

Women Empowerment in Karnataka- an Analysis

*Shivaleela F.Bhusad, Research Scholar, Department of Economics, Karnataka University,
Dharwad, India, ppatil2008@gmail.com

Dr H.H.Gadawale, Professor, Department of Economics, Karnataka University, Dharwad, India
drhhgadawale@kud.ac.in

Abstract - There exist many reasons for studying women's empowerment as health of the family, nutrition and overall wellbeing of the family is generally in women's hands. India has achieved huge strides in terms of educational attainments, health and economic growth but gender disparities in many spheres of development still exist. According to the latest HDR of September 2018 South Asia has attained highest HDI growth of 35% since 1990 but also has the widest gap between men and women in HDI at 16.3%. The present study discusses the growth of International gender related indices GDI, GEM and GGGI, the Global Gender Gap Index. The objective of this study is to find out the women empowerment status in Karnataka with respect to select indicators. The key findings are women are disempowered compared to men. This is shown through gender inequalities which exist in literacy, Enrolment ratios, sex ratio, and labour force participation rate and also in political participation.

Key Words: Dimensions, Gender inequality, Economic, political and social empowerment, Women.

I. INTRODUCTION

"There is no chance of the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on one wing."-Swami Vivekananda

Women's empowerment leads to not just her welfare but that of welfare of entire household, society and nation. The very concept of women's programs changed its emphasis from women's welfare to women's development when United Nations declared 1975 as the International Women's Year at the first world conference on women in Mexico. At each of the conferences which followed in 1980(Copenhagen), 1985(Nairobi) and 1995(Beijing) stress was laid on empowering women. In the fourth conference at Beijing strategies were laid out in the form of Beijing Declaration and platform of action. UNDP in the year 1990 came up with the concept of Human development measuring index the HDI with which the status of human development could be watched and in the year 1995 introduced GDI to measure gender equality and GEM to measure gender empowerment. The report stressed that if development is not engendered, it is endangered. In 2006, World Economic Forum introduced the GGGI, The Global Gender Gap Index which monitors the Gender gap in four of the most important parameters of women empowerment i.e. Economic participation and opportunity, Educational attainment, Health and survival and Political participation. In the year 2000, UN established Millennium Development Goals and kept the target to achieve them by 2015. It had marked -To Achieve Universal Primary Education as MDG 2 and -To Promote Gender Equality and Empower Women as MDG 3 respectively. In the year 2015, to close the persistent gaps in development outcomes across nations

new set of goals, The Millennium Development Goals – MDG 2030 were introduced. Here again Quality Education and Gender Equality are put as SDG4 and SDG 5 respectively reflecting the continued effort to be put in these areas. In the year 2010 GII and in 2014 the IHDI, Inequality Adjusted Human development Index were introduced by UNDP. Both measure gender inequalities in different dimensions. The sustainable development goals have also declared gender equality as an important milestone to be achieved by all nations by 2030. In India, Women empowerment is enshrined in the preamble, fundamental rights and the directive principles in the constitution. It also empowers the states to adopt means and measure towards positive discrimination in favour of women. To continue with the global agenda of empowering women, India launched the National policy for the Empowerment of women in the year 2001[2]. Many schemes and programs have been launched in this direction. Women today have achieved much and their status has gone through many changes, but gender inequality in Indian society is widespread across all the states and seen among all sections of society.

"Competitiveness on a national level and on a business level will be decided more than ever before by the innovative capacity of a country or a company. Those will succeed best who understand to integrate women as an important force into their talent pool,".
Klaus Schwab, Founder and Executive Chairman, World Economic Forum (WEF).

WEF is giving out GGGI, The Global Gender Gap Index since 2006 to highlight gender inequalities in spheres of education, health, economic and political participation for

144 developed and emerging economies. India's continued efforts to improve gender equality and women's status have succeeded in achieving little for the women which is indicated by the GGGI of 2017(Table 1) . The overall score of has increased marginally i.e. from 0.6442 in 2012 to 0.669 in 2017 an increase by just 0.025 points.

