

Exploring Educational Inequality and Gender Gaps in India: A Comprehension Review and Analysis

Citation: Anuradha Acharya., et al. "Exploring Educational Inequality and Gender Gaps in India: A Comprehension Review and Analysis". Clareus Scientific Science and Engineering 2.5 (2025): 02-19.

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Article Type: Research Article

Received: May 2, 2025

Published: May 29, 2025



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Abstract

Gender inequality is one of the biggest challenges leading to several other problems for girls and women, thus hampering women empowerment somewhere both in developed as well as developing countries. One of the key areas to be given importance in the developed countries like India is uplifting the issues related to the gender-wise educational system. It is required to understand the gender-wise differences with the aim of reducing gender-based violence or harmful practices in society. This understanding can be helpful in building and promoting fairness, completeness, and the quality of educational system in the country. According to current reports, states in India like Gujrat and Madhya Pradesh have started working on boosting sex ratio and applying strategies for women empowerment, which is real indication of the concern in this regard. Dealing with the gender- wise differences with reference to the educational system can ensure in the construction of not only a healthy and robust educational system but also in building an equitable society too. The current study shows that, though lot of provisions have been made in this respect, still we need to go a long way for improving the overall growth of the nation in terms of an elevated educational system.

Keywords: Gender-wise education; Educational systems; Gender bias; Educational programs; Education duality; Education inequality

Introduction

Gender-wise education refers to the approach of tailoring educational systems to meet the specific needs, capabilities, and experiences of students based on their gender. This concept is rooted in the principle of equitable access to quality education for both boys and girls, ensuring no discrimination on the basis of gender.

Ensuring equal opportunities in education involves eliminating gender-based biases and extending quality learning experiences beyond the constraints of social, economic, and cultural backgrounds. It is equally critical to address structural and cultural barriers that can obstruct the fair distribution of educational resources [27].

Gender inequality in education manifests through unequal access to learning, opportunities, and privileges, solely based on gender [6]. Tackling this inequality requires a multifaceted approach that addresses issues such as gender-based violence, child marriage, and systemic discrimination. These efforts aim to secure universal access to a complete and inclusive educational system [26, 28], providing all individuals— regardless of gender—with the tools and resources necessary to achieve their academic and professional aspirations.

In India, gender disparities in education have been a longstanding concern. Historical patterns reveal a persistent bias favouring males, resulting in significant barriers for girls in accessing equitable education. These challenges stem from entrenched social norms, inadequate gender-sensitive infrastructure, domestic responsibilities, and deep-rooted societal discrimination [1].

There is substantial evidence of gender bias within India's educational systems. For instance, orthodox belief systems have deprived many girls of their basic right to education. Despite the availability of educational opportunities, girls continue to be excluded from higher education and employment pathways [33]. This exclusion underscores the urgency of bridging the gender gap in education.

As Nelson Mandela, the renowned South African leader and anti-apartheid activist, once stated, “**Education is the great engine of personal development.**” Reducing gender disparities in education, especially in developing nations like India, is imperative not only for individual empowerment but also for broader social and economic progress.

Year	Literacy Rates			Male-Female Literacy Gap
	Male	Female	Total	
1951	27.16	8.86	18.33	18.30
1961	40.40	15.35	28.30	25.05
1971	45.96	21.97	34.45	23.98
1981	56.38	29.76	43.57	26.62
1991	64.13	39.29	52.21	24.84
2001	75.26	53.67	64.83	21.59
2011	82.14	65.46	74.04	16.68

Table 1: Literacy Rates by Gender, IN India (1951-2011) – Census 2011 [15].

Table 1 shows how the literacy rates for females has been increased from 1951 to 2011, however, there is a huge gap between males and females in the literacy rates every time. This is really an alarming situation to be considered seriously as a part of the development of the country.

According to All India Survey on Higher Education 2020-21, Government of India, Ministry of Education, Department of higher education, New Delhi, the female enrolment is found to be 2,01,42,803 (48.67%) and the male enrolment is 2,12,37,910 (51.33%) [Fig. 1] [34]. Except for the exceptional cases in M-Phil and postgraduate, the males are ahead of the females in all levels [Fig. 1]. In another situation, the number of females teachers are found to be very less in comparison to male teachers (100 male teachers) for different types of universities, colleges, and stand-alone institutions which shows that the females are less in the educational systems with reference to employment positions [Fig. 2].

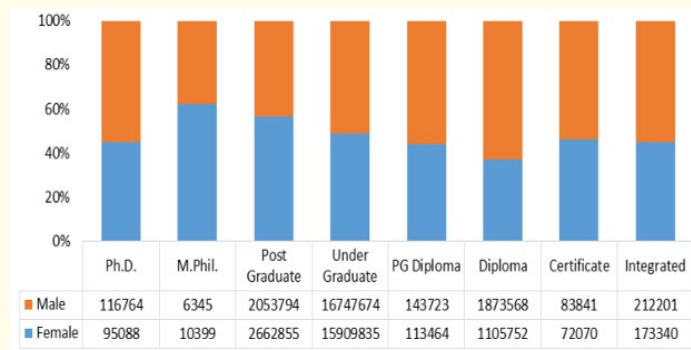


Figure 1: Gender-wise distribution at different level of education [34].

