

Women Empowerment: The Essential Role of Education for Women in India

Atula U. Patil^{1*}, Uday A. Patil², Varsharani S. Gaikwad³

Abstract

Education has long been acknowledged as one of the most powerful instruments of social transformation, and in the Indian context, it holds unique significance for women's empowerment. The empowerment of women is central to reducing gender inequality, dismantling patriarchal norms, and achieving inclusive growth. Women's education does not merely provide literacy; it develops autonomy, fosters confidence, and equips women with the skills necessary for meaningful participation in social, political, and economic life. In India, the history of women's education reflects a gradual but uneven journey from exclusion during the pre-colonial era to progressive reforms in the colonial and post-independence periods. Pioneers such as Savitribai Phule and Raja Ram Mohan Roy championed the cause of girls' education, laying the foundation for constitutional guarantees and subsequent policy frameworks. Post-independence, the Indian state enacted policies such as the National Policy on Education (1968, 1986) and the Right to Education Act (2009), and more recently, the National Education Policy (2020), each emphasizing gender equity in education. Despite progress, systemic barriers persist—child marriage, gender stereotypes, rural-urban divides, infrastructural deficits, economic hardship, and the digital divide. These obstacles disproportionately affect girls and women in marginalized communities, perpetuating cycles of poverty and inequality. This essay explores ways education may empower women in India. It covers the historical trajectory of women's education, assesses government programs, identifies recurrent difficulties, and shows success stories through case studies. The paper also compares India's progress with global examples from Bangladesh and Sri Lanka, demonstrating how targeted investments in girls' education led to measurable socioeconomic gains. Findings underscore that women's education improves health outcomes, enhances economic independence, fosters leadership, and creates intergenerational benefits. The report ends with suggestions for policies that center on awareness campaigns, teacher recruitment, vocational training, and digital inclusion. For India's healthy future, women's education is not only a social good but also a democratic and financial requirement.

Keywords: Women empowerment, education policy, gender equality, digital divide, socioeconomic development, women leadership, vocational training

*Author for Correspondence

Atula U. Patil

E-mail: atulapatil1109@gmail.com

¹Assistant Professor, Department of Physics, Rajaram College, Kolhapur, Maharashtra, India

²Assistant Professor, Department of Technology, Shivaji University, Kolhapur, Maharashtra, India

³Assistant Professor Department of Electronics and Telecommunication, All India Shri Shivaji Memorial Society's Polytechnic, Pune, Maharashtra, India

Received Date: May 22, 2025

Accepted Date: August 23, 2025

Published Date: February 20, 2026

Citation: Atula U. Patil, Uday A. Patil, Varsharani S. Gaikwad. Women Empowerment: The Essential Role of Education for Women in India. International Journal of Trends in Humanities. 2026; 3(1): 19–23p.

INTRODUCTION

Education is universally recognized as the foundation of social progress and of human development. Education equips individuals with the knowledge, skills, and values essential for personal growth and collective well-being. For women, particularly in a society like India, where historical inequalities persist, education serves as a powerful means of liberation and empowerment. It enables women to exercise their agency, challenge discriminatory practices, and contribute productively to economic and political life.

India, the world's most populous democracy, cannot achieve its developmental goals without ensuring equitable access to education for its women. Despite producing globally recognized female leaders in politics, business, and science, the country continues to struggle with gender disparities in educational attainment. The United Nations Educational, Scientific and Cultural Organization (UNESCO) reports that India has one of the largest populations of illiterate women worldwide, particularly concentrated in rural and marginalized communities.

Women's education has a cascading influence on society. Mothers with higher levels of education are more likely to send their children to school, which promotes intergenerational advancement. Women with higher levels of education frequently marry later, have smaller families, and make well-informed decisions about their health and the welfare of their children. Moreover, education helps women claim political representation, participate in leadership, and push for communal improvement. Consequently, the issue of women's education is linked to India's socioeconomic development rather than being in a vacuum [1].

EDUCATION SYSTEM IN INDIA

The history of women's education in India mirrors the country's broader sociopolitical struggles. In the pre-colonial era, women's education was limited and largely confined to religious and domestic instruction. Formal learning opportunities were scarce, and societal structures discouraged women from pursuing intellectual development in the region.

The colonial period witnessed the emergence of reform movements that laid the foundation for women's education in India. Reformers such as Raja Ram Mohan Roy advocated for the abolition of regressive practices such as *sati* and emphasized the importance of education for women's empowerment. Jyotirao and Savitribai Phule, pioneers in Maharashtra, established schools for girls and challenged caste and gender-based discrimination. For instance, Savitribai Phule is regarded as India's first female academic who battled deeply established patriarchal obstructions in addition to teaching.

During British rule, missionary schools and progressive reformers expanded opportunities for girls, although access remained limited to urban elites. Post-independence, the framers of the Indian Constitution enshrined equality and the right to education as fundamental rights in the Constitution. The state assumed responsibility for promoting universal access to schooling, leading to a gradual increase in female literacy rates.

