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## WOMEN IN HIGHER EDUCATION: A STATISTICAL ANALYSIS

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### Abstract:

*There is gender inequality in education, health, nutrition, etc. The present paper focused on the female inequality in higher education. The statistics related to the enrolment of male and female students at different higher education courses are analyzed. It has found that there is marginal disparity between higher education of males and females. Hence, it is suggested to provide scholarships and fellowships to the female students, so as to get higher education.*

### INTRODUCTION

Women's advancement in higher education is “a valid indicator of the sociopolitical status of women in different societies” (Fuchs, 1998). Any claims and efforts then, to remove poverty, can show results only if they address the issue of gender inequality. In recent decades, there have been large gains, no doubt on comparable levels, in basic rights and opportunities, in life expectancy, education and enrolment ratios for women. But despite these gains, the stark reality has not changed. There still are large gender disparities in basic human rights, resources, economic opportunity, and political rights.

There is need for different nations to address the issue of gender inequality and resolve it. This is because poverty leads to and aggravates gender discrimination – it is in the poorer sections and nations that instances of gender biases and inequality are more evident. Women and girls, who are at the bottom of the social, economic and political ladder in these societies, get even lesser opportunities to have a command over productive resources such as land or credit.

The gender gap in literacy and education is an important dimension of gender inequality and it is contingent on social, cultural and economic factors. When discriminator cultural practices intervene in precarious living conditions of the marginalized groups, poverty becomes a prime factor for persistence of gender gap in literacy and education. Women belonging to marginalized groups such as the Scheduled Tribes (STs) are more vulnerable to economic hardship. The occupation of the majority of tribal people is agriculture, whose productivity is generally low, and the majority of them live below the subsistence level. Tribal children contribute to the family income by participating in the family occupation and other household work like cattle grazing, and fuel and fodder collection. Since a high proportion of children are involved in survival tasks, many tribal children are prevented from enrolling in schools (Sujatha, 1987).

The problem of gender inequality and discrimination is interlinked with the differential rates of literacy of a particular locality, access to primary and basic education, health and nutrition indicators. There are various reasons which deter the girl child's education, especially in rural areas. They are:

Still there is convention of child marriage and beliefs such as women should not learn and are for housework.

Generally the numbers of schools in the rural areas are far fewer than in the cities.

There is, to a great extent, shortage of girls' schools in rural areas.

Middle schools are located at a distance and are fewer in number.

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Due to poor enrollment of girls, girls' schools are being converted into boys' schools within a year or two. There are few women teachers in rural areas- a result of low rural female education and urban teachers are not prepared to accept rural postings. Even if they accept the employment, they frequently remain absent. i.e., on leave without pay and always try for transfer in or near any urban centre. In appropriate and inconvenient location of schools in isolated remote rural areas often forbids girls from joining them. Rigid school timings are not suitable for the rural girls. Hostel facilities, free board and lodging are provided for girls from the Scheduled Caste and Scheduled Tribes, but other girls from families below the poverty line do not avail themselves of this facility. Moreover, these facilities are also scarcely available. The curriculum bears no relationship to the real life activities and interests of rural girls (Upreti and Upreti, 2000).

In spite of the constitutional provision of equality and the recommendations of the committees and commissions about the provision for the same type of education for women as for men, the traditional limited view point of women's education, with a separate role of women in the society, has had a great influence on the planning for women's education.

The National Policy on Education, 1986 offered a strong support to non-formal, flexible primary and elementary education suited to the needs of working children. The Central Social Welfare Board has developed a condensed course for rural women in languages and mathematics with a view to bringing them into the mainstream. The modules on "Equality of Women" and "Elimination of Sex Bias" have also been developed for the massive Teacher Training Programmes launched in India. India has also taken the lead in Orientation Programmes for key persons and resources all over the country in identification of the areas of sex-bias operating in textual materials in languages. Some methods have also been devised to rectify mistakes by making useful and concrete suggestions so that the stereotyped image of the women is replaced by the image of a "New Woman", who is confident, self-reliant and self-propelled (Kulshreshta, 1989).

