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A Study on Gender Discrimination

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Abstract: ***Gender discrimination still exists in India, even with significant progress made in certain areas. It can take many different forms, such as unequal access to education, unequal compensation for work of equal value, and deeply rooted cultural customs and practices. Gender-based violence, including domestic abuse and sexual harassment, still affects a lot of women. In addition to experiencing pervasive discrimination, members of the LGBTQ+ community also encounter social and legal obstacles that keep them from exercising their rights and being accepted. Gender discrimination remains a complex issue that is deeply linked with historical and cultural components, necessitating ongoing work towards gender equality, notwithstanding legal initiatives and public awareness campaigns. A new research on gender discrimination among undergraduate students in Bangalore uncovered unsettling trends. The study, which employed surveys and interviews, demonstrates how common gender-based biases and prejudices are among female students in both social and academic contexts. Some of the examples of unjust treatment that female students brought up included less rigorous requirements for their academic accomplishment and less opportunities for leadership positions in student organizations. Furthermore, a large number of female students expressed feeling uncomfortable and unsafe on campus as a result of sexual harassment and gender-based stereotypes. In addition to highlighting the need of combating gender discrimination and advancing inclusivity in educational institutions, this study highlights the need of fostering a friendly and fair learning environment.***

Keywords: Gender Discrimination, Bangalore, Education, Employment, Wage Disparity, Cultural Factors, Historical Factors, Undergraduate Students, Survey & Interviews, Stereotypes.

I. INTRODUCTION

The investigation of gender discrimination among undergraduate students in Bangalore offers a critical examination of a widespread social problem in the particular setting of higher learning. Gender discrimination, which is defined as giving people different chances or treatment because of their gender, has far-reaching effects on society as a whole in addition to the lives of those who are directly impacted. This study explores the complex processes that affect gender interactions, stereotypes, and inequities in Bangalore, a bustling urban center of India, with an emphasis on the undergraduate student population.

Bangalore is a city renowned for its diversity and quick development. It is frequently referred to as India's Silicon Valley. As a result, it provides a distinctive setting for analyzing gender discrimination in higher education. Aspiring young minds from diverse cultural, social, and economic origins come together here, which makes it the perfect place to assess the degree of gender discrimination and the subtle ways in which it appears among undergraduate students.

Undergraduate students are especially susceptible to the negative effects of gender discrimination as they make their way through the life-changing experience that is higher education. The purpose of this study is to examine the various facets of this problem, including the persistence of negative stereotypes, unequal access to opportunities, academic discrepancies, and experiences of gender-based violence. By concentrating on this group of people, the study not only offers insightful information on the difficulties young adults have at a critical juncture in their life, but it also emphasizes how urgent it is to address gender discrimination in educational institutions in order to promote social justice.

Gender discrimination is inherently linked to wider society norms and cultural beliefs, making changes difficult to achieve. Nevertheless, by highlighting the unique difficulties experienced by undergraduate students in Bangalore, this study hopes to further the existing conversation about gender equality. It attempts to provide a thorough understanding of the problem by utilizing empirical research, surveys, and interviews, stressing both its prevalence and possible paths for reform and intervention.

In conclusion, a significant effort toward comprehending the intricacies of gender-based inequities in higher education is the research of gender discrimination among undergraduate students in Bangalore. It covers the social and cultural aspects as well as the intellectual aspects that lead to and maintain discrimination. In the end, the research findings can be used as a basis for campaigning and policymaking that aims to create more inclusive and equitable learning environments for Bangalore's kids and, by extension, all of India.

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The complex interaction of social, cultural, and structural elements can be blamed for gender discrimination among Bangalore's undergraduate students. The explanations listed below, while not all-inclusive, provide some insight into the fundamental causes of gender discrimination in this situation:

1) *Patriarchy with a Profound History:* Bangalore, like a large portion of India, struggles with deeply embedded patriarchal rules and attitudes. Because of this cultural context, which frequently elevates men to positions of authority and perpetuates traditional gender norms, discrimination against women and non-binary people results.
2) *Stereotypes and Bias:* Academic and professional decisions are influenced by persistent stereotypes about gender roles and talents. These prejudices may deter women from taking leadership positions in student organizations and result in their underrepresentation in particular fields.
3) *Unequal Access to Education:* There are still differences in terms of availability, affordability, and quality of education even with recent developments in the field. Less chances may be available to female students from marginalized backgrounds if they encounter more barriers to higher education.
4) *Absence of Safe Spaces:* On college campuses, harassment and violence against women continue to be serious problems. Lack of institutional support and safe reporting channels can discourage students from reporting occurrences or asking for assistance, which exacerbates the issue.
5) *Expectations from Traditional Families:* A large number of students in Bangalore are from households that adhere to traditional views on gender roles. These expectations may limit the options available to female students and perpetuate gender discrimination by impeding their pursuit of an education and a profession.
6) *Inadequate Gender Sensitization:* There may not be many comprehensive programs for gender awareness and sensitization at Bangalore's educational institutions. Stereotypes and biases are reinforced by this divide between teachers and pupils.
7) *Economic Disparities:* Due to the additional obstacles that female students from economically disadvantaged homes may have in accessing resources and education, economic disparities and gender discrimination can coexist.
8) *Peer Pressure and Social Norms:* Undergraduate students frequently experience peer pressure to adopt stereotypical and traditional gender roles, which has an impact on their attitudes and conduct toward gender equality.
9) *Limited Representation:* Policies and practices that fail to sufficiently address gender discrimination may arise from the underrepresentation of women and non-binary people in educational institutions' decision-making bodies.
10) *Legal Gaps:* Although India has laws prohibiting gender discrimination, there are still issues with their execution and enforcement. It's possible that students are unaware of their rights or don't trust the efficiency of the judicial system. In order to effectively tackle gender discrimination among undergraduate students in Bangalore, comprehensive initiatives that target these underlying factors must be put into place. Legal enforcement, awareness campaigns, educational reforms, and initiatives to demolish patriarchal stereotypes and norms in social and educational environments should all be included in these tactics.

