



UNIT 12 EMPOWERING GIRL CHILDREN

Structure

- 12.0 Introduction
- 12.1 Learning Objectives
- 12.2 The Concept of Empowerment
- 12.3 Initiatives of Empowering Girl Children
 - 12.3.1 Meaning of Empowerment
 - 12.3.2 Indicators of Empowerment of Woman
 - 12.3.3 Need for Empowering Girls
 - 12.3.4 Role of Education in Empowering
 - 12.3.5 Empowerment through formal and non-formal Education
- 12.4 Developing Life skills
 - 12.4.1 Mandats of the constitution
 - 12.4.2 Government Initiations and Policies
 - 12.4.3 Programs for Rural Girls
- 12.5 Role of Agencies in Empowering Women and Girls
 - 12.5.1 Role of the Government
 - 12.5.2 Role of NGO
 - 12.5.3 Role of Local Bodic Communities, SDMC
 - 12.5.4 Role of Schools and Teachers in Empowring Girl Children
- 12.6 Let Us Sum Up
- 12.7 Answers to Check Your Progress
- 12.8 Suggested Readings and References
- 12.9 Unit End Exercises

12.0 INTRODUCTION

Women constitute nearly 50 per cent of the total population of the world, yet they are the biggest excluded category in all spheres of life. They perform 2/3 work, earn only 1/3 of the remunerations and own only 10% of the property. We have learnt in the previous unit how gender discrimination subjugates women and girls in our society. Because of traditional bias and gender discrimination most of the women live in unacceptable conditions of poverty. This is due to the absence of economic opportunities and autonomy, lack of economic resources, lack of education and health facilities. They have no voice in development and in decision making process. Thus an immediate attention is required in order to ensure equal opportunities and practical realization of rights through education and empowerment. In the present unit we are going to discuss about the concept of empowerment, role of education in empowering women and girls. We also



see the need for developing life skills and initiatives of Government as well as non-governmental organisations in empowering girls and women.

12.1 LEARNING OBJECTIVES

On completion of this unit you should be able to-

- elucidate the meaning of empowerment.
- identify the various indicators of Empowerment.
- analyze the need for empowering girls.
- see the role and importance of education in Empowering girls.
- name government policies and other initiatives in promoting education.
- list the Government Programmes meant for rural girls and women.
- identify the role of NGOs in empowering girls and women.
- understand the role and responsibilities of a teacher in promoting education of girls.
- understand the importance of life skills.

12.2 THE CONCEPT OF EMPOWERMENT

Let us read the case study of Rama before understanding the concept of Empowerment.

Huliapura is a big village with school, health centre and panchayat office. Radhabai is an illiterate, poor widow with three small children. After the accidental death of her husband, Radhabai had to work in landlord's field for wages. She felt it difficult to manage the house with meager amount. So she decided to take her elder daughter, 9 year old Rama to field for work and to send the other two little boys Siddu (7 yrs), and Babu (4yrs) to school. After a week the teacher came to know the incidence. She felt bad for Rama and decided to visit Rama's house. First she went to local mahilasangha members and asked their help to persuade Rama's mother. All of them together met Radhabai and tried to convince her to send Rama back to school. After an hour long discussion she convinced about the importance of education and agreed to send her daughter to school. In return sangha members promised her to help in emergencies and in getting widow pension. Thus the situation turned well. Active Rama continued her education with teacher's encouragement and support. After twelve years of education Rama returned back to Huliapur as certified Pharmacist. She decided to serve her village and opened a medical shop with financial assistance from local bank. On the day of opening celebration the village sarpanch greeted Rama for her success and called her an empowered lady, a role model for village girls. Radhabai felt proud of her daughter Rama.

Why the sarpanch called Rama an empowered lady? What does it mean? Let us understand the meaning of the term empowerment.



