

DEVELOPMENT OF WOMEN HIGHER EDUCATION IN RESPECT THEIR WORK PARTICIPATION IN INDIA

Keshab Chandra Halder

Student, Department of Education, University of Kalyani

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ABSTRACT: *Women are the most powerful tool to change the position in society. Women are the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy. Women Education is the indicators of development. The Indian government has expressed a strong commitment towards education for all; however, India still has one of the lowest female literacy rates in Asia.. In this paper researcher try to the present picture of women higher education in India and women work participation. Researcher also try to compare male and female literacy rate accordingly state wise in India and explain different recommendation of various policy and scheme about women higher education. For this research researcher was used only secondary source.*

Key Words: *Development, Higher Education, Women, Enrolment, Barrier& Suggestion.*

1. INTRODUCTION:

“Educate one man, you educate one person, but educate a women and you educate a whole civilization.”
-Mahatma Gandhi

Education is the most important instrument for human resource development. Educating women, therefore, occupies top priority among various measures taken to improve the status of women in India. In recent years, the focus of planning has shifted from equipping women for their traditional roles of housewives and mothers in recognizing their worth as producers, making a major contribution to family and national income. Efforts have been made over the past three decades of planned development to enroll more girls in schools encouraging them to continue their education as long as possible, and to provide non-formal educational opportunities for women.

Educationists are of the opinion that mother is the first educator of the child. From birth to school age the home environment and association of other members of the family plays a significant role in developing proper attitudes among them. But the influence of mother on the child is much more important. A truly educated mother can very easily retrieve the minds of her children from fears, prejudices and superstition in which they may be entangled. She can train a child's mind and keep him away from undesirable company and wrong notions. So the importance of women education is certainly great. 'The position of women in higher education management cannot be treated in isolation from the general status of women in society, and from the general aims of economic and social development' - writes Rafica Hammond. Access to education' is a telling indicator of women's status in a given society. Cultural perceptions of the roles which women are expected to fill are reflected in the extent to which women participate in formal education and the type of education to which they have access. In seeking to explain the under-representation of women in higher education management we turn first to consider the equity in participation of girls or women in education, to reflect on the reasons for this phenomenon and to highlight its adverse consequences. Primary level education is now widely available in all of the countries studied and opportunities for secondary and higher education are increasing.

2. OBJECTIVE OF THE STUDY:

1. To compare the literacy rate of male and female.
2. To study the women higher education growth rate and work participation rate.
3. To show the state-wise Enrolment of women in UG and PG level.
4. To analysis the different plan and policy of government of women in higher Education.
5. To study the barrier of women in higher Education.
6. To focus on the Suggestions for Promoting Women Participation in Higher Education.

3. RESEARCH QUESTION:

1. What are the literacy rates of male and female?
2. What are the women higher education growth rate and work participation rate?
3. What is the state-wise Enrolment of women in UG and PG level?
4. What are the plan and policy of women in higher education?
5. What are the barriers of women in higher Education?
6. What are the suggestions for promoting women participation in higher education?

4. METHODOLOGY:

The current study is based on the secondary sources. The secondary statistical data has been selected from various sources of earlier studies. The data has been explored to assess the actual condition of women presence in higher education.

5. ANALYSIS AND DISCUSSION:**5.1 Analysis - 1: compare the literacy rate of male and female.****Table - 1: Growth in enrolment in higher education from 1950 to 2017**

Year	Male	Female	Total	Percentage of Female Enrolment to Total
1950-51	351222	44916	396138	11.3%
1955-56	630313	92647	722960	
1960-61	795014	167242	962256	17.4%
1965-66	1159000	245000	1404000	17.5%
1970-71	2587967	723770	3311737	21.9%
1975-76	3392729	1046571	4439300	23.6%
1980-81	3561620	1295763	4857383	26.7%
1985-86	2537545	1067484	3605029	29.6%
1990-91	3368610	1556258	4924868	31.6%
1995-96	4210398	2363607	6574005	36.0%
2000-01	5443829	3182503	8626332	36.9%
2001-02	5795417	3746409	9541826	39.3%
2002-03	6681558	4035000	10716558	37.7%
2003-04	7044205	4156379	11200584	37.1%
2004-05	8191957	4840229	13032186	37.1%
2005-06	8831748	5491818	14323566	38.3%
2006-07	9408097	5849796	15257893	38.3%
2007-08	10573890	6637326	17211216	38.6%
2008-11	15130052	10956162	26086214	41.9%
2011-15	17185300	14052856	31438156	44.7%
2015-17	18429070	16474472	34903542	47.2%

(Source: Compiled from Educational Statistics at a glance, Ministry of HRD 2016-2017)

Interpretation: Table number 1:

