



## **THE ROLE OF EDUCATION IN THE EMPOWERMENT OF WOMEN IN WEST BENGAL, INDIA: REFLECTIONS ON A SURVEY OF WOMEN**

**Malabika Mandal**

Research Scholar, Dept. of. Sociology, C.M.J. University, Jorabat, Meghalaya, India.

---

### **ABSTRACT**

Education of women is the most powerful tool of the change of position in society. Education also brings a reduction in inequalities and function as a means of improving the status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. If you educate a man, you educate an individual, however, if you educate a woman, you educate the whole family. Women empowered means mother India empowered.

---

**Keywords:** *Role Of Education, Empowerment Of Women, Survey Of Women, West Bengal*

---



## 1. INTRODUCTION

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum as regards objectives, content and methodology. It is characterized by a contiguous education process named, as Sarramona remarks, presential education<sup>ll</sup>, which necessarily involves the teacher, the students and the institution. It corresponds to the education process normally adopted by our schools and universities. Formal education institutions are administratively, physically and curricular organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioural objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. In general, the objectives aimed at the personal growth of students are negligence and, the basic principles of learning fail to be considered in the planning and the performance of education systems. Indian law provides equal rights for men and women relating to important aspects of life. Consequently, many women now a days have come forward to participate in academic, social and political activities even at the grassroot level. With more career opportunities, they scale great heights toward self reliance and independence. All these achievements are the end results of formal education.

Increasing women's education is a central policy aim of the international development community and most of the developing country governments. Gender equality in education is a critical element of the millennium development goals. This international commitment [2] is, in part, founded on a large literature that establishes the positive effects of women's education on a broad range of development outcomes from, reductions in fertility and child mortality to increased productivity and economic growth (World Bank 2001). Women education is a big catalytic agent, as it imparts exposure and creates new ideas of thinking and triggers demand for a change. Education is both an important instrument for increasing and improving the chances of women's employability and for empowering women as they learn to think for themselves, become confident and also develop the capability of recognizing more acutely the areas of exploitation.



Today the whole world has emphasized and is convinced about the important and empowering role of education. It is considered that only education can raise women's status in the society and it is the only key which can open the door of healthy and better life for women. There has been a drastic increase in the education as well as position of women in recent decades in rural and urban areas. Though in our society the notion of man being the primary earner is still embedded in the cultural value system of middle class, yet women's right and need to pursue their study and career and to have begun to be accepted and respected even by the middle classes. As Nath (1961) found in his research that increase in the number and proportion of girls at different levels of education and tremendous drop-in dropout rates indicate a strong trend in education of girls not only as a social obligation, of getting educated grooms, but with a long term need for their developing into empowered human beings. Today our modern Indian woman is at par with men in all kinds of jobs like reaching the moon, conquering Mount Everest and participating in all fields and this is only because of education and its impact on women. Scientific technology has entered the environment of our day-to-day life and culture. A women or girl can be called modern only when she is well educated and has more rationality in her attitude towards life. Today upper middle class and lower middle-class women with good qualification are better handling at their home, society and occupation. Woman is the pivot around which the whole family moves.

### **1.1 Statement of Problem**

Empowerment means addressing these inequalities and making it not only legal but accepted in society that women and men can do the same things with the same level of approval and/or acceptance. It isn't enough to make women equal in the eyes of the law. It also has to be accepted by a significant portion of society, or else the problems will not be addressed. The researcher believes that it is the nature of empowerment that only those who seek power can empower themselves. You cannot give away power. It can only be earned. However, if you earn power, it cannot be taken back because it is the power one has fought for and earned oneself. Men can be allies in women's empowerment, but men cannot give power to women. Women must organize for their own power. If women want to empower themselves, they must organize to do so. Men can help, but it is up to women to seal the deal.

