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EMPOWERING THE WOMEN TO MITIGATE GENDER DISPARITY IN HIGHER EDUCATION IN INDIA

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ABSTRACT
The present paper highlights the gender disparity in higher education on women empowerment in India. Education is most important aspect for economic development of a nation. Better educated person improves better skills, knowledge, and awareness. Our paper emphasis the Higher Education improves the quality of life for development human being in India. Gender disparity is a serious problem in India which affects the sex ratio, education, economic and social development. The literacy rate of female is highly increased than that of male literacy rate but in India gender literacy rate downward slope. Women enrolment in higher education deteriorated in India during overall period. Some of the main problems and challenges of higher education system in India are access, gender disparity, disparity of social group, imbalance in the variation of different course and improving better quality on higher education etc. Enrolment Ratio (GER) in higher education is uninterruptedly increasing but at a slower pace which needed to rise high to compete globally. Gender disparity plays an important role for the development their opportunity, decision making, promotes economic wellbeing and various outcomes. Gross Gender bise is a main reason of their deprivation regarding access to education, health, physical and economic resources etc. in this context, education might be the only managerial power which can inculcate the necessary awareness among the victimised and vulnerable women and usher in women empowerment. In the above background, the present paper is on the look at for empowering the women on the gender disparity of higher education in India by some important parameters and attempts to find out the major extents of anxiety in the higher education sector in India.

KEYWORDS: *Gross Enrolment Ratio (GER), Caste, Gender disparity, Gender Parity Index, Employability in higher education.*

I. INTRODUCTION

The growth of Higher Education in India can be seen in the common and pecuniary progress. It brings many opportunities and challenges for the different type of benefits of persons. Therefore, Higher Education improves the quality of life for development human being in India. So, education plays a vital role for development of economic growth and empowering peoples to contribute in and appreciate the evolution progression (Wagner, 2017). Gender disparity is a serious problem in India which affects the sex ratio, education, economic and social development. Gender disparity plays an important role for the development their opportunity, decision making, promotes economic wellbeing and various outcomes. There are huge number of externalities to concentrating on girls' education, including delayed marriage, reduce fertility, labour force participation of women, and developments in health for themselves and their children (Abu-Ghaida and Klasen, 2004; Klasen, 2002). While there has been development in improving girls' enrolment, barriers to education continue to exist. Empowerment is most important dynamic tools as it needs to the cycle of perception, understanding, and enlightenment. Empowerment is the important factor to which complete course with different dimension of intellectual, psychological, economic and political, to provide equal opportunities and resources to participate completely in the progressive process. It can take to higher decision-making power. But now, according to the world Bank, women are assets to the world. Women are not perpetual shock absorber, they must not be featured as the absorber, but as partners (Bhatt, 2016). Gender bise is a main reason of their deprivation regarding access to education, health, physical and economic resources etc. in this context, education might be the only managerial power which can inculcate the necessary awareness among the victimised and vulnerable women and usher in women empowerment (R. Mitra, 2015).

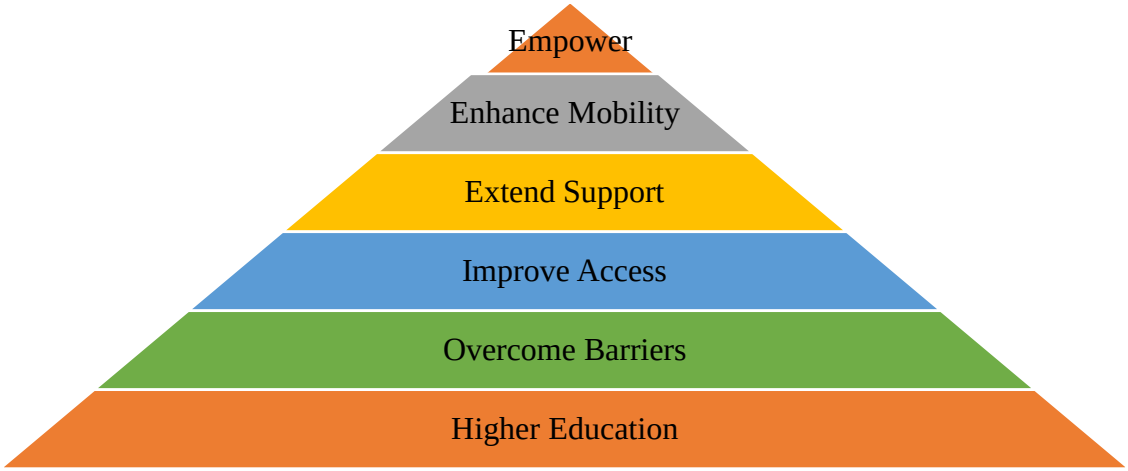
Higher Education and Economic Empowerment

