SDGS GOAL 5: Challenges in Achieving Gender Equality from The Indian Perspective

Nikhat Jahan[1]*, Dr. Mahaveer Prasad Mali[2]

[1]*Research Scholar, Batch Jan 2022 NIMS School of Law, Jaipur, Rajasthan
[2]Associate Professor, NIMS School of Law, NIMS University Rajasthan, Jaipur.

ARTICLE INFO	ABSTRACT
	Gender equality is a fundamental human right and a crucial aspect of a country's progress and development. It refers to the differences between men and women in social, economic, political, and cultural aspects. Despite progress made since the Millennium Development Goals were established in 2000, many women still face gender discrimination. In India, the issue is particularly prevalent in education, employment, and income. The Sustainable Development Goals (SDGs) were adopted in 2015 to build a peaceful and fair society, with 17 goals aiming to eradicate poverty, hunger, medical care, education, and biodiversity conservation by 2030. The fifth goal is gender equality, ensuring women have the right to choose and participate in society. However, the SDGs also present challenges in achieving these goals. The Indian government has taken steps to address gender inequality, including introducing policies to improve women's education and establishing equal partnerships with men. Educational equity can improve women's status, decision-making power, and social justice in education.

1. Introduction

Gender equality is a basic human right and an important component of building a fair and prosperous world. Gender equality is considered to be the key to a country's progress and development. Gender inequality refers to the differences between men and women in social, economic, political and cultural aspects. Generally speaking, gender inequality or discrimination mainly involves women, who are considered to be a vulnerable group in society. Gender inequality can be seen as a problem of unequal opportunities, and the solution lies in providing equal opportunities for women.[1] Since the United Nations established the Millennium Development Goals in 2000, progress has been made in enhancing women's empowerment and reducing gender inequality. Various countries and international organizations have been committed to improving the status of women so that they can fully participate in social development and strive to eliminate all forms of inequality for women. However, a large number of women still face gender discrimination. In India, the problem of gender inequality is very complex. It exists in various fields such as education, employment, and income, among which the education field is particularly prominent. Women lack opportunities to receive education, and gender inequality has led to the exclusion of Indian women from the education system.[2]

2. Gender inequality in education around the world

In recent years, with the accelerated development of globalization, many fields have achieved innovation and development. However, in the field of education, despite the introduction of relevant policies and systems, gender inequality still exists and the situation is not optimistic. Women's right to education is still not guaranteed. According to surveys, about 855 million people in the world, accounting for one-sixth of the total population, have never received education, most of whom are women and children. In 2005, 181 countries were surveyed, and only 59 of them (about one-third of the total) achieved gender equality in education. Gender inequality in education also exists in developed countries, but it is not universal and mainly occurs in extremely

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[1] Bora, Jayanta Kumar, and Nandita Saikia. "Neonatal and under-five mortality rate in Indian districts with reference to Sustainable Development Goal 3: An analysis of the National Family Health Survey of India (NFHS), 2015−2016." *PloS one* 13.7 (2018): e0201125.
[2] Merma-Molina, Gladys, Mayra Urrea-Solano, and María J. Hernández-Amorós. "The Integration of Gender Equality (SDG 5) into University Teaching: the View from the Frontline." *Innovative Higher Education* 49.3 (2024): 419-452.

poor areas. However, in developing countries such as Africa, China, and India, the inequality faced by women in education is even more serious. According to surveys, almost half of the world's primary school-age girls who do not go to school live in sub-Saharan Africa, while about a quarter of girls live in South Asia.[3] In China, even with the full implementation of the nine-year compulsory education system, girls in rural areas still face educational inequality. In other developing countries, the dropout rate of girls in secondary schools is still high.[4] One of the Millennium Development Goals related to education is to eliminate gender disparity in primary and secondary education by 2015. Although reports on the progress of the plan over the past few years have not yet been confirmed, most countries are still far from achieving this goal. Many countries report that they will not achieve the goal of full enrolment of girls. Therefore, gender inequality is a global problem that not only limits women's access to resources but also fails to guarantee their basic right to education. In the United Nations Gender Inequality Index, India ranks 132nd out of 187 countries. Apart from Afghanistan, India is the worst country for women in South Asia. In education, India's gender inequality problem is even more prominent.[5]

