



Mr. Paramesh Roy

Research Scholar;
Dept. of Education,

Indira Gandhi National Tribal
University; Amarkantak, MP
parameshroy30@gmail.com



Ms. Archana Hazra

PG Student, Dept. of English
& Cultural Studies,
University of Burdwan; WB
West Bengal
hazraarchana72@gmail.com

Enlightening Human Rights on Inequality of Indian Women in Education and Employment : A Retrospective

Paramesh Roy

Archana Hazra

Abstract:

The main focus of the current study is gender bias, specifically with regard to women's opportunity to education and employment and how the application of human rights serves as a weapon in the fight against societal bias. Eventually, women in employment fields could not able to give their full enjoyment due to fewer opportunities and wages. Human rights can promote the women's enjoyment in terms of freedom from gender discrimination, having opportunity to accessing the justice, and social engagement.

Basically, human rights speak about equality of every single human being according to achieve own goals freely. In accordance with Article 26 of the universal declaration of human rights (UDHR) "everyone has the right to education." Equality in education can help women empower themselves and develop others through them. Henceforth, the study needs to focus on understanding the fundamental rights of women employees, studying the issues they face, and suggesting measures for improvement. Genuine empowerment for Indian women should be context-specific, considering local issues and societal enablers rather than mere suppliers of empowerment. Therefore, changes in Indian women's participation in the workforce are needed to their prevent agency and entrench inequality.

Keywords: Human rights, Gender bias, Women inequality in education and employment

1. Introduction:

"If you educate a man, you enlighten a person, but if you educate a woman, you enlighten a whole family."
- Pandit Jawaharlal Nehru

Education is a pathway which develops us towards reforming our society and the inherent attitude of a human being (Spiel et al., 2018). Since, women are one of the main pillars of our society as well as country through them new human being is generated and growing up, it's a woman who including the social characteristic to a new generation. Indian women are highly acknowledging the symbol of power and patience. Still many people in the society believe that women are the subject to detain in the four walls. But it is not the right observation. I salute all women who are the pillars of the society (Rahul, 2015)¹. Women are having special powers in them it is the power of decision making which helps women in the path towards empowering

¹ Rahul, C. (2015). *The pillars of our society March*. 5–6. <https://www.thehindu.com/features/kids/the-pillars-of-our-society/article6962877.ece>



themselves. It is found that only 37% women are able to take participate in any employment fields by the permission of their husband. But the participation was limited to just because of the educational qualification, husband education, employment opportunities (Purusottam & Bidisha, 2010)². Women education is not only surrounded by a limited area but also in the field of employment. A wide range of women are also helps to increase the economic development of a country. In the field of entrepreneurship women are also take participate along with men. To involve women in entrepreneurship the Government of India also provides some schemes for women such are –

Table 1: Schemes for Women in Entrepreneurship by Government of India

Sl. No.	Scheme	Website/Portal (for more information)
1	Pradhan Mantri Mudra Yojana (PMMY)	https://www.mudra.org.in/mudra-kahaniyaan-v2/women.html
2	Stree Shakti Yojana	https://www.sarkariyojnaa.com/stree-shakti-package-scheme/
3	Mahila Udyam Nidhi Yojana	https://ziploan.in/hi/article/mahila-udyam-nidhi-scheme-information-hindi

If the women will have the opportunity from these central and state schemes, women are helped a lot in the field of entrepreneurship and give women a path towards employment. And also, Sustainable Development Goal (SDG) 4 is to promote the “equitable quality education and lifelong learning opportunities for all.” Thus, to achieve a sustainable development country the needs of both genders male and female are equally important. Education is a fundamental rights for all, women also the part of this right (Bhawan, 2021)³. Thereby, in working place, women have to suffer gender inequality in many forms like partially in wages, position status, sexual harassment, etc. Therefore, this paper focused on how human right helps to increase women equality in the field of education and employability. Human rights have been ingrained in Indian society since ancient times, with roots in Vedic texts like the Rig Veda and Atharva Veda, emphasizing equality and dignity (Madan, 2017)⁴. Nussbaum (2004)⁵ discusses the importance of human capabilities in establishing norms for societal well-being. Over time, the development of human rights in India has been influenced by various commissions and policies, shaping rights such as freedom of religion, education, and against exploitation.

2. Literature Reviews:

Alhawsawi & Jawhar (2023)⁶ explores the impact of structural and cultural factors on women's empowerment through education and employment. It delves into how societal roles, local

² Purusottam, N., & Bidisha, M. (2010). Munich Personal RePEc Archive Women Empowerment in India. *Munich Personal RePEc Archive Women*, 24740. <https://mpra.ub.uni-muenchen.de/24740/>

³ Bhawan, M. A. (2021). *National Human Rights Commission Bored Markers LLP*, New Delhi *Quick Offset*, New Delhi.

