

Role of Education in Empowering Women Towards Gender Equality and SDGs: a Case of Delhi

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Abstract: According to Amartya Sen (1992) “Women Empowerment is the ability of women to exercise full control over one’s actions and is one of the central issues in the process of development for many countries in the world today.” Women are empowered when they have the freedom to control and command their own lives. Economic empowerment increases women’s access to economic resources and opportunities including jobs, financial services, property, skill development and market information. One way of ensuring such economic empowerment of Indian women is through 'enhanced role of education'. This paper aims to focus on the economic empowerment of women by considering the enhanced role of education to eradicate gender inequality. This study tries to establish the importance of education by means of primary data collection and analysis in Delhi region for educated and uneducated women and ascertain the detrimental role of the same in the economic empowerment of women.

Keywords: Education, Gender equality, Women empowerment

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I. INTRODUCTION

The 5th Goal of Sustainable Development Goals (SDGs) is to empower all girls and women towards gender equality. Gender equality is an essential establishment for a sustainable world. The prohibition of women in participation in economic and social activity puts half of the total populace outside the domain of chance to build a prosperous economy (R.P. Vaughan, 2016). In India, problem related to gender discrimination, insufficient labour force participation, ineffective participation of women for leadership positions persists that is responsible for suppressing them as a class (A. Sen, 1992). The United Nations thus have elaborated on certain targets for countries to empower women and reduce inequality pertaining to gender.

The UN Commission on Status of Women (2000) defines women empowerment as a process which allows women to access and take control of their own lives and decisions to make strategic choices so to claim their rights at all levels of society. UNFPA (1994) elaborates that women can exercise autonomy only by improving their political, social and economic status.

According to R.A.Bhat (2015), education can lead to a positive attitudinal change in women’s personality whose benefits are bound to percolate in the society. UNESCO IE (1995) highlights the importance of literacy that empowers which enables increasing consciousness and encourages participation in economic activity. Increasing women and girls’ education contributes to higher economic growth as education increases the chances of employability thus improving the labour force participation of women, Gross National Income of women and gender indicators which is responsible for reducing the gender gap (OECD, 2012). The ripple effect of education is hence responsible for the prosperity of the economy as indicators of development tend to increase with increased education (ibid).

Economic empowerment increases women’s access to economic resources and opportunities including jobs, financial services, property, skills development and market information. One way of ensuring such economic empowerment of Indian women is through 'enhanced role of education'. This paper aims to focus on the economic empowerment of women by considering the enhanced role of education to eradicate gender inequality. This study tries to establish the importance of education by means of primary data collection and analysis in Delhi NCR region for educated and uneducated women and ascertain the detrimental role of the same in the economic empowerment of women.

II. WOMEN EMPOWERMENT

This chapter outlines various concepts around women empowerment; the tools used to measure women empowerment and elaborate on the need of economic empowerment of women.

I.(i) Definitions

The UN Commission on the Status of Women defines women empowerment as “the ability that allows women to gain power and control over their own lives.” Swedish International Development Cooperation Agency (1997) defines the usage of the word empowerment with respect to four levels of power governing over, to, with and within a person. The power should exist in all aspects from household to institutional level. It emphasises on the varied facets like politics, law, physical environment, economic aspect of development. Empowerment is referred to as control and influence in a psychological sense to assert a concern with desired social influence, political power and legal rights (UNIFEM, 2012)

I.(ii) Dimensions of Women Empowerment

The parameters developed by Sara Hlupekile, a gender expert from Lusaka, Zambia, International Labour Organization, SEAPAT (South-East Asia and the Pacific Multidisciplinary Advisory Team) are control, participation, conscientisation, access and welfare of women in social and economic life of women which aim to achieve women’s empowerment by enabling women to achieve equal control over the factors of production and participate equally in the development process.

World Bank (2002) uses six dimensions namely economic, socio- cultural, familial/ interpersonal, legal, political and psychological to highlight the potential independence of the various areas within which women can be empowered. Various attributes of each dimension are stated in the Fig. 1 (below) which attempts to include all aspects of women empowerment.

The purview of this report is to emphasize only on economic empowerment at various levels of operation i.e. household, community and broader prospects. It is defined using parameters like the access and control of women over their income, contribution to family support, access to and control of family resources, access to employment, ownership of assets, involvement and representation in local trade associations, representation in higher paying jobs, awareness about economic interests of women etc (ibid).

I.(iii) Why Economic Empowerment of women?