3. Gender inequality in education in India

India, with its large population and severe inequality, has been at the centre of the global education agenda in recent years. According to surveys, India's global gender equality score is only 0.48, reflecting India's extremely serious gender inequality. India's population is composed of 50% women, two-thirds of whom are illiterate. The gender gap has led to India having one of the highest illiteracy rates in Asia, with significant differences in literacy rates between men and women. Statistics show that in every state in India, there are more educated men than women, and the male literacy rate is about 20% higher than that of women. Statistics from UNESCO show that in 1990, 22.5% of primary school-age children in India were out of school. This proportion rose to 16% and 2.2% in 2000 and 2013 respectively; in 2013, the dropout rate of primary school-age girls in India was 1.4%. In 2010, the gender equality index of secondary school enrollment in India was 0.88; from 2015 to 2016, this figure was 1.01. However, girls aged 11 to 14 still account for a large proportion of out-of-school children. In 2010, nearly 6% of girls were out of school, with nine states having out-of-school rates exceeding 5%. Nationwide, about three-quarters of children aged 6 to 17 attend school, but boys are enrolled at significantly higher rates than girls. This is particularly true in rural areas, where girls are 12% less enrolled than boys.[6]

In India, due to the influence of traditional culture, women marry and have children at an earlier age. As a result, the school enrollment rate for girls decreases with age, while the enrollment rate for boys remains stable. In the 2014 World Economic Forum Gender Gap Index, India ranked lower than other countries. In terms of education level, India ranked only 126th. In addition, inequality in women's education runs through the entire education stage.[7] On the one hand, starting from the basic education stage, women have less educational resources than men, which puts them at a disadvantage in the competition for higher education resources; on the other hand, inequality in basic education resources and prejudice against women's education have weakened women's ability to compete for higher education opportunities and their willingness to receive higher education. Over time, the educational gap between men and women will continue to widen and have a significant impact. From the above data, it can be seen that the situation of Indian women in education is not optimistic. In fact, India's traditional culture is the source of the gender gap.[8]

3.1 The root causes of gender inequality in India

Gender inequality in India has deep cultural and historical roots that are rooted in the socio-cultural fabric of India. Historically, India is a multicultural and multi-ethnic society. Gender inequality in India stems from the social construction of unequal power in relationships, and women's equality is not a priority in Indian society. India is a male-dominated society where patriarchy is the norm. Women are controlled and supervised by male family members from birth to death, and traditional patriarchal customs and norms place women in a secondary position in the home and workplace. Although Indian patriarchal culture views women as family members, they are not seen as individuals with their own identities. The idea of preferring sons to daughters is

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[3] David, M. Prabhakar Christopher. "Sustainable development goals (SDGs)-challenges for India." *Indian Journal of Public Health Research and Development* 9.3 (2018): 1-5.

[4] Kim, Eun Mee. "Gender and the sustainable development goals." *Global Social Policy* 17.2 (2017): 239-244.

[5] Miotto, Giorgia, Marc Polo López, and Josep Rom Rodriguez. "Gender equality and UN sustainable development goals: Priorities and correlations in the top business schools' communication and legitimation strategies." *Sustainability* 11.2 (2019): 302.

[6] Leal Filho, Walter, et al. "Promoting gender equality across the sustainable development goals." *Environment, Development and Sustainability* 25.12 (2023): 14177-14198.

[7] El-Jardali, Fadi, Nour Ataya, and Racha Fadlallah. "Changing roles of universities in the era of SDGs: rising up to the global challenge through institutionalising partnerships with governments and communities." *Health research policy and systems* 16 (2018): 1-5.

[8] Ashida, Akemi. "The role of higher education in achieving the sustainable development goals." *Sustainable development disciplines for humanity: Breaking down the 5Ps—people, planet, prosperity, peace, and partnerships*. Singapore: Springer Nature Singapore, 2022. 71-84.

very strong in Indian society, and sons represent a source of happiness and future strength because they continue the paternal bloodline. Sons are necessary in many religious rituals in India, especially in rituals to ensure the happiness of the soul after death. The birth of a son is a celebration, while the birth of a daughter is seen as a sorrow and a burden in life. In India, women not only need to take care of the family, but also must be loyal to their responsibilities to the family while suppressing their own thoughts. Indian women have historically lived in a patriarchal environment. They are socially, politically, educationally and economically disadvantaged and face discrimination.[9]