⁴ Madan, N. (2017). History & Development of Human Rights in Indian. *IOSR Journal of Humanities and Social Science*, 22(06), 01–06. <https://doi.org/10.9790/0837-2206090106>

⁵ Nussbaum, M. C. (2004). Women's Education: A Global Challenge. *Journal of Women in Culture and Society*, 29(2), 325–355. <https://www.jstor.org/stable/10.1086/378571>

⁶ Alhawsawi, S., & Jawhar, S. S. (2023). Education, employment, and empowerment among Saudi women. *Gender and Education*, 35(4), 401–419. <https://doi.org/10.1080/09540253.2023.2189917>



culture, and Islamic interpretations influence women's participation in the knowledge economy. The study found that societal issues significantly impact women's participation in the labor market.

Choudhury & Singh (2023)⁷ examined gender disparities in engineering graduates' academic achievement and employment prospects in India. The study's primary survey data, which was gathered from 3186 fourth-year engineering students in Delhi between 2018 and 2019, served as the basis for the report. The study found that male students outperform female students academically, but female graduates receive more job offers, while male engineers earn more, indicating gender wage inequality. The results of this study indicate that discrimination against female graduates occurs in both the academic and professional domains. Furthermore, the study's conclusions imply that there is a more significant gender difference in income than in employment. Consequently, to improve women's assurance, professional experience, and potential for advancement in the engineering sector, it is imperative that they receive the appropriate education and training, including appropriate and appealing approaches, various machinery and equipment, etc. Furthermore, the government and employers must put suitable policies in place to close the gender pay gap and advance gender equality.

Chauhan & Kumar (2022)⁸ investigated the issues and difficulties that female students in higher education encounter. Girl-pupils in remote areas throughout the year 2021 made up the study's population. The study included 460 female students from Chamanlal Mahavidyalaya in Landhaura, Haridwar district (Uttarakhand), both UG and PG students. The findings show that early marriage and financial difficulties are the main issues that most girls face at home and in society, and that these factors have a substantial impact on girls' education. Girls' schooling is also said to be impacted by the tasks they perform around the house. This study identifies a number of problems facing adult female students pursuing higher education in the Uttarakhand state's Haridwar area. Eventually, policies and programmes for women's educational and developmental advancement must be put into action through government projects and schemes.

Vettriselvan et al. (2019)⁹ focused on the challenges faced by women employees in technical industries, emphasizing the need for equal pay and recognition of their contributions. The study followed a qualitative approach to understand the basic rights of women employees and the challenges they face in technical industries. Focus group discussions were conducted with 50 women employees from different sectors in Tamil Nadu, India, to collect information on the

⁷ Choudhury, I., & Singh, S. (2023). Analysing gender differences in academic performance and labour market outcomes of engineering graduates: evidence from India. *International Journal of Manpower*, 44(8), 1622–1640. <https://doi.org/10.1108/IJM-04-2022-0179>

⁸ Chauhan, A., & Kumar, S. (2022). A study on problems and challenges faced by girl students in higher education. *Philosophical Readings*, 13(4), 130–135. https://www.researchgate.net/profile/Anamika-Chauhan-4/publication/357805638_A_study_on_problems_and_challenges_faced_by_girl_students_in_higher_education/links/6389aae0ca2e4b239c7f1fe2/A-study-on-problems-and-challenges-faced-by-girl-students-in-higher-education

⁹ Vettriselvan, R., Rengamani, J., James, F. A., Srinivasan, R., & Poongavanam, S. (2019). Issues and challenges of women employees in Indian technical industries. *International Journal of Engineering and Advanced Technology*, 8(2), 404–409.



issues and challenges faced by women in the workforce. Hence, the Indian government is committed to improving the status of women through welfare and development schemes.

Madan (2017)¹⁰ efforts to define human rights education in India date back to the 1950s and 1960s, with significant influence from various commissions and policies shaping rights such as freedom of religion, education, and against exploitation.

Singh (2016)¹¹ highlighted the importance of education in empowering women in India, enabling them to confront traditional roles and change their lives. This paper addresses the challenges and changes necessary in the process of empowering women through education. Eventually, emphasizes the persistence of gender discrimination in India despite advancements in women's education. Even with improvements in women's education, inequality against women still exists in India. To guarantee the intended outcomes, there has to be a renewed focus on relevant, high-quality, and comprehensive education.

Patel (2015)¹² emphasizes the importance of proactive policies to support adolescent girls in gaining skills and economic independence. This study came to the conclusion that teenage females should be treated as unique persons who need laws and policies to safeguard and advance their rights, rather than just being seen through the prism of their birth families. Hence, need for implementing laws related to eradicating child labor and protecting girls in the workplace.

Sandhya (2015)¹³ explored the role of education in women empowerment and the status of women education in Bagalkot district, Karnataka it's a part of rural India. Both primary and secondary sources of data were gathered. The investigator gave a set of forty questions to women in the Bagalkot district who ranged in age from eighteen to forty. Here, eight participants were chosen for the survey from three villages in each of the sub-divisions of Jamakhandi and Bagalkot, and a total of forty participants responded to the questions. The percentage of responses was used to analyze the data. The study discovered that contemporary amenities and education have had a significant impact on women's empowerment. However, when compared to women residing in urban areas, rural women in the Bagalkot district are still falling behind.

