

## GENDER INEQUALITY IN EDUCATION

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### ABSTRACT

*In educational institutions, gender inequality has been experienced. Girls have been discriminated against in terms of various aspects as compared to their male counterparts. The primary aspect in terms of gender inequality has been experienced is in participation. The students are required to participate in number of areas in educational institutions. Girls were provided with less participation opportunities as compared to their male counterparts and hence, it led to prevalence of gender inequality. In rural communities, this problem has been more severe as compared to urban communities. Gender inequality in education is regarded as the major impediment within the course of overall progression of the system of education. Therefore, it is vital to formulate measures and programs that are focused upon making provision of equal rights and opportunities to girls, not only within the course of acquisition of education, but also in the implementation of other job duties. The parents at home and teachers in school need to provide equal participation opportunities to girls. The main areas that have been taken into account are, factors causing gender inequality in education, factors influencing educational attainment, and programs promoting women's education.*

**Keywords:** *Communities, Education, Gender Inequality, Individuals, Learning Materials, Programs*

Gender Inequality in education is a persistent problem within the Indian society, especially for the girls, belonging to economically weaker sections of the society. Gender inequalities are important in various dimensions, these include, education, health, employment or pay (Klasen, & Lamanna, 2008). During the past several decades, there have been progressions made in the achievement of universal enrolment of students in schools. Furthermore, there have been enactment of policies and procedures to address gender inequality in education. However, in the present existence too, there have been education gaps. The major factors that contribute to education gaps are, socio-economic factors, accessibility to learning materials and resources, time devoted towards formal learning activities and the cultural viewpoints and perspectives among individuals and communities regarding the education of girls (White, Ruther, & Kahn, 2016). In usually rural communities, there has been prevalence of the viewpoint among individuals that girls are meant to carry out the household chores and school education is not meant for them. They have to eventually get married and in their marital homes, they would not have any opportunities to make use of their educational skills, but carry out the household responsibilities. But these perspectives are changing and girls too are encouraged towards acquisition of education.

In the present existence, there have been formulation of measures and programs that equal rights and opportunities should be made available to the girls. In the past, individuals possessed this viewpoint that male members of the family should be educated. When the males would acquire education, they would render a significant contribution in promoting goodwill and well-being of

their families through attainment of employment opportunities. But, in the present existence, in urban as well as in rural communities, individuals and communities have brought about changes in their viewpoints and perspectives and are encouraging girls as well towards acquisition of education. Girls and women too can render an effective contribution in promoting welfare of their families and communities. When they obtain support from their parents, then they are able to attain good-quality education.

## **FACTORS CAUSING GENDER INEQUALITY IN EDUCATION**

There are existence of multiple and diverse connections between gender equality and fulfilment of the basic right to education. The women and girls are experiencing denial of human right to education not only in India, but in other countries of the world as well (Gender Discrimination in Education, 2012). The factors causing gender inequality in education have been stated as follows:

### **Conditions of Poverty**

When individuals are residing in the conditions of poverty, then they experience number of problems and challenges in making ends meet. In some cases, they even experience problems in meeting their daily nutritional requirements. The individuals and families, who are residing in the conditions of poverty have the primary objective of generating sufficient income to sustain their living conditions satisfactorily. They usually do not possess financial resources to meet the expenses, involved in the pursuance of education. Even when education is provided free of cost, they still need to meet other expenses, involved in education. These are, stationary items, books, bags, uniforms, transportation costs and so forth. The poverty stricken individuals experience problems in meeting these expenses.

The poverty stricken individuals possess this viewpoint that acquisition of education is of utmost significance in sustaining one's living conditions. Hence, they aspire to get their sons enrolled in schools. They possess this viewpoint that education should be provided to the sons, so they are able to get engaged in good employment opportunities in future. Whereas, girls are trained in terms of performance of household responsibilities and minor jobs to earn some income to support their families. For instance, when parents are engaged in production of items, then they encourage their children, both boys and girls to assist them in production and sales. The boys are required to get engaged in this job after school hours. The girls are usually discouraged from acquisition of education, due to limited financial resources. Their male siblings teach them, what they have learned in schools, primarily to enhance their basic literacy skills of reading, writing and numeracy.

