
EDUCATIONAL GROWTH WITH SPECIAL REFERENCE TO WOMEN EDUCATION

DR.E.RAJU, KANDULA RATNAM

Abstract: Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique social-cultural identity and also to meet the challenges of the times. The indigenous system of education in India is based on Hindu and Islamic orientation. Later English system of education was developed with the legacy of Britishers to serve the commercial cum political interests of Britishers. Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates and shows a positive association with female age at marriage, life expectancy, participation in modern sectors of the economy, and above all, female enrolment. Female literacy rate has grown from 8 per cent in 1951 to 39 per cent in 1991. Rural-urban and inter-group disparities were sharp. The rural-urban divide was the sharpest amongst females. Urban females were twice as well off in literacy as compared to their rural counterparts. Scheduled Caste (SC) and Scheduled Tribe (ST) females were at the bottom of the heap. India began its journey towards the goal of universal and free basic education little more than 6 decades ago with the Indian Constitution stating, "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years. After the attainment of independence, there has been a much more rapid expansion in the field of higher education. This paper attempts to study to examine the Women Education in India, Growth of Educational Institutions, Percentage of Women's Enrolment to Total Enrolment According to Faculties: 1950-51 to 1965-66 and Enrolment of Women in the Universities and Colleges: 1950-51 to 2000-01.

Introduction: The system of higher education in India started after the advent of British Rule in India. The British rulers established many government and private colleges by 1857. Basing on the Woods Dispatch of 1885, the universities of Calcutta, Bombay and Madras were established in 1857. The college education received a great impetus during 1901 to 1902. The number of colleges increased from 68 in 1880-81 to 179 in 1901-1902. The government has passed resolution in 1913 emphasizing the need for establishment of new universities in India. Government of India had appointed various commissions to examine the pattern of education and problems of education system in India from time to time. The Constitutional Amendment of 1976, leads to the greater role and responsibility of the States in regard to education. The Radhakrishna Committee 1948-49, Educational Commission 1964-66, D.S. Kothari Commission 1964, Partha Saradhi Commission 1979, Dr. Malcom Adishesaiah Commission 1979, Challenges of Education : A policy perspective of 1985 are some of the land marks in the history of the development of education in general and higher education in particular in India. These commissions recommended various measures to improve the system of education in India.

This paper attempts to study: To examine the Women Education in India, Growth of Educational Institutions, Percentage of Women's Enrolment to Total Enrolment According to Faculties: 1950-51 to 1965-66 and Enrolment of Women in the Universities and Colleges: 1950-51 to 2000-01, and Summary and Conclusions.

Growth of Educational Institutions: After the attainment of independence, there has been a much more rapid expansion in the field of higher education.

The number of universities has increased over time. At the time of Independence, in 1947, there were only 20 universities and 500 colleges in the country. There were 28 universities and 495 colleges in 1950-51, 44 universities, 1542 colleges in 1960-61, 93 universities and 3604 colleges in 1970-71, 123 universities and 4775 colleges in 1980-81 and 176 universities and 5778 colleges in 1990-91. There are 160 degree and diploma awarding universities; 28 "Deemed to be Universities" of general, technical and professional nature; 6912 colleges and 10 institutions of national importance in the country. Of the 188 universities and deemed to be universities, 52 are professional universities. Of this number 27 provide education in agricultural and Veterinary Science, 1 in Fisheries Education, 14 in Engineering science and technology, 9 in medicine and 1 in law. Others provide education in the disciplines including some professional disciplines. Of the 6912 college's 1354 provide education in professional disciplines like engineering and technology, agriculture, medical sciences, architecture etc. Rest of them provides education in arts, social sciences, commerce and sciences. Of the 10 institutes of national importance, 5 institutes provide education in science and technology, 1 provides education in statistic, 3 in medical science and 1 in Hindi at the higher level. Besides this, there are few institutes of management. There are also several institutes engaged in research in science and technology and medical science disciplines both at the national and regional levels. A good number of these institutes provide in-service training to personnel in respective fields of specialization. At present there are 273 university level institutions, about 8,600 colleges and about 7 million students enrolled in higher education. Out of 273 university level institutions 162 are traditional universities, 40 are

agricultural institutions, 33 are technical institutions, 3 are IT institutions, 6 are law institutions, 1 Journalism institute, 18 are medical institutions, and 10 are open universities. As many as 434 new colleges were established during 1999 - 2000, bringing the total number of colleges to 11,831 in 1999 - 2000 as against 11,397 colleges in 1998 - 99. At the end of 1999 - 2000, the total number of colleges recognized under section 2(f) and 12(B) of the UGC Act was 5169 as against 5037 in the previous year. There were 236 universities and deemed universities at the end of 1999 - 2000. (Central 10, State 167, which includes 27 agricultural, 2 we-ternary, 5

medical and 4 technical, Open 6 and Deemed 47) The total colleges are 11,831. As on 31.03.2001, there were 245 universities including 17 Central Universities and 47 Deemed Universities and 12,342 colleges including 1525 women colleges. As many as 477 new colleges were established during 2000-2001.