### **1.2 Rationale of the study**

Empowering women through entrepreneurship teaching them to fish rather than just feeding them-is the main key economic growth. Increased income controlled by women gives the self-confidence, which helps us to obtain a voice. The need of the hour is to bring uneducated and unemployed women into financial mainstream, helping them become savers for their families and expanding their decision making. As we know, when we empower a woman, we empower a family; major influence is on the children, thus the society. So empowerment of women will give new workforce for society. Our mission should be to develop the potential of this new workforce. Women and girls are the most potentially capable untapped resource on the face of the earth. And this is why we need women empowerment. Also, this is why the Gender Equality goal of the United Nations Millennium Development Goals is so important. Women empowerment means marginalizing power in women and girls so that they can play a significant role in the society. Empowerment, in general, is developing or building or organizing the power you need to accomplish your goals. The idea that women need empowerment more than men generally is based on the perception that women have less power than men and have been oppressed by men. Women, therefore, have had a harder time achieving their goals compared to men since men have been keeping them under control. After being suppressed in a patriarchal world for so long, women just need a little help to raise their voices against oppression, female foeticide, rapes, dowry, gender equality and more.

### **1.3 Geographical Location of the study**

Geography of West Bengal, a state in eastern India, is diverse, of high peaks of Himalaya in the northern extremes to where Himalayas are in the north and sea is at the south, with both plains and plateaus covering the remaining region. West Bengal is on the eastern bottleneck of India, stretching from the Himalayas in the north to the Bay of Bengal in the south. It lies between 85 degree 50 minutes and 89 degree 50 minutes east longitude, and 21 degrees 25 minutes and 27 degrees 13 minutes north latitude. The state has a total area of 88,752 square kilometres (34,267 sq mi).With Bangladesh, which lies on its eastern border, the state forms the ethno-linguistic region of Bengal. To its northeast lie the states of Assam and Sikkim and the country Bhutan, and to its southwest, the state of Orissa. To the west it borders the state of Jharkhand and Bihar, and to the northwest, Nepal. The capital of the state

is Kolkata, the third-largest urban agglomeration and the seventh-largest city in India.

West Bengal is a state in the eastern region of India along the Bay of Bengal. With over 91 million inhabitants, it is the fourth-most populous state and the fourteenth-largest state by area in India. Covering an area of 88,752 km<sup>2</sup> (34,267 sq mi), it is also the seventh-most populous country subdivision of the world. Part of the Bengal region of the Indian subcontinent, it borders Bangladesh in the east, and Nepal and Bhutan in the north. It also borders the Indian states of Odisha, Jharkhand, Bihar, Sikkim and Assam. The state capital is Kolkata, the third-largest metropolis, and seventh largest city by population in India. West Bengal includes the Darjeeling Himalayan hill region, the Ganges delta, the Rarh region and the coastal Sundarbans. The state's main ethnic group is the Bengalis, with the Bengali Hindus forming the demographic majority.

#### **1.4 Scope of the Study**

A critical aspect of promoting gender equality is the empowerment of women with a focus on identifying and rectifying power imbalances and giving women more autonomy to manage their own lives. Empowering women is a must not only for the realization of human rights for all but also for achieving inclusive and sustainable development. The principle of gender equality dictates that men and women were born equal and that they must be treated as such. But, gender disparity in various aspects, such as education, social status, economic power, political participation and decision-making power at different levels are the major challenges throughout the globe. Women constitute nearly half of the world's total population, and therefore it is hardly possible to achieve considerable socio-economic development without active participation of the whole productive age group of citizens (women and men). In other words, any country that needs to achieve sustainable socio-economic development must need to ensure active participation of both women and men in development activities, and thus, they will be equally and fairly benefited from the development may obtained through their active involvement. Women's role in both economic and non-economic sector has notable contribution in both attaining and sustaining socioeconomic development. Formation and continuity of family is the domain of the women. Women's role as wife, mother, and organizers by offering basic foundation to other dimensions of social life is of extreme importance. But it has not been given due recognition by their male counterparts and the society as well. Therefore, there is a

need to empower this disadvantaged group of the society not only for fulfilling their personal rights but also to create the environment of equal access and opportunities for all in all aspects of life, and to give recognition for their role in building personal, cultural, and socioeconomic development. This includes promoting their active participation in community and national development programs which leads the country to inclusive and sustainable development. And this can only be true through providing rural women well-planned and organized empowerment programs, which can open the door of equal access and opportunities for all in every aspect of life.