Status of women specified from higher education in India, where she also grow economy for development her family or not. Most of the women are uneducated in our country, that is why they are suppressed. Educated women can grow up her house as well as decision making for development her standard of living. Humen development

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depends up quality of higher education in India. Higher education can empower women to make decision, well economics, better opportunity, better quality of human being and generate employment opportunity in our country. Therefore, higher education plays a vital role for development of human capability-endorsing, opportunity enhancing and empowerment. Higher education has converted the utmost powerful tool in the modern economy, which develops to skilled educated people with efficiency for individual and national development.

Fig. 1 Education – Base of empowerment



Sources: Shety & Rao (2022)

Figure 1 determine education as a base of empowerment as it can have a sequence of reimbursements within the households. Educated women can easily achieve for better development which easily get job opportunity, command higher wages, overcome the barriers imposed by the society (Shety & Rao, 2022). Presently we observed that investing more in educated women, rather than in men. Education create empowerment which overcome different type of barrier of women's life, to improve their financial crisis, also extends to supports to other person who needs assistance and also increased mobility in India. Otherwise, higher education creates or generate of employment opportunities, increase their standard of living, expanded socio economic standards and also attains to expands economic. So higher education can expansion different assistance for development any society in India.

Review Literature

Basantia, T and Devi, Y. R (2022) determine the status of women employability compared with men employability in higher education institutions. They also study that woman influenced lesser status in comparison with men in all the administrative level and them exist related positions as a like VC pro-VC, registrar, CoE, finance officer, medical officer, deputy registrar, assistant registrar, section officer and clerks and in all the academic some related positions (i.e. dean of schools, head of the department, professor, associate professor and assistant professor) in higher education institutions.

Jana, S (2017) revels that higher education has tremendously increased in institutional level and enrolment in the recent years. He also determines that some major issues and challenges has in higher education system in India which access regional inequality, economics opportunity, social inequality, divergence of different programme or subjects, improving their skill and providing public expenditure on higher education system.

Krishnamoorthy A, Srimathi H (2020) analysis that Women education brings some initiate for development women cultural and socio-economic which development to the family and nation. He also says that different challenges of women leadership and comprehensive of rural women inspiring is possible only when there is a facility for equal accessible and assurance of favourable environment.

Pandit. A (2022) determinant the relation between education and employment in India. He also studies the level of education how people work and what they pleasing from their self-work. He also finds out there is no inverted U shape curve via unemployment and level of education. So good educated person engaged in better opportunity job but lower level of educated person is either unemployed or engaged in lower-level work.

Rajak, P & Swami, T (2020) determine that higher education which provide to people opportunity and it reflect on economic, culture and spiritual facing humanity.

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Rawat, K (2020) analysis that higher education is most important aspect for development economic of a nation. He also determinant the GER in higher education comprises a variation of different courses in India. Gender disparity in different courses point out the divergences in the comprehensive growth of women. He further finds out that higher educated person has own skills, knowledge, and awareness.

Shetty, S and Prakasha Rao, P (2022) examine that women empowerment is the process for development of woman education, employment opportunity, health and social status in India. They also examine that education is the empowers to the women skill development process. Educated women use a more pro-active way to job search and they have more substantial search effort and employability. Their education pays them off through a high return in salary and job quality.

