

## AN ANALYTICAL STUDY ON EMPOWERING WOMEN THROUGH EDUCATION: OVERCOMING BARRIERS AND ACHIEVING EQUALITY

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### **Abstract:**

Women's education plays a pivotal role in fostering gender equality, promoting social development, and breaking the cycle of poverty. This paper examines the importance of women's education, identifies the barriers that impede access to education for women, and explores strategies to empower women through education. The paper begins by highlighting the transformative power of education for women. It discusses how education equips women with knowledge, skills, and confidence, enabling them to make informed decisions, improves their socio-economic status, and contributes to their communities. Additionally, it explores the ripple effects of women's education, such as better health outcomes, reduced child mortality rates, and increased political and social participation. The study then delves into the various barriers that hinder women's access to education. These barriers range from socio-cultural norms and discriminatory practices to economic constraints, limited infrastructure, and gender-based violence. The paper examines the intersectionality of these barriers, recognizing that women from marginalized communities face compounded challenges in accessing education. Furthermore, the paper analyzes the existing strategies and initiatives aimed at empowering women through education. It evaluates the effectiveness of policies and interventions implemented at local, national, and international levels, highlighting successful case studies and best practices. It emphasizes the importance of creating inclusive educational environments, providing scholarships and financial support, addressing cultural biases, and ensuring equal opportunities for women in traditionally male-dominated fields. The study concludes by providing recommendations for policymakers, educators, and stakeholders to further enhance women's education initiatives. These recommendations include implementing comprehensive gender-responsive education policies, strengthening teacher training on gender equality, fostering partnerships between government, civil society, and private sector organizations, and harnessing technology for expanding access to education.

**Keywords:** Empowerment, Equality, Women Education, Gender.

### **1. Introduction:**

Education has long been recognized as a fundamental human right and a powerful catalyst for social and economic development. In recent decades, there has been growing recognition of the transformative role that education can play in empowering women and achieving gender

equality. The empowerment of women through education has emerged as a critical area of focus for policymakers, researchers, and practitioners worldwide. Empowerment, as defined by scholars **Bhat (2015) and Kaur (2018)**, is a process that enables individuals to think, take action, and have autonomous control over their work. It encompasses liberation from various forms of oppression and bondage, seeking to reconfigure social and economic relations. Empowerment involves the liberation of individuals from externally imposed understandings of the self, and it is achieved through the clash of different actors vying for prestige. For true empowerment, it is essential to have structures that institutionalize respect, recognition of difference, and provide individuals with the necessary resources to realize their potential (**Witte, 2019**). Empowerment is not solely a grand event of liberation, but rather a transitional phase between servitude and racial subjection. It is also associated with autonomy in decision-making, allowing individuals to enter broader cultural spaces and imagined communities that transcend boundaries. Empowerment involves a critical analysis of power that may lead to resistance and the subversion of existing systems of power. It is a process through which individuals gain control over their destiny and the circumstances of their lives (**Bhat, 2015, Kaur, 2018**). Furthermore, empowerment not only contributes to the development of human resources but also improves the overall quality of life. Education plays a vital role in the empowerment process. It provides individuals with new perspectives and the ability to discern between good and evil, as emphasized by Mahatma Jyotiba Phule (**Bhat, 2015**). Education brings about attitudinal changes crucial for socio-economic and political progress in a country. It facilitates conscientization, enabling individuals to engage in introspection and self-reflection. Education, in its broadest sense, involves the transfer of knowledge, skills, and habits from one generation to the next through teaching, training, or research (**Ojha, 2016**). The gender equality has emerged as a critical issue in the pursuit of sustainable development and social progress. Central to this endeavor is the empowerment of women, and education has been recognized as a powerful tool in achieving this goal. Empowering women through education not only enhances their individual capabilities but also contributes to the overall development of societies. By equipping women with knowledge, skills, and confidence, education can help them overcome barriers and actively participate in social, economic, and political spheres. Numerous studies have demonstrated the positive correlation between women's education and various aspects of development. For instance, educated women tend to have better health outcomes, lower child mortality rates, and make informed decisions about family planning and reproductive health (**United Nations, 2015**). Moreover, education empowers women economically, leading to increased workforce participation, higher earning potential, and improved financial independence (**Psacharopoulos & Patrinos, 2018**). However, despite the acknowledged benefits of women's education, significant barriers and disparities persist. Cultural norms, discriminatory practices, and societal expectations often limit access to education for girls and women. In many parts of the world, girls face early marriage, gender-based violence, and social stigmas that hinder their educational opportunities (**UNESCO, 2020**). Additionally, inadequate infrastructure, lack of resources, and institutional barriers further impede women's access to quality education (**World Bank, 2018**). The study aims to delve into the multifaceted challenges hindering women's empowerment through education and to explore strategies for overcoming these barriers to achieve gender equality. By conducting a comprehensive analysis of existing literature, including academic research,

