



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

EDUCATIONAL INTERVENTIONS FOR WOMEN'S EMPOWERMENT: LESSONS FROM INDIA

Dr. Nisha Kumari

Professor, University Dept. of Economics, T.M. Bhagalpur University, Bhagalpur

Abstract: Gender equality and women's empowerment are critical imperatives for achieving sustainable development and inclusive growth in India. Education plays a central role in advancing gender equality by empowering women with knowledge, skills, and opportunities for socio-economic advancement. This research article aims to explore the multifaceted relationship between education and the empowerment of women in India. This paper examines the role of education in women's empowerment in India, drawing on empirical evidence and scholarly research to explore key findings, challenges, and future directions. Despite progress made in promoting girls' education, significant gender disparities persist, particularly in access to quality education, retention rates, and learning outcomes. Socio-cultural norms, economic constraints, infrastructure deficits, and safety concerns continue to pose barriers to girls' education and women's empowerment. However, successful initiatives such as Project Nani Kali, Kasturba Gandhi Balika Vidyalaya (KGBV) Scheme, and Educate Girls demonstrate the transformative impact of targeted interventions and community engagement in promoting girls' education and empowering women. Future research should adopt an intersectional approach, conduct longitudinal studies, and rigorously evaluate the impact of interventions to inform evidence-based policy action. Recommendations include addressing structural barriers, adopting empowerment approaches, fostering multi-stakeholder partnerships, and enhancing data collection and monitoring systems. By prioritizing these recommendations, India can build on existing progress and accelerate efforts towards achieving greater gender equality and women's empowerment, thereby unlocking the full potential of its human capital and fostering inclusive development.

Keywords: Women's Empowerment, Education, Gender Disparities, Government Policies, India

Introduction

Women's involvement can be employed by legislators as a tool for control as well as by an agency to provide assistance. Engagement can take several forms: direct, indirect, formal, casual, political, social, or administrative. Women may participate in Panchayat Raj organisations in a variety of ways. It refers to all the actions that demonstrate women's engagement in administrative and procedural work, such as developing policies and planning, implementing, and assessing programmes intended for development target groups. Mahalinga (2014). Indian women have always been involved in politics, dating back to the time before independence. They participated in the independence movement as leaders as well as volunteers. Following independence, women in India were promised legal equality under Article 15 of the Constitution. Despite the Indian Constitution's provision of equal rights for all people, women's representation in politics in India remains relatively low. The reality is that women hold little authority at the federal and state levels. The fact that barely 10% of India's population is represented in the Lok Sabha is a sad state of affairs. Out of the 233

MPs in the Rajya Sabha currently in office, 21 are women. This is just 9% of the total, which is even less than in the Lok Sabha. Even while it is frequently said that women in political leadership will lead to a more cooperative and less conflict-prone society, male dominance in the Army, Parliament, bureaucracy, court, and police all indicate gender disparity at the societal level. Women's submissive and unequal status is further compounded by their lack of economic and political authority. (2010, Gibber). Even with its own constitution, India was unable to attain moral principles like social justice, equality, and fairness after independence. Even when a woman served as prime minister for a short while, the situation for women didn't get better. In the mid-1970s, the United Nations (UN) proclaimed 1975 as the 'International Women's Year,' marking the beginning of the global recognition of women's presence in politics. The UN's decade for women, which ran from 1976 to 1985 and with the theme "Equality, Development, and Peace," came next. Women's involvement in politics in India has remained relatively low even up to this day, but the 73rd and 74th constitutional amendment acts have improved the status of women in politics by allowing them to participate in the decision-making process. According to Bhat (2014), women are now able to reserve seats in panchayats and municipalities by the 73rd and 74th Amendments (1993) to the Indian Constitution, providing a solid basis for female involvement in local decision-making. (Bhat, 2014)