Growth in Women's Colleges: The number of women colleges has recorded a substantial increase during the ten years from 1991-92 to 2000-2001. In the year 1991-92 there were only 950 Women colleges and their number increased to 1525 by 2000-01.

Year	No. of Colleges
1991-92	950
1992-93	994
1993-94	1033
1994-95	1107
1995-96	1146
1996-97	1195
1997-98	1260
1998-99	1359
1999-2000	1503
2000-2001	1525*

Source: UGC Annual Report 2000-2001

At the end of the year 2000-2001, the total number of colleges recognized under Section 2(f) of the UGC Act, 1956 was 51.89. Out of these 216 colleges are not eligible to receive central assistance in terms of Rules framed under Section 12(B) of the UGC Act. There are 176 State Universities set up under laws enacted by the legislatures of various states. 116 state universities, excluding agricultural/medical universities are eligible to receive grants from the UGC. During the year 2000-2001, 116 eligible state universities were provided development grants amounting to Rs. 164.06 crores. There are 12,342 colleges in the country. Out of which, only those colleges, which are recognized by the UGC, in terms of Section 2 (f) and 12 (B) of the UGC Act, are eligible to receive grants from the UGC. The number of such colleges as on 31.3.2001 was 4973 colleges.

Ninth Plan grants (1997-2002) amounting to Rs.409.12 crores were allocated for the development of 3965 colleges under College Development Scheme. The number of students and teachers in the higher education system was also very small. But, after Independence, there has been an exponential increase in all these numbers. There has been a twelve-fold increase in the number of universities and twenty three-fold increase in the number of colleges while students enrolment has gone up by nearly twenty nine times.

There has been considerable expansion in educational facilities all over the country at all levels. The growth of higher education in India during the past half century was never inhibited by economic, or indeed by any other, constraints. The growth in higher education has

been spectacular. The growth rate in institutions of higher education have registered an increase of 342 per cent during the period 1950-51 to 1970-71 and declined slightly later. Private colleges continued to dominate higher education in India during the past two decades. The large proportion of private colleges, about 80 per cent of the total, attests to their dominance. Their continued growth (for example of the total of 307 new colleges in 1970-71, 265 or 86 per cent were set up by private managements) enables the private colleges retain their dominance.

Female Literacy: Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Female literacy is negatively related with fertility rates, population growth rates, infant and child mortality rates and shows a positive association with female age at marriage, life expectancy, participation in modern sectors of the economy, and above all, female enrolment. Female literacy rate has grown from 8 per cent in 1951 to 39 per cent in 1991, and the corresponding increase in male literacy during this period was from 25 to 64 per cent. Rural-urban and inter-group disparities were sharp. The rural-urban divide was the sharpest amongst females. Urban females were twice as well off in literacy as compared to their rural counterparts. Scheduled Caste (SC) and Scheduled Tribe (ST) females were at the bottom of the heap.

Literacy Gains During 1991-97: Renewed efforts and heavy resource inputs in the area of primary education and the voluntary-based Total Literacy Campaigns of the National Literacy Mission (set up in 1988) appears to

have paid dividends. The 53rd round of the National Sample Survey 1997 indicates that India has achieved a breakthrough in literacy in 1990s.

- The overall literacy rate has gone up from 52 per cent in 1991 to 62 per cent in 1997.
- The pace has accelerated in that the increase in literacy rate was 8.7 percentage points during 1981-91, i.e. from 43.5 per cent to 52.2 per cent, and there is already a 10 per centage point increase between 1991 and 1997.
- The male-female gap has narrowed. Female literacy has improved by 11 percentage points compared to 9 percentage points increase in the case of males during 1991-97. Female literacy in 1997 stands at 50 per cent though it is still much lower than the male literacy rate of 73 per cent.
- Rural literacy has progressed faster than urban. The gap between rural and urban literacy levels has narrowed. The rural-urban gap was 28.4 percentage points in 1991, the rural literacy rate being 44.7 and urban 73.1. In 1997 the former has reached the 56 per cent mark, only 14 percentage points lower than the urban literacy rate of 80. During the six years between 1991 and 1997, the improvement in rural literacy is to the tune of 11.3 percentage points, which is twice as much as the growth of 6.9 percentage points for urban populations.
- The north-eastern states have registered the biggest improvement and now Mizoram (95 per cent) has overtaken Kerala (93 per cent) to the top of the literacy chart and Assam has shown a remarkable increase from 53 per cent in 1991 to 75 per cent in 1997- a 22 percentage points jump.
- What is heartening is that the 'BIMARU' states are not lagging in effort. Bihar showed an improvement of 10.5 percentage points, Madhya Pradesh of 11.8, Uttar Pradesh of 14.4, and Rajasthan of 16.5 percentage points during 1991-97.
- Considerable progress has been made in terms of provision of facilities and enrolment of children in the relevant age group. However, the goal of UEE continues to be elusive. This is largely on account of the inability of the system to enroll and retain girls and children from the disadvantages groups.

