

AN ANALYSIS OF FEMALE LITERACY, WORK PARTICIPATION AND CHANGING ECONOMY IN INDIA.

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ABSTRACT--Today the constantly change environment we can understand Education and Literacy as the two most important factors affecting the development of a nation and State. It is such an important development goal emphasized by nation out of the eight goals related to poverty, health, women empowerment, environment sustainability and Global Partnership for Development. In most of the sooner studies undertaken in India, it's been observed that gender disparities within the society cannot merely be explained in terms of their productivity, health, schooling or unequal pay work of equal importance. In spite of the very fact that within the **Constitution** of India women got equal the status its status is considered backward. Determinants of female literacy will vary from country to country, continent to continent, developed countries to developing countries and even within a rustic or state; it varies counting on the socioeconomic, demographic factors. Women constitute an integral a part of society and actively participate within the socio- economic development of a rustic. The status of girls in India has been subject to several changes over the past few decades. In various studies the status of female population in Rajasthan is discussed where the explanations for the backwardness of the feminine population are both cultural and economic. The study aimed to work out the connection of female literacy rate with the correlation of their participation in economic activities in Rajasthan especially in rural areas, their schooling, health condition, awareness, and medical facilities. With the objective author decided to investigate the contribution of female literacy by secondary data obtained from the Census-2001 and Census-2011 conducted by Government of India. Data for work participation and female literacy have been obtained from Census-2001 and Census-2011 of India. In order to find the relationship between variables coefficient of correlation have been used. The study concluded with the statement that literate women were more aware and careful about not only themselves but about their children and family as well in comparison to illiterate women. They were healthier, aware about family planning, child care etc indicating a clear relation between female literacy and work participation, hence the objective of the study to analyze the relationship between female literacy and their work participation in household industry, agriculture and cultivation are succeeded by the study.

KEYWORDS- Female literacy, economic activities, women empowerment, environment sustainability and Global Partnership.

I. FEMALE LITERACY AND PARTICIPATION IN WORK FORCE IN RAJASTHAN-

The Universal Declaration of Human Rights issued by the United Nations declares literacy a basic right. In India, however, an excellent number of the ladies cannot read or write. National literacy in India is,

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currently 65 percent and consistent with UNESCO, India ranks within the bottom five in female literacy next to countries like Pakistan, Nepal, Bangladesh and Afghanistan. One major issue for India to tackle is teacher truancy - the country has one among the very best rates globally. A International Bank for Reconstruction and Development survey conducted in 2008, found that 25 percent of state grade school teachers in India are absent from work. it's not surprising that India has the very best rate of faculty dropouts - exposure to an empty classroom won't drive a passion for learning the government must not only believe basic literacy programs, but also about the standard and sustainability of education. India must improve teachers' training and recruitment and explore incentives for teacher performance recognition and wage. The working population and work participation rate highlights the occupational distribution of a neighborhood. The knowledge is required for computing state domestic product at factor cost popularly referred to as "State Income" for important tertiary sectors by adopting statistical methods of interpolation/extrapolation. The manpower distribution also depicts data regarding number of main and marginal workers. The statistic data on manpower distribution by category of workers like cultivators, agricultural laborers, workers in rural household industries, etc. also presents an image of structural change occurring within the economy.

II. REVIEW OF LITERATURE

Dhingra (2020) analyzed the sociological and economic causes restraining women to figure and also the impact of unemployment of educated women on their life.

The researcher selected 250 non-working educated women as a sample for the study from 5 major cities of Rajasthan –Jaipur, Kota, Jodhpur, Bikaner and Ajmer.

The study proved that the variables that play as hindrances or causes for ladies unable to figure have a effect on the females. However, it had been seen that these factors do cause various repercussions like loneliness or depression. The variables like family burden, in-laws' pressure or male dominance had an impression on the female who are not able to work. This lead too many problems like depression, frustration, humiliation, conflicts family problems or economic issues.

