

**WOMEN PARTICIPATION IN PRIVATE HIGHER  
EDUCATION: A STUDY OF UTTAR PRADESH**

**DISSERTATION**

**SUBMITTED TO THE NATIONAL INSTITUTE OF EDUCATIONAL PLANNING  
AND ADMINISTRATION, NEW DELHI IN PARTIAL FULFILMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF PHILOSOPHY ( M.PHIL.)**

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## DECLARATION

Date:10/05/2022

I, Anuradha Shah hereby declare that this M.Phil. Dissertation entitled **WOMEN PARTICIPATION IN PRIVATE HIGHER EDUCATION: A STUDY OF UTTAR PRADESH**, is based on my original research work, and to the best of my knowledge, has not been submitted in whole or in part in this University or in any other University for the award of any degree.

(Signature of the Scholar)

**Anuradha Shah**

## CERTIFICATE

**Date:**

This is to certify that the dissertation entitled WOMEN PARTICIPATION IN PRIVATE HIGHER EDUCATION: A STUDY OF UTTAR PRADESH is the work undertaken by Mr./Ms. Anuradha Shah under the supervision of Dr. Sangeeta Angom As part of his/her M.Phil. degree. We recommend that this dissertation be placed before the examiner(s) for evaluation and award of the degree of M.Phil.

Signature of the Supervisor

**Dr.Sangeeta Angom**

Signature of Department, Head

**Prof. Sudhanshu Bhushan**

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Last but most certainly not least, no perfection can be claimed by any human being, ultimately through every effort had been made to maintain accuracy in all respect yet for omission or lapses suggestions are most welcomed.

**Place:**

**(Anuradha Shah)**

**Date:**

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## ***ABBREVIATIONS***

<b>HEIs</b>	Higher Education Institutions
<b>U.P.</b>	Uttar Pradesh
<b>NAAC</b>	National Assessment and Accreditation Council
<b>LPG</b>	Liberalization, Privatization and Globalization
<b>AISHE</b>	All India Survey on Higher Education
<b>RTE</b>	Right to Education
<b>SED</b>	Survey of Earned Doctorates

# Chapter-1

## Context of the Study

### **Introduction:**

Many Research studies, universally, propose that an ascent in the paces of advanced education of women improves their expectations for everyday comforts and dynamic forces. Training has filled in as an amazing asset for engaging female. Having higher women's representation in governance should enable the empowerment of women. It is a by and large acknowledged idea that a women education has an immediate relationship with her empowerment. Research concentrates on leads all around the world to prove this supposition. Women education straightforwardly impacts the improvement of the financial and wellbeing status of the general public on the loose. In the Indian situation, practically all legislatures have taken drives to expand the enrolment of Women's education beginning from the colleges level prompting auxiliary and advanced education. These drives have been generally fruitful as the enrolment proportion of ladies has consistently expanded over the previous years.

In India due to increased population inadequate resources on trend teachers and poor educational environment the need of privatization of education arises. In the Eighth Five Year plan (1992- 1997), privatisation introduced along with liberalisation and globalisation then in August 1995, bill introduced in Rajya Sabha for Private University establishment and regulation bill. Committees like K. Aunnayya, Dr.Swaminathan and Yashpal committee contributed to bring change in education scenario. Recently, NEP 2020 had shown trust over the private institution and their autonomy. As per All India Survey on Higher Education (AISHE) Report 2019-20, there are 386 State universities, 48 central universities, and 327 private universities in India. Regarding the current scenario on higher education in States, it is also observed that the North, North East and Central India focus more on privatization of higher education. while the Arunachal Pradesh, Meghalaya, Mizoram and Nagaland have no state university but only private ones. Southern areas especially Andhra Pradesh, Tamil Nadu and Karnataka have more than thousand private institution (Kumar, 2021) (C.P., 2021).

One of the pioneers of women's education before India's independence was Savitribai Phule. India has historically viewed education as an important feature of continuous

progress in the lives of her people. For a long time, Indian women were stuck in stereotypical roles within a household and followed a rigid traditional system as people gave more importance to the marriage of women. In the past few decades, socio-cultural changes have transformed the perception about the position of women in the society. Women are contributing to various fields such as education, agriculture, entertainment, sports, entrepreneurship and so on.

## **1.1 Higher Education**

Higher education is mark of the country's future turn of events and progress. The main point of advanced education is to deliver qualified human assets so they are sensitive to the useful exercises of a state and state's social, financial, political, common and social climate become self-maintained and energetic. It additionally gives a chance to respond on the basic financial, social, moral and otherworldly issues confronting humankind. Public Approach on Training (NPE) 1986 has underlined the significance of advanced education as critical component for endurance due to its possibility to add to public advancement through dispersal of specific information and skills. Higher education is viewed as the key variable in advancing and speeding up the course of public advancement. The centre mission of advanced education is to teach, to prepare, to attempt research and to make human asset. Human instructive organizations assume an urgent part in bestowing information through their educating what's more examination programs. While showing helps in procuring the information which is available, the exploration upholds in adding to the current load of information.

## **1.2 Education for Women in Higher Education**

Education has an effect on women empowerment as it creates in them awareness, capabilities, choices and opportunities which is crucial for the economic growth, social prosperity and sustainable development of any country. After making some headway in primary and secondary education, the access and the participation of women in Higher Education still suffer with the problem of gender inequality.

The education for women in higher education in Uttar Pradesh is central to this study. In the past few years, the quantity of young women enlisting for advanced education expanded by 13%. Women students outnumber men in Uttar Pradesh colleges,

universities (Kumar, 2021). The most recent report of the UP Higher Education Directorate reveals that shipped off the state government said 27 state colleges and 7,391 degree universities of UP in 2020-21 meeting have an aggregate of 50,21,277 understudies selected, out of which 62.95% are woman. The count of men 18,60,220 (37%), they added. Four years prior, in the scholarly meeting 2017-18, there were a sum of 55,74,638 enrolled understudies in Uttar Pradesh higher instructive establishments and the number included 27,77,137 women adding up to 49.81% when contrasted with 27,97,501 (50.18%) men.

### **1.3 Privatization in Education**

Generally, privatization means initiation of private ownership, management and control of organizations or institutions. Privatization implies commencement of private proprietorship in the board and control of associations or foundations. The control is dynamic and involves obligation of cash and organization. The principal notable element of privatization is progressive change of public venture into private undertaking. In this way, it is a cycle which can be characterized as the exchange of exercises, dynamic and obligation of cash, resources, organization from public establishments or associations to private individuals and offices.

For the most part, the term privatization alludes to the "move of resources, the executives, capacities or duties already claimed or done by the state to private areas" (Coomans et al., 2005). The job of the private area is expanding to control the board and instruction foundations instead of the government. In this way, one might say privatization is decentralization of training in every area with its embellishment in advanced education (Choudhary, 2016). Privatization alludes to the cycle of proprietorship which can be both lasting or a long-haul premise in nature utilized deliberately by people or gatherings having a point of expanding most extreme benefit (Paul, 2018). Peter F. Drucker utilized the word privatization first in his book 'the time of brokenness' in the year 1969.

