

EMPOWERMENT OF NAMASUDRA WOMEN THROUGH EDUCATION AND EMPLOYMENT: A STUDY WITH SPATIAL REFERENCE TO BANSHIHARI CD BLOCK, DAKSHIN DINAJPUR, WEST BENGAL, INDIA

¹Arabinda Roy

¹Ph.D Research Scholar, Dept. of Geography, Raiganj University & Guest Lecturer, Dept. of Geography, Dr.Meghnad Saha College, Uttar Dinajpur, West Bengal, India.

ABSTRACT: *The empowerment of women is one of the most important Millennium Development Goals (MDG) in the world which is developed by the United Nations at the beginning of the 21st century. The present study attempts to investigate and estimates the status of education and employment of Namasudra women in Banshihari CD Block of Dakshin Dinajpur District in the Indian state of West Bengal and its influence on the empowerment of them. The study has been based on both primary & partially secondary data which will be collected with the help of standardized questionnaire & interview procedures. For this Purpose multistage stratified random sampling method has been applied. More than 530 Namasudra women between 14-40 age groups have been participated in the present study. The collected data first be tabulated, processed and then presented and interpreted using different cartographic techniques and diagrams. The result show that the Namasudra women in Banshihari Community Development block is to some extent backward in the field of education and employment. Women's education and employment patterns play a significant role in women's empowerment as they are key contributors to their economic empowerment, which in turn influences the overall position of women in society. An attempt has been made to make some sort of recommendations for equitable participation and educational development of the Namasudra women in the process of empowerment.*

KEYWORDS: *Namasudra Women, Empowerment, Education and Employment.*

1.0. INTRODUCTION:

Empowerment is a dynamic and multi dimensional concepts that consists of social, economic, cultural, legal, psychological and political aspects. It helps people to gain control over their lives by rising awareness(Chakrabarti & Biswas,2008) and agency building(Kabeer,2001).Women empowerment is the key components to developed discourse in developing countries(Udin,2012;Kumari,2012;Tripathi,2011;Handy and Kassam,2006).The fundamental elements of empowerment are agency, resource and outcomes.

The empowerment of Namasudra Women has become one of the most important and modern phenomenon of 21st century not only at regional level but also at the national level. Women's education and employment play an important role in the empowerment of women. Employment and education has a positive impact on active participation in the decision-making process at home. Muslim women participate in all activities, such as education, politics, media, art and culture, service sectors, science and technology. In the last few decades, Namasudra women's role in the society has changed dramatically. The level of education and work participation rate is increasing day by day among the Namasudra Women and their status also rises as well. Although the situation has improved, women are considered as different from men, more precisely, gender inequalities still exist in both workplace and family.

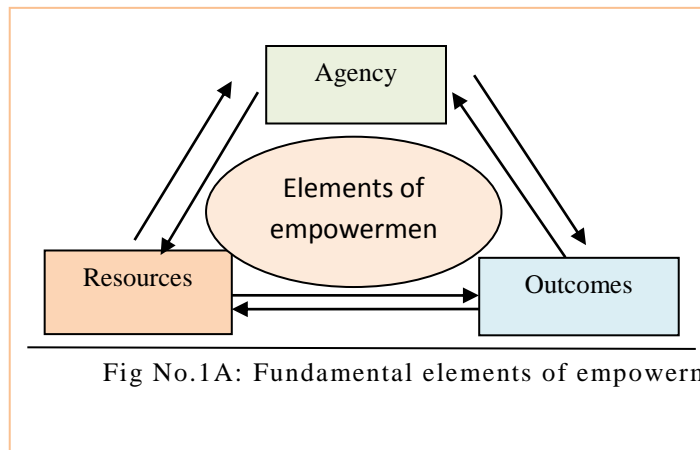
2.0. DEFINITION OF EMPOWERMENT:

The idea of empowerment is very complex and fuzzy at spatiotemporal context. The **United Nations** defined the term 'empowerment' as the "process of enabling people to increase control over their lives, to gain control over the factors and decisions that shape their lives, to increase their resources and qualities and to build capacities to gain access, partners, networks, a voice, in order to gain control". To ensure empowerment, basic necessity is education from which employment, quality of life, autonomy, liberty and freedom are perpetuated. Empowerment is instrumentally important for achieving positive development outcomes and well-being of a society, especially for the backward section who are far away from main streaming.

According to Business Dictionary, empowerment means, "A management practice of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance. Empowerment is based on the idea that giving employees skills, resources, authority, opportunity, motivation, as well holding them responsible and accountable for outcomes of their actions, will contribute to their competence and satisfaction".

Empowerment is a process aimed at changing the nature and direction of systemic forces that marginalize women and other disadvantaged sectors in a given context. If people were empowered they would be able to participate in the planning, execution and implementation of developmental schemes. Apart from Political Empowerment, Economic and Social Empowerment are crucial. Empowerment and

development are closely related. Empowerment leads to development, which further leads to greater empowerment”.--Babu, C. Sylendra (2007).



According to Pillai (1995), “empowerment is an active, multi dimensional process which enables women to realize their full identity and powers in all spheres of life. Power is not a commodity to be transacted; nor can it be given away as aims”. Empowerment and Social exclusion are the central importance in quality of life of the people (Philips, 2006).

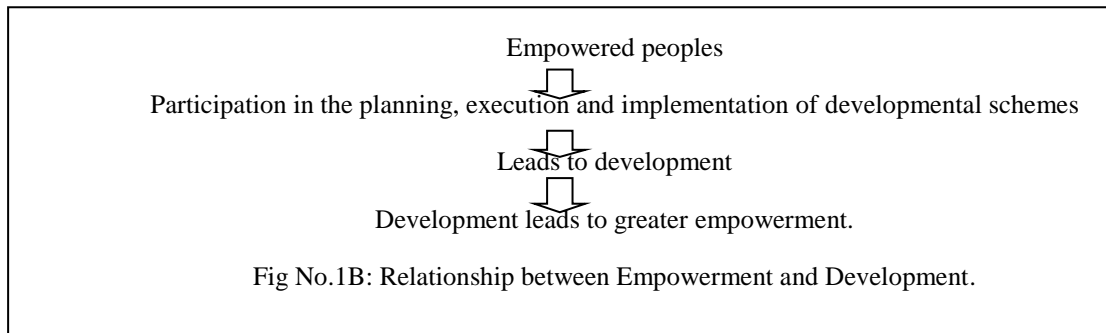
3.0. WOMEN EMPOWERMENT:

The empowerment of women is one of the most important Millennium Development Goals (MDG) in the world which is developed by the United Nations at the beginning of the 21st century. The term women empowerment means removing gender disparity, the equality between man and women in the context of opportunity and distribution of power as they are the part of family, group, organization, community and society.

According to U.N. women Empowerment means, “What, then, is women's empowerment? Women's empowerment has five components:

- Women’s sense of self-worth;
- Their right to have and to determine choices;
- Their right to have access to opportunities and resources;
- Their right to have the power to control their own lives, both within and outside the home; and
- Their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

Empowerment of women means giving power or importance to women i.e. the women have the power or capacity to regulate their everyday lives in physical, social, economic and political terms. In a single word, women empowerment is the breaking of personal limitation. Therefore, empowerment of women is a complex concept. Women empowerment is a bottom up process of transforming gender power relations, developing awareness of women’s subordination and building their capacity to challenge the power relation. Social empowerment is considered as a large area of practice drawing upon social activities and community development practices. In social work, empowerment forms a practical approach of resource oriented intervention. Social empowerment can be achieved with the practice of inclusive education, socio-economic integration and also to facilitate social inclusion. Therefore, social circumantas (social politics and facilities) is an important and effective tools to encourage the members to Namasudra community to achieve Social empowerment. The indicators of social empowerment of women include the base of gender inequality, sex ratios, life expectancy rates and fertility rates. Literacy rates, economic growth, availability of health care and birth control facilities, educational status of women, age at marriage, Violence against women, owns decisions makings, Social equality and participation of women outside the home all these dimensions are very helpful for the description and analysis of women empowerment. The best way to achieve social empowerment is through educational empowerment.



