

**Dissertation**

**On**

**GENDER INEQUALITY IN EDUCATION WITH SPECIAL  
REFERENCE TO INDIA**



**L**OVELY  
**P**ROFESSIONAL  
**U**NIVERSITY

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*Transforming Education Transforming India*

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# **CHAPTER I**

## **INTRODUCTION**

Over the past few decades women's issues specifically gender issues have gained prominence on the development era. The word 'gender' is used to describe those characteristics of men and women that are socially determined, in contrast to those that are biologically determined as 'sex'. Gender inequality or gender difference is a problem that is quite common in many under developing countries of the globe and India being one among the country facing the equivalent issue. Gender difference is the distinction between men and women in different social, economical & political, cultural and legal aspects. Hence, gender inequality refers to the obvious or hidden disparity between individuals due to gender. The policy makers in our country powerfully believe that if some serious attention is given to gender equality and equity then it will strengthen every area of action because women can bring new energy and new sights. Thus, many national and international organizations are promoting the advancement of women participation in developmental process & making an attempt to eliminate all forms of inequality against women. This is the reason that fights for woman's rights are growing in our country and is gaining intellectual legitimacy.

### **1.1 Gender Inequality in India: Past and Present**

For more than two centuries Indian womanhood has been portrayed as a rather grim existence by varied researchers and writers. However several researchers stated that the status of women in Dravidian civilization before the Aryan invasions was quite high. The development of the agrarian civilization which stressed on surplus wealth and personal property step by step led to the intense domination of women in Indian society. The earliest references to women as property are found in texts written within the period 800-500 BC. In keeping with Hindu law books written within the second century BC the position of women is one in all complete dependence on men - on fathers in childhood, on husbands as adults, and on sons. India is one of the few countries within the world where life expectancy at birth is shorter for females than males is a clear indication of where a womanhood stands relative to a manhood. In 1981, life expectancy at birth was fifty seven years for men and fifty two years for women (CMIE 1982). Compared to

boys, girls are more likely to suffer from deficiency disease like malnutrition and very few of them receive adequate health care.

An additional pointer that claims women's low status relative to men's is the education rate or literacy rate or acquirement rate. More than half of the women in the country are functionally illiterate. As per the information of 1985, the literacy rate for women in India was about thirty three percent which is very less for any nation. Also more than half of women as compared to men were not enrolled or registered for higher education. Statistics on female employment further brings into notice the disadvantage faced by women. Women's labor force participation rate is less than half that of men, and their unemployment rate is far higher than that of men. In 1980, women formed only thirty two percent of the labor force. In the same year, sixty percent of the rural unemployed were women. When a woman actually gets employed, she gets to work in informal sector for low wages and no benefits. As per Census 2011, the work participation rate for women is 25.51 percent as compared to 25.63 per cent in 2001. The Work Participation Rate of Women has reduced marginally in 2011 but there is an improvement from 22.27 per cent in 1991 and 19.67 per cent in 1981. The work participation rate for women in rural areas is 30.02 per cent as compared to 15.44 per cent in the urban areas. Unfortunately, with the mechanization of agriculture and continued development in India has served to worsen rather than improve their employment situation.

## **1.2 Different facets of Gender Inequality:**

There are at present seven types of gender inequality prevailing in India and given below is a brief explanation of all types of gender inequality:-

- 1) **Mortality Inequality** - In this, Inequality difference between girl and boy involves matters of life and death, and takes the brutal kind of remarkably high mortality rates for girls and a subsequent preponderance of men within the total population, as critical the preponderance of women found in societies with very little or no gender bias in health care and nutrition.
- 2) **Natality Inequality** - In this type of inequality a preference is given to men over women. It is common in many of the male dominated societies and these manifests within the type of oldsters

wanting their newborn to be a boy instead of a girl. With the supply of recent techniques to work out the gender of foetus, sex selective abortions has become common in India.