With efforts of various policies and plans there has been a desirable change in girls' education indicators, but progress towards education for all is slow. Moreover, very conspicuous gender disparities persist in all educational indicators, especially with regard to enrolment and retention at the primary, upper-primary and higher levels of school education. Girls' enrolment at primary, upper primary and secondary stages has improved since 1951, but gender inequalities prevail at all stages. Girls account for only 43.7 per cent of enrolment at primary level, 40.9 per cent at upper primary level, 38.6 per cent at secondary level and 36.9 per cent at deer and above level. Girls' enrolment at primary level has risen from 5.4 million in 1951 to 49.8 million in 2001 and at upper primary level from 0.5 million to 17.5 million. However, girls' participation in education is still below 50 percent (Anand and Yadav, 2006)

#### **HIGHER EDUCATION OF FEMALES IN INDIA:**

The present system of education which is basically formal and institutional in character continues to prepare young men and women for degrees, which in turn, prepares for only white collar jobs. The system tends to encourage children from elite classes and blocks entry for poorer sections, rural people. Although the Indian government has expressed a strong commitment towards education for all, however, India still has one of the lowest female literacy rates in Asia. The wide disparities between men and women continue. The following table showed the disparities of women in education.

Table No. 1. General Literacy Rate since Independence with Gender Gap

Census Year	Persons (%)	Males (%)	Females (%)	Male-Female gap in Literacy rate (%)
1951	18.33	27.16	8.86	18.30
1961	28.30	40.40	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	65.38	75.85	54.16	21.70

Source: Census of India, 2001.

Similarly, there is increase in the drop-out percentage of girls from their school education, due to various factors such as marriage, work, etc. The following table shows the percentage of drop-out percentage of boys and girls in their school education.

Table No. 2. Percentage Drop-Out in Different Stages of School Education in India

Year	Boys			Girls		
	Primary (I-V Classes)	Middle (I-VIII Classes)	Secondary (I-X Classes)	Primary (I-V Classes)	Middle (I-VIII Classes)	Secondary (I-X Classes)
1960-61	61.74	*	*	70.93	*	*
1970-71	64.48	74.60	*	70.92	83.40	*
1980-81	56.20	68.00	79.80	62.50	79.40	86.60
1981-82	51.10	68.50	79.44	57.30	77.70	86.81
1982-83	49.40	66.04	78.21	56.30	74.96	86.24
1983-84	47.83	66.10	76.41	53.96	75.27	84.79
1988-89	46.74	59.38	72.68	49.69	68.31	79.46
1989-90	46.50	61.00	70.99	50.35	68.75	77.72
1990-91	40.10	59.12	67.50	45.97	65.13	76.90
1991-92	40.30	56.10	69.60	44.30	62.40	76.30
1992-93	43.80	58.20	70.00	46.70	65.20	77.30
1993-94	36.07	49.95	68.41	39.05	56.78	74.54
1994-95	35.18	50.02	67.15	37.79	56.53	73.78
1995-96	37.92	54.99	66.36	41.31	61.70	74.07
1996-97	39.37	51.89	66.82	38.35	52.77	73.64
1997-98	38.23	50.72	67.65	41.34	58.61	72.67

\* Not Available

In higher education, women are opting for traditionally male dominated discipline such as engineering, veterinary science, architecture, etc; nonetheless, as the table illustrates they constitute a very small percentage of the total females enrolled. In general, among professional courses women choose teaching, medicine, nursing and law (Ahmed, 1979).

Table No. 3. Enrolment of Girls as Percent of Total Enrolment in University Education by Faculty in India

Year	Arts	Science	Commerce	Education	Engg./Tech	Medicine@
1960-61	18.6	--	1.1	32.5	0.8	20.4
1970-71	33.5	18.5	2.8	37.3	1	21.3
1980-81	37.5	27.9	15.2	46.7	4.6	23.8
1985-86	37.9	29.8	20.9	43.9*	5.9*	29.5*
1990-91	39.8	36.8	24.0	44.2*	10.9*	34.3*
1991-92	39.8	31.5	25.4	45.4*	9.1*	34.8*
1992-93	39.4	32.4	26.5	43.8*	10.6*	34.4*
1993-94	39.4	32.9	26.7	44.6*	11.1*	36.5*
1994-95	39.8	33.3	28	43.2*	13.1*	33.9*
1995-96	41.5	35.5	29	41.2*	14.2*	34.5*
1996-97	41.9	34.6	29.7	43.1*	14.8*	35.4*
1997-98	41.5	35.6	30.6	43.1	16.9*	36.1*

