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Management

WOMEN HIGHER EDUCATION: A CRITICAL GENDER ANALYSIS "ACCESS TO EDUCATION IS A SAYING INDICATION OF WOMEN'S STATUS IN THE SOCIETY"

KEY WORDS: Education, Gender gap, Knowledge Skills, Women Higher education, Women population

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ABSTRACT

Education empower to ensure the holistic and long development including equitable and increased access to higher education and research with due attention on quality assurance. Education disciplines the mind, sharpens the intellect and refines the spirit of people. It is nourishing of the mind with knowledge and helps in the formation of an integrated personality of individuals. In the context of a quasi-traditional or transitional society like India, it is admitting that education has inducement of social change as its fundamental function. The Report of Indian Education Commission 1964-66 stated thus: The realisation of country's aspiration involves changes in the knowledge, skills and values of the people as a whole. Education changes on a grand scale without a violent revolution are the one and only instrument. An attempt is made to delineate the picture of present scenario of women higher education in India.

The Western Education in India soil has become ingrained into the society but not funding system backed by endowments. Higher education (HE) imparts by the higher education institutions of professional schools in the field of Law, Theology, Medicine, Business, Music and Art, training schools and technological institutions that makes a vital contribution to sustainable development through the generation and dissemination of knowledge. The domain of higher education merits top priority at a time when universities worldwide face critical challenges due to the unprecedented expansion yet drastically reduced resources of it. Education ensures holistic and long development in terms of socio-economic status. Therefore, access to education is a telling indicator of people status in a given society.

Any institution that provides for a course of study for obtaining any qualification from a university in accordance with the rules and regulations of it recognised as competent to the course of study which is presented to the students for undergoing that course of study and the examination for the award of qualification is known as college. These institutions established or maintained by or admitted to the privileges of the University, University/Constituent College maintained by the University and affiliated College

HIGHER EDUCATION AND WOMEN

Half of population is women implying their half of human resources. It is a fact in any nation across the world. Unfortunately for long years, there has a strong bias against women and tendency of denying the opportunity of equal socio-economic status for them. Access of women in the education domain has not been fairly delighted due to neglect of them. As a fundamental driving-force, the pattern of education aids in socio-economic development of country.

Traditional and modern views arise in question against women education. The former supports women education to equip and endow their chances of becoming better wives and mothers in the society. Such niche of education is entirely irrelevant in their lives, not only because time waste but also not any help rendering to solve their daily experiencing issue-problems. The latter visualises spectrum of education as an analytical instrument for equality and development of women. Though, higher education in need is indeed for both male and female, but with more a strategic role in the latter. The remarks of a philosopher-President and noted Educationist, Dr Sarvepalle Radhakrishnan is worthwhile to quote here as: "There cannot be educated people without educated women in the society. An opportunity should be given to women for acquiring knowledge through education. It would most squarely and surely pass on to the next generations." "The economic and technological development has progressed beyond the agrarian model, the definition of the female role which limits girls' access to education, causes early attrition and restricts them

to traditional female areas of study'. [1]

Education to women increases their confidence and can easily understand to eliminate the demerits of social evils such as early marriage and high birth rate in addition the attitude of gender parity among their children right from health care, nutrition, education and even career. If all the family members are educated, women enjoy the fruits of education. Unequivocally, all the family members' development is hinged upon the development of women education. Women will dethrone hindrance in the process of socio-economic development if they are educated. The observation of Commission on Higher Education is that the College Education for women and men is indispensable in the life for the build-up of their character, being resource person capability to earn, creativeness of self-expression and personal development along with social cohesiveness in the society. A National Committee on Education of Women was appointed by the Government of India in 1958 and it noted in its report a favour for women education and implementation of most of the committee recommendations. On implementation of those proposals of the Committee, women education has led a revolutionary change in the system of higher education.

DO WOMEN NEED EDUCATION?

