

**Difference versus Discrimination:
Scene of Educational Gender Inequality in India**

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INTRODUCTION

Every flourishing civilization is a result of the literal or oral form of growing and demising footprints which are left behind by preceding evolutions. This sequence of propagation of merits, facts and other information from one to another always required the knowledge and this is the first definition of literacy. It not only transmits the ideas and particulars but also enhances the understanding and responding will power of individual and make empowered to interpret the various socio-cultural and economic snags of life by increasing the mental competence of segregation between decency and immorality. Literacy is just awareness while education requires some formal schooling. Here it never means that uneducated human being is always wrong and vice-versa; no, apart from defined meaning, learning is a wide phenomenon which is free from space, structure, process and time. However, edification is not direct affecter of society and gains the quality of life actually to achievers but in a roundabout way, it heightens

the process of development by offering the sources of defeating to backwardness and ignorance through the generation of consciousness.

Definitely, education is a seminal, scaling and sustaining apparatus of the progress of a nation which not only means to be learned but also an escalator of productivity because of offering better prospects of work. According to welfare opinion, along with the opening and expansion of educational institutions, the admittance is equally significant for social advancement (Shukla and Mishra 2019). An educated grouping not only enhances the societal ranking but also contributes to the economy (Barro and Lee 2000; Aghion et al. 2009). The importance for education neither requires any clarification nor is the possessions of any particular section or society because knowledge always benefits far away from the social, economic and political boundaries. Knowing to its significance and to confiscate to inequality in various arenas of life, globally, education is defined as a fundamental right and all constitutions (delineator of elementary principles and obligations as well as spectator and guardian of rights and duties of citizens) promise for education to civilian representatively plus virtually (Heymann et al. 2014). Though social facet of variation in availability and accessibility to education is a result of various geographical and synthetic aspects yet all the way through the time, there are numerous

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piece of information in diverse social organizations when the transmission of socio-cultural trends and standards remained mysterious and vague due to dearth and uneven sharing of such precious resource like education (Mare 1981). It is a time, space and gender-free phenomenon which wish only for goodness to all. Every citizen has the right to learn and barrier in completion of education with an issue of caste or gender is like a misdemeanour. The equal prospect and opportunities for men and women, is an essential need and elementary aspect of human development and it was the Beijing Declaration of 1995 when the world significantly forwarded towards the 'gender inequality free culture' but even after this progress, many societies, especially in emerging countries, are so far away from the reality (UNDP 1995; United Nations 1996; World Bank 2011; United Nations 2014). Owing to segregation, separation and unfairness with a particular segment, any society can never progress and it is not hyperbolic to say that one day 'in gender' nepotism will 'endanger' the evolution. Even after knowing the irremediable impacts on civilization, gender discrimination is universal truth and it is prevalent across the regions or economies with varying degree and intensity.

Educational Scenario and Supposed Second Gender (Female)

Naturally and biologically, a human being is separated into male, female and transgender which is not an issue but when these first, second and third sexes are decided and designed for particular assignments by socio-cultural parameters then it becomes a crime against the human race. It is only foolishness to dream a civilized and developed society by ignoring the significant half of its population (Madhok 2014). While quoting the words of famous economist Amrtya Sen, Islam and Siddqui (2019) explain that the growth of the nation is significantly affected by women education and their earnings contribution. However, the prosperity of a nation is never a result of only one slice of demography; it is both man and woman who run the vehicle of growth yet in various human development indicators like literacy, sex ratio, health care, nutritional well-being etc. women are failed

