

RESEARCH ARTICLE

ISSN:2394-9724

INCLUSIVE GROWTH OF WOMEN AND DEVELOPMENTAL SCHEMES: AN OVER VIEW OF INDIAN HIGHER EDUCATION SYSTEM

P. RAMACHANDRA RAO

State NSS Officer

Higher Education Department, AP. Secretariat, Hyderabad



ABSTRACT

The concept of the developmental schemes for the upliftment of women in higher education has been on the mainstream. Various policy perspective recommendations were under taken by the state to implement at various levels for the women to achieve their goals in higher education. University Grants Commission has succeeded in achieving the enrolment status of women and their development at various levels. Many more schemes are to be reached to the weaker sections of the society.

Article Info

Article Received:02/11/2014

Revised ON:20/11/14

Accepted on: 23/11//14

Available online:30/12/14

©KY Publications

Introduction

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why Education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve 'The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'.

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women to particular branches and levels of education came to be supported by all champions of women's emancipation from the 19th Century onwards. However, the Indian reformers of the 19th Century wanted to educate women to perform their role as good wives and mothers and not to make them as direct active participants in the process of national development of the country. The colonial authorities generally supported this limited view-point of women's education. The expansion of education and health services in the 20th Century, however, precipitated a need for women teachers and doctors which resulted in the incorporation of these two vocations in the Programme of women's education.

After independence, the Constitutional guarantee of equality changed the conceptual thinking of educational development of women and gave a call to women to play multiple roles in the polity, the economy and the society and the educational development of women began in that broad direction. This is amply evident in the Government's policy, reports of various committees and commissions set up for this purpose and in the objectives of Development Plans formulated after Independence. The National Policy of Education provides that "The Education of girls should receive emphasis not only on grounds of social justice but also because it accelerates social transformation". The very First Five Year Plan of Education stated "The general purpose and



objective of Women's education cannot, of course, be different from the purpose and objectives of the men's education At the Secondary and even at the University stage women's education should have a vocational or occupational bias". Similarly, the Secondary Education Commission (1953) --stated that "In a democratic society where all citizens have to discharge their civic and social obligations, differences which may lead to variations in the standard of intellectual development achieved by boys and girls can be envisaged".

The Re- port of the Committee on Differentiation of Curricula for boys and girls (1959) also emphasized on the same type of education and same role of men and women in the society. The Education Commission (1964-66) endorsed the recommendations of all committees and commissions about the equality in the educational development of women. The Government's national policy also laid down that "The education system must produce young men and women of character and ability committed to national services and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture and strengthening national integration".

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. Before, however, we review the accelerated growth and progress of women's education and analyze the problems of their future development after independence; it will be interesting and informative to trace very briefly the history of women's education during British regime. This historical background will be helpful in properly understanding the trends that have followed the achievements in the era after independence in this field.

At this juncture the present study has tried to focus on the Indian higher education. The main argument of the paper is that the policies which were implemented by the state have shown an impact on the women's education from primary level to higher education. The main objectives of the paper are to analyze the schemes introduced for the upliftment of women in higher education and enrollment ratio in various faculties. On the basis of secondary sources the data was collected from UGC reports.

The problem of women's education has been examined by a number of Committees since independence- the National Committee on the Education of Women under the chairmanship of Smt. Durga Bai Deshmukh; the Committee on Differentiation of Curricula between Boys and Girls under the chairmanship of Smt. Hansa Mehta; and the Committee under the chairmanship of Shri M. Bhaktavatsalam which studied the problem of 6 States where the education of girls was less developed. The Education Commission 1964-66 reviewed and endorsed all the recommendations of these Committees.

