ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

WOMEN EMPOWERMENT: COMMITTEES AND COMMISSIONS PERSPECTIVE

Tupai Barman[1], Milan Barman[2], Ankur Nandi[3], Tapash Das[4]& Prof. Tarini Halder[5]

[1]*Fellow Researcher (Ph.D.), Department of Education, Kalyani University, Kalyani, Nadia, West Bengal, India. ORCiD: https://orcid.org/0009-0007-0291-8439*

[2]*Ph.D. Scholar, Department of Education, Kazi Nazrul University, Asansol, West Bengal, India. ORCiD - https://orcid.org/0009-0004-5290-3460*

[3]*Ph.D. Scholar, Department of Education, University of Kalyani, Kalyani, West Bengal, India. ORCiD: https://orcid.org/0009-0008-3459-3429*

[4]*Assistant Professor, Department of Education, Kazi Nazrul University, Asansol, West Bengal, India. ORCiD: https://orcid.org/0000-0003-4619-0009*

[5]*Professor, Department of Education, Kalyani University, Nadia, West Bengal, India. ORCiD: https://orcid.org/0009-0007-8807-7182*

Article DOI: https://doi.org/10.36713/epra21145
DOI No: 10.36713/epra21145

ABSTRACT

Women's empowerment in India has been a central theme in discussions surrounding social justice, equality, and inclusive development. Various committees and commissions have played a crucial role in shaping policies and legal frameworks to enhance women's status across social, economic, and political spheres. This paper explores the contributions of key committees and commissions, such as the National Commission for Women (NCW), the Committee on the Status of Women in India (CSWI), and other legislative bodies, in advancing gender equality. The main aim of this paper is to study the aspects of women empowerment in India from the perspective of various committees and commissions. It explores their recommendations, reports, and initiatives aimed at addressing issues like education, health, economic participation, political representation, and violence against women. Employing a qualitative and documentary research methodology. the findings reveal that while there has been significant progress in policy formulation and institutional support, challenges such as gender-based violence, socio-economic exclusion, and inadequate implementation mechanisms persist. The study emphasizes the need for coordinated action and policy innovation to ensure sustainable empowerment and equality for women across India.

KEY WORDS: *Committees, Commissions and Women's Empowerment.*

INTRODUCTION

Nowadays, "women empowerment" is a global concern (Mandal, 2013). In India, women empowerment has been given special importance even within the legal system (Singh & Singh, 2023). The foundation of society is made up of women (Subasini & Sasikumar, 2021). Society cannot be built without women's contribution (Sohail, 2014). Because women are the lifeblood of society (vijaya & Emmanuel, 2024). Although women are essential to society, they face discrimination in education, income, property rights and leadership. Despite their contribution to the family, community and economy, gender inequality persists. That is, they are deprived in all spheres of life (Sohail, 2014). Therefore, since independence, various committees and commissions have been established at the national and international levels to examine the challenges faced by women, propose effective solutions and monitor progress towards gender equality. These bodies help shape policy, advocate for women's rights and ensure that women are empowered to participate equally and fully in all spheres of life. A committee is a group of individuals appointed or elected to perform a specific function, make decisions, or provide recommendations within an organization, institution, or government. A commission, on the other hand, is an independent body established to investigate, regulate, or manage a specific issue or sector, often with a broader mandate and authority. Both play vital roles in addressing specialized tasks and ensuring effective governance. These bodies, such as the "National Committee on Women's Education" (1958), "Hansa Mehta Committee Report" (1962), "Bhaktavatsalam Committee Report" (1963), "Committee on the Status of Women in India" (CSWI) (1974), "National Commission for Women" (1992), "Parliamentary Committee on Empowerment of Women" (1997), "National Mission for Empowerment of Women" (NMEW) (2010), "Justice Verma Committee" (2012), "High-Level Committee on the Status of Women" (2013), "National Commission on Women Empowerment" (2016) etc. In this context, the researcher has analysed the recommendations, achievements and ongoing challenges of various committees and commissions for women's empowerment in this study.