- 3) **Employment Inequality** - In the employment sector it is still very common that male employees are likely to get a promotion where as women usually face larger handicap. This is typically exemplified as men getting priorities in recovering work opportunities and pay scale than their feminine counterparts.
- 4) **Ownership Inequality** - In several societies possession of property can even be terribly unequal. Since ages the traditional property rights have favored men within the most parts of India. The absence of claims to property cannot only cut back the voice of ladies, however conjointly create it more durable for girls to enter and flourish in business, economic and even some social activities.
- 5) **Special Opportunity inequality** – Even once there is very little distinction in basic facilities together with schooling, the opportunities of upper education is very less for young ladies than young men. Indeed, gender biasness in education sector and skilled training is wide seen in this Asian country.
- 6) **Basic Facility Inequality** - Even once demographic characteristics don't show abundant or any anti-female bias, there are other ways in which women can have less than a square deal.
- 7) **Household Inequality** - There are usually enough, basic inequalities in gender relations inside the family or the house, which may take many alternative forms. Even in cases within which there are not any barefaced signs of anti-female bias in, say, survival or son-preference or education, or maybe in promotion to higher government positions, the family arrangements will be quite unequal in terms of sharing the burden of housekeeping and child care.

There are many problems with gender difference as if a girl is kept uneducated it further multiplies the problems in many folds. Women participation in labor force is seen to be terribly less and they are very less likely to assist the socio-economic development

owing to difference in education. Many readers suggested that educated parents offer a stronger atmosphere for his or her child which becomes ineffective when a country like India fails to ensure gender equality. Hence the event of the society in socio-economic terms is a smaller amount probably accomplishable underneath such conditions. Studies have unconcealed several reasons to such inequalities prevailing within the education sector that features cultural restriction, faith and societies that are against co-education. This unjust issue of restraining women solely to household matters is owing to gender difference to the several alternative causes and issues. Gender difference in education is one amongst the key issues that Indian education entails. It is universally believed that education is one amongst the essential rights of each human being. However, women suffer exclusion and disadvantage within the Indian education system. The illiteracy rate in Indian is doubly as high for females and also the range of academic establishments, personal academic institutes and obtainable education facilities aren't equally provided. Such inequalities like less accessibility of education, very little range of academic institutes compared to boy's limits of women's learning. Owing to lack of school for girls and general discrimination against women India enjoys an awfully low rank of female literacy rate in the world. One of the issues with gender gap in education is it cuts off ladies from all those benefits that a literate lady can have. Providing women with an education possibly will be advantageous in a number of ways like:-

- a) Many economical and social science theories speculate that women's education empower them through involvement in a labor force. As a result this multiplied labor contributes to high level of gross domestic product. India relatively needs basic female education therefore no specific roles of women are seen in economic development.
- b) Educated women are more likely to take a lead in creating well read decisions in shaping the long haul of their country like collaborating in elections and voice their personal and public matters to the government.
- c) It is vital for a lady to be educated because it's solely the mother who tries to help her kid through the entire hurdle, step by step manages the career of the children by applying the

knowledge of how schooling works and by creating selections regarding their instructional choices. It is demanded, therefore, that for a mother to be a good model she should herself be well educated so that she sets a good example for her kids and is able to contribute more in the academic performance of her kids. However the gender gap in India has failed in raising educated mothers.

### **1.3 Indicators of Gender Inequality:**

Understanding the indicators of gender difference is important to study the trends in sexual orientation connected problems and issues as they clarify why and the way sex inequality emerges. These indicators are of extraordinary significance, since what's measured can most likely be will organized and confirm that sexual orientation problems have to be compelled to be thought of a lot of vital. Indicators may be used for promotion and can help present the defense for activity by featuring key problems, moved down with insights and completely different confirmations.

A few markers have been made by various associations like UNDP (United Nations Development Program),OECD(Organization for Economic Cooperation and Development), World Economic Forum, and so forth. The UNDP has created two explicit pointers viz., the Gender-related Development Index (GDI) and the Gender Empowerment Measure (GEM). The OECD has created Gender Institutions and Development (GID) database. The World Economic Forum has created Gender Gap Index (GGI) and comparatively the MDG (Millennium Developmental Goals) discuss measure pointers of sexual orientation imbalance.

### **1.4 Reasons causing Gender Inequality in Education:**

- 1) **Socio economic factors** - Poverty is one in every major issue preventing youngsters from obtaining access to education in India. Once the family's financial gain becomes poor, girls are pulled out of school and boys are left in school. Conjointly once women are matured enough they are considered to be ready for the marriage, for which they are taken out of school to supplement the family's financial gain by marketing, farming or performing other money earning activities. Poverty combines with gender to limit the education opportunities for women



over men owing to entrenched imbalance power relations also as unequal gender roles in several cultures worldwide.