Title Of The Study

The title of our Research Paper is *"Impact of Gender Discrimination in Bangalore among Undergraduate Students."*

II. STATEMENT OF THE PROBLEM

Gender discrimination among undergraduate students in Bangalore is a complex issue that perpetuates gender inequality in society and has an impact on people's academic, psychological, and emotional well-being. To solve this issue, educational institutions, legislators, civic society, and students themselves must work together to establish a fair and inclusive atmosphere that promotes learning and individual development. In order to address this issue and promote constructive change in Bangalore's undergraduate educational environment, research and intervention are desperately needed.

1) *Prevalence of Gender Discrimination:* In Bangalore's educational institutions, incidents of gender discrimination are still common. These occurrences range from unfair treatment to acts of violence and harassment. A considerable segment of undergraduate students are impacted by it, which compromises their educational opportunities and general welfare. Effect on Academic Performance: Discrimination based on a person's gender has a negative effect on that person's academic accomplishments and performance. Biases and stereotypes may restrict their academic options and chances, impeding their potential for the future.

2) *Effects on the Mind and Emotion:* Students who encounter gender discrimination frequently endure mental and emotional suffering, such as anxiety, depression, and a lowered sense of self-worth. Their mental health may be negatively impacted in the long run by these repercussions. Discrimination reinforces old roles and expectations, which is a hindrance to gender equality. It stops pupils from reaching their full potential and impedes the advancement of gender equality.
3) *Concerns about Campus Safety:* Students feel unsafe when they see acts of harassment and violence against women on campuses. Fear prevents many victims from reporting these assaults, which exacerbates the issue.
4) *Women's Underrepresentation:* One overt sign of gender discrimination is the low number of women in leadership positions in academic departments and student groups. It reduces the impact and capacity for decision-making of female students.
5) *Social Consequences:* The prejudice against women among Bangalore's undergraduate students has wider social ramifications. It adds to the persistence of prejudices and stereotypes that have an effect on the city's workforce, interpersonal relationships, and general advancement.
6) *Legal Framework and Enforcement:* Although India has laws prohibiting gender discrimination, its efficacy is hampered by a lack of awareness and enforcement gaps. Many kids don't know they have rights or find it difficult to pursue justice.
7) *Urgent Need of Research:* In-depth study is necessary to fully comprehend the subtleties of gender discrimination among undergraduate students in Bangalore and to pinpoint viable solutions.

III. RESEARCH DESIGN

A. Research Objectives

The research objectives of this particular research are as follows:
The issue of gender discrimination is widespread and present in Bangalore, India, as well as other regions of the world. Even if there has been progress in recent years to address gender gaps, obstacles and prejudice persist in the workplace, in the educational system, and in society at large. In the formal sector, women are paid 19% less than males for their work. Domestic violence increased by 30% between 2011 and 2012, and the city reported over 700 dowry killings in 2018. As a result, the city still has a ways to go before achieving the Sustainable Development Goal of eliminating gender disparity and empowering people of all genders. This facilitates determining the necessary changes that society must undergo in order to progress toward a more inclusive future. Many elements, such as race, class, sexual orientation, religion, political beliefs, culture, and financial status, have influenced disparity; yet, in order to make improvements, it is imperative to comprehend the ways in which these aspects contribute to gender inequality.

1) To be aware of the impact that gender discrimination has on women's empowerment and the quality of their lives.
2) To research the lives of marginalized genders
3) To make recommendations about women's empowerment and gender inequality.
4) Despite recent progress in addressing gender disparities, this study aims to examine the extent of gender discrimination in Bangalore, India, taking into account its presence in the workplace, education, and society.
5) Offer recommendations and suggestions for addressing gender discrimination and promoting women's empowerment in order to contribute to a more inclusive and equitable society.

B. Scope Of Study

The thorough investigation of gender discrimination and its effects on undergraduate students in Bangalore is the main goal of this study. Gender discrimination is a complex and enduring problem that impacts people in Bangalore, India, as well as other places across the world. This discrimination includes disparities in the employment, spousal abuse, and the alarmingly high number of deaths linked to dowries. Even though these challenges are addressed by legislation, execution is nevertheless difficult.
Gender discrimination is actively opposed by non-governmental organizations and women's advocacy groups, but it still exists because of deeply rooted cultural norms and a complex web of interrelated factors, such as safety concerns, underrepresentation, educational gaps, and media representations. Supporting women is the goal of empowerment programs, and engaging men and boys in dialogue is thought to be essential to advancing gender equality. To address this issue and build a more inclusive and fair society, sustained, all-encompassing initiatives in the legal, social, cultural, and economic spheres are needed.
While there are many reasons at play and gender prejudice is strongly ingrained in society, it is difficult to change. Despite this, certain groups and organizations are working to combat gender discrimination. Education disparities, a lack of women in leadership positions, the way culture shapes our perceptions, concerns about safety, and how women are portrayed in the media are a few of these.

