

**WOMEN EMPOWERMENT IN RELATION TO SOME
SELECT VARIABLES OF ADOLESCENT GIRL
STUDENTS STUDYING IN THE DEGREE
COLLEGES AFFILIATED UNDER
GAUHATI UNIVERSITY- A STUDY**

**A THESIS
SUBMITTED TO GAUHATI UNIVERSITY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY IN EDUCATION
IN THE FACULTY OF ARTS**



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CHAPTER-V

FINDINGS, DISCUSSION, IMPLICATION

SUGGESTION AND CONCLUSION

5.0 INTRODUCTION

This chapter is devoted to the findings which has given us a meaningful conclusion of the research work. Analysis and interpretation of the collected data is the most essential step for giving some meaning to the raw data and on the basis of that the findings of the study are presented. Objectives of the present study are to find out the level of empowerment of the adolescent girl students on the basis of the dimensions and to study the difference between rural and urban adolescent girl students in regard to these dimensions i.e. power and entitlement, autonomy and self reliance, decision making, participation, capacity building, social, political and legal awareness and exposure to information media. To study and make a proper analysis of the objectives, the investigator collected data through a standardized tool and analyzed them with the help of different statistical techniques. The inferences are mainly drawn on the basis of the test results. The findings related to the different test objectives of the present study are discussed below:

5.0.1 FINDINGS RELATED TO POWER AND ENTITLEMENT

- From this study, it has been found that 5.6% girl students strongly disagree, 15.2% disagree, 8.18% undecided, 35.8% agree and 35.13% strongly agree in the area of power and entitlement. (Table 4.1.1)

- It has been found that the maximum score is 35 and minimum score is 9 in the dimension of power and entitlement. (Table 4.1.2)
- The mean value of urban adolescent girl students is higher than the rural adolescent girl students. Table(4.1.3)
- Investigator found that regarding the dimension of power and entitlement, 57.1% from rural area and 90.3% adolescent girl from urban area have high empowerment level. Again, 41.4% rural adolescent girls and 9.7% urban adolescent girls have medium level of empowerment. Again from rural area only 1.4 % adolescent girls have low level of empowerment. No student was found by the investigator under low level in urban area.

(Table 4.1.4)

- In general total 73.1% have high level of empowerment, 26.2% have medium level of empowerment and 0.7 % have low level of empowerment in the dimension of power and entitlement. (Table 4.1.4)
- From the present study it has been found that there is a significant difference in power and entitlement of adolescent girl students belonging to urban and rural area. Area is one of the important factors which create difference in the dimension of power and entitlement among the rural and urban adolescent girl students.

5.0.2 FINDINGS RELATED TO AUTONOMY AND SELF RELIANCE.

- The study also revealed that 6.2% girl students strongly disagree, 17.2% disagree, 10.5% undecided, 33.6% agree and 32.3% strongly agree in the area of autonomy and self reliance. (Table 4.1.5)

- It has been found that the maximum score is 35 and minimum score is 12 in the dimension of autonomy and self reliance. (Table 4.1.6)
- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.1.7)
- The present study showed that in rural area 54.3% adolescent girls comes under high level, and 45.7% comes under medium level of empowerment. . Similarly in the urban area, 85.6% adolescent girls have high level of empowerment, and 14. 4% adolescent girls have medium level of empowerment No student was found by the investigator under low level in both the rural and urban area. . (Table 4.1.8)
- In general total 69.4% have high level of empowerment, 30.6% have medium level of empowerment and 0 % have low level of empowerment in the dimension of autonomy and self reliance. (Table 4.1.8)
- From the present study it has been found that there is a significant difference in autonomy and self reliance of adolescent girl students belonging to urban and rural area. Area is one of the important factors which create difference in the dimension of autonomy and self reliance among the rural and urban adolescent girl students.