Research Objective

The following objectives is laid down for the study

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1. To study the status of women's literacy in Higher India.
2. To examine the enrolment of women and gender disparity of Higher Education in India.
3. To analysis women empowerment toward on Higher Education in India.

Sources of Data

It is based on secondary data relating to Higher education and census of India. Basically, it has been collecting from AISHE report during the period 2017-18 to 2021-22. I also collecting the data from Census of India report, 2011. Some related information has been extracted from various websites. In this study has mentioned gender disparity which minimised gender literacy gap in higher education. So, government take to decision for reduce between male and female literacy rate in India. We also analysis, higher education expansion or generate of employment opportunities, increase their standard of living, expanded socio economic standards and also attains to expands economic as well as women empowering. Our data also say, women enrolment highly increases than that of men enrolment in India. It motivates their empower for new job opportunity, assistance financial service and making decision.

Plan of the Study

The rest of the paper is divided into six sections. Sections II discuss the status of women's literacy in India. Section III determine the women's enrolment in higher education. Section IV determine the trends and growth of women enrolment in higher education India. Section V to examine the women's job opportunity in higher education in India Finally, Section V makes the concluding observations.

II. STATUS OF WOMEN'S LITERACY IN INDIA

India accounts for 30 percent of the world's total illiterate population, of which 70 percent are women. Therefore, it is essential to review the status of literacy among women, who constitute 48 percent of the country's total population. Table 1 shows the literacy rates in India as recorded in different census years.

Table 1 percentage share of literacy gap between male-female in India

Various Year	Literacy Rates			Gender Literacy Gap
	Total	Male	Female	
1981	46.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Sources: Census, 2011

In India, total literacy rate numerously increased from 46.57 percent in 1981 to 74.04 percent in 2011. Gender disparity gap gradually falls in India during all over census. Male literacy rate in India is higher than that of female literacy rate. In India female literacy rate increased from 53.67 percent in 2001 to 65.46 percent in 2011. Female literacy rate in India gradually increased from 75.26 percent in 2001 to 82.14 percent in 2011. In this context female literacy rate in India highly increased about 11.8 percent point but male literacy rate lower increased about 6.8 percent point in India. So, what has been encouraging in India, female literacy rate faster increased than that of male literacy rate. During period 2001 to 2011, 217.70 million literates added in India but the number of new women literates added about 110.07 million which exceeded to man literate (107.63 million). Whatever, in spite of these encouraging facts, gender gap in education is still very much a cause of concern. Although gender gap between male and female literacy rate has been come down from 21.59 percent in 2001 to 16.68 percent in 2011 in India. So, we can mention that this gap has been showed in rural areas than that of the urban areas in India.

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Therefore, until and unless reduction in the male female literacy gap is made conceivable, gender-equitable progress shall remain unbelievable in the context in India.

III. WOMEN'S ENROLMENT IN HIGHER EDUCATION

The impact wielded by education on women is enormous and incontestable. It is only through access to comprehensive education that women come in communication with the outside world and their psychological obstruction can be destroyed. Since a child of an educated mother cannot ever remain illiterate, extension of education to all women, notwithstanding of class, caste and creed, is of major position to wipe out illiteracy in India. Women enrolment in higher education is the most vital factor for their access to education and hence is an indicator of women empowerment. Percentage share of gender enrolment in higher education in India show in Table 2.

Table 2 Percentage share of gender enrolment in higher education in India

	% of Female Enrolment	% of Male Enrolment	Gender Disparity Gap in He
2017-18	47.6	52.4	4.8
2018-19	48.6	51.4	2.7
2019-20	49.0	51.0	1.9
2020-21	48.7	51.3	2.6
2021-22	47.8	52.2	4.4

Source: AISHE (Various report)

Share of male and female disparity in higher education downward trend during the period 2017-18 to 2020-21 but it increased in 2021-22. Gender disparity gap continuously falls in higher education most of the female enrolment in higher education has been awareness for education, decision making, economy grow and development their quality of lifestyle. Share of male enrolment is higher than that of the female enrolment in higher education. They also contested with male enrolment in higher education in India. In this context percentage share of female enrolment in higher education is upward rising from 2017-18 to 2019-20 but male enrolment in higher education decreases during this period. After than share of male enrolment in higher education continuously increased but share of female enrolment slowly decreased.