to cope with men due to the supposed fact of 'being women' (Hussain and Kirmani 2010). In this regard, educational inequality is a major concern for all over the world. However, availability and access to education is a basic right to everyone and not any form of learning is specified for a particular gender yet extensively scores of women are facing discrimination in terms of learning opportunities on the basis of various socio-cultural phenomena. Undoubtedly, a mother is considered 'first teacher' of child everywhere and teaching to children is the prime responsibility of her but paradoxically, the society is not as aware of her edification as it should be. The provided literature by Tembon and Fort (2008), Foster and Rosenzweig (2001), and Sharma et al. (2018b) signifies the education for girls as they are propagandists of education in a real sense because an educated girl not only teaches in her parental home but also in-laws family. Despite to educate the family members, she also provides a sound base to ongoing and upcoming age brackets through superior health care, nutrition and other life-improving means. It is general observance that as compared to illiterate, an educated woman is more aware of better growth prospects of her child (Sharma and Kumar 2018). But even after, in a developing country like India where socio-cultural, economic and political aspects rule more (Smith et al. 2014), women are discriminated in survival, education, occupation, health, nutrition and various other arenas of life by saying 'weaker sex'. Dealing with sons and daughters by different approaches at the household level can be another important clarification of educational gap in growing countries (Kingdon 2002). Not only in India, even in European countries, the girls were lagging behind in learning due to lack of resources and it was end of the 1960s when girls were not only promoted for schooling and its winning attainment but they also challenged the dominance of boys in upper secondary schools (Hannum and Buchmann 2005; Hadjar et al. 2014). Discrimination in the upper level of education is mainly escorted by socio-economic status and parental education (Shavit and Blossfeld 1993; Treiman et al. 2003) while ethnic differentiation is more prevalent in high school education (Hannum 2002). Worldwide, the 20th century has provided many significant results in promotion of

education and it is the phase of globalization that made aware the nation and state government to bear the responsibility of educating their all citizens equally (Meyer et al. 1992). Though the administrations have considerable achievement in a diminution in male-female education gap through the expansion of learning opportunities yet there is a dilemma whether an increase in educational setup is sufficient in this regards or some unequivocal and effective exertions are required (Desai and Kulkarni 2008). On one side, every nation or state is worried about increasing educational disproportion while on another side there is a lack in comprehending those determinants which fluctuate the inequality. Basically, in both developed and developing economies, education is the main basis of other dissimilarities with respect to various dynamics of life like earning or living standard (Goldberg and Pavcnik 2007; Zhu and Trefler 2005). In the new technical and modern world, as compared to supply, the speedy mounting demand of 'skilled labour' is lifting the process of learning (Pieters 2011).

Prospects of Learning for Indian Daughters: Early Independence to Present

With respect to the promotion of girl's education, Father of Nation, Mahatma Gandhi has said that educating to girls is equivalent to educate a civilization and it will give extraordinary social and economic returns to the society. World Bank's phraseology (1994) also considers that investment of girls probably be the highest revisit asset in developing nations and only education can bring out their hidden potential. Even after in India, various distractive (lack of awareness about girls education, social norms, safety aspect, marriage, dowry) and attractive attributes (assistance in household work, responsibility to care the siblings and earning hands) are some major causes behind the lower admittance and higher dropping out of girls from school as compared to boys (Goel and Husain 2018). However, even in case of boys, the attainment rate is lower in India than other industrialized nations and discrimination sticks with various stages from school enrollment to completion of education. It was the period of early independence when an improvement in education,

especially for 'elementary learning', was targeted at national and regional levels through execution of various teaching oriented plans and policies (Govinda and Bandyopadhyay 2010). In rural areas, low registration and high numbers of dropouts children were main obstructions in the spreading of education because of poor families hypothesis of 'more hands- more work' or 'every hand is earning hand'. This assumption had decided the track for boys in fields for helping in agricultural work and girls in homes for household jobs and mostly for caring the kids rather than schooling. These little but significant contributions were enough pretexts for parents to keep away their children from schools. The early marriage of girls in rural areas by following the assumptions of '*Betiya to paraya dhan hai koi fayada nhi inhe padane ka*' (means daughters are assets of others and parents should not be benefited to their education so expenses on their education are only wastage) also make a boundary around the girls prospects of schooling. The religious aspect of '*Beti ki kamai khana pap hai*' (using of money earned by a daughter is a big sin for her parents), as well as the cultural trend of big dowry in marriage, also makes parents passive for girls education. In addition to this, socially it is also believed that men are breadwinners while female's space is only inside the 'walls of a house'.