Background

Women's Empowerment

"Women Empowerment Year" was the term given to the first year of the New Millennium in 2001 (Singh, 2016). The term of women's empowerment has several facets. The process of

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

women challenging prevailing norms and culture in order to effectively promote their own well-being is known as women's empowerment. Allowing women to take control of their lives is a necessary part of empowering them as both individuals and members of the social structure. It is the process by which women increase their choices and take charge of their life. In order to challenge and end their own subjugation, women must first learn how to organize themselves in order to become more self-reliant and to claim their independent right to control resources and make decisions. It allows women to make better choices in their life and challenges existing power structures. It helps women in "altering relations of power which constrain women's options and autonomy and adversely affect health and wellbeing". It helps women enhancing their self-dignity and self-respect. It builds a positive self-confidence and self-image in the women. It helps Building up fostering decision making and group cohesion and action. It ensures equitable involvement in the process of enacting social change. In order to effect social change, it promotes collective action. It makes women economically independent and self-reliant. It helps women controlling resources like land and property. It enables women controlling their own lives. According to Miskiyah et al., (2021) The aim of women's empowerment is to increase women's understanding of gender equality so they can reach their full potential, become self-sufficient, and take part in development. Women are traditionally marginalized and disadvantaged in society; empowering them is essentially a means of improving their cultural, social, economic, and political standing.

Objectives

1. To study the recommendations of different Committees regarding Women's Empowerment in India.
2. To study the different functions of National Women's Commission regarding Women's Empowerment in India.
3. To study the different functions of West Bengal State Women's Commission regarding Women's Empowerment.

Methodology

The present study was qualitative research. The documentary analysis method was conducted to examine the role and contributions of various committees and commissions in shaping policies for women's empowerment in India. The study relied on secondary data collected from government publications, academic books, peer-reviewed journals, official committee and commission reports, and credible online resources.

List of Committees for Women's Empowerment

Committees	Year
National Committee on Women's Education	1958
Hansa Mehta Committee Report	1962
Bhaktavatsalam Committee Report	1963
Committee on the Status of Women in India (CSWI)	1974
Parliamentary Committee on Empowerment of Women	1997
Justice Verma Committee	2012
High-Level Committee on the Status of Women	2013

Tabular representation of the evolution of the Committee on Women's Empowerment and Gender Equality in India:

Committees	Year	Main Focus
National Committee on Women's Education	1958	The main focus of the Committee was to bridge the gender gap in education by implementing targeted policies and programs. These included institutional support, financial incentives, and curriculum reforms to promote equal access to education for girls and women. These measures aimed to improve access, participation, and opportunities for women in education, contributing to their empowerment and overall national development.
Hansa Mehta Committee Report	1962	The primary focus of this Committee was to promote gender equality in education by revising the curriculum, encouraging girls' participation in science and mathematics, and increasing the presence of women teachers in educational institutions.
Bhaktavatsalam Committee Report	1963	The primary focus of this Committee was to address public reluctance toward women's education, improve curriculum development, enhance adult education, and provide better incentives for women teachers, particularly in rural areas.
Committee on the Status of Women in India (CSWI)	1974	The main focus of the CSWI and its "Towards Equality" report was for the purpose to evaluate the position of women in India. identify systemic inequalities, and recommend actionable measures to improve women's economic, social, and political empowerment. It aimed to identify challenges to their empowerment, and recommend policy measures to promote gender equality.
Parliamentary Committee on Empowerment of Women	1997	The main focus of the Committee is to oversee and improve the status of women in India by evaluating government policies, programs, and actions aimed at achieving gender equality. It emphasizes women's education, representation in legislative bodies and services, and the implementation of welfare programs. The committee also ensures accountability by monitoring the government's response to its recommendations, thereby promoting women's empowerment and dignity across all sectors.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Justice Verma Committee	2012	The main focus of the Committee Report was to advocate for a holistic approach to women's empowerment, integrating legal, social, institutional, and cultural measures. Also, to strengthen legal frameworks, institutional mechanisms, and societal norms to prevent gender-based violence, protect women's rights, and promote gender equality and dignity
High-Level Committee on the Status of Women	2013	The primary objective of the committee was to assess the social, economic and political status of women, identify persistent gender inequalities and propose policy-level changes to promote gender equality and empowerment. It also assessed the progress made towards gender equality in India since 1974, identified systemic barriers hindering women's progress and proposed policy reforms to address these challenges.

National Committee on Women's Education (1958)

The Government of India generated the "National Committee on Women's Education" on May 19, 1958, with Shrimathi Durgabai Deshmukh as its chairman. The committee's objectives were to examine the current women's education system, pinpoint issues, and provide recommendations for enhancements.

