

Role of Education in Women Empowerment and Its Impact on Rising Status of Women Education

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Abstract – Instruction is the key factor for women strengthening, thriving, development and welfare. Discrimination of women from belly to tomb is notable. There is proceeded with inequality and powerlessness of women in all sectors and women mistreated in all circles of life, they should be enabled in all social status. So as to fight against the socially built gender biases, women need to swim against the framework that requires more strength. Such strength originates from the process of strengthening and strengthening will originate from the training. Furthermore, rural development will originate from women strengthening. Educated women can make valuable contributions towards development of family and in this way the society. Educated women have fewer and more advantageous infants and they are bound to raise them to wind up educated and productive residents such as themselves creating more advantageous and progressively stable society (UNICEF, 2007) .Hence offspring of educated mother are having extension for more extensive profession opportunities in future. This is a result of the sort of instruction measures they manufacture, learning from their mom. This paper plan to create the awareness among the women's about various strengthening and identifying the impact of training in women overall strengthening.

Keyword: Education, Women, Empowerment, Discrimination, Awareness

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INTRODUCTION

Education prompts edification as it encourages knowledge, aptitudes and abilities. It helps an individual with normal insight to recognize the contrast among good and bad and henceforth great and awful practices in the society. In a manner education encourages a man to be increasingly civilized, a responsible person towards his family and society on the loose. Education is in this way viewed as one of the fundamental needs after nourishment apparel and asylum. Access to fundamental education is in this manner made mandatory by Governments of numerous nations everywhere throughout the world. Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights (UNESCO) recognizes the privilege of everybody to an education.

There are dependably various components in the society which are underprivileged of their fundamental rights in each society, state and nation, yet these components lack in the awareness of their rights. On the off chance that we enroll such components from the society, at that point women would top this rundown. Indeed, women are the most significant factor of each society. Despite the fact that everyone knows about this reality, yet no one is prepared to acknowledge this reality. As a result, the significance which used to be given to women is

declining in today's society. As a significance of this developing tendency of disparaging women, for example, to influence them to possess an auxiliary position in society and to preclude them from claiming their essential rights, the requirement for enabling women was felt. Today we appreciate the benefits of being residents of a free nation, however we truly need to think whether every one of the natives of our nation is actually free or getting a charge out of freedom, in the genuine feeling of the term. In the event that we think about our nation, every Indian resident is given sure fundamental rights. The Structure of our nation doesn't segregate among people, however our society has dejected women of certain fundamental rights, which were offered to them by our Constitution. Because of such current circumstance, it was expected to make women free from every one of the shackles and to engage them too. This is only strengthening of women.

Women's strengthening isn't constrained just for the Indian society. On the off chance that we deliberate the worldwide aspect in such manner, we see that women are being given equivalent treatment in developed nations. Truth be told, in the event that we take a recollection of history, we come to realize that women have dependably been given auxiliary position in society, yet the distinction among people created by the Nature is nevertheless natural. It is education through which we understand this reality.

At the point when American women understood this, they contradicted this shamefulness which was allotted to them by method for a colossal development, through which they requested equivalent rights. For eliminating this foul play, the UNO (United Nations' Organization) surrounded an understanding which is called 'The Convention on the Elimination of all Forms of Discrimination against Women' (CEDAW), which further prompted the arrangement of Women's Commission.

Education assumes a significant role in molding each individual's career. The dimension of education causes individuals to acquire acknowledgment and regard in the society. Without a doubt education is both socially and by and by a vital piece of human life. Education is the best way to get knowledge. Other than knowledge education can make an individual progressively civilized and helpful for the society. One can't picture a prosperous existence without appropriate education. It likewise develops healthy environment. Everything that individual creates is based over the knowledge that he achieves through education. The more the society develops the more life winds up dependent over education.