Table 1. Details of Global Gender Gap Index -2012 Gender Gap sub-Indices

S.No	Gender gap sub-Indices	India-2012/135 countries		India -2017/144 countries	
		Rank	Score	Rank	Score
1	Economic Participation and Opportunity	123	0.4588	139	0.376
2	Educational Attainment	121	0.8525	112	0.952
3	Health and Survival	134	0.9612	141	0.942
4	Political Empowerment	17	0.3343	15	0.407
5	Overall Index	105	0.6442	108	0.669

Source: World Economic Forum (2012) Global Gender gap Index -2012, p.10-11.

Today as per MDG target of 2015, India has almost achieved the target of Universal Primary Education but lies far behind in many parameters. In the year 2009 GII and GEM were recast for India, its states and union territories. These are presented in Table 2 for India and Karnataka.

Karnataka is the second largest south Indian state area wise and it stands 8th in India population wise out of which women constitute 49.31% (Census 2011). It can be observed that Karnataka is better than All India average for both GDI and GEM measures.

Table 2: GDI and GEM scores for India and Karnataka 1996-2006

	India		Karnataka	
	1996	2006	1996	2006
GDI	0.514	0.590	0.545	0.611
GEM	0.416	0.497	0.422	0.526

GDI-Gender Development Index Based on (long and healthy life, Knowledge, A decent standard of living)
GEM-Gender Empowerment Measure based on (Political participation and decision making power, Economic participation and decision making power, power over economic resources)

Source: Gendering human development report. GOI,2009

There has been a marginal increase in both the GDI and GEM scores. GEM scores have seen a marginal increase for India by 19% but for Karnataka it has increased by 24% from 1996 to 2006.

II. REVIEW OF LITERATURE

According to World Bank (2001), "Women empowerment is the expansion of freedom of choices and action, which could increase women authority and control over resources and decision regarding their life." The National Policy for women empowerment (2001) states that "Gender equality manifests itself in various forms, the most obvious being the trend of continuously declining female ratio in the population in the last few decades."

The concept of women empowerment is taken from the UN 2001, according to which women empowerment is defined as a process by which women take control and ownership of their lives through expansion of their choices. Women's life and her lifestyle is greatly influenced by the socio cultural norms existing in the society she belongs to, hence the concept of Women empowerment is highly context specific. The entire power relation between men and women in a society driven by the roles they are expected to play are termed as gender relation. As per Mason (1997), "It comprises the entire complex interactions, roles, rights and statuses that surround being male versus female in a given society or culture." Empowerment is a multidimensional process. It is also a multi-level process which occurs at individual, household, community and at societal level. A huge amount of literature exists on women empowerment, its enabling factors, schemes and trends in the status of women empowerment. Pillai (1995)[3] states that "Women empowerment is an active multi-dimensional process which enables women to realise their full identity and powers in all spheres of life. As per Sen and Batliwala (2000)[4] "Empowerment is the process by which the powerless gain greater control over the circumstances of their lives, which includes greater control over resources and ideology". The fundamental idea in this definition is empowerment is not 'power over' others or domination but 'power to' achieve goals. Malhotra et al(2002)[5] identified social, economic, political, legal and psychological dimensions of women empowerment . Williams(2005)[6] argues that women empowerment is multidimensional and context specific. Varghese (2011)[7] has found that education and work status of women positively influences women empowerment. Goetz (2003)[8] found in their study that more than education cultural variables influence women's political participation. Wiklander (2010)[9] in the study finds that gender based restrictions at home and strong social norms greatly influence women empowerment. Parveen and Leonhauser (2004)[10] found that formal and non-formal education, mobility, exposure to media and information have a significant positive impact on women's empowerment. Soekoe,N.(2014)[11] has found that the functional literacy programs increased participants capability in many spheres by providing with information, psychological assets and human assets, but did not influence their political participation. Mocan and Cannonier(2012) [12] have found an increase in education levels among women bring about attitudinal changes in women which empower them. Aslam(2013)[13] finds that the influence of education on women empowerment depends on the country context. Yount(2013)[14] found that women's older age at first marriage has a positive influence on her mobility and demand for of equity in roles with men. Waseem et.al (2012) [15] opine that women's autonomy in decision making depends on the family structure to which they belong. Mahmud (2013)[16] found that household wealth increases her control over resources

