



ISSN NO. 2320-5407

ISSN(O): 2320-5407 | ISSN(P): 3107-4928

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

Manuscript No.: IJAR-56674

Title: EDUCATION AND SKILL DEVELOPMENT OF WOMEN IN INDIA

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			
Techn. Quality			
Clarity		...		
Significance	...			

Reviewer's ID: JPR-180

Detailed Reviewer's Report

The research paper titled “Education and Skill Development of Women in India” presents a comprehensive overview of the historical, policy-driven, and socio-economic dimensions of women’s education and empowerment in India. The introduction effectively situates the discussion within a historical trajectory, beginning with the relatively empowered position of women in ancient India and tracing their decline through the Vedic and colonial periods. It successfully establishes the central argument that despite progress in modern times, systemic inequalities continue to hinder women’s full participation in education and skill development. However, the introductory section at times appears generalized and lacks precise historical substantiation or critical engagement with sources. The objectives of the study are clearly outlined and logically structured, focusing on analyzing government schemes, identifying factors affecting women’s education and skills, and assessing awareness levels. This clarity helps in maintaining coherence throughout the paper. The research methodology, however, relies solely on secondary data sources such as reports, journals, and government publications. While this approach is suitable for a descriptive and analytical study, the absence of primary data limits the originality and empirical depth of the research. A mixed-method approach incorporating field surveys or interviews could have strengthened the study’s credibility and provided more nuanced insights.

The section on policies for women’s empowerment is one of the strongest parts of the paper, as it provides an extensive list of government initiatives aimed at improving women’s education and economic participation. Schemes such as ICDS, Beti Bachao Beti Padhao, and STEP are appropriately highlighted to demonstrate the government’s efforts. However, the discussion tends to be descriptive rather than analytical. The paper lists numerous schemes but does not critically evaluate their effectiveness, implementation challenges, or measurable outcomes in sufficient depth. A more comparative or impact-based analysis would have enhanced the academic rigor of this section. In discussing contemporary developments, the paper successfully incorporates statistical data, such as the rise in female literacy rates and increased enrollment in education. It also acknowledges recent policy frameworks like the National Education Policy (2020), which emphasizes gender inclusion and skill-based learning. This section reflects an awareness of current trends and reforms, making the study relevant to present-day discourse. However, the interpretation of data could have been more analytical, particularly in exploring regional disparities and intersectional factors such as caste, class, and rural-urban divides. The analysis of the current status of women’s education provides a balanced perspective by highlighting both achievements and persistent challenges. The paper effectively points out issues such as infrastructural deficiencies, socio-economic barriers, and underrepresentation of women in technical and professional fields. The inclusion of data from AISHE and other surveys strengthens the argument. Nonetheless, the discussion occasionally lacks depth in linking these challenges to broader structural inequalities and policy gaps, which could have added a stronger critical dimension.

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

The challenges section is particularly detailed and identifies a wide range of barriers, including gender stereotypes, early marriage, poverty, digital divide, and institutional inefficiencies. The reference to global rankings and reports adds credibility and situates India within a global context. This section demonstrates a clear understanding of the multifaceted nature of gender inequality in education. However, the writing sometimes becomes repetitive and could benefit from better organization and thematic categorization of challenges for improved clarity. The suggestions and way forward section offers practical recommendations, including bridging the digital divide, improving funding mechanisms, and focusing on rural women. The emphasis on quality over quantity in policy implementation is particularly noteworthy. However, these suggestions remain somewhat broad and could have been more specific, actionable, and supported by evidence or best practices from other contexts. In conclusion, the paper effectively reiterates the importance of transitioning from the rhetoric of women's empowerment to actionable, women-led development. It underscores the need for inclusive policies and skill-based education to achieve sustainable economic growth. Overall, the paper is informative and well-structured, offering a broad overview of women's education and skill development in India. However, it would benefit from deeper critical analysis, stronger methodological rigor, and more precise language. With improvements in analytical depth and empirical grounding, the study has the potential to make a significant contribution to the discourse on gender and education.

In conclusion, the paper effectively reiterates the importance of transitioning from the rhetoric of women's empowerment to actionable, women-led development. It underscores the need for inclusive policies and skill-based education to achieve sustainable economic growth. Overall, the paper is informative and well-structured, offering a broad overview of women's education and skill development in India. However, it would benefit from deeper critical analysis, stronger methodological rigor, and more precise language. With improvements in analytical depth and empirical grounding, the study has the potential to make a significant contribution to the discourse on gender and education.