Shanika and Rasyad (2015) examine whether education empowers women. Authors explore an extrinsic variation in education persuaded by a extended academic year in Indonesia in 1978, which inserts a fuzzy regression discontinuity design. The authors find education curtails the amount of live births, increases contraceptive use, and promotes reproductive health practices. However, apart from a couple of outcome measures, authors unable to proves that education improves women's decision-making authority within households, asset ownership, or community participation.

Sharma and Johri (2014) conducted a study. The objectives of this study were two-fold. First, it aimed to bring attention to the training and academic needs of the almost one billion illiterate adults within the world who have little or no means for furthering their education in traditional settings. Second, the work focuses on learning can guide human empowerment by addressing everyday problems and how addressing these problems, in turn, can

contribute to our understanding of how people learn. Their findings demonstrated the significances of leveraging the local context to construct teaching aids and supports viewing learning because the creation and enactment of situated practices.

Sundaram and Vanneman (2008)²² conducted a study titled, “Gender Differentials in Literacy in India: The Intriguing Relationship with Women’s Labor pool Participation.” Consistent with this study, it had been found that contrary to expectations from either human capital or gender empowerment perspectives, analyses across 409 Indian districts show that girls have relatively lower literacy compared to boys in areas where more women are within the labor pool. The foremost likely explanation is that areas with higher women’s labor force participation are also areas with higher girls’ labor pool participation also are areas with ‘higher girls’ labor pool participation; these higher rates of girls’ labor depress their literacy and education. Gender inequalities in literacy are therefore an exception to the standard egalitarian impacts of women’s labor pool participation and remind us again of the multidimensionality of gender inequalities.

Sinha (2004) examined the status of women with respect to health, education and economic participation in India. She has pointed out that women participation in economic activities is determined by dependency ratio and economic participation. The importance of gender education in our country reveals the fact that for fuller development of human resources for the beautification of homes and for moulding the character of children during their infancy, education of women is indispensable. The extent to which women of a country remain illiterate and uneducated, to that extent, its progress is bound to be retarded.

III. RESEARCH GAP

The survey reveals that previous studies did not focus directly on the female literacy with their work participation for growth of our nation, where the attention was given to another type of information and there is no researcher to collect this information for female literacy condition in Rajasthan. Most of the previous studies are complementary to previous studies of inequality in literacy ratio, literacy and health etc., but what distinguishes the present study is the analysis of female literacy in Rajasthan based on census 2001 and 2011’ data and information.

The study aimed to focus on the relationship of female literacy rate with the correlation of their work participation in household industry, agriculture along with their participation in cultivation in Rajasthan.

IV. RESEARCH METHODOLOGY

The present study is based mainly on secondary data obtained from the Census-2001 and Census-2011 conducted by Government of India. Data for work participation and female literacy have been obtained from Census-2001 and Census-2011 of India. District-wise data of Rajasthan have been obtained for major factors of work participation i.e. participation in household industry, agriculture, cultivation and female literacy from the census data for the year 2001 and 2011. In order to find the relationship between variables coefficient of correlation have been used .

V. OBJECTIVES OF THE STUDY

The present study has been carried out with the following objectives:

1. To seek out whether there's relation between female literacy and workforce participation rate in Rajasthan.
2. To research the connection between Female participation in Cultivators and Total Female participation in workforce rate in Rajasthan.
3. To research the connection between Female participation in Agriculture labor and Total Female participation in workforce in Rajasthan.
4. To research the connection between Female participation in household industry and Total Female participation in workforce in Rajasthan.

VI. HYPOTHESES

Within the framework of female literacy in Rajasthan and broad objectives given earlier, the author proposed following null and alternative hypothesis.

Ha1-There is relationship between female literacy and Work Force Participation Rate in Rajasthan.

Ho1- There is no significant relationship between female literacy and Work Force Participation Rate in Rajasthan

Ha2-There is relationship between female literacy and participation in household Industry in Rajasthan.

Ho2- There is no significant relationship between female literacy and participation in household Industry in Rajasthan.

Ha3- There is relationship between female literacy and participation as Agriculture labor in Rajasthan.

Ho3- There is no significant relationship between female literacy and participation as Agriculture labor in Rajasthan

Ha4-There is relationship between female literacy and Participation in Cultivation in Rajasthan.