Education of women advances both individual and national prosperity. A precedent is the solid connections between a lady's education and her work and salary. By instructing a lady you teach the entire family. Given that a lady has the obligation of the entire family on herself, an educated lady is better equipped for dealing with the health, nourishment and education of her kids and all the more so be a functioning specialist in the social and economic development of the nation. At the point when women are deprived of education, families just as the social orders will be suffered. At the point when women are sufficiently educated, everybody benefits. In any case, as a general rule since hundreds of years women were treated as most deprived and segregated in view of the man centric ideology of the society.

Women structure very nearly one portion of the total populace and they establish 70 percent (1.3 billion) of the world's poor populace. Women who live in supreme neediness a normal have accomplished more than 67 percent of the long periods of work done on the planet. Be that as it may, they are paid 30-40 percent not as much as men for equivalent work on a normal. They gain just 10 percent of the world's salary and possess just 1 percent of the world's property. On account of the authoritative manly ideology influenced them to endure a great deal as they were denied equivalent opportunities. Of the 960 million illiterate people on the planet, 640 million, or 2/3rd are women. 61 million offspring of grade school age are out of school. 42 percent of these youngsters live in conflict-affected poor nations. Somewhere around 250 million youngsters are not ready to peruse, compose or check well notwithstanding for the individuals who have gone

through no less than four years in school. In somewhere around 63 nations, young ladies from poor families are significantly less educated than poor young fellows. Women in Southern Asia and an expected half of all women in Africa and in the Arab locale are as yet illiterate. In India out of 428 million illiterates, women represent 275 million (64.25%), in 2011 the literacy rate of women has increased, still it is lower than the male literacy rate. It is likewise realized that a gender inequality is available in the use of health administrations. The United Nations Development Fund for Women (UNDFW) gauges that 50 percent of the women in Asia and Africa are malnourished. With respect to interest of women, it has additionally dependably been monopolized by the men. Be that as it may, these are every one of the markers of women strengthening. Along these lines strengthening is altogether dependent on variables like educational status, health, economic, political and societal position of women.

BARRIERS TO WOMEN'S EDUCATION

Inadequate school facilities can sometimes serve as a deterrent for the girl child's participation in formal schooling. A report by the International Programs Centre for the U.S. Department of Commerce lists the chief barriers to women's education in India as inadequate sanitary facilities, shortage of female teachers and gender bias in curriculum. A BBC news report by Kaushik Basu (2004) notes that a study of 188 government-run primary schools found that 59% of the schools had no drinking water and 89% had no toilets. Another report in the Times of India (2005) cites a 2003/2004 data by National Institute of Educational Planning and Administration that reported only 3.5% of primary schools in Bihar and Chhattisgarh had toilets for girls. In Madhya Pradesh, Maharashtra, Andhra Pradesh, Gujarat, Rajasthan and Himachal Pradesh, the rates were 12-16%. Lack of toilets can be particularly detrimental to girl's school attendance, where the only option of attending to nature's call out in the open can pose both a physical as well as a psychological barrier. Some of the barriers to women's education are sociological, rooted in gender stereotyping and gender segregation, and others are driven by economic concerns and constraints. A consequence of gender profiling and stereotyping is that women tend to participate more in programs that relate to their domestic role. In institutions of higher learning, women are more inclined to enroll in courses traditionally considered more suitable for them such as arts and education, but less in courses related to science and technology. Likewise enrolment in vocational and technical fields has been male-dominated and providers of non-formal education and training tend to conduct programs that relate to women's domestic role rather than their productive role. Families are also far less likely to educate girls than boys, and far more likely to pull them out of school,

either to help out at home or for other socially induced normative considerations.

