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NAGNATH ARTS, COMMERCE & SCIENCE

College Aundha (N.) Dist.Hingoli (M.S.)

Sponsored

**ONE DAY INTERDISCIPLINARY
NATIONAL CONFERENCE ON**

New Education Policy & Higher Education

Monday 28th January, 2019

♦ Organized by ♦

Department of Commerce

NAGNATH ARTS, COMMERCE & SCIENCE

College Aundha (N), Dist.Hingoli (M)

♦ Organising Secretary ♦

Dr.V.S.Kanwate

Principal

♦ Convener ♦

Dr.Ganesh N.Bokare

Head Department of Commerce

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Status of Indian Women in Higher Education

: An Overview

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Abstract

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest system of its kind in the world. However, the system has many issues of concern at present, like enrollment and empowering women. The Present article focuses on the enrollment of women and their statues in Higher Education in India. Because the women are nearly half of the population but until they do not get proper education or other things in this and they are very far in seizing opportunity for improving their level of living. The Law treats women and men as enjoying equal rights. Present paper mainly focus on the enrollment status of women in Indian higher education system also paper tries to take review of their status and trends among their admission or enrollment in different arrears of the education.

Keywords: Women Education, Indian Higher Education, Gender Diversity, Education System, Education Trends

Introduction:

Knowledge is a distinguishing characteristic

of human beings with a tremendous capacity to acquire and transfer knowledge from one generation to another, gaining prominence with advanced science and technology. Higher education is the gateway to economic security and opportunity particularly for women in India. Women are part of socio-economic system and they up hold rich cultural and traditional values.

Knowledge is life of every Indian woman.

It results with the experience that she gains from environment and the supporting world around her, which allow her to live as knowledgeable productive members of the society. The homely environment with mother's love is the first source of learning for the child and an educated mother would create an environment, allowing her children to gather and analyze information, which helps in adapting to bigger society in future. Critical thinking and analysis will make the children better members of society. To educate someone is to be deliberately teach them something new and higher education for women is most powerful means to evolve through/beyond current economic and social crisis in India and to teach her children the art of thinking and analysis before entering the school for education

Women's Education

Women education in India plays a key role in the social and economic development of the country. Educating a woman uplifts her life as well as the quality of her life and her entire family. It is a fact that any educated woman will definitely support the education of her children especially a girl child and provide a better guidance to her children. An educated woman will easily imbibe an independent and progressive outlook in her children. More importantly, an educated woman in a society like India will assist in reducing the infant mortality rate and control the blossoming of the population empowerment. Women have a much lower literacy rate than men. Far fewer girls enrolled in the colleges and many of them drop out. In

the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boy children do. A conservative cultural attitude prevents some girls from attending colleges. The education of women in India plays a significant role in improving living standards in the country. A higher women literacy rate improves the quality of life both home and outside of home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate.

Objectives of the Paper:

The following are the objectives of the present papers:

1. To study the role of higher education in empowering women and enrollment position of women in Indian higher education.
2. To analyze the enrollment data of women and study their trends regarding admission to various courses

Research Methodology

Present paper is completely in descriptive mode and data from relevant secondary sources are used. Simple statistical tools like percentage and growth rate used to analyze the collected data

Literacy and Schooling of Women

In ancient period of India, records show that women have enjoyed a high status in the society. They provided same educational opportunities comparable to men. The tradition has continued for long period. Many educated women sometimes outshined men and challenged them in debates on crucial literary, philosophical and social issues (Nurullah and Naik, 1943). The learned women were known as Brahmadini (women having attained the knowledge of the Supreme Being) or Mantravid (having the knowledge of mantras) or Pandita (learned women). Even during the Muslim period, many women made a mark in the field of education.

Although in the Vedic period women had access to education in India, but they gradually

lost this right. However, during the British period various socioreligious movements led by some eminent persons emphasized women's education in India. Social reformers like Mahatma Jyotiba Phule, Periyar and Dr. Babasaheb Ambedkar took various initiatives to make education available to deprived sections of the society including women. However, women's education got a boost after independence and the new government took effective measures in this regard. Women's education in a society plays an important role in the overall socioeconomic development and help in improving the quality of life in the family setup. Educated women tend to promote education of their girl children and provide them guidance in future. Moreover, educated women help in the reduction of infant mortality rate and healthy growth of the population.

Women's Education after Independence:

After the Independence, women's education, especially higher education, took off. Education started playing a great role in the emancipation of women from traditional dependencies. Women became more vocal, articulate and assertive. The Indian Constitution granted equal rights to women and later included the right to education. Jawaharlal Nehru said, "You can tell the condition of a nation by looking at the status of its women." He understood that higher education for women was the need of the hour. From the below table we can understand that in 1950-51, there were 14 women per hundred men pursuing higher education. In the year 2005-06, this is increasing 68 women per hundred men however, it increased up to 92 women per hundred men pursuing higher education until the year 2016-17, which is very significant change. Although there is a hope to achieve equality in men and women about pursuing higher education in India.

cont...