Figure 1: Dimensions used to compute women empowerment at various level of operation

Dimension	Household	Community	Broader Arenas
Economic	Women’s control over income, relative contribution to family support; access to and control of family resources	Women’s access to employment, ownership of assets and land; access to credit; involvement and/or representation in local trade associations; access to markets	Women’s representation in high paying jobs; women CEO’s; representation of women’s economic interests in macro-economic policies, state and federal budgets
Socio-Cultural	Women’s freedom of movement; lack of discrimination against daughters; commitment to educating daughters	Women’s visibility in and access to social spaces; access to modern transportation; participation in extra-familial groups and social networks; shift in patriarchal norms (such as son preference); symbolic representation of the female in myth and ritual	Women’s literacy and access to a broad range of educational options; Positive media images of women, their roles and contributions
Familial/ Interpersonal	Participation in domestic decision-making; control over sexual relations; ability to make childbearing decisions; use contraception; access abortion; control over spouse selection and marriage timing; freedom from domestic violence	Shifts in marriage and kinship systems indicating greater value and autonomy for women (e.g. later marriages, self selection of spouses, reduction in the practice of dowry; acceptability of divorce); local campaigns against domestic violence	Regional/national trends in timing of marriage, options for divorce; political, legal, religious support for (or lack of active opposition to) such shifts; systems providing easy access to contraception, safe abortion, reproductive health services
Legal	Knowledge of legal rights; domestic support for exercising rights	Community mobilization for rights; campaigns for rights awareness; effective local enforcement of legal rights	Laws supporting women’s rights, access to resources and options; Advocacy for rights and legislation; use of judicial system to redress rights violations
Political	Knowledge of political system and means of access to it; domestic support for political engagement, exercising the right to vote	Women’s involvement or mobilization in the local political system/campaigns; support for specific candidates or legislation; representation in local bodies of government	Women’s representation in regional and national bodies of government; strength as a voting bloc; representation of women’s interests in effective lobbies and interest groups
Psychological	Self-esteem; self-efficacy; psychological well-being	Collective awareness of injustice, potential of mobilization	Women’s sense of inclusion and entitlement; systemic acceptance of women’s entitlement and inclusion

Source: World Bank (2002)

Economic empowerment is the competence of female and male of population of an economy to join in, add to and gain from the growth processes to recognise the value of their contributions, respect their dignity and uphold the right and power to negotiate a better and unbiased distribution of the benefits of growth (Eyben, R et al, 2008).

Department of Foreign Affairs, Trade and Development, Canada (2013) suggest developing social and economic fronts towards economic advancement can pave way for economic empowerment in marketplace. Women can have access to improve their skill set in order to meet the needs of the market, have access and control of productive resources, augment their ability to make and amend on decisions that can foster the development of women and the economy.

OECD (2016) stresses on financial strengthening and economic empowerment of women for feasible advancement and accomplishment of all the Sustainable Development Goals. United Kingdom Department for International Development (2010) says that India's GDP could rise by 7.9 percent if the ratio of female to male workers went up by 10 percent.

I.(iv) Measuring empowerment with respect to gender

The nature of women empowerment is multi-faceted and thus various indicators exist to quantify women empowerment. The Human Development Report (1995) states empowerment as one of the four pillars of the human development paradigm which is accompanied by productivity, equity, and sustainability.

UNHDR is using of two new indices, the gender empowerment measure (GEM) and the gender-related development index (GDI). The GDI is Gender- oriented HDI which compares the HDI with respect to women and men, bringing out the inequalities and working towards minimising and penalising the inequality. It is sought that nations with greater gender disparity in life expectancy at birth, educational attainment, and income will have low GDIs compared to their HDI. GDI focuses on the expansion of capabilities.

The GEM is a composite indicator devised to look at women's representation in parliaments, women's share of positions classified as managerial and professional, women's participation in the active labour force, and their share of national income.' The index aims at achieving parity between active participation of women and men in economic and political spheres of life. GEM is concerned with the use of capabilities that can be used to take advantage of the opportunities of life (ibid).

Gender Development Index (GDI) established by the UNDP measures disparities on the HDI by gender. India in 2015 held 131st rank in Human Development Index with 0.819 as the GDI (Human Development Report UNDP, 2016)

UNDP uses Gender Inequality Index (GII) to measures gender inequality utilizing three dimensions: reproductive health, empowerment and the labour market participation. Reproductive health is accounted by two indicators: the maternal mortality ratio and the adolescent birth rate. Empowerment is measured by the share of parliamentary seats held by women and the shares of population with at least some secondary education by gender. And labour market is measured by participation in the labour force by gender. Lower the GII value, lower is the inequality between women and men and vice versa. India has 0.53 as its index of GII for the year 2015 (Human Development Report UNDP, 2016).

I.(v) Challenges to women empowerment in India

R. M. Shettar (2015) mentions minor representation of women in the Supreme Court (2 women judges out of 26 judges), meagre number of women ministers in the union ministers (8 out of 74 as of 2012) and presence of only 8.52 percent of women judges at the high court. The hindrances to women empowerment are gender discrimination, social status, dowry, social status, female infanticide, financial constraints, lack of education, low need for achievement, family responsibility etc.