Enrolment at the Elementary Stage: A fairly strong gender focus has resulted in greater participation of girls in elementary schooling but the male-female gap in enrolment ratios and share of girls in total enrolment is below par for the country as a whole and is very marked at middle stage. Intra-female disparities as between rural-urban areas and among general populations, SCs, STs. Other Backward Castes (OBCs), and some minorities are sharp.

Due to persistent efforts, the enrolment of girls at the elementary stage has grown steadily over the last five decades.

- The number of girls at primary stage has gone up from 5.38 million in 1950-51 to 47.45 million in 1997-98.

- The number of girls at middle stage has increased from 0.53 million in 1950-51 to 15.84 million in 1997-98.

Education of Girls: India began its journey towards the goal of universal and free basic education little more than 6 decades ago with the Indian Constitution stating, "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years'. The struggle to meet this basic commitment began forthwith. But conditions then were really dismal. The overall literacy rate was 18 per cent and female literacy was only 9 per cent. The gross enrolment ratio at primary stage (classes 1-V covering the age group 6-11) was 43 per cent, the corresponding figure for girls was only 25 per cent. At upper-primary stage (classes VI-VIII and age group 11-14) only 1 of 8 children was enrolled in school; among girls, only 1 of 20. Over five decades, there has been phenomenal growth in coverage. Today nearly 4 of 5 children in the age group 6-14 are in school. Two of 3 persons are functionally literate. Thus in the last fifty years several milestones in this regard have been crossed and the progress achieved is by no means small. But it falls short of meeting the goal of Education For All (EFA).

Measures to improve access and enrolment should be coupled with suitable measures to retain children in school long enough for them to complete the full cycle of primary education. Though most states of India have done well in enrolling more and more children in schools, their inability to retain them has been a problem. Considerable efforts have been made during the last decade to ensure that children do not drop out of school after initial enrolment.

There has been a significant decline in dropout rates between 1991 and 1999. This is particularly pronounced in the case of girls. Between 1991 and 1995 the dropout rate for girls declined from about 48 per cent to 38 per cent at primary stage (classes I-V). If the same trend continues, as estimates indicate, 7 out of 10 girls who joined primary school in 1999 are likely to remain in the system for at least five years. It can also be observed that the difference between boys and girls is narrowing, though the situation is not quite encouraging with respect to upper-primary stage.

Recent figures indicate that more children are staying in the system for longer number of years. However, the situation is not fully satisfactory. The following issues need particular attention:

- As in the case of enrolment there are wide disparities among different states with regard to the efficiency with which the school system functions. One can identify certain states which have remained chronically difficult.
- The situation as it stands now shows that girls are at a disadvantage. However, a positive feature is that a reduction in the dropout rate has been faster in the case of girls than in the case of boys in recent years. This is possibly due to the special attention paid, over recent years, to education for girls in general and to all the EFA

projects in particular.

- There is an urgent need to improve the transition rates. This problem gets compounded when viewed in conjunction with the problem of unenrolled children and the extent of dropout in lower-primary classes. Here again education for girls needs special attention.

- Special focus on education for girls: Considering that girls continue to remain at a disadvantage, innovative efforts are being made to meet their socio-emotional and educational needs. Keeping this in view, state and central governments run separate schools for girls wherever necessary; special scholarships are provided to girls; in several states, education for girls is free at all levels, including university education. Also, the procedure for recruiting teachers in almost all the states envisages that at least 50 per cent positions are filled by women teachers.

India has the second largest educational system in the world after China with 610,763 primary, 185,506 upper primary and 107,100 high/higher secondary schools 7199 colleges for general education, 2075 colleges of professional education and 229 universities. In addition there are 290,000 non-formal education (NFE) centres a massive volunteer-based literacy programmes for adults in the age group 15-35. 39.5 million in classes VI-VIII; 27.3 million in classes learning. The system continues to be characterized by sharp regional and gender disparities.

