

Status of Women Enrolment in the Higher Education in India

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Abstract – Women education and empowerment are the indicators of development. Women education ensures the holistic and long development. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. This communication has taken a look on women participation through women higher education institutes, women enrolment as compared with population.

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BACKGROUND

In the era of globalization, the concept of gender equality has emerged at a rapid rate all over the world especially in developing regions. With this, a huge transformation is seen in the outlook of society towards the woman, from performing traditional family responsibility to discharging efficiently as an active participant in the work force (Kabeer, 2005). One of the most important reasons that attributes to the upward trend of woman entering into work force is impartment of higher education amongst girl/women (Harvey, 2000). The entry of woman in the labour market after getting higher education is construed as positive signals. It finally leads to gender equality in workforce and sharing the financial load with other members of the family. It has been reported that with financial load being shared by female members of family, the economic status of family rise positively (Lincove, 2008). In this way, it may be stated that the issues pertaining to gender equality, and all the means to achieve this, so that more woman from the families joins active work force should be the focus of any family.

CONCEPTUAL FRAMEWORK

Acker & Sandra, (1984) had observed that during the preceding ten to fifteen years there had been marked improvement in access of females to education throughout the world. But gradually the condition deteriorated and now in many educational systems women are underrepresented, deprived of higher education and girls still possess less secondary and primary education than boys. Individual or family decision on girls or women's education is responsible for this situation. (Desai & Krishnaraj, 1987) explained that by the middle of the nineteenth century the newly emergent middle class start generating interested in the education of

girls. Huge numbers of girls were enrolled in the primary level of education but very few went to the secondary level. Poverty, engagement in the householdwork and early marriage of girls are responsible factors affecting girl's education and hence leading to lower percentage of girls in school. The problems of women education at the primary, secondary, or higher educational levels, girls are far behind the boys due to discrimination towards girls and preference given to the boys. He stressed on the problems of women's education in rural India and how rural India is more deprived of basic education (Mali, 1989). (Guha, 1991) tried explaining the socio-economic determinants affecting female literacy. In India, female literacy is lower than male literacy due to many prevailing socio-economic factors. Boys have much higher chance of getting education than girls as they are more preferred by their parents for imparting education. Occupational structure of the family, per capita income, number of working members, age at marriage, etc. are determinants of women education. (Suguna, 2011) emphasized that government and civil society has started playing major role in education of women and its role in overall development of the country, the growth of women's education in rural area has remained very slow which also emphasize that still large number of women in India are illiterate, weak, backward, and exploited. Education of women is the most powerful tool of change of position in society. (Victoria, 1998) in women's education in India argued that illiterate women shows the tendency of high levels of fertility and mortality with addition to poor nutritional status, their potential of earning is also quite low, and has little or no autonomy within the household. A woman's lack of education also has a negative impact on their health status and well-being of their children. The increase in percentage of uneducated youth turns

the demographic dividend into demographic liability. (Rani, 2010) has emphasized upon the factors, which are responsible for low female literacy rate in India. Prominent factors include Gender based inequality, social discrimination and economic exploitation, occupation of girl child in domestic chores, low enrolment of girls in schools, low retention rate and high dropout rate, deprived of access to information and alienated from decision making processes, absence of female teachers in schools, schools established at distant etc. (G.Sandhya, 2010) has highlighted upon some of the significant ways in which the literacy campaigns have contributed to the promotion of female literacy and women's empowerment. This can be summarized as follows: heightened social awareness among women, increased social enrolment rate of girls, increased self confidence and personality development, promoted gender equity and women's empowerment, improved the status of women in the family, educational equity- gender gap in literacy levels have gradually reduced, encouraged women to take up entrepreneurship, increased household savings and access to credit, provided awareness about health and hygiene.

Suguna, (2011) discussed about role of education in women empowerment as it helps them to responds to the challenges and confronting their traditional role and shaping their own niche. The growth of women education in rural areas is very slow which indicates that still large women folks of our country are illiterate, weak exploited and backward. Education brings a reduction in inequalities and functions as a means of improving their status within the family.

