

Trends and Gaps in Gender Dimension of Education: Case of India

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Abstract: *The paper attempted to review trends and gaps which had existed with respect to gender dimension of education in India. For such a purpose, authors extracted relevant statistics with respect to various significant aspects of education at primary, secondary, and tertiary levels from the United Nations Educational, Scientific and Cultural Organisation Institute for Statistics' (UIS) depository. Extracted statistics followed a conceptual statistical framework designed by the International Standard Classification of Education (ISCED) in order to arrange statistical and quantitative information on education. After tabulating and analysing statistics, these trends and gaps became apparent. It turned out to be certain that at various levels of education, female literacy rate and educational attainment had remained less than their male counterparts regardless of the fact that they stood at a higher position with respect to enrolment, gender parity, and completion rate than their male counterparts. In addition to this, females were lying behind their male counterparts in terms of persistence to primary school, whereas males were lying behind their female counterparts in terms of progression to secondary school.*

Keywords: *Trends, Gaps, Gender, Education, UIS, ISCED.*

I. CONTEXTUAL BACKGROUND

The Millennium Summit adopted the Millennium Declaration in September of 2000, and it brought the global leaders on a common platform to introduce eight Millennium Development Goals (MDGs) to the world to be accomplished until 2015. Goal two and three specifically talked about attaining gender equality with respect to certain vital indicators, some of which are: literacy rate of population ages 15-24, net enrolment ratio in primary education, gender parity in primary, secondary, and tertiary education, and persistence to grade 5 (United Nations MDGs, 2000).

Following a similar kind of lead, a variety of studies have been conducted in India with respect to these indicators exhibiting signals of gender gaps. For instance, on advocating equal access to educational opportunities, Siddhanta and Nandy (2003) claimed that gender gaps in educational attainment were irresistibly strong. They also noticed a substantial difference between female and male literacy rate at all India level and state level, and they discovered that gender gaps in equitable educational development were chiefly due to gender gaps in mean years of schooling.

Taking a note on gender gaps in education, Sundaram and Vanneman (2008) conceived that these gaps were widening, and they also found that the higher proportion of females in labour force was responsible for such a scenario. In addition to this, Ganguli, Hausmann, and Viarengo (2011) discussed about the fact that these gaps were declining in many countries, but were rising in India.

While talking about enrolment rate, Self and Grabowski (2004) enquired into female and male enrolment rate at primary and secondary levels of education, and they found obstinate and considerable differences between female and male enrolment at these levels. It was also observed that such a difference had narrowed down a little at primary level, but had remained persistent and unchanged at secondary level. On a similar note, Bandyopadhyay and Subrahmanian (2008) investigated that female enrolment at primary and secondary levels of education had increased, but male enrolment remained higher than female enrolment. Furthermore, Ramachandran (2009) looked into enrolment at primary level of education, and she unveiled the fact that while enrolment was above 100 per cent, gender gaps existed. She also discovered that these gaps in enrolment were narrowing down, but persisted with respect to drop-out rate. Ghose (2011) reported about gender bias against females in education, and he explained that parents were spending little on their daughters'

education and comparatively more on their sons' education. Drop-out rate amongst females was higher in comparison to their male counterparts.

As per McKinsey Global Institute (2015), gender gaps in education were required to be addressed to propagate equality. Without addressing these gaps, true economic potential of females could not be realised. Closing gender gaps at secondary and tertiary levels of education were required to be attended, primarily in large Indian states. Therefore, it becomes very important to address, attend, and narrow down such gaps so as to bring equality and parity between females and males with respect to dimension of education.

II. OBJECTIVES

- To trace, study, and analyse trends in gender dimension of education in India.
- To trace, study, and analyse gaps in gender dimension of education in India.

III. SOURCE OF STATISTICS AND METHODOLOGY

Statistics with respect to various significant aspects of education at primary, secondary, and tertiary levels in India were extracted from the UIS's depository. Extracted statistics were tabulated, and trends and gaps in gender dimension of education were traced, studied, and analysed.

