

# Role of Education in Empowerment of Women and Women Human Rights

Mukesh Kumar<sup>1\*</sup> Dr. Harbans Lal<sup>2</sup>

<sup>1</sup> Research Scholar of OPJS University, Churu, Rajasthan

<sup>2</sup> Professor, OPJS University, Churu, Rajasthan

**Abstract – Women's education in India has a major concern for both government and civil society since educated women can play a very important role in the country's development. Education is a milestone of empowerment for women because it allows women to respond to challenges, confront their traditional role and change their lives. So we can't neglect the importance of education in terms of women empowerment and India is poised in recent years to become superpower. Women's education is the most powerful tool in society for changing position. Women's education in India was a need of the hour, as education is a foundation stone for women's empowerment. Education also brings about a reduction in inequalities and functions as a means to improve their status within the family and develops the participation concept. The present attempts to find the relation between educational inequality and empowerment of women. Dividing the entire paper into three parts. The first part is introductory that talks about the second and third goals of MDGs that are achieving universal primary education and promoting gender equality and empowering women to achieve these goals with certain indicators, respectively.**

**Keywords – Women's Education, Government, Empowerment**

-----X-----

## INTRODUCTION

### THE 'PREAMBLE' OF THE CONSTITUTION IN EDUCATION

Our Constitution, the fountain head of all legislation, and the land's organic law, acknowledges gender equality and forbids sex discrimination. It also allows for reforms to be introduced by making special laws to impose more rights on women. It must be borne in mind that women's rights exist in the elusive domain, in the absence of gender equality. The Constitution's 'Preamble' is 'a key to opening the minds of constitutional makers who can explain the general purposes for which they made the 1 Constitution. It states the rights and freedoms that the people of India intended to protect for all citizens. The preamble starts with the words 'We, the people of India ...' that include. Of all castes, religious men and women, etc. It wishes to make every man and woman "Equality of status and of opportunity."

The Preamble again guarantees "individual dignity" which includes women's dignity. The status of Indian women is experiencing a transition in India, after a long history of oppression and subjugation. Women are now going through a process of subjugation and liberation, and are now joining the outside world

leaving behind the age-old tradition of house arrest. Gender related discrimination, however, still represents the ugly face of today's culture. It is a travesty of all social justice and equality canons that women who make up half of the world's population and work two-thirds of the world's working hours earn just one-tenth of the world's earnings.

This figures also reflects women's subordinate roles. The principle of equality has been expressed as one of the landmarks in India's Constitution Preamble. With regard to gender, the Constitution guarantees equal opportunities for all people in the fields of education and jobs and that no one is discriminated against on the grounds of sex pursuant to Articles 15(1) 2 and 16(1) 3 of the Constitution of India and nothing prohibits the State from making any special provisions for gender pursuant to Article 15(3)4 of the Constitution. To achieve the goal of gender equality and to provide women with gender justice, the Government of India has initialled several programmes for empowering women, and to this end the National Commission for Women was established in 1990 by a Parliament Act with the mandate to track the implementation of women's policies and programmes. Considering the value of 'Education' for women's empowerment as envisaged in the 1986 National Policy on Education and the 1986 Program of Action, the 1993 National

Committee on Self-Employed Women and Women in the Informal Sector recommended not simply to provide schooling, but also to provide educational services that could lead women to address the problem of equity, social justice and social justice. Despite all those efforts, India's current women's education scenario is far from satisfactory. Most of them are yet to learn literacy skills. Thus, women's education should be given priority, then prison, whip bread and more, life to death

### Constitutional Provisions for Empowering Women in India

- i. Dignity for all individuals in the eyes of law (Article 14);
- ii. Prohibit discrimination on grounds of religion, ethnicity, caste, gender or place of birth, Article 15(1).
- iii. The State can, however, make special provisions in support of women and children, as provided for in Article 15(3).
- iv. Equal opportunities for all people as regards jobs or appointment to any office within the State (Article 16).

