

## A Review on Relationship between Literacy and Empowerment of Women in India

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### Abstract

India in its Globalisation era boasting about its Nuclear Power and Information technology. Higher education is continuing to be a luxury even for the middle class. The dual status for men and woman is continuing. In 2001, Indian male literacy rate was 75.96% whereas the female literacy was just 54.28%. This rate is a poor state of affair for any country. It is a well known fact that education is the foundation stone for the future economic and social development of any country. The female literacy rate in India is lower than the male literacy rate. Compared to boy, far fewer girls are enrolled in the schools and many of them drop out. In process of development, the contribution of women towards the growth of the country is ever increasing. Aim: The present review aims to find relationship between literacy and Empowerment of women in India. Materials and Methods: Collection, compilation of data from different literatures. Information from review article to relate the relationship between female literacy and through women empowerment was used for the completion of the study. Conclusion: If you educate woman, you are educate a family. In such a case, if we educate the female population, the whole country will be educated. The lower status of women in the society does not give them confidence to come out of their shells. Women constitute nearly half of India's population. When women are empowered, an emancipated and enlightened (liberal/open-minded) society is created. Hence, women need to be empowered both in their personal lives and as members of society. So it is necessary to identify and solve the factors responsible for this serious issue. It is concluded that good social environment promote by government to empower women of India through education. Empowerment is a light, which has to be lit in every heart and only then will it become a mass movement.

**Key Words:** *Women, Literacy, Empowerment*

### Introduction

'If you educate a women you are educating a family. If you are educating all women, you are educating the world'.

Oxford Dictionary defines the word education as 'training a person mentally and morally'.

UNESCO defines a literate as one 'who can with understanding both read and write a short simple statement on his everyday life' considering the definition, this rate is a poor state of affair for any country. It is well known fact that education is the foundation stone for the

future economic and social development of any country. It is also a fact that 'If you educate the female population, the whole country will be educated. p.38(Nelasco, 2010)

India in its Globalisation era boasting about its Nuclear Power and Information technology, cannot deny the harsh realities of poverty, unemployment, over population, hunger, illiteracy, etc. Food, water & shelter- the basic necessities are dreams alone for many. Higher education is continuing to be a luxury even for the middle class. The dual status for men and woman is continuing. The literacy gap among male and female is continuing to exist. Women's education in India plays a very important role in the overall development of half of the human resources but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover, educated women can also help in the reduction of infant mortality rate and growth of the population p.36.37 (Nelasco, 2010).

The history of female education in India has its roots in the British Regime. Women's employment and education was acknowledged in 1854 by the East India Company's Programme: Wood's Dispatch. Slowly, after that, there was progress in female education, but it initially tended to be focused on the primary school level and was related to the richer sections of society. The overall literacy rate for women increased from 0.2 % in 1882 to 6% in 1947. India attained independence in 1947; the University Grants Commission was created to recommend suggestions to improve the quality of education, referring to it as: "Women's present education is entirely irrelevant to the life they have to lead. It is not only a waste but often a definite disability" p.79 (Bhatt, 2016).

A changing society and a developing economy cannot make any headway if education, which is one of the important agents affecting the norms of morality and culture, remains in the hand of traditionalist who subscribe to a fragmented view of the country's and the world's heritage. The differences between the positions of men and women in society will not lessen; let alone disappear, as long as there are differences between the education is the most important factor contributing to the backwardness of our masses, especially our womenfolk. It is the low literacy among women which brings national literacy figure so low. This gap which exists between the literacy rate of the two sexes also exist between the enrolment of girls and boys at all levels of education. Right from the primary school to the university, we find that the number of girl students is considerable lower than the number of boy students. It is unfortunately true of our society that children are sent to school not according to their sex. Although the disparity between the enrolments of girl and boys had been lessening in the urban areas, the gap between their enrolments is still very wide in rural areas. The reasons for this are both economic and social. The economic structure of rural areas is such that children, especially girls, are required to help in house hold work and perform their chores. Young girls have t P.9,10(Selvam, 2011).

