

A comparative study of under graduate girls on role of education on psychological empowerment of women

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■ **ABSTRACT** : This paper focus on the role of education on Economic empowerment of women. 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 and 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 respondent was higher than the arts and commerce respondents and arts respondent was higher than the commerce respondents.

■ **KEY WORDS** : Psychological empowerment of women

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You can tell the condition of a nation by looking at the status of its women.

Jawaharlal Nehru

Education has been of central significance to the development of human society. It can be the beginning, not only of individual knowledge information and awareness, but also of a holistic strategy for development and change. Late Prime Minister Jawaharlal Nehru rightly remarked "Some people seem to think that education is not as important as putting up a factory. I May sacrifice any number of factories, but I will not sacrifice human beings and their education because it is the human beings who set up factories and produce the things we want." Education helps an individual to develop his potential to the full, to increase his productivity and to become a useful and productive member of the society. Education is holistic in concept and is multi dimensional.

A look at women education scenario:

If one analyses, the women's education scenario, one would find that women's education is an area cluttered with contradictory complexes, opposing theories and tremendous emotions in brief:

- On the one hand, India has large mass of people

either disinterested in or the problem of higher education for women; on the other hand, enlightened women alone express deep concern about the problem.

- The area of higher education for women is at crossroads between intellectual rationality and social conservatism. It is often emotional and ends in negativism.

- Some people believe that education can not be different for males and females. Hence, men and women should have the same curriculum content. But there is another school of thought who believes that there are inherent difference between girls and boys. Therefore the content of education should also be different. How ever, there is consensus of the common general objectives of higher education, namely, character formation, personality development, increasing employability competence and inculcation of civic sense.

Studies on psychological empowerment of women:

Women in Latur rebuild their lives:

Although women here remain as economically marginalised as they were before the disaster, these ten years after the quake have seen a significant change in their collective perception of themselves and their role as members of the community. This psychological change can be counted

as the most positive fall-out of the post-quake projects, notwithstanding the many short comings in planning and implementing resettlement work – by the community, by donor agencies like the World Bank, by NGOs and by the government. It is a measure of the assertiveness these women have developed that, during the tenth anniversary observance at Latur on September 30, 2003, one of the women felt emboldened enough to question a State Minister in the middle of a public meeting, demanding to know what the Government was doing about closing liquor shops (because drunkenness leads to domestic violence). Ten years ago, none of these women would have dared to question a minister. Psychological empowerment, while essential and welcome, does not translate into better availability of basic services – an example of this is the poor access to health centres in the interior regions.

The special attention paid on the education of women and girls in development policies, activities and projects arise out of the knowledge that ensuring basic education for all, especially the education of women and girls and achieving gender equality are important elements in promoting development and advancement in people's life quality as well as a means to empowering women themselves. Empowerment as the expansion of freedom of choice and action is identified by the World Bank as one of the key elements of poverty reduction and a primary development goal. The promotion of women's empowerment as a development goal is based on a dual argument: that gender equality is a crucial aspect of human welfare and intrinsically worth pursuing and a means to other ends such as the promotion of growth, reduction of poverty and promotion of better governance.

Home science aims at educating individuals in the art and science of family living, improving services and goods and helping individuals and family to meet the challenges of the process of modernization. The discipline of home science is an applied science and drawn its principles from the basic discipline of arts and science. The committee of American Home economics Association (1959) has clarified this as: "Home economics synthesis knowledge drawn from its own researches, from the physical, Biological and social sciences and the arts and applies this knowledge to improve the lives of families and individuals." Still there are variations in the ideologies.

Home science is education for home living. The home and family are the measuring yardsticks of any nation. They reflect the progress of the country by catering to the physical, spiritual and emotional needs of life and suitable environment for the growth of children and culture to citizens. It builds characters, ensures happiness and influences the individual and the community for better living citizenship, respect for others, contentment, health, character, efficiency in work are all obtained through sound home making. Since home science affects the very foundation of an individual's life, home science is education for living.

Home science is concerned and interested in effecting improvements in home and family living. It influences the growth and development of family members, through the knowledge of the environment in which they live. It uses scientific method in solving daily problems. It is concerned with the happenings in the world, and how they affect the family.

Home science in addition to giving education for home living, also trains students for careers the greatest career is of course, home making and bringing up happy families, there are other careers in the communities, such as; teachers, extension workers, dieticians, and nursery school teachers. However, it can be safely said that home science education focuses at coordinating the scientific and practical knowledge drawn from different fields to utilize it in a suitable way for the development welfare and happiness of individual, family, community and nation at large.

So this study was undertaken to compare how home science, art and commerce education is effective imparting empowerment to women. Though empowerment is wide word and has so many dimension but if it can impart nutrition, health, social, educational, management and house hold knowledge to the students it could be helpful to them to become self confident and can lead to empowerment.

■ RESEARCH METHODS

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 and Commerce 185.

