

Women's Participation in Higher Education Among Deprived Classes of Kalyana Karnataka Region - A Study of Kalburgi District

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Abstract: *The changes spearheaded by economic liberalisation and globalisation are having an impact on higher education worldwide. The relationships between governments and universities are changing all over the world. Some of the features that characterise this change is; reduction in government funding and the pressure on universities to raise funds from the industry, the market and the individual student, universities have been forced to downsize; and the language of efficiency and accountability associated with corporate management is being used to run and to evaluate universities. All these changes have an impact on pursuing equity issues within universities because a commitment to equity and a commitment to cost-cutting may not go hand. Higher education has occupied a dominant position in independent India, since it was perceived as a promoter of economic growth, technological development and also as an instrument of equal opportunity and upward social mobility. Various commissions and committees have deliberated on its critically to the social and economic development of the country. Moreover, the expansion of higher education before 1991 also coincided with the centrality of equal opportunities discourses and policies in the public sector institutions which provided education and employment. This centrality of equal opportunity reflected the social importance of higher education and the concern of the Indian government to ensure the participation of first-generation students. It was also due to the increasing importance of social justice around the issues of caste, tribe, class and gender. There are several dimensions of the changes that have taken place since 1991, the most important of which is the position the government, reflected in the reduction of state funding to higher education, the entry of private players, the increase in the individual cost of higher education i.e. the self-financing of higher education, the entry of foreign institutions, the large number of Indian students who go abroad on a self-financing basis, change in the academic environment of higher educational institutions, impact on the service conditions of teachers, the parameters of efficiency and accountability being transferred from management discourse to educational discourse, the overwhelming dominance of professional and techno science subject sets. All of them need to be looked at and analysed from a gender perspective. However, the expansion of professional education and the changes in disciplinary choices are the most visible. This paper seeks to demonstrate the latest trends and enrolment of women in different course different types of institutions. Which tried to show the trends in enrolment of women by discipline? It also indicated some of the changes in the disciplinary choices of women and inferred the reasons for the changes. In addition, data on marginal groups such as Dalit's and tribal are also provided. Women for these groups suffer the multiple handicaps of gender, caste, tribe and rurality because these are interlocking systems of domination, regional disparities, too are so crucial as those of the general population and marginal groups. Therefore, attention is also given to this dimension, mainly to reflect on trends in the different types of higher education institutions of Hyderabad – Karnataka region kalaburagi district. While disciplinary choices are the main focus, the participation of women at different namely, Graduates, postgraduates have also been highlighted. This way, it is possible to focused not only on women's entry into the system of higher education, but also to see what happens to them after they enter the system. What are the chances of their staying on and progressing from one stage of higher education to another stage?.*

Keywords: Higher Education, Gender, Caste, Girl Enrolment, Higher Education Institutions.

I. INTRODUCTION

Higher education has occupied a dominant position in independent India, since it was perceived as a promoter of economic growth, technological development and also as an instrument of equal opportunity and upward social mobility. Various commissions and committees have deliberated on its critically to the social and economic development of the country. Moreover, the expansion of higher education before 1991 also coincided with the centrality of equal opportunities discourses and policies in the public sector institutions which provided education and employment. This centrality of equal opportunity reflected the social importance of higher education and the concern of the Indian government to ensure the participation of first-generation students. It was also due to the increasing importance of social justice around the issues of caste, tribe, class and gender.

The changes spearheaded by economic liberalisation and globalisation are having an impact on higher education worldwide. The relationships between governments and universities are changing all over the world. Some of the features that characterise this change is; reduction in government funding and the pressure on universities to raise funds from the industry, the market and the individual student, universities have been forced to downsize; and the language of efficiency and accountability associated with corporate management is being used to run and to evaluate universities. All these changes have an impact on pursuing equity issues within universities because a commitment to equity and a commitment to cost-cutting may not go hand. Two observations must be made at the outset of any statement on higher education in India.

First, education in general and higher education, plays key role in the realization of India's extraordinary potential and aspirations for economic and technological development.