12.2.1 MEANING OF EMPOWERMENT

In the term Empowerment, prefix 'em' to power gives the meaning 'to make', 'cause to be'. Thus the word empowerment is defined as to make powerful. The idea of power is at the root of the term empowerment. Power operates in four different ways:

1. *Power over:* Here the power involves a relationship of domination or subordination between individuals or groups.
2. *Power to:* The power gives decision making authority, power to solve problems and can be creative and enabling.
3. *Power within:* This refers to self confidence, self awareness and assertiveness.
4. *Power with:* This power involves people organizing with a common purpose to achieve collective goals

The kinds of power described above as power to, power with and power within can be developed as alternatives to power over. In other wards Empowerment involves challenging all forms of oppression.

Women Empowerment is conceptualized as a process of redistribution of social power and control over resources in favour of women. The resources are categorized into four, namely *natural resources* such as land, water and forest, *intellectual resources* such as information, knowledge, *human resources* such as people, labour and skills, and *financial resources* such as money and property. In the process of empowerment women get control over these resources and challenge the power structures that cause their subordination. Thus it enables them to gain greater access to knowledge and fiscal resources, greater autonomy in personal matters, to share power at domestic and political spheres of life. Empowerment is a dynamic process which aims at women's liberation, freedom of choice and equality in all spheres of life. Ultimately, with these, women bring change in their life.

Thus the concept of Empowerment is multidimensional. We can see empowerment at two levels – 1. Individual empowerment and 2. Collective empowerment. Individual empowerment includes socio- economic and political empowerment. The collective empowerment lies in collective consensus and action

Empowerment is a bottom-up process rather than something that can be formulated as a top down strategy. Women must empower themselves. All external interventions support the process. Empowerment cannot be defined in terms of specific activities or end results because it involves a process whereby women can freely analyze, develop and voice their needs and interests, without being imposed by others. In the bottom-up approach women themselves decides what they need. In Rama's case education increased her capability to take decision. She had the freedom of choice to select the way of life. This is empowerment.

12.2.2 INDICATORS OF EMPOWERMENT OF WOMEN

In the above case study village sarpanch called Rama an empowered lady. What made him to call like that? Is it her willingness to contribution to village



development or her ability to mobilizing resources or her confidence in starting a business? Yes! These are some indicators of women’s empowerment.

See figure No1 (given below), which is self explanatory. Empowerment enhances women’s self esteem, self confidence and makes her economically independent. Other indicators of empowerment are active participation in development processes, decision making capacity within the household and in political process, greater access to health and education, awareness about ones rights. The process of Empowerment enables women to understand their existing realities, factors that affect their situation. It enhances their capabilities to respond to the situation properly. In the process they get due recognition and their work valued properly.



Fig. No. 1 - Indicators of Empowered women

12.2.3 NEED FOR EMPOWERING GIRLS

In the above case study who faces challenges of life more efficiently? Radhabai or Rama? You have answer. . . No doubt, it is Rama. She is educated, empowered and more capable to face the challenges of life.

Knowledge is a power. But in our male dominated society most of the women are denied education because of social, cultural, economic reasons. She is expected to perform stereotyped roles like mother, wife and daughter. Even as working women not more than a teacher, a nurse and so on. Girls and boys are socialized to follow the norms and rules of the society without questioning.

Though our constitution promotes gender equality, the status of women and girls continues to be low. The main constraint is lack of awareness and education. To break the barriers of traditional practices which come in the way of empowering girls and to question the power imbalance she needs to be empowered. Power is not a commodity to be traded; it has to be acquired and exercised. By empowering



she gets greater control over circumstances that influences her life. Her access to knowledge and resources increases. She gains more autonomy in personal matters and freedom from biased customs and taboos. It gives her a freedom of choice. From development perspective unless giving attention to 50% of the excluded population the overall development of the nation is not possible. Thus empowering girls is of utmost importance to achieve a gender equal society.

12.2.4. ROLE OF EDUCATION IN EMPOWERING GIRLS

We have seen how education changed the life situation in Rama's case. After husband's death, Radhabai was struggling hard to meet the needs of her three children. She had no alternatives. Lack of education led her situation more vulnerable. Without knowing the consequences she stopped her daughter going to school. The vicious circle goes on like this.

