CHAPTER-V

SUMMARY AND CONCLUSION

5.0 Introduction

Education plays a significant role in the development of the society and the nation as a whole. Education is the most important component for both men and women. Without proper education of both men and women a nation cannot run properly by its full strength. Therefore, education is treated as an input which helps in the present and future development of the individual in terms of their productivity and quality of life. Various policies, programmes and projects are formulated towards this goal. More recently, the concept of empowerment has been come for women’s development.

Empowerment is a multidimensional social process that helps people gain greater control over their own lives. Women empowerment is a new phrase which is used in two broad senses e.g. general and specific. In general sense, it refers to empowering women to be self dependent by providing them access to all the freedoms and opportunities. In a specific sense, women empowerment refers to enhancing their position in the power structure of the society. In brief, the term “Women Empowerment” means that the women have the power or capacity to regulate their day to day lives in the social, political and economic terms – a power which enables them to move from the periphery to the centre stage.
Women empowerment approach is three-fold in its objectives. Economic empowerment means economic identity for women that make them economically independent and self reliant. Political participation is a major path to women empowerment. Women participation rate in election, participation rate in political decision making, right to vote, power sharing will lead to women empowerment. Social empowerment stands for elimination of all the evil practices and customs of the society in which women have been victims.

The importance of women as important human resources was recognized by the constitution of India. The state enacted several women – specific and women related legislation to protect women against social discrimination, violence and also to prevent social evils. The National Policy for Empowerment of Women, 2001 has its goal bringing about advancement, development and empowerment of women in all spheres of life through creation of a more responsive judicial and legal system, sensitive to women and main-streaming a gender perspective in the development process.

The 6th five year plan for the first time in India’s planning history contained a separate chapter on women and development. The 10th plan continued with an approach of empowering women as agents of social change and development using the three prominent strategies of social empowerment, economic empowerment and gender justice. The 11th plan approach also emphasized the importance of economic, social and political empowerment of women. The 12th five year plan is to ensure improving the position and condition of women by addressing structural and
institutional barriers as well as strengthening gender mainstreaming. It affirms that empowerment is achieved when, along with the condition of women, their position improves and their freedoms and choices are enlarged economically, socially and politically. Over the years there have been efforts made to empower women socially, economically and politically, but as a result of the lack of co-ordination between these activities, the outcomes could never be completely satisfactory.

Female work participation rates are considered as one of the important indicators of women’s empowerment. Majority of women in India are engaged in the unorganized sector. The percentage of women’s share of employment in the organized sector is very small and it is correlated with their level of education. A total of 20.5% women are employed in the organized sector in 2011 census. As per census 2011, the workforce participation rate for female at the national level are 25.51% compared with 53.26% for males. Women’s economic participation is hindered by low skills, capacities and lack of ownership and control over assets. Higher level of education leads women to entry in employment. In the political spheres, women are remained underrepresented in decision making bodies like the Parliament, State Legislative and other grass root institutions like Panchayat. The sex ratio of women is also low in India. According to the census report 2011, the sex ratio at the national level is 943. The female IMR was 46 compared with the male IMR of 43 and the overall IMR of 44 in 2011. Age at marriage is also related to health and education.

Our constitution guaranties to all Indian women equality by law, but till today the goals are yet to be realized. Educated women are essential to end gender bias, to
eradicate existing disparities, to increase the empowerment of women and equality between both the sexes. Various commissions and committees advocated promoting girls' education. But low literacy percentage of girls (women) and their dropout rates at elementary level was serious concerns since independence. The literacy rate has increased to 65.46% in 2011 census as compared to only 8.86% in 1951 census, but, majority of them has only primary education or less. To create a suitable and sustainable environment for women, education is necessary for them. There should be a revolutionary change in the attitude of both man and woman towards women education. Unless the attitude of the people is changed, sufficient development of women is not possible.

Therefore, the present study was undertaken to study the role of education in women empowerment. The study tried to find out the attitude of girl students towards women education and problems faced by the girl students in relation to domestic, social and economic field. The necessary data in connection with the present study has been collected, analyzed and interpreted in chapter-IV. The statistical inferences (drawn from the results) have also been presented in the previous chapter.

