



Chief Editor

Dr. A. Singaraj, M.A., M.Phil., Ph.D.

Editor

Mrs.M.Josephin Immaculate Ruba

Editorial Advisors

1. Dr.Yi-Lin Yu, Ph. D
Associate Professor,
Department of Advertising & Public Relations,
Fu Jen Catholic University,
Taipei, Taiwan.
2. Dr.G. Badri Narayanan, PhD,
Research Economist,
Center for Global Trade Analysis,
Purdue University,
West Lafayette,
Indiana, USA.
3. Dr. Gajendra Naidu.J., M.Com, LL.M., M.B.A., Ph.D. MHRM
Professor & Head,
Faculty of Finance, Botho University,
Gaborone Campus, Botho Education Park,
Kgale, Gaborone, Botswana.
4. Dr. Ahmed Sebihi
Associate Professor
Islamic Culture and Social Sciences (ICSS),
Department of General Education (DGE),
Gulf Medical University (GMU), UAE.
5. Dr. Pradeep Kumar Choudhury,
Assistant Professor,
Institute for Studies in Industrial Development,
An ICSSR Research Institute,
New Delhi- 110070.India.
6. Dr. Sumita Bharat Goyal
Assistant Professor,
Department of Commerce,
Central University of Rajasthan,
Bandar Sindri, Dist-Ajmer,
Rajasthan, India
7. Dr. C. Muniyandi, M.Sc., M. Phil., Ph. D,
Assistant Professor,
Department of Econometrics,
School of Economics,
Madurai Kamaraj University,
Madurai-625021, Tamil Nadu, India.
8. Dr. B. Ravi Kumar,
Assistant Professor
Department of GBEH,
Sree Vidyanikethan Engineering College,
A.Rangampet, Tirupati,
Andhra Pradesh, India
9. Dr. Gyanendra Awasthi, M.Sc., Ph.D., NET
Associate Professor & HOD
Department of Biochemistry,
Dolphin (PG) Institute of Biomedical & Natural Sciences,
Dehradun, Uttarakhand, India.
10. Dr. D.K. Awasthi, M.SC., Ph.D.
Associate Professor
Department of Chemistry, Sri J.N.P.G. College,
Charbagh, Lucknow,
Uttar Pradesh. India

ISSN (Online) : 2455 - 3662
SJIF Impact Factor :3.395 (Morocco)

EPRA International Journal of
**Multidisciplinary
Research**

Volume: 2 Issue: 8 August 2016



Published By :
EPRA Journals

CC License





ROLE OF EDUCATION IN WOMEN EMPOWERMENT

Raj Kumari

Assistant Professor
Department of Sociology,
S.V.G.D.C. Ghumarwin, Distt. Bilaspur,
Himachal Pradesh, India

ABSTRACT

Women empowerment has different notions that at least encompass three dimensions; educational, economic and legal and is strongly connected with community development. This study aimed to qualitatively describe community perception about girls' education, women social and health status and utilization of targeted services as an example of women empowerment.

Higher education, a sub-system of the larger societal system, aims at contributing to national development by way of dissemination of knowledge, skill and attitudes; excellence of standards of achievement; providing opportunities to reflect upon the social, political, economic and moral issues facing the country; and its key role in generating leadership and manpower resource.

Globalization has thus fundamentally challenged the very notion of what is public and what is private. In the process, it has worsened gender-specific social division. The neoliberal pre-privatization discourse seeks to repatriate the economic and social to the former domestic enclave. The women's emancipation movement in the western world started in the nineteenth century with an attack against the exclusion of women from higher education. After considerable struggle and determined efforts by leader of the movement, the universities the west gave grudging consent to women's entry to the formal establishment of higher education.

Globalization has a wide ranging potential to influence all sector of development. Besides its impact on the pace and pattern of economic development, it also casts its shadow on the system of education. The impact of globalization on education and the manner in which the system should respect to the needs of globalization would require to be studied basically under two broad heads.

KEYWORDS: Globalization, Women Development, Higher Education, Role of Women, Women Empowerment, Decision-Making, Socio-Economic Development.