Secondly, precisely because of this potential and its implications on individual advancement there is an extraordinary demand for higher education among India's young. Obviously, these two observations apply to many other countries as well. However, considering both the sheer size of the country and the nature of its development potential, they become exceptionally powerful forces for determining the social, economic, and political dynamics of higher +education in India. India's higher education system is the third largest in the world, next to USA and china. The main governing body at the territory level is the UGC, which enforces its standards, advices the central government and helps to coordinate between the states. Accreditation for higher learning is overseen by 15 autonomous institutions established by the UGC. As per the latest 2011 census, about 8.15% (68millions) of Indians are graduates with Union Territories of Chandigarh and Delhi topping the list with 24.65% and 22.56% of their population being graduates respectively. Indian higher education system has expanded at a fast pace by adding nearly 20000 colleges and more than 8million students in decade from 2000-01 to 2010-2011.

This paper is divided into four sections. The first section briefly reviews the recent data and literature in the area of women participation of higher education in Kalyana-Karnataka region. Issue relating to measuring and enrolling/participating in higher education are discussed in the second section. This section also defines some socio-economic and economic categories through which participation can be potentially compared. The participation estimates of different socio-religious groups are analysed in the third section. This section discusses the results of some economic analysis of the role of different socio-religious affiliation in determining participation in higher education in different types of educational institutions. The fourth section concludes.

II. OBJECTIVES

1. To analyse how does caste and gender mediate access to higher education in kalyana Karnataka region.
2. To find out the role of (Government and Private) education institutions in providing higher education among marginalised women's of kalyana Karnataka region.
3. To analyse the role of higher education in transforming into empowerment in terms of employment for marginalised women's in kalyana Karnataka region.

III. LITERATURE REVIEW

Since the past various social scientist have studied about the participation of women in higher education in India. The most dramatic and telling statistic of women's status in India is the sex ratio in the population that is, the number of females per 1000 males. It is a well-known fact that life-expectancy at birth favours females. This appears to be a biological constant. Yet, the proportion of females to male varies greatly across different region. Why? And where does educationist?-Higher Education and Research in India; An Overview, (Alok Chakrabarti March 2001) Not only this the magnitude of illiteracy among women is also very high. According to 2011 CENSUS the literacy rate of women was 65.45% whereas for men it was over 80.05%. Even though the education system expanded so rapidly the gender gap in literacy remain of India confers on women equal rights and opportunities in all fields; Women's Education in India An Analysis G. Sandhyarani. Not only this at global level also various studies have been done to examines the situation of women, higher education, and development; suggests some possible reasons for the modest academic as well as policy-related debate on the issues; and also considers some implications of the situation for analyses of women's higher education achievements in developing contexts.

It is argued that cultural context may play a major role in how women's higher education is perceived, valued and employed-(Marit Tjomslund; "Women In Higher Education-A Concern for Development?")The paper presented by Geeta Gandhi Kingdon(2002) shows that findings of some recent research on social and economic benefits of female education and considers the pathways through which women's education leads to social gain. It is widely accepted that education greatly benefits individuals and countries and is one of the most effective development investment nations and their donor partners can make(USAID, 2008) Education helps catalyse economic growth of a country by building human capital. Countries with a higher number of educated individuals are more likely to be economically stable, have better life expectancy rates and significant improvements in health (USAID,2008)as sites of gender discrimination and violence (Stromquist And Fischmann, 2009).

In Indian context, caste plays a significant role both in defining expectations and in shaping interactions at and around school, and member of SC/ST groups are much less likely to attend or stay in education than any other children, especially girls. This study focuses on SC/ST adolescent girls from Bijapur and Bagalkot in northern Karnataka. These girls face marginalization for multiple reasons. Firstly, their gender means they are less likely to attend school and more likely to be married post-menarche, compared to boys. (NAIR, 2013) Secondly, they are members of these disadvantaged castes of the Hindu caste system- a stigmatizing system of social exclusion which affects all aspects of life including financial security due to poor livelihood options. (OLCOH, 1994) Thus, most (88.6%) SC/ST households in Bijapur are estimated to be living in below poverty line (Karnataka, 2008) Thirdly, Bijapur and Bagalkot districts perform poorly, compared to the rest of Karnataka, in terms of Human Development Index. (NAIR, 2013) And the Gender Related Development Index (KHPT, 2012a) More specifically, SC/ST girls in Bijapur and Bagalkot districts have more the highest school drop-out rates in Karnataka, with 17% of SC/ST girls dropping out of school in Bijapur and 12% of SC/ST girls dropping out school in Bagalkot in transition from 7th grade to 8th grade, compared with 5% of all girls in Karnataka (JAVALKAR, 2014).