Faster Growth of Girls' Participation: In fact, the growth rates for girls have always been higher than those for boys, not only because of starting from a much lower base but also on account of sustained state effort to promote education of girls as an important part of planned development.

It may be noted that even during the period 1990-91 to 1998-99, the growth rate for girls at primary stage (classes I-V) is twice as high as that for boys and more than double at middle stage (classes VI-VIII). In absolute terms, enrolment of girls during this period at primary level has increased by over seven million compared to boys whose numbers have increased by four million. At middle stage, the increase in the number of girls during this period is to the tune of 3.3 million compared to 2.2 million for boys.

Percentage Share of Girls to Total: The percentage share of girls in the total has shown a steady increase since Independence at all levels of education (see Tables 3.1 for the elementary). During 1950-51 to 1997-98, the percentage share of girls among the children enrolled at primary stage went up from 28 per cent to 44 per cent, from 16 per cent to 40 per cent at middle stage; from 13.3 per cent to 36.7 per cent at secondary /higher secondary level, and from 10 per cent to 36.6 per cent in higher education.

Year	Primary Stage (Classes I-V)	Middle Stage (Classes VI-VIII)
1950-51	28.1	6.1
1960-61	32.6	23.9
1970-71	37.4	29.3
1980-81	38.6	32.9
1990-91	41.5	36.7
1997-98	43.6	40.1

Source: Department of Education (various years),

Ministry of Human Resource Development, Government of India.

Growth in Enrolment: The success story of higher education in India is nowhere better illustrated than in the growth of the number of students in institutions of higher learning. The growth in the number of institutions has been impressive but more impressive has been the increase in their enrolment, particularly during the past two decades. In 1886 there were no more than 11,500 students, including ten women, in 114 institutions of higher education in India. By 1900 enrolment in colleges and universities had risen to 16,000 including 250 women. In 1950-51, India had a student population of 396,745 in 27 universities and 695 colleges and by 1970-71 a big leap forward was registered with 3,12,404 students receiving higher education in 87 universities, 9 institutions deemed to be universities and 3,604 colleges.

The average annual increase (compound) in enrolment was 11.01 per cent during 1951-61 and 11.1 per cent during 1961-71. Taking 1950-51 as the base year, enrolment in university level courses doubled every seven years up to 1963-64 and in the next seven years between 1964-65 and 1970-71, enrolment increased by 2.3 times. At this rate we shall have more than 7 million students in our universities and colleges by 1978-79, that is by the end of the Fifth Five Year Plan. Today about four per cent of the population of the relevant age group are in institutions of higher learning in India, compared to one in a thousand some eighty years ago.

Arts courses have continued to dominate the scene of higher education in India, notwithstanding a slight increase in the proportion of science students. Over 90 per cent of enrolment in universities and colleges has

continued to be in undergraduate and graduate courses. A disturbing development of the past two decades has been the uneven expansion of postgraduate and research enrolment among various faculties in the universities and colleges.

Enrolment Ratio by Stages and Sex: Enrolment ratios moved up constantly upto 1990-91, giving gross figures of 86 for girls and 114 for boys at primary stage and 47 for girls and 77 for boys at middle stage. The enrolment ratios appear to be moving towards net figures in 1998-99, being 81 for girls and 98 for boys at primary level and 50 for girls and 67 for boys at upper primary stage. This is likely on account of improved enrolment at the right age and better retention. However, unless an attempt is

made to collect age-specific ratios separately, it would be difficult to come to any conclusion, because girls still continue to enter late and drop out earlier. Overall gender gaps persist and the situation of girls belonging to SCs and STs in terms of gender parity needs much greater attention. It is a matter of great concern that the enrolment ratio of boys is showing a more marked downward trend since 1990-91 at both primary and upper primary levels. Girls show an improvement at upper primary stage. In the union territories of Delhi and Chandigarh, girls' enrolment ratio is better than that for boys at upper primary level. Similar trends were noted by an earlier study for Mumbai and Kolkatta

Year	Primary Stage (Classes I-V)			Upper Primary (Classes VI-VIII)		
	Boys	Girls	Total	Boys	Girls	Total
1950-51	60.8	24.9	42.6	20.8	4.3	12.9
1960-61	82.6	41.4	62.4	33.2	11.3	22.5
1970-71	96.5	60.5	78.6	46.3	19.4	33.4
1980-81	95.8	64.1	80.5	54.3	28.6	41.9
1990-91	113.9	85.5	100.1	76.6	47.0	62.1
1997-98	97.5	81.2	89.7	66.5	49.5	58.5

