

Status of Girl's Education: Challenges and Initiatives

Padmini Tomer^{1*} and Renuka²

¹Assistant Professor, University College, Ghanour, Patiala, Punjab, India

²Department of Commerce, Punjabi University, Patiala, Punjab, India

*Corresponding author: padmini.tomer@gmail.com

Received: 08-10-2025

Revised: 03-11-2025

Accepted: 25-11-2025

ABSTRACT

In many regions of the World, Girl's education continues to be a difficult endeavor, despite to advance gender equality in education. Millions of girls are still prevented from receiving and finishing high quality education by socio-cultural norms, early marriages, gender-biased violence, poverty and a lack of infrastructure. While economic limitations drive families to pull girls out of school to undertake household obligations or revenue creation, traditional beliefs in rural and marginalised areas sometimes value the education of Males over that of girls. Additionally, female attendance and retention are disproportionately impacted by dangerous school surroundings and inadequate sanitary facilities. Despite improvements in enrollment rates brought about by international initiatives and legislative reforms, there is still a sizeable disparity between the learning results and dropout rates of boys and girls. This research has been planned to examine the girl's education. Secondary data served as the foundation for this work. The current study focuses on the state of girl's education, highlighting the obstacles that girls encounter during their education and the measures taken by the government to address these obstacles.

Keywords: Girl's Education, Education Status, Curriculum Issues, Challenges, Government Initiatives

One of the most crucial faces of a child's development is schooling, which gives them the chance to advance both intellectually and socially. Education has a major role in an individual's economic empowerment in addition to being vital for the economic growth of the nation. Nonetheless, it is crucial to remember that education is a fundamental right (as stated in Article 26), and gender should not act as a barrier to education for children. The globe, as well as communities and nations, are changed when education for females is prioritized. Girls who go to school have a higher chance of leading healthy, fulfilling lives and are less likely to marry early. They invest in bettering their families' futures, increase their salaries, and have a say in decisions that most directly impact them. Economic growth and equality are enhanced by girls education. All people, especially boys and men, have the chance to reach their full potential when they leave a more stable and resilient society. However, female

education involves more than just getting them into classes. Furthermore, it concerns ensuring that girls feel supported and the professions they pick, even ones in which they are frequently underrepresented. Even in the most difficult environments, Governments, and communities tries to break down obstacles to girls' education and advance gender equality in the classroom. It gives priority to initiatives that enable all girls to finish secondary education and acquire the information and skills they need for life and the workplace since investing in girls' secondary education is one of the transformative development strategies. Only when the most marginalized girls receive support to enroll in and finish their pre-primary and primary school can this be accomplished. Girl's education

How to cite this article: Tomer, P. and Renuka. (2025). Status of Girl's Education: Challenges and Initiatives. *Educational Quest: An Int. J. Edu. Appl. Soc. Sci.*, 16(03): 271-281.

Source of Support: None; **Conflict of Interest:** None



boosts economic growth and lowered inequality. It helps create more resilient, secure societies where everyone has the chance to reach their full potential, including boys and girls.

History of Girl's Education in India

Around the third century B.C., education started in India (Kumar, 2019). Changes were done and displayed at various times in an inverted manner. Evidence supports the idea that education is essential to a country's development. Knowledge, skills, habits, attitudes, and values are acquired through education and passed down from one generation to the next. Human equality is being established. But throughout the entire process, women continue to lag behind in terms of culture, economics, society, and politics. Here is the historical basis of the education:

Vedic Period: During this time, women were allowed to enjoy their independence and honorable status. They were granted a high social standing, the right to an education, and other privileges. Property rights, equality, decision-making, the ability to voice opinions and engage in debate on a variety of topics, including political and social ones, the ability to write books, and a sense of freedom that was genuinely sanctioned by society were all enjoyed by women. In the post-Vedic period, after the 12th century BCE, women's status declined; women were deprived of their social, religious, and educational rights. They lost their equality and patriarchy system, which controlled women's fundamental rights.

Medieval Period: The medieval period begins from the 6th to 16th century, i.e., before British rule. In this. Education was dependent on the Islamic teachings of the Quran. In the duration of the Muslim rule in India, women were not allowed to go in front of strange persons; that system was called "Pardah." Due to this pardha system, girls were restricted from higher education, which is Madrasa. However, girls are only allowed to go to primary school; that is Maktab. Girls could learn only reading and writing at home.

British Period: India was administered by the East India Company from 1757 to 1858 and by the British from 1858 to 1947. After a while, the East India Company decided to provide education for the elite and middle class since they would eventually act

as a middleman between the government and the masses. At first, they had just wanted to go to India for trade. India's educational system has historically prioritized classical and spiritual subjects over practical ones. The traditional languages of Islam and Hinduism, such as Sanskrit, Arabic, and Persian, were used to convey these teachings.

