CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

Review of past literature related to the investigation serves a meaningful and multiple purposes. Review provides a sound rationale for the current study. It helps the investigator to determine her problem area by putting the problem into the proper perspective. Review of relevant literature helps the investigator to identify the exact area of a problem, development of a research design and determination of the size and scope of a problem. A careful review of the related literature on the problem is one of the important steps in the research study. Review of literature provides basic ground to the researcher for the problem which helps to acquire current knowledge of the subject. It enables the researcher to get up-to-date information about the area of her study. This makes the researcher careful about the duplicity of the work. By reviewing the related literature, researcher knows about the methodology and statistical methods which can be used for analyzing and interpretation of the results. Finally, review of related literature shows the recommendations for the previous studies.

For the present studies, researcher has gone through the relevant studies conducted in Assam, India and abroad concerning the role of education in women
empowerment and some related issues like attitude of girl students towards women education and problems faced by the girl students.

2.1 Studies carried out in Assam

Sahiddulla, F. (2009) studied on the status of women in Assam on the basis of social economic and political field. Finding revealed that for improving women’s status, education of women is the prime requirement. Government steps and actions are necessary for removing gender inequalities and injustice for empowering women. Positive attitudes and outlooks of society towards women are also necessary.

Sarmah, S. (2013) conducted a study about the increase rate of sexual violence against women. The study found that though education is necessary to bring change, but the mind set of people has to be changed so as to expect some positive changes in this regard.

Pegu, N. and Doley, A. (2013) investigated the constraints in educational advancement of tribal women with special reference to the Mising of Assam. The study also tried to verify whether the constraints are rooted in the cultural norms and values of the tribal communities. Study was conducted in Jonai sub-division. The investigator found that the problem of female education of the Mising community appears to root in their cultural value system. Money spent for female education is wastage of their income because a girl child is meant for some ones house wife after marriage.
Barua, P. (2012) conducted a study about the status of rural women in Assam and the impact of education among them. Study also analyzed the measures to be taken up by the state authority and the civil society to protect the rights of rural women. Study covered Jorhat district of Assam. On the basis of the study, investigator found that women can play a very effective role in rural development, if they get education and privileges. The problems like illiteracy, ignorance, poor economic condition can be removed through active involvement of the people and to have this, proper education and scientific methodology have to be adopted.

Bordoloi, D. and Bora, S. (2012) investigated the socio-economic problems of rural girls’ education in secondary level and the attitude, interest and level of aspiration of the parent on the educational attainment on their girl child. The investigator concluded that education can change the life style of women and secondary education can play a vital role here. In the investigation, very few percentages of rural people have shown their favorable attitude towards the education of their daughters. But rest of them expressing negative attitude due to lack of positive outlook and exposure and some pre-occupied belief about education of girl child.

Das, D. (2010) has analyzed the gender disparity in education of Assam and its consequences. The study clearly showed the gender disparities in literacy rate, sex ratio, health care and nutrition, work participation etc. Study also proved that education must be used as an agent of basic changes in the status of women.
Phukan, P. (2006) carried out a study about the involvement of women members in Panchayati Raj institution and also examined the attitude of the people towards women participation in Panchayat. Study was undertaken in Lakhimpur district of Assam. Study concluded that women have been rendering valuable services to Panchayati Raj system. The study revealed that cast has nothing to do with regard to political participation.

Saikia, R. (2008) studied on the involvement of Karbi women in home, firm and allied activities and also studied the extent of involvement in marketing of produced product. Study proved that kabi women in Karbi Anglang district performs numerous jobs both at home and outside home. Because of illiteracy they were not conscious about health. Study found the importance of education in women’s life.

Barmon, R. (2010) investigated the influence of SGHs (Self Help Groups) on social and economic status of women members of Kamrup district of Assam. Result proved that the membership to SHGs has contributed to significant changes in the lives of women. Women has started to take equal part in decision making process of family and household matters like education of the child, purchase of household thing etc. By attending the meeting and training programmes women has also improved their participatory and management power.

Chutia, D. and Bhorali, G. (2012) studied on the status of health and hygiene of rural women and impact of education on it. Study covered Golaghat district, Assam. Study revealed that education has great impact on the health and hygiene of
rural women. Because of lack of proper education, rural women have suffered from number of diseases.

Boruah, M. and Gogoi, J. (2010) conducted a study on the growing rate of literacy among the women and their changing social status by taking sample of three villages namely Banmukh Chetia Gaon, Dhupaboria Gaon and Chapari Gaon of Sivasagar district. On the basis of the study investigator found that in the two villages namely Banmukh Chetia Gaon and Dhupaboria Gaon, the literacy rate is high. So in a comparative view, it was found that the above mentioned two villages are more conscious about the issues like social justice, human rights, women empowerment etc. than the women of the later one.

Das, M. (2012) studied the prevailing demographic and socio-economic characteristics among the tribal women in relation to their social structure and the pattern of social change and development among them in the state of Assam. On the basis of the study, investigator concluded that women’s development level (simply based on three variables viz. sex ratio, female literacy and proportion of non-agricultural work in the state) is found to be the highest among the Sonowal- Kachari and the lowest among Mising. The tribal females are lagging behind in terms of education than their male counterpart. Educational advancement would result in socio-economic development in the society which would help to develop consciousness among women in respect of health and family welfare, increasing age of marriage and gender equality.
Boru, A. P. (1978) studied on the level of educational attainment among married women and their attitude for further education. Study also tried to find out how married women utilize their education and whether they wished to earn independently on the basis of their education. The range of educational qualifications among the married women varied from matriculation to M.A., (Master in Arts) M. Sc. (Master in Science) and B.T.(Bachelor of Teaching) In all, 60% of the women were willing to have further general education even though they were married and 16% of them did not show willingness to earn. Women’s education had hardly made any significant impact on their day to day life both socially and economically.

Kar, K. (2007) carried on the study about the role of women in urban politics after 73rd and 74th constitutional amendment by investigating how far the legal provisions of the local acts are helpful for giving empowerment to women. Study also covered the need of formulating state policy for women to find out their share in social, economic and political field equal to their male counterpart. Study covered Dibrugarh and Tinsukia Municipal Board, Assam. To measure women’s participation in urban politics, participation of women in different political and social activities, their role in decision making and election campaign etc. has been essential. Education of women is also considered important. Various factors like the low socio-economic status of women, traditional social perception regarding politics of women, pressure of household activities, lack of social support etc. are responsible in hindering women’s participation and involvement in politics.
Morang, B. (2002) studied on the role of women in economic and social life of the Mising family and community and their position. Study was conducted in Dhemaji and Lakhimpur district of Assam. Study revealed that the Mising women play a significant role in the social and economic life and education is very essential for it.

Boruah, T. (2004) investigated the changing pattern of traditional roles among the educated working women and the occupation wise differences and similarities of changing pattern of roles of working women. Study was undertaken in Dibrugarh district of Assam. The educated working women are changing their roles and possessing a new identity. But they are in a role conflict situation to adjust themselves between two identities—traditional identity and working women identity.

Phukan, S. (2010) analyzed the importance of women's political participation in women's empowerment of Jorhat district, Assam. On the basis of the study, the investigator concluded that until and unless structural changes occurs at the levels of social, economic, political, mental and attitudinal set up of our society, the goal of women's empowerment through representation will remain unfulfilled.

Borbora, A. (2014) studied on the extent of economic empowerment of women in Assam and also explored the programmes adopted for it. Study revealed that there is a need to make provision of skill and capacity building among women in a large scale and also of getting gainful permanent employment after the training process. Study proved that efficient and transparent utilization of the Government
funds for different schemes and the effective implementation of women related legislations can help to develop the status of women and solve the problems related to women issues.

Islam, S. (2013) studied about development and gender empowerment. Statistics indicate that women are more likely to be poor than men because of the systematic discrimination in education, health care, employment and control of assets. Study revealed that there is a reciprocal and intimate relationship between women’s empowerment and economic development. To measure women’s empowerment, three indicators are used- women’s participation in economic, political and professional activities.

Doley, S. (2008) has carried out a study about the importance of SHGs in women empowerment especially economic empowerment. SHG has emerged as the most successful strategy in the process of participatory development and empowerment of women. It has empowered women by enhancing contribution to household income and better control over decisions. It also reduces child mortality, improved general and maternal health.

Borthakur, J. (2013) explained the role of 72\textsuperscript{nd} constitutional amendment in political empowerment of women. Investigator also reviewed the 73\textsuperscript{rd} amendment of 1993 and also the women reservation bill 2010 in this regard. Study highlighted various problems related in the processes of political empowerment of women. Among various problems, the major problems are illiteracy and ignorance. To
empower women it is necessary to create awareness among them and so they should come forward. Study focus on government plans and policies in this field.

