



Gender Disparity in Education in India Issues and Challenges

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Abstract

In the contemporary times, owing to widespread gender issues and bias against women, it is critical to provide education to women for the progressive growth of society, in which females are accorded equal societal standing and possibilities in both conventional and non-traditional domains. Female education not only contributes to the upliftment of half of mankind and improved human resource management, but it also improves the quality of life at home and abroad. Educated women can aid to promote the education of their children, particularly the girl child, as well as lower infant mortality and population increase. Our culture's documented truth is that children are sent to school or higher education based on their gender, rather than being developed into assets for modern society who can hone skills to deal with difficulties of their day. There are both economic and societal reasons for the gender bias that exists in our society. Parents also do not see the purpose in training a girl child who would marry and settle down as a housewife in the near future. Other issues affecting women's education include a lack of funds, inadequate health facilities, and motivation, sexual abuse, unrealistic expectations, and conflicting societal roles, as well as a lack of political will to implement a more conducive education programme that would provide equal opportunities to all women without gender bias. Education for girls helps to reduce inequities and improves their chances of advancement within the family and community. Our country must provide material resources, such as schools, colleges, universities, and other educational institutes, to encourage the education of women and to eliminate gender bias in society, in order to realize the dream of our nation's father, Mahatma Gandhi, who once said: "If you educate the man, you educate the person, but if you educate the woman, you educate the tyrant."

Key Words: Gender Education, Women Education, Strategies, Challenges, Government, Policies.

Introduction:

Gender disparity in India extends beyond issues of equal economic growth and access to educational resources. Gender disparity exists in India's socio-cultural fabric, which has deep cultural and historical roots, in the form of socially built, established gender roles. Within the societal and familial periphery, this indisputable influence is nevertheless recognized as the norm. The goal of this paper is to examine the factors that contribute to gender disparity in India. Gender inequality is the most common kind of inequality in today's society. In developing countries, where both men and women have clearly defined positions in society, this type of inequality is more prominent. If gender prejudice is to be eliminated, education is the only way to do it. A big shift in society can be expected if educational institutions encourage students to be gender sensitive. Education is critical to a country's socioeconomic development, and women's education is especially significant in this regard. Educated women not only improve their own socioeconomic level, but they also broaden their children's intellectual horizons, improve their family's socioeconomic status, and play a key part in improving their family's status. There is a close correlation between women's education and a country's progress. In reality, women's education is now regarded as equally vital as men's. The University Education Commission (UGC) correctly said in 1949 that "an educated man cannot exist without an educated woman." If general education is to be limited to men or women, women should be given the opportunity because it will be more likely to be passed along to future generations". Education, on the other hand, makes women strong, empowered, self-sufficient, and determined in their life. In the fight for women's equality and empowerment in the home and in the community, education plays a critical role.

Objectives of the Study

- To know the gender disparity in education in India.
- To assess the awareness of women education in India.
- To analyse the challenges of women education in India.
- To analyse the impact of various government Schemes to counter the gender disparity in Education in India.
- To identify the gaps and hindrances in the path of Women Education.
- To suggest various policy recommendations for catering the need of equality in education in India

This paper is basically descriptive and analytical in nature. In this paper an attempt has been made to analyze the strategies and challenges of women education in India. The data used in it is purely from primary sources such as reports and secondary sources such as books, articles etc. according to the need of the study.

Locating the Causes of Gender Inequality in India

According to the 2011 Census, Male literacy rate was 82.14 percent in 2011 and female literacy rates was 65.46 percent. Between 2001 and 2011, female literacy rates increased by 11.79 percent, while male literacy rates increased by 6.88 percent. In India, gender inequality stems from the societal construction of uneven authority inside a partnership, resulting in a distinct pattern of male dominance and female subjugation in almost every aspect of life, including the workplace (Esteve-Volart, 2004). Although India has made great economic progress, human development has progressed at a glacial pace in most areas (Arora, 2012). In India, gender disparity begins in the home, with the concept of labour deeply embedded in the Indian psyche. Work undertaken by Indian women, such as caring for their families and doing household duties, is not well-received both inside the home and across the country (Bhattacharya, 2013). India's past patriarchal traditions support women's current standing in society, where equality is not a top priority (Menon-Sen, K., Shiva Kumar, A. K. (2001). India is a collectivist society in which individual wants are sacrificed for the good of the group (Razvi & Roth, 2004), and Indian women make this sacrifice primarily for their families. Women's participation in the workforce in India has been continuously dropping as a result of this imbalance. According to the International Labor Organization's (ILO, 2013) Global Employment Trends Report, the labour force participation rate of Indian women declined from slightly over 37% in 2004-2005 to 29% in 2009-2010. India is ranked 11th from the bottom in terms of female labour force participation out of 131 countries with data available (Klasen & Pieters, 2013). Low education levels and social and cultural standards, according to Verick, Senior Specialist on Employment at the ILO, are the two main causes keeping women at home (Cited in Rathi, 2014). Incorporating social issues into a financial environment. Female education barriers must be seen as part of a much bigger social fabric that has created a slew of gender-based institutions. A boy's education has traditionally been viewed as an investment, boosting the family's earnings and social prestige; however, other criteria apply to girls. The benefits of a girl's education are typically viewed as accruing to the family she marries into, leaving little motivation to engage limited human and monetary

