



**A COMPARATIVE STUDY OF UNDER GRADUATE GIRLS ON ROLE OF EDUCATION ON
WOMEN EMPOWERMENT**

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ABSTRACT

This paper focus on the role of education on women empowerment. Here the data sheet of 585 girls students of various college is taken as a sample From those There is 200 girls students of home science, 200 girls students of arts & 185 girls students of commerce. The information collected by questionnaire method. Statistical analysis was done using mean, standard deviation, standard error, significant test; calculation was done using both level of F-test. Result for Home science respondents higher than the arts & commerce respondents. Arts & commerce respondents were almost same.

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INTRODUCTION

Empowerment is a very broad term encompassing all type of empowerment such as education economic, social, political legal and cultural empowerment of women. The world declaration in world conference in 1990 laid emphasis on "education of all lays stress on universalising access and promoting equity the two issues which are vital to empowerment of women. The process of women empowerment is thus concerned with changing the power relations between individuals and groups in the society and involves awareness raising building of self confidence, expansion of choice, involvement in decision making and increased access to and control over resources unless they themselves become conscious of the oppression met out to them and show initiative both to push forward. It can create an opportunity to change their status much. some of the empowerment could be identified as follows-

- * Literacy and higher education.
- * Better health care for herself.
- * Higher age of marriage.
- * Greater work participation in modernized sector
- * Necessary financial and service support for self employment.
- * Opportunities for higher position of power.
- * Complete knowledge of her rights and above all.
- * Self-reliance, self respect and dignity of being a women.

Empowerment is envisaged as an aid to help women to achieve equality with men or, at least, to reduce gender gap considerably. Empowerment would enable women to perform certain social roles which they cannot perform without it. This would mean helping women to their constitutional and legal right of equality. Though men and women are declared to be equal before the law and though discrimination on the basis of sex is forbidden by the constitution. It is common knowledge that women are still at disadvantage in many areas of life. Indeed, one could even say that the position of women in India has not improved much since the enactment of the constitution when it come to the issue of gender justice. In the stream for the full term and help them to opt for a career of their choice and beneficial to the society.

Education is one of the sub themes of UN world bodies on women paragraph 163 of forward looking strategies states that education is the bar is for the full promotion and improvement of the status of the women. It is the basic tool that should be given to women in order to fulfil their role as full member of society. The world declaration on education for all was adopted in 1990 at joint in Thailand. It was recognized by all than education is the basic right to everyone. The 1995 world education report reveals that the major anomaly which persists in both the developing and developed country is one of the gender biases. Though woman stays in the longer in the academic in many of the developed countries, they do not pursue science course equally with men. It is a psychological and cultural bias which prevents women from pursuing careers in science and industry.

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The progress made by women is also encouraged by government by providing facilities but access to these facilities is hindered due to cultural conditioning. The most obvious progress has been made in the field of education and literacy as more and more women are going into new professions and literacy rates for women are also going up although they remain lower the literacy rate for men . A UNESCO report published in November 2006 says the gender disparity in access to schooling still exists in 54 countries but it also says that in many countries more girls were found at secondary school level than boys. In India efforts at popularizing female education starting during the British period and since independence they have been intensified and gradually women are breaking all mail with ease. the national education policy of 1986 stresses wider women’s access to vocational, technical and professional at all levels and includes “education for women’s equality”. It includes all the steps that have to be taken to make women self confident and capable of thinking and deciding independently. It also encourages women’s studies as a critical input to promote better understanding of women ‘s contribution to society. Women’s illiteracy is the main reason for their lower status and their difference. Steps have to be taken in removing the illiteracy. In the end, women alone can change their position and power You must take it as a very true statement and its high time women understood it. Women will have to use all methods and means available to achieve the equality.

PROCEDURE

For collection of data , first reachers told the under graduate student about the purpose of the study and asked them to fill the statement gives them under graduate took back after one year. From total population 585 under graduate students were selected randomly as a sample from them Home science from 200,Arts from 200 & Commerce185.

STATISTICAL ANALYSIS

Statistical analysis was done using mean, standard deviation , standard error significance test , calculation was done using both level of ‘f ’ test.

