REVIEW OF LITERATURE

Related literature acts as a backbone for researcher. To plan and execute any research, literature in the field provides important clues to the study. This chapter deals with a critical review of important research findings relevant to issues in the present study which have been presented under the following sub-headings:

- Studies related to economic independence.
- Studies related to decision making.
- Studies related to women’s education and empowerment.

Studies Related to economic independence of women:

Education is a dynamic and powerful tool for economic development but its effectiveness depends on its spread and utilization. Educated woman feels herself as more independent and creative. Women education is contributing to the economic growth of the country also, which was untapped so far as this potential remained unused. Studies related to education and economic independence are as follows:

Zwieg (1952) concluded that sometimes employment may also be motivated by aspirations for upward social mobility and also by a desire for upward social mobility and also by a desire for a sense of
competence. A personality trait often attributed to working women is the need for power and dominance. The belief that women with need for power will seek employment is based on traditional association between the notions that a women’s place is in the home and that women should be subordinate to men. Some studies have brought to light the fact that loneliness is a powerful motive for women to seek employment outside their homes.

Caplow (1954), Roe(1956), Super (1957) stated that as more women enter the world of work, a significant majority of them consider their jobs integral parts of their lives, where they look forward to advancing in careers. Work is no longer the way by which a woman must earn her living and provide herself with physical well being but it brings a basic change in the ability of the individuals energy thus, becoming a way of life by which the individual finds her identification in the society .A series of social changes have altered the pattern of employment in recent years and are experienced in the lives and minds of individuals.

Feldmen (1958) stated, “They (working women) represent more than a relatively new phenomenon. Now the middle class working wife is a potent economic, psychological, political and sociological force. Her newness, her numbers, her psycho-socio economic impact, upon
her family and upon the society of which she is part warrant examination.”

Ross (1961) concluded in his study that the main reason why so many married middle class women work outside the home without reproach is because everyone understands the economic problem of the middle class and that a women’s income is often essential to the family’s standard of living and economic necessity is one of the strong motives behind the work force of women.

Nye and Hoffmen (1963) contended that the employment of women may be viewed as a part of general trend toward a decrease in the differentiation of sex roles. The important factors in this regard are stated to be increased participation of fathers in household tasks, a change in power relation from male dominance toward husband-wife equality and corresponding changes in ideology about sex roles in the family.

Nye and Hoffmen (1963) pointed out the factors involved in the woman’s decision to employment:

(a) Those which affect the housewife and mother role,

(b) Specific and general attitude of family and community,
(c) Opportunities for employment, the decision to work, however they concluded would be greatly influenced by husband’s attitude towards work.

Hoffmen (1963) studied that most women want to be recognized as independent personalities and not just as extensions of their husband’s identity. The job might give women self esteem and satisfy her need for freedom and independence, the need for social contact and eliminate the fear of aging and losing vitality. The job may also sometime operate as valve whereby frustrations that would otherwise be expressed in the family are avoided or directed.

Government of India, The Ministry of Labour Bureau (1964) pointed out five factors which lead women to join work viz. inadequate income of the principal earner, mishaps such as incapacity of bread winner, death of bread winner, women’s desire for economic independence or for securing higher standard of life and women’s desire to give expression to their own talents and skills.

Vohra (1982) observed in a study that economy affects the status of women, he believed that the women of the low castes were economically self sufficient, still they are beaten by their husbands. This situation can be explained by the fact that such women are illiterate.
Kankhere Usha (1995) collected data on women employees in the banks shows that the majority of women work in order to increase the income and the standard of life of their family, coupled with satisfaction of doing something meaningful outside the domestic world. A small number of women work out of dire economic necessity as they are the only bread winner of their families. A third small group of educated working women work because they are career motivated and intend to build a good career for themselves.