resources in such activities. Furthermore, given the poor educational attainment, particularly in rural regions, the marriageability of an educated lady has its own set of challenges. These elements work together to reinforce attitudes that are intrinsically hostile to female education. However, even within India, these attitudes vary greatly, splitting the country into two broad categories, with the southern and western states far ahead of the northern and eastern regions in terms of education. It's worth noting that prosperous states like Punjab and Haryana, as well as poor areas like Bihar and Uttar Pradesh, have the strongest anti-female bias (Desai). Patriarchy is one such standard in India, which affects women in particular because their lives are governed and regulated by male family members from birth to death (Desai; Razvi& Roth,2004). Gender inequality manifests itself in India in a variety of ways, stemming from a variety of social practices that are considered acceptable from a religious or cultural standpoint (due to deep historical roots), resulting in women being disproportionately underrepresented in the economic mainstream. These societal practices have far-reaching economic effects because they prevent society from capitalizing on women's inherent abilities (Sivakumar, 2008). Although there has been some progress in the early twenty-first century, with more women joining the workforce, particularly in metropolitan India, gender disparity continues to have an impact on many workplace decisions. Senior managers, who are overwhelmingly male, make hiring decisions for organisations, resulting in decisions that are both an expression and a cause of gender imbalance in the workplace (Nayak). Any gendered labor division that occurs during the selection process feeds into recruitment, where it is perpetuated and possibly reinforced. Men and women end up in separate industries, occupations, and employment as a result of the ultimate result of horizontal segregation (Arora, 2012). This might not be a problem if it weren't for the fact that women's industries, occupations, and employment virtually usually have lower pay and working conditions (Hay, 2012). Second, recruiters reap only marginal benefits from hiring someone who is likely to incur additional expenditures and annoyance (to the employer) as a result of maternity leave or pregnancy (Comyn et al., 2014). As a result of the lack of incentives to hire women, hiring decisions for female employees are influenced negatively (Nayak).

Significance of Gender Education in India

Education helps in generating awareness among women about their legal, social, political and economic rights, provisions and privileges to fight against all sorts of social discrimination. It enables them to realize their potentialities, developing skills, seeking

employment and improving their nutritional and health conditions. Education helps women in lightening the burden of tradition of ignorance and strict seclusion within the home, in equipping them with the expertise and knowledge required to play modern roles, in widening their horizons and in raising their general status in society. Therefore, educating women encourages not only their political participation and economic independence, but also improves their quality of life and of the whole family and then whole nation in broader sense (Bhat, 2016: NP).

Women education in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both at home and outside home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate (Suguna2011, 199). As an independent group, women constitute 48% of the total population of India. They not only constitute valuable human resource of the country but their development in the socio-economic arena also sets pace for a sustainable growth of the economy. The principle of gender equality is enshrined in the Indian Constitution in its Preamble, Directive Principles of State Policy, Fundamental Rights and Fundamental Duties. The Constitution officially grants equality to women and also empowers the State to adopt measure of positive discrimination in favour of women (Annual Report HRD, 2012-13:182). However, the varied forms of discrimination that women in India are subject to are far from positive. The role of education in facilitating social and economic progress is well accepted. Access to education is critical for benefiting from emerging opportunities that are accompanied by economic growth. Keeping in view this accepted fact, there has been a thrust for the education of girls since independence in order to bridge the gender gap in India. The gender gap in schooling for scheduled caste and scheduled tribe girls is over 30% in primary school and 26% in upper primary school. Girls have a 42 percent lower chance of receiving elementary education than males in India's poorest districts, and this disparity persists even when other factors such as religion and caste are taken into account. To close this gap, policymakers will need to be bold and imaginative. The Indian government has recognised this and has made female education a priority. The prime responsibility of the state is to provide free and compulsory education up to the age of fourteen years. The fulfillment of this obligation is critical for the improvement in educational condition of girls and that of gender equality in universalization of elementary education (Desai).

