reason for this result may be due to support by the family members. This study was supported by the findings of **Sharma, Harsh 1992**.

Fig. 4.5- Showing Mean and SD of type of family education on the empowerment in nuclear and Joint family of Gorakhpur.



Objective 4(c). To study the role of education on women empowerment on the basis of monthly income of women in urban and rural area of Gorakhpur district.

Hypothesis 4(c). There is no significant difference in the role of education on women empowerment on the basis of monthly income of women in urban and rural area of Gorakhpur district.

Table 4.6(a)- The education of women according to their monthly Income in Urban and rural area.

Monthly Income	Category	Urban	%	Rural	%
1001-1500	Daily wage	25	10%	105	43%
2001-2500	Govt. (Monthly)	65	26%	35	14%
2501-3000	Private	75	30%	65	26%
3001-5000	Other	85	34%	45	18%
	Total	250		250	

Table no. 4.6(a) shows that in urban area women monthly income in other job are higher in percentage with 34% as compared to private job was 30%, while in rural area women have higher percentage with 43% in daily wages.

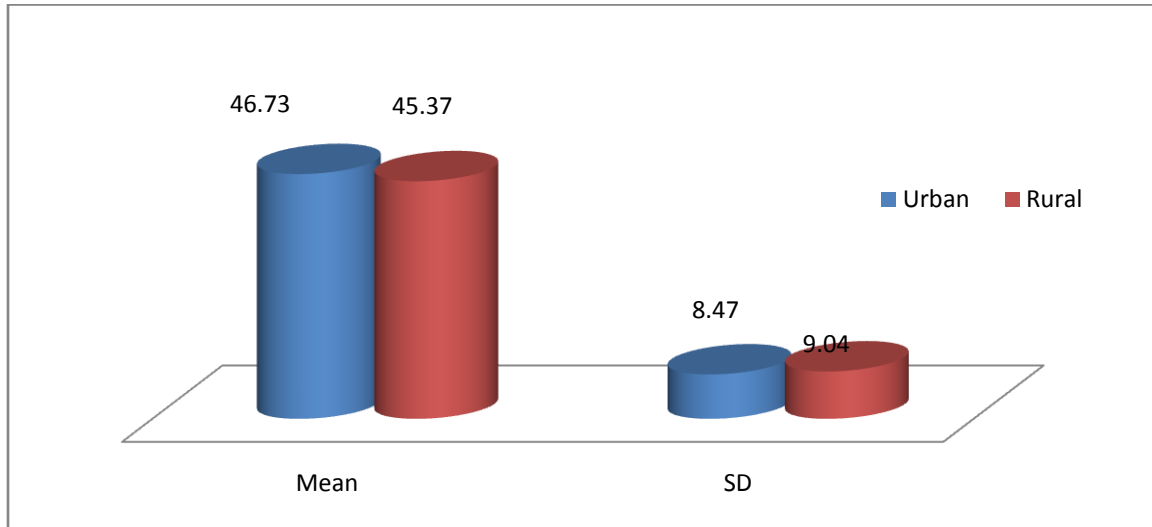
Table 4.6(b)- Showing Mean, SD and t-value of monthly Income of urban and rural area of women in Gorakhpur District.

Empowerment of women	Area	N	Mean	SD	t-value
	Urban	250	46.73	8.47	1.91
	Rural	250	45.37	9.04	

*Significant at .05 levels.

Observation of the table 4.6.1 shows that mean and S.D. of monthly Income of urban and rural area of women are 46.73, 8.47 and 45.37, 9.04 and calculated t-value is 1.91. This calculated t-value is less than the table value 1.96 at .05 levels. This indicates that there is no significant difference in empowerment of women on the basis of monthly income of women in urban and rural area of Gorakhpur. So the null hypothesis is accepted as there is no significant difference **in** empowerment of women on the basis of their monthly income in both areas of Gorakhpur District. Probable reason for this result may be opportunities in urban areas are higher than rural areas. This study was supported by the findings of **Nelly P. Stromquist 1993 & Avinashingam 1970.**

Fig 4.6 Showing Mean and SD of monthly Income of urban and rural area of Gorakhpur district.