OBJECTIVE

The objectives of the following paper is to see the gross enrolment ratio of male, female and total.

STATE WISE GROSS ENROLEMNT RATIO

GER- Gross Enrolment ratio- it is calculated for 18-23 years of age group. Total enrolment in higher education, regardless of age, expressed as a percentage to the eligible official population (18-23 years) in a given year.

Male GER- It is highest in Chandigarh above 40. States of Maharashtra, Andhra Pradesh and Tamil Nadu ranges between 30 and 40. Karnataka, Gujarat, Rajasthan, HP, and Uttarakhand come in next category followed by UP, MP, Chhattisgarh, Orissa, Bihar, and WB where GER varies between 10 and 40. In last category Jharkhand comes where GER of higher education is below 10 for boys. West India and South India performs well in terms of GER for boys in higher education. While in east and north, India GER for boys is quite low. Fig 1.

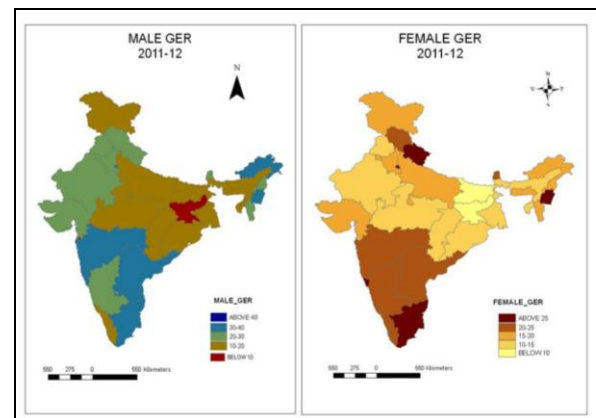
Female GER- Female GER is highest in the states of Tamil Nadu, Delhi, Goa, Uttarakhand, where GER is

more than 25. The next categories of states where GER is between 20 and 25 are most of the south Indian states of Maharashtra, Karnataka, Andhra Pradesh, Kerala and one north Indian state of Himachal Pradesh. The categories which lie amidst 15-20 are Gujarat, Haryana, UP, and some states of north east. In category of 10-15 the states of Rajasthan, MP, Chhattisgarh, Orissa, WB comes and in the lowest category Bihar and Jharkhand comes which shows that girls are not encouraged to attain higher education in these states. Fig 1

Total GER- its highest in Tamil Nadu, Goa, Delhi and Manipur i.e. more than 32, In next category i.e. between 24 and 32 comes Arunachal Pradesh, Puducherry, Andhra Pradesh, Goa, Maharashtra, Haryana, Karnataka, Himachal Pradesh and Sikkim. In next category i.e. 16 and 24 comes Nagaland, Punjab, Gujarat, Mizoram, Rajasthan, Kerala, Odisha, Jammu and Kashmir. In the next category i.e. 8 and 16 comes Tripura, Chhattisgarh, Meghalaya, UP, M.P, West Bengal, Assam, Bihar, and in last category i.e. below 8 comes Jharkhand, Dadra and Nagar Haveli, Daman and Diu. Fig 2.