5.1 Statement of the problem

The problem of the study is stated as, "Role of education in women empowerment: A comparative study of Jorhat and Golaghat district of Assam."
5.2 Objectives of the study

The objectives of the study have been put as under:

1. To study the role of education in economic empowerment of women in Jorhat and Golaghat district.
2. To study the role of education in political empowerment of women in Jorhat and Golaghat district.
3. To study the role of education in social empowerment of women in Jorhat and Golaghat district.
4. To study the attitude of girl students towards women education in Jorhat and Golaghat district.
5. To identify the problems of girl students in relation to domestic, social and economic field.

5.3 Hypotheses

In view of the different objectives, the following null hypotheses have been formulated for investigation and testing:

1. There is no significant difference in the role of education in economic empowerment of women in Jorhat and Golaghat district.
2. There is no significant difference in the impact of level of education in economic empowerment of women in Jorhat district.
3. There is no significant difference in the impact of level of education in economic empowerment of women in Golaghat district.

4. There is no significant difference in the role of education in political empowerment of women in both the selected districts.

5. There is no significant difference in the impact of level of education in political empowerment of women in Jorhat district.

6. There is no significant difference in the impact of level of education in political empowerment of women in Golaghat district.

7. There is no significant difference in the role of education in social empowerment of women in both the selected districts.

8. There is no significant difference in the impact of level of education in social empowerment of women in Jorhat district.

9. There is no significant difference in the impact of level of education in social empowerment of women in Golaghat district.

10. There is no significant difference in the attitude of girl students towards women education in both the selected districts.

11. There is no significant difference in the attitude of urban and rural girl students towards women education in Jorhat district.

12. There is no significant difference in the attitude of urban and rural girl students towards women education in Golaghat district.
5.4 Delimitations of the study

The present study is restricted to:

1. Two districts of Assam namely- Jorhat and Golaghat.
2. Sample of 1500 women between the age group of 20-45 and 500 girl students studying in H.S 1st yr., H.S. 2nd yr. and 1st semester
3. Role of education in economic, political and social empowerment of women.
4. Attitude of girl students towards women education.
5. Problems of girl students in relation to domestic, social and economic field.

5.5 Methodology of the study

As the study is descriptive in nature, descriptive cum normative survey method is used.

5.5.0 Population:

All the women population between the age group of 20-45 of Jorhat and Golaghat district of Assam and all the girl students studying in H.S. 1st yr., H.S. 2nd yr. and 1st semester of both the selected districts.
5.5.1 Sample:

Sample consists of 1500 (fifteen hundred) women between the age group of 20-45 and 500 (five hundred) girl students studying in H.S 1\textsuperscript{st} yr., H.S 2\textsuperscript{nd} yr. and 1\textsuperscript{st} semester selected from two selected districts of Assam. Out of the 1500 hundred sample women, 750 each from Jorhat and Golaghat district were selected through purposive sampling method to study the role of education in women empowerment. Further, 750 were again divided on the basis of level of education. On the other hand, 500 hundred college level girl students were selected from two selected districts of Assam to study the attitude of girl students towards women education and identify the problems of girl students in relation to domestic, social and economic field. Researcher selected 250 girl students from Jorhat district and 250 from Golaghat district through stratified sampling method on the basis of settlement of colleges (urban/rural).

5.6 Tools used

Following data collection tools were used for collection of data:

i. **Questionnaire** was developed and used by the investigator to find out the role of education in women empowerment which realizes the objective no 1, 2 and 3 of the study.
ii. **Attitude scale** was developed and used by the investigator to find out the attitude of girl students towards women education which realize the objective no-4 of the study.

iii. **Questionnaire** was developed and used by the investigator to find out the problems of girl students in relation to domestic, social, and economic field which realize the objective no-5 of the study.

5.7 **Analysis and interpretation**

Data collected by using above tools is checked for consistency and completeness. After that data were compiled, tabulated and analyzed by using following statistical techniques in accordance with objectives and interpreted accordingly:

1. In order to verify the significance of difference in the role of education in women empowerment between Jorhat and Golaghat districts with respect to their level of education, $\chi^2$ test was used. It is a non-parametric test which does not make numerous assumptions about the nature of the population distribution. This category of tests is called distribution-free tests.

2. To test the significance of the difference between the mean scores of girl students in rural and urban colleges with respect to their attitude towards women education, t-test was used. It is a parametric test which
involves the assumptions based upon the nature of the population
distribution. t-test is based on t-distribution and is considered an
appropriate test for judging the significance of difference between the
means of two samples.