reports, and policy documents, this study seeks to provide insights into the transformative potential of women's education and the interventions necessary for its effective implementation. It will investigate the socio-economic and political impact of women's education, examining how it contributes to poverty reduction, economic growth, and social progress. It will critically analyze the existing initiatives, policies, and interventions undertaken at national and international levels to empower women through education. Success stories and best practices from various regions and contexts will be examined to identify effective strategies and approaches. Moreover, the study will identify the gaps and challenges in current efforts and provide recommendations for policymakers, educators, and stakeholders. By addressing these challenges, it aims to enhance the impact of women's education programs and promote inclusive and equitable educational environments for all. In a world grappling with gender inequality, the issue of women's empowerment and gender equality has taken center stage on global agendas. This pervasive problem extends across cultures, but it is particularly pronounced in developing countries compared to their developed counterparts (**Ahmed et al., 2001**). The country's development process continues to be hindered by low levels of women's empowerment and a significant gender gap (**Environmental Protection Authority, 2012**). The importance of women's education is underscored by various studies and reports. Research has consistently demonstrated the positive impact of women's education on various aspects of their lives, including health, economic well-being, and social participation. For instance, studies have shown that educated women are more likely to marry later, have fewer children, and make informed decisions about their health and well-being (**Gupta, 2007; IIPS & Macro International, 2007**)

## **2. Objectives of the study**

1. To find out the barriers of empowering women in achieving equality.
2. To study the government initiatives for empowering women through education in achieving equality.
3. To evaluate the role of education in promoting women empowerment for achieving equality.
4. To find out some strategies in promoting women empowerment for overcoming barriers and achieving equality.

## **3. Methodology:**

This study adopts a qualitative research design, focusing on secondary data analysis. Secondary data sources, such as academic journals, news paper articles, reports, and relevant publications, will be utilized to explore role of education in women empowerment and barriers to women education and strategies for overcoming the different barriers to achieve equality. The secondary data has been analyzed through content analysis method. Meta analyses, systematic reviews, literature reviews, books and documents that were not based on authenticated data, were excluded from the study.

## **4. Barriers of Women education:**

Addressing the barriers to women's education is crucial for achieving gender equality and sustainable development. Efforts should focus on challenging societal norms and stereotypes,