Parental reluctance to educate girls is a huge factor inhibiting their access to education. There exist various factors that fuel the choices parents in Indian society make with regard to refusing or limiting the education of the girl child. The way a society views its women determines the roles it delegates to them and the choices made for them or those they are allowed to make. When women are seen primarily as child bearers and rearers, then education is sometimes viewed as an unnecessary and extravagant indulgence. A mindset that views education for girls as unlikely to reap any returns ascribes to the view that investing in the education of the male child is like an investment as the son is likely to be responsible for caring for aging parents, and women with largely a reproductive role in society have little need for education and any gains from it are anyway likely to accrue to the homes they go to after marriage. Economically poorer sections are often not in a position to send their children to school and are likely to invest in the male child than in the female child if they can for the above-mentioned reasons. The middle class too often does not consider education for women an important means for preparing them as individuals in their own right. Amongst the upper middle class, where education of women may not be encumbered by economic constraints, discriminatory stances, such as women's education having lower economic utility or at best being a secondary wage earner, do exist and are pervasive in the attitudes and norms prevalent in society.

It is interesting to observe that although women constitute a major chunk of the workforce in rural areas especially with respect to agriculture, the percentage of women in skilled, technical and professional level in agricultural machinery, production, marketing and extension services is just around 4% according to the UNESCO report. Here is a massive segment of working women badly in need of training through non-formal modes to help them adopt scientific and technological devices and practices to improve their work and productivity; however, their education for the same seems to be hugely lacking.

Issues of women's access to education are not uniform along the varying levels as the figure indicates. Although getting the girl child to enrol in primary schools seems to be the most problematic, once enrolled girl children are more likely to continue their primary education. At the secondary level of education, girls tend to drop out more than boys, again posing a challenge to retain the girl child for secondary education. Therefore, the focus primarily is on drawing girl children to enrol in schools at the primary level and ensuring their continuation for secondary education. Participation of women in vocational training and skills building, particularly in non-stereotyped ones, and in professional-level

courses also requires particular attention as the statistics suggest. Thus, addressing the issue of women's access to education may require a customized approach, with issues at different levels of education varying by region or state. For example, the BIMARU states (Bihar, Madhya Pradesh, Rajasthan, and Uttar Pradesh) may require greater focus on primary and secondary level education for women given their poor literacy levels. Urban pockets may want to focus more on finishing schools with more avenues for employment in catering services or BPOs, and rural areas could benefit with a greater concentration of vocational schools geared towards agriculture-related skills training. It may also be kept in mind that the impact of interventions for improving access to education may also vary according to the level. For example, attempts to ensure participation of the girl child in formal schooling may have a higher impact at the primary level, since there is a high probability that once enrolled girls will continue with their education. Similarly, impact on society with increased participation of women in vocational and professional-level education may also be high, since this would mean greater participation in the labour pool and improved economic and psychological fallouts of the same. Thus, considering issues pertaining to women's access to education may require a unique lens focusing on the differing levels, issues and varying degree of impact.

EDUCATION AND WOMEN

Education leads to edification as it encourages knowledge, aptitudes and abilities. It helps an individual with normal insight to distinguish the contrast among good and bad and thus great and terrible practices in the society. In a manner education encourages a man to be progressively civilized, a responsible person towards his family and society on the loose. Education is along these lines viewed as one of the essential needs after nourishment apparel and sanctuary. Access to essential education is in this way made necessary by Governments of numerous nations everywhere throughout the world. Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights (UNESCO) recognizes the privilege of everybody to an education.

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example, to influence them to possess an optional position in society and to preclude them from securing their fundamental rights, the requirement for enabling women was felt. Today we appreciate the benefits of being citizens of a free nation, yet we truly need to think whether every one of the citizens of our nation is actually free or enjoying freedom, in the genuine feeling of the term. On the off chance that we think about our nation, every Indian citizen is given sure essential rights. The Structure of our nation doesn't segregate among people, yet our society has penniless women of certain fundamental rights, which were gave to them by our Constitution. Because of such current circumstance, it was expected to make women free from every one of the shackles and to enable them too. This is only strengthening of women.

