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**WOMEN  
EMPOWERMENT  
CHALLENGES AND  
STRATEGIES**  
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**Dr. Yagnamurthy Raja  
Salma Syeda**



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## CONTENTS

<b>Chapter 1.</b> Empowering Minds: Women's Education in India .....	1
– <i>Dr. Yagnamurthy Raja</i>	
<b>Chapter 2.</b> Striving for Fairness: Equality of Opportunities and Equity.....	7
– <i>Dr. Varsha Pratibha</i>	
<b>Chapter 3.</b> Nurturing Excellence: An Overview on Quality in Education .....	14
– <i>Dr. Vinay Muddu</i>	
<b>Chapter 4.</b> Advancing Together: Women and Development.....	21
– <i>Mr. Mrinmoy Biswas</i>	
<b>Chapter 5.</b> Breaking Barriers: An Overview on Women in Decision Making .....	28
– <i>Ms. Leena George</i>	
<b>Chapter 6.</b> Driving Progress: Women in National Development.....	35
– <i>Dr. Kadambat Kumar</i>	
<b>Chapter 7.</b> Creating Pathways for Success: Quality Learning Environments .....	42
– <i>Mrs. Salma Syeda</i>	
<b>Chapter 8.</b> Empowering Vulnerable Groups: Socioeconomic and Cultural Interventions for Inclusive Development.....	52
– <i>Dr. Nishant Labhane</i>	
<b>Chapter 9.</b> Unleashing Potential: Women Education and Empowerment in India .....	59
– <i>Ms. Swati Sharma</i>	
<b>Chapter 10.</b> Breaking Barriers: Women Empowerment through Sports.....	65
– <i>Ms. Neha Saxena</i>	
<b>Chapter 11.....</b> Bridging the Gap: The Need for Women Empowerment in R&D Wings of Science and Technology .....	71
– <i>Dr. Vijayarangam Gajapathy</i>	
<b>Chapter 12.</b> Educators for Empowerment: Women as Educationists.....	78
– <i>Mr. Venkatesh Ashokababu</i>	

## CHAPTER 1

### EMPOWERING MINDS: WOMEN'S EDUCATION IN INDIA

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#### **ABSTRACT:**

This paper examines the status, challenges, and transformative potential of women's education in India. It explores the historical context, current state, and the importance of education in empowering women, promoting gender equality, and driving social and economic progress. The study analyzes the barriers and obstacles that hinder women's access to education, including cultural norms, poverty, gender disparities, and limited infrastructure. Through a comprehensive analysis, this paper aims to shed light on the significance of women's education in India and proposes recommendations for enhancing access, quality, and inclusivity in educational opportunities for women.

#### **KEYWORDS:**

Education, Empowering Minds, Gender Disparities, Gender Equality, Poverty.

#### **INTRODUCTION**

Both direct and indirect costs are associated with sending kids to school. When poverty is a major issue that has to be addressed, this has a significant impact on gender equality in access to education. The female youngster is almost always denied the opportunity to get an education. Providing access to free education is one strategy to reduce gender disparities in education. There are other strategies that should be prioritized outside only the direct expenses of education. The social circumstances that determine whether or not to send a kid to school are highly complicated, and this is especially true for female children [1], [2]. Gender segregation at colleges and other educational institutions is a common practice today, even in industrialized economies. The girl is often at a disadvantage due to the teachers' views and opinions about gender. Another issue that has varied effects on both genders is bullying. Future professional aspirations always surpass academic achievement, which prevents a lady from obtaining career success. The suggestions made to promote the empowerment of women and girls include training and assistance for all educational and support personnel to raise awareness of:

1. Gender Stereotypes and their impact
2. Students' self-assurance and individual identities
3. Subject selection is affected by gender preconceptions and conventions
4. Investigating how gender norms and ideologies embraced by higher education institutions affect the academic career opportunities available to women.

Meso-level educational organizations, such as education departments or ministries, should design policies for expanding access to school for females that take into consideration the broader effect of social and economic norms and habits that have an impact on girls. the suggestions for national governments and institutions. Programs to increase the number of women and girls in academia should be included in any policies intended to improve the economic projections of various regions. Any policies intended to increase such numbers in

the education of women and girls should address the issue of how women in education can be empowered through the three domains of:

1. Gender-specific social norms and values.
2. Institutions.
3. Distribution of Educational Resources Equally.

### **Education for Women Is Important**

Education for women has a significant socioeconomic influence on growth. A rise in female education in an area may lead to higher levels of development, especially economic growth. It is a proven truth that women's education increases their income, which in turn promotes social advancement and growth of the Gross Domestic Product. Girls' education has a direct impact on societal benefits including women's empowerment and many other advantages. It has been shown that there is a significant connection between women's education and global development. In areas of social and economic growth where education has played a significant role in the advancement of women, a favorable tendency has been seen. According to renowned economist Lawrence Summers, "Investing in girls' education may well be the highest-return investment available in the developing world."

## **DISCUSSION**

### **Impacts On Economic Growth**

Women who pursue higher education benefit personally as well as economically in the nations that prioritize it. An investment in education yields a net financial benefit over the course of a person's lifetime. Women are predicted to get a 1.2% better return on their educational investments than males, according to estimates. With only one more year of education, women's wages may rise by 10–20%, which is 5% greater than the similar gains for giving boys an additional year of education. When a country's economic productivity is assessed, this individual financial benefit is added together. Today, we can argue that females are significantly underrepresented in education. Therefore, any initiatives that are explicitly geared toward educating women might result in greater benefits [3], [4]. According to research, it is not economically wise for nations to underinvest in women, including their education. Slower growth is directly caused by underinvesting in women, with missing GDP growth ranging from 1.2% to 1.5%. The difference in GDP growth may be attributed to the gender education disparity to the tune of 0.4% to 0.9%. This is particularly obvious in nations that have just emerged from deep poverty.

When it comes to overall economic development, everything is great. In addition, the education of women improves the fairness of the distribution of wealth in a community. The advantages of women's education are primarily targeted at the poor woman, a particularly disadvantaged demographic, thus their significance cannot be understated. Additionally, it has been shown that for a developing nation, the total economic difference across society is inversely correlated with the gender gap in educational attainment [5], [6].

### **Social Development Effects**

Another area where major improvements are seen when women's education levels rise is social development. Reductions in fertility rates, infant mortality rates, and maternal death rates are a few of the most notable societal advantages. Gender equality is directly and favorably impacted by reducing the gender gap in education. This is a widely desired goal, both for the advancement of women and because it ensures that everyone has equal rights and opportunities, regardless of gender. Education improves cognitive capacity, which is another advantage for



women since it directly affects their quality of life. This has been shown by educated women's capacity to make well-considered choices for the health of their family and themselves. The rise in women's cognitive capacities has also led to a rise in political engagement. There is proof that educated women are more inclined to participate in politics and go to meetings. Additionally, there are several examples of educated women from underdeveloped nations utilizing these venues to advance their political agendas. There is a greater possibility of good democratic administration in nations with educated women [7], [8].

Women gain in their home duties by experiencing less domestic violence, in addition to social status markers like work status. They have a bigger role in the family because they get more involved in domestic decision-making with time, which has an effect on the family's ability to prosper economically. Family members can gain socially by taking on a more active position in the family. In a home where the mother has completed her education, there is a much greater possibility that children, especially girls, will attend school. Through adult literacy initiatives, uneducated women might be encouraged to send their kids to school by reinforcing the significance of education. Only two of the numerous advantages that come with having an educated mother for their children are higher survival rates and better nutrition.

### **Methods for Educating Women**

The strategy for developing women's educational opportunities is based on the four strategic goals listed below, known as the "four Es":

**Expansion:** The goal of this plan is to provide all children, women, young people, and adults with access to educational opportunities and facilities. To ensure that all children, women, young people, and adults, especially those living in rural and remote areas, have access to education as well as relevant vocational education and training programs, expansion entails building educational facilities in underserved or unserved areas.

The goal of equality and inclusion is to address the gender and socioeconomic category participation inequalities in education. It acknowledges that everyone has the right to an education, free from any kind of discrimination, and gives priority to the education of excluded, vulnerable, underserved, and other disadvantaged groups. The fundamental goal is to make sure that all societal groups have access to and opportunity for education. The strategies include unique measures to improve access to high-quality education for underprivileged and weaker members of the society, such as women from Muslim communities, children with disabilities, and members of scheduled castes, scheduled tribes, and other backward groups [9], [10]. The emphasis on equality and inclusion also includes strategies that would assist satisfy the educational requirements of various student populations and provide every learner the chance to succeed in their academic endeavors.

**Excellence:** A major objective of India's education sector development programs continues to be allowing all children and women to attain expected/specified learning outcomes. This is done through enhancing the quality and relevance of education. The fundamental components of the strategy for achieving excellence are: enhancing the motivation, capacity, and accountability of teachers for improving learning outcomes at all levels; strengthening the quality of teaching-learning processes through comprehensive concerted large-scale efforts with simultaneous attention to how these processes translate into better outcomes; and improving governance of educational institutions through institutional focus on quality, based on pr

**Employability:** The goal of improving the employability of educational system products is given high attention. Increased emphasis on vocational education, in-school skill training,

providing secondary schools with technical teachers and trainers and the facilities necessary to impart technical and vocational skills are just a few of the specific measures being taken to increase employability. Secondary vocational education has been reformed to encourage a variety of educational options, improve student employability, and lessen the gap between the demand and supply of skilled labor.

### **Principles Governing the Launch of the Current Programme**

Global education first initiative's goal is to promote global citizenship by helping students improve their knowledge, skills, values, and attitudes. This program aims to create a more equitable, peaceful, tolerant, inclusive, secure, and sustainable world. Global citizenship education will play a huge role in all growth after 2015, and the objectives and agenda are all focused on attaining this. Given that 65 percent of its population is under 35, India is expected to overtake Japan as the youngest nation in the world over the next 20 years. Global citizenship education is just as important in India as access to education and academic excellence, if not more so. This is because it has the power to instill in individuals the knowledge, abilities, and values that will allow them to improve their lives via collaboration and overcoming the interrelated problems of the twenty-first century. The following are some factors that promote global citizenship education:

1. It must align with the RTE Act's goals. To speed up efforts to adopt RTE, policymakers, educators, and practitioners should bear RTE goals.
2. Increase student enrollment to counter the rise of out-of-school youth, especially those from underdeveloped areas. The method for detecting dropouts has to be improved, and it's important to find age-appropriate programs to reintegrate these kids into the educational system.
3. Children's reading, writing, speaking, and math abilities should be improved. Effective and improving quality early childhood education may be achieved by introducing early grade reading and math methods.

### **Indian Women's Education**

In order to meet the requirements of kids with disabilities, curricular changes and specific training for instructors in inclusive education may be necessary. To a large extent, this will guarantee high-quality education. A strong teacher management strategy will guarantee the hiring of skilled personnel, guarantee top-notch teacher preparation, and provide possibilities for on-the-job assistance. A robust learning assessment system must be implemented in order to enhance teaching learning results. State education planning should embrace kid-friendly guidelines. This will push schools to set up the necessary hardware and infrastructure to provide age-appropriate teaching and learning resources. By promoting the use of information and communications technology, access may be increased and learning and teaching quality can be improved. In order to achieve gender parity, basic infrastructure such as simple access to separate restrooms for teenage girls has to be improved. To create transformational education, use critical thinking and connection with local and global populations.

### **Governmental Actions**

India continues to have one of the lowest percentages of female literacy in Asia despite its vows and efforts to make education accessible to everyone. Statistics gathered in 1991 showed that of the 330 million women aged 7 and older, more over 60% were illiterate. In India, there are so about 200 million illiterate women. The literacy rate for women has increased to 65% by 2011. Nevertheless, this meant that 35% of women are remained illiterate. The negative effects of this are felt in many other areas, including the lives of the women, the lives of their

families, and the economic growth of the nation. According to the findings of several research, illiterate women often have poor nutritional status, high rates of fertility and death, limited autonomy within the home, and low economic potential. Children's health and welfare are jeopardized in households when the mother is uneducated. According to research, there is a negative correlation between a mother's educational attainment and the infant's mortality. Along with all the other problems, the country's economic growth is also constrained. A clause in the Indian Constitution that states that "free and compulsory education for all children until they complete the age of 14" is a key part of the government's commitment to education. With the 1992 update to the National Policy on Education and the 1992 definition of the Programme of Action, this commitment was strengthened. Both of these policy announcements emphasized the need of giving particular consideration to females and children from scheduled castes and scheduled tribes, reiterating India's commitment to raising literacy rates.

**Rising literacy rates throughout time:** Despite India's low literacy rates, educational attainment has increased over the previous several decades for both sexes. According to data gathered by the Register General and Census Commissioner, as of 1971, just 22% of women could be classified as literate, compared to 46% of males. These percentages rose to 65% of educated women and 82% of literate males in 2011. This shows a significant rise in the percentage of literate women over the last 40 years. As you can see, there is still a significant disparity between the percentage of men and women who are literate. Even while it can be argued that generally since 1981 the gender gap in literacy has been decreasing, there are certain areas where the inequality between the sexes in literacy has been increasing.

Particularly in a nation like India, the place of living has a significant impact on the literacy rates. The rates are much lower in rural regions than in their urban equivalents. Look at the RGCC's 1991 compilation of female literacy rates. At 64%, the female literacy rate in urban areas was much higher than that in rural areas (31%). There has been no discernible improvement in the gap between the urban and rural sectors, despite the huge efforts that have led to significant improvements in literacy rates throughout the range of urban and rural regions.

## CONCLUSION

In India, women's education is essential for advancing gender equality, empowering women, and sparking both social and economic growth. Through its ability to increase possibilities, challenge gender conventions, and promote positive change, education has the capacity to alter lives. Even if improvements have been achieved, obstacles still stand in the way of Indian women having equal access to education. Women's possibilities to pursue higher education are still hampered by social standards, economic inequality, gender prejudice, and inadequate infrastructure. A multifaceted strategy comprising government commitment, community involvement, and individual empowerment is needed to overcome these obstacles. Investing in the education of women has several advantages. Women with greater education are more likely to marry later, have fewer children, and provide their family access to better healthcare and education. With information, skills, and confidence gained through education, women are better equipped to actively engage in decision-making processes and to positively impact the socioeconomic growth of their communities.

Prioritizing accessibility, quality, and inclusion is essential for improving women's education in India. This involves actions like enhancing school facilities, offering financial aid and scholarships, increasing the number of schools available in remote regions, and removing cultural obstacles that prevent females from pursuing an education. In order to advance gender equality and combat negative stereotypes, comprehensive sexuality education and gender-

sensitive curriculum should be included into the educational system. The abolition of gender inequities in education should be given top priority in government policies and initiatives, and funding for women's education should be increased. For efforts aimed at increasing women's education to be implemented and monitored effectively, cooperation between governmental bodies, educational institutions, civil society groups, and community leaders is crucial. Women's education in India is an effective strategy for advancing socioeconomic development, gender equality, and empowerment. We can establish a society where women can reach their full potential, contribute to nation-building, and serve as an inspiration to future generations by removing obstacles, ensuring equitable access to high-quality education, and cultivating an enabling environment. Education for women is an investment in India's future, which will be better and more egalitarian.

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## CHAPTER 2

### STRIVING FOR FAIRNESS: EQUALITY OF OPPORTUNITIES AND EQUITY

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#### ABSTRACT:

This paper explores the concepts of equality of opportunities and equity, examining their significance in achieving a just and inclusive society. It delves into the differences between these concepts, highlighting the need to go beyond mere equality and strive for equity to address systemic disadvantages and promote fairness. The study analyzes the challenges and barriers that hinder equal opportunities and equitable outcomes in various domains, including education, employment, healthcare, and social welfare. Through a comprehensive analysis, this paper aims to shed light on the importance of recognizing and addressing inequality, and proposes recommendations for creating a more equitable and just society.

#### KEYWORDS:

Education, Equality, Discrimination, Poverty, Social Welfare.

#### INTRODUCTION

The provision of educational opportunities to all citizens of India is another topic covered by the Indian Constitution. One might aspire to a better position and status via education since it is one of the most important strategies for growth. As a result, everyone should have access to comparable educational possibilities. Giving every person an equal chance to achieve his potential is how equality of opportunity is most often understood [1], [2]. There are two ways to understand the idea of equality of opportunity, including vertical equality and horizontal equality. While vertical equality calls for particular treatment in order to achieve equality of opportunity, horizontal equality treats all constituents equally. The following factors make it imperative to emphasize educational opportunity equality:

1. In order to create a society that is equitable.
2. Because the success of democratic institutions is guaranteed by providing education to everyone in a democracy.
3. Equal educational possibilities will ensure that a country advances quickly. People will have the possibility to develop their talents and so improve society when they have access to educational possibilities.
4. It will facilitate the development of a strong correlation between the availability of skilled workers and the workforce requirements of a community.

#### Issues with Educational Opportunity Equality

There are a few factors that contribute to educational opportunity disparity in India. The following are the causes:

1. Discrimination based on factors such as economic class, gender, education, and poverty.
2. Gender disparities in educational institutions and policy,

3. Social behaviors, attitudes, and conventions that lead to discrimination.
4. The employment market.

Discrimination based on factors such as gender, education, economic position, and poverty or poor economic status are closely related to both male and female students' educational performance. With influences like home income and geography, poverty has a significant impact on the gender gap in educational attainment. Girls and boys from extremely impoverished households see higher gaps in access to school, while kids from wealthier families experience less prejudice. The methods used in rural and urban regions varied significantly as well [3], [4].

In underdeveloped nations, the expenses of education direct, indirect, or lost care work affect females disproportionately. When money is tight, families prioritize boys over females when it comes to purchasing purchases. Girls' earlier school leaving age is a result of their employment in essential domestic tasks. Who will have access to education and the cost of that education are two connected issues that lead to prejudice. Due to the higher expenditures of schooling and the assumption that girls are more often involved in unpaid work than boys are, girls are more likely than boys to stop attending school. Gender equality in education may be impacted by poor socioeconomic position in situations where concern for absolute poverty rates is absent, which is often in areas where the population has a greater income. In actuality, variables like relative socioeconomic hardship have a detrimental influence on educational attainment, and this effect is especially prominent in the case of females. In terms of education, other aspects that are becoming more detrimental include:

1. Children whose moms don't have college degrees.
2. Children who are in subpar housing.
3. Families where the process of raising children started early.

The importance of these variables on gender discrimination is bigger than the amount of family wealth. Gender disparities in education policy and institutions: Institutional structures and educational institution cultures have an influence on the reproduction of discriminatory practices. Programs designed to boost enrollment at various levels of schooling are part of macro-level education policy. Targets of meso-level educational management and culture include gender mainstreaming or the predominance of certain gender ideologies in educational institutions. Both of these solutions have shortcomings and fall short of solving the issues brought on by gender inequality. Cultural gender stereotypes that lead to discrimination in educational settings undermine legislation requiring females to attend school. Adolescence is when gender stereotyping starts, when academic courses are divided based on gender profiling. The possibility that females will choose an academic career is significantly impacted by the age at which segregation is implemented [5], [6].

In fields related to science, technology, and engineering, girls are less supported, given chances, and given experience. Teachers and school administrators see women as lacking in these areas in terms of knowledge, aptitude, and abilities. Additionally, women are urged to work in some of the caring professions in the public sector since they have less opportunities to pursue jobs in engineering or technology. This can only be overcome by changing present teaching techniques and intervention procedures to account for gender disparities in attitudes and views. The selection of the kinds of schools that boys and girls attend demonstrates gender segregation as well. Girls often choose institutions that focus on traditionally 'female' focused occupational fields like the domestic sciences. Boys, on the other hand, generally enroll in technical schools or other institutions with a focus on traditionally 'male' disciplines.

Gender mainstreaming is a process wherein policies systematically include gender issues, and it may be implemented at the national or institutional levels to assist achieve equity in education. The definition of the emphasis is crucial. The emphasis may be on technical results, such as raising test scores. Addressing larger societal institutions that promote gender disparity is another option. Gender mainstreaming may be reduced to a flimsy technical fix in which female employees are assigned to certain positions inside an enterprise. It might also play a more comprehensive role in which the whole organization develops policies to put gender equality issues at the center of its operations, reviews its goals, and takes the necessary actions to promote and maintain this. It is apparent that the second approach will provide superior results and result in substantial and long-lasting changes [6], [7].

Gender stereotypes are a result of attitudes, the environment in the classroom, and learning styles of both instructors and students. Gender stereotypes in the home are thought to be significantly influenced by the roles of the mother and father. The mother usually assumes the position as the supplier of emotional support while the father is often seen as a source of authority. When female instructors adopt the "supportive sympathetic" archetype and male teachers adopt the "authoritative" role, this is readily repeated in the classroom. The desires of both boys and girls are shown to be constrained by these positions. When it comes to the teacher's attention, girls are at a disadvantage. Male instructors focus more on males and older girls while paying less attention to younger girls. However, regardless of age, female instructors are more likely to focus on males than girls.

## **DISCUSSION**

It has been discovered that gender and the amount of time and attention teachers offer to girls also have an impact on their involvement with their work, which in turn influences the various results, in addition to ethnicity and race. One of the factors for the perpetuation of gender norms is the teachers' education system, where instructors study their job. Institutions that educate teachers use both vertical and horizontal segregation, giving males privileged positions at the top of the hierarchy. Additionally, you'll discover that male and female teacher educators favor distinct positions, with male educators more likely to be in charge of secondary student instructors and disciplines like science. Female instructors are more likely to be assigned to teach student teachers or topics that are cared for or arts-focused and meant for younger children. It seems sense that, in the majority of circumstances, this tendency spreads from the professors to the pupils they would be instructing. Although many organizations strive for gender equality, there are still hidden gender prejudices present. This has the effect of making it difficult for female academics to balance the demands of long hours at work with caring for their families on a personal level. Female academics are subjected to prejudice over standards for how they should behave, dress, and portray themselves.

Discrimination based on societal norms, attitudes, and practices: Education policies and institutional procedures inside educational institutions replicate gender inequities that are pervasive in the larger community. Norms and practices that try to undermine women's support and security may exacerbate this. On the one hand, it's possible that these implicit or even unconscious behaviors reflect the institution's understanding of gender. However, these standards may also legitimize sexual harassment or cover up gender-based violence. Young girls' attitudes and perspectives regarding parenthood have a significant impact on how well they do in school. It is very clear that girls who reject conventional gender norms excel academically more than girls who favor conventional ideas on gender. Boys' educational achievement was not similarly impacted by beliefs on gender roles or aspirations for family. Everyone agrees that there is a tension between mom, family, profession, and education. It is also acknowledged that guys are not affected by this phenomenon; only girls are. The general

population acknowledges the important role that families play. Modern society exposes single, working moms to a great deal of scrutiny during the admittance of their kids and criticism of their kids' academic achievement [8], [9].

Public debates on moms' contributions to their kids' academic performance are very important. When forced to choose between employment and caring for their children, women are disproportionately affected. Whatever decision they make; it is seen as 'hypocritical' or inconsistent. The media and scholarly studies both start this type of blame-game. The emphasis has now shifted away from state and organizational cultures in schools and toward the influence of women in the household and their employment position. Based on birth order and gender, investment in children is often varied [10], [11]. It is customary for parents to provide their whole attention and financial resources to their first-born son. When compared to the rest of his siblings brothers or sisters they often get the highest schooling. Boys are given precedence over females among the surviving kids. For females, the birth order does not matter. That is, if a girl is the firstborn, she is treated equally to all other daughters and does not given any special attention. The following is a description of the many types of bullying:

1. 59% of respondents reported verbal assault allegations.
2. Fifty percent of respondents reported experiencing social or relational hostility.
3. 39% of respondents said they were concerned about physical hostility.
4. 20% of respondents expressed worry about sexist statements.