According to **UNESCO**, women empowerment means the following:

- a. Having decision-making power of their own
- b. Having access to information and resources for taking proper decision.
- c. Having a range of options from which you can make choices (not just yes/no, either/or.).
- d. Ability to exercise assertiveness in collective decision making.
- e. having positive thinking on the ability to make change.
- f. Ability to learn skills for improving one's personal or group power.
- g. Ability to change others' perceptions by democratic means.
- h. Involving in the growth process and changes that are never ending and self-initiated.
- i. Increasing one's positive self-image and overcoming stigma.

4.0. LITERATURE REVIEW:

There are large number of Foreign and Indian literature and research works, reports, dissertations and articles done by various Scholars on the topic related to women empowerment. The empowerment of women is one of the most important issues in the world today. Overall, empowerment is the power by which human beings control over physical, human, intellectual, financial and self resources and control of their beliefs, values and attitudes and therefore, empowerment is the process of gaining control.

The term “empowerment” has been overused, misused, and coopted (**Stromquist, 2002; Stacki and Monkman, 2003**). The notion that education leads to women’s empowerment has gained popularity, although we still have much to learn about how education actually empowers women (**Stromquist, 2002; DaCosta, 2008; Murphy-Graham, 2008**). According to **Nelson Mandela** “Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that a son of a mine worker can become the head of the mine that the child of a farm worker can become the President of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another”.

According to **Green Halgh (1985)** in his research report, *Sexual Stratification: The Other Side of Growth with Equity in East Asia* brings forth that education to the girl children is a morale booster for them to gain respect in the society on par with the gents. According to **Kritiz and Makinwa-Ade Busoye (1991)** the effect of Primary and Secondary education is positive on women’s decision making process and this education gives a lot of alternatives and options for newly educated women about so many day to day problems they are facing.

Mayoux (1997) states, empowerment is a multidimensional concept that has four crucial components: I. the inner Power - which allows women to articulate their aspirations and strategies for change. II. The power for women to develop the necessary skills and access the resources needed to achieve their aspirations. III. the power that allows women to analyze and articulate their collective interests and organize to achieve them. IV. Power over-changes the underlying inequalities in power and resources that limit women's aspiration and ability to attain them. **Laxmi Devi (1998)** in her study “Women Empowerment and Social Improvement” describe that women empowerment is the actual asset for them to be affective and play multi dimensional role determining their full identify. She also highlights that education helps women for their empowerment form home centered or kitchen centered or husband cantered traditional roles to becoming community centered or professional centered. In the book entailed “Need for Women Empowerment” by **Tapen Neeta(1998)** highlights that education has a positive role on women and education provides formulation about health and nutrition, family planning, seclusion, gender equality, environmental awareness, religious objectives, Political consciousness, economic opportunities, women rights and legal provision and consumption patterns etc which differently empower women in a complete sense. Education is the fundamental right to all the citizens of India including women. Therefore, educationalists emphasize the importance of restructuring educational policies and curriculum with the purpose of empowering women.

Andre Beteille, (1999) in his paper “Empowerment” highlights that empowerment is being derived from the values of ‘equality’, ‘liberty’, and ‘freedom’ and from the principles of democratic polity such as ‘equity’ and ‘social justice’. **Sakuntala Narasimhan (1999)**, in her study entitled *Empowering Women: An Alternative Strategy form Rural India*, spotlights rural scheduled caste and scheduled tribe women who are triply disadvantaged as women as rural and as dalits and tribal’s. The researcher has done her work on the tribal in Andhra Pradesh. After her

strenuous work, the researcher has come to the conclusion that money is not the main problem in the context of women's empowerment but apathy, fear, ignorance and vulnerability as women with in the patriarchal patterns of social behavior. The researcher opines that the government tends to measure 'progress' only in terms of money outlays or infrastructure without taking in to account whether the ground parameters are actually changing. In her study, the researcher has assessed the effectiveness of an alternative strategy of development and empowerment of women that begins with awareness generations i.e., empowering women psychologically first, with confidence, information and optimism and motivations rather than economic interventions.

Bloom (2001) in his Study "Dimensions of Women's Autonomy and the Influence on Maternal Health Care Utilization in a North Indian City" comes with some interesting findings that education helps the women to gain freedom of movement. Further, there are studies which reveal that there is a positive relationship between women's education and women's decision making power. **Pande and Astone (2001)** suggest that the best means to put an end to gender bias at the national and international level is empowering the women through education and financial resources. **UNDP (2001)** "The Human Development Report" measures women empowerment in terms of choice such as the choice to live a long healthy life, to have better education, access to resources needed for a decent standard living. **Haydock J. (1999) and Koeing (2003)** reveals that educated Women's are powerful and confidential to report to the appropriate authorities about their domestic violence without hesitation than that of uneducated women. Therefore, empowering women is the best means to reduce domestic violence.

Digumarti Bhaskara Rao and Digumarti Pushpa Latha (2004) in their study, "Education for Women" emphasizes the significance of women education, the availability of various schemes for women empowerment after Independence. The researcher claims that education is the fundamental element to reduce the traditional negative mind of the society and education provides the opportunity of employment for the women. The book also highlights the need for multi facet approach to address women illiteracy. Cooperation at regional to national and international level is necessary for the understanding of women and their empowerment and in this process education is the best measures.

B.M. Sharma (2005) in his study entitled, "Women and Education" describes different issue related to women empowerment. The researcher describes the view of Gandhi on women empowerment, different training programs and their significance on women empowerment, causes and consequences of dropout of women from educational institutions and their remedial measures.

Sumitra Kumari (2006), in her study entitled, "Dynamics of Women Empowerment" argues that empowerment is a process of transformation from the traditional, marginalized and other disadvantaged section of society to the new understanding or mechanics of power with the enhancement of decision making process, education and employment. Without economically self-dependency and participation of various activities in different decision making processes at home or outside, women empowerment is not possible. According to the author the important empowerment mechanisms are higher level of literacy and education, better healthcare facility for herself and her children, higher age at marriage, acceptance of small family norm, higher work participation rate, self-reliance, self respect and dignity among women, awareness about their rights, higher standard of living etc.

Robert Adams (2008) in his work "Empowerment, participation and social work" describe that Empowerment is the capacity of individuals, groups and communities to take control of their circumstances, exercise power and achieve their own goals, and the process by which, individually and collectively, they are able to help themselves and others to maximize the quality of their lives. **M. P. Boraian (2008)** in his book 'Empowerment of Rural Women: The Deterrents and Determinants' discussed that education, employment, freedom, public participation and social factors such as conservative family environment, negative social outlook towards women, illiteracy, and superstition and adversarial economic factors like poverty and unemployment are the main components and determinants' of women empowerment.