In the course of recent years, every one of the nations have acknowledged the possibility of privatization in higher education. Neo frees consider privatization as a liberated opportunity for monetary exercises though the opponents utilize the term to cause it to be comprehended as institutional cycle to expand the financial benefit (Kumar, 2017). In India, Government endeavours to give better and quality instruction battling against

developing populace and insufficient assets. Yet the Indian advanced education framework consistently faces a few difficulties, for example, to give value, quality and access for all segments of society (Alam and Halder, 2016). To make the youngsters the mainstay of the country's development they ought to get legitimate instruction. Along these lines, everybody ought to get quality HE to come to the anticipated objective. The expanded populace, deficient assets, undeveloped instructors, poor instructive climate gather the arrangements of privatization of training in India (Das, 2017). In such a circumstance, privatization arrangements with strong choices appear to give an answer.

## **1.4 Privatization in higher education**

Privatization of advanced education was started in 1991 with the commencement of the Liberalization, Privatization and Globalization (LPG) Policy. Privatization of advanced education has arisen in a few structures and types in the new decade in India. Privatization inside government advanced education foundations happens through presenting self-financing courses inside government organizations, changing government supported private organizations into private self-financing foundations, or permitting self-financing private organizations with acknowledgment and furthermore without acknowledgment. This might be named as business private advanced education organizations. Private players are primarily drawn in themselves in setting up of state private colleges, considered college and scholastic foundations with unfamiliar joint effort. Accordingly, privatization of advanced education has been developing every day.

## **1.5 Women and Education**

Women are considered as a unique power unit and potential resource for social, cultural and economic development of any country. So, empowerment of women is a pre-requisite to fulfil this purpose (Singh, 2008; Yehualashet, 2010). In the post-Independence era, there has been a phenomenal expansion of educational opportunities for women in the field of Higher Education. (Singh, 2008). But still there persists gender gap in Higher Education due to some socio-economic reasons (Chanana, 2004). Education is the most critical instrument in empowering women with skill and knowledge and giving them access to productive employment in future. (Tilak, 2007).

Furthermore, education has an effect on women empowerment as it creates in them awareness, capabilities, choices and opportunities which is crucial for the economic growth, social prosperity and sustainable development of any country. After making some headway in primary and secondary education, the access and the participation of women in Higher Education still suffer with the problem of gender inequality. After adopting economic reform policies, the government began to remove public support to Higher Education and make it self-financing while privatizing it. Privatization of Higher Education has initiated a heated debate as regards its possible effect. Among its possible fallouts, the very crucial one is expected to be widening gender inequality in Higher Education. Privatization does make Higher Education expensive and inaccessible for women. It is the effect of privatization on gender inequality that the present work seeks to study. This study would make an attempt to clarify the problem of access and participation of women in public and private institutions of Higher Education most specifically in Uttar Pradesh.

Women participation means consultation of women employees prior to decision making. It is the harbinger of a new order of social relationship and a new set of power equation within organisation. Women participation refers to the mental and emotional involvement of a women in a group situation which motivates them to contribute to group aims and share in responsibility of achieving them. The women participation can be more clearly understand as “sharing the decision making power by the rank and file of an industrial organisation through their representatives, at all the appropriate levels of management in the entire range of managerial action” . Women participation may be broadly taken to cover all terms of association of women workers or women employees and their representatives with the decision making process, ranging from exchange of information, consultations, decisions and negotiations to more institutionalised forms like presence of women employees“ members of management or supervisory boards or even management by women employees themselves. Women participation gives the women employees a sense of importance, pride and accomplishment, it gives them freedom of opportunity for self-expression, a feeling of belongingness with the place of work and creativity. The participation of women employees implies a situation where women employee’s representatives are to some extent involved in the process of management decision making, but where the ultimate power is in the hands of the management. Women participation is a system of the communication and consultations either formal or

informal by which women employees of an organisations are kept informed as and when required about the affairs of the undertaking and through which they express their opinion and contribute to decision making process of management.

## **1.6 Barriers to women education**

Many barriers to women education have been observed in India. Kaushik Basu (2004) report that lack of school infrastructure facilities such as toilet for girls is the barriers for girls education. In many backward states, due to lake of separate toilet facility for girls discourage the enhancement of girls in outlook.

Indian society is male dominated society where education of female children is discourage due to presence of higher stereo typing and gender segregation and constraints. In some situation women are concentrated on traditional courses and are more suitable for such forces but they concentrated less in number of course relating to science and technology.

The students enrolment in vocational and technical education has been made dominated programs and relatively less number of women student purchase such education. Due to persistence of habitual attainment families are less likely to educate girls than boys.

The reluctant on the part of the parents is a major factor preventing girls access to education. Indian society discourage the India education of women on the basis of presence of traditional gender roles. Indian traditional mind set views that investing in the education of the male child is an investment since the son is responsibility for the caring of aging parents women after marriage day go to the in laws house and they perform reproductive roles, further, they are separated from their parental tie up.

Economically poor section of the society are unable to educate their girl children. They do not like to make an investment in the education of female children. However, they make investments for the education of their male children. In some situations, women themselves are unable to continue their education since they are unable to come with the pressure of balancing working life and home life. National Committee on the status of Women in India 1974 reported that occupational choices of women are restricted.



## **1.7 Rationale of the study**

Indian Higher Education occupied a dominant position in economic growth, technological development and also an instrument of equal opportunity for all (Chanana, 2004). Data from 1950-51 to 1990-91 shows that women gained access to Higher Education gradually during the first four decades after independence because during this period Higher Education was fully funded and highly subsidized by the government. But their participation was characterized by clustering in the feminine, non-professional and non-market courses in general education. (Chanana, 2004). Even though there are much evidence which disclose positively for the development of women in India, millions of women and girls throughout the country suffer from discrimination and deprivation of their human rights including education based on their gender (Muthalagu, 2008). This may be due to some socio-cultural and economic factors which act as barriers to their ability to access Higher Education.

Women are considered as a unique power unit and potential resource for social, cultural and economic development of any country. So, empowerment of women is a pre-requisite to fulfil this purpose (Singh, 2008; Yehualashet, 2010). In the post-Independence era, there has been a phenomenal expansion of educational opportunities for women in the field of Higher Education. (Singh, 2008). But still there persists gender gap in Higher Education due to some socio-economic reasons (Chanana, 2004). Education is the most critical instrument in empowering women with skill and knowledge and giving them access to productive employment in future. (Tilak, 2007). In this context, it is also important to understand the participation rate of women in private higher education institutions. Having felt the importance of finding the trend of enrolment of women in private institutions and to find the determining factors for choosing private institutions for higher studies, the researcher has chosen the State of Uttar Pradesh as study area.