Unfortunately, the personnel required professional development courses to improve their skills since they lacked the knowledge and capacities to deal with bullying. Staff members unquestionably need professional assistance to deal with bullying including gender, sexual orientation, and disability. The act of "sexting," which involves sending or receiving sexual texts or images, makes school workers very uncomfortable. 'Sexting' has a different impact on females than it does on guys since the 'victimization' may be either consensual or forced. Girls generally see it as harassment, often from boy-dominated peer groups.

Boys and girls are both abusers and victims. Boys often experience verbal abuse, physical assault, and other forms of bullying. Rarely are girls physically or verbally mistreated. Girls are often the targets of indirect bullying, which involves making disparaging remarks about them. Whatever sort of bullying victims suffer, it has a significant influence on their academic performance. The scholastic talents of female bullied victims are rated lower than those of non-bullied females. The effects of indirect bullying on males' academic performance are real. Bullying has always been brought up as a real issue that is carried out by a "certain group of boys." Students, especially females, were often subjected to sexual harassment and violence on a daily basis.

It is difficult to deal with bullying on one's own. Some enter a "normalized" state where they become powerless to deal with the hostility. They discover that they are unable to converse with one another or even with adults. Others, especially girls, worry that if they try to deal with the hostility, others will see them as being unfeminine. Dominance and subordination-based gender interactions often reproduce themselves, resulting in gender inequities that disproportionately harm girls. Because they are based on sexism, sexual assault, and exploitation of women, the results may be highly distressing for the victims. Implementing gender sensitive sexuality education is necessary to combat such harmful gender relations and promote gender equality in both the classroom and society at large.

The labor market: Depending on the gender disparities in society, education systems should be tailored. Unfortunately, gender inequality still rears its ugly head in the transition from formal schooling to the workforce, even in systems of education that are gender neutral. Better



employment results for women are more advantageous since with every rise in women's wages, prosperity is anticipated not just in households but also in the larger economy. The disparities in employment rates caused by gender inequality are decreasing. The current disparities are anticipated to shrink as more women join the workforce. The fact is that there is still a significant gap between women and men's earning potential in spite of all these research and estimates. The high level of occupational segregation, which likely started in the educational system itself, is the cause of this. Even in the 'so-called' advanced countries, gender integration is more common in professional and management positions than it is in clerical and blue-collar employment, indicating that occupations are still substantially separated by gender. The comparability in salaries and job duties between men and women is referred to as gender integration. All things considered, you'll probably see male graduates in higher management positions and highly regarded professions. The majority of graduates in fields like nursing and teaching, however, are women. The 'gender pay gap' is not unique to India. This has been shown to be a worldwide phenomenon, with the disparity varying from 10% to 40%, depending on the nation.

Several characteristics of female careers:

1. They often have discontinuities.
2. The majority favor part-time employment.
3. They are regarded as the family's secondary wage earners.
4. Their careers often sluggish after a few years of employment.
5. Once they have kids, they usually see a slowdown in their employment.
6. Due to these many breaks, they are less likely to be promoted in the future.

The field of study has a big role in the gender pay gap. The gender salary gap was decreased by around 7% in fields of study when men and women both picked them. Other supporting elements include collective bargaining strength and the accessibility of reasonably priced child care, which will affect earnings in addition to educational considerations like subject of study. Women are traditionally seen as doing unskilled professions, which results in significantly lower employment pay. Due to their low incomes, women are prevented from acquiring the skills necessary for higher paying occupations, which in turn affects the choice to support girls' education. Official career counseling networks and the girls' personal social networks, where the inclination is to push these girls to pursue jobs and choices that are historically dominated by women from these ethnic minority, both contribute to the creation of gender- and ethnicity-based societal inequities. This creates a perception of segregation and discrimination in the labor market. Women may not benefit from their greater education in the labor market. Even today, these women could experience prejudice in the form of higher standards and lower pay.

## CONCLUSION

Equality of opportunities and equity are vital principles in building a fair and inclusive society. While equality focuses on ensuring everyone has the same starting point, equity acknowledges that individuals may require different resources and support to achieve equal outcomes. Achieving true equity involves addressing systemic disadvantages, dismantling barriers, and providing targeted interventions to uplift marginalized groups. In domains such as education, employment, healthcare, and social welfare, disparities exist that hinder equal opportunities and equitable outcomes. For example, access to quality education may be limited for marginalized communities due to inadequate resources or discriminatory practices. Employment opportunities may be biased, leading to wage gaps and occupational segregation. Healthcare services may be inaccessible or unaffordable for certain populations, perpetuating health disparities. Social welfare programs may fail to reach those who need them most,

exacerbating inequality. To promote equality of opportunities and equity, proactive measures are necessary. This includes implementing policies that ensure equal access to quality education, fair employment practices, affordable healthcare, and social welfare programs that address the specific needs of marginalized groups. It requires eliminating discriminatory practices, providing targeted support and resources, and fostering inclusive environments where diversity is valued and celebrated. Achieving equity also requires addressing structural factors that perpetuate inequality, such as poverty, systemic racism, gender discrimination, and social exclusion. By challenging societal norms, promoting diversity and inclusion, and advocating for social justice, we can strive towards a more equitable society. Collaboration between governments, policymakers, civil society organizations, and individuals is essential for creating lasting change. It requires a commitment to social responsibility, empathy, and an understanding of the unique challenges faced by marginalized communities. Achieving equality of opportunities and equity is a continuous journey that requires ongoing efforts and a commitment to social justice. By recognizing and addressing systemic disadvantages, dismantling barriers, and providing targeted interventions, we can create a society where everyone has a fair chance to succeed and thrive. Striving for equality of opportunities and equity is not only a moral imperative but also essential for building a more inclusive, just, and prosperous future for all.

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## CHAPTER 3

### NURTURING EXCELLENCE: AN OVERVIEW ON QUALITY IN EDUCATION

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#### ABSTRACT:

This paper provides an overview of the concept of quality in education, examining its significance, components, and challenges. It explores the multifaceted nature of quality education, encompassing aspects such as curriculum, teaching methods, infrastructure, learning outcomes, and inclusivity. The study analyzes the importance of quality education in fostering personal development, societal progress, and preparing individuals for the demands of the future. Through a comprehensive analysis, this paper aims to shed light on the key factors that contribute to quality education and proposes recommendations for ensuring equitable access to and delivery of quality education for all.

#### KEYWORDS:

Education, Gender, Quality in Education, Sustainable Development.

#### INTRODUCTION

Since education transforms people, society, and even countries, quality in education is of the utmost significance. A good educational system makes sure that students are equipped with the information, abilities, and competences necessary to succeed in a constantly changing environment. This in-depth analysis illustrates the transforming effects of exceptional education on people and society while examining its relevance and supporting it with empirical data. What exactly does quality entail in relation to education? There are several definitions of quality in education, which attests to the idea's complexity and diversity. Efficiency, effectiveness, equity, and quality are often used interchangeably [1], [2].

#### A good education should include:

1. Learners who are in good health, have access to a nutritious diet, are prepared to engage in class activities, and have the support of their families and communities.
2. Environments with sufficient resources and facilities, and that are sane, secure, protective, and gender-sensitive;
3. Content that is expressed in appropriate curricula and learning materials for the development of fundamental knowledge and abilities, particularly in the areas of literacy, numeracy, and life skills, as well as information on topics like gender, health, nutrition, HIV/AIDS prevention, and peace.
4. Processes used by qualified instructors to promote learning and lessen inequities by using child-centered teaching methods in well-managed classrooms and schools.

outcomes that include knowledge, skills, and attitudes and are related to national objectives for education and productive citizenship. With the help of this concept, it is possible to comprehend education as a complicated system entwined with political, cultural, and economic factors. This essay will look at the research on these aspects [3], [4]. However, it's critical to bear in mind that education is a system, and that various factors interact and often have

unpredictable effects on one another. This definition ensures that national and local educational settings contribute to definitions of quality in various nations while also taking into consideration global and international forces that drive the topic of educational quality. Setting up a contextualized concept of quality necessitates involving pertinent parties. The definitions of educational excellence are often contested among important parties. Each of us evaluates the educational system in light of the long-term objectives we have for our children, our community, our nation, and ourselves.

## DISCUSSION

Definitions of quality must be flexible enough to adapt to new knowledge, shifting circumstances, and fresh perceptions of the difficulties facing education. This redefinition is influenced by new research, which ranges from action research conducted in classrooms to global research. Systems that accept change via data creation, utilization, and self-evaluation are more likely to provide students with high-quality education. Learners, learning environments, content, processes, and results are just a few examples of the system quality characteristics that may be the focus of continuous evaluation and improvement. Below, each of them will be covered:

### **Quality Students**

Schools work with the students who enroll in them. The kind of learners that youngsters might be are strongly influenced by their life before they start formal school. A quality learner is the result of several factors, such as health, experiences in early infancy, and parental support. Children who are physically, mentally, and socially healthy learn well. Healthy early childhood development is crucial for laying the groundwork for a healthy life and a successful formal education experience, particularly during the first three years of life. Early identification and intervention for impairments may provide children the greatest opportunities for a healthy growth, and proper nutrition is essential for appropriate brain development in the early years. Preventing illness, damage, and infection before starting school is also essential for the early growth of a good learner [5], [6].

Early experiences and interactions that promote positive psychosocial development in children are also essential to becoming a good learner. According to a significant research conducted in 12 Latin American nations, daycare use is linked to better test scores and less instances of grade repetition in primary school, as well as greater levels of parental participation, which includes parents reading to young children. Children who take part in early intervention programs perform better in primary school than those who do not receive the benefits of formal early child programs, according to research from the Philippines, Sri Lanka, and Turkey. Studies from India, Morocco, and Latin America also show that disadvantaged children benefit most from such programs. Better psychosocial development is one of the advantages of quality early childhood programs in addition to their cognitive impacts. Early stimulation that is both effective and appropriate affects how the brain develops, which is important for controlling emotions, arousal, and behavior. A kid who experiences chronic stress or lacks positive stimulation throughout the pre-school years may struggle later in life to develop their psychosocial skills. When pre-school-aged organized psychosocial development is integrated with health and nutrition components, high-quality early childhood development programs may be produced.

**Regular attendance for learning:** When children reach school age, research shows that they must attend regularly in order to succeed academically. Achievement is substantially influenced by a child's exposure to the curriculum and his or her "opportunity to learn," and exposure to the curriculum comes through attending school. According to a research conducted

in Malawi on village-based schools, pupils with higher attendance rates saw larger learning gains and fewer rates of repetition. This end

is in line with that of several other studies [6], [7]. Families may not always have the resources and knowledge necessary to assist their children's cognitive and emotional growth throughout their school years. For instance, the education level of parents may have a variety of effects on how well children learn in school. According to one research, children with parents who only completed elementary school were more than three times as likely to repeat a grade or have poor test results as those whose parents completed at least some secondary education. Parental education impacts not just how parents and children interact while studying, but also how much aid parents need in the house or at work, which often comes at the price of keeping kids in school. The capacity of parents with limited formal education to promote learning and engage in school-related activities may be hampered by their unfamiliarity with the language used at the institution.

The impacts of schools in underprivileged communities often surpass the effects of family history and religious traditions. Additionally, despite several limitations, schools may assist parents in enhancing the "home curriculum" and raising the level of parental participation in their children's education. For instance, partnering with non-governmental organizations and public health agencies can have an impact on parenting during the pre-school years. Other strategies include asking parents to participate in assessments of their child's progress, providing open, honest, and non-threatening communication, and including parents in school decision-making groups. Around the globe, efforts to boost parental engagement have been successful. The development of student newspapers in China is one instance. These publications may be found in both urban and rural areas and at various educational levels. As a consequence, students and parents have many more opportunities to read than in other nations, which is especially advantageous for rural households who would otherwise be at a disadvantage. Aspects of parental engagement that have received specific attention in other family literacy programs.

For instance, an eight-week program in Sri Lanka to assist low-income, uneducated women improve their reading skills discovered that the mothers' abilities to support the development of their children's language competences, particularly in the areas of listening and speaking, rose. The home curriculum seems to be crucial in ensuring that students are prepared for school. Thus, the likelihood of a healthy kid succeeding in school increases with excellent early learning experiences and supportive, participating parents. Similar assistance is required by good instructors in schools for their jobs. A good learning environment is a further need for an effective educational system [8], [9]. The foundation of individual growth, social advancement, and global competitiveness is quality education. Excellence must be fostered through offering a thorough, equitable education that satisfies the many requirements of students. This in-depth explanation investigates the idea of excellence in education, looking at its numerous aspects, problems, and dimensions. In-depth conversation is given on the value of high-quality education in supporting all-around growth, preparing people for the challenges of the future, and developing social cohesion. It also looks at methods and tactics for assuring educational quality, with an emphasis on infrastructure, inclusion, teaching styles, assessment methods, and curriculum design.

### **Instructional Design**

The foundation of a high-quality education is a well thought-out curriculum. A curriculum should combine national values, represent societal aims and ambitions, and provide students the information, abilities, and skills they need to be successful. It should be open to everybody,

sensitive to cultural differences, and flexible enough to adjust to changing conditions. Involving stakeholders like educators, parents, and students in regular curriculum reviews and revisions helps to keep it current and in line with shifting educational goals.

### **Teaching Techniques**

Delivering high-quality education requires the use of effective teaching strategies. It's crucial to use engaging, student-centered strategies that foster creativity, cooperation, and problem-solving. Project-based learning, inquiry-based learning, and flipped classrooms are examples of active learning strategies that help students get a thorough comprehension of concepts and apply information in practical settings. In order to improve the quality of education, it is essential that teachers get professional development and encouragement to embrace cutting-edge teaching strategies.

### **Assessment Methodologies**

A balanced and thorough evaluation system is necessary for high-quality education. Beyond standard tests, it should put a strong emphasis on evaluating a variety of abilities, such as critical thinking, creativity, communication, and social-emotional skills. A comprehensive picture of students' development is provided via formative assessments, portfolios, presentations, and performance-based evaluations. Fair, open, and constructive feedback should be provided as part of assessment procedures in order to help students' personal and academic development.

### **Facilities and Resources**

For high-quality education to be possible, facilities and resources must be accessible. Schools should have well-equipped classrooms, libraries, labs, and learning settings that make use of technology. Effective teaching and learning are supported by access to current educational resources, such as textbooks, digital resources, and educational technology. Promoting inclusion and closing educational gaps requires ensuring fair resource allocation, particularly in underprivileged groups.

### **Inclusivity**

No one should be left behind in a quality education. It must take into account the various learning requirements of all pupils, including those with impairments, those from underprivileged groups, and those who speak different languages. Diversity is encouraged, respect for all people is encouraged, and an atmosphere where every student may succeed is fostered through inclusive education. For inclusive quality education to be achieved, teacher preparation in inclusive pedagogies, accessible learning resources, and suitable support structures are crucial.

### **The Development of Oneself**

By giving students a well-rounded education that includes intellectual, social, emotional, and ethical elements, quality education promotes personal growth. It gives people the critical thinking, problem-solving, communication, and cooperation skills they need to face the difficulties of life and make wise choices. Quality education, according to UNESCO, boosts self-confidence, fosters a sense of community, and equips people to make significant contributions to their communities.

**Economic and social advancement**

Education of the highest caliber is essential for advancing society and the economy. Better education levels have been linked to better rates of economic growth and per capita income, according to research. According to the World Bank, one additional year of education leads in a 10% rise in a nation's GDP per capita. A high-quality education improves production, creativity, and competitiveness by preparing students for the workforce [10], [11].

**Reduced Inequality and Poverty**

A strong instrument for eliminating inequality and poverty is a high-quality education. By enhancing their chances of finding job and increasing their earning capacity, education gives people the ability to escape the cycle of poverty. According to UNESCO, poverty rates may drop by 12% if all kids in low-income nations mastered the fundamentals of reading. Because educated women have easier access to jobs, healthcare, and decision-making processes, which benefits families and communities, great education also promotes gender equality.

**Wellness and Good Health**

Education levels and health outcomes are highly correlated. Individuals who get a high-quality education are given the information and abilities they need to make wise decisions about their health and well-being. The World Health Organization (WHO) asserts that educated people are more likely to lead healthier lives, to use healthcare facilities, and to make better choices for the prevention and treatment of illness. Thus, a key factor in determining enhanced public health is high-quality education.

**Democracy, Citizenship, and Government**

Achieving social cohesion, sustaining democratic principles, and raising knowledgeable, engaged citizens all depend on high-quality education. It provides people with information about their rights and obligations, critical thinking abilities, and awareness of democratic procedures. According to UNESCO, a good education encourages tolerance and respect for variety, fosters democratic government, and gives people the capacity to participate in decisions.

**Development that is sustainable**

Sustainable development is intimately related to high-quality education. The Sustainable Development Goals (SDGs) of the United Nations (UN) acknowledge the crucial role that education plays in building a sustainable future. The SDGs of eradicating poverty (SDG 1), guaranteeing gender equality (SDG 5), promoting health and well-being (SDG 3), supporting sustainable economic development (SDG 8), and creating inclusive and peaceful communities (SDG 16) are all aided by excellent education.

Forging greatness and promoting good change in people, communities, and countries need high-quality education. It encourages growth on a personal level, societal advancement, the eradication of poverty, better health outcomes, democratic government, and sustainable development. Communities may promote inclusive and egalitarian communities, unleash the potential of people, and pave the road for a better future for everyone by prioritizing and funding high-quality education. A key factor that affects people, communities, and society at large is the quality of education. It includes a number of aspects, such as curriculum design, instructional strategies, infrastructure, methods of evaluation, and the general learning environment. People who get a high-quality education are better prepared to flourish in a world that is changing quickly. It encourages creativity, critical thinking, effective communication,



and a passion of learning that lasts a lifetime. Additionally, a quality education fosters social responsibility, values and ethics, and personal growth. Providing high-quality education is not without its difficulties. Disparities in quality are caused by a lack of resources, outmoded teaching techniques, poor infrastructure, and uneven access to education. Further obstacles to delivering great education include addressing the various learning requirements of students and providing inclusion for disadvantaged groups.

It is crucial to use a comprehensive strategy in order to improve educational quality. This entails making investments in teacher preparation and professional development, providing enough infrastructure and resources, developing inclusive curriculum that meet a range of learning requirements, and using efficient assessment techniques that gauge progress as a whole. For excellent education to be achieved, cooperation between governments, educational institutions, politicians, instructors, students, and parents is essential. In order to drive systemic reforms and provide equal access to high-quality education for everyone, transparent governance, effective regulations, and accountability systems are crucial. Additionally, using technology may significantly improve educational quality.

By crossing socioeconomic and geographic divides, it offers chances for individualized learning, access to digital resources, and student and teacher cooperation. To sum up, great education is essential for individual development, social advancement, and accomplishing sustainable development objectives. We can establish inclusive learning environments that empower people, inspire creativity and critical thinking, and advance a more just and prosperous society by emphasizing high-quality education and eliminating the obstacles that stand in the way of its accomplishment. By ensuring that people have the abilities and information required to successfully navigate the complexity of the contemporary world and make significant contributions to their communities and the global community, investing in high-quality education is an investment in the future.

This essay gives a general review of the idea of quality in education and how important it is for fostering greatness. It examines the different facets and elements of high-quality education, such as inclusiveness, infrastructure, instructional methods, and evaluation procedures. In order to stimulate holistic development, prepare people for the future, and advance society, the research underlines the value of high-quality education. This study provides a thorough review of the methods used to guarantee educational quality and emphasizes the need of fair access, creative methods, and ongoing development. Societies may empower people, progress society, and ensure a better future for everyone by fostering excellence via high-quality education.

## **CONCLUSION**

A comprehensive and inclusive strategy that takes into account curriculum design, teaching strategies, assessment procedures, infrastructure, and inclusiveness is needed to foster excellence in education. People who get quality education are better prepared to flourish in a world that is always changing. Societies may promote individual growth, advance social progress, and boost global competitiveness by prioritizing and funding high-quality education. The key to fostering excellence in education and building a better future for future generations is to ensure that all students have equal access to high-quality education. These measures also include accepting creative ideas and continually improving educational institutions.

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## CHAPTER 4

### ADVANCING TOGETHER: WOMEN AND DEVELOPMENT

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#### ABSTRACT:

This paper explores the critical role of women in development, examining the multidimensional connections between gender equality, women's empowerment, and sustainable development. It investigates the challenges faced by women in various spheres of life, including education, healthcare, employment, and decision-making. The study analyzes the transformative potential of women's empowerment in driving social progress, economic growth, and achieving the Sustainable Development Goals (SDGs). Through a comprehensive analysis, this paper aims to shed light on the significance of women's inclusion in development and proposes recommendations for creating enabling environments that promote gender equality and women's empowerment.

#### KEYWORDS:

Decision-Making, Gender Gap, Gender Equality, Healthcare, Women's Empowerment.

#### INTRODUCTION

The high level of gender disparity in poor nations in education, personal freedom, and every other area is not only a result of underdevelopment. Another important factor that contributes to gender inequity is cultural perspectives. We are already seeing a new pattern where as nations develop, gender disparities close. For instance, patrilocality and concerns about the 'purity' of women are norms that contribute to the male-biased sex ratio in India and China and the low female employment in the Middle East and North Africa. The gender gap is wider and more skewed toward men in developing nations [1], [2]. It is a proven truth that gender disparity and economic growth are related. Take India as an example, where the impoverished often prefer male children. The issue of the male-to-female ratio at birth has often become worse with economic growth. Gender prejudice ultimately leads to inefficiencies brought on by limited possibilities for women and girls.

#### Females in Developing Nations

Gender inequity is not a privilege of a developing nation. Men typically make more money than women in almost all civilizations. However, there are more differences in health, education, and marital bargaining power in nations with low GDP per capita. Numerous studies have examined health and education indicators for women in emerging nations. According to these research, the percentage of men attending college declines in nations with rising GDP. The gender gap in education and GDP are both correlated, and this is true for both elementary and secondary enrolment. As a nation's economy expands, there is a consistent fall in the male to female college enrollment ratio. Women have been shown to have greater life expectancies than males, albeit the gap is considerably lower in underdeveloped nations. This phenomena can't be explained by any fixed pattern [3], [4].

Unfortunately, the ratio of male to female labor force participation is appalling when it comes to employment. With males being three times more likely to be employed than women, India

stands out for the underrepresentation of women in the labor field. In affluent nations, the figures are not particularly positive. These nations, however, have a more progressive stance on women in the workforce. Another issue is gender-based violence, which cannot be fully understood without considering attitudes about it. The average tolerance for gender-based violence varies greatly among nations, from less than 1% to over 85%, but tends to be greater in poorer countries. This is in addition to the high prevalence of gender-based violence in poorer countries. Another sign of gender disparity is who makes the decisions in the family. The ability of a woman to participate in household choices is one component of her wellbeing and is thus a goal in and of itself, but there is a great deal of interest in female empowerment since it is seen to be a way to improve the results for children. In impoverished nations, women are less likely to have a say in family spending decisions, and this tendency extends to other family-related choices like whether to visit relatives and friends. Compared to women in poor nations, women in industrialized nations often have greater decision-making authority and are less tolerant of gender-based violence.