According to Cambridge English dictionary empowerment means "to authorize". In the context of the people they have to be authorized to have control over their lives. When applied in the context of development the particular segment of population, the poor, the women, the vulnerable, the weak, the oppressed and the discriminated have to be "empowered" to have control over their lives to better their socioeconomic and political conditions p.166(Rao, 2011)

In recent years, empowerment of women has been recognized as a central issue in determining the status of women. Empowerment covers aspects such as women's control over material and intellectual resources. Empowerment is a process, not an event, which challenges traditional power equations and relations. Abolition of gender-bases discrimination in all institutions and structures of the society and participation at domestic and public levels are few dimensions of women empowerment p.156(Rao, 2011)

The women empowerment and gender development is very much indispensable for economic development of country. In the world the women participation and contribution to production activity is very high but it is disheartening to note that the property of woman is less. In India social, political, financial exclusion has been taking place particularly in the case of deprived class women. The education levels and work force participation rates are improving at considerable level when compared to the corresponding previous decades. The work force participation rates (WRP) for female in rural areas has increased from 27.2% in 1991 to 31.0% in 2001 an increased by 3.8% but in the case of urban areas, WRP increased from 9.7 % to in 1991 to 11.6 % in 2001. Life expectance at birth of female in 1999 was 63.3 years, but for males it was 62.4 years, the gap is very small, but in other gender-related development indicators this gap is very wide. The adult literacy of female was barely 44.5 % as against 67.8 % of males. Likewise estimation of earned income of female was \$1,195 as compared with that of male to be \$3,236 in 1999. P.167(Rao, 2011)

Empowerment of women is mainly related to their participation in decision-making with regard to raising and distribution of resources i.e. income, investments and expenditures at all levels. Empowering the poor women in rural areas to sustain their surrounding ecology is a necessity to obly to toop the ecological degradation but also for the physical survival of poor people

The empowerment of women refers to providing the necessary rights and responsibilities to women in order to make them self-reliant. Empowerment is the process of building capacities of women, creating an atmosphere which will enable people to fully utilize their creative potentials. Empowerment gives women, the capacity to influence decision making process, planning, implementation and evaluation. The status of women empowerment in India using various indicators like women's household decision making power, financial autonomy, freedom of movement, political participation, acceptance of unequal gender role, exposure to media, access to education, experience of domestic violence etc based on data from different sources. Gender gap exists regarding access to education and employment. Empowerment strategies are varied and refer to those strategies which enable women to realize their full potentials.

### **Objectives**

1. To analyze the literacy level of Women and man
2. To find out work participation rates both in rural and urban areas of women and man

### **Materials and Methods**

Today' gender gap in education often focuses on the advantage males have over females in science and math, but fails to recognize the failing behind of male to females in literacy. In fact, the latest national test scores collected by the NAEP assessment show that girls have met or exceeded threading performance of boys at all age levels. The literacy gap in fourth grade is equivalent to males being developmentally two years behind the average girl in reading and writing. At the middle school level, statistics from the Educational Testing Service show that the gap between eight-grade males and female is more than six times greater than the differences in mathematical reasoning, mathematical reasoning, favoring males. These findings have spanned across the globe as the International Association for Evaluation of Educational Achievement (IEA) found gender to be the most powerful predictor of performance in a study of 14 countries. Studies have attributed these disparities to several main factors. First of these is an innate difference in the brain function of males and females. Females have the advantage in their left hemisphere with speaking, reading and writing. Their right hemisphere allows females to feel empathy and to better understand and reflect on their feelings and the feelings of others. Both hemispheres are actively contributing to necessary literacy practices. On the other hand boys use their left hemisphere to recall facts and rules and to categorize, while their right-hemisphere is used with visual-spatial and

visual-motor skills, which enables them to excel in topics like geography, science, and math p.87,88(Bhatt, 2016).

However, women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result, women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22 % of Indian women were literate, by the end of 2001 54.16 % female were literate. The growth of female literacy rate is 14.87 % as compared to 11.72 % of that of male literacy rate. In 2001, Indian male literacy rate was 75.96 % whereas the female literacy was just 54.28 %p.37(Nelasco, 2010)

The 2001 Census recorded a significant increase in literacy rates (from 52.21% in 1991 to 65.38 % in 2001) particularly female literacy rates which increased to 54.16 % (Table-1). The increase in female literacy rates was 14.87 % in 1991-2001 compared to 9.53 % between 1981-1991. For the first time, the absolute numbers of illiterate women declined from 200.7 million in 1991 to 190 million in 2001. Similarly, the Gross Enrolment Ratio (GER) for girls in Classes I-VIII has increased to 89.87%, compared to 96.91 % for Boys (Table-1).