5.0.3 FINDINGS RELATED TO DECISION MAKING

- From this study, it has been found that 5.74% girl students strongly disagree, 16.1% disagree, 12.6% undecided, 38.3% agree and 27.0% strongly agree in the area of decision making. . (Table 4.1.9)

- It has been found that the maximum score is 35 and minimum score is 11 in the dimension of decision making. . (Table 4.2.1)
- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.2.2)
- The present study showed that in rural area 55.2% adolescent girls comes under high level, 44.3% comes under medium level and 0.5% comes under low level of empowerment. . Similarly in the urban area, 81.5% adolescent girls have high level of empowerment, 17. 9% adolescent girls have medium level of empowerment and 0.5% comes under low level of empowerment. (Table 4.2.3)
- In general total 67.9% have high level of empowerment, 31.6% have medium level of empowerment and 0.5 % have low level of empowerment in the dimension of decision making. (Table 4.2.3)
- There is significant difference in adolescent girl students of urban and rural colleges in relation to decision making. It means empowerment level of adolescent girls belonging to urban locality is different from the empowerment level of adolescent girls belonging to rural locality in connection with decision making.

5.0.4 FINDINGS RELATED TO PARTICIPATION

- From this study, it has been found that 6.8% girl students strongly disagree, 16.1% disagree, 14.4% undecided, 39.5% agree and 23.0% strongly agree in the area of participation. . (Table 4.2.4)

- It has been found that the maximum score is 35 and minimum score is 11 in the dimension of participation. (Table 4.2.5)
- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.2.6)
- The present study showed that in rural area 56.7% adolescent girls comes under high level, 42.9% comes under medium level and 0.5% comes under low level of empowerment. . Similarly in the urban area, 70.3% adolescent girls have high level of empowerment and 29.7% adolescent girls have medium level of empowerment. No student was found by the investigator under low level in urban area. (Table 4.2.7)
- In general total 63.2% have high level of empowerment, 36.5% have medium level of empowerment and 0.2 % have low level of empowerment in the dimension of participation. (Table 4.2.7)
- In the dimension of participation, there is a significant difference has been found between rural and urban adolescent girl students. It means that empowerment level of rural and urban adolescent girls are not same in the dimension of participation.

5.0.5 FINDINGS RELATED TO CAPACITY BUILDING

- From this study, it has been found that 7.3% girl students strongly disagree, 17.5% disagree, 13.6% undecided 36.4% agree and 25.0% strongly agree in the area of capacity building. (Table 4.2.8)
- It has been found that the maximum score is 35 and minimum score is 8 in the dimension of capacity building. (Table 4.2.9)

- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.3.1)
- The present study showed that in rural area 54.3% adolescent girls comes under high level, 42.4% comes under medium level and 3.3% comes under low level of empowerment. . Similarly in the urban area, 73.8% adolescent girls have high level of empowerment and 26.2% adolescent girls have medium level of empowerment. No student was found by the investigator under low level in urban area. (Table 4.3.2)
- In general total 63.7% have high level of empowerment, 34.6% have medium level of empowerment and 1.7 % has low level of empowerment in the dimension of capacity building. (Table 4.3.2)
- There is significant difference in adolescent girl students of urban and rural colleges in relation to capacity building. It means empowerment level of adolescent girls belonging to urban locality is different from the empowerment level of adolescent girls belonging to rural locality in connection with capacity building.

5.0.6 FINDINGS RELATED TO SOCIAL, POLITICAL AND LEGAL AWARENESS

- From this study, it has been found 13.9% girl students strongly disagree, 19.8% disagree, 14.6% undecided, 34.0% agree and 17.5% strongly agree in the area of social, political and legal awareness. (Table 4.3.3)
- It has been found that the maximum score is 33 and minimum score is 7 in the dimension of social, political and legal awareness. . (Table 4.3.4)

- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.3.5)
- The present study showed that in rural area 32.4% adolescent girls comes under high level, 61.0% comes under medium level and 6.7% comes under low level of empowerment. . Similarly in the urban area, 67.2% adolescent girls have high level of empowerment and 32.8% adolescent girls have medium level of empowerment. No student was found by the investigator under low level in urban area. (Table 4.3.6)
- In general total 49.1% have high level of empowerment, 47.4% have medium level of empowerment and 3.5 % has low level of empowerment in the dimension of social, political and legal awareness. (Table 4.3.6)
- From the present study it has been found that there is a significant difference in social, political and legal awareness of adolescent girl students belonging to urban and rural area. Area is one of the important factors which create difference in the dimension of social, political and legal awareness among the rural and urban adolescent girl students.