The recommendations of the National Committee on Women's Education (1958-59), which has a great bearing on women's education in India and which were fully endorsed by the Education Commission and which still hold good are briefly summarized below

- (i) The problem of providing universal primary education in India is mainly the problem of expanding girl's education. Top priority should therefore be assigned to this Programme in the Five Year Plans.
- (ii) Public opinion should be educated to overcome traditional prejudices against girls' education; appointment of women teachers; popularizing mixed primary schools wherever possible and on demand opening separate schools for girls at higher secondary stage, providing books and writing materials Tree and where needed, even clothing, providing part-time education for girls in the age-group 11- 14, who could not attend school on whole time basis because they are required to work at home.
- (iii) Special central assistance should be made available to all States until 80 per cent of the girls in the age-group 6-11 were enrolled. The amount of assistance should be calculated partly on the basis of non-attending girls in this age-group and partly on the basis of the girls in the same age-group and actually enrolled in schools. For instance, 75 per cent of the funds available might be distributed to the states on the basis of non- attending girls and 25 per cent on the basis of girls enrolled. There would thus be substantial assistance to the less advanced States and the advanced states would also get some credit



for the efforts they had already made.

- (iv) The Centre should assume responsibility to see that parity between boys and girls is reached as early as possible and the States draw up the necessary Programmes to achieve the required targets to be fixed by the Centre for the fast development in the country and to provide necessary central assistance.

The main recommendations of the Hansa Mehta Committee appointed by the National Council for Women's Education on differentiation of curricula between boys and girls are as follows:-

- (i) In the democratic and socialistic pattern of society which we visualize, education will be related to individual capacities, aptitudes and interest which are not strictly related to sex. There would, therefore, be no need in such a society to differentiate curricula on the basis of sex.
- (ii) In the transitional phase in which we are at present certain psychological difference between men and women as well as certain divisions of social functions based on them will have to be accepted as a matter of fact and as a practical basis for building up the curricula for boys and girls. While doing so, however, care should be taken to see that values and attitudes which are essential in the long run are increasingly built up in men and women and that no step is taken which will tend to perpetuate or intensify the existing differences.
- (ii) Music and fine arts form another group of subjects which are popular with girls. At present, the provision made for the teaching of these subjects at the secondary stage is meager. Steps should be taken to introduce these courses on a larger scale.
- (iii) Mathematics and science are important subjects and adequate preparation therein is essential to gain admission to significant courses at the university stage. Special efforts should, therefore, be made to encourage girls to study mathematics or science at the secondary stage and special efforts should be made to prepare women teachers in these subjects.

Globalisation has changed the world into a global market and where the jobs are generated is not restricted by geographical boundaries. Further, the direct nexus between the industry, corporate world and higher education has brought a transformation in the skills needed for jobs. There has been a corresponding change in the boundaries between arts and science subjects. While the stratification between arts and science has been further reinforced, the sciences are subdivided into applied/ emerging vs. pure sciences. Natural/pure sciences are relegated to a lower position than are the applied sciences and professional skills. Again, academic courses related to biosciences such as molecular biology, micro-biology, biochemistry, biophysics are preferred over biology, physics and chemistry. In this hierarchy of disciplines, new disciplines such as management, media and mass communication, fashion technology etc. have also taken their place towards the higher end of the spectrum. The private institutions are very quick to respond to these demands.

While women used to enter colleges and universities mainly in general education or in arts subjects till the early nineties, now they are entering the private self-financing institutions for pursuing their studies in both the new and the traditionally labelled 'masculine' disciplines. The gendered impact of the changes requires attention if the goal of social change and gender equity has to be achieved. The study of gender is, in effect, the study of inequality (Thomas 1990:2) and social differences are critical to the understanding of women's disciplinary choices.

Higher education, access and equality: Policy framework

Higher education was entrusted with the responsibility of protecting the constitutional provisions for positive discrimination. The commitment to broaden the student base was reflected in the financial incentives provided to SC/ST students, namely, hostels, post-metric (high school) scholarships, etc. In addition, special cells/administrative units were set up in universities to monitor the entry/progress of Scheduled Caste and Scheduled Tribe students, staff and teachers. In course to time and as a result of political interventions, the reserved categories have been expanded to include people with disabilities, other backward castes or OBCs. There is no gender-based positive discrimination in education or employment although some provinces or institutions may have made a separate provision for them.