@ excludes Dentistry, Public Health, Nursing, Midwifery and Pharmacy  
\* Only for Degree Level, not Post-Graduate

As stated by Wizarat and Arya (2007) higher education is growing at a brisk pace; today there are 389 universities and 18064 colleges that cater to the rapidly growing demand for higher education in the country. At the beginning of the academic year 2006-07, the total student enrolment was 110.28 lakhs, out of this the number of women student was 44.66 lakhs, or 40.4% of the total enrolment. Out of the total number of women enrolled in higher education, 12.35% were enrolled in professional courses. Year after year one hears high praise for the performance of girls at the school level boards results. The name of the board may change but through out India the phenomenon of poor performance of boys in the board exams remains a constant. A comparison has made between pass percentage in 10th and 12th board exams across the country which points to a higher success rate for girls and a lower rate for boys. Despite this the percentage share for girls at the diploma/ certificate, graduate, post graduate and research levels fluctuate between a high of 42% and a low of 32%. This is clearly a reflection of increasing rate of drop outs at succeeding levels of higher education. Although, there has been a substantive increase in the number of separate colleges for women - 1902 in 2006-07 as compared to 950 in 1991-92, one can clearly see the need for augmenting the facilities for higher education among women.

UGC Annual reports (2000-05) show the following statistics on the women enrolment to total enrolment at different stages of higher education in percentages during 2000-01 to 2004-05.

Table No. 4. Percentage Share of Women Enrolment to Total Enrolment at Different Stages of Higher Education during 2000-01 to 2004-05

Stages	2000-01	2001-02	2002-03	2003-04	2004-05
Diploma/Certificate	32.70	35.80	33.74	33.80	40.08
Graduate	37.50	40.90	39.93	40.10	40.41
Post Graduate	39.50	42.20	42.04	42.18	40-39
Research	36.10	38.90	37.95	39.04	39.98

The increases in enrolment of girls at the university level and their entry in the non-traditional disciplines indicate that the reservations against co-education are gradually diminishing. However, the consistent preference for the “soft” options suggests that the choice of courses is not based on academic ability alone, and that the deeply ingrained value systems and the perceived benefits have an important role to play as well.

There is considerable evidence to show the presence of sexual stereotyping in the choice of short and long-term vocational and technical courses (non-degree) (Karlekar, 1987). Girls are more likely to opt for “feminine” courses such as secretarial practice, tailoring, interior decoration and beauty culture; boys on the other hand prefer television repair, electronics, machine operator, etc. These choices are similar to those seen in other parts of the developing world. In general, the courses popular with women don't require considerable physical exertion or “scientific aptitude” and are deemed as “appropriate” for women. Considering that most women who opt for the vocational stream do so with future employment in mind, their choice of courses reflects their perceptions of prospective job opportunities. Perhaps, the feeling their chances for securing employment would be higher if they chose socially acceptable vocations for women also compels them to select courses that are not necessarily of interest to them.

Like regular and full-time higher education, the female population is also participating lesser in distance mode of higher education. The following table shows the state-wise distribution of the boys and girls students who enrolled their higher education in distance mode during the academic year 2006-07.

Table No. 5. State-wise Enrolment in Distance Education  
(Higher Education) in India (2006-07)

States/UTs	Distance Education **		
	Boys	Girls	Total
Andhra Pradesh	48812	34490	83302
Arunachal Pradesh	142	108	250
Assam	1573	1570	3143
Bihar	23182	7444	30626
Chhattisgarh	2791	1201	3992
Goa	0	0	0
Gujarat	35217	17344	52561
Haryana	27346	19664	47010
Himachal Pradesh	7634	5183	12817
Jammu & Kashmir	5533	6377	11910
Jharkhand	0	0	0
Karnataka	48694	40253	88947
Kerala	17284	19802	37086
Madhya Pradesh	11413	5376	16789
Maharashtra	132760	90507	223267
Manipur	785	483	1268
Meghalaya	0	0	0
Mizoram	0	0	0
Nagaland	0	0	0
Orissa	3826	5625	9451
Punjab	8551	3564	12115
Rajasthan	16074	8867	24941
Sikkim	65	28	93

Tamil Nadu	140279	123201	263480
Tripura	642	368	1010
Uttar Pradesh	13260	8568	21828
Uttaranchal	7	6	13
West Bengal	28486	17120	45606
Andaman & Nicobar Islands	0	0	0
Chandigarh	0	0	0
Dadra & Nagar Haveli	0	0	0
Daman & Diu	0	0	0
Delhi	349448	196918	546366
Lakshadweep	0	0	0
Pondicherry	1997	592	2589
India	925801	614659	1540460

Source: Indiastat.com

Further, State-wise enrolment of the male and female students for the regular courses in Master of Arts course during the Academic Year 2006-07 is also presented as under.