Recommendations of the National Committee on Women's Education (1958)

- In order to expand girls' education, it should strive for universal enrolment of girls in the 6–11 age group by 1979 and in the 11–14 age group by 1981 (Karan,2017).
- The CABE's suggestions for enhancing women's education ought to be put into practice, and 100% support ought to be given for this reason (Karan,2017).
- To encourage women to pursue education, free residential housing and transportation should be made available to female students in remote and hilly places (Karan,2017).
- It is necessary to start a publicity campaign to raise awareness of the importance of women's education. For this reason, films and documentaries about women should be made and screened (Karan,2017).
- Condensed courses should be introduced by the "Central Social Welfare Board" to provide adult women with appropriate education (Karan,2017).
- Condensed courses for adult women should be offered on a large scale, and secondary schools, especially those in rural regions, should have hostels attached (Bell, 2019).
- To encourage the girls to pursue higher education, there should be more scholarships available (Karan,2017).
- Co-education should be promoted in areas where it is challenging to establish separate schools for girls (Karan, 2017).
- To investigate the issues and requirements for women's education nationwide, a National Council for Women's Education ought to be established (Karan, 2017).
- The establishment of a state council for women's education is necessary at the state level (Karan,2017).
- The planning commission should estimate the educational needs of women and provide them a significant role in five-year plans (Karan, 2017).
- Women's education should be considered a major and a distinct subject, and the existing educational gap between men and women should be closed (Bell, 2019; Karan, 2017).
- As soon as feasible, action should be taken to establish a National Council. Instruction for women and girls (Bell, 2019).
- A State Council for the education of women and girls should be established by the State Government (Bell, 2019).
- The University Grants Commission ought to set aside a certain sum for girls' education (Bell, 2019).
- During the first stage of development, girls up to class VIII should be eligible for free education (Bell, 2019).
- To encourage and support females' education, incentives must be offered. The curriculum should be the same for boys and girls in middle school and secondary school. By providing scholarships and other benefits, universities should encourage girls to enroll in degrees like commerce, engineering, agriculture, and medicine. The "National Council for Women's Education" was established as the National Committee on Education's ultimate outcome (Bell, 2019).

Hansa Mehta Committee Report 1962

The "National Council for Women Education" established the Hansa Mehta Committee in 1962, with Smt. Hansa Mehta serving as its chairman (Aggarwal, 1977; Karan, 2017), to recommend policies for enhancing women's education (Karan, 2017). The objective was to conduct a thorough analysis of the curricular differentiation for both boys and girls throughout all educational levels.

Recommendations of Hansa Mehta Committee Report 1962

- At the elementary school level, co-education ought to be accepted and promoted.
- Where there is a high demand and sufficient enrollment, a separate elementary or middle school for girls should be established.
- At the college and high school levels, separate and coeducational institutions might be established. Daughters should be sent to the schools that their parents like.
- Girls should be encouraged to pursue scientific and math courses at the higher secondary level.
- There should be more female teachers in elementary schools. Additionally, all secondary and college institutions that are intended for boys but also admit girls should hire female teachers (Karan, 2017).
- In higher secondary education, home science is a beneficial topic for girls (Karan, 2017).
- Girls should be given the resources they need, like free transportation, scholarships, and stipends (Karan, 2017).
- In elementary and intermediate school, the curriculum should be the same for both boys and girls (Karan, 2017).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

- According to Karan (2017), women ought to have sufficient representation in textbook committees.
- Vocational schools should be provided at the end of secondary schooling. in order to train ladies for many types of jobs (Karan, 2017).
- Domestic science is a beneficial topic for girls at the upper secondary level, but it shouldn't be required.
- Girls are interested in music, art, and fine arts, thus schools should have enough space to teach them these disciplines.
- Girls should be encouraged to pursue science and math in sufficient numbers.
- Girls' education should include manual labour instead of physical education.
- All secondary and university-level educational institutions should take action to hire female teachers.
- The Bhaktavatsalam Committee was established to investigate and recommend corrective actions after a broad discontent with women's education was discovered in the Southern states of India (Bell, 2019).