Bajaj (2011)¹⁴ reviewed existing definitions and models of human rights education (HRE), and argues that ideology—as much as location or other variables—offers a means of schematizing

¹⁰ Madan, N. (2017). History & Development of Human Rights in Indian. *IOSR Journal of Humanities and Social Science*, 22(06), 01–06. <https://doi.org/10.9790/0837-2206090106>

¹¹ Singh, K. (2016). Importance of Education in Empowerment of Women in India. *Motherhood International Journal of Multidisciplinary*, 1(1), 39–48. [https://www.motherhooduniversity.edu.in/pdf/Publications/2016/Khushboo Singh.pdf](https://www.motherhooduniversity.edu.in/pdf/Publications/2016/Khushboo%20Singh.pdf)

¹² Patel, V. (2015). Livelihood, Employment and Skills for Young Women in Urban India. *PRAGATI: Journal of Indian Economy*, 2(2). <https://doi.org/10.17492/pragati.v2i2.8614>

¹³ Sandhya, S. J. (2015). Impact of education in women empowerment of in Bagalkot District, Karnataka. *Asian Journal of Social Sciences & Humanities*, 4(2), 87–94. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=2022631c40cbf2347f29729f1f4512b5662e8408>

¹⁴ Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly*, 33(2), 481–508. <https://doi.org/10.1353/hrq.2011.0019>



varying approaches to human rights education. This approach, which is based on the ideas of global citizenship, coexistence, and transformative action within the framework of a single nation-state (India), contends that the flexibility and adaptability of human rights education is its main advantage. The research discovered that the variety of settings in which HRE may and has been used is, in fact, evidence of its applicability, flexibility, and potential as a long-term teaching strategy.

Cooray & Potrafke (2011)¹⁵ utilized a Democracy and Dictatorship measure to classify political regimes and their impact on gender equality in education, focusing on the period from 1991 to 2005. Gender inequality in education is primarily influenced by culture and religion rather than political institutions, with discrimination against girls being pronounced in Muslim-dominated countries. The study employed a cross-sectional model to analyze the girls-and-boys enrollment ratio at different education levels in 157 countries. Data on enrollment ratios of boys and girls in education at various levels were collected from the World Bank Development Indicators for the year 2006, with adjustments made for countries with data available for neighboring years. The study found that the social norms, religion, and cultural factors can inhibit girls' education, with women in Nietzschean societies facing discrimination and potential punishment for seeking education, especially in radical Islam. Consequently, colonial regimes have historically disadvantaged women in education, with colonization decreasing enrollment ratios in Sub-Saharan Africa.

Nussbaum (2004)¹⁶ discussed the importance of human capabilities, including life, bodily health, bodily integrity, senses, imagination, emotions, practical reason, and affiliation, in establishing norms for societal well-being. The document also touches upon the interpretation of constitutional rights in India, emphasizing the broad interpretation of the right to life to include human dignity and livelihood. As well as this paper highlighted the challenges faced in promoting education in India, particularly due to the diverse language landscape and social issues like corruption.

3. Objectives:

- (i) To study on human rights for women equality.
- (ii) To alert on human rights for women in the field of education.
- (iii) To display the status of women in employability fields.

4. Methodology:

This is a qualitative literature survey paper. For this study, the investigator has analyzed through the theoretical framework and collected the secondary data from many national & international articles, various books, thesis, authentic reports and some documents on the status on inequality of Indian women in education and employment and also the interpretation is based upon the analysis of secondary data.

¹⁵ Cooray, A., & Potrafke, N. (2011). Gender inequality in education: Political institutions or culture and religion? *European Journal of Political Economy*, 27(2), 268–280. <https://doi.org/10.1016/j.ejpoleco.2010.08.004>

¹⁶ Nussbaum, M. C. (2004). Women's Education: A Global Challenge. *Journal of Women in Culture and Society*, 29(2), 325–355. <https://www.jstor.org/stable/10.1086/378571>



5. Agenda of Human Rights for Women:

Human rights are the minimal freedoms that each and every person has by virtue of being a member of the human race. The concept of human rights is related to the concept of human dignity (Shahid & Singh, 2008)¹⁷. Over the past few decades in India there are many constitutional amendments to protect and give equal enjoyment of education and employment to human beings. However, if go down to the field, it can clearly show some inequalities in terms of gender, religion, and race (Cooray & Potrafke, 2011)¹⁸. Specially, women are forbidden to take participate along with men in education and employment fields during these discriminations of gender. Human rights basically provide equal enjoyment in society for each person in terms of freedom. Women are able to participate in employment fields and compete with men. The ratio of women's education increased when the rate of child marriage decreased. Human rights implication as to protect the dignity of the human being (Bhawan, 2021)¹⁹, to keep the relationship between human being to each other. It ensures that human beings need medicine, clothing and food and encourages people to speak for their own needs. Education systems play an important role in developing a country in economic growth. Indian women play a significant role in economic growth and social balance, requiring more industry-specific studies to understand the reality of women workers in society (Vettriselvan et al., 2019)²⁰. The growth of economic development in a country is also related to a vast majority of women's education. Sexual harassment is one of the reasons behind women's inequality in education and employment (Sumanjeet, 2016)²¹. By educating women, the stigma of society, such as early child marriage and sexual harassment, could be removed from society.