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In order to create more equality, there are initiatives to empower women, and it's critical to include men and boys in these conversations. In order to truly improve everyone's quality of life, we must continue addressing this issue in all spheres of society, including the legal system, the economics, and culture.

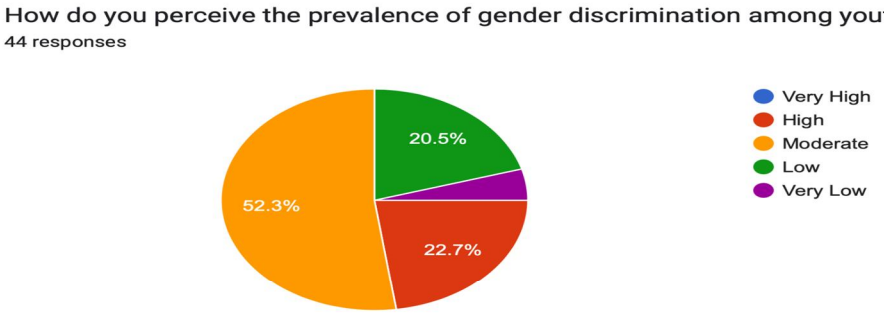
IV. DATA COLLECTION METHODOLOGY

Primary and secondary sources of data collecting were used to gather the information. A questionnaire is used to gather the main data. The questions are formulated with the intended audience in mind. Gaining a better knowledge of gender discrimination and its effects on undergraduate students can be accomplished using the data gathered from this source. Publicly available material from reports, research papers, publications, and the internet makes up the secondary data that was gathered. A subset of the chosen population is used in our research's data collection procedure, which is the random sampling methodology. This is a simple strategy because it only requires information of the research population and includes selecting a random sample.

A. Plan Of Analysis

Below are the questions and graphs that were presented to conduct the survey through collection of information from undergraduate students:

1.



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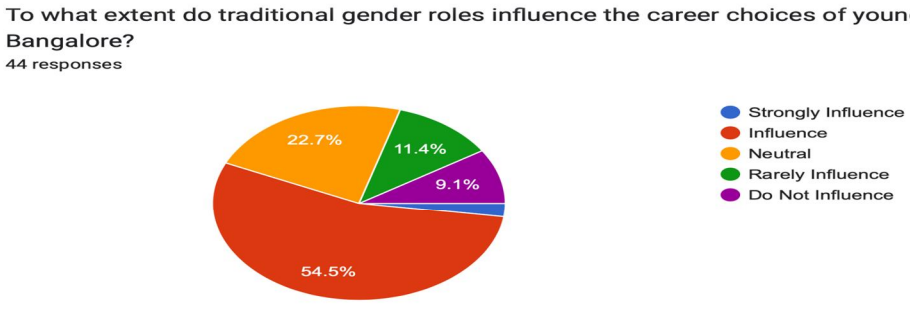
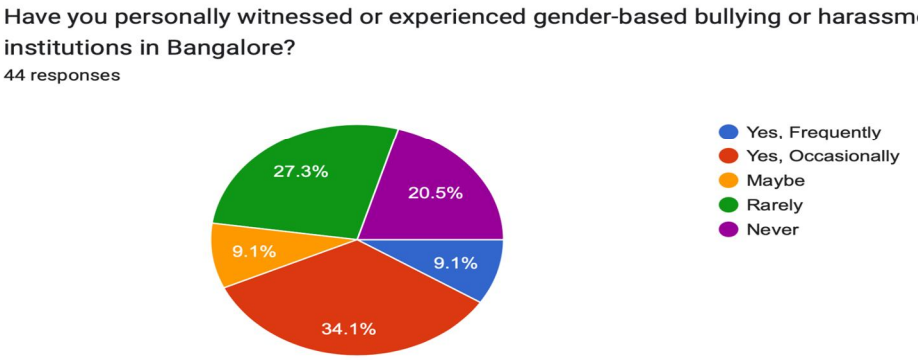
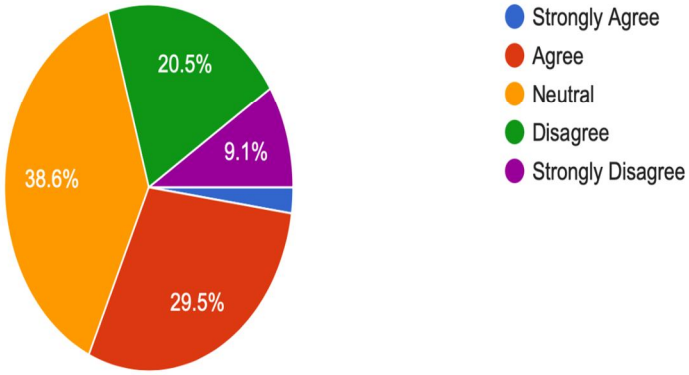