INTRODUCTION

Women empowerment' is the process of enabling and developing ability or potential in women so that they can think and act freely, exercises their choice and control their lives and thereby reducing discrimination and exploitation towards them. It brings about upliftment of women in social, economic and political spheres where they are able to play an equal role at par with men in society. But women who constitute half of the population in India yet they have been subjected to the oppression of patriarchal order and suffered from fewer rights and lower social status than men for centuries. This widespread discrimination and exploitation of women evoke the need for empowerment of women. In spite constitutional guarantees, enactment of laws, initiations of social reformers, efforts by the government through different schemes and programmes and U.N.O.'s directives, the equal status of women in India is not still achieved to the desired goals after 68 years of Independence. According to Census, 2011, 74.04% of the population is illiterate, comprising 65.46% females and 82.14% males. As per report of UNDP, 2013 on Human Development Indicators, women constitute 48% of the population in India of which 29% is national workplace and 26% women have access to formal credit. This situation encourages the present writer to find out the effective measures for women upliftment. Hence an attempt is made to depict the present scenario of women empowerment, its possible determinants and how education can be used as an instrument of women empowerment. This paper attempts to find out the possible problems faced and possibilities ahead in promoting women empowerment through education. Finally, it is realised that education enables women not only to acquire knowledge but also aid to help them to achieve economic security, social status, self-confidence, courage and inner strength to face challenges in life and reduces disparities and exploitation upon them. Lastly, a strategy of broad educational programme along with favourable attitudes of all concerned has been recommended for women empowerment.

GLOBALIZATION PROCESSES AND EDUCATION

Globalization is a newly emerging phenomenon, it has been defined as "a set of processes by which the world is rapidly being integrated in to one economic space via increased international trade, the internationalization of production and financial

markets: the internationalisation of a commodity culture promoted by an increasingly networked global telecommunication.

The main features of globalization and its likely impact on socio-economic development. At this stage, it must be emphasized that globalization, though a recent phenomenon, is a reality, which cannot be wished away. It is, however, difficult to measure its long-term effect on the course of socio-economic development in various countries. In fact, because of the large disparities in the economic position of the countries inhabiting the global.

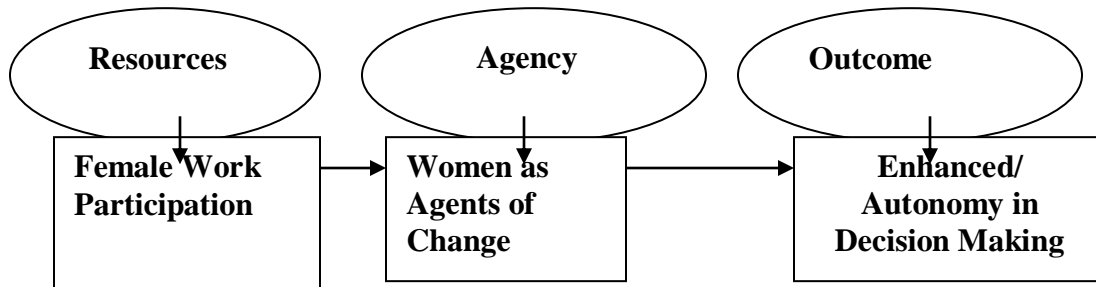
It also needs to be stressed the education should help to engender a new humanism that contains an essential ethical component and sets considerable store by knowledge of, and as a much needed counterweight to a globalization that would otherwise be seen only in economical or technological terms. The sense of shared values as a common cooperation must be founded.

NEED OF EDUCATION IN WOMEN EMPOWERMENT

Women empowerment is a tool of development not only of women but also of whole families and thereby a nation. Pandit Jawaharlal Nehru said, "To awaken the people, it is women who must be awakened; once she is on the move, the family moves, the village moves and the nation moves." Education empowers women more effectively which would help to abolish gender inequality, develop their potentials, increase social and economic return, improve the quality of life, produce educated and healthy children and reduce fertility and mortality rates. Education is key to empowering women's participation in decision making in democracy, dynamic transformation of society and shaping the destiny of future generations. Swami Vivekananda said "There is no chance for the welfare of the world unless the condition of women is improved." It is education which can do so by empowering women. In spite of constitutional guarantees, enactment of laws, efforts by the government through various schemes and programmes and U.N.O's directives, the equal status of women in India is not still achieved up to the desired goals after 68 years of Independence. Hence education can be used as a powerful tool to help the women to understand the constitutional directives and legislative provisions for reducing women's exploitation and negligence upon them, to reduce the gender gap in literacy levels, to create

awareness about the existing social problems and to fight for fulfillment of the basic amenities and welfare of the community. Education helps to enable women to exercise their rights on equal footing with men and participate in national development. "Education is the milestone of

women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their life." The target of becoming superpower, a developed country by 2020 will be achieved only when the women of India will be empowered through education.



The internationalization of education is:

- ❖ Education will improve if it is internationalization and healthy competition takes place;
- ❖ It will provide global opportunities and promote international good will;
- ❖ It will encourage exchange of scholars. This can be done by involvement of reputed scholars in the respective
- ❖ Countries in curriculum designing and transaction of knowledge.

OBJECTIVES

The objectives of the study of women empowerment through education are stated precisely as follows:

1. To know the need of education in women empowerment.
2. To assess the present scenario of women empowerment in India.
3. To identify the importance of education for achieving women empowerment.
4. To offer suggestions for women empowerment through education.