FIG 1

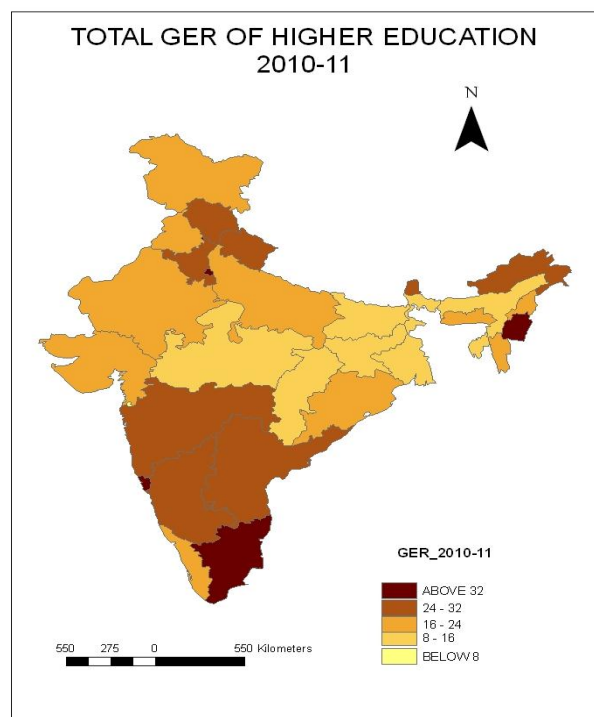
STATE WISE DISTRIBUTION OF MALE AND FEMALE GER IN INDIA



Source- data.gov.in (Accessed date: 15.5.15)

FIG 2

STATE WISE DISTRIBUTION OF TOTAL GER IN INDIA



Source- data.gov.in (Accessed date: 15.5.15)

TABLE 1

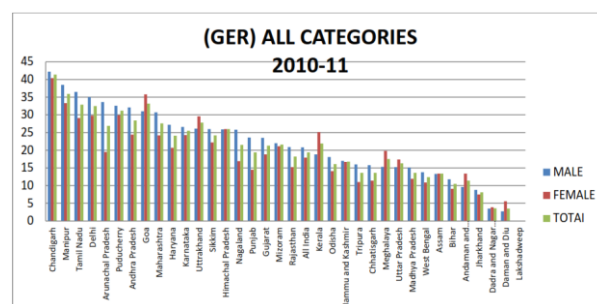
GROSS ENROLMENT RATIO (GER) FOR ALL CATEGORY STUDENTS 2010-11

STATES/UTs	ALL CATEGORIES - MALE	ALL CATEGORIES - FEMALE	ALL CATEGORIES - TOTAL
Andaman and Nicobar Islands	9.6	13.4	11.4
Andhra Pradesh	32.1	24.4	28.4
Arunachal Pradesh	33.6	19.5	26.9
Assam	13.3	13.4	13.4
Bihar	11.8	9.1	10.5
Chandigarh	42.2	40.4	41.4
Chhattisgarh	15.8	11.4	13.6
Dadra and Nagar Haveli	3.5	3.9	3.6
Daman and Diu	2.7	5.6	3.5
Delhi	35	29.8	32.5
Goa	31	35.8	33.2
Gujarat	23.5	18.8	21.3
Haryana	27.2	20.7	24.1
Himachal Pradesh	25.9	26	26
Jammu and Kashmir	17	16.7	16.8
Jharkhand	8.8	7.5	8.1
Karnataka	26.6	24.3	25.5
Kerala	18.8	25.1	21.9
Lakshadweep	0	0	0
Madhya Pradesh	15.1	11.9	13.6
Maharashtra	30.7	24.2	27.6
Manipur	38.5	33.3	35.9
Meghalaya	15.3	19.8	17.5
Mizoram	22	21.1	21.6
Nagaland	25.8	16.9	21.5
Odisha	18.1	14.1	16.1
Puducherry	32.6	29.9	31.2
Punjab	23.6	14.5	19.4
Rajasthan	20.9	15.2	18.2
Sikkim	26	22.2	24.2
Tamil Nadu	36.5	29.1	32.9
Tripura	16	11	13.6
Uttar Pradesh	15.2	17.4	16.3
Uttarakhand	26.1	29.6	27.8
West Bengal	13.8	10.9	12.4
All India	20.8	17.9	19.4

Source- data.gov.in (Accessed date: 15.5.15)

FIG 3

GER FOR ALL STUDENTS (2010-11)



Source- data.gov.in (Accessed date: 15.5.15)

Among all the states Goa, Uttarakhand, Kerala, Meghalaya, Uttar Pradesh, Andaman and Nicobar islands, Dadra and Nagar haveli and Daman Diu has more female Gross enrolment ratio than male gross enrolment ratio.

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