Education to women plays a key and strategic role in the socio-economic development. Women resource becomes a mere waste in the process of acceleration their economy as well as nation, if they are not made themselves a 'resource'. In view of this, one cannot neglect the importance of education in reference to women empowerment through education. Women education is the most powerful tool of strategic change in the society. Gandhi affirmed the importance of education for women but this did little to change entrenched social attitudes. In spite of education for all (EFA) programme, the position of girls' education has not changed a lot according to the determined parameters. The rate of women education is increasing but not in proper manner. Women should not deign to take paid employment as many viewed in the society but acceptable a voluntary work. The economic factor in recent times is obvious fact that their working supplements family incomes; but, today, women represent in many occupations. In the new millennium, women graduates come across the stimulating perspectives. They strongly urged to assume their rightful place in decision-making process in the 'systems' as well as institutions of higher education including various professions for which they have studied. Nevertheless, women offer immense potential to contribute to the skills, but represent, today, a sadly under-utilisation of their resources. Observation of Kumar is thus: "The rate of women education is increasing but not in proper manner'. [2]

The female education, in India, has its roots in the British Regime and the East India Company in 1854 in which acknowledged

women's education and women employment. Initially, education was limited only to the level of primary school that too only to the richer section of society. As result, education was confined only for a small segment of class-people. The Indian University Education Commission expresses its view as: "Women's present education is entirely irrelevant to their life they have sent into the society to lead. It is not only a waste but often a definite disability." [3] A well documented fact is that women in higher education management is under- representation and demonstrate poor managerial talents.

WOMEN SCIENTISTS

Women scientists and technologists break into several male bastions but they remain still a minority. The scientific enquiry and learning in the milieu of education is not limited to classroom but also laboratory experiments. A constant discourse between the peers and the faculty as advisors to the learning process and informational discussions in space other than classroom is an appropriate niche. A considerable sexism prevalent in the educational institutes which acts as a deterrent for women students and faculty, and often sexual harassment leading to drop out of the courses and workspaces. Dialogue was that "she is, now, married and will have children, we will have to bear the burden of her work here" are quite commonplace. This combined societal and familiar pressure on woman's primary role is that of a mother and caregiver and hence, she could not prioritise professional development over the combined role. In the study commissioned by Niti Aayog 2016-17, out of 991 sample respondents among currently working science professional, there were 217 reported instances by women refusal, family opposition, change in job location and family care.[4] Male is out numbered to female; the reason being rampant sex selection and cultural factors in the society. Despite discriminating girls' birth, women are gaining entry into colleges and universities including in the institutes of competitive and higher education without gender quota.

STUDENTS ENROLMENT

The Western Education in India soil has become ingrained into the society with the establishment of British Raj in India. India has occupied a key position among the countries of the world in respect of higher education. She ranked a third place after the USA and China. The number of higher education institutions and number of students have been increasing since the dawn of Independence India. Higher education in India is massive but structurally diverse.

The study of course programme includes Under-graduate, Post-graduate, Master of Philosophy, Doctor of Philosophy, Post-graduate Diploma, Diploma, Certificate and Integrated /dual degree. The term student refers to any person who has enrolled himself/ herself for pursuing any programme of study conducted by the institution is termed as student. Total students on roll in a programme are termed as enrolment of students in the degree and diploma. The term higher education covers education for bachelor onwards. The term, Stand alone Institutions refers to all universities of public, private outside the purview of University and College and run Diploma/PG Diploma for which require recognition from one or other Statutory Bodies. Such Institutions Mainly Fall Under the Indian Institute of Management (IIM), Institutions under the Control of AICTE, Indian Nursing Council, District Institute of Educational and Training, Polytechnics, Company Secretary, Chartered Accountants and Actuarial Science. The enrolment of students in higher education in India is presented in Table 1.