The level of choice and life satisfaction among women may be used to gauge the wellbeing of women. Comparatively to women in industrialized nations, ladies in developing nations report having less influence over their life. With women having minimal freedom of choice and a very low rate of female labor force participation, India in particular ranks extremely poorly on this aspect. On a range of metrics, from college enrollment to life control, women's status in underdeveloped nations is far poorer than it is in affluent countries as compared to women. A country's economic development or underdevelopment, in addition to the other sociological and cultural problems that plague most developing nations, is a significant factor in gender equality. The old agricultural and industrial industries are giving way to the service sector in every nation. Both the industrial and agricultural sectors, where women performed poorly, demand a high level of physical strength from their personnel. On the other hand, the service industry is more receptive to a female workforce since physical strength is not a crucial prerequisite [5], [6].

## **DISCUSSION**

There are physically demanding occupations as well as psychologically demanding ones, with women having a comparative edge in the latter. In addition to being a result of poorer labor productivity, patterns of female labor force participation or earnings are also impacted by earnings potential. When the primary benefit of education is the ability to command a greater salary on the job market, women are at a disadvantage. A tendency of increasing education spending on males indicates this. The brain-based industries must expand if we want more women to pursue higher education. Pitt notes that females' schooling may surpass boys' if the returns to education are better in brain-based than brawn-based industries.

These scholarly research demonstrate that males favor giving their daughters more legal protections while restricting the rights of their spouses. This is not abnormal since it is well acknowledged that women care more about children's welfare than men do, therefore a man's grandkids will get a better education if his daughter has more rights than his son-in-law. When the benefits of education rise and economic development leads to more support for women's rights, legal rights for women are strongly supported. Additionally, it is said that declining fertility and growing wealth are the motivating factors for fair care for children. According to Qian, variations in agriculture also contribute to the consequences of gender inequalities in labor productivity. For instance, selecting tea leaves, which are delicate and grow on small bushes, gives women a comparative edge over picking fruit from trees, when a person's height and strength was advantageous. Economic changes have reduced sex-selective abortions of female fetuses, neglect of young girls, and infanticide in tea-growing areas where female labor

productivity has increased. In addition to having more negotiating power inside their households and a usually lower son preference, women's share of family income grew. Additionally, women's preferences in terms of gender dominated domestic decision-making.

The variance in soil type and its potential for deep tillage in India was connected to the relative need for female labor in the agricultural sector. Lower female labor force involvement and a more male-skewed sex ratio were seen in places where extensive tillage was necessary for the soil, which is consistent with the female bargaining power impact. Women often have less property rights than males, it is common knowledge. People in the community who have less social and political clout, particularly women, are more at danger of having their property taken away. The choice to work or not is influenced by non-financial variables as well as gender disparities in the earning possibilities from employment.

In India, it is observed that women are often less motivated to work, however this might alter with an increase in wealth. At low levels of development, women labor for free on family farms and in family enterprises, and the home and workplace are intimately entwined. As a result of the shift in production to factories and businesses brought about by growth, women stop working, particularly in manual labor positions, where they sense social shame. The family may skip the woman's salary because of higher income. The move toward services and rising female education, which encourages women to re-enter the labor, lead the female salary to climb with even higher levels of development. The increase in employment in "respectable" jobs for women, such clerical work, also contributes to the rise in female labor force participation.

If you look at the scenario in India today, it has been determined that the emergence of new occupations suitable for women includes business process outsourcing, or BPO, which has exploded in various locations. Women who would not have otherwise worked do so because to BPO recruiting efforts and job placement services. This intervention increased young women's goals for their careers and encouraged them to participate in English and computer training programs, which postponed marriage and motherhood. The younger generation's hope for these occupations contributed significantly to a rise in school attendance. White-collar occupations have been produced in India as a result of economic liberalization during the 1990s. These are often ones that pay rather well, which has attracted women to the workforce. The fact that women, in comparison to males, lack a robust employment network and have not gravitated toward conventional industries is another factor in this current trend. They had the benefit of accepting these new work chances because of this.

The introduction of stronger physical infrastructure, more cutting-edge technology, and more family income is a significant result of economic progress. With less labor-intensive and more efficient home production, this change affects the household. Innovations have decreased domestic labor, and because women handle the majority of household duties, improvements in domestic productivity mostly free up women's time. As an example, electrification: gathering fuel for a wood-burning stove takes longer than turning on an electric furnace. It is true that women's time would still be stifled at home without advancements in home production technology. The time required to do tasks like carrying coal for home heating and fetching water has decreased because to the invention and spread of new technology. Three significant technological advancements central heating, electricity, including the ensuing invention of electric consumer durables, and running water led to a steep decline in the amount of time that women in their prime worked at home in industrialized nations like the US. With increasing GDP per capita, both the proportion of women's time spent at home and the total amount of time they spend at home decrease. In several nations, it has been shown that electrification has improved female labor force participation due to less time spent at home producing goods. The

research in industrialized nations demonstrates a correlation between increased female labor force participation and larger ownership of home appliances. For instance, fetching water is often considered a woman's chore in many underdeveloped nations; hence, the provision of convenient access to water will disproportionately free up women to work more outside the house or enjoy more leisure.

Economic development and low fertility are mutually dependent and co-evolve together. A change in the demographics that starts with a decline in mortality and progresses to a decline in fertility as the economy develops. Lower birth rates in wealthy nations have a direct impact on smaller gender differences in education, health, and the labor market. High fertility is partially caused by high desired fertility, but it is also a result of restricted availability to fertility-controlling contraceptives. When women started having children, access to contraception was delayed. As a result, their rates of work and educational attainment increased to some extent. The availability of oral contraceptives in the US has changed the employment options for women, increasing their viability and appeal in fields like law and medicine that need significant up-front expenditure.

In poorer nations, childbirth is more frequent and riskier. According to data from the World Health Organization, poor nations account for 99 percent of all cases of maternal mortality, or deaths that happen during or soon after pregnancy due to conditions associated to the pregnancy or delivery. It has been shown that advances in medicine and enhancements to the public health system were responsible for Sri Lanka's dramatic decrease in maternal mortality. Female life expectancy increased significantly as a result of the decreased risk of maternal death. The rise in girls' attendance at school contributed significantly to the closing of the gender gap in education throughout the time and was a direct result of the reduced risk of maternal death.

Medical innovation has reduced pregnancy-related difficulties as a consequence of medications, blood banks, standardized obstetric care, and other factors, which has had an influence on maternal morbidity as well. This increased women's capacity to work after giving birth in industrialized nations. We recently saw that there is greater gender disparity among the poor than the privileged. However, there are other context-specific elements that support gender disparity, such as the disparities between affluent and poor cultures. Even when cultural influences are at play, lack of development continues to be a prevalent problem. The cultural factors that cause women to be consigned to second-class citizenship are often made worse by poverty. The idea of patrilocality states that married couples should reside close to or with the husband's parents. A lady joins her husband's family after being married and no longer belongs to her birth family. As a result, investing in women is limited since, after marriage, a daughter will physically and financially leave the home. Co-residence of adult sons and aging parents is far more typical in Asian nations like India. One reason for greater gender disparity in the north of India is the existence of a considerably stronger patrilocal structure, particularly in the northern area. The gender ratio is less tilted toward men in the south. The incidence of adult males living with their parents, both internationally and domestically, is positively connected with the male-to-female sex ratio. Even with the effect of patrilocality, daughters' returns to education, health care, and nutrition may result in a decrease in gender inequalities if completely absorbed. But in reality, it seems that parents invest disproportionately on their boys because of the extended time they will spend living together and sharing resources. Parents are more likely to seek medical attention for a sick boy than a sick daughter, for instance. Similar to this, parents are more inclined to ask boys than girls for medical assistance.

Poverty is the primary cause of the propensity to prioritize boys over females. Financial restrictions are a factor in parents' propensity to only seek medical attention for their kid. Families would seek equal care for both their son and daughter if there were more resources

available. In cultures like India, sons are traditionally expected to help their parents as they age. Government-instituted pension plans led to a decrease in the skewed sex ratio in nations like China. Although the traditional expectation that boys help parents more than girls did not alter, its effects on the desire to have a son and the unbalanced sex ratio changed. The informal way of depending on sons became less significant as a formal institution for retirement savings emerged, and thus made the factor influencing son choice less meaningful.

For women, the dowry system has been a significant disadvantage. The idea is that the bride's parents would give the pair money after they are married. Although the dowry system has been abolished in many civilizations, it is still in use in South Asian nations like India. It arose primarily in communities where women were underrepresented in agriculture. In reality, during the last several decades, dowry has become more common in India, and its actual worth has also significantly grown. Although the dowry system was created with the intention of enhancing women's financial security, in modern society the groom often controls the finances, making the dowry the groom's price. Therefore, dowry is an extra expense for parents who have daughters.

The dowry system has led to a pro-male bias, and the possibility of having to pay dowry is often mentioned as a major reason why parents prefer to have boys than females. The financial weight of dowry also seems to weigh heavily on the minds of prospective parents. Dowry shouldn't be a reason to cut down on investments in daughters, but that is often what occurs in practice. However, since daughters-in-law will be living with their families under patrilocal, families give greater consideration to the quality of their daughters-in-law than their sons-in-law. In addition to lowering human capital investments, the dowry system causes newlywed women to sometimes become the target of violence or occasionally resulting in what are known as "dowry deaths" as retaliation for the dowry sum being regarded insufficient by the groom. Sons are given a greater status than daughters under the patrilineal system, in which names and property are passed down via male descendants.

The gender gap was significantly impacted by the particular aspect of land inheritance. Even though the present rules in India provide all heirs, including the widow, equal rights to property, historically, widows did not receive their husbands' ancestral property. Their sole way of sustaining their quality of life while widowed was the son. As a consequence of the legal reforms, more women were inheriting property, which led to an increase in the average age of marriage for women, which is compatible with their having greater negotiating power within the family and financial independence. The changes also led to an increase in girls' enrollment in school, maybe as a result of their mothers' enhanced domestic authority or because asset ownership and education go hand in hand. The legal changes for women had some unintended repercussions, such as an increase in suicides as a result of increased female negotiating power that led to marital discord.

Religions and beliefs are other elements that contribute to women's inferior position in nations like India. Hinduism promotes the patrilineal and patrilocal systems, therefore a son has a specific place in the family. Consider rituals. In the majority of rituals and ancestor worship, the son plays a significant and crucial part. It is said that the Vedas, an ancient Hindu book, is preferred. In Hindu traditions, the son is the one who starts the funeral pyre so that the departed person will find redemption. Surprisingly, higher castes than lower castes have a more skewed sex ratio. One son is desired for a variety of reasons, including funeral pyre underpinning, desiring a family name to be carried on, and widows wishing to keep family property. Once a family has a boy, it is often preferable to have a gender balance. The safety and 'purity' of women and girls is often claimed in underdeveloped nations as justification for limiting their physical mobility. However, in fact, it is just another technique to suppress female autonomy,

apart from a genuine concern for their wellbeing, intended to shield them from harassment and sexual assault.

Women's mobility restrictions often serve to keep married women loyal and unmarried women celibate. Due to this, there are less educational and employment prospects for women. The distance to school is a common justification for not educating girls, and this issue is seen in both developing and industrialized nations. The improvement of infrastructure that comes with economic growth may be able to partially counterbalance the negative impact that societal restrictions on girls' mobility have on their educational opportunities, according to a number of programs. Parents who want their daughters apart from male classmates or instructors constitute another kind of restriction. The mere act of building sex-separate school restrooms increased the enrolment of teenage females in India. Societies whose genders are socially separated have benefited greatly from having professors of the same gender. Additionally, this has affected the test results in India for both boys and girls. Unfortunately, females miss out on the same-gender advantage as they advance since there are fewer female instructors in higher grades. In communities where male chastity is valued, early marriage off of daughters has also resulted in early school dropout.

The objective and socially created danger to family honor connected with female mobility exists in nations like India. This is a significant contributor to India's very low female labor force participation rate. The Hindu caste system has as one of its precepts the protection of women from "pollution," which includes males from outside their households. One approach to keep women pure is to forbid them from working outside the house. Compared to lower castes, which often provide lower caste women greater professional freedom and autonomy, upper caste prohibitions are more severe [7], [8]. Gender disparities are ingrained in society's culture and transcend the present economic climate. This has been frequently shown by the gender gap's ability to endure even when the economic climate improves. People who have immigrated to wealthy nations from developing nations like India may have abandoned cultural customs like dowry and the exclusion of women from the workforce. It suggests that gender-related activities are embodied in preferences or beliefs that may have a lengthy half-life. However, there is still a substantial desire for a son. It has been discovered that the average fertility in a woman's place of origin predicts her fertility. It is also proposed that her engagement in the labor force follows a similar trend [9], [10]. Gender differences in behavior at least partially reflect gender standards that are taught to children by their parents. For instance, a mother's son's wife is more likely to work if she works. These results also suggest that cultural background, rather than merely the economic circumstances one encounters, influences gender-related behaviour.

## CONCLUSION

Women's empowerment and gender equality are essential for achieving sustainable development and fostering inclusive societies. The full and equal participation of women in all aspects of development, including education, healthcare, employment, and decision-making, is crucial for realizing social, economic, and environmental progress. Despite significant progress, women continue to face various challenges that hinder their development and hinder overall societal advancement. These challenges include gender-based discrimination, limited access to education and healthcare, gender wage gaps, and underrepresentation in leadership positions. Addressing these challenges requires targeted interventions and policy frameworks that promote gender equality, protect women's rights, and provide opportunities for women's empowerment. Women's empowerment is not only a matter of social justice but also a smart investment for sustainable development. When women are empowered, societies benefit from their leadership, knowledge, and contributions. Women's economic empowerment leads to



poverty reduction, improved healthcare outcomes, and greater household and community well-being. Furthermore, empowering women enhances resilience to climate change, promotes environmental sustainability, and drives innovation and economic growth.

To promote women's inclusion in development, comprehensive strategies are needed. This includes implementing gender-responsive policies and programs, ensuring access to quality education and healthcare, eliminating discriminatory practices, promoting women's participation in decision-making processes, and providing economic opportunities and entrepreneurship support. Collaborative efforts between governments, civil society organizations, and the private sector are vital in achieving these goals. Education plays a transformative role in empowering women, enabling them to break the cycle of poverty, challenge societal norms, and exercise their rights. Quality education, especially for girls and women, is essential in building knowledge, skills, and confidence, and creating pathways for social and economic advancement. Women's empowerment and gender equality are central to sustainable development and achieving the SDGs. By recognizing and addressing the challenges faced by women, promoting their rights, and providing equal opportunities for their participation, we can create inclusive societies where women can reach their full potential and contribute to a more equitable and prosperous future. Advancing women's empowerment is not only a moral imperative but also a strategic investment in the collective well-being and sustainable development of societies worldwide.

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## CHAPTER 5

### BREAKING BARRIERS: AN OVERVIEW ON WOMEN IN DECISION MAKING

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#### ABSTRACT:

This paper provides an overview of the status, challenges, and importance of women's participation in decision-making processes. It explores the underrepresentation of women in various spheres of decision making, including politics, corporate leadership, and public institutions. The study examines the factors that contribute to this gender gap, including societal norms, biases, and structural barriers. It analyzes the benefits of women's inclusion in decision making and the impact it has on governance, policy outcomes, and gender equality. Through a comprehensive analysis, this paper aims to shed light on the significance of women's involvement in decision making and proposes recommendations for achieving greater gender parity and inclusivity.

#### KEYWORDS:

Decision-Making, Gender Parity, Healthcare, Women's Empowerment, Sexual Harassment.

#### INTRODUCTION

Women are underrepresented in economic and political decision-making for a variety of reasons, including poverty, access to essential resources, lack of access to party lists, poor incomes, and job discrimination. Women will have very little time left to assume the position of holding economic power and leadership if their primary focus is on surviving. In reality, there is no such thing as acknowledging the unpaid labor done by women, acknowledging the need to share domestic and family obligations with her, or offering her non-traditional vocational training. All of these factors together illustrate the reasons why the majority of women worldwide lack real decision-making authority in the business, society, and family [1]–[3].

#### **Self-help Groups and Voluntary Organizations Play a Role**

Women's engagement in preventative diplomacy and peace talks has been seen as essential for development, for peace, and to redirect funds now being spent on military purposes to peaceful goals. It has been suggested that including both men and women in the decision-making process may help to develop a more peaceful strategy. The mainstreaming of gender issues in institutions has been cited as another way to promote the advancement of women in decision-making. These national machineries, inter-ministerial bodies, national committees, and women's bureaus are needed to ensure women's equal participation in all aspects of decision-making, with adequate levels of staffing and funding, and located at the center of political power. More harmony and balance between obligations to one's family and one's career must be established for both men and women in order to guarantee that women maintain their positions of authority. Men and women need to share more of the tasks of running the home and raising children. Recognizing the unpaid labor done by women, offering them flexible

working hours, sharing family obligations with men, and the need for women to participate in decision-making relating to the home have all been recognized as essential problems.

This shows the need of women's education and training to allow the same and the fact that educated women would have greater influence over their life. Additionally, it has been observed that providing women candidates with training in fundraising and electoral campaigning has a beneficial impact on the election of women to public office. When women succeed in being elected to government, they often require training on legislative processes and fiscal issues. Additionally, it's crucial to teach them leadership skills at every level. Another important challenge is changing societal attitudes, particularly in the early years of life when girls and boys are still forming their views on sex stereotypes. The media must play a significant part in promoting a favorable image of women, combating sex stereotypes, and portraying females in unconventional or atypical positions. The fight for women's equality will suffer if media like television and movies continue to portray women as "sex objects."

Despite the fact that there are more and more professional women working in the media, it has been discovered that a lot of choices, such as those concerning editorial content and production, still fall within the purview and control of males. Women must work more closely with males to form alliances and coalitions that support women's political representation and empowerment. This is now of utmost significance. Women in leadership positions, as well as older women and men, are an invaluable resource for mentoring young women to become future leaders. It has often been argued that include women from the commercial sector and the public service would enhance both the regional and national women's parliamentary caucuses. In order to allow women to enter politics, non-governmental and governmental organizations, international organizations, etc. must work together to assist the growth of women leaders via suitable training and nurturing. An essential component is fostering an atmosphere that supports women's full involvement and equal representation in positions of authority and decision-making [4]–[6].

Additionally, there is a critical need to reform the laws governing social security, property rights protection, and benefits for women. Under the 73rd and 74th Constitutional Amendments, women representatives totaling 10 lakh women had elected positions with entities of local self-government in the year 1994. This was made feasible by the seat reservations for women in corporate and municipal councils, as well as in village, tehsil, and district councils. Since women have been in government for more than 11 years, they are more comfortable managing public economics, local development initiatives, and gender audits of budgets. Quotas and objectives are seen to be crucial for accelerating the equal participation of women in the areas of governance they are linked with in workplaces, legislatures, and political parties. The use of quotas is a contentious option that should only be considered as a short-term fix. People who oppose government affirmative action for women seem to think that women should only gain access to power structures via competition and laissez-faire in the labor, factor, and product markets.

Women's leaders must have some ability to create agendas in order to promote the economic agenda for women. Raising the number of female legislators in parliaments could be accomplished by electoral reform, particularly the adoption of proportional representation over plurality systems. The measure to reserve 33% of the seats in the parliament for women has already been introduced, but for the last 20 years, this has been a contentious topic. According to the bill's proponents, neither sex should represent less than 30% to 40% and neither should represent more than 60% to 70% of decision-making positions. The 2001 Women Empowerment Policy of the Government of India will only be successful if the related programs and concepts are turned into an action plan. Sincere financial pledges for women's

schemes and programs, efficient resource management by elected officials and motivated public workers, and constant monitoring by women's organizations within the state apparatus and civil society are all necessary for the plan to be put into action.

## **DISCUSSION**

### **Plans for the safety net for women**

All state and union ministries must direct 30% of cash or benefits from the development sector to women, according to the Tenth Five Year Plan. Any program intended to increase the number of women in the workforce must include measures to combat the sexual division of labor and gender ideology both within and outside of the workplace. Policies governing credit, training, education, and employment, for instance, include the following:

1. Policies to improve the quality of work, particularly how women are treated in the home.
2. Policies for sustaining jobs and safeguarding resources, both material and human.
3. Suitable Application of Plans and Laws.

The following issues need to be addressed for proper scheme and legislation execution. Instead of being repealed, the present labor law has to be enhanced so that it also protects all employees. A system for determining the worth of labor under the ERA has to be in place. The strict enforcement of minimum wages must be carried out in conjunction with worker committees at the ward level. The union and state governments are required, under the Employment Guarantee Scheme, to ensure that macropolicies are in place for the absorption of employees in the vocations and units that need a lot of labor. For urban employees, the Employment Guarantee Scheme has to be enhanced and extended. Such plans may concentrate on improving slum conditions, housing, and infrastructure. The National Renewal Fund might be expanded to include the unorganized sector. The training of employees should get a larger portion. The Sexual Harassment at Workplace Act has to be passed by the nation states to offer a legal recourse in the criminal justice system for the prevention of workplace sexual harassment of women.

### **emphasis on education and skill development**

The importance of education, particularly education for the underprivileged and women, must be emphasized. Women have virtually little opportunity to get jobs. It can only be attributed to a lack of knowledge and practical skills. Although the states and the center provide free education to females, the dropout rate is not being reduced, and there is often little follow-up. Girls often leave education at the high school level. Incentives and particular consideration for girls and their parents are required in order to lower the dropout rate.

### **Building Capacity via Training**

More funding is required for this, which calls for the connection of training institutions with organizations that put people in jobs. creating additional life skills for crucial knowledge of women's position, stronger bargaining abilities, and programs that will aid in creating and keeping women's assets, such as savings, must all be included in job-oriented training.

### **Moving Self-Help Groups**

Self-Help Groups are women's organizations made up of people from the underprivileged sector of society. The self-help organizations provide the women more authority and lead them toward independence by enhancing their confidence and skills and by giving them access to

microcredit. The SHG movement has taught women the importance of conserving money and the power that comes from teamwork.

### **Rights to Property and Land**

It is quite clear that regulations governing property are biased against women. Even while it seems to be equal on paper, it is not. Below are a few methods that may be used to fix this. The testamentary powers that deny daughters property rights should be limited. Daughters should have the absolute right to live with their parents. Women must be granted the right to live, resulting in the shared ownership of private residences by couples. Men must not be permitted to usurp property owned by women under the guise that it is in joint name. When she encounters potentially risky marriage interactions, a woman is limited in how much she can rely on her parents' houses. The Matrimonial Property Bill, which has been prepared and is awaiting passage, relates to this. This marital property bill might be used to accomplish the following [7], [8].

### **Planning and Auditing the Budget**

The state may utilize the budget to carry out positive activities that will improve gender relations by reducing the gender gap in the development process. Economic disparities between men and women, as well as between the wealthy and the poor, may be lessened. For pro-poor and pro-women budgeting, green budgeting, the local and global implications of such budgeting, alternative macro scenarios resulting from alternative budgets, and the connections between gender-sensitive budgeting and women's empowerment, participatory approaches must be encouraged and highlighted. The local empowerment procedures need to be considerably more transparent. A least of 30% of benefits and funding from each sector of development must go to women, according to the Women's Component Plan. Along with specific responsibility being given to the bodies of local self-government and municipalities for their grassroots administration, there must be an additional mandate approach of services convergence on every level of governance via inter-sectoral committees of all departments/ministries at the level of both the states and the center. SHGs and employers must take into account the following factors if the state is required to implement affirmative action for social security:

1. With the aid of the SHG movement, it is feasible to provide women with economic rights at work, as well as property rights and land reforms that will provide them land rights.
2. Women should get acquainted with financial procedures including account creation and management in order to empower themselves independently. Bills must be issued in the names of women.
3. Women who make less than the taxable threshold shall not be required to pay stamp charges. Tax advantages must be given to women who are the only wage earners in a home; doing so will demonstrate that affirmative action is being taken in their favor.
4. Gender is never neutral in the workplace. Therefore, a women's division that participates in all decision-making processes, such as planning, budgeting, implementing, and monitoring, must exist in every ministry, both at the state and federal levels.