Table 02: Women Students per Hundred Men Students

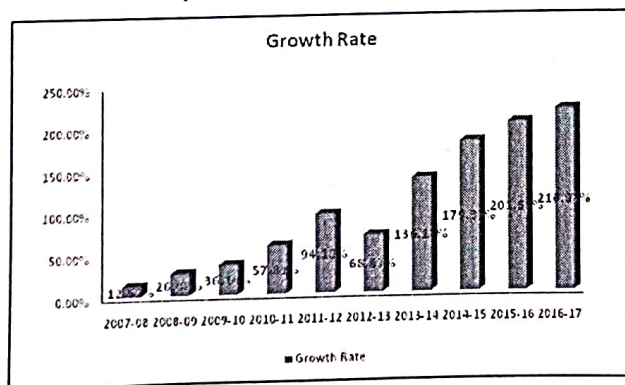
Year	Women Enrolment Per Hundred Men
1950-51	14.00
2005-06	68.00
2007-08	68.00
2008-09	70.00
2009-10	71.00
2010-11	71.00
2011-12	74.00
2012-13	76.31
2013-14	79.87
2014-15	88.00
2015-16	90.00
2016-17	92.00

Source: Annual Report (U.G.C.)

Table 02: Women Enrollment and Growth in Higher Education

Year	Total Women Enrolment (000s)	Increased Enrollment (000s)	Growth Rate
2005-06	4466	-	00.00 %
2007-08	5025	559	12.52%
2008-09	5649	1183	26.49%
2009-10	6080	1614	36.14%
2010-11	7048	2582	57.81%
2011-12	8672	4206	94.18%
2012-13	9306	4840	68.67%
2013-14	10552	6086	136.27%
2014-15	12476	8010	179.36%
2015-16	13466	9000	201.52%
2016-17	14156	9690	216.97%

Source: Annual Report (U.G.C.)

Graph 01: Growth Rate of Women Enrollment (2005-06 to 2016-17)

From the above table and graph, it is conclude that there is significant change in admission trends among the women students, and now compare to year 2006-07 the more than double women students enrolled in 2016-17 for perusing higher education in India, which is very positive and good sign of the development and women empowerment

Table 03: Women Enrolment Faculty-wise (2005-2017)

SN	Faculty	Percentage of Total Women Enrolment										
		2005-2006	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
01	Arts	51.01	50.99	49.08	45.66	41.21	41.91	42.66	44.91	41.70	41.13	40.05
02	Science	20.18	20.18	19.99	19.98	19.41	19.17	19.07	18.11	18.60	19.94	17.48
03	Commerce/ Management	16.46	16.47	16.21	15.91	16.12	16.31	16.16	16.42	15.73	15.91	16.32
04	Education	01.85	01.85	03.20	03.70	04.60	04.94	04.76	04.16	06.13	05.06	05.39
05	Engineering / Technology	04.16	04.17	04.90	07.69	11.36	11.06	10.55	09.41	09.88	10.10	09.64
06	Medicine	03.64	03.65	03.59	03.86	04.68	04.04	04.20	04.40	05.11	05.02	05.07
07	Agriculture	00.24	00.24	00.27	00.27	00.36	00.29	00.30	00.29	00.44	00.49	00.48
08	Veterinary Science	00.08	00.08	00.08	00.07	00.10	00.08	00.09	00.09	00.08	00.07	00.08
09	Law	01.64	01.64	01.58	01.93	01.19	01.24	01.24	01.22	01.19	01.18	01.16
10	Others	00.74	00.73	01.10	01.47	01.24	00.96	00.97	00.99	01.14	01.10	04.33
	Total	100	100	100	100	100	100	100	100	100	100	100

Source: Annual Report (UGC)

From the above table and graph, it is conclude that there is no significant change in admission trends among the women student however now from last ten years women are also diverted little bit more towards engineering, medicine and other professional courses.

Table No 04: Number of Women Colleges (1997-98 to 2013-14)

Sr. No.	Year	Number of Women College
01	1997-1998	1260
02	1998-1999	1359
03	1999-2000	1503
04	2000-2001	1578
05	2001-2002	1756
06	2002-2003	1824
07	2003-2004	1871
08	2004-2005	1977
09	2005-2006	2071
10	2006-2007	2208
11	2007-2008	2360
12	2008-2009	2565
13	2009-2010	3612
14	2010-2011	3982
15	2011-2012	4266*
16	2012-2013	4386*
17	2013-2014	4506*

Source: Annual Report (UGC) (* Provisional and includes Nursing colleges for Women.)

Conclusions:

The following conclusions drawn from the study

The enrolment rate of women in Higher Education clearly shows that improvement has happened over the years about considering specialized education as an important part of 'Women Development'. However, the picture remains bleak. Factual indicators like Gross Enrolment Ratio make it evident that women are moving on the path of attaining Higher Education but the rate at which it is happening is not robust enough to cover the gender disparity and lead the nation towards sustainable development.

It concluded that the participation in higher education of women are increasing every year and there is significant of increase shows in the awareness about higher education by the women. UGC giving the attention to the women for their increase in participation in higher education but they still need to give more attention toward that. UGC need to launch more and effective schemes & formats for the women to the attraction toward higher education. Table 03 shows that the percentage of women faculty wise, looking at the trends it can be concluded that the highest number of women are attracted towards Arts faculty. However remaining were by Science & commerce / Management. Now a days the attraction of women are increasing to join the professional course like Education, Engineering / Technology, law, medicine & veterinary science, but it is not sufficient, it is necessary to divert the women's interest towards medicine, Education, Engineering / Technology & Law

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The starting point for the new education policy must necessarily be a clear articulation of the meaning and goals of education in the objectives which we seek to achieve through the new education policy?

What knowledge, skills and other qualities do we seek to instil through education? What kind of citizen should emerge as end product of the education system? What attribute should an educated citizen possess in order to be able to function as an informed and enlightened member of society?



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