TABLE 1 ENROLMENT OF STUDENTS

Year	No. of Universities	No. of Colleges	Students Enrolment (in crore)	Per college enrolment	Enrolment of Women to total students (In %)
(1)	(2)	(3)	(4)	(5)	(6)
1970-71	103	3604	0.21	555	20.00
1980-81	133	4722	0.28	593	27.20

1990-91	190	7346	0.69	667	32.50
2000-01	256	9897	0.84	848	37.60
2010-11	659	33023	2.59	784	44.29
2011-12	642	34852	2.92	837	44.58
2012-13	667	35525	3.01	848	45.03
2013-14	688	34748	3.23	930	44.96
2014-15	726	42064	3.42	813	45.90
2015-16	799	39071	3.45	885	45.91
2016-17	864	40026	3.57	892	47.78
2017-18	903	40154	3.66	911	47.54

Source: Reports of AISHE

Table 1 obviously discloses the number of education institutions and enrolment of students in Indian geography. In 1970-71, the women-students enrolment is accounted for 20.00 per cent of 2.10 crore students admitted in 3604 colleges through 103 universities. The women-students admitted into the courses are worked out 27.20 per cent in 1980-81, 32.50 in 1990-91, 37.60 per cent, in 2000-01, 44.29 per cent in 20010-11 and 45.90 per cent in 2014-15. It is learnt that the increase in women-students enrolment in higher education is a sign of well recognition of women in the society. The top 8 States in terms of highest number of colleges in India are Uttar Pradesh, Maharashtra, Karnataka, Rajasthan, Andhra Pradesh, Telangana, Tamil Nadu and Madhya Pradesh. Bangalore district tops in terms of number of colleges with 1025 colleges followed by Jaipur with 635 colleges. So far concerning public and private colleges, the States of Andhra Pradesh and Tamil Nadu have more than 85 per cent of private unaided colleges while Assam and Bihar has 10 per cent and 6 per cent.

GENDER BIAS

In new millennium, women graduates face exciting perspectives as they strongly urge to assume their rightful place in the decision-making process in (a) higher education and (b) professionals. The greatest importance of this dual role for the society, the merit of women-students should strongly encourage in their endeavours to accomplish. In the society, women have made in many areas of public life in the last two-and-half decades in the area of higher education management but still need to go a long way by participating on the same footing as men. The position of women in higher education management cannot be treated in isolation from the general status of women in the society but from the general aim of their socio-economic development certainly forward the position of India.

India has been a gender-blind and fostering science education among women-students still remained a male bastion in modern days of today. To name a few in Indian scientists are Anandibi Joshi and Rukhmabai who practiced medical profession as doctors, Janaki Ammal who headed the Botanical Survey of India, Rajeshwari, the first female astronaut engineer, Chowdhary first Indian scientist among space astronauts are eminent women scientists. All these scientists' and their work are not known to the public while the scientist like C.V. Raman and others continued to be quoted and referred to as eminent scientist. Today, women education comprises of minority of the Science, Technology, Engineering and Mathematics (STEM) workforce across the world. David Geary Professor of Psychological Sciences in the College of University of Missouri has opined this: "Boy-girl personal strengths have contributed to the persistent STEM gender difference over the year". [5] Such entrenched bias towards women enrolment is a global phenomenon and India is no exception. Obviously, a wider gender-gap aroused in the STEM.

Gender Parity Index (GPI) is the ratio of number of female students to number of male students. It varies between 0 and 1, which typically shows in favour of males and discerns disparity in favour of females. The enrolled number of girls, at the national level, is less than their counterparts of males. However, the ratio of female-male in education has been steadily improving over the years. Data on the women-students enrolment in higher education is presented in Table 2.

TABLE 2 GENDER-WISE STUDENTS CLASSIFICATION IN HIGHER EDUCATION

(Figures in '000)

Year (1)	Men (2)	Female (3)	Total (4)	% of Col.3 to Col. 4 (5)
1950-51	157	17	174	85.42: 14.58
1960-61	468	89	557	84.02:15.98
1970-71	1563	391	1954	79.99:0.01
1980-81	2003	749	2752	72.78:27.22
1990-91	2986	1439	4425	67.48:32.52
2000-01	4988	3012	8000	62.35:37.65
2010-11	6562	4466	11028	59.50:40.50
2017-18	19468	17487	36955	52.68:47.32

Source: University Grants Commission, Annul Reports, various years

Table 2 shows the male and female student enrolment during 1950-51 and 2017-18. In 1950-51, the woman-students enrolment account for 85.42:14.58 per cent, 84.02:15.98 per cent in 1960-61, 79.99:20.01 per cent in 1970-71, 72.78:27.22 per cent in 1980-81, 67.48:32.52 per cent in 1990-91, 62.35:37.65 per cent in 2000-01, 59.50:40.50 per cent in 2010-11 and 52.68:47.32 per cent in 2017-18. It is inferred from the analysis of Table 2 is that steady growth is achieved in enrolment of woman-students in higher education. It is a visible revolution in women education in the country.