- 2) **Socio cultural factors** - Socio- cultural practices appear to be a robust reverse in girl's access to education both western and Indian cultures. This appear to be deeply influenced by the thought of fathers. This have an affect on call created in households concerning academic matters based on favoring more boys than girls. Girls are inspired or are forced into early wedding, either to shield them from pre-marital maternity, that is taken into account shameful and illegimate in most Indian societies or to cut back family economic burden.
- 3) **Social Infrastructure** - Inadequate school facilities can even keep girls away, some school facilities can actually make it tough for girls to go to high school. For example, matured girls cannot do their studies well because of inadequate latrines. Several researches shows that lack of latrines; particularly separate latrines for women were known as worst school experience for girls, these attracts attention to the special conditions and experience that stops girls from full participation and accomplishment in classes. Lack of school gender friendly facilities to produce favorable environment for students particularly for girls to learn prevents them to access education.
- 4) **Low motivation among girls** - Motivation is extremely necessary for higher instructional performance and ways that of promoting balance in access to education between boys and girls. Numerous studies reveal that while assertive behavior is promoted among boys, passive behavior is promoted and inspired among girls. Women are known to perform domestic duties for faculty at school, such as fetching water, reinforcing gender stereotypes and taking time away from learning. Conjointly lack of female teachers as role models can also be highlighted as key factor impeding women expertise of quality education. It can also be argued that their presence inspires parents to send their children especially girls to school because they see opportunities for his/her daughters outside the household and sense of security for ladies when female teachers are present. The absence of female teachers made many girls to be inferior and low concentration to academics for better achievement.

- 5) **Violence against women and girl child** - UN defines the term “violence against women” as associate act of gender-based violence that leads to or probably leads to physical, sexual or psychological damage or suffering to women as well as, threats such as arbitrary deprivation of liberty, whether or not occurring publically or in private life associated to exploitation. Numerous studies confirmed that violence against girls maybe is a barrier to access education. Many studies shows that high school girls face sexual violence and abuse in school usually perpetrated by teachers.
- 6) **Pregnancy, sex education and girl education**- Another issue that relates to sexual violence and serve to limit girls’ education is maternity. The education of most school girls in our country and even worldwide is cut back by unwanted pregnancies as many of them were expelled from school at the instant their pregnancies show.
- 7) **Gender stereotypes, gender roles and girl’s education** - The major challenges to progress in education and coaching for women in India arise from persistent gender stereotyping, widespread gender discrimination and negative social attitudes toward girl’s education. Most women share domestic chores which are daily routines that occupy their time all year compared to boys activities which are seasonal. Some studies conjointly found that some women had to acquire care of the house on days when folks were away and attending social functions such as funerals, naming and wedding ceremonies in neighboring communities. In India male’s roles typically have higher level of rank and status than female roles, consequently men and boys who perform stereotypically feminine roles lose status and prestige where as women and girls who engage in traditionally masculine roles elevate social status and prestige.
- 8) **Parental Education** - Parental educational level influence decision concerned with educational matters within the family. The academic level of folks has been greatly connected to the academic attainment of their kids. The educated parents often fall into high or middle economic class families show additional concern over their children’s performance in class either by teaching them in those subjects they performed poorly or appointing lesson teachers to further educate them. These children are less likely to drop out their studies. In rural areas in particularly, lack of education among the oldsters maybe a sizable obstacle parents could decide whether to educate girls or not and this relies on their education levels.

9) **Parental Occupation** - World Educational report (2003) identified that perceived lack of job opportunities for girls may additionally keep parents away from sending their daughters to school. However the logic concerning keeping girls out of school, will become a vicious circle if girls do not get educated as a result of scarcity of wage-earning opportunities for women, and women who are uneducated cannot get wage-earning employment. Parental occupation plays a crucial role in student admission, retention and performance.

10) **Sexual Harassment** - Sexual harassment against women and girl child limit an outsized range of girls to access education, completion and performance rate. Sexual harassment involves any physical, visual or sexual act experienced by a person from another person who makes them feel embarrassed, uncomfortable and humiliated which further reduces a person's self confidence. Several studies found that teachers involved in sexual harassment and teachers who are found guilty of rape or sexual harassment or abuse are typically transferred to a different post with no other sanction or proceeding taken.