Table 3 Percentage of Male and Female Enrolment by social group wise of Higher Education in India (2017-18 to 2021-22)

	Gen		OBC		SC		ST	
	Male	Female	Male	Female	Male	Female	Male	Female
2017-18	23.8	21.5	18.3	16.8	7.6	6.8	2.7	2.5
2018-19	22.5	20.7	18.5	17.9	7.6	7.3	2.8	2.7
2019-20	22.1	20.7	18.7	18.3	7.4	7.3	2.8	2.8
2020-21	23.0	21.1	18.2	17.6	7.2	7.0	2.9	3.0
2021-22	21.4	19.3	19.7	18.1	8.0	7.3	3.2	3.1

Source: AISHE (Various report)

Percentage share of gender enrolment by social group in higher education in India presented in Table 3. Percentage share of male enrolment in higher education by social group is higher than that of female enrolment in higher education in India. Percentage Share of male and female enrolment by all caste in higher education more or less increased in India except general caste during overtime. ST's enrolment is lower than that of other caste in India during the period 2017-18 to 2021-22. Enrolment of general caste in higher education dominated to other caste in India. Enrolment of Female general caste in higher education decreased from 21.12 percent in 2020-21 to 19.3 percent in 2021-22 but other caste in higher education increased in last decade in India. In this context government take to some step for development of backward caste in higher education. They also get better quality of education, decision making, assistant of financial service etc. Presently backward women caste helps different assist from government for their development education side by side they also full fill their crisis for maintaining of standard of living.

Table 4 Share of female enrolment by social group in higher education in India

	SC	ST	OBC	GEN
2017-18	14.4	5.2	35.2	45.2
2018-19	15.0	5.6	36.7	42.7
2019-20	14.8	5.7	37.3	42.1
2020-21	14.4	6.1	36.2	43.4
2021-22	15.3	6.5	37.8	40.4

Source: AISHE (Various report)

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In Table 4 show share of female enrolment by social group in higher education in India. Enrolment of backward caste in higher education increased in India but enrolment of general caste in higher education continuously falls during the overall period. SC and ST's enrolment are higher than that of the other caste in India. Enrolment of general caste in higher education decreased from 43.4 percent in 2020-21 to 40.4 percent in 2021-22. Enrolment of SC, ST and OBC in higher education increased at 0.9 percent, 0.4 percent and1.6 percent.

IV TREND OF WOMEN ENROLMENT IN HIGHER EDUCATION IN INDIA

In Table 5 shows percentage share of male and female enrolment in various course in higher education in India from the academic year 2017-18 to 2021-22. Percentage share of male enrolment in higher education for various courses is higher than that of the female enrolment in higher education in different courses in India for the academic session 2017-18 to 2021-22. In the present scenario, percentage share of female enrolment in M.Phil. and PG is much higher than that of the male enrolment in India from the academic year 2017-18 to 2021-22. Share of female enrolment in Ph.D. continuously increased but it numerously decreased during all over academic year.

Table 5 Percentage of Male and Female Enrolment in various Courses of Higher Education in India (2017-18 to 2021-22)