Page and Czuba (1999) concluded in their study that education is a multidimensional social process that helps people gain control over their own lives, it is a process that foster power (that is the capacity to implement) in people for use in their own lives, their communities and in their society by acting on issues that they define as important. In this context employment means women gaining more power and control over their rights.

Mankidy Aruna (2000) pointed out through a study that the banking industry in India has been one of the major employers of women during the last two decades. In 1985, there were only 8,003 women officers. In 1995, the total number of women officers were 11,181. There was a growth of 40 percent over the decade, nearly 71 percent of the women officers in 1999 occupied junior officers’
positions. Only four percent of officers were in the top management. Thus women managers are rising higher than ever before, but still not high enough in top management.

D.K. Sudha (2000) studied and concluded that women’s education and further employment improves their awareness, ability to critically evaluate the available alternatives. As the standard of education of women goes up, the desire to strive for economic independence among them goes up. It is often argued that with higher education women become more conscious about self-reliance, self respect and independent recognition.

Fussell (2000) examined through a research that the determinants of earnings of women working in different occupations in Tijuana, Mexico. She found that education is positively related to wages within services, commerce and self employment, but there is no such relationship between education and wages for maquiladora workers, who consistently earn less than employees in commerce and services.

Business India (2001) This magazine covered businessmen of India in the year 2000. The magazine had pictured around 25 personalities to whom only two cover women. However, there are some encouraging events regarding women which are worth
mentioning. Three Indian women featured in Fortune (magazine) 50, list of most powerful women (Lalita Gupte, joint managing director, ICICI; Nainalal Kidwai, vice chairman of Morgan Stanley and Indra Nooye, president of Pepsi).

Saradha (2001) reported that very high majority (90%) of the women agreed that their economic independence increase the decision-making power. Majority (51.7%) women were of the impression that lack of land rights deprive them from obtaining equal status in society. Half of the women were not clear about the importance of social-political participation of rural women. Further, 45.8 per cent women expressed that rural women were not having equal access to different sources of information as men and along with men, women also should be contacted regarding the development activities of village (39.2%).

Esim (2001) conducted a research on returns to education for female entrepreneurs in Turkey and discovered that education has a positive and significant effect on the earnings of self-employed.

Aromolaran (2002) concluded in a research that even though the overall level of wages tends to be lower for women than for men, female wage earners are proportionately better compensated for an additional year of schooling than are men. Moreover, the effect of
education is stronger at each level of education, from primary, to secondary, to the tertiary level.

G.S Kala (2004) had emphasized economic empowerment of women through self-help group by greater access to financial resources; reducing vulnerability of the poor women, increased in self income and self-reliance. A large number of women were trained in various vocations for self and wage employment. They had improved their social status, feeling of self-esteem and economic conditions.

Sharma Kumud (2004) observed that the 3-tier system of panchayati raj institution have been granted constitutional status by making 73rd and 74th amendment (1993) with the hope that these will help in enhancing women instrumental in the national policy.

Gaur Parul (2004) conducted a research and gave her opinion that everywhere women is working up to her rights as an individual and especially to the economic independence. The educated women decided that she cannot remain confined to the four walls of the home. If she has to play multifaceted role for she must be progressive enough to accept the new challenges and social changes overtaking the country. Women empowerment status is assessed by their economic, educational and health status, participation in household decision making process, political awareness and psychological strength.
Nandlal (2005) suggested through a study that a majority of women are still underprivileged in a tradition bound society like ours, where there is a distinction between lawful legitimacy and general practice. “In spite of women’s contribution towards family income, their position in the family hierarchy mostly remains subordinate.”

Government of India, Ministry of H.R.D (1995), towards empowering women revealed that employment of women in the central government has also been rising steadily from year to year and women’s share has grown from 3.64 percent in 1981 to 7.50 percent in 1990 reflecting already a change in the women’s attitude to participate in the developmental administration. Women’s participation in the government at the senior and middle management levels, though limited at present, has increased marginally from 875 in 1985 (based on data related to 12 selected all India and their allied services) to 994 in 1987 (13.6 percent). Women’s participation in decision making in the government, (taking the IAS, IPS and IFS services into account) has also increased from 379 in 1985 to 565 in 1992 showing an increase of 49.1 percent over a period of 7 years.

