Achieving Gender Equality and Women Empowerment in India (SDGs-5) Opportunities and Challenges

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Abstract
The purpose of sustainable development is a universal union of objects, indicators and indicators that states and UN members will use to develop their programs and policies over the next 15 years. The Sustainable Development Goals (SDGs), which became the subject of the Millennium Development Goals (MDG), expired at the end of 2015. This document is addressed in Six Parties in which MDG 3 - its objectives, achievements, best practices and gaps and SDG 5 and the proposed objectives and indicators, the implementation framework for the State of India, funding, technical architecture to monitor objectives, indicators, evidence and lessons learned from best practices As far as possible, get a search tackle. This document is organized as follows: Section 2 presents achievements under MDG 3 and the identified gaps remain. The third section deals with the design and adoption of ODS. The fourth section addresses SDG 5 and the proposed objectives and indicators, while the architecture for SDG development and monitoring, in particular SDG 5, appeared in the fifth section. Finally, the way you followed and the suggestions for action at the Indian level are given in Section Six.

Introduction
In September 2015, governments around the world signed a historic agreement to eradicate poverty, improve the standard of living and well-being of all peoples, promote peace and more inclusive societies and reverse the trend towards degradation of the environment. The 2030 Agenda for Sustainable Development is committed to promoting development in a balanced way - economically, socially and environmentally - in all countries of the world, leaving no one behind and paying particular attention to the poorest people or the poorest more excluded.

Sustainable Development Goals (SDGs) continue and expand the Millennium Development Goals (MDGs), which expire at the end of 2015. Sustainable Development Goals seek to change the course of the century, to address key challenges such as poverty, inequality and violence against women and girls. It contains 17 Sustainable Development Goals (SDOs) with associated objectives for the progress evaluation.
Key (17) Sustainable Development Goals -

1. End poverty in all its forms everywhere
2. End hunger, ensure food security and improve nutrition and promote sustainable agriculture
3. Ensure healthy lives and promote well-being for all at all ages
4. Ensure the quality of inclusive and equitable education and promote learning opportunities for all
5. Achieve gender equality and empower all women and girls
6. Ensure the availability and sustainable management of water and sanitation for all
7. Ensure access to affordable, reliable, sustainable and modern energy for all
8. Promote sustained, sustainable and inclusive economic growth, full and productive employment and decent work for all
9. Build resilient infrastructure, promote industrialization and foster inclusive and sustainable innovation.
10. Reduce inequalities within and between countries
11. Make cities and human settlements inclusive, safe, resilient and sustainable
12. Ensure sustainable consumption and production patterns
13. Take urgent action to combat climate change and its impacts
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Protect, restore and promote the sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, halt and reverse land degradation and end biodiversity loss
16. Promote peaceful and inclusive societies for sustainable development, ensure access to justice for all and create effective, accountable and inclusive institutions at all levels
17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

Goal 5: Achieve gender equality and empower all women and girls in India:

Goal 5 is to eliminate all forms of discrimination and violence against women in the public and private spheres and to undertake reforms to give women the same rights to economic resources and access to property. While there was unanimous recognition that much progress has been made in ensuring women's rights and women's empowerment, many participants agreed that this progress was uneven in all countries. Empowerment of women is a prerequisite for this. Gender equality is not only a basic human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Ensuring that women and girls have equal access to education,
health care, decent work and representation in political and economic decision-making will foster sustainable economies and benefit societies and humanity in general. This includes the following objectives:

**Gender barriers**

Gender inequalities are multidimensional and the goals of "gender equality" and "women's empowerment" cannot be reduced to a single, universally agreed set of priorities. The issue of gender equality and empowerment has been clearly established in MDG3. But the MDGs were in fact too narrow and, as a result, resulted in the obvious oblivion of many other risks and vulnerabilities specific to gender, roles and responsibilities, and power relations. (Jhamb and Sinha, 2010). Gender parity in education, the proportion of women in paid employment and the proportion of women's seats in national legislatures will significantly contribute to gender equality and women's empowerment, with the possibility of achieving positive changes in women's lives. But there is no perfect correlation between these indicators and women's equality / empowerment. For example, formal education alone can not automatically lead to gender equality and empowerment. There are specific barriers to schooling for girls and adolescents, in addition to the barriers they share with other groups in general. Socially assigned burdens and socio-cultural dynamics limit women's education and opportunities. There are institutional and implementation-related barriers, as well as cultural norms and traditions that shape behaviors and impede the achievement of educational levels and gender equality in ownership and control of resources.. Dominant attitudes and discriminatory laws and institutions act here as barriers.