### OBJECTIVES OF THE STUDY

1. To Study on Women Human Rights in India
2. To Study on Role of Education in Empowerment of Women

### WOMEN EDUCATION

Women's education in India has been one of Indian government as well as society's major concerns. Trained women today play a very important part in the overall growth and advancement of the country. Dear Lok Sabha Smt. Meira Kumari delivered the Convocation Speech at the 60th meeting of SNDT Women's University, Mumbai, on January 4, 2011, saying "women are the creator and moulder of Nation's Destiny." Women's rights and issues have always been a matter of serious concern to scholars, intelligentsia and decision-makers. Women's role has dramatically changed from patriarchal culture to contemporary knowledge, and globalised culture. The role of a traditional "Grihani" (housewife) who fulfilled all house requirements was played very efficiently including the rearing and upbringing of children in different subroles of daughter, daughter-in-law, wife, mother, aunt etc.

### The Status of Women in India

The Indian Constitution, adopted in November 1949, contains several articles requiring gender equality and non-discrimination, but there are still many laws infringing this principle, particularly in the field of family

and personal law. However, slight improvements have been made to Hindu personal law so far, these changes were driven by political expediency and resulted in the denial of equal rights for women. While the Government of India has signed the Convention on the Elimination of All Types of Discrimination against Women (CEDAW), it has also issued a unilateral declaration that 'with regard to Articles 5(a) and 16(1), the Government of India declares that it will abide by those provisions in accordance with its policy of non-interference in the personal affairs of any group without its initiative

### WOMEN DURING THE POST INDEPENDENT PERIOD (1947- TILL DATE)

Independent India promises a lot of new hopes for all of India's weaker sections particularly women. In the Indian constitution, arrangements were made to provide equal rights and opportunities for socio-economic advancement, and to improve the lives of men and women. The Constitution also guarantees freedom of expression and personal freedom for all Indian people to engage in all kinds of health, social, economic, and political activities. Article 14 of the Constitution provides for equality before law and Article 15(1) forbids all discriminatory practices, Article 15(3) empowers States to make special arrangements for the benefit of women and children and Article 16(1) guarantees equality in matters relating to jobs and the appointment of all people to any public office and Article 16(2) forbids discriminatory practices relating to access to employment. Furthermore, the economic development planning implemented in 1951 also launched several schemes and programmes for the growth and enhancement of the socio-economic status of women in order to give concrete and practical form to the initiatives and measures underlined in the constitutional provisions for the social and economic upliftment of women

### EMPOWERING WOMEN

The Women Empowerment Framework reconceptualizes the gender sensitive programming growth goals. Instead of concentrating on economic objectives such as empowering women to be more active or using their working time more efficiently to reap the benefits of growth, women's equality and empowerment are regarded in their own rights as key development goals. Women empowerment is a bottom-up process of changing relationships of gender control, creating knowledge of women's subordinate. It covers a broad variety of common items such as economic freedom, efficient communication, differentiated thought etc.

### Meaning of Empowerment:-

The word alone Empowerment; has been used all the more frequently to argue for particular styles of structures and methodologies of intercession and

has now become difficult a reasonable and detailed description stays relaxed and commonly used word. It is a multidimensional social process which helps people deal with their own lives. It is a mechanism that cultivates power in individuals for use in their own life, in their networks and in their communities by following up on issues that they consider as important. The World Bank, in its broadest sense, characterises democracy as the expansion of decision and operation opportunities. Kabeer (2001) characterises omnipotence as individual development; ability to settle critical life decisions in a setting where they have recently been denied this capacity; At the end of the day, empowerment means a development process. It is only by having the ability to figure out and enable yourself that individual groups and networks can make meaningful social and political improvements to tackle their impotence

## **TYPES OF EMPOWERMENT**

At various periods of time different kinds of empowerment are introduced by different welfare states. Most scholars agreed that the following types are necessary for women to enhance their gender equality status.

### **1. Social Empowerment of Women**

Women's social empowerment metrics include the basis of gender disparity, sex ratios, rates of life expectancy, and fertility rates that indicate women's general position in terms of employment, economic development, provision of health care and birth control services, women's educational position, marriage age, literacy rates, and women's engagement outside the home. Discrimination towards women is a real issue that needs some real attention. It psycho- and physically demoralises women. Feminist ideals should be established and equal social status granted against all forms of oppression. Social equity can only be accomplished by addressing women's needs in the areas of education, health, nutrition, drinking water, housing, shelter, sanitation and walk-of-life participation. The best way to gain social equality is by engaging people in education.