After Independence: Throughout history, including the Vedic, Buddhist, medieval, and British periods, girls encountered a variety of obstacles and occasionally faced approval for their education. The education commissions that had operated in India from 1948 made recommendations that are beneficial to the educational growth of girls. Similar to Women College, the curriculum is tailored to the rural areas, emphasizes coeducation, and empowers women with education. Now the aim is to illustrate the state of girls education in the content. Sindhuja *et al.* (2021).

Educational Program in India

The best approach to empowering girls and women is for them to be self-sufficient; to do this, we must address problems like inequality, illiteracy, sexual harassment, physical and mental abuse, and girls infanticide. Therefore, the government should prioritize the empowerment of girls and women by implementing various programs.

1. Sarva Shiksha Abhiyan (2000-2001)

The district manual for Sarva Shiksha Abhiyan states that the program is an initiative of the Indian government aimed at achieving universalization of elementary education (UEE) in accordance with the 86th amendment of the Indian Constitution's fundamental right, which is free and compulsory education for children aged 6 to 14. The Sarva Shiksha Abhiyan program is introduced by the Ministry of Human Resource Development (MHRD) and the Government of India (GOI).

Objectives of Sarva Shiksha Abhiyan

- ❑ The construction of infrastructure, such as new schools, more classrooms, furnishings, drinking water, etc.
- ❑ Establishing facilities for admission, transit, and primary education.
- ❑ Ensuring equality and high-quality education for all.

2. *Beti Bachao, Beti Padhao* scheme

The Child Sex ratio (CSR) is decreasing, reaching an all time low of 918 per 1000 males aged 0-6 years, as per Census of 2011. The disempowerment of women is the cause of the decline in CSR. A society that discriminate against girls and female foeticide are two factors that have a direct impact on the decline in CSR. Strong sociocultural and theological prejudices favour boys and consistantly discriminate against girls. In the meanwhile, a lot of work is required to empower, protect, and safeguard females. In light of this, the Central government of India started the *Beti Bachao, Beti Padhao* in Panipat, Haryana on 22 January, 2015. This BBBP program was first designed to address the low sex ratio of girls in districts, meaning that there were fewer girls than boys. However, the program was expanded to cover additional states and districts across the nation.

Objectives of the *Beti Bachao, Beti Padhao* Scheme

- Preventing gender bias
- Ensuring survival protection of girl child in infancy
- Ensuring education and participation of the girl child.

3. *Sukanya Samriddhi Yojana*

A government-sponsored savings program called the *Sukanya Samriddhi Yojana* assists parents of females in setting up a fund for their children's education.

Eligibility: A girl kid under the age of ten may open an account with a legal guardian. The girl kid and her guardian must both reside in India.

Deposits: During a fiscal year, the minimum deposit is ₹ 250 and the highest is ₹ 1.5 lakh. The maximum number of deposits that can be made in a given month or year is unlimited.

Interest: The accounts interest is exempt from taxes.

Withdrawals: After the girl reaches the age of eighteen or completes the eighth grade, she may be eligible to withdraw from her further education. It is possible to withdraw up to 50% of the account balance.

Objectives of *Sukanya Samriddhi Yojana*

- Financial Support and Empowerment through education
- Improve the gender ratio

4. *Balika Samriddhi Yojana*

The *Balika Samriddhi Yojana* is a scholarship program designed specifically for young girls and their mothers living below the poverty line. The program's primary goals are to promote a positive social attitude, outlaw child marriage, and boost school enrollment and retention among girls. Children from families below the poverty line receive benefit under the BSY *Balika Samriddhi Yojana*. However, only 2 females in the household who were born on or after August 15, 1997, are eligible for this program. The girls will receive two benefits under this scheme: First, a ₹ 500 subsidy at birth. Second, a certain sum will be placed into the girl's account as a scholarship up until class 10th.

Objectives of *Balika Samriddhi Yojana*

To alter mothers and societies unfavorable perceptions of the goal of concentrating on girls education and keeping them in school in order to raise the age at which girls can get married.

To give girls and their mothers financial support.

5. *CBSE Udaan Scheme*

The Ministry of Human Resource Development and the Central Board of Secondary Education have partnered to introduce the *Uddan* program for female pupils. Many girls are unable to pursue higher education due to a lack of specific direction. Under the subject, specialist teachers hired from board-affiliated schools instruct 11th and 12th grade pupils studying science and mathematics. The board must pass the online test in order to do this. Additionally, scholarships will be offered upon acceptance to medical and engineering schools.

Eligibility

- Girls who wish to apply for the UDDAN program must be Indian nationals
- Physics, chemistry, and mathematics students from Kendriya Vidyalaya, Navodaya Vidyalaya, government schools of any board, and private

schools connected with the CBSE in India are required to be female candidates.