The total enrolment in the higher education system has increased from 0.40 million in 1950-51 to 4.92 million in 1990-91. From the level of 4.92 million in 1990-91, it increased by about 3.5 times to 17.21 million in 2007-08 (Figure 2). During the period 1950-51 to 2007-08, total enrolment at higher education level has increased at compound annual growth rate of 6.49%. This growth is of the order of 5.84% for boys while 8.68% for at the year 2007-08, the total number of students enrolled in the higher education institutions was reported to be 17.21 girlsMillion. Of the total enrolment, 10.57 million (61.4%) were boys and 6.64 million (38.6%) were girls and finally 2015-2017 of the total enrollment 43.9 million 52.8% were boys and 47.2% were girls.

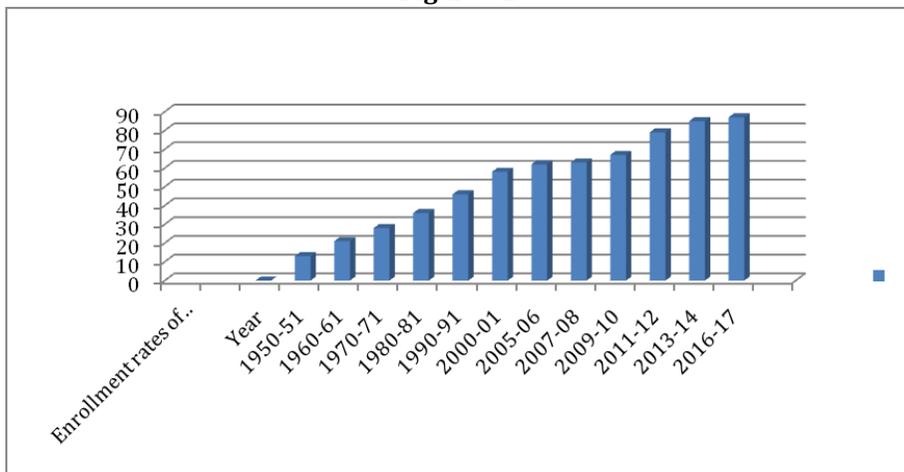
5.2. Analysis – 2: women higher education growth rate and work participation rate.

Table -2: Number of female per hundred Male Enrolled in Higher Education in India.

Enrollment rates of women per 100 Male in Higher Education	
Year	Women Enrolment rate
1950-51	13
1960-61	21
1970-71	28
1980-81	36
1990-91	46
2000-01	58
2005-06	62
2007-08	63
2009-10	67
2011-12	79
2013-14	85
2016-17	87

(Source: Compiled from Educational Statistics at a glance, Ministry of HRD 2016-2017)

Figure - 1



Interpretation: Table number 2:

The above table and figure highlight that enrolment of women per 100 men in higher education in India has been increasing continuously from 1950 to 2017.

5.3 Analysis – 3: To show the state-wise Enrolment of women in UG and PG level.

Table - 3: State-wise Enrolment of Women in UG and PG level in comparison to total enrolment 2015-2016

S.L	States & UTs	Total	Women	Percentage
1	Andaman& Nicobar Islands (UTs)	6349	3445	54.26
2	Andhra Pradesh	1295329	555765	42.91
3	Arunachal Pradesh	32802	15979	48.71
4	Assam	485656	237795	48.96
5	Bihar	1364218	570024	41.78
6	Chandigarh (UTs)	68456	37843	55.28
7	Chhattisgarh	395424	194254	49.19
8	Dadra & Nagar Haveli (UTs)	5333	2521	47.27

9	Daman & Diu (UTs)	3057	1206	39.45
10	Delhi (UTs)	348338	170099	48.83
11	Goa	31208	18820	60.31
12	Gujarat	1358646	576879	41.25
13	Haryana	666936	318434	47.75
14	Himachal Pradesh	195361	105591	54.05
15	Jammu and Kashmir	233091	125761	53.95
16	Jharkhand	521601	252323	48.37
17	Karnataka	1557353	773561	48.67
18	Kerala	643822	378021	58.72
19	Lakshadweep (UTs)	501	351	70.06
20	Madhya Pradesh	1527607	655231	42.89
21	Maharashtra	3055164	1386677	45.39
22	Manipur	92932	46337	49.86
23	Meghalaya	60730	30925	50.92
24	Mizoram	18710	9006	48.13
25	Nagaland	29716	15410	51.86
26	Odisha	777235	370757	47.70
27	Puducherry (UTs)	53362	27643	51.80
28	Punjab	734839	376847	51.28
29	Rajasthan	1563395	721466	46.15
30	Sikkim	17867	8507	47.61
31	Tamil Nadu	2375377	1239802	52.19
32	Telangana	1206873	554780	45.97
33	Tripura	61327	26012	42.42
34	Uttar Pradesh	5748990	2759167	47.99
35	Uttarakhand	330829	159063	48.08
36	West Bengal	1576316	739449	46.91
	Grand Total	28484746	13465751	47.27

(Source: UGC Annual report 2013)

Interpretation: Table number 3:

To show above this table highest literacy rate state Kerala (58.72%) and lowest literacy rate state Gujarat (41.25). the other side highest literacy rate UTs Lakshadweep (70.06) and lowest literacy rate UTs (47.27).