IV. STATISTICS OF GENDER DIMENSION OF EDUCATION IN INDIA

While investigating literacy rate, table 1 exhibits statistics for Youth Literacy Rate (YLR) (%) and Adult Literacy Rate (ALR) (%). YLR (%) was 67.74 per cent in the case of females and 84.19 per cent in the case of males in 2001, whereas it was 74.35 per cent in the case of females and 88.41 per cent in the case of males in 2006. It was 81.84 per cent in the case of females and 90.04 per cent in the case of males in 2011, whereas it was 87.25 per cent in the case of females and 91.83 per cent in the case of males in 2015. ALR (%) was 47.84 per cent in the case of females and 73.41 per cent in the case of males in 2001, whereas it was 50.82 per cent in the case of females and 75.19 per cent in the case of males in 2006. It was 59.27 per cent in the case of females and 78.87 per cent in the case of males in 2011, whereas it was 62.98 per cent in the case of females and 80.93 per cent in the case of males in 2015.

TABLE 1: LITERACY RATE: YOUTH LITERACY RATE (YLR) (%) AND ADULT LITERACY RATE (ALR) (%)

Year	YLR*		ALR**	
	Female	Male	Female	Male
2001	67.74	84.19	47.84	73.41
2006	74.35	88.41	50.82	75.19
2011	81.84	90.04	59.27	78.87
2015	87.25	91.83	62.98	80.93

Notes: *Percentage of population ages 15 to 24.

**Percentage of population ages 15 and above.

Source: Authors' tabulation using statistics of UIS' depository – 2001, 2006, 2011, & 2015.

When taking note of gross enrolment and gender parity in primary schools, table 2 interprets statistics for Primary Gross Enrolment Ratio (PGER) (%) and Gender Parity Index (GPI) for PGER. PGER (%) was 110.02 per cent in the case of females and 106.89 per cent in the case of males in 2011, whereas it was 111.72 per cent in the case of females and 107.99 per cent in the case of males in 2012. It was 116.98 per cent in the case of females and 104.85 per cent in the case of males in 2013. It was 114.08 per cent in the case of females and 102.40 per cent in the case of males in 2014, whereas it was 115.06 per cent in the case of females and 102.81 per cent in the case of males in 2015. GPI for PGER was 1.03 in 2011 and 2012, respectively, whereas it was 1.11 in 2013 and 2014, respectively. It was 1.12 in 2015.

TABLE 2: PRIMARY GROSS ENROLMENT RATIO (PGER) (%) AND GENDER PARITY INDEX (GPI) FOR PGER

Year	PGER		GPI for PGER
	Female	Male	
2011	110.02	106.89	1.03
2012	111.72	107.99	1.03
2013	116.98	104.85	1.11
2014	114.08	102.40	1.11
2015	115.06	102.81	1.12

Source: Authors' tabulation using statistics of UIS' depository – 2011-2015.

For examining Primary Educational Attainment (PEA) of population ages 25 and above (%), table 3 presents statistics for various categories of educational attainment at primary level. In 2011, 6.63 per cent of females and 7.67 per cent of males had no schooling, whereas 52.86 per cent of females and 30.01 per cent of males had attained some primary education. In the same year, 40.33 per cent of females and 62.23 per cent of males had at least completed primary education, whereas 12.54 per cent of females and 15.15 per cent of males had completed primary education.

TABLE 3: PRIMARY EDUCATIONAL ATTAINMENT (PEA) OF POPULATION AGES 25 AND ABOVE (%)

Year	No Schooling*		Some Primary Education**		At Least Completed Primary Education***		Completed Primary Education****	
	Female	Male	Female	Male	Female	Male	Female	Male
2011	6.63	7.67	52.86	30.01	40.33	62.23	12.54	15.15

Notes: *No education attainment.

**Attained some primary education as the highest level of education.

***Attained primary education.

****Attained primary education as the highest level of education.

Source: Authors' tabulation using statistics of UIS' depository – 2011.

Table 4 records statistics for Primary Completion Rate (PCR)¹ (% of relevant age group). PCR (% of relevant age group) was 65.45 per cent in the case of females and 78.82 per cent in the case of males in 2001, whereas it was 77.29 per cent in the case of females and 83.04 per cent in the case of males in 2003. It was 95.14 per cent in the case of females and 94.80 per cent in the case of males in 2008. It was 93.28 per cent in the case of females and 92.51 per cent in the case of males in 2011, whereas it was 100.11 per cent in the case of females and 95.24 per cent in the case of males in 2014.