but decreases her overall autonomy in decision making. Samarakoon and Parinduri(2015)[17] found that education has a positive influence on women empowerment increasing contraceptive use and improves reproductive health. Jejeebhoy(1998)[18] has found that higher age at marriage and education both have a significant positive influence on protection against domestic violence and thus empowering her. Assaad et.al(2015)[19] examine the impact of contextual factors impact on women empowerment and found that higher education, age and being the household head have positive impact on women's decision making and mobility dimensions of women empowerment. Mason and Smith(2003)[20] find that community factor has a strong positive impact on women's empowerment more than individual factors

The above review of literature shows that lot of studies have been undertaken on women empowerment and gender inequality, its causes and hindrances etc.

III. METHODOLOGY AND INDICATORS

The study is purely based on secondary data for the period 2001 to 2015 taken from various sources like NSSO, Census, Karnataka government reports etc. Women's Empowerment is multidimensional. The dimensions are social, political, economic legal and psychological. Changes in representative indicators from these dimensions are considered while constructing International development indices like HDI, GDI, GII, GEM and GGGI. In this study three major dimensions i.e. Social, Economic and political with two indicators each are considered for in depth study. This paper is based on few indicators which give us a fair idea on the trends in the status of women in Karnataka. The indicators chosen are literacy rate, population sex composition, sex ratio, child sex ratio, Enrolment in school education (Social Dimension), Labour force participation rate, share of women in non agricultural sector (Economic Dimension), Political participation at national parliament, state assembly and ZP, TP and GP (political dimension) .

IV. DIMENSIONS OF WOMEN EMPOWERMENT IN KARNATAKA

In India the very core of gender equality is put forth by the constitution in the preamble, fundamental rights, directive principles and fundamental duties. The status of women in India can be understood based on indicators from the three dimensions chosen for the study.

D) Social Dimension: Social dimension is important to study women empowerment as it includes understanding of her rights and surroundings indicated by the literacy rates and gross enrolment rate, her household position with respect to men and son preference which is still prevalent and indicated by sex composition of population and sex ratio.

1.1) Literacy: A person (aged 7 and above) is considered literate, if he or she can read and write, with understanding, in any language. United Nations at its millennium summit 2000 adopted 8 Millennium Development Goals for which 2015 was the target date to achieve the goals. The second MDG was to achieve universal primary education and the same continued in SDG 4 as quality education adopted since 2015 as a part of 2030 new sustainable development agenda of United Nations. Many studies on the influence of education on women empowerment have been done.

Table 1.1: Literacy Rates (Male and Female) Karnataka

	Male	Female	Gap
2001	76.10	56.87	19.23
2011	82.8	68.08	14.70
2015-16	85.1	71.7	13.4

Source: Census of India, Office of the Registrar General, India., NFHS 4(2015-16).
Note: The Literacy rates pertain to the population aged 7 years and above.

Literacy is considered one of the crucial aspects of social empowerment. Primary school Education of women has a strong positive impact on her and family's wellbeing by improving her household earnings and reducing gender differences (HDR-2003 and Kabeer 2003). Also universal primary education has been a priority policy at both national and international levels.