WOMEN EMPOWERMENT

Empowerment is measured by the degree of economic independence, decision-making at household level, decision-making within the group and self-perception. These individual factors influence the overall level of empowerment. In all these states, their role in decision-making at household-level is much lower when compared to decision-making at the collective group level. This is quite understandable as the women are in a better position to take decision as a collective than at the household level, where the individual women is confronted with other family members and

might not always have the decision-making power (due to patriarchy and hierarchy).

Need for Women Empowerment:-

Women are deprived of:
 Decision Making,
 Power Freedom of Movement,
 Access to Education,
 Access to Employment,
 Exposure to Media,
 Domestic Violence.

What does Empowerment mean for a Woman?

‘Cut not the wings of your dreams for they are the heartbeat and freedom of your souls.’

The words that I hear so often when problems of women are discussed are gender equality, women emancipation and empowerment. Everyone thinks that a cocktail of the three would be the perfect antidote against the myriads of problems women face. Such ‘one-size-for-all’ solutions are bound to be ineffective and sometimes counterproductive. Before discussing the shortcomings, we have to look at what we understand by these terms.

Gender Equality:-

UNICEF defines the goal of gender equality as ‘a level playing field for girls and women by ensuring that all children have equal opportunity to develop their talents.’ It is primarily a matter of human rights and right to equality.

The components of Gender Empowerment Measure are:

- Economic Participation and opportunities- This involves participation, remuneration, advancement in work and equality of income.
- Educational Attainment- through improved literacy rate and enrolment ratio.

- Political participation- measured by the number of women ministers in The Parliament.
- Health and Survival- measured with life expectancy and sex ratio.

Emancipation:-

Emancipation of a group takes place when efforts are spared for a disenfranchised group to obtain rights. In our case, emancipation of women will be the first step towards empowerment.

Empowerment:-

Empowerment is the power within to articulate, power to develop skills, power with which collective action is made possible and the power over changing underlying inequalities. It is the social, political, economic and spiritual strength of an individual, the confidence in developing her capabilities and the realisation that power can change.

Women constitute one-half of the world's population and a visible majority of the poor. Women either solely or largely support

an increasing number of families. Projects aiming to improve the living condition of the poor cannot, therefore be effective unless women participate in their formulation and implementation as contribution as well as beneficiaries. Emphasis should be given to advocacy of gender responsive legislation and constitutional revisions to increases women's opportunities to influence the direction of society and to remove obstacles to women's access to power;

- To empower is to increase their control over the decisions that affect their lives both within and outside the household;
- Women should be assisted in conflict situations and their participation in peace processes supported;
- Women should be encouraged to bring their vision and leadership, knowledge and skill, views and aspirations in to the development agenda from the grassroots to international levels.

Six Domains of Empowerment

Domain	Expressions
1. Sense of Self & vision of a future	Assertiveness, plans for the future, future-oriented actions, relative freedom from threat of physical violence, awareness of own problems and options, actions indicating sense of security.
2. Mobility & visibility	Activities outside of the home, relative freedom from harassment in public spaces, interaction with men.
3. Economic Security	Property ownership, new skills and knowledge and increased income, engaged in new/non-traditional types of work
4. Status & decision-making power within the household	Self-confidence, controlling spending money, enhanced status in the family, has/controls/spends money, participation in/makes decisions on allocation of resources, not dominated by others
5. Ability to interact effectively in the public sphere	Awareness of legal status and services available, ability to get access to social services, political awareness, participation in credit program, provider of service in community.
6. Participation on non-family groups	Identified as a person outside of the family, forum for creating sense of solidarity with other women, self-expression and articulation of problems, participating in a group with autonomous structure.

Reasons for the Empowerment of Women:-

Today we have noticed different Acts and Schemes of the central Government as well as state Government to empower the women of India. But in India women are discriminated and marginalized at every level of the society whether it is social participation, political participation, economic participation, access to education, and also reproductive healthcare. Women are found to be economically very poor all over the India. A few women are engaged in services and other activities. So, they need economic power to stand on their own legs on

par with men. Other hand, it has been observed that women are found to be less literate than men.

According to 2001 census, rate of literacy among men in India is found to be 76% whereas it is only 54% among women. Thus, increasing education among women is of very important in empowering them. It has also noticed that some of women are too weak to work. They consume less food but work more. Therefore, from the health point of view, women folk who are to be weaker are to be made stronger. Another problem is that workplace harassment of women. There are so many cases of rape, kidnapping of girl, dowry harassment,

and so on. For these reasons, they require empowerment of all kinds in order to protect themselves and to secure their purity and dignity. To sum up, women empowerment cannot be possible unless women come with and help to self-empower themselves. There is a need to formulate reducing feminized poverty, promoting education of women, and prevention and elimination of violence against women.