There are several fundamental rights outlined in the 'Constitution of India²²' that are usually upheld by the legal system (Patel, 2015)²³. Article 14 prohibits discrimination by the State on many justifications, including sex, and Article 15 forbids discrimination based on other factors in areas such as public employment. Article 16 guarantees equality before the law and equal protection under the law. Article 15(3) also states that the State may also enact special laws and reservations in support of women. Article 21 states that the State has an obligation to safeguard everyone's life and right to personal freedom, including women. In addition, the state must guarantee fair and humane working conditions and maternity leave, as per the Constitution's provisions for equal pay for equal effort Article 39(d)) and Article 42. Labour is a subject in the

¹⁷ Shahid, M., & Singh, K. K. (2008). Indian democracy and women's human rights. *Madhya Pradesh Journal of Social Sciences, Vol. 13(2)*, 68-80.

¹⁸ Cooray, A., & Potrafke, N. (2011). Gender inequality in education: Political institutions or culture and religion? *European Journal of Political Economy, 27(2)*, 268–280. <https://doi.org/10.1016/j.ejpoleco.2010.08.004>

¹⁹ Bhawan, M. A. (2021). *National Human Rights Commission Bored Markers LLP, New Delhi Quick Offset, New Delhi*.

²⁰ Vettriselvan, R., Rengamani, J., James, F. A., Srinivasan, R., & Poongavanam, S. (2019). Issues and challenges of women employees in Indian technical industries. *International Journal of Engineering and Advanced Technology, 8(2)*, 404–409.

²¹ Sumanjeet, S. (2016). The State of Gender Inequality in India. *Gender Studies, 15(1)*, 139–157. <https://doi.org/10.1515/genst-2017-0009>

²² Constitution of India – <https://www.mea.gov.in/Images/pdf1/Part3.pdf>

²³ Patel, V. (2015). Livelihood, Employment and Skills for Young Women in Urban India. *PRAGATI: Journal of Indian Economy, 2(2)*. <https://doi.org/10.17492/pragati.v2i2.8614>



"Concurrent List" of the Indian Constitution (Patel, 2015). This indicates that laws dealing to the same may be enacted by both the federal and state governments. According to Patel (2015) the following labour rules safeguard women in the workplace and indirectly apply to teenage girls:

- **The Equal Remuneration Act of 1976²⁴**: Guarantees equal pay for men and women who perform the same or comparable work; forbids discrimination in hiring and service conditions; and permits employment of women only in situations where it is expressly forbidden or restricted by law.
- **The Maternity Benefit Act of 1961²⁵** safeguards gender fairness and the dignity of motherhood by establishing provisions for maternity leave and benefits.
- **The Factories Act of 1948²⁶** encompasses a multitude of regulations aimed at safeguarding women in the workplace, such as those concerning occupational safety, cleanliness, and childcare facilities.
- **The Mines Act of 1952²⁷**: This law restricts the hours that women working above ground may work and forbids them from working below ground.
- Both the Minimum **Wages Act of 1948²⁸** and the **Payment of Wages Act of 1936²⁹** demand the regular and timely payment of wages, and industry wage boards are tasked with setting the pay scale for each sector. Remuneration less than the stipulated minimum rate are not permitted.
- Additional labour laws that are beneficial to women and girls are the Interstate Migrant Workmen (Regulation of Employment) Conditions of Service Act 1979, the Contract Labour (Prohibition and Regulation) Act 1970, the Bonded Labour System (Abolition) Act 1976, the Plantation Labour Act 1951, the Industrial Employment (Standing Orders) Act 1946, the Trade Union Act 1926, the Payment of Bonus Act 1955, and the Personal Injuries (Compensation Insurance) Act 1963.