Hazarika, S. (2010) contributed very useful information pertaining to the field of economic empowerment of rural and poor ex-tea garden women labourers in Golaghat district of Assam. Investigator found that majority of the ex-tea garden women labourers is illiterate and ignorant about education. Due to their poor economic condition they cannot afford their children’s education. Due to illiteracy, lack of awareness and information, the concept of SHGs is not seen to be developing among the community. NREGA (National Rural Employment Guarantee Act) is also not functioning well among them. The research study concluded that economic empowerment is the only solution through which overall development of this section of the women can be expected. For that it is necessary to remove illiteracy and spread women education.

Bori, B. (2010) in her study threw light on some aspects of economic empowerment of rural and poor women in Golaghat district of Assam by the SHGs. Study highlighted the income generation of the SHGs, existing market demand, problems of SHGs and suggestion for improving the status of women. Study revealed that SHGs plays an important role in organizing and motivating the rural women for their economic gain and empowerment. But higher education among the women is very less, so, their marketing knowledge is poor.
Sharma, N. Momin, D. and Majumdar, N. (2010) made an effort for highlighting the role of DWCRA (Development of Women and Children in Rural Areas) in the economic empowerment of rural women in Jorhat district, Assam. On the basis of the study, investigator found that the scheme which was implemented with the main objective of empowering poor, rural women, enabling them to be substantially self sufficient and raising their standard of living. It has shown the seed of self employment for women in particular which in turn helped to become self sufficient and financially independent.

Gogoi, C. Phukan, D. and Sarmah, D. (2010) has undertaken a study about the status of women education in the slum pockets and the factors responsible for low rate of accessing education by women in the slum pockets of Jorhat town. Further, investigator also discussed the possibilities of improvement and development of women education in the slum pockets. Status of women education in the slum pockets is poor. Parental gender bias, poverty, unhealthy social environment, domestic clash etc are some of the conditions that affect the way of accessing women education.

Boruah, P. and Gogoi, R. (2010) has given a picture about the women’s empowerment and its relevance to demographic behaviors based on NFHS-3 data (National Family Health Survey). Study also highlighted the indicators of women empowerment and the association among the demographic outcome and the different indices of autonomy. The study was carried on the basis of the data collected from empowerment indicators i.e. role in household decision making, mobility, economic security, self esteem, right over their body. Education of women, a variable highly
connected with female autonomy has emerged more powerful in the analysis. Educated women are likely to have more decision making power, freedom of mobility and access to resources in order to act upon the aspects that may affect their own health as well as of their children. In short, education seems to be the foremost factor in making women empowered.

Bordoloi, R. and Hussain, M. (2010) discussed the occupational status of the rural women and the level of health awareness especially on quality vision. Study also explained the consciousness of women about the right issues, the attitude of the family members towards women’s health and the major hindrances in getting quality in health care that is related to women empowerment. Study was conducted in collaboration with Assam Netralaya, an eye hospital in Jorhat, Assam. The research study revealed that the educational development and occupational status is related to health awareness.

Subudhi, B. (2003) has thrown light on the empowerment of women in economic, political and social field and how it can bring development in the society and protect women’s right. On the basis of the study investigator identified that education is one of the key factor in women empowerment. But it is observed that economic incentives for girls’ education in the family are poorer than that of boys. Conservative attitude of parents regarding their education are one of the de-motivating factor.
Sarmah, A. (2009) studied on the importance of education in women’s empowerment. Study also highlighted the disparities in the educational sector, in the household work to wage labour outside the home and lower sex ratio for female. Study revealed that despite of some ambitious policies and programmes, women are less concerned for their rights because most of the women are still illiterate. So it is found that education for women in particular is one of the essential tools not only for ensuring gender equality but also in the process of empowering them.

Sharma, B. and Borah, J. (2010) conducted a study on the attitude of educated working and educated non-working women in Guwahati City of Kamrup district relating to social awareness and economic independence. Study also made a comparison of attitude between the two groups. The research study found that all the educated working women have positive attitude towards empowerment. There exists a significant difference in attitude scores on social awareness and economic independence between working and non-working women. Working women are more independent than their counterparts.

Kalita, R. C. and Kalita, R. (2010) studied on the role of education in women empowerment. Study found that education is necessary for women empowerment. Education for women has to be in accordance with their special needs. Research study proved that women’s development and empowerment through education can change their social, economic and political status which will ensure sustainable development.
Mili, G. Gam, G. and Yadav, R. (2010) has investigated on women empowerment through education. Study highlighted women’s literacy rate and trends of women education. Study analyzed the nature of women’s participation in the formal political arena as voters and candidates and the role of education. Study was conducted in Nagaon district of Assam. The research study revealed that education is an effective instrument of socio-economic and political development. It plays a very significant role in political participation and empowerment of women. An educated woman casts her vote rationally and as voter they exhibit their awareness and understanding about contesting candidate and parties, election manifesto etc.

Konwar, K. Das, P. and Gogoi, N. (2010) studied on the role of the women’s higher educational institutions in the empowerment of the rural girls of Assam. Study has not found any significant difference of the girls’ studying in exclusive women’s colleges and co-educational colleges in Sibsagar district. Instead the girl’s especially from rural areas are found to be much empowered and aware of the benefits of higher education. Study revealed that female participation in higher education continues to be mainly an urban and middle class phenomenon. Marriage, high fee structure and lack of proper hostel facility are posed as a hurdle for women’s access to higher education, especially, among rural women.

Dey, P. (2010) carried out her study about the impact of higher education in women empowerment. Study was conducted in and around Guwahati city, Assam. Her findings revealed that higher education is necessary for knowledge of women, for their self confidence, for equal status with male counterpart, for success and self-
identity. It also opens the door for good job which helps women to shoulder the family responsibility.

Chaudhuri, A. and Saikia, A. (2010) has undertaken a study to analyze the role of education in women empowerment. Findings of the study revealed that education is the important tool for women empowerment. It can make women strong enough to survive and be empowered to face all the challenges of life. Educated women are likely to have job which helps in eradicating poverty and marry later and have small and healthy family.

Gohain, R. (2010) studied the role of education for empowerment of rural women. He made an effort in covering core aspects like social, constitutional, economic and educational position of rural women and factors responsible for poor female literacy. Study found that education is very much essential for empowerment and the development of the position of women.

Boruah, D. Saikia, A. and Baruah, T. (2010) studied on the effect of the education on the socio-economic empowerment of women in Golaghat district. Study also dealt with the problems of women education in an underdeveloped country. Study highlighted the impact of education to change traditional role of women in all social institution including family. Study highlighted some important findings- a) Economic development of a country depends on educational level. b) Women’s dependency on agriculture is decreasing day by day as compared to the service and
self-employment activities due to the improvement of educational level and c) A high degree positive correlation between female literacy level and age of marriage.

Devi, P. (2012) analyzed the effect of education in women empowerment and rural development. Researcher also focused on the impact of education for improvement of rural areas. Finding of the study proved that education has high influence in women’s life in employment, participation in decision making, right and judicial awareness etc. It is only education through which the problems of rural as well as urban women empowerment can be solved and social equality can achieve in society.

Nath, G. (2012) conducted a study on the influence of education on tea garden women of Jorhat district of Assam. Her study highlighted the status of availability of education in rural areas. Also point out the reasons behind being uneducated and the experience by the rural tea garden women due to lack of education. Findings revealed that there are many short comings associated with the women of the tea garden which hamper their life and they are lagging behind. Among them the most important one was illiteracy; educationally they are far behind as compared with other people. There are various reasons of being uneducated like-lack of social security, poverty, lack of communication, social backwardness etc.

Gohain, R. (2008) conducted a comparative study of influence of academically qualified mothers and academically under qualified mothers on empowering the girl child in Lakhimpur district of Assam. Interest of the academically qualified mothers
regarding the educational performance of their girl child is more than that the under qualified mothers. Significant difference is found between qualified and under qualified mothers regarding autonomy in decision making ability of their girl child. Most qualified mother never wants to give autonomy in decision making to their girl child but under qualified mother think that their daughter know more. Most of the qualified and under qualified mothers give importance on further study of their girl child.

Sonowal, M. (2013) studied on the impact of education in the empowerment of women among SC (Schedule Caste) and ST (Schedule Tribe) community of Sonitpur district, Assam. Study also tried to find out the causes and factors of backwardness in education. His study revealed that modern education has influenced much in women empowerment. But still rural women in this district are lagging behind in comparison to women living in urban areas. Therefore, study concluded by giving suggestion that importance should be given on education because it is the key factor for women empowerment and rural development.

Savapandit, R.K. and Gupta, M. (2010) in their research study examined the relationship between education and political empowerment of women of different communities of Dibrugarh district, Assam. Study revealed that in case of SC and ST, educational attainment is found to be the dependent factor of political awareness in the grass root level.
Dutta, M.H. (2007) studied on the vocational interest of the girls in class IX and X in the secondary school of Dibrugarh district of Assam. Study conducted in relation to their scholastic achievement, socio-economic status, parental and teacher’s guidance. Study found that women empowerment is the prime factor to develop vocational interest among girls. Although vocational education of women is increasing day by day, yet more participation of women and government’s efforts is necessary for improving the overall vocational interest for the girls. Study also revealed that the positive attitude of the society and government’s willingness is also necessary. But lack of awareness about different vocations of parents and the girls is the major problem.