Policies such as the National Policy on Education (1968, 1986) [2] emphasized girls' enrollment, while grassroots campaigns sought to reduce dropout rates. The 1990s and the early 2000s witnessed adult literacy movements, mid-day meal schemes and community participation programs. These efforts collectively contributed to a steady increase in women's literacy; however, stark regional and socioeconomic disparities remain visible.

After India gained independence in 1950, the government established a planning commission to develop and expand the educational sector. In 1968, the National Policy on Education (NPE) was introduced, recommending the '10+2+3' educational structure to ensure compulsory education for all children under 14 years of age.

In 1986, under the leadership of Prime Minister Rajiv Gandhi, the education strategy was modified to enhance higher education opportunities for women in India. By encouraging equal access to education, the National Education Policy (NEP) 2020 consolidated this commitment to education. The NEP 2020 focuses on restructuring school curricula, reducing dropout rates, achieving a 50% gross enrollment ratio in higher education, and establishing research foundations [3].

CHALLENGES IN WOMEN'S EDUCATION

Despite progressive policies, several barriers hinder women's access to education in India:

1. *Societal beliefs and traditions*: Cultural norms and conservative mindsets in some communities restrict girls from pursuing education. Many families still prioritize boys' education over girls', believing that women's primary purpose is familial rather than professional [3].
2. *Early marriage*: Despite legal mandates, child marriage remains prevalent, depriving girls of their right to education. Many girls are forced to drop out of school to fulfill domestic responsibilities, limiting their potential for personal and professional growth in the future [4].
3. *Gender discrimination*: Gender bias is prevalent in rural areas, thus restricting girls' utilization of education [5].
4. The preference for educating boys over girls persists, often leading to lower literacy rates among women.
5. *Economic constraints*: Although primary education is free, financial burdens discourage families from investing in girls' education. Girls' educational opportunities are further hampered by costlier items such as books, uniforms, and transportation.
6. *Superstitions and patriarchal attitudes*: Deep-rooted societal biases often undermine the importance of educating girls. Many communities still believe that higher education is unnecessary for women, reinforcing gender-based stereotypes.
7. *Lack of infrastructure*: Insufficient schools, a lack of female teachers, and inadequate sanitation facilities act as barriers to girls' education. Many girls drop out due to the absence of separate toilets, long travel distances to schools, and safety concerns for girls.
8. *Digital divide*: Limited access to digital technology and Internet facilities in rural areas restricts educational opportunities for girls. The lack of digital literacy further hinders their ability to compete in modern educational and professional settings [6].

To address these challenges, the Government of India launched several initiatives:

- *Beti Bachao, Beti Padhao Abhiyan* [7] (2015): By raising awareness and offering grants, this project seeks to improve the child sex ratio and advance female education.
- *National Scheme of Incentives* (2008): Provides financial aid for secondary education to girls from SC/ST and economically weaker backgrounds, encouraging them to continue their education.
- *SABLA Yojana*: This program focuses on empowering adolescent girls through life skills education, nutrition, and healthcare awareness to support their overall development.
- *Mahila Samakhya Programme*: This programme encourages women's empowerment through education in rural areas, promoting leadership and participation in community development.
- *Digital Saksharta Abhiyan*: This program aims to improve digital literacy among women, particularly in underserved communities, ensuring access to modern education and job opportunities [6].

POSITIVE IMPACT OF EDUCATION ON WOMEN'S EMPOWERMENT

Education is not merely about acquiring knowledge; it also enhances critical thinking, creativity, and decision-making. The impact of education on women's empowerment is profound.

1. *Health and well-being*: Educated women challenge regressive traditions such as *sati pratha*, early marriage, and dowry. They are more aware of hygiene, nutrition, disease prevention, and family planning, ensuring better health for themselves and their families. Women with higher education tend to have fewer children, which reduces maternal and infant mortality rates.
2. *Economic independence*: Education provides women with financial literacy and career opportunities, fostering equal family dynamics. Financially independent women contribute to household income, leading to improved living standards.
3. *Improved social status*: Education boosts self-confidence, critical thinking, and problem-solving abilities, enabling women to challenge gender roles and advocate for their rights to be treated equally. Women with education are more likely to influence household decisions and participate in social reform.

4. *Political and leadership participation:* Educated women actively engage in policymaking, community development, and leadership roles, driving social transformation. Female leaders in politics and administration play a significant role in advocating gender-inclusive policies [8].
5. *Skill development:* Education enables women to acquire vocational and technical skills, enhancing their employability and entrepreneurial opportunities. Many government and private institutions offer skill development programs for women to start their own businesses or gain employment opportunities [9].
6. *Reduction in gender-based violence:* Educated women are more aware of their legal rights and are better equipped to combat gender-based violence and discrimination in the workplace. Awareness of laws such as the Domestic Violence Act and the POSH (Prevention, Prohibition & Redressal) Act helps women seek justice and protection.
7. *Improved family and community well-being:* An educated mother ensures better educational opportunities for her children, creating a positive cycle of progress in future generations. Educated women contribute to social development by fostering a balanced and inclusive society.