To understand clearly the concept of empowerment, it is important to delineate certain overlapping concepts.

Social Inclusion Key to Empowerment:-

Empowerment is described as “the enhancement of assets and capabilities of diverse individuals and groups to engage, influence and hold accountable the institutions which affect them.” Social inclusion is defined as “the removal of institutional barriers and the enhancement of incentives to increase the access of diverse individuals and groups to assets and development opportunities.” Thus, empowerment process operates “from below” and involves agency, as exercised by individuals and groups. Social inclusion, in contrast, requires systemic change that may be initiated “from above.”

Powerful and Empowerment:-

One way of thinking about power is in terms of the ability to make choices: to be disempowered, therefore, implies to be denied the choice. Thus, the notion of empowerment is that it is inescapably bound up with the condition of disempowerment and refers to the processes by which those who have been denied the ability to make choices acquire such ability. (The word ‘acquire’ is very important here). In other words, empowerment entails a process of change. People who exercise a great deal of choice in their lives may be very powerful, but they are not empowered in the sense in which empowerment has been described here, because they were never disempowered in the first place.

Gender Equality and Women’s Empowerment:-

There could be statistical swells indicating improvements in indicators of gender equality, but unless the intervening process involved women as agents of that change, one cannot term it as empowerment. Whereas the role of agency in the discourse on empowerment assumes prime importance, gender equality or equity indicates the degree of equivalence in life outcomes for women and men, recognizing their different needs and interests and requiring a redistribution of power and resources.

Measuring Gender Empowerment Index:-

Dimension	Political participation and decision making	Economic participation and decision-making			Power over economic resources
Indicator	Female & Male shares in parliamentary seats	Female & Male shares of positions as legislators, senior officials and managers		Female & male shares of professional and technical positions	Female and male estimated earned income
Equality Distributed Equivalence % (EDEP)	EDEP for parliamentary representation		EDEP for economic participation		EDEP for income
Gender Empowerment Measure (GEM)					

Barriers of Women Empowerment:-

The main obstacles that go against the way of women empowerment in India may be summed up as follows:

- ✓ Gender discrimination.
- ✓ Lack of proper educational programme.
- ✓ Female infanticide.
- ✓ Atrocities on women.
- ✓ Child marriage and dowry system.
- ✓ Financial constraints.

- ✓ Patriarchal order and the subordinate status of women.
- ✓ Lack of health care and safety.
- ✓ Professional inequality, particularly workplace harassment.
- ✓ Inequalities in sharing the burden of house hold work.

It is also noted that the gender inequality is related to social and economic structure, traditional attitude towards women, economic insecurity and negligence of men and lack of sincere efforts of all concerned.

However, harnessing the vast latent potential of human knowledge for social good is not simply a matter of upgrading our educational skills. More fundamentally, it involves the cultivation of an inquiring mind-set receptive to change even though that change at times is disruptive of the status quo. Only then can create an environment sufficiently conducive to the development, assimilation and absorption of new technologies in to production processes, the consequent of new markets and the introduction of new management system .In an increasingly interdependent world that we live in, there ought to be a general recognitions of the role of increased participation in the evolving global economy for widening our development options. We have to be fully prepared for inevitable globalization of product markets, financial markets and in services. Properly designed, both inter vatic trade and investment policies can considerably help to accelerate the rate of growth of national income and employment.

Ways to Empower Women:-

- ❖ Changes in women’s mobility and social interaction.
- ❖ Changes in women’s labour patterns.
- ❖ Changes in women’s access to and control over resources.
- ❖ Changes in women’s control over decision making.
- ❖ Providing education.
- ❖ Self employment and self help group.
- ❖ Providing minimum needs like Nutrition, Health, Sanitation, Housing.
- ❖ Other than this society should change the mentality towards the word women.
- ❖ Encouraging women to develop in their fields they are good at and make a career.

Vision of Women Empowerment:-

Women empowerment according to me is the ability of a woman to make strategic life choices in a context where this ability was

previously denied to her. The intuitive idea behind such a definition is her well being. I have constructed my vision from the Nobel Laureate Amartya Sen’s Theory of Human Capabilities. It is this concept that brought together a range of ideas that inspired the creation of the Human Development Index. Instead of utilities, the emphasis here is on capabilities. All human capabilities are practical choices. It can be denied or suppressed by external factors. It is in realising this capability to the full potential that a human being is truly emancipated. Behaviour analysts speak of self efficacy as a determinant of whether an individual will undertake new behaviour such as empowerment. A person’s self expectation determines whether or not empowerment will take place, the extent of effort expended and persistence in the face of challenges. Thus efficacy beliefs serve as barriers of change in one’s own empowerment.

