

A Review of Literature on Gender Disparity in Higher Education System in India

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Abstract: The research paper attempts to examine the status of Higher Education in India and the factors or determinants which adversely affects the girl's enrollment in higher education. The researchers collected various secondary data, research papers and reports for the extensive review of literatures on the disparities among the girl's education. The research paper is divided in to four phases, the first section mentioned about the various inputs of report, policies and research paper in girl's higher education system. The second phase covered different variables or factors which were found during literature regarding gender disparities in Higher education. The third section covered the methodology used for secondary data analysis and the last section mentioned the concluding remarks of the paper.

Keywords: Disparity, Higher education, Mean Per Capita Consumption Expenditure

Introduction

The global wealth today is concentrated on knowledge and skills. The growth of a knowledge-centered economy has resulted in focusing of attention away from primary education towards secondary and tertiary education/higher education. Higher Education is the main instrument for development and transformation. India has one of the largest systems of higher education in the world offering facility of education and training in almost all aspects of human creativity and intellectual endeavor.

Higher education in India has witnessed an impressive growth over the years. The number of higher educational institutions (HEIs) has increased from about 30 universities and 695 colleges in 1950-51 to about 1043 universities (as of 2019-20) and 42343 colleges (as of 2019-20) as per recent AISHE Report. India is today ranked as the third largest higher education system in the world after US and China. The increase in the enrolment figures is consistent with the expansion of HEIs over the years. The total enrolment in higher education has increased from 0.21 million in 1950-51 to about 22 million in 2011-12, while the GER has increased from 0.40% in 1950-51 to 27.1% in 2019-20.

The NSS 66th round gives a clear vision that still rural-urban and male-female disparity exists in the current attendance ratio of the people of 5-29 age (i.e. for male and female the ratio is 58% and 50% respectively and for rural-urban it is 59% and 49% respectively), again in age specific current attendance rate where it is seen that the rate is much higher for the age group (5-14) years i.e. 87% compared to the age group 15-19, 20-24 & 25-29 years (containing 58%, 18% & 3% respectively) and also seen that the rural female attendance rate is much lower i.e. 41.9% than the urban female (48.7%) & male (53.1%) for age group 5-29. In NSS 61st round disparity like area based (where the GER of rural people is lower than the urban people), caste based (where among rural groups the lower-class women like (SC, ST & OBC Women) have least access to Higher education), and gender based (where female have less access than male) are found in the GER at higher education in 2004-05.

According to All India higher education survey (AISHE) 2019-20, Taking a look at the Male-Female ratio at each level, it may be seen that percentage share of male is higher than female in almost every level, except M.Phil., Post Graduate and Certificate. Student enrolment at Under Graduate level has 50.8% male and 49.2% female. Diploma has a skewed distribution with 65.1% male and 34.9% female. Ph.D. level has 55% male and 45% female. Integrated levels have 56.2% male and 43.8% female. PG Diploma student enrolment is 53.6% for male students and 46.4% for female students. The relatively higher share of male enrolment than female enrolment of students is also seen across the levels in the most of the States. The top 6 States [as highlighted in Figure 9] in terms of highest total student enrolment are Uttar Pradesh, Maharashtra, Tamil Nadu, Rajasthan, Madhya Pradesh and Karnataka. However, in terms of total number of Institution the ranking of the States is slightly different with Uttar Pradesh (8985) at the top followed by Maharashtra (6952), Karnataka (5806), Rajasthan (4036), Andhra Pradesh (3634) and Tamil Nadu (3583). It is interesting to note that these 6 States with highest student enrolment constitute nearly 53.8% of the total student enrolment in India. Rest of the 31 States (including UTs) have only 46.2% of the total student enrolment. So inevitably, the female students in these 6 States are almost 53.7% of the total female students enrolled and male students enrolled in these 6 States contributes to 54% of the total male students across India.

Review of literature

Anindita Chakrabarti, Rama Joglekar (2006) found that it is the State real per capita income, which significantly enhances educational expenditure at the aggregate, elementary, secondary and higher levels. This is particularly detrimental for the vulnerable sections of the population, i.e., for females and backward social groups. Ranahasan, Aashish Mehta (2006) depicted that the Scheduled castes and tribes, other backward classes and Muslims are seriously under-represented in India's colleges relative to their population shares, mainly due to their low higher secondary school completion rates and low economic status represented by mean per capita consumption expenditure (MPCE). Thus, the primary distortions creating unequal representation in college lie at lower rungs of the education ladder. Anita sarmah (2013) found Factors like father's and mother's educational attainment are the strong determinant of access where mother's higher education especially enhances a daughter's access to higher education more than sons. Then the father's and mother's being in manual occupation is more detrimental to a daughter's chances of acquiring higher