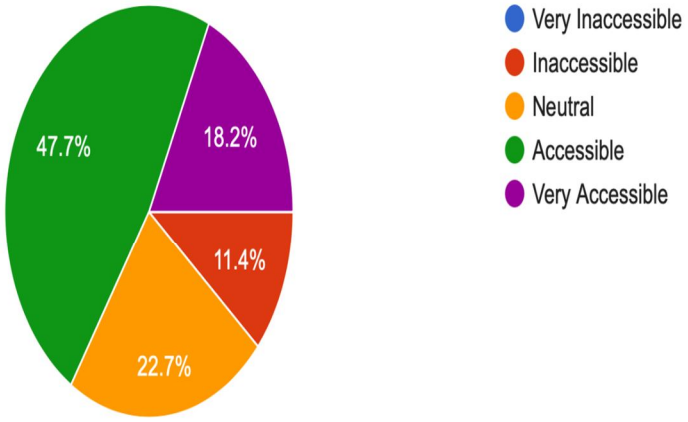
Do you believe that the education system in Bangalore adequately addresses and challenges gender stereotypes?

44 responses



How accessible do you think career opportunities are for young women compared to young men in Bangalore?

44 responses



3.

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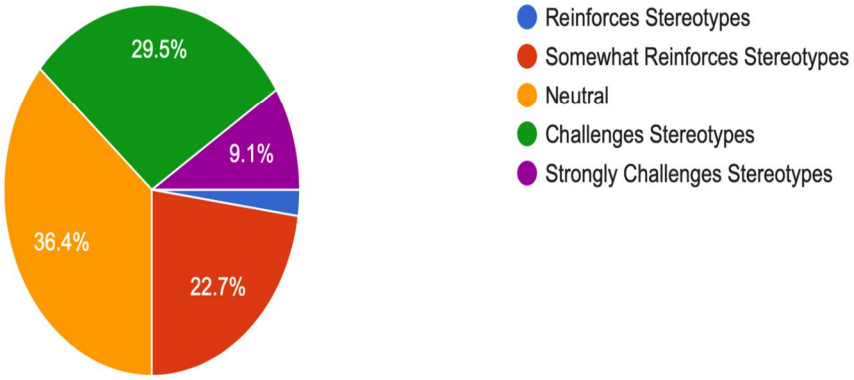
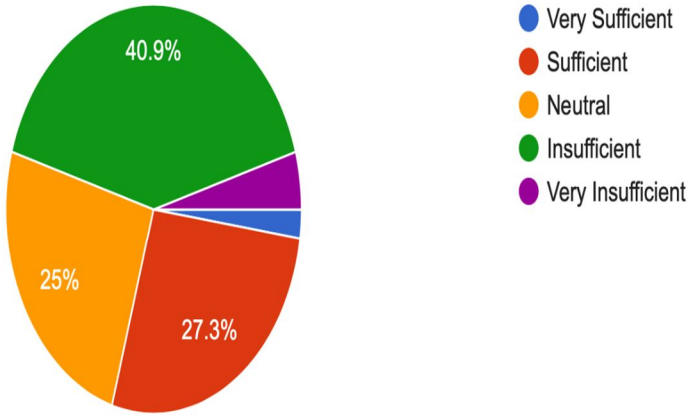
In your view, how does media representation contribute to shaping gender norms and expectations among youth in Bangalore?

44 responses



Do you believe there is sufficient awareness and understanding of LGBTQ+ issues among youth in Bangalore?

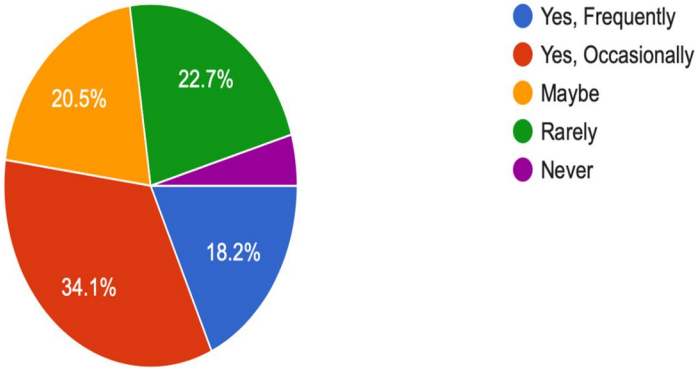
44 responses



4.

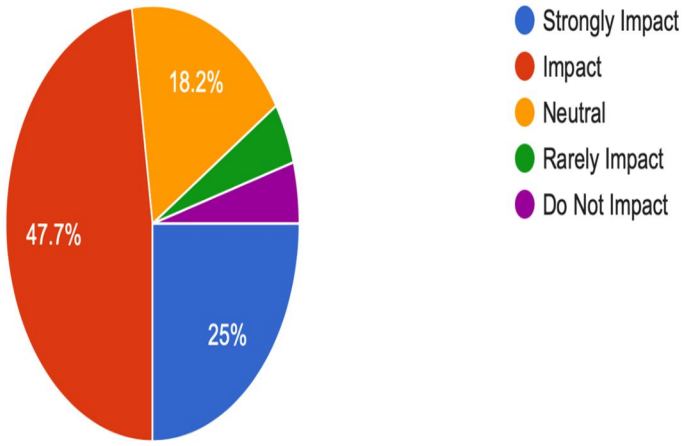
Have you observed instances where young individuals face discrimination based on their gender identity or sexual orientation in social settings in Bangalore?

