

Women's Approval in Higher Education of India and Budget from Women's Viewpoint

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ABSTRACT

Education is important for everyone, but it is especially significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have ripple effects within the family and across generations. Investing in girls' education is one of the most effective ways to reduce poverty. Investments in Higher education for girls yield especially high dividends. Now in 21st century higher education is recognized as a powerful instrument of social and economic development of society, it plays a vital role through up gradation of depriving marginalized sections, especially women in society. Because women are the backbone of society, they are the mother of the race, and guardian of future generation, so their education is very much necessary. In word of Swami Vivekananda "women must be educated, for it is the women who mold the next generation and hence the destiny of the country". But present picture is different, according to 2011 census report women are consist 65.46 % of the total population, Total number of Women's universities and colleges in Tamil Nadu 27 and total number of women colleges in India 4,506 in the year 2013-14, but they have had limited access to higher education. Present paper attempts to analyze participation and problems of women in higher education in India and budget from women's perspective. This paper also shows some suggestions on the basis of findings to reduce the gender gap in higher education.

Keywords: Women Empowerment, Higher Education, Gender Gap, India, Budget

1. INTRODUCTION

The empowerment of women is one of the central issues in the process of development of countries all over the world. Higher Education is defined as the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling and is of the duration of at least 3 years. The education may be of the nature of General, Vocational, Professional or Technical education. Today India's higher education system is the World's third largest education system after U.S and China. But the enrolment ratio in higher education is not as per expectation. According to ASHE (Annual Status of Higher Education of States & UTs in India) **2015** total enrolment of students in regular mode in higher education in India is around **301.5** lakes, with **55.1%** male & **44.9%** female enrolment. In India women consist half of the total population, but their enrolment in higher education is lower than men's enrolment. So on the basis of the above discussion, it can be said that that gender gap exit here in higher education system which is not a good indication for us.

The National Policy of Education (NPE), 1986 and the Programme of Action (PoA), 1992 act as the guiding force of influence both the qualitative and quantitative indicators regarding the need for empowerment of women. The NPE (1986) states that “Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past; there will be a well-conceived edge in favor of women. The National Education System will play a positive, interventional role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social; Engineering Women’s studies will be promoted as a part of various courses and educational institutions encouraged taking up active programs to further women’s development. The present paper attempts to address the participation and problems of women in the field of higher education and on the basis of findings to recommend some suitable suggestions to reduce the gender gap of higher education in India.

2. OBJECTIVES OF THE RESEARCH STUDY

- To identify the literacy rate in India.
- To highlight year wise women enrolment in respect of total enrolment in higher education in India.
- To review year wise gender gap comparison in higher education.
- To identify the status of women enrolment in higher education and year wise establishment of women’s colleges in India
- To analysis the designation-wise distribution of teaching staff and women’s teaching staff in universities and colleges
- To investigation of budget from women’s perspective.
- To provide some suitable suggestions on the basis of the findings to reduce the gender gap in higher education in India.

3. RESEARCH METHODOLOGY

In this study descriptive methods are followed and secondary data has been collected. For this study data and information has been collected from various books, Research Article, Magazines, Research Journal, E-journal, Report of UGC, Report of Rural development in India, Union budgets, Annual status of Higher Education, Report of the Higher Education Department in Tamil Nadu and also from the higher education department of India.

MEANING OF WOMEN’S EMPOWRMENT

Empowerment means to increase the spiritual, political, social or economic strength of individuals and communities. It often involves the empowered developing confidence in their own capacities. Empowerment measured by the percentage of women in professional, technical, managerial and administrative jobs, and by the number of seats women have in parliament and in decision-making ministerial posts.

Women’s Empowerment means ability of women to transform economic and social development when empowered to fully participate in the decisions that affect their lives through

leadership training, coaching, consulting and the provision of enabling tools for women to lead within their communities, regions and countries.

STATUS OF WOMEN'S EMPOWERMENT

India has occupied an important place in learning for thousands of years. The present format of Higher Education in India was started in 1857. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's creative and intellectual endeavors such as arts and humanities, natural, mathematical and social science, engineering, medicine, dentistry, education, agriculture, law, commerce and management, music, and performing arts, national and foreign languages, culture and communications etc. Although higher education has expended several times since independence, issues of access, equity and quality still continue to be the areas of concern. Every year, India is producing 2.5 million graduates and this figure is just after USA and China. The higher education institutions suffer from large quality variation in so much so that a NASSCOM – Mackinsey Report - 2005 has said that not more than 15 percent of graduates of general education and 25-30 percent of technical education are fit for employment. The various regulatory bodies regulating higher education have constituted autonomous bodies for monitoring qualities standards in the institutions under their purview.