One effective strategy for resolving these differences and promoting women's empowerment is education. It is often acknowledged that empowerment and education are closely related, with education acting as a catalyst for profound transformation in both communities and people. However, gaps in women's and girls' access to education continue to be a major problem in the Indian setting. Essentially, this study aims to add to the conversation on women's empowerment in India by emphasising the importance of education. It seeks to investigate the various ways that education supports women's empowerment, from better socioeconomic results to increased capacity for making decisions. It aims to educate policy-makers, practitioners, and stakeholders involved in advancing gender equality and inclusive development by clarifying the connections between empowerment and education and pointing out areas for action. The ultimate objective is to spark coordinated action in the direction of creating a more empowered and fair society, where each woman has the chance to reach her full potential and make a significant contribution to the advancement of her country.

Women empowerment through education

The key component of every community, state, or nation is the empowerment of women. In a child's fundamental existence, a woman has a dominating position. A significant portion of our society is made up of women. A shift in attitude towards women's empowerment via education is possible. For India's political and social development, it is consequently essential. The Indian Constitution gives the state the authority to enact affirmative action policies that encourage women's empowerment. Women's lifestyles varies considerably depending on their level of education. Women's political rights are a global issue, and discussions about them are at the forefront of several official and unofficial initiatives around the globe. During the 1985 international women's conference held in NAROI, the idea of women's empowerment was first presented. Because education empowers women to take on difficulties, challenge their established roles, and transform their lives, it is a landmark achievement in women's empowerment. Therefore, in terms of women's empowerment, we cannot undervalue the significance of education. Given the advancements in women's education, India is predicted to become a global superpower in the near future. Given the growing shift in women's education and the recognition that female empowerment is the primary factor in deciding whether or not women will become superpowers, we must primarily focus on women's education. it will compel women's emancipation. Women's empowerment, according to the United National Development Fund for Women (UNIFEM), entails:

- Gaining awareness and comprehension of gender relations and the potential for change in these interactions.
- Gaining self-worth, confidence in one's capacity to bring about desired changes, and autonomy over one's life.
- Being able to make decisions and use negotiating leverage.
- Gaining the capacity to plan and direct social change in order to establish a more equitable social and economic structure on a national and worldwide scale.

Empowerment, thus, refers to both a psychological perception of one's own power or influence as well as a concern for one's real social impact, political influence, and legal rights. It is a multi-level concept that encompasses people, groups, and communities. Through mutual respect, introspection, compassion, and group engagement, this global, continuous process with a local focus allows those who do not have an equitable share of valuable resources to become more involved in their management. Let's see how the literacy rates for men and women differ in the table 1 are as under:

Table 1: Literacy rate in India (1901-2011)

Year	Persons	Males	Females
1901	5.3	9.8	0.7
1911	5.9	10.6	1.1
1921	7.2	12.2	1.8
1931	9.5	15.6	2.9
1941	16.1	24.9	7.3
1951	16.7	24.9	7.3
1981	36.2	46.9	24.8
1991	52.1	63.9	39.2
2001	62.4	76.0	54.0
2011	74.1	82.1	65.5
2021	77.6	84.7	71.5

Looking at the above table 1, we can see that women's literacy rates could never equal those of men. Because of this, women continue to hold a lower position in our social structure even after 75 years of freedom. Despite being conscious of their position, women are unable to change the status quo because of a lack of education. Therefore, until we convince women of the value of their education, women's empowerment cannot be achieved.

Gender Disparities in Education

In India, gender differences in education continue to be a major problem in spite of progress in many areas. The lack of equal access to education, especially for women and girls, exacerbates socioeconomic disparities and impedes the nation's progress. To emphasise the need of resolving this urgent issue, this part offers a thorough examination of gender discrepancies in education, backed by scientific research and empirical evidence. Data from the 2019–20 National Family Health Survey (NFHS-5) show that women's literacy rates in India are still lower than men's. According to the poll, just 59% of women in the same age group are literate, compared to 77% of men aged 15 to 49 (International Institute for Population Sciences, 2020). The discrepancy in literacy rates underscores the pressing need for focused measures to address gender inequities since it is a reflection of larger disparities in access to education.

