



Problem and Prospect of Women: Women Empowerment as a Global Need

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Women Empowerment, Gender, discrimination, equality.

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Introduction:

Education has been recognized as an essential agent of social change and development in any society of any country. Education is considered as a potent instrument through which processes modernization and social change come to existence, Education exposes people to new thoughts and ideas and provides necessary skills. Hence, to think harmonious development without educating women is impossible. Women constitute almost half the human race. More over it has been rightly said that to educate a women is to educate the whole family. Therefore, the emphasis with regard to women education should be to equip her multiple role as citizens, housewives, mother, contributor to family income, builders to new society and builder of the nation.

Meaning of women Empowerment:

Empowering women is a pre-requisite condition for creating a good nation. When women are empowered society with stability is possible to assured. It refers to increasing the strength of the individual and the communities in political, social, educational and economic field. Empowerment is thus a multi-dimensional social process that helps people to gain control over their own lives. Discrimination of women is well known all over the world, in communities, society and nation across time and space. They are constituted distinctly unequal categories as compared to men women are usually seen have more deprived status in terms of access to resources and enjoyment of rights and freedom that together enhance the quality of human life. There is continued inequality vulnerability in all sectors – economic, social, political, education, healthcare, nutrition and legal. Women are oppressed in all the sphere of life and as such they need to be empowered in all social contexts. The disparities based on gender lead to another grave handicap affecting women and their relative power to conduct their lives as autonomous and self-reliant beings. That is why, women empowerment and their full participation on the basis of equality in all spheres of society including participation in the decision making process and access to power are decision making process and access to power are fundamental for the achievement, equality, development and peace.

Why women are not employed as men ...?

- Lock of social justice i.e. lack of fair and proper administration of laws conforming to the natural law that all persons, irrespective of ethenic origin, gender, possessions, race, religion etc are to be treated equally without prejudice.
- General process starts at the very moment of child when they born.
- Socialization process that family basically gives priority to the values and commands of the Family Head i.e.

FATHER.

- Our social set-up i.e. the way we born and brought up it leads women deprived.
- Identity crisis of women in regards to position decision making process.
- Easy mobilization of mind-set of women.
- Privileging boy child over the girl.
- Different valuation of both sexes.
- Inequalities within the social groups hampers not only their own growth but also creates hurdles in economic growth.
- Space provided by political parties to women in political system.
- Our predominant patriarchal system does not provide enough chances for women to have higher education even if they wish.

An overview on the problems of women specifically in north east region:

Assam and Manipur:

In the entire hill area of Assam, tribal women are not entitled ..to inherit the father's or husband's property they are governed by their un-codified customary laws and practices.

Manipur too, discriminatory customary laws and practices are strictly adhered to in many areas. In some communities these laws sanction polygamy and child marriage.

Mizoram:

According to rule 109 of Mizo District council, 1957, ordinarily a women cannot inherit property. However for a person with no sons may inherit his/ her property. In case of two or more daughter the youngest will get the pretences.

Nagaland:

In theAo customary law of inheritance, property devolves upon the male line. But the father can give the daughter a share, except the ancestral a land. The widow do not have the right to property, but receives the portion of food and share the house since she remain only a under the guardian of the family of her husband.

Strategies for women's Empowerment:

To be effective, an agenda for girls and women must take these different dimensions into account. "The policy goal of achieving women's empowerment and participation in national development requires the formulation of whole set of intermediate goals and objectives, as well as a clearly defined strategy and action plans with qualitative and quantifiable targets," said Ms. Ali. She cited some inter-related elements and improving women's status that should be guide the implementation of a women's development

strategy.

- Integrating gender issues into all programmes, in terms of using a gender perspective to identify gender issues, and in terms and addressing these issues as an objectives in programme action.
- Supporting expanding the public role of women, especially as producers, income earners, managements, educators, health agents, decision makers, etc.
- Increasing women's participation in the development process, by involving women in the planning, management and implementation of development projects and programmes.
- A recognition for women's real and potential economic contribution. Campaigns should address women's triple role productive, reproductive, and household management by eliminating current biases. In the portrayal of women in the media, and front educational textbooks, starting at the primary level.
- An going multi-media campaign providing information about inheritance rights, ownership of assets to credit, control over wages, nutrition, health, family planning and other issues in this task, the print media, NGOs, community groups and larger institutions have a potential role to play. Encouraging the organization of collectives, co-operatives etc. for transforming the material and social conditions of women's existence. These types of groups can play a key role of in sustaining successful in initiatives.
- All teachers and instructions will be trained as agents of women's empowerment. Training programmes will be developed by NCERT, NIEPA, DAE, SRCs, DIETS, SCERTs and the University system. innovative training programmes will be designed with the assistance of concerned organizations and women's groups.
- Gender and poverty sensitization programmes will be developed for teacher educators and administrators. An environment will be created whereby all the sensitive to the role of education in eliminating gender disparities.
- The common core curriculum is a potentially powerful instrument to promote a positive image of women. The department of women's studies, NCERT, will intensify activities already initiated in the area of devel-

oping gender sensitive curriculum removing sex bias from textbooks and training of trainers/teacher. SCERT and the concerned state work.

- Funds should by earmark in all education budgets for such awareness and advocacy related activities. Promoting research work in various areas.
- Special efforts will be made to make the women's studies centers set up in universities and colleges.
- Universalization of primary education and Adult education. Girls who cannot attend formal schools or have had to drop out will be provided educational opportunities through Non-Formal Education. The open school/distance learning systems and other innovative educational programmes will reach out to girls in rural/ remote areas and urban slums.
- Improvement of the access of girls to technical vocational and professional education requires a national programme improve female education qualitatively and quantitatively especially in rural areas.

Conclusion:

UNESCO, UNICEF, UGC Human rights to Education, Universal Declaration of Education promoted women Education and reaching strategies to unreached girls and women. In India NPE and Plan of Action, formulated in 1966 marked a major departure from conventional policy documents by including a separate chapter on Women's Education. Women and girls are not a sector. Dominant cultural and social prejudices coupled with their low status in society is responsible for the current situation. So the policy makers and administrators, should appreciate the issues involved in their complexity. Assigning specific responsibilities to a State levels will ensure collection and dissemination of relevant information and regular monitoring. Equal participation of women at the levels of educational planning and administration and in particular 50% membership in village education committees.

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