## **1.8 Statement of the Problem**

The problem to undertake for the present investigation is stated as “ *Women participation in Private Higher Education : A Study of Uttar Pradesh*”.

## **1.9 Operational Definitions:**

Some of the important terms that will be used in the study are provided here in order to clarify their meaning. The operational definitions for the terms used in the study are as

**Women participation:** Participation of women for this study is only refers to enrolment of women in higher education institution. This study does not include participation of women in other sector besides education.

**Private Higher education:** In the present study private higher education refers to both under-graduate and graduate level of education provided by the private institutions.

## **1.10 Research Questions**

1. What is the current scenario of private higher education in Uttar Pradesh?
2. What are the trends and patterns of women participation in private higher education in Uttar Pradesh?
3. Is there a gap between male and women participation in private higher education?
4. What are the determining factors for choosing private education for higher study by the women in Uttar Pradesh?

## **1.11 Objectives of the Study**

1. To understand the current scenario of Private Higher Education in the country with special reference to Uttar Pradesh
2. To find out women participation rate in private Higher Education in Uttar Pradesh
3. To analyse the enrolment trend and pattern of women in private higher education in Uttar Pradesh
4. To explore the determining factors for women to choose private institutions for higher study in Uttar Pradesh.

## **1.12 Delimitation of the study**

The present study is delimited to only one state that is Uttar Pradesh. The sample of the study is delimited to private colleges located only in the Varanasi District, sub district and Mirzapur District. The study further delimited the sample size of the colleges into three.

**1.13 Organisation of the Study:** This study has been organised into seven chapters.

Chapter 1- The first chapter of this study work titled “Context of the study” there are total 12 sections which includes subtopics - Introduction, higher education, education for women in higher education, Privatization in education, privatization in higher education, women and education, barriers to women education, rationale of the study, statement of the problem, operational definitions, research question, objectives of the study and delimitations of the study.

Chapter 2- Chapter two contains a review of related literature relating to the study and covers understanding Privatization in higher education in India and other countries, enrolment trend and pattern of women in private higher education with various perspective and finally the gaps observed and conclusion.

Chapter 3- Chapter three deals with description of the methodology applied in the study, the reason for the method being applied, sample and sampling, data sources, tools used and data analysis.

Chapter 4- Chapter four contains the analysis and interpretation of data. This is presented under sub-themes such as, profile of the study area, scenario of private higher education in Uttar Pradesh, Enrolment in higher education in Uttar Pradesh, gross enrolment ratio, participation of women in higher education in U.P., Enrolment number of women in higher education in U.P., Enrolment pattern of women in private higher education, analysis of the primary data, profile of the students, to explore the reasons responsible for women to choose private institution for higher study in U.P., conclusion and deals with research question wise detailed discussion results.

Chapter 5- Chapter five deals with the major findings of the study and the recommendations emerged out of the study.

Chapter 6- Chapter six, which is the last chapter includes the Summary, limitations of the study, suggestions for further research and conclusion.

## **1.14 Conclusion**

The present chapter provides the introductory part of the dissertation. It provides the rationale of the study, statement of the problem, operational definitions of the term used in the study, the research question, the objectives of the study and delimitations of the study. At the end of the chapter, it provides briefly about each chapter of the dissertation.

## Chapter-2

### REVIEW OF RELATED LITERATURE

#### 2.0 Introduction:

Review of related literature plays a vital role in the field of research. It is to locate with an evaluation of the research concerned. For any worthwhile study in any field of knowledge, the investigator needs an adequate familiarity with the work which has already been done in his or her field. It enables the investigator to define the limits of his field. It gives the investigator an understanding of the research methodology, tools and techniques used by many authors and researchers in the field.

The present study deals with Women participation in private higher education in the Uttar Pradesh. Therefore, the review tries to cover important aspects of the theme, such as development of women's higher education, enrolment pattern and trends and the factors affecting women participation in private higher education institutions in Uttar Pradesh.

#### 2.1 Review of related literature on Privatization in higher education:

*Bajaj, S. (2012)*, provide an overview of the state of higher education in India and argues that with control of regulating authorities, privatization can improve the higher education sector. The author suggests that government largely focussed on elementary education and thus it paved way for private players to enter the higher education sector. Lack of funds is identified as a reason for governments to allow private entry in higher education. The author also considers the feasibility of public-private partnership in higher education and if the negatives of privatization dilute its positives? The economic reforms of 1991-imposed compression on government spending on higher education. The author cites the 10th five year plan and its stress on need for universities to supplement resources rather than government funding even mooted for a hike in fees. Further, the author cites in the paper the reports by Punnayya Committee set up by UGC (1993) and Swaminathan Panel constituted by AICTE (1994) which moots for fee hike to cover 15-25% of annual recurring cost per student. The author considers freedom from political intervention, increased autonomy in administration and decision making and ability to provide good quality education as positives of privatization. The paper concludes by stating that

Government can not absolve itself of regulating private universities. Some regulating agencies for quality assurance, increased transparency and reducing profiteering must be set up.

**Ahmed and Nisa (2017)** in their article titled, “Privatisation of higher education in India: A Positive Step”, look at education as a means to attain equality and enhance growth and development of the country. India is the second largest higher education system and citing the UGC Annual Report of 2014-2015. It pointed out that with Right to Education (RTE) government is already providing for free and compulsory education at elementary level therefore how will government provide free education for engineering, law, medical, sciences? The paper argues that privatization of higher education can improve the current state of education provided there are controls or checks by regulating authorities. The article states that as per the UGC, there are 258 private universities in India out of which Rajasthan has the highest number of private universities with a total of 42. The paper also highlights how faculty members tend to perform well in private universities as there is pressure of performance on them. The appointment of faculty and Vice Chancellors is often merit based and not on political interventions. They offer better facilities and better teacher-pupil ratio. Privatization has increased access with increased admissions. Private institutions are often technologically equipped. They argue that majority of students in India are enrolled in private institutions with them catering to 60% of student enrolment. The Government has also simplified regulatory framework to encourage greater participation of private sector while focusing on quality education in higher education.

**Tilak (2004)**, in his article, “Absence of Policy and Perspective in Higher Education” highlights that there was a tremendous increase in the number of higher education and student enrolment in the post-independence period. He stresses on the need for quality improvement given global competition in higher education and argues that policy documents and discussions in India have ignored higher education while prioritizing literacy and primary education, thus ignoring the interdependence of various levels of education. The consequences of the growth in primary education lead to increased demand for secondary and higher education. The author also reflects upon the decline of public expenditure on HE since the 1990s with the union government's expenditure on higher education declining from Rs. 645 crore (in 1993-94 prices) to Rs. 559 crore in 1996-97.