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Women structure right around one portion of the total populace and they comprise 70 percent (1.3 billion) of the world's poor populace. Women who live in total neediness a normal have accomplished more than 67 percent of the long periods of work done on the planet. In any case, they are paid 30-40 percent not as much as men for equivalent work on a normal. They gain just 10 percent of the world's salary and claim just 1 percent of the world's property. As a result of the authoritative manly ideology influenced them to endure a ton as they were denied equivalent opportunities. Of the 960 million illiterate people on the planet, 640 million, or 2/3rd are women. 61 million offspring of elementary school age are out of school. 42 percent of these youngsters live in conflict-affected poor nations. Somewhere around 250 million kids are not ready to peruse, compose or check well notwithstanding for the individuals who have gone through no less than four years in school. In something like nations, young ladies from poor families are significantly less educated than poor young fellows. Women in Southern Asia and an expected half of all women in Africa and in the Arab area are as yet illiterate. In India out of 428 million illiterates, women represent 275 million (64.25%), in 2011 the literacy rate of women has increased to 65.46, still it is lower than the male literacy rate. It is likewise realized that a gender inequality is available in the usage of health administrations. The United Nations Development Fund for Women (UNDFW) gauges that 50 percent of the women in Asia and Africa are malnourished. With respect to cooperation of women, it has additionally dependably been monopolized by the men. Be that as it may, these are every one of the markers of women strengthening. Subsequently strengthening is altogether dependent on variables like educational status, health, economic, political and societal position of women.

CHANGING STATUS OF INDIAN WOMEN

Indian women enjoyed equivalent status alongside men amid the pre-vedic period. Women approached education and wedded after they achieved adulthood. Further they enjoyed the privilege to pick their accomplices. Apparatus Veda Upanishads notice around a few women sages and diviners, outstandingly Gargi and Maitreyi. Women status began falling apart since the post vedic period as was clearly seen from the limitations forced on women way of life in 'Manu smritis' that incorporates restraint on access to education moreover.

Position of women further weakened in the medieval period after the appearance of Muslim rulers. Social shades of malice like Sati, Jauhar and cover framework and child marriage came into practice. Education was completely denied to women amid this period. Women were restricted to kitchen upkeep and treated as child bearing machines. Child marriage and constrained widowhood were generally predominant amid the second 50% of this period. Anyway amid the modern time frame, British liberal education and efforts of social reformists like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar could diminish practice of Sati and constrained widowhood and consequently encourage widow remarriage. These social movements of mid twentieth century, had the capacity to formulate a few laws for betterment of women's condition in the society. In any case, women were not encouraged to turned out to open spaces, rather education was considered to help them in administering their gender roles or household roles all the more productively (Chanana, 2001). Currently, education for women is viewed as pointer of conjugal prospects. Since educated young ladies are increasingly liked, for marriage, young lady's education is important to meet the conjugal possibilities.

Further, discrimination against women in India is all things considered culture bound. Truth be told women childhood, conduct and interests are additionally culturally justified. Anyway parcel of improvement is found in position of women since autonomy with the Government initiative every now and then.

NEED AND NECESSITY OF WOMEN EDUCATION

Education is methods for empowerment of women since it can bring numerous positive changes. It is accordingly, education is crucial for the development of women in financial and political advancement. By and large illiterate women have elevated amounts of richness, poor healthful status, low gaining potential and little self-governance inside the family unit. Be that as it may, educated moms for the most part have economic independency and sound knowledge in family unit exercises as well as in family and children's health issues and children's education. In any case, it is generally low in uneducated women. In this way there is no uncertainty about women who are educated will assume a vital role in adding to the development of the family and the nation? Education would offers power to know and request their rights about education, employment, health and least needs. It would likewise offer power to fight against discrimination, and for equivalent treatment with their male partners. Education makes them to feel equivalent with their men even in confronting issues, making arrangements and furthermore in taking decisions. Education offers awareness to diminish female foeticides and infant mortality through improved clean conditions, nutritious nourishment,

health care and preventive measures. Education additionally gives awareness about taking an interest in political field. Indeed, even empowerment must be accomplished through education by the womenfolk. Education is significant in light of the fact that regardless of how rich or powerful individuals are, without education they will be dependents on educated individuals for each need and issue, since it is difficult to remain alone. Education gives self-assurance, self-realization to everyone and all that are required for the overall development to nation. Henceforth education is a mandatory requirement for the womenfolk.