Bhaktavatsalam Committee Report 1963

The National Council for Women established the Bhaktavatsalam Committee in May 1963, and Shri. M. Bhakta Vatsalam21 served as its head (Bell, 2019; Karan, 2017). The report that was submitted by the committee was released in 1965. According to Karan (2017), the study examined the reasons for the absence of support from the public for women's education and examined the issues facing women's education in 6 Southern states where the field has not advanced significantly.

Recommendations of Bhaktavatsalam Committee Report 1963

- Direct public cooperation should be promoted in areas like (a) private school establishment. (b) creating a school building. (c) giving disadvantaged kids access to written content from textbooks. (d) setting up improvement committees and conferences for schools. (e) Providing Midday Meal (Karan,2017).
- It should be the state's duty to shape opinion of the general population supporting women's education. For this purpose, it may adopt: (a) Seminars. (b) Radio talks. (c) School improvement. (d) Audio visual aids and distribution of information pamphlets. (e) Organization of enrolment drives (Karan, 2017).
- The integration of pre-primary schools with elementary schools is crucial, especially in rural regions. These schools will assist the kids in acclimating to education early on (Karan,2017).
- The number of female teachers in elementary schools should continue to rise the number of female teachers should be more than that of meal teachers. Such a provision will create confidence in parents and they will fell encouraged to send their girls to school (Karan,2017).
- For married and single women teachers, the age limit should be loosened. This flexibility will encourage more women to pursue careers in teaching (Karan, 2017).
- Condensed courses should be created to educate adult women, especially in remote regions (Karan, 2017). It recommended that domestic science be declared a required subject and that women's education curricula be created according to the guidelines established by the Hansa Mehta Committee (Bell, 2019). It recommended that the condensed course designed by the Central Social Welfare Board should be implemented to educate adult women (Bell, 2019).
- Enrolling girls requires adequate amenities at hostels. According to Karan (2017), the main purpose of the state strategy should be to finance the development of dormitories (Karan,2017).
- To address the growing demand for more teachers, women candidates should receive more training (Karan,2017).
- By offering them housing close to the school, we can encourage women to pursue teaching. Thus, a teacher's quarter should be constructed so that they can leave close to the school (Karan,2017).
- Every attempt should be made to eradicate illiteracy among rural women while planning adult education programs (Karan, 2017).
- The State Government ought to educate the public on girls' education by hosting seminars, conferences, and showcasing audiovisual resources (Bell, 2019).
- The Central Government ought to generously contribute financially to women's education (Bell, 2019).
- It is necessary to develop a useful curriculum for teaching adult women (Bell, 2019).
- It is recommended that slots in the Teachers Training Centers be set aside for female students from rural areas (Bell, 2019).
- Women instructors should be provided with amenities such as appealing emoluments, accommodations, and transportation that permits omens, among other things (Bell, 2019).

But when it came to schooling, the gender difference persisted unchanged. Therefore, the "Kothari Commission" was established to prevent this from happening and to further women's education by looking for innovative solutions (Bell, 2019).

National Council for Women's Education (1964)

The Central Ministry of Education established the National Council for Women's Education in 1959. It had 27 members, the chairman, and the secretary when it was rebuilt in 1964 (Karan, 2017).

The council's primary responsibilities include:

- advising the government on the education of adult women and girls in school;
- raising awareness of the value of women's education in society;
- proposing appropriate policies to influence public opinion in favor of women's education and girls' education.
- To conduct regular assessments of women's educational advancement.
- To plan seminars, surveys, and research projects to enhance the nation's educational opportunities for girls (Karan, 2017).

Committee on the Status of Women in India (CSWI, 1974)

The "Committee on the Status of Women in India (CSWI)", established in 1971 and presenting its report in 1974, played a crucial role in highlighting issues connected to women's status

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

and empowerment in India. The report, titled "Towards Equality," was a landmark document that brought to light several critical aspects of women's lives and made numerous recommendations for their improvement. The "Towards Equality" report of 1974 was instrumental in bringing women's issues to the forefront of national policy discussions and paved the way for subsequent programs and policies aimed at promoting gender equality and women's empowerment in India.

Parliamentary Committee on Empowerment of Women (1997)

The Committee on Empowerment of Women was initially established during the 11th Lok Sabha on April 29, 1997, in response to two similar resolutions that were introduced in both Houses of Parliament on March 8, 1996, to improve the condition of women (Committee on Empowerment of Women). Gender empowerment and equality are greatly advanced by the female chairs of parliamentary committees and female members of parliament.