Ho4- There is no significant relationship between female literacy and Participation in Cultivation in Rajasthan

VII. LIMITATIONS OF THE STUDY

An external analyst has to function under various constraints and limitations. Since the researcher has to depend heavily upon published reports and secondary data, one of the limitations lies in the quality of these data. Further, the techniques and tools of investigations have also inherent limitations, e.g. census data are the mixture of convenience and convention. It can be assumed that they are prepared with adequate care and accuracy but for an observer who collecting the information for census, it is not possible to communicate each person individually and the information about a family is generally collected from a single person available to communicate hence, some deviation is possible. The data provided would've been surely better if I would've prepared the questionnaire and mentioned the data on my own but that wasn't practically possible. However this will be beneficial to all the researchers because they could consider this data on female literacy rate as well as their work participation rate and work for further census or could use it for preparing the questionnaire.

VIII. RESEARCH ANALYSIS

The complete analysis of District wise Female work force in Rajasthan is being categorised in four parts:

1. Female literacy and Participation in workforce
2. Female participation in household industry and Total Female participation in workforce
3. Female participation in Agriculture labor and Total Female participation in workforce
4. Female participation in Cultivators and Total Female participation in workforce .

Comparison between different Districts on the basis of Female Participation in Work Force through tables are mentioned below:

Table 1:

District wise Female Literacy Rate Vs and Participation in Work Force in Rajasthan (Census 2001 to 2011).

S.No.	District's Name	Female Literacy Rate		Work Force Percentage of Females	
		2001	2011	2001	2011
1	Ganganagar	52.4	59.7	25.0	34.2
2	Hanumangarh	49.6	55.8	29.9	38.2
3	Bikaner	42.4	53.2	30.3	30.8
4	Churu	54.4	54.0	36.9	36.6
5	Jhunjhun	59.5	61.0	32.6	33.9
6	Alwar	43.3	56.3	43.8	41.2
7	Bharatpur	43.6	54.2	33.0	35.5
8	Dhaulpur	41.8	54.7	34.0	33.3
9	Karauli	44.4	48.6	34.2	38.2
10	Sawai Madhopur	35.2	47.5	35.6	37.1
11	Dausa	42.3	51.9	36.2	36.9
12	Jaipur	55.5	64.0	22.3	23.7
13	Sikar	56.1	58.2	31.5	26.8
14	Nagaur	39.7	47.8	32.9	35.3
15	Jhodhpur	38.6	51.8	27.1	29.8
16	Jaisalmer	32.1	39.7	29.4	34.5
17	Barmer	43.4	40.6	41.8	41.0
18	Jalor	27.8	38.5	46.1	45.0
19	Sirohi	37.1	39.7	30.1	29.4
20	Pali	36.5	48.0	30.9	31.5
21	Ajmer	48.9	55.7	27.9	29.2
22	Tonk	32.2	45.4	38.3	40.0
23	Bundi	37.8	46.6	40.5	39.6

24	Bhilwara	33.4	47.2	38.7	39.9
25	Rajsamand	37.7	48.0	29.9	40.2
26	Dungarpur	31.8	46.2	44.7	42.6
27	Banswara	29.2	43.1	43.4	48.8
28	Chittaurgarh	36.0	46.5	44.7	45.5
29	Kota	60.4	65.9	19.4	23.0
30	Baran	41.6	52.0	35.6	37.8
31	Jhalawar	40.0	46.5	39.6	41.3
32	Udaipur	44.5	48.4	31.1	35.3
33	Pratapgarh	31.8	42.4	49.4	53.4

Note:- The sum of percentage may not add up to total due to rounding off

Source:

- Census 2001 and 2011 data highlights, Government of India Publications.

(i) For 2001 Census

Correlation coefficient = -0.42

(ii) For 2011 Census

Correlation coefficient = -0.57

Table 2:

District wise Female Literacy Rate Vs work participation percentage in Household Industry in Rajasthan
(Census 2001 to 2011).