According to Title IX; A Sea Change in Gender Equity in Education (1997), "Women now make up the majority of students in America's colleges and universities in addition to making up the majority of those receiving master's degrees. Indeed, the United States stands alone and is a world leader in opening the doors of higher education to women. (Title IX; 25 Years Oof Progress, 1977). Bradle (2000), echoed this fact by nothing that women's representation in colleges and universities throughout the world is increasingly approaching the gender parity of 50%. Additionally, the US Bureau reported, today more women than men are expected to occupy college professor's position, as they represent 58% of young adults age 25 to 29, who hold an advanced degree. (U. S Census Leadership Bureau 2010).

Kaplan and Tinsley (1989) made an observation n concluded that, "more women are in colleges and universities, in professional schools- all poised to leap into position upper leadership". However, Kaplan and Tinsley reminded us that upper leadership in higher education administration has a pyramidal structure and women are clustered at the bottom of the pyramid. Consequently, women are far more likely to be associated Deans, Directors, Vice presidents or Provosts. Perhaps the most disappointing aspect of the current status of women in higher education leadership is that concern for these issues is no longer on the agenda of the leaders our profession.

The Commission on Women in Higher Education of the American Council of Education recently issued its report setting forth a new agenda for women. Paradoxically, the Bell Commission and the Friday Commission charged with making

recommendations on the broader agenda for higher education, have chosen to ignore any comments on the unfinished agenda for women. CLARK, (2006) strongly believes in Glass ceiling, a glass wall, or a glass floor, there appears to be a barrier blocking senior women leaders in higher education from ascending to the presidency. This glass ceiling appears to be a form of Discrimination affecting women in higher education and is an important area of study identified women's lack of access to power and leadership status in higher education administration. The term "glass ceiling" refers to invisible or artificial barriers that prevent women from advancing past a certain level (Federal Glass Ceiling Commission-Fgcc, 1997; Morrison and Von Glinow, 1990). The glass ceiling is a problem that many women in higher education leadership encounter, invisible barriers, created by "attitudinal and organizational prejudice", which block women from senior executive position (Wirth, 2001).

According to Dominici, Fried and Zeger (2009), emphasises lights on women under representation in academic leadership position raises the question about root causes for the persistence of gender inequality at the experiences of women occupying the position of presidents, Vice presidents, Chancellors, and Provost to allow their phenomenon called glass ceiling.

3.1 Research Gap

As area of interest is 'Women participation in higher education sphere among deprived classes', extensive review of literature has been done and still continuing to do so on this topic. The studies and research papers which I have come across it has been observed that under representation of women in higher education among deprived classes there is and gender discrimination too there is socio economic and cultural barriers which are blocking women to get into higher education. Even though the presenting of many schemes, committees, reports, research work on empowering women in higher education and specialised fields of academics it has been noticed that still there is a need for urgent assertion of these programmes for the betterment of women. So at the present scenario there are studies lacking to know and analyse women enrolment status especially in HK Region. So my aim is to fill this research gap to my utmost capacity.

3.2 Methodology

The procedure of the research followed by researcher has been classified into the following heads.

1. Method of the study
2. Sample of the study
3. Selection of the tools
4. Administration of the tools
5. Statistical techniques.

3.3 Method of the Study

Descriptive and Analysis Survey Method

3.4 Sampling Design

Probability and Non-Probability Sampling Method

Four Types of Education Institutions of kalburagi District;

1. Central Funded (Central University of Karnataka)
2. Sate Funded (Gulbarga University Kalburagi)
3. Government Aided (Godutai Doddappa Appa Degree College for Women)
4. Pure Private (Sharanbasava University Kalburagi).

All the institutions are chosen based on Conventional and purposive sampling. From each institution Researcher has Chosen Four types of courses based on systematic random sampling and purposive sampling.

3.5 Selection of the Tools

A. Data Source

For evaluating the specific objectives of the study Secondary and primary data will be obtained from selected universities, higher education institutions, of study area through Questionnaire. The data collected from different



university authorities and respondents includes general information about the women enrolment ratio, factors behind under representation of women, institute wise enrolment ratio in higher education institutions among marginalised classes, gender discrimination, caste discrimination, quality of education and any other information the university and respondents wished to share. The method is to collect data is Questionnaire will be adopted to ensure that the data obtained from the respondents were relevant, comprehensive, consistent and reasonably correct.