Education and employment have improved the position women through their indirect effects as well. The gainful employment of women has undoubtedly entailed economic freedom to women and
their contribution to economic needs of the family. Although the economic freedom by which is generally meant freedom to earn, is enjoyed by some women. It does not give them freedom in all respects as their position in society is determined by their merits, nor by their being human beings but mainly by sex.

### Studies Related to Decision Making

Decision making is a process by which a course of action is consciously chosen from available alternatives. It involves the three stages namely awareness, evaluation of the alternatives and taking the final decision (Bala and Monga, 2004). Indian women are marginalized in decision making by a variety of processes that begins in infancy.

Heer (1963) studied while examining the question of dominance and working wife stated that the working women exerts more influence in decision making than the non working women.

Nye and Hoffmen (1963) pointed out the factors involved in the woman’s decision to employment viz. (a) Those which affect the housewife and mother role (b) Specific and general attitude of family and community (c) Opportunities for employment, the decision to work, however they concluded would be greatly influenced by husband’s attitude towards work.
Lancaster (1965) conducted a study on ten women who had not attended college. Several women expressed or gave evidence of uncertainty in relation to their decision making. Families are more likely to report satisfactory than unsatisfactory decisions. This may be due to pride in accepting the consequences with good grace, to rationalization of alternative choices or to the fact that people frequently make new decisions to offset the unpleasant consequences of the unsatisfactory decision.

Orden and Bradburn (1968) agreed that need to work was related to income and stated that middle class women’s need to supplement her husband’s income in order to lead a good life may be as real to her as the lower class women’s need to meet her family’s basic requirement for food, clothing and shelter.

Kala Rani (1976) elucidates that a women’s education, her husband’s education, the size of her family and her stage in the life cycle are important predictors of entering the labor market. In her study conducted in the city of Patna, most working women took up jobs to make use of high professional education.

Rao (1982) stated that the authoritarian characters of traditional joint family entails decision making powers concentrated in the position of the eldest male members. Women are traditionally less
involved in decision making at all levels, their important role is not recognized and, therefore, still not accepted in decision making.

Mumtaz (1982) conducted a study and stated that there are various family matters on which men generally take decisions. Women are not even consulted. This is because of the feeling that women are incapable of expressing their decisions, due to illiteracy among them. It would mean if women are educated they would acquire the capacity to participate in decision-making.

Singh (1992) conducted a study on modernity and decision making in upbringing of the children and study revealed that 69.5 percent of the respondents of all categories expressed that both husband and wife should take decisions on this matter. No respondent perceived that wife should be only decision maker in giving education to the children. It was found that 90 percent of the respondents were in high level of modernity, 74 percent of the respondents in the medium level of modernity and only 20.3 percent were in low level of modernity considered that husband and wife both have to take decisions regarding the education of children.

Everett and Savara (1994) examined the personal factors influencing the empowerment in the household work and community. Age, her position in the household were found to be associated with
variation in decision making scores of women. Variations in empowerment in work and in participation levels in organizations was observed across different occupations. Organization participation was found to be associated with increased empowerment in the household and at work. Similarly, education was found associated with same indicators of household empowerment.

Choudhary (1995) in his study on farm women in Chikkaoda village in Ganjam district of Orissa found that 30 women were of the opinion that the family matters were decided by husband/father/sons, 14 women were of the view that they themselves could manage the family affairs and the remaining six women did not express any opinion out of 50 women respondents. Their influence on decision-making in household affairs was affected by certain factors like the degree of economic independence, socio-cultural pressure, demographic factors and physical settings.

