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INCLUSIVE EDUCATION AND HEALTH STATUS OF RURAL WOMEN IN GANJAM DISTRICT OF ODISHA: A STUDY

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ABSTRACT

This paper focused on the inclusive Development of rural women through Education and health. A study on Ganjam district under three block such as – Chatrapur, Ganjam and khallikote. Inclusive education is the weapons to achieve rural women empowerment. Education is regarded as the most important tool for empowering women in society. It involves more than just the evolution of an individual's personality. In India, increasing the level of education for women has a significant impact on living standards. Stated differently, the hard truth about women's education in India is that it is ultimately up to them. They believe that their sons will support their father as they get older and that their daughter would ultimately get married and move in with another family, thus they would rather spend money on their kids' education than on their daughter. Women's education is essential to raising their social status. Women are the noblest creation of God, according to Mahatma Gandhi, and they are even superior to men in their religious. To promote gender equality and the empowerment of women as effective ways to combat poverty, hunger and disease and to stimulate development in the field of Socio, Economics, political, Cultural, Educational and Health nutrition of rural women. That is truly sustainable.

Keyword: Role and status of Rural women, Review related literature, Inclusive education, methods of study, Gender equality, health status of Rural women , issues and challenges , Educational and health policy initiative ,way forward.

1. INTRODUCTION

According to Mahatma Gandhi, “If you educate a man you educate an individual, but if you educate a women you educate an entire family”. A Democratic nation grants equal

rights to men and women. So, they should also have equal access to educational opportunities and health facilities. Women's responsibilities are different in kind. Thus, in certain situations, women require a separate curriculum in addition to men's general education. They are complementary to one another; each supports the other, and the other cannot live without the former. This fundamental fact needs to be kept in mind at all times while designing any program for women's inclusive education.”

Inclusive development is an equitable development approach built on the understanding that every individual and community, of all diverse identities and experiences, is instrumental in the transformation of their own societies. Their engagement throughout the entire development process leads to better Outcomes. To understand the situation of rural women,

It is necessary to examine the full diversity of their experiences in the context of the changing rural economy, including their position within household and community structures; the gender division of labour; their access to and control over resources; and their participation in decision-making. Rural women are not a homogeneous group; there are important differences among women in rural areas based on class, age, marital status, ethnic background, race and religion. In many countries, gender-based stereotypes and discrimination deny rural women equitable access to and control over land and other productive resources, opportunities for employment and income-generating activities, access to education and health care, and opportunities for participation in public life. Women's development is indicated by their rights and obligations in the sociocultural, economic, and political domains that shape their place in society.

2. STATEMENT OF THE PROBLEM

This study paper's primary goal is to gain an awareness of the issues and difficulties facing rural women and the inclusive development of Odisha's Ganjam district. Poverty, illiteracy, unemployment, health, education, gender inequality, lack of awareness, and crime and violence have been listed as the main issues. Examining the entire range of rural women's experiences in the context of the evolving rural economy is essential to comprehending their predicament. This includes looking at how they fit into household and community structures, how gender roles are divided in the workforce, how they access and manage resources, and how they participate in decision-making. There are significant disparities among women in rural areas in terms of class, age, and other factors.

3. REVIEW OF LITERATURE

Review and literature are the two main words that make up the phrase review of related literature. Generally, when we talk about a review, we intend to look back or have a thorough understanding of the development that was accomplished regarding any

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phenomenon during the preceding period. Literature is the body of knowledge in a specific field. From the perspective of their search, evaluating related literature means looking through previously published materials because the researcher must present the basis for his study by synthesizing existing information in the subject in a novel way.