CASE STUDIES

Kerala's Literacy Model

Kerala is a leading example of the transformative impact of education on society. With near-universal literacy and the highest female literacy rate in India, Kerala demonstrates how sustained investments in education and healthcare, coupled with social reforms, yield these long-term benefits.

Rajasthan Information and Communication Technology (ICT) for Girls Program

Rajasthan's community-driven ICT programs have empowered rural women by equipping them with digital skills. Women trained in ICT have gained access to employment, health services, and financial independence [10].

SEWA (Self-Employed Women's Association)

SEWA has pioneered grassroots initiatives that integrate vocational training, literacy, and self-help. By linking education with economic opportunities, SEWA has empowered thousands of women across Gujarat.

INTERNATIONAL PERSPECTIVE

Comparative global experiences highlight the potential of focused interventions in women's education.

- *Bangladesh:* Conditional cash transfer programs and stipends for girls' education have significantly increased enrollment and reduced child marriages.
- *Sri Lanka:* Free and universal education policies have enabled the country to achieve near-universal literacy and gender parity in school enrollment.
- *Global lessons:* These cases demonstrate the importance of political will, targeted financial support, and community engagement in achieving gender parity in education in India.

India can adapt these strategies by strengthening financial incentives, expanding digital infrastructure, and engaging with local communities [11].

POLICY RECOMMENDATIONS

Based on the analysis, several recommendations emerge:

1. *Expand digital infrastructure:* Provide affordable devices, Internet connectivity, and digital literacy programs for rural women.
2. *Promote vocational and Science, technology, engineering, and mathematics (STEM) education:* Encourage women's participation in STEM fields and provide market-relevant vocational training [12].
3. *Scholarships and incentives:* Expand conditional cash transfers, stipends, and scholarships for girls from marginalized communities.
4. *Teacher training and recruitment:* Increase the number of female teachers and provide gender-sensitive training for educators.

5. *Community awareness campaigns*: Challenge gender stereotypes through awareness drives, media campaigns, and grassroots mobilization efforts.
6. *Public-private partnerships*: Leverage technology, industry partnerships, and NGOs to complement government efforts to reach underserved communities [13].

CONCLUSION

Education is a fundamental pillar of women's empowerment. Promoting gender equality, ensuring women's rights, and addressing structural barriers through education can create a progressive society. In the era of Artificial Intelligence and rapid technological advancement, empowering women through education is vital for fostering inclusive development. A well-educated woman not only uplifts her own life but also contributes significantly to the socioeconomic growth of the nation. There is a strong correlation between education and women's empowerment, highlighting the need for continued efforts to make education accessible to all women.

REFERENCES

1. Kabeer N. Gender equality and women's empowerment: a critical analysis of the third millennium development goal. *Gend Dev*. 2005;13(1):13-24. doi:10.1080/13552070512331332273.
2. Verma DH, Kumar A. New education policy 2020 of India: a theoretical analysis. *Int J Bus Manag Res*. 2021;9(3):302-306. doi:10.37391/IJBMR.090308.
3. Sentinel Digital Desk. (2021). NEP-2020 and higher education. [online] The Sentinel - of this Land, for its People. Available from: <https://www.sentinelassam.com/more-news/editorial/nep-2020-and-higher-education-543483>
4. UNICEF. (2014). Ending Child Marriage: Progress and Prospects. [online] UNICEF Data. Available from: <https://data.unicef.org/resources/ending-child-marriage-progress-and-prospects/>
5. Govinda R, Bandyopadhyay M. Access to Elementary Education in India: Country Analytical Review. Brighton (UK): Consortium for Research on Educational Access, Transitions and Equity; 2008. Available from: http://www.create-rpc.org/pdf_documents/India_CAR.pdf
6. Ahmed F. The digital divide and AI in education: addressing equity and accessibility. *AI Edify*. 2024;1(2):12-23.
7. Ministry of Women and Child Development, Government of India. Beti Bachao Beti Padhao (BBBP) Scheme. Annual Report 2020-21. New Delhi: Ministry of Women and Child Development; 2021. Available from: <https://wcd.gov.in/documents/report>
8. World Bank. Girls' Education: A Lifeline to Development. Washington (DC): World Bank; 2019.
9. Duflo E. Women empowerment and economic development. *J Econ Lit*. 2012;50(4):1051-1079. doi:10.1257/jel.50.4.1051.
10. Rai SM. The politics of access: narratives of women MPs in the Indian parliament. *Polit Stud*. 2012;60(1):195-212. doi:10.1111/j.1467-9248.2011.00915.x.
11. Jejeebhoy SJ, Sathar ZA. Women's autonomy in India and Pakistan: the influence of religion and region. *Popul Dev Rev*. 2001;27(4):687-712. doi:10.1111/j.1728-4457.2001.00687.x.
12. Sharma KA, Sharma DBS. Impact of digital literacy on women's economic empowerment in rural Rajasthan. *Int J Res Soc Sci Humanit*. 2026;7(1):33-45. doi:10.47505/IJRSS.2026.1.3.
13. UNICEF. The State of the World's Children: Education Edition. New York: UNICEF; 2016.