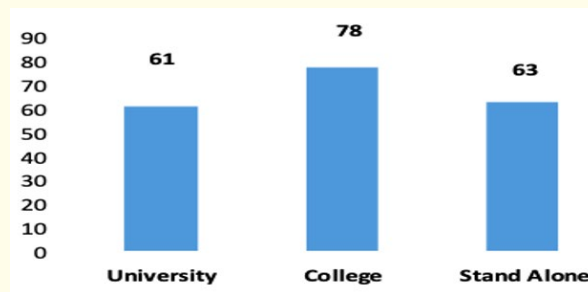


Figure 2: Number of female teachers in comparison to 100 males in different institutions in India [34].

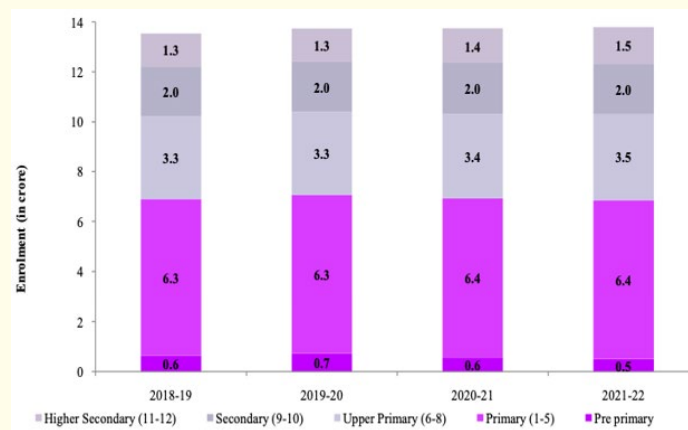


Figure 3: Enrolment of boys in India (in crores) in 2018-19 to 2021-22 [22].

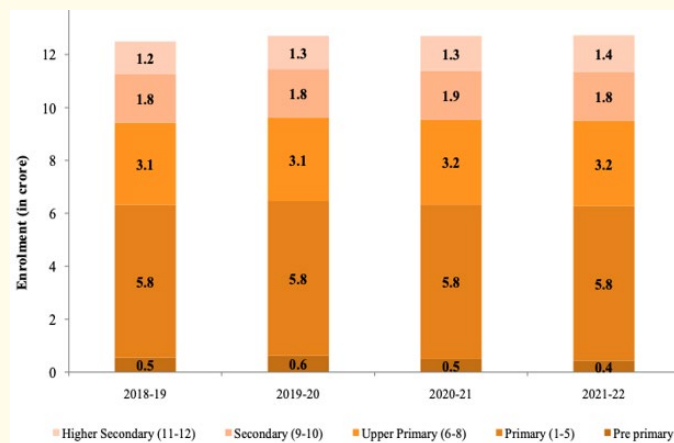


Figure 4: Enrolment of girls in India (in crores) in 2018-19 to 2021-22 [22].

It is very clear from the above figures [Fig. 3 and Fig. 4], girls are always found to lie behind boys in terms of enrolment in education and opportunities in educational systems in India. This recent report is a clear indication of girls suffering at all levels beginning from pre-primary to higher levels of education. The root cause of this problem needs to be explored and resolved to bring gender equality into educational systems for a balanced society.

Table 2 shows how the level of satisfaction varies among boys and girls in terms of teaching methods, quality of student evaluation, time management, and the overall satisfaction. Here 'N' is the sample size for boys and girls taken. Here the hypothesis is that the teaching method is right.

Level of Satisfaction		Gender				Total		Chi-square
		Male		Female				
		N	%	N	%	N	%	
Teaching Methods	low	115	43.89	24	25.53	139	39.04	9.8**
	High	147	56.11	70	74.47	217	60.96	
Quality of Student Evaluation	Low	127	50.20	29	32.22	156	45.48	8.651**
	High	126	49.80	61	67.78	187	54.52	
Time management	Low	115	42.59	30	28.85	145	38.77	5.976*
	High	155	57.41	74	71.15	229	61.33	
Overall satisfaction from department	Low	122	43.26	27	26.73	149	38.90	8.549**
	High	160	56.74	74	73.27	234	61.10	

Note: *($p < 0.05$) and **($p < 0.01$).

Table 2: Gender-Wise Level of Satisfaction in Educational Systems for Various Aspects [23].