Education assumes the most significant role in empowering women. It generates momentum as well as supports empowerment process over the long haul. It helps in the development of women and improves their status at home just as in the society. Education as far as literacy outfits women with the skills of reading and composing however it doesn't just mean reading and composing. Education here does just intends to make women mindful of their rights and realization of the unfair treatment which is the reason of their subjugation. Socially and mentally, education develops and strengthens women's self-assurance, fearlessness and awareness of oneself and of the outside world.

The main consideration behind improvement in the social and economic status of women is education. Education is helpful for word related achievement and economic independency. Educational fulfillment and economic cooperation are the key constituents in ensuring the empowerment of women, why in light of the fact that the economic empowerment of women is a vital element of solid economic development in each nation. Other than that, education develops their identity by exposing them to the society. Empowering women improves their capacity to influence changes and to create a superior society. That implies when she is educated, she will establish such connection on the brain of her children that will empower them in the later life to develop into an extraordinary individual. Thus it is extremely vital that women ought to be educated. Thusly women education in anyplace assumes a significant role in the development of the nation.

WOMEN EDUCATION IN INDIA

The history of female education in India has its foundations in Ancient Vedic age. This covers the period between 2,500 BC - 1500 BC. Amid this period women were doled out a high spot in society. They enjoyed a high position and had accessed to education and other social positions. They enjoyed property rights, examined political and social issues and created books. They had social benefits and rights. They imparted an equivalent remaining to their men society and enjoyed a sort of freedom that really had societal authorizations. The notice of female

researchers and sages of the Vedic age like Vac, Ambhrni, Romasa, Gargi, Khona in the Vedic tradition supports this view. These exceptionally intelligent and enormously learned women, who picked the way of Vedic investigations, were called 'brahmavadinis' and women who quit education for married life were called 'sadyovadhus'. Co-education appears to have existed in this period and both the sexes got equivalent attention from the instructor. Besides, women from the Kshatriya standing got hand to hand fighting courses and arms training. Women were effectively involved in religious and social issues. They had some freedom to pick their accomplice in marriage and a widow was allowed to remarry.

As India began making strides towards progress, social discrimination increased. Jainism and Buddhism developed as powerful religious change movements. As per Buddha, women's spiritual limits were equivalent to men's. "Buddhism started as a religion that regarded women as equivalent to men in their capacity for individual spiritual development". "The universal biases against women, who are said to be feeble disapproved, fickle, misleading and sullied are shared by the Jains and communicated in a few passages of the ordinance and as adages." The high status that women enjoyed amid early Vedic period progressively began falling apart in the late Vedic period. Ancestry started to be followed in the male line and children were the sole beneficiaries to family property. As the economic and social status of children started to rise, the position of women saw a lofty decay. Despite the fact that in the Vedic time frame women approached education in India, they had bit by bit lost this right. In social reality, the women enjoyed a favored position in the Vedic time frame. The women had exceptional traditions, ceremonies and spirituality, with which men were not allowed to meddle.

POLICIES FOR WOMEN EDUCATION IN INDIA

The Constitution ensures equality to women, yet in addition empowers the State to adopt proportions of positive discrimination for women. Soon after Independence, in 1951, literacy levels were low (25% for men and 9% for women), in the following ten years there was very little progress in the literacy levels. It is simply after the proposals of the Indian Education Commission (1964) and the National Policy of Education (1968) that the education of young ladies was viewed as methods for quickening social change. The policy set extraordinary emphasis on starting projects to give equivalent educational opportunities to every one of the gatherings and both sexes. The constitution likewise gave essential obligation regarding elementary education to the state governments, while the focal government was given duty regarding technical and advanced education. This circumstance changed in 1976 after the 42nd Amendment to the constitution was passed, making all education the joint obligation of the focal and state

governments. One of the outcomes of this was the outside help, so far restricted to technical and advanced education, presently started to flow into essential education also. Between the mid-1960 and the mid-1980s, the proportion of assets going into elementary education demonstrated a relentless increment.

