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An Analysis on Women Enrolment in Higher Education in India

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Abstract

There is still a gender enrolment disparity in India's higher education system, despite notable progress. Using a combination of methods for thorough analysis, this study explores the complex interactions between socio-economic, cultural, and institutional barriers preventing women from pursuing higher education chances. Further, this study relies on the issues of Girls are disproportionately affected by ongoing poverty, a lack of family support, and uneven access to high-quality secondary school, which undermines their ambitions for further education. Women students in higher education are marginalized and denied academic opportunities due to inadequate infrastructure, a dearth of gender-sensitive teaching techniques, and a dearth of female role models. Not only is closing the gender gap in higher education morally required, but it is also a calculated investment in the future of India. India can unleash the enormous potential of its female population and move the country toward a more egalitarian and prosperous future by removing the complex hurdles found in this study and putting in place efficient interventions at the individual, and institutional. The simple statistical tools adopted and it was observed from the results that the annual average percentage rate was positive in all the levels of education. Finally, it is particularly noted that the majority of the women were enrolled in Ph.D after integrated and PG Diploma programmes.

Keywords: Gender Disparity, Higher Education, Beti Bachao, Beti Padhao, Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Udaan, AISHE.

Introduction

According to the gender gap, there are differences between men and women in terms of results, possibilities that are realistic, and access to resources. The gender disparity that exists in India is a serious problem that affects many aspects of life, including inclusion in politics, work, education, and health. A primary cause of the gender disparity in India is the deeply embedded patriarchy customs and beliefs that prioritize males over women. These views consequently had an impact on a number of social customs, including child marriage, dowries, female infanticide, and domestic abuse. Women thus experience inequality and discrimination in a number of spheres of life, including work, education, and health. The difference in education between males and girls in terms of enrolment, completion, access, and accomplishment is known as the gender gap in education. Even though there has been a lot of improvement in recent years, gender differences in education in India have long been a major problem. Historically, India has a male-controlled society where women were confined to traditional norms and lacked access to education. In British colonial government were aimed to create a loyal and efficient civil service on education policies which excluded women from formal education.

Secondly, the post-independence government has recognized the importance of education for women empowerment and made efforts to promote gender equality in education. However, to label the gender gap in education, the government of Indian has implemented policies and programs such as the Beti

Bachao, Beti Padhao, Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Udaan, National Scheme of Incentives to Girls for Secondary Education, and Pragati which promoting women's education and increasing their participation in higher education in India. However, the efficiency of those policies and programs, there is still a long way to drive to attain gender equality in India and further efforts are needed to ensure equal opportunities for girls in education.

A Note on Gender Gap at Global Perspective

As the global population increase, the gender gap remains a stable growth and challenge. According to the United Nations, women and girls are more likely to tackle problems in the form of discrimination, violence, and poverty compared to men and boys. At global level, the Women also have less access to education. The gender gap is particularly noticeable in developing countries, where population growth is highest. In those countries, women often face inadequate resources and opportunities on education. This, in turn, affects ability to contribute to economic growth and social development. So, the gender gap involves sustained efforts from governments, civil society organizations, and the private sector which includes government policies and programs that promote gender equality and empower women & girls to participate fully in education. Approximately, the efforts can lead to more inclusive and equitable societies, where the whole world can contribute to full potential regardless of gender.

Educational Policy for Girls in India

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) were launched in 2013, it is a centrally-sponsored scheme that aimed at improving the quality of higher education in India. The RUSA is the key components of establishment of new women's colleges and universities, as well as the extension of existing

women's institutions. The second policy is Udaan: that has launched in 2014, the aims of this program is to increase the enrolment of girls in engineering colleges and other technical institutions. The program also provides concession for selected students with free coaching and mentoring to help the students prepare for engineering entrance exams. The next policy is National Scheme of Incentives to Girls for Secondary Education that scheme provides financial incentive to encourage girls from low-income families to endure education beyond the secondary level. The scheme offers a one-time scholarship of Rs. 3,000 to girls' students who complete secondary school and enrol in a higher education program. Lastly, Pragati is a scheme which support to women pursuing technical education and it offers scholarship of up to Rs. 30,000 per annum to girls studying in AICTE - approved institutions.