- L. Prathiba (2017):-determined that women have less influence than men as a result of her research. In comparison to women, males make more decisions in the home, especially when it comes to jobs and education.
- Subrahmanyam (2011) carried out a study to compare women's educational attainment in the past and today. The proportion of female students in schools is steadily rising as compared to earlier times. This will support women's empowerment in decision-making across all facets of the household and society.
- Bina Agarwal (1997):- examined the connections between gender, poverty, and the environment in rural India, paying particular attention to changes that occurred during a period of time between 1971 and 1991 and regional variations. The study traces why and how environmental degradation and the appropriation of natural resources by the state and by some individuals (privatization) tend to have particularly negative implications for the female members of poor rural households. It begins by briefly identifying the major factors underlying environmental degradation.
- Peter Hazell (2000):- have conducted an empirical study of rural India, paying special attention to underserved areas. They came to the conclusion that, as the population grows, many low-potential places will likely continue to have severe issues with poverty, food security, and the environment in the coming decades.
- Rath Krishna Chandra. (1995): This paper aims to examine the effects of integrated rural development initiatives as they are operationalized within the district level framework, using the block as the micro level geographical unit. According to the report, there is a discrepancy between the levels of investment and backwardness.

4. RESEARCH GAP

The Ganjam district of Odisha has seen an upsurge in isolated areas and problems recently. The majority of the problems stem from concerns pertaining to women in a variety of fields, including social, cultural, political, economic, educational, health, and nutrition. Researchers from diverse socioeconomic sectors are employed by this district. However, the focus of my research will be on the education and health of rural women. The primary aims of inclusive education are to detect the low literacy rates among women with disabilities in the classroom and to offer them efficient academic assistance. Every woman should have an equal opportunity to study as much as possible. This study also examines a range of health issues that women in Ganjam districts face.

5. OBJECTIVE

The main purpose of this study is to understand how inclusive development is growing in Odisha's Ganjam districts and how rural women support education and health

- To examine women's educational problem.
- To assess how important education is for women?
- To investigate the issues and challenges regarding health and education that rural women encounter.
- To understand the real problems with health and education that rural women confront.
- To conduct an inclusive analysis of rural women's development.
- To investigate the status and conditions of rural women in the district of Ganjam.
- To study the problems and health status of the rural women in Ganjam district of Odisha.
- To study the difference diseases, morbidity pattern and health care facilities.
- To study the hygiene, sanitation and environment pollution which causes various health problems?

6. METHODOLOGY

The fundamental strategy used in this research is a mix of primary and secondary data. The primary data I have employed a variety of techniques, including case studies, questionnaires, and systematic observation based on in-depth conversations and frequent visits with the individuals. This section covers the methodologies employed in the current inquiry. The secondary data collected from different book, journals, research paper, government report etc. A methodology is a set of steps that guides a researcher through a systematic procedure to investigate, proceed, and arrive at a specific conclusion. Determining the relationships between several elements that affect women conducting research is the aim of the current descriptive study.

7. AREA OF STUDY

Development of Rural Women in Odisha. Ganjam Usually, it refers to a strategy for improving the financial security and general quality of life of rural women, particularly those who reside in isolated and populous places. India's rural society is incredibly archaic. Its backwardness is mostly caused by the numerous issues that plague rural civilization. Since ancient times, women have played a significant role in Indian culture and society. However, there has long been discussion and worry about the situation of women in India. Even with the recent advancements, Indian women still face numerous obstacles in their daily lives. The majority of women in the Ganjam district of Odisha are mostly dependent on agriculture.

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Demography and administrative setup

Ganjam District is a district in the Indian state of Odisha. Ganjam's total area is 8,206 km² (3,168 mi²). The district headquarters is Chhatrapur. Ganjam it has 22 Blocks and 23 Tahasils under three sub-divisions Chhatrapur, Berhampur, and Bhanjanagar.

As per 2011 census data, 3195 villages are in Ganjam district of Odisha .503 gram panchayat. Ganjam District is one of the oldest administrative units of Odisha .it was part of madras presidency during British rule.it is most populous district of Odisha out of 30 district.