Since higher education was entrusted with the responsibility of promoting social change until 1991 there has been a continuous refrain in most policy documents on education that universities must develop scientific and technical knowledge and encourage its application to eliminate hunger, disease and ignorance (India: 1962:33). These are the important parameters of 'social development' which is being increasingly linked to literacy and primary education (Dreze and Sen 1996). The state owned full responsibility for the growth and development of higher education and kept the private sector out of its purview. Since reform in the social situation of women was central to the movement for independence, the development strategy in independent India in the 1950s included women, especially their education, in the Five Year Plans. The Report of the Committee on the Education of Women, 1959, made extensive recommendations which led to a more focused thrust in the subsequent plans. But disparities in the education of men and women continued. These were substantiated by the Report of the Committee on the Status of Women, 1974. This led to a broader perspective and the Sixth Plan linked education to the participation of women in the development process. There was a shift from a welfare approach to making women active partners in the development process.

The National Policy of Education, 1986 underscored the role of education as an instrument of women's equality and empowerment. The National Perspective Plan 1988- 2000 AD reiterates this point of view and states that women themselves must overcome their handicaps. Thus, there has been a careful articulation of education for equality for women which is reflected in the educational policy discourse in post-independence India.

Girls Education

SSA promotes girls' education to equalize educational opportunities and eliminate gender disparities. SSA has made efforts to mainstream gender concerns in all activities under the Programme. A two pronged strategy is adopted for the promotion of girls education, namely, to make the education system responsive to the needs of girls; and, simultaneously, to generate a community demand for girls' education. A strategic shift has been made in education planning to target low female literacy pockets and reduce gender disparity. Special effort is also made to bring out-of-school girls, specially the girls from the disadvantaged sections, to school. Girls' education has received primacy through two special interventions subsumed under SSA, namely, the National Programme for Girls Education at Elementary Level (NPGEEL) and Kasturba Gandhi Balika Vidyalaya (KGBV). SSA provides a clear thrust and special focus on education of girls in the planning and provisioning for UEE. SSA works to ensure, in partnership with States, that all habitations in the country have access to elementary schools, with adequate infrastructure and teachers.

Provision for girls under SSA:

- Availability of school at one km of each habitation at primary level and within a range of three km at upper primary level.
- Separate toilets for girls
- Back to school camps for out-of-school girls.
- Bridge courses for older girls.
- Recruitment of 50% women teachers.
- Early Childhood care and Education centers in/near School in convergence with Integrated Child Development Services (ICDS) programmes etc.
- Teachers' sensitive programmes to promote equitable learning opportunities.
- Gender-sensitive teaching-learning materials including textbooks.
- Intensive community mobilization efforts.
- "Innovation fund" per district for need based interventions for ensuring girls' attendance and retention.

National Programme for Girls Education at Elementary Level (NPGEEL)

NPGEEL is a holistic effort to address obstacles to girls' education at the micro level through flexible, decentralized processes and decision-making. NPGEEL is implemented in Educationally Back ward Blocks (EBB)



and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but do not attend school regularly. Children become vulnerable to leaving school when they are not able to cope with the pace of learning in the class or feel neglected by teachers/ peers in class. The scheme emphasizes the responsibility of teachers to recognize such girls and pay special attention to bring them out of their state of vulnerability and prevent them from dropping out.

Recognizing the need for support services to help girls with responsibilities with regard to fuel, fodder, water, sibling care and paid and unpaid work, provisions have been made for incentives that are decided locally based on needs, and through the provision of ECCE, as child care for the two and three year old children. Gender sensitive teaching learning materials and additional subjects, like self-defense, life skills, legal rights, gender etc., have been provided in the scheme. Efforts have been made to ensure a supportive and gender sensitive classroom environment through systematic sensitization and monitoring the classroom.

NPEGEL works through village level women and community groups to follow up girls' enrolment, attendance and achievements. The community is engaged, in recommending village specific action based on their understanding of local issues. At the cluster level, one school is developed into a resource hub for schools of the cluster. It is a repository of supplementary reading material, books, equipment, games, vocational training, and teacher training for gender, classes on additional subjects like self-defense and life skills. The resources can be used by all girls in the cluster and are often circulated to the schools in the clusters, by rotation. The model cluster school serves to inspire other schools in the cluster, to build a gender sensitive school and classroom environment, so that girls could graduate with self-confidence and self-esteem.