Sr. no	Statements		Gender				Total		Chi-square
			Male		Female		N	%	
			N	%	N	%			
1	Course outlines	Agree	165	57.09	75	70.75	240	60.76	6.071*
		Disagree	124	42.91	31	29.25	155	39.24	
2	Lectures and relevant	Agree	235	87.97	95	90.48	330	83.33	5.249*
		Disagree	56	12.03	10	9.52	66	16.77	
3	The course expands the knowledge for students	Agree	207	75.00	91	87.50	298	78.42	6.975**
		Disagree	69	25.00	13	12.50	82	21.58	
4	The question paper is carefully de- signed	Agree	193	67.96	83	83.84	276	72.06	9.196**
		Disagree	91	32.04	16	16.16	107	27.94	
5	Treat all students equally	Agree	152	86.36	67	69.07	219	58.71	5.803*
		Disagree	124	13.64	30	30.93	154	41.29	
6	Fair in examination	Agree	193	70.96	82	80.39	275	73.53	3.394
		Disagree	79	29.04	20	19.61	99	26.47	
7	Come to class on time	Agree	220	73.09	89	83.96	309	75.92	5.069*
		Disagree	81	26.91	17	16.04	98	24.08	
8	Spend full time in class	Agree	218	75.96	95	86.36	313	78.84	5.161*
		Disagree	69	24.04	15	13.64	84	21.16	
9	Ensure the productive use of class time	Agree	175	71.43	88	85.44	263	75.57	7.709**
		Disagree	70	28.57	15	14.56	85	24.43	
10	Available after class for guidance	Agree	162	62.02	86	82.69	248	67.95	14.523**
		Disagree	99	37.98	18	17.31	117	32.05	
11	Schedule for quizzes and etc are an- nounced	Agree	164	57.34	78	75.00	242	62.05	10.098**
		Disagree	122	42.66	26	25.00	148	37.95	

Table 3: Gender in Relation to Teaching Methods [23].

Table 2 shows various levels of satisfaction based on different aspects both from boys and girls in terms of course outline, lectures, knowledge of student, treat all students equally and many more. Here 'N' is the sample size taken for boys and girls. The hypothesis here is that the considered statements considered are correct. In both the above tables [Table 2 and Table 3], the p-value is the probability of obtaining a chi-square as large as or larger than that in the current experiment, and yet the data will still support the hypothesis. A chi-squared test (also chi-square or χ^2 test) is a statistical hypothesis test used in the analysis of contingency tables when the sample sizes are large.

Fig. 5 shows state-wise male and female literacy rates. In some states, girls' percentage of literacy rates are the same as boys, like Kerala, Mizoram. However, there are big differences between girls' and boys' literacy rates in states like Uttar Pradesh, Dadra Nager haveli, and Madhya Pradesh [16].

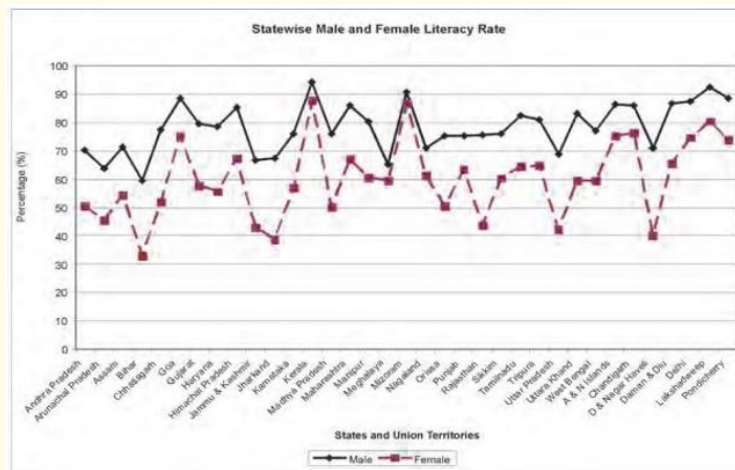


Figure 5: State-wise Male and Female Literacy Rate based on Census 2001 [16].

The gender gap index refers to the relative gap between men and women in four areas: health, education, economy, and politics [35]. According to World Economic Forum (WEF, India has been ranked 135 out of 146 countries in Global Gender Gap (GGG) Index for 2022 [Fig. 6]. It was ranked 140 out of 156 countries in 2021, with a hike of 0.625 (in 2021) to 0.629 in the last 16 years.

INDIA'S REPORT CARD				
Index/sub-index	2022 (146 countries)		2021 (156 countries)	
	Rank	Score	Rank	Score
Global Gender Gap Index	135	0.629	140	0.625
Political empowerment	48	0.267	51	0.276
Economic participation & opportunity	143	0.350	151	0.326
Educational attainment	107	0.961	114	0.962
Health and survival	146	0.937	155	0.937

Figure 6: Global Gender Gap (GGG) Index for 2022 of India [35].

Seeing all the above statistics, it's very clear that though the country's literacy rate is developing, there is always a gender gap in terms of female literacy. A country can only develop economically when it is socially fit enough for a stabilized position. Thus, this point should be considered seriously and be worked out.