S.No.	District's Name	Female Literacy Rate		Percentage of Household Industry Females	
		2001	2011	2001	2011
1	Ganganagar	52.4	59.7	2.5	2.0
2	Hanumangarh	49.6	55.8	2.1	2.1
3	Bikaner	42.4	53.2	3.5	2.7
4	Churu	54.4	54.0	1.9	1.3
5	Jhunjhunun	59.5	61.0	2.3	1.1
6	Alwar	43.3	56.3	2.1	2.3
7	Bharatpur	43.6	54.2	1.7	3.2
8	Dhaulpur	41.8	54.7	3.2	4.2
9	Karauli	44.4	48.6	2.9	1.5
10	Sawai Madhopur	35.2	47.5	3.0	2.1
11	Dausa	42.3	51.9	2.6	2.7
12	Jaipur	55.5	64.0	5.1	3.9
13	Sikar	56.1	58.2	2.9	2.2
14	Nagaur	39.7	47.8	2.1	1.6
15	Jhodhpur	38.6	51.8	2.5	2.5

16	Jaisalmer	32.1	39.7	2.6	2.5
17	Barmer	43.4	40.6	3.0	2.6
18	Jalor	27.8	38.5	2.8	2.4
19	Sirohi	37.1	39.7	3.2	2.1
20	Pali	36.5	48.0	4.4	2.8
21	Ajmer	48.9	55.7	4.8	3.6
22	Tonk	32.2	45.4	3.9	2.6
23	Bundi	37.8	46.6	2.1	2.2
24	Bhilwara	33.4	47.2	2.9	2.4
25	Rajsamand	37.7	48.0	3.6	2.5
26	Dungarpur	31.8	46.2	2.4	2.0
27	Banswara	29.2	43.1	2.0	2.3
28	Chittaurgarh	36.0	46.5	2.0	1.7
29	Kota	60.4	65.9	5.4	4.9
30	Baran	41.6	52.0	3.7	3.6
31	Jhalawar	40.0	46.5	1.6	1.5
32	Udaipur	44.5	48.4	2.6	2.5
33	Pratapgarh	31.8	42.4	1.2	1.0

Note:- The sum of percentage may not add up to total due to rounding off

Source:

- Census 2001 and 2011 data highlights, Government of India Publications.
- Statement -39, Primary census Abstract- Data Highlights, Census 2011, P-86

(iii) For 2001 Census

Correlation coefficient = 0.2677

For 2011 Census

Correlation coefficient = 0.33430

Table 3:

District wise Female Literacy Rate Vs work participation percentage in Agricultural Labourers in Rajasthan (Census 2001 to 2011).

S.No.	District's Name	Female Literacy Rate		Percentage of Agricultural Labourers Females	
		2001	2011	2001	2011
1	Ganganagar	52.4	59.7	32.2	30.7
2	Hanumangarh	49.6	55.8	18.5	21.9
3	Bikaner	42.4	53.2	6.7	13.8
4	Churu	54.4	54.0	4.5	10.9
5	Jhunjhunun	59.5	61.0	7.2	7.8
6	Alwar	43.3	56.3	12.5	17.5

7	Bharatpur	43.6	54.2	20.9	32.3
8	Dhaulpur	41.8	54.7	9.5	17.5
9	Karauli	44.4	48.6	17.5	28.1
10	Sawai Madhopur	35.2	47.5	13.1	22.6
11	Dausa	42.3	51.9	10.4	16.5
12	Jaipur	55.5	64.0	9.1	9.8
13	Sikar	56.1	58.2	6.9	10.7
14	Nagaur	39.7	47.8	14.5	24.6
15	Jhodhpur	38.6	51.8	16.4	25.8
16	Jaisalmer	32.1	39.7	12.3	21.2
17	Barmer	43.4	40.6	5.7	13.9
18	Jalor	27.8	38.5	14.7	22.9
19	Sirohi	37.1	39.7	33.4	39.6
20	Pali	36.5	48.0	35.4	45.1
21	Ajmer	48.9	55.7	19.1	24.1
22	Tonk	32.2	45.4	16.8	25.6
23	Bundi	37.8	46.6	21.2	30.9
24	Bhilwara	33.4	47.2	11.7	21.5
25	Rajsamand	37.7	48.0	23.6	28.8
26	Dungarpur	31.8	46.2	24.2	40.9
27	Banswara	29.2	43.1	15.3	31.9
28	Chittaurgarh	36.0	46.5	13.9	21.8
29	Kota	60.4	65.9	32.2	35.4
30	Baran	41.6	52.0	38.9	46.9
31	Jhalawar	40.0	46.5	32.5	44.3
32	Udaipur	44.5	48.4	19.3	35.7
33	Pratapgarh	31.8	42.4	17.0	26.6