Methodology

The Writing a methodology for research involves exactness the steps including the research design, data collection and analysis methods. The period of study covers from 2010 to 2020. The data were collected, recorded and analysed based on some basic statistical tests like Annual Growth Rate, Compound Growth Rate and simple regression to determine significance and interpreted the results.

Result and Interpretation

The paper is concern with the women enrolment in higher education at various levels. For the analysis, the researcher was taken total enrolment of women in higher education that are categorised into various levels namely, enrolment in Ph.D., M.Phil., Post Graduate, Under Graduate, PG Diploma, Diploma, certificate course and integrated course. The following table shows the different level of enrolment in higher education.

Table 1 Women Enrolment in Higher Education at Various Levels

(Annual Percentage Rate of Change)

Years/ Programmes	Integrated	Certificate	Diploma	PG Diploma	Under Graduate	Post Graduate	M.Phil	Ph.D	Total
2010-11	-	-	-	-	-	-	-	-	-
2011-12	34.32	23.96	17.58	1.06	7.18	9.77	44.48	7.70	8.12

2012-13	25.75	9.45	1.58	2.67	3.87	5.08	-6.16	23.77	4.03
2013-14	31.12	-4.92	2.37	139.77	8.70	15.16	3.69	8.42	9.65
2014-15	18.11	-3.44	10.48	-23.66	6.53	2.73	8.54	10.67	5.94
2015-16	14.20	-15.87	5.04	12.87	0.82	5.66	30.04	8.77	1.70
2016-17	13.90	2.72	4.68	-13.10	4.73	4.21	7.00	14.14	4.60
2017-18	13.79	20.83	9.92	17.51	4.10	1.66	-18.58	16.20	4.26
2018-19	25.94	-12.66	3.04	-4.85	4.74	2.61	-12.62	7.68	4.31
2019-20	28.49	-2.13	3.97	-2.18	3.13	7.50	-21.91	22.91	3.87
2020-21	31.66	-15.91	18.67	12.45	5.47	8.58	-30.17	4.37	6.62
AAPRC	23.73	0.20	7.73	14.25	4.93	6.30	0.43	12.46	5.31
CAGR	21	-1	7	8	4	6	-2	11	5

Source: AISHE; Computed.

The Annual Percentage Rate of Change of Women enrolment in higher education at various levels was depicted in the above table. It was observed from the table that the annual average percentage rate was positive in all the levels of education. The highest rate of change was registered in the integrated courses 23.73 per cent, followed by PG Diploma 14.25 per cent and another program Ph.D that was belongs to 12.46 per cent, 7.73 per cent of women were registered under Diploma courses. The total enrolment in Post Graduate was 6.30 per cent, 4.93 per cent of students preferred to Under Graduate. M.Phil 0.43 per cent and only (0.20) few students went certificate courses. Another test tells that the overall growth in enrolment at higher studies. It was found that there is positive progression in all the levels of the programmes except M.Phil (-2 per cent) and Certificate courses (-1 per cent). It represents that the women are much interested in doing higher education after the school education. The Integrated courses had highest compound growth rate that means there was 21 per cent a decades and followed by Ph.D 11 per cent and lowest in M.Phil -2 per cent because the UGC was permitted the students to pursue Ph.D after Post Graduate degree. Further, it was found that the overall growth of women enrolment in higher education was 9.65 per cent during 2013-14 and lower rate 1.70 per cent in 2016-17 in total enrolment in all levels of higher education. Finally, it is particularly noted that the majority of the women were enrolled in Ph.D after integrated and PG Diploma programmes.

Conclusion

The study was focused on women enrolment in higher education. To attain of objectives on women empowerment succeed through education which was implemented by government thereby it stimulates women to increasing enrolment at higher studies and it is a tool to obtain gender equality and research activities in India. Despite, the UGC and AICTE were implemented various fellowships and scholarship schemes relating to women. That also helps to undertake research and develop curricula in the areas of gender equity, economic self-reliance of women, and girls' education. It also states that there were 159 women studies centres had been established universities and colleges across in India. Finally, the has concluded that there is positive impact on education enrolment and policy implemented by government and it will reflect on social, political, intellectual, cultural or economic attainments or attitudes of women.

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