### **2. Economic Empowerment**

"Economically empowered women are an extremely important engine of growth." – Group Chief Executive Peter Sands. Economic empowerment for women increases women's economic status by generating economic opportunities in the form of better employment, a stronger business environment and access to financial services. Economic empowerment makes women depend on themselves, and in particular on land and other resources to assert their legal rights. Certainly economic empowerment would contribute to political and social empowerment. UN in its sixteenth committee technical session underlined the importance of empowering women by providing

them with technical and financial assistance. Further to the UN guidelines, the Indian government has also taken a number of steps to empower women economically. Education and work reservations, special incentives for women, maternity leave services, special concessions for women entrepreneurs, women self-help organisations, women's income tax relief are some of the essential welfare initiatives.

### **3. Educational Empowerment**

Education is also argued as a important instrument of women's liberation and empowerment. Indeed, the various United Nations organisations (e.g., UNICEF) and women's empowerment experts advocate for women's education as the fundamental step in women's equality. Education is a breakthrough for empowering women, as it helps them to respond to opportunities, question their conventional roles and improve their lives. Education is one of the most effective ways of encouraging women to engage fully in the growth process with awareness, skills and self-confidence required. The task of education is not only to learn three R's ("Reading, Writing, and Arithmetic"), but also to raise awareness and critical examination of different systems and to gain empowerment knowledge at all levels.

### **4. Political Empowerment**

Throughout history women have been denied political rights, while history talks about the noble queens of various times and cultures. Too many decades, i.e. until 1921, the first constitutional state — the United States of America refused women voting rights, and only in 1928 did the English people introduce equal adult franchise for women. The constant struggle of the Western feminist movement for equal rights has helped women obtain all the political rights in the West, while their role in public life in most Western democracies is minimal. The experience of creating an Indian nation began with a lot of optimistic ideology of treating all people on an equal footing

## **WOMEN HUMAN RIGHTS IN INDIA**

Background details on women's status in India, we also look at the context of violence against oppressed women's groups, highlighting the vulnerability of certain classes of women to gender-based violence as well as caste and other types of social and racial discrimination. It also discusses in some depth the difficulties these communities have in securing access to justice, and sets the principle of protections and judicial procedure against non-implementation, indifference, and discriminatory practises that are a fact for the victims of man. Although acknowledging that violence against women in India takes several serious forms including trafficking and sexual harassment, this report is limited to rape crimes and other violent

actions, such as group attack (including stripping), as well as domestic violence against women and the response by the state. We are also discussing examples of strengthening women's rights around the world, identifying legal and social barriers to such empowerment, and what can be done to address those barriers.

## DEVELOPMENT OF WOMEN EDUCATION IN INDIA

We knew the early history of women's education in India was largely influenced by religious and social factors. Since Upanayana was to be done for all children in Vedic times, and they had to recite mantras and rituals from Vedic times. This practise persisted into the later Vedic era but began to decline as at an increasingly early age, girls contracted marriage. Women's position in Muslim rule was like its lowest. When British rule was established in India, at the beginning of 19th. A review of the education system was performed. Few studies survey made any reference to female scholars attending "school. Indeed a pointed out by William Adam. There was a strong feeling among the Bengali people that education was contrary to women's modesty, and that a girl taught to read and write would become a widow after marriage.

Western missionaries sought to break down this bias and in 1818 they opened the first of several girls schools. At this point it was Raja Ram Mohan Roy who took up the cause of Indian women's emancipation. He was perhaps the first powerful Indian to do so; without such individuals, only the efforts of those pushing for the expansion of women's education could have been thwarted. A start had been made, but it was a late start, and subsequent progress was slow despite Wood's Dispatch 's observation that the importance of female education in India cannot be overrated, the Hunter commission's recommendations and Lard Carzon 's involvement in women's education. Lack of translating theory into 33 practise is an old and sad storey. As H.M. Jones put the educational failure only, as every textbook publisher would confess in his moments of secrecy. Men later and think things have changed. It wasn't until the turn of the world "that Indian women really awakened to their condition once they did. Thus, the efforts to emancipate and improve educational facilities gained traction through national movements. Mahatma Gandhi became one of the leading female liberation champions.