### **Prevalence of Traditional Viewpoints**

The individuals and communities usually possessed traditional viewpoints regarding the education of girls. Particularly, when they possessed limited financial resources, then they believed that these resources should be saved for marriage of their girls and should not be spent on education. Another viewpoint was that in marital homes, girls would not be able to utilize their educational

skills and would primarily have to implement the household responsibilities. Taking this aspect into consideration, from the initial stage, they train their girls regarding the implementation of household responsibilities. In the past period, girls and women were merely confined within their homes and not allowed to participate in any social functions or events. They were not allowed to express their viewpoints and perspectives in the decision making matters. They primarily sustained their living conditions on the income earned by men and were meant to obey the decisions and rules formulated by them. Hence, due to the prevalence of traditional viewpoints, they were discriminated against and were deprived of certain rights and opportunities.

The acquisition of education of girls, is usually affected by traditional practices associated with adolescence. In some rural communities, prevalence of certain traditional practices prove to be hindrances within the course of acquisition of education on the part of the girls (Linda, 2014). Due to the prevalence of traditional viewpoints and perspectives, girls are not only deprived from acquisition of education, but also in attaining self-independence. In other words, these are barriers within the course of attainment of empowerment opportunities. Therefore, for bringing about empowerment opportunities among women and girls, it is necessary to bring about transformations in traditional viewpoints and give equal rights and opportunities to women and girls.

### **School Infrastructure**

The school infrastructure is regarded as significant in the formation of suitable and amiable learning environment and in the pursuance of academic goals. With the availability of adequate infrastructural facilities, the members of the educational institutions are able to carry out their job duties in a well-organized manner. Furthermore, the students are also able to feel pleasurable within the school environment and get motivated towards their studies. Research has indicated that due to lack of appropriate infrastructural facilities, the students usually drop out, before their educational skills are honed. This applies particularly to the girls. The important infrastructural facilities in schools that are essential to enhance the system of education are, furniture, equipment, materials, technologies, restrooms, civic amenities, transportation facilities, playgrounds, classrooms, library facilities, laboratories and overall school environmental conditions.

When these infrastructural facilities will be well-maintained, then the educators, staff members and students will feel pleasurable and contented within the working environment. It is apparent that to facilitate learning, schools need to make provision of proper teaching-learning materials, library facilities, laboratories related to science subjects, and computer centres. When the educators as well as students will have access to these facilities, then they will be able to carry out the teaching-learning processes in a well-organized manner. In India, in urban areas, normally infrastructural facilities are well-developed. Whereas, in rural communities, these are not well-developed. Therefore, it is vital to formulate measures to bring about improvements in infrastructural facilities in rural schools. The provision of appropriate infrastructural facilities would lead to an increase in the enrolment of students and augment the retention rate.

**Discriminatory Treatment among Girls**

Research has indicated that among the deprived, marginalized and socio-economically backward sections of the society, the girls and women usually experience discriminatory treatment. The discriminatory treatment among girls is depicted in number of aspects. These are, acquisition of education, attainment of employment opportunities, empowerment opportunities, deprivation in right to property, deprivation from having a say in the decision making matters, deprivation from expressing their viewpoints and perspectives, discouraged from participation in social, economic, cultural and political activities, remaining confined within the households, implementing household chores and taking care of the needs and requirements of their family members. Furthermore, they also experience discriminatory treatment regarding health and medical facilities and even food items. Good quality food was provided to the male members and females were given simple food. The prevalence of discriminatory treatment against women regarding these aspects is not only a barrier within the course of their progression, but also in development of the communities and nation.

Irrespective of the jobs in which women and girls are engaged in, whether they are involved in the management of household responsibilities, or are pursuing education or are engaged in employment opportunities or assisting their parents in family business. It is vital for them to obtain equal rights and opportunities. It is the responsibility of the parents to ensure that they provide equal rights and opportunities to their girls. The girls should be given equal rights and opportunities regarding acquisition of education, health care facilities, medical facilities, diet and nutrition, property, wealth, resources and so forth. Making provision of equal rights and opportunities to the girls would promote their well-being and empowerment opportunities.

**Occurrence of Criminal and Violent Acts**

In rural as well as in urban communities, women and girls have experienced criminal and violent acts to a major extent. These acts are, verbal abuse, physical abuse, sexual harassment, discriminatory treatment, rape, acid attacks, female foeticide and female infanticide, child trafficking, domestic violence and neglect. The experiencing of these acts on the part of girls and women, have an effect upon their physical as well as psychological health. The extent of suffering usually depends upon the extent to which they have experienced these acts. For instance, in schools, when girls experience verbal abuse from fellow students, then they usually do not drop out. But when they experience sexual harassment, or other criminal act, then they may drop out of schools. Hence, occurrence of criminal and violent acts are regarded as major barriers within the course of acquisition of education.