promoting gender-responsive policies, improving infrastructure and resources, providing targeted financial support, and fostering safe and inclusive learning environments. By overcoming these barriers, societies can unlock the full potential of women and ensure equal access to education for all. Women's education plays the main role in promoting gender equality, social development, and economic progress. However, numerous barriers and challenges impede women's access to education, particularly in developing countries. Socio-cultural norms and gender stereotypes is the one of the barrier of women education. Deep-rooted socio-cultural norms and gender stereotypes continue to be significant barriers to women's education. Traditional beliefs often prioritize domestic responsibilities for women, viewing education as unnecessary or secondary. Gender stereotypes perpetuate the perception that women are less capable or deserving of education, limiting their opportunities for learning and advancement (**Dollar et al., 2016**). Gender stereotypes play a significant role in shaping societal attitudes towards women's education. Stereotypes often associate women with qualities such as passivity, dependence, and inferior intellectual abilities. These stereotypes can lead to biased perceptions about women's capabilities, limiting their access to educational opportunities and discouraging them from pursuing fields traditionally dominated by men, such as science, technology, engineering, and mathematics (**STEM**). Several studies and reports highlight the impact of socio-cultural norms and gender stereotypes on women's education. For example, a report by UNESCO titled "Education for All Global Monitoring Report 2015" states that gender biases and social norms are significant barriers to girls' education, particularly in low-income countries. The report emphasizes the need to challenge gender stereotypes and promote gender equality in education. Another study conducted by the World Bank, titled "Missed Opportunities: The High Cost of Not Educating Girls," highlights the economic and social consequences of denying girls access to education due to socio-cultural norms and gender stereotypes. The study emphasizes that promoting gender equality in education is crucial for sustainable development and poverty reduction. Socio-cultural norms and gender stereotypes act as significant barriers to women's education, limiting their access to educational opportunities and perpetuating gender inequality. Recognizing and challenging these norms and stereotypes is essential to promote gender equality in education and empower women to reach their full potential.

In the same way, poverty and economic factors are significant barriers to women's education, affecting their access and opportunities for learning. These factors can create a cycle of deprivation and limited educational attainment for women, perpetuating gender inequalities. Poverty and economic constraints disproportionately affect women's access to education. Limited financial resources can result in families prioritizing the education of male children over females. Women may face additional financial burdens, such as the cost of school fees, transportation, uniforms, and textbooks, making education unaffordable or inaccessible (**World Bank, 2019**). Poverty often results in a lack of financial resources for families, making it difficult to afford educational expenses such as school fees, uniforms, textbooks, and transportation. The cost of education becomes a burden, and families may prioritize the education of male children over females due to cultural and economic reasons. By addressing these types of barriers requires comprehensive efforts, including poverty reduction programs, gender-sensitive economic policies, investments in education infrastructure, and initiatives that promote gender equality and women's empowerment.

Lack of infrastructure and resources is another barrier for women empowerment in the education system. Inadequate educational infrastructure, including a lack of schools, classrooms, and sanitary facilities, can impede women's access to education. Limited availability of resources, such as textbooks, teaching materials, and technology, further hinders learning opportunities for women (UNESCO, 2020). One of the primary reasons behind the lack of infrastructure and resources for women's education is the gender inequality prevalent in many societies. In numerous regions around the world, women and girls are allocated fewer resources and opportunities compared to their male counterparts, resulting in a disparity in educational infrastructure. This gender-based discrimination perpetuates a cycle of limited resources and reinforces barriers to women's education. The lack of infrastructure and resources can be further understood through the lens of the **Sustainable Development Goals (SDGs)** outlined by the United Nations. Goal 4 of the SDGs specifically focuses on ensuring inclusive and equitable quality education for all. However, achieving this goal requires adequate infrastructure and resources to support educational institutions and empower women to overcome educational barriers. Numerous studies and reports have highlighted the challenges posed by the lack of infrastructure and resources in women's education. For instance, the UNESCO Global Education Monitoring Report 2020 emphasized that inadequate infrastructure, such as the absence of separate toilets for girls, directly affects their attendance and retention rates in schools. Additionally, a study conducted by the **World Bank** titled "Missed Opportunities: The High Cost of Not Educating Girls" points out that limited resources, such as a shortage of qualified teachers and educational materials, significantly hinder girls' educational progress.