Table No. 6. State-wise Enrolment in Master of Arts in India 2006-07

States/UTs	M.A		
	Boys	Girls	Total
Andhra Pradesh	14932	9565	24497
Arunachal Pradesh	258	249	507
Assam	2892	2380	5272
Bihar	14186	1272	15458
Chhattisgarh	11781	10944	22725
Goa	77	273	350
Gujarat	13045	17661	30706
Haryana	5316	5796	11112
Himachal Pradesh	1248	2008	3256
Jammu & Kashmir	1147	638	1785
Jharkhand	2777	2080	4857
Karnataka	5600	3650	9250
Kerala	1514	6136	7650
Madhya Pradesh	26777	19713	46490
Maharashtra	22522	16135	38657
Manipur	280	470	750
Meghalaya	354	698	1052
Mizoram	0	0	0
Nagaland	0	0	0
Orissa	6424	3430	9854
Punjab	3848	10104	13952
Rajasthan	9048	9763	18811
Sikkim	145	60	205



Tamil Nadu	6615	8756	15371
Tripura	476	477	953
Uttar Pradesh	86580	78095	164675
Uttaranchal	4358	8437	12795
West Bengal	13314	15932	29246
Andaman & Nicobar Islands	13	71	84
Chandigarh	896	1696	2592
Dadra & Nagar Haveli	0	0	0
Daman & Diu	0	0	0
Delhi	1788	2581	4369
Lakshadweep	0	0	0
Pondicherry	320	408	728
India	258531	239478	498009

Source: Indiastat.com

Similarly, state-wise enrolment of the boys and girls to the Bachelors of Arts and Master of Commerce Courses during the Academic Year 2006-07 is shown in the following table.

Table No. 7. State-wise Enrolment in Master of Commerce and Bachelor of Arts {M.Com. and B.A./B.A. (Hons.)} in India (2006-2007)

States/UTs	M.Com			B.A./B.A. (Hons.)		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	4656	2911	7567	104578	67434	172012
Arunachal Pradesh	26	14	40	3764	2745	6509
Assam	229	126	355	97520	51211	148731
Bihar	5748	778	6526	179151	31614	210765
Chattisgarh	1489	1676	3165	41148	30902	72050
Goa	114	185	299	1042	2580	3622
Gujarat	12713	12666	25379	79780	86324	166104
Haryana	838	1344	2182	62515	61875	124390
Himachal Pradesh	40	39	79	24279	29885	54164
Jammu & Kashmir	155	63	218	29925	31396	61321
Jharkhand	912	529	1441	60906	36781	97687
Karnataka	1914	1300	3214	94727	74724	169451
Kerala	940	2401	3341	21413	42951	64364
Madhya Pradesh	7540	5589	13129	89297	52469	141766
Maharashtra	5184	13644	18828	165195	148839	314034
Manipur	131	60	191	3245	3092	6337
Meghalaya	47	43	90	10231	12154	22385
Mizoram	0	0	0	2960	2649	5609
Nagaland	906	548	1454	5128	5058	10186
Orissa	1942	204	2146	85963	31794	117757

Punjab	391	1405	1796	62579	73901	136480
Rajasthan	1716	1414	3130	134547	87043	221590
Sikkim	0	0	0	2592	2738	5330
Tamil Nadu	6917	8012	14929	47320	56541	103861
Tripura	84	10	94	8941	7999	16940
Uttar Pradesh	18640	5992	24632	538199	360162	898361
Uttaranchal	2037	1668	3705	22778	34824	57602
West Bengal	3104	1511	4615	193700	180734	374434
Andaman & Nicobar Islands	11	18	29	673	862	1535
Chandigarh	214	384	598	6529	7725	14254
Dadra & Nagar Haveli	0	0	0	0	0	0
Daman & Diu	0	0	0	64	130	194
Delhi	257	238	495	29027	39408	68435
Lakshadweep	0	0	0	40	84	124
Pondicherry	82	117	199	2343	3153	5496
India	78977	64889	143866	2212099	1661781	3873880

Source: Indiatat.com

The State-wise total enrolment in higher education in Science courses is also shown as under.