Kasturba Gandhi Balika Vidyalaya

The second major initiative in the Educationally Backward Blocks (EBBs) is the "Kasturba Gandhi Balika Vidyalaya" (KGBV) scheme that provides for setting up of residential upper primary schools for girls from SC, ST, OBC and Muslim communities. This scheme targets areas of scattered habitations, where schools are at great distances and are a challenge to the security of girls. This often compels girls to discontinue their education. KGBV addresses this issue through setting up of residential schools, in the block itself. KGBV scheme very specifically targets Adolescent girls who are unable to go to regular schools.

- Out of school girls in the 10+ age group who are unable to complete primary school.
- Younger girls of migratory populations in difficult areas of scattered habitations that do not qualify for primary/upper schools.
- The KGBV scheme provides for a minimum reservation of 75% seats for girls from SC/ST/OBC and minorities communities and 25% to girls from families that live below the poverty line.

Rashtriya Madhyamik Shiksha Abhiyan

This scheme was launched in March 2009 with the objective to enhance access to secondary education and improve its quality. The implementation of the scheme has begun from the current year, i.e., 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Scheme for construction and running of Girls' Hostel for students of Secondary and Higher Secondary Schools.

This is a new Centrally Sponsored Scheme launched in 2008-09 and being implemented from 2009-10 to set up Girls' Hostels with 100 seats in about 3,500 educationally backward blocks. The scheme has replaced the earlier NGO driven scheme for construction and running of Girls' Hostels for Students of Secondary and Higher Secondary Schools, under which assistance was provided to voluntary organization for running Girls' Hostels. • The main objective of the revised scheme is to retain girl child in secondary school so that the girl



students are not denied the opportunity to continue their study due to distance to school, parents' financial affordability and other connected societal factors.

- The girl students in the age group 14-18 studying in classes IX to XII and belonging to SC, ST, OBC, Minority communities and BPL families will form the target group of the Scheme.
- Students passing out of KGBV will be given preference in admission in hostels.
- At least 50% of girls admitted will belong to SC, ST, OBC and Minority communities.
- Central Government will bear 90% of the recurring and non-recurring project cost and the remaining 10% is to be borne by the State Governments.
- The scheme is to be implemented by the State government societies established for implementation of the scheme.

Incentive to Girls for Secondary Education

The Government of India launched a Centrally Sponsored Scheme called "Incentive to Girls for Secondary Education" in 2008-09. According to the scheme, a sum of Rs.3,000/- will be deposited in the name of eligible girls as fixed deposit and she would be entitled to withdraw it along with the interest thereon on reaching 18 years of age and she should have already passed 10th class examination. The objective of the Scheme is to establish an enabling environment to reduce the dropouts and to promote the enrolment of girl child belonging to SC/ST communities in secondary schools and ensure their retention to the age group of 18 years. The scheme will cover,

- All girls belonging to SC/ST communities, who pass class VII
- All girls who pass VIII examination from Kasturba Gandhi Vidyalayas (irrespective of whether they belong to SC/ST) and enroll in class XII in Government, Government-aided

University Grants Commission (UGC)

It has always been a constant Endeavour of the Government to frame different schemes and projects to ensure larger participation and enrolment of women. The University Grants Commission (UGC), a premier apex body governing university education has launched a number of schemes to achieve gender equity. Such schemes being run by UGC are as under:

Day care centers in Universities and Colleges

The objective of the scheme is to provide day care facility within the university system on demand basis for children of around three months to six years of age, when their parents (university/college employees/students/ scholars) are away from home during day time and also to provide a secure place and environment during working hours for their children.

Indira Gandhi Scholarship for Single Girl

Child for pursuing Higher and Technical Education The purpose of the scheme is to support higher education through scholarships to such girls who happen to be the only child in their families and also to make them recognize the values of observance of small family norms. Girl students up to the age of 30 years at the time of admission of Postgraduate courses are only eligible. The number of slots for scholarships available under the scheme is 1200 p.a. The scholarship amount is @ Rs.2, 000/- p.m. for 20 months.

Construction of Women's Hostels for Colleges

Increasing mobility of students to seek the education they desire raises the demand for Hostels. Accordingly, the UGC has been providing hostels and other infrastructural facilities to achieve the goal of enhancing the status of women and harness the potential availability for the development of the society at large, as also to bring about gender equity and equal representation of women through a special scheme 'construction of women's hotels'. The main objective is to support all the eligible colleges for construction of hostels for women in order to provide a residential place for women students/ Researchers/teachers and other staff. The assistance will be on cent percent basis subject to the ceilings.

