



INCLUSIVE GROWTH AND EDUCATION - EMPOWERMENT OF WOMEN

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ABSTRACT:

Education is a milestone for women empowerment because it allows them to respond to possibilities, to venture their conventional roles and to alternate their lives. Training is one of the maximum vital ways of empowering women with understanding, skills and confidence required to participate fully in the development process. The role of education is not only learning of 3R's, "Reading, Writing, and Arithmetic" but in addition includes raise awareness and significant study of diverse structures and acquiring understanding meant for empowerment by the side of each and every one levels. Education is often used as an agent of simple trade within the repute of women that allows you to neutralize the amassed benefits of the past; there could be a properly conceived edge in favor of women. The countrywide education device determination engages in recreation a superb, interventionist position within the empowerment of women. It'll encourage the improvement of innovative principles redesigned curricula, textbooks, education and compass reading of teachers, decision- makers and administrators. This present paper analysis of inclusive growth of education and which has given empowerment of women. For this, the study has divided into Four Sections. The first section deals with the women education in Ancient Period, Medieval Period and British Period. Second section presents the women education after Independence of India. Several strategies adopted to promote girls education for the girls education has included in the III Section. The Barriers for girls' education, and suggestion to improve the girl's education the Summary of the study is presented in the last section.

KEY WORDS: *Women, Empowerment, Education, Inclusive Growth etc,*

INTRODUCTION:

Empowerment of women is a complex concept surrounding physical, social, economic and political aspects. Particularly after the declaration of 1976-85 as the decade for women by the United Nations, question of empowering women as equal partner in all walks of life becomes a critical issue throughout the world. Women empowerment means giving powers to women. Giving them significance can be called as women empowerment. The word 'Women empowerment' essentially in the social, political and economic phrases, a power which enables them to move from the outer edge to the center stage. Self-decision concerning education, participation, mobility, financial independence, public talking, recognition and workout exercising of rights, political participation and plenty of greater factors girls empowerment. In short, women empowerment is the breaking non-public difficulty. It is regularly argued that education is an effective device inside the emancipation and empowerment of women. Indeed, the special organs of united international locations (e.g. UNICEF) and experts on women's liberation argue for women's training to the simple step in women's equality.

In latest years sustained and excessive tiers of economic boom offer a unique possibility and momentum for quicker social region development. Investing in education plays a key role in assembly the World Bank's social improvement objectives, which aid inclusive growth, social brotherly love and accountability in improvement. Professor Amartya Sen lately emphasized education as a vital parameter for any inclusive growth in an economic system. The policies have to consciousness on inclusive in preference to divisive growth techniques. There's a want for a growth procedure which reduces the monetary and gender disparities. It's far thought training is the key component in reducing disparities by including all sections of human beings no matter caste, creed, faith and intercourse into the improvement process and making to be had the fruits of improvement to all.

Education has been valuable importance to the improvement of human society, it is also the vital aspect in figuring out the tempo and directions of improvement and principal emphasis has been laid on selling equality through education. The training and skill improvement is the finest equalizer and therefore the important thing to making sure inclusiveness. Therefore education wishes a unique attention as an instrument to attaining in addition to constituent of inclusive growth and women empowerment. The repute of women in any society is a huge indicator to the extent of way of life and social justice and monetary and social improvement. Therefore, education for women has end up a necessity for accomplishing developmental goals. Since independence so many provisions and plans evolved to include women into growth process and empower them through education. Despite all the efforts made by the government still women are lagging behind in acquiring education and thus mostly excludes from the development process. In this regard it is important to analyze the actual status of women's education in India and give suggestions to change the situation. For this, the study has divided into Four Sections. The first section deals with the women education in Ancient Period. Medieval Period and British Period. Second section presents the women education after Independence of India. Several strategies adopted to promote girls education for the girls education has included in the III Section. The Barriers for girls education, and suggestion to improve the girls education the Summary of the study is presented in the last section.

Objectives of the Study:

The present paper will focus on the following objectives.

1. To present the brief overview of women education in Ancient, Medieval and British Period.
2. To analyze the National Educational Policies and the Government Schemes.
3. To identify the constraints of women in education.
4. To offer suggestions to increase the women participation in educational programmes.