Table No. 8. State-wise Enrolment in Master of Science (M.Sc.) in India (2006-2007)

States/UTs	M.Sc.		
	Boys	Girls	Total
Andhra Pradesh	22489	16056	38545
Arunachal Pradesh	22	34	56
Assam	1385	701	2086
Bihar	10923	948	11871
Chhattisgarh	1399	1394	2793
Goa	256	336	592
Gujarat	5571	3129	8700
Haryana	1864	2430	4294
Himachal Pradesh	471	367	838
Jammu & Kashmir	592	313	905
Jharkhand	2847	1365	4212
Karnataka	4600	5890	10490
Kerala	1726	7855	9581
Madhya Pradesh	11864	2377	14241
Maharashtra	6253	5068	11321
Manipur	360	300	660
Meghalaya	221	195	416
Mizoram	0	0	0
Nagaland	7650	3390	11040
Orissa	2594	1146	3740

Punjab	1375	3988	5363
Rajasthan	2583	2902	5485
Sikkim	16	19	35
Tamil Nadu	15225	20116	35341
Tripura	172	141	313
Uttar Pradesh	29379	13540	42919
Uttaranchal	2593	2978	5571
West Bengal	7409	4524	11933
Andaman & Nicobar Islands	8	47	55
Chandigarh	747	1333	2080
Dadra & Nagar Haveli	0	0	0
Daman & Diu	0	0	0
Delhi	1257	1613	2870
Lakshadweep	0	0	0
Pondicherry	401	324	725
India	144252	104819	249071

Source: Ministry of Human Resource Development, Govt. of India.

The State-wise Total Enrolment in Higher Education in India during the Academic Year 2006-07 was also revealed as under.

Table No. 9. State-wise Total Enrolment in Higher Education in India  
(2006-2007)

States/UTs	Others * (Not Included in Specified Faculty)			Total Enrolment (Higher Education)		
	Boys	Girls	Total	Boys	Girls	Total
Andhra Pradesh	113787	107626	221413	936080	584644	1520724
Arunachal Pradesh	84	68	152	6411	4139	10550
Assam	4868	1947	6815	145227	70534	215761
Bihar	28891	7151	36042	440098	99640	539738
Chattisgarh	6836	5634	12470	114737	84933	199670
Goa	790	812	1602	11158	12761	23919
Gujarat	22909	12498	35407	339554	241216	580770
Haryana	15564	15228	30792	202426	151058	353484
Himachal Pradesh	7787	5201	12988	61433	60432	121865
Jammu & Kashmir	2134	1173	3307	73526	59286	132812
Jharkhand	9713	3717	13430	160602	101486	262088
Karnataka	161438	129298	290736	634160	427296	1061456
Kerala	48563	54767	103330	205861	245506	451367
Madhya Pradesh	357369	104081	461450	698758	296604	995362
Maharashtra	302467	157251	459718	1111132	695693	1806825
Manipur	12226	11059	23285	21517	18940	40457
Meghalaya	5519	3614	9133	21130	19410	40540
Mizoram	4453	1393	5846	8491	5353	13844

Nagaland	960	973	1933	17105	11137	28242
Orissa	128951	19938	148889	352413	86137	438550
Punjab	34726	22324	57050	204219	169242	373461
Rajasthan	65203	16314	81517	347034	177347	524381
Sikkim	155	180	335	5869	4302	10171
Tamil Nadu	146362	119302	265664	916528	671004	1587532
Tripura	523	443	966	15039	11063	26102
Uttar Pradesh	63852	56447	120299	1209583	693906	1903489
Uttaranchal	16497	7283	23780	92392	82761	175153
West Bengal	40103	24738	64841	514382	321443	835825
Andaman & Nicobar Islands	76	87	163	1741	1900	3641
Chandigarh	11950	7048	18998	28525	28668	57193
Dadra & Nagar Haveli	0	0	0	0	0	0
Daman & Diu	60	63	123	858	421	1279
Delhi	232382	226502	458884	677522	506370	1183892
Lakshadweep	0	0	0	105	154	259
Pondicherry	1193	966	2159	18004	14450	32454
India	1848391	1125126	2973517	9593620	5959236	15552856

Note: \*: Figures Pertains to Last Year

Source: Indiatat.com

The following table shows the women enrolment in higher education in different states with the statistics related to the total enrolment in 2006-07 and 2010-11.