Women need empowerment to hold power in decision making, freedom of movement, access to education, exposure to media, and access to education and this can be done by bringing changes in women's labour patterns, promoting education, improving health, sanitation, housing facilities etc. The NCT of Delhi recorded only 11 percent contestants to be women in Lok Sabha Elections 2009, labour force being 79 women per 1000 men in 2008, etc. that indicate towards low levels of empowerment.

DFATD Canada (2013) highlights that economic gender gap is a result of deep-rooted constraints that women face in the process of utilising benefits of market opportunities like obtaining the same specialized knowledge and skills same as men; accessing equivalent business and financial services, inputs, and technologies; and linking up with profitable markets; institutional constraints such as biased legal environments that limit women's ability to own or control assets and productive resources, or to engage in paid work.

K.C. Mandal (2013) outlines several constraints that do not allow the process of women empowerment to sustain in India. Social norms and family structure in developing countries like India, manifests and perpetuate the subordinate status of women. One of the norms is the continuing preference for a son over the

birth of a girl child which is present in almost all societies and communities. The society is more biased in favour of male child in respect of education, nutrition and other opportunities.

This inequality is practiced in employment and promotions. Women face countless handicaps in male customized and dominated environment. Household relations show gender bias in significant manners in India like sharing burden of housework, childcare and menial works (ibid). There exists stark difference in the education levels of men and women where literacy rate of women stands at mere 65.46 percent and of men at 82.14 percent as per 2011 census (ibid). India and its states thus need to focus on gender indicators' development and maximize growth.

The subsequent chapter will thus focus on relation between education, empowerment and employability in order to uplift the position of women in the economy and thereby improve the gender indicators so to boost the development.

III. EDUCATION FOR ECONOMIC EMPOWERMENT OF WOMEN AND ITS LINK TO LABOUR FORCE PARTICIPATION

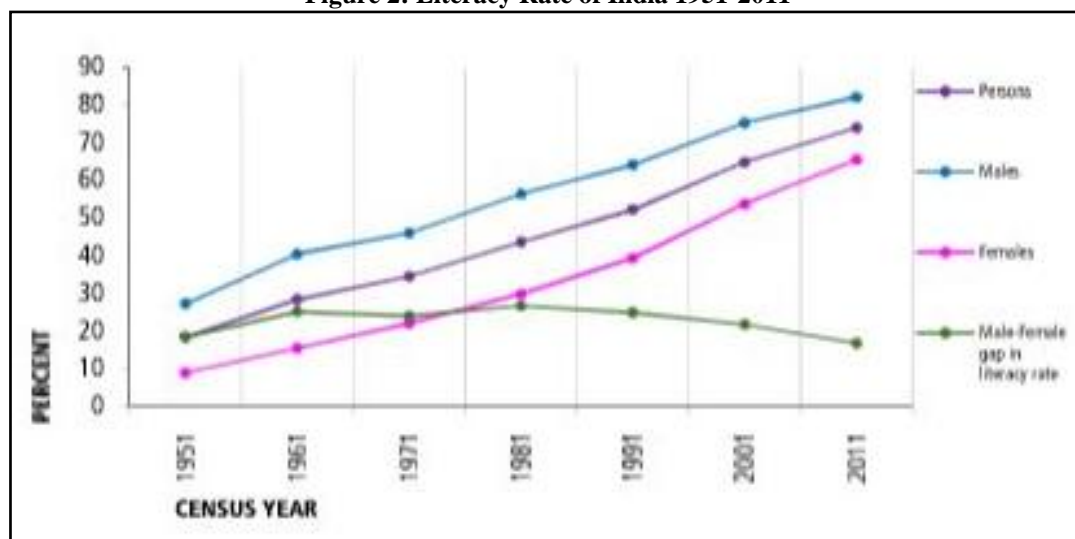
As per the report of UNDP, 2013 on Human Development Indicators, women constitute 48% of the world's population of which only 29% constitute work force and 26% have access to formal credit. Nabanita Bera (2016) highlights the fact that there is need of education in the process of empowering women by focusing on constitutional provisions and government efforts and suggests that detrimental work needs to be done in the field of education and this chapter will thus focus on building a quality link between the two.

II.(i) Empowering women through Education

R.A.Bhat (2015) envisages the role of education in the empowerment of women in and how it enhances participation of women at various levels like government, panchayati raj system, societal organizations etc. for redressing their problems and eradicating gender discrimination.

Fig. 2 (below) elucidates the condition of men and women literacy levels above the age of 7 years where we observe that there is 16.68 percent gap in male- female literacy rate of India as of 2011.