3. The statistical techniques used for calculating data in the questionnaire
meant for analyzing problems of girl students were percentage and
frequencies. On the basis of the frequencies and percentages the
results were interpreted and the findings and implications of the study
were highlighted.

5.8 Findings of the study

The findings of the research study are as follows:

Findings relating to the role of education in economic empowerment of women in
Jorhat and Golaghat district of Assam:

1. Research study finds that computed $\chi^2$ value came out to be (26.88)
which is greater than the table $\chi^2$ value at 0.05 level of significance
with df-1. Since, the computed $\chi^2$ value (26.88) is greater than the
table $\chi^2$ value. The null hypothesis “There is no significant difference
in the role of education in economic empowerment of women in Jorhat
and Golaghat district” gets rejected, which indicates that there is a
significant difference in the role of education in economic empowerment of women in both the selected districts.

2. Study depicts that computed $\chi^2$ value came out to be (256.22) which is greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Since, the computed $\chi^2$ value (256.22) is greater than the table $\chi^2$ value, the null hypothesis “There is no significant difference in the impact of level education in economic empowerment of women in Jorhat district” gets rejected. Therefore, it is interpreted that there is a true difference in economic empowerment of matriculate & above and under-matriculate women in Jorhat district.

3. Study shows that the computed $\chi^2$ value came out to be (299.76) which is greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Since, the computed $\chi^2$ value (299.76) is greater than the table $\chi^2$ value, the null hypothesis “There is no significant difference in the impact of level of education in economic empowerment of women in Golaghat district” gets rejected and it is understood that there is a true difference in economic empowerment of matriculate & above and under-matriculate women in Golaghat district.
Findings relating to the role of education in political empowerment of women in Jorhat and Golaghat district of Assam:

1. Study reveals that computed $\chi^2$ value came out to be (19.43) which is greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Therefore, the null hypothesis “There is no significant difference in the role of education in political empowerment of women in both the selected districts” gets rejected and it is interpreted that there is a true difference in the role of education in political empowerment of women in both the selected districts.

2. Research finding shows the difference in the opinion of matriculate & above and under-matriculate women of Jorhat district relating to impact of level of education in political empowerment. The computed $\chi^2$ value came out to be (187.59) which is much greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Since, the computed $\chi^2$ value (187.59) is greater than the table $\chi^2$ value, the null hypothesis “There is no significant difference in the impact of level of education in political empowerment of women in Jorhat district” gets rejected and it is understood that there is a true difference because of impact of level of education in political empowerment of women in Jorhat district.
3. Findings of the study depicts that computed $\chi^2$ value came out to be (193.70) which is greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Since, the computed $\chi^2$ value (193.70) is greater than the table $\chi^2$ value, the null hypothesis “There is no significant difference in the impact of level of education in political empowerment of women in Golaghat district” gets rejected. Hence, it is interpreted that there is a true difference in political empowerment of women in Golaghat district because of impact of level of education. The women who are matriculate & above are politically more empowered than the women who are under-matriculate.

Findings relating to the role of education in social empowerment of women in Jorhat and Golaghat district of Assam:

1. Study shows the difference in the opinion of women of Jorhat and Golaghat district relating to role of education in social empowerment. The computed $\chi^2$ value came to be (13.18) which is greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Hence, the null hypothesis “There is no significant difference in the role of education in social empowerment of women in both the selected districts” gets rejected and it is interpreted that there is a true difference in the role of education in social empowerment of women in both the selected districts.
2. Results of the study depicts that computed $\chi^2$ value came to be (383.16) which is much greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Since the computed $\chi^2$ value (383.16) is greater than the table $\chi^2$ value, the null hypothesis "There is no significant difference in the impact of level of education in social empowerment of women in Jorhat district" gets rejected and it is interpreted that there is a significant difference in social empowerment of women in Jorhat district because of impact of level of education. Women who are matriculate & above are more socially empowered than under-matriculate women.

3. Study shows that computed $\chi^2$ value found to be (225.18) which is much greater than the table $\chi^2$ value at 0.05 level of significance with df-1. Therefore, the null hypothesis "There is no significant difference in the impact of level of education in social empowerment of women in Golaghat district" gets rejected and it is understood that there is a true difference in the impact of level of education in social empowerment of matriculate & above and under-matriculate women in Golaghat district.
Findings relating to the attitude of girl students towards women education in Jorhat and Golaghat district of Assam:

1. Study finds that computed t-value came out to be (1.00) which is smaller than the table t-value at 0.05 level of significance with df-498. Since, the computed t-value (1.00) is smaller than the criterion t-value (1.96). The null hypothesis “There is no significant difference in the attitude of girl students towards women education in both the selected districts” cannot be rejected which means, there is no difference in the attitude of girl students in both the districts towards women education. The mean scores of the girl students of both the districts are almost same. Therefore, it is interpreted that the girl students from both the districts have same favourable attitude towards women education.