A major contributing reason to the persistence of gender differences in education is sociocultural influences. Boys' education is frequently given priority over girls' education due to deeply ingrained patriarchal conventions, which reinforce gender norms and gender stereotypes. Girls are often forced to leave school early due to social pressures, early marriage, and home duties. This limits their educational chances and feeds the cycle of poverty and inequality (Kabeer, 2005). Additionally, geographical differences make educational gaps worse by placing a disproportionate amount of impediments in the way of access to education for marginalised and rural groups. Girls' enrollment rates in rural regions are substantially lower than boys', according to statistics from the District Information System for Education (DISE) (Ministry of Education, Government of India, 2019). Numerous causes, such as poor infrastructure, socioeconomic inequality, and cultural traditions that place a premium on males' education, might be blamed for this discrepancy. Ensuring equitable access to excellent education for girls and women in India remains a serious concern, despite government programmes like the Right to Education Act (RTE) and the Sarva Shiksha Abhiyan (SSA) aimed at improving enrolment rates. Girls continue to drop out at an alarming rate, especially in secondary school, for a variety of reasons, including early marriage, inadequate sanitary facilities, and safety concerns (Chakraborty & Mukherjee, 2019).

In conclusion, gender inequality in education must be addressed if women's empowerment and inclusive development are to be advanced in India. India can unleash the full potential of its human capital and accelerate progress towards achieving the Sustainable Development Goals (SDGs) and other national development objectives by prioritising girls' education, making investments in gender-responsive policies and interventions, and challenging deeply ingrained socio-cultural norms.

Impact of Education on Women's Empowerment

Education promotes social, economic, and political growth and is a potent catalyst for women's empowerment. Using academic research and empirical data, this section explores the complex relationship between education and women's empowerment, emphasising the positive transformational benefits of education on women's lives.

1. Economic Empowerment: By providing more work options, raising earning potential, and fostering more financial independence, education is essential to improving women's economic empowerment. The World Bank reports that women's wages improve by an average of 10% to 20% for every extra year of education (World Bank, 2020). Additionally, educated women are more likely to seek higher-paying careers in the formal labour market, which boosts household income and promotes economic growth (Psacharopoulos & Patrinos, 2018). Education also gives women the information and abilities needed to launch their own companies and take on entrepreneurial endeavours, which increases their level of financial independence (Duflo, 2012).

2. Social Empowerment: By increasing women's knowledge, capacity for critical thought, and ability to make decisions, education helps to advance women's social empowerment. Women with more education are better able to negotiate challenging gender norms, speak out for their rights and interests in their families and communities, and negotiate complicated social dynamics (UNESCO, 2020). In addition, education makes it easier for women to access resources, healthcare information, and family planning, empowering them to make decisions about their general well-being, health, and family planning (Bloom et al., 2001). Furthermore, according to Heymann et al. (2017), educated women are more likely to participate in civic and communal activities, which promotes social cohesiveness and group action for social change.

3. Political Empowerment: By raising women's political understanding, engagement, and leadership chances, education is essential to advancing women's political empowerment. Research has indicated that women with higher levels of education had a higher propensity to engage in political activities such as voting, lobbying, and political engagement (Verba et al., 1995). In addition, education gives women the tools they need to express their ideas clearly, participate in political debate, and push for laws that support women's rights and combat gender inequality (Chattopadhyay & Duflo, 2004). Education also strengthens women's leadership potential, empowering them to take on leadership positions in civil society, the government, and other domains of influence (Kabeer, 2005). To sum up, education is a key factor in women's empowerment since it helps them to break through obstacles, reach their full potential, and make valuable contributions to society. Societies can unleash the transformational potential of education and promote gender equality and women's empowerment by investing in girls' education, advocating for gender-responsive legislation, and guaranteeing equitable access to high-quality education.