STUDENTS ENROLMENT

Data on course-wise of Doctoral and Master of Philosophy, Post-graduate, Under-graduate, Post-graduate Diploma, Diploma, Certificate, Integrated enrolment of students is given in Table 3.

TABLE 3 STUDENTS ENTORLMENT

Students Enrolment	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	Annual Increase of women in 2017-18 over 2011-12 (%)
Ph. D:								
All	81430	95425	107890	117301	126451	141037	1 61412	14.03
Female (%)	39.46	41.58	39.90	40.68	41.05	42.00	42.65	3.19
M. Phil:								
All	34154	30374	31380	33371	42523	43267	34609	0.19
Female (%)	54.41	56.35	56.56	57.13	58.91	3.80	63.98	19.57
PG:								
All	3367190	3448151	3822219	3853438	3917156	4007570	4114310	3.17
Female (%)	47.45	48.69	50.59	51.55	53.58	54.57	54.04	6.59
UG:								
All	23171950	23890309	25500325	27172346	27420450	28348197	29016350	3.60
Female (%)	45.58	45.92	46.77	46.76	46.71	4.73	48.12	2.54
PG Diploma:								
All	196159	194072	276502	215372	229559	213051	235263	2.84
Female (%)	25.52	26.48	44.56	43.67	46.25	43.30	46.08	20.56
Diploma:								
All	2071609	2207551	2285576	2507694	2549160	2612209	2707934	3.24
Female (%)	30.23	28.82	28.50	28.69	29.65	30.29	32.12	1.89
Certificate:								
All	184717	191871	187340	170245	144060	166617	204312	1.52
Female (%)	51.72	54.50	53.07	56.39	5.61	4.98	56.57	4.85
Integrated:								
All	74122	94664	125001	141870	155422	173957	1957 77	23.45
Female (%)	38.08	37.49	37.23	38.75	40.39	41.10	41.56	3.48
Total:								
All	29184331	30152417	32336234	34211637	34584781	35705905	36642 378	3.65
Female (%)	44.58	44.89	45.90	45.96	46.23	46.84	47.59	3.01

Source: AISHE Reports

Table 3 discloses enrolment has grown considerably during the last seven years. Total enrolment both male and female is increased from 29184331 in 2011-12 to 36642378 in 2017-18. The annual increase is registered for Ph. D., M. Phil., Pot-graduate, Under-graduate, PG Diploma, Diploma, Certificate and Integrated is accounted 14.03 per cent, 0.19 per cent, 3.17 per cent, 3.60 per cent, 2.84 per cent, 3.24 per cent, 1.52 per cent, 23.45 per cent respective n 2017-18 over 2011-12.

So far women enrolment is concerned, increase in the programmes of Doctoral and Master of philosophy is accounted for 3.19 per cent, and 19.57 per cent. In the courses of post-graduate and under-graduate, PG diploma, diploma, certificate, integrated are accounted for 6.59 per cent, 2.54 per cent, 20.56 per cent, 1.89 per cent, 4.85 per cent, 3.48 per cent and 3.01 per cent respectively. The diplomas and integrated with vocation-orientation have become the call of the day in the modern education system. The registered female students to total students is accounted for 42.00 per cent, 3.80 per cent, 54.57 per cent, 4.73 per cent, 43.30 per cent, 30.29 per cent, 4.98 per cent, 41.10 per cent and 46.84 per cent respectively in 2017-18 for the categories of courses shown Table 2 whereas in 2011-12, the enrolment of women-students in Ph., M.Phil., is Post-graduate, under-graduate, PG diploma, Diploma, certificate, integrated and

total all students is worked at 39.46 per cent, 54.41 per cent, 47.45 per cent, 45.58 per cent, 25.52 per cent, 30.23 per cent, 51.72 per cent, 38.08 per cent and 44.58 per cent. It is understood that the participation of women is more in research programmes. The enrolment in the course of research programmes is commendable followed post-graduate course and diplomas. The woman-students enrolment in integrated course is utmost trust in the field of education. Data on subject-wise on gender disparity in enrolment in 2017-18 is presented in Table 3.