Table-1  
Literacy Rates by Sex (1981-2001)  
(in percent)

Census Year	Females	Males	Persons	Male-female gap in literacy rate
1981	29.76	56.38	43.57	26.62
1991	39.29	64.13	52.21	24.84
2001	54.16	75.85	65.38	21.70
2001(SC)	41.90	66.64	54.69	24.74
2001(ST)	34.76	59.17	47.10	24.41

Source: Census of India, 2001

Drop-out rates have also followed the same encouraging trends and have reduced at all levels of education. Drop-out rates remain high and increase dramatically with level of education. Drop-out rates for girls was 25.4 % at the primary level in 2004-05, they are as high as 63.88 % at the secondary level. Drop-out rates are substantially higher for categories like SC and ST girls at 75.5 % and 81.2 %p.39 (Nelasco, 2010).

The number of women in higher education has also increased from 13.6 lakhs or 33% of students in 1990-91 to 34.4 lakhs or 40 % of students in 2004-05. Disparities are most apparent in professional and higher education. For example of the total students from general category enrolled for B.A. degree in 2004-05, 41.2 % were women category. Similarly, only 36.4 % of the SC students and 34.4 % ST students enrolled in B.A. were women during the same year.

It needs to be recognized as given the report of Dr.Sukhadeo Thorat (2008),that although the enrolment ratios are generally lower for the female compared to the male, the female belonging to the lower caste and some religious groups suffer more in access to higher education than others. For instance in 2000, as against the overall average of 9.4 % for the female, the GER (Gross Enrolment Ratio) was 2.4 % for ST female and 17.2 % for other female. Thus the GER for ST female was seven times less compared to the higher caste female. Similarly, the GER of the SC female was lower by about four times compared with higher caste female. In the case of religious group, the Muslim women suffer the most. The GER of Muslim female was 6.3 % compared to 10.8 % for Hindu female, 12.7 % for

Sikh/Buddhist female, 20 % for Christian and 48 % for Jain female. In the case of Enrolment Ratio for Eligible (EER) the inter caste disparities in the female are particularly significant. The EER for SC/OBC female was the lowest with about 50 % compared to 57 % for ST/other high caste female. Similarly, the EER was the lowest for the Muslim female compared to the female belonging to other religion. The EER was 48 % for Muslim female-about 54 % for Hindu/Buddhist female, 56 % for Sikh and about 69 % for Jain/Christian femalep.39.40(Nelasco, 2010).

The gender gap between male (75.85 %) and female (54.1 %) literacy rates remains high at 21.70 as per 2001 Census (Table-1). The gender gap is even more than 24 for SCs and STs. There is a marked rural-urban divide as the female literacy rate is higher in urban areas at 73 % compared to 46 % in rural areas. There are 253 districts in India where female literacy rate is below 50 %. Interstate variations also persist-Kerala continues to have the heist female literacy rate of 87.7 % whereas Bihar has the lowest at 33.1 %.

As revealed by Sachar Committee Report (Social, Economic and Educational Status of the Muslim Community of India - Report- November 2006), the educational status of Muslim and SC/ST women in particular is a major cause of concern. The literacy rate figures for Muslim, SC/ST women in rural areas whose literacy also be noted that disparities increase with the level of 11 % worse off than non-Muslims. However, the difference widened to 19 % at the middle school level, 35 % at Class-X, 45 % at Class-12, and 63 % for graduates and above as per Census 2001P.172,173(Rao, 2011)

Work and employment:

There has been a slight increase in the female work participation rate both in rural and urban area that can be seen in Table-2. In rural areas, the female work participation rate has increased from 28.7 in 2000-01 to 32.7 in 2004-05, whereas in urban areas it has increased from 14 in 2000-01 to 16.6 in 2004-05. However, the work participation rate remains significantly lower for women than for men in both rural and urban areas.