Sayma Rahman, P. N. Junankar and Girijasankar Mallik (2009) in their study "Factors influencing women's empowerment on microcredit borrowers: A case study in Bangladesh" describe that younger females are more empowered comparing to the greater age of female and education has a positive impact on women empowerment. The study also reveals that age and education of the male population are positively correlated to the women empowerment because of young and educated males encourage female empowerment.

5.0. OBJECTIVES OF THE STUDY:

The main objectives of the present study are:-

- 5.1. This work investigates the level of education and influence of women's education on how to influence the empowerment of Namasudra women.
- 5.2. To find out the relationship between literacy rate and sex ratio and estimate the empowerment of Namasudra women in terms of education and employment.
- 5.3. To give study based suggestions for improve the condition of Namasuda women in Banshihari block.

6.0. METHODOLOGY:

The present study was conducted to estimate the empowerment of Namasudra women in Banshihari CD Block of Dakshin Dinajpur District with special reference to their education and employment position. Simple random stratified method has been applied for the collection of the data. The present study have been based on both primary & partially secondary date which will be collected with the help of standardized questionnaire & interviews keeping view in mind of the objectives of the research from the Namasudra women in Banshihari CD block of Dakshin Dinajpur District of West Bengal. More than 530 Namasudra women between 14-40 age groups have been participated in the present study. Different qualitative and quantitative techniques have been applied for the present study. To find out the relationship between literacy rate and sex ratio Spearman's the index of rank correlation is used.

$$\text{rho (p)} = 1 - \frac{6\sum di^2}{n^3 - n} \quad (1)$$

For describing the spatial variations of Namasudra women empowerment in the field of education and employment, M. G. Kendall's method have been followed.

$$I_j = \sum_{i=1}^n R_{ij} \quad (2)$$

Where, n is the number of selected educational indicators.

7.0. STUDY AREA:

The eastern part of the state of West Bengal, particularly, the Dakshin Dinajpur District is surrounded by the neighboring state of Bangladesh, sharing the international boundary, which is entirely a land border is extended more than 252 kilometers. The district comprises eight Community Development (CD) block, out of which Banshihari (community development block) is an administrative division in Gangarampur Subdivision at Buniadpur of Dakshin Dinajpur District in the Indian state of West Bengal which has been selected for in deep study on 'empowerment of Namasudra women through education and employment'. The Tangon and Bailia Khari river is flowing through the Banshihari Block from north to south directions. Geographically, Banshihari Community Development block is extended between 25.39489170 N latitude and 88.4144397° S longitude and 28 meter altitude. The district covering a total geographical area of 197.50 sq. Km/76.26sq mile and it is bounded by Gangarampur Block towards East, Harirampur Block towards west, Kushmandi Block towards North, Tapan Block towards East. It belongs to Jalpaiguri Division with its head quarters at Banshihari town and only 48 KM towards west from District head quarters Balurghat. The block bears a total population of 141286 (77,161 males and 69,125 females) with an average population density of 720 persons per square km/1900sq mile, literacy rate 60.4% and sex ratio 958 females for every 1000 males according to the census of India-2011. There are 37506 Scheduled Castes population and 31017 Scheduled Tribe populations. This block possesses a wide fertile agricultural land and the climate and soil condition is essentially favorable for multiple cropping sessions. Administrative Wise, the block comprises 160 villages and five gram panchayats, viz. Ellahabad, Ganguria, Shibpur, Brajaballavpur and Mahabari, 1 Panchayat Samaities (blocks), 1 polish stations and 1 Municipality.

LOCATION MAP OF THE STUDY AREA

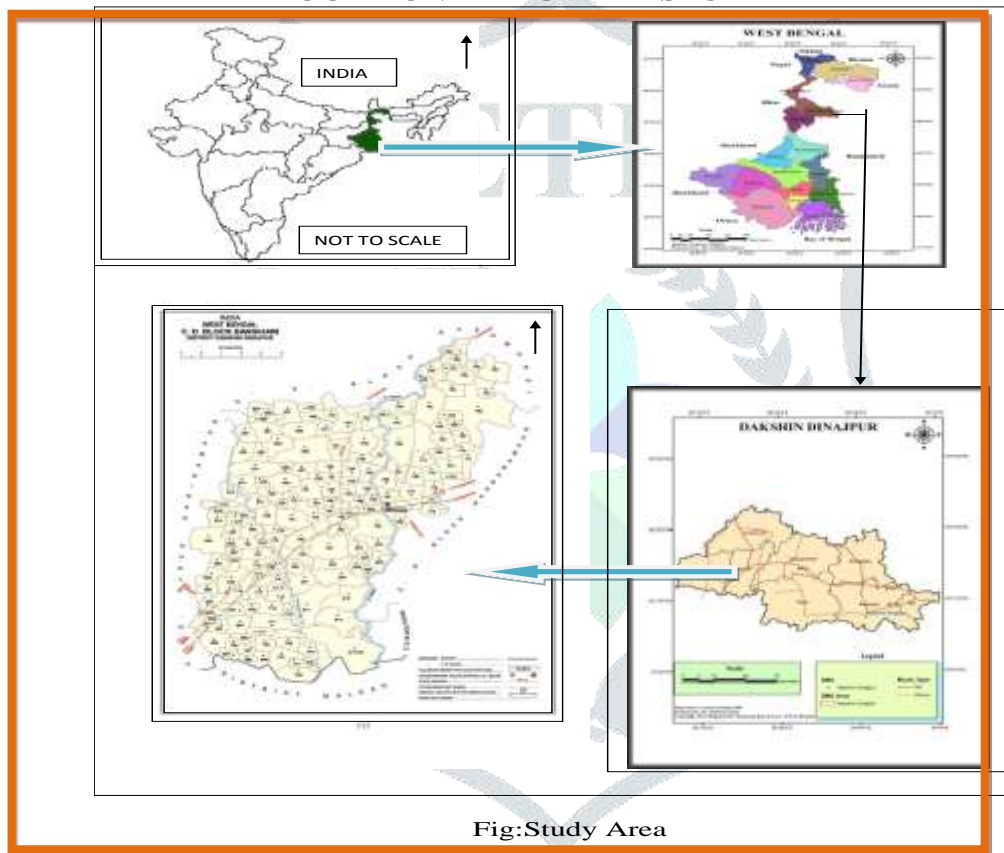


Fig:Study Area

8.0. RESULTS AND DISCUSSIONS:

Women empowerment: role of education and employment

Education is the principal factor for women empowerment, prosperity, development and welfare. There is vast amount of inequality and vulnerability for women in all sectors of society and also all spheres of life throughout the history to the present day. Women empowerment is necessary for reducing socially constructed gender biases, rural development etc and this development will come from women empowerment and Women empowerment will come through education. Educational qualification plays an important role in women empowerment; i.e. higher level of education provides better opportunities for Women and empowered them as they contribute in the nation building process. Women's empowerment is not limited not only in developing nations but also women are being given equal treatment in developed nations. Thus women's empowerment has now become a topic of global discussion. In the post independence period in India, the literacy rate amongst the women is not good as per the expectations and the same scenario is found in Dakshin Dinajpur district. West Bengal. For becoming a Super Power Nations, women's literacy plays vital role in this process. Therefore, literacy should spread amongst women. Overall empowerment of a society or a Nations (personal empowerment, educational empowerment, economic empowerment, social empowerment, psychological empowerment, technical empowerment, political empowerment etc.) depends upon the educational qualification.