### **1.5 Limitation**

- This study is limited to urban and rural areas of educated and uneducated women.
- The study is directed towards the married women who are living with their families.
- To make specific and researchable, the area of this study was delimited to the role of non-formal education to empower rural women.

### **1.6 Hypothesis**

- (i) There is no significant difference in attitude of the people towards empowerment of women is favourable.
- (ii) There is no significant difference in role of Education in the socio-cultural empowerment of women.
- (iii) There is no significant difference in role of Education in the economic empowerment of women.
- (iv) There is no significant difference in role of Education in the political and legal empowerment of women.
- (v) There is no significant difference in role of Education in the psycho-emotional empowerment of women.

## 2. LITERATURE REVIEW

sonali channawar (2016) In the present article the title shows the word empower the women via education. This statement true to fulfil the empowerment of women in various fields. Also shows that empowerment of women in 21<sup>st</sup> century play important role in the development of the country. Women constitute almost half of the population in the world and access to education has been one of the most pressing demands of theses women's right movements. Women's education has also been a major preoccupation of both the government and civil society as educated women can also play a vital role in socio-economic factor. Through Education Women enhance the quality for improve the quantity of knowledge and Put every steps further to achieve her goals and aware the society by showing the power of women's empowerment. It is great to access that now situation to motivate the entire girl child for education. Women are key of problems lock, to open with their authentic solution.

Dr.M.Sekar (2014) Education is the key factor for women empowerment, prosperity, development and welfare. Discrimination of women from womb to tomb is well known. There is continued inequality and vulnerability of women in all sectors and women oppressed in all spheres of life, they need to be empowered in all walk of life. In order to fight against the socially constructed gender biases, women have to swim against the system that requires more strength. Such strength comes from the process of empowerment and empowerment will come from the education. And rural development will come from women empowerment. This paper aim to create the awareness among the women's about different empowerment and identifying the impact of education in women overall empowerment in Madurai district. Totally 455 women respondents between 20-50 age group were selected for the study. Findings of the study shows that educational qualification play significant role in women empowerment and it concludes that if women's empowerment is to be effected, it can be carried out only through the medium of education. Hence, it is of foremost importance to raise the level of education amongst women.

Bhajan Chandra Barman (2018) According to Census Report 2011, nearly 50% of the population of our country are women. They have a great contribution in society. Therefore, we cannot deny the importance of them. In spite of great contribution in society, the women are less empowered in every field of society. The conception of empowerment is based on the notion of power; empowerment by definition means "enabling", "giving, receiving or obtaining power" or "giving the official or legal

authority or the freedom to do something”. In addition, empowerment is defined as the equalization of power and the more efficient use of resources. Women's education leads to empowerment. There are two reasons behind selecting the topic “Role of Education in Empowering Women” for the present study. Firstly, there has been no found any comparative study in the review of literature regarding the measurement of empowerment between educated and uneducated women. Secondly, no literature has been found on education and women empowerment in the study area. The present paper fulfills this research gap. Dinhat block-II of Cooch Behar district, West Bengal has been selected for the purpose of the study. The study is based on both primary and secondary data. Primary data have been collected from a field survey in Dinhat block-II of Cooch Behar district, West Bengal. Secondary data have also been collected from various journals, articles, working papers and education related website. For study purpose it has been selected 200 women from the study area. Among them 100 are educated and the rest 100 women are uneducated. A structured interview schedule was prepared and used for collecting data from the respondents in the study area. To analyse the results a simple statistical technique like percentage has been used. To compare the results, Chi-square test has been used. In the present study, it has been considered nine indicators to measure empowerment between educated and uneducated women. From the results and discussion it has been observed that educated women are more empowered as compare to uneducated one. Chi-square Test shows the significance difference between educated and uneducated women regarding empowerment. Thus, it can be conclude that education is very important factor in empowering women.