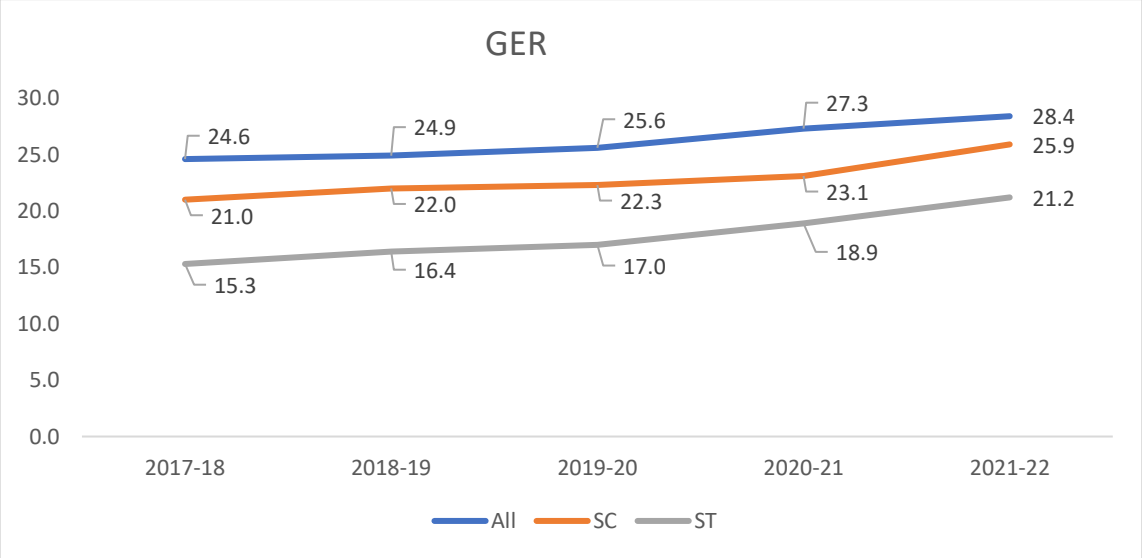
	2017-18		2018-19		2019-20		2020-21		2021-22	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ph.D.	57.4	42.6	56.2	43.8	55.0	45.0	55.1	44.9	53.6	46.4
M.Phil.	36.0	64.0	37.9	62.1	37.8	62.2	37.9	62.1	35.6	64.4
PG	46.0	54.0	43.6	56.4	43.1	56.9	43.5	56.5	44.6	55.4
UG	51.9	48.1	51.0	49.0	50.8	49.2	51.3	48.7	52.3	47.7
PG Diploma	53.9	46.1	54.1	45.9	53.6	46.4	55.9	44.1	55.4	44.6
Diploma	67.9	32.1	66.8	33.2	65.1	34.9	62.9	37.1	63.8	36.2
Certificate	43.4	56.6	46.2	53.8	46.4	53.6	53.8	46.2	52.5	47.5
Integrated	58.4	41.6	57.5	42.5	56.2	43.8	55.0	45.0	54.0	46.0

Source: AISHE (Various report)

In the integrated course for male enrolment in higher education continuously decreased but female enrolment in India upward trend in the all-academic year. In the certificate course for male enrolment increased from 43.4 percent in 2017-18 to 53.8 percent in 2020-21 but it slowly decreased at 52.5 percent in the last decade. It is indicated that women enrolment in certificate course increased in last decade in India.

Gross enrolment ratio (GER) is the ratio of the number of students enrolled in higher education to the total population. GER is most important because it determines accessibility to education. Trend of Gross enrolment ratio in higher education by gender wise has shown in figure 2. Gross enrolment ratio both all caste upward rising during the all over period. Enrolment ratio of Schedule caste in higher education is higher than that of the schedule tribes in India. Gap of the enrolment ratio in higher education between Schedule Caste and Schedule Tribes are numerously or quite different in India.

Figure 2 Trend of Gross Enrolment Ratio of higher education in India



Source: AISHE (Various report)

