

# A Sociological Perspective On The Role Of Education Towards Women Empowerment

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## ARTICLE INFO

## ABSTRACT

Women's empowerment refers to the process of raising the economic, social, and political status of traditionally underprivileged women in society. The analysis was built on secondary data gathered from numerous official gazettes, surveys, and reports. According to the research, despite several government attempts, women continue to have lower social position and authority. Women's uneven gender norms are prominent across society. The study's key finding is that improvements in social structure, career possibilities, and educational access are required to promote women's empowerment.

In India, women's education is critical since it is the foundation for their freedom. Other benefits of education include reduced inequality, increased family status, and the development of the concept of participation. The present research aims to better understand respondents' attitudes on women's education and if they believe education contributes to women's empowerment. The paper also includes recommendations that it expects will help advance the cause of women's empowerment.

**Keywords:** Socioeconomic status, education, women's empowerment, government policies, inequities.

## 1. Introduction

Women's empowerment is fundamentally dependent on the process of strengthening their economic, social, and political position, as they are frequently disenfranchised in society. It is the process of defending them from all forms of aggression. Women's empowerment means building a political and social environment free of discrimination, exploitation, fear, and other unpleasant emotions associated with being a woman in a historically male-dominated society. Half of the world's population is female, however India has a less unequal sex ratio than the rest of the world. In terms of social standing, women are not always treated equally with males. Issues such as gender discrimination continue to exist today. Empowerment is the process of creating a social environment in which people may make their own choices and decisions in order to achieve social transformation. It is a means by which people may take control of their lives and destiny. Every society has a number of groups that have been denied their fundamental rights, yet these groups are unaware of their rights. If we include such individuals of society, women would be at the top of this list. In fact, women are the most important members of any society.

The rising tendency of undervaluing women, which includes relegating them to a secondary place in society and denying them basic rights, highlighted the need for women's empowerment. We appreciate the benefits of living in a free nation today, but we must question if each and every one of our country's people genuinely enjoys freedom, or freedom in the true meaning of the word. Discrimination against women and between men and women has long been a global issue. Women aspire for equality with men, and this is a universal fact. Women and men should be treated equally in every aspect of life, including employment, politics, inheritance, marriage, and education.

Despite the fact that our nation's Constitution contains no mention of gender disparity, our culture has denied women fundamental rights granted by the Constitution. People who feel empowered are better equipped to reach their full potential, participate more actively in politics and society, and believe in their own abilities. "Women's empowerment is defined as the process in which their spiritual, political, social or economic status is raised" The complex interaction of social, cultural, and economic forces has influenced women's experiences and opportunities in India, resulting in persisting gender discrepancies in education, employment, and decision-making authority. Understanding these issues from a sociological standpoint is critical for designing successful interventions and fostering gender equality.

A sociological assessment of women's empowerment and education in India demonstrates the pervasive impact of conventional gender roles, patriarchal norms, and socioeconomic disparities. These disadvantages have contributed to lower females' school enrollment rates, greater dropout rates, and limited access to further education and career possibilities. Furthermore, women frequently encounter discrimination and gender-based violence, which impedes their personal and professional growth. Despite tremendous improvements in recent decades, India continues to struggle with the pervasive issue of gender inequality. By investigating the sociological basis of women's empowerment and educational obstacles, we may develop effective methods to address the root causes and foster a more fair society.

The present study is titled "A Sociological Perspective of Role of Education on Empowerment of Women" because, as previously said, education is a powerful instrument in women's freedom and empowerment.

## **2. Concept of Empowerment**

Empowerment is one of the most often used development buzzwords. Women's groups, non-governmental development organizations, activists, politicians, governments, and international organizations all mention empowerment as one of their aims. However, it is one of the least understood as far as how it should be evaluated or watched. There is a need to define and develop provisional definitions for this word because it has become one of the most popular ideas to include in plans, projects, and initiatives. Furthermore, it is critical to address the unique implications of women's empowerment. Empowerment is a difficult topic to explain because of its inherent nature. On the one hand, it is commonly cited as a goal for a variety of development programs and activities. On the other hand, it may be viewed as a process that individuals go through that eventually results in transformation.

Women have relied on "networks of reciprocal trade" (Lomnitz, 1977) in various cultures, notably in Latin America, to obtain information and assistance from family, friends, and neighbors in order to acquire essential services such as health, childcare, food, and even loans and job recruitment. These networks work at all socioeconomic levels, including the rich and privileged (Lomnitz, 1977, 1984). These informal networks are, in some respects, a valuable resource for women. On a deeper level, these institutions construct societal control mechanisms by sustaining ideals of femininity and masculinity while also demonstrating respect for authoritarian, patriarchal power.