Ganjam Literacy Rate

Average literacy rate of Ganjam in 2011 were 71.09 compared to 71.09 of 2001. If things are looked out at gender wise, male and female literacy were 80.99 and 61.13 respectively. For 2001 census, same figures stood at 75.22 and 46.44 in Ganjam District. Total literate in Ganjam District were 2,210,050 of which male and female were 1,262,652 and 947,398 respectively. In 2001, Ganjam District had 1,631,722 in its district.

Ganjam sex ratio

Ganjam Male to Female Ratio: In Ganjam, the sex ratio for males was 983 per 1000, down from 998 in the 2001 census. India's average national sex ratio, according to the most recent Census 2011 Directorate data, is 940. The ratio of 908 females to every 1000 boys in the 2011 census is higher than the 939 girls to every 1000 boys seen in the 2001 census.

8. IMPORTANCE OF RURAL DEVELOPMENT

“Village is the cell of the national body & the cell must be healthy & developed for the national body to be healthy & developed” -Sri Aurobindo. In order to effectively combat poverty, hunger, and sickness, it is important to support gender equality and women's empowerment. Additionally, it is important to encourage advancements in the fields of socioeconomics, politics, culture, education, and rural women's health nutrition. That is genuinely enduring. The foundation of inclusive development, an equitable development approach, is the knowledge that every person and community, regardless of identity or background, plays a crucial role in transforming their own societies.

Inclusive development of rural women

The three key pillars of the Inclusive Development Index [IDI] are Intergenerational Equity and Sustainability, Inclusion, Growth and Development Reducing social exclusion, discrimination, and disparities in access to opportunities and services are key components of inclusive growth. This entails advancing gender equality, helping underprivileged populations, and enhancing access to social services like healthcare, education, and other support systems. Social services like healthcare, education, and other support system

Economic expansion that reduces poverty and opens up job opportunities is own as inclusive growth.

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Status of women

Even though women's socioeconomic condition has significantly improved as a result of several development policies, plans, and programs put in place over the past few decades, issues with violence, discrimination, ignorance, and illiteracy still plague them. In order to comprehend their achievements, let us examine those in a few chosen areas: political involvement, work and employment, health and family welfare, literacy and education, and demography. We can better comprehend rural women's situation in social, economic, and political domains by using both quantitative and qualitative indices. Let's examine their sociocultural standing.

Socio-Cultural Status

Socio-cultural status, also called social status in a narrow/specific sense, is measured through the indicators mainly related to differential treatment given to women and attitude of the society towards defining their roles and status, health and education. Let's discuss these indicators.

- Norms and Rules for Rural Women: The inequalities inherent in our traditional social structure based on caste, community and class significantly influence rural women's status in different spheres. Socially accepted rights and expected roles of women and norms governing their behavior and that of others towards them vary among different groups and regions. They are closely affected by the stage and mode of development and the group's position in the social hierarchy. These inequalities render any broad generalizations, made on women's status, unrealistic.
- Violence and Insecurity: Violence against women and girls is the most pervasive human rights' violation in the world, today. Opening the door to issues of violence against females is like standing at the threshold of an immensely dark chamber vibrating with collective anguish, but with the sounds of protest throttled back to a murmur. Where there is outrage aimed at an intolerable status quo, there is, instead, denial and largely a passive acceptance of 'the way things are'. Male

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violence against women is a worldwide phenomenon. Although not every woman has experienced it, fear of violence is an important factor in the lives of the most of the women. It determines what they do, when they do it, where they do it and with whom they do it.

- **Child Marriage:** Girl marriage maintains women's subjugation. However, child marriage is still a frequent practice in many rural areas. About half of the girls between the ages of 10 and 14 who live in rural areas are married. But now the present study indicate Ganjam district is free form child marriage.
- **Economic Status:** According to the 2020 Bain & Company and Google research, Women Entrepreneurship in India-Powering the Economy with Her, there are 432 million working-age women in India today, 343 million of whom (79.4%) do not hold conventional jobs that pay a salary. The ILO figures show that India's female labor force participation rate is not particularly high. India's rural economy is entirely dependent on agriculture because the country's economy is built on it.
- **Political Status:** One of the major barriers preventing rural women from participating in politics is lower educational attainment. In India, one million women have actively engaged in politics through the Panchayati Raj Institutions (PRI). All rural local self-government bodies must set aside one-third of their total seats for women under the 73rd Constitutional Amendment Act 81 Status of Rural Women. Currently, 20 states have set aside 50% of the seats in Panchayati Raj Institutions for women under their respective Panchayati Raj Acts.
- **Legal and constitutional right for women:** Women's Legal Rights in India Over the years, women in India have been awarded a number of legal rights to advance gender equality and safeguard their interests.