Source: DoE, MHRD, GoI

States and Union Territories above and below the National Average of 81 per cent Enrolment Ratio for Girls at Primary Stage (Classes I-V) 1998-99	
States/UTs above the national average (23 per cent)	Andhra Pradesh (87); Arunachal Pradesh (82); Assam (104); Gujarat (114); Haryana (84); Himachal Pradesh (83); Karnataka (102); Kerala (89); Madhya Pradesh (89); Maharashtra (110); Meghalaya (86); Mizoram (105); Nagaland (86); Punjab (83); Sikkim (110); Tamil Nadu (107); West Bengal (87); Daman & Diu (89); Delhi (82); Lakshadweep (96); Pondicherry (84); Rajasthan (81); Dadra & Nagar Haveli (81). Range: 81 in Rajasthan/Dadra & Nagar Haveli to 114 in Gujarat
States/UTs below the national average (9 per cent)	Bihar (59); Goa (77); Jammu & Kashmir (53); Manipur (70); Orissa (76); Tripura (75); Uttar Pradesh (49); Andaman & Nicobar Islands (76); Chandigarh (73). Range: 49 in Uttar Pradesh to 77 in Goa
States and Union Territories below and above the National Average of 50 per cent Enrolment Ratio for Girls at Middle Stage (Classes VI-VIII) in India in 1997-98	
States/UTs above the national average (25 per cent)	Arunachal Pradesh (61); Assam (58); Goa (76); Gujarat (59); Haryana (61); Himachal Pradesh (74); Jammu & Kashmir (51); Karnataka (63); Kerala (93); Madhya Pradesh (50); Maharashtra (80); Manipur (65); Meghalaya (50); Mizoram (69); Nagaland (66); Punjab (63); Sikkim (63); Tamil Nadu (89); Tripura (50); Andaman & Nicobar Islands (92); Chandigarh (81); Daman & Diu (65); Delhi (92); Lakshadweep (68); Pondicherry (89). Range: 50 in Tripura to 93 in Kerala
States/UTs below the national average (7 per cent)	Andhra Pradesh (40); Bihar (24); Orissa (39); Rajasthan (33); U P (28); West Bengal (40); Dadra & Nagar Haveli (49). Range: 24 in Bihar to 49 in Dadra & Nagar Haveli.

Source: R. Govinda, India Education Report,

National Institute of Educational Planning and Administration 2002

Pattern of Enrolment: The pattern of distribution of students reveal that among the students enrolled in

higher education, 88 per cent are graduates, 10 per cent are post-graduates and 2 per cent are research students. General education progressed very well but not able to cope' up with day to day changes occurring in the modern world. In 1975-76, 45 per cent of students enrolled in arts subject and this has gone down to 40 per cent in 1993. The number of students enrolled in science subjects was 19 per cent in 1975-76 and 20 per cent in 1993. The proportion of commerce graduates increased from 17 per cent to 22 per cent during the same period. The per cent of students pursuing engineering and

technological courses increased from 4 per cent to 5 per cent and the percentage of students studying medicine declined from 4 per cent to 3 per cent during that period.

Growth in Women's Enrolment in Universities: Yet another luminous side of the success story of higher education in India is the growth of women's enrolment in the universities and colleges. While increase in the total university level enrolment was about eight times, the number of women students increased fifteen times during 1950-51 to 2000-01

Year	Total Enrolment	Women's Enrolment	Percentage of Women's Enrolment
1950-51	3,96,745	43,126	10.9
1955-56	7,12,697	91,893	12.9
1960-61	10,49,864	1,70,455	16.2
1965-66	17,28,773	3,55,476	20.6
1966-67	11,90,713	2,55,542	21.5
1967-68	13,70,261	3,00,832	21.9
1968-69	15,66,103	3,46,957	22.1
1969-70	17,92,780	3,94,594	22.0
1970-71	19,53,700	4,37,522	22.0
1971-72	20,65,041	4,68,696	22.7
1972-73	21,68,107	4,95,038	22.8
1973-74	22,27,020	5,20,825	23.4
1985-86	2,72,265	95,286	35.0
1986-87	3,24,953	1,08,435	33.0
1987-88	3,89,460	1,32,614	34.0
1988-89	4,50,274	1,58,121	35.0
1989-90	5,37,357	1,97,690	37.0
1990-91	4,47,851	1,87,186	41.0
2000-01	80,00,935	30,12,367	37.7