Figure 2: Literacy Rate of India 1951-2011



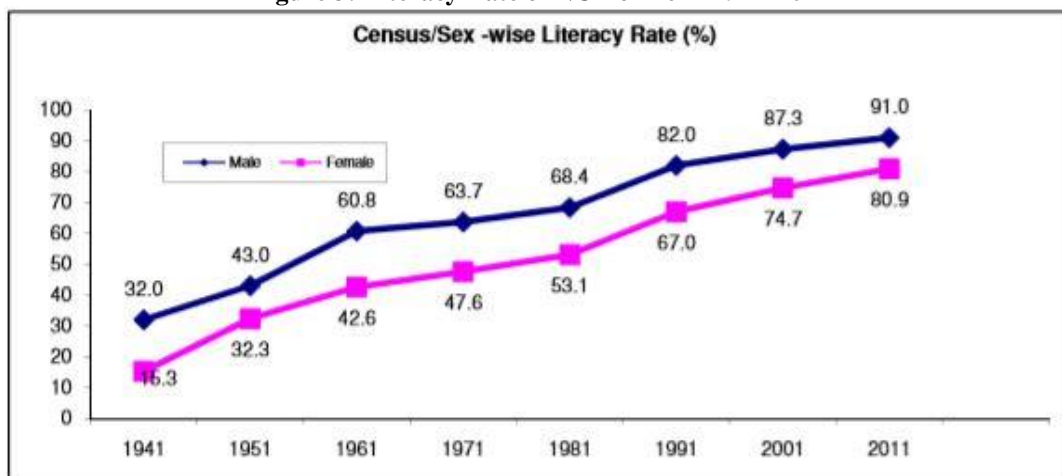
Source: Census of India Report 2011

The gender-wise breakup of literacy rates depicts a rising trend of female literacy rates, the literacy rates have increased by 74.9 percent in 7 decades with significant improvement of about 18 percent post-independence due to stress on developmental policies. Though the literacy rate of female in Delhi is about 17 percent more than the national average of female literacy rate but there exists a significant difference in male and female literacy levels in the capital of India which can be bridged (Census report, 2011).

N. Bera (2016) suggests that education enables women not only to acquire knowledge but also help them to achieve economic security, self-confidence, vocational and technical skills and guidance, good health and safety, courage and inner-strength to face challenges in every spheres of life and enable them to play equal role as men in nation-building.

Fig. 3 (below) portrays the similar statistics in case of Delhi region where there is noticeable difference in the literacy levels of male and female and a standing 10.1 percent gap in the male- female literacy levels as of 2011 which is smaller than the gap pertaining to the country standing at 16.68 percent as of 2011.

Figure 3: Literacy Rate of NCT of Delhi 1941-2011



Source: Population Statistics - 2011, DES, Delhi

Lisa A. (2001) says empowering women economically and making them central to solutions is a moral imperative. Enhancing women’s economic participation improves national economies, increases household productivity and living standards, enhances the well being of children with positive long term impacts and can increase women’s agency and overall empowerment.

Table 1: Enrolment in Primary Secondary & Tertiary levels in Delhi (No. of Students)

Year	Primary			Middle			Sec./Sr.Sec			Total			% of girls
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
2005-06	937711	849100	1786811	466898	419362	886260	353620	337487	691107	1758229	1605949	3364178	47.74
2006-07	882968	768051	1651019	468942	419553	888495	404398	352056	756454	1756308	1539660	3295968	46.71
2007-08	896591	777969	1674560	509189	446244	955433	414159	360675	774834	1819939	1584888	3404827	46.55
2008-09	897235	788278	1685513	521525	446652	968177	451990	387566	839556	1870750	1622496	3493246	46.45

Source: Delhi Statistical Hand Book-2010

Table 1 (above) shows the percentage of girls in Delhi enrolled for primary, secondary or tertiary education is only about 46.45 percent as of 2008-2009. The percentage has increased insignificantly over the years showing no signs of improvement in gender inequality.

Table2 (below) shows the percentage of girls enrolled for higher education in various Universities, Colleges and Indira Gandhi national Open University (IGNOU) have only 35.76 percent girls enrolled in total as of 2008-09. This number has seen a sharp decline from 2007-08 where almost half of the seats were occupied by girls. The decline suggests that there is a need to stress on the educational needs of the state in order to bring girls at par with boys.

Table 2: Enrolment of Students in Higher Education in Delhi (Number of Students)

Year	Universities & Colleges			IGNOU			Combined			% of Girls Students
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
2001-02	92979	77106	170085	146451	62770	209221	239430	139876	379306	36.87
2002-03	98520	83355	181875	174791	84610	259401	273311	167965	441276	38.06
2003-04	87426	81138	168564	139332	151177	290509	226758	232315	459073	50.6
2004-05	163765	96867	260632	187004	98263	285267	350769	195130	545899	35.74
2005-06	77692	79138	156830	205004	108089	313093	282696	187227	469923	39.84
2006-07	85265	78794	164059	-	-	-	85265	78794	164059	48.02
2007-08	74755	74822	149577	-	-	-	74755	74822	149577	50.02
2008-09 (*)	168177	93635	261812	-	-	-	168177	93635	261812	35.76

Source: Statistical Abstract 2008, Department of Economics & Statistics, Source (*): Delhi Statistical Handbook 2010

II.(ii) Employability and Education

The Confederation of British Industry (1999) defines employability as the possession of capabilities, qualities and competencies required to adapt to the dynamic requirements of the competitive world in order to pacify the employers, customers and in the process fulfil one’s aspirations and potential in work.