Table 1.1 presents literacy rates in Karnataka for males, females and the gap. It is observed that male literacy rate has increased from 76.10 to 85.1 by 9.0 points whereas for females the rate has shown an increase from 56.87 to 71.7 with an increase of 14.83 almost one and a half times the increase for males. The literacy gap also has shrunk from 19.23 % to 13.4%. Though the trend is positive it is noted that overall literacy for women is still 71.7% meaning 28.3% females today are not able to read and write. This is mainly because girls are expected to do household work because of which they are not left with time for school. Other reason is poverty and boys in the house are preferred to get education as they are bread earners for the family in the future. Women in the age group of 15 to 49 who have completed their 12 or more years schooling make up 45.5 % (NFHS 4, 2015-16) which was 27.8% (NFHS 3, 2005-06). This positive trend is because of proper implementation of education programs at grass roots level.

1.2) Gross Enrolment ratio and Net Enrolment ratio

As per Draft MDG-Report of Karnataka (2014) the NER ratio in primary grade is 93.96 (2013-14) and NER of 100% is already achieved in Karnataka ahead of 2015. It is important to enhance enrolment of girls as it will trigger higher education and prospects of paid job later in life. Aslam (2008) find that women's education can improve her

chances of entering labour market thereby reducing gender gap in employment.

Table 1. 2: GER and NER for boys and girls in the year 2011-12- Karnataka

		GER		NER	
		Boys	Girls	Boys	Girls
2011-12	Primary(I-V)	107.1	107.7	98.7	99.3
	Upper Primary (VI-VIII)	104.9	105.4	88.1	89.1

Source: Dis/ Analytical Report 2011-12

Table 1.2 indicates the Gross enrolment for girls at both primary and upper primary is higher than boys. It indicates increasing interest and availability of schools for the girls to enroll. The state has also achieved a GPI (gender Parity Index) based on GER at primary education of 0.93 which (draft MDG Report, Karnataka, 2014) but still far away from the target of 1.0. The same for secondary education is 1.02 which is positive indicating there are more girls than boys at secondary level. The figure stands at 0.92 at tertiary level which is low but much higher compared to the figure of 0.81 in the year 2004-05.

1.3) Drop- Out Rates: It is worth noting that dropout rates which indicate that not all students who join the school complete their elementary education due to many socio economic reasons.

Table 1.3 gives the dropout rates in the year 2011-12 and 2012-13.

Table 1.3: Drop-out rates in Karnataka (in Percentages)

		Lower primary		Upper primary	
		Boys	Girls	Boys	Girls
2011-12		1.21	1.17	4.08	4.64
2012-13		2.33	2.81	5.16	5.66

Source: U Dis/ data for Karnataka /SSA analytical report 2012-13

The drop - out rates have slightly increased for both boys and girls and primary and upper primary schools. For lower primary, it has increased from 1.17% to 2.81%, an increase by 1.64 points for girls as compared to an increase of 1.12 points for boys. Similarly at upper primary it has increased by 1.02 and 1.08 points for girls and boys respectively which is worrisome.

1.4) Population Sex composition: Sex composition is an important indicator on the state of women. Table -1.4 shows the sex composition of Population in Karnataka. The population has increased by 8280142 from 52850562 to 61130704. The percentage of females has shown slight increase of 0.09% which indicates that percentage of female population has almost been the same which is nearly 50% of the total population. This clearly shows that women and women's issues need to be addressed on a priority basis.

Table 1.4: Population of Karnataka

Year	2001			2011		
	Total	Male %	Female %	Total	Male %	Female %
Population	5,28,50,562	50.90	49.10	6,11,30,704	50.81	49.19

Source : Census of India 2001,2011.

1.5) Sex Ratio: Along with sex composition of population sex ratio indicates number of females per hundred males. Similarly child sex ratio indicates number of female to 1000 males in the age group of (0-6years). These ratios indicate how well women and girls are welcome in a society right from their birth. Nature has given equal chance for both males and females to survive and thrive. A sex ratio of less than 1000 per 1000 males' means girls and female babies do not enjoy equal chance of surviving and living their life as expected by nature.