Source: UGC Annual Report 2000-2001

Women students constituted about one tenth of the total enrolment in the universities and colleges in 1950-51; today they form about a quarter of the total university and college population. The percentage of Women students had increased from 10.9 per cent year 1950-51 to 37.7 per cent year 2000-01 showing an enormous increase in the Women's enrollment in University level during the last five decades. According to the information available with the University Grants Commission, the distribution of 526,659 women students in 1968-69 in the various faculties was as follows: arts 333,964 (63.3 per cent); science 138,512 (26.3 per cent); commerce 6,905 (1.3 per cent); education 18,459 (3.5 per cent); engineering 1,129 (0.3 per cent);

medicine 21,726 (4.1 per cent); agriculture 155; veterinary science 43; law 1,835 (0.4 per cent); and others 3,931 (0.8 per cent). A development which is interesting is that women are gradually edging out men from arts, science, and education courses over the past twenty years. The data for the period 1950-51 to 1965-66 (the trend has not changed since) will substantiate this.

Faculty wise Enrolment: The distribution of students, across faculties, in 1999 - 2000 is shows that four out of ten students in higher education were in the Faculty of Arts, enrolled for courses in the Social Sciences and the Humanities, which include History and Culture and languages. Two out of ten students were in Science courses.

Year	Total Women Enrolment (ooos)	Enrolment per Hundred Men
1950-51	40	14
2000-2001	3012	60

Source: UGC Annual Report 2000-2001.

Distribution of women’s enrolment by state shows that there has been marginal increase in the enrolment of women as a percentage of total enrolment in all the states during 2000-2001 over the preceding year. Among the states, Goa with 56.7 per cent topped in terms of women enrolment as a percentage of total enrolment in 2000-2001 followed by Kerala (55.9 per cent), Punjab

(51.5 per cent) etc. There were 15 states which had higher enrolment of women than the national percentage of 37.65 per cent. In the rest of the states, the percentage of women enrolled was less than the national level, with Bihar recording the lowest women enrolment of 24.4 per cent only.

Faculty	Percentage of Women’s Enrolment in				
	1950-51	1955-56	1960-61	1965-66	2000-2001
Arts	16.1	18.3	24.6	31.5	51.10
Science	7.1	8.4	10.5	17.1	19.00
Commerce	0.6	0.6	0.9	1.8	16.70
Education	32.4	29.8	32.8	34.7	2.40
Engineering/ Technology	0.16	0.19	0.89	0.97	3.60
Medicine	16.3	18.1	21.9	23.9	3.90
Agriculture	0.17	0.29	0.45	0.16	0.40
Veterinary Science	0.45	0.39	0.71	0.62	0.10
Law	2.1	1.7	3.0	3.4	1.80
Others	18.8	24.2	26.8	33.2	1.00

Source: “University Development in India – Basic Facts and Figures: 1965-66”, unpublished material available from the University Grants Commission, New Delhi.

Women’s enrolment in faculty of Arts is over 51.1 per cent of total women’s enrolment followed by the faculty of the Science (19.0 per cent) and the faculty of the Commerce (16.7 per cent) .Women’s enrolment in the faculty of Arts is over 51.1 per cent of total women’s enrolment, followed by the faculty of Science (19.0 per cent) and the faculty of Commerce (16.7 per cent). There was no much change in the percentage of women enrolled in any faculty in 2000-2001 as compared to 1999-2000. If these trends continue, as is most likely, by 1980-81 the percentage of women students in our universities and colleges may exceed 60 in arts courses, 35 in science courses, 70 in education courses and 40 in medical courses, and this may have far-reaching implications for the future of many areas of higher education. It may be mentioned here that women students are securing a disproportionately large share of scholarships and fellowships available for arts subjects. In recent years, 90 to 95 per cent of scholarships in Sanskrit were awarded by the University Grants Commission to women students.

Girls are less mobile than boys on account of parental concern for their personal safety, and thus, utilize educational facilities available within the revenue village or in its sub units or habitations (an average of two

habitations per village).

The educational lag of rural girls is linked to under development of rural areas in terms of development infrastructure, especially convenient safe means of transport, drinking water, cheap fuel, sanitation, health and education infrastructure. The problem is acute in small-sized villages and sparsely populated remote areas. Gender and rural poverty combine to add to the burden of the girl child whose direct and indirect boys are let off and even pampered, being seen as potential breadwinners.

Shortage of women teachers in rural areas is seen as a barrier to girls’ participation in education, especially at middle stage and above. The last available figures from the Six All-India Educational Survey are not very encouraging with regard to rural areas where the demand for female teachers is the most. An analysis of table of enrolment of women among different states in India show that the Women enrolment to total enrolment is highest in Kerala (55.90 per cent) and lowest Bihar (24.41 per cent) average being 37.65 per cent. On the whole the developed states had recorded high Women enrolment ratio whereas the women enrolment ratio is low among the low developed states indicating that the positive relationship between

development and Women's enrolment in Higher Education
Women's enrolment in the faculty of Arts is over 51.1 per cent of total women's enrolment, followed by the faculty

of Science (19.0 per cent) and the faculty of Commerce (16.7 per cent). There was no much change in the percentage of women enrolled in any faculty in 2000-2001 as compared to 1999-2000.