In terms of education, men usually have more educational opportunities than women. Due to the influence of traditional cultural concepts, Indian girls' education is mainly cultivated for marriage, so the return on investment in education is very low. In contrast, parents are more willing to invest in boys' education. Indian families are dominated by men, and girls usually have no opportunity to receive education. Any education they receive is basic, such as learning to maintain personal hygiene or do housework.[10] Traditional patriarchal ideas confine women to the home. In India, the situation of urban women is not much different from that of rural women. Urban women have a much higher level of education than rural women, and logically, they have more advantages in employment. However, in Indian cities, even well-educated women choose to give up full-time work and devote themselves to the family. According to studies, only 22% of educated women enter the labour market. As the issue of women's education in India becomes increasingly prominent, the Indian government has implemented relevant policies and measures to improve gender inequality in education in order to ensure social justice.[11]

5. SDG Goal 5 – Scope and challenges of gender equality

The Sustainable Development Goals (SDGs) are development goals that were adopted at the United Nations Sustainable Development Summit in 2015, aiming to build a peaceful and fair society. 17 comprehensive "Sustainable Development Goals (SDGs)" have been set to achieve the eradication of poverty and hunger, the spread of medical care and education, and the conservation of biodiversity by 2030, and 169 specific targets have been set. Among the SDGs, which strongly proclaim "leave no one behind," the fifth goal is the realization of gender equality, in which women, who account for half of the population, have the right to choose and participate in society. Specifically, the eradication of discrimination and violence against women, practices such as early marriage and genital mutilation that harm the mind and body of girls and young girls, the guarantee of access to reproductive medicine, and equal economic and political participation are listed, and various measures are being taken in each country. The SDGs take over from the preceding "UN Millennium Development Goals (MDGs)" (2001-2015) and set goals with a wider scope. However, the SDGs also present the same goals as the MDGs, such as eradicating poverty and hunger and eliminating gender inequality, and at the same time reflect the difficulty of solving them. In fact, over the past few decades, the United Nations and various governments have repeatedly set similar goals but failed to achieve them and left them on the table, so the SDGs' phrase "leave no one behind" is an expression of reflection on the past and a determination to achieve them this time. In this article, I will focus on gender equality, introduce some examples from India, where I am conducting research, and consider the role of universities in examining what problems exist and how they have been solved.[12]

Goal 5 of the SDGs focuses on improving the environment for women and empowering them, with little reference to issues facing men or sexual minorities. At the root of the oppression of men and prejudice against sexual minorities is the imposition of gender norms and invisible regulations that do not allow deviation. In response to this, the United Nations Development Programme made various proposals in 2018 as SDGs aimed at equality and inclusion for sexual minorities. By broadening the scope of the SDGs and implementing them flexibly in the future, we may be able to aim to build a fairer society in which people of different genders can work together.[13]

6. India's policies and practices in promoting gender equality in education

Gender inequality is a considerable challenge for India and is unlikely to be completely eliminated. While promoting gender equality in India will help ensure women's safety, it must also consider the issue of equal

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[9] Odera, Josephine A., and Judy Mulusa. "SDGs, gender equality and women's empowerment: what prospects for delivery." *Sustainable development goals and human rights: springer* (2020): 95-118.

[10] Singha, Surjit. "Social inclusion, equality, leadership, and diversity to attain sustainable development goal 5 in the Indian banking industry." *Journal of International Women's Studies* 23.5 (2022): 135-141.

[11] Chaleta, Elisa, et al. "Higher education and sustainable development goals (SDG)—potential contribution of the undergraduate courses of the school of social sciences of the University of Évora." *Sustainability* 13.4 (2021): 1828.

[12] Lucchese, Manuela, et al. "Gender Reporting Guidelines in Italian Public Universities for Assessing SDG 5 in the International Context." *Administrative Sciences* 12.2 (2022): 45.

[13] Dhar, Suneeta. "Gender and sustainable development goals (SDGs)." *Indian Journal of Gender Studies* 25.1 (2018): 47-78.

educational opportunities for women. Education is an important means to improve social, economic, political and cultural capabilities. Recognizing this reality, the Indian government has adopted corresponding policies and practices to promote gender equality. The Indian government has been committed to ensuring women's literacy and learning ability, and has implemented a number of policies and projects with gender equality education as the core.[14]

The social education programme was introduced in 1952 as part of the community development programme, which included a literacy programme. The programme aimed to increase the national literacy rate and reduce the national illiteracy rate. The focus of literacy was on low caste groups and women to improve adult literacy. Years later, the Kothari Education Committee also stressed the importance of accelerating literacy development. The late Prime Minister of India, Rajiv Gandhi, recognised that illiteracy was a major obstacle to India's overall development. The National Literacy Mission (NLM) was launched in 1988. The programme was mainly targeted at women and aimed at improving literacy rates. The NLM project covered 596 of India's 600 districts and aimed to impart functional reading and writing skills to the 15-35 age group. In the Indian context, functional literacy is defined as life skills, skill development, civil rights and general awareness of the environment. In addition, the Post-Literacy Programme (PLP) is a sub-movement of the New Language Movement that goes beyond functional literacy and focuses on the overall development of women. The program allows people with newly acquired literacy skills to further use those skills as problem-solving tools. Therefore, the goal of the PLP is to allow them to apply what they have learned to their lives and work.[15]