Table-2  
Work Participation Rates by Sex (1972-2005)  
(in percent)

Year	Rural Female	Male	Urban Female	Male
1972-73	31.8	54.5	13.4	50.1
1987-88	32.3	53.9	15.2	50.6
1996-97	29.1	55.0	13.1	52.1
2000-01	28.7	54.4	14.0	53.1
2004-05	32.7	54.6	16.6	54.9

Source: National Sample Survey Organization

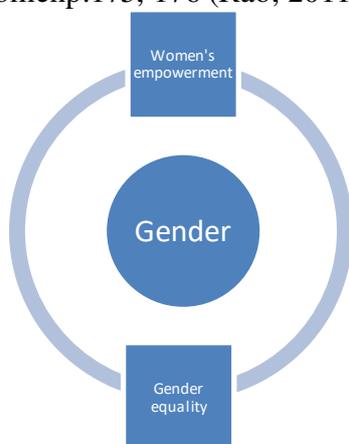
Government sector:

Women's participation in government and decision making bodies has also been on the rise. Women's representation in the government sector has improved from 11% in 1981 to 18.5 % in 2004 (Table-2). At the grassroots level, women are playing a more active role in Panchayati Raj bodies. In 1995, only 33.5 % of Panchayati Raj members were women where as in 2005, women made up 50.8 % Panchayati Raj members. However, women's presence is limited in the higher echelons Women's representation in Parliament has only increased slightly from 6.1 % in 1989 to 9.1 % in 2004. In 2004, there were only 6 female Ministers of State and one female Cabinet Minister in the Union Council of Ministers.

Table-3  
Woman in the Government Sector(1981,1991, 2004 Year (as on 31<sup>st</sup> March))  
(in percent)

Employment in Central Government, State Government and Local bodies												
Year	Central government		State government				Local Bodies			Total (Figures in million)		
	Female	Total	Female	Female	Total	Female	Female	Total	Female	Female	Total	Female
		per cent				per cent			per cent			per cent
1981	0.14	3.19	4.3	0.65	5.67	11.4	0.41	2.04	20.4	1.2	10.91	11
2004	0.25	3.03	8.25	146	7.22	20.22	0.58	2.13	27.23	2.29	12.38	18.5

Source: Directorate General of Employment and training, Ministry of Labour, New Delhi  
Women's levels and types of employment also differ across communities. The Sachar Committee Report shows that while about 44 % of women overall in India participate in the workforce, the work participation rate among Muslim women is 25 %, and as low as 18 % in urban areas. A larger proportion of Muslim women, around 73 %, are also self employed compared to about 55 % of Hindus. While a much smaller proportion of SC/ST women are self-employed, a far greater share of them are casual workers. 45 % of SC/ST women are casual workers compare to around 20 % of Muslim women and 15 % of upper caste Hindu womenp.175, 176 (Rao, 2011)



The pairing of the two concepts of women's empowerment and gender equality recognize that gender equality and women's empowerment are two sides of the same coin: progress toward gender equality requires women's empowerment and women's empowerment requires increases in gender equality as shown p.69,70(Kumar, 2011).

Literacy rate of female has gone up from 8.9 % in 1951 to 54.2 % in 2001. Both, rise in income and increase in the age at marriage are responsible of compulsory universal primary education and non-formal education programs like National Elementary Education Mission, Operation Black Board, and Sarva Shiksha Abhiyan and innumerable NGOs initiatives. Contribution of NGOs in imparting literacy to adult women and drop out girls is of significant. Disparities between male and female education still exist p.35,36(Kumar, 2011).

Table-2

Number of Girls per 100 boys in Primary and Secondary Schools 1950-1997

Year	Primary Classes	Secondary Classes
1950-51	39	16
1960-61	48	23
1970-71	60	35
1980-81	63	44
1991-92	71	50
2001-2002	90	Na

Source: Census of India, 2001

Female Dropouts from Education: It is estimated that 45 % of girl drop out of schools between classes 1 and 5. Of the literate women in India, 59 % have only a primary education or less. Only 41 % of the literate population, or 13 % of all Indian women, have more than a primary education. Although literacy levels are low, there has been progress in improving educational attainment in India over the last several decades. In 1971, only 22 % of women and 46 % of men were literate. By 1991, 39 % of women and 64 % of men were literate. Thus there has been a large increase in the proportion of women who are literate in just 20 years. Despite the improvements in literacy, there continues to be a large gap between the literacy levels of men and of women. In 1991, the urban female literacy rate was more than twice that of the rural rate, 64 and 31 %, respectively.