Empowerment, like subordination, consists of several parts. Beyond formal political participation and awareness-raising, empowerment is a sociopolitical concept. Empowerment must be viewed from cognitive, psychological, political, and economic perspectives.

The cognitive component addresses women's understanding of their subordination-related conditions and the causes for them at both the micro and macro levels of society. Understanding oneself and the need to make decisions that may contradict cultural and social conventions, as well as behavioral patterns that encourage independence, interdependence, and autonomy within the family and society as a whole, is essential (Hall, 1992). It requires gathering fresh information in order to generate a unique perspective on gender interactions, as well as demolishing outdated beliefs that reinforce powerful gender ideas.

Women must be aware of which legal rights already exist in order to advocate for their application and enforcement, as legislation for gender equity and women's rights is far ahead of practice in the majority of countries, including democratically advanced ones. Empowerment in marriage requires a deeper understanding of factors such as control over wives' fertility, sexuality, childbearing, companionship, feelings of affection and rejection, unpaid domestic work, and household decision-making. According to Beneria and Roldan (1987, pp. 137-139), these components constitute wives' obligations under the "marriage contract," making them the most vulnerable to patriarchal control.

Although the psychological component is critical, it must be supplemented with financial resources. The empirical evidence supports the premise that having access to employment increases a woman's economic independence and, as a result, her overall freedom. However, outside work for women might sometimes mean carrying two burdens at once. According to Hall (1992), economic subordination must be abolished before women may be emancipated. To be economically empowered, women must be able to engage in a creative activity that provides them with some amount of financial autonomy, no matter how small or difficult

that autonomy initially is. Revenue-generating programs are difficult to start since they are risky, time-consuming, and ineffective at first.

They can, however, develop over time if they are supported by necessary skills such as marketing, accounting, and sufficient funding. The problem with income-generating projects is not that they are not viable solutions, but rather that they have failed owing to insufficient strategy, implementation, and funding. It is feasible to transform productive company ventures into sources of income. The commitment to employing them successfully is lacking.

The political side of empowerment includes the ability to conduct political and social analyses of one's local environment, as well as the ability to organize and mobilize for social change. To achieve social transformation, an empowering process must include both individual awareness and communal action.

As Griffin (1988) puts it, "Redistribution strategies depend for their success on mobilising the populace for grassroots development, on utilising the plethora of local opportunities for small-scale projects, and on organising the various groups in the community around effective institutions so that they can articulate their demands, establish priorities, and work together for the common good" (p. 63). [p]

Joke Schrijvers defines "autonomy" as "a basic critique of the current social, economic, and political order" (1991, p.6). "An anti-hierarchical idea, which inspires critical and creative thought and action," she says.

What I find most appealing about it is how it conveys an inner attitude of strength, one that allows for transformation, one that springs from one's own inner resources as an individual or a collective, one that moves from the bottom up and resists unwelcome dominance [on the part of others] (Schrijvers, 1991, pp. 5-6). Schrijvers' formulation is useful because it stresses how important it is for women to acquire power "from within" before exerting influence "over" other aspects of society, particularly the state.

### **3. The Importance of Education for Women's Empowerment**

It is thought that Indian culture is not the only one that values women's empowerment. If we consider this from a global viewpoint, we will find that all developed nations treat women equally. Their literacy rates should therefore increase. Women's literacy rates in the post-independence era are below expectations. By 2020, as a developing nation, we want to be a Super Power. If we want to become a Super Power, all facets of our culture and nation must be involved in the nation-building process.

### **4. Issues, Challenges, and Concerns Regarding Women's Empowerment in India**

The Indian women's empowerment process is validated by a number of limitations. Women's subordination is manifested and maintained by social conventions and family structures in developing nations such as India. It is believed that the male child inherits the clan in various parts of India. Women suffer injustice because they internalize the conventional view of their role as normal.

#### ***In India, women's empowerment faces a number of challenges and issues, including:***

**Education:** Because women are discouraged from pursuing higher education, such as professional and technical education, the percentage of women in India's educational population is low, particularly in rural areas. Women are severely impacted by gender bias in higher education and specialized professional trainings when it comes to finding work and rising to the top of any area.

**Poverty:** The world's biggest threat to peace, and eliminating poverty ought to be a national priority on par with ending illiteracy.

**Sexual harassment:** When family members, neighbors, friends, or relatives take advantage of a girl child in public, at home, on the street, on a bus, at work, etc.