The vision of inclusiveness must go beyond the traditional objective of poverty alleviation to encompass equality to opportunity, as well as economic and social mobility for all section of society. There must be equality to all with freedom and dignity, and without social or political obstacles. This must be accompanied by an improvement in the opportunities for economic and social advancement. In particular, individuals belonging to is advantaged groups should be provided special opportunities to develop their skill and participate in the growth process. Women want to learn in supportive communities when relationships are on equal standing with accomplishment. They want learning that matches their life experiences, and theories that value women. They want opportunities to stretch and grow in an environment that tells them it’s all right to be what they are. Properly harnessed, new technologies can be a powerful instrument for the eradication of mass poverty ignorance and ill health which afflict a large segment of our population. The new bio-technologies for improving productivity of our agriculture and for devising more effective health care strategies for control of communicable diseases. Similarly, new renewable decentralized sources of energy, flexible manufacturing techniques and just in time methods of inventory control can greatly enhance the competitiveness and productivity of decentralized modes of production. Telecommunication, satellite and information technologies can greatly add to the effectiveness of mass literacy and public health awareness campaigns.

Vision of Women’s Emancipation entails the following Rights:-

Right to life- to have self confidence to articulate and assert, power to negotiate and decide.

Right to bodily health and integrity- to have a sense of ownership of one’s body, the right to adequate nourishment, opportunities for sexual satisfaction and choices in matters of sexual relation and reproduction.

Right to fullness of personality and identity- a woman is a being with senses, imagination and thoughts; she should be able to express them freely. Her emotional development should not be blighted due to fear or anxiety. She should have the freedom to critically reflect and have the liberty of conscience.

Right to Association- to be able to affiliate in collective action, associate in social interaction, to have friendships and non-humiliation while she enjoys her freedom to associate.

Integrated Approach to Empower Women:-

Economic empowerment is the first step towards political empowerment and beyond. This is because women work for long hours and remain unpaid and invisible. 94% of women workers in India are in the informal sector¹². In India, women collect water and firewood and perform all household tasks from food preparation to care giving. As their work is not credited in the National Accounts, they obtain lower entitlements and less access to resources. The vicious circle of long hours of work, less exposure, less income and less leisure grapples a woman’s life. Though men and women face poverty, they both experience and respond to it differently. Economic empowerment should enable woman to take greater financial risks, greater standards of development and more access to resources; it is not merely a marginal increase in income. However, if economic empowerment has to translate into substantial change in power relations, then socio-political empowerment should take place simultaneously. I can illustrate the case of India where Self Help Groups (SHGs) of women was a harbinger of economic

empowerment and subsequently political empowerment.

Women’s empowerment is a complex issue having many societal ramifications. It cannot be solved by women alone. Men support their cause. Women should learn to articulate their needs and rights in clear terms and work for them, without at the same time upsetting the domestic harmony and family life. They have to work tirelessly in their march towards their empowerment and life with an identity of their own. Until women become independent, the independence of the nation is meaningless. In the literature we find several attempts to up hold the dignity of women hood. Hence women should use their education to recognize their status in life and improve it by taking up and exercising their rights by themselves. Education is a means of liberation for everyone. But it is more so for women.

Level of Empowerment:-

Empowerment is measured by the degree of economic independence, decision-making at household level, decision-making within the group and self-perception. These factors influence the overall level of empowerment. In all these states, their role in decision-making at household-level is much lower when compared to decision-making at the collective group level. This is quite understandable as the women are in a better position to take decision as a collective than at the household level, where the individual women is confronted with other family members and might not always have the decision-making power(due to patriarchy and hierarchy). The dispersed, unorganized and often household-based micro and small enterprises are capital-saving labour-intensive, and environment-friendly tools of inclusion. In India, they are the largest source of employment after agriculture and are found in both rural as well as urban areas. Inadequate working capital, lack of information to access markets and foreign business opportunities, lack of trained personnel and obsolete technology are the major barriers to the growth of MSEs across the world in general and in India in particular.

Three types of empowerment are:



Hindrances of Women Empowerment:-

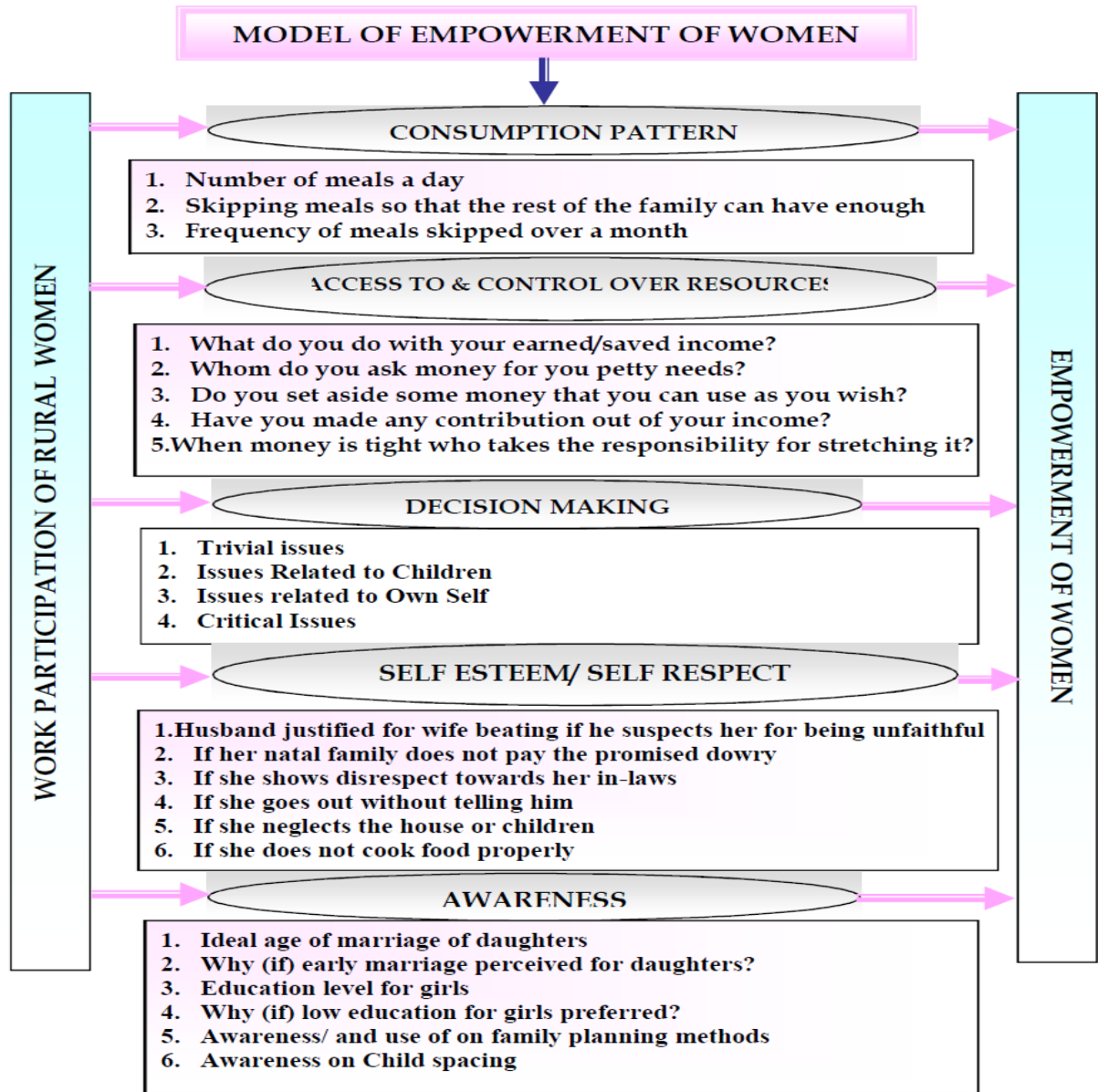
The main Problems that were faced by women in past days and still today up to some extent:

1. Gender discrimination
2. Lack of Education
3. Female Infanticide
4. Financial Constraints
5. Family Responsibility
6. Low Mobility
7. Low ability to bear Risk
8. Low need for achievement
9. Absence of ambition for the achievement

Social status Dowry Marriage in same caste and child marriage (still existing) Atrocities on Women (Raped, Kicked, Killed, Subdued, humiliated almost

Status of Women Empowerment:-

The status of Women Empowerment cannot be visualized with single dimension rather multidimensional assessment in terms of various components of women's life and their status would bring a clear conception. So, this paper tries to give a basic idea about the condition and status of women in terms of employment, education, health and social status. Before going to elaborate separately let us have a quick view of the overall status of women in terms of gender gap index prepared by World Economic Forum in 2012.



Indian professionals, particularly in information technology, have successfully competed in the world markets especially in software development and data analysis. This however cannot continue for a long time to come especially because competition from the developing countries is likely to be very intense in times to come. This underscores the need for emphasizing Researcher and Development (R&D) particularly in the newly emerging areas in our university institutions. Our human resource development in the future should be planned such that there are identified areas in

which India could compete effectively, and be innovations rather than just followers. These could include areas such as biotechnology, new power sources, education etc. The government should focus as these areas, and offer incentives to researches for innovative research in these fields.