In India the falling of sex ratio of women to men, low literacy rate, low life expectancy, unemployment, high maternal mortality, low medical facilities, high crime against women etc. are the indicators of their low status of women in the society. Her low status results from gender discrimination. Despite many development initiatives of the Government since independence gender disparity still exists, more in rural and among disadvantaged communities. It has been realized that merely providing infrastructure and welfare schemes and programmes do not bring change in their life situation. The only alternative is to empower women to make right choice and to play a positive role in their own development. At this juncture, education is seen as a vital source of raising consciousness, information and knowledge which gives power to challenge inequalities and oppression.

12.2.5 EMPOWERMENT THROUGH FORMAL AND NON-FORMAL EDUCATION

We have learnt that education as a tool of change in the status of women. Now we are going to see how formal and non formal set up of education deals with girl's education.

The *formal education* is linked with schools, colleges and educational institutions. In spite of constitutional measures of free and compulsory education for 6-14 age groups, a large number of girls compared to boys are out of school. They are of two categories- those who never attended school and those who have dropped out of school. In formal education the academic structure, standardized curriculum, full time schooling makes it inconvenient to many rural, poor and disadvantaged girls. Apart from these other affecting factors are the socio-economic conditions of the family and traditional attitude of the parents. A girl child, especially in rural areas has to support her family with paid and unpaid work. The other constraints are collecting drinking water, fodder, fire wood and sibling care. Early marriage is another big problem in rural areas. Thus the Formal education system failed to reach 'hard to reach' girls.



The concept of *Non formal education* (NFE) came into picture in late 60s and early 70s. The Government started NFE centers to cater the needs of those ‘out of school’ children in educationally backward states. These centers are an alternative to formal education meant to realize the goals of Universalisation of Elementary Education (UEE). The NFE system is flexible, learner centered and participatory. The learning process is more practical than theoretical. The system is more economical because it utilizes existing facilities. The system is more suitable to drop out girls as it has no restrictions on entry age, no fixed timings. Classes can be held in the morning or afternoon or in the evening depending on the convenience of the children. Curriculum is need based, and also includes life skill education. As there is no need for professionally trained teacher, a local instructor works on honorary basis.

NFE programme has been implemented through Non Governmental Organizations (NGOs). The objectives of formal and non- formal education are complementary. Both aim at improving the quality and raising the living standards of life. Both contribute to the process of empowering girls through inculcating the values, attitudes and other life skills.

**Check your progress 1**

1. Match the following
 - 1) Power over a) Mahilamandal
 - 2) Power with b) self confidence
 - 3) Power within c) gives freedom of choice
 - 4) Power to d) domination over weaker
 - 5) Empowerment e) getting access to financial resource
 - 6) Redistribution of power f) women’s low status
 - 7) Power imbalance g) leads to equality
2. List the capabilities of Rama and Radhabai. Analyse who is more empowered?
3. Give reasons to the following statement:-
Girls need to be empowered because
 - a) it increases their capability
 - b) it leads to better employment opportunities
 - c)



- d)
 - e)
 - f)
 - g)
4. List of constraints to girl's education that you observed in your area?

12.3 INITIATIVES TO EMPOWER GIRL CHILDREN

12.3.1 MANDATE OF THE CONSTITUTION

The Constitution introduced a number of important provisions which had a direct bearing on education.

The Article 45 imposed direct responsibility for education on the states. The state is made responsible to provide free and compulsory education to all children until the age of 14 years within the period of 10 years.

The Article 15 imposed non discrimination on the grounds of sex in the matters of gaining access to public resort.

And the Article 15(3) empowered the state to make special provisions for the welfare of the women and children. This resulted in special allocations and relaxation of procedures and conditions to expand a girl's access to education.

India signed the international treaty CEDAW (Committee on Elimination of all kinds of Discrimination against Women) in 1980 and committed to implement it. This obligates the state to undertake appropriate legislative and other measures to eliminate gender discrimination. In relation to education it ensures equal access and equal opportunities to girls.