Educational indicators are most significant measures of women's status, gender equity and their empowerment. Education provides more knowledge to girls and women to make and helps them in their decision making process about their day to day lives and to gain bargaining

power. A mother's education influences her children more than the father's in terms of securing resources (UNFPA n.d.). With higher levels of education, women tend to have lower fertility rates, improved nutrition, and increased use of health services for themselves and their children (Vos 1996). Education serves as a predictor of better employment opportunities because educated women participate more in the labor force and earn higher incomes. The best way to achieve peace and overall development is through empowerment of women through proper education.

Table1: Background Characteristics of the Namasudra women in Bansihari CD block of Dakshin Dinajpur District.

Background Characteristics	Options	Respondents frequency	Percentage of Frequency
Educational Indicators	Educational qualifications		
	I-IV level	170	32.08
	IV-VIII level	121	22.83
	IX-X level	68	12.83
	XI-XII level	51	9.62
	Graduate and Post-graduate level	24	4.53
	Others	7	1.32
	Illiterate	89	16.79
	Accessibility of education		
	Educational attainment	49	9.25
	Access to education	186	35.09
	School attendance	166	31.32
	Enrollment	129	24.34
	Age at marriage		
	14-24 Years	452	85.28
	24-34Years	71	13.40
	Above 34 Years	17	3.21
	Marital Status		
	Married	368	69.43
	Unmarried	71	20.29
	Widow	42	7.92
	Divorced	28	5.28
	Not living together	21	3.96
	Participation and Violence		
	Participation of women outside the home	442	83.40
	Violence against women	88	16.60
Employment types			
House wife	321	60.57	
Employed	219	41.32	
Employment Sectors			
Cultivators	176	33.21	
Agricultural Labourers	158	29.81	
Household industry workers	55	10.38	
Others	41	7.74	
Decision Making process			
Participate	342	64.53	
Not participate	188	35.47	
Income level			
Below 1500	286	53.96	
1500-3000	168	31.70	
Above 3000	76	14.34	
Total	530	100	
Source: Prepared by Researcher based on Field Study- 2018.			

A person who is more than 7 years old and able to read and write with understanding in any language is recorded as literate. Education is considered to be one of the most important instruments through which a society socializes all members and it helps for nations building. Out of total 530 Namasudra women respondents 83.21% women are literate and 16.19% women are illiterate in Banshihari CD block. Among the literate Namasudra women, 32.08% and 22.83% women are belonging to I-IV and V-VIII level respectively. The graduate, post-graduate and others level of educational scenario is not so good in Banshihari block. (Fig No.1A).

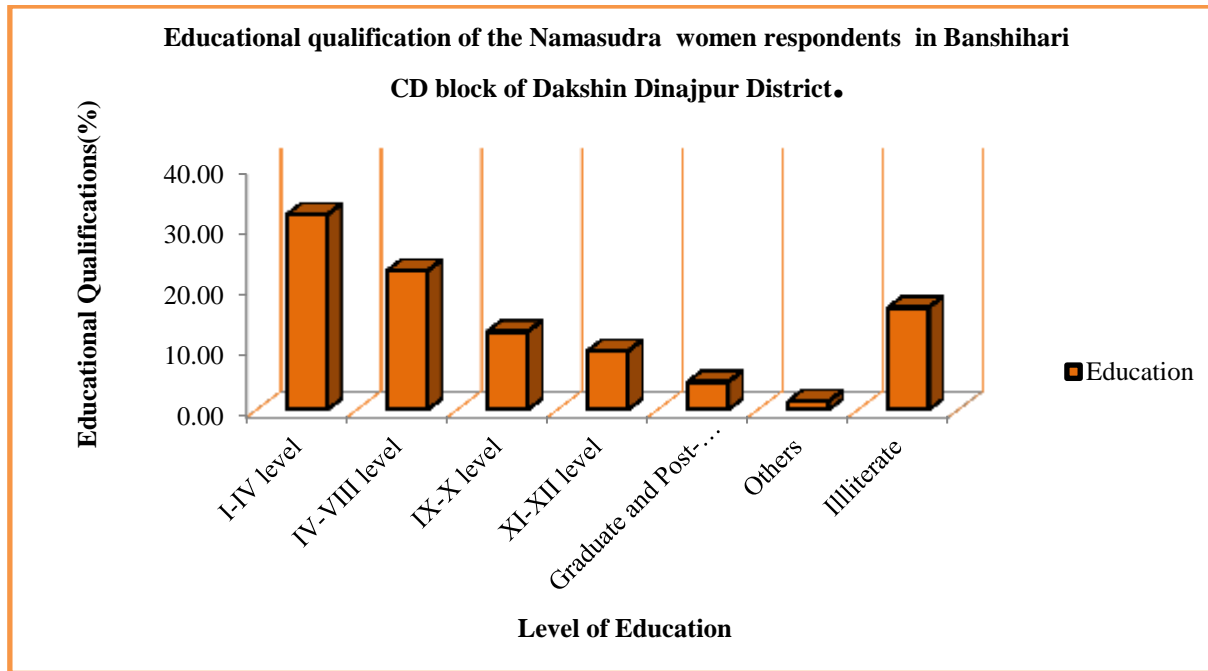


Fig No.1C: Educational qualification of the Namasudra women respondents

While describing the marital status of the Namasudra women in Banshihari CD block in Dakshin Dinajpur district, it is observed that out of total 530 Namasudra women respondents 386 women (69.43%) and 71 women (20.29%) were married and unmarried respectively. The percentage of widow and divorced Namasudra women were 7.92% and 5.28% respectively. Only 3.96% Namasudra women are not leaving together in the society. 85.28% Namasudra women respondents' marriage at the age between 14-24 years old and 13.40% respondents' marriage at the age group between 24-34 years. The school attendants and school enrolment rate of the Namasudra women respondents were 31.32% and 24.34% respectively. 83.40 percent respondents were participating in work outside the home and 16.60% Namasudra women are hampered by the name of violence in the society (Fig No.1B).