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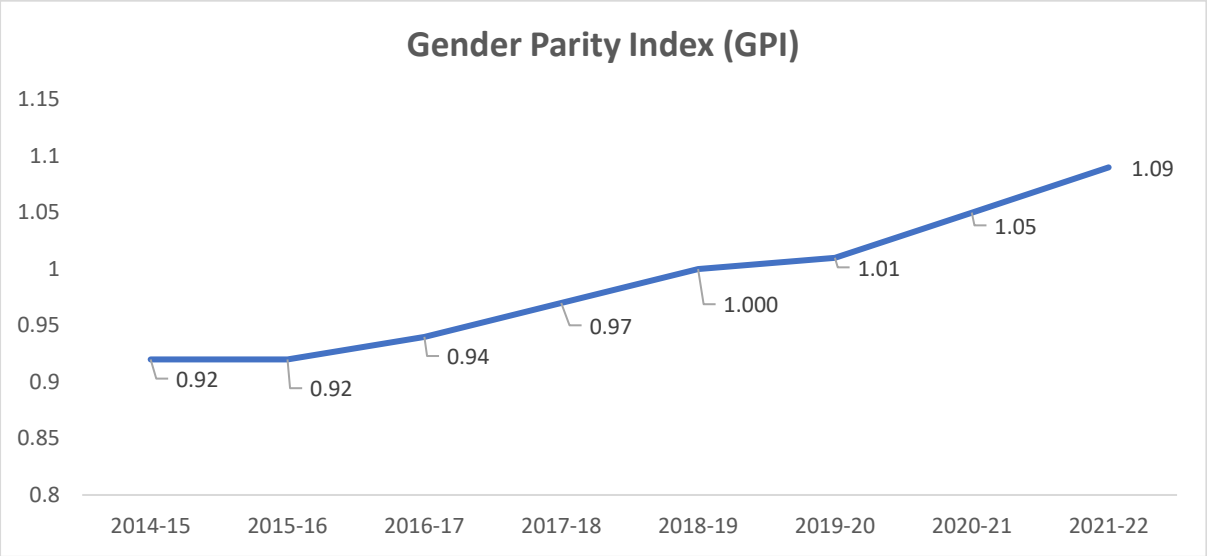
Table 6 Gross Enrolment Ratio (GER) of Male-Female by social group in India

	ALL Caste		SC		ST	
	Male	Female	Male	Female	Male	Female
2017-18	24.5	24.6	21.0	21.0	16.0	14.5
2018-19	24.4	25.5	21.4	22.8	16.7	16.1
2019-20	24.8	26.4	21.5	23.2	17.0	17.0
2020-21	26.7	27.9	22.4	23.9	18.8	19.1
2021-22	28.3	28.5	25.8	26.0	21.4	20.9

Source: AISHE (Various report)

Trend of gross enrolment ratio of social group by gender wise in higher education for the academic year 2017-18 to 2021-22 reveals that male-female for all caste has increased from 24.5 to 28.3 and 24.6 to 28.5 (In Table 6). The GER of male was higher than female for seven consecutive academic years i.e. 2011-12 to 2017-18. Schedule caste of male and female continuously increased from 21.0 to 25.8 and 21.0 to 26.0. On the other hand, ST's gross enrolment ratio by gender wise drastically increased from 16.0 to 26.0 and 14.5 to 20.9 for the academic year 2017-18 to 2021-22. Gross enrolment ration of male by caste wise is higher than that of the gross enrolment ratio of female in India. This is a good sign for achieving enrolment ratio in gender gap by female student in India. It exposes that while there is an increase in GER of both male and female, gender gap continuously occurred in terms of enrolment in higher education. Now it is evident from our data there exists wide gender gap in the gross enrolment ratio. Lesser number of women enrol in higher education due to certain socio-cultural factors and furthermore, inadequate infrastructural support reduces their participation.

Figure 3 Gender Parity Index (GPI) in Higher education (2014-15 to 2021-22)



Source: AISHE (Various report)

Gender Parity Index (GPI) in enrolment at any level of education is the ratio of the number of female students enrolled to the number male student enrolled at that level. A GPI of 1 indicates parity between the sexes or no gender disparity. A GPI that varies between 0 and 1 typically means a disparity in favour of males whereas a GPI greater than 1 indicates disparity in favour of females. GPI values in higher education shows disparity in favour of males for academic year 2014-15 to 2017-18 and it also shows the disparity in favour of females in India in the academic year 2018-19 to 2021-22 (in Figure 3). Gender Parity Index values in higher education in India upward rising from the academic year 2014-15 to 2021-22. GPI values in higher education continuously increased from 0.92 in the academic year 2014-15 to 1.09 in the academic year 2021-22 in India. This implies that Gender Parity Index value moved in favour of male to female in a decade.