However, in recent years, states like Gujarat and Madhya Pradesh in India have undertaken significant initiatives to address the critical issue of improving the sex ratio and promoting women's empowerment. These efforts signify a growing awareness and commitment to addressing gender disparities that have persisted for decades. Strategies implemented include policy reforms, awareness campaigns, and programs aimed at enhancing educational and economic opportunities for women. By actively engaging in such ini-

tatives, these states aim to create an inclusive environment that values gender equity and uplifts marginalized sections of society. The focus on improving the sex ratio highlights the importance of addressing societal biases and ensuring the survival and well-being of the girl child. Furthermore, empowering women through skill development, education, and social security measures fosters their participation in decision-making processes and economic growth. Such interventions serve as a model for other regions, reflecting the broader commitment to creating a balanced and equitable society. Still it is required to analyse these initiatives along with the existing problems for a better tomorrow [45].

Education, Education Duality and Consequences

Education is a crucial factor in the personal and societal development of any individual. It equips individuals with the necessary knowledge, skills, and attitudes to function effectively in society and in pursuing their personal and professional goals. Education is also an essential tool for promoting social mobility, reducing poverty and inequality, and fostering economic growth and development of the nation [24].

Education is the key success factor in terms of social status and economic opportunities. Further the quality of education is often limited by factors like income, race, ethnicity, gender, and geographic location. Under such contexts, education must reinforce the existing inequalities, gaps and be helpful in building a social environment for a healthy lifestyle [29].

On the other side, the concept of education duality refers to the idea that education can have both positive and negative effects. On one hand, education can empower individuals and communities, promote critical thinking, and increase access to opportunities.

Positive Effects of Education Duality:

Increased Economic Opportunities: An average increase of 8% in earnings is associated with each additional year of education, as demonstrated by a study conducted by Psacharopoulos and Patrinos (2018) [17].

Poverty Reduction: Poverty rates are reduced through education by improving skills, promoting entrepreneurship, and fostering economic growth, according to a report by the World Bank (2018) [17].

Enhanced Cognitive Skills: Cognitive abilities such as critical thinking, problem-solving, and decision-making are positively impacted by education, as indicated by a meta-analysis conducted by Hedges et al. (2018) [17].

Negative Effects of Education Duality

Educational Inequality: Disparities in access and quality of education can be caused by education duality, perpetuating social and economic inequalities, as emphasized by UNESCO (2020) [18].

Pressure and Mental Health Issues: Stress, anxiety, and mental health issues among students can be caused by high-stakes examinations and intense academic competition, as highlighted by a systematic review conducted by Hysenbegasi et al. (2005) that identifies the negative impact of academic stress on mental health [19].

Limitations of Standardized Testing: The curriculum may be narrowed, focusing on test preparation rather than holistic learning due to an overemphasis on standardized testing, as suggested by research conducted by Darling-Hammond (2017) [17] that indicates excessive testing can undermine creativity, critical thinking, and student engagement.

To deal with the problem of educational inequality, and to promote equal access to quality education, a perfect educational setting with supportive thinking of independent learning mechanisms irrespective of gender bias is required. Thus, a different set of policies and programs can be included in the educational systems with great support from teachers' educational training and skill development programs [5].

Overall, education can be considered an essential tool for both personal and societal development, and the impact can be seen and felt through the overall economic growth of the nation. The addressing mechanisms in this regard can maximize ones potential leading towards social mobility, reducing poverty, and thus finally fostering economic growth.

Gender-Specific Education Programs

Over the years, gender-specific educational programs have contributed to reducing gender disparities, particularly within India's educational sector. While notable progress has been made, challenges remain in ensuring that every child—irrespective of gender—has equal access to quality education and the opportunity to fulfill their potential. Continuous planning and the implementation of inclusive strategies have played a pivotal role in bridging existing gaps within educational systems. Below is an overview of several key programs that have contributed significantly to gender equity in Indian education.

Beti Bachao Beti Padhao

Launched in 2015, this flagship scheme aims to address gender discrimination and promote women's empowerment. The program focuses on improving the child sex ratio and encouraging education for girls by raising awareness and offering financial incentives to families for sending their daughters to school [21].

Sarva Shiksha Abhiyan (SSA)

Initiated in 2001, SSA strives to provide free and compulsory education to children aged 6–14 years. The scheme strengthens educational infrastructure, particularly in rural and marginalized regions, and emphasizes inclusive education for all genders [30].

Kasturba Gandhi Balika Vidyalaya (KGBV)

KGBV is a residential schooling program designed to provide quality education to underprivileged girls between the ages of 10 and 18, specifically from classes VI to XII. It focuses on establishing at least one residential school for girls in every Educationally Backward Block (EBB) [36].

Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

RMSA aims to enhance the quality of secondary education and increase enrollment rates. The scheme places a special emphasis on making schools safe and accessible for girls, thereby reducing dropout rates and ensuring continuity in education [39].

Udaan

The Udaan program primarily operates in states like Gujarat, Uttar Pradesh, Haryana, and Bihar, targeting girls who have dropped out or never attended school. It focuses on reintegrating girls into the educational system by ensuring safe school reopening, teacher support, and encouraging re-enrollment [40].

Balika Shiksha Kendra

This initiative offers bridge courses and remedial education for girls at risk of dropping out. It also provides life skills and vocational training, helping girls become self-reliant and capable of leading independent lives.