Karl (1995) revealed a fact through his study that without active participation of women and incorporation of women’s perspectives at all levels of decision making, the goals of equality development and peace cannot be achieved.

Malkit (1998) conducted a study on decision making power among women related to social obligations, which include decisions
regarding age at marriage, mate selection, dowry. Expenditure on marriage and education of children also showed relatively high role of women. Dowry was more or less female domain with 78% women having high role in it followed by decision related to age at marriage of their son or daughter.

Roth (2001) conducted a study and found that wives tend to under report their household decision making power. In couples with both partners educated and in couples, in which women work for pay, both partners were significantly more likely to report that both of them participate in the final decisions than was in case in couples without education or in which the wife did not work for pay.

Swashakti Report (2000) The base line survey was conducted in Kolar district during Jan-march 2000. The survey sample comprised women from 368 households selected from 16 project villages spread over 2 blocks of Kolar district. Report revealed that the women respondent’s share in the total annual family income was very less. Women’s say in decision making was found to be minimum. In the sale and purchase of immovable or movable assets, women were rarely consulted. Only 43 percent women were able to influence decision making regarding spacing of children. Regarding voting behavior 82 percent women stated that they could decide on their own, about 13
percent women said they were influenced by other members especially husbands and 5 percent women respondents did not vote.

D.K Sudha (2000) conducted a study in Shimoga district(Karnataka) on 400 female respondents. She concluded that a majority of employed women enjoy certain amount of power in family decision making. In their families, decisions are taken jointly with mutual discussion by the couples. Unlike this still a majority of single earners families have patriarchal power structure where the male members enjoy power in decision making. However it was studied that 42% unemployed women also enjoy certain amount of power in the form of decision making.

Sen Kalyani (2000) reveals that only in few states do women have any significant autonomy in decision making in their personal lives. In the majority of cases, women continue to be excluded from decision making even on the most mundane aspects of life. Nearly 90 percent of women in U.P and over 80 percent in Bihar, M.P, Haryana and A.P needs permission before they can leave the house to visit a friend or relative. They even need permission to go to the market. Only about half the number of women surveyed in M.P and Uttar Pradesh had any access to money.
Niraula and Morgan (2000) pointed out that decision making and mobility are two separate dimensions of women’s autonomy and as such, they are not necessarily determined by similar factors. However, they did not discuss what it is about strongly patriarchal family and social systems that allows for positive effect of education on women’s mobility but not their ability to participate in domestic decision making.

Bloom, Wypij and Das Gupta (2001) surveyed sample of 300 women from middle income households of Varanasi. They measured women’s decision making and mobility as control over finances, decision making, freedom of movement and found that education is immaterial in defining control over finances or household decision making, but does increase women’s freedom of movement. They suggested that strongly patriarchal kinship and family structure in Uttar Pradesh, women’s decision making is not only limited but also affected largely by family and kin conditions and characteristics, rather than by “modernisation” factors such as education and employment.

Jejeebhoy and Sathar (2001) extended in their study using a more comprehensive indicator of women’s autonomy (including decision making, mobility, freedom from violence and control over resources), they found that education has a positive impact only at the level of
secondary schooling that education has a positive impact on women’s autonomy in all three settings. In the two more patriarchal settings Uttar Pradesh in India and Punjab in Pakistan, primary schooling does not lead to greater autonomy in the household, and in Uttar Pradesh the effect of secondary schooling is not as strong as in the other two settings (Tamil Nadu in India and Punjab in Pakistan). In Tamil Nadu which is the less patriarchal state of India both primary and secondary schooling lead to greater autonomy for women.

Shirin Rai (2002) observed that most women MPs did not have women’s issues high on their list of interests. Rather they wanted to be on committees relating to economy international relations and trade. As ambitious women these MPs want to be where power and influence converge.

Sengupta and Johnson (2003) concluded in a recent study based on National Family Health Survey -2nd, reported a strong and consistent positive relationship between women’s schooling and their input on health care decisions for themselves and their ability to set aside money for personal use.