The differences in literacy rates among the states are also extreme. Kerala has the highest female literacy rate, with over 86 percent of women literate in 1991. The state with the

second highest female literacy is Mizoram, where nearly 79 percent of women are literate. On the other hand, there are several states that have literacy rates of less than 30 percent, including Bihar and Uttar Pradesh, the two most populous states. Together these two states have over sixty-three million illiterate women. These literacy levels are highly correlated with the health status of the population. In India, Kerala has the lowest infant mortality rates and the highest life expectancies of all the states. Conversely, Uttar Pradesh and Bihar have some of the lowest life expectancies found in India (Desai).

Policies and Programs to Improve Educational Opportunities for Women

Since independence, several government programmes have been launched, with gender equality education as a significant component; the Social Education Program, which included literacy, was launched as part of the Community Development Program in 1952. (Nayar,1960). The Kothari Commission on Education (1964-1966) stressed the significance of rapid literacy expansion several years later. In addition to accepting the Kothari Commission's recommendations, the 1968 National Policy on Education emphasized the need of developing and implementing adult and continuing education programmes as top priorities (Bhargava, 2008).

Recognizing illiteracy as a major impediment to India's holistic development, India's former Prime Minister, the late Rajiv Gandhi, established the National Literacy Mission (NLM) in 1988 as one of India's five technology missions, with a focus on functional literacy, primarily for women, to strengthen literacy growth. The National Library of Medicine (NLM) was tasked with teaching functional literacy to those aged 15 to 35. The notion of functional literacy in India encompassed life skills, skill development, and a general understanding of citizens' rights and their environment, leading to the silent empowerment of the community's most vulnerable members (Bhargava, 2008). The NLM's Post Literacy Program (PLP) goes beyond functional literacy to focus on the holistic development of women, allowing neoliterates to turn their newly acquired literacy abilities into a problem-solving tool. In other words, the purpose was to make their newly learned knowledge useful in their daily lives and jobs. The Continuing Education Program (CEP) offered women lifelong learning opportunities on a variety of topics, including income-generating activities, skill development, and quality-of-life programmes (Bhargava, 2008). The following were some of the CEP campaign's objectives:

- 1.) Providing opportunities for newcomers to put their newly acquired talents to use in order to improve their quality of life;
- 2.) Coordinate short-term training and orientation programmes to improve vocational skills and, as a result, Indian women's economic conditions, including the provision of library and reading room facilities to foster literacy and a learning society, and the organisation of cultural and recreational activities with effective community participation (A. Singh & Sween, 2002).

Gender Inequality in Case of Primary Education

India's primary education system has a number of flaws, the most serious of which is a severe shortage of financial resources to establish a nationwide network of schools. Poor infrastructure, underpaid teaching staff, and an unmotivated student and parent population have long been hallmarks of the sector. In view of India's commitment to the Millennium Development Goal (MDG) of universal primary education, gender imbalance — and the consequent financial and societal barriers that hinder girls from receiving basic education — is a key concern. Disparities in education can be seen in a culture as profoundly stratified as India's through many distributions such as caste, religion, and gender, among others. Even within such underprivileged communities, however, there remains a continuous feature: substantial gender discrepancy in educational attainment (Desai).

In addition to the NLM, the Indian government launched the Sarva Shiksha Abhiyan (SSA; Education for All), a major initiative stipulated by the Constitution of India's Eighty-Sixth Amendment, which provided free and compulsory education to children aged 6 to 14. The initiative was a success. The SSA's major purpose is to stimulate the timely universalization of elementary education (UEE) (2007). Sarva Shiksha Abhiyan (SSA) or "Education for All," the government's flagship programme for universal primary education, focuses a specific emphasis on female education and gender parity. Of course, whether this can be done by the 2015 deadline of the Millennium Development Goals. The promise of universal, free, and obligatory education has been pursued with zeal. Before discussing its specific programmes for resolving gender disparity, it is necessary to explore the overall elements of SSA. SSA has taken a two-pronged approach: establishing a vast network of local management and bottom-up planning schemes with the help of community groups and non-governmental organisations, and centrally defining targets and norms to ensure uniformity of quality and growth across the country. Female education is given special attention by the SSA. In this regard, government activities can be divided

into two categories: one that aims to generate “pull factors” to improve girl’s access to and retention in school, and another that aims to foster “push forces” in society to ensure girls’s education. Today, all girls in schools up to eighth grade receive free textbooks, and older girls can participate in back-to-school camps and bridge courses (Desai).