44 responses



To what extent do you think parental expectations regarding gender roles impact the choices and aspirations of youth in Bangalore?

44 responses



5.

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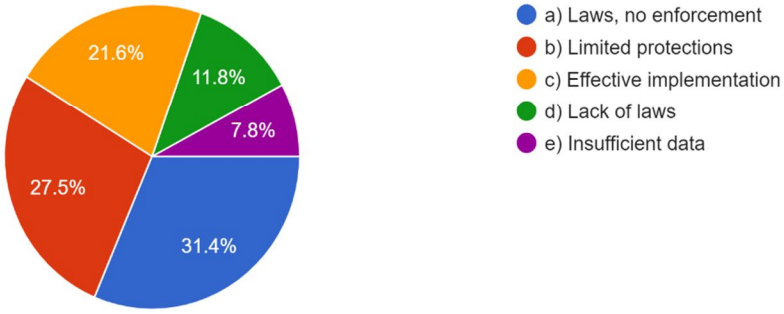
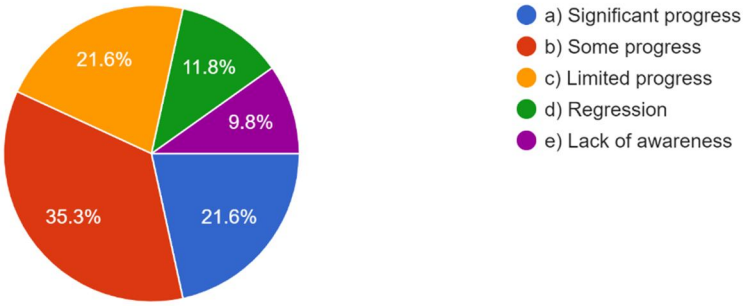
Q6. How effective are legal frameworks against gender discrimination in Bangalore?
51 responses



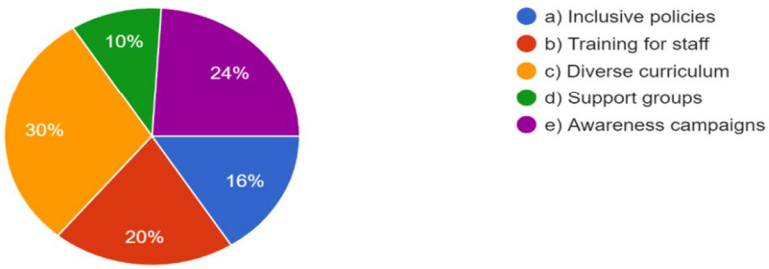
6.

Q7. Do students perceive progress in tackling gender discrimination in Bangalore?
51 responses



7.

Q8. What actions do students propose for gender equality in Bangalore schools & colleges?
50 responses



8.

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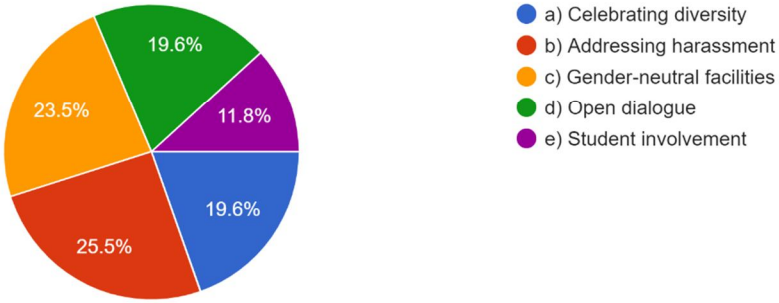
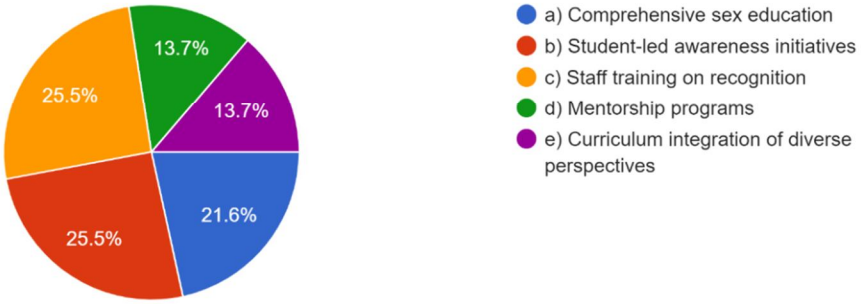
Q9. How do students suggest fostering inclusivity in Bangalore educational institutions?
51 responses



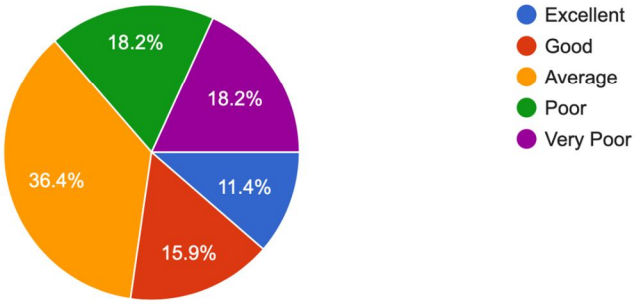
9.