Functions of the Committee

I. To examine the "National Commission for Women's" reports and provide an analysis of the actions the Union Government should take to improve women's status and circumstances in relation to issues under its jurisdiction, such as the "Union Territories' Administrations".
II. To assess the actions done by the Union Government to ensure women's equality, dignity, and position in all areas.
III. To assess the steps the Union Government has taken to ensure that women are adequately represented in legislative bodies, services, and other professions, as well as in comprehensive education.
IV. To report on the effectiveness of the women's welfare programs.
V. To report on the actions taken by the Union Government and the Union Territories' administrations in response to the Committee's recommendations.
VI. To look into any other issues that the House, the Speaker, the Rajya Sabha, or the Chairman of the Rajya Sabha may specifically refer to the Committee.

Justice Verma Committee (2012)

The Justice Verma Committee Report (2012), established in response to the brutal 2012 Delhi gang-rape case. Justice Verma Committee defined women empowerment as a multi-dimensional approach that combines legal protection, social equality, institutional support, and cultural change to foster an environment where women can live with dignity, free from violence and discrimination (Justice Verma Committee Report, 2012).The committee emphasized that empowerment of women is inseparable from the protection of women's rights, the elimination of gender-based violence, and the upholding of dignity and equality for women in all spheres(Justice Verma Committee Report, 2012).

High-Level Committee on the Status of Women (2013)

This "High-Level Committee on the Status of Women" was established by the Indian government in 2013. To evaluate the progress made toward gender equality since the landmark 1974 report, "Towards Equality." This committee aimed to assess women's status across multiple domains, including economic empowerment, health, education, political participation, and social status, and to offer actionable policy recommendations to address persistent gender disparities. This committee was tasked with assessing the current economic, social, and political status of women in India (Rajput Committee, 2015). The committee also emphasized the need for policy-level changes in order to dismantle systemic barriers women face, proposing initiatives like greater support for women in informal sectors, legal reforms to address gender-based violence, and improved representation of women in governance. The recommendations continue to influence ongoing discussions on women's rights in India and remain a reference point for policy development toward gender equality "(Ministry of Women and Child Development, Government of India, 2015)".

❖ **Commissions for Women's Empowerment**

In India, women's commissions were created with great hope and high standards, intended to serve as organizations committed to defending women's rights and interests at the state and federal levels.

National Commission for Women (1992)

Act No. 20 of 1990 of the Government of India, the "National Commission for Women Act", 1990, created the "National Commission for Women" as a statutory entity in January 1992. Its responsibilities include examining the legal and constitutional safeguards for women, suggesting remedial legislative measures, helping to resolve grievances, and advising the government on all matters of policy that affect women.

National Commissions for Women (1992)	
Function	**Main Focus**
a) Investigate into and assess every matter concerning the rights that women have under the Constitution and other legislation; b) Report to the Central Government on the effectiveness of those protections, both annually and at other times as the Commission may see fit; c) Include recommendations in such reports for the Union or any state to implement those protections effectively in order to improve the conditions of women; d) Review the Constitution's current provisions and other laws that impact women on a regular basis, and offer changes to them to solve any gaps, inadequacies, or flaws by means of corrective legislation; e) Assist the proper authorities in cases involving violations of the Constitution's provisions and other laws pertaining to women;	Main Focus of the committee was to assess the social, economic and political status of women, identify persistent gender inequalities and propose policy-level changes to promote gender equality and empowerment. It also focuses on safeguarding women's rights, reviewing and recommending legal and policy reforms, addressing grievances, and ensuring the successful application of constitutional and legal protections for women in India.

Source: National Commission for women, 1992.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

1. National Mission for Empowerment of women (NMEW) 2010:

The "National Mission for Empowerment of Women (NMEW)" program was introduced on March 8, 2010, by the Ministry of Women and Child Development of the Government of India (Prasad, 2018; Sharman & Rahaman, 2021; Patel, 2017). A National Resource Center for Women (NRCW) was established within the Ministry in 2011–12, marking the operationalization of the Mission (Mishra, 2016; Sharman & Rahaman, 2021). The program's objective is to empower women in the social, economic, and educational domains by ensuring the convergence of numerous state and federal government programs and schemes (Prasad, 2018; Patel, 2017). The Mission has been dubbed "Mission Poorna Shakti", which implies a vision for women's comprehensive empowerment, in accordance with its mandate to serve as a one window service for everyone programs administered by the Government for Women under the auspices of various Central Ministries (Joshi & Moharana, 2015).