Sowjanya S. Shetty (2015) Pandit Jawaharlal Nehru once said: “If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered”. When women who contribute almost half of the population are empowered it will strengthen the national economy. Education is considered as a milestone for women empowerment because it enables them to respond to the challenges, to confront their traditional role and change their lives. Increasing access to education notwithstanding, gender discrimination still persists in India and lot more needs to be done in the field of women's education in India. Women have so much unexplored potential which has never been tapped. As education is both an input and input of human development, educational equity will ensure enabling and entrepreneurial development. Today, the female literacy levels according to the Literacy Rate 2011 census are 65.46% where the male



literacy rate is over 80%. Even beyond literacy there is much that education can do for women's rights, dignity and security. Education is the key to unlock the golden door of freedom for development. Eileen Malone Beach sees education, health care, and income as a blessed trinity because they are so closely related. This paper discusses the impact of education on empowerment of women as well as the challenges and changes that we must have to deal with during the process. We call for a renewed emphasis on relevant, quality and holistic education to ensure the desired results.

Dr. K.P. Meera (2015) Empowerment of women has becoming a burning issue all over the world including India since last few decades. For centuries women were not treated equal to men in many ways. Today we can see that women occupies respectable positions in all walks of life. Yet, they are not absolutely free, due to discriminations and harassments of the society. A few number of women have been able to establish their potentialities. So now we have come out of these dark days of oppressions of women. It is the present necessity to fight for the rights of women and to ensure that they get all the rights which men have or in other words a movement for the Empowerment of Women. This empowerment is possible only through education. So Empowering Women through Education is a need of the hour.

P. Pachaiyappan (2014) Empowerment is an active multidimensional process which should enable women to realize their full identity and power in all spheres of life. Empowerment literally means making someone powerful, facilitating the weak to attain strength, to increase one's self-esteem, to help someone to be assertive/self-confident, to enable someone to confront injustice and oppression and to support someone to fight for her rights. Educated women can play a pivotal role in eradicating poverty and accelerating development process. They can take active part in all the spheres of life. Educated mothers can take care of the education of their children irrespective of the boys or girls. The children in turn improve their capabilities and thereby enlarge their choices, enjoying long and healthy life, educated environment having access to the resources because of their better education qualifications. Thus peace, prosperity and stability of a family depend on the females who formulate the household budget in a manner that it builds up the healthy family environment. The family budget is oriented towards the provision of qualitative education and health facilities to the children so that they become competitive and promote cohesive social and economic development benefiting all the sections in the country. In this way the paper highlights process, indicators, levels of women



empowerment, educational position of rural women, factors responsible for poor female literacy, education - a tool for empowerment and role of ICT in women's education for empowerment.

**Dr. Kunhi Sikha Bhuyan (2020)** *“Empowerment of women” is a topic that has been debated and deliberated world over. The half of the population of the world is women, they reach in the top of the sky but till we are taking about women empowerment. Empowerment of women means equipping them to be self-reliant, confident and economically independent with a positive self-esteem, ability to take decisions to participate in developmental process and social change. According to Asian and Pacific Centre for Women and Development defines empowerment as a process that aims at creating the conditions for the self-determination of a particular people or group. Gender inequality is very common not only in our society but also it's a major challenge in front of the world community. Education is a fundamental right for all people, women and men throughout the world. Every person is benefited with educational opportunities which are designed to meet the needs of the life. To empower women education can plays a very important role, education is empowerment. India still has one of the lowest female literacy rates; low level of literacy has negative impact on women's lives and also on their family and the economic and social development of our country. In here we are discussing about women empowerment through education; the problems, the historical background of women education, constitutional provision and also forwarded some suggestions. Hope that our paper will help about to understanding the women educational scenario and importance of education in her development and empowerment.*

Miss Nabanita Bera (2016) ‘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.

Parvaiz Yousuf (2019) Women empowerment means to give power or authority to women. It does not only mean to empower their economic status but social, political and cultural status as well. From centuries women were discriminated and deprived of from their basic facilities like education, health, family matters, etc. Education is the remedial tool to eradicate all these barriers and enhance the status of women by empowering them in all spheres of life. Education brings positive change in the life of women by changing the attitude and the ideology of the society. Giving education to women is the best medicine for their development. This paper is based on the objective analysis of the role of education in women empowerment.

M. SUGUNA (2011) Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The growth of women's education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited." Education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of



improving their status within the family.