Statistical analysis:

Statistical analysis was done using mean, standard

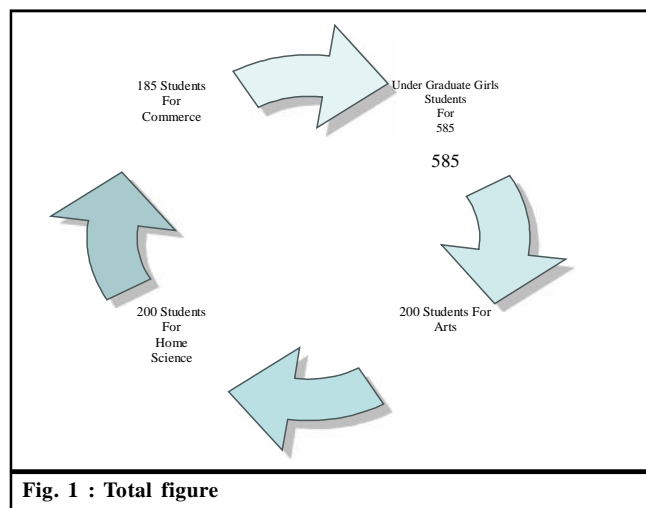


Fig. 1 : Total figure

deviation, standard error significance test, calculation was done using both level of 'f' test.

RESEARCH FINDINGS AND DISCUSSION

Table shows that the mean score of Home science respondents was 142.5250, arts respondents was 127.7150 and commerce respondents was 120.0000. The standard deviation of Home science respondents was 28.84179, arts respondents was 22.72832 and commerce respondents was 21.84630. The standard error of Home science respondents was 2.03942, arts respondents was 1.60714 and commerce respondents was 1.60617 (Table 2).

ANOVA shows that sum of square of between groups was 50852.355 and within groups was 356152.630 and df of

between groups was 2 and within groups was 582. The mean square of between groups was 25426.177 and Within groups was 611.946. The 'f' - value is 41.550 and was significant at 0.05 level (Table 3).

Multiple Comparisons show that mean difference of Home science respondents and arts respondents was 14.81000 and Home science respondents and commerce respondents was 22.52500. and arts respondents and commerce respondents was 7.71500 and that standard error of difference between mean of Home science and arts respondents was 2.47375, Home science and commerce respondents was 2.52340 and commerce and arts respondents was 2.52340 which was significant at 0.05 level (Table 4).

So it can be said that the role of education on

Table 1 : Showing scores obtained by home science, arts and commerce respondents of psychological empowerment of women

Class	Frequency		
	Home Science	Arts	Commerce
26-50	1	2	0
51-75	8	3	5
76-100	11	13	21
101-125	21	74	92
126-150	68	77	48
151-175	86	31	19
176-200	5	0	0
Total	200	200	185

Table 2 : Mean score of respondents

Descriptives				
Women empowerment				
Faculty	N	Mean	Std. Deviation	Std. Error
Home science	200	142.5250	28.84179	2.03942
Arts	200	127.7150	22.72832	1.60714
Commerce	185	120.0000	21.84630	1.60617
Total	585			

Table 3 : ANOVA

	Women Empowerment			Table value		
	S.S.	df	M S	F-value	0.05 level	0.01 level
Between groups	50852.355	2	25426.177	41.550	19.50	99.50
Within groups	356152.630	582	611.946			

F-value is Significant at 0.05 level

Table 4 : Mean difference of the respondents

Multiple Comparisons			
Women Empowerment LSD			
(I) Stream	(J) Stream	Mean difference (I-J)	Std. error
Home science	Arts	14.81000*	2.47375
	Com	22.52500*	2.52340
Arts	Home	-14.81000*	2.47375
	Com.	7.71500*	2.52340
Commerce	Home	-22.52500*	2.52340
	Arts	-7.71500*	2.52340

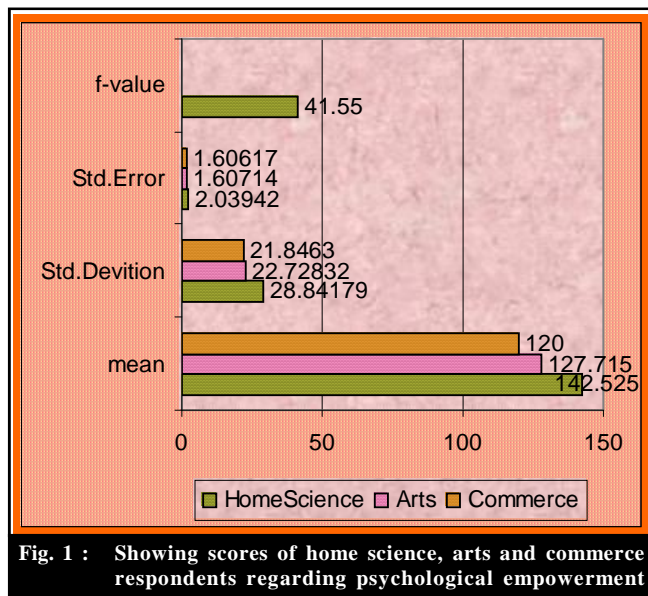


Fig. 1 : Showing scores of home science, arts and commerce respondents regarding psychological empowerment

psychological empowerment of home science respondent was higher than the arts and commerce respondents. And role of education on psychological empowerment of arts respondent was higher than the commerce respondents.

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 and 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 of Home science respondent was higher than the arts and commerce respondents and arts respondents higher than the commerce respondents.

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“ Dr. Daxaben N. Mehta” – Principal, Smt. Sadguna C.U.Shah Home science and C.U.Shah Arts and Commerce

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