The following are some of the most significant legal rights that Indian women enjoy:

- **Equality rights:** All Indian citizens, regardless of gender, are guaranteed the right to equality under Article 14 of the Indian Constitution.
- **Right to education:** In the Workplac All children, including females, between the ages of 6 and 14 are required to get an education under the terms of the Right of Children to Free and Compulsory Education Act, 2009. Equal compensation for equal effort is guaranteed by the Equal Remuneration Act of 1976 for both men and women. Prohibition of sexual harassment The Prevention of Sexual Harassment against Women.
- **Value of rural women education:** Keeping education of girls and women the centre. It called for providing measures to increase enrolment and retention of girls, their participation in vocational, technical and professional education and in non-traditional occupations. It suggested for organising centres for imparting

vocational training and taking steps for retention of literacy skills and their application¹⁰⁶ Development of Rural Women in daily life. Courses for women would also include banking and credit, entrepreneurship, etc. Carrying forward this emphasis, NPE 1986 and Plan of Action (POA) 1992 have been, all through the years, inspiring the Government's approach to and strategies for girls' education. Despite playing a significant role in ensuring human survival in India, rural women continue to be among the most marginalized, disregarded, and exploited groups in society. Their ability to take advantage of and profit from opportunities for earning money and enhance their general well-being can be significantly impacted by their access to education and training. A range of strategies are needed to address the issues they confront, such as workplace training, technical and vocational education, agricultural extension services, non-formal education, workplace training, training in new technologies, and literacy and numeracy training. They must be viewed as equal collaborators in the process of development. Thus, education and training are important for attaining equality and development goals, but they also help women advance in society, reach their full potential, and live as equal and self-sufficient partners.

9. FACTORS INFLUENCING RURAL WOMEN'S EDUCATION

- Women's low educational levels are caused by parents' disapproval of girls' education. The first casualty of low-income parents' inability to pay for their children's education is the suppression of girls' education. In addition, the lack of nearby educational facilities and subpar academic achievement at school further prevent girls from obtaining an education. After puberty, girls' mobility in rural settings is typically limited.
- Parents are discouraged from investing in their daughters' education, particularly when there are no job options available after graduation. Early marriage is a major factor in girls dropping out of school, and the tradition of dowries in marriage makes girls a significant burden for parents because they are a direct result of India's male-dominated society. Even though India is developing, a common belief is still that women belong at home. Daughters are thought to be of little service to the family because they will eventually get married and move in with their husbands.
- One of the main causes of illiteracy, particularly among women, is a lack of knowledge and enthusiasm for education among parents as well as the low value that is placed on education in rural communities.
- The lack of education for girls, the low rate of female literacy and the gender gap in schooling have persisted throughout India's decades of independence. The main

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causes of this disparity are as follows:

10. INITIATIVES TAKEN TO EXPAND SYSTEM COVERAGE OF EDUCATION

To realise the Constitutional commitment for providing free and compulsory In addition, Article 45 of the Directive Principles of State Policy declares that "the State shall endeavour to provide early childhood care and education for all children until they complete the age of six years." Education to children, the Constitution (Eighty Sixth) Amendment Act, 2002, was enacted. It binds upon the States to "provide free and compulsory education to all children of the age of six to fourteen years" (article 21-A of the Fundamental Rights). Further, it states, "the State shall endeavour to provide early childhood care and education for all children until they complete the age of six years" (Article 45 of the Directive Principles of State Policy).

