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DIMENSIONS OF SOCIO ECONOMIC ANALYSIS OF GENDER DISABILITY

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INTRODUCTION

“There cannot be educated people without educated women. If general education has to be limited to men or women, that opportunity should be given to women from them it would surely be passed on to the next generation”.

The Philosopher, President Dr. Radha Krishnan (1948)

ABSTRACT

In many spheres of life, women have to share their disabilities, even if they are capable of doing it. Their experience of discrimination is more extensive because of the sex – segregated character of the society, traditional value system and the condition of poverty. Therefore, efforts to improve the position of poor Indian women need to focus on them as economic actors, within the framework of other multiple roles. Increasing women’s economic productivity affects their own status and survival in the immediate family and their valuation at the wider societal level.

1 INTRODUCTION

Women were invisible in early economic development theory which was influenced by a prevailing developed world middle class view. Socio-economic transitions have been altering family structure and drawing greater attention to gender relationships. Demands for women’s social and civil rights have been questioning the patriarchal structure of society. Today development agencies speak of equality; activists work to ensure that rhetoric is matched by expenditures and by greater women’s political power, representation and rights. The status of Women in terms of social and economic pointers can be defined as the degree of equality and freedom enjoyed by women. The participation of women in equal terms with men in making decisions, free expression of their views and participation in community life makes them

being recognized in the society. Any type of development cannot help women until or unless their socio-economic status and livelihood security are improved in urban as well as in rural settings. The only means of achieving improvement in the status of women is to secure for them a fair degree of employment opportunities in various sectors of economy and this would enhance their economic status of women and in turn it would pave way for higher social status

2. REVIEW OF LITERATURE

Egenti M.N. and Omoruyi F.E.O, (2011), investigated the issues and problems faced by women in continuing higher education with special reference to B.Ed part time programme in the University of Lagos. The study highlighted that time constraint, marriage, lack of finance, no studying environment lack of encouragement from family members, increasing pressure and psychological problems were the factors that hindered women from continuing higher education. The study also suggested that women should be treated as individual adults and the procedure for learning should be modified to suit the needs of women.

Goher Fathima (2010), analyzed the significance of women's education and labour force participation to economic development of Pakistan. The study had identified the factors that hinder female education and the causes for low investment in women's education in rural areas the study concluded that women's education is not given significance in that country and hence the contribution of women's education to its economic development was low. The study suggested that more importance should be given to women's education and their development.

Haimanthi Mukhopadhyay (2008), studied the status of women, girl's education and problems of women's education and significance of marriage in women's education and women's empowerment in West Bengal. The study concluded that the overall status of women was inferior to men and women face all discriminations such as low level of education, property law, spousal relationship, sexual harassment and no respect for women at the work place. The study suggested that vigilant steps for women's education and empowerment were required to improve the status of women and reduce gender disparity in education.

Ilhan Ozturk (2001), made a theoretical analysis of the role of education in the development of an economy. The study analyzed that education improved the human capital, productivity, income, standard of living of the family and trade. The study had also identified few challenges to education such as access, equity and quality, the study concluded that more reforms and balanced education system would enhance the level of education of the country and lead to development.

3. WOMEN'S ROLE IN SOCIAL DEVELOPMENT

Indian women play an important role in initiating socio – economic progress of our country. India has rapid growth and development in the past years in many spheres. Gender equity is not one of them. This is deplorable considering the important role played by women in the socio – economic growth of the country. The Indian development model has yet to fully incorporate the important role played by women for propelling the socio – economic growth of the country. The Indian women have a fairly stable social environment in spite of serious political, economic and religious upheavals the country has gone through. However, their social status has overcome a long, slippery problematic pathway to achieve equality. It does not mean that the life of women is one of mere competition with men. It is of harmonious complementation as women are not preservers but also transmitters of the social values, traditions and customs. Women have made their presence felt in all fields be it Business, Education, Fashion, Entertainment, Finance, Information Technology. The contribution of women to a society's smooth transition from preliterate to literate, from a relatively autonomous community to a member of a nation enmeshed in a world economy, has received a little attention from social scientists and policy makers. Women can also contribute to the social welfare to the country. Women Self Help Groups in India which have generating employment and income for many families in villages and small towns. In India, social evils and a rising rape rate are confronting women in urban and rural areas, regardless of which political party is at the helm. Women have always been contributing to enable the economy achieve tremendous progress. But it is the gender bias that still exists at every social stratum, even in the most educated and developed society, is unable to digest this visible contribution of women in all walks of life. Cultural attributes have left a deep mark on women's development in India; of – course it varies according to specific variables operating in Indian Society such as caste, class, rural, urban, education, region, and other socio – economic parameters. While the legislative, reformative, educational, health and employment strategies have given Indian women a significant boost in their struggle for equal rights in the society, a lot is yet to be done in terms of giving them enough confidence to carry this struggle further. Educated women are just on the threshold of transition from tradition to modernity.