Sources of Data:

This study is based exclusively on Secondary sources of data like the articles appeared in various news papers, magazines and journals, reports of different committees and commissions and books. Further the internet is also used extensively to explore the data related to the present inquiry.

SECTION-I

Ancient Period:

Free and equal access to education for both sexes seems to have been available during the early Vedic Period. Women then enjoyed equality with men in pursuing their interests freely and had the right to participate in academic discourses in fields such as astronomy, philosophy, logic, mathematics and geography.

Inside the Upanishadic length, there had been a massively wide variety of Brahmovadnis (Gargi, Maitrayee and so on) who devoted their existence within the observe of philosophy. However, later (approximately in 500 BC), the fame of girls commenced declining with the Smritis. Social sanctions approving women's education equal to men's were erased by caste (Rameshwari Pandya 2008).

Women Education in Medieval Period:

The circumstance of women in society deteriorated more throughout the medieval period with the entrance of Muslims. At this point of time several evil practices, child marriage, sati and girl infanticide have been practiced in large part. In this period, guidance for women's become now not commonplace at each stage, only a few women of rich and famous households ought to reap; the simple and religious education and different women are almost excluded.

Women Education in British Period:

Within the British period, there had been the revival of the hobby in women's training in India. For the duration of this period, various socio-religious moves led with the aid of eminent persons emphasized on women's education in India.

SECTION – II**Women Education after Independence:**

After independence, India started its journey toward the purpose of regular and unfastened training with the Indian charter pointing out "The kingdom shall Endeavour to provide, within duration of ten years from the commencement of this constitution, for free and obligatory education for all fourteen years". The conflict to fulfill this number one dedication commenced forthwith. In this context, India's educational reconstruction troubles were periodically reviewed by means of numerous commissions and committees. Their reviews and tips have formed the basis for the 1968 country wide coverage on education. This policy marked a great step in the history of education input independence India.

After many years in 1986, Rajeev Gandhi announced new education coverage the national policy on education, which was supposed to prepare India for the 21st century. The policy emphasized the need for change. Alternate became required to growth economic and organizational help for the education gadget to address troubles of getting entry to and first – rate. The 1986 policy became reviewed by a committee which constituted in 1990 under the chairmanship of Acharya Ramamurthy; the idea of the suggestions of these committee sure provisions of the 1986 coverage had been changed in 1992. Consequently, in all the complete national policy statements exist on education.

Apart from these nationwide Policies on education, in order to make certain eminence education subsequent initiatives have been developed.

- Restructuring and Reorganization of Teacher Education (1981)
- Operation Black Board (1987-88)
- Minimum levels of learning (1991)
- District primary education Programme DPEDP
- National Programme for the nutritional guide to number one training (1995)
- Motion to educate all (2000) aimed to acquire customary primary education by 2010.
- Free and compulsory fundamental education become made a fundamental right under article 21 of the constitution in December 2002, by using the 86th modification.
- In translating this into action, the proper of youngsters to free and obligatory education bill become drafted in 2005.

This was revised and became Act in August 2009. But this Right to education Act came into enforcement from 1st April 2010.

- **Country wide policy for youngsters 2013:** The government adopted a brand new countrywide coverage for youngsters in April 2013. The new coverage reaffirms the authorities' commitment to the belief of the rights of all kids inside the USA. It recognizes each person under the age of eighteen years as a child. The policy acknowledges adolescence as an integral a part of life with a value of its own, and an extended – term, sustainable, multi-sectorial, included and inclusive technique is important for the harmonious improvement and

safety of the country wide, nation and neighborhood authorities in their movements and projects affecting children. Some of the guiding standards are. 1. The proper to each child to life, survival, improvement, education, protection and participation, equal rights for all youngsters without discrimination. 2. The first-rate interest of the child as a primary challenge in all actions and decisions affecting kids; and 3. Own family environment because the maximum conducive for the all-round improvement of youngsters.

• **Country wide education policy 2016:** NDA Government has introduced the National Education Policy 2016. NEP report focuses on addressing gender discrimination, the advent of tutorial tribunals, and a commonplace curriculum for technology, mathematics, and English.