Though state governance did not cut the budget there was no significant increase. There was 70 per cent increase between 1997-98 and 1998-99, and by 37 per cent between 1998-99 and 1999-2000. He highlights the drastic decline in public expenditure on higher education evident in the trends in per student expenditure which declined from Rs. 7,676 in 1990-91 to Rs 5,873 in 2001 "02 (budget estimates), a decline by nearly 25 per cent. This meant decline in real resources available per student on average, which adversely affected the quality. There was a steep decline in the budget allocations for libraries, laboratories, scholarships, faculty improvement programme etc. An important s was the sustained effort towards privatization when a large - higher than the costs, exploiting excess demand phenomenon in higher education. Such colleges in engineering and management education outnumbered public institutions and adversely affected equity and quality of higher education. Tilak further observes that government does not consider Higher education as important for economic growth and development and believes that private sector can fill the gap in its development, while state can withdraw from higher education and save its resources.

**Bhushan (2009)**, in one of his article on Privatization in Higher Education, : Need for Legislative and Executive Action. Re-structuring Higher Education in India. The author highlights how higher education in 21st century has emerged against the back drop of privatization and globalization. The policy has not evolved as fast as the change thus creating a gap in legislative and executive action resulting in issues of regulation of private universities, admissions and fixation of tuition fees in self-financing private institutions and entry of foreign universities in India. There is lack of relative autonomy to take policy decisions, an erosion of faith in regulatory disciplines and the influence of market on the minds of people. There are concerns of cost and quality in private higher education and need for perhaps central guidelines on establishment of private universities. The author raises questions on if Centre or UGC would maintain of standards, if it is a related to the establishment of private universities? Can UGC stop the growth of low quality private universities, and should it have the power to revoke universities degree or title ? If accreditation of private Universities by NAAC be made compulsory? and how can quality teaching and research oriented private universities be promoted? He critiques the false assumption that higher education is a non-merit good and therefore govt. could afford to withdraw subsidies to the growth of private sector and

the way demand for professional education led to chaotic growth in Higher education and to court's interference in the matters of admission and fee regulation of private colleges.

## **2.2. Studies Conducted on Private Higher Education in other countries**

**Ferreire in (2009)** conducted a study on “Trends in women's representation in science and engineering”. It talked about patterns connected with women' benefits in doctoral certificates in science and designing. Results from the 1996-2006 outline reports of the Survey of Earned Doctorates (SED) in US Universities demonstrated that the level of women getting doctorates in science and designing has consistently expanded. In any case, when the information are disaggregated by citizenship, an alternate picture arises. The level of doctorates granted to U.S. resident and extremely durable occupant women has remained fundamentally unaltered in the beyond 10 years. All the additions in ladies' portrayal are because of the increment in unfamiliar women getting doctorates from U.S. colleges.

**Simone, Bloomfield and Rosie (2005)** conducted a study on “Professional experience in new times: issues and responses to a changing education landscape.” It examined strategy and practice pertinent to instructor training and expert experience programs in Australia, intending to help perusing over a wide span of time, yet in addition offering key heading regarding the difficulties and amazing open doors that are arising inside the Australian setting. It inspected key Higher Education plans of 'efficiency, interest and quality'. According to these plans, huge approach patterns are recognized under the headings of associations, arrangement and expert learning, and the ramifications of each for the field of instructor training and expert experience are investigated. A few examinations with comparative changes that have happened in Scotland and England are proposed to give experiences and option bearings for those working in the field. At last, a scope of conceivable outcomes and ideas, alongside wake up calls of privately based proficient experience rehearses, are given.

**Kalwal (2010)**, conducted a study on “Asian women in higher education: shared communities.” The fact that more Asian makes it revealed women are entering advanced education in U.K than any time in recent memory and the number looks liable to rise. Their commitment with advanced education reflects inescapable changes in the



perspectives and social assumptions for their different networks, as mindfulness develops of the more noteworthy long haul esteem related with going on in instruction. It inspected the encounters of youthful Asian. Women in advanced education and the troubles they face since they have no common foundation of commitment with the British college framework. It thought about what rouses them to succeed and portrayed their techniques for building encouraging groups of people that assist them with prevailing with the college setting what's more effectively shape their lives.

## **2.3 Studies Conducted on Private Higher Education in India**

**Gnanam's (2008)** paper on 'Private Higher Education in the Current Indian Scenario' presents an overview of privatization of education. The author focuses on the need for legalizing the private sector. He says private education has been in existence for thousands of years, and these were run with not-for-profit motive unlike today.

**Poonam (1989)**, conducted a study on "Growth of higher education among women in Uttar Pradesh." It endeavours to study the development of advanced education among women in Uttar Pradesh. The discoveries of the study were: 1. At the hour of freedom the passage of ladies in advanced education was ostensible in India, 2. During the First Five Year Plan, Uttar Pradesh, sent off a lively drive to give a lift to higher. There was a settled ascent in young women' enrolment in Higher Educations and colleges. 3. Disregarding all the advancement made, issues of shortage of prepared to torment advanced education among women in Uttar Pradesh, in this period.

**Chauhan (2011)**, In his paper "Participation of women in higher education: the Indian perspective" detailed that since autonomy the development of women enrolment has been quicker than the aggregate enrolment and that of men, both general and professional education.

**Powar and Bhalla (2008)**'s study on, "Private Higher Education in India: Maharashtra as a Case Study" noted that the majority of the private HEIs work as friendly trusts, yet their excellent point is to create gain by giving business sector- arranged proficient courses to those understudies who can manage the cost of the greater expenses. They select like Maharashtra as a contextual investigation in light of overflow of private universities and thus greater sample size.

**Rajlaxmi (1984)** conducted a study titled, “A Study of the Socio, Economic and Political Aspects of the Growth of higher education of women in the Madras Presidency, 1921-1947.” The major findings of the study revealed that there was a tremendous expansion of higher education of women during 1921-47, with a 180 percent increase in terms of the number of institutions. Private initiative especially of Christian missionaries was more marked than that of the government in starting colleges for women.

**Chauhan (2011)** in his paper, “Participation of women in higher education: the Indian perspective” reported that since independence the growth of women enrolment has been faster than the total enrolment and that of men, both in general and professional education. Women empowerment is necessary to facilitate higher education among them.

**Sarawati (2012)**, stated in his paper “Higher education as a tool for rural women empowerment” that the status of girls has been a subject of much argument and debate. There are still overwhelming cultural and economic reasons in India which keeps women children not receiving educational attention as their male counterparts. Women are considered as a unique power unit and potential resource for social, cultural and economic development of any country. So, empowerment of women is a prerequisite to fulfil this purpose.

## **2.4 Studies relating to the enrolment trend and pattern of women in private higher education**

**Lester in (2010)** studied on "women in male ruled profession and specialized programs at junior colleges: boundaries to support and achievement". He found that women keep on ruling enlistments in medical services, youngster care, higher education, and cosmetology, while men rule in horticulture, development, and materials creation.