HIGHER EDUCATION AND WOMEN EMPOWEMENT

According to Vivekananda thus educated Indian girls would be in a position of power to solve their own problems in their own way. Vivekananda says "Education is the manifestation of the perfection already in a man". The education of parents is linked to their children's educational attainment, and the mother's education is usually more influential than the father's. An educated mother's greater influence in household negotiations may allow her to secure more resources for her children. Educated mothers are more likely to be in the labour force, allowing them to pay some of the costs of schooling, and may be more aware of returns to schooling. And educated mothers, averaging fewer children, can concentrate more attention on each child. Besides, having fewer Children mothers with schooling are less likely to have mistimed or unintended births. This has implications for schooling, because poor parents often must choose which of their children to educate. Closing the gender gap in education is a development priority. The 1994 Cairo Consensus recognized education, especially for women, as a force for social and economic development. Universal completion of primary education was set as a 20-year goal, as was wider access to secondary and higher education among girls and women. Closing the gender gap in education by 2015 is also one of the benchmarks for the Millennium Development Goals.

The United Nations Population Fund (UNFPA) advocates widely for universal education and has been instrumental in advancing legislation in many countries to reduce gender disparities in schooling. The 2003 UNFPA global survey on ICPD+10 showed that most programed countries formally recognize the important of reducing the gender gap in education between boys and girls. UNFPA supports a variety of educational programs, from literacy projects to curricula development with a focus on reproductive and sexual health. Because of the sensitivity of these issues, the focus and names of the educational programs have gone through a number of changes over the past decades.

LITERACY RATE IN INDIA (7+ YEARS) IN PERCENTAGE (%)

CATEGORY	1991	2001	2011
All categories	52.21	64.84	72.99
Male	64.13	75.26	82.14
Female	39.29	53.67	65.46
SC	37.41	54.7	66.1
ST	29.6	47.1	59

Sources: Census and Sample Registration System, O/o Registrar General of India-2015

TABLE NO 1

LITERACY RATE AND GENDER GAP IN INDIA-1951 TO 2011 (IN %)

CENSUS YEAR	TOTAL LITERACY	MALES	FEMALES	MALE-FEMALE GAP IN LITERACY RATE
1951	18.01	27.16	8.86	18.30
1961	28.75	40.40	15.35	25.05
1971	34.50	45.96	21.97	23.98
1981	43.07	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.84	75.26	53.67	21.59
2011	72.99	82.14	65.46	16.68

Source: Census record of India- 2011

TABLE NO 2

GROSS ENROLMENT RATIO OF HIGHER EDUCATION (18-23YEARS) IN %

CATEGORY	1950-51	2005-06	2013-14 (P)
TOTAL	NA	11.6	21.1**
Male	NA	13.5	22.3
Female	NA	9.4	19.8
SC	NA	8.4	15.1
ST	NA	6.6	11

** Pertains to year 2012-13 (P) = Provisional

Source: Educational Statistics at a Glance, M/o Human Resource Development, GOI-2015

TABLE NO 3

WOMEN STUDENTS PER HUNDRED MEN STUDENTS

YEAR	TOTAL WOMEN ENROLMENT (000S)	WOMEN ENROLMENT PER HUNDRED MEN
1950-51	40	14
2013-14	10,552	79.87
2014-15	12,476	88

Source: UGC Annual Report-2014-15

TABLE NO 4

YEAR WISE DISTRIBUTION OF COLLEGES IN INDIA

YEAR	TOTAL COLLEGES IN INDIA	TOTAL WOMEN COLLEGES IN INDIA	% OF TOTAL WOMEN COLLEGE IN INDIA
1970-71	3,604	412	11.43
1980-81	4,722	609	12.90
1990-91	7,346	874	11.90
2000-01	12,806	1,578	12.32
2010-11	33,023	3,982	12.06
2011-12	35,539	4,266	12.00

Source: UGC Annual Report, Annual Report of Department of Higher Education

TABLE NO 5

NUMBER OF WOMEN'S COLLEGES IN INDIA

YEAR	NUMBER OF WOMEN'S COLLEGES	YEAR	NUMBER OF WOMEN'S COLLEGES
1997-1998	1,260	2006-2007	2,208
1998-1999	1,359	2007-2008	2,360
1999-2000	1,503	2008-2009	2,565
2000-2001	1,578	2009-2010	3,612
2001-2002	1,756	2010-2011	3,982
2002-2003	1,824	2011-2012	4,266 *
2003-2004	1,871	2012-2013	4,386 *
2004-2005	1,977	2013-2014	4,506 *
2005-2006	2,071	2014-2015	Data not available

Source: UGC, Annual reports- 2015(* Provisional and includes Nursing colleges)

TABLE NO 6

From the above Table no.6, one can find as many as 240 women colleges have so far been established during two years of the XII Plan as compared to the figure at the end of XI Plan(4266). As on 31.03.2014, there was 4506 colleges exclusively for women.