The women themselves desire that their position in society should rise higher. If women are allowed to gain access to education, they can make a huge impact in enhancing the productivity of the economy. Across the globe, educating women and giving them the ability to stand on their own feet have been a priority. Today women are not treated with respect as they were treated in the ancient Indian society. Besides lot of crimes have been done against women who is quite evident in the modern society.

Constitutional laws and provisions are not sufficient for women to get respectable positions in the society. Change in the inner mind set of women as well as men are required in the society. Everybody understands that we consider women are secondary to men and there is division of labour in the society and the major role is played by the politicians in the society. In this modern era technology has developed, globalization and commercialism had come in to existence but the status and position of women has still deteriorated.

Gender inequality is a far reaching social impairment. Law is becoming lawless where women versus men are involved. Efforts should be taken for empowering women who may help them to move out from a weak position and to exercise their power like men.

4. WOMEN'S ROLE IN ECONOMIC DEVELOPMENT

Women became a driving force of the socio – economic development of the country after the independence. Vast networks of women groups such as NGOs, associations, and co-operatives at the grassroots level have played a pivotal role in providing empowerment initiatives which resulted in socio-economic development and income generating activities. This in, turn, paved the way for sustainable development and economic growth of the country. Economically independent women are also helpless. In most of the times women are the convenient and easy prey of men because of their economic and social dependence. It is not only case of illiterate and economically dependent women but also the case of educated / uneducated employed women. . They have to perform their duties equivalent to their male counterparts. They take care of entire family, send children to school, pack their husbands' lunch and go to the vehicle stand to catch overcrowded vehicle for reaching at work places. On returning home they have to complete all their household works and have to manage the same routine of the next day. The works they do at home are uncountable.

Their works are not considered as productive work by family. The household work and childcare are not considered “work”. Thus women's labour fails to get them their due weight age in the family.

In our society severe incidents of wife – beating cases are seen which is mostly in connection with dowry. It is a medium to extract money or property from the relatives of married women even in excess of what was already negotiated. This sometimes leads to death of victimized women. The women of the present generation have generally received higher education than the women of their preceding generation. If women are allowed to gain access to education, they can make a huge impact in enhancing the productivity of the economy. There have been far reaching consequences in the economic status of their families. Women account for half of any country's talent base, empowering their participation in the workforce greatly enhances productivity and fosters economic growth. Empowering women to take part in the workforce is not a simple problem to solve.

5. GENDER INEQUALITY INDEX (GII)

The GII is a disability index. It measures gender inequalities in three important aspects of human development—reproductive health, measured by maternal mortality ratio and adolescent birth rates; empowerment, measured by proportion of parliamentary seats occupied by females and proportion of adult females and males aged 25 years and older with at least some secondary education; and economic status, expressed as labour market participation and measured by labour force participation rate of female and male populations aged 15 years and older. The GII is built on the same framework as the IHDI (Inequality – adjusted Human Development Index) — to better expose differences in the distribution of achievements between women and men.

It measures the human development costs of gender inequality, thus the higher the GII value the more disparities between females and males and the more loss to human development. The GII sheds new light on the position of women in 155 countries; it yields insights in gender gaps in major areas of human development. The component indicators highlight areas in need of critical policy intervention and it stimulates proactive thinking and public policy to overcome systematic disadvantages of women.