## **2.1 RESEARCH GAP**

The issue of women empowerment to promote gender equality and to reduce extreme poverty is a common target of developing countries. Further, it is also the current issue that appears in the frontline of the agendas of international donors, agencies, and nongovernment organizations which are working for the realization of gender equality and for the attainment of inclusive and sustainable development. Women in the world but much more in developing countries are generally silent and their voice has been stifled by socio-economic and cultural factors. These factors coupled with so many interrelated institutional and non-institutional factors dictate the gender-based division of labor, rights, responsibilities, opportunities and access to and control over resources. Therefore literacy, socio-economic and political participation, and participation in decision-making at various levels are among the major areas of gender disparities, especially in the rural part of developing countries. Even though the degree is relatively less in some gender issues, the problem of gender disparity is not only belonging to developing countries, but also it is the global current issue. Moreover, it is relevant subject which seeks necessary attention from policy-makers, adult educators, researchers and economists from all over the world in order to make significant change on the life of the disadvantaged and subordinated women throughout the world. With the globalization era, non-formal education has become a global approach for empowerment and poverty eradication programs. Therefore non-formal education schemes should be analyzed within international, national and local context. Since its establishment, the department is performing different non-formal education schemes to empower rural women and the rural poor at large. Community organization programs, Children's development (Balavedi), Promotion of voluntarism, and need-based course for the community (six-month certificate course and one-year diploma in Yoga and Naturopathy, Organic farming, counseling, and management of learning disability) are among its focus areas (DAE, 2010). In sum, despite the fact that the situation of woman empowerment along with other community-based programs in Kerala is better than the national scenario of India, there is similarity in the research gap at national level and Kerala's regional state level, particularly on the basic tools used to empower rural women.

### **3. OBJECTIVES OF THE STUDY**

- a) To study the level of education of women in urban and rural areas
- b) To study the role of education on women empowerment on the basis of marital status.
- c) To study the type of family on the empowerment of women in urban and rural area o
- d) To assess the role of non-formal education in promoting functional literacy of rural women.
- e) To look at the role of non-formal education in promoting social involvement of rural women.

### **4. RESEARCH METHODOLOGY**

#### **Research Design**

Integrated method research design in which relatively the quantitative component is given interpretive priority was used for this study. Integrated methods research approach is a type of research approach which incorporates both quantitative and qualitative data. It uses different methods and various data sources. Thus, integrated methods research design is used to endorse the complementary strength of both quantitative and qualitative research in the same study. This means that the research bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem. Thus, mixed methods research design helps the researcher to collect both quantitative and qualitative data from various sources by using different data collection tools. The quantitative component of integrated methods research design of this study promotes wide representative sampling of the population of the study. Further, it is used to summarize extensive numerical data in clear tabular, and also support the impact of small sample qualitative results by documenting larger representative sampling.

#### **Research Method**

Descriptive survey method will be used for the quantitative approach whereas; case study method was employed for the in-depth qualitative data. Descriptive research is a study designed to depict the participants in an accurate way. In other words, it is about defining the research respondents through statistical analysis, and accordingly drawing evidence-based conclusions of the research. It is



conclusive in nature, as opposed to exploratory. Hence, descriptive research gathers quantifiable information that can be used for statistical inference on the target respondents through data analysis.

### **Study Sample and Sampling Technique**

One of the important points in descriptive research is to ensure accuracy of the results. This stems from limiting bias and error in survey design and research method. As error can stem from different sources such as researcher, survey structure and respondents with sample surveys, error is unavoidable. But it is important to control margin of error and confidence levels by having a proper survey sample size. Hence, the sample of the study must be credible and cover the main groups the researcher is interested in. Therefore, from a study population with total of 299 members, 169 respondents will be selected for survey study by using simple random sampling method; while purposive sampling method will be used to select 20 respondents from the same study population for in-depth case study.

### **Data Collection**

**Primary Sources:** The primary data will be collected from 169 randomly selected survey respondents and 20 purposively selected case study respondents (rural women of Nalpathimala village). In addition to the target respondents, 10 respondents from local level government departments, who have direct relation with the Kudumbashree project (women self-help groups), will b e also have participated in providing primary data for this research. Thus, total of 199 respondents were participated in providing primary data for this research.