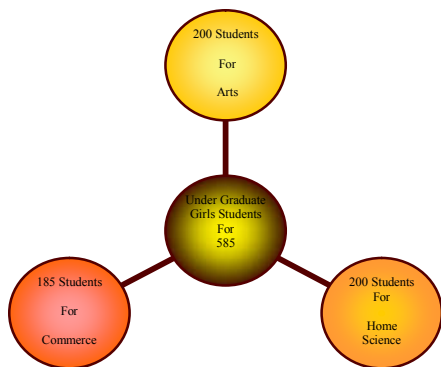


Figure of Total Students

Table 1. Showing scores obtained by homescience, arts and commerce respondents

Class	Frequency		
	Home Science	Arts	Commerce
251-300	0	1	0
301-350	0	1	0
351-400	0	1	1
401-450	0	0	0
451-500	0	1	4
501-550	4	5	3
551-600	7	11	6
601-650	9	22	13
651-700	19	31	32
701-750	12	38	36
751-800	34	38	27
801-850	31	26	28
851-900	23	15	18
901-950	20	7	9
951-1000	20	2	6
1001-1050	14	1	2
1051-1100	6	0	0
1101-1150	1	0	0
Total	200	200	185

Descriptives				
Women empowerment				
Faculty	N	Mean	Std. Deviation	Std. Error
Home science	200	826.7350	132.47696	9.36754
Arts	200	732.3800	109.47057	7.74074
Commerce	185	751.8541	112.87231	8.29854
Total	585			

ANOVA						
Women Empowerment					Table value	
	S.S.	df	M S	F-value	0.05 level	0.01 level
Between Groups	987369.659	2	493684.829	34.948		
Within Groups	8221445.134	582	14126.194		19.50	99.50
F-value is Significant at 0.05 level						

Multiple Comparisons			
Women Empowerment LSD			
(I) Stream	(J) Stream	Mean Difference (I-J)	Std. Error
Home science	arts	94.35500*	11.88537
	com	74.88095*	12.12389
arts	home	-94.35500*	11.88537
	Com.	-19.47405	12.12389
commerce	home	-74.88095*	12.12389
	arts	19.47405	12.12389

*. The mean difference is significant at the 0.05 level.

Table 1 Shows that the mean score of Home science respondents was 826.7350, arts respondents was 732.3800 and commerce respondents was 751.8541. The standard deviation of Home science respondents was 132.47696, arts respondents

was 109.47057 and commerce respondents was 112.87231. The standard error of Home science respondents was 9.36754, arts respondents was 7.74074 and commerce respondents was 8.29854. ANOVA shows that sum of square of between groups was 987369.659 and within groups was 8221445.134 and df of between groups was 2 and within groups was 582. The mean square of between groups was 493684.829 and within groups was 14126.194. The 'f' - value is 34.948 and was significant at 0.05 level. Multiple Comparisons show that mean difference of Home science respondents and arts respondents was 94.35500 and Home science respondents and commerce respondents was 75.88095 and arts respondents and commerce respondents was -19.47405 and that standard error of difference between mean of Home science and arts respondents was 11.88537. Home science and commerce respondents was 12.12389 and commerce and arts respondents was 12.12389 which was significant at 0.05 level. So it can be said that the role of education on women empowerment of home science respondent was higher than the arts and commerce respondents. And role of education on women empowerment of commerce respondent was higher than the arts respondents.

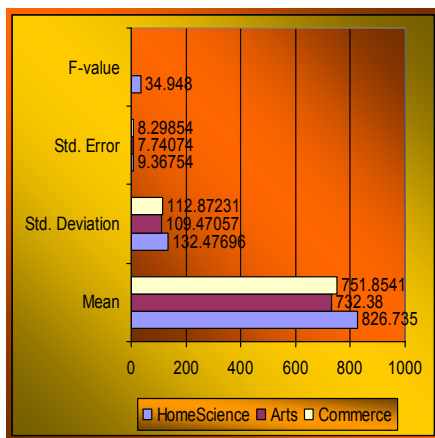


FIG. 1. SHOWING SCORES OF HOME SCIENCE, ARTS AND COMMERCE RESPONDENTS OF WOMEN EMPOWERMENT LEVEL

CONCLUSIONS

It is concluded that Here the data sheet of 585 girls students of various college is taken as a sample From those There is 200 girls students of home science, 200 girls students of arts & 185 girls students of commerce. The information collected by questionnaire method. Statistical analysis was done using mean, standard deviation, standard error, significant test, calculation was done using both level of F-test. Result for Home science respondents higher than the arts & commerce respondents. Arts & commerce respondents were almost same.

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