2. Study shows that computed t-value found to be (12.57) which is greater than the table t-value at 0.05 level of significance with df-248. Since, the computed t-value (12.57) is greater than the Criterion t-value (1.97), the null hypothesis “There is no significant difference in the attitude of urban and rural girl students towards women education in Jorhat district” gets rejected. Hence, it is interpreted that there is a true difference between the attitude of girl students of urban and rural colleges of Jorhat district towards women education. So far the mean scores are concerned, the mean value of girl students of urban colleges (98.88) is higher than the girl students of rural colleges (95.36).
Therefore, the girl students from the urban colleges have more favourable attitude towards women education.

3. Study finds that computed t-value found to be (5.50) which is greater than the table t-value at 0.05 level of significance with df-248. Since the computed t-value (5.50) is greater than the Criterion t-value (1.97), the null hypothesis “There is no significant difference in the attitude of urban and rural girl students towards women education in Golaghat district” gets rejected and it is understood that there is a true difference in the attitude of girl students of urban and rural colleges of Golaghat district towards women education. The mean value of girl students of urban colleges (97.6) is higher than the girl students of rural colleges (96.28). Therefore, it is concluded that the girl students from the urban colleges have more favourable attitude towards women education than the girl students of rural colleges.

Findings relating to the problems of girl students in domestic field:

1. The first item is relating to time for girl students to study at home. 70% girl students in Jorhat district and 68.4% in Golaghat district responded that they get sufficient time to study at home. In case of Jorhat district, 80% urban girl students and 60% rural girl students responded that they get proper time to study at home. In Golaghat district, the percentage is 78% (urban) and 58% (rural) respectively.
2. 52% of girl students from Jorhat district and 49.6% from Golaghat district responded that they have tuition/coaching facilities. But in Jorhat district, 72% from urban area and only 32% from rural area are getting opportunity of tuition/coaching facilities. In Golaghat district, the percentage is 74% (urban) and 26% (rural) respectively.

3. 96% in Golaghat and 98% in Jorhat district are getting equal facilities for education at par with male child. In the urban areas, all the respondents gave their opinion positively in both the districts. But in the rural areas, very few percentages in Jorhat and Golaghat districts (4% and 8% respectively) responded that they are deprived of equal facilities as enjoyed by their brothers.

4. 62% girl students in Jorhat district and 58.4% in Golaghat district responded that they get help in doing home assignment. In urban areas 80% and in rural areas 44% of the respondents in Jorhat district responded that they get help. But in Golaghat district, the percentage is 74% (urban) and 42% (rural) respectively.

5. In Jorhat district 68.8% and 64.8% in Golaghat districts respectively responded that they can maintain their study hour properly. In urban areas of Jorhat district 82% and in rural areas 56% of the respondents responded that they get time to maintain study hour. In Golaghat district the percentage is 80% (urban) and 50% (rural) respectively.
6. In the colleges of urban areas of both the districts, all the respondent responded that parents give more emphasis on education than household work. But in rural areas 78% in Jorhat district and 64% in Golaghat district responded positively.

7. In Jorhat district, all the respondent responded that their parents do not prefer early marriage. But in Golaghat district, 4% in rural areas responded that their parents prefer early marriage of girls.

8. 99.2% in Jorhat district and 98.4% in Golaghat district responded that their parent does not give more emphasis in brothers’ education. But in rural areas, 2% in Jorhat district and 3% in Golaghat district responded that their parents give more importance to brothers’ education.

9. In Jorhat district 66.8% and in Golaghat district 64.4% of the respondents responded that they have congenial home environment for study at home. In urban areas 84% and in rural areas only 50% in Jorhat district responded positively. In case of Golaghat district, the percentage is 82% (urban) and 47% (rural) respectively.

10. Regarding attending the college regularly 67.6% in Jorhat district and 66.8% in Golaghat district responded that they attend college regularly. In urban areas 88% girl students and in rural areas 53% girl students in Jorhat district attend college regularly. In Golaghat district 84% in
urban areas and 50% in rural areas responded that they attend college regularly. In rural areas 47% in Jorhat district and 50% in Golaghat district responded that they never attend college regularly.