Distance and safety concerns are another significant barrier of women education. It refers to the physical distance women may have to travel to access educational institutions, as well as the safety risks they may encounter during their journey. These concerns can act as significant barriers to women's education, particularly in regions where cultural norms, social inequalities, and security issues disproportionately affect women. Geographical remoteness and inadequate transportation infrastructure can pose significant barriers to women's education, particularly in rural areas. The long distances to schools, coupled with safety concerns, discourage families from sending their daughters to school, as they fear for their security during the commute (UNICEF, 2017). In many areas, educational institutions may be located far from women's homes, requiring them to travel long distances to reach schools or colleges. This can be challenging for women, especially in rural or remote areas with limited transportation infrastructure. The time and cost associated with long commutes can discourage women from pursuing education. A study conducted in rural Bangladesh found that distance was a major barrier to girls' education (Kabir, 2016). In this way, safety concerns encompass various risks that women face while travelling to and attending educational institutions. These risks can include sexual harassment, assault, violence, or intimidation. In societies where women's mobility is restricted or where they face gender-based discrimination, the fear of encountering such threats can dissuade them from pursuing education. A UNESCO report highlighted safety concerns as a major obstacle to girls' education, particularly in conflict-affected areas (UNESCO, 2017).

Early marriage and child labour are two interconnected barriers that significantly hinder women's education and overall development. These practices disproportionately affect girls

and have detrimental consequences for their access to education and future opportunities. It remains major obstacles to women's education. Cultural practices and economic pressures contribute to girls being married off at a young age, depriving them of educational opportunities. Similarly, the need to contribute to household income through child labour often prevents girls from attending school (**Girls Not Brides, 2020**). It is a big obstacle in women education. When girls are married off at a young age, they are typically forced to leave school and take on household responsibilities. This disrupts their education and prevents them from continuing their studies, limiting their opportunities for personal and intellectual growth. It is often perpetuates gender inequality, as girls' education is considered less important than their marital duties. Societal norms and expectations prioritize their roles as wives and mothers, leading to restricted access to formal education and it can lead to a cycle of poverty. Girls who marry young are more likely to experience economic dependence and are less equipped to secure decent employment or contribute to the household income. Lack of education further exacerbates this issue.

The gender-based violence and discrimination act as significant barriers to women's education. Physical and sexual violence, early and forced marriages, gender stereotypes, and lack of safe learning environments all contribute to limiting girls' access, participation, and achievement in education. Addressing these issues is crucial for promoting gender equality and empowering women through education. It refers to acts or behaviours that specifically target individuals based on their gender, predominantly affecting women and girls. These forms of violence and discrimination create significant barriers to women's education; impeding their access, participation, and achievement in educational settings. Gender-based violence and discrimination, including sexual harassment, bullying, and unequal treatment, create hostile learning environments that discourage girls from pursuing education. Fear of violence and social stigma can deter girls from attending school and contribute to high dropout rates (**Plan International, 2021**).

##### **5. Government initiatives for promoting women education:**

Governments around the world have recognized the importance of promoting women's education and have implemented various initiatives to address the gender gap in education. These initiatives aim to remove barriers and provide equal opportunities for women to access quality education. It is important to note that the specific initiatives may vary across countries and regions, depending on their socio-cultural context and educational challenges. However, the common objective of these initiatives is to promote gender equality in education and empower women to reach their full potential. Here are some common government initiatives for promoting women's education: Major initiatives taken by govt. of India are as given below: **Article 15:** prohibits discrimination on the grounds of religion, race, caste, sex and place of birth.

**Article 45:** The State shall endeavor to provide early childcare and education for all children until they complete the age of six years.

**Mahila Samakhya Programme:** Mahila Samakhya (MS) is an ongoing scheme for women's empowerment that was initiated in 1989 to translate the goals of the National Policy on Education into a concrete programme for the education and empowerment of women in rural

areas, particularly those from socially and economically marginalized groups. (MHRD Annual Report, 2014-15).

**Kasturba Gandhi Balika Vidyalaya Scheme (KGBV):** This scheme was launched in July, 2004, to provide education to girls at primary level. It is primarily for the underprivileged and rural areas where literacy level for girls is very low. The schools that were set up have 100% reservation: 75% for backward class and 25% for BPL (below Poverty line) girls. (MHRD Annual Report, 2014-15).

**National Programme for Education of Girls at Elementary Level (NPEGEL):** This programme was launched in July, 2003. It was an incentive to reach out to the girls who the SSA was not able to reach through other schemes. The SSA called out to the "hardest to reach girls". This scheme has covered 24 states in India. Under the NPEGEL, "model schools" have been set up to provide better opportunities to girls. (MHRD Annual Report, 2014-15).