It is finding of Behrman et al. (1999) which clears that in the initial time of green revolution there was not any direct economic benefit from woman education because, till that time, their maximum involvement was in such occupations where education was not necessary. Keeping in the mind all facts from a girl to woman, the government has initiated a number of programmes for expansion of education. It is a result of this awareness that some preceding decades are witnessing to purging the stigma of dropouts and in spite of lack of effectiveness and required honesty in implementation, the government has got a little comfort in reducing the dropout of the children particularly girls from schools (Husain and Sarkar 2011; Vaid 2004). The guidelines for providing free reading material and food also helped in bringing the children inside the school boundaries. The 'Mid Day Meal' is one of them where the availability of food was ensured in schools for the children of lower economic class-

es (Afridi 2011). This idea worked as a pull factor and dramatically, since the initiation, the programme has been documented as 'successful drive' with an increase in school enrollment (especially girls) and attendance in rural areas (Afridi 2011; Dreze and Kingdon 2001). The movement of 'education for all' under the banner of Sarva Siksha Abhiyan (SSA) in 2001, also contributed in achieving the aim of universal education in different stages through the time-bound completion of primary education without any consideration of gender and social hierarchy. Going forward, the Indian government has launched special national camping for girl's safety and more educational opportunities with a slogan of "*Beti Bachao-Beti Padhao*". Though various plans, policies and programmes have made an amazing advancement in terms of education in independent India yet the country is struggling to remove the religious, caste and gender-based choro-chronological inequality in learning.

Objectives

The present work aims to look for the following objectives:

1. To examine the temporal progress of literacy in India from the period of 1951 to 2011.
2. To inspect the existing gender-based inequalities in literacy at the state level in the nation.
3. To explore the responsible factors and determinants for regional and gender variation in literacy rate.

METHODOLOGY

The study is based on secondary data or information obtained from Census of India, Office of the Registrar General and Census Commissioner, India 1991, 2001 and 2011. The facts and figures related to the below poverty line population have been composed of press note on poverty estimate, 2011-12, Government of India, Planning Commission, July 2013. The website <https://hdi.globaldatalab.org/areadata/shdi/> helped in the compilation of data related to Human Development Index (HDI) and statistics of birth rate and infant mortality rate of 2015 has

been derived from Sample Registration System (SRS) Bulletin published by Office of the Registrar General, India, Ministry of Home Affairs, Govt. of India. The school information is obtained from School Education in India (U-DISE 2015-16) published by National University of Educational Planning and Administration, New Delhi, India. Karl Pearson's correlation coefficient has been used to identify the association between literacy and its key determinants.

Gender disparity has been calculated by using modified (Kundu and Rao 1986) Sopher's disparity index (1980):

$$\text{Sopher's Method, } D_s = \log \frac{x_2}{x_1} + \log \frac{100 - x_1}{100 - x_2}$$

$$\text{Kundu and Rao Method, } D_s = \log \frac{x_2}{x_1} + \log \frac{200 - x_1}{200 - x_2}$$

Where D_s denotes gender disparity index, x_1 indicates the per cent of literate females where x_2 is the percentage of literate males.

Study Area

The geographical atlas confirms the location of study area India, in South Asia between 8°4' to 37°6' northern latitude to 68°7' to 97°25' eastern longitudes. With an identification of seventh largest area inhabited by second highest numbers of population on the planet and an amazing bonding of different natural and cultural aspects of 29 states and 7 union territories with a title of world's largest democracy, the country has registered itself as a dazzling personality on world podium in terms of development (Fig. 1). After receiving the encouraging global attention for its socio-natural richness, unfortunately, the country has to stand still with bowed neck and unanswered for many questions related to females. In the same country of worshipping the females as Goddess, women have to bear and compromise from dawn to dusk of their life in terms of survival, health, nutrition and other growth aspects. It is an irony that Indian women receive 'great honour' from society but in most cases, 'time and space of respect' is not of their choice. In spite of facing such various levels of discrimination, daughters of India are setting the challenging targets in front of 'chattels possessor segments' of the human race.