**Child Marriages:** When females in their teens are married, their parents do so to avoid paying a dowry.

#### ***Patriarchy and Gender Inequality:***

Research continuously shows that patriarchal practices and gender inequality are the main reasons why women in India lack authority. These social frameworks restrict women's access to higher education, employment, decision-making authority, and self-determination. Stereotypes and traditional gender roles serve to further perpetuate these disparities.

#### ***Inequalities in Education:***

The substantial disparity in educational chances between men and women in India is highlighted by a number of studies. Girls' lower school enrollment and greater dropout rates are caused by a number of factors, including poverty, cultural standards, and early arranged marriages. Inequalities in education impede

women's growth and reinforce gender inequity. Even with India's impressive advancements in social and economic development, the nation nevertheless faces the persistent problem of gender-based educational gaps.

A major obstacle to attaining true gender equality and realizing Indian women's full potential is the ongoing gender disparity in education. The glaring differences in educational achievement between males and females in India have been the subject of numerous studies. Only 62.5% of women aged 15 and older were literate, compared to 82% of men, according to the 2020 ASER (Annual Status of Education Report). In rural areas, where just 53.7% of women and 74.5% of men are literate, the gender difference is much more noticeable.

Poverty, cultural standards, and society behaviors are only a few of the many intricate and multidimensional factors that contribute to this educational gap. Because families sometimes prioritize their sons' education over their daughters', seeing it as a more beneficial investment, poverty continues to be a significant barrier to girls' education. Girls' education is further discouraged by cultural norms that place a strong emphasis on women's domestic roles, which uphold the idea that their main responsibilities are taking care of the home and their families. Another important factor in the continuation of educational inequalities is early planned marriages. Girls who are married off at a young age are frequently forced to leave school, which shortens their education and reduces their opportunities for the future.

Child labor, which is common in rural India, makes the problem worse because girls are frequently taken out of school to work as household helpers or to support their families. Disparities in schooling have effects that go well beyond issues with reading and numeracy. Women's low levels of education limit their career options and income potential, which in turn limits their economic participation. Given that women with poor levels of education are more likely to be impoverished and have fewer funds available to support their children's education, this further feeds the cycle of poverty. In addition, differences in education make gender disparity worse in other areas of life.

When it comes to decision-making, women with lower educational attainment are less likely to have their voices heard and are more likely to experience violence and prejudice. A multifaceted strategy is required in India to solve the problem of educational inequality and advance gender equality. It is essential to implement focused programs that aim to empower women and reduce poverty. Promoting vocational training and skill development for women, giving families financial support to support their daughters' education, and increasing awareness of the value of girls' education are all examples of these activities. It is also critical to address deeply rooted cultural norms and societal behaviors that devalue women's education.

Long-term public awareness initiatives that dispel gender stereotypes and highlight the importance of education for both boys and girls are necessary to achieve this. Enhancing the standard of education in rural regions is also essential for drawing and keeping girls enrolled in school. This entails offering rural pupils specialized learning materials, trained teachers, and sufficient infrastructure. Last but not least, tackling the problems of child labor and early arranged marriages is crucial to guaranteeing that girls have the chance to finish their education and follow their dreams. Stricter enforcement of child labor rules and legislative actions to raise the marriage age are necessary for this. It takes a coordinated effort from the government, civil society, and individuals to achieve gender equality in education.

The cycle of gender inequality can be broken and women can be empowered through education if India addresses the underlying causes of educational gaps and puts effective interventions in place.

### ***Socioeconomic Factors:***

Numerous academics contend that socioeconomic considerations are essential to Indian women's education and empowerment. Insufficient resources, poverty, and a lack of economic prospects make women more vulnerable and make it more difficult for them to get an education. On the other hand, education is regarded as a major factor in the economic and social empowerment of women. In India, socioeconomic conditions and the trajectory of women's empowerment and education are closely intertwined, resulting in a complex interplay of opportunities and obstacles.

Women's advancement is severely hampered by poverty, a lack of economic possibilities, and a lack of resources, but education is a transforming force that can free women from socioeconomic restraints and enable them to realize their full potential. Millions of Indians live in poverty, which disproportionately impacts women and keeps them caught in a never-ending cycle of hardship. Women are frequently disproportionately burdened with family duties and household chores, which further restricts their time and resources for personal growth and education. Furthermore, poverty frequently forces families to put their sons' schooling ahead of their daughters', which maintains gender gaps in education and the idea that women are secondary wage earners.

