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TO ANALYZE GENDER INEQUALITY IN EDUCATION AND EMPLOYMENT STATUS IN PANIPAT, HARYANA, INDIA

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Abstract- Despite governmental policies aimed at fostering gender equality, disparities persist, especially in regions with traditional and patriarchal socio-cultural structures. Utilizing a mixed-methods approach, this research incorporates secondary data from Census, socio-economic surveys, and government reports to analyze the extent and evolution of gender disparities across different socio-economic indicators. This research evaluates gender disparities in education and employment, highlighting systemic barriers that hinder women's access to quality education and stable workforce participation in Panipat district, Haryana. While literacy rates have improved over time, a significant gap remains between male and female literacy, particularly at higher education levels. Women in rural areas face additional challenges, such as early marriage, domestic responsibilities, and societal restrictions, leading to higher dropout rates and reduced participation in technical and professional fields. Employment analysis indicates a substantial gender gap, with women primarily engaged in informal, low-wage, and seasonal jobs. Even among female-headed households, financial independence is limited, with women often dependent on male relatives for major economic decisions. The findings demonstrate that limited access to formal employment opportunities not only restricts women's economic autonomy but also reinforces broader gender-based inequalities in social and political life.

Keywords: Gender Disparities, Education and Employment, Socio-Economic Indicators Financial Independence

1. Introduction

Addressing gender inequality requires a multifaceted approach that tackles its root causes and promotes systemic change. Education is one of the most powerful tools for achieving gender equality (Berik, 2022). Ensuring equal access to quality education for girls and boys can challenge

stereotypes, empower individuals, and open up opportunities for future generations (Kawgan-Kagan). Educational programs should also include comprehensive sex education and awareness campaigns to address harmful cultural practices and promote gender equality. According to the World Bank, India's female labor force participation rate was around 20% in 2020, one of the lowest in the world. In Haryana, despite the state's economic progress, women's employment opportunities remain limited, particularly in sectors that offer decision-making roles.

The lack of economic independence severely restricts women's ability to participate in decision-making processes. Without financial autonomy, women are often dependent on male family members for their livelihoods, which in turn limits their influence in household and community decisions (Dhar, 2015; Dunn, 1993; Gupta, 2017; Heinze et al., 2025). This economic dependency is further compounded by the gender wage gap, which persists across various sectors in India.

In Haryana, the situation is similarly dismal. While the state has seen some progress in recent years, with women holding key positions in local governance through the Panchayati Raj system, their representation in higher political offices remains limited (Chatterjee & Dwivedi, 2023; Heinze et al., 2025; Hooda, 2021; Jayachandran, 2015). The reservation of seats for women in local bodies has been a positive step, but it has not translated into significant gains at the state or national levels.In Haryana, the legal framework is further complicated by the prevalence of khap panchayats, or caste-based councils, which often operate outside the formal legal system (Karmakar & Bagchi, 2022; Kodoth & Eapen, 2005).

Education is a powerful tool for challenging gender inequality, but access to education remains uneven in India. While literacy rates have improved significantly over the past few decades, gender disparities persist, particularly in rural areas (Mokta, 2014; Rammohan & Vu, 2018). Education not only empowers women with knowledge and skills but also challenges traditional gender norms by promoting critical thinking and awareness (Sengupta, 2016; Singh, 2023). However, the quality of education and the availability of resources often vary significantly between urban and rural areas, limiting the potential impact of education on gender equality in decision-making(Stroope, 2015; Sumanjeet, 2016; Thomas, 2013; Unnithan-Kumar, 2010).

In Haryana, the state's skewed sex ratio is a reflection of the broader neglect of

women's health and well-being (Hassan et al., 2008; Henderson & Sabharwal, 2024). The media plays a significant role in shaping public perceptions of gender roles and decision-making. In India, media representations often reinforce traditional gender norms, portraying women as submissive and men as dominant (Kumar & Gupta, 2017; Sharma & Kumar, 2020). This reinforcement of gender stereotypes through media further entrenches gender inequality in decision-making. Hence, this study aims to provide insights into interpreting gender inequality in education and employment status in Panipat, Haryana, India.