Saakshar Bharat

Launched with the aim of achieving 80% literacy, particularly among women, this program provides adult education, vocational training, and life skills to support economic independence and literacy among women in rural and underserved regions [41].

National Scheme of Incentives to Girls for Secondary Education

This program supports girls from economically weaker sections who have passed Class VIII. Financial incentives are deposited in their names in public sector banks or post offices to encourage continuation of secondary education [37].

Mahila Samakhya

Aimed at promoting women's leadership and community empowerment, this initiative focuses on educating women who have had limited access to formal education. It plays a significant role in fostering gender equality through non-formal education, particularly in rural areas [38].

Vahli Dikri Yojana

This Gujarat-based scheme offers monetary support at key stages of a girl's life—Rs. 4,000 at birth, Rs. 6,000 at the start of Class 1, Rs. 10,000 at Class 9, and Rs. 1 lakh at marriage. By reducing financial burdens and incentivizing education, the scheme promotes gender equality and encourages families to invest in the education of their daughters [45].

Literature Review

The societal perception that education is not as important for girls as it is for boys is seen as one of the most significant barriers to education for girls in India. A significant disparity in Enrollment rates between boys and girls, particularly in rural areas, has been observed. According to a report by UNESCO, in 2011, primary school Enrolment rates for total in India were only 86.1. Similarly, at the secondary level, Enrollment rates for girls were only 81%, compared to 86.1% for boys [42].

Several policies and programs aimed at promoting gender-wise education have been implemented by the Indian government to address this issue. Notably, the Sarva Shiksha Abhiyan seeks to provide universal access to education for all children, regardless of their gender or socioeconomic status. Additionally, the Beti Bachao Beti Padhao (Save the daughter, Educate the daughter) initiative aims to encourage families to invest in their daughters' education [21].

Similarly various other programs have been implemented by the government with the intention of promoting the girl child through proper education. Although progress has been made in this respect, there is still much work to be done to achieve gender parity in education in India. Ongoing efforts to address the gender gap in education must consider the unique needs of female students, including issues such as child marriage, gender-based violence, and discrimination, which can prevent girls from accessing education. Recent literature has focused on examining gender-wise education systems in India and their impact on educational outcomes for both boys and girls.

Few of important factors and related data, evidence have been discussed below.

Literacy Rate: Literacy rate is a good indication regarding the overall growth of the country which must be studied for all ages and based on the gender.

According to one of the studies, it has been seen that during 1980 to 2011, the female literacy rate (%) is always below male. Though there is a continuous improvement in the overall literacy rate female were found to be deprived of education somewhere [Fig. 7, Fig. 8, Fig. 9]. The overall statistics can be seen in Table 4.

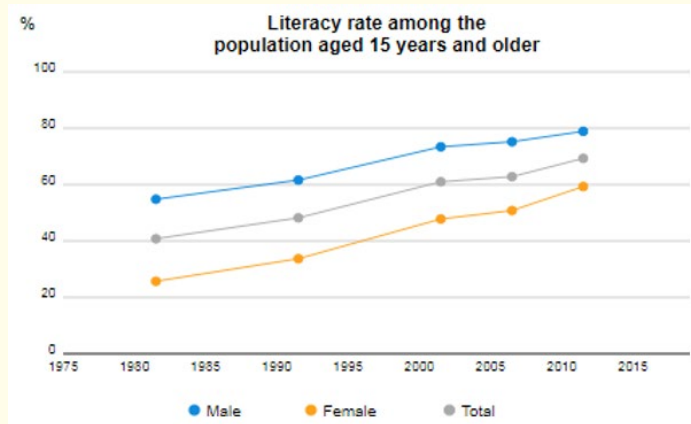


Figure 7: Literacy rate for population aged 15 in the period 1980-2011 [42].

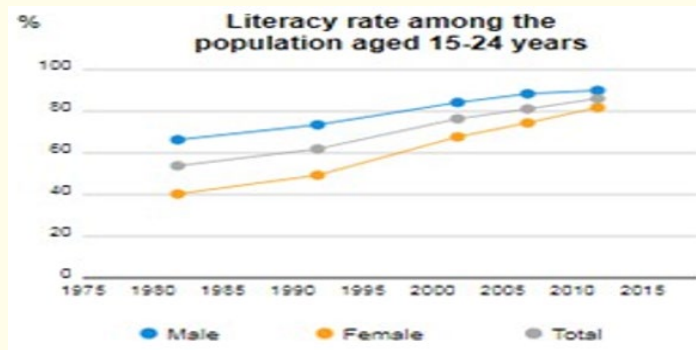


Figure 8: Literacy rate for population aged 15-24 in the period 1980-2011 [42].