Women's lack of economic prospects makes their socioeconomic disadvantage even worse. Women who have limited access to work and income-generating opportunities are less financially independent, which increases their susceptibility to exploitation and reduces their capacity to support their families. Women's subservient status in households and society is maintained by their lack of economic power, which also restricts their ability to make their own decisions. The lack of access to resources like banking services, real estate, and land exacerbates the socioeconomic difficulties that women face. Women's financial vulnerability is increased by these resource limitations, which also make it difficult for them to engage in meaningful economic activity. Women are also more vulnerable to exploitation and abuse since they frequently lack ownership rights over wealth, leaving them at the mercy of others.

On the other hand, education shows itself to be a ray of hope, providing women with a route to economic empowerment. Education gives women the information, abilities, and self-assurance they need to navigate the world and make wise life decisions. It makes it possible for women to work, improving their families' quality of life and lowering their financial reliance. Another transforming factor in promoting women's social empowerment is education. By increasing understanding of their rights and advancing gender equality, it empowers women to speak up against discrimination and make their voices heard in society. Improved mother and child health outcomes are a result of women's increased ability to make educated decisions about their reproductive and health choices.

In India, socioeconomic issues are crucial in determining the course of women's education and empowerment. Even while poverty, a lack of economic possibilities, and a lack of resources are major obstacles, education is a great instrument for releasing women from socioeconomic restraints and enabling them to realize their full potential. India can create a more just and equal society by investing in women's education and tackling the underlying socioeconomic issues that impede their advancement.

**Empowerment through Education:** Several studies show that education significantly affects women's empowerment. Women who have access to education are more likely to question gender norms, fight for their rights, take part in decision-making, and raise their socioeconomic standing. By serving as a catalyst for social change, education helps create societies that are more gender-equal and inclusive. Education is the foundation of growth and development and has a transforming potential that goes well beyond simply learning new things. It is a ray of hope that illuminates the way to women's emancipation and the realization of their enormous potential. Several studies have clearly shown the significant influence that education has on women's lives, highlighting its function as a social change agent and a force for gender equality. Education gives women the ability to break free from the constraints of traditional gender roles, which frequently keep them in the home. It gives them the skills and self-assurance to challenge social norms and stand up for their rights. Women who receive education are more equipped to confront discriminatory behaviors and demand equal treatment because they have a broader awareness of their legal rights.

Education also gives women the ability to fully engage in household and communal decision-making. They gain the ability to express their wants, share their opinions, and participate actively in group decision-making. Through education, women can develop their leadership skills and assume positions of power and influence in their communities. There is no denying the economical influence of education on women. It gives women access to jobs, enabling them to improve the well-being of their families and lessen their financial reliance. Through education, women may successfully manage their resources, make well-informed financial decisions, and end the cycle of poverty. Furthermore, advancing the health and wellbeing of women depends heavily on education.

Women with higher levels of education are more likely to seek prenatal care, adopt healthy habits, and make decisions regarding their reproductive health. Additionally, education empowers women to oppose detrimental customs like child marriage and gender-based violence. Education has a transforming effect that goes beyond a single woman; it shapes entire societies. Education helps create more gender-equal and inclusive communities by empowering women. It breaks down barriers between genders and promotes peaceful coexistence by cultivating a culture of respect, understanding, and equal opportunity. A more just and equitable world can be achieved through education, which is a potent tool for women's empowerment. It provides women with the information, abilities, and self-assurance they need to question established roles, stand up for their rights, take part in decision-making, and raise their class. Societies can access a wealth of talent and potential by investing in women's education, opening the door to a better future for everybody.

Therefore, the study has made an attempt to present the role of education on empowerment of women by using primary data collection and secondary data collection methods.

## 5. Review of Literature

This literature explore focuses at the sociological viewpoint on women's empowerment and educational concerns and difficulties in India. The objective is to get a thorough awareness of the challenges that women confront in India, as well as the elements that contribute to their empowerment. This evaluation is based on a thorough examination of scholarly publications, reports, books, and other pertinent materials. The search was carried out utilizing several academic databases and libraries, with an emphasis on sociological studies of women's empowerment and education in India. This literature study focuses on the sociological aspect of women's empowerment and education issues in India.

Akosua K. Darkwah (2010) Education has always been considered crucial to women's empowerment. However, scholars like as Stromquist are beginning to question our conviction in education's potential to empower women. This article contends that the benefits of education for women are contingent on the conditions, such as the availability of quality public-sector jobs. This argument is based on a study of 600 women of three ages from three Ghanaian areas, as well as 36 intergenerational interviews. According to this poll, women aged 18 to 29 are more than twice as likely as women over 50 to have finished some form of education.