- Sarva Shiksha Abhiyan (SSA), 2001: To achieve the goal of Universalization of Elementary Education (UEE) in a time bound manner, this flagship programme of the Government is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations. It seeks to open new schools in habitations with no schooling facilities and strengthen existing school infrastructure by providing additional classrooms with additional teachers, toilets, drinking water, maintenance grant, school improvement grants. SSA has a special focus on education of girls and children with special needs.
- National Policy for Empowerment of Women 2001: It mainly aims to ensure equal access to education for women and girls, take special measures to eliminate discrimination, universalize education, eradicate illiteracy, create a gender-sensitive educational system, increase enrolment and retention rates of girls and improve the quality of education to facilitate life-long learning as well as development of women's 109 Rural Women: Education and Training occupation/vocation/technical skills. Its focus area to reduce the gender gap in secondary and higher education.
- Right to Education Act, 2009: In 2005, the Government circulated a draft of the Right to Education Bill to introduce the 86th Constitutional Amendment. After high level deliberations Right of Children to Free and Compulsory Education Bill, 2008, was passed in both the houses of Parliament in 2009. It became law after the President's assent received in August 2009. With its gazette notification on 1st April 2010, the Article 21A and the Right to Education (RTE) Act came into force.
- National Policy on Education (NPE), 1986: Emphasised women's literacy, NPE 1986 and the Plan of Action (POA) 1992 have been a source of inspiration for the government's approach to and tactics for girls' education over the years,

reinforcing this emphasis. Keeping education of girls and women the centre. It called for providing measures to increase enrolment and retention of girls, their participation in vocational, technical and professional education and in non-traditional occupations.

- Beti Bachao, Beti Padhao: 2015: (Save Daughters, Educate Daughters) Programme Conceived in 2015, this is a joint initiative of three central ministries: Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resources. Its objectives are to:
 - address the declining Child Sex Ratio (CSR)
 - help remove gender-based discrimination and elimination
 - protect the girl child
 - provide the girl child with education
- National educational policy 2020: The goal of National Education Policy 2020 is to increase girls' leadership potential by promoting gender equity and inclusiveness. Additionally, it supports the creation of special funds to address gender issues, such as the Gender Inclusion Fund, which aims to provide fair education for transgender and girls pupils. It seeks to eliminate gender disparities in educational attainment at all levels and guarantee that girls participate fully in the educational system. It aims to guarantee that girls and their families benefit from an education multiplier impact and that more girls are inspired to pursue higher education.
- Health status of rural women: World Health Organisation (WHO) states, "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (The Constitution 1946). A condition of whole physical, mental, and social well-being is called health, and proper food selection for the body's nourishment is referred to as nutrition, which is an essential component of health. Longevity, a stronger immune system, safer pregnancies and deliveries, a decreased risk of non-communicable diseases like diabetes and cardiovascular disease, and better nutrition all originate from better mother and child health. People who are well learn, work, and have better lives. There are differences in health care services between different regions and socioeconomic categories in India. Sociocultural beliefs and behaviours prejudice women against one another. Mother morbidity and recurrent pregnancies are caused by low levels of health and nutrition. Insufficient resources, such as medical facilities, particularly for prenatal care, illiteracy, and a general lack of knowledge about nutrition and health.

11. SOCIAL FACTORS INFLUENCING RURAL WOMEN'S HEALTH AND NUTRITION

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Females have a greater rate of morbidity the triple risk of nutritional deficiency illnesses, gynecological diseases, and pregnancy-related diseases despite having a superior biological makeup. The poor health and nutritional status of rural women is a result of multiple societal issues. Let's talk about them. Gender Bias, Early Marriage and Repeated Pregnancies, Low Quality of Antenatal Car.