**Buding and others in 1984** conducted a study on "The spot of women in Department of Advanced Education and Administration." It was tracked down that the support of advanced education organization programs at seven colleges uncovered that ladies established 45% of the enlistment and that their pace of arrangement has been high. Notwithstanding, due to less alluring work amazing open doors and less grants, what's to come pace of support is dubious.

**Devi (2000)** conducted a study on "Learning through the Distance Mode: Challenges for Canadian Women in higher education". Women who selected were self-persuaded to overhaul their individual abilities in expectation for better occupation possibilities. Women communicated their preference for the distance mode since they thought that it is helpful and adaptable as far as reality. They felt that this mode upgraded self-esteem, more prominent acknowledgment in companions. They likewise communicated autonomous review generally compensating for improving their logical expertise.

**Elizabeth and Natalie (2006)** conducted a study on , "Women and young girls in science and designing: getting the obstructions to enlistment, maintenance and perseverance across the instructive direction". It was observed that while ladies are selecting, joining in, and moving on from university and colleges at rates higher than their male partners, their presence in the science and designing disciplines, long-overwhelmed by guys, remains alarmingly low.

**Lester (2010)**'s studies on "Women in male dominated vocation and specialized instruction programs at junior colleges: obstructions to cooperation and achievement", shows that women keep on overwhelming enlistments in medical care, kid care, training, and cosmetology, while men overwhelm in agribusiness, development, and materials creation.

**Gupta (1989)** conducted a study titled, "Growth of higher education among women in Uttar Pradesh". It was found that during the first Five Year Plan, Uttar Pradesh launched a vigorous drive to give a boost to higher. There was a rise in females' enrolment in colleges and universities. In spite of all the progress made, problems of dearth of trained to plague higher education amongst women in Uttar Pradesh, in this period.

**Raju in (2012)** found in his paper "Higher education as a tool for rural women empowerment" that the status of girl has been a subject of much argument and debate. There were still overwhelming cultural and economic reasons in India which keeps women children not receiving educational attention as their male counterparts.

**Chauhan (2011)** in his paper titled, "Participation of women in higher education: the Indian perspective" reported that since independence the growth of women enrolment has been faster than the total enrolment and that of men, both in general and professional education. **Upadhyay (2007)** in her article "Indian Higher Education", looks at the issue

of deficient access especially of women's in higher education. The access available to women in India has been a lot lower than that of the men at all degrees of instruction. For the review, Upadhyay utilized information from the distribution of the Ministry of Human Resource Advancement, called Education in India (of different years).

**Rajlaxmi** in (1984) conducted a study titled, "A Study of the Socio, Economic and Political Aspects of the Growth of Higher Education of Women in the Madras Presidency, 1921-1947". The major findings revealed that there was a tremendous expansion of higher education of women during 1921-47, with a 180 percent increase in terms of number of institutions. Private initiative especially of Christian missionaries was more marked than that of the government in starting colleges for women.

**Stromquist (1989)**, revealed in his paper, that as for our social structure, parents are much more willing to pay higher education fees for boys than girls due to the fact that many parents in rural areas do not aspire to give Higher Education to their daughters.

**Sarawati (2012)**, opined that woman have been systemically drawn away from participating in higher education due to many societal reasons. This has been stated in his paper titled, "Higher education as a tool for rural women empowerment" that the status of girls has been a subject of much argument and debate.

According to **Stromquist (1989)**, Women's education is related to their future domestic life because as girls get older, their domestic work-load increases as consequently their attendance pattern worsen in the higher education. This study only emphasizes on the traditional perception about girls and boys while they did not visualize the gendered effect of the changes through the privatization of higher education which further intensify the gender inequality. It is found that India's patriarchal society tends to give less importance to women's education due to socio-cultural barriers prevailing in the society.

**Keller (1992)**, stated that education will address the historical, socio-economic and political factors, which have acted to define the poor in general, and poor women in particular. Education is a dynamic process of learning in which women gain access to meaningful information, engage in critical reflection and act as a collective to transform the material and social conditions of their existence in some way. Education enables people to become more active participants. With education, individuals and societies have more responsibilities and choices.

**Srivastava (2005)**, recommended for women's studies centers for enhancing the status of women. Women's participation in higher education has been improved and considerable progress has been made. However, provision of training, employment and income generation activities should be available to women. Women should be allowed to enjoy rights and fundamental freedom on par with men in all spheres.

## **2.5 Research Gap**

From the above review, it can understand about the higher education scenario most importantly on privatisation in higher education in India and in other country. There are also studies conducted on women and education and some studies reflect the problem faced by women in accessing higher education, women oriented subjects in higher education, role of education for empowering women etc. Some studies focus on higher education and its related issues. None of them discuss the concept of privatization of higher education in a comprehensive and detailed manner. Some of the authors touched some aspects of women in higher education but hardly any study focuses on participation of women in private higher education. Further, the researcher could not find any study has been conducted in the state of Uttar Pradesh in relation to women's participation in private in higher education. In the present study, researcher tried to find out women's rate of participation in private higher education by exploring the enrolment trend in private higher education institutions. It also tries to explore the reason for choosing private institutions by women for higher study. Thus, the study will cover the aspects of development of women's higher education in Uttar Pradesh, trends and patterns in enrolment of women participation in private higher education institution in Uttar Pradesh and tried to understand the factors affecting women participation in private higher education in the state.

## **2.5 Conclusion**

This chapter captures the review of some of the related study in the field and identified the research gap. In the next chapter, the methodology of the study will be discussed in detail.

# **Chapter-3**

## **Research Methodology**

### **3.0 Introduction**

A research methodology is the plan or programme of research. It is the general blue-print for sample selection, data collection, and analysis of data. The present study aims at describing the rate of participation of women in private higher education in the state of Uttar Pradesh. It also aims to find out the enrolment trend of women in private higher education institutions. Finally, it explores the factors responsible for choosing private institutions by the women. This chapter discusses in detail about the research design and methodology followed in this study. In status of women participation, it is therefore descriptive in nature, by fulfilling the objectives of the study. This study also describes the relationship between variables especially profile of the women status and participation and the increase in enrolment through their education. Hence it is descriptive research design. The methodology may include surveys, interview, publication research and other techniques comprising the present as well as past information.

### **3.1 Methodology**

A research methodology is the plan or programme of research. It is the general blue-print for sample selection, data collection, and analysis of data. The present study includes both descriptive and explanatory type of study. Descriptive is used to depict the current scenario of women participation in Private Higher Education in Uttar Pradesh. Exploratory research is also used to give a deeper insight into the determining factors for women to choose private institutions for higher study in Uttar Pradesh.

### **3.2 Data Collection**

The data collection includes the collection of both quantitative and qualitative data. The Primary data was collected through self-made questionnaire from students, teachers, and institution head. Secondary data was also used to understand the broad scenario of private higher education in the country in general and Uttar Pradesh in particular. Further, data on enrolment in private higher education is mainly collected from secondary sources

namely All India Survey on Higher Education (AISHE) Report and AISHE portal. Besides to supplement the study's requirement various other published and unpublished sources were used.