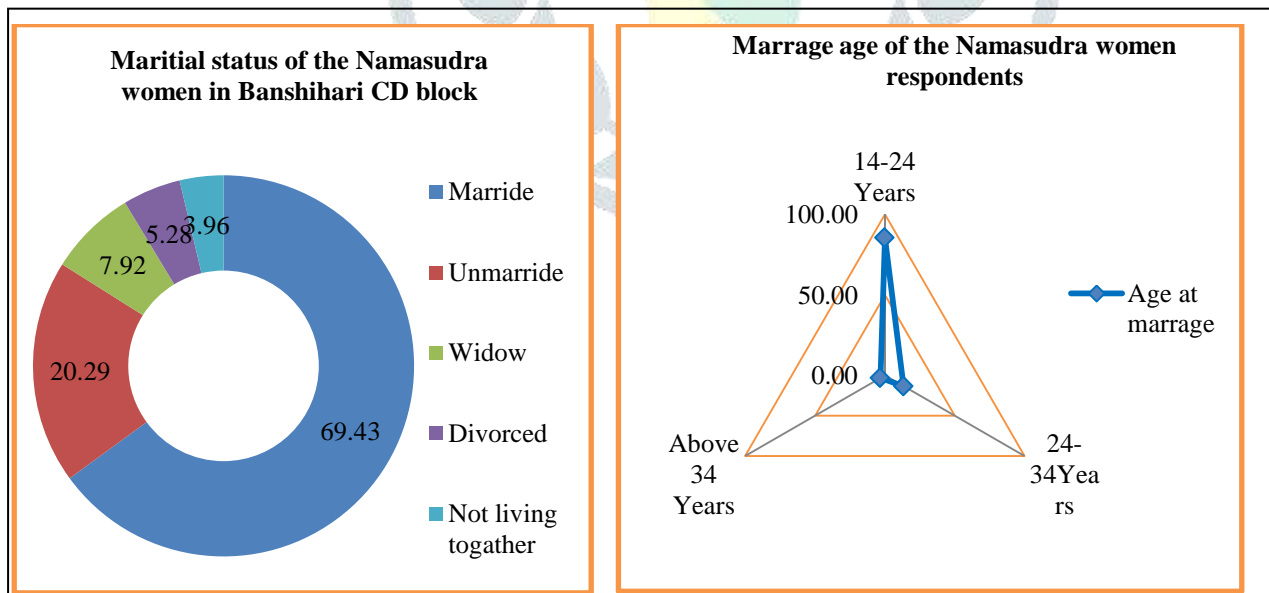


Fig No.1D: Marital status and marriage age of the Namasudra women respondents

The empowerment of Namasudra women in respect to employment indicators it is vivid that 60.57 percent respondents were housewives and 41.31 percent respondents were employed in private sectors and also as daily workers. If we look the various sectors of the economy it is found that 33.21% Namasudra women were engaged as cultivators and 29.81% Namasudra women were engaged as a agricultural labourers. The total percentage of household industry workers were 10.38 percentages. The participation and non-participation rate in dicession making processes of Namasudra women are 64.53% and 35.47% resoelectively. 53.96 percent respondent' monthly income was less than Rs.1500. and 31.70% Namasudra women respondent' monthly income was between RS.1500-3000. (Fig No. 1C).

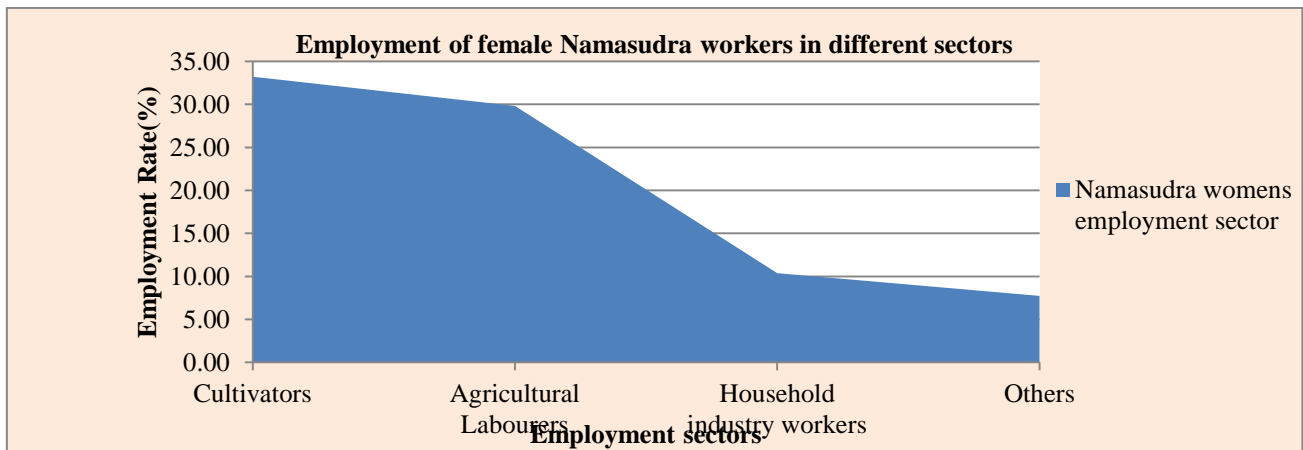


Fig No.1E(a): Employment sectors of Namasudra women

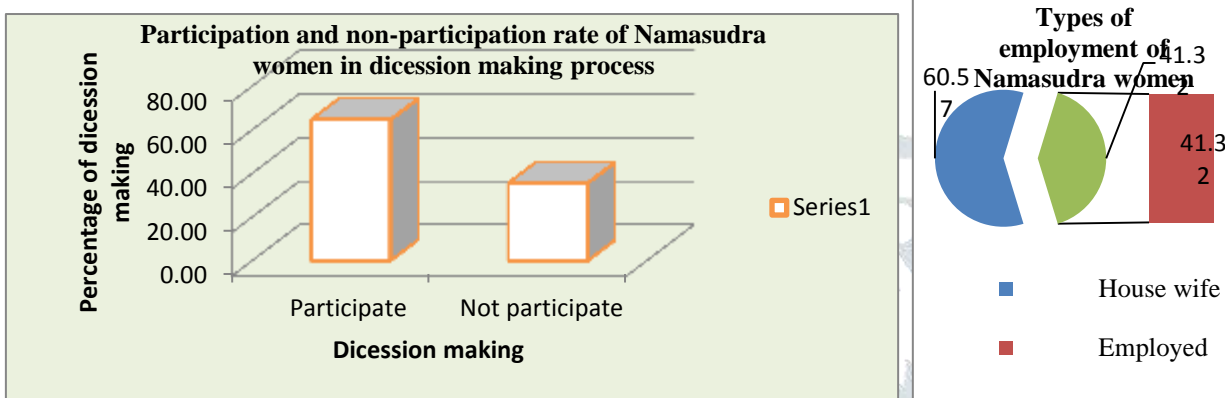


Fig No.1E(b):Dicesion making process of the Namasudra women and type of employment

Table 2: Co-relation between Literacy and Sex-ratio in Bansihari Community Development block, Dakshin Dinajpur District

Sl. No	Name of the Gram Panchayats	Literacy Rate	R1	Sex Ratio	R2	d(R1-R2)	d ²
	I	II	III	IV	V	VI	VII
1	Ellahabad	59.6	2	958	1	1	1
2	Ganguria	56.2	5	953	5	0	0
3	Shibpur	60.9	1	957	2	-1	1
4	Brajaballavpur	58.2	3	954	4	-1	1
5	Mahabari	57.8	4	955	3	1	1

Σd²=04

Source: Prepared by Researcher based on Field Study- 2018.

Spearman Rank Correlation is an important measure for showing the relationship between literacy rate and sex ratio using the rank data. The index of rank correlation is used.