2. Material and Methods

2.1 Study area:

The current study is focused in the Panipat District (Figure 1). Panipat, like the rest of Haryana, is predominantly an agricultural area with extensive farmlands. The soil is primarily alluvial, enriched by seasonal flooding from the Yamuna River. The fertility of the soil allows for the cultivation of crops such as wheat, rice, and mustard, which form the backbone of the local economy.

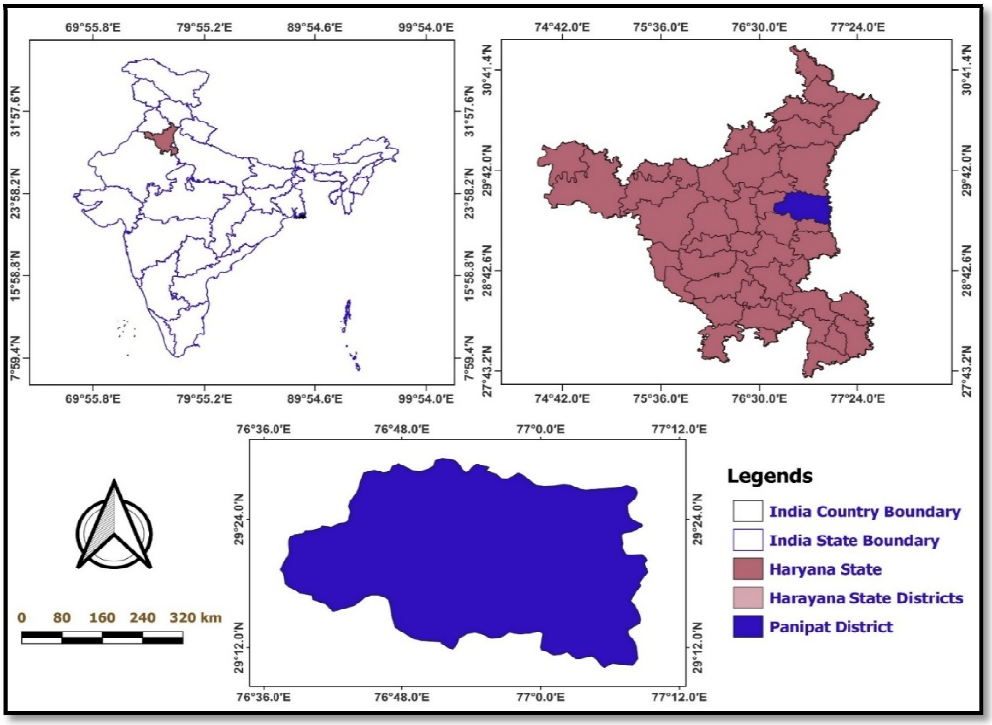

Figure 1: Location of the study

2.2 Methodology:

Defining Research Objectives

The primary objective of this study is to analyze gender inequality in education and

employment in Panipat using Census 2001 and 2011 data(https://censusindia.gov.in/census.website/). The study focuses on disparities in literacy, higher education attainment, and workforce participation across rural and urban areas.

Data Collection

Secondary Data Sources:

Census of India 2001 and 2011. Tables on education and employment segregated by gender and location (rural/urban).

Government reports and policy documents on gender disparity in education and employment

Data Processing and Categorization

Education Data Processing:

Classification of literacy levels (illiterate, literate without formal education, below primary, primary, middle, graduate and above). Segregation of data based on technical vs. non-technical education. Trend analysis from 2001 to 2011 for both genders

Quantitative Data Analysis

Figure 2 represent the process of quantitative data evaluation.