R.M Mathus and Kins (2014).Poverty is still a serious impediment to women's empowerment in India. Families frequently favor guys' education and career over women, believing that they are more likely to contribute to the family's economic well-being. This unequal distribution of resources reinforces the cycle of poverty for women since they are less likely to obtain the education and skills required to achieve well-paying employment.

Kingsley E. Nsirim; Gabriel Ekwueme Elechi (2013). The article attempts to deal with the subject of gender inequality. It underlines that any genuine attempt to address the issue must begin with the man and locates the source of gender discrepancy in a cultural context in which man has had a prominent role. It implies that man will modify his view on his self-assigned roles in light of existential truth following education and reorientation. It is believed that a revolution in human viewpoint would result in equality, which was previously limited by national legislation. Women would therefore be encouraged to actively engage in their countries' educational, economic, political, social, and other development activities in an atmosphere that promotes gender equality, freedom, and security for everyone. Naturally, this would result in long-awaited opportunities for equality and female empowerment.

Murli B, (2015).The tradition of early marriage is damaging to women's education and empowerment. Girls who marry at a young age are sometimes compelled to drop out of school, restricting their educational options and prospects for future work. Furthermore, early parenthood sometimes locks women in a cycle of poverty, since they are more likely to have health issues and have less time and energy to spend in their own development.

Haimanti Mukhopadhyay (2008). The goal of this article is to investigate how education influences women's empowerment in the Malda region of West Bengal, India. Through a comprehensive study of 42 villages, the article seeks to discover the status of women, views toward girls' education in society, barriers to women's education, the relevance of marriage in women's life, and how these variables impact education and women's empowerment. The article also highlights how educated and economically independent women have firmly rejected the prevalent evil of dowry, so contributing to economic emancipation in West Bengal's Malda District. Finally, proposals have been made to end the practice of societal and intra-household discrimination against women and girls. In accordance to the survey, the best way to eliminate the horrors of dowry is via education and empowerment.

Remson and Joory, (2016).The Indian government has developed a number of programs and initiatives targeted at increasing women's education and empowerment. These include the Beti Bachao Beti Padhao (Save the Daughter, Educate the Daughter) campaign, which aims to improve girls' education and survival rates, and the Reservation Policy for Women in Local Government, which requires a 33% reservation for women in elected positions in panchayats (village councils) and municipalities. While these programs have achieved substantial success in expanding women's school attendance and engagement in local government, more comprehensive policies that address the root causes of women's disempowerment are still needed.

## 6. Objectives Of The Study

1. To assess the respondent's socioeconomic profile.
2. To find out respondents' perceptions about women's education.
3. To determine whether respondents think education enhances women's empowerment.
5. To provide suggestions to help advance the cause of women's empowerment.

## 7. Research Methodology

The present research focuses on a group of women teachers that work in various government schools in Karimnagar, Telangana. It is important to note that a small number of women teachers are employed. The universe was thus enormously large. To ensure confidentiality, the identities of the schools and the subject of the research are kept hidden. The current study aimed to investigate 50 women teachers who worked at Karimnagar public schools.

### Area of Study

A total of five schools in Karimnagar are used as the research area to better understand how respondents feel about women's education and whether they believe education contributes to women's empowerment. The document also presents proposals to help forward the cause of women's empowerment. Ten female instructors from each school are included, for a total of fifty female responders in Karimnagar, Telangana State.

### Methods of Data Collection

Both quantitative and qualitative approaches were used. An interview schedule was used to carry out the quantitative technique. Informal interviews were performed with the study's respondents. The interview schedule is made up of three components: the respondent's socio demographic profile, their perceptions of women's empowerment, and their perceptions of women's education. Books, journals, policy documents, committee reports, working papers, and conference and seminar proceedings were all investigated as secondary sources of information. The interview format featured both closed-ended and open-ended questions. The poll questions were manually tabulated. The data was collected using the convenient method sampling. A conclusion was reached by percentage analysis.

## 8. Socio Demographic Profile Of Respondents

### Demographic Factors

These important criteria, such as gender, age, and marital status, all have an impact on respondents' attitudes toward education and how education promotes women's empowerment. According to several studies, these characteristics influence how people perceive things differently. The use of demographic profiles aids understanding of the population's general structure.

