

Chapter – VII

Summary and Conclusion

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Globalization has presented new challenges in the realization of the goal of empowering women and now women empowerment has become the slogan and motto of many social reformers, governmental agencies and voluntary organizations. There is a long cherished wish among all the women to have better avenues in life in order to lead the life in a more fruitful way. However, the concept of women empowerment is a matter of controversy even now. So various studies were conducted and made a consensus that so long as women remain depressed and exploited, no nation can enjoy freedom and justice. It is found that when half of the population is denied the opportunities for utilizing their full potential, the economic parameter like growth, development and welfare remain undefined. So various steps were taken to define the concept of women empowerment and to find out ways through which women can be empowered. **Statement of problem:** Barrier to education in India is the lack of adequate school facilities. Many states simply do not have enough classrooms to accommodate all the school-age children. Furthermore, the classrooms that are available often lack basic necessities such as sanitary facilities and water. In Uttar Pradesh, a recent survey found that 54 percent of schools did not have a water supply and 80 percent did not have restrooms (The World Bank, 1997b). Lack of restrooms can be particularly detrimental to girls' school attendance. In some states, the inadequate supply of classrooms is further compounded by the

large increase in the number of school-age children due to high population growth rates. For instance, in 1993, Uttar Pradesh needed to build 284,000 additional classrooms to achieve full enrollment of children age group from 6 to 10 (The World Bank, 1997b). The need for new classrooms will persist as the population continues to grow. On the other hand, in states where population growth rates are low (e.g., Kerala), the number of primary-age children is beginning to decline and state governments can focus on improving the quality of education rather than increasing the supply of classrooms.

Lack of female teacher is another potential barrier to girls' education. Girls are more likely to attend school and have higher academic achievement if they have female teachers. This is particularly true in highly gender-segregated societies such as in India (Bellew and King, 1993; King, 1990). Currently, women account for only 29 percent of teachers at the primary level (MHRD, 1993). The proportion of teachers who are female is even lower at the university level and the present scenario is alarming at the school. These proportions reflect the historic paucity of women with the educational qualifications to be teachers. However, the proportions are likely to change in the future as women currently account for nearly half of those being trained as teachers. Again there are differences among the states; the states with the highest literacy rates are also the states with the highest proportion of female teachers. The following objectives are framed: (i) To find out educated and uneducated the characteristics of women in the study area. (ii) To find out

economic factors which determines the educational empowerment of women in Manaparai Block (iii) To find out the constraints faced by educational empowerment of women in the study area. (iv) To suggest appropriate measures to overcome the constraints faced by the women in the study area

The following hypotheses are framed (i) There is a positive and significant relationship between the educational status and family condition. (ii) Women educational empowerment and social factors are positively correlated but the social factors are insignificantly related to the educational empowerment of women in the study area.

7.1. MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

1. Of the 120 respondents, 38.33 per cent belong to the age group of 31-45.
2. 52.5 per cent of the respondents belong to most backward community. The caste-wise data reveal that the Ambalakarar with 15.83 per cent forms the single largest group.
3. The analysis points out that majority of the respondents (64.17 per cent) are agriculturists.
4. 38.16 per cent of the respondents are engaged in livestock maintenance to get regular income for the family.
5. In the analysis, the model is significant because F value is significant at one per cent probability level. The value of R^2 is high showing that the

independent variables together account for 71.4 per cent variations in the income from knowledge per annum for low income group.

6. In the analysis, the model is significant because F value is significant at one per cent probability level. Value of R^2 is high showing that the independent variables together account for 42.60 per cent variations in the income from knowledge per respondent, per annum for high income group.
7. In the analysis, the regression coefficient for the land income is 1.08 and it is positive and statistically significant at one per cent probability level. The inference is that the gross value of income from knowledge for the entire group increased by 25.6 per cent when the use of land income increased by one unit per annum. Domestic animal income is another factor significantly and positively determining the gross value of income from knowledge for the entire group at one per cent level. The implication from its coefficient value is that the gross value of income from knowledge (for the entire group) per unit increased by 18.63 per cent when domestic animal income increased by one unit per annum. The analysis reveals positive significant relation between income from knowledge and land income.
8. In the analysis, sale of agricultural produce and land income I are the factors determining the gross value of income from skills (for medium group) positively and significantly at five per cent and one per cent levels respectively. The inference from the coefficient value of sale of agricultural produce I is that the income from skills (for medium group) increased by

22.18 per cent when sale of agricultural produce I increased per unit. That is, the income from skills (for medium group) increased with the increase in the sale of agricultural produce I.