Table 1.5: Sex Ratio and child sex ratio In Karnataka 2001, 2011

Years	Sex Ratio		Child sex ratio(0-6 years)	
	Karnataka	All India	Karnataka	All India
2001	965	933	946	927
2011	973	940	948	914

Source: Source: Census 2001, (PCA) Registrar General and Census Commissioner, India,2011

Gender inequality is manifested in the most noticeable form in terms of continuously low levels of sex ratio (NPE 2001). From Table1.5 it can be observed that sex ratio and child sex ratio for two census years in Karnataka has shown marginal improvement and is well above the national average of 940(Census 2011). It is also observed that rural sex ratio in Karnataka is 975 against urban figure of 957 (Census 2011). Child sex ratio too has improved marginally from 946 in 2001 to 948 in 2011 indicating that discrimination against girl child still exists. The reasons for this are selective abortions and neglect of girl child which decreases their survival rate. Patriarchal attitudes still exist and need to be changed if sex ratio and wellbeing of women is to be achieved.

II) Economic Dimension - Labour Force participation rate (LFPR)

For this study we include usual status which is Usual principal status and subsidiary status. (PS + SS). India has been ranked 139 out of 144 (WEF) indicating that gender differences are still very high in labour force participation. In the recent report of World Bank the rate has dropped to record low of 53.8%. Women's work is largely unpaid and unrecognised; they are also paid almost 75% of what men are paid. Moreover their contribution to the family income is only a quarter of the total family income (Men and women of Karnataka,2014-15).

Table 2.1: Labour force participation rate- Karnataka
[All ages, PS+US, per 1000]

Year	Karnataka				India			
	Rural		Urban		Rural		Urban	
	Male	Female	Male	Female	Male	Female	Male	Female
1999-00	601	381	562	186	540	302	542	147
2004-05	628	462	587	192	555	333	570	178
2009-10	627	372	590	177	556	265	559	146
2011-12	620	289	594	171	547	253	563	155

Notes: Employment figures are the sum of principal status and subsidiary status
Source:- NSSO 1999-00 Report Table 5.1.1 pg. 62, NSSO 2004-05 Report Table 4.1.1 pg. 69
NSSO 2009-10 Report Table 4.1.1 pg 68, NSSO 2011-12 Report Table 4.1.1 88
Volume 1, 4th Employment and Unemployment Situation in India, 2013-14, Page No.90-91, 94-95

The economic indicators of women’s empowerment include and not limited to access to credit, work for income and access to and decision making ability on financial matters. Working for income is the way out of poverty and a necessity for many women in Karnataka. As per table 2.1, the labour force participation rate has shown an increasing trend both in India and Karnataka for females (in rural and urban areas) from 1999-2000 to 2004-05 but has decreased in 2009-10 and 2011-12. The reasons are the increase in educational attainment but lack of proper opportunities for work. When the income levels in low income countries get higher women participate lesser in economic activity (World Bank 2012) which explains to some extent the reducing women participation in labour force. Another reason is patriarchal mindset which hinders women to step out to work.

Table 2.2: Share of women in non agricultural sector (As % of employed respondents)- Karnataka

Year	Men		Women	
	Agriculture sector	Non-Agriculture sector	Agriculture sector	Non-Agriculture sector
2005-2006	40.3	59.7	60.6	39.4
2015-2016	38.5	61.5	46.6	53.4

Source: NFHS -3, And NFHS-4 , International Institute for Population Sciences

It can be seen in Table 2.2 that overall there is a decrease in Agriculture sector employment for both men and women. It has decreased by 1.8 percentage points for men and by 14 percentage points for women. For Employment in non - Agriculture sector, it has increased for both men and women. For men it has increased by a marginal 1.8 percentage points and for women it has increased by 14 percentage points. It is clear that more women are preferring to join waged employment which is driven in the

last decade by structural changes in 2004-05. Literacy rates have increased and more jobs are created in labour intensive industries. These are the reasons for increase in non agricultural sector employment.