B. Administration of the Tools

1. Collection of data
2. Editing and Coding of data
3. Data Processing.

C. Statistical Analysis

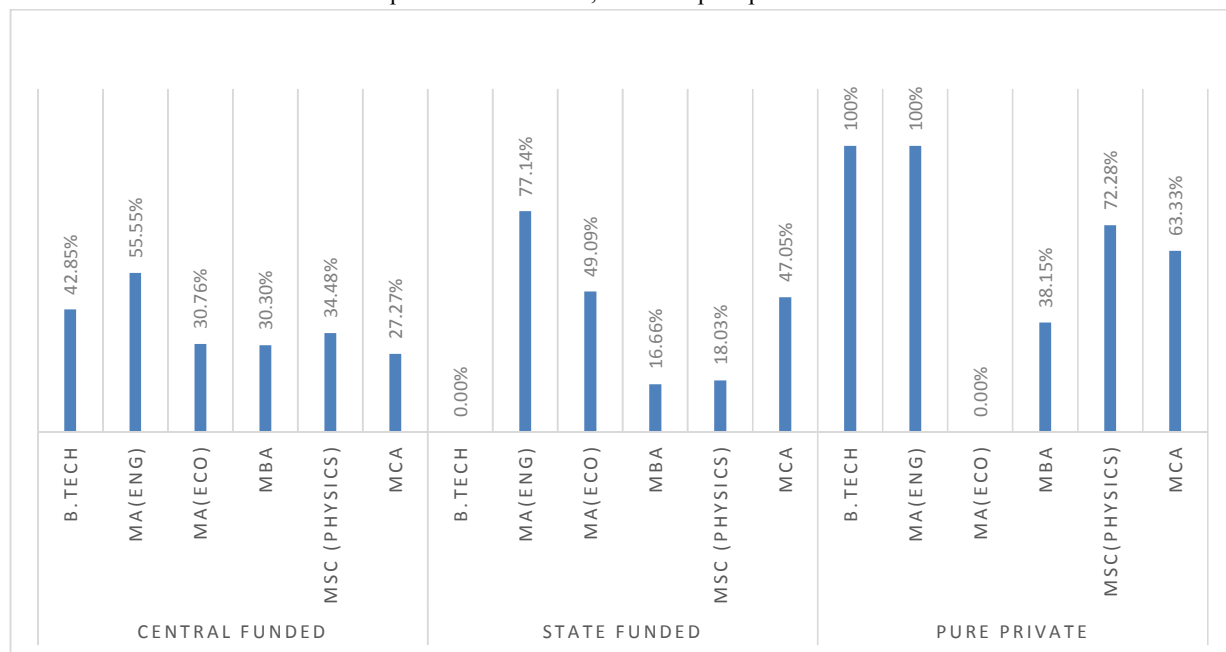
Descriptive statistic

1. Mean
2. Standard Deviation

Table 1: Percentage Share of Female Students in Various Institutes

		COURSES	B.Tech	MA(Eng)	MA(Eco)	MBA	MSc (Physics)	MCA
S. No	Institutes							
1	Central Funded	-	42.85% (45)	55.55% (15)	30.76% (8)	30.30% (10)	34.48% (10)	27.27% (3)
2	State Funded	-	0	77.14% (27)	49.09% (27)	16.66% (8)	18.03% (11)	47.05% (8)
3	Pure Private	-	100% (149)	100% (10)	0	38.15% (29)	72.28% (60)	63.33% (38)

Source: various departments of central, state and pure private education institutions.



Source: various Departments from Central Funded, State Funded and Pure Private Education Institutions.



From the table1, it can be seen that the percentage share of girl enrolment from different types of institutions. The share of girl's enrolment in central funded institutions in different courses the share of girl students in technical/professional course is very low that is 27.2% whereas English course has quite high in number that is 55.55%.