**Table-1: Age of the Respondents**

S. No.	Age	Frequency
1	21-30 Years	09(18%)
2	31 to 40 Years	22(44%)
3	41 to 50 Years	14(28%)
4	51and above	5(10%)
<b>Total</b>		<b>50(100%)</b>

*Source: Primary Data*

According to the above table 1, there were more female responses in the age category of 31 to 40 years (44 per cent), followed by the age category of 41 to 50 years (28 per cent). There were 18% female responses between the ages of 21 and 30. There were 10 percent of female respondents aged 51 and up. It is find that the majority of the respondents are in the age group of 31 to 40 years working in the schools.

### Education level:

The level of education a person has reveals their relationship to their wages, chosen employment, and life decisions that support their idea of education and empowerment. Education level influences how a family approaches higher education and women's empowerment, as well as having a substantial impact on the family's socioeconomic standing in the community.

**Table-2: Education Level of the Respondents**

S. No.	Level of Education	Frequency
1	Graduate	25(50)
2	Post Graduate	14(28)
3	PG & M. Phil	8(16)
4	PG & Ph.D	3(6)
<b>Total</b>		<b>50(100)</b>

*Source: Primary Data*

In accordance with Table 2, these female respondents who are instructors in the research area graduated at a rate of 50%. Twenty-four percent of the responders were determined to be postgraduate. While 16 percent of

respondents were PG with M.Phil, and 6 percent were PG with Ph.D, some of the respondents were judged to be highly competent to be teachers at the school. These highly skilled teachers completed their further education solely to gain information and better professional opportunities in life.

### **Marital Status**

**Table-3: Marital Status of the Respondents**

S. No.	Marital Status	Frequency
1	Unmarried	18(36)
2	Married	29(58)
3	Widow	1(2)
4	Divorce	2(4)
<b>Total</b>		<b>50(100)</b>

*Source: Primary Data*

The above table shows that there were more married respondents (54%), followed by unmarried respondents (40%). The study also discovered that there were only 4% of divorced respondents and 2% of widow respondents. This suggests that the majority of female teachers are married.

### **Income Level**

**Table-4: Income Level of the Respondents**

S. No.	Income level	Frequency
1	Below Rs.50000	10(20)
2	Rs. 50000 to 75,000	29(58)
3	Rs. 75,000 to 1,00,000	6(12)
4	Above Rs. 1,00,000	5(10)
	<b>Total</b>	<b>50(100)</b>

*Source: Primary Data*

According to the table above, those earning less than Rs. 50,000 are with 20 percent. There were 58 percent of respondents who earned between Rs. 50000 and Rs. 75,000. While 12 percent of respondents received a salary between Rs. 75,000 and 1,00,000. Only 10% of respondents had a monthly salary of more than Rs. 1,00,000. According to the above table, the majority of School Assistants receive a lower monthly wage. Only a few school instructors earn a greater pay.

### **The value of education for women.**

The respondents were asked about their thoughts on the importance of education. They inquired as to why education is crucial for women. To that end, respondents were given a few options from which to choose.

**Table-5: Perceptions on Value of education for women**

S. No.	Perceptions	Frequency
1	Gain knowledge in society	17(34)
2	Live modern life	08(16)
3	Get employment	20(40)
4	Live an independent life	05(10)
<b>Total</b>		<b>50(100)</b>

*Source: Primary Data*

According to the above table, a greater number of female respondents believe that education enables women to live independently. 10 percent of respondents agree that education helps them live independent lives. While 40% of female respondents believe that education helps them acquire jobs. 16 percent of respondents agree that education is beneficial to live a modern life. Meanwhile, 34% of respondents agree that education aids in knowledge acquisition. It is concluded that the majority of the school assistant teachers revealed their opinion towards the value of education for women is employment to women.

### **Education for women helps them achieve**

The respondents were asked about their thoughts on the statement "Education for women helps to achieve". Respondents were given a set of options from which to choose.

**Table-6: Perceptions on Education for women helps them achieve**

S. No.	Response	Frequency
1	Economic independence	19 (38)
2	Socio-economic equality	12 (24)
3	Obtain status in society	19 (38)
4	<b>Total</b>	<b>50(100)</b>

*Source: Primary Data*

As can be seen from table 8, there did an equal number of responses, with 38% of them believe that education helps women become economically independent and achieve social standing. According to the survey, 24% of participants think that education contributes to socioeconomic equality in society. The respondents' perceptions of women's work and education have improved. In other words, they uphold the rationale that women shouldn't be monetarily reliant on men. They advocate for women's financial independence.