The Indian government began promoting the Women's Equality Education Program in 1989. The program aims to improve women's access to education and the quality of education in order to achieve social equality. The Women's Equality Education Program has established 95 "Women's Education Centers" in various states in India to provide boarding courses for women. After universal primary education, the government established a primary school fund to heavily support boarding schools. The implementation of the Women's Equality Education Program has greatly promoted the development of Indian society and liberated women from backward classes and gained freedom. In addition, the economic and cultural exchange program aims to provide women with opportunities to enable them to apply the skills they have learned and improve their quality of life. The implementation of these policies reflects India's commitment to UNESCO's "Education for All" program and India's efforts to promote universal primary education by 2015 in accordance with the Millennium Development Goals plan to improve the unequal situation of women in education.[16]

In addition to NLM, PLP and other programs, Sarva Shiksha Abhiyan (SSA) is a flagship policy launched by the Indian government. The policy aims to provide free basic education to children aged 6 to 14 years, especially girls from lower castes. In 2001, the Indian government implemented SSA in primary schools. The main goal of SSA is to promote universal basic education. Currently, the academic aspect of SSA has been expanded to a subsidiary program called Mahila Samakhya. The project works with multiple state governments and focuses on the education and empowerment of women in rural areas, especially those who are socially and economically marginalized. The implementation of Mahila Samakhya is considered a successful education intervention for women's empowerment in India and internationally. In Mahila Samakhya, education is not about acquiring literacy skills, but a learning process that enables women to ask questions and analyze problems critically, as well as actively seek solutions to problems.[17]

The above policies and measures are mainly aimed at reducing gender inequality and providing equal educational opportunities for Indian women. The implementation of these policies has played a certain role in improving gender inequality in education, and women have made significant progress in education. According to surveys, the female literacy rate has increased from 18% to 65% in the past 50 years. However, these policies have only achieved moderate improvements in the development and implementation of women, and gender inequality is a daunting challenge for India. Due to the deep social and cultural background, people's traditional gender concepts are difficult to change for a while, and this concept has become a habit. Therefore, the government should continue to improve relevant policies, and it is still crucial to formulate educational programs and goals to promote gender equality. India still has a long way to go in improving the gender gap.[18]

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[14] Garcia, Jéssica, et al. "Education for sustainable development and its role in the promotion of the sustainable development goals." *Curricula for sustainability in higher education* (2017): 1-18.

[15] Panda, Rajesh, Madhvi Sethi, and Shivam Agrawal. "Sustainable development goals and India: A cross-sectional analysis." *OIDA International Journal of Sustainable Development* 11.11 (2018): 79-90.

[16] Merma-Molina, Gladys, Mayra Urrea-Solano, and María J. Hernández-Amorós. "The Integration of Gender Equality (SDG 5) into University Teaching: the View from the Frontline." *Innovative Higher Education* 49.3 (2024): 419-452.

[17] Chaleta, Elisa, et al. "Higher education and sustainable development goals (SDG)—potential contribution of the undergraduate courses of the school of social sciences of the University of Évora." *Sustainability* 13.4 (2021): 1828.

[18] Kim, Eun Mee. "Gender and the sustainable development goals." *Global Social Policy* 17.2 (2017): 239-244.

7. Committed to gender equality in education

One of the problems in India is the imbalance between men and women. According to UN estimates, the ratio of women in India is lower than the world average [*2] , and the gender ratio in the 0-6 age group in particular has dropped from 945 girls per 1,000 boys in 1991 to 918 in 2011, and the government has expressed a sense of crisis [*3] . It is estimated that boys are socially and culturally desirable, and many girls aged 0-5 years old die every year due to neglect. Furthermore, advances in medical technology have made it possible to determine the sex of a fetus, and it is estimated that many girls do not even make it to birth. Ironically, technology that is meant to protect the health of pregnant women and fetuses is being used to take the lives of fetuses, making the problem even more hidden and serious. Behind the bias towards boys is the idea that it is the son's role to inherit the family home and take care of his parents, and the widespread custom of dowry, in which the bride's side gives a large amount of money to the groom's side at the time of marriage. In order to prepare a dowry, parents may have to sell farmland or take on debt, and the idea that daughters are a burden to their parents is widespread. However, the emphasis on boys is seen regardless of socio-economic class or educational background, and is a common belief that is deeply rooted in social culture. In addition, issues surrounding women can be seen in all aspects of life, such as sexual violence against women, early marriage of girls under the age of 18, harassment over dowry, prejudice against infertile women, and discriminatory treatment of widows.[19]