Bhattacharyya, M. Ray, Y. and Goswami, G.C. (2003) conducted the study to highlight some important and actual problems which hinders women education. Study also made a comparison in case of problem of women education between Assam as well as other state in India. Study also highlighted the prospect of women education in Assamese society. The investigator concluded that in spite of lot of obstacles associated with women education in the country in general and Assam in particular, female literacy rate has improved. Of course Assam shows still very poor performance in women’s participation in higher education specially in technical education. Gender disparities within the education sector are far from having been overcome.
2.2 Studies carried out in India

Barman, M. and Hazarika, J. (2010) studied on the prevalence of domestic violence with respect to different demographic characteristics in the state of Assam as well as in India. The study was based on NFHS-III (National Family Health Survey). Study found that the reporting of domestic violence cases goes on decreasing significantly with the increase of education both in Assam as well as in India. The families with low socio-economic condition have highest incidence of cases of domestic violence. Study revealed that occurrence of violence is significantly less in educated families. Thus, education plays a significant role in fighting against this social hazard.

Sarma, M. (2010) conducted her research study to analyze the educational attainment and socio-economic status of women in the Minyoung Society of Arunachal Pradesh. Her study investigated the correlation between educational attainment and awareness of various family planning methods. Study highlighted that the status of women in the Minyoung society is low compared to their male counterparts. Study also found that the educational attainment is very poor among the society. Study proved that there exists negative correlation between educational attainment and fertility level and a positive correlation between educational attainment and awareness of various family planning methods.

Bhoumik, K. (2006) in her study highlighted the importance of education for women empowerment which has a positive impact on the society in the form of
smaller family due to late marriage of educated girls and better health in their children. Her study focused the importance of education in women empowerment by studying the social, economic, political and legal empowerment. It is the economic and social empowerment of women that need to be given greater importance and this could be achieved through education.

Lynden, B. and Khongla, M.P. (2004) in their investigation pointed out the relationship between education and poverty. The research study highlighted that the incidence of poverty decreased with educational attainment and the correlation between education and poverty was significant and negative.

Narzary, S. and Baruah, P. (2012) investigated the status of female education and its role in empowering rural women in North-East (NE) India. In order to promote social, economic and political development, education of women is to be given top priority. Their study revealed that education will ultimately leads to empowerment of women and brings a reduction in inequalities and functions as a mean of improving their status within the family and outside.

Poshti, M.G. (2008) focused on tribal education in India in general and tried to find out problem of education among tribal women in particular. Investigator identified various problems of education among tribal women. Study showed that economic backwardness is one of the main problems. Parents are also not aware about the advantage of higher education. Study revealed that education is an important tool for assisting tribal people in knowing their weaknesses and enables them to gain
necessary knowledge in order to achieve progress in various sphere of their life in a systematic and consistent manner.

Kathkatia, M. (2004) carried out the study on women empowerment including the historical background of women empowerment in India and the role of education in women empowerment. Findings revealed that empowerment of women guarantee the possibility of realizing their potentialities in society and shaping their lives in accordance with their own aspirations. A woman can put herself in this situation only by making herself exposed to education and training.

Borkotoky, R. and Borah, A. (2010) discussed the activities of NEWEA for the benefit of women entrepreneurs in North East India. Study also touched upon the problems faced by women entrepreneurs. Study concluded that NEWEA is helping women entrepreneurs for their development in all sectors of life. But when the problems of NEWEA are evaluated it is felt that there is lack of interest among young women to join the force. So, to make the women empowerment movement successful, motivation at large scale is required.

Datta, L. (2008) conducted her study to analyze the educational attainment level of female in North East India which practically influence the development of the region. Her study revealed that the female literacy in the region is discouraging mainly socio-economic backwardness of the area of the region. Awareness and assertion of right and privilege can help women to attain a status in the society. It is only possible when women are educated. Employment in any occupation required
certain range of responsibilities and functions which require education, training etc. Study concluded that to improve the quality of women population, importance must be given to their education.

Patnayak, H. (2011) has thrown light on persistence of gender inequality in India and Orissa. Study also highlighted the problems faced by women and steps that have been taken to solve the problem. Investigator studied the sex ratio gender wise, literacy rate, women and health care, environmental education to women, women and labour and empowerment of women. In every step gender inequality prevailed. Only educated and skilled work force can contributes to higher economic growth.

Karanpuria. (1995) made a comparative study of health and nutrition status of 500 children and education of their mothers, of ICDS (Integrated Child Development Services) area and 475 children and mothers of non–ICDS area of Indore. The children of non-ICDS area were found weaker from both health and nutrition status point of view in comparison to the nutrition of ICDS area. The knowledge regarding health and nutrition among the mothers of ICDS area was much better that those of non-ICDS area.

Vergheese. (1993) studied the effect of nutritional education as well as diet supplementation in selected physical fitness of components in 1000 rural and 1000 urban adolescent girls' between the age group of 13 to 18 years belonging to two districts of Tamil Nadu. It was found that the hemoglobin level as well as the physical fitness components was better in rural girls as compared to their urban counterparts.
Pushpa, and Sheela. (1997) studied the impact of mass media on health of 240 mothers of rural and urban areas. The study revealed that 59% of rural respondents and 81% of urban respondents were reached by television. Print media was accessible mainly to urban women. It was found that radio and contact with extension worker were more popular in rural than in urban. It was found that in the pregnant women of rural group the media participation was more than the urban pregnant group. Women of urban group had medium and high medium participation as compared to rural group. Mother having pre-school child had low media participation in rural women than in urban women.

A study by Research Unit of State Resource Centre, Mysore, (1993) studied on integration of population education messages in total literacy campaign. The study was conducted in two districts of Karnataka namely Shimoga and Tumkur. The main tool of data collection was questionnaire. Random sampling method was adopted for identifying the respondents. The 100 respondents were neo-literate as well as the functionaries in total literacy campaign. Result revealed that there is a high level of awareness in both district regarding population education messages.

NIEPA. (1986) conducted the study with a view to identify backward districts in terms of women education keeping in view of the varied patterns of female education at different stage. The first part of analyses is related to identification of the level of development of female education in each district. In the second part of analysis the level of educational development among women for each stage as well as the overall educational development of women was worked out for each district.
Findings revealed that there were several districts in different states which needed special attention to promote female education. A regional approach was needed for female education.

Bijoylaxmi, R. (1984) studied on the growth and development of higher education of women in the Madras Presidency during 1921-1947. Findings of the study were- there was tremendous expansion of higher education of women during 1921-47 and examination of economic background of women scholar revealed that in the beginning only higher official’s daughters were sent for higher education. Professional education was also popular among economically well off section of the society. Defectiveness of the education system determined by the percentage of pass out of student in various courses showed that in the intermediate examination the pass percentage of women was higher than that of men. In case of B.A. (Bachelor of Arts) pass, the performance of women was quite encouraging and always better than that of men. But in science course men fared better than women and in case of post-graduate studies both stood on an equal footing. In the field of professional courses women scholars fared well than men.

Ghosh, A. (2003) studied on women’s reservation and electoral politics in urban local bodies by analyzing Chennai Municipal Corporation Election 2001. Study revealed that women are entering electoral process in their own choice. Access to education helps them. The goal to bring women’s issue in to the agenda has largely remained unfulfilled. In campaigns women never raise issues concerning women, but stressed purely political issues.
Sinha, N. (2000) conducted a study to find out the way to increase the number of women in the politically representative bodies (grass root institution) on the basis of the amendment act, 1992. Findings of the study revealed that political education is the first step which will be given to two types of target groups, women who have already entered in the Panchayati Raj institution through education or otherwise, need to be politically educated and informed. For general women, it mean mobilizing them for voting in the elections, standing for elections and even campaigning and questioning the candidates, both male and female. The researcher made few suggestions that awareness among women, efforts from all institutions and individuals and effective participation of women in political decision making is necessary.

Singh, K.V. (2007) studied on the attitude of women students for taking up occupation after completing their education before and after marriage. Study was carried out among the post graduate and under graduate women students of Rajasthan University and its constituent colleges. Study revealed that modernization have open the way for liberation of women. Significant number of educated young women wants to be more independent and assertive by searching occupation. Majority of women students wished to take up an occupation, or to continue the same if they were doing prior to their marriage. Urban educated women are increasingly going out for gainful employment.

Kundu, U. (2007) undertook the research study to find out economic status of women according to their educational qualification. The researcher on the basis of the research study made a few suggestions. The maximum age limit to enter the
government services should be higher at least three years in case of female workers as against male workers. Better infrastructural facilities need to be provided for encouraging educated unemployed women. There is need for the change of attitude on the part of male members of our society regarding the participation of educated female population in the nation building activities of the country.