Development of Women's Studies in Universities and Colleges

The scheme envisages assistance to universities for setting up new women study centre's as well as to strengthen and sustain the university women study centre's by establishing them as statutory departments in the university system, as also to facilitate their own capacity to network in other constituent so that they are mutually reinforcing as well as synergizing one and another. The primary role of these centres is to make knowledge simulation and knowledge transmission through teaching and research till action and documentation. Currently, there are 51 centres in Universities and 16 centres in Colleges in the country

Women Managers in Higher Education

The overall goal is to facilitate the constituencies of women faculty, administrators and staff within the higher education system to increase the participation of women in higher education management for better gender balance, to sensitize the higher education system through policies and procedures which recognize women equity and diversity and to involve the women capable of becoming administrators for the qualitative development of higher education. During XI Plan, the following three approaches are being followed:

- To offer training programmes focused on increasing their sensitivities to issues concerning women becoming managers.
- To make it a movement of women rather than only a scheme like any other.
- To involve Vice-Chancellors of the Universities or Principals of the concerned

Colleges for the development of Programme

The capacity building is through activities like sensitization/awareness/ motivation workshops, development and distribution of resource material, research stimulation workshops, management skill workshops etc. All Universities, colleges and departments/centre's are eligible to make proposals to UGC.

Post-Doctoral fellowships for Women

The scheme is implemented for the unemployed women candidates holding Ph.D. degree in their respective subject areas with an aim to accelerate the talented instincts of the women candidates to carry out the advanced studies and research. The number of slots available under the scheme is 100 per year. The tenure of the award is five years with no provision for further extension. The upper age limit for the candidate is 55 years as on 1st July on the year of application. The selected candidates with fresh Ph.D. degrees are paid Rs.6,000/- p.m. and those with five years experience after Ph.D. are paid Rs.8,000/- p.m. The Associate ship also carries a contingency grant of Rs.10,000/- p.a. for full tenure of 5 years and Departmental Assistance @10% of the Associate ship.

Women in Higher Education

As an independent group, women constitute 48% of the total population of India. They not only constitute valuable human resource of the country but their development in the socio- economic arena also sets pace for sustainable growth of the economy. The principle of gender equity is enshrined in the Indian Constitution in its preamble, fundamental rights, fundamental duties and directive principles. Therefore, reducing the gender gap in higher education is a focus area of the Government. There has been a phenomenal growth in enrolment of women students in higher education in the country. From less than 10% of the total enrolment on the eve of independence, it has risen to 41.40% in the beginning of the academic year 2009-10. The percentage of total enrolment of women is the highest in Goa (59%) and the lowest in Bihar (30%). In terms of absolute number of women enrolment, Uttar Pradesh tops the list of states with 8.0 lakh, followed by Maharashtra with 7.8 lakh. The faculty-wise distribution of women enrolment at the beginning of academic year 2009-10 is as under:

Table 1. Details of Enrolment in Different Faculty

Enrollment of Women in Higher Education		
Faculty	Year	
	2008-09	2009-10
Arts	50.99	49.08
Science	20.18	19.99

Commerce/ Management	16.47	16.21
Education	1.85	3.2
Engineering / Technology	4.17	4.9
Medicine	3.65	3.59
Agriculture	0.24	0.27
Veternity Science	0.08	0.08
Law	1.64	1.58
Others	0.73	1.1
Total	100	100

Source: UGC Reports 2009-10

The above table clearly indicates that there is increase of enrollment in various faculties in higher education. There is high enrollment in Arts faculty and followed by Sciences. The least enrollment if found in agriculture faculty.

Table 2. Details of Enrolment from 2006-08

Enrollment of Women in Higher Education	
Year	Enrollment %
2002-03	40.05
2003-04	39.67
2004-05	39.41
2005-06	38.29
2006-07	38.34
2007-08	38.61

Source: UGC Reports 2009-10

Table 2 explains the details of the overall enrolment in various years from 2002- 08. In the year 2002-03 the enrolment is 40.05% and in the year 2007-08 it is 38.61%. We can understand that the enrolment ratios have been increased from year to year. Due to the interest in higher education and for their development women are looking for the higher education, where they are utilizing the different schemes introduced by the state.