#### ***Do parents discriminate against women when it comes to higher education?***

**Table-7: Perceptions on parents discriminate against women when it comes to higher education**

S. No.	Perceptions	Frequency
1	Yes	12(24)
2	No	28(56)
3	Sometimes	10(20)
4	<b>Total</b>	<b>50(100)</b>

*Source: Primary Data*

56 percent of respondents indicated that their parents do not discriminate between their male and female offspring when they are pursuing higher education, according to table. They consider women to be more well qualified than men these days. 24 percent of those surveyed said they thought parents did discrimination against their children's access to higher education. 20 percent of those surveyed, however, think that parents do discriminate against their children to some degree. According to several respondents, women's personal choices about pursuing higher education are more important than their parents' or husbands' encouragement. Thus, it can be inferred that these female responders have a reasonable perspective and are dedicated to women's emancipation. This fact also indicates that they have partially assimilated and accepted contemporary norms and values and are currently gaining more authority.

#### ***Do you believe that education contributes to women's empowerment?***

**Table-8: Perceptions on education contributes to women's empowerment**

S. No.	Perceptions	Frequency
1	Yes	50(100)

*Source: Primary Data*

It is possible to infer from the preceding table that the majority of respondents—100%—think that education does contribute to women's empowerment. Many respondents do think that women may obtain jobs and become financially independent through education, which can lead to empowerment.

#### ***Do you think a woman could make more responsible judgments if she were more educated?***

**Table-9: Perceptions on woman could make more responsible judgments if she were more educated**

S. No.	Perceptions	Frequency
1	Yes	40(80)
2	No	5(10)
3	To some extent	5(10)
4	<b>Total</b>	<b>50(100)</b>

*Source: Primary Data*

From the preceding table, it can be inferred that the majority of respondents (80%) do think that a woman makes more responsible decisions the more knowledgeable she is. However, 10% of them think that wise choices could be made to some degree through education. Ten percent of the respondents, on the other hand, disagreed.

### As a professional woman, what family and personal issues do you face?

Questions about issues people encounter at work were posed to the respondents. In order to do this, the respondents were presented with a set of options.

**Table-10: Perceptions on facing family and personal issues as a professional**

S. No.	Perceptions	Frequency
1	Lack care to family members	35(70)
2	Ill health due to mental stress & strain	15(30)
3	<b>Total</b>	<b>50(100)</b>

*Source: Primary Data*

It is possible to infer from the above data that 70% of respondents felt they did not provide adequate care for children, husband and the elderly when they left for work. As a working woman, 30% of the respondents claimed that they experience poor health as a result of mental stress and strain. According to the data above, most respondents still think about their responsibilities to their families even when they are employed. Even if they try, many still struggle to balance work and home.

### 9. Women's Social Empowerment

In the context of women's social empowerment, action must be taken to enhance women's health and lower maternal mortality, particularly in places with inadequate medical infrastructure. It is necessary to start a program to prevent the spread of infectious diseases like T.B. and sexually transmitted infections like HIV/AIDS. Since women are more likely to suffer from malnutrition, more attention must be paid to addressing their nutritional needs throughout their lives. Women who belong to underprivileged groups are a major issue in the nation. They are the most taken advantage of group.

It is necessary to organize awareness programs to educate women, particularly those from underrepresented groups, about their rights. The government must be on guard to make sure that girls' rights are upheld and that they are not subjected to prejudice. It is imperative that social stigmas such as child marriage, female genital mutilation, child abuse, and child prostitution be eliminated right now.

### 11. Empowerment and Education

One effective instrument for social change is education. Therefore, extra emphasis must be given to women's education. The educational system must guarantee women more access to education. It is necessary to cultivate gender awareness. Girls' dropout rates must be monitored, and corrective action must be done to keep an eye on them.

### 12. NGO Role in Women's Empowerment

Governmental organizations are official organizations dedicated to empowering women. However, this job necessitates a multifaceted strategy, which is why numerous NGOs and voluntary groups have come to the forefront of the area, from grassroots to national and worldwide. They perform their duties with missionary enthusiasm and dedication, which makes their position so amazing. NGO operations are open, honest, and individualized. Consequently, they are more successful in this regard. They host workshops, conferences, and seminars to raise public awareness. They help people comprehend women's rights, how to guarantee their enjoyment, and how to end discrimination because of their widespread appeal and elegance.

In order to empower women economically, they train ignorant women in both urban and rural areas for self-employment. To put it briefly, each of these NGO initiatives and roles helps to achieve sustained community development and, consequently, women's empowerment.