6. Human Rights for Women in Education:

Education is a crucial milestone for women's empowerment in India (Singh, 2016)³⁰. It is one of the basic requirements and fundamental rights for all citizens of the nation. It helps to reducing inequality and also helps people to understand about their human rights. Women are in need of this as they tackle discrimination in every field (Parvin, 2020)³¹. Gender discrimination, sometimes referred to as sexism, is the term used to describe unfair treatment or prejudice

²⁴ The Equal Remuneration Act of 1976 https://labour.gov.in/sites/default/files/equal_remuneration_act_1976_0.pdf

²⁵ The Maternity Benefit Act of 1961- https://labour.gov.in/sites/default/files/the_maternity_benefit_act_1961_0.pdf

²⁶ The Factories Act of 1948 – https://labour.gov.in/sites/default/files/factories_act_1948.pdf

²⁷ The Mines Act of 1952 – <https://labour.gov.in/sites/default/files/theminesact1952.pdf>

²⁸ Wages Act of 1948 – <https://labour.gov.in/sites/default/files/doc1.pdf>

²⁹ Payment of Wages Act of 1936 – <https://iddashboard.legislative.gov.in/actsofparliamentfromtheyear/payment-wages-act-1936>

³⁰ Singh, K. (2016). Importance of Education in Empowerment of Women in India. *Motherhood International Journal of Multidisciplinary, I(I)*, 39–48.

https://www.motherhooduniversity.edu.in/pdf/Publications/2016/Khushboo_Singh.pdf

³¹ Parvin, A. (2020). *Role of Education in Women Empowerment – A Study on Indian Context*. 25(11), 7–11. <https://doi.org/10.9790/0837-2511050711>



towards women on the basis of their gender. It appears on a number of forums, such as but not restricted to:

- **Gender based violence:** Women many faces physical, sexual and emotional abuse solely because of their gender.
- **Inequitable educational opportunities:** In numerous communities, females encounter obstacles in obtaining high-quality education, resulting in restricted prospects for individual and professional advancement.
- **Glass ceiling:** Stereotypes and unconscious biases frequently prevent women from achieving top positions or leadership roles in a variety of professions.
- **Insufficient reproductive rights:** Women frequently encounter limitations on their ability to make reproductive decisions, such as restricted availability of safe abortions, contraception, and healthcare.
- **Street harassment:** Women are frequently subjected to unwelcome attention, verbal abuse, or catcalling in public areas, which can impair their sense of security and freedom of movement.
- **Restricted political representation:** Women are frequently underrepresented in positions of authority and decision-making processes, which can lead to the creation of policies that fall short of meeting the needs and views of women.

The constitution of India provides equality to everyone; there are some rights for human which helps people to access their own need. Human rights provide women the right to access their freedom to gaining education. In Article 26, there are mentioned that every single human being can access their own education. By receiving proper education, women can reduce child marriage and live a healthy and productive life by competing with men in the field of employment and developing the economic growth of the country (Lahiri-Dutt, 2007).

Table 2: Percentage of literacy rate in India

Census Year	Males	Females	Persons	Decadal Growth in Female Literacy	Male – Female Gap in Literacy Rate
1901	9.83	0.60	5.35	-	9.23
1911	10.56	1.05	5.29	0.45	9.51
1921	12.11	1.81	7.16	0.76	10.30
1931	15.59	2.93	9.5	1.12	12.66
1941	24.9	7.30	16.1	4.37	17.6
1951	27.15	8.86	18.32	1.56	18.29
1961	40.40	15.35	28.31	6.49	25.05
1971	45.96	21.97	34.45	6.62	23.99
1981	56.38	29.76	43.57	7.79	26.62
1991	64.13	39.29	52.21	9.53	24.84
2001	75.26	53.67	64.83	14.38	21.59
2011	82.14	65.46	74.04	11.79	16.68

Source: Census of India, Office of Registrar General, India (Nath, 2023³²; Singh, 2016; Pandit, 2016; Shah, 2013)

³² Nath, D. (2023). Literacy Rate in India 2022. *International Journal For Multidisciplinary Research*, 5(1), 1–10. <https://doi.org/10.36948/ijfmr.2023.v05i01.1409> ;



Data of the Table-2 indicates that since 1951, the rate of literacy growth has been steadily rising. The data above shows the lowest growth rate in literacy from 1961 to 1971. Particularly after 1991, the difference in the literacy rate between 1991 and 2001 was close to 12 percent, the fastest growth rate of any decade between 1951 and 2011. The following figure shows the difference in the literacy rates between males and females, despite the fact that the educational and literacy levels of Indian women are rising.