education. But the chances of studying science are more dependent on father's occupation. Also found other factors like occupational status of other members of the family, income of the family is responsible for the inequality in access. Jinusha Panigrahi (2014), revealed that the overall access to HE in Odisha is a privilege of the urban area non-scheduled category of population belonging to the upper and middle income group, that too in case of technical/professional education. The poor representation of reserved categories in urban areas makes them incapable of making use of the reservation facilities provided by the government due to their ignorance. Most of the benefits of the reserved categories of population are appropriated by the affluent sections of population of that category. The overambitious urban students supersede their counterparts in Kerala and Tamil Nadu in primary and secondary education and rural students in terms of demand and access to technical/professional education. Rakesh Basant, Gitanjali Sen (2014) found that among the socio religious communities the Muslim OBC both in rural and urban areas had lower chances of Higher Education participation compared to Hindu SC in urban areas. Crossing the threshold of higher secondary education remains the key factor in expanding Higher Education participation.

Prof. S. Mahendra kumar (2020), depicted that the decline in public funding in the last two plan periods has resulted in serious effects on standard of higher education. So, therefore effective measures will have to be adopted to mobilize resources for higher education. There is also a need to relate the fee structure to the student's capacity to pay for the cost. Tushar Kanti Ghara (2020), found that Investment in higher education is not just a step towards improvement of productivity and better income distribution, but also quite importantly, an action towards fostering higher autonomous citizens who will be able to decide more intelligently. The expenditure pattern in higher education has disparity over the states in India. Dinamani Biswal and Mitali Chinara (2020), revealed that determinants like successful application for education loan positively affects the enrollment in Higher education. Pradeep Kumar Choudhury & Amit Kumar (2021), found that, on average, a household spends around 30 per cent of its annual income per child for an engineering degree. Explained that the presence of a pro-male bias in household expenditure on engineering education, and interestingly, an additional preference is observed among poor households.

Research methods

The prime objective of the paper is to know the status of Higher education in India and to explore the factors which adversely influence the gender disparities in the higher education in India. Secondary data were collected for the analysis and interpretation for paper.

<i>Enrolment status at various levels courses in India</i>			
Course	Male	Female	Total
Ph.D.	111400	91049	202449
M.Phil.	9010	14855	23865
Post Graduate	1355452	1835637	3190799
Under Graduate	13817639	13911801	27729440
PG Diploma	65483	62800	128283
Diploma	1681882	870620	2552502
certificate	55369	69754	125123
integrated	167938	128748	296686
Grand total	17264173	16985264	34249437

Source: AISHE Report (2019-20) and Author's compilation

Interpretation: The above table depicted that in various levels of courses except M.Phil., post-graduation and under graduate the enrollment of female students than male students are very poor. In total the female enrollment carries 49.5 % of the total, which clearly depicted the situation of gender inequality in access to Higher education.

ENROLMENTSTATUS UNDER VARIOUS SOCIAL CATEGORIES				
	Caste/ Gender	Male	Female	Total
INDIA	General	8514679	7958785	16473464
	OBC	7202109	7047005	14249114
	SC	2854313	2803359	5657672
	ST	1072646	1083463	2156109
	All Categories	19643747	18892612	38536359

Source: AISHE Report (2019-20) and Author's compilation

Interpretation: The above table exhibited that among all social categories except schedule tribe the enrollment of female students in comparison to male students are very less. In total the female enrollment carries 49.02 % of the total, which clearly depicted the situation of gender inequality in access to Higher education.

ENROLMENT STATUS IN PWD AND MINORITY COMMUNITY				
Gender	Category	Male	Female	Total
INDIA	Persons with Disability	47830	45001	92831
	Muslim Communities	1046374	1054486	2100860
	Other Minority Communities	404748	483002	887750

Source: AISHE Report (2019-20) and Author's compilation

Interpretation: The above table exhibited the enrolment status in PWD and minority community and found that the number of female enrollments in persons with disability is less in comparison to the male.

GROSS ENROLMENT RATIO IN HIGHER EDUCATION (18-23 YEARS)				
Gender	Caste	Male	Female	Total
INDIA	General	26.9	27.3	27.1
	SC	22.8	24.1	23.4
	ST	18.2	17.7	18.0

Source: AISHE Report (2019-20) and Author's compilation

Interpretation: The above table exhibited the Gross enrolment ratio among all social category and found that the number of female enrollments in schedule tribe category is less in comparison to the male.

Conclusion:

The importance of education is inevitable for growth and development of a country. During post-independence era a conscious effort has been made by government through various policies and with different schemes to bring out equality of access to Higher education. Factor like low higher secondary school completion rates and low economic status, low mean per capita consumption expenditure (MPCE), low father's and mother's educational attainment, father's and mother's occupation create a hurdle in the enrollment of female in Higher education. The culture and tradition of our society also unfavorably influence the girl's child education in school. We need combines efforts to reduce the gender disparities in coming future.

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