Indian women's groups have been actively protesting and have achieved legal reforms such as making prenatal sex testing illegal, harsher penalties for sexual violence, and gender equality in inheritance. In 2006, the Ministry of Women and Child Development was established to address issues facing women and children, and in 2015, the "Beti Bachao Beti Padhao" (save daughter, educate daughter) initiative was launched to improve the situation of girls and empower them. The main goals of this initiative are 1. preventing sex-selective abortion, 2. protecting girls, and 3. educating and participating girls. The initiative will run a campaign and will introduce various measures in cooperation with local communities in 100 districts as priority areas. These are issues that have been pointed out and left unresolved, but with the establishment of global goals in the form of the SDGs, solutions are now required not only as domestic issues but also within an international framework, putting to the test the government's will and ability to act.[20]

In 2001, India launched a program called Sarva Shiksha Abhiyan (SSA) (Education for All) to achieve gender equality in education, which is also a key focus of "Beti Bachao Beti Padhao." Efforts have been made to improve the environment in which girls can learn with peace of mind, such as providing scholarships for female students, hiring female teachers, providing separate toilets for boys and girls, and establishing free boarding schools for girls, and results are beginning to appear. In the rural areas of Bihar where I conduct my research, primary schools have been built within safe commuting distances since around 2005, and new teachers have been hired. In the past, girls who were not given the opportunity to attend school because they had to help with housework and farm work have been attending some kind of school, whether public, private, or NGO, in recent years. Some of the reasons for this include the safety of commuting to school, the increase in female teachers, and changes in attitudes toward girls' education in the region. In addition, Kasturba Gandhi Balika Vidyalaya (KGBV), a boarding school named after Mahatma Gandhi's wife, provides textbooks, uniforms, and meals free of charge for girls from economically disadvantaged family backgrounds, allowing them to receive an education without financial burden. In areas where there is little interest in girls' education, women's organizations related to the KGBV visit villages to hold information sessions and also hold dialogues with parents.[21]

In addition to educational policies, economic incentives also influence the spread of education to women. Development and welfare programs for women and children run by governments and NGOs employ female non-regular staff, providing a valuable opportunity for them to earn a small amount of cash income. As a certain number of years of schooling is a condition, some adult women who dropped out of school due to early marriage start studying again and aim to work. While many women face opposition from their families, there are also women who get the support of their husbands, and although it is patchy, there are signs of change in views on education and family.[22]

Gender stereotypes are deeply rooted in society and culture, and cannot be changed overnight. However, research has shown that there is a correlation between mothers' participation in the workforce and decision-making power at home, and the survival rate of girls. This research has also revealed that many young women

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[19] Ashida, Akemi. "The role of higher education in achieving the sustainable development goals." *Sustainable development disciplines for humanity: Breaking down the 5Ps—people, planet, prosperity, peace, and partnerships*. Singapore: Springer Nature Singapore, 2022. 71-84.

[20] Demaidi, Mona Nabil, and Khaled Al-Sahili. "Integrating SDGs in higher education—case of climate change awareness and gender equality in a developing country according to rmei-target strategy." *Sustainability* 13.6 (2021): 3101.

[21] Lucchese, Manuela, et al. "Gender Reporting Guidelines in Italian Public Universities for Assessing SDG 5 in the International Context." *Administrative Sciences* 12.2 (2022): 45.