National Mission for Empowerment of women (NMEW) 2010	
Function	**Main Focus**
a) Make sure women are economically empowered. b) Assure the progressive eradication of violence against women. c) Ensure the social empowerment of women with an emphasis on education and health. d) supervise the gender mainstreaming of participating Ministries, Institutions, and Organizations' policies, programs, institutional structures, and procedures. e) carry out advocacy and awareness-raising efforts to increase demand for benefits under different schemes and programs and, if necessary, establish structures at the district, tehsil, and village levels with the help of Panchayats to ensure their fulfilment.	The main focus is women's empowerment and gender equality through economic, social, and institutional measures. It highlights key areas such as economic independence, elimination of violence, improved health and education, gender mainstreaming in policies, and grassroots-level advocacy and awareness.

Source: National Mission for Empowerment of women (NMEW), 2010.

National Commission on Women Empowerment 2016

A new National Policy for Women 2016 has been created by the "Ministry of Women and Child Development", Government of India, outlining a vision for women's empowerment. The goal of this policy is to establish a strong foundation that will facilitate the formulation of programs, policies, and practices that will guarantee women's equal rights and opportunities in the home, community, workplace, and governing body (Prasad, 2018).

2. State Commission for Women

In addition to the NCW, several Indian states and union territories have State Commissions for Women. These commissions share the NCW's duties and authority and were likewise formed in accordance with the relevant state acts or regulations. Andhra Pradesh, Assam, Bihar, Chhattisgarh, Delhi, Mizoram, Goa, Gujarat, Haryana, Manipur, Himachal Pradesh, Jammu and Kashmir, Maharashtra, Rajasthan, Jharkhand, Karnataka, Meghalaya, Kerala, Madhya Pradesh, Nagaland, Odisha, Sikkim, Punjab are a few of the states and union territories that have their own commissions for women.

a. West Bengal Commission for Women,

In accordance with the "West Bengal Commission for Women Act" of 1952, the "State Commission for Women" was founded on 22.6.1992 and is a legally autonomous entity under the "West Bengal Commission for Women Act" of 1992. The "West Bengal State Commission for Women" (WBSCW) is a statutory body formed by the "Government of West Bengal" to promote and protect the rights and welfare of women in the state. The "West Bengal Commission for Women" began operating on February 3, 1993.
The objectives of the "West Bengal State Commission for Women" (WBSCW) focus on addressing issues faced by women, advancing gender equality, and defending women's rights in West Bengal. Key objectives include:

West Bengal Commission for Women	
Functions	**Main Focus on**
Examine and investigate all issues pertaining to the protections afforded to women by the Indian Constitution and other legislation, and suggest actions that the State Government should take to ensure that these protections are implemented effectively.	Assess women's legal protections and recommend actions for effective implementation.
Examine the Constitution's current provisions and other laws that impact women, and offer changes to address any gaps, deficiencies, or shortcomings in the laws.	Address any gaps, deficiencies, or shortcomings in the laws that impact women.
Bring issues to the attention of the proper authorities regarding violations of the Constitution's provisions and other laws pertaining to women in the state.	Violations of women's rights and laws
Investigating complaints and taking note of issues pertaining to the denial of women's rights on an as-needed basis.	Address complaints and track issues related to violations of women's rights
Noncompliance with policy decisions, rules, or instructions; failure to implement laws made to protect women intended to alleviate hardships, ensure women's welfare, and provide assistance; and bringing up issues resulting from such things with the proper authorities.	Address non-implementation of women's protection laws, policy noncompliance, and related issues with the relevant authorities.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

Call for specialized research or analysis of particular issues or circumstances resulting from discrimination and crimes against women, and identify the barriers in order to suggest ways to overcome them.	Research on discrimination and crimes against women
Visit a prison, a home for impoverished girls, a women's organization, or any other place where women are detained, whether as inmates or not, and discuss any issues pertaining to essential corrective action with the relevant authorities.	Visit facilities where women are held and discuss corrective actions with authorities

Source: West Bengal Commission for Women, 1992.