**Secondary Sources:** To supplement primary data, secondary data will be collected through extensive review of published and unpublished documents related to the research objective. Moreover, gender mainstreaming guidelines and training manuals, and workshop proceedings of organizations which are working on gender issues will be consulted. Other key documents such as gender related national policies, development strategies and academic journals related to the study objectives will be reviewed.

### **Data Gathering Tools**

Research objectives identify exactly what researchers are trying to discover through systematic and scientific approach of data collection and data analysis in order to make evidence-based conclusions,

based on the properly defined research objectives. Therefore, the researcher has developed a questionnaire from review literature that provides relevant insights that give a clear direction towards the objectives of this research. Hence, to collect necessary data for this research from the target respondents of women, a three-section questionnaire will be developed by the researcher from literature review.

The first section included questions focused to the respondents' demographic data: age, education background, religion and marital status. The second section incorporated 8 'Yes' and 'No' types questions which aimed to collect data regarding the experience of respondents concerning their participation in community issues including their political participation. The third section will be used 39 a three-point categorical type scale questions, which included questions concerning respondents' knowledge and attitudes about the role of formal education in relation to empowerment of women. In the answer scale, 1 = Disagree, 2 = Undecided, and 3 = Agree. Totally, a questionnaire consists of 54 questions will be developed to collect survey data. Then the scheduled interview will be conducted in person for 169 respondents at their residence where the interviewers assisted them to complete the questionnaire.

The researcher will be interested to use personal interview for collecting survey data, this is because, by personalizing the interview and being able to interpret questions and survey concepts, the interviewer can increase the response rate and the overall quality of the data. Hence, the interviewers can increase the response rate by stimulating interest in the survey and reassuring the respondents of any concerns they may have regarding the confidentiality of the data, the purpose of the survey, what is expected from the respondents during the interview, how long the interview will take, and how the survey findings will be used. Moreover, as respondents of this study will be selected from population with low literacy level, the researcher believes that personal scheduled interview survey is more appropriate for this research.

As integrated research approach will be used for this research, semi structured interview will be used to collect qualitative data from 20 purposively selected respondents, and 10 officials from local government departments. It will be through this tool that the researcher has gathered in-depth qualitative data which will be planned to maximize the detail and accuracy of the results obtained from



the analysis of the survey data.

### **Data Analysis**

For quantitative data analysis, a number of statistical analyses will be conducted using statistical package of social science (SPSS) version nineteen. These include descriptive statistics (percentages, mean point value, and standard deviation); and Chi-square test will be used to find out either statistically significant association or relationships between education and empowerment of rural women exists or not. The statistical significance of this research was set at  $p < 0.05$  (Confidence Level = 95%, Margin of Error = 5%) to measure if the level of confidence observed in the sample also existed in the population of the study. The in-depth qualitative data collected through scheduled interview will be organized under seven manageable units. Hence interview responses with similar concept will be merged to a single case, and presented under data presentation and analysis chapter of this research. Under the presentation of each case of in-depth qualitative data, researchers' observation will be given. Finally, it will be used concurrently in the discussion and interpretation to supplement or to triangulate the findings obtained from analysis of survey data. Hence, in this study quantitative analysis is given a priority; whereas qualitative analysis will be employed to provide rich context bounded information leading to theories that can help to explain the phenomena.

### **5. EXPECTED OUTCOME**

The educational development will be a major concern for all those involved in building a society based on universal values of justice, equity, freedom, peace, harmony, fraternity etc. An analysis of the present education will reveal the great gap between the ideal society our father of the Nation and other stakeholders had visualized and the actual education where we live and interact. In spite of the ideals of a dream society, the gap and divide between the rural- urban, rich- poor, male- female, lower- higher categories of people has not been reduced, much less than removed. As a result, there is growing discrimination and violation of human rights, resulting in the inhuman conditions and marginalization of sections of people. Even after Independence and years of planed development, the fruits of the development have not percolated or trickled down to these marginalized sections. A proper perspective and correct understanding of the multifarious aspects of developments and the implications of empowerment of women through education have to be analysed in detail to correct these distortions in



our country and elsewhere. They will enable to get awareness on correct notions and perspective on development and women empowerment and thereby facilities the marginalized sections to regain their lost human dignity and rights to have a meaningful existence. It is essential to analyse these issues in detail scientifically, using educational research methodologies and tools.