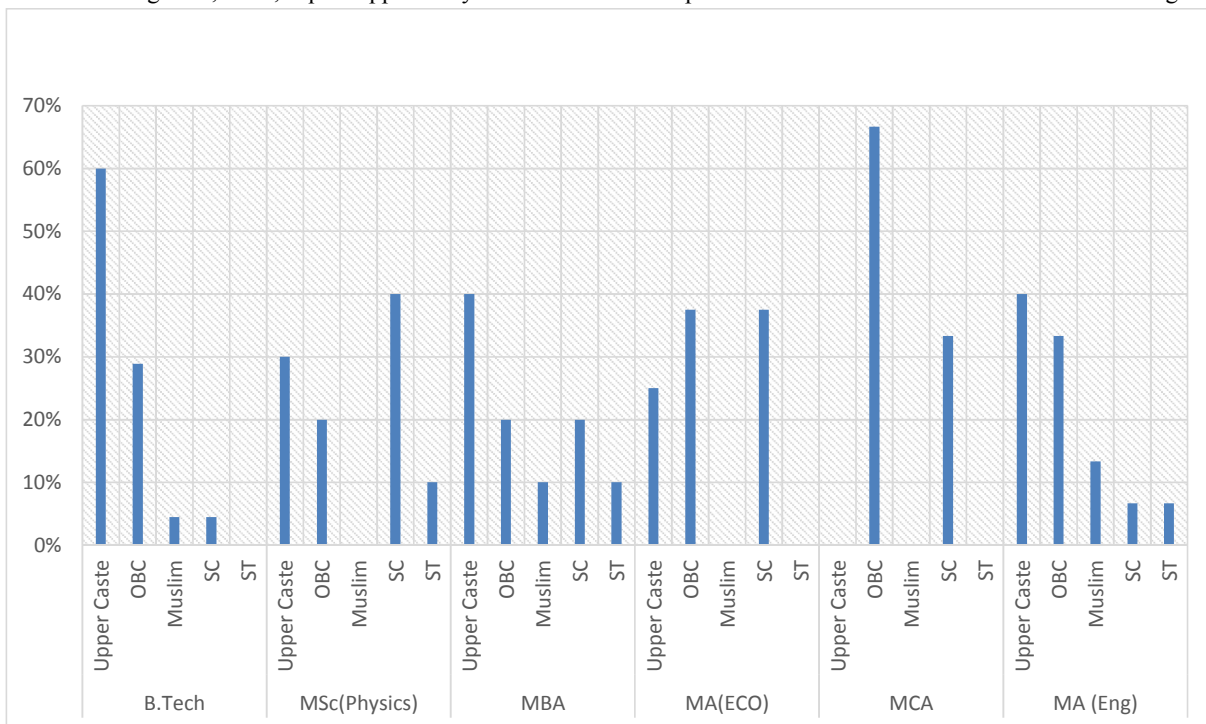
In the case of state funded institution professional course like MBA has very lowest enrolment percentage of girls that is 16.66% whereas again language has occupied highest enrolment of girls that is 77.14%. in state funded institutions they do not have technical course B.Tech so it has shown as 0% share girl enrolment.

From pure private or self-financing institution we can see that technical course has full enrolment of girls B.tech 100% and even 100% share in English discipline the lowest enrolment of girls in state funded institution is MBA that is 38.15%. Whereas economics course they do not have so it was mentioned 0% share of girl enrolment.

Table 2: Category wise percentage share of female students in total enrollment in Various Courses at Central Funded Institute

S. No	COURSE	Categories	Upper Caste	OBC	Muslim	SC	ST	Total (N)
1	B.Tech	-	60% (27)	28.88% (13)	4.44% (2)	4.44% (2)	2.22% (1)	100 (N=45)
2	MSc (Physics)	-	30% (3)	20% (2)	0%	40% (4)	10% (1)	100 (N=10)
3	MBA	-	40% (4)	20% (2)	10% (1)	20% (2)	10% (1)	100 (N=10)
4	MA(ECO)	-	25% (2)	37.5% (3)	0 (0)	37.5% (3)	0% (0)	100 (N=8)
5	MCA	-	0% (0)	66.66% (2)	0% (0)	33.33% (1)	0% (0)	100 (N=3)
6	MA (Eng)	-	40% (6)	33.33% (5)	13.33% (2)	6.66% (1)	6.66% (1)	100 (N=15)

Source: Registrar, COE, Equal Opportunity Cell and Various Departments of Central Funded Institute. Kalaburagi.