National Policy on Education (NPE), 1986 and its Program of Action (POA) gave high need to gender equality and submitted the whole educational framework to work for women's empowerment. The National Perspective Plan 1988-2000 emphasizes this perspective and states that women themselves must conquer their impediment. Along these lines, there has been a cautious articulation of education for equality for women, which is reflected in the educational policy talk. Monitoring panels for women's/young ladies' education at the Ministry of Human Resource Development level and furthermore state level were framed to screen the indicators of gender worries in all policies and ventures. Emphasis was laid on enrolment and retention of the young lady child in formal and non-formal tutoring; enrollment of rural women teachers and removal of gender predisposition in the educational programs. Mass literacy crusades in various pieces of India were jump started which brought out volunteers from all segments of society as instructors, ace mentors and coordinators. Grown-up Education Programs, Total Literacy Campaigns, Post Literacy Programs, and proceeding with Education Programs were likewise begun. Nationwide gender refinement programs were attempted to cover an extensive number of educational faculty to incorporate educational directors, teachers and instructor teachers. Integral to this strategy, media battles and parental awareness programs for creating a positive atmosphere for young ladies' education were additionally begun. Preparation of women's gatherings and tasks like Mahila Samakhya (Education for Women's Equality) with spotlight on the requirements that had so far kept women and young ladies from accessing educational sources of info were propelled.

CONCLUSION

Present investigation propose that General awareness program ought to be taken among the women of rural territory to sharpens them about the modern development of science and technology with the goal that they could surrender superstitious accepts and dispositions. Women of rural territories ought to be prepared up in various vocational courses like handloom and material, poultry ranches, fish cultivating, piggery, dairy homestead, nourishment and sustenance, style and designing, magnificence parlor and so on. Women reservation policy ought to carefully be kept up in all aspects like arrangement in govt. what's more, semi govt. workplaces, admission in to the educational

foundations, taking an interest in the governmental issues and so on. This investigation infers that generally gender obstructions still proceed especially on rural region. Research region covers increasingly number of rural regions. Because of current financial compels in rural zone, the potential of women have not been completely utilized and further pushed once more into the social chain of command. The majority of the educated women feel that, they can ready to accomplish more than men. Yet, inbuilt thought that women are capable of doing less work than men and less productive than men. The lack of education turns into the obstructions in getting empowerment. Taking a diagram of all the above aspects, we come to realize that the change is especially required, tolerating while its pace might be not exactly the ideal pace. For giving this process a momentum, education is key. Henceforth, if women's empowerment is to be affected, it very well may be brought out just through the mode of education. Subsequently, it is of principal significance to raise the dimension of education among women.

The education of women is the most powerful device of progress of status in society. Education dependably works as methods for improving women's status inside the family and society. At present in India, there is a little progress and improvement in women's education. Yet, the quantity of young ladies joined up with all dimensions, for example essential, optional and advanced education is not exactly their partners. The wonder of drop-outs keeps on being a major issue in India's education situation. In this manner the investigation found that still the female literacy rate is lingering behind male literacy rate (just 50% of the female populace are literates and three fourth of the male populace are literates). The rate of school drop outs is likewise observed to be comparatively higher in the event of young ladies. This higher rate of illiteracy of women is without a doubt attributing for women reliance on men and to assume a subordinate role. The lack of education is the underlying driver for women's exploitation and subjugation. No one but education can assist women with empowering. Hence promoting education among women is a significant measure to empower women and to accomplish their objectives.

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