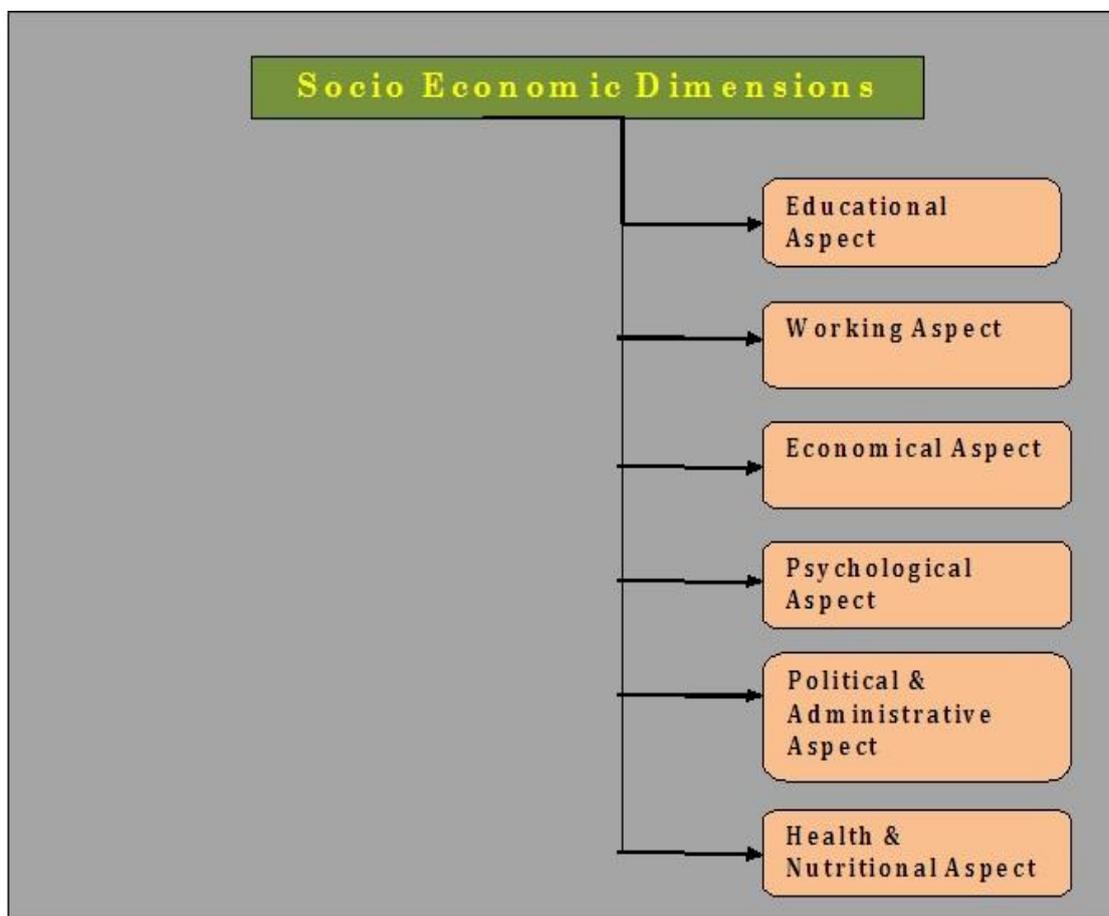
6. SOCIO ECONOMIC DIMENSIONS OF GENDER DISABILITY

Women are affected by many socio economic dimensions, but in this present study, we have selected the following dimensions:

- Educational Aspect
- Working Aspect
- Economical Aspect
- Psychological Aspect
- Political & Administrative Aspect
- Health & Nutritional Aspect

Figure 1.1

Socio Economic Dimensions of Gender Disability



6.1 EDUCATIONAL ASPECT

Sexual inequalities of opportunities for education are especially difficult to specify because of the pervasiveness of differentiated sex roles in human societies and the relationship of associated customs with utilization of opportunity for education. Women do not enjoy all the educational opportunities they should have, and often do not have any at all. Nearly everywhere in the world they are given less education than men, and over vast areas of the globe, the majority of illiterates are women. Woman is as much human being as man; she is equally entitled to develop her abilities to choose the sort of life she wishes to lead and carry on all the activities and assume all the responsibilities that go to make up human dignity. Like work and economic progress, education is a matter for one of the two sexes only. The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in society.