CONCLUSION

In India, several committees and commissions have been established to address women's education, empowerment, and overall welfare. The committees and commissions established in India have played a pivotal role in advancing women's empowerment through education, policy reforms, and legal safeguards. These committees, starting from the "National Committee on Women's Education" (1958) and progressing through key bodies like the Hansa Mehta Committee (1962), Bhaktavatsalam Committee (1963), and Justice Verma Committee (2012), these initiatives have addressed critical gaps in gender equality, curriculum development, and legal protections. Landmark reports such as the "Committee on the Status of Women" in India's "Towards Equality" (1974) and the Parliamentary Committee on Empowerment of Women (1997) have further institutionalized efforts to advance the rights of women. The introduction of the "National Mission for Empowerment of Women" (2010) and the "National Commission on Women" (2016) demonstrated ongoing government efforts to provide a more comprehensive approach to women's empowerment, focusing on legal protection, education, and economic inclusion. At the state level, commissions like the "West Bengal State Commission for Women" have been pivotal in addressing local concerns related to women's rights, offering a platform for grievance redressal, and ensuring compliance with laws designed to protect women. Despite these advancements, challenges such as gender-based violence, economic inequality, and underrepresentation persist. The evolving framework of committees and commissions underscores the need for continuous policy innovation, stricter enforcement of laws, and societal transformation to achieve true gender equality. Moving forward, collaborative efforts between government bodies, civil society, and communities will be essential to realize the vision of an empowered and equitable society for women in India.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