Bala and Monga (2004) observed that decision making is a process by which a course of action is consciously chosen from available alternatives and taking the final decision. They also made a
similar observation and concluded that employment enhances role of women in decision making in relation to different family matters.

Gaur Parul (2004) studied that working women are more effective in decision making than non working women. An educated woman takes all decisions concerning various aspects of her life.

Dongaokar Dayanand (2005) had revealed that literacy was the first step of empowerment of an individual. It opened the door to acquire knowledge and knowledge was power. Empowerment was to give power or to make able, which meant equip them so that they could make their own decisions for their betterment. Literate person could read or write. If he merely could read and not write was not literate. The literacy rate in India had been 8.86 percent in 1957 and 54.16 percent in 2001 for females. The literacy rate was the lowest at 33.5 for females in Bihar. The rural literacy was 4.87% in 1951 for females, which increased to 46.58% in 2001 for rural females.

Hindustan Times (2 June, 2005) revealed that women are taught from childhood that their husbands would be like god for them. However they were never told: your husband is your life partner and their lives revolved around their families.
Nayak, Purushottam and Mahanta, Bidisha (2009) Their study reveals that that women of India are relatively disempowered and they enjoy somewhat lower status than that of men in spite of many efforts undertaken by the government. Household decision making power and freedom of movement of women may vary considerably with their age, education and employment status. It is found that acceptance of unequal gender norms by women are still prevailing in the society. Fewer women have final say on how to spend their earnings. Control over cash earnings increases with age, education and place of residence. The study concludes by an observation that access to education and employment are only the enabling factors to empowerment, achievement towards the goal, however, depends largely on the attitude of the people towards gender equality. Senarath and Gunnawardena (2009) conducted a study on women’s autonomy in decision making for health care in South Asia. The objective of this study was to discuss the women’s autonomy indecision making on health care. Findings revealed that mostly decision of women’s health care were without their participation. Women participation in decision making was significantly increase with the age, education and number of children. Women who were employed and earned were more powerful in decision making but those women who were not employed and earned were less participative in decision making. Rural and poor
women were less likely to be involved in decision making than urban, educated women.

Acharya (2010) conducted study on women’s autonomy in household decision making in Nepal. This study aimed to explore the links between women's household position and their autonomy in decision making. In this study the researcher found out the socio-demographic factors that influence the women’s autonomy decision making on health care, purchasing the goods, visiting the family and relatives. Women autonomy in decision making was related with their age, employment, and number of living children. The finding of research was that almost half (47.1%) of ever-married women took decisions on their own health care alone or jointly with their husband, participation in own health care decision making gradually increased by age.

Women participation in decision making process is vital for betterment of their human right conditions. Things seem to be changing least slowly. In the present changing cultural context, educated and employment and employed women appear to have a certain amount of power in the family decision making.
Studies Related to education and empowerment:

Women empowerment is a process in which women, individually or collectively, become aware of how power structures, processes and relationships that operate in their lives and gain greater control over material and intellectual resources. The concept of empowerment therefore, arose from the fact that mere increase in women’s participation in development process. Following are the studies related to educational status and empowerment

Hoffmen (1963) conducted in a study that it is possible that education and employment for married women relate positively not because education facilitates employment but also because education is a manifestation of, and a stimulation to the achievement motivation.

Kala Rani (1976) elucidates that a women’s education her husband’s education, the size of her family and her stage in the life cycle are important predictors of entering the labour market. In her study conducted in the city of Patna, most working women took up jobs to make use of high professional education. It satisfies the craving for fulfillment of professional interests and provides useful social contacts and gives a sense of dignity and identity to the women and in most cases leads to balanced family life.
Inderjeet kaur (1983) said in her book on ‘Status of Hindu Women in India that the majority of the educated Hindu women are in favour of giving higher education to their daughters to enable them to stand on their own feet at the time of emergency. This was major attitudinal shift from earlier times when education of girls was considered waste.