### **Decision-making Authority at the Family, Class, and Community Levels**

In terms of having the ability to make decisions at the level of the home, class, and community, women's self-organization is acceptable. The women's movement vehemently criticized the economic exclusion of women in the 1970s and 1980s. Women activists focused their efforts

on agitation and propaganda for women's rights, public protests against rising violence against outspoken women, and team building exercises to combat workplace sexual harassment. The movement worked hard in the 1990s to establish itself in society and forward its particular agenda of women's emancipation via cooperation with men. The movement has gained supporters from many facets of society. Through effective use of information technology, communication channels, current managerial techniques, and effective law and order apparatus, the development agenda may be implemented thanks to its vertical and horizontal networking. The challenges include providing low-cost housing, environmental and workplace safety difficulties, and human rights issues, as well as providing educational opportunities for those living in poverty. For development workers and intellectuals to function free from pressure from entrenched interests and neighborhood bullies, safety nets are necessary. Women activists might change jobs or accommodations when they anticipate threats or pressure. The state, political parties, and others who gain from women's organizations must also make sure that the environment in which women activists work is democratic and inclusive of all cultures. This is crucial so that they can allocate development funding and resources wisely and equally for men and women in order to build schools, community centers, sports clubs, libraries and reading rooms, low-cost hospitals, and affordable housing for the poor groups leading settled lives.

### **Kinship's Impact on the Distribution of Domestic and Social Resources**

Kinship networks have a significant impact on the allocation of women's rights and freedoms in terms of age, gender, location-based rights and duties, autonomy and control, and limits. Because of this, when the community's perspective is altered, it will result in investments being made in social infrastructures like education, skill development, public health and sanitation, environmental protection, and workplace safety, which will strengthen the ability of women to make decisions. In the modern era, women have achieved high-level decision-making positions all across the globe. The right of every person to take part in national governance was acknowledged in the Universal Declaration of Human Rights. It was acknowledged that equal access for men and women to positions of power, decision-making, and leadership at all levels was a necessary prerequisite for democracy to work properly. The following information about India was obtained from the Ministry of Statistics and Programme Implementation in 2014 and relates to the involvement of women in decision-making at administrative levels in three particular sectors:

1. **Women in All-India and Central Group A Services:** Of these services, 30% of women work in Indian economic services and just 12% in Indian trade services. Women make up 28% of the Indian Forest Service, 24% of the Indian Audit and Accounts Service, 21% of the Indian Postal Service, and 21% of the Indian Information Service.
2. **Women in Politics:** In 2014's 16th general election, 66 percent of voters were female, up from 56 percent in the 15th general election. Only 8% of state assemblies are made up of women.
3. **High courts with female judges:** Of the 30 judges on the Supreme Court, three are female. 58 of the 609 judges serving on the High Courts are female. The number of female judges is greatest in Delhi, followed by Mumbai, Chennai, and Chandigarh. In India, there are six High Courts without a female judge. Bihar, West Bengal, Rajasthan, and Haryana have the most female MLAs in their respective state legislatures.

Women's personal autonomy and investments in human capital for girls both rise when their labor force participation rates rise. The expansion of the service sector, improvements in domestic manufacturing technology, and a decrease in the danger and frequency of childbearing are the three main drivers of progress. Cultural customs and expectations in many

developing nations promote the desire for boys while restricting chances for women. Women's employment and freedom of choice have suffered as a consequence of societies' concerns about women's "purity" in numerous nations, including India. The very male-skewed sex ratio at birth in India is a result of cultural behaviors including patrilocality, patrilineality, and religious ceremonies carried out by sons. These customs have fueled a strong desire to have at least one son. Due to the availability of prenatal sex-diagnosis tools and a decline in intended fecundity, economic progress has made the skewed sex ratio at birth worse. Due to rising gender disparities and their detrimental effects on society's well-being, gender problems are now at the forefront of development strategy in many nations, including India. Private homes, construction, communal, social, and personal services, hotels and restaurants, public administration, and defense accounted for the remaining % of women employees. More harmony and balance between obligations to one's family and one's career must be established for both men and women in order to guarantee that women maintain their positions of authority. Another important challenge is changing societal attitudes, particularly in the early years of life when girls and boys are still forming their views on sex stereotypes. Kinship networks have a significant impact on the allocation of women's rights and freedoms, as well as age, gender, and location-based rights and obligations.

### CONCLUSION

Women's participation in decision making is crucial for promoting democratic governance, achieving gender equality, and addressing the diverse needs and perspectives of society. Despite progress, women continue to be underrepresented in key decision-making roles, both in the public and private sectors. The underrepresentation of women in decision making is influenced by various factors, including deep-rooted societal norms, gender biases, and structural barriers. Discriminatory practices, lack of access to resources and networks, limited mentorship opportunities, and stereotypes about women's leadership capabilities contribute to this gender gap. The inclusion of women in decision making brings numerous benefits. Research shows that gender-diverse decision-making bodies are associated with improved governance, enhanced policy outcomes, and greater responsiveness to the needs of women and marginalized communities. Women bring unique perspectives, experiences, and skills that enrich decision-making processes and lead to more inclusive and equitable outcomes. To achieve greater gender parity in decision making, a multifaceted approach is necessary. This includes implementing measures to eliminate discriminatory practices, ensuring equal access to education and professional development, promoting gender-responsive policies, and fostering inclusive and supportive work environments. Political parties, organizations, and institutions should actively recruit and support women in leadership positions, while addressing biases and barriers that hinder their advancement. Changing societal norms and attitudes is crucial in challenging gender stereotypes and promoting women's leadership. Education, awareness campaigns, and targeted initiatives that challenge gender biases and encourage women's participation in decision making are essential for achieving sustainable change. Building alliances and networks among women leaders can provide support, mentorship, and advocacy opportunities. Collaborative efforts between governments, civil society organizations, and the private sector are necessary to create an enabling environment that encourages and supports women's participation in decision making. Achieving gender parity and inclusivity in decision making is not only a matter of justice but also vital for effective governance and sustainable development. By removing barriers, promoting women's leadership, and fostering inclusive decision-making processes, we can harness the full potential of women's talents and contributions. Empowering women to take part in decision making leads to more equitable and responsive policies, creating a society that benefits from the diversity and expertise of all its members.

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## CHAPTER 6

### DRIVING PROGRESS: WOMEN IN NATIONAL DEVELOPMENT

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#### ABSTRACT:

This paper explores the crucial role of women in national development, examining their contributions, challenges, and potential for driving sustainable progress. It analyzes the multifaceted dimensions of women's participation in various sectors, including politics, economy, education, healthcare, and social welfare. The study highlights the importance of gender equality and women's empowerment in achieving inclusive and equitable development. It also examines the barriers and obstacles that hinder women's full participation and proposes recommendations for creating enabling environments that harness the potential of women in national development.

#### KEYWORDS:

Economy, Education, Empowerment, Gender Inequality, National Development.

#### INTRODUCTION

Due to rising gender disparities and their detrimental effects on society's well-being, gender problems are now at the forefront of development strategy in many nations, including India. The development of targeted policies and programs to successfully address these challenges depends on accurate and timely data on a variety of gender inequality concerns. The informal sector is characterized by low capital investment, poor productivity, and low profitability. The poor quality of employment, which also shows itself in the form of job security, financial stability, social security, and working conditions, is added to this. However, 91.2% of women who worked were in the unorganized sector, compared to 83.9% of males. This indicates that a disproportionately large number of women were working in the unorganized sector and doing low-quality employment. However, there are significant differences in the percentage shares of men and women employed in the informal sector across all industrial groupings [1], [2].

Statistics from the agriculture industry itself suggest that 98.0% of women who work in agriculture do so in the unorganized sector. Even while only 71 percent of employees in manufacturing are employed in the informal sector overall, this percentage rises to 82.6 percent for women. Additionally, of the 95.6% of employees overall in the trade industry, 96.2% of them are women. Women employees make up 29.1% of the education's informal sector workforce. In general, there is very little employment in extra-territorial organizations. Therefore, all women employed by private families and extraterritorial organizations are considered to be part of the informal sector. The proportion of women working in the unorganized sector in the hotel and restaurant sector is also substantially greater than the proportion of males. The percentage of women working in the informal sector is lower than the percentage of males in a number of industries, as illustrated below:

1. In construction, women make up 62.8% of the workforce while males make up 77.0%.
2. Women make up 33.7% of the workforce in the health sector, while males make up 54.0%.

3. Women are employed in other communal, social, and personal services at a rate of 84.5% compared to males at a rate of 85.4%.
4. There are 0.7% women and 1% males in public administration and defense.

The distribution of women employees by compilation categories as well as the formal and informal sectors is a key element in the calculation of their economic contribution since the country's GDP is calculated using compilation categories. Even while women make up more than 40% of the workforce in seven compilation categories, there is only one compilation category—education—where their representation in the unorganized sector is less than 50%. Only in the case of health services did the percentage of the informal sector go below 50%, even among the compilation categories where the number of women employees varied between 30 and 40%. Eight compilation categories had a proportion of female employees between 20 and 30 percent, while 16 compilation categories had a percentage of female employees of 20 percent or less [3], [4].

Comparatively, private homes had the second-lowest proportion of women's GDP contributions while employing the fifth-highest number of women. Agriculture had the greatest growth rate of women, at 3.0%. In other words, private homes had one of the lowest average gross value added per worker. Let's examine the GDP projections by industrial sector. According to data from 2004–2005, a total of 19.8% of the GDP was generated by the combined contributions of 32.2% of women employees. In contrast to the official sector, which contributed 8.1%, the informal sector made up 11.7% of the total. Despite the fact that the formal sector produced just over 50% of the GDP, women only contributed 8.1% of it. The main causes of this significant difference were the predominance of males in the formal sector and the employment of a high proportion of women in comparably low-productive sectors. The only industrial sector where women's GDP share outpaced men's was private homes. The following are some other sectors where women contributed significantly to GDP:

1. Agriculture accounted for 41.3%.
2. With 41.2 percent, education
3. Healthcare accounts for 38.1%
4. With 25.1%, health services

39.2% of all women's GDP contributions were made in the sector of agriculture, where they contributed 41.3% of the GDP, with over 95% of the value added occurring in the unorganized sector. With a share of 7.3%, education was where women had their second-largest economic impact. The other key compilation areas that contributed for a disproportionately high percentage of women's GDP contributions were retail commerce, accounting for 5.9%, banking and financial intermediation, 4.3%, and construction, at 4.1%.

Between 1999-2000 and 2004-2005, the GDP grew at an average yearly pace of roughly 5.99 percent, with women contributing at a lesser rate of 5.61 percent and males at a higher rate of 6.1 percent. The GDP growth rate in the formal sector was roughly 7.6%. Similarly, it was just 4.5% in the unorganized sector. However, the GDP contribution made by women in the formal sector grew at a faster pace of 9.2%. Following are the industries where women's GDP contributions grew at quite fast rates:

1. 19.3% of the contribution was made by real estate, tenancy, and business services.
2. Health services made up 11.4% of the total.
3. Hospitality and dining establishments' 8.6% contribution
4. Trade's contribution was 8.4%
5. Manufacturing's contribution was 7.9%
6. Education makes up 7.9% of the total.

7. Banking and financial services made for 7.9% of the total.
8. Contributions from water, gas, and electricity total 7.8%

Electricity, gas, and water supplies had a large drop in the informal sector's contribution, and this industrial group's expansion may be credited to the formal sector. Wood and wood products had the lowest average gross value added per worker, followed by private houses, tobacco products, and agriculture. These were the sectors that employed a significant proportion of women. In actuality, when these traditional businesses were considered as a whole, they employed 78.5% of all women in the nation. In addition, a considerable portion of the women in each of these industrial groupings were working in the low-productivity informal sector. The following are the industries with high productivity:

1. Financial intermediation and banking
2. Transport via air
3. Using a computer and accompanying equipment
4. Uroperty-related activities

Women made up only 0.41% of the workforce in these sectors. Only over 60,000 women were employed in the combined fields of real estate and air transport in the year 2004–2005. The creation of any good for one's own use is included in the definition of economic activity under the United Nations System of National Accounts, and as a result, people involved in such activities are regarded as employees. According to the UNSNA, processing basic goods for domestic use, such as dehusking rice, grinding food grains, making gur, and preserving meat, fish, etc., is considered an economic activity. Similar to how producing baskets and mats, creating cow dung cake, and doing home tasks like sewing, tailoring, weaving, etc. are included in the concept of economic activity [5], [6]. However, according to the criteria used in India, these activities are not considered to be economic activity. Other tasks that fall under the UNSNA definition of economic activity, such as upkeep of kitchen gardens, orchards, work with household poultry, dairy, etc., free gathering of fish, small game, wild fruits, vegetables, etc., and free gathering of firewood, cow dung, cattle feed, etc., for household consumption, frequently do not get recorded as usual principal tasks in survey interviews, especially in smaller surveys. This lack of recording is mostly caused by the fact that the investigator records each person's regular activity status as stated by the informants, and their replies are often influenced by the customary responsibilities that each household member plays within the hierarchical structure of the household. These tasks are often thought of as home duties rather than as profitable pursuits. Additionally, there are actions that fall under the expanded UNSNA but are often not seen as economic activities in most countries, including India. These acts include fetching water from outside the home and providing free tuition to one's own or others' children. Estimates of those involved in economic activity but not categorized as employees may be obtained cheaply using the data sets from the follow-up questions for individuals classified into one of the following groups under normal primary status:

- a. Participated solely in domestic responsibilities, and
- b. Performed home chores as well as free-lance sewing, tailoring, weaving, and other domestic-related activities.

The 3.45 crore of the 20.28 crore people in the aforementioned two groups were subordinate status employees. 6.01 crore of the remaining 16.83 crore were reportedly involved in economic activities, such as maintaining kitchen gardens, among others, that are related to the manufacturing of basic products. 5.93 crore of them 6.01 crore were women, while 0.09 crore were males. Estimates of men and women were derived for four economic activities:

1. Upkeep of fruit and vegetable orchards, etc.
2. Domestic dairy, poultry, etc.
3. Free gathering of fish, miniature games, wild fruits, veggies, etc. for domestic use.
4. Free pickup of livestock feed, excrement from cows, firewood, etc.

## DISCUSSION

The manufacture of cow dung cakes for use as fuel in the home was the most frequent activity among the women in this group. During the 2004–2005 year, around 4.50 crore women participated in this activity. The next popular occupation was sewing, tailoring, weaving, etc. for domestic use, which was carried out by 4.35 crore women. The next two common tasks were grinding food grains and dehusking paddy, both for home use, with 2.01 crore and 1.65 crore women engaging in each activity, respectively. Together, the other three activities included 2.30 crore women. Each lady participated in 1.75 activities on average [6]–[8].

Nearly 25% of the women involved in the aforementioned activities were from metropolitan regions. Sewing, tailoring, weaving, and other domestic activities for use by the home accounted for 1.53 crore of all urban women's labor hours. The second most common activity of urban women, which employed 0.48 crore of them, was grinding food grains for domestic consumption. The tutoring of one's own children and fetching water from outside the home were two of the 6.75 crore people's jobs. 6.67 crore of them were women, and 28.0% of them lived in metropolitan areas. The most frequent task performed by 5.52 crore women was bringing water into the home from outside. the distribution of people who often exercise their primary status and participate in a variety of UNSNA activities but are not classified as having subsidiary status. The number of people employed in the nation would have increased to 55.50 crore, with women making up 24.50 crore, or 44.2%, of the overall workforce.

Only the income technique may be used to measure an activity's economic worth. The choice of a suitable per activity or per capita value of income is the problem, and it must be based on the level of activity, the caliber of the output, and the appropriate pay rates. Only time usage surveys are often able to provide information on the intensity of such activities. Estimates of the amount and intensity of each activity would also be necessary at such disaggregate levels as pay rates must be area- and activity-specific. The economic worth of the activities included in this exercise has been approximated using value added per worker in the informal sector in the respective compilation categories. Given that the quality of employment in the unorganized sector is more comparable to the activities under review, it is justifiable. To use the value added per worker, it is essential to translate person activities into individuals. The entire number of people are divided into the percentage of person actions to accomplish this.

Men and women have significantly different relative employment shares and GDP contributions. First off, in the year 2004–2005, just 32.2% of the workforce was made up of women. Most of these women worked in the low-productivity informal sector, which makes up a major portion of the workforce. Even while the involvement of women in certain contemporary businesses with high productivity did see substantial rise between 1999–2000, roughly 78.5% of women were working in traditional industries with noticeably low productivity. However, their number was insufficient for them to increase their GDP share. Therefore, the adoption of policies and programs targeted at speeding the rise of women's share in contemporary high value industries and activities would be necessary for the economic empowerment of women and the elimination of gender inequities in the industrial activity of the nation. Additionally, it should be emphasized that women participate in a number of activities that are not included when calculating the workforce or the GDP. To enhance their

working conditions and productivity, these actions carried out by women must be acknowledged and given the required support systems.

Women are crucial in fostering national development and advancing the social, economic, and political growth of their nations. Realizing inclusive and sustainable development requires recognizing and using women's potential. This comprehensive analysis examines the many facets of women's involvement in national development, stressing their contributions, difficulties, and ability to effect good change. It looks at important fields including politics, the economy, education, health care, and social welfare where women have a big effect. It also explores the obstacles that prevent women from participating fully and suggests methods for fostering supportive settings that enable women and promote advancement.

### **Politics**

For responsive decision-making and democratic government, women's engagement in politics is crucial. Women's participation in politics and decision-making increases the diversity of viewpoints, inclusiveness of policies, and efficiency of government. It makes sure that women's interests are considered and that their opinions are heard. Women's involvement in politics and public life may be improved through policies like gender quotas, targeted support for female candidates, and strengthening women in grassroots leadership.

### **Economy**

The economy needs women's involvement to flourish, reduce poverty, and promote sustainable development. Women's leadership, employment, and entrepreneurship boost productivity, innovation, and competitiveness. Women's entrepreneurial potential may be unlocked through promoting equitable access to financial services, business assistance, and economic resources. Women may grow and participate equally in the workforce by addressing gender pay inequalities, occupational segregation, and work-life balance.

### **Education**

Education for women is a key factor in the growth of a country. Equal access to high-quality education for girls and women results in better academic performance, more production, and greater social mobility. Important initiatives for empowering women and advancing development include providing inclusive and gender-responsive educational institutions, removing obstacles such as early marriage and gender-based violence, and encouraging girls' education in underserved regions.

### **Healthcare**

The health and happiness of women are crucial for the prosperity of a country. For women to be empowered and have the potential to contribute to society, they must have access to high-quality healthcare services, particularly reproductive health and maternity care. Overall health indicators may be improved and progress can be accelerated by ensuring equal access to healthcare, addressing gender inequities in healthcare outcomes, and enabling women to make decisions about healthcare policies and programs.

### **Social Services**

In order to combat social inequality and foster social cohesion, women's engagement in social welfare activities is crucial. In grassroots initiatives, social welfare initiatives, and community development projects that support disadvantaged populations and encourage social inclusion, women often play a crucial role. Women's leadership, access to resources and training, and

recognition of their efforts in various fields may help bring about good change and create societies that are more inclusive and equal.

For progress to be inclusive and sustainable, women must participate in national development. Fundamental measures in bringing about good change include recognizing and empowering women in politics, the economy, education, healthcare, and social welfare. For women to fully participate, impediments including gender-based discrimination, societal norms, and restricted access to resources must be removed. Nations can unlock women's potential and create a better future for everybody by encouraging gender equality, investing in women's education, and assuring equal opportunities [9]–[11]. To establish conditions where women can participate, lead, and advance national development, cooperation between governments, civil society groups, the commercial sector, and people is necessary.

## CONCLUSION

Women play a vital role in national development, contributing to the social, economic, and political progress of their countries. Gender equality and women's empowerment are fundamental for achieving inclusive and sustainable development. Women's participation in national development can be observed across various sectors. In politics, increasing women's representation in decision-making bodies fosters diverse perspectives, responsive policies, and effective governance. In the economy, women's entrepreneurship, employment, and leadership drive economic growth and contribute to poverty reduction. In education and healthcare, empowering women leads to improved educational outcomes, enhanced healthcare access, and healthier families and communities. Additionally, women's involvement in social welfare initiatives helps address social inequalities and ensure the well-being of vulnerable populations. However, women still face significant challenges and barriers that hinder their full participation in national development. These challenges include gender-based discrimination, limited access to resources and opportunities, social norms and stereotypes, and inadequate representation in leadership roles. Overcoming these barriers requires comprehensive efforts to address systemic gender inequalities, promote gender-responsive policies, and create inclusive and supportive environments.

To harness the potential of women in national development, it is essential to invest in education and skills training, providing equal access to quality education and vocational training for girls and women. Economic empowerment programs should be implemented to support women's entrepreneurship, access to finance, and participation in decision-making processes. Strengthening legal frameworks to protect women's rights and promoting gender-responsive governance are also crucial steps toward creating an enabling environment for women's participation. Furthermore, raising awareness, challenging stereotypes, and promoting gender equality at all levels of society are key to breaking down barriers and fostering a culture that values and supports women's contributions to national development. Women's participation in national development is vital for achieving inclusive and sustainable progress. Gender equality and women's empowerment must be prioritized to create environments where women can actively participate, lead, and contribute to the development of their countries. By removing barriers, promoting equal opportunities, and recognizing and valuing the diverse contributions of women, nations can unlock the full potential of women in national development and build a brighter future for all.

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## CHAPTER 7

### CREATING PATHWAYS FOR SUCCESS: QUALITY LEARNING ENVIRONMENTS

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#### ABSTRACT:

This paper explores the concept of quality learning environments and their significance in fostering effective teaching and learning. It delves into the various elements that contribute to a quality learning environment, including physical infrastructure, supportive culture, teacher-student relationships, and pedagogical approaches. The study highlights the importance of creating conducive spaces that promote engagement, motivation, and optimal learning outcomes for all learners. Through a comprehensive analysis, this paper sheds light on the characteristics of quality learning environments and proposes recommendations for their implementation in educational settings.

#### KEYWORDS:

Academic Performance, Environments, Education, Management, Quality Learning.

#### INTRODUCTION

For teaching and learning to be successful and for students to realize their full potential, high-quality learning environments are essential. They include a variety of elements, such as supporting cultural norms, connections between teachers and students, and educational strategies. Although learning may happen everywhere, the effective learning outcomes that educational institutions often seek take place in contexts that are conducive to learning. There are physical, psychological, and service delivery components in learning settings [1], [2].

#### Physical substances

A school's physical learning environments, or the locations where formal learning takes place, may vary from relatively new and well-equipped structures to outdoor meeting areas. It's difficult to quantify, but the condition of school buildings seems to have an indirect impact on learning. According to a research conducted in India on 59 schools, only 49 of them had buildings, and of those, 25 had restrooms, 20 had electricity, 10 had libraries, and four had televisions. In this instance, there was a significant correlation between students' performance in Hindi and mathematics and the quality of the learning environment. A study conducted in Latin America involving 50,000 students in grades three and four discovered that students who attended schools with inadequate libraries and classroom supplies were much more likely to repeat grades and receive lower test scores. These latter end are supported by further investigations conducted in Papua New Guinea, Botswana, and Nigeria [3], [4].