Area-wise Male-Female Literacy Gap: the following table shows the percentage of literacy among men and women among various types of areas. In villages, the literacy gender gap is very high, whereas in cities it is not so. In tribal areas the literacy gap is extremely wider among men and women. The bar diagram and the table shows clearly that Indian literacy rate is going on increasing. But the female literacy rate is the lowest in all the period. P. 40 (Nelasco, 2010)

Table:

Area-wise Male-female Literacy gap in 1991

Place/Status	Men	Women
Cities	81.09%	64.05 %
Villages	57.87 %	30.62%
Scheduled	49.91 %	23.76 %
Tribal	40.67 %	18.19 %

Source: Women's links, Cyril & Co., Human Rights Education, Vaigaraj Publishing.

Table:

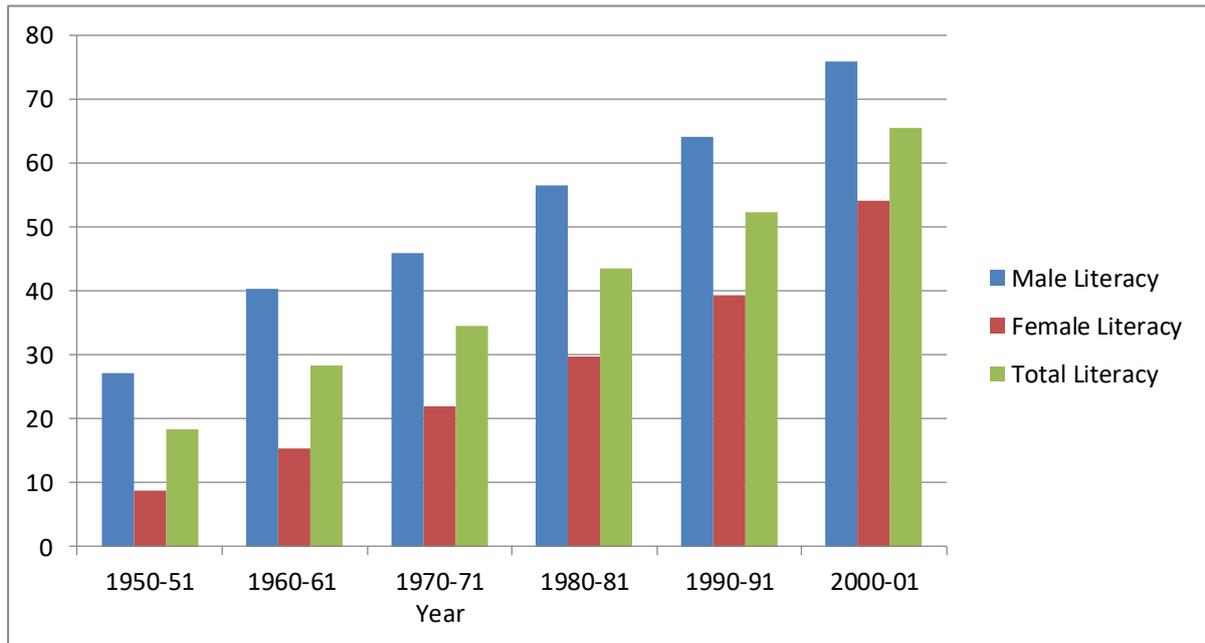
Literacy Gap between 1950-51 to 2000-01

Year	Male Literacy	Female Literacy	Total Literacy
1950-51	27.16	8.86	18.33
1960-61	40.40	15.35	28.3
1970-71	45.96	21.97	34.45
1980-81	56.38	29.76	43.57
1990-91	64.1	39.3	52.2
2000-01	75.85	54.16	65.38