CHAPTER V

SUMMARY AND CONCLUSION

5.1 Introduction

The educational development has been a major concern for all those involved in building a society based on universal values of justice, equity, freedom, peace, harmony, fraternity etc. An analysis of the present education will reveal the great gap between the ideal society our father of the Nation and other stakeholders had visualized and the actual education where we live and interact. In spite of the ideals of a dream society, the gap and divide between the rural- urban, rich- poor, male- female, lower- higher categories of people has not been reduced, much less than removed. As a result, there is growing discrimination and violation of human rights, resulting in the inhuman conditions and marginalization of sections of people. Even after Independence and years of planed development, the fruits of the development have not percolated or trickled down to these marginalized sections.

A proper perspective and correct understanding of the multifarious aspects of developments and the implications of empowerment of women through education have to be analyzed in detail to correct these distortions in our country and elsewhere. The will enable to get awareness on correct notions and perspective on development and women empowerment and thereby facilities the marginalized sections to regain their lost human dignity and rights to have a meaningful existence. It is essential to analyze these issues in detail scientifically, using educational research methodologies and tools.

Educational research programme had been prepared to analyze the issue of rural development and the empowerment of the marginalized and develop a conceptual and practical understanding of a development paradigm in the form of educational reform. The concept of education has been understood and explained as a paradigm shift in development approaches. Various development strategies have been tried by Govt. as well as Non-Govt. Agencies to bring development of the weaker sections and areas. But most of these effects have been found futile or outdated or useless to the poor. A new strategy based on awareness of the poor, increasing their capacities for analyzing the educational situations with a critical outlook organizing

themselves in to groups and networks on the basis of trust and mutual cooperation, their collection efforts to achieve their rights, sense of dignity, self-respect, confidence and many universally acclaimed values has been found a better option in the context of integrated, participatory and sustainable development. This process alone can give the avenues for the women to empower themselves and build a better society in which all are included in the steps of building educational infrastructure. Thus the concept of educational infrastructure can include a variety of activities to cover up all the above mentioned aspects of women empowerment.

A questionnaire was prepared and data was collected based on the interviews and observations made during the interviews. The collected data had been tabulated and analyzed using the SPSS computer package. The relevant data have been incorporated in the respective chapters. Appropriate Table, Diagrams, Pictures, Maps etc. have been added present the data understandable. Explanations have been added to the data to substantiate the theories and the facts. We selected Gorakhpur district and the study of urban and rural area of Humyunpur in Gorakhpur district.

In “Towards Equality Report”. Education is recognized as a major instrument of social change Understanding the “ambivalence between the traditional and the new attitudes on women’s education is essential.” For only then are can examine. “The progress of women’s education in this country because it has an impact on academic planning, allocation of resources and development of values in society for both man and women.”

As stated above all policy documents articulated the governments concern to promote the education of women and children who constitute are half of the human resource of this country. Not with standing this, the educational status of women in poor as revealed by the gender gaps. This has a profound impact on the development of the country and can be broadly examined at two levels.

1. Unequal representation of women at the levels of educations.
2. Poor representation of women at decision making levels.

Education as a right has always been the privilege of the powerful whether it is the higher castes, upper classes, urban and rural women for that matter. After five decades of independence, India is still plagued by the problem of housing the largest number of illiterate women in the

world. For the past five decades, the gap in the literacy rates of men and women still persist and has not shown an indication of reducing. The recent statistics show that more than 50% of girl children are not enrolled in primary schools. More than two thirds of girls are denied the right to education from grade 5 onwards. The thirty odd percentages that access higher education are concentrated in female oriented courses. Ones in which the employment opportunities are lower and the remuneration comparatively less than those accessed by men.

At all levels of educational institutions the representation of women in decision making bodies is negligible leading to little impact on gender issues. The need for critical numbers of women in decision making bodies has been identified and illustrated in connection with reservation for women in decentralized governance Lack of education even in terms of basic literacy operates as a major impediment in their participation in other fields of employment or public life. Their poor literacy has also acted as a serious handicap for women accessing their right to participation in the political field bestowed on them through the 73rd and 74th Amendment to the Constitution. The gains in educating a woman are multifold and would significantly contribute to the development of a country both directly and indirectly.

5.2 Statement of the problem:

The Role of Education on the Empowerment of Women in Gorakhpur District.