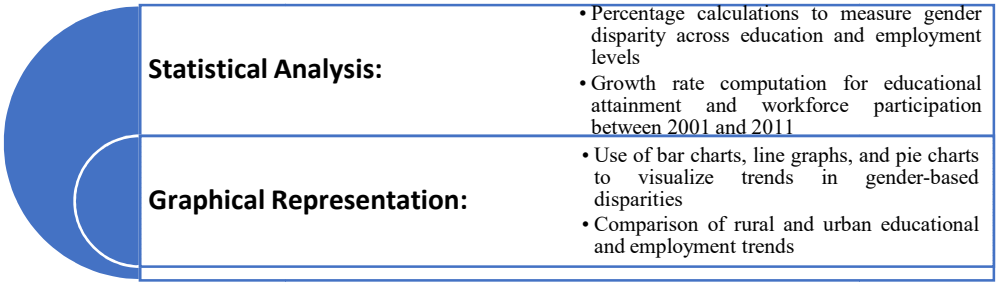

Figure 2: Statistical and graphical presentation of quantitative data analysis.

Interpretation and Discussion

Education Analysis:

Identifying major gaps in literacy and higher education attainment between men and women. Assessing the impact of socio-cultural and economic factors on female education in rural vs. urban areas

Policy Implications and Recommendations

Figure 3 have briefed the process of this analysis.

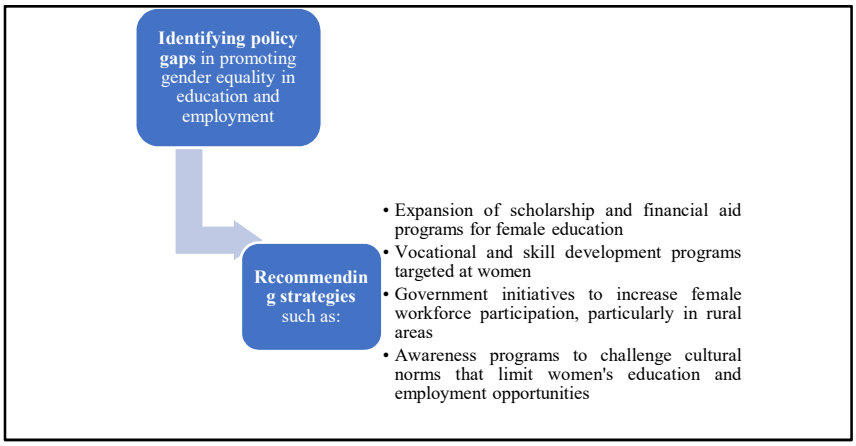

Figure 3: Flow chart of policy implication

3. Results and Discussion

3.1 Overview of Gender Disparities in Educational Attainment

The educational status of males and females in Panipat between 2001 and 2011 exhibits significant trends that reflect both progress and persistent disparities. While the number of individuals attaining higher education has increased over the decade, the gender gap remains evident in both rural and urban areas. This section provides an in-depth analysis of the variations in literacy, graduate and postgraduate attainment, and technical education between males and females, citing relevant tables to substantiate observations.

3.2 Rural vs. Urban Total Population Distribution (2001-2011)

Between 2001 and 2011, Panipat experienced notable demographic growth. The rural population increased from 352,780 in 2001 to 442,194 in 2011 (Table 1 and Table 2), while the urban population rose from 258,745 to 388,870 in the same period (Table 3 and Table 4). A consistent trend in both urban and rural areas is the larger male population compared to females, contributing to an uneven gender ratio in educational attainments.

3.3 Educational Attainment: Graduate and Above (2001-2011)

3.3.1 Rural Educational Attainment

In rural areas, the number of graduates and individuals with higher qualifications saw a significant increase between 2001 and 2011. In 2001, only 8,018 individuals had attained a graduate or higher degree, with males accounting for 6,290 and females for just 1,728 (Table 5). By 2011, this figure rose to 22,848, with 14,824 males and 8,024 females (Table 6).The most notable improvement was seen in the 20-24 and 25-29 age groups, where the number of female graduates increased from 561 in 2001 to 3,180 in 2011, and from 571 to 2,422, respectively (Table 5 and Table 6).

3.3.2 Urban Educational Attainment

In urban Panipat, the situation was more favorable for women, though disparities persisted. In 2001, the total number of graduates and above in urban areas was 27,385, with 15,378 males and 12,007 females (Table 5). By 2011, this number had nearly doubled to 54,019, comprising 28,304 males and 25,715 females (Table 6).