Interaction between school infrastructure and other quality dimensions: The condition of a school's physical facilities may have an impact on other aspects of educational quality, including the availability of sufficient textbooks and instructional materials, student and teacher working conditions, and teachers' capacity to implement particular teaching strategies. The crucial learning aspect of time on task is influenced by a variety of variables, including the accessibility of restrooms and a clean water supply on-site, classroom upkeep, space



availability, and furniture availability. For instance, students can choose not to constantly return to class if they must leave school and travel a long distance to have access to safe drinking water. Even if schools have a sufficient infrastructure, parents could be hesitant to let kids—especially girls—attend if the school is too distant from where they live. In general, parents often take the location and state of the learning settings into account when evaluating the quality of schools, and this might affect school attendance.

### **The psychosocial components**

In schools and classrooms, a friendly and non-discriminatory atmosphere is essential to establishing a top-notch learning environment, particularly for females. A fundamental impediment to providing all pupils with a high-quality education has been beliefs that discourage females from enrolling in school. The Republic of Guinea serves as an illustration of how this obstacle could be partially removed. Guinea was able to raise the number of girls enrolled in school from 17% to 37% between 1989 and 1997. This was accomplished through the creation of a prominent Equity Committee, research to better understand various communities' needs and attitudes, policy changes regarding pregnancy among school-age mothers, the construction of restrooms for girls in schools, institutional reform that increased the number of women in teaching and administrative positions, and a community awareness-raising campaign to highlight the importance of girls' education. This study demonstrates that efforts to enhance the learning environment for females and all students may have tangible outcomes, even if curriculum reform and other concerns still need to be addressed and girls' perseverance and accomplishment have not yet reached the level of boys'.

However, once they are admitted to schools, girls may come across both overt physical threats and covert attacks on their identity and self-worth. Since many girls encounter harassment and violent attacks either on public transit in cities or on isolated pathways in rural regions, the commute to school may be perilous. In addition to allowing males to mistreat girls at school, instructors sometimes have girls do maintenance tasks while the boys read or play. Girls typically have to sit at the back of the room, where the instructor may only occasionally call on them. Extreme physical violence, including rape, has sometimes been committed on females in schools. Threats against females in the form of unfair treatment, harassment, bullying, and undervaluing them hurt them deeply and permanently.

### **Instructors' actions that compromise safety**

Parents, educators, and researchers have serious concerns about instructors who put pupils in danger, regardless of whether they are males or girls. For instance, male professors at several schools in Malawi harassed female students when outside observers were present. Parents in Burkina Faso, Mali, and Tanzania who were asked why they would take their kids out of school most often mentioned a lack of discipline, teacher aggression against students, and the possibility of becoming pregnant due to male instructors' behavior. According to a research conducted in Ethiopia, 11% of instructors surveyed said they used physical punishment every day, with over 50% stating they used it at least once each week. Over one-third of people said they never employ physical punishment. Since learning cannot take place when the necessities of survival and self-defense are endangered, these teacher behaviors have an impact on the standard of the learning environment [5], [6].

Effective classroom management and school administration are important for high-quality education. School and classroom rules and regulations should be agreed upon by students, instructors, and administrators and should be simple to comprehend. Students can see that adults are serious about their work when there is order, constructive punishment, and reinforcement of good behavior. Small-group cooperative learning should not be confused with

disorder, while noise levels may rise as a result of task-orientation and learning-focused behavior. Policies are also required for bullying, harassment, drug and cigarette usage, and pregnancy, HIV/AIDS, and disability discrimination. settings that are inclusive: Reducing various types of prejudice is essential for enhancing the standard of learning settings. The majority of nations throughout the globe have difficulty effectively integrating pupils with special needs and impairments. Although most educational policies include some form of the philosophy of inclusion, research on special education policies and practices in China, Indonesia, Japan, Malaysia, New Zealand, South Korea, Thailand, and Viet Nam found that there are still sizable gaps between policies and actual practices in schools and classrooms. Children of linguistic and racial minorities, politically or geographically marginalized groups, and socioeconomically disadvantaged groups may also be harmed by discriminatory practices that impede the growth of high-quality education for all children. This may be done by keeping such kids out of school or by keeping them from participating in class when they are already enrolled. To increase learning possibilities for kids of all abilities and backgrounds, most learning settings generally need to be continually restructured.

### **Violence**

It is obvious that war and other types of interpersonal and social conflict have an influence on children's mental health and academic performance. Numerous young people who experience violence have long-lasting physical, psychological, social-emotional, and behavioral repercussions. While it might be challenging for schools to serve as safe havens from certain types of violence, interventions can successfully stop other types of violence.

## **DISCUSSION**

### **Service Provision**

#### **Offering Health Services**

The school service environment may have a significant role in learning. By lowering absenteeism and inattention, the provision of health care and education may aid in the process of learning first. Children who are unwell cannot attend school, and research from China, Guinea, India, and Mexico indicates that absence among children is mostly due to illness. As issues with protein-energy malnutrition, micronutrient deficiency disorders, helminthic infection, and temporary hunger among children continue to plague developing countries, the potential of school-based health interventions in improving academic performance is becoming more and more apparent. For instance, school-based deworming programs in Guinea boosted passing marks while reducing the percentage of students who received failing grades from 32% to 23% over three years. When deworming is paired with sanitation, a clean water supply, and health education, maximum benefit-cost ratios are attained. It has also been shown that school-based programs that address other significant nutritional and health issues, such as shortages in iron, iodine, and vitamin A, which may impair cognitive performance, are helpful. Other examples of service provision that improves the quality of learning environments in schools include the provision of guidance and counseling services, extracurricular activities, and school food. In schools, excellent physical, psychological, and service environments provide the ideal conditions for learning. It all starts with high-quality material.

#### **Decent Content**

A school's designed and taught curriculum is referred to as having quality content. Curriculum creation and implementation should start with national goals for education and outcome statements that convert those goals into quantifiable outcomes. The Indian government started

rewriting textbooks in 1965 in an effort to abolish the representation of men and women in gendered roles. In the 1980s, an examination of Indian textbooks showed that the majority of the courses' leading individuals were males. They were presented as superior because to their strength, courage, and intelligence, whilst women were portrayed as defenseless, weak, and victims of abuse and physical violence. These representations had a significant psychological influence on how people saw women's roles in society.

Structures for curriculum that are student-centered, non-discriminatory, and standards-based: Current knowledge of curriculum structure is influenced by research on educational methods as well as predictions of societal demands in the future. Authentic and contextualized issues of study, depth rather than wide covering of key knowledge areas, and problem-solving that prioritizes the development of skills as well as knowledge acquisition should all be priorities in curricula. Additionally, the curriculum should take into account student variations, tightly coordinate and only integrate relevant subject content, and concentrate on the outcomes, such as learning goals and objectives. The design of the curriculum should take into account the needs of both boys and girls, be inclusive of students with different talents and experiences, and be attentive to newly developing challenges like HIV/AIDS and conflict resolution. Curriculum should be built around clearly stated learning objectives that are suitable for each grade level and are correctly sequenced in all subject areas [7], [8].

Uniqueness of local and national content: Local and national values, however, determine the distinctive content of the school curriculum. There is minimal variance across various developing-world locations in the four key subject areas of elementary education—language, math, science, and social studies. On the other hand, nation states "tend to have a high degree of consistency in curriculum emphasis over time, but differ sharply from each other, reflecting unique historical patterns." The quality of educational material may also be impacted by and influenced by local level interests. The Mali Community Schools initiative, for instance, effectively blended local knowledge into conventional academic areas based on community needs. However, high-quality material must cover a number of crucial topics in all nations. These include scientific and social studies as well as reading, numeracy, life skills, and peace education.

Literacy: Reading and writing proficiency is often seen as one of the main objectives of formal education. There are substantial differences across nations' literacy education policies and methods. In other circumstances, literacy skills are taught as a distinct topic in a language course where the instructor tends to concentrate on teaching the language as a goal in itself, according to a recent UNICEF research on curriculum. Such a method often involves teaching auditory abilities first, followed by speaking, reading, and writing skills. As an alternative, literacy abilities may be fostered via other courses like science or social studies. In these conditions, according to the UNICEF report, there is a stronger emphasis on language as a tool for social development; activities that encourage the development of reading and writing abilities involve real-world scenarios. It is crucial to pay attention to how literacy is formed since, as research has demonstrated, language acquisition and subject integration are inseparable. Literacy skill development is significantly influenced by the learning environment and goals that individuals have for learning to read and write.

The idea of numeracy seems to be changing as quantitative data become more common in various civilizations. Numeracy, sometimes referred to as "quantitative literacy," includes a variety of abilities, from simple arithmetic and logical thinking to complex mathematics and interpretive communication skills. In contrast to mathematics, numeracy is the ability to employ a variety of abilities in a number of circumstances. Mathematical skills promote numeracy. Numerous mathematics educators support teaching numeracy abilities in an

integrated manner rather than as an isolated topic in a mathematics course since mastery of many curriculum areas necessitates it, from geography and social studies to science and vocational training. The ability to understand financial and other quantitative data is necessary for understanding many collective issues, so having good numeracy skills not only gives people more control over their daily lives through, for instance, more informed management of their homes or small businesses, but also enables them to participate more effectively in communities and nations.

**Life skills:** The word "life skills" has a wide range of interpretations, although it is often used to refer to things like sanitation, manners, and job-related abilities. A wide range of examples exist under the UNICEF working definition of life skills, such as assertion and refusal skills, goal setting, decision making, and coping skills, according to the definition provided by UNICEF. However, life skills are defined by UNICEF as "psycho-social and interpersonal skills used in everyday interactions...not specific to getting a job or earning an income." Instead than trying to provide young people a body of information about a certain set of subjects, life skills curriculum focuses on attitudes, values, and behavioral change. Age-appropriate living skills may be introduced into other areas of study, much like reading. For instance, Rwandan educators include the teaching of life skills in their classes on cooperating, communicating, and resolving conflicts. Aspects of life skills are taught in Zimbabwe's HIV/AIDS courses. Other nations may use community-based learning to cover various parts of life skills. Others focus on life skills in classes like health education, education for development, international education, and education for peace.

Education for peace aims to provide students the skills they need to avoid conflict and settle it peacefully when it does occur, whether on an intrapersonal, interpersonal, intergroup, national, or global scale. Peace education focuses on cognitive, affective, and behavioral learning and can take place inside and outside of schools, including through camps, sports and recreation programs, youth groups, and training for community leaders, parents, librarians, and the media. It can also take place through curriculum development and teacher education. There is some evidence that anti-violence programs may be helpful, despite the fact that few research or evaluation studies have focused on peace education. For instance, assessors found that a school-based, trauma-healing, and peaceful problem-solving program had a good impact on lowered post-traumatic stress and raised self-esteem in female pupils. The program seems to foster a positive psychosocial environment in the participating classes. Children who participated in a Norwegian program to stop bullying showed a 50% reduction in aggressive and antisocial behavior over the course of two years. In comparison to the first year, the impacts were more noticeable in the second.

Educators who want to maintain and grow programs that effectively cover crucial curricular material like life skills and peace education may confront difficulties in reaching large numbers of students with high-quality information. Evidence reveals that even when pilot programs are effective and educational organizations provide sufficient resources for the creation and execution of curriculum that addresses new concerns, attempts to expand beyond them often fail. There are a number of causes for this, including:

1. Curriculum integration and interdisciplinary are frequently challenging for teachers, particularly when they are not involved in the creation of the curriculum.
2. Sometimes, subjects that do not present in significant exams are not regarded seriously.
3. Social perceptions of the issue cannot be favorable, and cultural habits are hard to alter.
4. It's possible that concepts developed elsewhere in the globe are not properly contextualized here.

Policy and program discontinuity, as well as teacher and administrative turnover, may be caused by political and economic instability. These problems to instructional programming are significant but not insurmountable. Finding solutions to these problems, however, is crucial given the significance of high-quality material. Quality procedures must be present for quality content to function at its best.

### **Good Practices**

Up until recently, most of the debate over educational quality centered on curricular content as well as system inputs like infrastructure and student-teacher ratios. However, in recent years, there has been an increased focus on educational processes, specifically how instructors and administrators utilize inputs to create memorable learning opportunities for students. Their labor is essential to providing effective educational procedures.

### **Teachers**

Teachers that are most effective at assisting their pupils in learning have a thorough understanding of both their subject matter and methodology. But even among the least developed nations, there are considerable differences in the preparation that teachers undergo before starting their job in the classroom. For instance, between 35 and 50 percent of kids have instructors that lack teacher preparation in Cape Verde, Togo, and Uganda. However, over 90% of children in Benin, Bhutan, Equatorial Guinea, Madagascar, and Nepal have instructors who have had some kind of teacher preparation. In contrast to Cape Verde and Tanzania, where more than 60% of children have instructors with just a primary education, the majority of teachers in these later nations have at least a lower secondary education. Some instructors in China, Guinea, India, and Mexico were found to lack both the subject knowledge and the pedagogical abilities necessary for effective presentation of the content, perhaps as a result of inadequate training prior to joining the profession. This has an impact on educational quality since student progress, particularly beyond fundamental abilities, relies greatly on instructors' subject-matter expertise and their capacity to apply that expertise to facilitate student learning. Following a two-week orientation training and in addition to weekly trainings in Madrasa Resource Centers, a recent evaluation of the East African Madrasa Programme noted the significance of mentorship by trainers in the form of continuous support and reinforcement of teacher learning through on-site visits to classrooms. Effective utilization of school time has a big influence on student learning, regardless of whether a teacher utilizes conventional or more modern methods of education. The first step is represented by the teachers' presence in the classroom. Many teachers struggle with housing and transportation issues that prevent them from arriving at school on time and remaining until the end of the school day. Many instructors are required to work other jobs, which may reduce the amount of time and effort they devote to teaching. Teachers could completely skip class. According to a research conducted in China, Guinea, India, and Mexico, over half of the instructors surveyed admitted to being absent at least once in the preceding month, necessitating the replacement of other teachers or depriving pupils of teaching for the day.

Next, learning happens when instructors include students in instructional activities rather than attending to administrative or other non-instructional tasks while they are present. As was already indicated, several research conducted throughout the world have shown the importance of learning opportunities and task time for high-quality instruction. Last but not least, some schools have seen more success with student perseverance and accomplishment because they were able to structure their timetables in accordance with children's jobs and family commitments. For instance, schools in Ethiopia that started and concluded the day earlier than normal and arranged breaks during harvest seasons discovered that educational quality had

increased. In schools that are able to utilize the time that instructors and students have available more effectively, the quality of a school and the level of instruction of a particular teacher is [sic] greater. Professional development that is ongoing may assist instructors correct issues that may have arisen during their pre-service training and keep them up to date with new developments in their area. The level of student accomplishment may be directly impacted by this continual teacher training.

Case studies from Bangladesh, Botswana, Guatemala, Namibia, and Pakistan have shown that continual professional development greatly affects student learning and retention, particularly in the early years after initial training and continuing throughout a career. Professional development should not be restricted to formal off-site types of programs; it may take many other forms. Teachers may effectively enhance their knowledge through engaging in debates and reflections with peers, participating in peer and supervisor observations, and maintaining diaries. This kind of professional development was used in a Kenyan program called the Mombassa School Improvement Project, which demonstrated that teachers who received in-service training as well as external workshop training dramatically increased their use of child-centered teaching and learning behaviors. Interactive video technology was employed by a successful program in India to reach many teachers who were looking for professional development. This initiative discovered that interactive video training increased the conceptual grasp of pedagogical challenges for many instructors who were geographically scattered.

Continuous support for student-centered learning: Pre-service and in-service teacher education should assist instructors in creating lesson plans and teaching strategies that take into account the most recent research on how children learn. Both the content and the teaching strategies should be focused on the needs of the students. The outdated notion that teaching is only the dissemination of information does not align with modern theories about how and what students learn. Instead, training should support students in expanding their knowledge base while building on existing information to assist them develop attitudes, beliefs, and cognitive abilities. However, conventional, teacher-centered, and mostly strict or even dictatorial teaching methods continue to be prevalent in many regions. About half of Ethiopian instructors who were asked how often they centered their teachings on the needs of the students and made them relevant to their lives claimed they did so at least once a week. However, over two-thirds of teachers said that they never or almost never inquire about their students' hobbies or preferred areas of study. Programs like the Bangladeshi initiative on Multiple Ways of Teaching and Learning may promote a greater knowledge of student-centered learning. The initiative, which was started in 1994, uses multiple intelligences theory and brain research to assist instructors better understand children's needs. For many instructors, teaching strategies that encourage active student learning rather than passivity and rote memorization represent a new and challenging paradigm; yet, if learner outcomes are to improve, this paradigm must be grasped and put into practice. The phrase "life skills" is used by UNICEF in two primary contexts: first, to describe a wide range of psychological and interpersonal abilities; and, second, to describe the teaching and development of these skills. As a result, it is crucial to talk about life skills in terms of the crucial information and procedures connected to education based on life skills. Life skills education and learning demand engaging, student-centered teaching and learning strategies. Competency is unlikely to emerge without active practice since skills are by nature active.

All pupils can learn, according to teachers' expectations, which influence how time is spent in class. Students are at the center of a quality education, and student success must be the school's top focus. This would seem obvious given that students are the reason why schools exist. Teachers may not always have faith in the school's capacity to assist all pupils, nevertheless,

perhaps as a result of the complexity of educational systems. For instance, few of the instructors surveyed in Guinea and Mexico were aware of the school's contribution to student failure and dropout. Instead, they preferred to assign responsibility to the students and their upbringing. Low expectations for student accomplishment are pervasive in educational systems, according to research from throughout the globe. Teachers and administrators, particularly in basic grades, in many developing nations anticipate that up to half of the children would drop out or fail rather than establishing high goals and trusting that pupils can achieve them. Clear objectives are communicated, frequent and difficult tasks are given, performance is routinely assessed, and children are given the opportunity to take part in and be responsible for a variety of school activities in schools that are devoted to student learning.

**Working circumstances for teachers:** Teachers' workplaces have an impact on their capacity to provide high-quality instruction. Teachers' opinions of their jobs are influenced by a variety of factors related to school life and educational policy. As was already established, the state of the building's infrastructure, the accessibility of textbooks and other learning resources, and class sizes all have an impact on the instructor's experience as a teacher. The pay of teachers is also important. The pay of teachers has decreased recently in several nations, and they are not always paid on time. For instance, in Bangladesh, Nepal, and Uganda, instructors were paid a month or later for teaching 27%, 35%, and 60% of all pupils, respectively. Teachers may take on another work as a result of receiving low and late pay, which is detrimental to student development. Children are 1.2 times more likely to have poorer test scores and/or greater grade repetition in schools where many instructors have other occupations in addition to their teaching duties, according to a research conducted in 12 Latin American nations. Effective teachers are deeply engaged and care about their kids; to sustain these positive attitudes, they need supportive working environments.

Education for women has a significant socioeconomic influence on growth. Women who pursue higher education benefit personally as well as economically in the nations that prioritize it. When a country's economic productivity is assessed, this individual financial benefit is added together. Another area where major improvements are seen when women's education levels rise is social development. The four strategic goals listed below, sometimes known as the "four Es," form the foundation of the strategy for the advancement of women's education. The goal of the global education first project is to promote global citizenship by helping students improve their knowledge, skills, values, and attitudes. 'Free and compulsory education for all children till they finish the age of fourteen' is a promise made in an article of the Indian constitution that outlines the government's commitment to education. The provision of educational opportunities to all citizens of India is another topic covered by the Indian Constitution. Both male and female educational achievements are closely correlated with poverty or poor economic position. The effects of institutional structures and educational institution cultures repeat discriminatory practices. Gender mainstreaming is a process wherein policies systematically include gender issues, and it may be implemented at the national or institutional levels to assist achieve equity in education.

Education policies and structural mechanisms inside educational institutions replicate gender inequities that are pervasive in society at large. Public debates on moms' contributions to their kids' academic performance are very important [9], [10]. The gap in societal gender inequality should be taken into account while designing educational systems. The 'gender pay gap' is not unique to India. This has been shown to be a worldwide phenomenon, with the disparity varying from 10% to 40%, depending on the nation. The kind of learners that youngsters might be are strongly influenced by their life before they start formal school. To prepare a great learner, it is also essential to have positive early experiences and interactions. Although

learning may happen everywhere, the effective learning outcomes that educational institutions often seek take place in contexts that are conducive to learning. The effects of war and other types of interpersonal and social conflict on children's mental health and academic performance are undeniable. One of the main objectives of formal education is often thought of as being literacy, or the ability to read and write. Effective utilization of school time has a substantial influence on student learning, regardless of whether a teacher employs conventional or more modern methods of education.

## CONCLUSION

It's important to pay attention to the physical components of creating effective learning environments, such as having well-designed classrooms, enough supplies, and the right equipment. Positive learning environments are fostered by supportive cultures that emphasize diversity, respect, and cooperation. Trust, increased engagement, and student performance are all influenced by positive and supportive teacher-student interactions. Curiosity, creativity, and autonomous learning are stimulated by pedagogical strategies that support active learning, critical thinking, and student-centered techniques. Educational institutions may encourage student motivation, engagement, and overall growth by creating high-quality learning environments. Students flourish in settings that adapt to their specific learning requirements, support inquiry-based learning, and provide opportunity for practical application. Such settings promote the development of crucial abilities including teamwork, communication, problem-solving, and critical thinking. Additionally, excellent learning environments are welcoming and value the variety of learners. They provide equitable chances for all students by accommodating those with varying skills, learning preferences, and cultural backgrounds. Students benefit from inclusive settings that foster respect, empathy, and understanding, preparing them for involvement in a multicultural and global community.

Collaboration amongst educational stakeholders is essential to developing and maintaining high-quality learning environments. Parents, lawmakers, instructors, and even the children themselves fall under this category. The improvement of learning environments may be aided by investments in teacher professional development, ongoing infrastructure improvement, and technological integration. Effective teaching and learning, encouraging student involvement, and fostering achievement all benefit from high-quality learning settings. Educational institutions may motivate students, unleash their potential, and provide them the information and skills they need to succeed in the twenty-first century by giving priority to the construction of inclusive, encouraging, and engaging learning environments.

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## CHAPTER 8

### EMPOWERING VULNERABLE GROUPS: SOCIOECONOMIC AND CULTURAL INTERVENTIONS FOR INCLUSIVE DEVELOPMENT

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#### ABSTRACT:

This paper examines the significance of socioeconomic and cultural interventions in empowering vulnerable groups and promoting inclusive development. It focuses on marginalized populations, including women, children, ethnic minorities, persons with disabilities, and the elderly, who face multiple barriers in accessing resources, opportunities, and basic rights. The study explores evidence-based strategies and interventions that address socioeconomic and cultural challenges faced by vulnerable groups. It emphasizes the importance of economic empowerment, education, health, social protection, and cultural integration in fostering inclusive development. Through a comprehensive analysis, this paper aims to shed light on the transformative impact of targeted interventions and proposes recommendations for creating inclusive societies where vulnerable groups can thrive and contribute to overall development.

#### KEYWORDS:

Cultural Integration, Disability, Ethnic Minorities, Empowerment, Socioeconomic.