III) Political Dimension

Participation and representation of women in seats of power is one of the three dimensions in calculating GEM the gender empowerment measure. Political participation includes voter turnout, contesting elections and getting elected all of which are an evidence for women’s status in political sphere. The following tables represent women’s representation at various levels of political activity

Table 3.1: Voter turnout: Karnataka state Assembly elections

Year	2008	2013	2018
Male	66.33	71.84	73.24
Female	63.23	70.1	71.08
Total	64.78	71	72.36

Source: Chief electoral officer , Karnataka

Voter turnout has seen an increasing trend from 62.23% in 2008 to 71.08 % in 2018. This indicates that more women are showing interest in voting and using their right to vote. But what is not a welcome figure is that today only one woman represents Karnataka in Lok Sabha lower than figure of 2 in 2004 though the number of women who contested the elections went up from 10 in 2004 to 21 in 2014. The same are shown in tables 3.1 and 3.2.

Table 3.2: No of women contested and elected Lok Sabha from Karnataka

Year	Women contested	Women Elected
2004	10	2
2009	19	1
2014	21	1

Table 3.3: Women’s candidates contested and elected to Vidhana Sabha seats-Karnataka

Year	Total MLAs	Women contested	Women elected	In %
1999-2004	229	62	5	2.1
2004-2007	225	92	6	2.6
2008-2013	225	106	3	1.3
2013-2018	224	175	6	3.7
2018	224	219	7	3.1

Source: MDG Karnataka and The Office of Chief Electoral officer.

According to the table 3.3 the number of women contesting the elections to state assembly has a positive trend from 62 in 1999 to 219 in 2018. But the same is not true with the figures of women getting elected. In the legislative assembly of 224 only 7 are women and in legislative council out of 75 members only five are women. The percentage of women in the Karnataka assembly lies between 2.1 to 3.1 from 1999 till date. To empower women more women need to contest and get elected which can happen only when people support women contesters.

Table 3.4: Women in Panchayati Raj Institutions -Karnataka

PRIs	2000			2005			2010			2016		
	Total no of seats	Seats held by Women	% of seats	Total no of seats	Seats held by Women	% of seats	Total no of seats	Seats held by Women	% of seats	Total no of seats	Seats held by Women	% of seats
ZP	890	339	38.1	1005	373	37.1	997	531	53.26	1083	548	50.60
TP	3255	1375	42.2	3683	1519	41.2	3659	2018	55.15	3903	1998	51.19
GP	78349	35064	44.75	91402	39318	43.0	90643	39025	43.1	94344	48252	51.14

Source: State Election Commission, Government of Karnataka

From the Table 3.4 it is observed that women are in a better position in PRI representation which now stands at more than 50%. Representation of women in all the 3 tiers of PRI's has seen a steady increase since 2000 in terms of numbers. The women representation in Zilla Parishads has increased from 38.1% in 2000 to 50.60% in 2016, at Taluk Panchayat level it has increased from 42.2% in 2000 to 51.19% in 2016. The figures at Gram panchayats during the same period have been 44.75% in 2000 to 51.14% in 2016 which is very promising. Hence we observe that women's participation in political activities is in positive direction.

V. FINDINGS

The key findings of this study are

- India lags behind 107 countries based on GGGI index. The only positive improvement is in the field of education where the goal of universal primary education has been almost achieved.
- The literacy gap has reduced from 14.7% in 2011 to 13.4% in 2015-16 for women in Karnataka.
- GPI, The gender parity Index is 0.93 meaning there are 93 girls enrolled for every 100 boys in primary schools.
- The dropout rate is 5.66 for girls and 5.16 for boys at the upper primary level where most of the time the children need to change to next level schools. The reason is that the schools are not available in the villages and are far off, so the children drop out.
- Sex ratio and child sex ratio for Karnataka are 973 and 948. The sex ratio of Karnataka is the least among all the south Indian states.
- The labour force participation among women both in urban and rural areas has come down by six and 83 points respectively from 2009 to 2011-12.
- Share of women in non agricultural sector has improved by 14 percentage points which is a positive development.
- Since 2009 only one woman representative has been elected to Lok Sabha from Karnataka with a female population of 3,00,72,962.
- Women constitute 3.1% (7 members) in the present Vidhan Sabha which is marginally better than 5 in 1999-2004.