- ❑ The applicant must have received 70% in their 10th grade and 80% in their math and science classes.
- ❑ Students in the SC, ST, OBC, and Pwd categories received 15%, 7.5%, 27%, and 3% of the total reservations, respectively.

6. Mukhyamatri Rajshri yojana

This program was started by the Rajasthan state government to reduce the number of girl child homicides and to offer education and appropriate healthcare. This program's goals are to support families financially and educationally so that they can provide for and protect their daughters. Additionally, this program promotes good messages regarding goals.

Eligibility

- ❑ This program is only open to girls of Rajasthan.
- ❑ Girls who were born after June 2016 are eligible to receive benefits from this program.

Benefits

- ❑ The mother of a newborn girl child receives the primary installment from the relevant medical facility.
- ❑ The second installment, which is ₹ 2500, is paid by check after a year, after all immunizations have been completed.
- ❑ To encourage the girl kid to pursue further education.

FACTORS AFFECTING GIRL'S EDUCATION

- ❑ **School Availability:** Enrollment, particularly for girls, has expanded dramatically as more schools have been built near communities.
- ❑ **Female Teachers:** Parents are more inclined to send their girls to school when there are female teachers present.
- ❑ **Transportation Facilities:** In many states, programs like free bicycles and bus passes have increased enrollment.
- ❑ **Sanitation:** After puberty, girls are more likely to drop out of school when there are unclean and poorly kept restrooms.

ADVANTAGES OF EDUCATION FOR GIRLS

Educating girls is like sowing seeds that will eventually yield amazing breakthroughs for everybody. Girls in school gain knowledge on how to keep themselves and their families healthy, which strengthens communities. Additionally, girls are joining the workforce and advancing our nation. Education makes our society more equal by providing people with the means to defend their rights. It also enriches and adds in a creative way to our culture. In India, feminism has been crucial in changing people's views on education. Gender equality activists have devoted their lives to securing equal educational opportunities for girls and boys. Consequently, women's education benefits everyone, not just them. Now let's take a closer look at these wonderful advantages.

- ❑ **Lower Infant Mortality Costs:** knowledgeable mothers are more likely to provide their children with appropriate medical treatment.
- ❑ **Increased Financial Prosperity:** Women's employment increases the nation's growth by contributing in Gross Domestic product.
- ❑ **Increased Social Equality:** Women who receive an education are more equipped to speak out against discrimination and advocate for their rights.
- ❑ **A More Vibrant Society:** Innovation, creativity, and growth are encouraged by a large and well educated populace.

OBJECTIVES OF THE STUDY

The main objectives of the study are as follows:

- ❑ To identify the status of Girl's Education in India
- ❑ To study the challenges faced by girls in acquiring education
- ❑ To study the initiatives taken by the government to overcome these challenges.

RESEARCH METHODOLOGY

For the most part, the work is a descriptive study. The study's preparation involved a careful review of the secondary data and information. In addition to the paper and online sources, the secondary data was collected from yearly reports, books, essays,

and conference proceedings that were published in different periodicals and publications. The present study employs the percentage analysis technique, diagrammatic presentation, and visual presentation.

REVIEW OF LITERATURE

K.S. (2016) demonstrates the "Impact of Intervention on the Iron Nutrient of Adolescent Girls ((13-18), and Young Women (18-35), from Rural Coimbatore," demonstrating that the effects of nutritional deficits are nearly universal throughout entire nations. However, iron deficiency in women and girls is specially diagnosed. Adolescent girls now have a higher prevalence of anemia, and physical, mental, and emotional health are all impacted by anemia deficiency. The health issues that the anemic child was dealing with had an impact on her infrequent attendance at school.

Sahoo (2016) examined "Girl's Education in India: Status and Challenges" to present the current state and difficulties of girls' education in India and to offer potential solutions. Researchers used a variety of sources, including books, publications, research papers, articles, official websites, and online resources. There are four sections of the paper. The historical context and significance of girls's education in India are highlighted in the first section of the study. The paper's second section examines the current state of girls's education in India. The paper's third section goes into detail regarding the significant steps the Indian government has taken to improve girls's education as well as the various obstacles facing girls' education in India. The paper's final section offers recommendations for removing the obstacles to girls's education in India. The study comes to the conclusion that girls's elementary and secondary education is in far worse shape than their higher education. Girl's gross enrollment ratio increased at the higher education level between 2012 and 2015, whereas their enrollment rate declined at primary and secondary levels. The main obstacles to advancing girls's education in India include parental attitudes, a lack of infrastructure, a lack of security, teenage-related superstitions, and the socioeconomic status of parents. As per the study's conclusion, it is the duty of higher authorities, community members, non-governmental organizations, and all Indian residents to remove various obstacles pertaining to girls's education from our society.