Q10. What interventions do students suggest for combating gender discrimination?
51 responses



10.

How would you rate the overall efforts of the Bangalore government in addressing and combating gender discrimination among the youth?
44 responses



11.

We may examine the information on gender discrimination among undergraduate students in Bangalore with the aid of the aforementioned graphics.

Two main variables were necessary for the systematic technique of collection to occur:]

1) Age
2) The college and the unique environment that it provides
3) The range of genders that would find the more sophisticated collection appealing
4) The ideas and recommendations that the students made
5) The government's responsibility in addressing the problems

V. LITERATURE REVIEW

1) We observe two general mechanisms for how organizational leaders might minimize the potential for negotiation dynamics to contribute to gender inequities within their organizations. First, enhancing the transparency with regard to what can be negotiated is likely to reduce gender differences. Gender differences in negotiation performance tend to be greater the more ambiguity there is about the appropriate standards for agreement. Second, organizational leaders can make themselves more aware of how traditional norms and practices trigger gendered expectations and behaviour in the negotiation of organizational resources and opportunities. Ambiguity and gender triggers work in interaction with one another, with the highest likelihood of effect occurring when the standards for agreement are ambiguous and the environment is rife with gendered cues that negotiators use—consciously or unconsciously—to inform their negotiation expectations (Bowles et al., 2005).

2) There are a few important studies on gender wage discrimination in India. Reilly and Dutta (1996) find that the mean wage differential between men and women was relatively stable in the 1980s and the 1990s. More recently, a study on urban labour markets conducted by Madheswaran and Khasnobis (2007) focused on decomposition of gender wage differentials. The objective of the paper was to study wage determination for regular wage as well as casual workers, and the wage gap between males and females for both these categories of workers. They used three rounds of the EUS, namely the 38th (1983), the 50th (1993-94) and the 55th (1999-00). They implemented several variants of the B-O technique, as well as the Banerjee and Knight (1983) technique to assess job discrimination in the labour market. They found that the gross raw wage differential between men and women declined over time, in both the regular and casual labour markets. Decomposing the gender wage differential, the paper found that both the endowment component and the discrimination component narrowed down for the regular workers over 1983 and 1999-2000, though the decline in endowment difference largely contributed to the decline in the raw wage differentials. The detailed decomposition revealed that differences in education played an important role in explaining the wage differential for regular workers. The casual labour market saw a widening of endowment differences. The discrimination component of the casual labour market however, declined. On the whole, the discrimination against women in the labour market persisted. In addition, for 1999-00, Madheswaran & Khasnobis (2007) also find that for all workers the “explained” component accounts only for about one-fifth of the wage differential, and this proportion is even smaller for regular wage workers, which is a remarkable finding in itself.

3) Another study based on Paycheck India data by Varkkey and Korde (2013) demonstrates the behaviour of the wage gap data in connection with the demographic variables such as age, experience, education and marital status. Women in the age group below 30 years earned 23.07% less than men, whereas women in the age group of above 30–40 years earned 30.24% less than men. The mean gender pay gap was about 54% for years from 2006 to 2011, but the level of difference had reduced from 70% to 40% in 2008 to 2011 (Shrivastava, 2016). It was found that the gender pay gap was maximum for the age group 50–60 years at 157% and least for the age group 20–30 years at 38%. According to this data marital status influences the wage gap. Unmarried women earned 26.53% less than their male counterparts and divorced women earned 28.53% less than men. The same study revealed how women employed in accommodation and food service industry earned 4.19% less than men whereas those employed in arts, entertainment and recreation industry earned 41.17% less than men. Interestingly, the gender pay gap varied with an increase in work experience. Women with a work experience of 31 years or more earned 78.23% less than men whereas women with work experience between 16–30 years earned 24.96% less than men. The gender pay gap widened according to the position in the occupational hierarchy. Women working as trainees earned only 11.35% less than men whereas women higher in hierarchy in positions of heads earned 38.59% less than men. The skill levels influenced the degree of gender pay gap. For semi - skilled jobs, women earned 6.80% more than men whereas for highly skilled jobs women earned almost 36.77% less than men. The marital status of individuals also contributed to the gender pay gap. Women who were never married earned 26.53% less than men, whereas divorced women earned 28.53% less than men. The gender pay gap increased with higher educational qualifications. Women who attained educational qualification below 10th standard earned 9.37% less than men, whereas women with professional qualifications such as CA/CS/ICWA or equivalent earn 44.25% less than male.

4) Kane studied that traditionally, women are excluded from higher education, and in contemporary America, and many people still believe that their limited participation in postgraduate courses and scientific and technological training hinders the achievement of gender equality. The lack of education on gender equality leads to a lack of timely awareness of gender inequality. Even many women are not thinking they are suffering from gender inequality, which they think is normal. Kane also found that even women With higher education are still subordinate in the gender stratification system, although they may enter a more dominant economic position. What is worse is that many girls cannot even receive an education. In this case, they do not even know what gender equality is and how to face gender inequality. In 2005, only 59 out of 181 countries for which data are available (about one-third) achieved gender parity in gross enrolment in primary and secondary education (i.e., the average enrolment rate ranged from 0.97 to 1.03.. Therefore, lack of education is caused by women having to work cheaper and more exploitative jobs in the workplace and not knowing how to use laws and rights to protect themselves when facing gender inequality.