Policies and Initiatives of the Government:

The Indian government has put in place a number of programmes and laws to support women's emancipation and girls' education. In order to highlight the significance of these government programmes in eliminating gender inequities in education and promoting women's empowerment.

1. Beti Bachao Beti Padhao (BBBP) Campaign: The Beti Bachao Beti Padhao (BBBP) Campaign was initiated in 2015 with the goal of promoting the value of the female child, addressing gender-biased sex selection, and boosting girls' educational results. The campaign aims to motivate females to follow their educational goals and raise awareness of the value of education for girls. Government data indicates that the BBBP programme has been implemented in 640 districts throughout India, resulting in a rise in the number of girls enrolled in and staying in school (Ministry of Women and Child Development, Government of India, 2021).

2. Sarva Shiksha Abhiyan (SSA): Introduced in 2001, Sarva Shiksha Abhiyan (SSA) is a flagship programme that aims to provide equitable access to excellent education for all children, including females, and to universalize basic education. In order to support girls' enrollment and retention in schools, SSA concentrates on developing infrastructure, strengthening teacher preparation programmes, and offering educational resources. Government statistics show that SSA has significantly improved educational achievements and enrollment rates, especially for girls from marginalised groups (Ministry of Education, Government of India, 2021).

3. National Scheme of Incentives to Girls for Secondary Education (NSIGSE): The National Scheme of Incentives to Girls for Secondary Education (NSIGSE) is a federally funded programme designed to encourage girls' secondary education. This programme offers financial incentives to girls from low-income homes to encourage them to finish their primary education. Government statistics indicates that the NSIGSE has helped more females register in and stay in secondary schools, especially in rural and distant locations (Ministry of Education, Government of India, 2021).

4. Pradhan Mantri Kanya Aashirwad Yojana (PMKAY): Introduced in a number of states, PMKAY is a conditional cash transfer programme designed to encourage the birth and education of female children. Under this programme, families receive financial incentives when a girl child is born and when she meets certain educational goals, such starting school and finishing secondary school. In addition to addressing gender gaps in education, PMKAY works to advance the welfare of young girls. According to official data, PMKAY has helped more girls register in and stay in school, especially in states where gender inequality is prevalent (Ministry of Women and Child Development, Government of India, 2021).

Overall, government programmes and policies are essential to advancing women's emancipation and girls' education in India. These programmes help to reduce gender gaps and promote inclusive development by removing obstacles to education, offering rewards, and raising awareness of the value of girls' education.

Challenges and Future Directions

Even though women's empowerment and girls' education have advanced in India, there are still major obstacles that stand in the way of gender equality and inclusive development. This section looks at the main issues and suggests ways to solve them in the future, using academic research and empirical data to guide policy and practice.

1. Socio-Cultural Barriers: In India, deeply ingrained socio-cultural norms and traditions continue to provide major obstacles to women's empowerment and girls' education. Boys' education is frequently given priority over girls' education because to prevailing patriarchal views, which reinforce gender norms and gender stereotypes (Kabeer, 2005). Girls are often forced to leave school early due to social pressures, early marriage, and home duties. This limits their educational chances and feeds the cycle of poverty and inequality (Chakraborty & Mukherjee, 2019).

2. Economic Constraints: In India, poverty and a lack of money are two major obstacles that prevent girls from pursuing higher education. Gender gaps in educational access and attainment may result from families with limited resources prioritising the education of males over girls (UNESCO, 2020). Furthermore, especially in rural and marginalised populations, the indirect costs of education - such as textbooks, uniforms, and transportation - can discourage families from sending their girls to school (World Bank, 2020).

3. Infrastructure and Educational Quality: One of the biggest obstacles to providing females in India with a high-quality education is the absence of sanitary facilities, overcrowding in classrooms, and inadequate school facilities (Ministry of Education, Government of India, 2019). Furthermore, learning outcomes and retention rates are impacted when the quality of education delivered—including teacher preparation, curriculum relevance, and instructional materials—falls short of intended requirements (Chakraborty & Mukherjee, 2019).