### 3.3 Sampling

#### 3.3.1 Sampling Areas covered for the study

Uttar Pradesh state has been chosen as the survey area. The data was collected from two districts and one sub-district from Uttar Pradesh. The sample includes three colleges, and these three colleges were selected from Varanasi and Mirzapur district ( See table No.3.1).

**Table 3.3.1 Details about the colleges selected for primary data collection**

Sl. No.	Name of the college	Location	Year of establishment	NAAC accredited Status	Type of College	Affiliated College/University
1	Sri Ram Kishun College, Varanasi	Urban	2005	No	Private Unaided	Mahatma Gandhi Kashi Vidyapith (MGKVP)
2	Sardar Vallabhbhai Patel Mahavidya, Bachchhaon Varana	Rural	2000	No	Private Unaided	Mahatma Gandhi Kashi Vidyapith (MGKVP)
3	Guru Karshni Maha Vidyalaya, Mirzapu	Urban	2010	Yes	Private Unaided	Mahatma Gandhi Kashi Vidyapith (MGKVP)

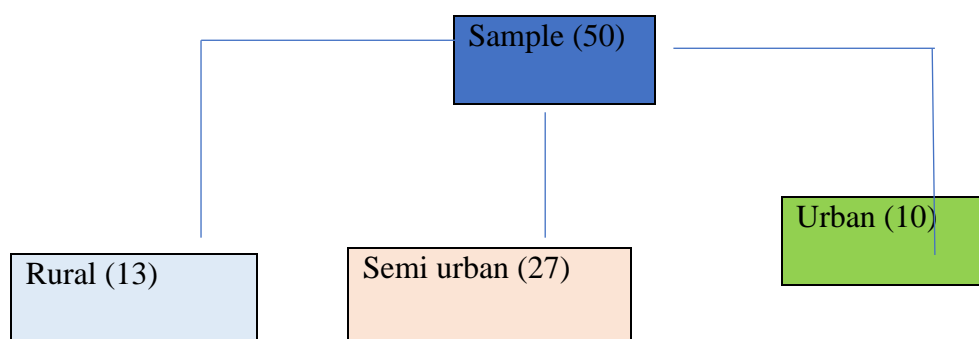
Source: Research data

The above table shows the details about the sampled colleges of this study. Two colleges were from Varanasi district and one college was from Mirzapur district. Out of three colleges, two were in Urban while the other one is located in the rural. Among all, Sardar Vallabhbhai Patel Mahavidya is the oldest as it was established in the year 2000. All the three colleges are privately unaided and only one college is NAAC accredited. All the three colleges are affiliated to the same university named Mahatma Gandhi Kashi Vidyapith (MGKVP)

### 3.3.2 Selection of Students and teachers

To explore the determining factors for women to choose private institution for higher education, the investigator with the help of convenient sampling selected 50 students from the above sampled colleges. The women students from the sample colleges were asked to fill the questionnaire. Below figure 3.2 gives the sampling description of students. Altogether there were 50 students who responded the questionnaire. Out of the total number of students, thirteen students belong to the rural area whereas twenty- seven students belong to Semi Urban. Only ten students were from urban.

**Figure No-3.1: Sampling Description**



Teachers were also sampled in convenient sampling method. There were altogether 12 teachers who responded. Out of three colleges, majority of respondents (58%) were from Sardar Vallabhbhai Patel Mahavidya.

### 3.4 Tools for data Collection

Based on the objectives of the present study, the researcher used appropriate instrument of data collection. The primary data was collected through self-made questionnaire from students, and teachers. An interview schedule was also prepared to collect relevant information for the study from the college principal. Brief about each tool is given below.

1. Questionnaire-1 was prepared for collecting data from the students. This has altogether 26 items.
2. Questionnaire-2 for teachers faculty members was also developed and this has altogether 22 items.



3. Interview schedule for Institution Administrator or College Principal was also developed to gather data mainly on the enrolment year-wise and programme wise. It also tries to capture brief profile of the sample institution.

**3.4.1 Data Collection Process:** The researcher conducted the field study in the month of January 2022. Though it was planned to include some of the private universities in the survey, but due to Covid-19 situation, the sample was restricted to only private colleges from the districts of Varanasi and Mirzapur. The investigator visited the three colleges on different days after getting proper permission from the college authority. The researcher spent considerable time with the students for getting the questionnaire filled. Most of the students get to fill the questionnaire physically whereas very few of them were asked to fill through telephonic calls as well as through WhatsApp. Meeting with principal of the colleges were also fixed and try to get data on the enrolment. Teachers were sampled on convenient method and contacted them for getting the questionnaire filled back.

### **3.5 Method of data analysis:**

Data were analyzed mostly quantitatively by using percentages, tabulation and graphs and figures. The qualitative data were analyzed by coding and categorizing thematically. The quantities data was first put into excel sheet and were coded. The coded data was then analyzed using percentages, sums and were put into table and graphs formats.

### **3.6 Conclusion**

This chapter captures the method of study in detail. It provides about the research designed, tools for data collection, sources of data, method of data collection and data analysis. In the next chapter analysis and interpretation of data of the study will be discussed in details.

# Chapter-4

## Analysis and Interpretation of Data

### 4.0. Introduction:

This chapter presents the participation of women in higher education most importantly in private higher education in the state of Uttar Pradesh. Thus, chapter tries to address the second and third objective of the study. The data used here is both secondary and primary data. The chapter contains the analysis of the primary data collected to exhibit the present state of enrolment of female students in the sample district. To have overview of female enrolment number in higher education of the state, the secondary data from AISHE report is being used. By analyzing the primary data collected from the sample college administration and AISHE, the chapter attempts to present the enrolment pattern of female students in the state.

Education is a rope that can convey us to significance. It is one of the most significant things throughout everyday life, without it we can't add to the general public and try not to have information and thoughts which assists us with being familiar with the general public what's more climate. An informed individual can pass judgment on right and off-base or great and insidiousness. It is the obligation of the general public to teach its individuals. Training is crucial for everybody. It is training that helps individuals to get more appreciation and acknowledgment. It assists individuals with working better and set out open doors for practical and reasonable monetary development now and into what's to come. Likewise it empowers straight forwardness, great administration, dependability and helps battle against join and debasement. Zero in should be on women 'instruction as the information and strengthening of a women can achieve a change in a family and the general public overall. It is a deep rooted cycle to each individual that should be supported all through life.

