

Conclusion :

From the above discussion we may conclude that women development and women empowerment is inter-related to each other. Different aspects of women development, are such as, by imparting education, providing better health and nutrition and by participating in the labour market. These developmental aspects help the empowerment of women to reach the goal. The process of empowerment goes along with education, age, health and maturity. For self-promotion and self-setting of women, practical training and knowledge may be provided, that is, skill formation is the mean to empower women. Job oriented training and capital are to be provided to the educated unemployed women. Atleast, Human Resource Development helps to empower the women. These Human Resource Development indicators viz., health, education etc. are called means to develop or to empower the women. Human Resource Development indicators is not the only factor but social and cultural factors are also responsible for better development and empowerment of women. Along with Human Resource Development the social and cultural factors should also be changed for the empowerment of women.

Reference :

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14. DISTANCE EDUCATION AND WOMEN'S EMPOWERMENT

Preamble :

In most countries of the world, a large number of women participate in Distance Education System (DES). Many programmes are offered through distance mode of education by open universities, conventional universities, government departments etc., It is no doubt that the programme offered through distance education (DE) mode or open learning mode help women to understand their situation or position as women in these societies. In this paper, an attempt is made to discuss how Distance Education System is helpful for women's empowerment.

Educational Opportunities for Growing Population of India :

The available natural, financial and physical resources may go under-utilised, unutilised or misused if human factors are not adequately educated, trained and managed. Women are good and efficient workforce because on an average, women are as intelligent and capable as men. Now-a-days girls obtain higher grades in schools as well as in colleges than boys.

The population in India is growing enormously and no wonder, available conventional education facilities are inadequate to fulfil the current educational demand. With the limited educational facilities one cannot expect that in the future the growing population of India will get education in full.

Origin of Distance Education System (DES)

In India the short-comings in the conventional educational system have led to the innovation of distance mode of

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education. DES which is more flexible in terms of attendance and course duration involves less investment for education and offers academic freedom for the students to complete and upgrade their education at their own pace. Ultimately it leads to self study and study with earning. Therefore, DES is a suitable alternative for higher education and to remove social injustice by way of gender discrimination in higher education.

The establishment of open universities and correspondence/distance education units open up opportunities for those who have been denied/missed such opportunities earlier. Besides IGNOU at the apex, India has state level open universities and 50 correspondence course Institutes, regional centres and 330 study and work centres. Further we have a National Open School. At present DES/OUS is the widest network in our country in the field of higher education.

Women Empowerment and Distance Education :

1. Women were considered a weaker section, and they were given a subordinate status in India. 'Power', is the key word of the term 'Empowerment' which means control over material assets, intellectual resources and ideology. The knowledge, information, ideas etc., can be included in intellectual resources. In developing countries like India, women are relatively 'powerless' with little or no control over resources or little decision-making power.

2. Basic empowerment depends upon the expansion of peoples' capabilities-expansion that involves an enlargement of choices and active participation of people in the decisions and processes that shape their lives.

3. It is no doubt that education is an integral part/tool for empowering people to promote skills in critical thinking and analysis and help them to develop self-confidence. Education in general and distance education in particular transmit knowledge and skills which lead to behavioural changes of people and to confront issues such as gender inequality and discrimination of women competently.

4. Women who particularly suffer from inequality of opportunity in India have greater chance available to them in the form of new educational institutions - DEIs/CCIs. With the help of mass media used in distance learning, every home can become a learning centre. If women have the determination to learn; DES will be a boon for them.

5. It is interesting to note here that DE has the potential to convert the ideal of women's education into a reality. No social taboos/social customs can stand between DE and the willing women learners. There is no walls which separate the learners from the learning institution. No wonder that DES will be called - 'the education' system in the cause of their education for women'.

6. To bring about their empowerment, women section should be taught through distance mode in such a way to :

- ✱ create awareness about social status of women.
- ✱ bring about social change.
- ✱ enable women to overcome barriers and constraints to their economic productivity.
- ✱ form and strengthen women's group to play an active role in the social change.
- ✱ remove illiteracy through women participation in education.
- ✱ create awareness about their rights, legal provisions and the means of availing them.
- ✱ enable women to have better access to social services.
- ✱ counter violence against women, and
- ✱ enable women to use modern science and technology.

7. The profile and the needs of the women learners would be varied; they will have different levels of education, income, cultural setting, interest to learn etc., In India there are some courses developed to address the needs of women.

8. It is interesting to record here the following selective illustrations.

✱ The Diploma programme-childhood care and Education and Nutrition and Health Education of IGNOU have the objectives to enable women to get employment or be self-employed.

✱ The Bachelor's Degree programmes in Library and Information Sciences and Nursing and the Diploma programme in Management are well represented by women.

✱ There are some courses through distance mode addressing the needs of rural women and men in agriculture and allied occupations like social forestry and soil conservation.

✱ The IGNOU prepared many awareness programmes in Food and Nutrition which aims to promote better nutrition practices in the family.

Conclusion :

A literate woman is ready to learn more about the world beyond her home and is willing to interact with neighbours, relatives and friends on matters of her health, her children education and income generation and savings. Most of the working women as well as house wives are participating in the distance mode of education. It is no exaggeration that education particularly DES enhanced the status of Indian women in many ways. For the advancement and progress of the 'decisive half' in all respects, education and empowerment are playing key role. The educational needs of our country can be met with the help of distance education.

15. ECONOMIC EMPOWERMENT OF WOMEN DAIRY FARMERS : A STUDY IN NILAKOTTAI BLOCK, DINDIGUL DISTRICT

It is a well established fact that women are active workers in the animal husbandary sector and their economic contribution to the Indian economy is quite substantial. Unlike crops, dairying is one enterprise which has a big potential for generating gainful employment for rural women in their own households. In the changing scenario over a period of time, women as a distinct class are slowly entering the field of entrepreneurship. Thus inculcating entrepreneurship amongst women is a challenging task in order to improve their participation in dairying. The potential for developing entrepreneurial abilities of rural women in dairy co-operatives is crucial as the co-operatives are considered instrumental for raising the social and economic status of potential women entrepreneurs in rural India by providing a ready market and other infrastructural facilities. The entering of women in the field of dairying has attracted the attention of policy makers, Government Departments and other NGOs to Co-operatives. Women are closely involved in every aspect of milk production including animal health care, hygiene, feeding, reproduction, milking and preparation of milk products. Despite the achievements, a fact to be noted is that against the world average milk productivity of 2038 kgs per lactation, the average yield in India is only 987 kgs. This low yield is caused by the high population of non-descript cows and buffaloes and the lack of knowledge about scientific dairy practices like frozen semen technology, feeding balanced ration, vaccination against contagious diseases, clean milk production. Heifer calf rearing, feeding mineral mixture, use of disinfectant for preventing diseases, Dewarming etc. are other new techniques. Hence adoption of scientific dairy technology is a pre-requisite factor for the profitability of dairy enterprise. Hence it

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