The Hindustan Times (1991, march 26) a little more than a threefold increase has also been registered in the total number of literates, that is from 16.7% in 1951 to 52.11% in 1991.

The Hindustan Times(1991,MARCH 29) according to the provisional projections of the 1991 census, the female literacy figure in Rajasthan stood at 20.84% followed by Bihar with 23.10%, U.P with 26.2% and M.P with 28.59%. Female infanticide is lowest among the tribal people. Tribal women work shoulder to shoulder with men and have a higher status than many caste Hindu women do.

Sinha, Anjana Maitra (1993) concluded a research and revealed statistics related to female literacy that the female literacy rate has progressively increased from 8.86% in 1951 to 15.34% in 1961 to 21.97% in 1971 to 29.75% in 1981 to 39.42% in 1991, but it is still below the desired level.
Sinha, Anjna Maitra (1993) has identified the following factors hindering the growth of female literacy rates (1) Majority of women in India is still traditional, shy and conservative. (2) Women have no time for attending literacy classes after completing their household chores. (3) Women do not feel free with male teachers. (4) The males are prejudiced against women.

Reddy and Rao (1995) analyzed the various issues and components of empowerment and reported that there was marginal difference in self perception of women’s role. While, there was absolutely no difference between the beneficiaries and non beneficiaries on socio-cultural aspect. The area of education and training was second lowest among the five components of empowerment for both beneficiaries and non-beneficiaries. The economic aspect was one of the strongest among the five components of empowerment followed by public co-operation with considerable difference between the scores of beneficiaries and non-beneficiaries.

UNDP report (1995) declared that if human development is not engendered it is endangered a declaration which almost become a lie motif for further development measuring and policy planning. Equality sustainability and empowerment were emphasized and the stress was,
that woman’s emancipation does not depend on national income but an engaged political process.

Ramalingaswami, Vulmiri et al. ‘Asian Enigma’ (1996) an article published by UNICEF was observed that women in south Asia have less voice and freedom of movement as compared to Africa. In south Asia they have neither the knowledge nor the freedom to act in their own and their children’s interest

Pattanaik (1997) described the important areas for empowerment of women in rural areas are (a) women and their work force participation (b) women and their education (c) women and their health and (d) women and their political participation. He also felt that empowering women with economically productive work will enhance their contribution to rural development

Sharada (1997) in her study on women fertility and empowerment revealed that majority of women were aged below 30 years and were economically inactive and only a meagre per cent of them worked outside. Nearly half of them had less than three children whereas, the other half had more than three children, majority of the women were illiterate and belonged to nuclear families.
Sharma S.C (1998) revealed that women tolerate any punishment by their husbands but cannot tolerate any punishment to their husbands. They consider their life meaningless without their husbands. This observation provides an evidence for demonstrating the women’s perception about themselves.

Mridula (1998) reported that women’s education leads to reduction in family size, greater attention by mothers towards health, education and character building of their children, greater participation of women in labour market and greater per capita income and better quality of human capital. An educated woman is more likely to share in family decisions about how many children to have, how to bring them up and how to care her own and her family health.

Chandran (1998) has observed that it is true that for centuries men have had control over public spaces but now women although their number is limited have been able to have access to such spaces. These spaces cant hope to correct centuries of unequal access instead it has been observed that women who do enter the male domain rarely address gender issues because of the pressures to conform to the dominant work culture. But nor intensive studies are needed to go deeper into the changing phenomenon i.e. man woman relationships.
Jejeebhoy (1998) elucidates that secondary education can play a crucial role in reducing violence against women, while educating women clearly cannot eliminate violence, research shows that secondary education has a stronger effect than primary education in reducing rates of violence and enhancing women’s ability to leave an abusive relationship.