White *et al.* (2016), in their survey "Educational Inequality in India: An Analysis of Gender Differences in Reading and Mathematics," look at the relationship between gender discrepancy in educational outcomes and social contexts and cultural perspectives. Rural girls are less likely to fulfill their life's ambitions. Families disregard them and forcefully incorporate them into everyday household tasks based on their culture. A lot of females can be devoting a lot of time to taking care of their siblings at the expense of their academic studies. All emerging nations face the issue of educational disparity, particularly for rural girls. India has put laws in place to address gender-based and other educational disparities. But there is still a gap in education.

Kumari (2018) examines the "Challenging Issue of Tribal Women in India" to investigate the state of Indigenous women's education in relation to gross enrolment ratio, literacy rate, dropout rate, and assess the actual state of Indian tribal women. Tribal women face a number of challenges throughout their educational journey. Additionally, efforts have been made to determine the government's steps that have been taken to raise the current level of education. The secondary data from the 2011 Indian census served as the basis for the research. The study shows that tribal women, who are among the underprivileged, weaker, and disadvantageous segments of the society, must be brought to the forefront of these human resources of the Indian educational revolution in order to achieve the inclusive growth that all the sections of the society demand for development. A study found that tribal women's literacy rate rose from 3.16% in 1961 to 49.35% in 2011. Nevertheless, the objective of universal education has not yet been completed, despite 67 years of independence.

Evan and Yuan (2022) questioned, "What we learned about girls's education from interventions that do not focus on girls?" Regardless of whether the programs are expressly aimed at females or not, this research identifies the effects of 261 educational interventions in 54 low- and middle-income countries. The average gains for females from general interventions to enhance access and learning are similar to those from girl targeted initiatives. The effects of general interventions on females are comparable to those on boys. When

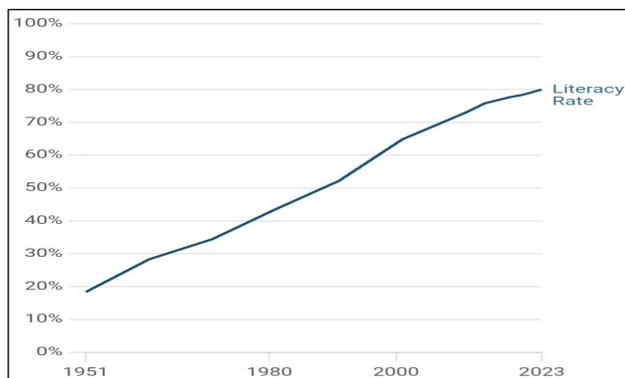
combined, these results simply show that non-targeted programs may be able to help girls make a lot of progress in their schooling. Many of the best ways to increase girls access to education entail easing household-level restrictions (such as cash transfer programs), and many of the best ways to increase girls learning involve enhancing teachers teaching. When addressing limitations that are specific to or more noticeable for girls, Girl-targeted therapies might be most sensible.

DISCUSSION

Literacy is the most fundamental indicator of educational success. Eight out of ten Indians are now literate, compared to less than two out of ten in the early 1950s. According to the National Sample Survey Office (NSSO) and India’s Census, a person is considered literate if they can read and write a sentence in any language while having a sufficient knowledge of what they are reading or writing. (Children under the age of six are not taken into account for determining the literacy rate) (Abhishek Waghmare, 2024).

India’s Literacy Rate over Time

The total literacy rate is 72.9%, with the male and female literacy rates being 80.89% and 64.64%, respectively, according to the 2011 census. Currently 74.04% of Indians literate, with a Gender breakdown of 65.46% for women and 82.14% for men. India now has a 64.04% of literacy rate, up from 18% in 1947. Since then, women have continued to have a lower literacy rate than men.



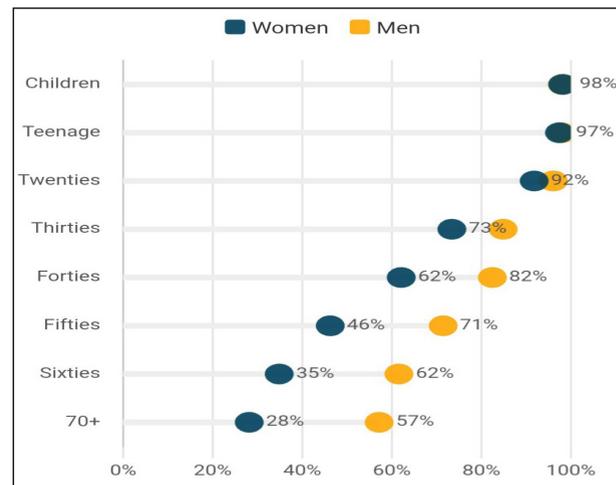
Periodic Labour Force Survey, 2022-23

Fig. 1: India’s Literacy Rate over time

Source: Periodic Labour Force Survey 2022-23, Registrar General and census commissioner of India (Accessed at RBI), NSS Survey rounds 71, 75 and 78.