Indian Parliament passed Right to Education Act (RTE, 2009) which ensures free and compulsory education to all children between 6-14 years. Thus, with the Act Universal primary education has become a fundamental right and it is the duty of the parents as well as the state to provide education to children.

12.3.2 GOVERNMENT INITIATIVES AND POLICIES

After independence the Government of India appointed several committees and commissions to review the system of education and to recommend suggestions. Based on their recommendations it made various provisions for girls such as free education, free learning materials, scholarships, hostel facilities, transport facilities, appointing female teachers and developing gender sensitive curriculum....so on.

The Government formulated two important policies which have direct bearing



on girls education. They are National Policy on education and the National Policy on Empowerment of women.

National Policy on Education (NPE) formulated in 1986 and revised with Plan of Action in 1992. It recognized the need to redress the traditional gender imbalances in educational access and achievement. It recommended using education as an agent of change in the status of women. Education enhances critical thinking skills and self-esteem of the individuals and thereby empowers them to bring change in their life and in the society and thereby contributes to overall development of the Nation. Thus the removal of women's illiteracy and obstacles inhibiting their access to education and retention in elementary education received overriding priority, through provision of special support services and effective monitoring system.

The National Policy for Empowerment of Women formulated in 2001 defined some of key areas for action in women's education such as Equal access, special measures to eliminate discrimination, Universalisation of Education, gender sensitive curriculum, reduction of gender gap in education.

Under the policy parameters department had started a number of programmes like national Literacy Mission, ShramikaVidyapeeth, promotion of women studies in universities, MahilaSamakhya programme, conituning education and learning through mass media.

12.3.3 PROGRAMMES FOR RURAL GIRLS

We know that there is gender gap in education. But this gap is more in rural area. To increase the enrolment and retention of girls in rural area various programmes have been initiated by the Government. Among them we are going to see few important interventions.

National Programme for Education of Girls at Elementary Level(NPEGEL)

It is a Government of India intervention to reach "hardest to reach" girls, especially those who are out of school. The programme launched in 2003 as a component of SarvashikshaAbiayaan (SSA) mainly in educationally backward blocks, where the level of rural female literacy is less than the national average and the gender gap is above the national average. The programme covered 3272 blocks in 24 states. The focus of the programme is retention of girls in schools and improvement of learning quality. It provides additional support over and above investments for girl's education

The programme provides for development of a 'model school' in every cluster with following measures-

- Strict supervision on girl's enrolment
- Community mobilization



- Gender sensitization of teachers
- Developing gender sensitive learning materials
- Provision for need based incentives like escorts, stationary.... So on
- Provision for additional classrooms
- Remedial teaching for slow learners
- Vocational trainings to girls
- ECCE (child care centers) as support structure
- Building community support and cooperation for the women's education by organizing monthly coordination meeting in Village level School Development and Monitoring Committees (SDMC), parent teachers association (PTA) meeting and mother's teacher association (MTA) meetings.

Kasturbha Gandhi Balika Vidyalaya.(KGBV)

This is another intervention of Government of India in bridging the gender gap in primary education. The programme launched in 2004 under SSA in educationally backward blocks where female literacy rate is less than national average and gender gap is more than national average.KGBVs are residential schools with the capacity of 100 girls especially SC/ST and minority groups.. Special features of these schools are as follows-

- providing educational facility for girls living in thinly populated hilly areas
- provides opportunity of non enrolled girls including grown up girls in rural areas.
- equip drop outs for mainstreaming to normal school through bridge course
- helps to pursue education free from domestic core work and sibling care
- providing residential facilities to create a free environment for learning
- providing extra coaching for slow learners and repeaters
- providing life skill trainings
- providing girl friendly infrastructure facility

MahilaSamakhya (MS):