The growth in female graduates was particularly significant in the 20-24 and 25-29 age groups, where the numbers increased from 2,808 in 2001 to 6,092 in 2011 and from 2,661 to 6,348, respectively (Table 5 and Table 6).

3.4 Non-Technical Graduate and Postgraduate Degrees

3.4.1 Rural Areas

In 2001, rural Panipat had 5,328 individuals with non-technical graduate degrees, of whom 4,308 were males and only 1,020 were females (Table 7). By 2011, this figure had increased to 13,169, with 8,994 males and 4,175 females (Table 8). Despite this growth, women still lagged significantly behind men in graduate education.Postgraduate education in rural areas saw a similar trend. In 2001, there were only 484 female postgraduates compared to 1,136 males (Table 7). By 2011, the number of female postgraduates had risen to 2,483, while males numbered 2,936 (Table 8).

3.4.2 Urban Areas

In urban Panipat, non-technical graduate and postgraduate degree attainment showed a more progressive trend. In 2001, there were 19,098 individuals with non-technical graduate degrees, including 11,348 males and 7,750 females (Table 9). By 2011, this number had risen to 32,786, with males numbering 18,606 and females 14,180 (Table 10).

Postgraduate education in urban areas showed substantial improvement for women, with female postgraduates increasing from 2,751 in 2001 to 7,402 in 2011 (Table 9 and Table 10). The higher increase in urban postgraduate education among women compared to rural women indicates improved educational access, stronger socio-economic conditions, and growing awareness of the benefits of higher education in urban households.

3.5 Technical and Professional Education Attainment

3.5.1 Rural Areas

Technical education remains a field dominated by males. In rural Panipat, the number of individuals with technical degrees increased from 439 (387 males, 52 females) in 2001 (Table 11) to 2,376 (1,905 males, 471 females) in 2011 (Table 12). The low representation of females in technical fields highlights gendered perceptions of education, where women

are often steered away from STEM disciplines.

Medicine showed better female participation, with the number of female graduates increasing from 19 in 2001 to 68 in 2011 (Table 11 and Table 12). Teaching continued to be a preferred profession among rural women, with female degree holders increasing from 149 in 2001 to 817 in 2011.

3.5.2 Urban Areas

Urban areas displayed a more encouraging trend in technical education. In 2001, only 281 females held engineering and technology degrees, compared to 1,366 males (Table 13). By 2011, this number had risen to 1,765 females and 3,667 males (Table 14). Though female representation improved significantly, males still dominated technical education.

Other professional courses such as medicine showed moderate improvement, with female degree holders increasing from 156 in 2001 to 386 in 2011 (Table 13 and Table 14).

Table 1: Panipat Rural Total Population (2001)

Age-group	Persons	Males	Females
Total	352780	192410	160370
15-19	61619	35800	25819
20-24	51797	29466	22331
25-29	45651	24443	21208
30-34	38988	20050	18938
35-59	112144	60262	51882
60+	41769	21906	19863

Table 2: Panipat Rural Total Population (2011)

Age-group	Persons	Males	Females
Total	442194	235271	206923
15-19	72093	39953	32140
20-24	68185	36844	31341
25-29	55836	30181	25655
30-34	46059	23939	22120
35-59	146358	76852	69506
60+	53460	27384	26076

Table 3: Panipat Urban Total Population (2001)

Age-group	Persons	Males	Females
Total	258745	142576	116169
15-19	43175	24760	18415
20-24	39971	22793	17178
25-29	35348	19374	15974
30-34	30102	15701	14401
35-59	87740	48644	39096
60+	21936	11054	10882

Table 4: Panipat Urban Total Population (2011)

Age-group	Persons	Males	Females
Total	388870	206103	182767
15-19	58537	33098	25439
20-24	57916	30817	27099
25-29	52135	27205	24930
30-34	43075	22113	20962
35-59	140108	73897	66211
60+	36948	18897	18051

Table 5: Rural and Urban graduates and above (2001)