**DESIGNATION-WISE DISTRIBUTION OF TEACHING STAFF*
IN UNIVERSITIES AND COLLEGES: 2014-15**

DESIGNATION	NUMBER OF TEACHING STAFF					
	UNIVERSITY TEACHING DEPT./ UNIVERSITY COLLEGES / PG CENTERS / RECOGNIZED CENTERS		AFFILIATED COLLEGES		GRAND TOTAL (% TO TOTAL)	
	TOTAL	WOMN	TOTAL	WOMEN	TOTAL	WOMEN
Professors*	33,424	7,193	82,844	21,204	1,16,268 (9.22)	28,397 (5.74)
Associate Professors / Readers	30,962	8,831	1,45,743	50,954	1,76,705 (14.01)	59,785 12.10)

Lecturer(Selection Grade / Senior Scale	3,337	1306	31,141	12,641	34,478 (2.73)	13,947 (2.82)
Assistant Professors / Lecturers	1,15,416	43,439	7,75,393	3,25,628	8,90,809 (70.62)	3,69,067 (74.64)
Tutors / Demonstrators	10,383	4,491	32,707	18,755	43,090 (3.42)	23,246 (4.70)
TOTAL	1,93,522	65,260	10,67,828	4,29,182	12,61,350 (100.0)	4,94,442 (100.0)

Source: Government of India, UGC. Annual reports- 2014-2015. (* Provisional data)

TABLE NO 7

BUDGET FROM WOMEN'S PERSPECTIVE

The Budget, 2015-16 was a much awaited one, not only because it is the first full budget of the present government, but also due to the rapidity at which strategic economic changes have been taken up. Any change in the overall development approach or its pace is bound to affect women more than men given the patriarchal power relations in families as well as social and economic spheres. In recent years, concerns and issues of women attracted unprecedented importance, especially in the context of growing violence against women. Accordingly, violence against women has taken a central stage in all the discussions, even significant enough to become a central concern expressed in the recent election manifestos of different political parties. Violence against women is an outcome of the low status of women, which is evident from the various development indicators. Literacy rates, though have improved overtime, continue to remain low with almost one third of women still being illiterate. Sex ratio has been a matter of concern for many decades from now, with 2011 Census showing only 914 women against 1000 men. Another important and worrying trend has been the low and declining participation of women in employment. Work participation of women as per the latest NSS data (2011-12) is only around 22 per cent and has shown a consistent decline over the years especially in rural areas where it declined by about 8percentage points. This biased gender development is reflected in the UN Gender Inequality Index where India has a value of 0.617 in 2011 putting the country at 129th position among the 149 countries globally. It is in this background that one has to analysis the present budget and its implications for women. Gender sensitivity of budgets can be analyzed at three levels. Social sector spending is critical for promoting gender equality though the allocations and spending under the head are not specifically meant for women. The second one is by looking at programmes / schemes and allocations for women specific programmes. Allocations under the gender budget statements of different ministries and departments (excluding those schemes/programmes which are exclusively for women) is yet another way of understanding the gendering of various schemes/programmes.

ALLOCATIONS FOR WOMEN EXCLUSIVE PROGRAMMES OF THE MINISTRYOF WOMEN AND CHILD DEVELOPMENT

PROGRAMMES/SCHEMES	2014-15 (BE) Cr.	2015-16 (BE) Cr.	DIFF. IN ALLOCATION Cr.
Hostels for Working Women	25	30	5
STEP	20	30	10