5.0.7 FINDINGS RELATED TO EXPOSURE TO INFORMATION MEDIA

- From this study, it has been found that 8.6% girl students strongly disagree, 16.0% disagree, 11.1% undecided, 36.2% agree and 27.9% strongly agree in the area of Exposure to information media. (Table 4.3.7)
- It has been found that the maximum score is 35 and minimum score is 7 in the dimension of exposure to information media. (Table 4.3.8)

- The mean score of urban adolescent girl students is higher than the rural adolescent girl students. (Table 4.3.9)
- The present study showed that in rural area 45.7% adolescent girls comes under high level, 52.4% comes under medium level and 1.9%comes under low level of empowerment. . Similarly in the urban area, 82.6% adolescent girls have high level of empowerment, 16.4% adolescent girls have medium level of empowerment. and 1.0%comes under low level of empowerment.(Table 4.4.1)
- In general total 63.5% have high level of empowerment, 35.1% have medium level of empowerment and 1.5 % has low level of empowerment in the dimension of exposure to information media. (Table 4.4.1)
- There is significant difference in adolescent girl students of urban and rural colleges in relation to exposure to information media. It means empowerment level of adolescent girls belonging to urban locality is different from the empowerment level of adolescent girls belonging to rural locality in connection with exposure to information media.

5.1 MAJOR FINDINGS OF THE STUDY

On the basis of the above findings we have concluded the following major findings-

1. It has been found that adolescent girl's level of empowerment has been varied in different areas.
2. Overall all adolescent girls' have satisfactory level of empowerment in different areas.

3. The study has revealed that urban adolescent girls have higher empowerment level than rural adolescent girls in all the areas. Such as (i) power and entitlement,(ii) autonomy and self reliance, (iii)decision making,(iv) participation,(v) capacity building, (vi)social, political and legal awareness and (vii)exposure to information media .
4. It has been found that there is a significant difference between rural and urban adolescent girls in all dimensions i.e. power and entitlement, autonomy and self reliance, decision making, participation, capacity building, social, political and legal awareness and exposure to information media.
5. The study has revealed that with respect to overall empowerment in rural area 56.2% adolescent girls comes under high level and 48.3% comes under medium level of empowerment. . Similarly in the urban area 92.3% adolescent girls have high level of empowerment and 7.7% adolescent girls have medium level of empowerment. Comparing these percentages, it becomes aptly clear that the levels of empowerment among rural adolescent girls are lower than the urban adolescent girls.

5.2 DISCUSSION

The discussion on the findings on the basis of the analysis and interpretation of data has been presented in the context of the theoretical background that was presented in the chapter I and chapter II. The discussions on the findings have been presented according to the dimensions of the study.

5.2.1 In regard to Power and Entitlement.

- In the present study, the first objective was to find out the level of empowerment of the adolescent girl students in regard to power and entitlement. The findings of the study showed that nearly five percent to thirty-six percent of responses are given by the adolescent girls in each category, such as 5.6% strongly disagree, 15.2% disagree, 8.18% undecided, 35.8% agree and 35.13% strongly agree in the area of power and entitlement. In general total 73.1% have high level of empowerment, 26.2% have medium level of empowerment and 0.7 % has low level of empowerment in the dimension of power and entitlement.
- Another objective of the present study was to study the difference between rural and urban adolescent girl students in regard to power and entitlement. The result of the study as indicated by Z-ratios reveal that adolescent girls of rural and urban area differ significantly in respect of power and entitlement scores. Results of the study as revealed from percentages of three levels on power and entitlement further indicated that urban adolescent girls are better as compared to the rural adolescent girls in respect of power and entitlement.

The result of the present study differs with the result of the studies by Sharma, Rachna (2014) and Dr. Naik Pramod Kumar, Mrs. Khatoon Gulista(2014) who found no significant difference in the level of empowerment between rural and urban adolescent girls in regard to the dimension of power and entitlement.