RESULTS AND DISCUSSION

Progressive Nature of Literacy in India

As a symbol of advancement and means of a better standard of living, opportunities, employment and earnings, education is a necessary requirement for people to defeat unawareness and backwardness. Without any hesitation, it is accepted that 'culture of equity' can be brought

only through the light of knowledge but if this practice of learning is reserved only for one demographic piece, then certainly it will bring despotism and exploitation. During the analysis of Table 1, one can easily detect the significant discrepancy in literacy rate between rural-urban landscapes as well as male-female segments. The shreds of evidence of the studied time period reflect that prior to the present, the male literacy rate has increased more than three times against

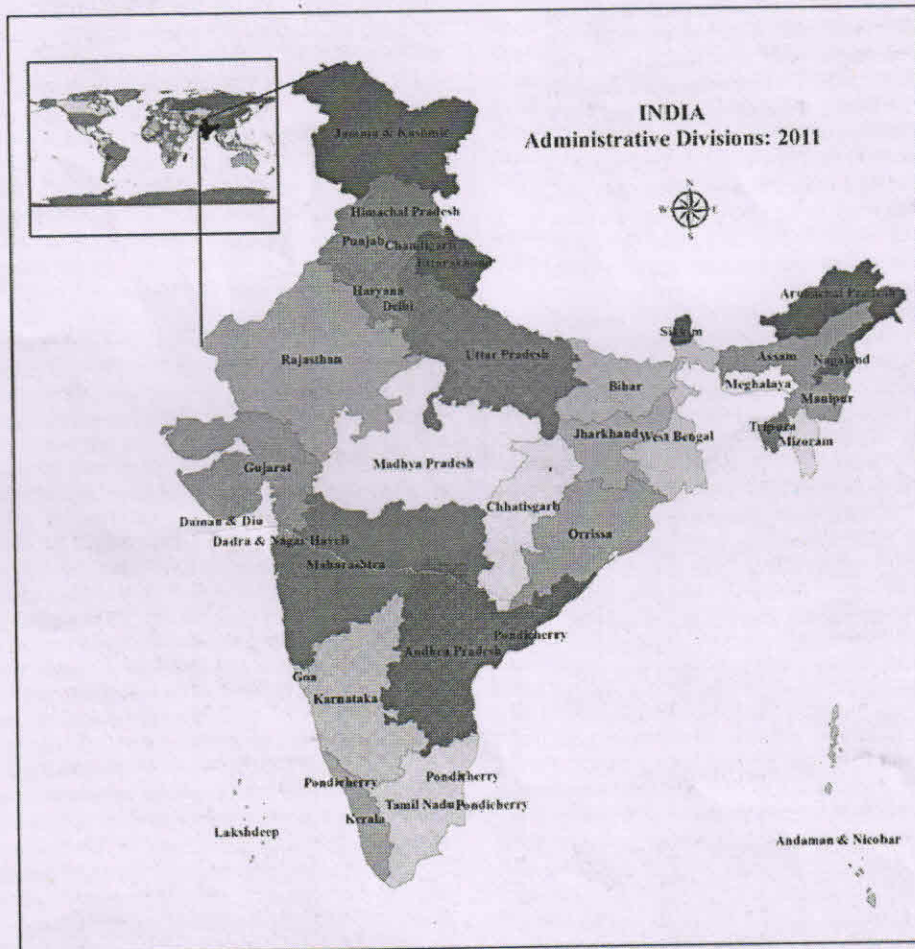


Fig. 1. Location map of study area

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great diversities and disparities in both, natural as well as human aspects. But any type of heterogeneity does not allow differentiating in allocation of resources and opportunities on the basis of gender because all are living in the same environment yet in India, particularly in agricultural economy and male-dominated society, better means and odds are preserved for males (sometimes in spite of being not eligible) whether there is a matter of nourishment, health care, education or choice based career and girls have to struggle from threshold to outside for their endurance to development aspects. Despite being a leading nation, various ill practices are clutched with Indian society in the name of belief, social order and sexual characteristics. Though, after independence, the figure of girl's education has increased in the country and they have proved themselves superior to boys in diverse fields yet the gap still subsists and they will have to measure a long way to stand together with boys.