11) **Distance to school** – In India lack of formal secondary school in close proximity to girls' homes prohibits their participation. The distance to secondary school had systematically massive negative impact on probability of enrolling in secondary school. The impact generally was much larger for girls than boys in long journey from home to high school have an effect on students particularly girls in retention and completion of study circle. The girls in addition were more vulnerable than boys to abuse, both while in transit and when in school. To avoid lengthy walk to school some girls build their own lodging arrangement close to community day school that don't supply boarding facilities. This prevents them from continuing their education.

12) **Bias Education Curriculum** - Curriculum is another angle that hinders gender equality in access to education. Biased education curriculum created girl's inferior and less competitive in science subjects, home economics, business education have historically been stiffly segregated by gender. Reflective on society expectation, school taught girls child-rearing, cooking, sewing and helping skills. Boys, on other hand are taught mechanics, woodworking and other vocationally oriented skills. These courses were sometimes segregated by customs and sometimes by official school policy. The difference in admission conferred itself in courses in

which women are enrolled, the analysis of student enrollment in public universities courses by Ministry of education confirmed that relatively few women are enrolled in science courses and specifically engineering. It is argued that the present school curriculum and the manner it is enforced could be source of difference in access to education between boys and girls.

### **1.5 Impact of Gender Inequality on Education:**

Gender inequality grows not only from pre-existing differences in economic endowments (wealth, income, etc.) between women and men, but also from pre-existing gendered social norms and social perceptions. Impacts of gender inequality on education are serious and are discussed below :-

**1) Poverty** - There is sturdy relationship between difference in education and financial condition. If there is gender equality in education then it will increase human capital that is very important for economic growth of a country. Removal of poverty condition is not attainable without empowering women.

**2) High Fertility Rate** – An informed girl typically lowers down the fertility rate. It is typically seen that females with 7 years of education have an average, fewer kids than women with no education. With proportion of ladies with secondary schooling, the natality is reduced from 5.3 to 3.9 children per women.

**3) Infant and Child Mortality Rate-** The United Nation Educational Scientific and Cultural Organization (UNESCO) express that absence of formal instruction among young women and girls expanded early stages what's more, the death rate. UNESCO found that uneducated women could not explore for therapeutic nurture their kids, neglect to ensure their youngsters immunization and embrace increased sanitation rehearses that abbreviate survival rate of their newborn children and kids.

**4) Employment of Girls in Informal Sectors** - Ladies' clearly low support within the work power will be processed by their generous support in unwaged work and within the unrecorded casual division. Women play out most part of native errands and child raising obligations which is unremunerated and underestimated which is often due to absence of access to formal training.

**5) Increase Dropout Rates** – Usually school climate have an effect on students significantly women in aspects of completion and performance. Lack of tributary learning, atmosphere for girls in school and home function acts as a barrier in access to education to several students particularly girls.

## **1.6 Objectives of the Study**

- (i) To analyse the trends of gender inequality in education in India.
- (ii) To examine factors affecting gender inequality in education in India.
- (iii) To provide remedial measures for reducing the problem of gender inequality in education.

## **1.7 Rationale of the Study**

Gender inequality in education in India is considered to be a serious problem which causes hindrance in the economic development of the country. There are various factors that contributes for gender inequality in education. This study will analyse the various trends of gender inequality in education sector in India along with the remedial measures to eradicate this problem.

## **1.8 Chapter Scheme**

The entire dissertation is divided into five parts as:

The first part of the dissertation is devoted to introduction. This discusses the past and present scenario of gender inequality in education in India, types of gender inequality , indicators of gender disparity and impact of gender inequality on education.

The second chapter contains the review of related literature in detail. In this chapter whole review is given in chronological order.

The third chapter consists of research methodology employed for the completion of research. In this chapter, methods of data collection, sources of data collection and techniques for data analysis have been explained.

The fourth chapter is devoted to analysis, interpretations and discussions of the results. After the collection of the data, analysis and interpretation is done by employing various statistical techniques. It also includes discussions of findings and conclusions.