5.2.2 In regard to Autonomy and Self reliance

- The study also intends to find out the level of empowerment of the adolescent girl students in regard to autonomy and self reliance. The findings of the study showed that nearly six percent to thirty-three percent of responses are given by the adolescent girls in each category, such as that 6.2% strongly disagree, 17.2% disagree, 10.5% undecided 33.6% agree and 32.3% strongly agree in the area of autonomy and self reliance.. It is observed that 69.4% adolescent girls showed high level of autonomy and self-reliance. In the present study, 30.6% adolescent girls have showed medium level of autonomy and self reliance.
- Another objective of the present study was to study the difference between rural and urban adolescent girl students in regard to autonomy and self reliance. The findings of Z -ratio revealed that empowerment level of adolescent girls belonging to rural and urban area differ significantly in respect of autonomy and self-reliance scores. Results of the study as revealed from percentages of three levels on autonomy and self reliance further indicated that urban adolescent girls are better as compared to the rural adolescent girls in respect of autonomy and self reliance.

Regarding findings on autonomy and self-reliance, it supported some of the previous findings on empowerment of women. The findings of this objective supported the finding of the work. Naik & Khatoon (2014) found significant difference among the adolescent girls of government and private higher secondary schools in respect of autonomy and self-reliance dimension of girl's empowerment. On the other hand in the

findings of Rathee. Induu(2014) much impact of autonomy and self reliance was not found on adolescent girls socio economic status.

5.2.3 In regard to Decision Making

- The study also attempt to find out the level of empowerment of the adolescent girl students in regard to decision making. The findings of the study showed that nearly five percent to thirty-eight percent of responses are given by the adolescent girls in each category, such as 5.74% strongly disagree, 16.1% disagree, 12.6% undecided 38.3% agree and 27.0% strongly agree in the area of decision making. Regarding decision-making dimension, the study found that, 67.9% adolescent girls have shown high level of decision-making., 31.6% shown medium level of decision-making and only 0.5% adolescent girls showed low level of decision-making.
- In the present study another objective was to study the difference between rural and urban adolescent girl students in regard to decision-making. The results of Z- ratio indicated that empowerment level of adolescent girls of rural and urban area differ significantly in respect of decision making scores. The results of percentages of three levels on decision making of rural and urban area further revealed that the urban adolescent girls are better as compared to rural adolescent girls in respect of decision making dimension of empowerment. This implied that the urban adolescent girls were in a better position than the rural adolescent girl students in respect to decision making.

Regarding findings on decision making it differs with the result of the studies by Sharma Rachna, (2014) and Dr. Naik Pramod Kumar, Mrs. Khatoon Gulista(2014) who found no significant difference in the level of empowerment between rural and urban adolescent girls in regard to the dimension of decision making.

On the other hand the results of the present study were similar to the results obtained by other investigators-Rathee ,Indu (2014) who found adolescent girls from higher socio –economic status had higher level of decision making at household level. Dr. Shabana, Manimekhala, T. Pritika, Ms. Meena(2014) found that rural govt. school adolescent girls are less empowered than urban govt. school adolescent girls.

5.2.4 In regard to Participation.

- One of the objectives of the study was to find out the level of empowerment of the adolescent girl students in regard to participation. The findings of the study showed that nearly six percent to forty percent of responses are given by the adolescent girls in each category, such as 6.8% strongly disagree, 16.1% disagree, 14.4% undecided, 39.5% agree and 23.0% strongly agree in the area of participation. . Regarding participation dimension, the study found that, 63.2% adolescent girls have shown high level of participation., 36.5% shown medium level of participation and only 0.2% adolescent girls showed low level of participation.
- In the present study another objective was to study the difference between rural and urban adolescent girl students in regard to participation. The results of Z –ratio scores indicated that the empowerment level adolescent girls of urban and rural area differ significantly in respect of participation scores. Results of the study as revealed from percentages of three levels on

participation of both the rural and urban adolescent girls further indicated that urban adolescent girls are better as compared to the rural adolescent girls in respect of participation.

Regarding findings on participation it differs with the result of the studies by Rahman M.M., Kabir M., Shahidullah M. (2007) who found that a large proportion of the study, adolescent did not participate in any decision making process in their household matters. The analysis revealed that age of the adolescent, work status and positive attitude towards female education appeared to be important predictors for adolescent participation. Sharma Rachnna (2014) and Dr. Naik Pramod Kumar, Mrs. Khatoon Gulista (2014) found that there is no difference in the level of empowerment between the rural and urban adolescent girls.