REFERENCES

1. *Aggarwal, J. C. (1977). Progress of Education in India, New Delhi. https://archive.org/details/in.ernet.dli.2015.112540/page/n393/mode/2up*
2. *Bell, J. E. S. (2019). Commissions and Committees on Education Since Independence in India. Pramana Research Journal, 9(5), 1185-1190.https://educationforallinindia.com/wpcontent/uploads/2020/12/education_commission_committees_sheela_bell_J.EVANGELINE.pdf*
3. *Bhaktavatsalam Committee on Women's Education. Parliament of India. https://eparlib.sansad.in/handle/123456789/2001563?view_type=browse*
4. *Choudhary, S., & Prakash, N. (2020). Women Empowerment: Perspective vs. Reality. Journal of Interdisciplinary Cycle Research, 12(8), 844-849. https://www.researchgate.net/publication/377187497*
5. *Committee on Empowerment of Women. (2022–23). Introduction for Website. Lok Sabha Secretariat. https://sansad.in/getFile/LSSCOMMITTEE/Empowerment*
6. *Committee on the Status of Women in India. (1974). The Indian council for social science research. https://archive.org/details/status-of-women-in-india*
7. *High-Level Committee on the Status of Women. (2012). Press Information Bureau Government of India.Ministry of Women and Child Development.https://www.pib.gov.in/newsite/PrintRelease.aspx?relid=87060#:~:text=The%20Government%20of%20India%20has%20set%20up%20a,based%20on%20a%20contemporary%20assessment%20of%20women%E2%80%99s%20needs.*
8. *Joshi, K. & Moharana, G. (2015). Policies and Programmes for Women Empowerment. In Mishra, S. & Jeeva, C. Gender Mainstreaming in Integrated Watershed Management Programme. ICAR- Central Institute for Women in Agriculture. http://www.drwa.org.in/*
9. *Justice Verma Committee Report Summary. (2013). PRS Legislative Research. https://prsindia.org/files/policy/policy_committee_reports/1359132636--Justice%20Verma%20Committee%20Report%20Summary_0.pdf*
10. *Karan, S. (2017). Women Education in India & its Importance: An Analytical Study. International Journal of Humanities & Social Science Studies (IJHSSS), 4(1), 278-287.\ https://ijhsss.com/files/29.-Suparna-Karan.pdf*
11. *Mandal, K. (2013). Concept and types of women empowerment. International Journal of Humanities and Social Science Invention, 2(2), 47-54. https://americanscholarspress.us/journals/IFST/pdf/IFOTS-2-2013/IFOTS_v9_n2_art3.pdf*
12. *Ministry of Women and Child Development, Government of India. (2015).*
13. *Mishra, S. (2016). Women Empowerment and Development in New India. International Journal of Advanced Research, 5(1), 1679-1682. http://dx.doi.org/10.21474/IJAR01/2936*
14. *Miskiyah, N., Ridho, S. L. Z., Jauhari, H., & Purnamasari, K. (2021). Dimension of Women's Empowerment. Atlantis Highlights in Social Sciences, Education and Humanities, 1(1),129-135. https://www.scribd.com/document/500207055/125951744*
15. *National Commission for Women Act, 1990. (Act No. 20 of 1990 of Govt. of India). http://ncw.nic.in/functions*
16. *National Commission for Women. (1992). Government of India. https://www.ncw.gov.in/about-us/about-the-commission/brief-history/*
17. *National Commission on Women Empowerment. (2016). Government of India. Ministry of women and child development. https://icds.gov.in/sites/default/files/policies-document/National_Policy_for_Women_2016_1.pdf*
18. *National Committee of Women's Education first meeting of the committee. (1958). Ministry of Education. https://www.indianculture.gov.in/archives/national-committee-women-education-first-meeting-committee*
19. *National Mission for Empowerment of Women. (2010). India, Science technology portal. https://www.indiascienceandtechnology.gov.in/st-visions/national-mission/national-mission-empowerment-women-nmew*
20. *Patel, A. (2017). Unit-4 Women in Planning and Social Security Measures Policy. IGNOU Self Learning Materials, Master of Arts in Women's and gender studies, Block-5 Lagislation, Social Protection and Policy. http://hdl.handle.net/123456789/6185*
21. *Prasad, B. (2018). Women Empowerment in India: Social and Economic Upliftment. International Journal of Creative Research Thoughts (IJCRT), 6(2), 288-301. https://ijcrt.org/papers/IJCRT1807028.pdf*
22. *Rajput, P. (2015). Report of the High-Level Committee on the Status of Women in India. Ministry of Women and Child Development, Government of India. https://ruralindiaonline.org/en/library/resource/report-of-the-high-level-committee-on-the-status-of-women-in-india-volume-i/*
23. *Rappaport, J. (1984). Seeking justice in the real world: A further explication of value contexts. Journal of Community Psychology, 12(3), 208-216. https://doi.org/10.1002/1520-6629(198407)12:3%3C208::AID-JCOP2290120304%3E3.0.CO;2-%23*
24. *Sharman, Y., & Rahaman, S. (2021). Education and Empowerment of Women in India through Constitutional & Special Provisions. In B. Ghosh, S. Bairagya & J. Mete (1st Eds.). Women Education and Empowerment: Indian Perspective. https://r.search.yahoo.com/_ylt=AwrPpSRetgBoyAIAGc.7HAx.;_ylu=Y29sbwNzZzMEcG9zAzMEdnRpZAMEc2VjA3Ny/RV=2/RE=1746086751/RO=10/RU=https%3a%2f%2fstore.iipbooks.com%2fbook%2fwomen-education-and-empowerment-indian-perspective%2f/RK=2/RS=7oUzbmA6U1lQmR9xU.4ChK51v7w-*
25. *Singh, K. (2016). Importance of Education in Empowerment of Women in India. Motherhood International Journal of Multidisciplinary Research & Development, 1(1), 39-48. https://www.motherhooduniversity.edu.in/pdf/Publications/2016/Khushboo%20Singh.pdf*
26. *Singh, K., & Singh, S. (2023). Women Lawyers' Emancipation in India: Constitutional Provisions. Journal of Constitutional Law and Jurisprudence, 6(2), 146-150. https://www.researchgate.net/publication/376521560*
27. *Sohail, M. (2014). Women Empowerment and Economic Development-an Exploratory Study in Pakistan. Journal of Business Studies Quarterly; Antioch, 5(4), 210-221. https://www.proquest.com/docview/1542023174?sourcetype=Scholarly%20Journals*
28. *Subasini, N., & Sasikumar, N. (2021). Women Empowerment: Issues And Challenges. (1st ed.). Kgrl College (Autonomous), Bhimavaram. https://www.researchgate.net/publication/350458319*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 5| May 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2025: 8.691 || ISI Value: 1.188

29. *Vijayaa, J. E. & Immanuvel, M. (2024). Women Empowerment Through Women Education. Achieving Sustainable Women Empowerment. https://www.researchgate.net/publication/383314070*
30. *West Bengal Commissions for Women. (1992). Government of West Bengal. https://wcdsw.wb.gov.in/cw/schemes_and_services/activities*