Study found that there is a new trend of change in the attitude of parents towards women education. Majority of girl students get same facility for education at par with male child in both the districts (urban and rural). Majority of the respondent viewed that their parents emphasizes more on education rather than household work in both the districts. Study also revealed that most of the parents do not prefer early marriage of their girls in both the districts which help in the development of girls’ education in both the districts.

However, the study also reflected some negative aspects that stand as a barrier in women education. It was found that the girl students from rural colleges do not get adequate time for study, tuition/coaching facilities etc. Large numbers of girl students from rural colleges do not attend college regularly in both the district due to increase in household work.

Findings relating to the problems of girl students in social field

1. The first item is relating to level of education for which girls are respected in the society. 91.2% girl students in Jorhat district and 86% girl students in Golaghat district responded that they are respected by the society because of level of education. 95% women in urban area and 87% of women in rural area of Jorhat district responded positively.
In case of Golaghat district, the percentage is 92% (urban) and 80% (rural) respectively.

2. 64% of the respondents of Jorhat district and 54.8% of respondents of Golaghat district responded that they have the liberty to choose their institutions /subjects. 80% in urban area and 48% in rural area of Jorhat district responded positively. In Golaghat district the percentage is 78% (urban) and 32% (rural) respectively.

3. Most of the respondents in Jorhat (94%) and Golaghat (88.8%) districts responded that their parents encourage them to pursue higher studies. All the respondents in urban area and 88% in rural area of Jorhat district responded that their parents encourage them for higher studies. In case of Golaghat district, the percentage is 98% (urban) and 80% (rural) respectively.

4. All the respondents in urban area of both the districts responded that lack of awareness and positive attitude hinders women education. Hence, there is need to develop positive attitude towards women education among the parents, community members and also among the rural girl students.

5. In Jorhat district all the respondents in urban area and 95% in rural area responded that their parents do not have any reservation to send
their daughters to co-educational institutions. In case of Golaghat district the percentage is 98% (urban) and 90% (rural) respectively.

6. All the respondents in both the districts (urban and rural areas) responded that their parents do not treat them as others property.

7. All the respondent of both the districts responded that social norms, beliefs and superstitions stand as a barrier in women education and this can be eradicated through education only.

8. In both the districts (urban and rural) the respondent responded that early marriage of girls stands as a barrier in their education and it is necessary to stop early marriage.

9. 92% girl students of Jorhat district and 88.8% girl students of Golaghat district responded that strong willpower is necessary in improving their educational status. 96% in urban area and 88% in rural area of Jorhat district responded that lack of willpower hinders educational status. In case of Golaghat district, the percentage is 95% (urban) and 82% (rural) respectively.

10. All the respondent in urban area of both the districts responded that higher study is not a problem in their marriage. But in rural area of both the districts (5% & 7% respectively) feels that it is a barrier in their marriage.
Study found that education is very much essential for women to get a social status. Discrimination of parents between the education of their boys and girls is gradually decreasing and parents encourage their girls also to pursue higher studies along with male child. It was also found that parents do not prefer early marriage of daughters and they never treat them as others property. Study also proved that higher education of girls is not a barrier in their marriage.

**Findings relating to the problems of girl students in economic field**

1. This first item is relating to availability of educational facilities like-books and uniforms. 65.2% of the respondents in Jorhat district and 57.6% of the respondents in Golaghat district responded that they get books, shoes, uniforms in time. 82% girl students of urban area and 48% of rural area of Jorhat district responded that they get all the necessary requirement in time. In case of Golaghat district the percentage is 74% (urban) and 42% (rural) respectively.

2. 54.8% of the respondents in Jorhat district and 53.2% of the respondents in Golaghat district responded that they get standard uniforms, shoes, school bags etc. 86% girl students in urban area and 24% girl students in rural area of Jorhat district have standard uniforms, shoes, school bags etc. In Golaghat district, the percentage is 86% (urban) and 20% (rural) respectively.
3. Very few percentages of the respondent of Jorhat and Golaghat districts (28.8% & 24% respectively) responded that they have home tuition. 48% in urban area and only 10% in rural area of Jorhat district has tuition facility. In Golaghat district the percentage is 40% (urban) and 8% (rural) respectively.