### 13. Initiatives and Policies of the Government:

Academics also emphasize how government programs and policies support women's empowerment and education. Women's enrollment and dropout rates have increased thanks in large part to initiatives like Sarva Shiksha Abhiyan, Beti Bachao Beti Padhao, and the local government's reservation policy for women. Comprehensive policies that address the root causes of women's disempowerment are still required, nevertheless. A just and equal society is built on the foundation of women's empowerment, which is not just a societal ideal. In light of this, governments everywhere have put in place a number of laws and programs designed to support women's empowerment and education. In India, women's rights and prospects have advanced significantly thanks to the government's coordinated efforts, especially in the field of education.

In this context, the 2015 launch of the Beti Bachao Beti Padhao (Save the Daughter, Educate the Daughter) campaign is among the most noteworthy government efforts. In order to establish a community that cherishes and invests in its daughters, this all-encompassing initiative tackles the twin problems of female infanticide and girls' education. Gender-based discrimination has decreased and school attendance among

girls has increased as a result of the campaign's notable success. Launched in 2000, the Sarva Shiksha Abhiyan (Education for All) program is another historic endeavor.

With an emphasis on reaching females and underserved communities, its flagship initiative seeks to deliver universal elementary education. A more educated and capable female population has resulted from the program's notable achievements in raising girls' enrollment and lowering dropout rates. Women's involvement in decision-making has also increased thanks in large part to the local government's reservation policy for women. According to this policy, women must be reserved at a rate of thirty percent for elected posts in municipalities and panchayats (village councils). In addition to empowering women, the program has promoted a more representative and inclusive local government structure.

Comprehensive policies that address the root reasons of women's disempowerment are still desperately needed, even though these government measures have surely made a considerable contribution to women's education and empowerment. Women's growth is still severely hampered by poverty, cultural restrictions, and early planned marriages. Governments must use a multifaceted approach that includes social awareness initiatives, legal reforms, and economic empowerment in order to successfully address these issues. Women can become more economically independent and be able to support their family by having access to microfinance and vocational training. In order to change public beliefs and foster an atmosphere that is more conducive to women's empowerment, social awareness programs that challenge gender stereotypes and highlight the importance of women's education are essential.

In order to shield girls from exploitation and early marriage, legislation changes that increase the minimum age of marriage and fortify the laws against child labor are also crucial. In summary, government programs and policies are essential for advancing women's empowerment and education. Examples of such programs are the Sarva Shiksha Abhiyan, Beti Bachao Beti Padhao, and the Reservation Policy for Women in Local Government in India. Governments must, however, address the root causes of women's disempowerment through comprehensive programs that include social awareness, economic empowerment, and legal reforms if they are to truly achieve gender equality. In addition to improving people's lives, empowering women fortifies the fundamentals of a fair and just society.

#### **14. Suggestions**

Including a range of courses that highlight women's abilities: Focus has to be expanded, strategy needs to be reinforced, and new courses need to be added to satisfy regional needs.

Incorporation of gender and social studies into the curriculum: At this stage, students should be taught about social discrimination, life values, and the present gender gap. By helping the younger generation mature, this will benefit all of humanity.

Encouragement of Women's Studies Research: Institutions should support women's structural studies. Data base studies should be funded by project funds or research grants. They advise that policymakers at the federal and state levels be made aware of their conclusions and suggestions. The creation of practical national policies is made possible by these research, which surely provide new approaches and measurements for empowering women.

At both the national and international levels, women's empowerment has emerged as one of the 21st century's most pressing issues. The government is making efforts to guarantee gender equality, but these efforts would not be enough on their own. Society must take the initiative to establish an environment free from gender discrimination, where women have complete autonomy over their own choices and can participate in the nation's social, political, and economic life with equal rights.

#### **15. Conclusions**

The women educators are increasingly being exposed to forces of empowerment in their social, familial, and personal life, according to data collected from the field. Because of their education, women are now able to exposure to the social structure and increased freedom as it proceeds through the rationalization process.

Education is a vital tool for women's empowerment. It is necessary to create an egalitarian society where women and men have equal access to chances for self-expression and improving their well-being. Gender inequality has been contested and altered by women throughout history, particularly in Southern countries. Gender inequality is a worldwide problem that impacts all nations, as women comprise half of the population. "When the women decide to move, the family, villages, and nations will follow." Their beliefs and values influence the development of good families, good societies, and ultimately good nations, which makes it crucial. One of the best ways to empower women may be to integrate them into development priorities.

For women's empowerment to be real and effective, they must be given the money and property necessary to be independent and create their own identities in society. One of the most important issues of the twenty-first century is the empowerment of women, both nationally and globally. The initiative must come from society to eradicate gender discrimination and provide women with equal access to decision-making and participation in the social, political, and economic domains of the country. The involvement of women is essential to the advancement and development of a nation. The most powerful tool for changing social norms is women's education.

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