Srivastava, N. and Srivastava, R. (2010) jointly studied women’s work status in rural areas of India and the trends and nature of women’s employment. Study found that a high level of education and employable skills helps women workers in improving their level of productivity and enabling them to move into non-agricultural vocations. Women’s autonomy affects their ability to access resources and improve productivity, and also to move into non-agricultural vocations. Study also argues for policy intervention to increase work opportunities and enhance wages for rural women workers.

Kalpagam, U. (2008) made an attempt to explore the aspirations of women and young girls to change in marriage practices. Study also highlighted how patriarchy, customs and traditions stand as constraint or barrier in women’s lives in the form of social discipline and how women perceive these social disciplines. The research study was carried out among women of different castes of Lahoormap village in Allahabad district. Study revealed that there were differences in attitudes, opportunities, constraints that women and young girls face on the basis of caste groups. Education plays a significant role here. Most women and young girls, however, gain greater freedom in life through education.
Sudarshan, R.M. and Bhattacharya, S. (2009) studied on the nature of women’s workforce participation in Urban Delhi and to find out constraints they face. Study also tried to identify the key factors that influencing women’s decision to work, the type of work they do. Most of the working women are part of regular salaried workers for which their contributions are visible and perceived as contributors. A key finding is that most working women do not have access to paid leave or provident fund. Study also pointed out that economic security, stronger personality, knowledge and experience were the three positive points of working for both working and non-working women. The study revealed that the key factors that may push up women’s workforce participation rates higher are –a) education, b) reduction in time spent on housework and c) safety in public spaces.

Langkam, P. (2009) studied the changing nature of women’s role in the Padam society through working of the Kebang as well as Panchayati Raj Institution in Arunachal Pradesh. Study also investigated the socio-economic background of the traditional, Panchayat and women leaders. Study inquired the attitude of the villagers, Gams, Panchayat leaders towards women leaders and found that the changing attitude of the people towards the women is helped by education. It is observed that an educated man accepted his female counterpart as his equal. Moreover, educated women are more confident about themselves in comparison to uneducated one. Change in economic activities has also contributed to the changes taking place in the role of women in the Kebang. The status of women in relation to decision-making has changed largely.
Ghosh, B. and De, U. K. (2004) in their research study, discussed the status of women in terms of social, economic and demographic situation. Study also tried to draw a relation between the status of women and the development. The investigator concluded that women's development is primarily a socio-economic project while women's empowerment is essentially a political project. The former is concerned with the enhancement of women's position in the economic space while the latter is concerned with the improvement of their position in the political field.

Manga, B. V. L. A. (2011) studied on women and the self-help groups (SHGs). Study assessed the role played by micro finance in building up democratic capacity of women and thereby enhancing empowerment. Study attempted to assess the levels of empowerment as well as the potential for generating social capital among the rural and urban women self help groups. Study also tried to understand the process of group formats and impact on employment and empowerment. Study was carried out in Vianagaram district, Andhra Pradesh. Study revealed that self-help group approach is a successful instrument for combating poverty in a sustainable way. Women are able to overcome all social, economic, cultural and psychological barriers through their self-managed organization. It is a pathway to women empowerment that helps to improve individual and collective capacity and self-esteem so that women feel valued and can contribute. It also opens the door of opportunities to enhance capacities in their development and growth in totality.

villages near Pilani, Rajasthan through examining Reproductive Tract Infection (RTI) problem and treatment seeking behaviour. The study found that RTI was more prominent among illiterate rural women in comparison to literate women. Literate women in comparison to illiterate women showed some sign of treatment for RTI problem and they are also more conscious regarding their treatment. The study revealed that education has a strong effect on prevalence of RTI and its treatment seeking behaviour.

Degi, K. (2004) studied on the problems faced by girl students and attitude of parents and teachers towards girls’ education in Arunachal Pradesh. Findings of the study help in controlling wastage and stagnation among the girl students and in ensuring the quality of girls' education. Study also provides scope to take care of various problems, which the girl students are facing. Investigation found that the attitude of male and female teachers does not differ significantly but the attitude of parents differs significantly towards girls’ education.

Sharma, S.C. and Bakshi, S. (2009) studied on the current status of Indian women and powerful strategies which will help women to overcome discrimination and achieve full equality. Study suggests that girls should be motivated to take up higher education. They should be allowed to work with support and full safety. Poverty eradication policies need to be implemented and women emancipation could be realized through economic empowerment.
Sarma, A. (2009) studied on the importance of women’s movement and empowerment. As a result of the expansion of education and change of social attitudes and values the women group come out and organize themselves. The movement for women’s emancipation and the feminist struggle in Asia and Africa must be considered as the background of the movement in many countries. The women’s movement in India raised the voice of women against injustice, to demand equality with men in economic, social and political field.

Pande, S. and Sethi, S. (2010) conducted their research study about the position of empowered women and their role in Indian society. Study revealed that empowerment would become more relevant if women are educated, better informed and can take rational decision. Economic empowerment of women is very much essential. Lack of economic independence and illiterate women does not actively participate in various fields.

Ahmed, R. (2010) in her study made an attempt to highlight the dimensions and dynamics of social empowerment and human rights of Muslim women in India. Study also highlighted the deprivation of Muslim women of their basic rights of life and living. Study is based on two main parameters - education and employment. Study proved that the educational backwardness of Muslim women is the result of low socio-economic status rather than religion. Majority of Muslim women are self employed and their work condition are characterized by low income, lack of social security and poor health conditions. Study recommends that it is through education
and knowledge that Muslim women can be empowered and can contribute to social development.

Sinha, S. (2013) in his study pinpointed the importance of economic independence of women for their development. Researcher also focused on social empowerment of women on the basis of education, health, nutrition, drinking water and sanitation, housing and shelter, violence against women etc. By analyzing the objective of women’s development, researcher concluded that a scientific perception of women’s need is essential for the process which leads to the empowerment of women. It was not acquired by chance, its acquisition will be impossible except through education.

Subramaniam, M. (2012) conducted the study to enhance the effects of structure and leadership of grassroots group on the political-cultural empowerment of poor, low caste and largely illiterate women in rural India. The strategy of the study is to organize village-based groups of poor women called Sanghas which are not merely activity oriented but enable women to raise their self image and confidence. These analyses have policy implications for national government and international agencies that design literacy and empowerment programmes for the disadvantaged.

Jerkimow, T. and Kilby, P. (2006) studied on the potential of the SHGs programmes through the reduction of internal, institutional and social constrains that prevent the marginalized from pursuing their interest. Though the SHGs programmes have the potential to empower women in India, but this is not realized through the
persistence of top-down approaches in implementation. SHGs programmes are limited in their ability to transform social relations due to their apparent insistent that the marginalized are the only legitimate actors in their own empowerment. The potential of SHGs to empower women can be increased through a bottom-up orientation in implementation, while recognizing that in and of themselves SHGs programmes cannot reduce all the constraints preventing the pursuit of interest.

Singh, K.V. (2007) has thrown light on the economic activity and productivity of women which would lead to their status elevation. Education along with economic autonomy facilitates the development of the individual identity. Researcher dealt with survey method and contributes the information that the working women have elevated the economic status of the family and the urban educated women have been able to develop participatory model of decision making in their family.

Kumar, R. and Singh, A. K. (2008) discussed the unequal gender and power relations and uses mobilization, solidarity and collective action as the solution. The investigator discussed on legislative support for women and different perspectives and approaches to women’s development in India. Study found that women themselves are the most important factor for change. Eliminating gender discrimination and empowering women will require women’s influence in the key decisions that save their lives.

Choudhary, K. P. (2008) through his research study trace the history of the status of women in India from the Vedic period as well as presenting successful
strategies for their emancipation. He carried the study by providing an insight into the history, definition and process of change. Study also made an effort in covering the basic aspects like women empowerment movement, role of government in women empowerment, initiative in five year plans and role of Ministry of Women and Child Development, PRJs (Panchayati Raj Institutions), voluntary organizations, SHGs and media very clearly. Investigator emphasized the importance of education in the process of empowerment of women. It is education that can play a vital role in bringing about the desirable behavioral changes among the women and make them well equipped in terms of knowledge, competence and capacity to deal with different political problems.

Bhatiya, N. (2008) has undertaken a study on the history of political participation of women which is the part of overall empowerment process. Innovative measures of Indian government in the field of encouraging political participation of women are bringing significant change in India’s political structure. The study concluded that government innovative measures in the field of women’s empowerment at the grass root level not only succeeds in widening the democratic base and bringing about significant changes in India’s political structure, it has also led to an amazing factor that is the rise of Indian women as social and political leaders.

Khari, D. S. (2009) studied on women empowerment. His study explored the influence of Chinmaya Rural Training Centre (CRTC), relatively small and isolated rural NGOs in the foot hills of Himalayan in the empowerment of rural women. The
qualitative findings of study clearly showed that the women were indeed marginalized before coming into contact with the NGO. But today they score very high on the empowerment index as compared to other women from the villages where they live. The study also revealed that education is an enabling factor and not a measure of empowerment.