Table No. 10. State-wise Women Enrolment in Higher Education  
(2006-07 & 2010-11) [Figures in Lakhs]

Sl. No.	State/UT	Total Enrolment	Women Enrolment	Percentage of Women	Total Enrolment	Women Enrolment	%age of Women	% Increase/Decrease
		2006-07			2010-11			
1	Andhra Pradesh	960047	387124	40.32	1847479	718894	38.9	-1.42
2	Arunachal Pradesh	6432	1943	30.21	16068	5355	33.3	3.09
3	Assam	237480	98676	41.55	268451	127514	47.5	5.95
4	Bihar	611465	150114	24.55	690776	215748	31.2	6.65
5	Chhattisgarh	181268	67391	37.18	304381	111403	36.6	-0.58
6	Delhi	218989	107310	49.00	278770	129628	46.5	-2.5
7	Goa	23457	13904	59.27	26783	16381	61.2	1.93
8	Gujarat	700077	312081	44.58	893648	358353	40.1	-4.48
9	Haryana	292866	121333	41.43	452565	201844	44.6	3.17
10	Himachal Pradesh	109761	48240	43.95	133564	66114	49.5	5.55
11	Jammu & Kashmir	80741	37929	46.98	184394	84615	45.9	-1.08
12	Jharkhand	231756	71046	30.66	274450	91825	33.5	2.84

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13	Karnataka	745729	309463	41.50	1001473	429919	42.9	1.4
14	Kerala	346961	211914	61.08	404121	229494	56.8	-4.28
15	Madhya Pradesh	627310	234029	37.31	928939	353817	38.1	0.79
16	Maharashtra	1586557	659231	41.55	1955226	858313	43.9	2.35
17	Manipur	42854	19373	45.21	33755	14999	44.4	-0.81
18	Meghalaya	34031	16434	48.29	41633	21552	51.8	3.51
19	Mizoram	13495	6176	45.77	12303	5895	47.9	2.13
20	Nagaland	14797	5920	40.01	20026	10121	50.5	10.49
21	Orissa	406825	146710	36.06	510418	209454	41.0	4.94
22	Punjab	309902	160633	51.83	469870	234176	49.8	-2.03
23	Rajasthan	430416	146783	34.10	789479	298750	37.8	3.7
24	Sikkim	5201	2172	41.76	11608	5731	49.4	7.64
25	Tamil Nadu	886368	406752	45.89	1482277	700154	47.2	1.31
26	Tripura	23564	9729	41.29	32800	14431	44.0	2.71
27	Uttar Pradesh	1508754	557746	36.97	2564886	982806	38.3	1.33
28	Uttarakhand	145963	62106	42.55	294485	121563	41.3	-1.25
29	West Bengal	760015	300435	39.53	944075	377059	39.9	0.37
30	Andaman & Nicobar Islands	2356	1336	56.71	3158	1642	52.0	-4.71
31	Chandigarh	43738	22939	52.45	64510	32666	50.6	-1.85
32	Dadar & Nagar Haveli	0	0	0.00	2120	996	47.0	47.0
33	Daman & Diu	685	323	47.15	860	404	47.0	-0.15
34	Lakshdweep	266	93	34.96	410	143	34.9	-0.06
35	Puducherry	22379	11483	51.31	35122	16929	48.2	-3.11
	Grand Total	11612505	4708871	40.55	16974883	7048688	41.5	0.95

Source: University Grants Commission, Annual Report, 2010-11.

The participation of women in higher education during 2010-11 is 7048688 against the total enrolment of 16974883 students. It shows that only 41.5% of the students in higher education are women and there is increase of 0.95% of women in higher education since last five years.

**CONCLUDING REMARKS:**

It is noted that the participation of women in higher education, especially in majority of the subject disciplines is lower compared to that of females. Hence, it is suggested to the higher education institutions to provide fellowships so as to increase the enrolment of women in higher education. It is essential for the rural people to realize the rights of female children and encourage their female children to get higher education.

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