IV. WOMEN EMPOWERMENT AND JOB OPPORTUNITY IN HIGHER EDUCATION

In the all-institutional level in India, total teaching faculty is 1416299, where only female teacher faculty is 42.2 percentage in India (In Table 7). Percentage share of total teaching faculty by gender base presented in Table 7. Percentage share of female lecture in higher education is higher than that of the professor and Reader in all different level of institution in India. In the opposite scenario, all institution level in India, percentage share of male Professor in higher education predominated to reader and lecture. There is a regional disparity in female

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employment and the all-institutions level are not made women responsive. This gap is greater in leadership roles as the head of the all institution, VC level and Director level (Banker et al. 2017).

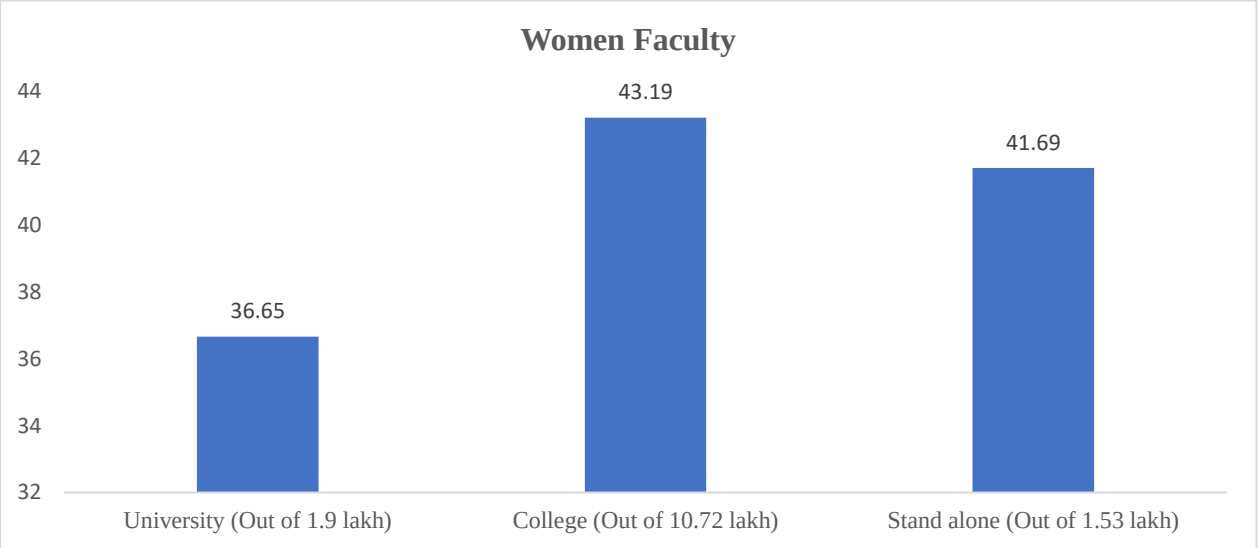
Table 7 Percentage Share of Gender based Faculty designation

	Professor		Reader		Lecturer		Tutor	
	Male	Female	Male	Female	Male	Female	Male	Female
Central University	79.5	20.5	74.4	25.6	69.9	30.1	81.0	19.0
Central Open University	63.3	36.7	56.1	43.9	48.5	51.5	0.0	0.0
Institute of National Importance	85.7	14.3	82.7	17.3	78.2	21.8	48.1	51.9
State public university	75.4	24.6	68.8	31.2	60.3	39.7	52.1	47.9
State open university	92.7	7.3	78.0	22.0	57.1	42.9	25.0	75.0
State private university	76.9	23.1	64.7	35.3	57.1	42.9	44.6	55.4
Institute under state Legislature Act	77.3	22.7	75.8	24.2	65.5	34.5	52.0	48.0
Deemed University-Government	81.1	18.9	79.9	20.1	71.4	28.6	66.7	33.3
Deemed University-Government Aided	59.7	40.3	53.0	47.0	47.7	52.3	44.4	55.6
Deemed University-Private	70.0	30.0	62.5	37.5	56.0	44.0	40.0	60.0
Central University-Constituent Colleges	68.0	32.0	46.3	53.7	47.9	52.1	36.5	63.5
State public university-Affiliated colleges	72.5	27.5	62.9	37.1	56.2	43.8	35.6	64.4