Literacy Rate by Age Group

Literacy rate by age group indicates that one of five Indian’s is unable to comprehend and write a sentence. However, the elderly make up the majority of the illiterate population. In India, those over 50 make up half of the illiterate population. In the meantime, Children (Ages 7-14 referred as children) and teenagers (Ages 15-19 referred as teenagers) are almost completely literate.

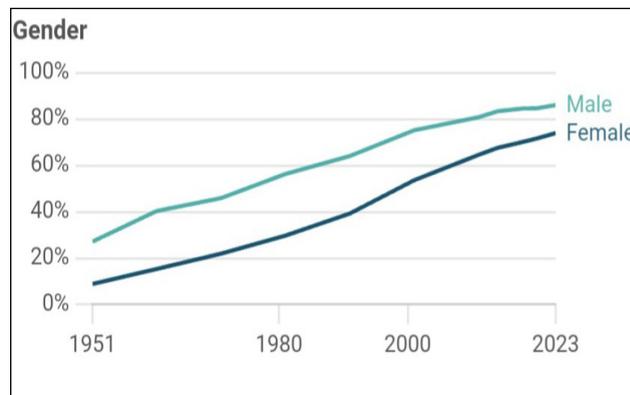


Source: Periodic Labour Force Survey 2022-2023, NSSO

Fig. 2: Literacy rate by Age Group (2023)

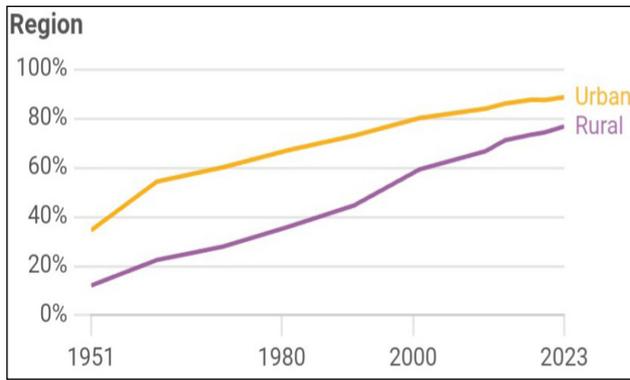
Literacy Rate by Gender and Region

There are still gaps in literacy notwithstanding the advancements and efforts. Not all groups are equally literate, for example males are more literate than females, and metropolitan areas have greater literacy rates than rural ones. However, these disparities have also closed over time.



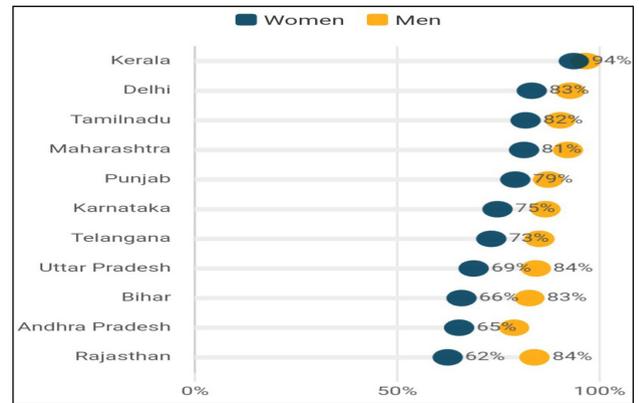
Source: Registrar General and Census Commissioner of India, NSSO

Fig. 3: Gender Literacy Rate



Source: Registrar General and Census Commissioner of India, NSSO

Fig. 4: Literacy Rates by Region



Source: Periodic Labour Force Survey 2022-2023, NSSO

Fig. 5: Top 10 States with Highest Literacy Rate

Region Wise Literacy Rate of Men and Women

Women have had a lower literacy rate than men since the beginning and continue to do so. Women in urban regions are more literate than those in rural areas, if we compare two groups. It may be caused by a variety of causes, including backwardness and limited access to education. According to 2011 census, women in rural areas have a literacy rate of 65%, which is still less than the 82.8% rate in urban areas.

Table 1: Literacy Rate on the basis of Urban and Rural areas (in percentage)

Areas	Women	Men	Average
Rural Areas	65	81.5	73.5
Urban Areas	82.8	92.2	87.7

Source: Survey by National Statistical Office, Census of India 2011.