It is not enough, however, to make girl’s education more affordable; it must also be prioritised as a social desire. To relieve girls of the burden of sibling-care responsibilities, government programmes now provide for early childhood care centres in or near schools. To provide fair learning opportunities, teacher sensitization programmes are undertaken. Steps are being done to ensure that at least half of the teaching staff is female. Local government initiatives aim to increase the participation of women, particularly mothers, in school committees and school-related activities. In addition, specific initiatives concentrating on females from disadvantaged parts of society, primarily those belonging to scheduled castes, scheduled tribes, and religious minorities, have been implemented in impoverished areas. More than 30,000 schools have been built as a result of these programmes. Over 100,000 females were educated through bridge courses in 2006-2007, while over 2 million girls were educated through remedial education programmes. The SSA’s academic efforts have expanded to include a subsidiary programme known as MahilaSamakhya (Education for Women's Equality). This initiative, which collaborates with state governments, is primarily focused on women's education and empowerment in rural areas, particularly for women from socially and economically vulnerable groups (Hay, 2012). Furthermore, the MahilaSamakhya employs new paradigms to increase women’s mobilisation and empowerment, and successfully shifts the focus to economic interventions as the primary goal (Jandhyala, 2003). The governmental and nongovernmental programmes mentioned above are primarily aimed at addressing gender disparity by providing Indian women with equal educational possibilities. However, the outcomes to date have shown, at best, a minor improvement in terms of development and execution among Indian women (Arora, 2012)

Challenges of Women Education in India

In India, the average boys go to school is more than that of the girls. Boys are given education but girls are forced to stay home and do the household work. Despite their economic background boys get an education while girls in poverty often do not. In order to make things right for girls in India lots of things should be done to help in this cause (Sain, 2013: 51). Since Independence in India, the Constitution of India has made it possible for girls to fully receive their education, access to schooling has improved and there has been

an upswing in girls' enrollment. Even the uneducated women in India are now capable of supporting their families due to the provisions provided in the Article 39 (c) of the Constitution of India: Equal pay for equal work is the concept of labour rights that individuals in the same workplace be given equal pay. Thus, these types of initiative empower the labour women so that they may be able to support their families, like their male counterpart. It was very difficult for girls to pursuing education in rural India due to poverty. Girls and women should get the education they deserve from the start specifically in rural regions; this would lead to better job opportunities, so they can feed their children, and to better educate themselves (Suguna, 2011: 200).

New Educational policy

The impact of the National Education Policy 2020 on higher education in India must be examined through a gendered perspective. Many objectives are set forth, including increasing the Gross Enrolment Ratio (GER) in higher education to 50% by 2035. Among the issues listed in the document are severe fragmentation, inflexible disciplinary separation, limited decentralised autonomy, and a low emphasis on research, etc. To address these difficulties, Ministry of Human resource development, (GOI) New education Policy 2020, proposes a 4-year pedagogic structure for undergraduate courses, a centralised research curriculum to prevent early narrow specialisation, expanded vocational education and open distancing learning (ODL), and modifications to the dropout policy, among other things. These proposals and their implications in tackling the current difficulties in India's higher education industry must be evaluated using a framework of gender equity and the right to education. The higher education system has grown rapidly in the last two decades, with the number of institutions increasing from 12,080 to 35,357 and the number of students increasing from 10.7 million to 32.3 million between 2002 and 2013. Furthermore, at higher levels of higher education, such as post-graduate and research levels, GER is on the decline. While undergraduate education accounts for 80% of the GER in higher education, postgraduate education accounts for 10% of the GER and research accounts for only 0.43 percent. Gender's dormancy as part of the paradigm that governs the discourse on higher education policy in India has been highlighted in studies. The only time it is mentioned is while discussing the gender difference in GER, which stands at 25.4 percent for men and 23.5 percent for women at the moment. When these gendered disparities are combined with other marginalised identity categories such as caste and religion, they become dangerously exacerbated. Students belonging to Scheduled