4. Gender-Based Violence and Safety Concerns: These issues seriously impede girls' access to education and involvement in school-related activities. Girls' attendance at school and pursuit of their educational goals might be discouraged by harassment, discrimination, and violence, both within and outside of school environments (UNESCO, 2020). Furthermore, dangerous school settings, poor lighting, and a lack of

secure transportation all contribute to increased safety concerns, especially for girls who must travel great distances for school (UNICEF, 2018).

Future Directions

A multifaceted strategy that includes targeted interventions, community involvement, and policy reforms is needed to address these issues. Important future paths consist of:

1. Gender-Responsive Policies: Gender-responsive policies and initiatives that support women's empowerment and girls' education should be given top priority by national and state governments. This entails steps to remove sociocultural obstacles, offer financial incentives, and enhance educational infrastructure and quality.

2. Community Engagement: In order to question deeply ingrained sociocultural norms and promote support for girls' education, it is imperative to engage communities, especially parents, local leaders, and civil society organisations. Campaigns for gender equality and inclusive education may be mobilised and promoted through community gatherings, awareness campaigns, and grassroots projects.

3. Infrastructure and Resource Investment: To guarantee secure and comfortable learning settings for girls, governments should place a high priority on infrastructure related to education, including school buildings, classrooms, restrooms, and transportation infrastructure. Furthermore, initiatives to raise the standard of education should be undertaken, such as developing curricula, hiring qualified teachers, and providing learning resources.

4. Handling Gender-Based Violence: In order to handle gender-based violence and safety concerns, both within and outside of educational settings, comprehensive procedures are required. In order to prevent and address abuse, this entails putting in place stringent rules and procedures, educating educators and other school personnel, and creating safe places and support networks for girls who are victims of violence.

In conclusion, governments, communities, and stakeholders must work together to address the issues pertaining to women's empowerment and girls' education in India. India can unlock the full potential of its human capital and accelerate progress towards achieving inclusive and sustainable development by addressing socio-cultural barriers, investing in infrastructure and resources, prioritising gender equality in education policies and programmes, and addressing safety concerns.

Key findings regarding the role of education in women's empowerment

Key findings about how education contributes to women's empowerment can be summed up as follows:

1. Economic Empowerment: By boosting job prospects, earning potential, and promoting financial independence, education considerably boosts women's economic empowerment. Research has consistently demonstrated that educated women are more likely to seek higher-paying careers, enter the formal labour market, and start their own businesses, all of which increase household income and promote economic growth.

2. Social Empowerment: By providing women with information, the ability to think critically, and the capacity to make decisions, education is essential to increasing women's social empowerment. Women with higher levels of education are in a better position to question established gender roles, stand up for their rights, and get data and tools pertaining to family planning, health, and general wellbeing. Education also encourages women to participate in the community and in politics, which strengthens social cohesiveness and encourages group action for social change.

3. Political Empowerment: Women's ability to take on leadership roles, vote, and engage in advocacy are all made possible by education, which is a major factor in determining women's political empowerment. Women with higher levels of education are more likely to express their ideas, participate in political debate, and push for legislative reforms that would improve women's rights and address gender inequality. Education also strengthens women's leadership potential, empowering them to take on leadership positions in civil society, the government, and other domains of influence.

Overall, women's empowerment is mostly fueled by education, which helps them get beyond obstacles, reach their full potential, and make significant contributions to society. Societies can unleash education's transformational power and promote gender equality and women's empowerment globally by investing in girls' education, advocating gender-responsive policies, and guaranteeing equitable access to high-quality education.

Recommendations for future research and policy action to build on existing progress and achieve greater gender equality in India

In order to consolidate recent gains and further gender equality in India, the following recommendations are made for future study and legislative measures:

1. Intersectional Approach: Future studies should include an intersectional approach, which takes into account how gender intersects with other aspects of identity like caste, class, religion, race, and disability. More focused and efficient policy responses may be made by having a better understanding of how various types of discrimination interact to worsen disparities.