Table 2 reveals the literacy rate and disparity in male-female education at spatial and temporal bases. It has been observed that as compared to survey of 1991 and 2001, in all state, there is an increase in total literacy, as well as male and female literacy in 2011 and gender gap, is also narrowed for the same spaces. The present census remarks that state Kerala has highest literacy rate (94.0%) with lowest disparity index of 0.03 in the country afterwards Mizoram (91.3%), Goa (88.9%), Tripura (87.2%) with disparity indexes of 0.04, 0.07, 0.08 respectively. The highest disparity index in learning has been registered in Rajasthan (0.27) followed by Bihar (0.20) whereas in case of female literacy rate, the position of both states is opposite and lowest 51.5 percent females are listed as literate in Bihar than 52.1 percent in Rajasthan. In terms of area, the smaller states like Kerala, Mizoram, Tripura, Goa and Sikkim have performed better in providing educational opportunities rather than any big state. In the case of UTs, Lakshadweep is in the first position with 91.8 percent total literacy rate comprising 95.6 and 87.9 percent males and female literacy rate in that order. The sequence is highest female literacy is followed by A and N Island, Chandigarh and Capital city Delhi. The highest disparity index in UTs (0.19) is calculated for D and N Haveli afterwards Daman and Diu 90.11),

Puducherry (0.09) and Delhi (0.09). To some extent, it is a satisfactory figure of enumeration 2011 that no states and UT of the nation fall below sixty per cent total and fifty percent female literacy rate. In other words, it is an optimistic ground whether it is slow yet the nation is forwarding towards positivity in the learning aspect. Because such improvements are required for not only the professional development of females but also for their healthy life as Mehrotra (2006) in a study found that health and nutrition of females' upgrades with increasing level of education. It means that as compared to educated, illiterate women are more vulnerable to disease and other physical complications and to tackle the mental fitness and wellbeing of the ongoing and coming generation, it is more necessary to educate females (McMohan 2000; Schultz 2002).

Female Literacy and Other Determining Associates

The lower status of female literacy is not only a result of distant availability and accessibility of means and methods of learning but also escorted by a number of socio-economic, religious and political norms. First of all, directly or indirectly, the immature attitude of the male-dominated social organization of India almost do not accept working and educated woman. It is their baseless superiority complex which prevents them to allow women for jobs to women. News of Danik Bhasker (2019) reports that a middle pass husband incises of fingers of his life partner by knife because she wants to continue her graduation against his will. Another bulletin of same paper about destroying the eyes of a lecturer by her unemployed partner in the capital city of Bangladesh (for confining her scholarly learning prospects in abroad) discloses about recent acts of social and mental backwardness of dominating a segment of the society.

Perhaps it is a fear of male dominance that after knowing their rights, an educated woman will certainly oppose their unnecessary interferes and challenge to their sphere of influence. According to a study by Katiyar (2016), it is the patriarchal culture of Indian society which commands not only the learning opportunities of girls but also to the social, economic and politi-