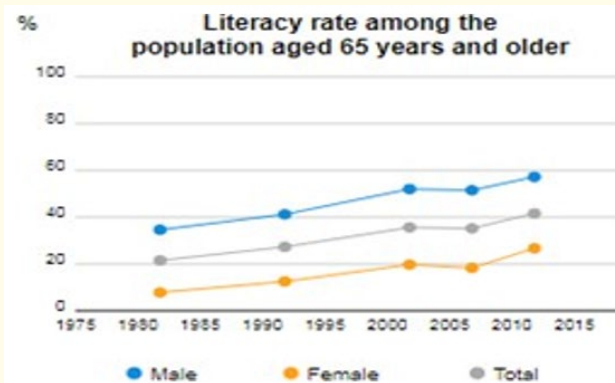


Figure 9: Literacy rate for population aged 65 in the period 1980-2011 [42].

Literacy rate (%)	Total	Male	Female
15-24 years	86.1	90	81.8
15 years and older	69.3	78.9	59.3
65 years and older	41.6	57.2	26.7

Table 4: Literacy Rate in India for Varied Ages for Year 2011 [42].

As per the latest data from the National Statistical Office (NSO), the overall literacy rate in India in 2021 is 77.7%, with a male literacy rate of 84.7% and a female literacy rate of 70.3% [21].

Literacy Rate (%)			
Year	Male	Female	Total
2021	84.7	70.3	77.7
2011	82.14	65.46	74.04

Table 5: Literacy Rate in India in the Years 2011 and 2021 [28].

Table 5 shows the literacy growth from 2011 to 2021. The data clearly indicates that though there is an improvement in this decade, always there is a large difference in the literacy rates of males and females. This is another indication about gender bias is still existing today which must be considered seriously.

Gross Enrollment Ratio (GER): The Gross Enrollment Ratio is the ratio of the number of students enrolled in a particular level of education to the corresponding age group of the population. As per the All-India Survey on Higher Education (AISHE) 2020-21, the GER for higher education in India is 27.1%, with male GER at 28.5% and female GER at 25.8% [24]. Table 4, even shows that women have to move along to be equivalent to men in terms of education with reference to GER data.

Gross Enrolment ratio Higher education (%)			
Year	Male	Female	Total
2020-21	28.5	25.8	27.1

Table 6: Gross Enrolment Ratio for Higher Education [24].

Education Expenditure: The total expenditure on education in India in the Union Budget 2021-22 is Rs. 93,224 crores. This is a 6% increase from the previous year's budget allocation in the year 2020-21, where the budget was 87630.56 crores.i.e. there is a 4.5% increase from the previous year's budget [27].

Education Expenditure		
Year	Expenses	Increase
2021-22	93,224	6%
2020-21	87630.56	4.5%

Table 7: YEAR-Wise Education Expenditure in India [27].

Table 7 indicates that provisions have been made to improve the educational systems overall by the Government. Still, the gap needs to be worked out tactically in the future to bring a balance at all levels.

Private Schools: As per the District Information System for Education (DISE) 2019-20, there are a total of 3, 72,749 recognized schools in India, out of which 30.5% are private schools [3].

Government Initiatives: The government of India has launched several initiatives to improve the quality and accessibility of education in the country. Some of the significant initiatives include the Samagra Shiksha Abhiyan, National Education Policy 2020, Beti Bachao Beti Padhao, etc.

Digital Education: Due to the COVID-19 pandemic, digital education has gained significant importance in India. As per the Ministry of Education, over 25 core students have been enrolled in online education courses in India, where even women can get the privilege to enrol in such courses without any hindrance.

Gender Disparity: Gender disparity in education is still a significant issue in India. As per the AISHE 2020-21, the percentage of female students in higher education is only 49.2%, indicating a significant gender gap. This factor can be understood in the view of woman empowerment and decision-making in all fields, thus bringing drastic changes in the national upliftment.

It provides a comprehensive review of gender disparities in education in India, including the status of girls' education, issues and challenges facing girls, and the impact of gender-sensitive education policies. The paper also highlights the need for further research in this area.

It investigates the extent of gender bias in education in rural India, particularly in terms of access to education, academic achievement, and socio-cultural factors. The study finds that girls face significant barriers to education, including poverty, early marriage, and gender-based discrimination. This paper examines the challenges and opportunities of implementing gender-sensitive pedagogy in India. The authors argue that gender-sensitive pedagogy can play a crucial role in promoting gender equality in education, but it requires significant changes in teaching practices and curriculum design.

This study analyses gender inequality in education in rural India, focusing on factors such as parental education, socioeconomic status, and cultural norms. The study finds that gender inequality in education is a complex issue that requires comprehensive policy interventions and community participation.

It examines the state of research on gender and education in India. The authors provide critical analysis of the key themes and issues in the literature, including access to education, academic achievement, and gender-based violence. The paper also highlights the need for a more nuanced understanding of gender and education in the Indian context.

This study uses data from the Indian Human Development Survey to analyse gender inequality in education in India. The study finds that girls' education is strongly influenced by socioeconomic status, cultural norms, and parental education [9]. The study also highlights the need for policy interventions that address these underlying factors.

It provides an overview of the achievements and challenges in promoting gender equality in education in India. The author highlights the importance of policies and programs that address the socio-cultural barriers faced by girls in accessing education, such as early marriage and gender-based violence [3].