States with Highest Literacy Rate

Women's literacy rates are lower than men's in states with the greatest literacy rates. Women's literacy rates are greater in small states and lower in large states. While some of the northeastern Indian states, along with more affluent states like Goa and Kerala, are getting close to reaching the 100% literacy mark. Conversely, Andhra Pradesh has the lowest literacy rates in India.

GENDER GAP IN EDUCATION IN INDIA 2024

India was ranked 129th out of 146 economies in the 2024 World Economic Forum report (2024), with the downturn in the education sector cited as a significant factor. The disparity in literacy rates between men and women persists despite high levels of enrolment in elementary, secondary and post secondary education. A more thorough analysis of the data and tactics required to solve these discrepancies.

CAUSES OF THE EDUCATIONAL GENDER GAP

- ❑ Educational attainment indicators: Above mentioned data has shown a decline in gender parity in educational attainment in India.
- ❑ Literacy rate gap: Men and women have 17.2% points different literacy rates.
- ❑ Enrollment levels: Women's enrolments in elementary, secondary and post secondary education is high, although the growth has been slow (World Economic Forum, 2024).

CONSEQUENCES

- ❑ Global rating: As result of the education sectors collapse, India's rating fell to 129.
- ❑ India's education Score: India's education score dropped from a flawless 1.000 the year before to 0.964.

- ❑ **Effect on National Gender Equality:** The countries overall Gender equality is impacted by the drop in educational attainment. (World Economic Forum, 2024)

CHALLENGES FACED BY GIRLS DURING EDUCATION

According to World Bank Report 2017, 122 million girls worldwide—34 million of whom are in primary school and 87 million of whom are in secondary school—are not enrolled in school. Globally, the percentage of girls and boys enrolled in primary and secondary education is approaching parity (92% male and 90% female). The completion rates for girls are lower in low-income countries, where 63% of female primary school students finish primary school, compared to 67% of male primary school students. Even though enrollment rates are comparable, in fact, two-thirds of all countries have achieved gender parity in primary school enrollment. Girls secondary school completion rates are still below average in low-income nations, where just 38% of them complete lower secondary school compared to 43% of boys (UNICEF Report 2022-25). Following are certain challenges faced by girls in acquiring education:

- ❑ **Gender Bias:** In addition to influencing girls aspirations and their own views of their roles in society, gender bias in schools and classrooms can also result in occupational segregation and differences in labor market activity. Gender stereotypes can have a long lasting effect on academic performance and field of study choice, particularly for young women pursuing Science, Technology, Engineering and Mathematics (STEM) fields. These stereotypes can be conveyed through the layout of classrooms and schools or through the actions of peers, teachers, and staff.
- ❑ **Poverty:** One of the key determinants of a girl's ability to obtain and finish her education is her level of poverty. In terms of access to and completion of education, research continuously confirms that girls who experience several disadvantages, such as low family income, living in distinct or unreserved areas, having a disability, or belonging to a minority group, fall behind the most.

- ❑ **Violence:** Additionally, violence keeps females from getting an education and finishing it. Many are compelled to walk long distances to school, which puts them in higher danger of violence, and many are victims of violence while attending school. Every year almost 60 million girls are sexually assaulted while they are traveling to or from school. In addition to lowering attendance and increasing dropout rates, this frequently has a determinantal effect on their general well-being and mental and physical health. Eliminating gender-biased violence in schools is crucial because an estimated 246 million children encounter violence in and around schools each year (United Nations Girl's Education Initiative, 2022).
- ❑ **Child Marriage:** Another significant issue is child marriage. Compared to their counterparts who married later, girls who marry early are significantly more likely to drop out of school and finish fewer years of education. Additionally, they are exposed to higher levels of violence committed by their partners and are more likely to become parents early in life. This in turn impacts their capacity to make a living, as well as their children's education and health. In fact, girls who complete secondary school have six fold higher marriage rates than youngsters who had little to no education. According to World Bank Report, 2017 study found that over 41,000 girls under the age of 18 get married every day. Ending this practice would raise the educational expectations for women.
- ❑ **COVID-19:** Girls health and wellbeing are suffering as a result of COVID-19, and many may not be able to go back to school when classes resume. According to the study by John *et al.* (2020), the pandemic has increased the prevalence of violence against women and girls in danger to their general wellbeing, safety, and health. During the 2014-16 Ebola outbreak in west Africa, women and girls were more likely to be sexually abused, coerced, and exploited as a result of school closures and quarantines.
- ❑ **Cultural Beliefs and Patriarchal Values:** girls education is strictly prohibited in some cultures. Girls options are significantly limited to the

roles of childbirth, childrearing, and household chores, while boys are sent to school. Patriarchal practices have ensnared these cultural notions. Families frequently spend more money on their sons education than their daughters. The belief that males are more valued than girls and, as a result, have a higher chance of succeeding means that they are more likely to be sent to school first or have their education funded than other girls in the family. This is frequently referred to as the 'Son preference'.