Table 2: State-wise literacy rate and gender disparity in India, 1991-2011

| S. No. | State/UT's | 1991 | | | 2001 | | | 2011 | | | 2011 Gender disparity index | | |
|--------|-------------------|---------|------|--------|---------|------|--------|---------|------|--------|-----------------------------|------|------|
| | | Persons | Male | Female | Persons | Male | Female | Persons | Male | Female | | | |
| 1 | Andhra Pradesh | 44.1 | 55.1 | 32.7 | 60.5 | 70.3 | 50.4 | 67.0 | 74.9 | 59.1 | 0.29 | 0.21 | 0.15 |
| 2 | Arunachal Pradesh | 41.6 | 51.5 | 29.7 | 54.3 | 63.8 | 43.5 | 65.4 | 72.6 | 57.7 | 0.30 | 0.23 | 0.15 |
| 3 | Assam | 52.9 | 61.9 | 43.0 | 63.3 | 71.3 | 54.6 | 72.2 | 77.8 | 66.3 | 0.21 | 0.17 | 0.11 |
| 4 | Bihar | 37.5 | 51.4 | 22.0 | 47.0 | 59.7 | 33.1 | 61.8 | 71.2 | 51.5 | 0.45 | 0.33 | 0.20 |
| 5 | Chhattisgarh | 42.9 | 58.1 | 27.5 | 64.7 | 77.4 | 51.9 | 70.3 | 80.3 | 60.2 | 0.41 | 0.26 | 0.19 |
| 6 | Goa | 75.5 | 83.6 | 67.1 | 82.0 | 88.4 | 75.4 | 88.7 | 92.6 | 84.7 | 0.15 | 0.12 | 0.07 |
| 7 | Gujarat | 61.3 | 73.1 | 48.6 | 70.0 | 80.5 | 58.6 | 78.0 | 85.8 | 69.7 | 0.25 | 0.21 | 0.15 |
| 8 | Haryana | 55.9 | 69.1 | 40.5 | 67.9 | 78.5 | 45.7 | 75.6 | 84.1 | 65.9 | 0.32 | 0.34 | 0.17 |
| 9 | Himachal Pradesh | 63.9 | 75.4 | 52.1 | 76.5 | 85.4 | 67.4 | 82.8 | 89.5 | 75.9 | 0.23 | 0.17 | 0.12 |
| 10 | Jammu and Kashmir | NA | NA | NA | 55.5 | 66.6 | 43.0 | 67.2 | 76.8 | 56.4 | NA | 0.26 | 0.20 |
| 11 | Jharkhand | NA | NA | NA | 53.6 | 67.3 | 38.9 | 66.4 | 76.8 | 55.4 | NA | 0.32 | 0.21 |
| 12 | Karnataka | 56.0 | 67.3 | 44.3 | 66.6 | 76.1 | 56.9 | 75.4 | 82.5 | 68.1 | 0.25 | 0.19 | 0.13 |
| 13 | Kerala | 89.8 | 93.6 | 86.1 | 90.9 | 94.2 | 87.9 | 94.0 | 96.1 | 92.1 | 0.07 | 0.06 | 0.03 |
| 14 | Madhya Pradesh | 44.7 | 58.5 | 29.4 | 63.7 | 76.1 | 50.3 | 69.3 | 78.7 | 59.2 | 0.38 | 0.26 | 0.19 |
| 15 | Maharashtra | 64.9 | 76.6 | 52.3 | 76.9 | 86.0 | 67.0 | 82.3 | 88.4 | 75.9 | 0.24 | 0.18 | 0.11 |
| 16 | Manipur | 59.9 | 71.6 | 47.6 | 70.5 | 80.3 | 60.5 | 79.2 | 86.1 | 72.4 | 0.25 | 0.19 | 0.12 |