Table - 8
Distribution of Women Enrolment by State, Stage and Faculty

Sl. No	State/Union Territory	Total Enrolment	Women Enrolment	Percentage of Women
1.	Andhra Pradesh	590532	203865	34.52
2.	Arunachal Pradesh	4641	1363	29.37
3.	Assam	205064	74745	36.45
4.	Bihar	642333	156802	24.41
5.	Delhi	159437	72568	45.52
6.	Goa	17630	9997	56.70
7.	Gujarat	475243	205254	43.19
8.	Haryana	229981	97558	42.42
9.	Himachal Pradesh	66123	27110	41.00
10.	Jammu&Kashmir	69971	25868	36.97
11.	Karnataka	552290	218916	39.64
12.	Kerala	223476	124923	55.90
13.	Madhya Pradesh	472429	161996	34.29
14.	Maharashtra	1159031	460686	39.75
15.	Manipur	42845	21165	49.40
16.	Meghalaya	32534	14575	44.80
17.	Nagaland	10992	4599	41.84
17.	Orissa	286927	94399	32.90
18.	Punjab	235071	120947	51.45
19.	Rajasthan	282836	99996	35.35
20.	Tamilnadu	616388	217211	44.00
	Tripura	17654	77014	39.73
21.	Uttar Pradesh	1141364	371120	32.51
22.	West Bengal/Sikkim	449908	158134	35.15
23.	Pondicherry	16235	7556	46.54
	Total	8000935	3012367	37.65

Source: UGC Annual Report 2000-01.

Distribution by Stage of Education: Women's enrolment as a percentage of total enrolment is shows that during the decennial period from 1991-92 to 2000-2001 there was marginal increase in women enrolment at all stages except at the research and Diploma stages.

Table - 9				
Stagewise Percentage of Women Enrolment to Total Enrolment, Stage-wise				
Year/Stage	Graduate	Post-Graduate	Research	Diploma/Certificate
1991-92	32.6	34.6	37.0	32.8
2000-2001	37.5	39.5	36.1	32.6

Source: UGC Annual Report 2000-2001.

A noteworthy feature of the general increase in the number of women students in higher education is almost uniform in the incidence of their enrolment at all levels of education.

Enrolment in Professional Courses: The students enrolled in professional courses are a mere 20 per cent of the total enrolment. In a country, which depends on agriculture and allied occupations, enrolment in agriculture is just 1.1 per cent and in Veterinary Science, it is 0.3 per cent. In 1999-2000, the total teaching staff in universities and affiliated colleges was 3.51 lakh as against 3.42 lakh teachers in the previous year. Teaching staff in the affiliated colleges constituted nearly 77 per

cent of all the teachers put together in university departments and affiliated colleges. The position of staff strength shows that the category of lecturers constituted 63 per cent of the total number of teachers in affiliated colleges and nearly 17 per cent lecturers and 30 per cent senior lecturers in university departments whereas the category of Readers accounted for nearly 28 per cent of the total teaching staff and professors 23 per cent. Senior teachers (i.e., Principals, Professor, Readers and Senior lecturers) constituted 35 per cent of all teachers in the affiliated colleges in 1999 - 2000. The number of research degrees awarded showed decrease from 11066 in 1997 - 98 to 10951 in 1998 - 99. Out of the total

number awarded in 1998 - 99, the Faculty of Arts had the highest number with 4189 degrees, followed by the Faculty of Science with 3836 degrees. These two faculties together accounted for 73 per cent of the total number of doctoral degrees awarded. This trend is similar to the trend observed earlier.

During the academic session 2000-2001, the total enrolment in all courses and all levels had been 80 lakh including 30.12 lakh women students constituting 37.67 per cent.

Table - 10 The student enrolment - level - wise				
Level	UG	PG	Dip./Cert.	Research
Percentage of total Enrolment	88.8	9.5	0.9	0.7

Source: UGC Annual Report 2000-2001

About 90 per cent of all the under-graduate students and 63 per cent of all post-graduate students were in the affiliated colleges while the remaining in university departments and their constituent colleges. 90 per cent of the total research students were in the universities. The percentage increase in enrolment as compared to the previous year had been 4.1 per cent. Maharashtra State had been the first in having highest enrolment of 11.6 lakh students.