6.2 WORKING ASPECT

Women are having higher job – status, but their number is countable in comparison to males. Women belonging to lower socio – economic strata, usually work as labourers or workers. They have low status, lower remuneration than their male counterparts. In working area there is discrimination in wage structures among the women and men particularly at the lower level. Low and unequal wages are paid to the women of lower socio – economic strata even when they are doing more or less similar type of work as the men do. Women in this category are often subjected to double burden of earning as well as caring for the children with no financial security, large size of families, unhygienic living condition, lack of basic medical

facilities, etc. Even if she is bearing the entire economic burden of the family, she is not treated as head of the household.

6.3 ECONOMICAL ASPECT

The female work participation rate is considered as the only suitable measure of economic role of women in the society. Women's economic empowerment is absolutely essential for raising their status in society. Empowerment is multi – dimensional and refers to the expansion of freedom of choice and action in all spheres – social economic and political to shape one's life. For women such freedom is often severely curtailed due to gender inequality in the household as well as in society. Economic empowerment is the foremost and basic component in the overall empowerment of women. The participation of women in income generating activities for the family has been increasing since Independence. Female work participation not only increases their family income but also brings economic independence among women in the household. The problems of women are multi – dimensional ranging from economic and social problems differ to a considerable extent depending upon level of education, kinds of jobs, social equity, places of work etc. The women working in organized sectors are facing the problems like excessive burden of work, official tensions, discrimination from authorities, problems from co – workers, lack of support from the family members, lack of decision making power, problem of time adjustment for official and household works, transport problems etc. In unorganized sector, the women problems are disparities in wages, long duration of working hours, stagnant and deteriorating working conditions, absence of job security, male domination in the family etc. Once women are economically independent they will be able to overcome their dependency on the household as well as the society.

6.4 PSYCHOLOGICAL ASPECT

Women continue to face barriers in entering, remaining in, and advancing in the labor market. A certain kind and a certain amount of workplace stress are associated with decreased physical and mental health of workers, which affects both individual and organizational performance. Work that involves high demand and little control or opportunity to make decisions increased the risk of mental illnesses or disorders, including anxiety and depression. Because women tend to hold jobs with lower control than men, they are more adversely affected than men. For instance, women are over-represented in low-wage manufacturing jobs with high demands, monotonous tasks, and limited authority, which have been linked to fatigue, depression, and unhealthy behaviors. Barriers include gender discrimination, harassment, culturally entrenched views of gender roles, and a lack of family-friendly policies in the workplace. Women face challenges in reporting workplace sexual harassment, due to taboo, fear, and lack of power in relation to the perpetrator. Even when company policies are in place to prevent or address sexual harassment in the workplace, women are not always aware of the policies or do not have an incentive to report the harassment. Sexual harassment, prevalent in both the informal and formal sectors, affects women's workforce performance and retention. Women who experience sexual harassment at work often experience physical and psychological effects. The industries dominated by female workers are the least likely to offer paid sick leave. Paid holiday time is also vital to the productivity of workers and to enable workers to spend

time with their families. Finally, providing parental leave can affect female employment and advancement rates. Psychological illness can result in lower productivity and increased absenteeism, affecting both the worker and the company. It affects the economic status of our nation.

6.5 POLITICAL & ADMINISTRATIVE ASPECT

Recent decades have witnessed a critical emphasis on increasing role of women in the socio – economic development of the country. The changing political discourse has contributed to the recognition that women must play a greater role in political affairs. This has led to significant repercussions in social, economic and political practices. The status of women can be examined by the level of their political participation, their representation and share in decision – making bodies. Higher level of participation, more are the possibilities of initiation and implementation of policies in favour of women, thus further raising their status. With the gender difference, women’s lesser participation is taken for granted. Women usually lack resources like education, employment, social issues, political experience, and lack of skills, which reduces the bargaining power of women. The reluctance of political parties to field women candidates on winnable seats, and failure to mobilize women also affects women’s entry in politics. A broad – base political participation of women has been severely, limited due to various traditional factors such as caste, religion, feudal attitudes and family status. The behavioral codes imposed on women by these factors adversely affect women’s movements, restricting their role within the four walls of the house. As a result women have been left on the periphery of political life. Increasing violence in society has also impaired women from contesting elections. Women cannot compete effectively with men in crimes and gangsterism. The sexual abuse and fear of character assassination also hampers women’s participation in politics.