The student and particularly girls have experienced criminal and violent acts in schools as well. Research has indicated that teachers, staff members and fellow students have been involved in such acts. Therefore, for not only leading to progression of women, but also in the enhancement of the system of education, it is necessary to formulate measures that would alleviate criminal and violent acts in schools, particularly against women and girls, promote equal rights and opportunities among them and treat them with respect and courtesy. It is the responsibility of the parents to ensure

that growth and development of their children, both boys and girls takes place in an effective manner. For carrying out this responsibility, they need to ensure that they treat their girls with kindness and courtesy.

### **Child Marriage**

Child marriage is when marriage of the individuals takes place, when they are below 18 years of age. Child marriage imposes negative effects upon the individuals, particularly girls. When girls are married at a young age, then they are normally deprived of acquisition of education, getting engaged in employment opportunities, and participation in other childhood activities. They merely are required to remain within the homes, implement household responsibilities and take care of the needs and requirements of other family members. Research has indicated that girls usually depict unwillingness, but they are required to obey their parents. Due to the possession of traditional viewpoints and perspectives, individuals and groups primarily belonging to rural communities get their girls married at an early age. They possess this viewpoint that if girls are educated and get older, then it would be difficult to find suitable grooms for them. For this purpose, they even train their girls in terms of implementation of household chores from the initial stage.

Due to the prevalence of this practice, girls are forbidden from acquisition of education. There have been implementation of programs and schemes that are meant to curb child marriage. In 2006, the Government renewed its efforts and India passed the prohibition of Child Marriage Act. This caused the increase in the penalties for conducting a child marriage ritual and made child marriage voidable by the married party up to two years after reaching the age of adulthood and provided the opportunities for the courts to intervene in these cases. The legal age for marriage to take place within the country for boys is 21 years and for girls is 18 years.

### **Education of the Parents**

Education of the parents is a crucial factor for promoting education among children, inculcating the traits of morality and ethics among them and leading to their well-being. When the parents are well-educated and are engaged in reputed employment opportunities, then it is apparent that they will make provision of good quality education to their children. Educated parents will also be aware of the fact that it is necessary to ensure that equal rights and opportunities should be provided to both boys and girls. Hence, they get their children enrolled in reputed educational institutions and make provision of opportunities to them to enhance their career prospects.

On the other hand, when the parents are not much educated nor possess the basic literacy skills of reading, writing and numeracy, then in such cases, normally two factors are experienced. First is, they recognize the significance of education and promote equal rights and opportunities for both girls and boys towards acquisition of education. They form this viewpoint that girls should not be regarded as liabilities and it is necessary to provide them equal education opportunities. Another aspect is, they discriminate against girls, particularly regarding acquisition of education and encourage their boys towards getting enrolled in schools. The major causes are lack of financial

resources and unawareness. With the formulation of programs and schemes, these individuals too have realized that it is vital to make provision of educational opportunities to both girls and boys.

### **Occupation of the Parents**

Research has indicated that the occupation of the parents is regarded as important factor in promoting education among girls. The girls are deprived from acquisition of education due to lack of wage earning opportunities of parents. The major objective of all individuals is to get engaged in employment opportunities to sustain their living conditions in an adequate manner. Through getting engaged in employment opportunities, one earns income to sustain their living conditions. In the present existence, finding good employment opportunities is not easy. The individuals are required to struggle to find good employment opportunities or obtain recommendations. The occupations and employment opportunities of the parents is regarded as an important factor in facilitating the acquisition of education among children.

When boys and girls get enrolled in schools, then it is apparent that they need to work effectively towards acquisition of education. They need to pay adequate attention towards their studies and inculcate the traits of diligence, resourcefulness and conscientiousness. Apart from these factors, there are other crucial factors as well. These are, admission of the students, retention rate and academic performance. The occupation of the parents matter to a major extent in influencing these factors. When the parents are engaged in well-paid and reputed occupations, then there is an increase in the admission and retention rate of the students. Furthermore, they are able to achieve good grades as well in their assignments and tests. On the other hand, when parents are engaged in low paid minority jobs or are unemployed, then there is a decline in the admission and retention rate of the students and they also experience set-backs in their academic performance. Therefore, it is vital for the individuals to get engaged in employment opportunities and secure their financial position.