Joythi (1998) reported in her study on employment pattern and empowerment of rural women in Kolar district that the major factors contributing to higher level of empowerment among large farms is the level of education and savings mainly obtained from parents rather than their own earnings. Among the agricultural labourers and small farms, it is mainly on account of earning cash income and having control over income. Therefore, it can be said that the economic empowerment is more among the women of small farm and agricultural labour category, who also participated in decision making.

Jejeebhoy (1998) studied and has revealed that the benefits of education in reducing domestic violence are greater in the less patriarchal state of Tamilnadu in southern India then the more patriarchal state of Uttar Pradesh in north. In later case, only secondary schooling for women leads to lower violence rates.
UNDP (1999) human development report demonstrated that practically no country in the world treats its women as well as men according to the measures of life expectancy, wealth, and education.

Kritz and Makinwa adebusoye (1999) studied that the degree to which education increases women’s autonomy and decision-making depends on family structure and employment opportunities. In a study of 5 ethnic groups in Nigeria, education had no effect on a wife’s decision making among Ibo and Ijaw, whereas among Kanuri, both primary and secondary education increased women’s decision-making authority.

Mammen and Paxen (2000) studied that women with higher levels of education also are more likely to work in the formal employment market (where earnings are higher) versus being self-employed or engaging in formal work. In India and Thailand, women are more likely to secure non-manual, “white collar” work than production or agriculture jobs. The same study found that women with post-secondary schooling were about 25% more likely to be formally employed.

Heptulla Najma (2000) stated that one of the critical areas of concerns is the development of an institutional mechanism for advancement of women under the strategic objective of integrating
gender perspective in legislation, public policies, programs and projects. These aspects require regular review in order to ensure that women are direct beneficiaries of development.

Gopalan Prema (2000) had emphasized on empowerment from below through self education and women’s collectives. The socio political context had thrown up opportunities for people’s participation . The process of learning within Self Help Group created knowledge for empowerment. Poor women decided through informal learning exchanges. Women were viewed as generator of information . Women’s group began with savings and credit issues and later moved on to respond to the issues and later moved on to addressing a wide range of practical needs. They had forced village panchayats to respond to the issues of concern to women i.e. drinking water, childcare, health centers and schools.

Saradha (2001) in her study on empowerment of rural women through SHGs in Prakasan district of Andhra Pradesh found that education, social participation, extension participation, training, mass media use and capacity building had significant association with the level of empowerment, whereas age, family size, land holding and material possession had no association with the level of empowerment.
Seth Mira (2001) had stressed upon empowering women as the agents of social change and development. There was a proposal to ensure free education of girls up to college level. Women were benefited from the IRDP, TRYSEM, JRY and DWACRA. Mobilisation of women towards their empowerment and dignity through trained volunteers developed health, awareness, education and economic empowerment. The economic empowerment would be achieved through education and employment. She emphasized that women could play a powerful role in confidence building in their children to promote self reliance.

Assad and El Hamidi (2001, in Egypt) found that women with low levels of education were virtually shut out of regular wage work, only primary education is not enough to enhance productivity or obtain better paying jobs. Furthermore, general or vocational training that is poor or emphasizes women’s traditional roles fails to liberate women either economically or socially.

Kambhapati and Pal (2001) conducted a study and collected data on school attendance of boys and girls from six villages in west Bengal, India to examine the relationship between mother’s literacy and their children’s enrollment in and completion of primary schooling, differentiated by the sex of the child. Controlling for such
factors as age, children’s characteristics and household characteristics, they found that mother’s literacy increases the chances of daughters being educated-both in terms of being enrolled in school and attaining primary schooling but has no impact on boys.

Pande and Astone (2001) studied that a higher level of education is required for reducing son preference and gender differentials in child health. Research in India shows that higher levels of education have a significantly stronger effect as compared to primary education in lowering the entrenched preference to sons.

