The three resources that lead to economic development are Natural resource, Capital resource and Human resource. Initially all development theories emphasised on the first two resources neglecting the third. But of late, economists have realised the indispensable role of human resource not only in economic development but also in raising the overall human welfare. With this, emphasis was laid on formal education and training programmes to impart skill in people. But the grave mistake committed here was that all programmes were gender blind. As a result female literacy, female participation fell short beyond expectation all over the world.

It was further observed that gender empowerment was very much linked to economic prosperity of the country. Richer the country, better was the degree of empowerment. At this juncture it was noticed that though India is a developing country its gender empowerment status was closer to that of least developed countries than that of developing countries.

Realising the gravity of the same, all programmes, policies and studies are now being channalised towards women’s upliftment. To improve the scenario of women’s education a lot of studies and researches are called in this direction. But to improve women’s education in India, a land of diversities,
micro studies are preferred to macro approaches. So that micro studies come up with responses suitable for a particular geo-politico, socio-economic existence of women.

Ever since the inception of The New Economic Policy-1991 and the onslaught of IT Revolution, Bangalore has undergone a sea change in all aspects. Being a woman and for being born and brought up in Bangalore city, it has always been my intense desire to know the socio-economic status of women of Bangalore city with various levels of educational qualification. Hence the present work is an humble attempt in the direction of knowing the various socio-economic factors influencing and being influenced by women’s education.

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