NPE, 1986 is a land mark in the field of women's and girl's education. It recognized that enhancing infrastructure alone will not redress the gender disparity. The removal of women's illiteracy and constraints inhibiting their access to elementary education is also very important. Government has made several provisions for girl's education with special support services. The Plan of Action focused on empowerment of women. Empowerment is a critical precondition for gender equality. To translate these goals MahilaSamakhya programme (MS)



has been initiated in 1989 in 10 districts of 3 states (Gujarat, Karnataka & Uttar Pradesh) as a pilot programme. Today the programme is implementing in 21707 villages in 83 districts of 9 states. The programme has organic linkages with other educational schemes aimed at Universalisation of elementary education, such as SSA and DPEP. MS, an autonomous body, works like a non-governmental organization (NGO). But the board has both GO and NGO representatives.

MS believes that education empowers women to achieve equality. The programme is flexible and target free. It adopted an innovative approach in implementation of the programme. The concept of education is understood as not acquiring mere literacy skills but as a process of learning to question, critically analyzing issues and problems and seeking solutions. MS believes in creating an environment where women learn at their own pace and set their own priorities and knowledge and information to make informed choices.

Mahila Sanghas (village level women collectives) are important nodal points of all activities. It provides the space for women to meet, to reflect on their issues and to articulate their needs through collective action. MS provides resource and training support to sanghas and facilitates them to organize at block and district level as pressure groups. They participate in all educational as well as developmental activities which enable them to take charge of their lives and of their daughters/children.

Along with these MS works with adolescent girls and runs non-formal education centres, Mahila Shikshana Kendras (residential condensed courses for drop-out girls). It also supports Government by implementing NPEGEL and KGBVs in its working area.

The effects of the approach are visible in MS areas. Sanghas initiatives can be seen in various issues like-

- ensuring educational opportunities for their children, especially girls.
- seeking literacy and innumeracy skills for themselves.
- tackling social issues such as violence against women, dowry, devadasi and so on.
- Entering political sphere
- gaining control over health and nutrition
- accessing and controlling resources
- improving civic amenities.

As a result of these their life situation has been changed. With regard to girls' and women's education a demand has been generated.



Notes

**Check your progress 2**

- 1 Complete the following statements by identifying an appropriate choice from among the choices given under each statement
 - 1) According to India is committed to eliminate gender discrimination in education
 - a) Article 45
 - b) CEDAW
 - c) RTE Act
 - d) Article 15(3)
 - 2) RTE Act ensures free and compulsory education for children
 - a) 8-14 years
 - b) 6-18 years
 - c) 6-14 years
 - d) 6-12 years
 - 3) Article 45 of our Constitution imposes the responsibility of education on
 - a) The State
 - b) Community
 - c) Teachers
 - d) Parents
2. Name the policies which recognize the need for girl's education and list out important features.
3. Answer the questions
 - 1) Who is responsible for girl's education?
 - a) Parents
 - b) Community
 - c) The State
 - d) Non of them
 - e) All of them
 - 2) Educational intervention for 'hard to reach' girls -. . . .
 - a) Morarji Desai school
 - b) KGBVs
 - c) NPEGEL
 - d) MahilaSamakhya
 - 3) provides support to model cluster schools
 - a) KGBV
 - b) MS
 - c) NPEGEL
 - d) MahilaShikshanaKendras
 - 4) Residential schools for SC/ST and minority girls
 - a) KGBV
 - b) Navodaya schools
 - c) NPEGEL
 - d) None of these
 - 5). 'Education for equality' is the motto of
 - a) KGBV
 - b) MS
 - c) NPEGEL
 - d) NPEGEL



12.4 DEVELOPING LIFE SKILLS

To be empowered girls need various kinds of skills along with formal system of education. A teacher should be aware of this because he/she has a role in developing personality of children, especially of girls. Life skill education provides a wide range of activities which creates awareness, develops assertiveness, enhances their mobility and empowers them to express their opinion. It increases their participation in decisions that affects their lives. It enhances their capability to control the situation. The life skill training also includes vocational trainings. Many national and international organizations are focusing on life skill education to girls. The objective is to develop abilities for adaptive and positive behavior that enables them to respond effectively to their life situation. Ten core areas are identified to develop life skills. They are as follows

- Problem solving
- Critical thinking
- Effective communication skills
- Decision making
- Creative thinking
- Interpersonal relationship skills
- Self awareness building skills
- Empathy &
- Coping with stress and emotions

It is expected that with these skills, girls make optimum utilization of opportunities, explore alternatives and make proper decision in addressing the issues.