Age-group	Rural Graduate and above			Urban Graduate and above		
	Persons	Males	Females	Persons	Males	Females
Total	8018	6290	1728	27385	15378	12007
15-19	0	0	0	0	0	0
20-24	1917	1356	561	5045	2237	2808
25-29	2019	1448	571	5266	2605	2661
30-34	1261	1012	249	4260	2199	2061
35-59	2604	2278	326	11875	7585	4290
60+	215	195	20	927	746	181

Table 6: Rural and Urban graduates and above (2011)

Age-group	Rural Graduate and above			Urban Graduate and above		
	Persons	Males	Females	Persons	Males	Females
Total	22848	14824	8024	54019	28304	25715
15-19	0	0	0	0	0	0
20-24	7134	3954	3180	11381	5289	6092
25-29	6248	3826	2422	11936	5588	6348
30-34	3504	2310	1194	7928	3914	4014
35-59	5289	4136	1153	20076	11484	8592
60+	661	591	70	2689	2026	663

Table 7: Rural graduate degree/post graduate degree other than technical degree in Panipat (2001)

Age-group	Graduate degree other than technical degree			Post graduate degree other than technical degree		
	Persons	Males	Females	Persons	Males	Females
Total	5328	4308	1020	1620	1136	484
15-19	0	0	0	0	0	0
20-24	1437	1042	395	371	236	135
25-29	1257	943	314	492	322	170
30-34	763	646	117	288	208	80
35-59	1743	1565	178	425	330	95
60+	127	111	16	43	40	3

Table 8: Rural graduate degree/post graduate degree other than technical degree in Panipat (2011)

Age-group	Graduate degree other than technical degree			Post graduate degree other than technical degree		
	Persons	Males	Females	Persons	Males	Females
Total	13169	8994	4175	5419	2936	2483
15-19	0	0	0	0	0	0
20-24	4305	2425	1880	1256	559	697

25-29	3440	2302	1138	1663	805	858
30-34	1876	1331	545	1089	600	489
35-59	3108	2533	575	1293	872	421
60+	436	400	36	112	97	15

Table 9: Urban graduate degree/post graduate degree other than technical degree in Panipat (2001)

Age-group	Graduate degree other than technical degree			Post graduate degree other than technical degree		
	Persons	**Males**	**Females**	**Persons**	**Males**	**Females**
Total	19098	11348	7750	4826	2075	2751
15-19	0	0	0	0	0	0
20-24	3757	1751	2006	834	235	599
25-29	3745	2037	1708	915	311	604
30-34	2997	1705	1292	756	276	480
35-59	8010	5386	2624	2113	1084	1029
60+	579	464	115	208	169	39

Table 10: Urban graduate degree/post graduate degree other than technical degree in Panipat (2011)

Age-group	Graduate degree other than technical degree			Post graduate degree other than technical degree		
	Persons	**Males**	**Females**	**Persons**	**Males**	**Females**
Total	32786	18606	14180	12346	4944	7402
15-19	0	0	0	0	0	0
20-24	6219	2996	3223	2283	795	1488
25-29	6416	3281	3135	3420	1197	2223
30-34	4873	2619	2254	2080	769	1311
35-59	13608	8398	5210	4005	1801	2204
60+	1664	1309	355	556	382	174

Table 11: Rural Educational level in terms of technical degree or diploma equal to degree or postgraduate degree in Panipat (2001)

Age-group	Engineering and technology			Medicine			Agriculture and dairying		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	439	387	52	67	48	19	9	9	0
15-19	0	0	0	0	0	0	0	0	0
20-24	57	46	11	6	4	2	0	0	0
25-29	102	81	21	20	10	10	3	3	0
30-34	91	80	11	13	9	4	1	1	0
35-59	181	172	9	23	20	3	4	4	0
60+	8	8	0	5	5	0	1	1	0

Continued

Age-group	Veterinary			Teaching			Others		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	1	1	0	538	389	149	16	12	4
15-19	0	0	0	0	0	0	0	0	0
20-24	0	0	0	43	25	18	3	3	0
25-29	0	0	0	136	84	52	9	5	4
30-34	1	1	0	103	66	37	1	1	0
35-59	0	0	0	225	184	41	3	3	0
60+	0	0	0	31	30	1	0	0	0