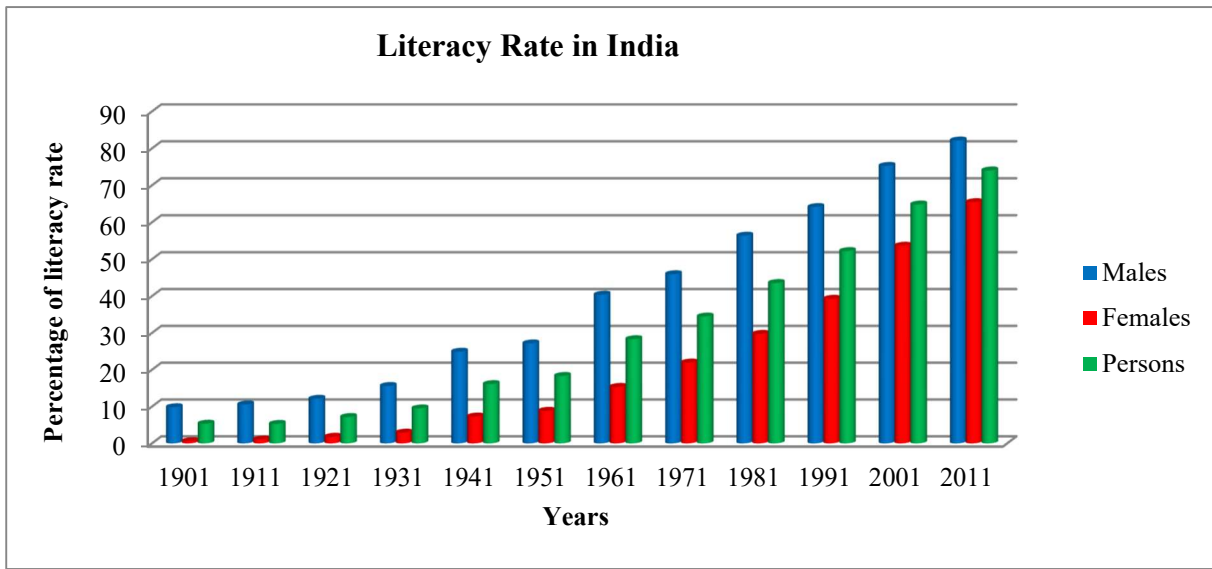


Figure 1: Shows Percentage of literacy rate in India

Source- Census of India, Office of Registrar General, India (Nath, 2023; Singh, 2016³³; Pandit, 2016³⁴; Shah, 2013³⁵)

In 2011, the percentage of the population who had completed their education increased to 74.04%, with 82.14% of males and 65.46% of women having done so. The 2011 census shows that just 58.8% of women living in rural areas are literate. The national average for male and female literacy was 82.14% and 65.46 percent, respectively. India is the world's largest democracy, home to billions of people, of which women naturally make up half. What effect, therefore, does women's education have on India's development? The absence of education of females also affects families. Mothers who have gone to school use what they have learnt to improve the health of their children and other family members. They protect their loved ones from disease by being informed about health hazards. In families with less educated mothers than in those with educated mothers, the rate of child mortality is significantly greater. "Educating girls is not an option, it is a necessity" is becoming one of Indian society's top

³³ Singh, K. (2016). Importance of Education in Empowerment of Women in India. *Motherhood International Journal of Multidisciplinary*, 1(1), 39–48.

https://www.motherhooduniversity.edu.in/pdf/Publications/2016/Khushboo_Singh.pdf ;

³⁴ Pandit, P. (2016). Mass Literacy Campaigns in Pre and Post-Independent Era of India. *International Journal of Recent Research Aspects*, 14–18. http://www.ijrra.net/ICCUT2016/ICCUT2016_08.pdf

³⁵ Shah, N. R. (2013). Literacy Rate in India. *International Journal of Research in All Subjects in Multi Languages*, 1(7), 12–16.

https://www.rajmr.com/ijrsm/ wp-content/uploads/2017/11/IJRSML_2013_vol01_issue_07_04.pdf



objectives when it comes to education for women. Everyone wants to see less gender differences in the classroom. Therefore, education is an important for everyone, but it is especially significant for women (Sandhya, 2015). Though women are also have the same education, training and skills but they do not having the same wages as men. Thus, inject the women to education for making developing country in the world as well as global. Consequently, logical thinking and other abilities that make it possible for women to participate in what, in their own environment, constitutes legitimate empowerment should be imparted to them through education.

7. Status of Women in Employment:

The need for women's equality in employment is not only surrounded in the present scenario but also for future generations (Sen & Mukherjee, 2014)³⁶. When an Indian girl turns 12, she is supposed to be a homemaker whose only duty is to serve as a housewife. The ratio of dropout students from school is highly considered to be girls. The cause behind the dropout is to child marriage which supports the family and parents of the child. Lack of awareness is also a significant cause of women's literacy (Jain, 2004). It is for this reason that the focus on human development has been to highlight the gender dimension and continuing inequalities confronting women since 1995 (Kaul, 1995). Moreover, Figure 2 depicts the correlation between female workforce participation and educational attainment.