CSWB	80.91	7.34	-7.34
RashtiryaMahilaKosh	20	0	-20
One Stop Crisis Centre	20	2	-18
Swadar	115	50	-65
Restorative justice to rape Victims	30	0	-30
NCW	19.5	25.15	5.65
Gender Budgeting	1.00	2.00	1.00
Conditional Cash transfer for girl child with Insurance cover (Dhanalakshmi)	5	0	-5
Comprehensive Scheme for Combating trafficking (Ujjwala)	16	20	4
Priyadarshini Scheme	15	0	-5
Rajiv Gandhi Scheme for Empowerment of Adolescent girls (SABLA)	700	10	-690
Assistance for construction of shelter homes for single women/destitute and widows	20	0	-20
Assistance to states for implementation of Protection of women from Domestic Violence Act	50	0	-50
Women's helpline	10	1	-9
Indira Gandhi MatritvaSahyogYojana (IGMSY)	400	438	38
NMEW	90	25	-65
Agricultural Education and Research	14.95	44.23	29.28
Ministry of Finance-Nirbhaya Fund	1000	1000	0
Health & Family Welfare	3788.44	3852.11	63.67
Rural Development – Indira AwasYojana (Rural Housing)	16000	10025	-5975
Other Ministries except MWCD	533.06	1124.62	591.56
Total of all women exclusive allocation (except that of MWCD)	21321.05	16001.03	-5319.77

Source: Union Budget 2015-16, Expenditure Budget, Volume 1, Part A of Gender Budget

TABLE NO 8

ALLOCATION FOR PROGRAMMES WITH 30 PERCENT OR MORE WOMENBENEFICIARIES BY MINISTRIES/DEPARTMENTS

MINISTRIES/DEPARTMENTS	2014-15 (BE) Cr.	2015-16 (BE) Cr.	Difference in Allocation, Cr.
Agriculture and co-operation	750	3539.06	2789.06
Health and Family Welfare	11824.01	9977.82	-1846.19
School Education and Literacy	16208.16	12472.07	-3736.09
Higher Education	7621.57	7446.34	-175.23
Labour and Employment	175	250	75
Micro, Small and Medium Enterprises	515.09	412.37	-102.72
Minority Affairs	2151.5	2262.68	111.18
Panchayati Raj	6906	0	-6906
Rural Development	13332	12817.68	-514.32

social Justice & Empowerment	1821.02	1997.08	176.06
Tribal Affairs	1361.6	1487.2	125.6
Women and Child Development	11300.54	8072.36	-3228.18
Youth Affairs and Sports	99.49	99.37	-0.12
Other Ministries/department	1848.55	1510.94	-337.61
TOTAL	75914.53	62344.97	-13569.6

Source: Union Budget 2015-16, Expenditure Budget, Volume 1, Part B of Gender Budget

TABLE NO 9

SUGGESTIONS

*In school, teachers should create interest in science subject in the school level. * Appointment of female teachers in higher education. * Requirement of women hostel not only for backward classes, but also for BPL holder general class women. * Arrangement of Scholarships for rank hold girls in various disciplines should provide which helps them as well as to motivate society. *In colleges and Universities, teaching method should be implemented by grouping together students of the same standard or maturity levels & encouraging group discussion under supervision of an experienced person. *Inclusion of various courses, both regular and distance mode like fine arts, fashion designing, costume designing, text tile designing, relating to women, which can help to reduce gender disparity in higher education in India. *To provide need based job oriented courses for women. *Women higher education policies need to take by our state and central government. *The university should encourage students to do research work regarding women's issues. To increase the union budgetary allocation particularly women's higher education. * UGC should provide research associate ship/fellowship in every year for women.

CONCLUSION

To conclude, the foregoing gendered reading of the Union Budget suggests that with reduced central allocations for gender sensitive programs, the roles of state governments become critical in advancing women's equality and development. In such a scenario, unless every individual state provides for services and measures benefiting women, the aim of attaining gender equity will continue to be a dream. Given the fact that women are yet to become an important political constituent and that their issues have not occupied a central stage in political mobilization, not many progressive changes can be expected from the states though wide variations could be visualized across states. The attitude of man dominant society should change and try to be very cooperative with women and encourage her greater participation in decision making process at household level, local, state, national and international level. There is a pressing need to take in hand the challenges hampering the access of higher education to women in India .In order to empower women we need not only to give them more economic power but also bring changes in the entire social, political and legal systems of the country because these are responsible for women's lower status in the society and act as hindrances in their progress. In order to achieve the target of women empowerment, universities and institutes of higher learning should play vital role. Empowering women indirectly leads to a growing demand for education for girls and alternative system of education. There is need to evolve educational institutions which cater exclusively to marginalized girls. Innovative approaches and efforts by both governmental and corporate agencies will pave way for progress in education in terms of access, enrolment, retention and quality in women's education. Our colleges, particularly women colleges, higher

learning institutions have to be part of such activities. Globalization has presented new challenges for the realization of the goal of women's equality in all spheres including higher education. Central/State Government and UGC should provide increase the research fellowship in every year for higher education , particularly for women.

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