5.2.5 In regard to Capacity Building

- The study also attempted to find out the level of empowerment of the adolescent girl students in regard to capacity building. The findings of the study showed that nearly seven percent to thirty six percent of responses are given by the adolescent girls in each category, such as 7.3% strongly disagree, 17.5% disagree, 13.6% undecided 36.4% agree and 25.0% strongly agree in the area of capacity building. Regarding capacity building dimension, the study found that, 63.7% adolescent girls have shown high level of participation., 34.6% shown medium level of participation and only 1.7% adolescent girls showed low level of capacity building.
- Another objective was to study the difference between rural and urban adolescent girl students in regard to capacity building. The results of Z- ratio

scores and percentages of three levels on capacity building indicated that adolescent girls of urban and rural area differ significantly in respect of capacity-building dimension of empowerment. This implied that urban adolescent girls were in a better position than the rural adolescent girls in respect to capacity-building.

Regarding findings on capacity building the results of the present study were similar to the results obtained by Dr. Shabana, Manimekhala, T. Pritika, Ms. Meena(2014) who found that rural govt. school adolescent girls are less empowered than urban govt. school adolescent girls.

On the other hand Sharma Rachnna (2014) found that there is no difference in the level of empowerment between the rural and urban adolescent girls which differs with the findings of the present study.

5.2.6 In regard to Social, Political and Legal Awareness

- In the present study one of the objective was to find out the level of empowerment of the adolescent girl students in regard to social, political and legal awareness. The findings of the study showed that nearly thirteen percent to thirty four percent of responses are given by the adolescent girls in each category, such as 13.9% strongly disagree, 19.8% disagree, 14.6% undecided 34.0% agree and 17.5% strongly agree in the area of social, political and legal awareness. Regarding social, political and legal awareness dimension, the study found that, 49.1% adolescent girls have shown high level ,47.4% shown medium level and only 3.5% adolescent girls showed low level of social, political and legal awareness.

- Another objective was to study the difference between rural and urban adolescent girl students in regard to social, political and legal awareness. The results of Z- ratio scores indicated that empowerment level of adolescent girls of rural and urban area differ significantly in respect of social, political and legal awareness scores. The results of the study as revealed from percentages of three levels indicated that urban adolescent girls are better as compared to rural adolescent girls in respect of social, political and legal awareness.

Regarding findings on social, political and legal awareness it differs with the result of the studies by Dr. Naik Pramod Kumar, Mrs. Khatoon Gulista(2014) who found that there is no difference in the level of empowerment between the rural and urban adolescent girls.

5.2.7 In regard to Exposure to Information Media

- The study intends to find out the level of empowerment of the adolescent girl students in regard to exposure to information media. Regarding exposure to information media dimension, the findings of the study showed nearly eight percent to thirty six percent of responses are given by the adolescent girls in each category, such as 8.6% strongly disagree, 16.0% disagree, 11.1% undecided, 36.2% agree and 27.9% strongly agree in the area of exposure to information media. Regarding exposure to information media dimension, the study found that, 63.5% adolescent girls have shown high level ,35.1% shown medium level and only 1.5% adolescent girls showed low level of empowerment.

- Another objective of the study was to study the difference between rural and urban adolescent girl students in regard to exposure to information media. The findings of Z –ratio scores revealed that empowerment level of adolescent girls belonging to rural and urban area differ significantly in respect of exposure to information media. Results of the study as revealed from percentages of three levels on exposure to information media further indicated that urban adolescent girls are better as compared to the rural adolescent girls.

Regarding findings on Exposure to Information Media, it differs with the result of the studies by Dr. Naik Pramod Kumar, Mrs. Khatoon Gulista (2014) and Sarma Rachna who found that there is no difference in the level of empowerment between the rural and urban adolescent girls in the dimension on Exposure to Information Media.

5.3 EDUCATIONAL IMPLICATIONS OF THE STUDY

The greatest challenge today is to empower women who constitute half the population of the country. The issue of the women empowerment has arisen precisely because of existing male dominated society women has been denied equality of status and opportunities. Empowerment as a concept was introduced at the international Women Conference in 1985 at Nairobi. The Conference defined it as a redistribution of social power and control of resources in favor of women. Dr. Pillai explains empowerment as an active multi- dimensional process which enables women to realize their full identity and powers in all spheres of life.