In a market oriented competitive world, unleashed by the force of globalization, education has to assume a somewhat different role. It cannot afford to be conventional, rigid and in service to change. It has to keep abreast of the latest developments, in various fields and be

capable of creating, absorbing and transacting neo-technology and information systems that are sweeping across the countries of the world. These have also to be a paradigm shift in the contents of education with substantial emphasis on the productivity aspect of the curriculum. It would also call for adequate emphasis on Research and Development.

India liberalizing its economy in particular, its manufacture sector over a decade ago. One of the objectives of liberalization has been to make Indian industries more efficient and globally competitive. Towards this end, the government of India has been pursuing three sets of reforms. Disbanding the complex net work of Industrial controls, industrial licensing and currency transaction and instituting several measures to facilitate foreign direct investment inflows. Liberalization and integration in to the world economy, rather than seeking explanation through referring to the past and traditions, concentrates on the modernizing forces at work in India through an analysis of major themes generation of workers are prepared for some amorphous “job market” of 21st century. “That educational system will increasingly provide the sites of struggle over the meaning and power of national identity and a national culture. And finally, schools movements and pedagogies”.

The National Policy for the Empowerment of Women, 2001 stated, “Equal access to education for women and girls will be ensured, special measures will be taken to eliminate discrimination, universalize education, eradicate illiteracy and create gender sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of vocational or technical skills of women.” Hence some practical steps should be taken as follows:

- ❖ Different types of educational institutions should be established exclusively for women in the state.
- ❖ Traditional evil norms and practices, such as child marriage child labour, dowry system, child prostitution, polygamy and female feticides should be strictly banned by enforcing laws and creating public awareness.
- ❖ The government should provide a package of educational grants, such as Kanyashri of women and concessions in 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 students, especially from marginalized families of BPL.

- ❖ Adult and continuing education, social education, home schooling etc can be used as a tool of basic change in the status of women. It would help to develop in women entrepreneurial skills and job opportunities. In rural areas mobile library, distance education through the media, non-formal schools should be provided for the life-long education and empowerment of women.
- ❖ Technical and vocational education should be provided particularly to the rural women, such as tailoring and weaving, mushroom farming, bee keeping, fruit pulping etc, for improving their vocational efficiency so that they can be self-appointed and self-supportive. The government will have to offer financial support and teach them how they can earn money by starting business activities.
- ❖ The efforts of Govt. and N.G.O. “s will be co-ordinate in respect of implementation of schemes and programmes for empowerment of women. Better facilities of health care, sanitation and medication should be provided to women. The judiciary should look after the molestation cases with special care and transparency.

CONCLUSION

It is, therefore necessary that each country should decide about the nature and extent of globalization that can be constructively introduced in their socio-economic and educational system while it is difficult to resist the temptation of falling in line with the international community. It is necessary that while doing so, the paramount of national interests should be kept in view. This is more so in the field of education which is intimately concerned with the development of human capital. Any thoughtless entry into the global educational market can end up in harming the vital interests of students for generations to come.

Empowerment through education is ideally seen as a continuous holistic process with cognitive, psychological, economic and political dimensions in order to achieve emancipation. Given the complexity of political, societal and international interrelations, one has to systematically think about the strategies and

concrete proposals for future action if one hopes to achieve such a goal.

Government Efforts:-

The government has taken initiatives for women empowerment through enacting laws and implementing several schemes operated by different departments and ministries. The National Commission of Women was set up by an act of parliament in 1990 for safeguarding the constitutional right and legal provisions for women. The reservation of seats in the local bodies of Panchayats and Municipalities for women has

been provided by the 73th and 74th Amendments (1993) to the Constitution which is needed for socio-political empowerment. The Department of Women and Child Development (DWCD) under the MHRD was established to implement various schemes relating to women advancement. The National Mission for Empowerment of Women (NMEW) 2010 has emphasized to facilitate the process of integrating all programmes for welfare and upliftment of women undertaken by the ministries and department. The National Resource Centre for Women acts as a national convergence centre for all programmes for women. The National Literacy Mission is being set up towards eradication of literacy in the age group of 15-35 years. The Functional Literacy for Audit Women (FLAW) was started in 1975-76 to provide illiterate adult women to gain functional skills and to awaken desired awareness for health, hygiene and children practices.

Government Schemes:-

The Government of India has undertaken different schemes for welfare upliftment and security of the women. Some of these may be noted here—

- ♦ Rastriya Mahila Kosh (RMK) 1992-93,
- ♦ Mahila Samridhi yojana (MSY) 1993,
- ♦ Indira Mahila Yojana (IMY) 1995,
- ♦ Swa Shakti Group,
- ♦ Support to Training and Employment Programme for Women (STEP),
- ♦ Creches/Day-care Centre for the Children of working and ailing mother,
- ♦ Hostels for working women,
- ♦ National Mission for Empowerment of Women,
- ♦ Integrated Child Development Services (ICDS),
- ♦ Rajib Gandhi Scheme for Employment of Adolescence Girls
- ♦ (RGSEAG),2010,

- ♦ Women's Development Corporation Scheme (WDCS),
- ♦ Working Women's Forum,
- ♦ Indira Priyadarshini Yojana,
- ♦ NGO's Credit Schemes.