$$rho(p) = 1 - \frac{6\sum di^2}{n^3 - n}$$

$$r = 1 - (6 \times 4) / (5^3 - 5)$$

$$r = 1 - 24 / (15 - 5)$$

$$r = 1 - 24 / 10$$

$$r = 1 - 2.4$$

$$r = -1.4$$

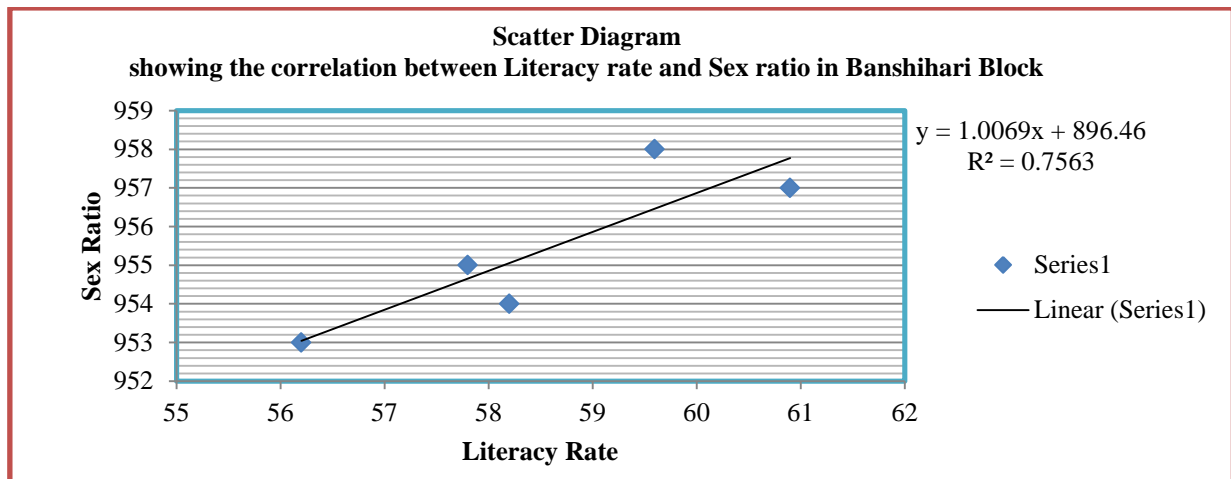


Fig No. 1F: Correlation between literacy rate and sex ratio

Table No. 3: Gram Panchayats wise Educational indicators (in percentage) for Women Empowerment in Banshihari CD block

Sl. No	Name of the Gram Panchayat	Educational Indicators											
		Literate	Illiterate	Educational attainment	Access to education	School attendance	Enrollment	Age at marriage 14-24 Years	Married	Unmarried	Others	Participation of women outside the home	Violence against women
		I	II	III	IV	V	VII	VIII	VIII	IX	X	XI	XII
1	Ellahabad	62.3	37.68	45	45	60.21	49.3	45.28	54	25.38	9.25	64.85	41.25
2	Ganguria	58.45	41.65	39.65	38	58.35	58.1	49.14	59	24.36	6.12	60.52	47.84
3	Shibpur	75.39	24.61	68.29	65.4	71.08	74.3	24.12	64	36.14	5.36	79.24	32.17
4	Brajaballavpur	61.28	38.72	57.36	54.7	61.09	68.3	36.45	54	39.45	2.54	67.81	41.98
5	Mahabari	69.18	30.82	59	58.1	64.07	56.1	26.87	49	45.92	8.29	71.26	29.84

Source: Prepared by Researcher based on Field Study- 2018.

Table 2 shows the Correlation between Literacy and Sex Ratio in different Gram Panchayets of Banshihari CD block. It is observed that there is a perfect positive level Correlation, that is, $r = -1.4$ between the literacy and sex in different Gram Panchayet of banshihai CD block.

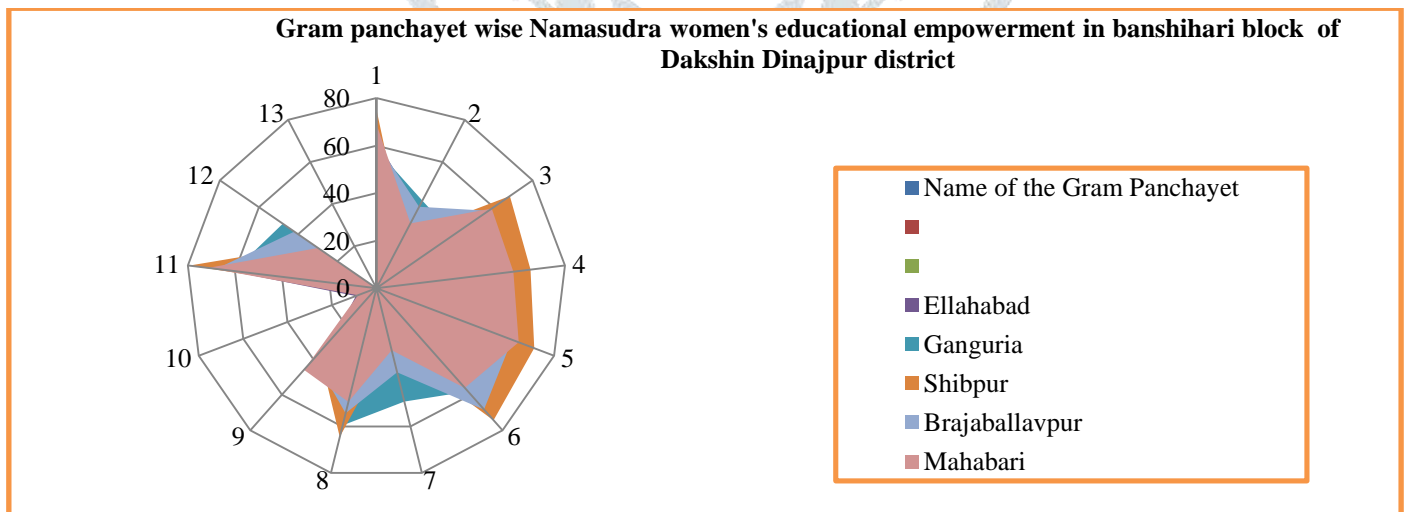


Fig No. 1G: Namasudra women's educational empowerment.

For describing the spatial variations of Namasudra women empowerment in different gram panchayets of banshihari block in Dakshin Dinajpur district, M. G. Kendall's method have been followed. The composite index of Women' educational Empowerment efficiency was constructed by adding the rank of different educational indicators in each Gram Panchayet of banshihari block. Thus if R_{ij} is the rank of the i th educational indicators in the j th area, its composite index of Women' educational Empowerment efficiency I_j is given by-

$$I_j = \sum_{i=1}^n R_{ij} \quad 1 \quad \text{Where, } n \text{ is the number of selected educational indicators.}$$

Table No. 4: Computation for working out the composite index of Namasudra Women Empowerment using Kendall's Ranking Method

Sl. No	Name of the Gram Panchayat	Educational Indicators												Total
		Literate	Illiterate	Educational attainment	Access to education	School attendance	Enrollment	Age at marriage 14-24 Years	Married	Unmarried	Others	Participation of women outside the home	Violence against women	
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
1	Ellahabad	3	3	4	4	4	5	2	4	4	1	4	3	41
2	Ganguria	5	1	5	5	5	3	1	2	5	3	5	1	41
3	Shibpur	1	5	1	1	1	1	5	1	3	4	1	4	28
4	Brajaballavpur	4	2	3	3	3	2	3	3	2	5	3	2	35
5	Mahabari	2	4	2	2	2	4	4	5	1	2	2	5	35

Using Kendall’s method the composite index of Women’s educational Empowerment efficiency of all the 5 Gram panchayets has to be ranked separately for each educational indicators. Thus every Gram Panchayets will have 12 ranks one for each indicators. The sum of the 12 ranks of a Gram Panchayat will give the composite scores reflecting Women’s educational Empowerment efficiency of the Gram panchayets. The composite score of ranks shows the overall Women’s educational Empowerment efficiency of all the gram panchayets based on these 12 educational indicators. The analysis reveals that Shibpur Gram Panchayat is the most Namasudra women empowerment gram Panchayat in respect to educational indicators because the value of its composite score is the least. Brajaballavpur and Mahabari GP have similar composite score and place second position. The composite index has also been plotted on a map to show the spatial variations in the Women’s educational Empowerment efficiency (Fig No. 1E).