R.W.McQuaid and C. Lindsay (2005) mention the factors that are responsible for employability of an individual and lay stress on supply and quality of education and training as the foremost factor.

D.Singh (2005) says that education is acquisition of knowledge and it allows awakening of intellect and broadening capacities, empowering individuals in all aspects to earn one’s livelihood. India is spending 18.897% of its GDP on education as of 2014 (World Bank, 2015) to achieve the same.

The gender wise breakup of employment in each sector of Delhi i.e. rural and urban area indicates that in rural area about 13 percent were females and 87 percent were males, whereas in urban area only 10 percent were females and 90 percent were males according to 5th Economic Census 2005 (DES Delhi, 2001). This difference between the employments of women in the urban and rural sector where employment of women is higher by 3 percent than urban sector is due to the unskilled labour requirement in the agriculture sector allowing more opportunities than in urban sector.

To understand the relation between education and employability, a relation is drawn between Literacy Rate of Female and Labour Force Participation of Women from 1961-2001 for the National Capital Territory of Delhi for regression analysis and correlation analysis.

Table 5: Labour Force Participation of Women and Literacy Rate of Females in NCT of Delhi

Year	Labor Force Participation of Women	Literacy Rate Female
1961	7.20%	42.55%
1971	8.01%	47.55%
1981	10.96%	53.07%
1991	11.56%	66.99%
2001	14.09%	74.71%

Source: Directorate of Economics & Statistics, 2010

Table 5(above) shows the labour force participation of females and literacy rates of females in the National Capital Territory of Delhi.

Single Regression Model

$$Y_i = \beta_1 + \beta_2 X_i + u_i$$

Single regression model is a statistical method to study relationship between two qualitative variables. There are two variables in this model, one being dependent and the other being independent. The independent variable is also referred to as predictor or explanatory variable. The dependent variable is referred to as the response or outcome variable. The simple linear regression model is given by:

$$Y(\text{Labour force participation of women}) = \beta_1 + \beta_2(\text{Literacy rate of Female})$$

The relationship will be used to summarize the relationship between the predictor which is Literacy rate of Female and the response which is Labour Force Participation of Women. The error term u is included in model to represent the omission of variables due to vagueness of theory, unavailability of data, peripheral variables, randomness of human behaviour, error of aggregation etc. The regression analysis is performed for Y (Labour force participation of women) and X (Literacy rate of Female) and the relationship is shown in the equation below.

Assuming Null hypothesis $H_0 =$ Literacy rate of Female (X) have no effect on Labour force participation of women (Y) and,

Alternative hypothesis $H_1 =$ Literacy rate of Female has effect on Labour force participation of women

The analysis of variances is given in Table 6 (below).

Table 6: ANOVA Table

ANOVA								
	df	SS	MS	F	Significance F			
Regression	1	0.002834836	0.002834836	29.60597072	0.012188812			
Residual	3	0.000287256	9.57522E-05					
Total	4	0.003122092						
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.008866137	0.021134968	-0.419500838	0.703079397	-0.076127036	0.058394763	-0.076127036	0.058394763
X Variable 1	0.197469261	0.036291912	5.441136896	0.012188812	0.0819722	0.312966322	0.0819722	0.312966322

Source: Compiled and constructed by author using Table 2 on Labour Force Participation of Women and Literacy Rate of Females in NCT of Delhi obtained from Directorate of Economics & Statistics, 2010

The p value of the independent variable i.e. Literacy rate of Female is 0.012 which is less than 0.05 thus we can reject our Null Hypothesis and conclude that Literacy rate of Female have effect on Labour force participation of women.

The Multiple R represents how strong the linear relationship is between the chosen variables and here the value suggests 95.29 percent correlation which is very high.

The R square or the coefficient of determination depicts that the variability in the model is explained 90.7 percent by the chosen independent variable i.e. Literacy Rate of Females. This regression model points out that if we want to increase the labour force participation of women, the literacy rates of women have to be increased. This indicates towards enhancing role of education in economic empowerment of women.

Table 7: Summary Output

SUMMARY OUTPUT	
<i>Regression Statistics</i>	
Multiple R	0.952886306
R Square	0.907992311
Adjusted R Square	0.877323082
Standard Error	0.009785303
Observations	5

Source: Compiled and constructed by author using Table 2 on Labour Force Participation of Women and Literacy Rate of Females in NCT of Delhi obtained from Directorate of Economics & Statistics, 2010

This chapter thus establishes a link between education and economic empowerment of women and how important it is to enhance the role of education to enhance labour force participation of women and thus bring gender equality and pave way for sustainable development goals.