4. 98% of the respondents in Jorhat and 97.2% of Golaghat district responded that their parents do not want them to leave college and help at home. In rural area 4% in Jorhat district and 6% in Golaghat district responded positively.

5. In urban area 74% in Jorhat district and 84% in Golaghat district responded that parents can afford to send them to private institution. In rural area 26% in Jorhat district and 16% in Golaghat district responded that they can be send to private institutions.

6. All the respondents in urban area of both the districts responded that they get more chance to study if they fail in their examination. But in rural area 10% in Jorhat district and 12% in Golaghat district responded that they will not get more chance, if they fail in examination.

7. In Jorhat district 92% and in Golaghat district 88% have shown that their parents encourage them economically to go for higher studies. Only 2% in urban area and 14% in rural area of Jorhat district
responded that parents do not encourage them economically. In case of Golaghat district the percentage is 4% (urban) and 20% (rural) respectively.

8. 58% of the respondents of Jorhat district and 55.6% in Golaghat district responded that they get pocket money. In urban area 18% and in rural area 66% in Jorhat district responded that they do not get pocket money from their parents. In Golaghat district the percentage is 21% (urban) and 68% (rural) respectively.

9. All the respondents in both the districts (urban and rural) agreed that low economic status of family hampers girls’ education.

The research study reflected some positive points pertaining to the economic area. Most of the parents of both the districts understand the importance of education of their girls. They do not want to stop education of their daughters due to financial problem. Study revealed that most of the girl students are getting same facility at par with their brothers. Most of the parents spend money for education of their girls in spite of low socio-economic status.

However, the study reflected some negative aspects also in this field. It was revealed that many girl students from rural area are deprived of adequate educational facilities like- books, uniforms and tuition facilities. Thus, from the study it was observed that economic backwardness of the parents is one of the major problems which hinder girls’ education in both the districts.
5.9 Educational implications of the study

The present study has following implications:

1. The present study was undertaken on the women of 20-45 age groups in Jorhat and Golaghat districts of Assam on the role of education in women empowerment which provides a scope for future detailed study in this field.

2. This study also presents a survey on the attitude of girl students of H.S 1st yr., H.S. 2nd yr. and 1st semester towards women education which will be used to develop positive and healthy attitude of girl students towards women education.

3. This study identifies some of the major problems of girl students in relation to domestic, social and economic field and also suggests some measures to tackle these problems. Hence, this study has great educational implication.

4. This study will also help to develop consciousness among the rural women and girl students about the importance of education for women empowerment.

5. Finally, this study has a wide implication for the government and policy makers to introduce new policies in the field of women empowerment and education in future.
5.10 Conclusion

The present study intended to find out the role of education in women empowerment in two districts namely- Jorhat and Golaghat of Assam. The study tried to find out the attitude of girl students towards women education and the problems faced by the girl students in relation to domestic, social and economic field. The research study reveals that education plays a significant role in economic empowerment of women in both the selected districts. Study also found that the women of Jorhat district are economically more empowered than the women of Golaghat district. Percentages of women whose level of education is matriculate & above are higher in Jorhat district than in Golaghat district. So, the women of Jorhat district are conscious in economic field than the women of Golaghat district. Study also reveals that matriculate & above women of both the districts are economically more empowered than the under matriculate.

Majority of the women (92.7%) responded that education is an important factor that is positively correlated with the economic upliftment of women. 74.25% women agreed that women education leads to increase in their productivity and reduces discrimination against them. Most of the respondent (79.13%) responded that education improves women’s capacities and skills to take advantages in employment choices. 56.7% women do not agree that there should be reservation for women in employment. But, 66.57% women responded that legal protection is essential in work place. Research study reveals that working women have been able to enjoy high social status and have strong decision-making power at home and community. It was
observed that massive campaign for spread of literacy among women (specially rural women) needs to be launched to make women literate in both the districts of Assam. More attention needs to be given by the government and other non-government agencies for spreading the information of schemes and programmes of literacy. Matters like- wage discrimination, lack of safety in work place etc. should be given national importance and legal protection should be ensured at work place.