The present era is an era of socio-cultural transition and it has been deeply realized that in this era, empowerment of women is vital for the socio- economic and

political progress of a society. As a result efforts and attention have been given to the crucial issues of women empowerment all over the world. The issue has received full attention with global paradigm shift from a growth oriented to a human development approach.

Adolescence represents a critical stage of transition from childhood to maturity. The physical and emotional experiences, knowledge and skills acquired during this phase have important implications during adulthood. The findings of the present study have important implications for adolescent girls, parents, teachers, and educational policy-makers. On the basis of findings following implications have been drawn.

- ❖ The findings of the study indicated the status of adolescent girls of rural and urban area in respect of empowerment is an important area of study. The results of the present study revealed that, there is a significant difference among adolescent girls' belonging to rural and urban area. It has been found that there is a significant difference between rural and urban adolescent girls in all dimensions. So, the findings of this study have implications for developmental planners and policy makers. Empowering adolescent girls is necessary to have empowered womenfolk in future. To enjoy equal access to resources and agencies and achieve self actualization, the adolescent girls need to feel empowered and secured for an empowered womanhood.
- ❖ The findings of the study also reveal that being empowered does not indicate one is equally empowered in all the areas of empowerment. The literacy rate for rural women has increased from 46.13% in 2001 to 57.93% in 2011. Still, comparing these rates, it becomes aptly clear that the level of

education among females is still low. Education is considered as one of the factors leading to power and in the socio-cultural context of our country.

- ❖ Another implication of the present study is for the development of the adolescent girls it is important to give priority in some areas such as, regarding their participation, capacity building, decision making, awareness in their rights and duties etc.
- ❖ There is another implication of the present study for the family. The family is often considered as the primary context for adolescent girl's empowerment process, also with regard to social, political and legal awareness. Generally young girls will experience their first social, political and law related discussions with their parents and siblings. Hence, the family was considered as the most important determinant of adolescent girl's awareness level, attitudes and behaviors.
- ❖ The findings of the study also reveal that in rural areas, the limited exposure to information media is the parameter which needs to be addressed more specifically. The awareness will be generated only if exposure to sources of information media is provided for, hence it is suggested that in the educational institutions, specific time should be allocated to the provision of exposure to information media on a regular basis. This may result in increasing the awareness among the rural adolescent girls.

Empowerment of adolescent girls is the entry point for promoting civic participation. Empowerment of adolescent girls promotes and recognizes the strengths, interests, abilities, and rights of adolescent girls to contribute to their individual development and that of their families and societies. It positions adolescent girls as

central actors in their own lives and offers real opportunities for them to participate in the decisions that affect them as individuals and as a group, in the present and the future.

5.4 RECOMMENDATIONS BASED ON THE PRESENT STUDY:

The following are the recommendations based on the study conducted

- A massive awareness campaign involving the community, religious leaders and opinion makers at all the levels is necessary to counter demographic imbalances along with effective policies and programmes in favor of adolescent girls.
- Effective and efficient administration of Kishori Shakti Yojana, Balika Samridhi Yojana, Kasturba Gandhi Balika Shiksha Scheme, Rajeev Gandhi National Scheme and other schemes oriented for empowerment of adolescent girls should be ensured while the coverage of such schemes is extended.
- Educated adolescent girls participation in social and extra-curricular activities is often associated with positive behavioral outcomes. So that the educational institutions should organize such activities which directly shape the adolescents girls' development leading to empowerment.
- In rural areas, the limited exposure to information media and less social, political and legal awareness are the two parameters which need to be addressed more specifically. The awareness will be generated only if exposure to sources of information media is provided for, hence it is suggested that in the educational institution itself, specific time should be

allocated to the provision of exposure to information media on a regular basis. This may result in increasing the social, political and legal awareness among the rural adolescent girls.