Last chapter comprises of the summary, findings and the conclusions of the present study. Detailed references are given at the end of dissertation so that it becomes ready reference for further research.

## CHAPTER II

### REVIEW OF LITERATURE

Author Name	Main Objective	Variables	Methodology	Conclusions
Pandey (1987)	Examining the policy debates on women's education and highlighted the fundamental problems obstructing the women's education throughout the post-independence era.	Literacy rates, drop-out rates, enrollment distribution of women to sex ratio, increase in elementary education & state-wise female illiteracy.	Calculated growth rates and used descriptive analysis.	Results suggests that though progress has been seen on varied fronts, there still remains a lot of path to be coated to attain progress in women's education
Kingdon (1997)	Examining the relationship between level of education and increased social status.	Literacy rates, education and state wise female illitearcy	Descriptive statistics	Results suggests that the gains of women's schooling is reflected in her personal life, like reduced family size, fertility, population growth.
Karlekar (2000)	Examining that supply and	Cost of school , inadequate	Using different approaches as a	This theory suggests that

	demand analysis of women access to high school in India.	income, availability of drinking water and toilet facilities.	base and building on to other methodologies, an intensive assessment of the SSA(Sarva Shiksha Abhiyan) programme in major districts conducted.	state ought to take the first responsibility of constructing education and books accessible to the girl child.
Kumar. N (2001)	Assessing the empirical evidences of gender inequities within the educational hierarchy as a crucial side of system in Indian science.	Differential ranking of men and women and the lack of universalistic factors in promotion.	Use of descriptive analysis.	The results reveal that differentiation does take place within Indian scientific institutions.
Suddhasil and Nandy (2003)	Examining anti-female bias which maybe a matter of worry and raises questions about the patterns of development.	Gender inequality ratio, sex ratio.	Demographic differences between lowest and highest MPCE classes (urban & rural) , FMR-females per 1000 males population ( for age groups).	Concluded that the connection between gender difference ( in educational attainment) and levels of prosperity differs by place of residence. For



				the bulk of the population, it shows positive relationship.
Ramchadran V. (2003)	Exploring the reason identifying the drop out of kids from elementary school.	Number of government schools & private schools. Number of teachers allocated in government schools.	Based on survey analysis.	Results suggests the necessity for the creation of “forward & backward linkages” to make an environment where child not solely goes to high school however conjointly learns from it.
Anand and Yadav (2006)	Examining the reasons for worsening condition of SC girls in India.	Drop out rate of SC girls , female literacy rate.	Questionnaire was used to collect the primary data from the scheduled caste girls studying in post-graduation and research degrees in different subject disciplines.	The paper identified crucial considerations and suggests methods to reach out to SC girl child in area in area of education.
Ghosh (2006)	Exploring the	Drop out rates in	Descriptive	Results suggests

	major issue of drop out of girls from education system.	rural areas.	Analysis applied on the primary data.	that sibling care and different household chores are equally pressing factors for dropout among the girl children.
Mehrotra (2006)	Examining the practicability of the central government's goals to ensure all children complete 5 years of school by 2017 and 8 years by 2010.	Public spending system, teacher accountability, work environment.	Average SCR , descriptive analysis applied.	Results suggests that improving teacher accountability remains the key to the accomplishment of goals.
Khasnabis and Chatterjie (2007)	Examining numerous reasons for poor attending behavior of students in formal schools.	Enrollment rate at schools , expenditure per child , drop out rates at school.	The total expenditure on education (ECOST), expenditure per child (PCEC) and the enrolment ratio (ERATIO) has been successively regressed on the independent	Results suggests that holding the students in formal school is much harder than enrolling them.