- Karnataka women's representation at PRIs is very encouraging as it has reached almost 50% at all the three tiers of PRI's.

VI. SUGGESTIONS

- Gender gap in literacy can be effectively tackled by reducing the gap in Enrolment in schools. Awareness must be created through media on disadvantages if girls and women are not literate as closing the gender gap in literacy has a positive influence on nation's wellbeing and development.
- Making upper primary and high schools available to every rural area accessible can bring down the dropout rate especially girls.
- Sex ratio depicts the psychological well being of a society. A low sex ratio depicts high gender discrimination for which socio cultural ideologies need to change. This is possible only when gender respect (respecting each other) becomes a deep rooted part of every education system.
- Women in labour force can be improved by adopting flexible working hours, equal wage for equal work and providing female friendly work environment. Women home based entrepreneurship must be encouraged by motivating and providing basic facilities like training follow up training and credit facilities.
- It is very important to encourage women to vote and contest at state and national level assemblies. Women's issues need to be discussed and brought to action at these levels and more women representatives can improve the situation.

VII. CONCLUSIONS

The study finds that various measures taken up by the government at both National and state level have contributed to a better status of women in Karnataka during the period 2000 to 2016 across various dimensions. It is also found that the gender gap still exists which is indicated by an overall ranking of 139 among 144 countries considered by WEF. Literacy levels and girls enrolments have improved over the decade but the dropout rate is also high at 5.66 for girls at upper primary levels. It is a serious issue which is a hindrance to achieve the SDG of universal primary education. Population sex composition has remained 49% over the study period. The sex ratio at 976 is

though better than all India average but still very low compared to neighboring states like Kerala which boast of a sex ratio of 1084 and 996 for 996 for Tamil Nadu and 993 for Andhra Pradesh. Awareness regarding this must be done on a priority basis. The economic participation in terms of Labour force participation has come down for both urban and rural women. If there is no proportionate economic contribution of almost 50% of the population, goals of inclusive growth will become very challenging. Proper opportunities especially of work from home and rural entrepreneurship need to be worked upon by the concerned agencies on a priority basis. Political participation is one dimension where women have been participating well and the same need to be continued. As per World Bank 2001, Greater political representation of women can help reduce economic, educational and legal inequalities in societies. Women empowerment in each dimension is interdependent. A progress in one will have positive influence on other dimensions.