5) Wayne (1995) says that no law has ever attempted to define precisely the term' discrimination', in the context of workforce, it can be defined as the giving of an unfair advantage (or disadvantage) to the members of the particular group in comparison to the members of other group. Narrating the decisions of the courts, Ivancevich (2003) writes that in interpreting title VII of the 1964 Civil Rights Act and other laws, the United States' courts have held that both intentional (disparate treatment) and unintentional (disparate impact) acts of covered entities may constitute illegal employment discrimination.

6) According to Eagly and Karau (2002) people are predisposed to think that men are more successful leaders than women. In this regard, in 1975 Schein demonstrated the paradigm of "think manager - think male", which is that usually the manager is associated with masculine traits. The investigation of Schein was first set at the United States level and, later was extended to some Western Europe countries and a couple of Asian countries, revealing that the concept of "think manager - think male" is a global phenomenon that cultivates bias toward women in managerial position. This is because most people think that the attributes to become a successful manager are more likely held by a man.

7) Schein (1975) states that there is an automatic perception that women are less qualified to a manager position. Psychologists and philosophers define perception as a cognitive Process that affects a variety of decisions and actions such as hiring, promotion and performance evaluation. When people are aware of what they see, they are able to deliberate actions and decisions in response to what they see. However, this awareness may be missed sometimes. That is decisions and actions might be influenced by what people see without awareness. In fact, many decisions are made on the basis of "implicit cognition" which refers to thoughts that are automatically activated without conscious awareness. Implicit cognition is part of the basis of gender stereotypes.

8) In 2017 Corell in her feminist lecture identified four mechanisms that gender stereotypes may weaken the evaluation of women's performance. Firstly, women are required to provide more evidence to be seen as qualified as men. Secondly, women's performance is deeply reviewed. Thirdly, there is a shifting in the standard criteria for performance assessment when the benchmark is a man. Fourthly, stereotypes create a double-bind effect, a mechanism in which "judgements of competence and likability are negatively associated to women, but not to men"

9) According to Oakley (2000), a double-bind creates a situation in which a woman cannot win no matter what she does. She proposed that a typical double-bind effect for women is that they must be authoritative to be taken seriously in a leadership position, but if they act too assertively, they are perceived as "bitch".

10) Julie Mullin (2008) indicated that the developing world is full of poverty stricken families who see their daughters as an economic predicament. That attitude has resulted in the widespread neglect to baby girls in Africa, Asia and South America. In many communities, it's a regular practice to breastfeed girls for a shorter time than boys so that women can try to get pregnant again with a boy as soon as possible. As a result, girls miss out on life-giving nutrition during a crucial window of their development, which stunts their growth and weakens their resistance to disease.

11) Anna-Maria Lind (2006) stated that India's population still leads traditional lives in rural areas. Religious laws and traditions still determine the lives of many people, particularly women. Even if women are formerly entitled to own land and resources social and religious factors make many women refrain from this right in order not to cause distortions within the family. The preference for having sons permeates all social classes in India, which sets the standard for girls throughout their entire lives.

12) Raju. (2014), has examined the gender perception in India on the basis of demographic, social, economic and political context. The paper has broadly discussed the issue of gender inequality, women empowerment& reproductive health among women of India. Some measures under taken by the International and national organizations were also discussed in this paper.

13) Nitasha Chaudhary Nagaraj & Amita Vyas (2019), highlighted efforts to address gender disparities are discussed, focusing on initiatives aimed at changing gender norms and attitudes among parents, teachers, and community leaders. It underscores the importance of understanding adolescents' perceptions of gender discrimination, as they are actively engaged in shaping and challenging societal norms. It also presents the potential impact of gender sensitization and empowerment programs in fostering long-term changes in gender inequity. The ethical considerations and acknowledgments for the collaborative research team are also highlighted.
14) Sumanjeet Singh (2017), emphasizes the high maternal mortality rate in India, reflecting challenges in accessing healthcare and maternal support. The passages also connect maternal health to education, as educated women are more likely to make informed decisions about nutrition and healthcare. He delve into the root causes of gender inequality in India, identifying patriarchal norms, dowry practices, and son preference as major contributors. The imbalance in the sex ratio and sex-selective abortion are also discussed as manifestations of deep-seated gender biases.
15) Rammohan & Vu (2018) found that economic development is an important factor in narrowing gender gaps in education, with richer districts more likely to educate girls than poorer districts. Most of the studies in the Indian context are primarily concerned with explaining gender inequalities in various dimensions prevalent in the society. These are mostly carried out from a sociological perspective. However, studies dealing with gender inequalities from an economic perspective are relatively few and far between, and the impact of gender inequalities on economic growth and development has not received adequate attention.

VI. IMPLICATIONS OF THIS RESEARCH ON THE SOCIETY:

Like many other places in India and the world, Bangalore is not exempt from the ongoing problem of gender discrimination. People are impacted by this discrimination in different spheres of their lives and in different ways.