IV. ECONOMIC EMPOWERMENT OF WOMEN OF NCT OF DELHI

IV.(i) Computing Economic Empowerment Index using the Survey

Women Empowerment Index was computed using the information obtained from the responses of women towards 10 questions. This survey aimed at computing the mean score value of educated and uneducated strata with the help of the responses. It consisted of two sections, Section I with 5 questions concerning the general goal of economic empowerment which includes awareness about issues related to economic interests of women, accessibility to basic resources for economic well being, etc. The Section II of the survey concerned the employed educated as well as employed uneducated women to compute the index of empowerment in terms of accessibility of their own income and similar decisions allowing them to have full control over their income.

A sample of 280 women was chosen lying in the age group of 15-64 years residing in National Capital Territory of Delhi by keeping in view the confidence level at 95%, and estimating prevalence of empowerment as 90 percent women are economically empowered and a margin error of 5%. A. Malhotra (2002) suggested proportionate representation of educated and uneducated class in similar study to identify factors responsible for economic empowerment of women thus equal number of educated and uneducated employed women were chosen to compute the indices.

Each section contained 5 questions each, thus the individual score s_i are obtained by simply adding the scores of i^{th} woman and dividing it by the number of questions in each section (i.e.5). Thus the average score of each woman lies between 0 and 1 for both the sections. This study thus assumes the closer the value to 0 less will be the empowerment level and a value nearer to 1 will indicate high level of empowerment. The scores are dichotomised into 1 and 0, where 'Yes' is scored 1 and 'No' is scored 0.

IV.(ii) Computing Index for Section I

The women empowerment index of Section I will be represented by Y_{s_1} and Y_{s_2} for educated and uneducated strata respectively. The questions estimate the average scores in general sense on access to vocational training/courses with respect to work or up gradation of skill set, access/ or wish to represent women's economic interest in macro- economic policies, awareness about the state and federal budget for women of India, ownership of bank account and access to credit for educational and other purpose.

$$Y_{s_1} \text{ or } Y_{s_2} = \frac{\sum_{i=1}^n s_{i \text{ or } e}}{n}$$

where Y_{s_1} stands for general economic empowerment index of educated class

and Y_{s_2} stands for general economic empowerment index of uneducated class

i stands for individual respondents ($i=1,2,\dots,n$)

s_{1i} stands for obtained score of a particular respondent for the Section I for educated class of women

s_{2i} stands for obtained score of a particular respondent for the Section I for uneducated class of women

n stands for total number of women in each sample i.e. 140 each

IV.(iii) Computing Index for Section II

The empowerment index for Section II concerns the employed women of both the classes i.e. employed educated women and employed uneducated women. It concerns the accessibility of their own income and say in decision making with respect to their personal use of the same. Their full freedom to access and spend their own earnings, ownership of any house/land/asset and its full control, freedom to move in/out of your house late at night for work, and freedom to take up jobs that require you to migrate from your city were considered for estimating the index.

The index will be represented by Y_{s_3} and Y_{s_4} for employed women of educated and uneducated strata respectively.

$$Y_{s_3} \text{ and } Y_{s_4} = \frac{\sum_{i=1}^n s_{i \text{ or } e}}{n}$$

where Y_{s_3} stands for empowerment index of educated employed women

and Y_{s_4} stands for empowerment index of uneducated employed women

i stands for individual respondents ($i=1,2,\dots,n$)

s_{3i} stands for obtained score of a particular respondent for the Section II for educated class of employed women

s_{4i} stands for obtained score of a particular respondent for the Section II for uneducated class of employed women

n stands for total number of women in each category i.e. 70 each

IV.(iv) Computation of Indices

Table 8: Indices for each section of Questionnaire

Section	Mean Score Values	Educated Women	Uneducated Women
Section I- General Index	1.0	93	7
	0.8	34	5
	0.6	13	11
	0.4	0	28
	0.2	0	43
	0	0	46
	Total Score	127.96/140	37.8/140
Index	0.914	0.27	
Section II- Observations for Employed women	Mean Score Values	Educated Women	Uneducated Women
Section II- Observations for Employed women	1.0	44	0
	0.8	5	12
	0.6	18	6
	0.4	1	21
	0.2	2	14
	0	0	17
	Total Score	59.57/70	21.56/70
Index	0.851	0.308	

Source: Compiled and Constructed by Author based on responses from Survey

The targeted population of 280 women with 140 each educated and uneducated women were individually analysed for required indices after applying random sampling method. Section I of the survey results in Y_{s1} , general economic empowerment index of educated class as 0.914 and Y_{s2} , general economic empowerment index of uneducated class as 0.27.

The computed indices for employed educated and uneducated strata for Section II results in- Y_{s3} , empowerment index of educated employed women to be 0.851 and Y_{s4} , empowerment index of uneducated employed women as 0.308.