### **Management of Household Responsibilities**

Research has indicated that individuals belonging to deprived, marginalized and economically weaker sections of the society usually discourage their girls from the acquisition of education, mainly because of their participation in the management of household responsibilities. Within the households, there are number of aspects, which need to be taken care of. These include, preparation of meals, cleaning, washing, gardening and so forth. In rural households, the individuals are required to perform certain additional tasks as well. These include, fetching water from the water bodies and taking care of livestock. In urban communities, usually domestic helpers and cleaners are hired. The hiring of domestic helpers usually enable the members of the household to get engaged in other tasks and activities. But in rural communities, the individuals are required to carry out the household responsibilities on their own. Individuals normally encourage their children, especially girls to get engaged in the implementation of household responsibilities. Due to management of household responsibilities, they are discouraged from acquisition of education.

In rural communities, apart from the implementation of household responsibilities, the other tasks and activities that usually girls and women get engaged in are taking care of the needs and requirements of other family members. The individuals are normally engaged in the agricultural sector and farming practices. Therefore, when parents go to work, girls are vested with the responsibility of ensuring that all the household chores are implemented in an appropriate manner and they are able to adequately look after the health care and other needs of elderly family members and younger siblings. From the stage of early childhood, they are trained in terms of implementation of household responsibilities. Hence, are deprived from getting enrolled in schools and acquisition of education.

### **Lack of Interest in Studies**

In the present existence, individuals, belonging to all categories and backgrounds have recognized the significance of education. The individuals have recognized that through acquisition of education, there will be creation of a base, which would assist them in the adequate sustenance of the living conditions. Generating awareness in terms of these aspects would render an effective contribution in enabling the parents to get their children enrolled in schools. Academic learning is not easy. The individuals need to pay adequate attention, particularly when the teacher is teaching, depict regularity in their studies and possess the educational resources that are essential for the achievement of academic goals. When the students do not possess adequate resources, when they do not acquire an efficient understanding of the academic concepts, then they are not able to develop an interest in studies. Hence, lack of interest in studies is one of the crucial factors that causes gender inequality in education.

To acquire education and to enable the individuals to achieve academic goals, it is vital for the students to develop interest and enthusiasm. When they feel they are experiencing setbacks in their academics and are not able to acquire an efficient understanding of the concepts, then it is vital for them to obtain support and assistance from others. When the individuals are financially strong, then they provide coaching classes for their children regarding difficult subjects. When parents are educated, then too they take out time for their children and teach them. Whereas, when the parents are not educated or when they do not possess adequate financial resources, then the students usually take help from teachers and fellow students. When they are unable to overcome problems and challenges, then they usually drop out even before their educational skills are honed. Therefore, lack of interest in studies on the part of the students is regarded as an important factor in leading to gender inequality in education.

## **FACTORS INFLUENCING EDUCATIONAL ATTAINMENT**

When the individuals pursue their educational goals, then they need to take into consideration certain factors. The major factors that influence the attainment of education have been stated as follows:

**Socio-Economic Factors**

The social factors are primarily related to the socio-economic background and social status of the individuals. Research has indicated that when individuals have their own family business, then they normally prefer that their children should attain the educational qualifications, so they can provide assistance and support to their parents in augmenting their family business. Whereas, in most cases, children are provided with rights and opportunities to make their own decisions regarding acquisition of education. When they score good grades in class twelve exams, then they aspire to pursue professional degrees, such as, law, medical or engineering and so forth. But when they belong to deprived, marginalized and socio-economically backward sections of the society, then they experience set-backs in getting enrolled in higher educational institutions.

The socio-economic background and the social status of the individuals is primarily characterized by occupations and financial status of the individuals. For example, when well-educated, qualified and skilled individuals are engaged in medical profession or are engineers or lawyers and are engaged in reputed employment opportunities, then they possess sufficient financial resources and may even get their children enrolled in higher educational institutions in international countries. On the other hand, when individuals are engaged in minority jobs and their income is not sufficient to provide higher education to their children, then they experience problems in acquisition of education. In some cases, poverty stricken, deprived and socio-economically backward sections of the society provide education to their sons and not girls. Hence, girls are required to experience deprivation from acquisition of education due to scarcity of financial resources.