TABLE 4: PRIMARY COMPLETION RATE (PCR) (% OF RELEVANT AGE GROUP)

Year	Female	Male
2001	65.45	78.82
2003	77.29	83.04
2008	95.14	94.80
2011	93.28	92.51
2014	100.11	95.24

Source: Authors' tabulation using statistics of UIS' depository – 2001, 2003, 2008, 2011, & 2015.

Registering persistence of students to last grade of primary school, table renders statistics for Persistence to Grade 5 (% of Cohort)². Persistence to grade 5 (% of cohort) was 63.53 per cent in the case of females and 59.70 per cent in the case of males in 2001. It was 81.47 per cent in the case of females and 82.18 per cent in the case of males in 2013.

TABLE 5: PERSISTENCE TO GRADE 5 (% OF COHORT)

Year	Female	Male
2001	63.53	59.70
2013	81.47	82.18

Source: Authors' tabulation using statistics of UIS' depository – 2001 & 2015.

When taking note of gross enrolment and gender parity in secondary schools, table 6 interprets statistics for Secondary Gross Enrolment Ratio (SGER) (%) and Gender Parity Index (GPI) for SGER. SGER (%) was 64.41 per cent in the case of females and 68.23 per cent in the case of males in 2011, whereas it was 67.37 per cent in the case of females and 70.77 per cent in the case of males in 2012. It was 69.23 per cent in the

case of females and 68.59 per cent in the case of males in 2013. It was 74.79 per cent in the case of females and 73.81 per cent in the case of males in 2014, whereas it was 74.45 per cent in the case of females and 73.53 per cent in the case of males in 2015. GPI for SGER was 0.94 in 2011, whereas it was 0.95 in 2012. It was 1.01 in 2013, 2014, and 2015, respectively.

TABLE 6: SECONDARY GROSS ENROLMENT RATIO (SGER) (%) AND GENDER PARITY INDEX (GPI) FOR SGER

Year	SGER		GPI for SGER
	Female	Male	
2011	64.41	68.23	0.94
2012	67.37	70.77	0.95
2013	69.23	68.59	1.01
2014	74.79	73.81	1.01
2015	74.45	73.53	1.01

Source: Authors' tabulation using statistics of UIS' depository – 2011-2015.

For examining Secondary Educational Attainment (SEA) of population ages 25 and above (%), table 7 presents statistics for various categories of educational attainment at secondary level. In 2011, 27.74 per cent of females and 47.13 per cent of males had at least completed lower secondary education, whereas 12.78 per cent of females and 19.78 per cent of males had at least completed upper secondary education. In the same year, 8.29 per cent of females and 12.95 per cent of males had completed lower secondary education, whereas 12.22 per cent of females and 21.32 per cent of males had completed upper secondary education.

TABLE 7: SECONDARY EDUCATIONAL ATTAINMENT (SEA) OF POPULATION AGES 25 AND ABOVE (%)

Year	At Least Completed Lower Secondary Education*		At Least Completed Upper Secondary Education**		Completed Lower Secondary Education***		Completed Upper Secondary Education****	
	Female	Male	Female	Male	Female	Male	Female	Male
2011	27.74	47.13	12.78	19.78	8.29	12.95	12.22	21.32

Notes: *Attained lower secondary education.

**Attained upper secondary education.

***Attained lower secondary education as the highest level of education.

****Attained upper secondary education as the highest level of education.

Source: Authors' tabulation using statistics of UIS' depository – 2011.

Table 8 records statistics for Lower Secondary Completion Rate (LSCR)³ (% of relevant age group)¹. LSCR (% of relevant age group) was 65.23 per cent in the case of females and 71.07 per cent in the case of males in 2008, whereas it was 75.38 per cent in the case of females and 77.41 per cent in the case of males in 2011. It was 83.41 per cent in the case of females and 78.68 per cent in the case of males in 2013. It was 88.17 per cent in the case of females and 83.36 per cent in the case of males in 2014, whereas it was 88.13 per cent in the case of females and 83.18 per cent in the case of males in 2015.

TABLE 8: LOWER SECONDARY COMPLETION RATE (LSCR) (% OF RELEVANT AGE GROUP)

Year	Female	Male
2008	65.23	71.07
2011	75.38	77.41
2013	83.41	78.68
2014	88.17	83.36
2015	88.13	83.18

Source: Authors' tabulation using statistics of UIS' depository – 2008, 2011, 2013, 2014, & 2015.