Table 12: Rural Educational level in terms of technical degree or diploma equal to degree or postgraduate degree in Panipat (2011)

Age-group	Engineering and technology			Medicine			Agriculture and dairying		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	2376	1905	471	208	140	68	18	15	3
15-19	0	0	0	0	0	0	0	0	0
20-24	1024	782	242	78	50	28	2	0	2
25-29	588	447	141	63	41	22	4	3	1
30-34	288	232	56	22	15	7	3	3	0
35-59	449	426	23	37	27	10	4	4	0
60+	26	17	9	8	7	1	5	5	0

Continued

Age-group	Veterinary			Teaching			Others		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	5	5	0	1606	789	817	47	40	7
15-19	0	0	0	0	0	0	0	0	0
20-24	0	0	0	452	122	330	17	16	1
25-29	2	2	0	474	214	260	14	12	2
30-34	1	1	0	218	123	95	7	5	2
35-59	2	2	0	389	267	122	7	5	2
60+	0	0	0	72	63	9	2	2	0

Table 13: Urban Educational level in terms of technical degree or diploma equal to degree or postgraduate degree in Panipat (2001)

Age-group	Engineering and technology			Medicine			Agriculture and dairying		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	1647	1366	281	449	293	156	25	25	0
15-19	0	0	0	0	0	0	0	0	0
20-24	305	207	98	70	28	42	2	2	0
25-29	260	182	78	73	43	30	0	0	0
30-34	198	154	44	45	26	19	1	1	0
35-59	832	772	60	245	182	63	19	19	0
60+	52	51	1	14	13	1	3	3	0

Continued

Age-group	Veterinary			Teaching			Others		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	6	6	0	1328	261	1067	6	4	2
15-19	0	0	0	0	0	0	0	0	0
20-24	0	0	0	77	14	63	0	0	0
25-29	0	0	0	272	31	241	1	1	0
30-34	1	1	0	260	35	225	2	1	1
35-59	5	5	0	648	135	513	3	2	1
60+	0	0	0	71	46	25	0	0	0

Table 14: Urban Educational level in terms of technical degree or diploma equal to degree or post graduate degree in Panipat (2011)

Age-group	Engineering and technology			Medicine			Agriculture and dairying		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	5432	3667	1765	932	546	386	42	41	1
15-19	0	0	0	0	0	0	0	0	0
20-24	2256	1333	923	236	110	126	1	1	0
25-29	1426	912	514	212	116	96	2	1	1
30-34	586	405	181	105	67	38	1	1	0
35-59	963	824	139	330	214	116	27	27	0
60+	200	193	7	49	39	10	11	11	0

Continued

Age-group	Veterinary			Teaching			Others		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
Total	12	12	0	2445	477	1968	24	11	13
15-19	0	0	0	0	0	0	0	0	0
20-24	2	2	0	380	49	331	4	3	1
25-29	0	0	0	454	78	376	6	3	3
30-34	0	0	0	278	52	226	5	1	4
35-59	8	8	0	1128	209	919	7	3	4
60+	2	2	0	205	89	116	2	1	1

3.6.4 Detection and Interpretation of Education Levels (gender-based) with reference to (Rural and Urban) Across age group 7 to 14 for 2001 and 2011, Panipat.

Below is a detailed interpretation and discussion of the education levels in Panipat for the age group 7–14 years based on the provided tables. The analysis examines gender-based differences in rural and urban areas for the years 2001 and 2011, and discusses the trends, gaps, and implications observed over the decade. This narrative is structured as a comprehensive report, outlining the context, detailed results, and a thorough discussion of the factors that may be influencing these educational outcomes.

Over the decade from 2001 to 2011, Panipat's education data for children aged 7 to 14 reveals a complex interplay between gender, location, and educational attainment. The four tables—dividing the data into rural and urban sectors for each of the two census years—offer insights into several dimensions of education: the number of persons in each age group, the distribution of illiteracy versus literacy, and the extent to which children have progressed into various formal levels of education (categorized broadly into "literate without educational level," "below primary," "primary," and "middle"). The data is further disaggregated by gender, enabling a careful comparison of boys and girls.