- ❑ **Conflict and Dangerous Journeys to School:** violence, conflicts, and perilous commutes to school Girls are far more likely to experience violence in society everywhere in the world. Many girls frequently travel long distances to school when there is no public transportation accessible. Given that many teenage girls encounter sexual harassment or even assault, walking these laths can be exceedingly risky. In times of war, this risk rises even further. The World Bank reports that girls in conflict-affected nations are more than twice as likely to be out of school as girls in non-affected nations.
- ❑ The gender gap in education, which disproportionately impacts vulnerable populations and girls in rural areas, is the one major obstacle. It indicates that not all women have equal access to quality education and schools. Good schools and qualified instructors must be given top priority in order to effectively handle these challenges. Girls have access to enough classroom supplies and resources to support their education when schools have a strong infrastructure. Because qualified and driven teachers are crucial in granting that girls not only attend school but also obtain a top-notch education, effective teacher training programs are especially necessary (World Bank Report, 2017).

GOVERNMENT INITIATIVES FOR PROMOTING GIRL'S EDUCATION

To encourage women's education nationwide, the Indian government had started a number of programs. These are a few notable government programs that support women's education in India.

- ❑ **Beti Bachao, Beti Padhao:** In order to address the dropping child sex ratio and advance the

education of girls, the *Beti Bachao, Beti Padhao* Scheme was introduced in 2015. The program seeks to improve general quality and alter public perceptions about girls. Increasing the school retention rates and enhancing school enrollment for girls are the main goals of the program.

- ❑ **Pradhanmantri vandana yojana:** It was established in 2017 with the intention of giving pregnant and nursing mothers financial support for their medical and nutritional needs. Eligible women are given a ₹ 5,000 for insurance under the program. Because the financial incentive is paid out in three payments and the child must be enrolled in the school, the program also encouraged girls education.
- ❑ **Kasturba Gandhi Balika Vidyalaya Scheme:** In 2004, this scheme was established to educate females from underprivileged backgrounds. The program's goal is to increase girls's school enrollment and retention. For girls from socially and economically marginalized communities, the program established residential schools.
- ❑ **Rashtriya Madhyamik Shiksha Abhiyan:** Through this effort, the government hopes to advance secondary education in India. By 2020, the program hopes to make secondary education accessible to all. The program's main goals include raising secondary school enrollment rates for girls and enhancing the quality of education.
- ❑ **National Scheme of Incentives:** To encourage females to enroll in secondary schools, the government introduced the National Scheme of Incentive to the females for Secondary Education in 2008. The program offers eligible females who have finished their secondary education and are enrolled in upper secondary schools a ₹ 3,000 monetary incentive.
- ❑ **Support to Tribal Women:** In order to educate tribal females, the Support to Tribal Females for Education program was started in 2008. The program's goal is to increase girls school attendance and retention. For tribal girls, the program is established in residential schools and offers scholarships to qualified girls.
- ❑ **Uddan Scheme:** In order to give goals from economically disadvantaged groups

vocational development training, the UDDAN program was introduced in 2013. Through skill development, the program seeks to give girls work options. By offering scholarships to qualified girls, the program also prioritizes the education of the girls

Schemes by the Government to Promote Education

In addition, to the infant efforts, the Indian government has introduced a number of programs designed especially to sport women’s education. These are a few of the main government education programmes.

- ❑ **Mahila Samakhya Initiative-** These are a few of the main government education programmes. In 1989, the Mahila Samakhya Shakti was started with the goal of empowering women via education. Through education and training, the initiative seeks to raise the social and economic standing of women. The programs goal is to give women from underprivileged communities the chance to improve their standard of living.
- ❑ **Saakshar Bharat Programme-** To Encourage women’s literacy. The government started the Saakshar Bharat programme in 2009. The programmes objective are to boost female school attendance and close the gender gap in literacy. Women from underprivileged communities receive basic reading and numeracy skills through the program.
- ❑ **Rashtriya Mahila Kosh-** In 1993, this program was established to give women from underprivileged communities microcredit for medical expenses. The program seeks to give women access to loans and encourage their entrepreneurship. The program lends money to women for educational and other income generating endeavours.

Government Programs for Education In Rural Areas

To encourage education in rural areas, the Indian government has started a number of programs. These are as follows:

- ❑ **The Pradhanmantri Gramin Digital Sashastra Abhiyan:** To encourage digital literacy in rural regions, the government started the scheme

in 2017. Each rural home should have one person who is digitally literate at the end of the program. The program emphasizes women’s education and seeks to increase girls’s school enrollment.