Sinha, N. (2007) in his study highlighted the participation of women as voters and the candidature of women for various elections in Bihar. Study also discussed the factors responsible for their defeat in elections. Study assessed the role of women as decision maker in the Lok Sabha, the State Assemblies, Union Cabinet and State Council of Ministers. Low socio economic and educational status of women in Bihar has affected to a great extent, the participation of women in politics. The findings also confirmed the hold of patriarchy on political institutions. The findings also support that the general culture of violence and the acute criminalization of politics prevents women’s entry into politics. Lack of education and employment is an obstacle in the development of a positive image of the self in women.

Sumanlata. (2010) in her study made an attempt to address some core issues pertaining to the empowerment of women, which put an ample light on the concepts, theories and practices of women empowerment and development in general and in the context of India in particular. Study found that a vast number of able women ending up in low status, low paid jobs. In a conservative society like India, aiming high in the external world of success and power by women is not realized. Marriage is the principal determinant of women’s social position. Education and training are essential
in removing all barriers (which prevent women from realizing or even) and also exploring their full potential as vital and valuable members of society. Gender equality can also be achieved by supporting and advocating for women’s full empowerment at all stages of their lives.

Manikandan, S. Raju, V. and Raghu, T. (2008) analyzed the importance of women empowerment for India’s development in the light of education, health and nutrition facilities. The findings of the research study revealed that education is one of the most important means of empowering women and giving knowledge, skill and self confidence necessary to be full partners in the development process. There is a need of social awareness regarding female education and health status.

Arumugam, A. Balaji, B. and Periyasamy, P. (2008) studied on the importance of gender equality for women empowerment by analyzing the UNDP (United Nations Development Programme) agenda for gender equality. Study proved that any form of gender discrimination is an obstacle to human development. UNDP continues to confront challenges in translating its commitment to gender equality into action.

Lavanya, K. (2008) investigated the policies and programmes of the Government towards women empowerment. Study indicated that the aim of these programmes is to help the women to move out of poverty. But due to various reasons of poor implementation, the performance of the programmes is also poor. Inadequate training, corruption, lack of coordination and lack of developmental services and resources etc. are some of the reasons of poor performance. To overcome these
obstacles it is necessary to increase an awareness and understanding about good and bad effects of programmes. It is also necessary to empower poor women in terms of skill awareness against domination and exploitation. For that education is must. Need of public support and the help of NGOs are also necessary.

Boraian, M.P. (2008) analyzed the rural women’s empowerment with special reference to the women of Dindigul District. Researcher investigated the levels of empowerment, the indicators of women empowerment and the factors that account for the position of women in the district. Study covers ten major indicators with 50 items. Study identifies that basic needs and freedom of mobility and expression is not an indicator of women empowerment. But the resource, health, education, decision making, economic freedom, public participation, psychological qualities and government supports are essential indicators in women’s empowerment.

Nayak, P. and Mohanta, B. (2008) studied on the status of women empowerment in India using various indicators like women’s household decision making power, financial autonomy, freedom of movement, political participation, acceptance of unequal gender role, exposure to media, access to education, experience of domestic violence etc. Research findings revealed that women of India are relatively disempowered and they enjoy somewhat lower status than that of men in spite of many efforts undertaken by Government. Gender gap exists regarding access to education, employment and in political participation too. The study concluded 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.

Chandra, R. (2007) studied on women empowerment in India by covering various indicators like education, health, political participation, decision making, role of SHGs, violence against women, women and work, women and reforms, ownership of land, State initiatives etc. Study pointed out that education, employment, political participation and health are the enabling factors to empower women. Level of awareness about government schemes is very low, so more effective publicity is necessary.

Reddy, K. R. (2013) in his research study explain the importance of women empowerment, historical background of Mulkanoor women cooperative diary society, aims of the diary and experience of women and empowerment through dairy industry. Study also discussed the practical problems faced by the rural women and how they have overcome those. Study was carried out in Karimnagar and Warangal district. Study revealed that the village level women’s cooperative diary units are successfully functioning with commitment for the empowerment of women through dairy farming. The women become earning members by the diary societies and also gave some encouragement to gain some social status.

Padhi, B. (2011) studied on the picture of economic empowerment of rural women by analyzing the type of torture and problems of women labour in the agricultural sector. Study also made an effort to know whether equal pay for equal
work is guaranteed or not. Study revealed an amazing finding that there are disparities between male and female workers relating to daily wages, participation ratio, and nature of work etc. Literacy rate among the rural women labour compel low wage rate, even though they contribute the same physical labour. The main reasons which hamper the women empowerment are- illiteracy, bad health, poverty, superstition, violence against women etc. So, priority should be given to women education which helps to increase the income generating activities and independence of women in decision making. Media, NGO’s and government should take necessary steps.

Sahu, R. (2011) studied on the problems of women empowerment. Research study revealed that rural women in our country suffer from being both economically and socially “invisible”. Economic invisibility stems from the perception that women are not relevant to the wages and market economy. Social invisibility is a result of the general status of second class citizens, usually accorded to women. Indian development planning has always aimed at removing inequalities in the process of development to ensure that the fruits of development are equal privileges of all. But social backwardness of women and defective government system cannot fulfill all the objects in full.

Bhutan, D. (2011) analyzed the basic ideas of women empowerment in India. Study revealed that economic and political empowerment of women is the determining factor for development and participation in many spheres of life. For that education is must.
Mishra, J.N. (2011) studied on the role of women’s organization in women empowerment. The research study also analyzed quantitatively the levels of participation and involvement of Mahila Mandals in the ICDS (Integrated Child Development Services) schemes of Bhojpur (Gaziabad) and Chakia Project (Baranasi). Extent of participation of mandals in Chakia is high as compared to Bhojpur but in case of effective involvement it is other way, their involvement is less than of Chakia. The contributions of Mahila Mandals have made to improve the services of ICDS on the one hand in the overall task of rural development and women's development on the other.

Pillai, J.K. (2011) examined the existing status of female in terms of their rights, education and their socio-economic condition. Study also collect information on women professionals the world over and makes a comparison with that of Indian findings. Investigator found that education can help to develop consciousness among women for their rights and so a revolution in the minds of both men and women is needed. The advice given by the successful women professionals definitely help the young women in advancing their careers.

Kaur, J. and Kaur, B. (2007) studied on social empowerment. In this study an attempt has been made to understand that self-actualized person is self-empowered, so, it is obviously implied that such individuals would form “An Empowered Society” that is based on equity, ethics and excellence. Their research study suggests that it is education which empowers individual, and such self-empowered individuals form an
empowered society. Hence, education brings empowerment and self empowerment brings social empowerment.

Madan, R. (2003) studied on the status of women and development at the grass root level. Study also covered various indicators like sex ratio, health, life expectancy, literacy, employment, decision–making power etc. Study revealed that change in attitudes or mindset is needed. It is also necessary to create awareness about the usefulness of education in terms of employment among the rural women.

Shankar, B. (1980) in his research study examined the changing status of working women in Bihar. Despite declining trend in the employment of women there had been remarkable rise in the numbers of working women in many white collar jobs. Women had poor occupational status due to various reasons such as lack of adequate education, inadequate skill and vocational training. In developing countries, women’s employment is mainly in agriculture and allied activities, whereas in developed countries it is in the modern sector. Women in Bihar were socially backward, economically dependent and politically less conscious than men. Thus, education required to be ensured for women at all levels. The major educational implications of the study is that education would bring about improvement in the status of working women and enable them to play the desired role in the task of nation building.

Talukdar, B. D. (2010) analyzed the challenges of higher education in women empowerment with reference to North-East. There are four factors i.e. economic,
social, educational and political identity that determines the empowerment of women. Women can be truly empowered when all the four factors are simultaneously addressed. To become aware for taking advantage of the provisions, educational upliftment is must. Rural areas face difficulties regarding institutions in higher education so special planning is necessary to bring equal development of rural and urban students.

Moanungsang. (2010) studied on the role of women in traditional Naga Society. The researcher also touched the positive effects of female education at the higher level in various fields i.e. fertility, population growth, infant and child mortality, family health etc. Study also analyzed women empowerment on the basis of five components- Women’s sense of self worth, their right to have and to determine choices, their right to have access to opportunities and resources, their right to have the power to control their own lives and their ability to influence the direction of social change. The findings of the study revealed that with growing literacy and financial freedom, today women in Nagaland feel empowered to assess their right to live a life of dignity and self worth. As female education raises, fertility, population growth and infant and child mortality fall and family health have improved. Women’s increased earning capacity also has a positive effect on the economy of Nagaland.

Arandhara, B. and Sandan, D. (2010) in their study focused on different types of constitutional provisions as well as different types of commission and committee set up by the government of India to suggest measures in regard to women education since independence. Study also gave an outlook for the increase of women literacy
rate and compares it with that of male literacy in India before independence and discussed the major weakness in women education in India. Study revealed that education is the key factor to minimize the literacy gap between men and women and recommends that priority must be given to educate woman.