In the 2001 rural data (Table 15), the numbers indicate that for every age group from 7 through 14, there is a marked difference between the numbers of males and females who are either literate or illiterate. For instance, in the youngest age group of seven-year-olds, there is a noticeable gap in the literacy category: although the total number of children is substantial, a higher proportion of boys appear in the literate category compared to girls. The figures for "illiterate" also suggest that girls are marginally more likely to remain without formal literacy than their male counterparts. These differences are not simply isolated numbers; they represent a broader socio-cultural context where early education for girls might have been less prioritized due to prevailing norms or resource limitations. The "literate without educational level" category, which might include children who can read and write but have not received formal schooling beyond the basics, also shows disparities that hint at the qualitative differences in educational exposure between the genders.

Turning to the urban sector in 2001 (Table 16), the dynamics are somewhat different but still reflect underlying gender

disparities. Urban areas generally show higher overall figures for literacy and formal education levels. A further comparative look at the 2011 data (Tables 17 and 18) reveals both progress and persisting challenges. Nevertheless, the gap between boys and girls continues to be visible. The "literate" category in urban areas shows higher enrollment and retention rates, but once again, the distribution between males and females is skewed. Even at age 7, there is a perceptible difference in the numbers of boys versus girls in the literate categories, which suggests that the early childhood education initiatives, while effective at increasing overall literacy, have not entirely overcome gender-based enrollment biases. As children grow older—particularly in the 10 to 14 age range—the disparities in the "primary" and "middle" categories become more pronounced. This could be a consequence of both economic factors and social norms that begin to influence decisions about continuing education as girls approach adolescence.This transition is vital for empowering girls with the skills they need to succeed in a rapidly changing world. Figures 6 to 7 show the graphical dynamics of analyzed data, which helps in better understanding.

Table 15: Rural educational level by age and sex for population age 7 to 14 - 2001

Age-group	Total			Illiterate			Literate			Literate without educational level		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
7	13791	7458	6333	4871	2459	2412	8920	4999	3921	97	50	47
8	17884	9706	8178	3895	1830	2065	13989	7876	6113	90	56	34
9	13633	7355	6278	1817	821	996	11816	6534	5282	45	24	21
10	18374	9848	8526	2379	1032	1347	15995	8816	7179	58	33	25
11	12612	6779	5833	1048	426	622	11564	6353	5211	29	16	13
12	187	100	8707	199	820	1178	167	925	7529	75	41	34

	86	79		8			88	9				
13	13022	6663	6359	1209	432	777	11813	6231	5582	50	21	29
14	15219	8136	7083	1633	634	999	13586	7502	6084	77	33	44

Continued

Age Group	Below primary			Primary			Middle		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
7	8823	4949	3874	0	0	0	0	0	0
8	13899	7820	6079	0	0	0	0	0	0
9	11324	6257	5067	447	253	194	0	0	0
10	13522	7414	6108	2414	1369	1045	0	0	0
11	7000	3819	3181	4535	2518	2017	0	0	0
12	6244	3410	2834	9924	5469	4455	545	339	206
13	2198	1106	1092	8150	4355	3795	1415	749	666
14	1541	795	746	7531	4161	3370	4437	2513	1924

Table 16: Urban educational level by age and sex for population age 7 to 14 - 2001

Age-group	Total			Illiterate			Literate			Literate without educational level		
	Persons	**Males**	**Females**	**Persons**	**Males**	**Females**	**Persons**	**Males**	**Females**	**Persons**	**Males**	**Females**
7	8854	4952	3902	2437	1279	1158	6417	3673	2744	62	33	29
8	10854	6016	4838	2284	1168	1116	8570	4848	3722	96	56	40
9	7823	4249	3574	1119	552	567	6704	3697	3007	43	24	19
10	11367	6293	5074	1612	759	853	9755	5534	4221	71	42	29
11	7386	4046	3340	776	373	403	6610	3673	2937	52	25	27