Source:www.indiabudget.nic.in

Chart: 1

Male-Female Literacy Gap in India  
From 1950-51 to 2000-01



Relationship between Literacy and other factors Deciding women Empowerment: Nelasco, 2010 had done an analysis to relate the female literacy with few other indicators of women empowerment. Female literacy, female sex ratio, female work participation and female enrolment at university level are considered as the index of women's positive growth position. The percentage of women suffering from anaemia, female drop outs and crimes against women are the indicators of women oppression. The variables in the table were correlated with the literacy rate to find out the degree in which literacy affect these factors and to prove that literacy could only be the targeted solution for women empowerment. The results are as follows:

Table

Correlation between Literacy and other Factors Deciding Women Empowerment in India

Relationship between Literacy and other factors	Correlation
Literacy & Female Sex ratio	0.401
Literacy & Female Work participation	0.113
Literacy & Female enrolment at University	0.743*
Literacy & Percentage of women with Anaemia	-0.565**
Literacy & Female dropout rate	-0.537**
Literacy & Crime rate against women	0.093

\* Significant at 5 percent level.

\*\* Significant at one percent level.

Female sex ratio in the population is correlated with female literacy at a co-efficient of 0.401. The literacy and female work participation rate are correlated at a co-efficient of 0.113. The literacy and female enrolment at university level are correlated positively with a co-efficient of 0.743\*\*. And hence female literacy surely improves the female work participation, female sex ratio and female enrolment at university level. In other words the states having more literacy are having better female work participation, female sex ratio and female enrolment at university level. And it is also proved that literacy and percentage of women with anaemia are correlated at a rate of -0.565 with 1 % level of significance and literacy and Female dropout rate are correlated a rate of -0.537 and is significant at 1 % level. Therefore, female

dropouts though not much of crime rates. It is paradoxical to see that, the crime rate against women does not have any relation with literacy. The correlation between literacy and crime rate against women is nearing zero that is 0.093. So whether the women are educated or not, they are exploited by the society. Educated women suffer in a reason could also be that the women become more aware of their rights and hence their suffering are brought to any platform for discussion P. 42,43(Nelasco, 2010).

The literate states have proved themselves with more female population ratio, more female population ratio, more female work participation, and more enrolment for higher education, good health records and less female drop outs. And hence the literacy could only be the solution for women empowerment.

Factors responsible for the slow growth of woman and woman literacy: In the process of development, the contribution of women towards the growth of the country is ever increasing. But their social status educational status, economic status and political status continue to remain below their counterparts. The lower status of women in the society does not give them confidence to come out of their shells. Hence it is necessary to identify the factors responsible for this serious issue P. 43 (Nelasco, 2010)

Construction of women empowerment index:

Women empowerment index has been calculated with the following variable broadly categorized as social and economic.

Social variables:

1. *Small family norms*: In a family size, where the members are less than 4 is considered as small family and given a score value of '1' and '0' to those whose size of the family having more than 4 members.
2. *Health status*: Here the respondent status has been considered on the basis of their inclination to consult doctor during working days without going to the office when it is necessary and shall be given a score of 1' and '0' for otherwise.
3. *Decision making index*: The data has been calculated for 28 indicators from each respondent, such as, Household purchases, Food preparation, Buying of clothes, House maintenance, Education of the children, Personal hobbies, Children hobbies, Buying of jewellery, Buying of household equipment, Selection of furniture, Furnishing of the house, Selection and arrangements of Accessories, Decorating of the house, Savings for the family, Family investments, Borrowing of loans, Marriage of children, Career guidance for children, Family trips/Recreations, Movies, Picnics, Visiting of friends, Tours, Visiting of parents, Visiting of In-law's, Festival celebration, Organizing functions and Attending of functions. Those respondents who says 'Yes' for more than 14 out of 28 are given a score value of '1' and for less than 14 are given '0' value.
4. *Nuclear or Joint family*: Nuclear family is defined as one consisting of wife, husband and children who are staying separately. If they stay along with the In-law's or parents it is treated as joint family. Here the Nuclear family is a given a score value '1' and '0' to the Joint family.
5. *Education*: The education status of respondents has been broadly categorized into those who possess Graduation and below are given '0' score and those who possess post graduation and above are give score value '1'.

Economic variables:

6. *Public and Private*: The respondents, who work in the educational institutions, are classified into the two sectors such as public and private. Those who work as teachers under Gov't and Quasi gov't are treated as public sector employment and the others

are treated as private sector employment. Accordingly, those who work under public sector are given a score value of '1' and '0' for those working in private sector.