			variables using the ordinary least square (OLS) method.	
Mehrotra (2007)	Examining the feasibility of central government's goals of ensuring children complete 5 years of school.	Public spending pattern , teacher accountability & work environment , incentives to improve demand for schooling.	Chronological data and techniques.	Concludes by saying that central to universalizing elementary education will be improving the level , equity and efficiency of public spending.
Singh V. (2007)	Examining the factors resulting in the expansion of consciousness and dynamic perspective towards their careers among the women students.	Socio-economic backgrounds of girl students, communication revolution, growth of popular culture.	This study had a descriptive survey type study.	Results suggests that the women students are quick paced to satisfy the challenges thrown upon them.
Vidyasagar (2007)	Aiming to understand the education system in the state of Andhra Pradesh.	Quality and teacher performance.	Used descriptive analysis on secondary data.	Results suggests that the contribution of several stakeholders towards strengthening

				school management is a major challenge.
Saleha (2008)	Examining the role of female literacy rate within the development of a nation specially within the economic development of the country.	Female literacy rate, parent occupation of girl child.	This study had a descriptive survey type study. In order to collect data, a semi-structured and open-ended interview schedule having 05 questions was prepared.	Results suggest that necessary measures needs to be taken for the improvement of gender inequality in education sector.
Sedwal and Kamat (2008)	Examining the problems regarding school access and equity for SC'S & ST'S and their distinctive issues which might need divergent policy responses.	Socioeconomic conditions, literacy advancement.	Survey based analysis.	Results suggests that casteism maybe a deep ideological issue that undercuts most genuine reform measures and suggests research and policy options that may help to address underlying structural and ideological issues.
Mukhopadhyay	Examining the	Sex ratio, child	Survey based	Results suggests

(2009)	amount of backwardness of women's status across the states of India.	sex ratio, literacy rate, work participation rate, maternal and infant mortality rate, women participation rate.	analysis.	that gender inequality in education is just too high across states of India.
Ramachandran (2009)	Examining how gender difference is attributable to 3 main issues systematic problems.	Gender gap , poverty , child labour , quality of schools.	Descriptive analysis applied on gender gap data , child labour ratio.	The results suggests enhancements is needed in physical access and continued issues of dropout, retention, access at post primary level and secondary levels.
Rani S. (2010)	Demonstrating the international and national initiatives to push women's education in India	Gender gap , literacy rate, enrollment ratio.	Ordinary least square (OLS) method applied on the independent variables.	Results suggests that in spite of all policies , plans and programmes women in India have not been able to take full advantage of their rights and opportunities in for numerous reasons.
Sharmila and	Examining how	Literacy rate,	Chronological	Results suggests

Dhas (2010)	education is the best way to improve health, nutrition and economic status of a household that constitutes a small unit of the nation's economy.	number of primary and secondary schools and educational infrastructure , investment on education.	data(facts and figures) , growth rates calculated.	there is lack of investment on education and infrastructure in India.
Husain Z. (2010)	Examining gender disparity index in different parts of the country..	Gender Disparity Index (GDI)	Logit model to confirm the descriptive analysis, Fairlie decomposition method to examine the contribution of explanatory variables.	The results reveal that gender disparity index is higher in northern and eastern part of India.
Choudhary (2011)	Examining how gender difference in education is one vital facet of educational disparity.	Enrollment rates at primary and secondary level , drop rates , female literacy rates.	Survey based analysis.	Results suggests that there is lack of judicial protection of rights of female education and concludes that the National Commission For Women ought to take measures for

				checking gender disparity in education.
Bhat et.al. (2011)	Examining how gender disparity has been a serious issue in India's pursuit of achieving the goal of Universal elementary education.	Literacy rate, enrollment ratio, drop out ratio.	Surveys , Chronological facts and figures.	Results suggests that no doubt the government and NGO's are creating serious effort to get rid of gender inequality in education however there is a requirement to make frantic efforts like implementation of Right to Education Act.
Rani S. et.al. (2011)	Examining how the tribal women are most affected once it involves education in India.	Literacy rate, male to female ratio.	OLS applied on the independent variables.	Results suggests that special attention ought to lean to promote awareness of girl education government schemes in the tribal areas of our country.
Annie et.al. (2012)	Examining how the female	Literacy rate of Muslim girls,	Calculated growth rates.	Results suggests that muslim girls

	education could act as a crucial social issue.	birth rate of Muslim girls.		account for smallest amount educated section of Indian society.
Bhunia et.al. (2012)	Analysing teacher learning atmosphere for educational development of Paschim District.	Pupil-teacher ratio, pupil-female teacher ratio, classroom-student ratio, school-classroom ratio.	Relational database was generated on GIS platform and a generalized score was given to each parameter to measure educational development status.	Results suggests that powerful analytical tools should be made accessible to girls and female teachers at primary level should be increased.
Das and Pathak (2012)	Examining the aim of Millennium Development Goals to eliminate gender disparity in primary and secondary education with special stress on girl child education.	Enrollment rates, drop out rates.	The study is based on secondary data collection. The secondary data was collected by various published sources like Census Reports, MHRD Report, Books, Journal, Magazine, etc. The findings were discussed in the light of	Results suggests that a gender sensitive education system has to be created and special ways ought to be adopted to eradicate discrimination at primary and secondary levels.