Check your progress 3

1 State true or false:-

Girls need life skill education because. . . .

- a) It increases their mobility
- b) It gives money and respect
- c) It increases their communication skills
- d) It develops their confidence
- e) It is easy to get educated husband



- f) It empowers them
- g) It enhances their analyzing power
- h) It increases decision making ability

12.4 ROLE OF AGENCIES IN EMPOWERING WOMEN AND GIRLS

12.4.1 ROLE OF THE GOVERNMENT

Education of girl's is one of the high priorities of the Government. Now education has become a fundamental Right of every child between 6-14 years and it is the responsibility of the state to provide free and compulsory education of this age group children.

It has been realized that education is a tool for social change. In case of girls education empowers them to change their life and to achieve equality. Thus with Millinium Development goals, the Government is obligated to eliminate gender disparity in educational access and to achieve gender parity in education . To make the endeavor successful the Government has to take following measures.

1. Providing finance to girl's education on priority basis
2. Ensuring equal access to enrolment and retention through proper policies and implementation strategies.
3. Involving all stake holders including educational experts, NGOs and women's organizations in planning, implementing and evaluation programmes, developing gender sensitive curriculum
4. Making provisions for incentives like free books, scholarship. . . .and other facilities like hostels for girls, transport facilities, child care centres ... and so on.
5. Recruiting 50% female teachers
6. Sensitising teachers, educators and planners on gender issues in relation to education
7. Promoting innovative programmes
8. Regular, periodical review of programmes.

12.4.2 ROLE OF NON-GOVERNMENTAL ORGANIZATION (NGO)

NGOs can not hold the responsibility of the State to provide education to all. They can work as active partners. As they have direct and personal contact with community they can create a climate for demand of girl's education. They play different roles in girl's education and empowerment like



1. Awareness generation among community and changing the traditional biased attitude towards girl's education
2. Supporting Government initiatives by implementing the educational programmes of government, organizing gender sensitization programmes to all stake holder, mobilizing community support, and developing gender sensitive curriculum,
3. Implementing educational programmes independently like running alternative schools, non formal centers, hostels for disadvantaged girls, conducting adult literacy camps, developing innovative teaching methods, providing support services like child care centers, providing life skill education to adolescent girls
4. Advocacy Some examples to NGOs in education sector are Ekalavya, PRATHAM, Mahilasamakhya, LokJumbesh,

12.4.3 ROLE OF LOCAL BODIES, COMMUNITIES, SDMC

Local bodies like panchayat / corporations have an important role in achieving the goal of Education for All. The members, as motivators can persuade parents to send their daughters to school. They can support teachers in mobilizing community to participate in educational activities. It is the responsibility of the local bodies to ensure the education and welfare of weaker section. Convergence of programmes like drinking water facility reduces the work burden of girl children which on the other hand increase their attendance and performance in class room.

Active participation of the community brings success to any programme. So community participation is essential in educational programmes and meetings which bring changes in their traditional biased attitude towards girl's education.

The School Development and Monitoring Committee (SDMC) is a forum for interaction between mothers, representatives and school staff. It not only helps in monitoring school activities and performance of students, but also facilitates proper planning and solving the problems locally. It can identify infrastructural needs like toilets for girls, drinking water in school and recommend it to the department for action. It also helps to mobilize local support and resources.

12.4.4 ROLE OF SCHOOLS AND TEACHERS IN EMPOWERING GIRL CHILDREN

As a social institution schools have role in developing gender identity in children. The influence of teachers as change agents cannot be underestimated. There is a need to change the mind set of children with new ideas, thoughts and practices.