The issues of gender equality and women's empowerment are included in MDG 3 and its objectives and indicators and the relatively broader goal in SDG 5 and its objectives and indicators, the factors and gaps. The lessons and challenges of the next 15 years will be discussed in this context. We also note the performance of key development indicators in general and in particular their Human Development Index, Education Index, Education Inequality Index and Gender Inequality Index in 1999-2014 in different regions of the world and in India (Table 1).

**Table 1: Region-wise Performance on Key Development Indicators (1999-2014)**

<table>
<thead>
<tr>
<th>Regions</th>
<th>Human Development Index</th>
<th>Educational Index 1999</th>
<th>Inequality adjusted Educational Index 2014</th>
<th>Gender Inequality Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Year 2014</td>
<td>In Year 2014</td>
<td></td>
<td></td>
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Multidisciplinary Higher Education, Research, Dynamics & Concepts

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arab States</td>
<td>0.64</td>
<td>0.68</td>
<td>0.62</td>
<td>0.33</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>East Asia and the Pacific</td>
<td>0.71</td>
<td>0.71</td>
<td>0.81</td>
<td>0.49</td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Europe and Central Asia</td>
<td>0.77</td>
<td>0.74</td>
<td>0.91</td>
<td>0.65</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>Latin America and Caribbean</td>
<td>0.76</td>
<td>0.74</td>
<td>0.83</td>
<td>0.52</td>
<td>0.41</td>
<td></td>
</tr>
<tr>
<td>South Asia</td>
<td>0.56</td>
<td>0.60</td>
<td>0.54</td>
<td>0.28</td>
<td>0.53</td>
<td></td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>0.46</td>
<td>0.51</td>
<td>0.54</td>
<td>0.28</td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>World</td>
<td>0.71</td>
<td>0.71</td>
<td>0.74</td>
<td>0.44</td>
<td>0.44</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td>0.50</td>
<td>0.60</td>
<td>-</td>
<td>0.29</td>
<td>0.56</td>
<td></td>
</tr>
</tbody>
</table>


Framework and Adoption of SDGs

The SDGs share a universal common global vision of progress towards a safe, just and sustainable space for all human beings to thrive on the planet. A process to agree on a new development agenda beyond 2015 involved two interconnected tracts – a ‘Sustainable Development Goals’ process and a post2015 development agenda process. The two processes – the political – typically resulting in the goals and the technical – typically resulting in targets and indicators, leading to the formation of frameworks for internationally agreed development goals are different but interdependent. UN member states are expected to use the SDGs, universal set of 17 proposed goals, with 169 specific targets and indicators to frame their agendas and political policies over the next 15 years.

Table 2: Gender Disaggregated Data on Education in India, 2001 and 2011(School and Tertiary Education)

<table>
<thead>
<tr>
<th>Year</th>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>74.73</td>
<td>67.13</td>
</tr>
<tr>
<td>2011</td>
<td>82.51</td>
<td>80.70</td>
</tr>
</tbody>
</table>

(Source: Census 2001 and 2011).

Table 3: Member of Indian Parliament by Gender, 2000-201

<table>
<thead>
<tr>
<th>In Year 2000</th>
<th>In Year 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>Lok Sabha</td>
<td>498</td>
</tr>
<tr>
<td></td>
<td>(91.89%)</td>
</tr>
<tr>
<td>Rajya Sabha</td>
<td>230</td>
</tr>
</tbody>
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Table 4: Participation of Women in Wage Employment in the Non-agricultural Sector, 1999-2000 and 2004-05 (in percentage)

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>15.09</td>
<td>21.39</td>
</tr>
<tr>
<td>Urban</td>
<td>16.61</td>
<td>19.00</td>
</tr>
<tr>
<td>All India</td>
<td>16.00</td>
<td>20.23</td>
</tr>
</tbody>
</table>

(Source: NSSO).

SDG 5: Targets with Proposed Indicators

The following architecture for the development and monitoring of a global indicator framework was endorsed by the UNSC at its session in 2015.

- An Inter-Agency Expert Group on Sustainable Development Goal indicators (IAEG-SDG), comprising 28 representatives of NSOs and, as observers, regional and international organizations. The group was tasked with fully developing a proposal for a global indicator framework in an inclusive and transparent process.

- A High-level Group for Partnership, Coordination and Capacity-Building for Post-2015 Monitoring (HLG), comprising 15 to 20 NSO representatives and, as observers, regional and international organizations. The HLG will establish a global partnership for sustainable development data and provide strategic leadership for the SDG implementation process.