Source: Various Departments of Central Funded Institute

From table2 it can be seen that the percentage share of girl enrolment from different categories. In the technical course i.e. B.tech we can see that upper category girls enrolment is high i.e. 60% share whereas SC AND ST category girls are very less in number that is 4 to 6% ST category is nil in enrolment .

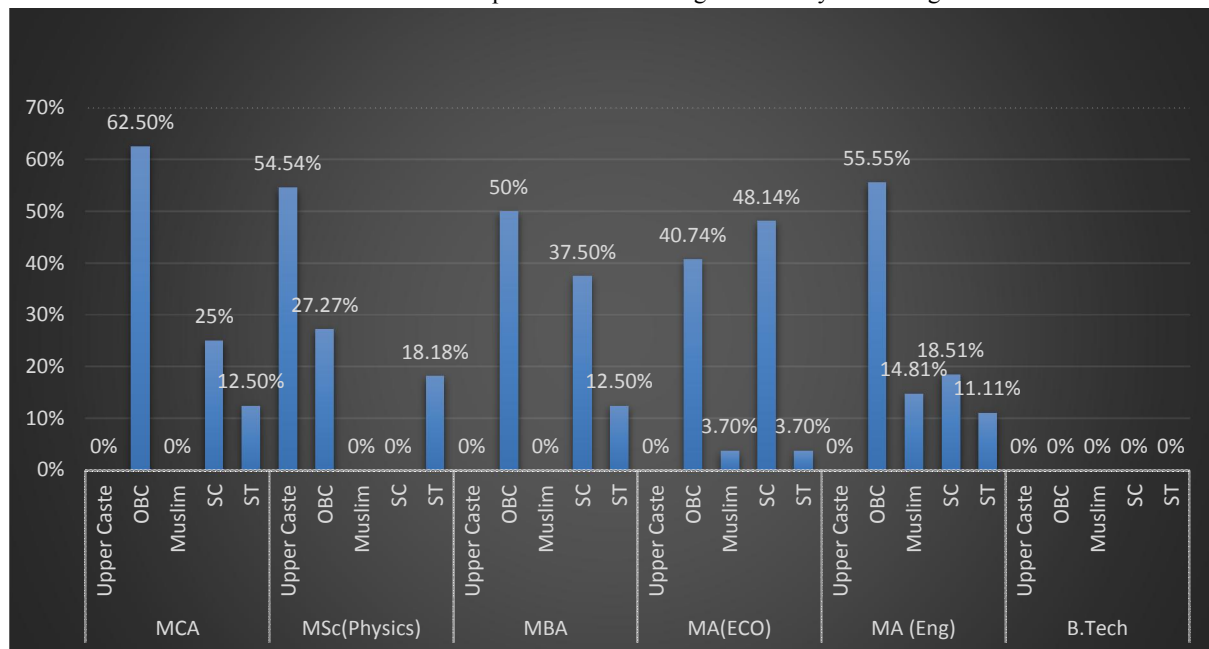
Likewise when we see the professional course MBA the percentage share of girl enrolment from upper category is again high around 40% across all types of institutions(Central funded, state funded and pure private) whereas ST is very low around 10% and Muslims are completely nil in this course.

In the economics stream OBC and SC category is high in share that is around38%. Following by the upper category that is 25%. The percentage of St Category is again nil in this stream. In the case of MCA course across three institutions OBC has highest percentage around 69% following Category 32% share of girl enrolment. Upper caste, Muslims and ST Categories are nil in this stream. The English stream has upper caste girl enrolment high in nature that is 40%. Following OBC category 35% Muslims has 15% and SC, St has 6% share in girls enrolment across three institutions (Central funded state funded and pure private institution).

Table 3: Category wise percentage share of female students in total enrollment in Various Courses at State Funded Institute

S. No	Course	Categories	Upper Caste	OBC	Muslim	SC	ST	Total
1	MCA	-	0% (0)	62.5% (5)	0% (0)	25% (2)	12.5% (1)	100% (N=8)
2	MSc(Physics)	-	54.54% (6)	27.27% (3)	0%	0%	18.18% (2)	100% (N=11)
3	MBA	-	0% (4)	50% (4)	0%	37.5% (3)	12.5% (1)	100% (N=8)
4	MA(ECO)	-	3.70% (1)	40.74% (11)	3.70% (1)	48.14% (13)	3.70% (1)	100% (N=27)
5	MA (Eng)	-	0% (15)	55.55% (15)	14.81% (4)	18.51% (5)	11.11% (3)	100% (N=27)
6	B.Tech	-	-	-	-	-	-	

Source: Various Departments of Gulbarga University Kalaburagi.