TABLE 3 SPAN OF GENDERWISE DISPARITY

Subject	Students Enrolment in % to Total	
	Boys	Girls
Bachelor of sciences	52	48
B.Tech	73.9	26.1
Bachelor of engineering	71.5	28.5
Master of Sciences	40.6	59.4
Post-graduate in agriculture and allied sector	67.7	32.3

Source: Government of India, AISHE Report 2018

Gender enrolment is skewed. Total enrolment of women in higher education has increased from 2.10 lakh in 1950-51 to 366 lakh in

2011-12. India is still below the world average of 27 per cent, especially with that of other emerging countries like China and Brazil with 26 per cent and 36 per cent. [6] The Government is intended to achieve enrolment of 35.9 million students in higher education institutes accounting a GER of 25.2 per cent by the end of the Twelfth Five Year Plan (2012-17) through co-existence of multiple types of institutions including research-centric, teaching and vocation-focused ones. [7]

IMPLICATION OF INEQUALITY

Education is the base for the progress of every society and every family. Women are peacemaker yet rejects them on the claim of their women education. Gender inequality reduces average human capital in the society and resultantly it harms the economic progress. This unexplained residual reflects on the gender discrimination. Gender discrimination encompasses a wide range of human rights violations including sexual assault and harassment of children, domestic violence, trafficking of women and girls, and several harmful traditional practices. Any one or all can leave scars psychologically and damage of women health. According a survey, the quote of Devi Kar is that 50 per cent of our children are sexually abused which is shocking and surprising. [8]

Women generally feel that the intrinsic benefits of college education are high which improve their social and economic life quality. Corruption and nepotism may drastically reduce as educated women are less prone to the discriminating comparison to that of men and promote smooth functioning of the nation's economy. India has experienced a sizable fertility decline, rapid education expansion, cost of college education and decline in education gender-gap too. Therefore, today's structure of technological society must be needed to make change allowing every individual has equal right to develop socio-economic status and use his or her capabilities and resources compensation accordingly.

SUGGESTIONS

Educational institutions varying their standards of quality education with low accreditation point has become an impediment in tapping the skills quality portraying the potentiality of Indian economy with innovative funding options – funding models in collaboration with industry to be become more entrepreneurial in promoting and exporting knowledge to the contemporary world. Few suggestions to reduce gender inequality gap and promoting the economy of the country are given below.

- (1) Institutions of higher education must help all the students to expose themselves to the process of innovative development concerning women as human beings, capable of substantial contributions to the academic, scientific, and political world around them. A provision should implement to learn gardening, stitching, administering, first-aid follow the traffic rules and so on.
- (2) Every individual is born with unique human characteristics. Women teachers to be appointed is the need of modern-day e-governance and fit extremely atypically in those fields wherein the society is experiencing sex-abuse by male domination in the society.
- (3) Young are as pure as driven snow. Board curricula, over years, have included the environmental studies, work education, community service and disaster management. Likewise, it is high time to bring about a change in the syllabi on sex education appropriately en route for a more civilised attitude towards sex, women representation (preferably women politicians) in decision-making bodies of higher education institutions.
- (4) A series of study courses should be open in an effective way to all the students who would combat myths and stereotypes about women and help a positive civic change in their own image and capabilities. Like reservation in admission, women should provide free education/ exemption from tuition fee; bearing the cost by the Government.
- (5) Avoid discrimination against women education. It would might be swayed on the benefits to the country as whole in process of Human Development of male and female resource as Capital. Improving access to higher education would back-

up the Legislative support changes in the cultural attitude of the society.

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