Note:- The sum of percentage may not add up to total due to rounding off

Source:

- Census 2001 and 2011 data highlights, Government of India Publications.
- Statement -36, Primary census Abstract- Data Highlights, Census 2011, P-82

(iv) For 2001 Census

Correlation coefficient = -0.09165

(v) For 2011 Census

Correlation coefficient = -0.31274

Table 4:

District wise Female Literacy Rate Vs work participation percentage in Cultivators in Rajasthan (Census 2001 to 2011).

S.No.	District's Name	Female Literacy Rate		Percentage of Cultivators Females	
		2001	2011	2001	2011
1	Ganganagar	52.4	59.7	39.7	24.8
2	Hanumangarh	49.6	55.8	70.5	43.8
3	Bikaner	42.4	53.2	76.7	63.1
4	Churu	54.4	54.0	87.1	78.6
5	Jhunjhunun	59.5	61.0	79.2	76.2
6	Alwar	43.3	56.3	70.5	60.8
7	Bharatpur	43.6	54.2	68.2	48.1
8	Dhaulpur	41.8	54.7	35.3	35.4
9	Karauli	44.4	48.6	71.8	59.9
10	Sawai Madhopur	35.2	47.5	76.0	62.2
11	Dausa	42.3	51.9	79.4	67.4
12	Jaipur	55.5	64.0	59.6	48.4
13	Sikar	56.1	58.2	79.9	69.9
14	Nagaur	39.7	47.8	76.5	62.5
15	Jhodhpur	38.6	51.8	69.2	52.1
16	Jaisalmer	32.1	39.7	60.1	52.8
17	Barmer	43.4	40.6	83.2	70.0
18	Jalor	27.8	38.5	71.2	57.8
19	Sirohi	37.1	39.7	34.5	29.5
20	Pali	36.5	48.0	39.3	28.9
21	Ajmer	48.9	55.7	53.3	38.0
22	Tonk	32.2	45.4	66.3	55.2
23	Bundi	37.8	46.6	63.1	49.3
24	Bhilwara	33.4	47.2	69.4	56.1
25	Rajsamand	37.7	48.0	52.6	44.5
26	Dungarpur	31.8	46.2	61.6	23.2
27	Banswara	29.2	43.1	77.4	54.8
28	Chittaurgarh	36.0	46.5	74.1	64.0
29	Kota	60.4	65.9	33.6	20.3
30	Baran	41.6	52.0	49.7	34.3
31	Jhalawar	40.0	46.5	60.5	44.6
32	Udaipur	44.5	48.4	61.6	40.9
33	Pratapgarh	31.8	42.4	78.2	61.4

Note:- The sum of percentage may not add up to total due to rounding off

Source:

- Census 2001 and 2011 data highlights, Government of India Publications.
- Statement -33, Primary census Abstract- Data Highlights, Census 2011, P-78

(vi) For 2001 Census

Correlation coefficient = 0.03957

(vii) For 2011 Census

Correlation coefficient = -0.1338

IX. HYPOTHESIS TESTING

HYPOTHESIS 1- Test the first hypothesis, the correlation between female literacy and work Participation Rate (WPR) has been found out by calculating correlation coefficient for the data of two consecutive censuses of 2001 and 2011. These census have been considered district-wise. Correlation of each with female literacy in the State has been computed to know the changes occurred during the decade from 2001 to 2011. Correlation coefficient for Female Literacy and WPR is negative for both 2001 and 2011 census. In 2001 it is -0.42 indicates WPR decreases with female literacy again, in 2011, it decreases to -0.57 indicates that WPR decreases with a faster rate with increasing female literacy. It shows that females were least involved in any commercialized activity. Whereas after 2011 immense participation will be observed due to lots of government schemes and awareness programs towards female literacy started working for the same this will be observed in the coming census. Hence H_{a1} is approved.