- To usher in empowerment, building of capacity and generating awareness is vital. To build the capacity and increase the social, political and legal awareness among the adolescent girls, intensive intervention programmes need to be implemented, which will also result in increased participation of the adolescent girls. Increased participation in matters affecting their lives will in turn lead to the development of a greater sense of power, autonomy and self-reliance and decision making among them.
- To ensure that adolescent girls gain essential economic and social skills and are supported by mentors and resources to participate in the community life.
- To ensure a poise between restrictionist impositions and freedom to grow. A justified strategy in this regard is to mitigate and end the vulnerability of adolescents by providing to them extra socialization of life skills, knowledge, sharpening of communication skills and decision making strengths.
- To enable the adolescent girls to co-ordinate the functioning of information and action sensibly.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

Research is a never-ending process. The nature of Social Science is so divergent that no study can be considered as complete in itself. The present study has thrown light on the Women empowerment in relation to some select variables of adolescent girl

students studying in the degree colleges. Adolescent girls are rather a large group inclusive of many more different groups in it. The present study has been conducted only on adolescent girls who were studying in XI, XII and Degree 1st year in the provincialised colleges. Hence, it is necessary to include other groups of adolescent girls in an extended area also, to arrive at general conclusions. This field can be virtually considered as a new innovation as very limited studies are conducted on it, especially in Assam. A number of researches are needed to be undertaken in this area so that it can provide a clear idea about the adolescent girls' empowerment process. Basically, researches are designed on the basis of some selected variable and for a limited period of time. Hence, it is quite obvious that the present study may also have some limitations. Keeping this point in mind, the investigator gives the following suggestions for further research –

- The present study only includes the students of the higher secondary (+2) and degree 1st year students. A similar study can also be conducted on other academic sections like middle school, high school, different vocational and technical institutions.
- The findings are related to the adolescent girl students of Kamrup District (Assam) only. Some other districts or areas can also be selected for conducting a comparative study.
- Some similar studies can also be done to compare the empowerment levels of adolescent girl students on the basis of some other factors like socioeconomic status, community, the stream of study (such as Science, Arts, Commerce etc.), etc

- The present study only includes the students of provincialised girls' colleges of Kamrup district. A similar study can also be conducted on other provincialised colleges of Assam.
- Religion in rural areas has a profound impact on the lives of all the people, irrespective of their age, gender, caste, class, region or any other characteristics. Especially, with reference to the feminine gender, religion has been since times immemorial – prescriptive in nature – indicating several don'ts on the part of females. Therefore a study can also be conducted on the religion and the seven parameters of the empowerment.
- The present study is only limited to the seven parameters of the empowerment of adolescent girls. Similar studies can also be conducted in relation to the other aspects of Adolescent girls' empowerment.

5.6 Conclusion

The present study was conducted to investigate the level of empowerment of the adolescent girl student studying in rural and urban areas. Higher secondary (+2) and degree 1st year girl students and seven dimensions i.e. power and entitlement, autonomy and self reliance, decision making, participation, capacity building, social, political and legal awareness and exposure to information media were chosen for the study. All of the respondents are in the age-range of 16 to 19 years i.e. in their late adolescence. On the basis of the findings of the study some conclusions can be drawn. Regarding the level of empowerment, it can be concluded that with respect to overall empowerment, in rural area 56.2% adolescent girls comes under high level and 48.3% comes under medium level of empowerment. Similarly in the urban area 92.3%

adolescent girls have high level of empowerment and 7.7% adolescent girls have medium level of empowerment. Comparing these percentages, it becomes aptly clear that the levels of empowerment among rural adolescent girls are lower than the urban adolescent girls. Regarding dimensions of empowerment, urban adolescent girls are significantly differing from rural adolescent girls on all dimensions. So, it can be assumed that area has direct influence on the empowerment level of the adolescent girl students.

Power and entitlement, which is one of the criteria of empowerment of adolescent girls, also differ in rural and urban areas. The reasons for difference in the power and entitlement was not indicated in the present study, but this might be poor socio-economic conditions, opportunities resources etc.

Regarding the dimension of capacity building the study shows that rural adolescent girls are differ significantly than urban adolescent girls. The reason for this was also not indicated in the present study, but this might be general lack of understanding of environment potentials and individual limitations.

Again, regarding the level of empowerment though the percentage of low level of adolescent girls is negligible, the lack of awareness in various areas cannot be undermined amongst the study group. In the rural areas, the awareness about social, political and legal aspects of life found to be less .The reason for this was not indicated in the present study, but this might be general lack of legal awareness among the adolescent girl students.