1. In a normal classroom dynamics teachers may create a learning environment where boy are encouraged to succeed while girls are not. Normally boys receive more attention from teachers. Teachers ask boys more questions,



Notes

give them more opportunities and encouragement to answer. This is more so in science and mathematics class. This gender preferential attitude has direct impact on shaping child's personality. Girls keep less participative and thus their performance is affected. So it is essential for a teacher to be sensitive to gender issues. He should be equipped to tackle the situation more effectively. He/She should ensure equal opportunities, attention and appreciation for both girls and boys. In the path of empowerment a teacher should encourage non stereotyped activities

2. A women teacher her self is a role model for students. So her attitude, actions, behaviour, perspective, approach, methods will help to mould the personality of children especially of girls.

There is a correlation between number of female teachers and girl's enrolment especially in rural areas. The conservative attitude of some parents does not allow their daughters to be taught by a male teacher. They feel free and protected with woman teacher.

3. Teachers have a role in encouraging girls to participate in all activities of the schools. Creating girl friendly atmosphere is more important to make them to participate.
4. As a teacher, with good rapport with the community, he can change the traditional biased attitude of the parents; persuade them to send their girls to schools. He can also mobilize support from the community.



Check your progress 4

- 1 Name Non governmental organizations working in your area and write a note on their contributions to girl's education.
- 2 As a teacher where do you go to solve following problems? Make right choice from
 - a) village panchayat
 - b) community
 - c) education department
 - d) SDMC
 - e) women and child welfare department
 - f) social welfare office.
 - 1) Girls are not regular because they have to take care of their younger brothers.. . . .
 - 2) Because of lack of toilet facilities girls go home after lunch break....
 - 3) Girls are not performing well
 - 4) In summer, there is scarcity of water. Girls are busy in collecting water. So attendance is low
 - 5) Girls are going for labour work. So attendance is low
3. How do you perceive your role as a teacher in promoting girl's empowerment?



12.5 LET US SUM UP

- Unequal distribution of power causes gender inequality in society. Inequality results in suppression and exploitation of women in male dominated society.
- Women need to be empowered to challenge power structures and to end gender bias. Education is a means to empower women
- Empowerment enhances women's capabilities, increases their access to education, health and economic resources and opens opportunities. It increases self esteem and decision making capacity in personal and political life.
- Girl's Education is to attain equality.
- Government considers girl's education as priority area and committed to take all measures to ensure their access to education.
- NPEGEL, KGBV and Mahilasamakhyas are programmes for rural girl's and women's education and empowerment.
- Life skills education is important in empowering girls
- Role of teacher in empowering girls is crucial.

12.6 ANSWERS TO CHECK YOUR PROGRESS

Check your progress 1

1. Match the following

1. d, 2. a, 3. b, 4. e, 5. c, 6. g, 7. f

Check your progress 2

1. Completion of Statements

1) b 2) c 3) a

3. Answer the questions

1) e 2) c 3) c 4) a 5) b

Check your progress 3

1. State True or False

a) T b) F c) T d) T e) F f) T g) T h) -T

Check your progress 4

1. 1) e 2) a 3) b&d, 4) a 5) b



Notes

12.7 SUGGESTED READINGS AND REFERENCES

1. National Policy on Education 1986-<http://education.nic.in/policy/npe86-mod 92>
2. National Policy for Empowerment of women, 2001- <http://wcd.nic.in/empwomen.htm>
3. NPEGEL –<http://ssa.nic.in/girls-education/npegel>
4. Kasturba Gandhi Balika Vidyalaya – education.nic.in/kgbv_guidelines.asp
Mahila Samakhya –<http://www.education.nic.in/ms/ms.asp>

12.8 UNIT- END EXERCISES

Project work:

Collect pictures of women in non stereotyped roles from news papers and magazines and make a chart of empowered women to inspire your children

Example;

Sl.No	Photograph	Name of the person	Field	Achievement
1		Ms. Kalpana Chawla	Space science	space engineer
2				
3.				