[22] Miotto, Giorgia, Marc Polo López, and Josep Rom Rodriguez. "Gender equality and UN sustainable development goals: Priorities and correlations in the top business schools' communication and legitimation strategies." *Sustainability* 11.2 (2019): 302.

in rural areas who have received schooling feel that schooling is beneficial for women's dignity and for acquiring the knowledge necessary for life, and that they want their children to receive an education regardless of gender. It is expected that gender equality will gradually come closer as women's participation in society and self-determination progress, and governments, NGOs, and international organizations are called upon to expand policies that support this.[23]

7.1 The role of universities

In order to achieve the SDGs, which span a wide range of fields, we must understand the current situation, analyze the causes, explore solutions, and evaluate policies. This requires a high level of expertise and exchange and accumulation of knowledge across academic fields, and universities, which conduct research in a wide range of fields, play a major role. At the same time, collaboration between a wide range of actors, including universities, governments, private organizations, international organizations, and local communities, is also essential to solving problems.[24]

As an educational institution, one of the responsibilities of a university is to develop young talent. The Faculty of Law aims to cultivate a "global legal mind" and the "critical and creative thinking necessary for independent global citizens." In the classes I teach, we research English literature on issues related to human rights and social justice and report on them every week. In the fall semester of 2019, we chose gender equality as a common theme, and each student selected and researched an individual issue, such as domestic violence, child marriage, or discrimination against sexual minorities.[25] Through each other's reports, students who investigated cases overseas and students who focused on issues in Japan came to understand that Japan and other countries, developed and developing countries, have similar challenges and that at the root of them are common social and cultural structures. They shared the recognition that solutions require cooperation within local communities and sometimes across borders.[26]

The SDGs aim to create a world that no one has seen before. In order to get even a little closer to that world, we expect universities to make further contributions to nurturing the younger generation and creating new knowledge.[27]

8. Suggestions for improving gender gap in education in India

India has implemented measures to eliminate gender discrimination in legislation, but deep-rooted cultural attitudes mean that legislation is woefully outdated in its formulation and implementation. To reduce the gender gap in education in India, the government should increase women's empowerment. Empowerment is a means to achieve gender equality and reduce the gender gap. Without empowerment, certain social roles cannot be achieved. In 2001, India formulated the National Policy for the Empowerment of Women, which aims to improve the status of women, promote women's development and empower women. At the same time, it ensures that women and men enjoy fundamental freedoms in all areas.[28]

Empowerment policies have played a role in the improvement, but more important is the awakening of society and the change of public perceptions, allowing old gender perceptions to be abandoned and the new role of women in national development to be understood. Gender stereotypes and traditional cultural concepts are the root causes of the gender gap, and the most important factor in overcoming these problems is to create awareness in people's minds and eliminate gender inequality awareness in the family. In addition, emphasis should be placed on achieving equal distribution of educational investment and providing equal education for boys and girls. Empowering women and improving education levels can improve the status of women and enable them to overcome or resist cultural biases and norms.[29]

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[23] Merma-Molina, Gladys, Mayra Urrea-Solano, and María J. Hernández-Amorós. "The Integration of Gender Equality (SDG 5) into University Teaching: the View from the Frontline." *Innovative Higher Education* 49.3 (2024): 419-452.

[24] El-Jardali, Fadi, Nour Ataya, and Racha Fadlallah. "Changing roles of universities in the era of SDGs: rising up to the global challenge through institutionalising partnerships with governments and communities." *Health research policy and systems* 16 (2018): 1-5.

[25] Singha, Surjit. "Social inclusion, equality, leadership, and diversity to attain sustainable development goal 5 in the Indian banking industry." *Journal of International Women's Studies* 23.5 (2022): 135-141.

[26] Ashida, Akemi. "The role of higher education in achieving the sustainable development goals." *Sustainable development disciplines for humanity: Breaking down the 5Ps—people, planet, prosperity, peace, and partnerships*. Singapore: Springer Nature Singapore, 2022. 71-84.

[27] Kim, Eun Mee. "Gender and the sustainable development goals." *Global Social Policy* 17.2 (2017): 239-244.

[28] Odera, Josephine A., and Judy Mulusa. "SDGs, gender equality and women's empowerment: what prospects for delivery." *Sustainable development goals and human rights: springer* (2020): 95-118.

[29] Demaidi, Mona Nabil, and Khaled Al-Sahili. "Integrating SDGs in higher education—case of climate change awareness and gender equality in a developing country according to rmei-target strategy." *Sustainability* 13.6 (2021): 3101.

9. Conclusion

In short, the issue of gender inequality has always been a hot topic around the world. This article focuses on the issue of gender inequality in Indian education. Gender inequality is rooted in Indian culture. Indian social concepts have always shown disrespect for women, resulting in women being unable to achieve equal participation in various fields. The Indian government attaches great importance to the issue of women's equality and has introduced relevant policies to alleviate this problem and improve the current situation of women's education. Educational equity can improve the status of women, give them more decision-making power, and establish a more equal partnership with men, thereby achieving social justice in the field of education.

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