In case of political empowerment, research study reveals that education plays a significant role in political empowerment of women in both the selected districts of Assam. Between the two districts, women of Jorhat district is politically more empowered. Percentages of women whose level of education is matriculate & above are higher in Jorhat district than in Golaghat district. The matriculate & above women in both the districts are politically more empowered than the under-matriculate. 62.57% women responded that educated women are better informed about their legal rights. Majority of the respondent (80%) responded that women’s level of education determine their success in political participation. 90.4% respondent agreed that participation of educated women in politics can bring changes in government policies and programmes. Among the respondents 56.7% have knowledge about the political process of local, state and central government. Therefore, women should be motivated by developing awareness and positive attitude about the schemes that will definitely increase their participation in political process. More emphasis should be given on education of women especially, rural women to make them politically empowered.
Further, the research study reveals that education is one of the prominent factors in social empowerment of women in both the selected districts of Assam. It was found that percentages of women whose level of education is matriculate & above are higher in Jorhat district than in Golaghat district. Within the district, there exists a difference in the impact of education in social empowerment of matriculate & above and under-matriculate. 90.2% women agreed that education gives them better knowledge about health care. Majority (76.32%) of the respondent responded that education has a significant positive influence on women's life expectancy and family health. With regard to the participation in decision making process, 92.12% respondent responded that education helps to give them greater autonomy in deciding any important matters of the family. Study reveals that women's decision is not important regarding acquisition and disposal of family property. Only 37.14% women responded that they take part in community decision. 68.12% respondent agreed that status of educated women is superior to un-educated women. Regarding the legal protection, 97.34% respondent responded that they do not get legal protection in various field. 4% women in both the selected districts (in rural area) responded that there has been incident of crime against them in their family. Majority of the women (95.36%) agreed that education can reduce violence against women.

Hence, women should be encouraged to participate in decision making on various activities of home and community. Meetings and seminars should be organized regularly where women members can share their views and opinions. There are various laws to protect women which women are not aware of. Therefore, more
attention is required from the part of the government in the proper implementation of the laws. Efforts should be given by the NGOs in protecting violence by offering counseling, legal help, short stay homes etc.

Regarding the attitude of girl students towards women education, study found that the girl students from the colleges of both the selected districts have favourable attitude towards women education. But the girl students in urban colleges have more favourable attitude towards women education than the rural colleges in both the districts. Study also investigated problems faced by girl students in relation to domestic, social and economic field and found lack of proper attitude and awareness of the parents towards the education of their girls is one of the important obstacles in their education. Some girls (especially, in rural area) do not get time to study and do not attend college regularly due to household work. They do not get tuition/ coaching facilities also. Proper attitude should be developed among the parents towards women education. For that it is necessary to organize parent-teacher association, awareness camps should also be organized among parents about the importance and the problem of girl students. Efforts should be taken by the teacher by giving assistance in their needy hour and to ensure learning among the girls for better performance in the examination.

Research study revealed that social norms, beliefs and superstitions hamper girls’ education. Therefore, voluntary organization should take steps for mobilizing parents against superstitions. There exists some injustice in the field of girls’ education such as: some situation girls do not get same facilities as boys. Value based
education should be introduced in the curriculum, so that injustice can be minimized in future and girl students should develop strong will power to fight against injustice. One of the major problems of girl students is the poverty of parents. Efforts should be taken by the government to ensure the basic educational facilities for the girl students e.g. uniform, book, hostel, transportation etc. Vocational education should be accelerated to make the girls self dependent in future life. It will help them to remove the economic barriers and also motivate the parents to send their girls to school.

Women constitute almost 50% of total population in India. So, the active participation of women in various fields (economic, political and social) is very much essential. Education is the only means which helps women in enhancing the decision making power and acquiring self respect and social dignity that ultimately helps in women empowerment. It helps in developing the knowledge, skill and self confidence necessary for participation of women in developmental process. The present study was undertaken on role of education in women empowerment and it is hoped that the study may be useful for carrying out some future investigation in the same field which will help to develop women education and empowerment.

5.11 Suggestions for further study

1. Study can be undertaken on awareness and attitude of girl students from different stages of education towards women education and empowerment.
2. Study can be undertaken in the attitude and awareness of parents, societal attitude and attitude of men from difference section of society on women education and empowerment.

3. Comparative studies can be undertaken on women from different age group about their consciousness on women related issues.

4. Studies related to different dimension of women empowerment such as social, economic, political, legal, technical could be taken up separately.

5. Comparative studies can be conducted on the efforts of different government agencies of different states regarding women education and empowerment.

6. Studies on status and women’s access to higher education in Assam and other states can be undertaken.

7. The present study is conducted on two districts of Assam. Studies can be conducted by selecting more similar districts of Assam.