IV.(v) Survey Analysis

The Table 9 and Table 10 (below) depict the individual minimum and maximum values of indices for each section and strata of targeted population. The difference in the minimum values of index for an individual in Section I concerning the general awareness and basic necessities to ensure economic empowerment is huge i.e. 0.6 which indicates that education is integral to uplift the awareness and thus accessibility to basic economic resources essential for economic empowerment of women.

The index for uneducated class has maximum value of Section II concerned with accessibility of their own income as 0.8 which indicates that women who are employed still do not have full access and control of their income and have to less freedom with decisions concerning their work.

Table 9: Individual Minimum Values of Index in NCT of Delhi

S.No.	Section	Educated Strata	Uneducated Strata
1.	Section I	0.6	0
2.	Section II	0.2	0

Source: Compiled and Constructed by Author

Table 10: Individual Maximum Value of Index in NCT of Delhi

S.No.	Section	Educated Strata	Uneducated Strata
1.	Section I	1	1
2.	Section II	1	.8

Source: Compiled and Constructed by Author

Result thus suggests that the educated class have a greater economic empowerment index with more awareness about gender related issues, more motivation towards representation of issues concerning their economic condition, better knowledge about the marketplace and enhanced knowledge with respect to up gradation of skills. The result of Section II suggests that educated employed women have better access and control over the financial resources they own, individual preference of work and working hours and access to financial assets.

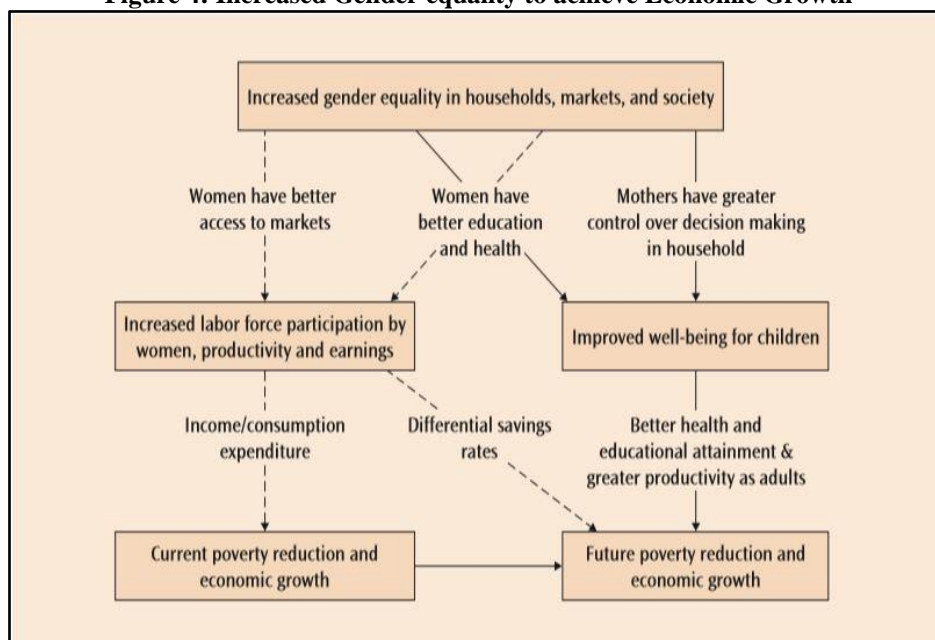
Thus, education is necessary to empower and plays a pivot role in utilising the ‘women’ resource and if they are educated they have higher probability of getting employed as explained with the regression analysis of literacy rates and labour force participation of women. So, education can act as a tool to sustain gender equality in long run by reducing the gap between the labour force participation of women and men.

V. ACHIEVING SUSTAINABLE GENDER EQUALITY THROUGH EDUCATION

The Goal 5 of United Nations which concerns gender equality and women’s empowerment to achieve Sustainable Development Goals 2030 can be acknowledged with equal opportunities for men and women to ensure equal rights, resources and voice (World Development Report, 2006).

This paper has established the necessary role of education to empower women economically to impact the labour force participation of women. The increase labour force participation ensures better access to markets, increased earnings, increased consumption and expenditure thus better economic growth. The fig. 4 (below) substantiates this theory:

Figure 4: Increased Gender equality to achieve Economic Growth



Source: World Bank (2005)

The Table 11 (below) shows that according to Directorate of Economics & Statistics (2010) in year 2001 there is 67.76% difference in labour force participation of men and women. The high correlation between the literacy rates and labour force participation obtained in Chapter II points towards the need of better education policies and opportunities for women that can empower them economically by ensuring a job.

Table 11: Labour Force Participation of Men and Women in NCT of Delhi

Year	Labor Force Participation of Women	Literacy Rate Female	Year	Labour Force Participation of Men	Literacy Rate of Males
1961	7.20%	42.55%	1961	58.53%	60.75%
1971	8.01%	47.55%	1971	85.84%	63.71%
1981	10.96%	53.07%	1981	85.39%	68.40%
1991	11.56%	66.99%	1991	83.50%	82.01%
2001	14.09%	74.71%	2001	81.85%	87.33%

Source: Directorate of Economics & Statistics, 2010

To curbe the problem of gender inequality it is important to understand the gender inequalities that exist in the NCT of Delhi with respect to Labour force participation of men and women and also the stark differences between the literarcy rates.