The 17 SDGs include SDG 5 to achieve gender equality and empower all women and girls. SDG 5 is both a cross-cutting issue and an objective in itself. The formulation of the Sustainable Development Goals (SDGs) has been a more open and inclusive process than the formulation of the MDGs promoted by the UN Member States, and has generated intense and broad debate. SDG 5 calls for "Achieving gender equality and empowering all women and girls". SDG 5 proposes a series of goals to end discrimination, violence and harmful practices, to recognize and value unpaid care work, participation and leadership in decision-making and universal access sexual health and reproductive rights. Each SDG (as indicated in the OWG report) has its objectives and means of implementation in annex. The challenge of financing SDG 5 seems to be a major obstacle unless it becomes a central element of its means of implementation, which does not seem to be the case so far.
The six objectives of SACO 5 are discussed below, with a total of 16 indicators (5 + 3 + 2 + 2 + 1 + 3). In addition, three 5a, b and c reflect the means of implementation: legal reforms and technology. While the SDG 5 approach is ideal and essential for development, its implementation leaves much to be desired. Many goals are of crucial importance (for example, "eliminating all forms of violence against all women and girls"). These have been agreed for a long time and can be easily captured by appropriate indicators. They are sufficient to have a considerable impact, but have no timetable to make them binding, especially for actions and reports.

Both for the commitments of the national and international community with gender equality and women's empowerment. Inclusion of fixed-term targets is essential for tracking the progress of societies against such an important goal as the elimination of gender disparities.

Proactive Measures, Efforts and Overall Approach

The national and international environment must be more supportive of women's voices and action. Promoting women's ability to articulate their point of view meaningfully (voice) and become agents of their own empowerment (agency) is essential in any initiative to help them overcome sociocultural conditioning and the division of labor into gender. Empowerment requires a more holistic approach. This includes efforts to improve women's access to resources (eg credit, training and inheritance and land rights) and their ability to use them (eg, anti-discrimination and anti-sexual violence legislation, justice systems). with gender sensitization and government mechanisms to improve gender equality). Proactive measures are needed to combat policy evaporation - the dilution of gender equality commitments in policy implementation - and to ensure that all sectors use a gender perspective. New modalities are also needed for civil society groups working on gender equality, adequate resources and support for capacity building to facilitate their representation in political dialogues. Innovative approaches are also needed to sensitize the private sector to gender issues. Szekely (2008) identified three underlying elements that lead to the results of gender disparities:

- Cultural norms by which women are relegated to fulfilling certain roles within the household and in society, and through which they are excluded from a variety of activities and opportunities for human development and are reproduced generation after generation and become part of the ‘normal’ operation of societies.

- The rules of society – for instance, legislation (labour) may explicitly exclude women from or limit their access to certain activities.
The mechanisms through which final outcomes are determined. Even in societies in which cultural norms provide equal opportunities for women and the ‘rules of the game’ do not explicitly inhibit women’s development, market mechanisms, such as the low returns to specific types of labour, including housework and other activities predominantly performed by women, undermine their development potential.

Progress towards gender equality and women's empowerment in the development agenda requires the support of the women's movement to activate and energize the agenda. Empowerment requires a multi-dimensional agency: in general, progress in expanding women's opportunities has been less important than in women's capacity development. Efforts are needed for women to use their growing capacities in the economy and society. Better indicators are needed to measure progress towards gender equality, especially in economic participation.

- Gender equality requires changing the underlying social norms in addition to the observable outcome.
- A particularly promising approach to using financial incentives to change the behavior of families towards girls and women as long as they are appropriate and sustainable. Conditional cash transfer programs are one of the most interesting recent developments in demand programs to promote better educational and health outcomes: they use financial incentives to change the behavior of families towards girls and behavioral change precedes and determines the change of attitude or culture. But the incentives must be adequate and supported.
- Changes in laws, institutions and policies are important to broaden the goals of gender equality.

Gender equality and women's empowerment are not synonymous and therefore cannot be traced with a single indicator. Equality indicators measure the status of women relative to men, and equality measures can sometimes indicate equality of deprivation rather than equality of opportunity. Empowerment indicators measure changes in women's absolute levels of well-being. These will include indicators of skills (education and health) and opportunities (employment and political participation). The Republic of India introduced policies and programs for the universalization of primary education, the improvement of higher education and also starting with the constitutional provision of the guiding principle of the political state to the Article 45, Constitutional Amendment 2002 Basic Law and enactment of the TEN Act (Right to Education).
Although India achieved gender parity at the primary level and is on track to reach parity at all levels, by August 2015, the proportion of seats occupied by women had only reached 12% compared to the previous year. 50% objective. India is also facing the challenge of violence against women. For example, a baseline study found that in New Delhi, 92% of women had experienced some form of sexual violence in public spaces in their lifetime. The Government of India has identified the elimination of violence against women as a key national priority, which coincides with the United Nations Sustainable Development Goals on gender equality. A series of initiatives were taken while we were discussing here.