7. *Income*: The respondents salary package has been considered as her income, where in those whose income is more than Rs.5001 per month shall be given a score value of '1' and those income which is less than Rs. 5000 per month shall be given a score value of '0'.
8. *Savings*:The respondents who could save an amount of the more than Rs. 500 per month irrespective of the employment is given a score of '1' and to those who could save less than Rs. 500 per month shall be given '0'.p.254.255(Rao, 2011)

### **Result and Discussion**

Compared to boys, far fewer girls are enrolled in the schools, and many of them drop out. In rural India girls continue to be less educated than the boys. According to the National Sample Survey Data of 1997, only the state of Kerala and Mizoram have approached universal female literacy rates. According to a 1998 report by U.S. Department of Commerce, the chief barrier to female education in India are inadequate school facilities (such as sanitary facilities), shortage of female teachers and gender bias in curriculum (majority of female characters being depicted as weak and helpless) P. 37,38(Nelasco, 2010)

Starting from Sargent plan of 1944, many efforts are taken by the government and other statutory organisations like UGC and NCERT to promote female literacy. Article 45 of the constitution emphasise compulsory universal education up to the age of 14 years. All five year plans are emphasising on education. In 1996, the Kothari Commission recommended that 6 % of the GDP be allocated for education. But, this has not materialised even today p.39 (Nelasco, 2010).

Women empowerment index is significantly explained by the following three variables

- 1) Husband's salary
- 2) Size of the family
- 3) No. Of parents visit per year.

The regression results have been estimated by using 13.0 SPSS-Statistical Package for Social Sciences. The study is confined to 120 observations in private sector. The regression results indicates that the coefficient of determination is found significant for all the variables put together (R<sup>2</sup>).It shows 52.3 percent of the change in the women empowerment of the sample respondents. The regression results under private sector estimated by taking six independent variables, it is found that the three of them are significant. The variable husband's salary (X<sub>2</sub>) is significant at 5 % level with an expected positive sign indicating that one percent change in husband salary reflected an increase of 9.7 % in the women empowerment. The variable size of the family (X<sub>3</sub>) is significant at 1 % level with an expected negative sign leaving an explanation that one percent change in the family size results in a decrease of 45.7 % of women empowerment. Other variable of the model, parents visit (X<sub>4</sub>) is also significant 5 % level with an expected positive sign, which reveals that a one percent change in parents visit lead to an increase of 18 % of.

The above variables are highly justifiable to explaining the empowerment of women for the reason that the income of the spouse in addition to her own shall be sufficiently enough to ensure the economic securities which in turn bring the overall development to the respondents. In addition, the grater size of the family and frequent visits by the parents makes the respondents more empowered as they are strengthened physically, morally and psychologically. Therefore, one may safely conclude that empowerment of women demands for the frequent visits of the parents when they stay separately and grater size of the family in the form of kith and kin. Therefore, it demands an eye open to the policy maker to formulate strong policy for the institutionalization of the joint family concept for further strengthening

of the family tie-ups, kinship relation etc., to ensure the social, economic and political empowerment of the women p. 261,262 (Rao, 2011).

The above analysis shows women status in India lagged behind when compare to men in the areas of literacy levels, health, and workforce participation levels; hence it is responsibility of the government and NGOs to uplift the women status in India.

#### Conclusion

Education must continue to fulfil its age-old role; to build character; to combine and balance scientific and technological knowledge and training, and humanistic, ethical and cultural values; to help the student achieve an idea of purpose, a sense of underlying unity and permanence in the midst of extremities and accelerating change p.39 (Nelasco, 2010).