Jhonson and Jhonson (2001) gave statement that it is clear that female literacy is neglected and it contributes to the subordination of women and greater dowry demand in the marriage market. Among the literate women only a handful of women obtain their education in order to acquire economic independence; for the majority, literate women receive an education only to become more eligible in for marriage.

Townsend et al (2002), In their work ‘‘Literacy for Empowerment in India’’ quoted a study conducted by world bank which reviewed the effects of basic adult education in promoting the beneficial changes of attitude and behavior of the participants based on the evidence collected from 13 developing countries and found that participants tend to: 1. Show enhanced confidence and autonomy
within their families and communities. 2. Are more likely to send their children in school and monitor their progress. 3. Retain their skills in literacy and use them to expand their satisfaction in daily life.

Dreze and Sen (2002) stated in their work that education has five intrinsic values, for improving social and economic conditions of women: First of all education gives personal benefits for the individual in terms of self confidence leading to motivation and interest in society.

Secondly, education gives access to wider range of job opportunities and in general enables persons to take advantage of economic opportunities.

Thirdly, a higher literacy rate facilitates public debates and demands for health care, social security and other needs. Public discussions enable people to hold politicians accountable for their promises of improvements in the social services sector. Information on ones society provides better possibilities for utilizing the service system.

Fourthly, education indirectly prevents child labour and force parents to send their children (both girls and boys) to school.
The fifth effect of education and literacy enables oppressed groups in the society to become politically organized. The ability to resist oppression not only concerns disadvantaged groups in society but education also has positive effects within families when girls are being educated.

Duraisamy (2002) found that the returns to an additional year of women’s education is higher than returns to men at the middle, secondary and higher secondary levels, and particularly so at the secondary level where the wage gains to women’s education are more than twice that to men’s education. He also found that the returns to middle level schooling have declined for both men and women, but the change is particularly large for women. Secondary and college levels of education appear to be more rewarding for women in recent years.

Malhorta et al. (2002) conducted a research to analyze women empowerment by using different approaches. Woman empowerment was examined in different fields like economically, socially and demographically. Researcher also analyzed about women empowerment and its impact or consequences on development and poverty reeducation. The finding of the research was that if the women empowerment is low it will have terrible affect on development and ultimately it will increase poverty.
K.P Neeraja (2003) concluded through her study that only healthy and educated women could talk of empowerment. Her study emphasized use of mass media and interpersonal communication for highlighting the benefits of small family, strengthening the population education programme. She emphasized that the role of self help group was considered better than these organizations.

Jewkes (2003) studied that higher level of education are strongly associated women’s improved use of pre-natal and delivery services, post-natal care and have a great impact on girls’ and women’s knowledge of HIV prevention and education lowers sexually transmitted infection.

Dhamija Neelam and Panda S.K (2006) conducted a study on education for women empowerment as it enabled them to understand the opportunities, traditional role and challenges to lives. It created confidence, skills and knowledge to understand the problems and find their solutions. It was influential factor for improving child health and reducing infant mortality. Education should train them that the girls should be sent to school to improve their well beings and enlightenment. They should come out of the mystic role of only mothers and housewives.
Srivastva Gauri (2006) conducted a research and stressed upon matriarchal families whereat children derive their identity through the mother and ancestral property was owned by the females and the youngest daughter perform all religious rites. In India, it was patriarchal which was giving more importance to men. It was creating more problems for women’s emancipation. Recently the law passed for giving legal heir ship in parents’ property had given some relief to women folk, however, the role of women was only “relational” and not independent. They were known as mother of, sister of, wife of, like etc. The removal of women’s illiteracy, providing free education to girls and marriage assistance etc. should be taken vigorously. Major emphasis was laid on women’s participation in vocational, technical and professional education at different levels.

An educated woman is a sure sign of education of coming generations because a literate woman can never tolerate illiteracy in home. So it goes without saying that to awake the people it is the women who should be awakened first and they should be trained to play an effective role in all walks of life.