#### INTRODUCTION

The first two groups, which include newborns, kids, and young girls, account for around half of the female population in the nation. Within these two categories, there are particularly helpless sub-groups, like the girl children in their formative years, when discrimination is entrenched in both families and communities as well as larger social formations. These issues include food intake, health and medical care, education, recreational facilities, etc. Another category comprises of females who are transitioning from childhood to adolescence and are entering a new adult world without having had much time to study, acquire new skills, or prepare for how to deal with their own developing sexuality in a patriarchal setting [1]–[3]. While age is a key factor in classifying women, other factors, such as those based on specific socioeconomic differences, must also be taken into consideration. It's necessary to consider the fact that women are not a homogeneous group in addition to seeing them as a group that is often discriminated against.

The necessity to reconstruct growth as a wide and inclusive process is constantly emphasized in the draft Approach Paper to the Eleventh Plan. It openly acknowledges that even achieving broad-based and inclusive development would not be sufficient to serve "certain marginalized groups" and that the 11th Plan must give particular consideration to their requirements. According to the Paper, minorities, certain OBCs, SCs, and STs are falling behind. Due to their double disadvantage, the women and girls who belong to these categories need extra consideration in the XI Plan. It is generally agreed that rural women, urban slum women, dalits, adivasis, backward classes, and other categories, which are described in the introduction chapter of this report, are the poorest populations and have the least access to social services.

In actuality, by categorizing women (from males) as a unique category, we fail to see the connections between gender and other aspects of social and economic position [4]–[7].

These linkages exacerbate many forms of vulnerability and lead to double- and triple-discrimination against women who belong to these groups. In order to bridge the gaps utilizing the idea of "inclusive growth," it is required to not only unravel these threads and identify the several unique causes of inequality and discrimination (76), but also to imagine multi-layered answers in planning and programming. The insecurity and vulnerability of poor, low caste women are exacerbated by the way class, social, and gender interactions reinforce one another, according to Srivastava (1999). This is true even if gender is unquestionably an independent cause of vulnerability. The idea is that even when these possibilities, whether state-provided or otherwise, exist for the men and women in these areas, there is a predisposition to being denied them. Less well known is the fact that this predisposition is made worse for women in these areas; being a woman worsens the circumstances of poverty, illiteracy, landlessness, assetlessness, and (or) bad health sickness or malnutrition. In order to protect the women who belong to these disadvantaged groups from this systematic discrimination, Article 15(3)'s enabling clauses must be used. It is conceivable to deduce that there are as obvious differences between women and girls of various social and economic groups as there are between men and women (including girls) of various groups by extending this outside (but still incorporating) the gender logic.

The data above clearly illustrates the substantial differences in SC/ST girls' access to human development throughout the nation. It highlights how important it is to address social, economic, and gender gaps simultaneously with providing solutions that take into account all of these issues. The Ministry of Human Resource Development is launching certain programs that ought to be applauded. Districts designated as "low female literacy districts" for Scheduled Castes and Scheduled Tribes are receiving special attention. The idea is to start up nationwide initiatives for basic education in these regions. Another admirable move by the Ministry is to cross-reference indications of educational underachievement, such as minority concentrations, tribal regions, Schedule V and VI areas, etc., and compile a list of such districts for implementing program interventions. The exercise, however, does not separate the data by sex. The facts and ideas above may appear to be oversimplifying the issue if we consider that women and girls' inferior position is a concrete truth and a systematic characteristic at all levels of society today.

But in cases of double- and triple-pronged exclusion, sectoral development planning often misses the magnitude of gender discrimination across socioeconomic groups. Interventions for girls must cross class, caste, and religious divisions in addition to reducing the gender gap (in access to opportunities for human development). Affirmative action that promotes human growth must cross socioeconomic and gender boundaries. The requirements of Articles 15(3) and 15(4) of the Constitution are to be combined in this situation. In order to enable women of specific groups, communities, and categories catch up, gender planning tools like national and state action plans for women, perspective plans for women, gender budgets, gender audit, etc., should give the issue more attention. In contrast, affirmative action initiatives for SC/ST and other groups of a similar kind run by the relevant Ministries need to take into account gender as well as caste or tribe, which is not currently the case.

The question is whether several drawbacks can be identified and addressed along a single axis. Data indicates that numerous axes of disadvantage operate concurrently for all women and girls, regardless of whether they belong to minority populations, socially disadvantaged groups, are disabled, or are elderly. Absence of 78 distinct gender emphasis in affirmative action for socially oppressed groups sometimes implies settling for making decisions based on "merit," a

standard that has contradicted the aim of social and gender empowerment in the wider context. According to a poll conducted in Bihar and the Uttar Pradesh, girls from low-income, low-caste homes had the least access to education. Only 12% of girls from higher caste homes were not in school, compared to 61% of SC/ST girls. Both the overall and female enrollment percentages are low, with significant gender differences, due to the educational backwardness of both states. Less females are enrolled in each socioeconomic category and within each quintile, highlighting the significance of gender in influencing access to education.

Nearly two-thirds of females are not in school in the lowest quintile, but this percentage drops to one-fifth in the richest quintile. The girls from low-income, low-caste families, however, have the least access to school. In the lowest group, almost 70% of SC/ST girls, 75% of OBC girls from agricultural families, and 64% of OBC girls from non-agricultural households do not attend school. Only approximately 12% of girls from higher caste homes are not in school, compared to the 61% of SC/ST girls who are. According to the study, "in these areas, the biggest educational gap is between rich upper caste males and poor lower caste girls, demonstrating how social, economic, and cultural (gender) relations reinforce each other to the detriment of this group of girls." While this allows for a gender comparison, the data also reveals the stark disparity between the enrollment rates of the richer, better-off upper and middle caste girls and the poorer, lower caste, Muslim, and backward girls. More data on Muslim, dalit, and other disadvantaged groups of women, broken down by income and consumption characteristics, is required, but it's also important to make sure that these disparities are taken into account when establishing policies and programs for education and training.

## DISCUSSION

### **Women Affected by Disaster**

Experience has shown us that calamity, no matter how 'natural' it may seem, is very discriminate. Existing social norms and structural factors indicate that certain community members will pay a greater price wherever they land. Gender is one of the variables that affects how individuals are impacted by such catastrophes. Due to their often inferior standing, women face a variety of exclusions and vulnerabilities during a crisis. Women are often the last to get relief supplies because of their limited mobility and lack of access to information. The informal and agricultural sectors, which are most severely impacted by catastrophes, are disproportionately made up of women. Their claim to relief and rehabilitation is significantly impacted by this. Due to their high unemployment rates, women have less negotiating influence within homes and communities. They are the main home caregivers, unlike males, and are unable to relocate in search of employment. The compensation sums given are inevitably targeted at males due to all these systemic biases and gender discriminatory issues. In addition, interpersonal violence against women dramatically rises following natural disasters, and women in rescue camps experience new forms of physical and sexual assault. Women are left to run houses and communities after catastrophes when males pass away, get hurt, or flee. They have limited chances and marketable skills, making them even more vulnerable to abuse and extortion. While having the least access to knowledge, resources, and opportunities, women have the burden of both providing for families and supporting their livelihoods. Disasters provide an opportunity to pursue longer-term rights- and equity-based development via effective women empowerment tactics. One strategy to improve women's social, political, and economic position in general and to lessen the existing disproportionate effect of disasters on women is to successfully include women into disaster management and mitigation. Strategies include developing women's leadership in micro-planning, relief and disaster mitigation, and

expanding their involvement in local government. They also include improving women's marketable skills and encouraging livelihood opportunities [8]–[10].

Practically speaking, women are quite knowledgeable about their local settings and are well-versed in risk reduction techniques that help prevent catastrophes. By include women in crisis management, this knowledge may be converted into practical skills. In addition, women are the most successful at organizing institutions, networks, and communities to pool resources, react to emergencies, and develop safety measures. In terms of recognizing disadvantaged groups and local trends, women also have the best information about the people who live in their areas.

### **North Eastern Women**

Lack of money and jobs are the main causes of the conflict scenario in the North East. The Indian government's "Look East" program may be a useful tool for creating possibilities. The introduction of new opportunities for women engaged in non-farming occupations such as food processing, bottling, canning, and packaging is a topic that requires particular attention. It is important to focus on developing job-oriented skills for the production of indigenous goods, popularizing indigenous food in highways and tourist destinations, developing hotel management abilities, and establishing travel guides that highlight the traditions, customs, and histories of the north-eastern region. In Border trade centers and locations, which are close to international borders and often a "no-man's land" dominated by anti-social forces and organizations hostile to the interests of the country, women are the most vulnerable group in society. Due to the current situation, women, who make up the majority of border trades, notably in agricultural and related industries, are in grave danger. Infrastructure and facility issues which range from the most basic to a complete lack complicate the situation. It's almost hard to have access to things like drinking water, sanitation, and education, which has a negative impact on health.

Border Trade Centers/Areas are common hubs for drug and human trafficking in addition to being hotspots for smuggling in general. Women are utilized or pushed into smuggling of drugs, which leaves them further subject to law-enforcing agencies that are not sensitive to dealing with women law-breakers, making them prone to all types of infections, including STD, HIV/AIDS. Women in these places are particularly victimized since many of them are either illiterate or have only obtained minimal education, making it impossible for them to be expected to be aware of their basic, human, legal, and other rights. Women's economic power is also negatively impacted by issues with communication, organized marketing, and the failure of labor laws to be implemented. As a result, they are reinforced in playing submissive roles, and their empowerment continues to be illusory and illusive. In order to guarantee that no citizen of our nation is denied or deprive of their rights, it is recommended that some kind of structure be established up in Border Trade Centres and Areas to uphold the law of the land as well as to implement and monitor all basic, human, legal, and other rights.

Another way to address the issue given by anti-social forces is to increase the usage of the area's abundant and local natural resources with the aid of suitable technology for the production and sale of herbal items and processed foods and fruits. Perishable goods may be kept in cold storage facilities in the right parts of the area until they are transferred to bigger marketplaces.

All infirmities, with the exception of blindness, are more common in men. Both in urban and rural regions, women are overrepresented among those who are blind. While boys are still more likely to have speech impairment, a more thorough research shows that girls are significantly more likely than males to be completely speechless or mute. Mental disease was more often

mentioned as an issue of old age, much like hearing loss and vision impairment. The necessity to handle the unique requirements of older women with disabilities many of whom may be widows is brought up by this. The possibility of a highly perilous life arises when physical/mental handicap and widowhood are combined. Women with disabilities are more susceptible to abuse and violence since they are helpless, alone, and nameless. In addition, providing care that requires the handicapped woman to do physiological functions like eating, dressing, and other everyday chores makes her more susceptible to abuse both at home and in institutions. Because she may not be able to flee or shout for aid in a dangerous scenario, she will be less able to protect herself. Additionally, people with developmental impairments could be too trusting of others and so simpler to con, bribe, or compel. They may not be able to distinguish between tactile behaviors that are sexual and those that are not. People who have trouble speaking or hearing may not be able to report abuse due to their restricted communication abilities.

Additionally, since handicapped people are often trained to be submissive, passive, and in control of their behavior, this will make them easy prey for abuse. Women with disabilities experience rights abuses on every level. Their families view them as a financial burden and a social liability; they are denied the chance to leave the house and access to education; they are perceived as asexual, dependent, and helpless; their vulnerability to physical, sexual, and emotional abuse is great; their aspirations for marriage and parenthood are frequently denied; they grow up enclosed within the walls of home or special institutions isolated and neglected with no hope of leading a normal life. Although a rights-based perspective has joined the disability rights movement, neither the government's policies and programs nor the nonprofit sector have addressed the particular problems of women with disabilities. Ironically or predictably, the disability rights movement is dominated by males everywhere in the globe, including India. In fact, it can be overtly sexist. Before the Beijing statement in 1995, women with disabilities were seldom ever acknowledged as a separate category in international accords, not even within the women's movement. This document's platform for action names women with disabilities as a population that is especially vulnerable and has limited access to knowledge about their basic rights. There are many levels at which this major gap has to be filled.

The migrant spouses' salaries are either too irregular or insufficient to provide the family they leave behind with a steady income. Numerous small-scale studies have shown that, in reality, it is women's selfless labor in maintaining the household economy that keeps many men working in towns and cities at pitifully low incomes. Despite being more susceptible to health issues and having the potential to spread contagious illnesses like HIV/AIDS to the women and children left behind, migrants often lack access to health care both at home and at work. The separation from their spouse and the lifting of societal restrictions brought on by mobility and migration make employees more susceptible, increasing their chance of contracting HIV and passing it on to their spouses and children. The age range of 15 to 24 has the largest proportion of "out-migrants" (traveling both inside and outside of India), which is also the age group with the highest rate of new HIV infections. Women are potential high risk groups due to poor knowledge and low literacy rates among them. Women's poor status and the gender pay gap make them much more susceptible to illness. Additionally, difficulties impacting migrant worker homes, who are left without adult caretakers, should be included in explicit public policy with regard to migration. The protection and fundamental requirements of migrant workers at their destination should also be covered. Special steps should be taken to address this issue since women migrant workers suffer far higher security risks and violence risks.

Socioeconomic and cultural interventions are essential for supporting inclusive development and empowering disadvantaged populations. The significance of tailored interventions for vulnerable groups, such as women, children, racial and ethnic minorities, people with disabilities, and the elderly, is explored in this thorough presentation. It looks at the many obstacles people encounter while trying to get access to opportunities, resources, and fundamental rights. The summary emphasizes research-based tactics and programs that tackle socioeconomic and cultural obstacles while empowering marginalized groups and promoting inclusive development.

### **Economic Empowerment**

Economic interventions aim to provide vulnerable groups with access to economic resources, income-generating opportunities, and entrepreneurship support. Microfinance programs, vocational training, and targeted employment schemes can enhance their economic self-sufficiency and financial resilience. For example, studies have shown that microfinance initiatives have a positive impact on women's empowerment, poverty reduction, and economic development in marginalized communities.

### **Education and Skill Development**

Access to quality education and skill development is essential for breaking the cycle of intergenerational poverty and empowering vulnerable groups. Interventions such as scholarships, school feeding programs, and remedial education initiatives can improve educational outcomes for children from disadvantaged backgrounds. Skill development programs equip individuals with marketable skills, increasing their employability and income-earning potential.

### **Health and Well-being**

Socioeconomic and cultural interventions in healthcare promote equitable access to healthcare services, disease prevention, and health promotion for vulnerable groups. Community-based healthcare initiatives, mobile clinics, and awareness campaigns contribute to reducing health disparities and improving health outcomes. For instance, immunization programs targeting marginalized populations have proven effective in reducing child mortality rates.

### **Social Protection**

Social protection interventions, including cash transfer programs, social welfare schemes, and pensions, provide a safety net for vulnerable groups, protecting them from extreme poverty and social exclusion. These interventions reduce inequalities, enhance social cohesion, and improve overall well-being. Studies have demonstrated the positive impacts of social protection programs on poverty reduction, health outcomes, and education attainment for vulnerable groups.

### **Cultural Integration and Inclusion**

Cultural interventions focus on promoting cultural integration, inclusion, and respect for diversity. They aim to address discrimination, social stigma, and prejudice faced by vulnerable groups. Cultural sensitivity training, awareness campaigns, and community engagement initiatives foster social acceptance, tolerance, and equal rights for all individuals, regardless of their ethnicity, disability, or gender.

## CONCLUSION

Socioeconomic and cultural interventions are essential for empowering vulnerable groups and promoting inclusive development. By addressing the multidimensional challenges faced by marginalized populations, such interventions contribute to reducing inequalities, enhancing social cohesion, and fostering sustainable development. Evidence-based strategies that prioritize economic empowerment, education, health, social protection, and cultural integration can create enabling environments where vulnerable groups can access resources, participate fully in society, and enjoy equal rights and opportunities. By implementing targeted interventions, societies can work towards a more inclusive and equitable future where every individual can thrive and contribute to the overall development of the community.

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## CHAPTER 9

### UNLEASHING POTENTIAL: WOMEN EDUCATION AND EMPOWERMENT IN INDIA

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#### **ABSTRACT:**

The most significant segment of our society is made up of women, and they have a huge impact on how the nation develops. The main driver of women's empowerment, prosperity, advancement, and wellbeing is education. Women with education may contribute significantly to the growth of the family and, by extension, society. The result is a healthier and more stable society because educated women give birth to fewer and healthier children and are more likely to raise them to be educated and productive members of society like themselves. As a result, children of educated mothers will have more options for careers in the future. Because it gives them the ability to alter their lives, education is a powerful tool for empowering women. The most important tools that may improve our lives and society are women and education. Thus, it may advance our country. In contrast to the male literacy rate of almost 80%, the female literacy rate in 2011 was 65.46%. And only women have the ability to provide a prosperous future for future generations. Therefore, it is important to accelerate the rise of women's education as soon as feasible. And just 31.8% of women are skilled and employed (swaniti.com), thus the remaining 68.2% must also become skilled for our nation to reach greater success.

#### **KEYWORDS:**

Women Empowerment, Women Education, Skill Development, Society.

#### **INTRODUCTION**

The seventh-largest nation in the world is India. Numerous natural resources are abundant in our nation. However, none of these riches can benefit our nation unless they are exploited, managed, and utilized in a deliberate manner. The only ones who can achieve this are individuals. Only when man is knowledgeable, healthy, educated, and properly trained can he develop the resources. Therefore, our nation's true resources are its people. They are our most valuable resource. And women make up the majority of our human resources. Creating a social context in which one may make decisions and choices, either individually or collectively, for social change can be seen as a sort of empowerment [1]–[3]. By gaining knowledge, power, and experience, empowerment improves the intrinsic talent. Enlightenment is facilitated by education since it fosters knowledge, talents, and skills. It aids a person of ordinary intellect in differentiating between good and bad, and therefore, good and poor social behaviors. A guy may become more civilized and responsible to his family and society in general with education. The most important aspect of any human being is their education. As a result, many nations accept this and mandate free and universal education. Everyone has a right to an education, according to Article 13 of the 1966 International Covenant on Economic, Social, and Cultural Rights (UNESCO). Women's empowerment is not only a concern in Indian culture. If we think at this from a global perspective, we can see that industrialized countries treat women equally. In reality, if we go back on history, we can see that women have always had a lower status in

society, despite the fact that nature has always established differences between men and women. Education has helped us to understand this.

### **Empowering Women: What It Means**

The process or social action of women elaborating and recreating what it feels like to be in a situation that they were previously denied is known as women's empowerment. There are numerous ways to describe empowerment, but when discussing women's empowerment, it implies welcoming and enabling those (women) who are outside the decision-making process to participate in it. This places a significant focus on involvement in formal decision-making processes such as politics and the capacity to earn enough money to be able to participate in economic decision-making. The process of empowering people gives them control over their own lives, society, and communities. People feel empowered when they have unrestricted access to the options that are open to them in terms of their lifestyle, career, and education. A feeling of empowerment is produced when you believe you have the right to make your own choices. Raising the status of women via education, awareness-building, literacy campaigns, and training is a part of empowerment. Women's empowerment is all about empowering and enabling women to choose how to live their lives in the face of many societal issues. As an alternative, it is the process by which women reinterpret gender roles that enables them to get the freedom to choose from known options when they would otherwise be unable to do so. There are various guiding ideas that define women's empowerment, such as the need that one be empowered from a place of disempowerment. Additionally, empowerment must be earned by an individual rather than handed to them by an outside source. According to other research, individuals who are empowered have the capacity to make significant choices about their life and have the ability to follow through on those decisions. Last but not least, empowerment and disempowerment are related to one another in the past; as a result, empowerment is a process rather than a finished good [4]–[6].

### **Female Education**

Everyone now agreed that "educating a woman benefits the entire family and society at large, whereas educating a man benefits him alone." A mother has a significant impact on her child's life, and that influence comes with responsibilities. Although a mother's care and affection shape her children into the people they are meant to be, her own education has a significant impact on her children's destiny. One of the most important ways to empower moms is via education, which also benefits her children and causes societal change. In emerging nations, it is more crucial than ever to have an educated mother since she can improve the future of her children. Additionally, if the mother lacks education, her offspring will grow up to live similar lifestyles as hers.

## **DISCUSSION**

### **Women's Empowerment via Skill Development**

Women play a crucial role in the growth of not only our families but also our society. They are now not restricted to home duties and are active in a variety of disciplines, including sports, women's empowerment in the sciences and technologies, education, art, and culture. Our culture is fast changing as a result of their excitement and energy, and they demonstrate their abilities in every sector. But Swaniti.com's Workforce Participation Rate baffles us by reporting that just 31.8% of women are intelligent. It makes us feel quite ashamed. But we are well aware that from ancient times, India has been a nation rich in human resources. And each and every person should be active and spirited for the growth of our nation so that they may become educated, successful, and skilled. Women must not be ignored since they are primarily

the mothers of the next generation. Therefore, the remainder (68.2%) must likewise become skilled for our nation to attain greater success. Women make up a significant portion of the workforce, although their share of the labor force as a whole is dropping. A significant portion of them are housewives and work in unorganized industries. This shows that there aren't enough job options or skills for the female workforce. In India, the majority of women workers are now unskilled. They may also be inspired to improve their abilities. The following programs must be set up in order to make them skilled [7]–[9].

### **Vocational Instruction**

The introduction of vocational training programs aims to improve the livelihood options for women who are disadvantaged and have little exposure to technical knowledge and skills. The institutional network offering training facilities specifically for women will be considerably enlarged, and the women's vocational training will be enhanced so that they may acquire skills with the potential for high wages and self-employment. Women are taught how to manufacture several extremely beautiful crafts, including embroidery, bags, and baskets. And these skilled ladies may support themselves by starting their handicraft as a second source of income for the family.

Apex entity for policy direction and assessment, the Prime Minister's National Council on Skill Development is presided over by the prime minister. Members include the ministers of labor and employment, micro, small, and medium enterprises, finance, industries, rural development, housing, and urban poverty alleviation. Six specialists in the field of skill development, the Deputy Chairman of the Planning Commission, the Chairperson of the National Manufacturing Competitiveness Council, and six other members also make up the group. The Member Secretary to the Council serves as the Prime Minister's Principal Secretary. Program of the Women's Industrial Training Institute: ITI may aid in their skill development and increase their productivity. As a result, people gain independence while working for either the government or a company.

### **The education of rural women**

To boost production and income, it is necessary to improve the assessment and quality of training for the socially and economically disadvantaged, particularly in rural regions. This will assist in providing rural residents with possibilities for improved livelihoods and employment. This is crucial in India since a sizable portion of the population lives in rural regions. To achieve this, training capabilities for rural residents' skill development must be improved.

**National Skill Development and Coordination Board:** The Deputy Chairman of the Planning Commission is the chairman of the newly established National Skill Development Coordination Board. This board supports the growth of women's talents, potentials, capacities, and productivity. In addition, women need to gain certain additional abilities for their growth, like communication skills and business decorum.

1. Language improvement Leadership ability.
2. Management ability Basic accounting knowledge
3. computer literacy Personal growth
4. entrepreneurial abilities.
5. The significance of empowering women
6. The current global concern is women's empowerment.
7. The purpose of women's empowerment is to improve daily living.

- a. **Women's Empowerment and Sustainable Development:** Gender equality and women's empowerment are essential for sustainable development. As a result, it is claimed that equality is a matter of human rights as well as a need for and sign of sustainable development.
- b. **Growth in the economy and women's empowerment:** The economic development of society is necessary for sustainable development. A nation would naturally thrive and become strong economically if every woman has access to equal educational possibilities and work options free from gender prejudice.
- c. **Women's Empowerment and Social Development:** The role of the woman in our culture is crucial. The foundation of sustainable development is social development. Girls' education is on par with a country's education. Additionally, educated women may influence society and advance a country.