Again in rural areas, results also showed that the limited exposure to information media is another parameter which needs to be addressed more specifically.

The reasons for this is not indicated in the present study but one possible explanation for the finding could be that exposure to information media is dependent on the accessibility of the media source through the earning members of the family and for that generally adolescent girls are totally dependent on the family though they are not earning member of the family. Hence for this, in the educational institutions, specific time should be allocated to the provision of exposure to information media on a regular basis.

Adolescence is a unique stage where biological transitions have significant effects on many aspects of girls' lives in terms of socialization, isolation, stigma, changing expectations and aspirations, economic pressures and uncertainty and fear about sexuality. Girls' aspirations are invariably limited by the fact that they do not have decision making powers with regard to their own lives. It is important, that while targeting girls, their immediate environment such as their family, community elders etc are also sensitized to be responsive to girls' desires. Hence there must be efforts to engage parents and family members in this journey as well as provide girls with information and linkages to pursue their ambitions on their own.

It is difficult to conduct any intervention in the lives of adolescent girls without engaging with their practical realities. Even if girls are keen to participate in programs, restricted mobility, lack of financial resources, paucity of time due to other household responsibilities, concerns around their safety, typically come in the way of girls' participation. Programs need to recognize and build effective strategies to address these, such as safe spaces, community platforms, financial services and flexible programs to name a few. Increased participation in matters affecting the girl's lives will

in turn lead to the development of a greater sense of power, autonomy and self-reliance and decision making among them.

At the present day situation, Information media serves as a highly influential factor in molding the sensitivity of adolescents. But if information media is used properly and methodically according to the needs of the adolescent age groups, it can work wonders. However, if the media exposes children to a world for which they are too young and immature to comprehend and internalize, it can do a great damage. The exposure to information media is also dependent on the family values and culture.

The SDG 5 stands for achieving gender equality and empowering all women and girls. Facts and figures prove that globally, 750 million women and girls were married before the age of 18 and at least 200 million women and girls in 30 countries have undergone female genital mutilation, which had declined by 30% in the past decade, but there is still much work to be done to completely eliminate such practices. Transformation in the society and the nation can be possible and planet 50-50 by 2030 will be achievable only if balanced gender representation in all sectors of development along with gender perspective in all developmental action plans is established.

Adolescence among girls has been recognized as a special period in their life cycle that requires specific and special attention. Special needs and requirements of adolescent girls, multi-pronged strategies, approach and socio cultural environment is imperative. The adolescent girls need to be provided proper education, life skill education, health and nutrition education, supplementary nutrition, counseling etc. besides creating opportunities for participation in development process. The adolescent

girls living in difficult circumstances are more vulnerable and therefore special attention is required for socio economic rehabilitation, reintegration and their empowerment.

The empowerment of adolescent girls is central to progress toward gender equity and human development. The present study has thrown lights on different dimensions of adolescent girls' empowerment studying in rural and urban area which can be helpful to know the adolescent girls. Education is central to the comprehensive development of adolescent girls, not only because it is a fundamental human right, but also because it contributes to productive development, promotes intergenerational equity, and equips adolescents to pursue diverse life ambitions, exercise their citizenship in a democratic framework, and work for peace .(source- UN. 2008. Situación y Desafíos de la Juventud en Iberoamérica. Una Contribución del Sistema de Naciones Unidas de El Salvador bajo la supervisión técnica de la CEPAL. p. 6.)

The Empowerment of adolescent girls has become one of the most important concerns of 21st century not only at national level but also at the international level. It is essential as their thought and their value systems lead the development of a good family, good society and ultimately a good nation. Government initiatives alone would not be sufficient to achieve this goal. Society must take initiative to create a climate in which there is no gender discrimination and adolescent girls have full opportunities of self decision making and participating in social, political and economic life with a sense of equality. Let us take the oath that we want an egalitarian society where everybody whether men or women get the equal opportunity to express and uplift one's well being and well being of the society as whole.

What can the fire not burn?

What cannot merge into the ocean?

What can the weaker sex not achieve?

And what can escape death?

-- Sriramsaritmanas Ayodhyakanda-47

(Source-Aggarwal J.C.-Development and Planning of Modern Education. p. 274)