**Accessibility to Learning Materials and Resources**

In order to acquire education and achieve educational goals and objectives, it is essential to access good quality learning materials and resources. Educational resources are the resources that enable the individuals to pursue their studies in an efficient and manageable manner. These need to be adequately available in educational institutions as well as homes. These are appropriate teaching-learning methods, teaching-learning materials, infrastructure, technology, books, reading materials, stationary items and assistance and support available from experts and professionals. When there are availability of financial resources within educational institutions, then they make provision of all kinds of facilities, materials, technologies, equipment and amenities that are necessary to help students in acquisition of education and achievement of academic goals. Due to the availability of adequate financial resources, parents also provide an amiable and suitable learning environment for their children within home. They ensure that their children have access to appropriate technologies, reading materials, private tuitions and other facilities that are needed to achieve desired educational outcomes.

The individuals, belonging to poverty stricken, deprived and marginalized sections of the society also aspire to give good quality education to their children. Within schools, they are able to receive support from the teachers in pursuing educational goals. But at home, in some cases, they are unable to make provision of technologies, materials, equipment and other resources that are



necessary to enhance learning. In such cases, students are required to make visits to computer centres, obtain books from the libraries or help from their seniors. These students as well as their families experience problems and challenges within the course of acquisition of education. But they implement measures to access educational resources from other places, as they are indispensable in acquisition of education.

### **Time Devoted towards Formal Learning Activities**

Usually, students in schools as well as in higher educational institutions are engaged in other tasks and activities as well, apart from acquisition of education. The other activities that normally school students are engaged in include, extra-curricular and creative activities. These include, artworks, handicrafts, sports, physical activities, singing, music, dance and so forth. Apart from these activities, it is vital for them to devote adequate time towards their studies. When the individuals get enrolled in higher educational institutions, then they normally migrate to other regions, cities or even countries. When they are living away from homes, then they are required to take care of other tasks and activities as well. These include, household chores, employment opportunities, and other activities. When they are not financially strong, then they are required to work to meet their expenses. Research has indicated that individuals get engaged in either part-time or full-time jobs along with the pursuance of masters or doctoral programs.

When the individuals are engaged in other tasks and activities, along with their studies, then it is vital for them to put into practice proper time management skills. In the implementation of time management skills, one has to assign priorities to the tasks. The tasks, which are important need to be given priority. When students give importance to their studies, they are able to enhance their academic problems. Studies and employment opportunities are important for the individuals. Therefore, in educational institutions as well as at home, they are instructed by their educators and parents to pay attention towards their career goals. On the other hand, socializing with friends and relatives, watching television shows, and getting engaged in other leisure and recreational activities are also important for the students, but they should first devote their time towards attainment of educational goals.

### **Cultural Viewpoints regarding the Education of Girls**

The cultural viewpoints regarding the education of girls are embedded in the cultural norms and values. In some rural communities, when individuals do not possess adequate financial resources, which are necessary to meet the expenses that are involved in the pursuance of education, then they primarily form this viewpoint that providing education to the girls is the wastage of resources. Instead, they make use of resources in providing education to the boys. Other viewpoints that discourage girls from the acquisition of education are, they should be trained in terms of management of household responsibilities. These include, preparation of meals, cleaning, fetching water, taking care of the needs and requirements of younger siblings and elderly family members, especially when their parents are at work, taking care of livestock, assisting their parents in family business, which may include, production of food items, artworks, handicrafts, and so forth.

The cultural viewpoints focus upon the belief that when girls would acquire sufficient training regarding the implementation of household responsibilities, then they would be able to enhance the reputation of their families in marital homes. The other factors that promotes negative attitudes regarding the education of girls are, making savings for dowry. Dowry is the wealth and possessions that the bride's family has to pay to the groom's family at the time of marriage. It includes, monetary resources, jewellery, and other items. When the marginalized and deprived families have to make savings for the marriage of their daughters, then they do not intend to spend financial resources towards pursuance of education. They possess the viewpoints that boys would acquire good employment opportunities and contribute effectively towards promoting well-being of their families and communities. But in the present existence, transformations are taking place and individuals, belonging to all categories and backgrounds are encouraging their girls towards acquisition of education.