6.6 HEALTH & NUTRITIONAL ASPECT

In health scenario, women are considered as the providers of health care informally as mothers, grandmothers, wives, daughters, and friends and formally as the bulk labour forces. Traditionally, women have been birth attendants. Women’s health and well being are directly linked to the health, well being and proper development of the children. But unfortunately in spite of several upliftment programmes, women’s status in the society and in all spheres of life is not satisfactory. Removal of discrimination against women, girls and providing equal rights and privileges to them are major problems before the modern society. The conventional markers of economic development like urbanization, access to medical facilities, poverty eradication, literacy, etc., no doubt are helpful for the development of women.

7. DEFINITION OF KEY TERMS

7.1 GENDER

Gender is a socially constructed definition based on women and men. It does not the same as Sex (biological characteristics of women and Men) and it is not the same as women.

7.2 GENDER DISABILITY

Gender disability refers to unequal treatment or perceptions of individuals based on their gender. It arises from differences in socially constructed gender roles.

8. COLLECTION OF DATA

The analysis was based on both primary and secondary data. Secondary data was collected from UGC Annual Report and Statistics Handbook of Tamil Nadu. Primary data was collected using questionnaire. The size of population is 100 and Stratified Random Sampling Technique was used to select the samples.

9. STATISTICAL TOOLS

The analysis has used Chi-square test, Correlation and Rank Square Mean to test the level of significance and the relationship between the variables.

10. OBJECTIVES OF THE STUDY

1. To study the status of women's education, barriers to women's education and reasons for women's labour force participation.
2. To analyze the correlation between women's education and earnings of women, job security and career development of women.

11. HYPOTHESES OF THE STUDY

1. There is a significant relationship between women's education and social status, family life, social recognition, personal status and consumption decision of women.
2. There is a positive correlation between women's education and labour force participation, earnings, career development and job security for women.

12. SCOPE OF THE STUDY

The present paper studies the status of women in terms of education. The number of women's colleges in India, enrolment of women in higher education in India and Tamil Nadu, the rate of literacy in Tamil Nadu gives a wide and clear picture about the status of women's education in our country and state. The secondary data clearly exhibits that there has been an increase in the educational status of women. the study has also identified the

barriers to women's education that still persists in Tamil Nadu and also gives measures as suggested by the respondents to increase women's education.

13. LIMITATIONS OF THE STUDY

1. The study did not include self-employed women and women in agriculture sector.
2. Personal bias of the respondents might have occurred while answering the questionnaire.

14. NEED OF THE STUDY

Gender inequalities throughout the world are among the most pervasive, though deceptively subtle forms of inequality. Gender equality concerns each and every member of the society and forms the very basis of a just society. Human rights issues, which affect women in particular, play a vital role in maintaining the peace and prosperity of a just society. Gender Equality is an important occasion for working women to ponder over the progress achieved towards gender equality and also the unfinished tasks. Gender equality lies in women being given the same rights as men. And the one they most crave for today and the one they have most been denied in the past is not political power, but freedom 'Emotional Freedom'. Empowered women socially, economically and politically would add to economic growth and overall development this would in turn bring in more women into the fold of better opportunities and more choices.

15. SIGNIFICANCE OF THE STUDY

Indian woman has a multifaceted personality. She is the centre around which the whole world revolves. She is hard working and works with dedication. She shares the duties and responsibilities of her family. She strongly influences the moral, social and creative development of her children. She is dutiful and housekeeping, childrearing, assisting in agriculture and in industry. But we are treating them as second class citizens. Oppression, rape, humiliation, disrespect are rewards for women. We are torturing women from cradle to grave. Women should be given free and compulsory education. Then only they can claim their rights. They should be educated enough to exercise their opinion in taking decision in the matters of marriage, family size, household developmental activities, work situations and even community activities. Wage discrimination is a problem all over the world, especially in the developing countries, where the process of industrialization is still going on. Women face challenges in reporting workplace sexual harassment, due to taboo, fear, and lack of power in relation to the perpetrator. Psychological illness can result in lower productivity and increased absenteeism, affecting both the worker and the company. It affects the economic status of our nation. The status of women can be examined by the level of their political participation, their representation and share in decision – making bodies. Higher level of participation, more are the possibilities of initiation and implementation of policies in favour of women, thus further raising their status. Women cannot compete effectively with men in crimes and gangs. Autonomy and power to maintain strong functioning position to control their lives must be given to them. They should be able to set their own aims and be strengthened to challenge and change their inferior position in the society. Then women will be made free from exploitation, social injustice and inequality.