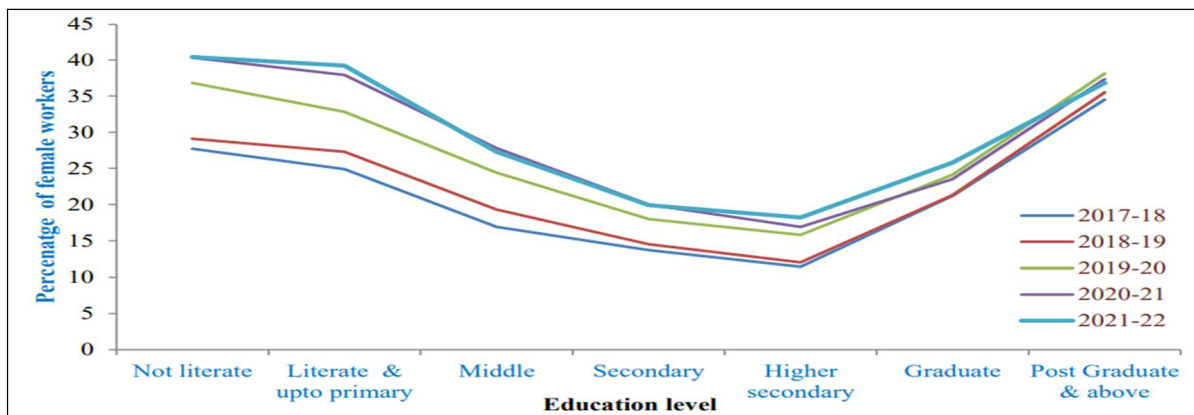


Figure 2: Relationship between female workers and education level

Source: PLFS, MoSPI (GOI, 2023)³⁷

In UNDP report is noted that without educating women the allover development of human beings on employment is impossible. As well as Article 23 of the Universal Declaration of Human Rights (UDHR) guarantees everyone the right to work, to free employment, to just and favorable

³⁶ Sen, G., & Mukherjee, A. (2014). No Empowerment without Rights , No Rights without Politics : Gender-Equality , MDGs and the post 2015 Development Agenda Working Paper Series The Power of Numbers : A Critical Review of MDG Targets for Human Development and Human Rights. *Journal of Human Development and Capabilities*, 15(2–3), 188–202.

³⁷ GOI. (2023). *Female Labour Utilization in India* (Issue April). https://dge.gov.in/dge/sites/default/files/2023-05/Female_Labour_Utilization_in_India_April_2023_final_1_-pages-1-2-merged_1_.pdf



conditions of work and to protection against unemployment (Patel, 2015). Women’s participation in parliament is one of the essential issues in the context of status of women in employment. India's women are making a significant contribution to politics today, ranging from advocating for just and peaceful governance to opposing rape, domestic abuse, food adulteration, dowry systems, and rising costs, among other issues. The majority of women do not know what their legal rights are. In the process of women empowering lack of awareness regarding the legal constitutional amendment is one of the main factors of deterioration in employability (Purusottam & Bidisha, 2010). In accordance to UNDP human development report 1990 is stated that various sectors which is mentioned below has the lowest participation of women –

Table 3: Showing Indian Women’s Engagement GDI & GEM Ratio in Employment

Years	Seats share in Parliament		Gross Enrolment		Gender Development Index (GDI)		Gender Empowerment Measure (GEM)	
	M	F	M	F	M	F	M	F
1995	92.7	7.3	63.8	45.8	0.401 (Rank – 99)		0.226 (Rank –101)	
2000	91.1	8.9	61	46	0.545 (Rank - 108)		NA	
2005	90.7	9.3	64	56	0.586 (Rank – 98)		NA	
2007 – 2008	90.2	9.8	68	60	0.600 (Rank –113)		NA	

In this above-mentioned table, it may conclude that the gross participation of women in parliament since 1990 – 2008 has been not so much increased at all. Therefore, from this it is clearly shown there is a huge need of women engagement in parliament and women understanding of their own right as a human being.

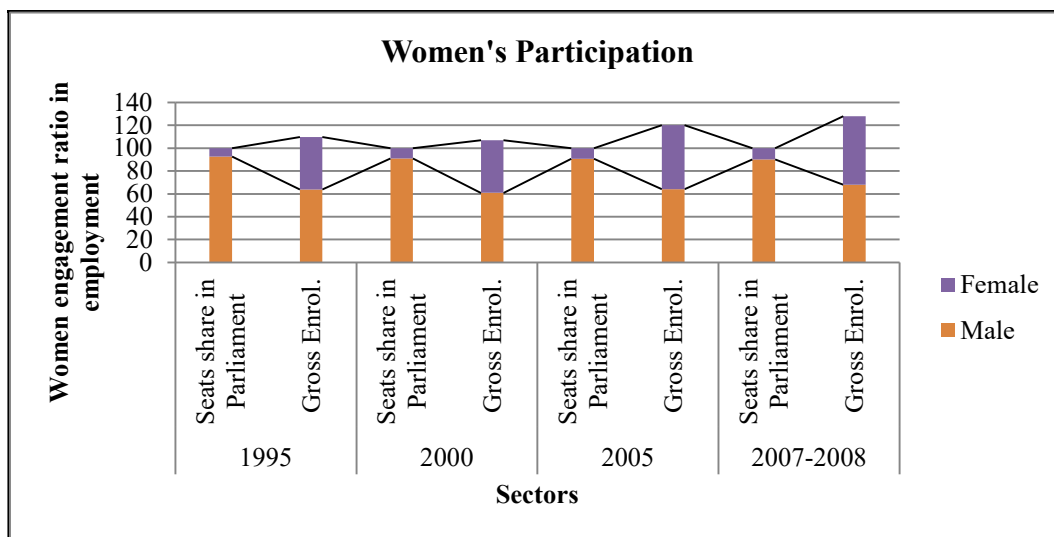


Figure 3: Showing Indian women’s engagement ration in employment with special reference to parliament Source- (Purusottam & Bidisha, 2010)³⁸

³⁸ Purusottam, N., & Bidisha, M. (2010). Munich Personal RePEc Archive Women Empowerment in India. *Munich Personal RePEc Archive Women*, 24740. <https://mpra.ub.uni-muenchen.de/24740/>



Between the years 1975-1992 there are much less participation of women in employment fields. The number of participants of women has been not give much time to showing their interest in as employment leader. National Policy on Education (NPE), 1986 and its Programme of Action (POA) gave high priority to gender equality and committed the entire educational system to work for women's empowerment (Singh, 2007)³⁹.