9. In the analysis the regression coefficient for the variable business income I is 1.92 and it is positive and statistically significant at one per cent probability level. The inference is that the gross value of output per women educational empowerment increased by 19.24 units when the use of business income I was increased by one unit.
10. In the analysis, the income from Business II coefficient is 62.94. It is positive and statistically significant at one per cent probability level. The inference is that the gross value of income from economic for low group increased by 29.80 per cent when the income from business were increased by one unit. The point is that those respondents are making more income from business for getting more income from economic (for low group).
11. In the analysis, the Income from business income II is 4.41. The coefficient has been positive and statistically significant at one per cent probability level. The meaning is that the gross value of income from economic (for medium group) per unit increased by 3.21 per cent when the Income from business II use was increased by one unit. Hence the hypothesis that Income from business income II use is a positive and significant determinant of the gross value of income from economic (for medium group per unit per annum).

12. In the analysis, family income II and income from land II are the other factors determining the educational empowerment of women positively and significantly at five per cent and one per cent levels respectively. The inference from the coefficient value of land income II is that the gross value of educational empowerment of women increases by 25.51 per cent.
13. In the analysis the regression for the variables income from business II is the other factor significantly and positively determining the gross value of income from economic (for total group) at one per cent level. The implication from its coefficient value is that the gross value of income from economic (for total group) increases by 6.16 per cent. When one unit increases the income from business II. The analysis reveals a positive relationship between income from business II and income from economic (for three group).
14. Land income II is yet another factor insignificantly and positively determining the gross value of income from economic (for entire group). The inference from the coefficient values is that the gross value of income from economic (for entire group) per unit increases by 51.88 per cent, when one unit increased these variables. All other explanatory variables exerted insignificant influence on the gross value of income from economic (for total group per unit).
15. The political constraints of the primary and middle school level learners of women envisages the rank order of political constraints viz. 'The ill motive

people misguide the women leaders in their vested interest and thus weaken them' was ranked first, 88 per cent followed by 'harassment and exploitation of women leaders by officials, leaders, social workers and others who dishearten them in their empowerment' was ranked II i.e., 69 per cent, 'the political provisions for gender leadership are either not implemented or encroached by men, if implemented' was ranked III i.e 65 per cent, 'the man dominating society does not digest the women to play the role of leader ' was ranked IV i.e., 38 per cent and 'women some times by nature avoid to lead the groups and organization of the society' was ranked V i.e., 37 per cent. The mean score value of each constraint indicates the degree of seriousness that caused poor educational empowerment of rural women in Manaparai taluk study villages.

16. The economic constraints viz, overall constraints is 'the banks accounts of the family is often operated by males only' was ranked first (73 per cent) followed by 'ownership of family income and finance are generally in male hands' was ranked II (50 per cent), 'Hindrances in implementation of women rights for sharing the family property' was ranked III (46 per cent), 'lack of agro- based and rural industries for the income generation and employment to rural women' was ranked IV (35 per cent) and 'the women of the family in service are not free to spend their income independently' was ranked V (34 per cent).

17. The social constraints viz., ‘lack of gender based academic institutions causes women illiteracy’ was ranked first secured 84 per cent followed by ‘dependable nature of women suppress them in their empowerment’ which was ranked II (74 per cent), ‘social taboos, superstitions, unhealthy tradition and customs hinder in women empowerment’ was ranked III (65 per cent), lack of right for free expression was ranked IV (54 per cent) and ‘the family members unanimously oppose the gender to participate in social activities’ was ranked V (50 per cent), the mean score value of each constraint indicate the degree of seriousness which caused poor educational empowerment of rural women.
18. psychological constraints viz., ‘women are often ignored in taking the decisions for the betterment of family and society was ranked first (89 per cent) followed by lack of internal and external motivation for their empowerment was ranked II (86 per cent), ‘fear regarding social security, domestic violence and abusive behaviour etc. is the barrier in women empowerment’ was ranked III (76 per cent), and so on for each constraints in descending order.
19. The political constraints experienced by degree / diploma holders of 84 per cent expressed that the political provisions for gender leadership are either not implemented or encroached by men, if implement, 65 per cent are the male dominated society does not digest the women to play the role of leader and women sometimes by nature avoid to lead the groups and

organization of the society, 36 per cent of the ill motive people misguide the women leaders in their vested interest and thus weaken them and 15 per cent of women feels that harassment and exploitation of women leaders by officials, leaders, social workers and others, who dishearten them in their empowerment hold fifth rank in overall constraints.