16. FINDING OF THE STUDY

16.1 EDUCATIONAL ASPECT

1. With regard to educational aspect, it is derived from the study that 22 working women out of 50 were not allowed to do higher studies. They were at least allowed to have minimum level of education in order to seek a job in an organization, an own field, other farms/fields and self-employment.
2. This study came out with a finding that 17 working women were not given priority to have education for getting into a job.
3. In this study 20 working women were not permitted to undergo technical courses as they were not given the privilege to take up decisions at their homes for pursuing professional courses. If women had been allowed to undergo professional courses they would have become economically independent by getting into a job at their earlier age itself.
4. 35 working women state that women were not even encouraged to do higher studies through distance education mode. This may be that the socio-economic conditions prevent them to study through distance mode.
5. 17 working women were not allowed to study further after getting into a job. The job might fulfill the economic needs but if a woman aspired to increase her intellectual capacities to enhance her profession, she was not permitted to continue that.
6. Besides 12 working women were allowed to study further or to educate themselves even after their marriage.
7. 11 working women expressed that, they were permitted to go for training programmes or skill building programmes so after getting into a job women increase their skills in relation to their present job. It may be due to the fact that, men enjoy the economic benefits of the women workers and that is why they allow working women to update their knowledge and their skills related to their jobs. It is also stated by women that, after their constant dialogue, proven arguments and assertive decisions only they are able to achieve this.
8. 21 working women expressed that they were not allowed to undergo their studies out of their State or out of their Country. It may be due to the fact that the social environment and customary practices prevents them to give freedom for the women folk go outside the State or Country. The kind of educational support given was very low and thus women were given secondary choice for education and thus were considered least in the job market.
9. Women folk generally live in a patriarchal society. And in all most all the families' males dominate and females are suppressed in such a way, they never take up decisions do not have the freedom to spend the money and rely upon the males even if they go for a job.

16.2 WORKING ASPECT

- a. The study tries to analyze the gender disability with respect to the working/ career aspect in relation to the working women.
- b. It is observed from the study that 29 working women agreed that women were considered

secondary in the working environment. They were not given prime responsibilities and were considered for jobs only as secondary options. While assigning the work for females more additional work other than their usual work has been allocated for women than men.

- c. In this study 16 working women expressed that women were subjected to work for more hours than men. It is found from the study that the working hours are different for men and women.
 - d. 18 working women felt that there existed disparities in work allotment among the workers. It may be due to the assignment of extra work allotment during the weekend like men.
 - e. 16 working women strongly felt that they were estimated as unskilled workers and so they were deliberately discriminated.
 - f. 17 working women strongly agreed that they were forced to leave their jobs for the cause of family care. It may be due to the prevailing situations of the family like taking care of children, elders etc., women became the first prey to leave their job and to look after the household works.
 - g. It is further evident from the study that, 14 working women agreed that they were not allowed to choose jobs like men. Their preference in choosing a job was least considered. Women were permitted to go for work, only when there was an economic necessity in the family and the choice of work was decided by men in the family, irrespective of their likes and desires.
 - i. Out of the 50 respondents, 16 of the working women agreed that male staff members were appointed in high numbers compared to female staff members.
 - ii. 14 working women strongly agreed that they were upgraded and their jobs profile has been increased. It is evident from the study that women were rewarded in their career as they move upwards in their career.
2. Women have more independence and freedom like men in the working environment. 18 working women strongly agreed that they were encouraged to take overtime work as like men in factories/ industries.
 3. 21 women strongly agreed that they were provided with separate vehicle for transportation and also, they can avail travel claim at par with the male workers.
 4. 13 working women strongly felt that they were not given economic freedom to spend the money as per their wish and requirements. So, they long for economic independence.
 5. 20 women stated that their individuality is appreciated by higher officials in the working place.
 6. 13 women workers strongly stated that even though their higher officials were men, they were not dominating over the women in the workplace. In this perspective, there is more scope for parity in the working place.
 7. In general, the gender disability in relation to the working aspect, many women were neutral in their perception. Women were expected to prove themselves in their skills, attitudes and work aspects more than the men to prove their ability and efficacy.