**Sarva Shiksha Abhiyan (SSA)**

The main program of universalization of primary education has been implemented as a central sponsorship scheme in partnership with the States / Territories of the Union since 2000-01. Its general objectives are: (i) all children in school, (ii) to overcome all gender and social categories in the stages of primary and upper secondary education, (iii) universal maintenance and (iv) the quality of satisfactory primary education. It includes key programmatic advances to promote girls' education.

In addition to programmatic interventions to promote girls 'education in the mainstream primary education system, girls' education is provided through two special programs, supported by SSA. These are:

(I) **The National Program for Girls' Education at Basic Level (NPEGEL):** the program was launched in 2003 and implemented in blocks backward (pedagogically EBB), responding to the needs of girls who come in and out of the school. Given that many girls become vulnerable to drop out of school when they are unable to adjust to the pace of classroom learning or feel neglected by classroom teachers / peers, NPEGEL emphasizes teachers to recognize these girls and pay special attention to get out of your vulnerable state and prevent them from leaving. By the end of 2012-2013, 41.2 million girls had been covered in 3,353 EBBs in 442 districts, and 41,779 clusters of model schools had been established. At the cluster level, a school becomes a resource center for cluster schools.

(II) **Diagram of Kasturba Gandhi Balika Vidyalaya (KGBV):** It is upper primary schools for scheduled Caste girls (SC), Scheduled Tribe (ST), other backward classes (OBC) and Muslim communities and is organized in back blocks pedagogically where schools are located at great distances and represent a challenge to girls' safety and force them to interrupt their studies. KGBV target adolescents who cannot attend regular schools, girls do not go to school in the 10-year-old group who cannot finish primary school and the youngest migrant girls in difficult areas dispersed populations that cannot fail to qualify for elementary / higher schools. It is implemented in 27
Achieving Gender Equality and Women Empowerment in India (SDGS-5) Opportunities and Challenges

states / UT. Until 2012-13, 3609 were adopted KGBV and 366,500 girls were enrolled in these KGBVs compared to the specific registration of 373,000 girls.

The Rashtriya Madhyamik Shiksha Abhiyan-

It is an emblematic program of the Government of India, launched in March 2009, to improve access to secondary education and improve its quality. The implementation of the program started from 2009-2010 to generate human capital and provide sufficient conditions to accelerate growth and development and equity and quality of life for all in India.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

It was revised in 2013, it included, among others, the Girls Hostel Scheme and the National Girls Incentive, especially to encourage girls in secondary education. A sum of Rs 3,000 is deposited on behalf of the eligible girls as a fixed deposit. The girls have the right to withdraw the amount as well as the interest at the age of 18 and after passing the examination of the tenth class.

Mahila Samakhya (MS) Program

The National Education Policy (NPE) 1986 recognized that the empowerment of women is perhaps the most important condition for the participation of girls and women in the educational process. The Mahila Samakhya program was launched in 1988 to further the goals of the National Education Policy, 1986. It recognized that education can be an effective tool for women's empowerment. The main objective of the program's interventions under the MS program has been to build the capacity of poor women to eliminate gender barriers and social education and the realization of women's rights at the family and community levels. EM program also includes the creation of Nari Adalats (The Women's Courts) to address issues such as violence against women, among others. The evaluation of the MS program recognized Mahila Samakhya as a unique program-based process that has shown empowerment of poor and marginalized women in rural areas and their effective participation in the public domain and in education and learning.

Describe Saakshar Bharat

It was launched in 2009 and extended until March 31, 2017. By the end of September 2014, 388 districts were covered in 26 states and one in the UT. About 3.92 crore trainees appeared for the six-month baseline literacy assessment tests conducted so far. About 2.86 crore learners (including 2.05 crore females), comprising 0.67 crore, 0.36 crore SCs and 0.23 crore STs minorities successfully passed the basic literacy assessment tests conducted by the National Institute of Open Education (NIOS), until
March In addition, about 41 lakh students passed the assessment exam conducted in August 2014 and 1.53 lakh adult education centers operate from now on. 2.5 million people were mobilized as volunteer teachers; 35 million primers were produced and distributed in 13 Indian languages and 26 local dialects. About 29 lakh students benefited from professional training through Jan Shikshan Sansthan between 2009 and 2014, whose female beneficiaries were 25.02 lakhs.