Namasudra Women’s Educational Empowerment efficiency in various Gram Panchayets of Bansihari Block

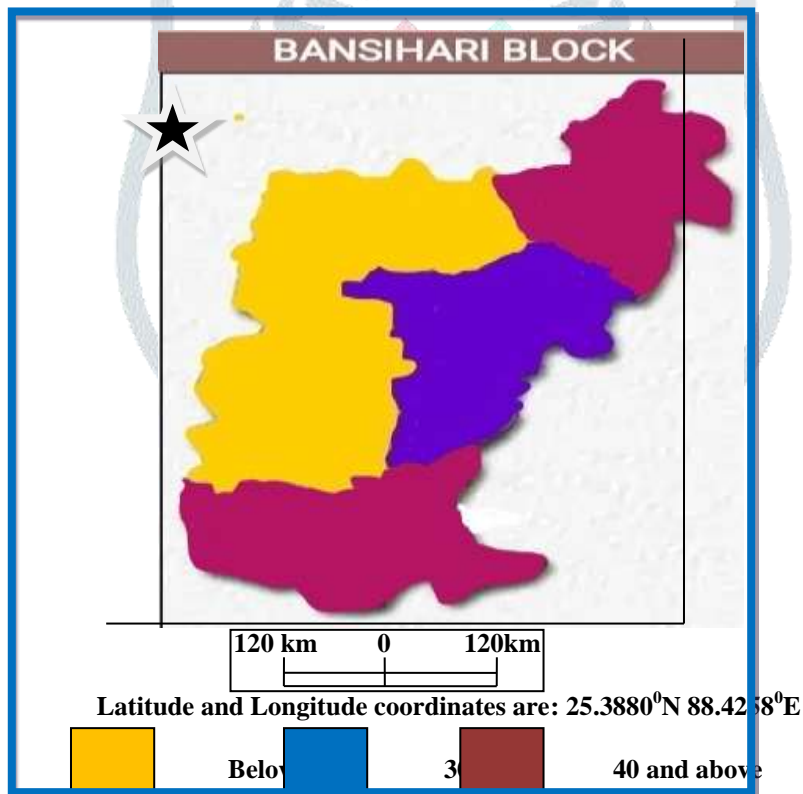


Fig No. 1H: Namasudra women’s educational empowerment efficiency

Table No. 5: Economic indicators (in percentage) for women empowerment in Bansihari CD block

Sl. No	Name of the Gram Panchayat	Employment types		Employment Sectors				Decision making process		Income level		
		House wife	Employed	Cultivators	Agricultural labourers	Household industry workers	Others	Participate	Not participate	Below 1500	1500 - 3000	Above 3000
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI
1	Ellahabad	68.25	39.72	39.42	36.42	16.21	7.98	64.25	35.75	59.35	42.3	21.36

											6	
2	Ganguria	74.36	25.64	31.58	40.59	22.54	5.29	57.29	42.71	62.31	47.65	28.36
3	Shibpur	39.84	60.16	20.36	46.59	18.22	15.4	78.58	21.42	57.96	56.12	30.26
4	Brajaballavpur	56.36	43.64	42.36	38.41	14.36	4.87	49.45	50.55	63.47	39.47	23.78
5	Mahabari	64.61	35.39	51.36	31.58	13.64	3.42	60.34	39.66	67.35	41.28	20

Source: Prepared by the Researcher based on field study-2018

Namasudra Women’s Economic Empowerment efficiency in various

Table No. 6: Computation for working out the composite economic index of Namasudra women empowerment usinh Kendall's ranking method

Sl. No	Name of the Gram Panchayet	Employment types		Employment Sectors			Dicession making process			Income level			Total
		Hous e wife	Employ ed	Cultivato rs	Agricultur al labourers	Househo ld industry workers	Othe rs	Participa te	Not participa te	Belo w 1500	1500 - 3000	Abov e 3000	
		I	II	III	IV	V	VI	VII	VIII	IX	X	XI	
1	Ellahabad	2	3	3	4	3	2	2	4	4	3	4	34
2	Ganguria	1	5	4	2	1	3	4	2	3	2	2	29
3	Shibpur	5	1	5	1	2	1	1	5	5	1	1	28
4	Brajaballavpur	4	2	1	3	4	4	5	1	2	5	3	34
5	Mahabari	3	4	2	5	5	5	3	3	1	4	2	37