### 4.1. Profile of Study Area

The complete name of Uttar Pradesh is 'Uttar Pradesh Northern Province'. It was shaped in 1937 when it was known as the United Province of Agra and Oudh. After India's Independence, this land was renamed as Uttar Pradesh on January 24, 1950. The state lies

under the area directions of 26.8467° N, 80.9462° E in the northern pieces of India. It is the most crowded state in the country. There are 75 areas altogether. The state shares a broad area of 240,928 km<sup>2</sup>. Uttar Pradesh is sharing a national boundary with Haryana, Uttarakhand, Rajasthan, Jharkhand, Bihar, Chhattisgarh, Madhya Pradesh, Delhi, and Himachal Pradesh. The state is sharing international boundary with Nepal in the North East. The map of Uttar Pradesh and its district is being displayed below in Figure No 4.1

Figure No- 4.1 District Map of Uttar Pradesh



The land is honoured with waterways like Ganga, Yamuna, Gomti, and so on. Because of the accessibility of freshwater and the ideal climatic condition, an enormous lump of individuals rehearses horticulture in Uttar Pradesh. Up to 70% of the complete sugarcane in India is provided from Uttar Pradesh. This, yet the state is additionally quickly filling

as far as modern occupation, assembling, and creation, IT areas, and so on. The economy of Uttar Pradesh is fifth biggest in the country.

The state shares a rich culture, writing, and history. Famous Indian Poets like Kabira, Ravidas have strolled this land. Since Hindi is the most regularly involved language in the state, it is now and again called the 'Hindi heartland of India'.

## **4.2 Scenario of Private Higher Education Uttar Pradesh**

The Higher education system in India, since the time of freedom has filled in a momentous manner to become perhaps the biggest arrangement of its sort on the planet. In 1956, when the UGC Act appeared for the coordination, assurance and support of norms of college instruction in India, there were 03 Central Universities, 30 State Universities and around 470 perceived higher education institutions in particular. In 1956, Uttar Pradesh (the most crowded province of India) boasted having 02 Central Universities (BHU and AMU), 03 State Universities (Allahabad, Lucknow and Agra) and 48 universities. Later on in 2005, the Allahabad University was changed into a Central University but then one more Central University for the sake of B.R. Ambedkar was set up in Lucknow in 1996. As of June 2012, there were 42 Central Universities, 293 State Universities, 130 Deemed Universities, 112 Private Universities, 374 Autonomous Colleges and around 33000 colleges in India. As opposed to this, the Uttar Pradesh presently has 04 Central Universities, 23 State Universities, 10 Deemed Universities, 16 Private Universities, 06 Autonomous Colleges, and around 3553 higher education institutions (out of which 137-Government Colleges, 381- Aided Colleges and 3035- Self Finance Colleges). This improvement in quantitative terms in ascent of quantities of State HE foundations in Uttar Pradesh opposite other unmistakable states like Andhra Pradesh, Tamil Nadu, Karnataka, West Bengal, and Bihar is unobtrusive; however in subjective terms the advancement of advanced education and HE organizations has been a long way from good. Furthermore, when we analyse the complete number of colleges in Uttar Pradesh, it is 53 just while a more modest State Tamil Nadu has 55 colleges. The number of inhabitants in Uttar Pradesh according to 2011 registration is 20 crore while Tamil Nadu has just 7.21crore. Populace shrewd that Uttar Pradesh should have 07 Central Universities 61 independent higher education and 48 state colleges.

The following table no 4.2 shows that the number of higher educational institutions in Uttar Pradesh by management wise. From the table, it is evident that the numbers of higher education institutions have increased in all the sector over the years in the state. But the jump is huge in the case of private unaided colleges in the state.

**Table 4.2:** Number of Private and Government Colleges in Uttar Pradesh

Sl. No	Year	Private Unaided	Private Aided	Private total	Government	Total
1	2010-11	506	184	690	223	913
2	2014-15	3990	610	4600	777	5377
3	2019-20	5404	657	6061	827	6888

Source: AISHE Report 2019-2020

Most of the growth in private unaided colleges is accounted for by professional institutions. The following table shows the growth of these institutions and the increasing private share among these institutions. There has been significant increase in number of colleges in all domains but when we see the condition of UP and compare it with other states then we find that states like Tamil Nadu is much ahead.

**Table 4.3:** Number of University and university level institutes in Uttar Pradesh from 2015-16 to 2019-20

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Central University	4	4	4	4	4
Central Open University	5	6	7	9	9
Institute of National Importance	1	27	27	27	28
State public university	1	27	27	27	28

Institute under state legislature ac	23	1	1	1	1
State open university	1	1	1	1	1
State private university	1	24	27	28	29
State private open university	23	27	27	27	28
Deemed university government	2	2	2	2	2
Deemed university government aided	3	3	3	3	3
Deemed university private	4	4	4	4	4
Grand total for UP	67	72	76	79	81
All India Total	799	864	903	933	1043

Source: AISHE Report 2015-16 to 2019-2020

From the above table, it is evident that in total Uttar Pradesh has only 7.8 per cent of total number of university and university level institutes of the country. The number of the State private universities are slightly higher than that of state public universities. The table further reveals the following facts

In the year of 2015-16, the state has altogether 67 university and university level institutes. However, in the year 2019-20, the number has increased to 81.

In the last five years from 2015-16 to 2019-20, the state has only four central universities but there is no central open university in the state.

Uttar Pradesh has altogether nine institutes of national importance currently and it has grown from five number in 2015-16

It is also evident that the number of state public universities grows at the faster rate from mere 1 in 2015-16 to 28 in 2019-20.

The number of state private universities also increasing over the time from mere 1 in 2015-16 to 29 in 2019-20.

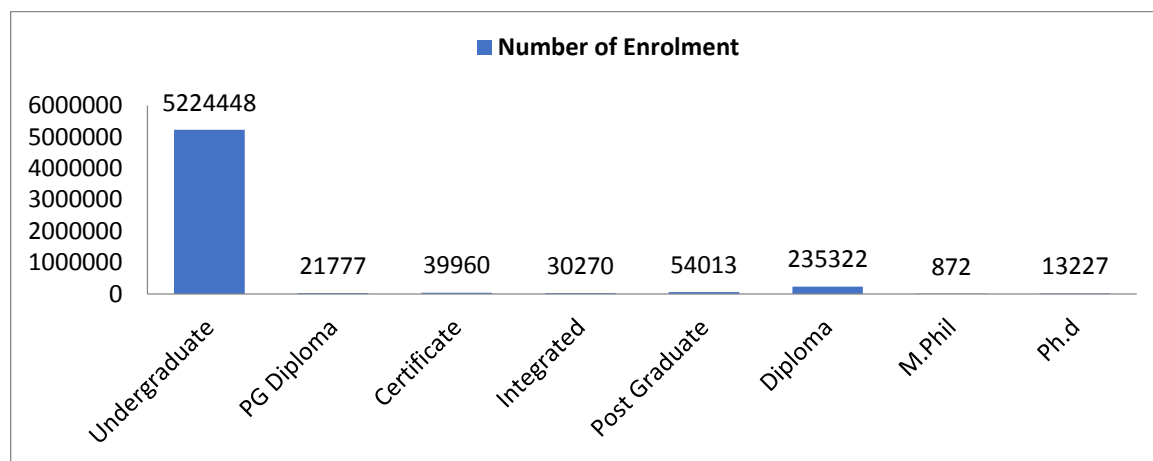
The state has altogether nine deemed to be universities, out of which five of them are deemed to university-private.