			published literature.	
Ghazala et.al. (2012)	Examining how the status of women can be improved in society.	Female birth rate, Enrollment ratio.	Use of descriptive analysis to derive the results.	Results suggests that adequate steps ought to be taken to increase literacy rate in the area of Sindh.
Komow et.al. (2012)	Examining the expansion of higher education in India through growth of universities and colleges, number of students enrolled.	Ration of boys to girls in primary schools.	Based on chronological data.	Results suggests that GER had additionally discovered significant decline during the reference period and also teacher strength remained inadequate both at the national and state level and both in the state owned and private institutions of higher education.
Wood (2012)	Examining teacher perceptions of gender based variations among	Ratio of male to female teacher at elementary level.	This study is based on secondary data collection.	Results suggests that elementary teachers understand distinction

	elementary school teachers.			between male and female teachers , male elementary teachers are perceived more negatively than female colleagues .
Buwa S. (2013)	Examining why the rural women have less access to the facilities than that of urban women.	Birth rate in rural areas, enrollment rate in primary and secondary schools.	This study is based on primary data collection.	Results suggests that women in rural areas are relegated primarily to household duties and low cost labour and generally considered to be incapable of generating considerable income. Therefore all these factors have covert and overt effects on rural women's health.
Saikia et.al. (2013)	Examining the connection	Cost of rearing , cost of	This study is based on primary	Results suggests that women

	between women education and fertility.	education.	data collection.	education plays a significant role in lowering down birth rate in any country.
Bhandari (2014)	Examining why education has been regarded both as an end and a means of realizing other desirable goals.	Literacy rate, enrollment ratio, drop out ratio.	Descriptive analysis applied on all variables.	Results suggests that in spite of various policies and programmes initiated by government for girls' education and education to all, still India has a population of illiterate females.
Deobhanj (2014)	Examining the reasons for the absence gender equality in numerous sectors like education, health and economy.	Literacy rate , sex ratio.	Based on chronological data.	Results suggests that in 2011, male literacy rate was 82.14 % while female literacy rate lags behind at 65.46%. The study further reveals that minimum wages of women workers in all sectors should be increased and

				universal access to education, information and sanitation etc. should be provided to women.
Jagadeeswari (2014)	Examining constraints of SC and ST women Students and their intensity in Pursuing Higher Education.	Enrollment ratio, drop out ratio, cost of education.	Based on Descriptive analysis.	Results suggests that government has taken steps to extend girl participation in education however despite of that the Scheduled Caste and Scheduled Tribe women are lagging behind in terms of their participation in higher education in comparison with other sections.
Rani L. (2014)	Examining the causes of student absence in professional colleges and its solutions.	Daily attendance rate of students in all institutions.	Survey based analysis.	Results suggests that most of the students have less than 75% attendance and

				this is an awfully serious issue which cannot be ignored.
Mohit (2014)	Examining the present scenario of higher education in India.	Enrollment rates in universities and higher education.	Chronological facts and figures.	The results suggests that programmes like job training, business consultation offered by universities may contribute in decreasing the drop out rates at higher education level.
White et.al. (2016)	Analysing gender differences in reading and mathematics among Indian children	Social background, access to learning resources, time devoted to formal learning activities	Descriptive statistics and ordered logistic regression techniques	Results suggested that gender inequality persists in the development of reading and mathematical skills for 8-11 year old children in India.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The present chapter deals with the research methodology which will be applied for analysis of data.

#### **3.1 Research Design**

The type of research will be a descriptive research.

#### **3.2 Data Collection**

Time series data from the period 1990-2016 will be selected for the study. Data will be collected from secondary sources i.e. Census Report, Human Development Report and World Development Indicators.

#### **3.3 Method of Data Analysis**

The data will be analyzed with the help of descriptive analysis as well as factor analysis.

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