12	11000	5899	5101	1477	675	802	9523	5224	4299	64	31	33
13	7924	4067	3857	850	372	478	7074	3695	3379	40	24	16
14	8803	4655	4148	1096	521	575	7707	4134	3573	57	29	28

Continued

Age Group	Below primary			Primary			Middle		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
7	6355	3640	2715	0	0	0	0	0	0
8	8473	4792	3681	0	0	0	0	0	0
9	6161	3423	2738	500	250	250	0	0	0
10	7290	4182	3108	2394	1310	1084	0	0	0
11	3049	1759	1290	3509	1889	1620	0	0	0
12	2560	1486	1074	6120	3305	2815	778	402	376
13	979	546	433	4244	2253	1991	1810	872	938
14	658	387	271	3019	1700	1319	3972	2018	1954

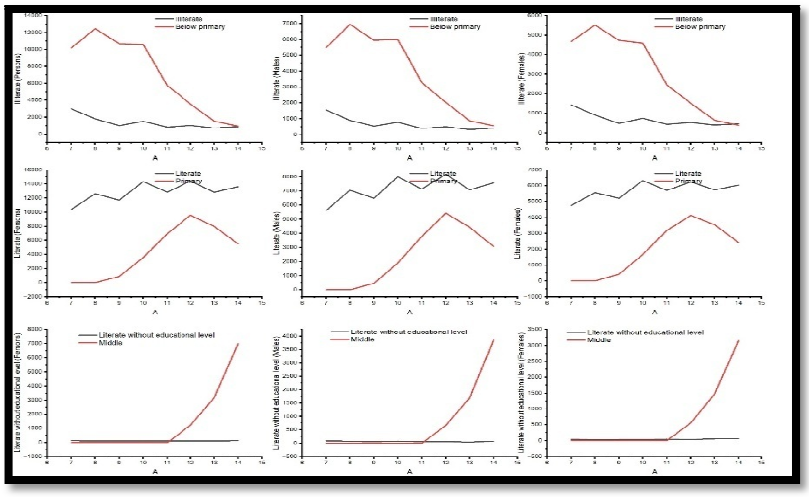

Figure6: Rural education level analysis from age 7 to 14 in Panipat (2011)

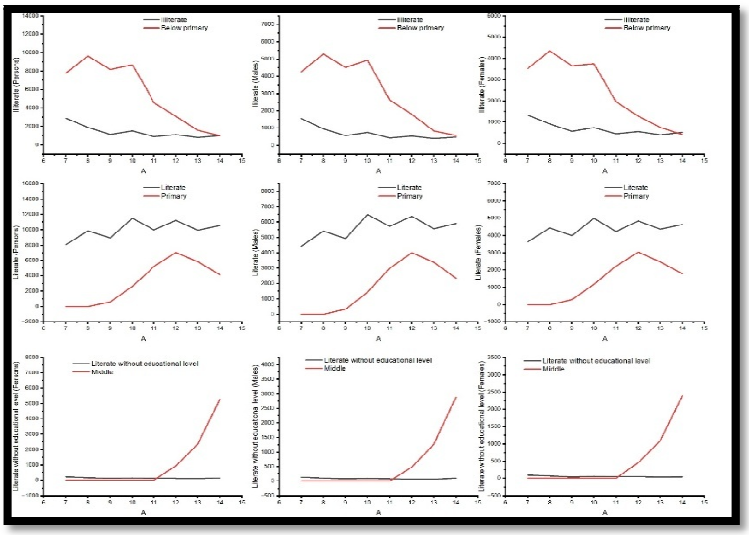

Figure7: Urban education level analysis from age 7 to 14 in Panipat (2011)

4. Conclusion

this study on gender inequality in education, employment, and political participation in Panipat has highlighted persistent disparities across different sectors. The analysis of Census 2001 and 2011 data reveals that while there has been progress in female education and workforce participation, gender-based gaps remain significant, particularly in rural areas. Overall, gender inequality in Panipat is deeply rooted in socio-cultural, economic, and political structures that limit women's access to education, employment, and leadership opportunities. Addressing these issues requires targeted policies that promote gender-inclusive education, economic participation, and political empowerment.

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