16.3 ECONOMICAL ASPECT

With respect to the educational aspects of the working women, it was found that 22 women workers were not liberal to spend their income even though they were the only bread winners of the family. The income earned by the women was squandered by the male members of the family. 18 of the working women agreed that they were not allowed to spend money for their personal needs and to meet out the incidental expenses. 18 of the working women strongly agreed that they had to give away their monthly salary/income to the male members of the family without taking even a paisa. Besides, 16 working women strongly agreed that their salary was the lion's share in meeting out the family expenses. Women were hardly allowed to interfere or to take financial decisions in the family.

1. It was clear from the study that 19 of the working women, strongly agreed that the bank passbook and the ATM card was handled by the male members of the family, mostly by their life partners. Thus, women gave away their salary, fully depended on their husbands to meet out their personal needs.
2. Due to the cultural set, up, women perception regarding the financial management in the houses was different, as they felt that it is the bound custom and norms of the society to give away the salary to the head of the family who may be the husband or the father in law. Most of the working women, due to ignorance and blind beliefs, they follow the customary practices and never enjoy the economic freedom in the family. Due to that their income is considered as valuable but they were considered as worthless.
3. In this study, 13 women agreed that women were given equal pay bonus, special allowance during festivals, overtime wages and increment at par with men in their work place and this shows the parity in wages, which is appreciable.
4. 20 working women agreed that they were not permitted to make any decision regarding the financial commitments in the family. Most of the working women were not given the privilege to spend their income independently.
5. Among the married working women, 14 of them strongly agreed that they were not allowed to share even a meagre amount to their parent or to their blood relations or to friends. It is evident that like men, there is no parity of sharing of women's salary to their maternal or paternal side of their family.
6. 19 of the working women strongly felt that they were discriminated by men in the society, due to their economical strata of income.
7. In general, it is perceived that women's employability did not ascertain parity in the economic development.

16.4 PSYCHOLOGICAL ASPECT

With regard to the psychological aspect, women depend on men for making out choices in their career and household activities.

1. It is observed that 18 working women strongly agreed that they were hesitant to mingle and move along with men workers.
2. 19 working women agreed and believed that they can only tackle the problems with the help of men in the work place.

3. 15 working women agreed that they were reluctant to take up jobs like men, as they were not confident in excelling men in the work aspects. Even though women have the potentials to excel men, due to the lack of their self-confidence to compete with men.
4. In the working environment, there were many obstacles created by the competitive workers. 18 women workers expressed that they were unable to break the barriers created by the men workers. Women in general do not have the will power to withstand the comments passed by the men workers.
5. 19 working women expressed that their self-confidence was shattered due to their own self-pity. It may be due to the prevailing conditions in the work and home atmosphere that women are put under the test of pressure, which slaughters their self-development.
6. The Conventional beliefs and the family taboos built over years by the patriarchal society hold back women moving towards the vision for development.
7. Regarding the psychological aspects of the working women, it is evident that women still follow the customary practices in their day today life and experience a conflict between a home maker and a working woman.
8. The psychological aspects also contribute to the gender disability at the work place as well as at home.

16.5 POLITICAL AND ADMINISTRATIVE ASPECT

The political and administrative aspects need to be considered for measuring the gender disparities.

1. 23 working women stated that they could compete with men and could become successful leaders if given a career opening/ chance of a leader.
2. 18 working women strongly agreed that they were not given priority to work as administrators. They were not given chances to take up the apex roles in the administrative work. Even though, women had more work experience than men, 11 working women expressed that they were not appointed as higher officials. 11 working women in this study had a strong feeling that men were automatically endorsed with higher positions, whereas women were suspected to take up higher positions and so there is no further career development for women.
3. 15 working women in this study expressed that it was difficult to make men to work when they were holding higher positions. Women being brought up in a patriarchal society, were hesitant to command men to do work under them. 18 working women hesitated to move for higher positions which involved power and authority.
4. 17 working women agreed that they were not given priority to take part in any of the political related decisions. They were not allowed to interfere in the political governance.
5. Some years back, Indian women fought for the right to vote. At present women have the right to vote, even then many of them were not allowed to pole their votes. 18 working women expressed that they were not allowed to vote as per their wish/ decision. They were directed by the men of the family, whom to vote. Women's political choice has not been taken into consideration due to their poor decision making skills.