| 17 | Meghalaya | 49.1 | 53.1 | 44.9 | 62.6 | 65.4 | 59.6 | 74.4 | 76.0 | 72.9 | 0.10 | 0.06 | 0.03 |
| 18 | Mizoram | 82.3 | 85.6 | 78.6 | 88.8 | 90.7 | 86.8 | 91.3 | 93.3 | 89.3 | 0.06 | 0.03 | 0.04 |
| 19 | Nagaland | 61.7 | 67.6 | 54.8 | 66.6 | 71.2 | 61.5 | 79.6 | 82.8 | 76.1 | 0.13 | 0.10 | 0.06 |
| 20 | Odisha | 49.1 | 63.1 | 34.7 | 63.1 | 75.4 | 50.5 | 72.9 | 81.6 | 64.0 | 0.34 | 0.25 | 0.17 |
| 21 | Punjab | 58.5 | 65.7 | 50.4 | 60.4 | 75.2 | 63.4 | 75.8 | 80.4 | 70.7 | 0.16 | 0.11 | 0.09 |
| 22 | Rajasthan | 38.6 | 55.0 | 20.4 | 60.4 | 75.7 | 43.9 | 66.1 | 79.2 | 52.1 | 0.52 | 0.34 | 0.27 |
| 23 | Sikkim | 56.9 | 65.7 | 46.7 | 68.8 | 76.0 | 60.4 | 81.4 | 86.6 | 75.6 | 0.21 | 0.15 | 0.10 |
| 24 | Tamil Nadu | 62.7 | 73.8 | 49.7 | 73.2 | 82.4 | 64.4 | 80.1 | 86.8 | 73.4 | 0.23 | 0.17 | 0.10 |
| 25 | Tripura | 60.4 | 70.6 | 49.7 | 73.2 | 81.0 | 64.9 | 87.2 | 91.5 | 82.7 | 0.22 | 0.15 | 0.08 |
| 26 | Uttar Pradesh | 40.7 | 54.8 | 24.4 | 56.3 | 68.8 | 42.2 | 67.7 | 77.3 | 57.2 | 0.43 | 0.29 | 0.20 |
| 27 | Uttarakhand | 57.8 | 72.8 | 41.6 | 71.6 | 83.3 | 59.6 | 78.8 | 87.4 | 70.0 | 0.34 | 0.23 | 0.16 |
| 28 | West Bengal | 73.0 | 79.0 | 65.5 | 81.3 | 86.3 | 75.2 | 86.6 | 90.3 | 70.5 | 0.23 | 0.17 | 0.10 |
| 29 | A and N Islands | 77.8 | 82.0 | 72.3 | 81.9 | 86.1 | 76.5 | 86.0 | 90.0 | 81.2 | 0.09 | 0.09 | 0.08 |
| 30 | Chandigarh | 40.7 | 53.6 | 27.0 | 60.0 | 73.3 | 43.0 | 76.2 | 85.2 | 64.3 | 0.37 | 0.32 | 0.19 |
| 31 | D and N Haveli | 71.2 | 82.7 | 59.4 | 81.1 | 88.4 | 70.4 | 87.1 | 91.5 | 79.5 | 0.22 | 0.16 | 0.11 |
| 32 | Daman and Diu | 75.3 | 82.0 | 67.0 | 81.7 | 87.3 | 74.7 | 86.2 | 90.9 | 80.8 | 0.14 | 0.11 | 0.09 |
| 33 | Delhi | 81.8 | 90.2 | 72.9 | 86.7 | 92.5 | 80.5 | 91.8 | 95.6 | 87.9 | 0.16 | 0.11 | 0.07 |
| 34 | Lakshadweep | 74.7 | 83.7 | 65.6 | 81.2 | 88.6 | 73.9 | 85.8 | 91.3 | 80.7 | 0.17 | 0.13 | 0.09 |
| 35 | Puducherry | 52.2 | 64.1 | 39.3 | 64.8 | 75.3 | 53.7 | 74.0 | 82.1 | 65.5 | 0.29 | 0.22 | 0.16 |
| | India | | | | | | | | | | | | |

