

Vol 5 Issue 9 June 2016

ISSN No : 2249-894X

*Monthly Multidisciplinary
Research Journal*

*Review Of
Research Journal*

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Review Of Research



ENROLLMENT RATE OF WOMEN IN HIGHER EDUCATION DURING PRE LIBERALIZATION PERIODS OF INDIA



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ABSTRACT

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of the Nation, but in improving the quality of life at home and outside. Educated women entirely tend to promote education and better guidance to their children. The women's enrollment in higher education rate has grown in the pre liberalization periods, but the growth of women enrollment has in fact been higher than that of male enrollment rate. Kerala and Mizoram are the only states in India which have achieved universal female literacy and enrollment in higher education rates. India presently account for the largest number no of illiterates in the world.

Literacy rate in India have risen sharply 18.3% in 1951 and 64.8% in 1991 which took place in pre liberalization periods. Despite the importance of women education unfortunately only 39% of women are literate among 64% of the man.

KEYWORDS :Significance of women education, Enrollment rate of women in pre-liberalization periods, The decadal gender wise literacy rates of India, The plan wise women's enrollment in general education and The plan wise women's enrollment in professional education.

INTRODUCTION

India is the largest democracy in the world spread over about 329 million hectares of land are only about 2.4% of the total global land. In terms of population in total 6,700 million people of the world and 1,150 million (17%) live in India. India is essentially a land of children and youth as the median age of the people is 25 years. Of the total population below the age of 25 years, about 437 million are children and adolescents aged 0–18 years including those of school-going age-group of

6–14 years, and nearly 138 million youth in the college-going age-group of 18–24 years. In view of the rapid population growth rate, the task of educating people is massive and daunting. Even after 60 years of sustained efforts to develop and expand education. Wherein overall literacy rate could not reach 75 percent, which is a threshold level of literacy needed to ensure speedy socio-economic development of a Nation (Chauhan C.P.S. 1990).

The literacy rate of women is even less about 65 percent, compared to many developed and developing countries. According to a recent estimate, about 19% of the people are poor and live below the poverty line. The target date for achieving the goal of providing free and compulsory elementary education for all children aged 6–14 years which had to be shifted ahead several times. The tertiary level education is available to only about 14% of the youth in the relevant age-group including those pursuing further and continuing education courses through online and distance education modes (Desai.AS 1999).

SIGNIFICANCE OF WOMEN EDUCATION IN INDIA

Access to education has been one of the most pressing demands of these women's rights movements. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. India is poised to emerge as one of the most developed nations in future, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. The need for women education is also informed by the fact that purposeful occupational achievement and satisfaction is ensured by deep self-awareness and understanding which can only be achieved through the provision of effective and functional education, guidance and counseling. This has been noted is likely to guarantee women empowerment with its root based on women struggle to improve their status (Raju.S 2008).

Women education in India plays a very important role in the overall development of the country. It not only helps in the development of the Nation, but in improving the quality of life at home and outside. Educated women entirely tend to promote education and better guidance to their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. (Thorate.S-2008)

WOMEN EDUCATION IN PRE LIBERALIZATION PERIODS IN INDIA

Women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown in the pre liberalization periods, but the growth of female literacy has in fact been higher than that of male literacy rate. Kerala and Mizoram are the only states in India that have achieved universal female literacy rates. The improvement in social and economic status of women is said to be one of the reasons for literacy. In cities the literacy rate is almost equal between girls and boys in the country however the rate in rural areas continues to be less than the boys (Acker et al 1984).

India presently account for the largest number no of illiterates in the world. Literacy rate in India have risen sharply 18.3% in 1951 and 64.8% in 1991 which took place in pre liberalization periods. Wherein enrolment of women in higher education have also risen sharply 7% to 54.16%. Despite the importance of women education unfortunately only 39% of women are literate among 64% of the man. Within the framework of a democratic polity, our laws, development policies, plan and programmes have aimed at women's advancement in different spheres. From the fifth five year plan (1974 -78)

onwards has been a marked shift in the approach to women's issues from welfare to development. In recent years, the empowerment of women has been recognized as the central issue in determining the status of women. The National Commission of Women was set up by an Act of Parliament in 1990 to safeguard the right and legal entitlements of women (Channa. K 1990).

However, the various socio -religious movements led by some eminent persons emphasized women's education in India. Social reformers like Mahatma Gandhi, Jyotiba Phule, Baba Saheb Ambedkar and Periyar were took various initiatives to make education available to deprived sections of the society including women. The women's education got a boost after independence and the new government took effective measures in this regard. Women's education in a society plays an important role in the overall socioeconomic development, wherein help in improving the quality of life in the family setup which lead to healthy growth of the population (Thomas et al 1990). During the period of British rule also women's education received significant impetus through deliberate policies. Where, the progress remained mainly limited to school stage. In 1947, out of a total enrollment of over 12 million children in elementary schools, 3 million (25%) were girls. Literacy rate of women was 8.30% as against 25% of men. Literacy is a significant in the society's overall level of development.

Table No.1- Decadal gender wise Literacy rates of India

Census Year	Total Population (Millions)	Literacy Rate (Percent)			Male/Female Disparity in Literacy	Gender Ratio
		Male	Female	All Persons		
1951	361.09	24.95	7.93	16.67	3.15	946
1961	439.23	34.44	12.95	24.02	2.66	941
1971	548.16	39.45	18.69	29.45	2.11	930
1981	685.18	46.74	24.88	36.67	1.89	933
1991	846.30	64.20*	39.19*	52.19*	1.64	929

Source: Five Year Plans Report from 1951 to 1991, Planning Commission, Govt. of India, New Delhi.