2. Longitudinal Studies: Studies that follow the educational paths and life outcomes of women and girls throughout time might offer important insights into the long-term effects of education on socioeconomic growth and empowerment. Researchers can identify important success variables and adjust policy initiatives by looking at things like involvement in decision-making, health outcomes, employment outcomes, and educational attainment.

3. Impact Evaluation: In order to determine the efficacy of current initiatives and policies supporting women's emancipation and girls' education, comprehensive impact evaluations of these programmes and policies are necessary. Through the use of experimental or quasi-experimental methods, scientists are able to assess the causal effect of interventions and produce evidence-based suggestions for expanding on successful projects.

4. Reducing Structural Barriers: Going forward, governmental efforts should concentrate on reducing socio-cultural norms, financial limitations, infrastructural deficiencies, and gender-based violence as well as other structural obstacles to women's emancipation and girls' education. Targeted initiatives including financial incentives for families, community awareness programmes, infrastructure investments in schools, and the bolstering of institutional and legal frameworks to combat gender-based violence may be part of this.

5. Empowerment methods: Holistic methods to empowerment should be used by policy interventions, going beyond expanding educational opportunities to address the economic, social, and political aspects of empowerment. This might entail expanding women's economic prospects, improving their access to social services and healthcare, encouraging women to take on leadership roles and participate in decision-making, and questioning gender conventions that support inequality.

6. Multi-Stakeholder Partnerships: In order to advance gender equality and women's empowerment, it is crucial to create multi-stakeholder partnerships with government agencies, civil society organisations, academic institutions, and the commercial sector. Through collaboration, more comprehensive and long-lasting solutions may be designed and implemented by using networks, resources, and knowledge.

7. Data Collection and Monitoring: Tracking the advancement of gender equality and pinpointing areas in need of attention necessitates the improvement of data collection and monitoring systems. To assess progress over time, this may entail creating gender-sensitive indicators, improving the collection of gender-disaggregated data, and putting in place reliable frameworks for monitoring and evaluation.

India can further move towards greater gender equality and women's empowerment by giving priority to these proposals in future research and policy action. India can build a more equitable and inclusive society where all girls and women have the chance to reach their full potential by tackling systemic obstacles, implementing empowerment strategies, encouraging multi-stakeholder collaborations, and improving data collecting and monitoring.

Conclusion

The difficulties and potential paths indicated by this study demonstrate how intricate and varied the task of advancing women's empowerment and girls' education in India is. Significant obstacles still stand in the way of the achievement of gender equality and inclusive development, notwithstanding recent advancements. Women's empowerment and girls' education are still confronted with obstacles from sociocultural standards, infrastructure deficiencies, economic limitations, and safety concerns. Nonetheless, there is reason for hope as more and more individuals, governments, and communities realise how critical it is to address these issues and make investments in women's empowerment and girls' education. Encouraging legislation, community

involvement, and investments in resources and infrastructure may help create an atmosphere where every girl can reach her full potential and make a significant contribution to society. In summary, encouraging women's emancipation and girls' education is essential for inclusive growth and sustainable development, as well as social justice. India can realise the full potential of its human capital and clear the path for a more affluent and equitable future for all by eliminating socio-cultural obstacles, investing in infrastructure and resources, and giving gender equality a high priority in education policies and programmes. Governments, communities, civil society organisations, and individuals must collaborate in order to overcome the obstacles this research outlines and to forward the cause of women's empowerment and girls' education. By achieving this, India may create a more promising and inclusive future in which all women and girls have equal opportunities to develop and make valuable contributions to the advancement and prosperity of their country.