Castes (SC) account for 13.9 percent of total enrolments, those belonging to Scheduled Tribes (ST) account for 4.5 percent, students belonging to Other Backward Classes (OBC) account for 33.75 percent, students belonging to Muslim Minority (MM) account for 4.7 percent, and students belonging to Other Backward Classes (OBC) account for 4.7 percent, and students belonging to Other Backward Classes (OBC) account for 1.7 percent. In India, there are a number of institutional and structural difficulties that have resulted in unequal and imbalanced access to higher education

Education as a whole has long struggled with low public spending, underfunding, and resource distribution. The current public expenditure on education in India is estimated to be roughly 3% of GDP, with the policy aiming to increase this to 6%. Even at the suggested rate, however, the idea that a greater GDP will lead to more expenditure is predicated on a higher tax-to-GDP ratio. Even with the current public investment, the policy must pave the way for effective solutions to a number of other issues, including insufficient infrastructure, decentralised planning deficiencies, a shortage of human resources and a highly skewed gender disaggregated faculty distribution, a lack of investment in human capacity building and teacher training, and delayed fund flows. To begin, it is critical to begin at the elementary, middle, and high school levels, where early dropouts, limited learning levels, rampant and discriminatory segregation based on socioeconomic backgrounds and learning levels, infrastructural and human resource bottlenecks, and low-quality private provision confound any real increase in GER at the higher education level.

The document's (Ministry of Human resource development, (GOI) New education Policy 2020)

enlargement of the Right to Education to cover children aged 3 to 18 is a positive improvement. However, many proposals, such as changing the pedagogic structure, implementing new assessment models, establishing regulatory bodies, restructuring curricula, and enhancing private and community-led initiatives within Special Education Zones (SEZs), must be evaluated to see if they will have the intended consequences and, if not, what unintended consequences they will have on school education. Women account for a very small share of enrolments in institutes of national importance and state open universities, according to the All India Survey on Higher Education (AISHE), indicating a disproportionate distribution of state resources based on gender. The private sector has accounted for much of the growth in higher education. Such an expansion of privately

funded education has been criticised as leading to a model in which those who can afford it receive high-quality education, while those who cannot afford it are forced to choose from a plethora of low-quality, low-cost private providers, hampered learning, skilling, and employability. Gender stereotypes are influencing young people's choices and access, according to the mix of students across disciplines in higher education. While female enrolment in scientific and technology programmes continues to be low, the converse is true in the arts and humanities. A skewed distribution is the result of several structural disparities related to the current form of upper secondary schooling, high dropout rates, and gendered ideas. Furthermore, there is a problem with insufficient and under-representative teacher-pupil ratios across socioeconomic groups. These issues are becoming increasingly important as many central and state institutions move toward higher contractualization of faculty and reduced autonomy for professors and student groups. While the NEP does address the issue of uneven access, it mostly ignores underlying patriarchal attitudes and behaviours that often limit women's options. It remains to be seen whether the inclusion of a Gender Inclusion Fund, as well as other smaller ways in which the policy intends changed curricula to address respect for women, will be helpful in combating stereotypes. Women in higher education, as well as persons from a variety of other marginalised backgrounds, are often subjected to discrimination and harassment in institutions that encourage early dropouts or prevent them from enrolling at all. On university campuses, atrocities and everyday prejudice based on caste, gender, and religion are common, and must be addressed and eliminated in order to establish a climate that is truly inclusive and equal. These structural issues of unequal access and gender-based discrimination should be addressed in NEP 2020. The policy should have an impact on our society's most vulnerable and marginalised people. It should address newer challenges that we must anticipate as a result of some of the policy's proposals. The implications of the NEP must be unpacked using the framework provided by the Right to Education Act. The execution of this strategy must be envisioned in light of stagnant public education spending, bad infrastructure, and complex bureaucratic procedures across the federal and state governments (Panda, 2020).

Policies and Practices in India to address Gender Inequality

Gender disparity is a challenging problem for India, and it is unlikely to be remedied just by legislation; but, gender-friendly and gender-neutral policies might aid in the acceleration of good social change (“The Developing World's Missing Women Workers,”

2013). Apart from women's safety, equitable access to educational opportunities for females is one of the most critical factors in promoting gender equality in India. The strategic approaches to enhance women education in India:

Expansion: The strategy is focused on making educational facilities and learning opportunities available for and accessible to all children, young people and adults. Expansion involves establishing educational facilities in under-served or un-served locations in order to ensure that all children, young people and adults, especially those children in rural and remote areas, have access to education as well as to relevant vocational education and training programmes.