## **PROGRAMS PROMOTING WOMEN'S EDUCATION**

India is one of the founding members of the United Nations, and although at that time, still under the rule of the British, has been a member of the United Nations since 1945. At the summit in 2000, eight goals, such as, alleviation of poverty, halting the spread of AIDS, providing Universal Primary Education and so forth, known as the Millennium Development Goals were agreed upon with the deadline of 2015. In 2015, the United Nations built upon these goals and formed 17 Sustainable Development Goals within the time frame of 15 years. Among these 17 goals, two goals are primarily related to promoting education among women. These are quality education, which is goal four and gender equality, which is goal five. The quality education goal aims to ensure free and equal quality education to both boys and girls in primary and secondary schools, equal access to affordable quality higher education and to eliminate gender differences at all levels of education. The gender equality goal aims to provide equal access to social and professional systems within the society, such as, politics, decent work, health care and education. It also endorses policies and regulations that are necessary to promote gender equality, empowerment opportunities among women and end to discriminatory practices against women (Nikkhoo, & Jonsson, 2017).

The Right of Children to Free and Compulsory Education (RTE) Act says that all children, between the ages of six to 14 years should have the right to free and compulsory education. Another program that was initiated was Sarva Shiksha Abhiyan (SSA) in 2000-2001. The primary objective of this program was to eliminate gender gaps in education, achieve educational objectives throughout the country, access and retention and bring about improvements in the quality of education. The major aspects that were taken into account were, initiation of new schools and accessibility to educational resources. SSA works towards the implementation of number of goals and objectives. In the achievement of these goals and objectives, equality and gender concerns are regarded as crucial factors (Nikkhoo, & Jonsson, 2017).

A scheme known as Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was initiated in 2009. The major objective of this scheme was to make secondary education available to all individuals,

within the age group of 15 to 16 years. The objectives of the scheme are to bring about improvements in the quality of education by having prescribed norms and standards. It aims to ensure the complete availability of secondary education by 2017. By 2020, it aims to achieve the retention rates of the students to a major extent and to eliminate disability, socio-economic and gender impediments by providing support and assistance to the individuals, belonging to marginalized and socio-economically backward sections of the society and who experience disabilities (Nikkhoo, & Jonsson, 2017).

In 2004, a program was initiated, known as Kasturba Gandhi Balika Vidyalaya (KGBV). The major objective of this program was to establish upper primary schools with housing accommodation for the girls, belonging to deprived and marginalized sections of the society. The program was implemented in many parts of the country, where the literacy gender gap is above average and the literacy rate among girls is below average. The majority of the places in schools are reserved for girls, belonging to disadvantaged and minority communities and the rest are reserved for the girls, belonging to families, below the poverty line. In the KGBV schools, girls are encouraged towards acquisition of education by making provision of various items free of cost. These include, free textbooks, free uniforms, stationary items, bags, medical and health care facilities, housing accommodation, counselling and guidance facilities, financial assistance, mid-day meals and so forth (Nikkhoo, & Jonsson, 2017).

## **CONCLUSION**

The prevalence of gender inequality in education is regarded as the major barrier within the course of progression of the system of education. The major factors that promote gender inequality in education are, conditions of poverty, prevalence of traditional viewpoints, school infrastructure, discriminatory treatment among girls, occurrence of criminal and violent acts, child marriage, education of the parents, occupation of the parents, management of household responsibilities and lack of interest in studies. When the girls and women are experiencing one or more of these factors, then usually it affects them physically as well as psychologically. There have been formulation of programs and schemes, which have the major objective of generating awareness among the individuals, belonging to all categories, backgrounds and communities to treat girls and women with respect and make provision of equal rights and opportunities to them. When the individuals and communities will provide equal rights and opportunities to the girls, then it would not only promote their effective growth and development, but also well-being of the communities and the entire nation.

The factors that influence the attainment of education are, socio-economic factors, accessibility to learning materials and resources, time devoted towards formal learning activities and cultural viewpoints regarding the education of girls. Furthermore, there have been initiation of programs and schemes that promote education among women. These are, The Right of Children to Free and Compulsory Education (RTE) Act, Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Kasturba Gandhi Balika Vidyalaya (KGBV). When the girls are encouraged for getting enrolled in schools and acquisition of education, it is vital for them to receive

support and encouragement from their family members. In other words, it is necessary for them to be efficiently prepared for pursuing their academic goals. Apart from support and encouragement, it is vital for the parents to ensure that they provide their children with educational resources and take care of their well-being to enable them achieve academic goals. Furthermore, in schools there should be formation of a suitable learning environment, with infrastructure, resources and facilities, which would encourage the enrolment and retention of students.

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