8. Discussion and Conclusion:

At the end of this paper, it is concluded that human rights could be a great cause to enhancing women's equality in education and employment. Women's employment helps to growth of economic development. It is very important that women can access opportunities the same position to compete with men as they have it. Rightful use of human rights helps to enhance a better role in decreasing women in education and employment (Rajaram & Zararia, 2009)⁴⁰. Decreasing harassment could help create a clear notion of creative freedom for women's empowerment. By empowering women in education and employment opportunities, the rate of interest for girls going to school and women working in private sectors as well as government sectors has increased (Lahiri-Dutt, 2007)⁴¹.

Education and employment alone do not guarantee empowerment; factors like incentives, career paths, gender viewpoints, and societal norms also play crucial roles. Even, Saudi government has repeatedly announced its commitment to end women's marginalization and emphasize empowerment through education and employment (Alhawsawi & Jawhar, 2023)⁴². Furthermore, new difficulties and, in certain situations, illegal working circumstances have been brought about by the viewpoint that guided the development of laws shielding women from commodification and gender discrimination. This initiative attempt will definitely keep a balance in gender equality. Choudhury & Singh (2023)⁴³ found that there is a considerable variation in academic performance and earnings between male and female engineering graduates. Therefore, we can see the women inequality is the major evils in education as well as employment. Specially, women in India face challenges in industries due to social constraints and unequal pay. Henceforth, the study needs to focus on understanding the fundamental rights of women employees, studying the issues they face, and suggesting measures for improvement (Vettriselvan et al., 2019)⁴⁴. Genuine empowerment for Indian women should be context-

³⁹ Singh, N. (2007). Higher Education for Women in India-Choices and Challenges. *Forum on Public Policy*, 1–16. <https://eric.ed.gov/?id=EJ1099426>

⁴⁰ Rajaram, N., & Zararia, V. (2009). Translating women's human rights in a globalizing world: The spiral process in reducing gender injustice in Baroda, India. *Global Networks*, 9(4), 462–484. <https://doi.org/10.1111/j.1471-0374.2009.00264.x>

⁴¹ Lahiri-Dutt, K. (2007). Roles and status of women in extractive industries in India: Making a place for a gender-sensitive mining development. *Social Change*, 37(4), 37–64. <https://doi.org/10.1177/004908570703700403>

⁴² Alhawsawi, S., & Jawhar, S. S. (2023). Education, employment, and empowerment among Saudi women. *Gender and Education*, 35(4), 401–419. <https://doi.org/10.1080/09540253.2023.2189917>

⁴³ Choudhury, I., & Singh, S. (2023). Analysing gender differences in academic performance and labour market outcomes of engineering graduates: evidence from India. *International Journal of Manpower*, 44(8), 1622–1640. <https://doi.org/10.1108/IJM-04-2022-0179>

⁴⁴ Vettriselvan, R., Rengamani, J., James, F. A., Srinivasan, R., & Poongavanam, S. (2019). Issues and challenges of women employees in Indian technical industries. *International Journal of Engineering and Advanced*



specific, considering local issues and societal enablers rather than mere suppliers of empowerment. Therefore, changes in Indian women's participation in the workforce are needed to their prevent agency and entrench inequality.

9. Suggestions and Recommendations:

The present study leads to the following suggestions and recommendations for better opportunities in the fields of education and employment which can be improve the entrepreneurial values and equal rights to women-

- Sustainable development goal 4 suggest that seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.
- Sustainable development goal (SDG) 5 suggest that to “achieve gender equality and empower all women and girls” by 2030.
- Sustainable development goal 10 suggest that to “reduce inequality within and among countries” by 2030.
- In accordance to article 14 (d) sets out the “right to education of rural women, which includes the right to obtain all types of training and education, formal and non-formal, including that relating to functional literacy.”
- According to article 21 of Indian constitution also provides “right to live to all women and men as per their own choice by constitutional guarantee that no person shall be deprived of his/her life or personal liberty except according to procedure established by law.”
- Article 26 of Indian constitution provides the right to education for all. The education should be free at the elementary level. It is a fundamental right for human beings.
- Individualism emphasizes gender identities, equal attitudes, better employment, education and upgrade leadership qualities; it also reduces the patriarchal persuasion and fertility.

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