- ❑ **Rashtriya Krishi Vikas Yojana:** It is a government program that supports rural development and agriculture. The program’s objective is to raise rural farmers’s income and productivity. Enhancing rural communities’ infrastructure and amenities, such as schools and education, is another goal of the program.
- ❑ **National Rural Education Mission:** To raise the standard of education in rural areas, the government started the National Rural Education mission in 2009. The program’s objectives are to boost school enrollment and give kids in rural areas access to high-quality education. The program’s goal is to close the gender gap in education by concentrating on the education of girls (Board of Intermediate and Secondary Education, 2023).

REMEDIES TO ENSURE CONTINUED EDUCATION

Dealing with Dropout Rates:

- ❑ Upgrade the facilities for sanitation and other infrastructure.
- ❑ Expand the number of educational institutions, especially secondary and postsecondary ones.
- ❑ Put in place efficient student transportation plans.

Education Quality and Inclusivity

- ❑ Increase the number of female teachers, particularly in underprivileged and rural areas.
- ❑ Make sure that school facilities are maintained on a regular basis.
- ❑ Encourage girls to explore (STEM) Science, Technology, Engineering and Mathematics fields by offering them incentives and support.

Literacy in Adults

- ❑ Enhance basic literacy instructions in classrooms
- ❑ To bridge the gender gap, educate rural women.

CONCLUSION

Comprehensive approaches that prioritize infrastructure, teacher availability, transportation options, and cleanliness are needed to close the gender gap in education. Achieving gender equity and raising India's standing internationally depend on providing both boys and girls with high-quality education. In conclusion, enhancing women's education requires not just granting access but also making sure that the instruction is of a good caliber. By taking care of these problems, an environment can be created where all Indian girls not only go to school but also receive an education that will help them in the future. A promising future India's women's education is becoming more and more important as the country moves toward a better future. By supporting women's potential, the nation opens up a wealth of skills, resiliency, and leadership that forms the cornerstone of advancement. For the benefit of future generations, the enlightened daughters of India are actively creating a new narrative that is marked by equality, progress, and shared prosperity.

REFERENCES

- Board of Intermediate and Secondary Education. 2023. Government Initiatives for promoting women's Education in India. Retrieved from: <https://bise.edu.in/womens-education-in-india/>
- Evans, D.K. and Yuan, F. 2022. What we learn about Girls education from interventions that do not focus on girls. *The World Bank Economic Review*, **36**(1): 244-267.
- John, N., Casey, S.E., Carino, G.S. and McGovern, T. 2020. Lessons Never Learned: Crisis and gender based violence. *National Library of Medicine, National Centre for Biotechnology Information*, **20**(2): 65-68.
- K.S. 2016. Impact of Intervention on the Iron Nutrient of Adolescent Girls (13-18 yrs.) and Young women (19-35 yrs.) from Rural Coimbatore. *Avinashilingam Deemed University*.
- Kumar, R. 2019. History of Education in India. PPT on: www.academia.edu.
- Kumari, S. 2018. Challenging Issue of tribal women education in India. *Journal of Indisciplinary Research in Arts and Humanities*, **3**(1): 109-114.
- Periodic Labour Force Survey Annual Report. (2022-23). Government of India, Ministry of Statistics and Programme implementation, National Sample Survey Office.
- Registrar General and Census Commissioner of India. 2011. Provisional population total, India: Census 2011. *Office of Registrar General and Census Commissioner India*. Retrieved from: www.censusofindia.gov.in
- Sahoo, S. 2016. Girls' Education in India: Status and Challenges. *International Journal of Research in Economics and Social Sciences*, **6**(7): 130-141.
- Sindhuja, C.V. and Ashok, H.S. 2021. Education in India: A Historical Perspective. *Education Indian Journal: A Quarterly referred journal of dialogues on Education. A UGC Care List Journal*, **10**(3): 47-64.
- Waghmare, A. 2024. Literacy in India. *Data for India*. Retrieved from: <https://www.dataforindia.com/literacy-in-india/>
- UNICEF Report. 2022-2025. Gender Equity: Education and Skills. Retrieved from: data.unicef.org.
- United Nations Girls' Education Initiative Report. 2022. Sexual Harassment in Educational Settings. Retrieved from: www.ungei.org
- White, G., Ruther, M., Kahn, J. and Dong, D. 2016. Educational Inequality in India: An Analysis of Gender Differences in Reading and Mathematics. *Journal of Research in Gender Studies*, **6**(2): 153-182.
- World Bank Group. 2017. Unlocking Girl's and Women's potential with Education. *Girl's Education Overview*. Retrieved from: <https://www.worldbank.org>.
- World Economic Forum. 2024. Gender gap in education in India. *Global Gender Gap Report*. Retrieved from: <https://www.sriramsias.com/upsc-daily-current-affairs/gender-gap-in-education-in-india-2024/>