Borah, T.M. (2014) carried out research work to make a comparative study of the women educational attainment and the workforce participation for both the state, and the country as a whole; separately for both rural and urban areas. Study revealed that assessment of women empowerment in terms of educational attainment and workforce participation is not an adequate and proper representation of the real issue of women empowerment. In terms of these two indicators, women of rural Assam are more empowered than the women of the urban. But in reality women of urban areas are more empowered than the rural. So, there is a need of quality education and enrolment in higher education that helps in engage of women in organized sectors also.

Kumar, V. (2007) conducted his study on the positive role of education for women empowerment. Education helps to develop the status of women in the family, in society and in the eyes of the country. His study suggests that the national education system should play a positive role in the empowerment of women. One of the important aims of Indian education should be gender sensitization. Teacher as a social builder should try to establish a women empowered society with the help of (the human resource wealth of nation) students.
Soni, J.K. (2008) studied on women’s rights and empowerment and the role of education. Study also highlighted the constitutional provision and the laws for protecting the rights of women. Study also covered the problems faced by women and its impact on women empowerment. Researcher found that education is an important tool for mobilizing and empowering women. Women’s access to education is very much essential that helps the empowerment of women at different levels.

Praharaj, B. (2010) undertook her study on the women status in India and its changing perceptions. Study also tried to give a comprehensive outlook on women empowerment through education. The study concluded that the status of women is defined as the degree of her access over material and social resources which can be properly exercised with the decision making power. But all these are to be executed when women will be empowered with education specially value based quality education.

Henia, A. (2008) conducted the study to find out the importance of literacy and education for women’s empowerment. Results revealed that education helps to protect their rights, fights against exploitation and discrimination, giving them knowledge, skill and self confidence etc. It can also develop their critical thinking ability. Future prospects of women depend also on economic, social and legal changes being made that will promote the access of women to education.

Supputhai, M. (2008) investigated the importance of women’s education and employment for women empowerment. Findings of the study revealed that women’s
access to employment is a significant extent related to their access to education and opportunities for skill development. So, it is necessary to create awareness among women about their legal rights and duties and also to provide them opportunities for development of skill.

Monoharan, P. K. (2008) conducted his study on educational and employment dimensions of women empowerment. Study also estimated and analysed gender inequality in education and employment in India. Study proved that low levels of literacy tend to have high level of inequality. Analysis of the finding also brings out the relationship between education and employment. With the spread of education the pressure on primary sector can be reduced and the gender inequality in employment will be narrowed down. So, it is necessary to create awareness about the need to empower women through quality education.

Domini, B. and Jothi, A. (2012) studied on the concept of women empowerment and analyzed the problems faced and the possibilities ahead in achieving women empowerment through education. Study revealed that education played an important role for women empowerment. The education of Kerala during 18th century was very miserable. But the educational activities of the missionaries helped to eradicate many evil customs and practices in the society. It enhanced the educational and social status of women in the society of Kerala in the first half of the 20th century. The educational activities of the missionary have brought changes in Kerala in the field of attitude of the people towards girls' education, literacy rate,
development of social awareness, abolition of social evils and introduction of western culture.

Suguna, M. (2001) analyzed the role of education for women empowerment in India. Study concluded that education is the milestone of women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life and observed that large womenfolk of our country (especially, rural areas) are still illiterate. We cannot neglect the importance of education in regard to women empowerment because it brings a reduction in inequalities and functions as a means of improving their status.

Bhostle, S. (2009) studied on the role of education for empowerment and development of women. Education plays a decisive role in empowerment. An educated mother can raise a healthier family and educated women can take independent decisions. When women are educated, they tend to encourage their children to become educated as well. They can also identify their problems and evolve solutions at their own pace. In short, education is an essential tool for achieving the goals of equality and development, and is also important to empower women to participate in decision making in society.

Choudhari, U.S. (2009) undertook research study to analyze the role of education for empowerment of rural-tribal people. Study revealed that education empowers human beings by imparting appropriate and relevant information or knowledge. In the absence of relevant information an individual is handicapped to
discriminate between good and evil, or between right and wrong. Most of the rural tribal people are survival minded and having narrow economic horizon. They need to be change through adult and continuing non-formal education to take their rightful place in the competitive ethos of the emerging Indian society, and to discover their future and own destination.

Mishra, R. (2012) conducted his research work to evaluate the girls education schemes of the Ministry of Human Resource Development and the Ministry of Women and Child Development with respect to their Public policy design in terms of aims, objectives and implementation procedure and the extent to which they involve the grass roots. He suggested that State Government, Block and District Authorities cannot ensure that these schemes function smoothly. The targeted beneficiaries should be empowered to ensure proper service delivery. This can be done through massive publicity campaigns.

Mishra, R. (2012) analyzed the ill effects of child marriage in the development of women. Study also made an attempt to evaluate the importance of education and economic development of women in ending child marriage by conducting case study in Haryana, Tamil Nadu and Rajasthan. Study proved that education and economic independence is much essential to prevent child marriage because it helps to empower women.

Beena, M. and Mathur, M. (2012) undertook their research work to find out the role of ICT (Information and Communication Technologies) education in the
overall empowerment of rural women of Jaipur district with reference to their-
personal, educational, economical, social, psychological, technological and political
empowerment. The study clearly stated that the women were immensely benefited
from the use of ICT that empower women in various areas like social, educational,
psychological, political, technological and economical etc.

Sharma, M. (2007) studied on the role of education for gender equality and the
empowerment of women. Education is significant for girls and women because it is an
entry point to other opportunities. To achieve gender equality it is essential to educate
the men and women about the changing roles.

Kandpal, E. Baylis, K. and Kuenning, M.A. (2012) examined the impact of a
programme called Mahila Samakhya on female empowerment outcomes. Their
research work covers six Uttarakhand district, four with the programme and two
without. Study pointed out the importance of the programme and education in women
empowerment.

Ghosh, B. and Mate, J. (2012) discussed on women empowerment. Study
covers some core areas in this field like–the status of women education in India,
various aspects, factors and criteria of empowering women through education,
provision for women in Sarva Siksha Abhiyan (SSA) to find out the awareness of
women participants of different NGO’s, efforts by different government and non-
government agencies in empowering women and to assist the impact of constitutional
rights. Study also highlighted the problems of empowering women through education.
Study was carried out in the NGO's of Kolkota. Study revealed that education of women play an important role in the development of its status. Study also proved that though different programmes, policies and provisions, laws were made by the government to uplift the position of women, yet due to lack of implementation they fail. Study found that different aspects of women education, factors affecting women empowerment and criteria of empowering women. Most of the women of the NGOs feel the importance of women education.

Nayar, S. (2011) through his research work tried to analyze different aspects of the women's status and also to find out the relationship among education, improvement in economic conditions and empowerment of women. Study was carried out by collecting state level data on literacy rate, work participation, health and gender development index from 16 states of India. Study revealed that women are still unequal to men. Of course, noticeable improvement in their status have been taken place through progress in education, better health, entry into jobs in organized sector and development of life expectancy. Study found no direct correlation between increase in education with female work participation rate and representation in legislatures. But education has indirect bearing. It creates awareness about one's own rights which lead to individual development that empowers at the individual level.

Nayar, S. (2011) studied on the level of educational status with respect to gender. Study was carried in West Bengal. Study found an interesting result that average marks obtained by boys group and girls group did not differ significantly. But significant differences were observed in average marks of boys and girls for various
regions having various degree of urbanization. Boys did better in some subjects like mathematics, geography and physical science and girls group performed better in subjects like Bengali and history.

Nayar, S. (2011) studied on girls’ education schemes of the Ministry of human resource development and the Ministry of women and Child development with respect to their public policy designed in term of aims, objectives and way of implementation procedure. Study provided statistics representation of the extent of gender inequality in current and initial enrolment, literacy and retention. Study also highlighted the reports on education for empowerment and listed variables that have been statistically proven to increase girls' enrolment. Study pinpointed various reasons for low enrolment and retention of girls and suggests that female teacher at the primary level are important for greater female enrolment and retention. Early marriage is one of the causes for low enrolment and retention of girls. Parental education is also necessary. Midday meals, cheap text books, presence of a girl's toilet etc. is also essential.

Mishra, J.N. (2011) in his study examined how literacy campaign has brought about women's empowerment by analyzing the anti-arrack (country liquor) agitation. Study was undertaken on the village women of Nellore district of Andhra Pradesh and findings revealed that literary campaign helps in the development of positive attitude and gives faith in the mind of women.
Mishra, J.N. (2011) in his study made an effort to examine the role of education in the development of rural woman. Study highlighted that education is an effective tool in the empowerment of women. Only literacy can help women to understand the Indian Constitutional and legislative provisions that are made to strengthen them. But higher rate of women’s illiteracy is undoubtedly attributing in their dependency on men. Study focuses the root cause of low literacy among women and also suggests remedial measures for improving the literacy level.