Sources: (AISHE, 2019)

There is a requirement to develop inspiration, training on management skills in women faculties and administrators towards leadership roles. The need of affirmative action and fixed quotas, mentoring will improve the situation (Morley, 2013).

Figure- 4 Percentage share of Women Faculty in India



Sources: Krishnamoorthy A, Srimathi H (2020)

In Figure 4 show the percentage share of women faculty in different type of university, college and stand alone in India. Women faculty is much higher in college but it lower in university. Only 36.65 percent women faculty bis University but 43.19 percent faculty has in college in India. Women empowering in India stand better position. Government takes to initiate some educational policy which develop to women empowering in higher education. So, women get some different type of job opportunity in higher education. We can say that minimize gender disparity and women empowering to higher education in India.

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Table 8 percentage share of women empowering in higher education in India

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
Professor	73.1	26.9	72.7	27.3	72.5	27.5	71.2	28.8	70.5	29.5
Reader	63.4	36.6	63.2	36.8	62.9	37.1	62.4	37.6	62.1	37.9
Lecturer	57.5	42.5	57.4	42.6	57.0	43.0	56.7	43.3	56.2	43.8
Tutor	34.6	65.4	34.5	65.5	34.5	65.5	33.5	66.5	33.6	66.4
Temporary Teacher	49.9	50.1	50.6	49.4	51.1	48.9	52.3	47.7	52.3	47.7
Visiting Teacher	56.0	44.0	55.5	44.5	55.6	44.4	55.5	44.5	55.4	44.6

Source: AISHE (Various report)

Table 8 are presented the percentage share of women empowering in higher education in India during the period 2017-18 to 2021-22. Percentage share of male faculty in higher education is higher than that of the female faculty in India. Share of female faculty in different designation to higher education continuously decreased but female faculty continuously increased in India during the period 2017-18 to 2021-22. Visiting women faculty increased but male visiting faculty gradually falls in India.

V. CONCLUDING OBSERVATION

Education plays a vital role for development of economic growth and empowering peoples to contribute in and appreciate the evolution progression. Gender disparity is the various critical issues in India. Gender disparity is a serious problem in India which affects the sex ratio, education, economic and social development. Gender disparity plays an important role for the development their opportunity, decision making, promotes economic wellbeing and various outcomes. Empowerment is the important factor to which complete course with different dimension of intellectual, psychological, economic and political, to provide equal opportunities and resources to participate completely in the progressive process. It can take to higher decision-making power.

Higher education plays a vital role for development of human capability-endorsing, opportunity enhancing and empowerment. higher education creates or generate of employment opportunities, increase their standard of living, expanded socio economic standards and also attains to expands economic. Gender disparity gap continuously falls in higher education most of the female enrolment in higher education has been awareness for education, decision making, economy grow and development their quality of lifestyle.

Gross enrolment ratio both all caste upward rising during the all over period. Enrolment ratio of Schedule caste in higher education is higher than that of the schedule tribes in India. Lesser number of women enrol in higher education due to certain socio-cultural factors and furthermore, inadequate infrastructural support reduces their participation. GPI values in higher education shows disparity in favour of males for academic year 2014-15 to 2017-18 and it also shows the disparity in favour of females in India in the academic year 2018-19 to 2021-22. There is a regional disparity in female employment and the all-institutions level are not made women responsive. This gap is greater in leadership roles as the head of the all institution, VC level and Director level. Share of female faculty in different designation to higher education continuously decreased but female faculty continuously increased in India during the period 2017-18 to 2021-22. Visiting women faculty increased but male visiting faculty gradually falls in India.

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