This paper provides an overview of gender-sensitive education policies in India, including the Right to Education Act and the National Policy for the Empowerment of Women. The authors argue that these policies have the potential to promote gender equality in education, but they require effective implementation and monitoring [4].

This ethnographic study explores the gender dynamics in rural schools in North India. The study finds that gender-based discrimination is deeply embedded in the school culture, perpetuated by teachers, parents, and community members. The study highlights the need for comprehensive interventions that address the underlying socio-cultural factors [5]. This ethnographic study explores the gender dynamics in rural schools in North India. The study finds that gender-based discrimination is deeply embedded in the school culture, perpetuated by teachers, parents, and community members. The study highlights the need for comprehensive interventions that address the underlying socio-cultural factors [5].

This article provides a contextual analysis of girls' education in India, focusing on the intersections of gender, caste, and class. The author argues that the promotion of girls' education requires a multi-dimensional approach that addresses the socio-cultural barriers faced by girls in different contexts [8].

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This empirical study analyses the gender gap in educational attainment in India, using data from the National Family Health Survey. The study finds that the gender gap in educational attainment has decreased over time, but it remains significant in certain regions and socio-economic groups [7].

This edited volume provides a comprehensive overview of gender and education in India, including the socio-cultural factors that influence girls' education, the impact of policies and programs, and strategies for promoting gender equality in education. The volume includes contributions from leading scholars and practitioners in the field [2].

However, the literature also highlights challenges in implementing gender-wise education in India. For example, social and cultural norms can perpetuate gender-based discrimination and limit girls' access to education, particularly in rural and remote areas. Additionally, there are significant disparities in access to education across regions and socioeconomic groups, with marginalized communities often facing significant barriers to accessing quality education.

Current and Future Provisions: Comparative Analysis

Whenever, there is a talk on the national development, it is must to ensure the growth woman in a country. Her role in the society can be felt as a mother, wife, sister etc. Her empowerment definitely can add value not only in her life but also the quality of the nation indeed. Thus, there must be some specialised provisions for the empowerment of woman. Beyond all the existing obstacles and barriers, today more females can be seen in schools, higher education as well as in working fields. Their growth journey can be visualised through various provisions and policies that have been made till date in this regard for elevating her life style.

The Central Government of India has been entrusted with many educational obligations under the Indian Constitution. Also, the government of India has formulated, "The National Policy on Education (NPE)", to provide elementary education to urban and rural colleges in the country. The First National Policy of Education (NPE) in 1968 has been upgraded to Fourth National Policy of Education (NPE) in 2020, which is the current policy [43].

Education is one such aspiration of our country that would lead toward national prosperity and national integration. We can cultivate the culture and values of Indian democracy in citizens through education, especially woman playing a great role in this respect.

The Indian constitution provides specific provisions for education and equality in the following major areas, with some provisions, especially for women:

No.	Provisions	Article
1	Right to Equality: Equality before law	14
2	Right to Equality: Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth	15
3	Right to Equality: Equality of opportunity in matters of public employment	16
4	Right of free and compulsory education	45
5	Right to education	21(a)
6	Education for women	15(1)(3)
7	Promotion of education and economic interests of SC, ST and other	46
8	Religious education	25,28(1)(2)(3)
9	Education of minorities, protection of interests of minorities	29
10	Right of minorities to establish and administer educational institutions	30
11	Instruction in mother tongue at primary stage	350-a
12	Promotion of Hindi	351
13	Education in union territories	239
14	Fundamental duty to provide the opportunity for education	51(a)

Table 8: Following Is a Comparative Analysis of the Current and Future Provisions with Respect to Gender Equality and Gender Sensitive Education.

Current provisions	Future provisions
India has several policies and initiatives aimed at promoting gender equality in education.	The Indian government has set ambitious goals for improving gender equality in education.
Some of these include the Sarva Shiksha Abhiyan (SSA), the Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and the Beti Bachao Beti Padhao (BBBP) scheme.	The National Education Policy (NEP) 2020 aims to increase female enrolment in higher education to at least 50% by 2035 and to ensure that all girls have access to quality education.
These programs have led to increased access to education for girls and have helped to reduce the gender gap in enrolment rates.	The NEP also emphasizes the importance of gender-sensitive curricula and teacher training, as well as the need to address social and cultural barriers to girls' education.
However, there is still much work to be done to improve the quality of education for girls and to address the cultural and societal barriers that prevent many girls from attending school.	In addition, there are several civil society organizations and NGOs working to promote gender equality in education, through initiatives such as community-based education programs, scholarships for girls, and advocacy campaigns.

Table 9: Current and Future Provisions for Education in India [29].

In terms of the price and provisions related to education, the position of India can be understood from Fig. 10 and Fig. 11. Fig. 10 depicts the worldwide position of our country in terms of expenditure for education. Fig. 11 shows the price index for education in India, which is 1/6th of the average worldwide expenditure.