Registering progression of students to secondary school, table 9 renders statistics for Progression to Secondary School (%)⁴. Progression to Secondary School (%) was 90.96 per cent in the case of females and 94.73 per cent in the case of males in 2001. It was 91.19 per cent in the case of females and 91.14 per cent in the case of males in 2013.

TABLE 9: PROGRESSION TO SECONDARY SCHOOL (%)

Year	Female	Male
2001	90.96	94.73
2013	91.19	91.14

Source: Authors' tabulation using statistics of UIS' depository – 2001 & 2013.

For examining Tertiary Educational Attainment (TEA) of population ages 25 and above (%), table 10 presents statistics for various categories of educational attainment at tertiary level. In 2011, 6.72 per cent of females and 11.48 per cent of males had at least completed bachelor's degree or equivalent education, whereas 7.09 per cent of females and 12.62 per cent of males had at least completed Short-Cycle Tertiary (SCT)⁵ education. In the same year, 6.70 per cent of females and 11.46 per cent of males had completed bachelor's degree or equivalent education, whereas 0.36 per cent of females and 1.13 per cent of males had completed SCT education.

TABLE 10: TERTIARY EDUCATIONAL ATTAINMENT (TEA) OF POPULATION AGES 25 AND ABOVE (%)

Year	At Least Bachelor's degree or Equivalent Education*		At Least Completed Short-Cycle Tertiary (SCT) Education**		Completed Bachelor's degree or Equivalent Education***		Completed SCT Education****	
	Female	Male	Female	Male	Female	Male	Female	Male
2011	6.72	11.48	7.09	12.62	6.70	11.46	0.36	1.13

Notes: *Attained bachelor's degree or equivalent.

**Attained SCT education.

***Attained bachelor's degree or equivalent as the highest level of education.

****Attained SCT education as the highest level of education.

Source: Authors' tabulation using statistics of UIS' depository – 2011.

Table 11 records statistics for Tertiary Gross Completion Ratio (TGCR)⁶ (%) and Gender Parity Index (GPI) for Tertiary Gross Enrolment Ratio (TGER). TGCR (%) was 32.39 per cent in the case of females and 30.17 per cent in the case of males in 2013, whereas it was 28.09 per cent in the case of females and 24.92 per cent in the case of males in 2014. It was 30.59 per cent in the case of females and 26.99 per cent in the case of males in 2015. GPI for TGER was 0.93 in 2013, whereas it was 0.98 in 2014. It was 0.99 in 2015.

TABLE 11: TERTIARY GROSS COMPLETION RATIO (TGCR) (%) AND GENDER PARITY INDEX (GPI) FOR TERTIARY GROSS ENROLMENT RATIO (TGER)

Year	TGCR		GPI for TGER
	Female	Male	
2013	32.39	30.17	0.93
2014	28.09	24.92	0.98
2015	30.59	26.99	0.99

Source: Authors' tabulation using statistics of UIS' depository – 2013-2015.

V. TRENDS IN GENDER DIMENSION OF EDUCATION IN INDIA

- From 2001 to 2015, YLR (%) had increased in the cases of both females and males, but that increase was more substantial in the case of females than in the case of males. Similarly, during the same time period, ALR (%) had increased in the cases of both females and males, but this increase was more substantial in the case of females than in the case of males. During the same time period, YLR (%) had remained substantially higher than ALR (%) in the cases of both females and males.
- From 2011 to 2015, PGER (%) had overall increased in the case of females, whereas it had overall declined in the case of males. This became evident that in the case of females, it had initially increased in 2012 and 2013 and had decreased in 2014, but had again increased in 2015. In the case of males, it had initially increased in 2012 and had decreased in 2013 and 2014, but had slightly increased in 2015. From 2011 to 2015, GPI for GPER had increased, remaining constant from 2011 to 2012 and from 2013 to 2014, and varying in 2015.