Gram Panchayets of Bansihari Block

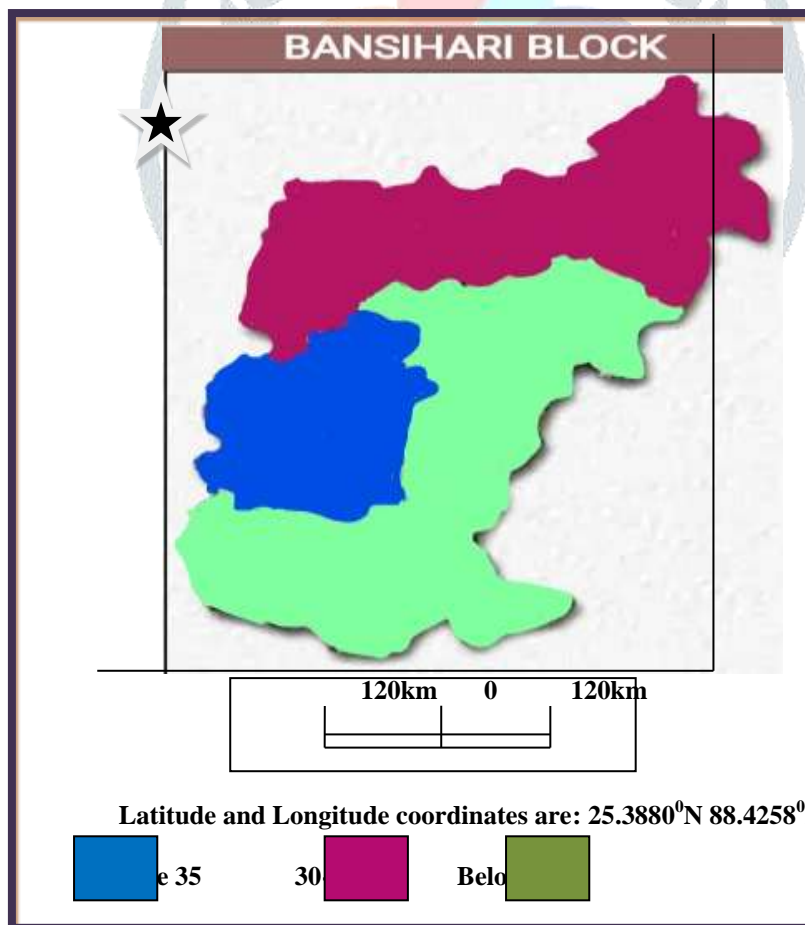


Fig No. 11: Namasudra women’s economic empowerment efficiency

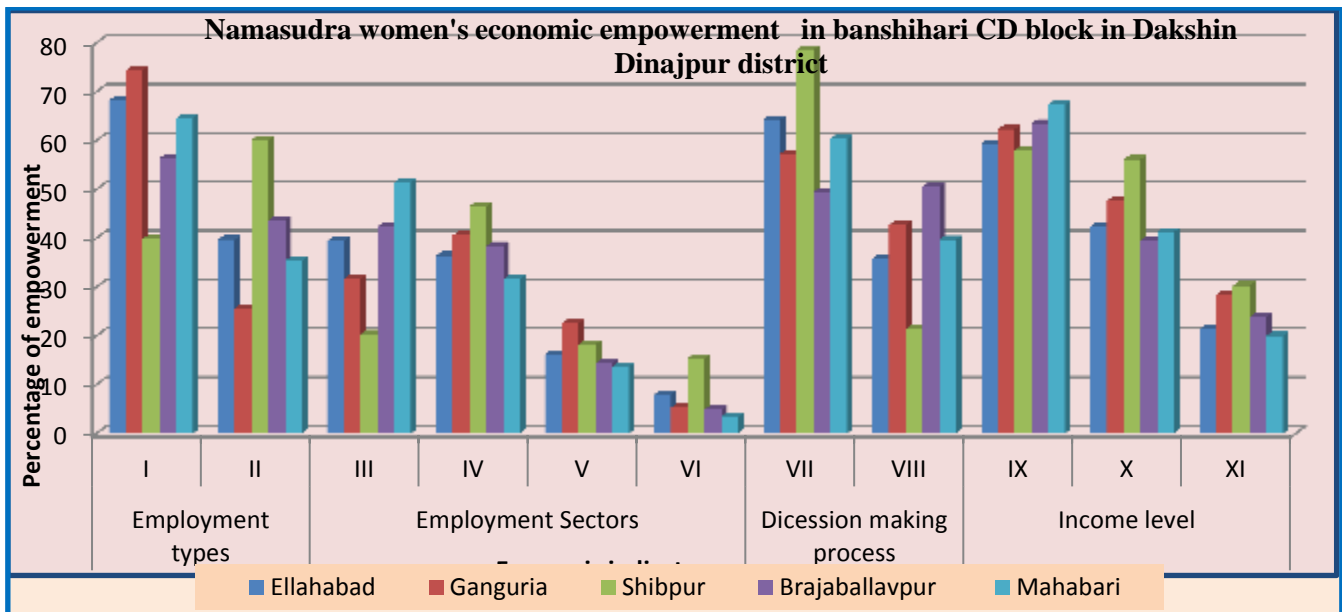


Fig No. 1J: Namasudra women's economic empowerment in banshihari CD block of Dakshin Dinajpur District

While describing the Namasudra Women's economic empowerment efficiency in various Gram Panchayets of Banshihari block the analysis reveals that Shibpur Gram Panchayet is the most Namasudra women empowerment gram Panchayet in respect to economic indicators because the value of its composite score is the least. Brajballavpur and Ellahabad GP have similar composite score and place second position. The maximum composite score is 37 against Mahabari Gram Panchayet. The composite index has also been plotted on a map to show the spatial variations in the Women's educational Empowerment efficiency (Fig No.1F).

9.0. POLICY RECOMMENDATIONS AND CONCLUSION:

In recent decades, there have been significant changes in the occupational and educational situation of Namasudra women, although the change has been very low. There is a need for incentives in education and health organization for the participation of women. The government needs special attention in women's educational grants and women's health subsidies that change society's behavior on women. Enable the full participation of women in personal and family decisions, especially those related to maternity. Gender policies emphasize greater participation of women in the labor market, while social exclusion analysts emphasize employment-based inclusion for vulnerable or excluded groups.

This study points to the fact that the mere celebration of statistical swelling in female participation rates at work does not ensure women's power status but the quality of the work involved is also an important determinant because employment can determine empowerment. Women's education and employment patterns play a significant role in women's empowerment as they are key contributors to their economic empowerment, which in turn influences the overall position of women in society. Economic empowerment, women can gain financial autonomy, enter into participation in work, and have equal opportunities to gain positions of economic power. Thus, on the basis of the empirical result, it can be concluded that employment has a positive effect on the empowerment of women in Banshihari CD block and also West Bengal. 'Self help groups' that presently emerged as an earning tool of women in rural area can become an effective tool to empower Namasudra women in study area. Reservations of seats in educational institution and relaxations of rules such as separate interview for Namasudra women in comparison with other general candidates can be granted. Establishment of new technical and vocational institutions is highly desirable for in situ empowerment of Namasudra women in Dakshin Dinajpur district.

Empowerment is one of the main ceremonial concerns when addressing human rights and development issue of an area. According to the United Nations Millennium Campaign, women work two-thirds of the world's working hours, with growing food, cooking, raising children, caring for the elderly, maintaining a house etc., and universally is accorded by low status with no pay. The present paper attempts to describe the empowerment of Namasudra women and their spatial variations with in the study area and concludes with the implementation of 'Fundamental Rights' such as Right to education, Right to work, Right to safety and security to life and property, Right to social justice and so on.

Empowerment of women has to be multidimensional, integrative process which may include some or all of the following:

- ❖ Making women's contribution to society visible; i.e. showing deliverers of children and homemakers, are farmers, labourers, artisans, professionals, etc. they have always been involved in production, and their contribution to GDP has always been major. They are producers of life itself, managers of natural resources etc.
- ❖ Making women and society recognize the knowledge and capabilities spatially in the field of agriculture, health, handicrafts, etc.
- ❖ To build up a social environment this gives women self-esteem and self-confidence.
- ❖ Providing opportunities for girls and women to realize their full potential and to have choices and not to be pushed into only a few traditional roles and occupations. Giving them an education which empowers rather than domesticates.
- ❖ Enabling women to take decisions about their own lives; whether, when and whom to marry, whether and when to have children, whether and what to study. Also, to take decisions about family matters, community and national affairs.
- ❖ Making facilities and resources available to women to meet their basic needs of food, clothing, shelter and their special needs in health and security.

10.0. REFERENCES:

- [1] Adams, Robert. Empowerment, participation and social work. New York: Palgrave Macmillan, 2008, 6.
- [2] Beteille, Andre (1999) Empowerment, Economic and Political Weekly, March, 6-13. Digumarti Bhaskara Rao and Digumarti Pushpa Latha, Education for Women, Discovery Publishing House,
- [3] B. M. Sharma (ed), Women and Education, Commonwealth Publishers, New Delhi, 2004, pp. 378.ew Delhi, 2004. pp. 334.
- [4] Sumitra Kumari, Dynamics of Women Empowerment, Alfa Publications, New Delhi, 2006, pp.340.
- [5] Lakshmanam Rathakrishnan, Empowerment of Women through Entrepreneurship, Gyan Publishing House, New Delhi, 2008, pp. 464.
- [6] Sakuntala Narasimhan, Empowering Women: An Alternative Strategy from Rural India, Sage Publications, New Delhi, 1999, pp.236.
- [7] Ibid
- [8] Tapen Neeta, Need for Women Empowerment, Rawat Publications, New Delhi, 1998.
- [9] Lakshmi Devi, Women Empowerment and Social Improvement, Academic, professional and Reference books, Anmol Publications, New Delhi, 1992.
- [10] Rahman, Sayma, P. N. Junankar & Girijasankar Mallik (2009): Factors influencing women's empowerment on microcredit borrowers: a case study in Bangladesh. Journal of the Asia Pacific Economy. Publisher Routledge, August 1, page 287-293.
- [11] Reddy, A. Ranga (ed) (2002): Empowerment of women and Ecological Development. Serials Publications, Delhi, page 45.
- [12] Borain, M. P. (2008): Employment of Rural Women: The Deterrents and Determinants. Concept Publishing Company, New Delhi, page 7-11.
- [13] UNFPA (UN Population Fund). n.d. "Promoting Gender Equality: Empowering Women through Education."
- [14] Vos, Rob. 1996. "Educational Indicators: What's to Be Measured?" INDES Working Paper Series I-1, Washington, D.C.
- [15] Kendall, M.G.: "The geographical distribution of crop productivity in England"; Journal of Royal Statistical Society, 102, 21 (1939).