Table No.1 explained that the gender wise Literacy rates of India. The Women constitute a 7.93% out of 361.09 millions of total population of India. But 24.95 % recoded in male literacy rate, wherein disparities in literacy level is 3.15 % in the census year of 1951. The literacy rate of women rose from 7.93% in 1951 to 39.19% in 1991. Wherein during the pre liberalization periods the women literacy rates accounted 7.93% in 1951, 12.95 % in 1961, 18.69% in 1971, 24.88% in 1981 and 39.39 in 1991 respectively. It is comparatively to note that 1951 to 1991of censuses year, wherein the literacy significantly increased. The overall enrollment of girls has also increased faster than that of boys in the literacy rate respective of caste, class, rural and urban location. Consequently, the ratio of total enrollment of girls to that of boys, has improved from 3.15 in 1950-51to 1.64 in 1990-1991which is pre liberalization periods of India.

Table No. 2- Plan wise Women's enrollment in general education

Year	Arts	Science	Commerce	All General
1950-51	16.10	7.10	0.60	12.30
1955-56	18.30	8.40	0.60	13.40
1960-61	24.60	10.50	0.90	17.30
1965-66	31.50	17.10	1.80	22.40
1970-71	33.20	18.60	3.10	24.00
1975-76	36.40	24.10	6.60	27.20
1980-81	37.70	28.70	15.90	30.00
1985-86	40.40	30.50	19.10	32.40
1990-91	44.00	33.30	20.80	35.20

Source: Five Year Plans Report from 1951 to 1991, Planning Commission, Govt. of India, New Delhi.

The table No.2 given the women's enrollment in general education. There is noticeable difference between the trends of women's enrollment growth in general and professional education streams. While women's share of enrollment in entire general education (in arts, science, and commerce) increased from 12.3% in 1950-51 to 35.20% in 1990-91. During 1981-86 8th plan period hold 40.40 % and 1985-1990 period of 9th plan hold 44.00 % in arts discipline, but the contrary in science and in commerce were not seen like this. It could be noticed that the significant strength of women enrollment took place in arts subject due to majority of rural background people giving preference to arts rather than science and commerce.

Table No. 3-The Plan wise Women's enrollment in Professional Education

Year	Education	Engg & Tech	Medicine	Agriculture	Vet. Science	Law	Others	All Professional
1950-51	32.40	0.16	16.30	0.17	0.45	2.10	18.80	8.60
1955-56	29.80	0.19	18.10	0.29	0.39	1.70	24.20	9.30
1960-61	32.80	0.89	21.90	0.45	0.81	3.00	26.80	10.70
1965-66	24.70	0.97	23.90	0.16	0.62	3.40	32.20	10.20
1970-71	36.50	1.00	22.90	0.50	0.70	3.70	47.20	14.20
1975-76	39.30	2.10	18.30	1.40	1.40	5.00	36.10	13.50
1980-81	47.30	3.80	24.40	3.30	3.30	6.90	39.80	15.70
1985-86	49.00	5.90	29.50	4.30	4.90	8.10	39.50	14.50
1990-91	53.40	7.90	32.30	7.20	8.20	10.00	40.20	20.30

Source: Five Year Plans Report from 1951 to 1991, Planning Commission, Govt. of India, New Delhi.

The table No.3 explained that the Women's enrollment in Professional Education. When we examine women's enrollment by various professional areas and fields interesting trends are observed. Throughout the period of 45 years under study in Education (teacher training) which has been an area of interest for women in India. The share of women enrollment in this education subject field increased from 32.40% in 1950-51 to 53.40% (more than men) in 1990-91. One potential reason for this is that teaching is a preferred profession for women in India. The second most favorite professional area for

women has been that of Medicine in which the share of women enrollment increased from 16.3% (1950-51) to 32.30% (1990-91) of the total enrollment in this field during the period of past 45 years. Another professional area, which has recently attracted by women towards Engineering and Technology, wherein share of women enrollment in this area, which was only 0.16% in 1950-51 increased to 7.90% in 1990-91. Surprisingly, Agriculture is a professional area in which women enrollment has grown sharply from only 0.17% in 1950-51 to 7.20% in 1990-91.

Traditionally, agriculture has been considered as a male domain in India, but since it has been taught as a science, women have entered its study and research. The professional areas of Veterinary Science and Law have also found favor among women students. In Veterinary Science, enrollment share of women increased sharply from 0.45% to 8.91% and that in Law from 2.10% to 10.11% during the last 45 years. There are some other professional areas like Management, Computer Science, Accountancy, Bio-technology, etc., in which enrollment share of women has increased from 18.8% in 1950-51 to 40.20% in 1990-91.

In general, Education and Medicine have remained favorite professional fields for women in India there has been a remarkable shift of interest towards Engineering and Technology, Agriculture, Veterinary Science, and Law. Women's interest is also directed recently towards newly emerging areas related to Business Management, Computer Applications, and Information Technology.

CONCLUSION

In India, women achieve far less education than of men. As per the Census report 1991, the literacy rate of women is 39.19 per cent and that of men is 64.20 per cent. There has been a sincere effort to improve the education attainment of women by both government and voluntary organizations. The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiatives of the Government of India towards women education. Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic status of a household that constitute a micro unit of a nation economy.

Higher Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

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