5.4: The different plan and policy of government of women in higher Education.

Scholarship Schemes

Scholarships for women are available at all degree levels i.e. undergraduate, graduate, master's, PhD and postdoctoral for upgrading their education worldwide. A huge number of organizations and institutions offer many grants to women so that they can continue their education without any difficulty

Hostel Facility

The Government of India being concerned about the difficulties faced by such working women, introduced a scheme in 1972-73 of grant-in-aid for construction of new/ expansion of existing buildings for providing hostel facilities of women.

Capacity building for women Managers in Higher Education

The aim of the policy is to grow the participation of women in higher education like management, including faculty, administration and staff for superior gender balanced.

Others Facility

To provide equal opportunity for all students UGC have been taken the policy of creation residential coaching Academy for SC/ST/Minority and Women in higher education.

5.5: Barriers of women in higher education:

Priority to Son's Education Compared to Daughter's Education: If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen. Negative parental attitudes towards educating daughters can also be a barrier to a girl's education.

Lack of qualified female teachers: Trained and highly qualified female teachers are essential to ensuring that students – girls and boys – really learn. And girls perform better in school and are less likely to drop out when they have competent women teachers who encourage them to succeed and act as positive role models.

Teaching and School Climate: The perpetuation of traditional gender norms can result in women being excluded from learning important subjects like science, technology, engineering and math. Teaching must be inclusive and enable women to learn the same lessons as their male counterparts.

Poor Infrastructure: Overcrowded classrooms and rundown schools provide students with a less-than-quality learning environment for women. Schools that don't provide students with access to separate toilets, washing areas, and sanitary products can discourage women who are menstruating from attending classes.

Early marriage: For girls married off as children at times well under the age of 18 – often without choice or consent – the prospect of remaining in formal schooling is usually remote. Compared to those married at the age of 18 or older, girls who marry as young as twelve are 21 percent less likely to go to secondary school. Not surprisingly, education can have a powerful impact on reducing child and early marriage. Girls with higher levels of schooling are much less likely to have to marry early or have children at an early age.

5.6: Suggestions for Promoting Women Participation in Higher Education

- Introduce attractive scholarships for both financially poor students and meritorious students to encourage women students in higher education.
- Increase women representations in decision making bodies of higher educational institutions.
- Establish equal opportunity commissions for higher educational institutions.
- Education policy has to be taken to facilitate women participation in higher education.
- Provide counseling for both family and person concerned at the secondary stage of education.
- Make skill-oriented higher education.
- Provide Bank loan facilities for women students.
- Increase women teachers in co-educational institutions of higher education.
- Establish more female educational institutions.
- Establish higher educational institutions in rural and tribal areas.
- Check sexual harassment within and outside institutions.
- Establish non-traditional curricular for women and extend state support for this.
- Improve transport facilities for women students.

This overview of the participation of women in higher education shows that women are benefitting from the expansion of educational opportunity and in some countries like the United States, Canada, the Caribbean, Finland and France have equaled or overtaken men in terms of their proportion of gross enrolments. Women offer immense potential to contribute to the skills base of their countries and in many places represent a sadly under-utilized resource. It may be that those governments who have been slow to respond to discrimination against women in education may be swayed by arguments which emphasize the benefits to the country as a whole in developing the human resource potential that women represent. Improving access to higher education requires the legislative back-up to support changes in cultural attitude. Formal requirements for gender balance in the provision of financial assistance and scholarships have proved effective in increasing the participation of women in higher education.

6. CONCLUSION:

The women participation in higher education is increasing in almost all states. The women enrolment in higher education is also increasing. The rate of increase is slow in almost all the states of India. The enrolment is dependent on women teachers. The expectation is still to achieve. Thus, establishment of higher educational institutes for women especially in rural areas are still in dearth and women enrolment is still low as compared men enrolment. One may ask why education of women is even important, or why the

state ought to focus on it, beyond improving the numbers and statistics to reflect figures at par with the rest of the developed world. Is it a mere image building exercise in an attempt to stay on top of the numbers? Although that may be equally important, there are more to accrue for the individual, family unit and ultimately the nation, with investment in education of its women.

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