The salient features of are:

1. Pre-School Education.
2. Curriculum Renewal and Examination Reforms.
3. Learning out comes in School Education.
4. Literacy and lifetime studying.
5. Abilities in education and Employability.
6. Use of ICT in education.
7. Teacher improvement and control.
8. Language and lifestyle in education.
9. Self-improvement through complete education
10. School evaluation and Governance.
11. Regulation In higher education.
12. Best assurance in better education.
13. Open and Distance studying & MOOCs.
14. Internationalization of education.
15. College improvement in higher education.
16. Financing education.

With the right to education Act entering into strain India has joined the league of over one hundred thirty countries that have criminal guarantees to offer unfastened and compulsory education to children.

SECTION-III

Girls and Women Education in India:

Education of girls has been on the national agenda since independence. Special commissions and committee were set up from time to time to assess the progress of girls' education and propose suitable interventions to promote their participation in education. Several strategies were adopted to promote the education of girls as an integral part of the planned socio-economic development of the country.

The country – wide policy on education 1986, as revised in 1992, a route breaking policy file, articulates the authorities of India's unequivocal commitment, that 'education might be used as an agent of primary exchange within the repute of girl's. If you want to neutralize the amassed distortions of the beyond, there might be a well-conceived edge of girls, some of the superb schemes have come up in current years are as follows:

- Sarvashiksha Abhiyan – that is an effort to universalize primary education and to bridge all gender and social class corporations.
- National Programme for the education of women at standard level (NPEGEL)
- Kasturibha Gandhi Balika Vidyalaya.
- Mahila Samakya is one of the maximum successful efforts to hyperlink girls' empowerment venture with education, to create surroundings for girls, to collect information and facts with a view to result in alternate of their perception about themselves and that of the society.

- The full Literacy marketing campaign has been a hit in elevating the demand for education, particularly amongst women.
- The Non-Formal education device is being extended to meet in particular the needs of women who're unable to attend formal school.
- The college offers fee has been encouraging institutions to soak up research tasks inside the place of women's research by way of offering important funds.
- Beti Bachao, Beti Padhao.

• **Free and compulsory KG to PG model Education:** As a part of Right to Education Act, 2009, the Telangana State has introduced new Scheme called "free and compulsory KG to PG model education for all", irrespective of caste, creed and religion. The scheme envisages providing every child with education under similar conditions and in similar schools. The system in addition envisages stipulation of mid-day meal (Madyana Bojanam), uniforms, textbooks, location of schools within a distance of one kilometre from their houses and earmarking of 25 seats in private schools to poor students, etc. In a way the present Social Welfare Residential Schools pattern is almost similar in nature with this concept. The government has sanctioned 250 residential institutions for students belonging to SC, ST and minorities, 25 residential degree colleges and 25 residential colleges for ST girls. These institutions are placed under the Social Welfare Residential Educational Institutions Society (TSWREIS) and not under the education department.

The main academic move is noticed in 90s in the approach to the training of women and women. Training of girls is increasingly being seen as a simple human right and a crucial input for nationwide improvement. Primary education is important for enabling women to interrupt thru many traditional and social limitations thus selling social development, whilst better education plays an enormous position in advertising of upward vertical social and occupational mobility, character improvement and highbrow improvement.

After Independence the condition of education were very dismal. The generally literacy tempo was eighteen percent and female literacy rate was only 8.86 percent. The enrolment ratio particularly girls was very low. But the situation is step by step changing. The female literacy tempo in India has grown almost eight folds since 1951. It has grown from 8.86 percent to 64.46 percent in 2011. Literacy rate enhanced harshly in the middle of females as compared to males in the decade 2001-2011. The literacy rate of males recorded as rise of 6.9 percent, while it increased by 11.8 percent for females. The male female gap in literacy rate which is 21.7 in 200 is reduced to 61.58 in 2011. Within the Indian states, Kerala has shown the highest literacy rates of 90.2 percent whereas Bihar averaged lower than 50 percent literacy, the lowest in India. But still 35.54 percent of women in India are illiterate.