Source: Various Departments from state funded institute.



From table3 it can be seen that percentage share of female students in state funded institute from different streams category wise.

In the Professional/ Technical course we can see that the percentage share of female students from OBC category is very high that is around 62.50% Sc has 25% following by st 12.50%. upper category and Muslims has nil in this course.

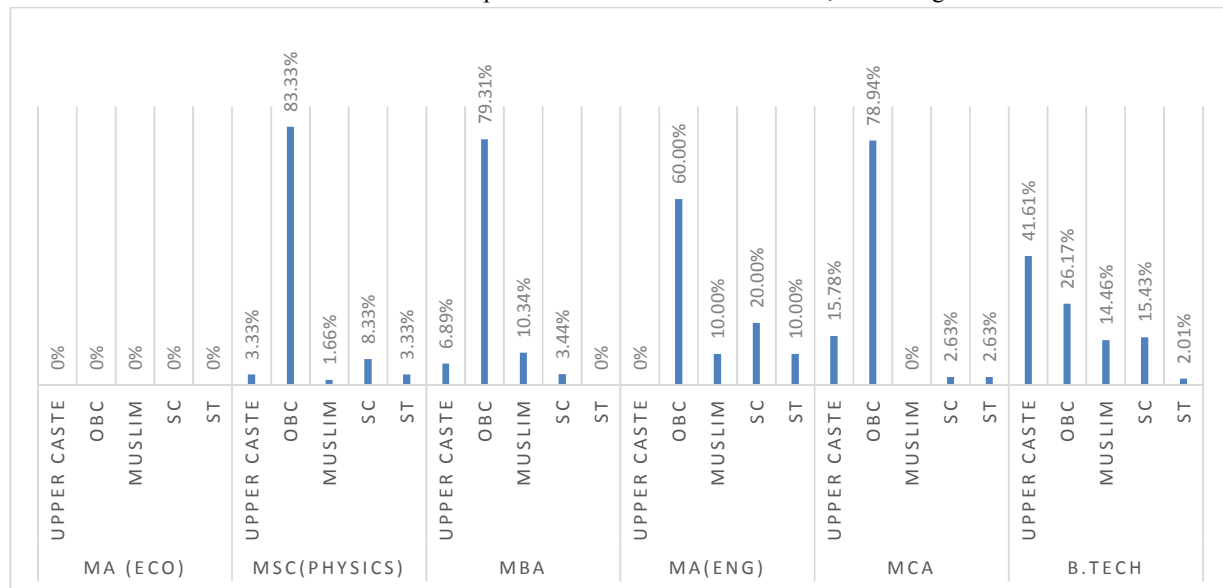
In case of Msc (Physics) upper category female students are high in number that is 54.54% share that has followed by OBC category 27.27% of female students. St has 18.18% share whereas SC and Muslims has nil in this stream. In MBA course the percentage share of female students from OBC category is high that is 50%, followed by the SC category 37.50%, St has 12.50% and upper caste and muslim categories are nil in this discipline.

In MA (Economics) stream the percentage share of female student from Sc caste is high that is 48.14% followed by OBC category 40.47%, Muslim has 3.70% and St category has 3.70% of female students, the share of upper caste female students is nil in this discipline. In the MA (English) discipline the percentage share of female students from OBC category is high that is 55.55% followed by the SC category 18.51%, Muslims has 14.81% and St has 11.11% whereas upper caste has nil female enrolment in this stream. The B.tech course has shown completely nil because state funded institutions do not have this technical course.

Table 4: Category wise percentage share of female students in total enrollment in Various Courses at Pure Private Institute

S. No	Course	Categories	Upper Caste	OBC	Muslim	SC	ST	Total
1	MA (Eco)	-	0	0	0	0	0	0
2	MSc(Physics)	-	3.33% (2)	83.33% (50)	1.66% (1)	8.33% (5)	3.33% (2)	100% (N=60)
3	MBA	-	6.89% (2)	79.31% (23)	10.34% (3)	3.44% (1)	0% (0)	100% (N=29)
4	MA(Eng)	-	0%	60.00% (6)	10.00% (1)	20.00% (2)	10.00% (1)	100% (N=10)
5	MCA	-	15.78% (6)	78.94% (30)	0%	2.63% (1)	2.63% (1)	100% (N=38)
6	B.Tech	-	41.61% (62)	26.17% (39)	14.46% (22)	15.43% (23)	2.01% (3)	100% (N=149)

Source: Various Departments of Pure Private Institute, Kalaburagi.