## ROLE OF EDUCATION IN EMPOWERMENT OF WOMEN

The 1990 world assertion on Education of All articulated that the most important need is to guarantee access to, and improve the quality of girls and women's education, and to remove any disincentive that hinders their dynamic cooperation. Training makes way for women to have opportunities and options. It is the way to overcome patriarchal practises and rituals that have reduced girls and

women to second-class citizenship status; Dr. Natis Sadik, UNFPA's Executive Director, has said in their communities and societies. In the past, women's education could be the most important factor in reducing pregnancy and infant mortality

### 1. Women Empowerment through Literacy And Education:-

Pillai (1995) cited empowerment as a working, multidimensional mechanism that empowers women in all spheres of life to fully understand their identity and powers. The International Conference on Women described empowerment as a redistribution of social influence and ownership of women's properties. Power must be procured, carried out, managed and retained

### 2. Women's Economic Potentialities Improve With Education:-

Test shows that a little youngster stays in schools per extra year translates into a rise in pay of 10 to 20 per cent. Studies in India claim that women who finished secondary school earned one and a half times more than those without schooling, and women with special education earned several times more than women who were illiterate

## CONCLUSION

For all policy makers, administrators and researchers, the constitutional obligation to universalize elementary education (UEE) is now a matter of concern. 'Education for All' is the central issue in promoting Article 21(A) of the Constitution which declares all children to have the right to education until they reach the age of fourteen. To ensure that all children have this democratic right, the Government of India is taking much progressive steps by formulating different policies and launching several projects, programmes and schemes. In addition, the formulation of a historic law such as 'The Rights of Children to Free and Compulsory Education Act' has created high hopes for all to provide not only free and compulsory education but also to raise the educational standard. Since 2001-02, Sarva Siksha Abhiyan, launched as a major vehicle to attain UEE, has focused on decentralisation, quality education, universalization of education with no social or gender bias and community involvement. Evidence, though, shows that most of SSA's goals are yet to be achieved. The time-bound project has failed to meet its targets within its time-limit leading to the government extending its time-limit for implementation. Despite initiating lots of measures under SSA, 's goal of achieving a literacy rate of one hundred per cent and providing universal education for all is far away

## REFERENCES

- [1] Gill, Rebecca and Ganesh, Shiv (2007). Empowerment, constraint, and the

entrepreneurial self: A study of white women entrepreneurs. *Journal of Applied Communication Research*, 35(3): pp. 268-93.

- [2] Gill, R and Ganesh, S (2007). Empowerment, constraint, and the entrepreneurial self: a study of white women entrepreneurs. *Journal of Applied Communication Research*, Taylor & Francis, 35, (3): pp. 268-93.
- [3] Gao, Mengtao and Yao, Yang (2006). Gender gaps in access to health care in rural China. *Economic Development and Cultural Change*, 55(1): pp. 87-107.
- [4] Ghosh, Arun Kumar (2007). The gender gap in literacy and education among the scheduled tribes in Jharkhand and West Bengal. *Sociological Bulletin*, 56(1): pp. 109-25.
- [5] Dubhashi, Medha (2001). Empowerment of women through cooperatives. *Administrator*, 44(2): pp. 120-25.
- [6] Duflo, Esther (2012). Women empowerment and economic development. *Journal of Economic Literature*, 50(4): pp. 1051-1079.
- [7] Dutta, Puja Vasudeva and Reilly, Barry (2008). The gender pay gap in an era of economic change: evidence for India, 1983 to 2004. *Indian Journal of Labour Economics*, 51(3): pp. 341-66.
- [8] Dutta, Subhabrata (2002). Women empowerment - a distant dream. *Social Welfare*, 49(5) pp. 7-9.
- [9] Dwivedi, R. S. (1998). Empowerment: theoretical perspectives and applications in Indian organisations. *Indian Journal of Industrial Relations*, 34(2): pp. 164-82.
- [10] Elson, D. (1999). Labor markets as gendered institutions: equality, efficiency and empowerment issues, Elsevier, University of Manchester. *UK World Development*, Volume 27(3): pp. 627.
- [11] Fernando, Judel L. (1997). Nongovernmental Organizations, Micro-Credit, and Empowerment of Women. *The ANNALS of the American Academy of Political*: pp. 319-37.
- [12] French, Joan (2001). Gender equality and the rights of women and girls. *Development*, 44(2): pp. 47-51.

---

### Corresponding Author

**Mukesh Kumar\***

Research Scholar of OPJS University, Churu, Rajasthan