- In 2011, in context with PEA of population ages 25 and above (%), female PEA followed a descending order with respect to four categories, viz., ‘some primary education’, ‘at least completed primary education’, ‘completed primary education’, and ‘no schooling’, respectively, whereas male PEA followed a descending order with respect to four categories, viz., ‘at least completed primary education’, ‘some primary education’, ‘completed primary education’, and ‘no schooling’, respectively.
- From 2001 to 2014, PCR (% of relevant age group) had overall increased in the cases of both females and males, but this increase was more substantial in the case of females than in the case of males. This became evident that in the case of females, it had initially increased in 2003 and 2008, and had decreased in 2011, but had substantially increased in 2014. Similarly, in the case of males, it had initially increased in 2003 and 2008 and had decreased in 2011, but slightly increased in 2014.
- From 2001 to 2013, persistence to grade 5 (% of cohort) had increased in the cases of both females and males, but this increase was more substantial in the case of males than in the case of females.
- From 2011 to 2015, SGER (%) had overall increased in the cases of both females and males, but this increase was more substantial in the case of females than in the case of males. This became evident that in the case of females, it had increased in 2012, 2013 and 2014, but had slightly decreased in 2015. In the case of males, it had initially increased in 2012, and had decreased in 2013, but had increased again in 2014 and had slightly decreased again in 2015. From 2011 to 2015, GPI for SGER had increased, varying in 2011 and 2012, and remaining constant from 2013 to 2015.
- In 2011, in context with SEA of population ages 25 and above (%), female SEA followed a descending order with respect to four categories, viz., ‘at least completed lower secondary education’, ‘at least completed upper secondary education’, ‘completed upper secondary education’, and ‘completed lower secondary education’, respectively, whereas male SEA followed a descending order with respect to four categories, viz., ‘at least completed lower secondary education’, ‘completed upper secondary education’, ‘at least completed upper secondary education’, and ‘completed lower secondary education’, respectively.
- From 2008 to 2015, LSCR (% of relevant age group) had overall increased in the cases of both females and males, but this increase was more substantial in the case of females in comparison to males. This became evident that in the case of females, it had increased in 2011, 2013 and 2014 and had slightly decreased in 2015. Similarly, in the case of males, it had initially increased in 2011, 2013 and 2014 and had slightly decreased in 2015.
- From 2001 to 2013, progression to secondary school (%) had slightly increased in the case of females, but had decreased in the case of males.
- In 2011, in context with TEA of population ages 25 and above (%), female TEA followed a descending order with respect to four categories, viz., ‘at least completed SCT education’, ‘at least bachelor’s degree or equivalent education’, ‘completed bachelor’s degree or equivalent education’, and ‘completed SCT education’, respectively, and similarly, male TEA followed a descending order with respect to four categories, viz., ‘at least completed SCT education’, ‘at least bachelor’s degree or equivalent education’, ‘completed bachelor’s degree or equivalent education’, and ‘completed SCT education’, respectively.
- From 2013 to 2015, TGCR (%) had overall decreased in the cases of both females and males. This became evident that in the case of females, it had initially decreased in 2014 and had slightly increased in 2015. Similarly, in the case of males, it had substantially decreased in 2011 and had slightly increased in 2015. The overall decrease in it was more substantial in the case of males than in the case of females. From 2013 to 2015, GPI for TGER had increased, varying in all three years.

VI. GAPS IN GENDER DIMENSION OF EDUCATION IN INDIA

- While investigating literacy rate, statistics exhibited gaps between females and males with respect to YLR (%) and ALR (%). From 2001 to 2015, this gap was evident with respect to YLR (%), and it implied that females were lagging far behind their male counterparts, though, over the period of time, this gap was substantially narrowed down. Similarly, during the same time period, this gap was evident with respect to ALR (%), and it implied that females were lagging far behind their male counterparts, though, over the period of time, this gap was narrowed down, but a lot has yet to be achieved.