Nagendra, S. (2007) carried out the research study to find out the role of education as the most significant instrument for changing women's position in society. Study also highlighted government laws and facilities which have been created for the benefit of women and makes on rights and opportunities for women in economic development, relevance of education, state ideologies, political participation and development and the role of United Nations in women education. Study revealed that education is the major instrument to change and develop the society. For improving women's status all over the world, education is considered as the most significant instrument. Social reforms of the 19th and the 20th century also emphasized women education.

Mishra, R.C. (2013) conducted the research study to analyze the role of education (especially, science and technology) in women empowerment and the problem of gender bias and stereotyping. Study also analyzed the problem faced by women in their achievement towards science and technology and suggests measures. Findings revealed that education plays a vital role for establishing equality and
empowering women. But women have benefited least from technological developments. The traditional gender roles keep many women away from science and technology. Girls also avoid science courses because of lack of confidence to pursue science career.

Kenchappaanavar. (1998) studied the health modernity and educational intervention in 200 educated and un-educated, married and unmarried rural women ranging in age from 15-45 years. It was found that educated women had higher health modernity than un-educated women. There was no significant influence of marital status on health modernity of educated women as the un-educated women’s marital status had a significant influence on the health modernity.

Kusum, K. Sinha, N. Jha, V. Singh, U. and Sinha, R. (2010) in their research study tried to infer empirically the attitude of girl students towards the teaching profession. Study was carried out among the students belonged to Patna Women’s College and Magadh Mahila College under Patna university. The analysis of the data revealed that now a days female are not very much interested in opting for the teaching profession. The students of general courses were more desirous of choosing teaching profession than the students of vocational courses. The present study revealed that in spite of having positive attitude towards teaching profession, girls generally do not want to choose teaching profession. The study also leads to the conclusion that the overall attitude of degree level girl students towards teaching is favorable and the courses and stream of study do not lead to a significant difference in the attitude towards teaching profession of degree level girl students.
Kotwani, S.T. (2012) studied on the attitude of parents towards girls’ education by comparing their attitude as male and female parents, literate and illiterate parents and urban and rural parents. Study was conducted in Akola and Amravati districts of Maharashtra. Study revealed that parents have high attitude towards girl’s education. No significance difference is found in the attitude of male and female parents, literate and illiterate parents and urban and rural parents towards girl’s education.

Ali, H. Zafar, M.I. and Hussain, S. (2005) made an effort to find out the attitudes of male towards female education and employment. Study also tried to find out the Socio-economic factors and their effects on female education and employment. Study also highlighted the perception of males towards the problems of employed females. The study was conducted in Tehsil Darya Kahn, Distt. Bhakkar. Majority of the respondents were in favour of female education. A significant association exists between education of the respondents and their rational behavior towards female employment.

Shafique, O. Anwar, F. Sahaab, A. and Khan, U.A. (2012) studied on the problems encountered by women education sector in Bahawalpur. Study is conducted to identify the problems faced by working women in education sector. Study also tried to find out their professional and personal problems because of job, the problematic sector either government or private and to find out the way to overcome the problem. Study revealed that the married and the unmarried women have some problems created by social setup. They have problems such as transportation and managing
time between personal and social life. Research study concluded that in spite of all the
facts, the education section of Bahawalpur for female teacher is fairly good.

Bokil, B.G. (1987) studied on the education of rural women. Study covers
some core areas like- the factors that affected the completion of primary education of
girls, the economic and social factors which adversely affected the girls enrolment
and retention in the primary schools and the factors which motivated the adult women
to learn etc. Study was carried out at Averswadi, Arvi and Rahatwade villages of
Pune. The girls from lower economic strata remain outside the schools and the
education level of such families was also low. Generally girls left schools at the age of
8 or 9. However education of their brothers continued. Girls from families of better
socio-economic status were better enrolled and better retained in classes. In the study
area there were practically no girls who had not participated either in formal or non-
formal education. Study revealed that Women shows significant progress in the area
of health and cleanliness.

Dutt, N. (1988) made an attempt to estimate the educational wastage and
enrolment rates of girls (6-14) including schedule caste (s/c) girls in the selected
district of Haryana. Study also discussed the existing facilities/incentives for girls’
education, causes of dropouts and non-enrolments. Study also tried to give
suggestions for increasing enrolment and retention. Study covered the Sirsa (19% of
female literacy) and Mahendragarh (20.42% of female literacy) districts where three
blocks from each districts were selected on the basis of Gross Enrolment Ratio
(GER). The incentive schemes being provided were free uniforms, free textbooks,
mid-day meal, attendance and merit scholarships. Study found various causes of girls’ dropouts such as poverty, helping parents in their fields, looking after younger children at home, early marriages, ill health, illiteracy of parents, non existence of separate schools for girls in many villages etc.

2.3 Studies carried out outside India

Fahini, F.R. and Moghadam, V.M. (2003) through their study tried to provide an overview of education’s benefits to women’s, families, economic and societies and highlighted the ongoing concerns about the education in MENA (Middle East and North Africa) countries. Study highlights that in the region the situation is slowly changing. Women come from the educated segment of society are challenging the status Quo; demanding equality in the family and society and calling for women’s economic, political and social empowerment. Education helps women on reproductive choices and employment. Of course, MENA countries have made significant studies in making education available over the past few decades, but challenges remain. Illiteracy remains high in some countries, wide gender gap are still present in parts of the region.

Cross, J. (1992) conducted a study to find out the importance of education as a tool of socialization and found education is an instrument of socialization for Southern women. An examination of Spelman Seminary and Agnes Scott reflects a common adherence to the 19th century axiom that women were responsible for family and moral development. Yet Sharp differences based on race are noted in the
educational frameworks of the two schools. The education at Spelman was designed to prepare those who graduated from it not only assume home responsibilities but also seek wage-earning employment. The graduates of Agnes Scott were being prepared to assume their home responsibilities and were not expected to seek paid employment outside home.

Siobhan, B.E. (1992) studied on women and employer funded training. Dramatic changes have taken place in woman's labor force participation; however, wage inequities and occupational segregation remain. The purpose of the study was to find out the reason why such differences exist by focusing on the issue of employer funded training. Further, dimension of the research was to learn how occupational segregation influences training provision. The results showed clear evidence that men and women do not receive equal treatment in the allocation of training. The results demonstrate: differential treatment of male and female characteristics in the training decision; higher the concentrations of women in an occupation depress the probability of receiving training regardless of the sex of the job holder.

Suzanne, P.K. (1992) has undertaken the research study to identify the differences, the relationships and the best predictors of stress, anxiety, self-esteem, depression, conflict, reciprocity and social support in employed and un-employed pregnant women. Findings of the study indicate significant differences in mean scores between the employed and non employed pregnant women. Employed women had higher mean scores for stress, anxiety, and depression. Depression was a significant predictor of stress and anxiety in both employed and un-employed pregnant women.
Stress was the best predictor of self esteem in both groups as well. Employment was a significant predictor for social support indicating that employed pregnant women experience greater social support. There was no difference between the employed and un-employed women in regard to complications. Therefore, despite increased stress, anxiety and depression, there was no higher incidence of parental complications.

Laura, G. (1992) studied on the empowerment of poor women through self management enterprises. The study focused on the relationship between participation in Female Income Generating Groups (FIGGs) and perception of changes in self image and status within the family, the workplace and the community among low income women in Costa Rica, Central America. Study revealed that FIGG members have a stronger self-image than non-FIGG members. FIGG members have a stronger status within the family and within the workplace than non-FIGG members. Both the FIGG members and non-FIGG members perceive stronger status within the community.

Oyelude, A.A. and Bamigbola, A.A. (2012) conducted the study to examine the various programme of the libraries, resource centers and NGOs in meeting the socio-economic and political information needs to empower women in Nigeria. Study also ascertained how women actually access the information provided by the NGOs and its impact on their socio-economic status. Study tried to identify the challenges the NGOs face in providing information to empower the women. Study found that in Africa and especially in Nigeria women contribution to the nation’s economic, social and political input is far beyond expectation because most of them are marginalized in
accessing information needed for empowerment. NGOs highlighted in this study have been slowly and steadily educating women on diverse areas. Study concluded that for providing effective information, it might be required for adequate users’ studies and subsequent repacking of information which many of the NGOs lack.

Ogato, G.S. (2013) has undertaken the research study to assess the quest for gender equality and women’s empowerment in least developed countries to achieve millennium development goals and identify policy and strategy implication for Ethiopia. The findings of the study revealed that promising efforts are being made by the Federal Democratic Republic of Ethiopia to address gender equality and women’s empowerment issues in the process of achieving millennium development goals. Study suggests that adaptation of the good practices of gender equality and women’s empowerment from different successful countries, proper implementation of the ratified international conventions on gender equality and women’s empowerment, and development and implementation of appropriate national gender policy will improve the condition of Ethiopian women.