The struggle against domestic violence, sexual exploitation, and woman empowerment depends on women having a clear understanding of what constitutes unacceptable behavior. This is why education is crucial, a major component of and a byproduct of women's empowerment, both of which are facilitated by education. Without women's empowerment, we cannot address injustice, gender prejudice, and inequities, which play important roles in our society. Women cannot experience security and safety in life if they are not empowered.

Additionally, it gives them a secure workplace.

1. In the fight against women's exploitation and harassment, empowerment is a potent weapon.
2. It is a fantastic way for women to get proper legal protection.
3. Women cannot create their own identities if they are not socially and economically empowered.
4. The global economy will suffer if women are not working since they make up such a large portion of the population.

Given that women are very intellectual and creative, it is crucial to consider their contributions to socioeconomic activity. Women must be given equal employment possibilities in order to have a fair and progressive society. Benefits of Empowering Women Women's empowerment boosts their self-assurance in their capacity to live fulfilling lives. They become independent persons after losing their reliance on others.

1. They have the freedom and ability to live lives of dignity.
2. It boosts their confidence.
3. They get a unique identity as a result.
4. empowerment of women
5. They are able to rise to respected positions in society.
6. They can spend on all of their needs and wants since they are financially independent.
7. They are able to significantly improve society's state of affairs.
8. They contribute as responsible citizens to the nation's increased Gross Domestic Product growth.
9. They have fair and equal access to the nation's resources.

Women's education and empowerment are critical components for achieving gender equality and sustainable development. This detailed description focuses on the status, challenges, and progress of women's education and empowerment in India. It examines the multifaceted benefits of education for women, the barriers they face in accessing education, and the transformative impact education has on their empowerment. The description also explores

initiatives, policies, and strategies implemented in India to promote women's education and empowerment, along with the existing gaps and recommendations for further progress.

### **Status of Women's Education in India**

The status of women's education in India has improved significantly over the years, with a steady increase in enrollment rates at the primary and secondary levels. However, challenges persist, particularly at the higher education level. This section provides an overview of the educational indicators for women, including enrollment rates, literacy levels, and the gender gap in education. It highlights the importance of addressing issues such as gender disparities, access to quality education, and retention rates to ensure equitable educational opportunities for women.

### **Benefits of Women's Education**

Education has transformative effects on women's lives, enabling them to break the cycle of poverty, access better employment opportunities, and contribute to their families and communities. This section explores the numerous benefits of women's education, including improved health outcomes, reduced child mortality rates, enhanced decision-making abilities, and increased political and social participation. It emphasizes that investing in women's education not only empowers individuals but also leads to broader societal progress.

### **Barriers and Challenges**

Despite progress, women in India continue to face several barriers and challenges in accessing education. This section discusses socio-cultural norms, early marriage, gender-based violence, financial constraints, and limited infrastructure as key obstacles to women's education. It also examines the intersectionality of other factors, such as caste, religion, and regional disparities, that further compound these challenges. Recognizing and addressing these barriers is crucial for creating an inclusive and empowering educational environment for women.

### **Initiatives and Policies for Women's Education and Empowerment**

India has implemented various initiatives and policies to promote women's education and empowerment. This section explores government schemes, such as Beti Bachao Beti Padhao (Save the Girl Child, Educate the Girl Child), the National Mission for Empowerment of Women, and the Right to Education Act. It also highlights non-governmental organizations' efforts, community-driven programs, and innovative approaches that address specific educational needs and empower women. Examining these initiatives provides insights into effective strategies for enhancing women's education and empowerment [10].

### **Gaps and Recommendations**

While progress has been made, gaps and challenges remain in ensuring women's education and empowerment in India. This section identifies areas that require further attention, such as improving access to quality education, bridging the rural-urban divide, addressing societal attitudes and norms that perpetuate gender inequality, and enhancing vocational and skill development opportunities. It also emphasizes the importance of comprehensive approaches that involve stakeholders at various levels, including government, communities, and civil society organizations, to foster collaboration and synergy.

## **CONCLUSION**

Women are essential in advancing a country and directing it toward growth. The most effective means of changing society's perspective is women's education. Women must be provided with

equal educational opportunities and the freedom to develop their skills if we wish to empower women in India. Schools, colleges, and universities should be set up entirely for women in significant numbers around the nation in order to advance women's education and skills. Women are ranked second in education in every census. Therefore, it is important to accelerate the rise of women's education as soon as feasible. Additionally, every woman must be given the possibility to live freely, with a feeling of value and dignity, and with equal access to education and work possibilities devoid of gender prejudice. And only education and skill development can make this happen. Women's education and empowerment are vital for achieving gender equality and sustainable development in India. By addressing barriers, promoting access to quality education, and implementing targeted initiatives, India can create an enabling environment where women can fulfill their educational aspirations, acquire essential skills, and participate actively in all spheres of life. Investing in women's education is not only a matter of justice and rights but also a smart investment that yields wide-ranging social, economic, and cultural benefits for individuals and society as a whole.

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## CHAPTER 10

### BREAKING BARRIERS: WOMEN EMPOWERMENT THROUGH SPORTS

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#### **ABSTRACT:**

Around the globe, sports are a potent tool for empowering women and girls. Participating in sports increases women's empowerment. The popularity of women's sports skyrocketed throughout the 20th century. Women were formerly thought to be incapable of participating in sports, and even they were not permitted to watch or play. It has undergone significant alteration, and they are now capable of competing with the opposite. Without a question, they are not physically on par with the position of men as God originally created them. However, they are capable of participating in any sport in which males compete. When comparing participation, prize money, recognition, and media coverage in previous years, there is a larger discrepancy between men's and women's sports. But at this point, it has undergone significant modification. Sport is now included into the glove as a program for women's empowerment. Sports help to shape the political, societal, economic, and educational reality for women. Women who participate in sports become leaders in sports organizations, legislators, administrators, ambassadors, and crusaders for women's rights. The world needs decent work if it is to be empowered. Women who excel in sports are given job chances in government and nonprofit organizations as sports quota appointments. In today's culture, sports have aided women in being more independent and in changing how they are seen as being.

#### **KEYWORDS:**

Ambassadors, Gender Equality, Lawmaker, Leadership, Socialization.

#### **INTRODUCTION**

Women's empowerment is the process that gives them the freedom to make their own choices and to enjoy equal legal protections and other rights without regard to their gender. Sport has a huge impact on women's social, economic, cultural, and political empowerment as well as their ability to live healthier lives. Witnessing the swift global expansion of women's sports is really a wonderful experience [1]–[3]. The twentieth century saw a significant rise in the popularity and involvement of women in sports, especially in the previous 25 years. Today, women's sports are widely recognized everywhere in the globe, including several Arab nations. India is one of the nations in the globe that emphasizes women's empowerment. The government offers a number of assistance programs for women in an effort to support women's empowerment. There will be no discrimination based on gender, religion, color, or country since sport is a universal language. There has been a significant advancement in terms of understanding the position of women's sports from the beginning of time to the present. Women have the chance to travel the globe via sports. Sports used to be exclusively for males, but that has changed significantly over time. There is a ton of convincing research from both developed and developing nations that demonstrates the link between involvement in sport and empowerment. In the past, women were not allowed to participate in sports and activities as men were, but this has changed significantly in recent years. Globally, people are growing more

and more concerned with their health, and women specifically create several initiatives to maintain better bodies. The tagline of the United Nations Population Division, "Healthy Women, Healthy World," captures the crucial role that women play in preserving the health and wellbeing of their communities as guardians of family health. The foundational necessity for a happy, better life is good health. There are several methods to do this, and women's sports programs provide the solution.

### **Sports' advantages for women**

Participating in sports will have a greater number of advantages for empowering women in life. Sport may benefit girls and women by improving health and well-being, fostering self-esteem and empowerment, facilitating social inclusion and integration, challenging gender stereotypes, and offering chances for leadership and accomplishment, according to research on sport, gender, and development. Girls and women who participate in sports had greater levels of self-esteem and confidence and less depression. Compared to girls and women who do not participate in sports, those who do have more favorable body images and report greater levels of psychological well-being. Women who participate in sports had lower rates of chronic diseases, a lower risk of obesity, stronger bones, a lower risk of osteoporosis, and regular menstruation. Regular physical exercise will have good, immediate impacts on preventing a number of chronic illnesses, such as cardiovascular disease, diabetes, cancer, hypertension, obesity, depression, and osteoporosis. The world needs decent work if it is to be empowered. Women who excel in sports are given job chances in government and nonprofit organizations as sports quota appointments.

### **Athlete Status of Women**

Sportswomen are becoming more prevalent in India on both a national and international scale. P.T. Usha, Sania Mirza, Mary Kom, Saina Nehwal, P.V. Sindhu, Mithali Raj, Dipika Pallikal, Geeta Phogat, Joshna Chinappa, and many more Indian sportswomen brought honor to their country on the world stage. They serve as an example for young ladies who want to pursue careers in athletics. The power of sport is empowering women. Sportswomen are role models for young girls and have shown to aid in both personal and professional growth, as well as confidence and leadership abilities. The world needs decent work if it is to be empowered. Women who excel in sports are given job chances in government and nonprofit organizations as sports quota appointments. Women Sportsmen are revered by everyone, and sportswomen are equally acknowledged as such.

## **DISCUSSION**

### **limitations for women in sports**

Women face several obstacles while participating in sports. We must keep educating people about the importance of women's sports. The many advantages of regular exercise for physical health. Numerous advantages of physical exercise include the reduction of obesity, increased self-esteem, and a general feeling of well-being. For women, sports and physical training programs are the solution. However, the culture places a lot of limitations on women's participation in sports and games, and everyone has a different opinion about women's sports. Women and girls are not allowed to participate in sports on an equal basis with males for practical, personal, social, and cultural reasons. Women and girls participate at considerably lower rates than males, although the difference is closing over time. The ladies have overcome all of these obstacles by empowering themselves through athletics.



## **Equality for Women in Sports and Empowerment**

One of the most effective mediums for advancing gender equality and empowering women and girls is sport. "Sport has the power to change the world," stated Nelson Mandela. It has the capacity to motivate. It has the ability to bring people together in a way that few other things can. Youth are addressed in a language they can comprehend. Where previously there was just desperation, sport may bring forth hope. The Indian Constitution not only guarantees women's equality but also gives the State the authority to implement policies that positively discriminate against women. Gender equality is a fundamental human right of great significance and a Fundamental Principle of the Olympic Charter, and the IOC has a significant obligation to act as the head of the Olympic Movement. In order to provide access and opportunity for girls and women throughout the globe to engage in sport, several Olympic Movement stakeholders have also put into place important gender equality programs. But there are still plenty of problems to solve. The IOC should revisit and review the minimum number of women to be included in leadership roles that it set for its constituents, and set up a mechanism to monitor and ensure that this minimum number is being respected. The IOC should also establish closer working partnerships with the UN and its agencies, especially UN Women, and share in the responsibility for promoting gender equality in sport. In all sports governing bodies, the IOC, and its subsidiary organizations, efforts are made to incorporate a particular number of women [4]–[6].

We have the chance to put these values into practice in order to achieve gender equality and women's empowerment, both in sport itself and via sport in general. Sport may help advance gender equality by instilling in women and girls the virtues of perseverance, self-reliance, and collaboration. It can help girls understand their bodies, gain confidence, and develop the ability to speak up, especially during adolescence, when the pressure to fit into traditionally "feminine" stereotypes causes many girls to completely give up sport. It can also give girls social connections and a place to escape from violence in their homes and communities. Sport has a beneficial impact on the promotion of gender equality and already does. A better world may be built on the playing field, but it can also be a place where we can advance gender equality and provide women and girls equal access to the positive aspects of sport. The Olympics are the ideal location for this. The chance to represent your country and interact with powerful, brilliant women from across the globe broadens your viewpoint. Every participating nation is required to abide by the same regulations and play on the same pitch. The Olympics help to level the playing field for women's sports. Sport is not uniformly seen as an acceptable or attractive activity for girls and women, despite the fact that it promotes gender parity and empowers them.

### **Women in politics and sports**

Women and girls' engagement in leadership positions and decision-making may be enhanced via sport. Mary Kom, an Indian boxer, was born in 1983 and won a silver medal in the 2001 World Boxing Championship. She went on to win more medals, including a gold medal at the 2018 AIBA World Championship at the age of 35. She is the first female boxer to have won a medal in each of the first seven World Championships, the only boxer to have won eight World Championship medals, and the only boxer to have earned the title of World Amateur Boxing champion a record six times. She was the first Indian woman boxer to win a gold medal at the Asian Games in Incheon, South Korea, in 2014, then she won the gold medal in the 2018 Commonwealth Games to make history. She is the first fighter in history to win the title of Asian Amateur Boxing Champion five times. In honor of her accomplishments, she was nominated in March 2017 to serve in the Rajya Sabha. These accolades contribute to inspiring women to succeed in sports.

### **Athletics as A Means of Socialization**

One of the most significant opportunities for sociocultural learning has been via sport. Socialization is a component in empowering women. In a lonely situation, it is impossible to empower the outside world without making friends or adopting a social mindset. Sport activities may aid in reducing girls' and women's social isolation. Sport programs may provide girls and women safe places to congregate, assist them in forming social networks, provide social support, and link them to resources for health, education, and employment that can help them address their social marginalization. A fundamental need for empowerment is socialization. In order to socialize and eventually empower themselves, women need to participate in sports. Communities and civilizations empower women and girls on an individual level by fostering self-confidence, leadership, collaboration skills, and a feeling of accomplishment by providing opportunities for women and girls to participate in sport. They also question the social roles and gender norms that are already in place. Women are often prevented from seeing themselves as strong, capable, and self-determining persons as a consequence of gender-role conditioning. Women would be able to combat these constricting views of themselves and take charge of their life if they were empowered on a personal level. We investigate the possibility that women's engagement in sports will provide them this enhanced feeling of authority. According to athletes' comments, sports engagement is linked to the growth of three powerful traits traditionally lacking in women: physiological competence, a sense of competence in oneself, and a proactive outlook on life. Women who participate in sport may develop social empowerment skills such as collaboration, negotiation, leadership, communication, and respect for others.

### **As brand ambassadors, athletes**

Sportswomen have the chance to work as Brand Ambassadors thanks to sports. Top celebrities are assigned the role of brand ambassadors to spread awareness of a set program or brand among the general public. They work for a business or group to promote their brand and boost programs or sales. They carry out a range of activities, from launching marketing campaigns to promoting goods or services in-store. They are also referred to as corporate ambassadors or influencers. Celebrity men and women from various fields are more often selected to serve as brand ambassadors since they typically have a greater profile and draw a bigger audience, which may boost the revenue/popularity of the businesses they support. But just like professional athletes and others, famous sports women are also given the chance to be brand ambassadors. Athletes who support symbolic themes might attract businesses looking for effective endorsers. Sports figures are seen as vehicles for ads or product endorsements. Sportswomen are becoming brand ambassadors both during and after their careers due to the potential of their professions and their economic viability. The advantages the brand ambassadors get on a social and financial level have empowered them.

Women's empowerment through sports is a transformative and powerful phenomenon that challenges gender norms, promotes equality, and fosters personal and social development. This detailed description explores the significance of sports as a catalyst for women's empowerment. It examines the multifaceted benefits of women's participation in sports, the challenges they face, and the impact of sports on their physical, psychological, and socio-economic well-being. The description also highlights successful initiatives, policies, and the role of sports in breaking barriers and promoting gender equality.

### **Benefits of Women's Participation in Sports**

Participation in sports offers numerous benefits for women, including physical fitness, enhanced self-esteem, leadership development, and improved mental well-being. Research has

shown that regular participation in sports helps reduce the risk of chronic diseases, increases self-confidence, and fosters resilience. Moreover, sports provide a platform for women to develop teamwork, communication, and decision-making skills, which are transferable to other aspects of life.

### **Breaking Gender Stereotypes and Challenging Barriers**

Women's participation in sports challenges traditional gender stereotypes and societal norms that limit their opportunities. It breaks down barriers and creates a more inclusive and equitable society. By challenging stereotypes that associate physical activities with masculinity, women in sports inspire others and pave the way for greater gender equality in various fields. Their achievements in sports highlight the potential and capabilities of women, dismantling the notion that certain domains are exclusive to men.

### **Health and Well-being**

Sports have a positive impact on women's physical and mental health. Engaging in regular physical activities promotes fitness, helps maintain a healthy weight, and reduces the risk of non-communicable diseases. Physical activity also contributes to improved mental well-being by reducing stress, anxiety, and depression. Through sports, women develop a sense of body positivity, self-care, and overall well-being, which are essential aspects of empowerment.

### **Leadership and Skill Development**

Sports provide a platform for women to develop leadership skills and learn valuable life lessons. By participating in team sports, women learn to collaborate, communicate, and work towards common goals. They acquire skills such as goal-setting, resilience, time management, and problem-solving, which are vital for personal and professional growth. Moreover, women in sports often become role models and leaders in their communities, inspiring other girls and women to pursue their dreams.

### **Economic Empowerment and Social Change**

Women's participation in sports can lead to economic empowerment and social change. Professional sports provide career opportunities for women as athletes, coaches, administrators, and entrepreneurs. These opportunities contribute to economic independence, financial stability, and greater gender parity in the sports industry. Additionally, successful women athletes become powerful advocates for gender equality and social change, using their platform to address issues such as gender-based violence, discrimination, and unequal opportunities.

One of the most effective venues for empowering women and girls is sports. Through their accomplishments, women in sports are able to maintain their independence in many areas of their life. Through their reputation, leadership positions, work as ambassadors, executives, and sports officials, they empower the whole globe. For the women who are obtaining worldwide fame in sports, the reputation and recognition are coming from several directions. Girls and women who are physically active are benefiting from their bodily and emotional welfare, and athletics provide the platform to promote good life improvements [7], [8]. With the ultimate goal of achieving empowerment, sports provide women the chance to develop leadership skills, personal and social responsibility, a variety of team-building activities, the ability to challenge gender stereotypes, self-esteem growth, and improved health and wellbeing. Through prize money equality and sports, many women's empowerment levels have increased. There are increasing job options for sportswomen in many organizations. Sports have helped women become more independent and transform how society perceives them as being bold, powerful,

and courageous. Without a doubt, sports help to empower women, which eventually helps the whole country.

### CONCLUSION

Women's empowerment through sports is a powerful force that challenges gender norms, promotes equality, and fosters personal and social development. By breaking barriers, challenging stereotypes, and providing platforms for physical and mental well-being, sports empower women to reach their full potential. The benefits of women's participation in sports extend beyond the playing field, creating a ripple effect that contributes to individual empowerment, gender equality, and social change. It is essential to continue supporting and investing in initiatives that promote women's participation in sports, creating an inclusive and empowering environment for women to thrive, succeed, and inspire future generations.

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## CHAPTER 11

### BRIDGING THE GAP: THE NEED FOR WOMEN EMPOWERMENT IN R&D WINGS OF SCIENCE AND TECHNOLOGY

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#### ABSTRACT:

The challenges of women's empowerment in technical education and the reasons why they are underrepresented in leadership roles in the workforce, particularly in the science and technology fields, have been the main topics of this essay. Even though a small number of women are employed in businesses, research groups, and the IT industry, their careers often terminate at the middle level. Therefore, they are not attempting to attain the management cadre. Even if they are still there, some of them are unable to do their responsibilities as effectively as males. This study discusses the problems and modified tactics to avoid these fallbacks. The data included in this article primarily concern women's participation in science and technology research and development as well as secondary and higher education alternatives for women. Also mentioned are the initiatives taken by several academies and professional organizations to empower women in science and technology research groups.

#### KEYWORDS:

Disciplines, Economic, Science, Technology, Women's Empowerment.

#### INTRODUCTION

In the current situation, women's empowerment is a top priority. However, there are five basic categories into which women's empowerment may be divided: social, educational, economic, political, and psychological. Women can only be empowered if they get a thorough education, are made aware of their rights, and take responsibility for their own life. To make any nation strong in its resources, awareness must be raised in the fields of research and development in science and technology (S&T), in addition to education [1], [2]. They will instantly get more confidence in their abilities in the sectors of life's job if they have excellent research and development capabilities. Even while efforts have been made in many areas to advance women's rights, the constitutional aspirations of gender equality are still far from being realized. Even now, the dominant demographic is still overwhelmingly male. It's a multifaceted social process that enables women to take charge of their lives and contribute to the development of a strong country via their expertise in a range of scientific and technological disciplines. Women are becoming more conscious of their rights and doing their best to advance their intellect and establish their positive ideals in order to define themselves and see themselves as whole human beings with strong liberal principles free from gender discrimination. Indian civilisation and culture have long incorporated science and technology.

Indian women have succeeded in a variety of specialized sectors in the realm of science and technology throughout the years by overcoming conventional mindsets and entering fields including education, medical, engineering, computer technology, biotechnology, nuclear science, and space science. They get recognition and honors in the public and commercial sectors for their employer and employee contributions to socioeconomic development. The National Academy of Sciences of India (NASI) developed a vision document for women in

science, which states that women are consistently underrepresented in science and technology and emphasizes the need for programs to increase women's participation. Empowerment is a process of positive change that increases women's bargaining power and fallback position within a patriarchal structure and identifies various change pathways, including material, cognitive, and relational change [3]–[5]. When seen structurally, the feminist empowerment movement is elitist, psychological, and structural. It is psychological in that it overestimates the power of conscientization as a means of empowering women. One of the most pressing issues of the 21st century is the empowerment of women. Women make up half of the human population, however there are few of women working in fields like math, physics, engineering, etc. In academic and research institutions, these professional women also seldom get to the highest levels of the hierarchy. Women's empowerment is the process of enhancing their social, economic, intellectual, and developmental capacities.

## **DISCUSSION**

### **Why women are underrepresented in S&T fields in both academia and industry**

Women's empowerment strategies suffer from liberal fallacies such as exclusionary prejudice, adversarial orientation, and subversive reasoning. Still, women are oppressed, undervalued, and valued less in all spheres of life. Women have come a long way in higher education enrollment, but they are still underrepresented in crucial positions in the Science and Technology wing. The severity of this issue increases as one moves up the academic and professional hierarchies. Not just in India, but also in developed nations like the United States, United Kingdom, and Canada, is this issue present. In these nations as well, the majority of women are concentrated in middle-level administrative roles; few hold prominent positions. This is mostly because they have committed themselves to family obligations. Women often lack the ability to pursue careers in science and technology. They favor humanities and medical fields [6]–[8].

### **Women's Participation in A Variety of Disciplines**

The key to attaining their objectives will be to increase the representation of women in the organizations' decision-making bodies. To raise knowledge that would benefit all facets of society, women must have a voice in governance. Both in society and at business, they must be treated with respect. In every way, they are to be given additional possibilities. Their chances of landing a job and being promoted to the next level will improve as a result. Programs for gender equality should be prioritized. Today's imperative is to advance women into positions of leadership. Without a doubt, the current tendency is for 80% of female students to settle into IT employment after finishing their undergraduate and graduate degrees. However, a lot of them quit in the middle before rising to the management level. They may be experiencing domestic issues at home, which may be the cause of this. If we look at the statistics, despite the wife and husband having the same education and opportunities for employment, only males go to work, while women remain at home to take care of the family and the home. This is one method that has historically forced women to remain at home. A critical mass of experts in science, engineering, medicine, and agriculture from many fields is required. But from the beginning of time, female physicians have attended to their responsibilities and done a great job in the medical field. They don't often have an issue with time constraints; their only need is that they do their work within the allotted time in order to rescue the patient. Women aim to favor the teaching aspect of higher education in certain ways over the administrative side. This may be as a result of the short working hours for education and simple handling. The same is true for the banking industry. However, women working in other industries, particularly in research and development (R&D), are required to remain in the workplace for a minimum of

eight hours each day, and occasionally more. Due to the demanding responsibilities of their positions, the irregular hours they must work, and the danger involved in performing their tasks, very few women choose to serve in the civil service. But somewhere, some way, we have to break out of this structure and loop. Only in the academic and medical fields are female workers on par with male employees. There is sometimes female dominance in certain fields. It is now regarded as the standard method. Statistics have been published in several studies, and the trend shows that over the last 20 years, more women have joined the scientific and technology fields. For instance, in the United States, there are a significant number of Ph.D.s in the fields of biology, chemistry, mathematics, and other sciences.