ILO (2012a) says that are there are existent gaps in pay scale between men and women doing the same kind of work/job in virtually almost all occupations and sectors. Women face difficulty in moving to more senior positions and thus a huge proproction of the population is over-represented in low-paid, insecure and low status positions.

The Table 12 (below) shows the inconsistency and inefficiency of the Delhi government to meet the needs of the women in terms of the allotted budget. There is significant drop in the budget allocated to the gender issues and for attaining desirable results it is essential to target investments and actions, adopt and strengthen sound policies, enforce non-discriminatory laws, bloot contribution of women in private sector, develop instrumental multilateral banks and enhance clarity and predictability to comply with allocated budget (Directorate General for Internal Policies, 2016).

Table 12: Gender Budgeting in Delhi (2008-2012)

Annual Plan	Total Plan Budget (Rs. in Lakhs)	Total Expenditure on Women (Rs. In lakhs)	Percentage Increase in Gender Budget
2008-09	9619.39	502.23	--
2009-10	11300.00	619.35	23.32
2010-11	11400.00	806.91	30.28
2011-12	13600.00	943.53	16.93

Source: Source: Directorate of Economics & Statistics, 2012

Literacy and numeracy have been responsible for producing an empowering effect. Global Education Monitoring Report (2016) suggests that learning to read and write help build greater confidence to recognize and confront inequalities, unjust customs and traditional practices that are responsible for women’s low status. Education can have an effect on a woman’s participation and engagement in economic and political activities through imparting skills which enable them to participate in democratic processes. The equal access to primary, secondary, pre-primary and technical and vocational education should involve inclusive processes so that all groups of girls and women can participate on equal terms to boys and men, gain skills for employment (Aguirre et al, 2012). Resolving gender inequalities – both in education, and overall – is important for improving other human and social development indicators for economic growth and for macroeconomic stability. For SDG 5, substantive gender equality in education, rather than just parity, is crucial. It can give women the skills to overcome socio-economic disadvantage, stereotyping and violence; and foster agency, voice and participation. Access to education alone is not always empowering for women the content of education and the processes through which it is delivered needs mediation. One of the most important steps to take in the new SDG agenda is to improve our measurement of these content and processes, not only for tracing progress but also so that we can better understand the relationship between education and substantive gender equality in wider society.

VI. CONCLUSION

This paper highlights the significant gender disparity that exists in the capital of India and the similar scenario elsewhere. R.P. Vaughan (2016) suggests that the efforts concerned with promoting gender equality must move past the basic access and individual and narrow understanding of empowerment, substantive focus must be given on quality education to build a transnational movement and uplift women. India has a low literacy rates for women of 65.46% (Census of India Report, 2011) and quality education is a farfetched dream. Gender Disparity needs to be reduced from the grass root levels to make women literate, proffer quality education, enhance their probability to get employed and eventually empower them economically towards a sustainably developed scenario (Aguirre et al, 2012).

The National Capital Territory of Delhi and India have various provisions and schemes for empowering and educating women like Delhi Commission for Women, reservation for women in local self government, National Policy for the Employment of Women, The National Plan of Action for the Girl Child, etc. but the implementation has lacked (Planning and Sector analysis Unit, UNESCO, 1998). International pressure should be mounted on existing policies to enable a healthy environment for pushing girls towards education and learning (ibid). This will ultimately result in empowering women and thus an enhanced labour force participation of women.

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APPENDIX

Questionnaire – Economic Empowerment of Women

To be filled by NCT of Delhi resident only (Targeted age group 15-64)

Name: Age:

Q. Are you educated?

a. Yes b. No

If educated, what is your educational qualification?

Q. Are you employed?

a. Yes b. No

If no, why?

Section I

Q.1. Do you have access to vocational training/courses with respect to your work or up gradation of skill set?

a. Yes b. No

Q.2. Do you have access/ or wish to represent women's economic interest in macro- economic policies?

a. Yes b. No

Q.3. Are you aware about the state and federal budget for women also known as 'Gender Budgeting'?

a. Yes b. No

Q.4. Do you have a bank a/c in your own name?

a. Yes b. No

Q.5. Do you have access to credit for educational and other purpose?

a. Yes b. No

Section II-

If you are employed, answer the following:

Q.6. Do you have the full freedom to access and spend your own earnings?

a. Yes b. No

Q.7. Do you own any house/land/asset in your own name?

a. Yes b. No

Q.8. Do you have the full control over the asset you own?

a. Yes b. No

Q.9. Are you free to move in/out of your house late at night for work?

a. Yes b. No

Q.10. Are you free to take up jobs that require you to migrate from your city?

a. Yes b. No

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