HYPOTHESIS 2- Test the first hypothesis, the correlation between female literacy and participation in Household Industry Rate (HIR) has been found out by calculating correlation coefficient for the data of two consecutive censuses of 2001 and 2011. These census have been considered district-wise. Correlation coefficient for Female Literacy and HIR is positive for both 2001 and 2011 census. In 2001 it is 0.27 indicates HIR increases with female literacy again, in 2011, it increases to 0.33 indicates that HIR increases with a faster rate with increasing female literacy. Whereas after 2011 immense participation will be observed due to lots of government schemes and awareness programs towards female literacy started working for the same this will be observed in the coming census. Hence H_{a2} is approved.

HYPOTHESIS 3- Test the first hypothesis, the correlation between female literacy and Participation as Agricultural Labor Rate (ALR) has been found out by calculating correlation coefficient for the data of two consecutive censuses of 2001 and 2011. These census have been considered district-wise. Correlation coefficient for Female Literacy and ALR is negative for both 2001 and 2011 census. In 2001 it is -0.091 indicates WPR decreases with female literacy again, in 2011, it decreases to -0.312 indicates that WPR decreases with a faster rate with increasing female literacy. It shows that females are least involved in agricultural activity. And after 2011 high decline in participation in agricultural activity will be observed due to lots of government schemes and awareness programs towards female literacy started working for the same this will be observed in the coming census. Hence H_{a3} is approved.

HYPOTHESIS 4- Test the first hypothesis, the correlation between female literacy and Female participation in Cultivation has been found out by calculating correlation coefficient for the data of two consecutive censuses of 2001 and 2011. These census have been considered district-wise. Correlation coefficient for Female Literacy and

Cultivation Rate (CR) in 2001, was 0.039 indicates positive correlation i.e. FBR increasing with increase in female literacy. In 2011, it was

-0.134 which indicates that CR decreases with increase in female literacy. Correlation coefficient for Female Literacy and CR in 2001 was positive whereas in 2011, it was negative. It indicates that CR decreases with increase in female literacy because a literate female is more attracted towards educational jobs. Hence Ha4 is approved.

All these results strongly supports the hypothesis Ha1, Ha2, Ha3, Ha4 according to which there is a relationship between female literacy and respective variables.

X. FINDINGS-

The present study found that literate women were more aware and careful about not only themselves but about their children and family as well in comparison to illiterate women. They were healthier, aware about family planning, child care etc indicating a clear relation between female literacy and work participation, hence the hypothesis that there is a relationship between female literacy and their work participation in household industry, agriculture and cultivation are supported respectively by the study.

XI. CONCLUSIONS AND SUGGESTIONS

The aggregate literacy rate 74.04 percent (2011 census figure) of India is well behind of average global literacy rate of 84 percent. It is recommended that a mission for 100 percent literacy must be conducted by government with top priority to prepare people for more contribution in economy. As a nation, India currently has the largest illiterate population. Poverty and lack of adequate primary schools are two major factors observed responsible for this. In rural and other backward areas, it is necessary to establish primary education centers and every illiterate should be encouraged to join them. More attention should be given on female literacy and education for a healthier society. The main reason for most of the health related problems in women and children was lack of awareness about family planning methods, proper vaccination and cleanliness due to illiteracy among women. More schools and primary health centers should be opened especially in rural and educationally backward areas. The expenditure allocated to education was never gone above 4.3 percent of the GDP from 1951 to 2012 despite the target of 6 percent by the Kothari Commission. It is recommended that government should increase the expenditure allocated to education and its follow up as well. The literacy growth rate is now outstripping the population growth rate from last two censuses. Adequate government role is necessary to make in continuous with highest speed of literacy increase.

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