The present Prime Minister Modi Government has launched the programmes of **Beti bachao, beti padhao** aims at tackling the low child sex ratio of 918 girl's child in resources and savings of a family which is helpful to meet the expenses of higher education and marriage. The first year of New Millennium (2001) was declared as "Women Empowerment Year". It is necessary to supplement Government efforts by nongovernment organizations for facilitating women empowerment. Yet India has not achieved the expected goals, hence comprehensive programme for empowering women is still demanding.

The needed reforms within the educational system like content, equity and excellence etc. and the fall out of globalization, which will entail determine strategies relating to the impending internationalization of education; finance related issues and privatization of secondary and higher education.

To conclude the present scenario, it may be said that education is the cornerstone of women empowerment which could be achieved through hearty and co-operative efforts of the Government and NGO's and also eliminating the traditional attitude, norms and practices through proper education and guidance. The efforts of women empowerment by the government and social reformers will go in vain unless the women are well educated, self supportive and independent in all spheres of life.

REFERENCES

1. Agarwal, Meenu(2007) *Women Empowerment Today's Vision for Tomorrow's Mission*. New Delhi: Mahamaya Publishing House.
2. Agrawal, Meenu (2013) *The Changing Status of Women in India: Issues and Challenges*. New Delhi: Kanishka Publishers Distributors.
3. Cornoy, Martin. (2000) *Globalisation and Education Reforms in Globalization and Education*, By Nelly P. Strmqvist, Rowman and Littlefield Publisher.
4. Dhruba Hazarika.(2011) *Women Empowerment in India : a Brief Discussion*. *International Journal of Educational Planning & Administration*. Volume 1, Number 3.
5. Edu, D. O. and Edu, G. O. (2012) *Vocational Education of Women: A tool for Community and National Development in Nigeria*. Universal

- Journal of Management and Social Sciences*, 2, (2), 5555.
6. Gol. (2008) *Planning Commission Government of India, E; Seventh Five Year Plan (2007-2012)*, Vol, Oxford University Press, New Delhi.
 7. Goswami, L. (2013) *Education for Women Empowerment. ABHIBYAKTI: Annual Journal*, 1, 17-18.
 8. *Human Development Report. (1999, 2000, 2002)* UNDP, Oxford.
 9. *Human Development in South Asia. (2002)*, Oxford.
 10. Nigvekar, Arun, (2001) *GATS and Higher Education. University Grants Commission, (mime)*.
 11. Osirike, A.B and Egbayabo, T.E. (2012) *Women Empowerment for Community Development in Nigeria. JORIND*, 10 (3), 5-11.
 12. Panchamukhi, P.R. (2002) *Social Sector Development and Economic Reforms. A Focus on Education Sector in Reform and Employment, I A M R*.
 13. Parihar, Lalita. (2011) *Women & Law-From Impoverishment to Empowerment-A Critique. Eastern Book Company*.
 14. Parikh, Kiriti, G. (2002) *India Development Report, Indra Gandhi Institute of Development Research. Oxford*.
 15. Sassen, S. (1996) *Toward a Feminist Analytics of the Global Economy. Indian Journal of Global Legal Studies*, Vol , 4.
 16. Teena. (2016) *Education and Women Empowerment in India. BRDU IJMDR Volume-1, Issue-VI*.
 17. Singh, Rajinder. (2015) *Education as a Pathway to Women Empowerment in India. A Research Journal of Humanities and Social Science*, Vol. 12,
 18. Staramquash, Nelly, P. et al. (2000) *Globalization and Education Reforms. Op.Cit*
 19. Thiyagu K. (2013) *Education – a Tool for Women Empowerment. Asia Pacific Public Health Journal*, 1-9.
 20. Thurow, I. S. (1997) *The Future of Capitalism. New York Penguin Books*.
 21. *United Nations Development Program. (2015) Human Development Report. Work for Human Development*.
 22. *United Nation Fund for Population. (2010) Empowering Women*.
 23. *UN Women, (2014). UN Entity for Gender Equality and the Empowerment of Women. Seats in Parliament held by Women*.
 24. *UNESCO Institute for Statistics. (2014) Higher Education in Asia: Expanding Out, Expanding Up – The Rise of Graduate Education and University Research*.
 25. Wells. Anny Stuart, et al., (1998) *Globalization and Education Change in Andy Hergreaes. International Hand Book of Educational Change, Vol.5, Kluwer Academic Publishers, London*