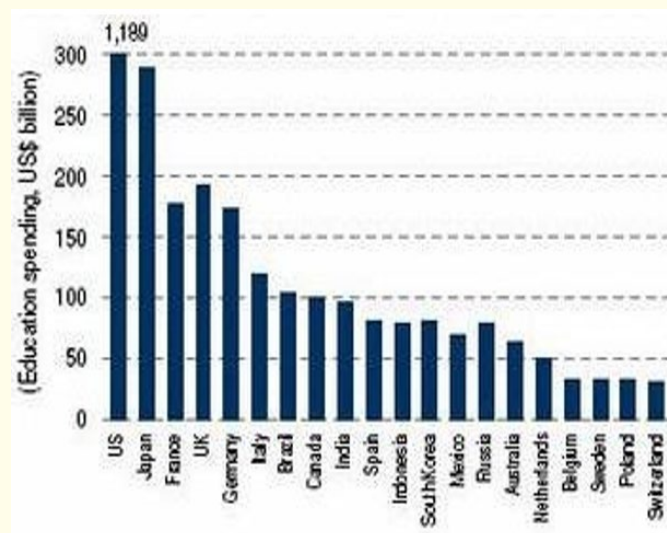


Figure 10: Position of India in the world for educational expenditure [44].

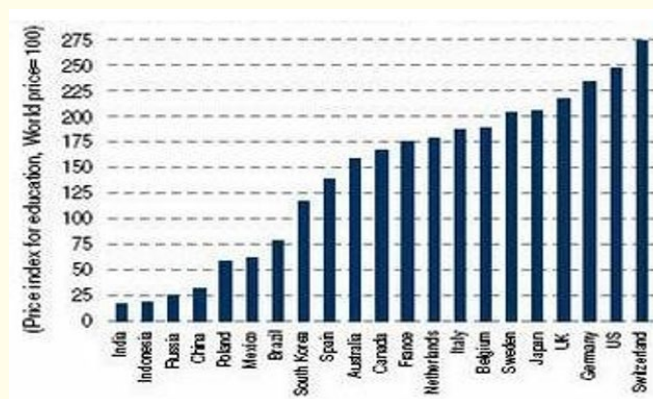


Figure 11: Price Index of India in the world for educational expenditure [44].

Comparative analysis of current and future provisions can be formulated in the form of the following points.

While there have been significant improvements in gender-wise education in India, there is still a long way to go to achieve gender equality in education.

Many girls still face significant barriers to accessing quality education, including poverty, early marriage, and lack of access to sanitation facilities.

In addition, there are significant disparities in the quality of education that girls receive compared to boys.

However, the NEP 2020 and other government initiatives offer hope for the future, as they prioritize gender equality in education and provide a roadmap for addressing the remaining challenges.

The role of civil society organizations and NGOs in promoting gender equality in education is also crucial and will continue to be important in the years to come.

Objectives and Findings

The current study seeks to explore the educational landscape in India through a gender-focused lens. The key objectives are as follows:

- **To identify the factors contributing to the gender gap** in education and analyse the barriers faced by girls in accessing quality and continuous education.
- **To understand the impact of education on the lives of girls and women**, particularly regarding health outcomes, economic opportunities, and social empowerment.
- **To examine the quality of education received by girls**, identifying disparities and highlighting areas for improvement in both infrastructure and pedagogy.
- **To evaluate existing policies and programs aimed at promoting gender equality in education**, identifying best practices and areas in need of further resources and strategic focus.
- **To raise awareness about the significance of gender equality** in education and advocate for inclusive educational policies that ensure access for all children regardless of gender.

Recent Data And Analyses Offer Valuable Insights Into The State Of Gender-Wise Education In India:

- **Gender Gap in Education**
A UNESCO report highlights that India remains among the countries with one of the widest gender gaps in education. High drop-out rates among girls are often driven by poverty, early marriages, and lack of basic school infrastructure like sanitation facilities.
- **Access to Education**
While policy interventions have led to improved access, significant obstacles remain. Girls, especially in rural and marginalized communities, face long commutes, safety risks, and insufficient transportation options, discouraging consistent school attendance.
- **Quality of Education**
There exists a pronounced disparity in educational quality experienced by boys and girls. Girls often lack access to skilled educators and adequate learning materials. Gender bias and discriminatory practices in classrooms further affect learning outcomes.
- **Impact of Education on Girls**
Numerous studies affirm that education transforms the lives of girls and women—enhancing health outcomes, increasing economic independence, and enabling participation in decision-making processes at family, community, and national levels.

Conclusion

The literature supports the critical role of education and educational programs in promoting gender equality and creating an equitable society in India. While there are challenges in implementing the provisions, policies and programs, the potential benefits of improved access to education and empowering women are significant and warrant continued investment and effort in this respect. Education is an important component to be understood and explored specifically in terms of the gender-biased learning systems. The nation is dependent on this system to a large extent for its economic and overall growth somewhere. Thus, India being a developing country strives to implement a number of strategies in uplifting the current educational system. The overall comparative analysis of various provisions is helpful in predicting the future steps and programs to be constructed that can surely bring a significant change in the overall growth of varied aspects thus bringing a healthy societal life.

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