6. Thus, considering the political and administrative aspects of the working women, the gender disability seems to be higher in the political aspect. Women were marginalized over the years in the patriarchal system with respect to political and administrative aspects.

16.6 HEALTH AND ASPECT

1. 21 working women in this study expressed that they were not given nutritious food like men in the family. 18 Working women reflected that during their sickness, they were not taken to the special hospitals for medical care and treatment. They were referred to General Hospitals Women's health and nutritional aspects were least cared. Women were considered secondary while providing nutritional food. They were given least preference for choice towards food, especially in taking fruits and vegetables. It is the woman in the family, who had to bear either with the insufficient food or the excessive food prepared for the family. Most of the time, due to poor economic conditions and with the motive to feed the children, women were sacrificing their food and starved at the cause of the family.
2. 14 working women agreed that they preferred to get medicines from the medical shops rather than going to the hospitals for the cause of reducing the medical expenses. they also preferred to get medicines and unnecessarily spending for the medical consultation.
3. 13 working women stated that they were permitted to take rest or to take leave, if they were ill. Thus, women were given freedom to take rest or relax for a short span of time and if their sickness prolong, full attention, care and medication were not given to the working women. They were ridiculed and indifferently treated at their home.
4. With regard to health and nutritional aspects of working women, the study portrays that due to the dual role of working women, they neglect their health care and many never realize the counter effects of poor health in their family environment.

17. SUGGESTIONS

The following suggestions are being made for the empowerment of women as well as to bring gender parity by reducing gender disability.

17.1 EDUCATIONAL ASPECTS

Most of the women should aspire for higher studies. Women should enhance and improve their employability skills through technical and professional courses of study. Marriage, gender parity at home, cultural taboos should be overlooked by the women folk to educate themselves at all levels of education.

17.2 WORKING ASPECTS

Women should be treated at par with men in the working environment in all aspects. Women should not be discriminated due to gender, education, wages, nature of the job, hours of working, leave, benefits etc. Equal priority in promotions should be given at par with men to women. Both men and women have the responsibility to take care of the family members and children. The working environment should be

conducive with the equal treatment of men and women at the work place. The work atmosphere should pave way for adhering to the decisions of women. Male domination over the women in the work place should be avoided eradicating gender bias.

17.3 ECONOMIC ASPECTS

More women should seek for employment. More working women should inculcate a feeling that they are independent. The working women should try to be more independent in handling their salary or income (Passbook / ATM card). The working women should be given freedom to independently spend her hard-earned money

17.4 PSYCHOLOGICAL ASPECTS

It is the duty of the working women to develop self- confidence, will power, determination and decision making skills. Women should develop their skills and positive attitude in order to excel men in all aspects. Women should come out of the social and cultural barriers established in the work and home atmosphere. Women should equip themselves by updating their knowledge and professionally sound to enhance their career development

17.5 POLITICAL AND ADMINISTRATIVE ASPECTS

More women should opt for higher administrative positions. Women should develop their leadership qualities so as to extract work from both men and women without self-pity or self-bias. Women should free from the clutches of men in casting their votes and to occupy good positions in the local government. Women should come forward more to represent themselves in politics.

17.6 HEALTH AND NUTRITIONAL ASPECTS

Women should give priority to their health. Women at all stages should look after their nutritional diet and health hazards. The women who are doing multiple roles in the family and in the work place should examine every year their health status and periodical health checkup should be done as a prime factor. The working women should make the family members to understand her work condition, the working environment as well as to look after her health as an important one.

18. CONCLUSION

The gender equality is necessary not merely on the grounds of social justice, but as a basic condition for social, economic and political development of the Nation. In order to ensure gender equality, the capacities and potentialities of women should be developed and brought out through proper employment opportunities, by providing gender equal wages and powers. Women also play a vital role in increasing the human capital of the Nation in all sectors and for the National Economic Development, women's work power and economy is the need of the developing country, because in the total population of our Country, fifty percentage are women. In many

spheres of life, women have to share their disabilities, even if they are capable of doing it. Their experience of discrimination is more extensive because of the sex – segregated character of the society, traditional value system and the condition of poverty. Therefore, efforts to improve the position of poor Indian women need to focus on them as economic actors, within the framework of other multiple roles. Increasing women's economic productivity affects their own status and survival in the immediate family and their valuation at the wider societal level.

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