- Lack of Health Awareness: Women and children frequently experience under nutrition and malnutrition not from a lack of food or funds but rather from a lack of knowledge about the proper foods to eat for healthy bodily growth and function. Consequently, it's critical to raise understanding of diet and health, particularly in rural regions. A facet of the ICDS program provides nutrition and health education (NHE) to girls aged 15 to 45, although there are concerns over the program's execution and quality. Teenage pregnancy is one of the negative effects of ignorance about women's health and nutrition, and it is more common than unusual in rural regions.

POLICIES AND PROGRAMMES RELATED TO RURAL WOMEN'S HEALTH AND NUTRITION

- Programs for Maternal Health: Since its beginning, the family assistance program has included maternal health care. Over the years, vertical programs including the National Nutritional Anemia Control Program, the TT Immunization of Pregnant Mothers (a component of the immunization program), and the Dais Training Program were launched in response to identified needs for interventions. Programs for maternal health were linked with other programs during the Eighth Plan period.
- The National Nutrition Policy (1993): It acknowledges that under nutrition, which feeds a vicious cycle of decreased productivity and continued poverty, is largely caused by poverty. It was also felt that a broader perspective was needed to understand the interconnection of the food, nutrition, and agriculture systems and their contributing components. The policy states that merely economic development or even the availability of enough food in households does not assure a stable and adequate nutritional status, nor does increased food production. Additionally, creating a nutrition policy is just one aspect of the job; another is finding a place for it within the nation's overall development strategy and securing its foundation.
- National health policy: India established its first National Health Policy in 1983 with the aim of creating a network of primary care institutions and a referral system to ensure that all Indians had access to basic healthcare by the year 2000. The second National Health Policy was introduced in 2002 with the goals of achieving acceptable population health standards, decentralizing the public health system through the modernization of infrastructure in already-existing

institutions, and guaranteeing more equitable access to health care throughout India's social and geographic regions.

12. RELEVANCE OF THE PROPOSED STUDY FOR SOCIETY

The rights and obligations in socio-cultural, Economic and political spheres that determine their position in society indicate women's development. Health, education, differential treatment given and the society's attitude towards their participation constitute rural women's socio-cultural status. Their economic status consists of work participation, ownership of landholding and other economic assets and access to livelihood sources and financial services. Awareness of and participation in political activities and decision-making indicates their political status. Though Indian Constitution has guaranteed equality to women, gender gap is still too wide. There exist disparities of healthcare services in different areas and different socioeconomic groups and sociocultural attitudes and also practices that discriminate against females, affecting their health and nutritional status adversely. Also, girl's education is critically linked to self-determination, improved health, socio-economic status and positive health outcomes for the mother and the child. The Government and voluntary agencies are actively involved in imparting education and training to rural women. Their situation, seemingly daunting, is steadily improving over the time. They can be empowered by using effectively the instruments of policies, programmes and legislation for their equal participation and equitable representation at all levels of the society.

13. WAY FORWARD

Eliminating disparities between men and women in the areas of employment, health, and education as well as putting in place strong systems to ensure that women participate equally in politics and are fairly represented in public life in the community and society can empower women and girls. Women who participate are better equipped to express their needs and concerns, are encouraged to reach their full potential through work, education, and skill development, and are given priority in the fight against poverty, illiteracy, and poor health as well as the abolition of discriminatory behaviours. Women require support in order to realize their rights, which include rights related to their reproductive and sexual health, to adopt suitable measures to increase their earning potential outside of traditional occupations, to become financially independent, to guarantee that they have equal access to the labour market and social security systems, and to end violence.

14. CONCLUSION

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India's social and economic development has been greatly aided by women's education. The quality of women's lives, as well as the lives of their families as a whole, are improved by education. It is a fact that a well-educated woman will surely support and counsel her children better than anybody else, particularly a girl. A mother with education can easily impart to her kids a progressive and independent outlook. An educated woman will assist control population growth and lower child mortality in a society like India. Self-determination. Self-determination. This essay addresses the causes of the negative perception of Indian women, the relevance of education for women, the necessity of education for women, and CRITICAL REVIEW JOURNAL.

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