SECTION – IV

The growth of women's training in rural are uneducated, the susceptible, toward the back and oppressed besides and exploited. Furthermore education is also no longer available literacy charge. The rate of school dropouts is likewise observed container of girls. This better rate of illiteracy of women subordinate role. The shortage of training is the foundation reason gives a boost to them as a result promoting education among girls is suitable, ordinary instructions and are supported to learn, supported to study, contribute and participate in all elements of the school. Inclusive education is set how we expand design our colleges, class rooms, programs, activities and sports. So that all college students examine and participate inclusive education. It lets in them to:

- Develop man or woman strengths and presents, with work on person dreams even as participating.
- Involve their mother and father in their education and belonging. Inclusive training offers opportunities person variations, lessening the effect of harassment and harassment.
- Increase friendships with a huge kind of other undoubtedly affect both their college and network to appreciate diversity and inclusion on a broader level.

But it is a tragic fact that over 50 percent of the girls in the age group 6-14 years remain uncovered by the present educational system. Social constraints push back the girls in the gender specific roles, of doing household work looking after the siblings and being treated as inferior to boys. Girls remain deprived of scientific and technological developments which may, at least, save them from the drudgery of hard and hazardous work. The attitude of parents and degraded moral values setup by community and society discourage them from taking any initiatives whatsoever, and they are led to the marriage alter at in early age.

The reasons for the above can be the high rate of illiteracy amongst parents and weak community participation due to lack of awareness regarding the probable bright future of educated girls, parents have inhibitions in sending their daughter to such schools where there are no female teachers, and more so, if it happens to be a co-educational institution.

Economically, most of the parents are not financially sound enough to afford expenditure on the education of their daughters, if they, have to spend money, they would rather do so in marrying them off. Most of the incentive schemes for girls initiated by the Government do not reach the masses. There are also certain educational constraints that obstruct the way to developing better self-image in girls. The biases prevailing in the sphere of education are responsible for the situation of non-enrolment and dropout of girls. Moreover, insufficient number of women teachers for involvement in primary education, their irregular attendance in schools, lack of monitoring the evaluation of their performance, unequal facilities for female teachers, unsuitable school timings for women teachers and the girl children are some of the factors that discourage parents from sending their daughters and the girls from going to school. The absence of physical facilities such as building, equipment and basic amenities suited to the special needs of girls also create distaste in them for attending schools.

The political constraints also play an important role in non-achievement of the targets for women's education. Sometimes there may be valid reasons for these limitations and constraints like inadequate budget allocation in education both formal and non-formal, especially for primary level.

Suggestions:

- i. Sensitization of the community towards girls' education -both formal and non-formal is very essential.
- ii. Evolve teacher training programmes that will lay emphasis on the personality development of girl children.
- iii. Need-based, skill-based, local material-based and home-based learning programmes for children.
- iv. Special efforts should be made to see with the intention of all children contain access to schools.
- v. Integrate the adult education programme the women literacy programmes with primary education.
- vi. Recruitment of female teachers in both prescribed and informal systems of education should get priority.
- vii. Free primary education should be provided to all children either through formal or non-formal education.
- viii. The community and the local leaders should be involved in checking the proper functioning of schools, distribution of free books, dresses and meals etc;
- ix. Baseline studies should be made available to have a look at the existing problems coming in the way of girl's education.
- x. The area-based needs should be identified.
- xi. The feasibility and appropriateness of providing boarding school facilities should be judged till the schools can be opened with in one Km. range of distance.
- xii. Teachers should be encouraged to make the school atmosphere more congenial, interesting and stimulating for girls through innovative projects, programmes, extracurricular activities, etc.,
- xiii. Profuse use of media should be made; T.V. Slide projectors, radio, etc, could be integrated with teaching in order to attract children to schools.

Conclusion:

Education is one of the most important means of empowering women with the knowledge, skill, and self-confidence necessary to participate fully in the development process. Ensuring education for every woman is thus crucial for the achievement of millennium development goals. There is a positive relationship between education and women empowerment. In order to promote women's empowerment, it is necessary to create the environment that will allow women to participate in educational programs and share the benefits. The educational and other policies for women empowerment should be implemented in reality for empowering women in the world.

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