Equity and Inclusion: The focus of equity and inclusion is on bridging the gender and social category gaps in participation in education. It recognizes the right of every individual to education without discrimination on any grounds and according priority to education of the excluded, vulnerable, under-served and other disadvantaged groups. The main thrust is to ensure that educational opportunities are available for and accessible to all segments of the society. The approaches include special initiatives for enhancing access to quality education for disadvantaged and weaker sections of the community such as the Scheduled Castes, Scheduled Tribes, other backward classes, children belonging to muslim community and differently-abled children. The focus on equity and inclusion also envisages approaches that would help meet the learning needs of diverse groups of pupils and provide opportunities for all learners to become successful in their learning experiences (Shettar, 2015: 18).

Excellence: Achieving excellence by improving the quality and relevance of education and enabling all children and young people to achieve expected and specified learning outcomes remains a key goal of educational development programmes in India. The core elements of the strategy for achieving excellence include: (i) strengthening the quality of teaching-learning processes through comprehensive concerted large scale efforts with simultaneous attention to how these processes translate into better outcomes; (ii) enhancing the motivation, capacity and accountability of teachers for improving learning outcomes at all levels; (iii) improving governance of educational institutions through institutional focus on quality, based on principles of autonomy, accountability and performance, along with measures for re-defining the recruitment criteria, eligibility of teachers and merit-based processes of recruitment in these institutions; (iv) encouraging innovations and diversity of approaches in matters of curricula, pedagogies and community engagements in order to

respond to the diversity of learner groups, and (v) strengthening the monitoring and accountability mechanisms (Ibid).

Employability: High priority is accorded to the task of enhancing employability of the products of the education system. Specific measures for enhancing employability include renewed focus on vocational education and making secondary education more job-relevant through skills training within the schools, equipping secondary schools with teachers/trainers who have technical skills and with facilities that are required to impart technical and vocational skills. Vocational education at the secondary stage is redesigned to promote diversification of educational opportunities so as to enhance individual employability, and reduce the mismatch between demand and supply of skilled manpower (Ibid).

Various Policies and Plans have been formulated by the Government for Women Education:

- **Coaching Facility:** To provide equal opportunity for all students UGC have been taken the policy of establishment of residential coaching academy for SCs, STs, minority and women in universities and colleges.

- **Scholarship Schemes:** Indira Gandhi National scholarship scheme is provided for single girl child for pursue both higher and technical education.

Post-Doctoral fellowship is offered for SCs, STs, minorities and Women students.

- **Hostels Facility:** In the XI the five year plan, UGC has been allotted funds to Construction of women's hostels for colleges.

- **Capacity building for Women Managers in Higher Education:** The goal of the policy is to increase the participation of women in higher education management, including faculty, administration and staff for better gender balance and to sensitize the higher education system with quality development.

● **During XI plan, some approaches are being taken**

- i) To offer training programs to focus on increasing gender sensitivity issues in respect of women managers.
- ii) To provide some facility for women's movement.

In 2015, the government launched by Prime Minister Shri Narendra Modi "Beti bachaobetiPadhao" (BBBP) Yojana to save and empower the girl child is making waves all over the nation. This major inter-ministerial initiative of the Government of India bringing together Ministries, institutions and civil societies, though not a drastic change yet, the results are positive on the scheme. The scheme focused on intervention and multi-section action in almost 100 districts with low Child Sex Ratio (CSR).

Conclusion

Education is widely recognized as the gateway to economic security and opportunity particularly for girls and women. There is little denying the fact that investing in human capital is one of the most effective means of reducing poverty and encouraging sustainable development. The foremost factor that limits female education is due to the existence of poverty at large. An educated woman has the skills, the self-confidence and the information she needs to become a better parent, worker and citizen. One of the most significant worldwide transformations in education over the past several decades has been the drastic increase in women's access to colleges and universities. It must be admitted that women are in no way inferior to men. They have all the power and capacity as that of men but they fail to manifest themselves amongst different opportunities owing to various gender biases and existing gender stereotypes that need to be dissolved in order to ensure women empowerment and provide them substantive opportunities and space in society.

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