Women's participation in the research and development (R&D) areas of science and technology is often low, starting with their undergraduate education. The majority of them choose courses in the humanities, life sciences, medicine, and allied fields. Only twenty to twenty five percent of educated women work in science and technology's R&D divisions. This might be as a result of their workplace's stringent time constraints and job pressure. Even if some choose it, they may not be particularly effective in doing their projects successfully in the allotted amount of time. They cannot get promotions with deadlines or get acknowledgment for their job. The only way to close the digital gap in today's world, not only for India but for other nations as well, is via technological methods. The development of new ICT (Information and Communication Technology) tools employing the most recent technical trends should need some of the female engineers and scientists to work just as hard as the male counterparts. Only by working on multiple research approaches is this achievable. Women play an equally important part in this as do males, who may display their abilities on the necessary platform.

#### **The tactics to use in order to address these deficiencies**

Even while it cannot be overstated how important "awareness generation" among women is for empowerment, changing women may be even more important for putting gender relations on an equal keel. The most important thing is that both men and women must adjust their attitudes in order to achieve gender equality. In order to identify the abilities of women, teachers, parents, and administrators at the student level should take the initiative to solicit the opinions of female students in decision-making rather than just boys. They should also use the girl's opinions to implement in various activities [9]–[11]. They are able to strengthen their analytical abilities and come out to offer their opinions in order to solve any problem. They must be motivated to choose future higher education programs that are related to S&T courses by their professors at school and their parents at home. By embracing this, students would learn the value of S&T and their contribution to the growth of the country from an early age. In a similar vein, taking note of women's issues has contributed to highlighting the importance of cognitive diversity in the scientific method. The creation of knowledge may be organized in a variety of methods and styles according to the intellectual repertoire of a person. Our understanding of the abundance of intellectual resources that may be garnered by recognizing and supporting cognitive variety can help the scientific process. Women must have equal access to science and technology, economic resources, information, communication, and marketing in order for sustainable development to be people-centered. Utilizing women's abilities shouldn't be seen just through the lens of gender equality. It must be recognized that today's quick economic progress and lasting satisfaction depend on the full participation of women in scientific and technical endeavors. The key to attaining their objectives will be to increase the representation of women in the organizations' decision-making bodies. To raise knowledge that would benefit all facets of society, women must have a voice in governance. Both in society and at business, they must be treated with respect. In every way, they are to be given additional possibilities. Their chances of landing a job and being promoted to the next level will improve as a result.

Programs for gender equality should be prioritized. Promoting women's leadership abilities is a current need.

Knowledge Involvement in Research Advancement through Nurturing, or KIRAN, is another DST program that accepts women-only initiatives with the goal of achieving gender parity in science and technology (S&T) via gender mainstreaming. Different KIRAN initiatives and components address a range of significant problems that women scientists encounter along the way to a successful career, including relocation, self-employment, part-time work, and career breaks largely due to family obligations. In order to empower women, the US-based professional organization IEEE (The Institute of Electrical and Electronic Engineers) created a new group called WIE (Women in Engineering). Under this banner, several events are being held all over the world to teach women in the development of creative and original thinking as well as leadership abilities. This is a worldwide network of IEEE members committed to supporting female engineers and scientists and encouraging women all over the globe to pursue their academic passions in the workplace while also assisting female job seekers.

Because this is a worldwide issue that affects all nations rather than a domestic one. Its objective is to make it easier for women to enter and stay in technological fields across the world. The biggest technical professional association in the world, IEEE works to advance technology for the benefit of everyone. A national organization, IETE (The Institution of Electronics and Telecommunication Engineers), has its headquarters in New Delhi. There are around 66 centers spread out throughout India's major cities. In an effort to encourage women to participate in technical and women-centric activities, this professional body has also established a separate committee within this group called Women in Engineering. This special committee encourages women to step forward and take the lead in organizing events related to health care, women's welfare, ICT awareness, and self-defense programs to educate women in rural areas. Women scientists and engineers should be required to take the lead in strategic research in the areas of biotechnology, information technology, and space technology. They should also make an effort to become involved in the creation of technologies that would benefit rural women.

Women might be made mainstream and on level with males by implementing the aforementioned tactics with the necessary care, as opposed to staying at home and squandering their abilities. The empowerment of women in society to play their part in creating a strong country is possible if these realities are appropriately put into practice. When women advance, the family, the community, and the whole country all advance. Today, it is evident that young girls are studying specialized scientific and technology studies and embracing a variety of fields for their future development. This would only be achieved by fostering a social atmosphere that is suitable for women in science and technology, as well as by offering many prizes, grants for research, scholarships, and other forms of recognition. Economic development alone can significantly contribute to reducing gender inequality, but on the other hand, empowering women in the field of research and development in science and technology may have a significant positive impact on the nation's technological advancement.

These two factors are closely related. The issue of "missing women" serves as a sharp reminder of the existence of gender inequity. There is a chance that the system may collapse at some point if such a scenario occurs in the nation. To avert such a disaster, society should exercise caution. According to the INSA (Indian National Science Academy) 2004 Report, 40% of women work in the sciences, while 22% work in engineering and technology. The current numbers might be between 30% and 50%. There hasn't been much change throughout the years. According to the NASI report, the percentage of women who contribute to science education at the school level has increased significantly, and the percentage of women in government



laboratories has also increased. Women would not be able to benefit from or contribute to the development of the country without equal inclusion of women in development.

However, both the proportion at prestigious schools and the representation of women in executive roles in science and technology are still low. Gender Parity - It's critical that women participate in STI (Science, Technology, and Innovation) activities. There will be new, adaptable policies in place to solve the mobility issues faced by working women scientists and technicians. There will be a comprehensive focus on re-entering women into R&D and facilitation mechanisms for unique career trajectories in many fields. It will be challenging for our nation to retain women's competitiveness in science and engineering unless a wider talent pool is tapped. With the full participation of female scientists and technologists, academicians can make significant contributions to the global effort to build a knowledge-based society and a solid, sustainable foundation for science and technology.

Women's empowerment in research and development (R&D) wings of science and technology is crucial for fostering innovation, diversity, and inclusive progress. This detailed description explores the pressing need for empowering women in R&D fields, highlighting the benefits of gender diversity, addressing the existing gender gap, and promoting gender equality in science and technology. It emphasizes the importance of creating inclusive environments, removing barriers, and providing equal opportunities for women to contribute their unique perspectives, skills, and talents in R&D.

### **Benefits of Gender Diversity in R&D:**

Gender diversity in R&D fields brings numerous benefits, including enhanced creativity, innovation, and problem-solving. Women's unique perspectives and experiences enrich scientific research, leading to more comprehensive and holistic approaches. Studies have shown that diverse teams produce higher-quality research outcomes and are more likely to address societal needs. By empowering women in R&D, we tap into a vast talent pool and unlock new possibilities for scientific advancement.

### **Addressing the Gender Gap**

The gender gap in R&D fields remains a significant challenge, with women being underrepresented in leadership positions and facing barriers to career advancement. This section highlights the existing disparities in R&D, including lower participation rates, gender biases, and cultural stereotypes that discourage women from pursuing careers in science and technology. It emphasizes the need to dismantle these barriers and create a supportive and inclusive environment that encourages women's participation and advancement in R&D.

### **Promoting Gender Equality**

Promoting gender equality in R&D requires comprehensive strategies that address multiple levels. This section explores initiatives such as mentorship programs, gender-responsive policies, and flexible work arrangements that promote work-life balance. Encouraging female role models, fostering supportive networks, and providing equal access to resources, funding, and career opportunities are essential for promoting gender equality in R&D. Additionally, addressing unconscious biases and creating awareness about gender disparities can help break down barriers and create a more inclusive culture in the scientific community.

### **Encouraging STEM Education for Girls**

Promoting STEM (Science, Technology, Engineering, and Mathematics) education among girls from an early age is a crucial step in empowering women in R&D. This section emphasizes the need for targeted efforts to inspire girls' interest in STEM subjects, provide access to quality STEM education, and challenge societal stereotypes. Encouraging girls to pursue STEM education opens doors to future careers in R&D and helps address the gender gap from the grassroots level.

### **Collaboration and Partnerships**

Empowering women in R&D requires collaboration among various stakeholders, including academia, industry, government, and civil society organizations. This section highlights the importance of forming partnerships to create supportive ecosystems, share best practices, and leverage resources. Collaboration can lead to the development of mentorship programs, training initiatives, and policies that promote gender equality in R&D.

Empowering women in R&D fields is crucial for fostering innovation, diversity, and inclusive progress in science and technology. By promoting gender diversity, addressing the gender gap, and providing equal opportunities, we can harness the full potential of women's talents and perspectives in R&D. Creating inclusive environments, challenging gender biases, and fostering STEM education for girls are key steps towards achieving gender equality in R&D. By empowering women in R&D, we drive scientific advancement, ensure sustainable development, and create a more equitable and inclusive society.

## **CONCLUSION**

Women studying science and technology as well as working women will find the topics covered in this article to be valuable. Women in academia and science may make certain adjustments to their way of life to suit the development of their careers, including timely promotions, favorable incentives, and advancement to higher positions, all of which contribute to their final professional success. Additionally, students should research the effects that national and worldwide professional organizations are having on their lives in order to inspire them to build technical expertise and leadership abilities in order to empower themselves and improve their working environments. Women can definitely demonstrate their skills and knowledge in the fields of their interest if they are encouraged to participate in a variety of sociological, economic, political, managerial, science, and technological fields, and if people readily accept their opinions, decisions, and initiatives in frontier areas. In addition to giving women a platform in the aforementioned fields, this encourages them to become involved actively in education, particularly in the fields of science and technology. For this, individuals must focus and concentrate inside a certain framework. Since their secondary education, instructors and parents have played a vital role in encouraging students to choose science and technology-related areas and courses in their further education. All of these arguments, in one way or another, have underlined the need of giving women scientists and technologists precedence, with a special emphasis on using science and technology for their advantage. The proportion of women working in science and technology will increase if this trend continues. Later, after students start working, they must include research and development into their normal job duties.

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## CHAPTER 12

### **EDUCATORS FOR EMPOWERMENT: WOMEN AS EDUCATIONISTS**

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#### **ABSTRACT:**

India's entire growth is greatly impacted by the education of women there. It not only contributes to the growth of half of the human resources, but also raises standards of living both within and outside the family. In addition to encouraging their female children's education, educated women are better able to guide their whole family. In addition, educated women may contribute to population increase and a reduction in newborn mortality. We see proud, well-informed women making significant choices about their lives, families, and communities in a world where change is rapidly. Women are picking occupations that they are confident in and well-prepared for, and they do it with vigor and determination. We see strong, business-minded women paving the road for other people to follow. assisting low-income women to find their inner spark, become educated, independent, responsible citizens, and, for those who are following a career route, create satisfying vocations of their choice. It is a frequent misconception that the family's daughters will one day get married and won't help with the family's financial demands. But what we are unable to comprehend is that it is up to illiterate moms to raise and empower future generations. The subsequent generation of girls, who are often from rural regions, are treated equally in what is similar to a chain reaction. However, there are several barriers to a girl's access to school in many rural parts of India.

#### **KEYWORDS:**

Educators, Sexual, Women Education, Education in India, Government Rules.

#### **INTRODUCTION**

Women's Education is ironic that although Indians have deified knowledge as the goddess Sarasvatī, Indian women have been relegated to educational subservience throughout India's long history. Education means power, which in India remains largely in male hands. The earliest British educational surveys in Madras presidency in 1822 brought to official attention the relative absence of girls in formal schools. In 1881 the Hunter Educational Commission noted that a mere .2 percent of the women in British India were literate, although as in all early colonial surveys, investigators focused solely on school enrollment and failed to count the girls taught informally at home. On the eve of independence in 1947, literacy rates for both genders were abysmally low at 6 percent (female) and 22.6 percent (male). Since then, called they have plodded forward slowly but surely, and there has been a noticeable improvement since the 1980s.

#### **Need for Gender Equality**

Discussing issues related to 'Gender Equality' is an embarrassing issue for the both genders in view of the involvement of emotive topics. Hence, a constructive deliberation is required, which provides real material regarding the issues involved and specifics of organizations as well as their programs which back the women to pursue a scientific career. Scientific aptitude is the essential requirement in the technology dependent world [6]. Substantive gains can be

obtained by improving the women's contribution in scientific movement. Providing the men and women with correct knowledge, valuable aptitudes and good technical abilities is possible through science education which develops self-reliance and generates employment. "Providing women and girls with equal access to education, health care, decent work, and representation in political and economic decision-making processes will fuel sustainable economies and benefit societies and humanity at large" was the goal stated at the UN climate change conference 2016 held in Paris. It clearly indicates the UN has recognized the fact that economies are benefited by achieving gender parity and empowering all women and girls.

## DISCUSSION

### Education in Early India

For much of Indian history, education involved the oral and written transmission of sacred texts, and the acquisition of survival and craft skills. Among some adivasis (aboriginals) like the Birhor of Jharkhand, for example, there was greater gender parity in learning the skill of toolmaking. However, Sanskritization and Westernization as "civilizing" agents have today marginalized women's vestigial rights among many tribal communities, which have been integrated into the mainstream society and economy. Artifacts from the literate Indus Civilization (6000–1650 b.c.) include icons of goddesses and the female genitalia (yōni), while some seals suggest that there may have been priestesses in an arboreal religion [1]–[3]. The inhabitants clearly revered the female in nature, a vision of divinity that persists across India today. However, male power was also venerated, and no evidence exists of a matrilineal society. The absence of gendered spaces in the houses and public buildings do indicate that women had freedom of movement, but we have no information yet as to how and where education took place. The arrival of patriarchal Aryan groups in the early second millennium b.c. profoundly shaped Indian notions of gender equity. Their most revered skill was the oral transmission of the Vedas (Books of knowledge) to propitiate the gods.

Known as shruti (revelations that are heard), this form of oral learning became central to the acquisition of knowledge, although these Sanskrit hymns were later also written in the Devanāgarī script. At first, some women initiates, who wore the sacred thread of the twice-born upper castes, recited the Vedas. This work praised women's domestic duties and denounced their sexual proclivities. Artisan groups transmitted craft skills, and both working and elite castes transmitted their oral traditions across generations. However, the lowest castes were excluded from literacy, while women's education became largely informal and haphazard. After the sixth century, in the medieval climate of invasions, wars, and feudalism, elite women retreated further into the domestic arena, instructed informally at home until the nineteenth century. FROM 1917 TO 1947: During this period development of women education took place very rapidly. At the time of Independence, there were thirty thousand Institutions related with women education and approximately fifty lakh women were getting education from these Institutions'. Educating the women will empower them to seek gender equality in the society. Women will be able to earn that would raise their economic condition and their status in the society. They will be aware about the advantages of small and planned family and this will be a big step towards achieving stabilized population goals [4]–[6].

There is considerable expansion in educational facilities for women all over the country at all levels. Major emphasis is given on women participation in vocational, technical and professional education at different levels. The special emphasis was laid on the removal of disparities and equalization of opportunity to women for attending their specific needs in acquiring education. Various steps were taken by State Governments and Central Government to remove prejudice and complexes present in Indian Women in acquiring education. Special

vocational training Institutions' for women were established by the State Departments of vocational education. During Modern Period women education has become a revolution. Now the women are present in the every field of education. The knowledge explosion has made them universal. During this period the women education has been treated at par with the men. They have equal opportunities and facilities for them. More facilities have been given to them by the governments. The Railway Budget 2000-2001 introduced in the Lok Sabha by then Railway minister Miss Mamta Banerjee has provision of free pass to girls' student to attend their colleges and schools up to the level of class XII. The government is seriously thinking of making girls education free up to the level of graduate. In this period the women education is far ahead in comparison to their Vedic Period.

### **Need for Education for Rural Women**

Numerous studies show that illiterate women have high levels of fertility and mortality, poor nutritional status, low earning potential, and little autonomy within the household. A woman's lack of education also has a negative impact on the health and well-being of her children. For instance, a recent survey in India found out that infant mortality is inversely related to mother's educational level. Therefore, there is a need for minimum threshold of education (more than 5 or 6 years) that must be achieved before bringing about significant improvements in female autonomy. Of the literate women in India, 59 percent only have primary education or less. This level of education may not be sufficient to meaningfully improve the status of these women.

### **Literacy and Education of Women In India**

Education is regarded as a key instrument for the empowerment of women. Education changes their worldview, improves their chances of employment, facilitates their participation in public life, and also influences their fertility. Several studies indicate that educated women have, on an average, fewer children and they take good care of their socialization. Although considerable progress has been made with regard to literacy and education, the overall picture still remains unfavorable to women. At the beginning of the 20th century, the country as a whole was largely illiterate with just 5.3 per cent of the population counted as literate. Only 0.60 per cent women were then literate. In 1951, the first Census taken four years after independence, the picture was not much better. The states of Bihar and Jharkhand have the lowest female literacy rates (33.57 and 39.38%, respectively). These data suggest that nearly half of India's female population is still illiterate. This is not a small number. A massive programme is needed to make nearly 240 million women literate. The number of women goes down as we move to higher levels of education. However, women are to be found in all professions, including medicine and engineering. An idea can, however, be had by knowing the percentage of females by number of years of schooling.

### **Education and Women**

Status of Indian women has been subject to change since the dawn of history. Women were treated equally with men and they had access to education and employment during the pre-Vedic period. But during the post-Vedic period, series of foreign invasions reduced her status to 'property' which needs to be protected always. Gradually she was denied freedom to move out from her house, access to education and thereby employment. Religious and cultural obligations ruled her behaviour depriving her of the freedom to make decisions with regard to any trivial matter in her life. Lack of education and awareness and among women guide them to blindly practice customs, traditions and also social evils like- Sati, Child marriages, forced widowhood and dowry system. All of them gained wide social acceptance in this regard A popular saying goes 'While educating a man benefits him alone, educating a woman benefits the whole family and society at large'. It is a proven fact that children of educated women enjoy

high education standards and fare better than children of illiterate mothers. Educated women, manage their homes better as they support their families economically, financially and emotionally. Women comprise approximately half of the population in the world. But the hegemonic masculine ideology made them bear a lot as they were denied equivalent opportunities in different parts of the world. Despite best efforts by national and international organizations education is still not accessible to many particularly women from developing countries like India. Key challenge in achieving gender equality in education is reaching those girls who remain out of school even in countries where school campaigns have led to significant gains in enrolment.

### **Government Support to Women**

The GSMA (2018) report points to the importance of both of these barrier types in the case of India. Affordability of handset/SIM and usage is without doubt an important barrier, especially given women's low labor force participation rates. This is in addition to the issue of financial dependence on male family members. However, an even more important reason for the digital divide in access and usage seems to be reading/writing difficulties. This is a disparity that infrastructure improvements alone cannot correct. Similarly, the relatively higher insistence among female non-users that the internet is irrelevant for them, may point to the role of social norms in de-emphasizing access to technology for women. Some evidence of this can be seen in the fact that more women than men assert that their families do not approve of their cellphone ownership and internet use (though the overall proportions are low).

Women have long played a significant role as educationists, dedicating their skills, knowledge, and passion to shaping the minds of future generations. This detailed description explores the contributions and impact of women as educationists, both historically and in the present. It examines the importance of their presence in educational settings, their unique perspectives and approaches, and the positive influence they have on students, communities, and the field of education as a whole [7]–[9]. The description also highlights key achievements, challenges faced, and the ongoing efforts to promote gender equality in the education profession.

### **Historical Contributions of Women as Educationists**

Throughout history, women have made significant contributions as educationists, despite facing social and cultural barriers. Notable women such as Maria Montessori, Jane Addams, and Malala Yousafzai have revolutionized education through their innovative pedagogical approaches, advocacy for inclusive education, and promotion of girls' rights to education. Their pioneering work laid the foundation for women's active participation in the field of education.

### **Unique Perspectives and Approaches**

Women bring unique perspectives and approaches to the field of education, enriching the learning experience for students. They often foster nurturing and supportive learning environments, emphasizing empathy, communication, and relationship building. Women educators are known for their ability to create inclusive spaces that value diversity, promote collaboration, and empower students to reach their full potential. Their teaching methods emphasize holistic development, social-emotional learning, and the promotion of critical thinking skills.

### **Positive Influence on Students**

Women educators have a profound impact on the lives of their students. Research indicates that female teachers serve as role models, particularly for young girls, inspiring them to pursue education, leadership roles, and break gender stereotypes. Women educators create safe spaces

for students to express themselves, nurture self-confidence, and foster a love for learning. Studies also show that classrooms led by women have higher student achievement and greater gender equality.

### **Advocacy for Gender Equality**

Women as educationists often advocate for gender equality within educational settings. They challenge gender biases and work towards creating more inclusive and equitable learning environments. Women educators play a crucial role in promoting girls' education, addressing gender-based violence, and advocating for policies that support gender equality in education. Their efforts contribute to breaking down societal barriers and empowering girls and women to access educational opportunities and achieve their full potential.

### **Challenges and Ongoing Efforts**

Despite their significant contributions, women as educationists continue to face challenges such as gender bias, unequal opportunities for career advancement, and work-life balance issues. Efforts are being made to address these challenges and promote gender equality in the education profession. Initiatives include mentorship programs, professional development opportunities, and policies that promote equal pay and opportunities for women educators. By recognizing and addressing these challenges, societies can create a more inclusive and supportive environment for women in the field of education.

Women might have the chance of a healthier and happier life should be reason enough for promoting girls' education. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen. Women have played a very important role in human society [10]. They are creator; they should be given facility to get knowledge so that they may earn their own bread. Women should be taught about environmental deterioration and protection as they have played a significant role in environmental movement such as chipko movement; they played a role in protestation against the commercial exploitation of the Himalaya forest. Now the world has awoken and United Nations in 1995 realized and recognized women's need in planning of natural resources and decision-making process. Indian women's education has, however, certainly improved since independence. Many urban women are highly educated in the sciences, medicine, computer technology, and the social sciences. India now has missions of female doctors, nurses, teachers, and social workers. Yet, in most important fields, girl students are outnumbered, and women professionals do not often receive equal pay, even though Indian women scientists, for example, are among the world's most talented. Such gender disparities in education will continue until girls are valued as highly as boys; until patriarchy and sexual predation are reduced; and until female feticide and infanticide, reflected in the sex disproportion of India's population. Women Education is very necessary to make the bright future of the family, society and country.

## **CONCLUSION**

Women as educationists have played a crucial role in shaping the educational landscape and empowering generations of learners. Their unique perspectives, nurturing approaches, and advocacy for gender equality have a positive impact on students and communities. Efforts to promote gender equality and support women in the education profession are vital for ensuring equal opportunities, career advancement, and work-life balance. By recognizing and celebrating the contributions of women as educationists, we acknowledge their invaluable role in fostering quality education, empowering students, and building a more equitable and inclusive society.



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