Source: Calculated from Census of India, Office of the Registrar General and Census Commissioner, India.
 Note: NA- Data not available

cal involvement. Secondly, in most of the societies particularly in the lower order of Indian social hierarchy, training for casual household tasks is more necessary for a girl rather than professional achievements and it is the main reason of wide educational discrimination in this segment (Reddy and Reddy 1992). To some extent, particular rituals of religion also support discrimination. It is the finding of Sengupta and Guha (2002) that a Muslim girl has lower prospects of schooling than a Hindu girl. It mainly results of misinterpretation of Quranic expressions by some fanatic tub-thumpers otherwise Islam never advises for the generation of barriers in the way of education of Muslim women (Ilyas 2014).

In this regard, the correlation matrix (Table 3) can be helpful for policymakers as well as researchers to comprehend the determining variables of female literacy with a degree of influence. In studied aspects, only urbanization and human development index are positively linked with the status of female education while rest factors of the percentage of BPL population, birth rate, the share of females, infant mortality rate and sex ratio are strongly or weakly associated with female literacy in negative terms. It signifies that social and demographic characteristic does not affect only female education but also reversely affected by the same aspect. The observation of gender gap in learning reveals a strong and negative relationship with numbers of schools which means expansion of educational institutes is also necessary to upgrade the education of females. Another research work also reveals that female literacy has a direct as-

sociation with the demographic aspect of sex ratio (Sharma et al. 2018a). It means that women education not only helps in balancing the demography of a nation but also maintain a healthy and cohesive social milieu.

CONCLUSION

The preceding discussion reveals that at regional level declining gap in literacy is encouraging. The temporal awareness of people and effective implementation of various national schemes since early independence to present have not only helped for bringing equalization in education but also inspired to the lower socio-economic group for admittance and continuation of girls education. Though, these effective efforts have bring the country in some satisfactory position in terms of educational equality but still it is not enough to be relaxed because there are many regions like Bihar, Jharkhand, Uttar Pradesh, Andhra Pradesh, Rajasthan, Arunachal Pradesh where females are far away from the fruit of right to education because along with availability and affordability of education, various social, economic, geographical, religious, cultural and ethnic phenomena are still rules mainly in rural areas. Except for some exemption, the gender gap in literacy is high in socially and economically backwards and geographically widely expanded regions. So there is a need for hawk observation toward the allocation of resources for education along with plans and policies because path, degree and significance of education for daughters are delimited by various other associated aspects.

Table 3: Correlation matrix

| Variables | X ₁ | X ₂ | X ₃ | X ₄ | X ₅ | X ₆ | X ₇ | X ₈ | X ₉ | X ₁₀ |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| X ₁ | 1 | | | | | | | | | |
| X ₂ | -.575 | 1 | | | | | | | | |
| X ₃ | .788 | -.548 | 1 | | | | | | | |
| X ₄ | -.717 | .618 | -.719 | 1 | | | | | | |
| X ₅ | .647 | -.378 | .602 | -.464 | 1 | | | | | |
| X ₆ | -.049 | .015 | -.055 | -.097 | -.352 | 1 | | | | |
| X ₇ | -.699 | .435 | -.844 | .780 | -.547 | .099 | 1 | | | |
| X ₈ | -.020 | .003 | -.034 | -.113 | -.336 | .996 | .079 | 1 | | |
| X ₉ | -.756 | .492 | -.634 | .663 | -.403 | -.139 | .530 | -.162 | 1 | |
| X ₁₀ | -.549 | .351 | -.726 | .585 | -.376 | 0.13 | .629 | .113 | .513** | 1 |

Note: X₁= Literacy Rate 2011, X₂= Percentage of Below Poverty Line (BPL) population, X₃= Human Development Index (2011), X₄= Birth rate (2015), X₅= Urbanization (2011), X₆= Share of female population (2011), X₇= Infant mortality rate 2015, X₈= Sex ratio (2011), X₉= Gender gap in Literacy (2011), X₁₀= Number of School (2014-15).

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Though the administrations have made really admirable efforts for promotion of girl's education yet the girls' students have to face a lot of ill and shocking experiences from threshold to schools doorway. So along with providing the educational opportunities, the safety of girls should be more attentive and priority issue in the execution of the instructive procedure. It will not be an overstatement that strengthening the proportion of females as literate and balanced educational development of both demographic pieces, there is need of honest zeal and strong drivers so that we can go towards the way of sustainable advancement more willingly than 'male development'.

RECOMMENDATIONS

In present research work, along with analysis of the existing gender dissimilarities in education, the authors have also tried to find out to those direct and unseen drivers of social, economic, cultural or other backgrounds which always hit the learning opportunities of women. There is a discussion only about the overall gender gap in literacy so there is a scope to observe the inequality in edification prospects according to age pyramid because degree and strength of determinants of women education vary according to maturity likewise geographical location and time. Furthermore, the study can add the fact of the gender gap at different levels of education as a primary, secondary and higher education which will be helpful to justify the above statement regarding the impact of its affecting factors.

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