**National Scheme of Incentive to Girls for Secondary Education (NSIGSE)** was launched in May 2008 with the objective to establish an enabling environment to reduce the dropouts and to promote the enrolment of girl children belonging mainly to SC/ST communities in secondary schools. (MHRD Annual Report, 2014-15). Indira Gandhi National scholarship scheme: is provided for single girl child for pursue both higher and technical education. (MHRD Annual Report, 2014-15).

**Swami Vivekananda Scholarship for Single Girl Child:** The dropout ratio at various levels of education for girls is much higher than that of boys. Keeping Swami Vivekananda ideas of women education and to promote girls education, UGC has introduced the Swami Vivekananda Scholarship for Single Girl Child for research in Social Sciences with an aim to compensate direct costs of higher education especially for such girls who happen to be the only girl child in their family (MHRD Annual Report, 2014-15).

**Saakshar Bharat:** The National Literacy Mission was recast with its new variant, Saakshar Bharat launched in 2009. It aims to accelerate adult education, especially for women's (in the age group of 15 years and above) who have no access to formal education, targeted female literacy as a critical instrument for women's empowerment. This has led to an increase in literacy, amongst women, from 53.67% (Census 2001) to 65.46% (Census 2011). It is also for the first time that of the total of 217.70 million literates added during the decade, women (110.07million) outnumbered men (107.63million) (source: Ministry of Women and Child Development Government of India (12th Five Year Plan)).

**Udaan:** The Scheme is dedicated to the development of girl child education, so as to promote the admission of girl students. The aim is to address the teaching gap between school education and engineering entrance examinations. It seeks to enhance the enrolment of girl students in prestigious technical education institutions through incentives & academic support (MHRD Annual Report, 2014-15).

**Pragati** - Scholarships for Girl Child for Technical education. It aims at providing encouragement and support to girl child to pursue technical education (MHRD Annual Report, 2014-15). **Beti Bachao, Beti Padhao:** This is newly announced Scheme of the Govt. of India for enhancing girls' education in India. (MHRD Annual Report, 2014-15).

**Mid-Day Meal Scheme:** The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provides a useful source of employment for women and helps liberate

working women from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme (MHRD Annual Report, 2014-15).

From the above discussion, it is clear that Government of India has taken so many initiatives for the improvement of girls' education. In spite of that the status of girls' education has not been increased in expectation level because these initiatives have not been reached to the grass root level. So, Government of India must have to take responsibility to implement these schemes and provisions at grass root level.

## **6. Empowering women through education:**

The education system has long been recognized as a powerful tool for empowering individuals and promoting national development. As **Aslam (2013)** highlights, investing in education is not only beneficial for individuals but also for the entire nation. It has been proven that education has the potential to empower women across various domains, such as socio-cultural, economic, legal, and political (**Aslam, 2013**). One of the influential thinkers in the field of education, Freire, believed in the transformative power of education. He emphasized the importance of a dialogical approach to education, where individuals critically analyze their surroundings and actively participate in changing the world (**Siqueira, 2015**). Freire's concept of popular education, particularly education linked to actions with the oppressed, resonates with the idea of empowering individuals through education (**Siqueira, 2015**). By providing access to education, people are equipped with the ability to think critically and challenge the status quo. This is particularly important in the context of patriarchal societies, where attitudes and systems need to be transformed to support women's rights. The extensive education programs aim to break down patriarchal norms and promote gender equality (**Aslam, 2013**). Furthermore, education has the power to reduce gender gaps in earnings and attenuate inequalities in the labour market. By ensuring girls' access to education, not only are their human rights upheld, but they also contribute to economic and social progress (**Aslam, 2013**). However, it is important to acknowledge that men still play significant roles in Indian women's lives, especially in decision-making processes (**Aslam, 2013**). Education serves as a catalyst for empowerment, both at an individual and national level. It has the potential to transform societies, challenge oppressive systems, and bridge gender gaps. By investing in education and promoting equal access for all, we can work towards a more inclusive and equitable society. Education plays a crucial role in women's empowerment, enabling them to develop knowledge, skills, and attitudes necessary to participate fully in society and achieve their full potential.