Alonge, H.O. Matthew, A. and Osagiobare, O. E. (2014) examined the educational management strategies for empowering women such as: increasing the access to female education, sustaining female children in educational institutions, and attending to adult illiterate women in the society. Study tried to prove that if education is provided for the citizens including women, the citizen will be employed into different sectors of the economy and thus, contributes to the growth and development of the country’s economy. Study revealed that in Nigeria women are at disadvantaged
position than men. Among other indicators study found that participation of women in education is low, while there is prevalence of poverty among the women folk. Study suggests that government needs to provide the enabling environment for women empowerment that helps to eradicate poverty and diseases in Africa.

Noreen, G. and Khalid, H. (2012) made an attempt to study the role of higher education in empowering women in Pakistan by analyzing the perceptions of highly educated women who have achieved senior posts in a female university. Study also highlighted the major constraints to progress in career and the types of coping strategies propose for the entire female population to realize their full potential. Study revealed that education plays an important role in the lives of women. Study also proved that gender main streaming is significant to achieve gender equality and empowerment of women in traditional societies. So, opportunities for education and jobs have opened up for women to contribute in the development of the country. It also helps to form gender balanced society that aims to be ultimate goal of gender equality and empowerment.

Adeola, A.O. and Olufunke, A.C. (2010) in their study highlighted the status of female education in Nigeria, the role of higher education in leadership development as well as the strategies that could be employed to empower female youths for future leadership. Study revealed that higher education can serve as an important tool for female empowerment and national development. The placement of female in leadership position has been and will continue to be based on their level of education. Study suggests equal rights and privileges for both male and female.
Olufunke, A.M. (2011) conducted the study to examine the issue of literacy as a potent tool for empowering women in the Nigerian Communities. Findings of the study reveals that literacy is a weapon for fighting poverty, diseases and ignorance and then woman becomes empowered to participate actively in issues of development in her community. The study also recommends that women should show interest in literacy and the government should make efforts to fund literacy programmes and encourage women to take active part in literacy programmes.

Kwapong, O.T.F. (2014) tried to show how functional literacy education could be used to facilitate empowerment among women in a developing community. Study was conducted among the women of the Mo communities of the Brong–Ahafo region of Ghana. Study highlighted the level of empowerment attained by the women in education; identify the skills that women had developed to be able to carry out their economic activities; determine the level of women’s participation in decision-making in home; and measure; the extent to which the women took part in decision-making in their communities. Study found that adult education is very much essential to enhance the women’s capabilities to organize, to improve their skills for generating income, to increase self-reliance, to assert their independent right to make decisions and to control resources.

Murtaza, K.F. (2012) made an attempt to illustrate the current status of women in higher education in Gilgit-Baltistan. Study also tried to relate success stories about the impact of higher education programmes through the experiences of the Aga Khan Development Network (AKDN) and highlighted the challenges faced and a lesson
learnt in the process. Study proved that education plays a significant role in developing any society. The study revealed that participation of women in higher education in Gilgit-Baltistan brings many benefits like- forms the basis of economic independence, developing personal confidence, gaining status within the community.

Ojobo, J.A. (2008) studied on the introduction and nurturing of educational programmes for the empowerment of women of all categories in Nigeria, the factors inhibiting women’s education and suggestions for the establishment and running of educational programmes for the Nigerian women. The pattern of women’s involvement in education in Nigeria revealed low levels and they still suffer a lot of constraints. There are still more to be done in the area of girls and women education.

Munawar, R. (2005) made an attempt to study the roles and status of women in the Pakistani society. Study revealed that the traditional perceptions regarding women’s roles are changing. The bad economic condition of women in Pakistan is compelling them to earn cash income. Political movements have provided women the space to come forward. Study reveals that strengthening of women’s participation in all spheres of life had become a major issue. For that education is considered to be the key factor.

Yazdani, F. (2005) has undertaken the research works to study about women empowerment in Pakistan through decentralization. Study also highlighted the barriers of it. Results of the research study revealed that the present system of decentralization is designed to ensure genuine people participation in bottom up
developmental planning, improved service delivery mechanisms and promises checks and balances to safeguard against abuse of authority. This system has provision for 33% reservation of seats for women and 20% reservation for workers/peasants on all local councils. Study also revealed that the literacy level in Pakistan remains stagnating and it transcend into the professional life of these women. Study found ideological, socio-economic and political barriers that impacting women’s effective participation in politics.

Graham, E.M. (2008) has undertaken the research work to clarify the relationship between education and women’s empowerment. Study also argues that educations can faster the empowerment process if it expands women’s knowledge and understanding, self-confidence and awareness of gender equity. Study was carried out in four Garifuna villages in the north coast of Honduras, that had the SAT programme for five years or more and one comparison village that had SAT for three months. The programme studied, Sistema de Aprendizaje Tutorial (SAT), has several unique features that appear to foster the empowerment process. Study found important differences between the comparison and SAT groups. Difference between these two groups with regards to their empowerment exists because women’s knowledge and understanding, self confidence and awareness of gender equity were enhanced through their participation in the SAT programme.

Mowla, S.A.A.A. (2009) examined the association between education and economic empowerment of women in Egypt by analyzing the effect of education on women’s ability to get a wage work, the quality of work they get, the obstacles that
hinder their ability to have access to wage work, the association between the type of education and the different paths of girls to the labour market and policy interventions needed to strengthen education etc. The study revealed that education has a powerful influence on women’s labour market pathways in Egypt; higher female education levels result in higher presence in the work force and higher competitiveness. Study also found that raising female education level is not enough in women’s economic empowerment, there is an urgent need to focus on improving education quality. Study also suggests number of policy interventions needed to strengthen education.

Phyllis, R.A. (1992) studied the role of education for empowerment of women by analyzing the action of two emerging statewide organizations i.e. Women Economic Agenda Project (WEAP) in California and Woman’s Agenda (WA) in Pennsylvania. The goal of this study was to determine if these organizations were examples of institutions which are not typically consider “educative”, and yet are educating their constituents. This process was called “education for empowerment”. Within the context of education theory, these organizations are part of a process which has produced a change in the individual woman involved in the programmes, as well as the broader public, and government officials.

Ward, M.B. (2011) studied on the current parental attitude towards the education of girls in Ghana and the actions that might undertake to promote girls education at the basic level. The study revealed that generally parents would want to educate both boys and girls; however when there are other demands on the family’s resources that the education of the girl child is considered a secondary issue.
Investigator also tried to establish that parents in urban and rural areas had different aspirations for their girl children. Communities on the whole were willing to institute some measures to promote girls' education. The strategies suggest in the research to be used in promoting girls' education include the establishment of girls' education committees in communities with low female enrolment, the use of social/community mobilization campaign, institution of scholarship schemes, community participation in education, the use of role models and enacting bye-laws to ensure that girls are not discriminated against.

Anwaar, M. Chaudhury, H.R. and Ambreen, M. (2012) studied on the changing attitudes of both male and female towards female education. Study also tried to find out the reasons why some parents are not sending the daughter to school now. The study was conducted in village Zandra, District Ziarat, in Baluchistan. Study found that the attitudes regarding the gender discrimination in the field of education has changed. The people who still do not send the girls to school have different reasons. Initially the main reason was pardah but now more of the economic reasons were reported. Some parents think that daughters are not permanent members of the family. Some parents think that economic dependency on females was considered as shamelessness. But the people who educate and allow their daughters to work have an attitude that there is nothing wrong in depending economically on females.

Niles, S. F. (1989) made an attempt to investigate parental attitudes towards educating females in Northern Nigeria. The results indicate that, despite recent
governmental efforts to universalize primary education, rural parents have unfavorable attitudes, especially concerning western-style schooling for girls. A sample of urban women, however, strongly supported educating their daughters and had high aspirations both for their education and employment. This suggests that traditional and negative attitudes concerning schooling for girls may respond to modernizing influences currently found only in urban centers in northern Nigeria.

Mishra, R. (2012) analyzed the problem of women education in Nigeria and the way of solving these problem. Study revealed that Nigerian women are educationally disadvantaged in terms of accessibility to formal education, participation in policy formulation and policy implementation especially in the education sector. Study suggests that in order to improve the educational base of the typical Nigerian woman and by developing their socio-political and economic status, government, community leaders, parents, professional guidance, counselors and other stakeholders should come forward for taking necessary steps.

Oniye, A.O. (2004) studied on the problems of women education and the implications of poor women education for family responsibility. Study revealed that education is very much essential for the development of women. So, for national development, women should be provided with adequate and functional education which would enable them to make additional contributions towards public, social, economic and moral life.
2.4 Conclusion

All the studies highlighted many useful findings relating to role of education in women empowerment, attitude of girl students towards women education and problems of girl students in India as well as outside India that indicates women education an essential prerequisite for social, economic and political development. The finding of the studies helped the researcher in preparing a systematic plan for the present investigation.