Source: Various departments from Pure Private Institute.

From table4, it can be seen that the percentage share of female students in pure private/self-financing institution. In the Msc (Physics) course we can see that that percentage share of female students from OBC category is high that is 83.33%, followed by the Sc caste 8.33%, upper caste and St has similar in nature that is 3.33% whereas Muslims has 1.66% share of female students in this stream.

In professional course of MBA the share of female students from OBC category is high that is 79.31%, followed by Muslim category 10.34%, upper caste has 6.89%, whereas SC has 3.44% and St has nil in this course. From MA (English) the percentage share of female students from OBC category is high that is 60.00%, followed by SC 20% Muslims has 10%, ST has 10% share whereas upper caste has nil in discipline. In professional course of MCA the share of female students from OBC category is high that is 78.94%, followed by upper caste 15.78%, SC has 2.63% and ST has 2.63%, whereas Muslims has nil in this stream.

In B.tech the percentage share of female students from Upper caste is high that is 41.61%, followed by OBC category 26.17%, Sc has 15.43%, Muslims has 14.46%, whereas ST has 2.01% share of female students in this stream.

IV. FINDINGS

- Low participation of girl students in pure private institutes who belongs to marginalised sections (SC and ST).
- Low participation of female students in professional courses of Scheduled Caste and Scheduled Tribe students.
- Less enrolment of female students in higher education institutions among central funded institution.
- More number of female dropout students in higher education institutions among marginalised sections of the society.
- Gender bias to get into higher education irrespective of all communities of the society.
- Disparity fee structure in pure private and pure government funded institutions which led to low enrolment of female students in pure private higher education institutions

V. CONCLUSION

This paper tried to highlight the causes for inequality in educational transitions in India. Where education is concerned not only do girls lag behind, but also certain communities and classes fare worse than others. The aim of this paper was three fold. Firstly, to highlight the factors responsible for this inequality for both boys and girls from socially deprived origins, and secondly, to highlight in particular the inequality faced by girls at each educational transition stage. Thirdly tried to emphasize the factors behind low enrollment of girl students in pure private institutions especially in professional and technical courses.

Historically the education of girls in India has lagged behind that of boys (Aggarwal 1987; Agrawal and Aggarwal 1994). In addition studies have shown that certain communities and classes fare much worse than the others. Recently, some researchers have attempted to lay down the determinants of the inequality in educational attainment for boys and girls. The effects of other background characteristics like parental education, religion and region were found to be important determinants of the like hood of an educational transition for a child. The decrease of gender inequality as seen in the west has not yet come into play in India. while interrupting the results of the present analysis one must bear in mind that the method of logistic regression is not without its drawbacks. According to Mare (1993.p 352) the more that unobservable factors affect graduation continuation and the greater the degree of selectivity. The more difficulty it is to estimate social background effects, and the more important to compare background effects, and the more important to compare background effects across social contexts. This problem of unmeasured heterogeneity could be overcome in subsequent studies by the introduction of additional control variables. Which are conceptually believed to affect the schooling and colleging of girls? These could be the availability of schools, the availability of female teachers, the quantity of schools available the distance of the schools and colleges from the village and girls labor force participation. Even though the present data does not include information on these variables, nevertheless, in researcher's opinion, the data does help to shed light on gender inequality and caste discrimination where education is concerned and is a step in the right direction to understand this inequality. A future qualitative field study could also complement the current research and would provide a clearer picture of factors that affect the enrollment of girls in higher education.

Keeping in mind the results of this study many avenues' for further research emerge. It would be interesting to study if and could be biased against women. And parents knowing well that their daughter will not get good enough employment

in labour market. Prefer to invest in the education of their sons instead. The present paper is a first step albeit a small one to analyze some of the determinants of inequality in educational transitions in India with particular emphasis on gender inequality.

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