By, providing equal access to quality education for girls and women is essential for their empowerment. Studies have shown that educated women have better economic prospects, improved health outcomes, and increased decision-making power within their families and communities. According to the World Bank, investing in girls' education can lead to higher wages, reduced child mortality, and improved overall development outcomes (**World Bank, 2018**). Education can challenge and break gender stereotypes, promote gender equality, and empower women. By promoting girls' education, societies can overcome discriminatory norms and practices that limit women's opportunities. UNESCO emphasizes that education is a fundamental right and an essential tool for empowering women and achieving gender equality (**UNESCO, 2014**). Education equips women with knowledge and skills that enhance their



economic opportunities. It enables them to enter the workforce, access better job opportunities, and earn higher incomes. The International Labour Organization (ILO) highlights that education and vocational training are critical for enhancing women's employability and economic empowerment (ILO, 2020). Education plays a vital role in improving women's health outcomes and well-being. Educated women are more likely to make informed decisions regarding their reproductive health, have lower maternal mortality rates, and provide better healthcare for themselves and their families. The United Nations Population Fund (UNFPA) emphasizes the positive impact of education on women's health and well-being (UNFPA, 2012). Education also enhances women's leadership skills, confidence, and ability to participate in decision-making processes. It prepares them to engage actively in political, social, and economic spheres. The United Nations Women highlights the transformative power of education in empowering women to become leaders and change-makers (UN Women, 2018).

Education helps in empowering women to actively participate in public affairs. It provides women with the necessary knowledge and skills to engage in civil, political, economic, and cultural spheres. By acquiring knowledge, women gain self-confidence, enabling them to resist any form of exploitation. Their political empowerment is dependent on their self-conscientization, which allows them to make informed decisions in both personal and political aspects of their lives. The empowerment of women through education includes the right to vote, the right to contest elections, and their involvement as campaigners in public affairs. Furthermore, education can facilitate their participation in local self-governance, ensuring their voices are heard in decision-making processes. The purpose of education for women is to equip them with the necessary tools and knowledge to actively participate in structures that shape influential policies and decisions affecting women's interests (Akawa, 2014). The role of education in social upliftment, particularly for women, cannot be underestimated. Education serves as a catalyst for a country's socioeconomic development and is a powerful tool in reducing poverty, ignorance, and exclusion. Singh and Singh (2017) argue that education is not only a means for professional and career development but also a potential instrument for social transformation and the success of democracy. One of the key benefits of education is its potential to create an environment free from violence against women and to ensure their participation and representation at the highest policy levels. However, it is important to note that the increased participation of women in decision-making processes can only lead to true development and empowerment if it enables them to have greater control over resources, factors of production, and the distribution of benefits (Varghese, 2012). In order to fully understand the transformative power of education in empowering women, further investigation is required into how education can transform values, attitudes, and outcomes for women (Aslam, 2013). This education-empowerment discourse can provide valuable insights into the process of empowering women through education.

In educating the women education plays a significant role in empowering women, not only in terms of their social standing but also their financial capacity. Women with a strong educational background tend to have robust financial planning skills. Financial independence is essential for women to seek justice and equality. Without economic strength, they are unable to exercise their rights and entitlements. Additionally, without reasonable income security, individuals lack the freedom to make rational choices and become socially responsible. Financial literacy

provided through education equips women with the expertise to engage in financial planning not only for their households but also for society and the state. The economic capacity of women is determined by their command over resources, agency, and achievements. Access to microfinance services is also crucial for women's financial independence and can help develop their purchasing power. However, historically, female education has been viewed as subversive and threatening. Education is not only seen as a means to secure formal employment but is also associated with notions of a "modern" or westernized lifestyle in many societies around the world (Sweetman, 2004).