20. The economic constraints as experienced by the degree/diploma holders of women (in percentages) are presented in Table 6.4.3 and are explained in detailed that the women of the family in service are not free to spend their income independently, ownership of family income and finance are generally in male hands, only males often operate the bank accounts of the family, lack of agro-based and rural industries for the income generation and employment to rural women and hindrances in implementation of women rights for sharing the family property. Overall, 70 per cent of the women expressed constrains with regard to the women of the family in service are not free to spend their income independently, 50 per cent about Ownership of family income and finance are generally in male hands, 38 per cent about only males often operate the bank accounts of the family, 37 per cent about lack of agro-based and rural industries for the income generation and employment

21. The social constraints experienced by the degree and diploma holders of women and they are grouped as the lack of right for free expression dependable natures of women suppress their empowerment, the family

members unanimously oppose the gender to participate in social activities, Social taboos, superstitions, unhealthy tradition and customs hinder in women empowerment and lack of gender based academic institutions causes women illiteracy. In overall constraints, lack of right for free expression, with 60 per cent occupies first rank. Dependable natures of women suppress them in their empowerment and the family members unanimously oppose the gender to participate in social activities with 58 per cent hold the second ranking. Social taboos, superstitions, unhealthy tradition and customs hinder in women empowerment with 48 per cent, and lack of gender based academic institutions causes women illiteracy with 42 per cent hold fifth rank.

22. The psychological constraints in degree/diploma holder of women explained that women are often ignored in taking the decisions for the betterment of family and society, lack of internal and external motivation for their empowerment, Fear regarding social security, domestic violence and abusive behaviour etc. is the barrier in women empowerment, Shyness in women behaviour inhibit their exposure for empowerment, reward, appreciation and recognition of the contributions of women are generally overlooked which discourage their empowerment, the women are emotionally exploited that hinder in the process of their empowerment, unfavourable attitude of the patriarchal society towards the empowerment of women, and lack of knowledge about the women rights for their empowerment constraints. The

above constraints hold the first, second, third, fourth, fifth, sixth, seventh and eighth position.

To sum up, given the opportunities, women are keen to embark on self-development initiatives without being in a weak position significantly by the social or cultural inhibitions imposed on them. Better and easily accessible educational empowerment of opportunities in women and the impact of communication technologies on the social and cultural environment are making substantial disparity to the attitudes, values and concerns. In the changing scenario, women are likely to advantage much more from improved access to education. They have the confidence, the will and the motivation.

7.2. SUGGESTIONS

Based on these findings the following suggestions are brought out in this study for further development of educational empowerment of women in the taluk.

- Proper care should be taken for development of women education in rural and remote area of Manaparai taluk for encouraging the girls of vulnerable communities to school. Guardian, teachers, and govt. will have to take bold steps for empowerment of women in general and women of vulnerable communities in particular.
- Hostel for girls at the middle and high school stages and subsidized transport facilities, wherever necessary and possible should be arranged in rural area.

- Scholarships for girl students which serve as a compensation to the parents should be given. This will also ensure reduction of wastage and stagnation.
- Women reservation policy should strictly be maintained in all aspects like appointment in govt. and semi govt. offices, admission into the educational institutions, participating in the politics etc
- Women of rural areas should be trained up in different vocational courses like handloom and textile, poultry farms, fish farming, piggery, dairy farm, food and nutrition, fashion and designing, beauty parlour etc.
- General awareness programmes should be taken among the women of village area to sensitize them about the modern development of science and technology so that they could give up superstitious beliefs and attitudes.
- Health awareness camps should be organized not only for pregnant women but also for general people of the village community. HIV/AIDS and STD awareness programmes, about Blindness, Adolescents Reproductive Health Clinic, etc. should be organized among the women for their empowerment
- There should be more number of skill oriented adult school with facilities of sewing, knitting, handicrafts, animal husbandry etc., and basic knowledge of health care and food habit to empower them.
- Based on these findings the following suggestions are brought out in this study for further development of educational empowerment of women in the taluk.