Educational research programme will be prepared to analyse the issue of rural development and the empowerment of the marginalized and develop a conceptual and practical understanding of a development paradigm in the form of educational reform. The concept of education has been understood and explained as a paradigm shift in development approaches. Various development strategies have been tried by Govt. as well as Non-Govt. Agencies to bring development of the weaker sections and areas. But most of these effects have been found futile or outdated or useless to the poor. A new strategy based on awareness of the poor, increasing their capacities for analysing the educational situations with a critical outlook organizing themselves in to groups and networks on the basis of trust and mutual cooperation, their collection efforts to achieve their rights, sense of dignity, self-respect, confidence and many universally acclaimed values has been found a better option in the context of integrated, participatory and sustainable development. This process alone can give the avenues for the women to empower themselves and build a better society in which all are included in the steps of building educational infrastructure. Thus the concept of educational infrastructure can include a variety of activities to cover up all the above mentioned aspects of women empowerment.

Education as a right has always been the privilege of the powerful whether it is the higher castes, upper classes, urban and rural women for that matter. After five decades of independence, India is still plagued by the problem of housing the largest number of illiterate women in the world. For the past five decades, the gap in the literacy rates of men and women still persist and has not shown an indication of reducing. The recent statistics show that more than 50% of girl children are not enrolled in primary schools. More than two thirds of girls are denied the right to education from grade 5 onwards. The thirty odd percentages that access higher education are concentrated in female oriented courses. Ones in which the employment opportunities are lower and the remuneration comparatively less than those accessed by men. At all levels of educational institutions, the representation of women in decision making bodies is negligible leading to little impact on gender issues. The need for critical numbers of women in decision making bodies has been identified and illustrated in connection with



reservation for women in decentralized governance Lack of education even in terms of basic literacy operates as a major impediment in their participation in other fields of employment or public life. Their poor literacy has also acted as a serious handicap for women accessing their right to participation in the political field bestowed on them through the 73rd and 74th Amendment to the Constitution. The gains in educating a woman are multifold and would significantly contribute to the development of a country both directly and indirectly.

## REFERENCES

- 1) Miss Nabanita Bera, (2016), Women Empowerment through Education, International Journal of Humanities & Social Science Studies (IJHSSS), Volume-II, Issue-VI, May 2016, Page No. 184-190
- 2) Parvaiz Yousuf, (2017), Role of education in women empowerment (A sociological study of the women Professors of Gwalior city M.P. India), The research journal of social sciences January 2019 volume 10 number 1
- 3) M. SUGUNA, (2011), EDUCATION AND WOMEN EMPOWERMENT IN INDIA, International Journal of Multidisciplinary Research Vol.1 Issue 8
- 4) Channawar, Sonali. (2016). Role of Education in Women Empowerment. International Journal of Recent Trends in Engineering & Research (IJRTER) Volume 02, Issue 11
- 5) Shunmuga, M & M, Sekar & Alagarsamy, Subburaj. (2015). WOMEN EMPOWERMENT: ROLE OF EDUCATION. IJMSS Vol.2 Issue-12, (December 2014)
- 6) Bhajan Chandra Barman, (2018), Role of Education in Empowering Women:A Case Study, Asian Review of Social Sciences, Vol.7 No.1, 2018, pp. 16-20
- 7) Sowjanya S. Shetty, (2015), ROLE OF EDUCATION IN WOMEN EMPOWERMENT AND DEVELOPMENT: ISSUES AND IMPACT, SAMPRATHI 2015 National Seminar on Education for Building People's Capacity towards Sustainable Development
- 8) Dr. K.P. Meera, (2015), Empowering Women through Education, International Journal of Humanities and Social Science Invention, Volume 4 Issue 10 || October. 2015 || PP.58-61
- 9) P. Pachaiyappan, (2014), Education: A Tool for Empowerment of Women, Journal of Education and Practice, Vol.5, No.30, 2014
- 10) Dr. Kunhi Sikha Bhuyan. (2020). Women Empowerment: The Role of Education in Women Empowerment. *International Journal of Advanced Science and Technology*, 29(3), 15451-15456.