Objectives of the Study:-

To study the status of women in Gorakhpur district in relation to-

- To study the level of education of women in urban and rural areas of Gorakhpur district.
To study the level of education of women in urban and rural areas on the basis of caste distribution.
- To study the role of education on women empowerment on the basis of marital status.
- To study the role of education of working and non working women on women empowerment.
- To study the type of family on the empowerment of women in urban and rural area of Gorakhpur district.
- To study the monthly income of women in urban and rural area of Gorakhpur district.

Hypotheses:-

The level of education will affect significantly the empowerment of women in relation to-

- There is a no significant difference in the level of education of women in urban and rural areas.
- There is a no significant difference in the level of education of women in urban and rural areas on the basis of caste distribution.
- empowerment on the basis of marital status.
- There is no significant difference of working and non-working women in urban and rural area of Gorakhpur district.
- There is no significant difference the type of family education on the empowerment of women in urban and rural areas of Gorakhpur district.
- There is no significant difference of the monthly income of women in urban and rural areas of Gorakhpur district.

DELIMITATIONS

1. This study is limited to 250 educated women and 250 uneducated women in Gorakhpur district.
2. This study is conducted on only 500 women in Gorakhpur district.
3. This study is limited to urban and rural areas of educated and uneducated women.

Findings

- There is significant difference in the level of education of women in urban and rural area. The direction of the difference was in favour of urban women. So the null hypothesis is rejected here as there is significant difference between the level of education of women in urban and rural area. It means there is better education in urban women.

- There is no significant difference in the caste distribution of women education on the empowerment in urban and rural area. So the null hypothesis is accepted as here there is no significant difference of working and non-working women in urban and rural area of Gorakhpur District. Probable reason for this result may be facilities provided by the government.
- There is significant difference in the married and unmarried women in urban and rural area. The direction of the difference was in favour of unmarried. So the null hypothesis is rejected here as there is significant difference between empowerment in married and unmarried women in urban and rural area of Gorakhpur District. Probable reason for this result may be there is lack of facilities and tradition hinders education in rural areas.
- There is no significant difference in the empowerment of women in working and non-working women of urban and rural areas. So the null hypothesis is accepted as there is no significant difference in the empowerment of women in working and non-working women in urban and rural area of Gorakhpur District. Probable reason for this result may be awareness in most of the sample.
- There is no significant difference in the education of type of family of women in urban and rural area. It means there is similar education on the empowerment in Nuclear and Joint family. So the null hypothesis is accepted as there is no significant difference in the type of family education on the empowerment of women in both areas of Gorakhpur District. Probable reason for this result may be due to support by the family members.
- There is no significant difference in empowerment of women on the basis of monthly income of women in urban and rural area of Gorakhpur. So the null hypothesis is accepted as there is no significant difference in empowerment of women on the basis of their monthly income in both areas of Gorakhpur District. Probable reason for this result may be opportunities in urban areas are higher than rural areas.

5.8 Educational Implications of the study:

1. Findings of the present study indicate that the women should be encouraged and guided to find solutions to their different education problems and become well adjusted individuals.

2. Women must be taught to think logically and critically about what they know go hand to hand with helping them to master particular academic skills.
3. The study will be helpful for women to adjust well at home school, society and their community.
4. The study will be helpful for families to understand the adjustment problems of their children and relate well to them.
5. The study will contribute to the education system in dealing with the empowerment problems of women and enhance their achievement.

5.9 Suggestions for further Researches:

- This study can be conducted on the women of other districts also.
- A study can be conducted on a large sample.
- A study can be conducted on women of cross cultural states.
- Different variables like mental health , gender inequality, vocational interests etc. can be studied along with women empowerment.

Conclusion

This study concludes that mostly gender barriers still continue particularly in rural areas. Research area covers more number of rural areas. Due to current socio economic constrains in rural area, the potential of women have not been fully utilized and further pushed back into the social hierarchy. Most of the educated women feel that, they can able to achieve more than men. But inbuilt idea that women are capable of doing less work than men and less efficient than men. The lack of education becomes the obstacles in getting empowerment. Taking an overview of all the above aspects, we come to know that the transformation is very much needed, accepting at the same time that its pace may be less than the desired pace. For giving this process a momentum, education is indispensable. Hence, if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

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