### **7. Strategies for achieving equality:**

Achieving equality is a complex and ongoing process that requires concerted efforts from individuals, communities, and institutions. Here are some strategies that can contribute to the pursuit of equality:

- In the era of great advanced science and technology, India is still struggling with the biggest challenges like poverty and illiteracy which can be considered as the greatest threat in the pathway of women empowerment. Therefore, ending poverty should be a national priority just as vital as ending illiteracy which will surely be beneficial for the entire girl child to follow her dreams and enable her to create her own destiny.
- Women equality should not just be on the policies, schemes only, It should be implemented in such innovative ways which can transform the mindset of the common people and can bring awareness about the significance of gender equality.
- All we need is a fruitful system and agencies to ensure the development in the grass root level and consistent supervision of the programmes because we already have a lot of schemes and programmes aimed at empowering and improving the overall enabling environment for women empowerment. By implementing laws and raising public awareness, it is important to outlaw traditional harmful norms and practices including polygamy, female feticide, child prostitution, child labour, child marriage, and the dowry system.
- Women's safety and health issues are crucial for a nation's prosperity and women ought to be permitted to work and ought to be sufficiently given security and support to work. They ought to be given legitimate wages and work at standard with men so that their status can be hoisted in the general public. Strict execution of programs and acts ought to be there to control the mal-hones common in the general public.
- The government and NGOs should organize and promote numerous awareness-raising campaigns for women's emancipation and ensure availability of support services among women. The government should provide a package of educational grants, the form of providing free books, uniform, mid-day meals, scholarships, cycles and so on for enrolment for more girls and reducing the drop out girl students specially for the marginalized and disadvantage groups.

- Women should economically be empowered. Different initiative should be take prove their access to resources and consequently strengthen livelihoods and quality of life and provides financial services to accelerate the process of economic development and ensure welfare of women.
- Women should be given equal respect and status in society with men especially in decision making process. They should also be given the right to choose according to their choice like education, employment and health and will take part in decision making with men in their family as well as in the society.
- All teaching and support staff should receive training and assistance in understanding how gender roles and stereotypes affect their students' self-esteem and sense of self, as well as how to address the gendered nature of bullying and harassment, including an understanding of the various effects of bullying on boys and girls.
- Our traditional education system transform from product and outcome oriented to quality and skill based should emphasize upon organizing different kinds of training, workshop for enhancing self esteem and self confidence, scientific temperaments among women with the help of ICT.
- Higher educational institutions and both the state and central government should promote research and data based scientific studies for empowering women. At the time of curriculum development and policy formulation the focus must be on inclusion of variety of courses, subjects that strengthen and enhance women's skills and create awareness about their health and nutrition status, hygiene, nutrition, adolescent reproductive and sexual health, family and child care etc.
- The deprivation and lack of participation, representation of women in political decision making is a serious issue in the growth of equality therefore more provision and facilities should be make available for the women so that women can protect their right and responsibilities and raise their voices on significant issues which will help them to lead and guide our nation.

## **8. Conclusion:**

Empowerment of women is a very vital component of development discourse. It is very much explicit that empowerment of women is very much required for positive change and transformation of unequal society. It acknowledges that despite the independence of the country, women are still bound by various limitations. The sufferings of women in developing nations are highlighted as being worse compared to those in developed nations. The paragraph argues that achieving gender equity requires the elimination of domination, oppression, and discrimination against women by men. Women's empowerment is recognized as a central issue in sustainable development worldwide. Governments and organizations globally are working towards increasing women's empowerment through various interventions, such as providing access to microfinance services and promoting sustainable development and human rights. It emphasizes the importance of mutual cooperation and active participation of both men and women in any development activity. The empowerment of women is described as a belief-mediated process, where social conditions interact with women's emancipative beliefs. The paragraph highlights the need for women to utilize their skills and work alongside men for the development of the economy. It argues that women's empowerment not only benefits

individual women and women's groups but also has a positive impact on families and communities through collective action for development.

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