- When taking note of enrolment in primary schools, statistics interpreted gap between females and males with respect to PGER (%). From 2011 to 2015, this gap was evident, and it implied that males were lagging behind their female counterparts, and this gap had further widened. During the same time period, GPI for PGER had favoured females than their male counterparts.
- During the examination of educational attainment at primary level, statistics presented gap between females and males with respect to PEA of population ages 25 and above (%). In 2011, this gap was evident, and it implied that females were lagging far behind their male counterparts in context with three categories, viz., 'no schooling', 'at least completed primary education', and 'completed primary education', and were overtaking their male counterparts in only one category, i.e., 'some primary education'.
- From 2001 to 2014, statistics recorded gap between females and males with respect to PCR (% of relevant age group). This gap was evident, and it implied that females, initially, were lagging far behind their male counterparts, but subsequently, over the period of time, overtook their male counterparts.
- Statistics in context with persistence of students to the last grade of primary school rendered gap between females and males with respect to Persistence to Grade 5 (% of cohort). From 2001 to 2013, this gap was evident, and it implied that males, initially, were lagging behind their female counterparts, but subsequently, over the period, overtook their female counterparts by a small margin.
- When taking note of enrolment in secondary schools, statistics interpreted gap between females and males with respect to SGER (%). From 2011 to 2015, this gap was evident, and it implied that females, initially, were lagging behind their male counterparts, but subsequently, over the period of time, overtook their male counterparts by a small margin. During the same time period, GPI for SGER had, initially, favoured males than their female counterparts, but it subsequently, over a period of time, favoured females than their male counterparts.
- During the examination of educational attainment at secondary level, statistics presented gap between females and males with respect to SEA of population ages 25 and above (%). In 2011, this gap was evident, and it implied that females were lagging far behind their male counterparts in context with four categories, viz., 'at least completed lower secondary education', 'at least completed upper secondary education', 'completed lower secondary education', and 'completed upper secondary education'.
- From 2001 to 2014, statistics recorded gap between females and males with respect to LSCR (% of relevant age group). This gap was evident, and it implied that females, initially, were substantially lagging behind their male counterparts, but subsequently, over the period of time, substantially overtook their male counterparts.
- Statistics in context with progression of students to secondary school rendered gap between females and males with respect to Progression to Secondary School (%). From 2001 to 2013, this gap was evident, and it implied that females, initially, were lagging behind their male counterparts by a small margin, but subsequently, over the period, overtook their male counterparts by a very small margin.
- During the examination of educational attainment at tertiary level, statistics presented gap between females and males with respect to TEA of population ages 25 and above (%). In 2011, this gap was evident, and it implied that females were lagging far behind their male counterparts in context with four categories, viz., 'at least bachelor's degree or equivalent education', 'at least completed SCT education', 'completed bachelor's degree or equivalent education', and 'completed SCT education'.
- From 2013 to 2015, statistics recorded gap between females and males with respect to TGCR (%). This gap was evident, and it implied that males, over the period of time, were lagging behind their male counterparts by a small margin. During the same time period, GPI for TGER had favoured males than their female counterparts.

VII. CONCLUDING REMARKS

After discussing in details the trends and gaps in gender dimension of education in India, many important evidences in terms of various aspects of education were traced. Literacy rate under the two categories of YLR (%) and ALR (%) had increased in the cases of both females and males, but females lagged behind their male counterparts. PGER (%) in the case of females was higher than their male counterparts, and with respect to SGER (%), females subsequently overtook their male counterparts. Both GPI for PGER and GPI for SGER had favoured females than their male counterparts, but, on a contrary, GPI for TGER had favoured males than their female counterparts. In context with PEA, SEA, and TEA, females lagged behind their male counterparts in all the categories at all levels, except in one category, i.e., 'some primary education'. Females substantially overtook their male counterparts with respect to both PCR (% of relevant age group)

and LSCR (% of relevant age group), but with respect to TCR (%), it had decreased in the cases of both females and males, but males were lagging behind their female counterparts. In context with Persistence to Grade 5 (% of cohort), males subsequently overtook their female counterparts, whereas with respect to Progression to Secondary School (%), females subsequently overtook their male counterparts. It became apparent that at various levels of education, females' literacy rate, and educational attainment had remained less than their male counterparts, notwithstanding the fact that they stood at a higher position with respect to enrolment, gender parity, and completion rate than their male counterparts.

NOTES

1. It implies number of new entrants (enrolments minus repeaters) in primary school's last grade, regardless of age, divided by population at entrance age for primary school's last grade.
2. This refers to proportion of children who were enrolled in primary school's grade 1 and eventually reached primary school's grade 5. Reconstructed cohort method is brought to use to calculate persistence to grade 5 (% of cohort).
3. It is calculated as number of new entrants in lower secondary education's last grade, regardless of age, divided by population at entrance age for lower secondary education's last grade.
4. This refers to number of new entrants to secondary school's grade 1 in a given year as a percentage of number of students enrolled in primary school's final grade in previous year (subtracting number of repeaters from primary school's last grade in a given year).
5. It includes programmes which are practical in nature and prepare students for entry in labour markets as these programmes are based on occupational specificity.
6. This refers to number of graduates from first degree programmes and is expressed as a percentage of population of theoretical graduation age of the most common first degree programme.

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