- Social and economic barriers to girls' education can be overcome through reducing the costs of schooling, addressing parental concerns about the safety of the girls and increasing returns to families from investing in female schooling etc.
- Effective strategies to increase the enrollment and retentions of girl include: providing stipends for rural girls to cover the educational cost of secondary school attendance, training and hiring more female teachers, building and improving sanitary facilities and providing a source of clean water for girls. Supporting village educational community formed by parents, teachers and community representative to provide parents a visible role in promoting quality education and using vouchers to channel public funds to private non-profit groups to open and maintain public school education.
- A gender awareness can have positive influence on educational improvement.
- Education loan schemes to be made less burdensome and more attractive.
- Family and personal counseling at the secondary education stage can be provided.
- Higher education can be made skill oriented.
- Institutions can be made physically accessible or locate them near the potential clientele, improve transports system etc.
- Attracting bright people into teaching.
- Exploring areas of higher education where women have not yet stepped in or a monopoly of men.

- Government should create awareness among women as to various avenues open to them in higher education and the beginning of a major process of enforcing women.
- A large role for women study centers can be provided.
- Institutions of higher education should provide placement services.
- Sexual harassment in the educational environment should be addressed.
- Vocational training institutions should take action to promote entry of women into vocational training lines traditionally considered male preserves.
- Where quotas are provided for specific disadvantaged groups like disabled persons, people from remote or rural areas, members of indigenous minorities, a minimum share should be reserved for female members of those groups.
- Distance education and open learning institutions and polytechnics should be promoted particularly to extend higher education opportunities to women in rural and remote areas which will take into account their needs.
- As Manapparai Taluk is still economically and educationally backward the Government can start residential schools only for girls for free of cost like Andhra Pradesh residential schools in Andhra Pradesh and Morarji Desai residential Schools in Karnataka.
- Through Manapparai Taluk has a large number of population which is situated middle of two district headquarters which are Trichy and Dindigul, there is no govt. women polytechnic, ITI and also engineering colleges.

Hence govt. must come forward to open such educational institutions only for women.

- It is very surprise that Manapparai Taluk does not have any government colleges for women. Due to this problem rural girls find difficult to travel from their villages to Manapparai and again they have to travel from Manapparai to Trichy or Dindigul. This hurdle prevents the rural girls to pursue their higher studies. It is also economically not viable for them.

7.3. LIMITATIONS OF THE STUDY

Following are the main limitations of this research work –

- Due to the vastness of the research problem topic, it is not possible to cover all the aspect within a limited period. Therefore, the study is strictly conducted only within the Manaparai Taluk of Tiruchirappalli District.
- The study is restricted within economic and educational empowerment of women in Manaparai taluk of Tiruhcirappalli district.
- The study covers only the factors determining educational empowerment and constraints experienced by the women in the Tiruchriappalli district.
- The study covers only rural area of the Manaparai taluk of Tiruchirappalli district.
- The present study is a pioneer research work in the selected study area. Therefore it has got several constraints to obtained reliable data. The validity of the results are subject to recall bias of the respondent's information.

7.4. CONCLUSION

We have to accept the truth that a woman is a good organizer, good manager of time, good coordinator, versatile talented person, one who is equally committed to her family and business. Education enables women to understand their social and legal rights, become economically independent, acquire a voice in the affairs of the family and the community. Thus education is seen as unique investment in present and future in reference to women empowerment.

Women are the integral part of every economy. All round development and harmonious growth of a nation would be possible only when women are considered as equal partners in progress with men. Empowerment of women is a holistic concept. It is a phenomenon of nineties, which means equipping women to be economically independent, self reliant, have a positive self esteem to enable them to face any difficult situation and active participation in decision making.

Women folk are the prime contributors to the socio-economic development of the country. In order to improve the socio economic conditions of the population of any country, it has become indispensable to empower them by enhancing and ensuring their role to the optimum level. Thus women empowerment is a mantra of the new millennium, which has become significant component in the development of a nation; therefore the need to empower women arises at global level.

More countries have understood that women's equality is a prerequisite for development. A strong desire to do something positive is an in built quality of women who is capable of contributing values in both family and social life. The development of every country depends mainly on women development about which, late Prime Minister Nehru said "once women moves, village moves, country moves. Like that swami Vivekananda said "as bird cannot fly on one wing, no society can make progress unless its women to join in all activity. Education enables women to understand their social and legal rights, become economically independent and acquire a voice in the affairs of the family and the society.

7.5. AREAS FOR THE FURTHER RESEARCH

The following suggestions are given for further investigation.

1. The present study is limited to the women empowerment of 4 blocks of Manapparai Taluk. But it can be extended to the whole Tiruchirappalli District.
2. A similar study can be conducted among the graduate and the post graduate level for the educational empowerment of women.
3. A similar study may be undertaken throughout Tamilnadu.
4. A comparative study can be made between a developed and developing country about educational empowerment of women.
5. Further study may be attempted for various issues related to higher education of women in Tamilnadu level.