Kishori Shakti Yojna and Rajiv Gandhi for the Empowerment of Adolescent Girls (RGSEAG) - 'SABLA'

The Ministry of Development of Women and Children, Government of India, began in 2000 a plan called "Kishori Shakti Yojna" (KSY) using the infrastructure of services for the integrated development of the child (ICDS). Kishori Shakti Yojana (KSY) seeks to empower adolescent girls so that they can stay in charge of their lives. Since then, the Nutrition Program for Adolescent Girls (NPAG) has started as a pilot project in 2002-03 in 51 districts identified across the country to address the problem of adolescent malnutrition. Under the program, 6 kg of free food grains per beneficiary per month are given to low-weight adolescents. Both systems influenced to some extent the lives of adolescent girls (GA), but they did not show the desired impact.

Beti Bachao Beti Padhao

It was launched on January 22, 2015, where the overall goal of the plan is to celebrate the girl and allow her to train. In 2005, enrollments in primary and primary classes had a gender parity index of 0.89 in India. In classes I-V, it was 0.91 and in classes VI to VIII it was 0.83, which shows a lower parity between the sexes in the upper classes. In 2014-15 was 0.94 for all classes and 0.93 in class I-V and 0.95 in class VI-VIII, which shows a marked improvement (data 2005 and 2014-15 Design).

Prime Minister Beti Bachao Beti Padhao's initiative aims at equal opportunities and girls' education in India. In addition, specific interventions on women's employment, adolescent empowerment programs, Sukanya Samridha Yojana on girls' prosperity and Janani Surakha Yojana for mothers promote India's commitment to equality gender and objectives of Objective 5.

SDG 5 has now reflected the value of care and care and the special responsibility of women. The visibility and value of care and care has increased and now the lifelong focus is recognized as the shared responsibility of society and the state, rather than women, but they must still be clearly supported by public policies and programs. Cash transfer programs and cash payments to informal caregivers support women's empowerment more and more control over resources and decisions within the home, but can also strengthen the traditional role of caring for women and underestimate their time constraints To date, few programs have responded to the demand for
"transformative" social protection that addresses gender-specific risks and vulnerabilities, including discrimination and social exclusion, violence and lack of social protection.

What do you have to do?

A reoriented social protection program is needed to recognize interfamilial inequalities, especially the power to make decisions and the appropriation of resources, the importance of social reproduction, including unpaid care and family management, diversity family and the different experiences of men and women in the labor market. Gender equality and empowerment of women and girls is both a cross-cutting issue and an objective in itself. In order to explain the overlap of SDG 5 with most other SDGs, it is suggested in the UN Secretary-General's Synthesis Report that each goal is considered successful only if it is respected for all social and economic groups. Concerned income, which includes women, should be followed.

Comprehensive approaches to the education of women and girls that meet the specific context conditions of each country, with the aim of improving access and improving relevance and quality, include:

1. remove financial barriers to education, especially the direct and indirect costs of education, and bring schools closer to marginalized communities;
2. Provision of appropriate safety nets (school feeding options, cash transfers, etc.);
3. Provision of gender-sensitive basic services in teaching and learning environments (water, sanitation, security);
4. The eradication of gender stereotypes in curricula and teaching practices and all aspects of education;
5. The recruitment of teachers and their deployment in rural areas as models;
6. Provision and expansion of non-formal education opportunities for women and girls throughout their life cycle;
7. Development of equivalence frameworks that enable women and girls to take advantage of formal and non-formal opportunities;
8. Ensure that women's and girls' education responds to individual needs and supports their ability to exercise their economic, social, cultural, civil and political rights; and
9. Increased national and international funding for education and better targeting of resources to the most vulnerable.

Discussion points
1. Fund the education of women and girls to minimize the impact of the financial crisis on education: successful policies / good practices and lessons learned from government, bilateral donors, the private sector and private initiatives (domestic level)

2. Different levels of education and its contribution to women's empowerment: implementation of comprehensive approaches for empowering women and girls.


However, significant obstacles remain. Poverty continues to be an important force for exclusion. "As the Ambassador of Mauritius said," there is a direct correlation between the level of education in a country and the level of poverty. We need to draw attention to gender stereotypes and cultural attitudes as one of the biggest obstacles to gender equality, and call for greater efforts to involve community and religious leaders behind girls' education. and, more generally, increase the value of the girl in society. Violence against girls, child labor and early marriage were also mentioned as major challenges, as was the need for much greater action to protect women and girls in conflict situations. Girls' education must be an international priority and, therefore, a shared commitment is needed to link the macro and micro welfare of families.

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