REFERENCES

- [1] "World Development Report: Attacking Poverty", World Bank 2000-2001.
- [2] National Policy for the Empowerment of Women (2001), India, (Website: <http://www.wcd.nic.in/sites/default/files>) retrieved on 25th September 2018.
- [3] Pillai, J.K, Women and Empowerment. Gyan Publishing House, New Delhi. 1995
- [4] Sen, S. and S. Batliwala, "Empowering women for reproductive rights" in Women's empowerment and demographic processes, Harriet B. and Gita Sen Presser. New York: Oxford University Press. 2000
- [5] Malhotra A., Schüler S.R. and Boender C.: Measuring women's empowerment as a variable in international development. Un published paper prepared for the World Bank. 2002.
- [6] Williams, " Measuring Gender and Women's Empowerment Using Confirmatory Factor Analysis", Working Paper, Population Program, University of Colorado, 2005
- [7] T.Varghese, "Women Empowerment in Oman: A study based on Women Empowerment Index". Far East Journal of Psychology and Business , Vol 2, No 2. Pp.37-53, 2011.
- [8] A.M.Goetz, "Women's education and Political participation". Background Paper, Education for All Global Monitoring report, UNESCO.
- [9] J.Wiklander, "Determinants of Women's Empowerment in Rural India- An Intra Household Study," Master Theses, Lunds Universitet, Ekonomihogskolan, 2010.
- [10] S.Parveen and I.U.Leonhauser, "Empowerment in Bangladesh: A Household Level Analysis," Presented at Conference on Rural Poverty Reduction, Berlin, Oct 5-7, 2004.
- [11] N.Soekoe, "Limits to literacy: The Perceived Relationship between functional literacy and political empowerment amongst the forest dwelling Van-Gujjars" Project Report, SOPHIA, spring 2014.
- [12] N.H.Mocan and C. Cannonier, " Empowering Women through education: Evidence from Sierra Leone," NBER Working paper no 18016, Cambridge, MA, April 2012.
- [13] M. Aslam, " Empowering Women: Education and the Pathways of Change," Background Paper, Education for All Global Monitoring Report, UNESCO, 2013.
- [14] K.M.Yount, K.E.VanderEnde, S.Dodell and Y.F. Cheong, "Measurement of Women's Agency in Egypt: A National Validation Study," Emory Univeresity, Georgia, 2013.
- [15] S.Waseem And A. Ahmed, " Muslim Women Education and Empowerment in Rural Aligarh (A Case Study)," International journal of scientific and Research Publications., Vol 2, No 4, April 2012.
- [16] S.Mahmud, N.M. Shah and S.Becker, "Measurement of Women's Empowerment in Rural Bangladesh," World Dev., 40(3), Pp 610-619, March 2012.
- [17] S.Samarakoon and R.A.Parinduri, "Does Education Empower Women? Evidence from Indonesia." World Development. Vol 66 pp428-442, 2015.
- [18] S.Jeebhoy, "Wife Beating in Rural India: A husbands Right? Evidence from Survey data," Economic and Political Weekly , Vol 33 no 15 Pp 855-862. 1998.
- [19] R.Assad, H.Nazier, R. Ramadan, "Empowerment is a Community Affair: Community level determinants of married women's Empowerment," Working paper no 959, Economic research forum, Giza, Egypt, 2015.
- [20] K.O.Mason, Herbert L.Smith, "Womens Empowerment and social context: Results from five Asian Countries. World Bank. 2003.
- [21] Census of India, Ministry of Home Affairs, Office of Registrar General, India, 2011.
- [22] Census of India ,Ministry of Home Affairs, Office of Registrar General, India, 2001
- [23] The Global Gender Gap Report, World economic Forum, 2017.
- [24] Kabeer, N. "Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment", Development and Change, Vol. 30, pp. 435-464. 1999.
- [25] MHRD, "Educational Statistics at a Glance", Government of India Ministry of Human Resource Development Department of School Education & Literacy, 2016.
- [26] "The Millennium Development Goals Report", United Nations New York, 2012.
- [27] Human Development Report 2016: Briefing note for countries on the 2016 Human Development Report.
- [28] http://ceokarnatakemp.kar.nic.in/ceo2/GenELC_2018/GE2018_Voter_Turnout_End_Poll.PDF retrieved on 18/9/2015
- [29] UN Sustainable development Goals (<https://www.un.org/sustainabledevelopment/sustainable-development-goals>) retrieved on 17th august 2018.
- [30] "Economic survey of Karnataka 2015-2016" ,Department of Planning, Programme Monitoring and Statistics, March 2016
- [31] G.O.I. Gendering Human Development Indices: Recasting the Gender Development Index and Gender Empowerment Measure for India: A Summary Report, Ministry of Woman and Child Welfare, New Delhi. 2009
- [32] Elementary Education in India, Ministry of HRD GOI.
- [33] (<http://www.dise.in/Downloads/Publications>) retrieved on 20/8/2018
- [34] "World development report: Gender Equality and Development", The World Bank, 2012.