It may be concluded that women have to shift from traditional assumptions about their roles and capabilities. There has been a marked change, and it has been for the better. Many of its benefits however have yet to touch the majority and all of us continue to experience various forms of gender discrimination. If laws designed to address the concerns of women are to have a dramatic and positive impact on women's lives, they must be sensitive to the social, economic and political disempowerment of women throughout the world. The most important measure of their success should be the extent to which they enable woman to, apply and enforce laws of their own making, incorporating their own voices, values and concerns p. 365 (Rao, 2011)

Suggestions to augment the female human potential:

- ✓ *Self Development of women:* Trainings, workshops and courses may be organized, so as to raise the self-esteem of the women, irrespective of their literacy.
- ✓ *Personality Development of women:* The various dimensions of women personality has to be developed so that their confidence is raised to face any situation.
- ✓ Uniqueness of every gender has to be taught to women so as to make them accept the realities. The awareness of their uniqueness will be their weapons to defend themselves from various social evils.
- ✓ Women should have a separate curriculum for their development. They should not try to imitate men.
- ✓ *Focus on Women role Models:* Women experts from academic or non-academic background should be projected as role models. The elite among the women also should come forward voluntarily to help the fellow women to come up. Professional jealousy and unhealthy competition among women should be discouraged.
- ✓ *Women Education:* Women education should be promoted and emphasised. So as to achieve this target and to reduce the women drop-outs, following efforts may be taken:
  - ❖ Girls schools and girls' colleges should be promoted.
  - ❖ In every schools and colleges, especially which are in rural area, toilet with proper facilities for ladies' should be provided.
  - ❖ In lieu of the household responsibilities flexible timings may be fixed
  - ❖ For the security of girl students, ladies special buses should ply from all villages to various schools according to the school timings.
- ✓ *Pattern of Education:* The educational pattern followed should promote the women students originality. Overall personality development should be the target of education. Individual science project and exhibitions should be made a part of curriculum.
- ✓ *Training of Teacher:* All school and College teachers should be trained to be effective guides and counsellors. Emotional expressions of teachers and improper handling of students like beating will demotivate them. And hence teachers should be trained by the government to be effective communicators.

- ✓ Women themselves should take few steps to elevate themselves in the society. They should be aware of their status and they should take risks visibility at work force. They should focus on continuous self-development. They should also be ready to market their skills.
- ✓ Compulsory education has to be accompanied by legislative and social action.
- ✓ Provision of Services: Service like crèches, door delivery of food, mobile health care, etc. should be promoted so as to enable women to be free to devote time to educate themselves to grow in their field to research.
- ✓ *Gender Sensitivity Camps*: camps should be organized in backward and remote areas to develop the right attitude towards women.
- ✓ *Distance Education*: Extension education, and distance education should be promoted for women in a user friendly manner with a high scope for their overall development.
- ✓ *Economic Development*: The overall economic development of the country will help the women to prosper.
- ✓ *Improvement in Global Trade*: Oostendorp (2004) investigated the pact of trade liberalisation on the gender wage gap in 158 countries both developed and developing. Regression analysis shows a negative relationship between trade integration (i.e. ratio of trade to G.D.P) and occupational wage gaps. And hence the labour market gender discrimination falls with increasing trade. And therefore increase in trade will reduce gender gap.
- ✓ Creating legal awareness among women and equipping them with the knowledge of their legal rights and with a capacity to use these rights.
- ✓ Assisting women in redressal of their grievances through Pre-litigation services.
- ✓ Facilitating speedy delivery of justice to women by organizing LokAdalats in different parts of the country.
- ✓ Organizing promotional activities to mobilize women.
- ✓ Investigate and examine the existing provisions of the Constitution and all matters relating to the safeguards provided for women under the Constitution and other laws.
- ✓ Special studies, researches of investigations into specific problem or situations arising out of discrimination and atrocities against women p.75,76,77(Nelasco, 2010).

Higher education has become a global market commodity. Globalization or internationalization of education will bring about a bright future for women. In olden days when the male was a breadwinner of the family and woman was the homemaker, there was no question of bias. But of late, when women are educated and employed in economic activities, there arise the problems of ego boundaries of male and female and women's role conflict. As a result, lot of debates are going on-most of them supporting women. Target of every family is love, friendship and happiness, not a war between male and female. Constitutionally and legally women in India have equal status with men. Men and women play different roles in society with their gender differences shaped by biological, ideological, historical, religious, ethnic, economic and cultural determinant. To conclude each gender is unique. When one accepts his/her own uniqueness, his/her self-esteem goes up and he/she feels confident to face the society, in turn they will respect each other.P.78(Nelasco, 2010).

To conclude, a good social environment has to be enabled by the government to promote women to participate in various fields. More efforts should be taken to bring about good self development among women right from their childhood.

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