The following outlines the main ideas on gender discrimination in Bangalore

1) *Educational Disparities:* Based on a person's gender, there may be variations in the quality and accessibility of their education. Accessing high-quality education for girls is typically fraught with difficulties in many nations, including India. These difficulties may include a dearth of schools in the area, cultural norms that place a high value on males' education, and early marriages that interfere with their education. As a result, girls might not acquire as much education as boys, which would limit their potential and future possibilities. Since education is a major factor in both personal and economic growth, addressing educational inequities is essential to achieving gender equality.
2) *Peer Pressure:* Peer pressure is a social influence that friends and peers use, and it frequently serves to uphold conventional gender norms and conduct. There may be coercive pressure on young people to fit into these roles, which can limit independent expression. In order to solve this issue, positive peer influences that support individualism and gender equality must be promoted.
3) *Social Stigma:* Social stigma refers to unfavorable views and assumptions about people who don't fit into stereotypical gender norms or expectations. A young person's self-esteem and mental health may be harmed by such stigma, which can result in feelings of sorrow and loneliness. Increasing acceptance and increasing awareness are important tactics in the fight against this problem.
4) *Discrimination against LGBTQ+ Youth:* Youth who identify as LGBTQ+ frequently face prejudice because of their sexual orientation or gender identity. Bias, mental health problems, and marginalization can result from this discrimination. Encouraging tolerance, information, and assistance for LGBTQ+ people is crucial.

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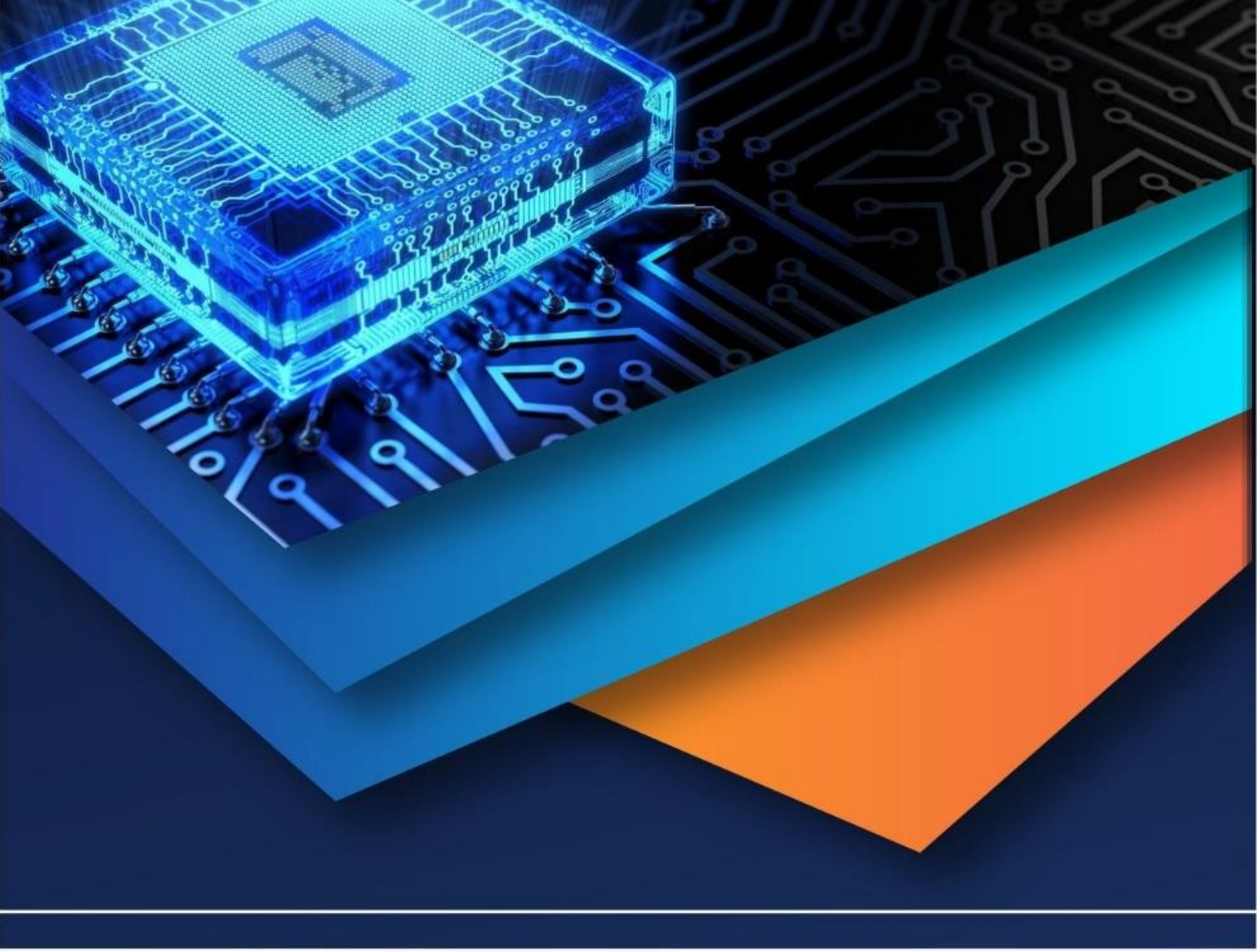

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