The higher education system in India has grown in a remarkable way, particularly in the post-independence period, to become one of the largest systems of its kind in the world. However, the system has many issues of concern at present, like financing and management including access, equity and relevance, reorientation of programmes by laying emphasis on health consciousness, values and ethics and quality of higher education together with the assessment of institutions and their accreditation. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century.

Conclusion

The schemes which were implemented and introduced by state are being utilizing the women in India. Women are now in a position to withstand on their own in any field. The enrolment has been raised to 40% to the overall enrolment; mainly there is a gradual increase in Arts faculty when compared to other faculties. Now day's women are showing their interest in research in various faculties. The dropouts at secondary level students are utilizing the Kasturba Schools which is mainly meant for the development in higher education.

References

- [1]. Acker, Sandra. 1984. 'Women in higher education: what is the problem?' in S. Acker and P.D. Piper (eds.), *Is Higher Education Fair to Women?* Surrey: Society for Research into Higher Education and NIER.
- [2]. Acker, Sandra. 1994. *Gendered Education: Sociological Reflections on Women, Teaching and Feminism*, *Modern Educational Thought Series*, Open University Press, Buckingham.



- [3]. Anandkrishnan M., 2004. Private Investments in Technical Education. In K.B.Powar and K.L. Johar (eds.), *Private Initiatives in Higher Education*, Sneh Prakashan and Amity Foundation for Learning, pp.202-225.
- [4]. Bal, Vineeta. 2004. Women Scientists in India: Nowhere Near the Glass Ceiling. In *Economic and Political Weekly*, 7 August, pp.3647-53.
- [5]. Bhattacharya, Sutanu, 2004. Organisation of Higher Education: Moving Towards a System of unincorporated Universities. In K.B.Powar and K.L.Johar (eds.) *Private Initiatives in Higher Education*.
- [6]. Chanana, K (2001). Female Sexuality and Education of Hindu Girls in India. In *Sociological Bulletin 50 (1)*, Marc. Also in , S. Rege (ed.), *Sociology of Gender: The Challenge of Feminist Sociological Knowledge* New Delhi: Sage, 2003. pp. 287-317.
- [7]. Chanana, K. (1988). 'Social Change or Social Reform: The Education of Women in pre Independence India', in K Chanana (ed) *Socialisation, Education and Women: Explorations in Gender Identity*, Orient Longman, New Delhi.
- [8]. Chanana, K. (1990). 'The dialectics between tradition and modernity and women's education in India', *Sociological Bulletin*, 39 (182), March-September, pp.75-91.
- [9]. Chanana, K. (2000). Treading the hallowed halls: Women in higher education in India, *Economic and Political Weekly*, vol.35, no.12, March 18, pp.1012-1022.
- [10]. Chanana, K. (2003). Visibility, Gender and the Careers of Women Faculty in an Indian University. In *McGill Journal of Education*, vol. 38, no. 3, Fall 2003, pp. 381- 90.
- [11]. Clarke, J.R. 1996. Educational Equity in Higher Education: an International Perspective. In G.D.Postle et.al, *Toward Excellence and Diversity: Educational Equity in the Australian Higher Sector in 1995: Status, Trends and Future Directions*. Queens land: USQ Press.
- [12]. Government of India. 1974. *Towards Equality: Report of the Committee on the Status of Women*, New Delhi: Ministry of Education and Social Welfare.
- [13]. India, Government of 2002. *Selected Educational Statistics 2001-02*. New Delhi: Department of education, planning, statistics and monitoring division, New Delhi: Ministry of Human Resource Development.
- [14]. Thomas, Kim, 1990. *Gender and Subject in Higher Education*. Buckingham. The Society for Research into Higher Education and the Open University Press, Acker, Bandra. University Grants Commission. 2003. *Annual Report 2002-03*, New Delhi: University Grants Commission.
- [15]. Whyte, J. 1986, *Girls into Science and Technology*, London: Routledge and Kegan Paul.