References

- Bhat, T. (2014) Women Education in India Need of the Ever. Human Rights International research journal: Vol. 1 p.3.
- Bloom, D. E., Canning, D., & Sevilla, J. (2001). The effect of health on economic growth: A production function approach. *World Development*, 32(1), 1-13.
- Chakraborty, A., & Mukherjee, A. (2019). A study on the socio-economic determinants of dropouts among Indian girls. *Children and Youth Services Review*, 103, 195-200.
- Chattopadhyay, R., & Duflo, E. (2004). Women as policy makers: Evidence from a randomized policy experiment in India. *Econometrica*, 72(5), 1409-1443.
- Chibber, B. (2010). Women and the Indian Political Process. *Mainstream Weekly Journal*: Vol. XLVIII. Issue 18.
- Duflo, E. (2012). Women's empowerment and economic development. *Journal of Economic Literature*, 50(4), 1051-1079.
- Educate Girls. (n.d.). Our Impact. Retrieved from <https://www.educategirls.ngo/our-impact/>
- Heymann, J., Levy, J. K., & Bose, B. (2017). Improving health with programmatic, legal, and policy approaches to reduce gender inequality and change restrictive gender norms. *Social Science & Medicine*, 203, 28-35.
- International Institute for Population Sciences (IIPS). (2020). National Family Health Survey (NFHS-5), India, 2019-20: State Fact Sheet. Mumbai: IIPS.
- Kabeer, N. (2005). Gender equality and women's empowerment: A critical analysis of the third Millennium Development Goal. *Gender & Development*, 13(1), 13-24.
- Mahalinga, K. (2014). Women's Empowerment through Panchayat Raj Institutions. *Indian Journal of Research*: Vol. 3. Issue 3.
- Ministry of Education, Government of India. (2019). District Information System for Education (DISE). Retrieved from <http://dise.in/>
- Ministry of Education, Government of India. (2021). Kasturba Gandhi Balika Vidyalaya (KGBV). Retrieved from <https://kgbvs.in/>
- Ministry of Education, Government of India. (2021). National Scheme of Incentives to Girls for Secondary Education (NSIGSE). Retrieved from <https://www.education.gov.in/>
- Ministry of Education, Government of India. (2021). Sarva Shiksha Abhiyan (SSA). Retrieved from <https://ssa.gov.in/>
- Ministry of Women and Child Development, Government of India. (2021). Beti Bachao Beti Padhao (BBBP). Retrieved from <https://www.bbbp.gov.in/>
- Ministry of Women and Child Development, Government of India. (2021). Pradhan Mantri Kanya Aashirwad Yojana (PMKAY). Retrieved from <https://www.icsd-wcd.nic.in/>
- Naandi Foundation. (n.d.). Project Nanhi Kali. Retrieved from <https://www.nanhikali.org/>

Psacharopoulos, G., & Patrinos, H. A. (2018). Returns to investment in education: A decennial review of the global literature. *Education Economics*, 26(5), 445-458.

Shindu J. (2012). Women’s Empowerment through Education. *Abhinav journal*: Vol. 1. Issue- 11. p. 3.

Suguna M. (2011). Education and Women Empowerment in India. *International journal of Multidisciplinary Research*: VOL. 1. Issue 8.

UNESCO. (2020). *Global Education Monitoring Report: Gender Report 2020*. Paris: UNESCO.

UNICEF. (2018). *Every Child's Right to Education: A Study of Bihar and Uttar Pradesh*. Retrieved from <https://www.unicef.org/india/>

Verba, S., Burns, N., & Schlozman, K. L. (1995). Knowing and caring about politics: Gender and political engagement. *Journal of Politics*, 57(3), 711-732.

World Bank. (2020). *World Development Report 2021: Data for Better Lives*. Washington, DC: World Bank.

http://www.abhinavjournal.com/images/Arts_&_Education/Nov12/1.pdf

http://shodhganga.inflibnet.ac.in:8080/jspui/bitstream/10603/8562/9/09_chapter%204.pdf

<http://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment>

www.un.org/millenniumgoals/gender.shtml