The strength of the teaching faculty in universities and colleges went upto 3.95 lakh (this includes 3.16 lakh in affiliated colleges constituting 80 per cent)

The number of Research Degrees awarded during 1999-2000 was 11067. Out of this, the Faculty of Arts had the highest number with 4231 Degrees, followed by the Faculty of Science with 3832 Degrees.

The number of women students enrolled per hundred men students enrolled at all levels had been 60.

During the academic year 2000-2001, there were 80 lakh (provisional figures) students enrolled on various courses at all levels in universities, colleges and institutions of higher education as compared to 76.83 lakh (provisional figures) in the previous year, registering an increase of 4.1 per cent. The trend of students enrolment at the macro level in the last two decades. Whereas the comparative trend of students enrolment among states has been indicated for 1999-2000 to 2000-2001. The percentage of increase in enrolment, as compared to the previous year, varied

from one per cent to almost 10 per cent. The percentage growth in enrolment during the five year period (1996-97 to 2000-2001) was to the extent of 18 per cent.

Summary and Conclusions: As far as women education is concerned there is lot of improvement in the number of education institutions exclusively meant for women. Number of women colleges had increased over time and also there is an increase in the number of women universities. However the quality is concerned there is no much improvement. There is every need to increase the quality in higher education especially among women. Even though India achieved independence more than five decades ago. The status of women measures in terms of education, employment and income is very low. Many social factors apart from economic factors hinder women education development in the country. Social changes are required in order to improve the quality in education along with quantity in education. On the whole we can say that the quantity of educational institutions increased considerably but there is no qualitative improvement in the educational standards. The quality of education has deteriorated over time. Investment on education more especially on higher education had declined. The government is not able to provide sufficient funds to the universities. Higher education is not self supporting. The degree of elasticity of internal revenue was very low. Privatization of higher education will lead to social and ethical issues.

References:

1. Aggarwal, Y.P. (1999), 'Access and Retention in District Primary Education Programme Districts: A National Overview'. Paper presented at the *International Seminar on Researches in School Effectiveness at Primary Stage*. National Council of Educational Research and Training, New Delhi.
2. Anadalakshmy, S. (1982), *Cognitive Competence in Infancy*. Indian Council of Social Science Research, New Delhi.
3. Kabeer, N., Geetha B., Nambissan and R. Subramanian (1999), 'Needs versus Rights': Social Policy from a Child-Centered Perspective, background paper prepared for the Institute of Development Studies, Sussex and JNU, New Delhi, Workshop 'Needs versus Rights': Social Policy from a Child-Centered Perspective, New Delhi.
4. Department of Education (1998), *Selected Educational Statistics 1997-98*. Ministry of Human Resource Development, Government of India, New Delhi.
5. Department of Women and Child Development (1997), *Annual Report 1996-97*, Ministry of Human Resource Development, Government of India, New Delhi.
6. Department of Women and Child Development (1999), *Annual Report 1998-99*, Ministry of Human Resource Development, Government of India, New Delhi.

7. Swaminathan, Mina (1999), *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*, Sage India.
8. National Institute of Educational Planning and Administration and Ministry of Human Resource Development (2000), 'EFA 2000 Assessment: Core EFA Indicators', New Delhi.
9. National Sample Survey Organization (1998), *Attending an Educational Institution in India: Its Level, Nature and Cost*. NSS 52nd round (1996-97) Report No. 439, Department of Statistics, Government of India, New Delhi.
10. Nayar, Usha (1991-93), 'Factors of Continuance and Discontinuance of Girls in Elementary Schooling (Rajasthan, Orissa, Bombay and Delhi in 3000 households and 7000 girls from rural poverty household, tribal areas, and urban slums)', Study sponsored by National Council of Educational Research and Training and Ministry of Human Resource Development, New Delhi.
11. Prakash, Ved, et.al (1999), 'An Appraisal of Students' Achievement During Mid-Term Assessment Survey under District Primary Education Programme'. Paper presented at the *International Seminar on Researches in School Effectiveness at Primary Stage*. National Council of Educational Research and Training, New Delhi.
12. Srivastava, A B.L. (1999), 'Internal Efficiency of Primary Education in Phase-I District Primary Education Programme Districts'. Paper presented at the *International Seminar on Researches in School Effectiveness at Primary Stage*. National Council of Educational Research and Training, New Delhi.
13. Govinda, R. (1999), 'Educational Provision and National Goals in South Asia: A Review of Policy and Performance', Paper presented at the Institute of Development Studies, Sussex and JNU, New Delhi, Workshop '*Needs versus Rights: Social Policy from a Child-Centered Perspective*', New Delhi.

Post Doctoral Fellow, ANU