Currently, the state has only one state open university and only one Institute under state legislature act.

### 4.3. Enrolment in Higher in Uttar Pradesh

The All India Survey of Higher Education (AISHE) in regulation of MHRD performs a survey depicting multiple factors related to higher education in India as well as in each state. Uttar Pradesh offers higher education at multiple levels. The table below depicts the enrolment of students at various levels in Uttar Pradesh as per AISHE final report 2018-19. Table shows the enrolment number in higher education in the state level-wise (M, 2021).

**Figure No 4.2: Enrolment at Various Levels of Education**



Source: AISHE Report 2018-2019

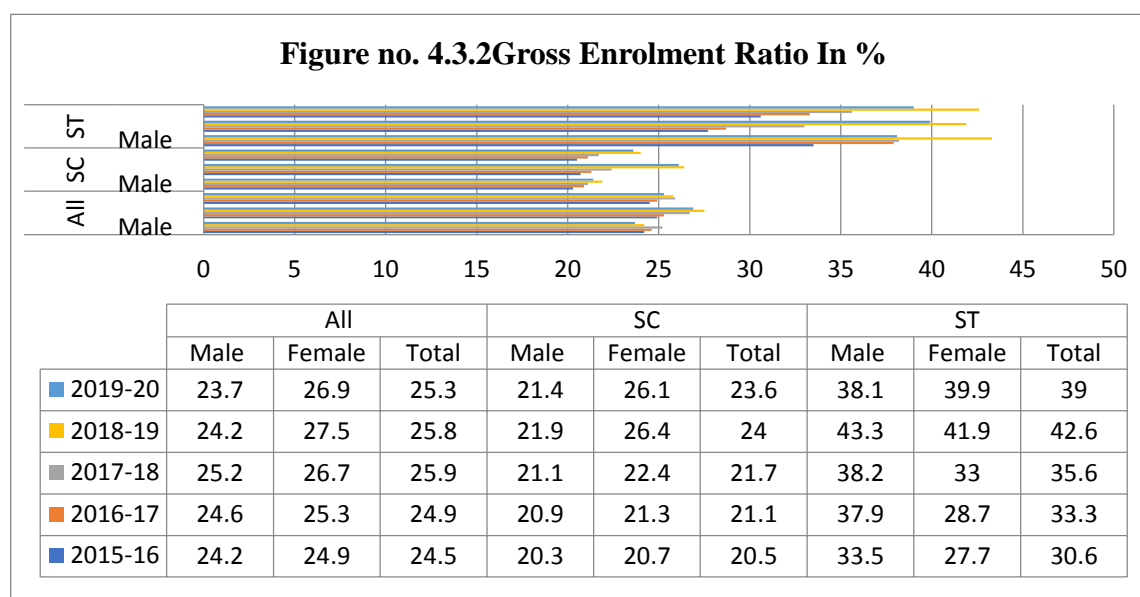
We can analyse through above graph plotted that the total enrolment of students in various level in Uttar Pradesh for the year 2018 -2019. The highest enrolment of students was in Undergraduate course i.e. almost 93% of total enrolled students and the lowest enrolment was in M.Phil. (i.e. only 872 which comprises only 0.01 %) while the second highest enrolment was in Diploma course i.e. 4% of total enrolled students.

There is lower enrolment number as higher the level of education in the state. As we observed that only 1% of the total enrolment is at post-graduation course and 0.71% of total enrolled students in certification related course. Further, lesser number of enrolments is also seen in Integrated Courses i.e. 0.53% and 0.38% in PG Diploma Courses of total Enrolled Students. Moreover, at the highest level of higher education i.e. at Ph.D., total enrolment in the course comprises only 0.23% enrolment of total enrolled students.

#### 4.3.1 Gross Enrolment Ratio (GER) of Higher Education in Uttar Pradesh

Gross Enrolment Ratio in higher education is a statistical measure used to indicate the capacity of higher education system to enrol students of a particular age group. Higher value of GER of females indicates a higher degree or participation whether the pupils belong to the official age group or not. Channa (2000) reported that parents discourage their daughters to opt science subject/technical education considering their daughters physical security.

**Figure no 4.3 : Gross Enrolment Ratio (GER) in Uttar Pradesh in Higher Education**



Source: AISHE Report 2015-2020

The above graphical representation shows us the five year pictures of Gross Enrolment Ratio in higher education for the state of Uttar Pradesh from 2015-16 to 2019-20. The total Gross Enrolment Ratio or the Percentage of students belonging to the eligible age group in Higher GER for “All Category” was 24.5 % in 2015-16 and it went slightly up



to 25.3 % in 2019-20. While it was 20.5% for Schedule Castes as well as 30.6% for Schedule Tribes in 2015-16. And in 2019-20, it went up to 23.6 % and 39% for SC and ST respectively. One notable feature which shown by the above figure is that in all the five years GER for Female is much higher that of the male in the both the Categories such as ALL category and SC category. However, in ST category, except for the year 2019-20, for the remaining years, GER for female is more than that of the male. Further, the year -wise analysis of GER of the State is given below.

1. The graphical representation of Gross Enrolment Ratio of the year 2015-16 shows that there is a much difference in SCs and STs Enrolment ratio and STs Enrolment ratio increases approx. 10% in comparison with SCs.
2. In 2016-17, Gross Enrolment Ratio slightly increases for “All Category” i.e. 24.9%, for Schedule Castes it was 21.1% and for Schedule Tribes it was 33.3%. From the figure, it is also evident that there is an increment in Enrolment ratio of 0.4% for “All Category” and SCs and STs Enrolment ratio i.e. 0.6% and 2.7% respectively for the years 2016-17.
3. In 2017-18, Gross Enrolment Ratio hardly increases for “All Category” from the previous year i.e. 25.9%, for Schedule Castes it was 21.7% and for Schedule Tribes it was 35.6%. It is also seen that the GER for female is the highest among STs at 33% than that of the SCs and All Category.
4. In 2018-19, Gross Enrolment Ratio in total remains almost at an equal rate for “All Category” i.e. 25.8% and for Schedule Castes it was 24.0 %. But for the Schedule Tribes it was 42.6%. Overall, the GER for female in higher education is much higher at all category and highest for STs category.
5. In 2019-20 educational years, Gross Enrolment Ratio for all category show a decreasing trend in comparison with the earlier year for all category, i.e. for “All Category” it is at 25.3%, while for Schedule Castes and Schedule Tribes ,it was 23.6 % and 39.0%. respectively. The decreasing of GER for females is much significant for STs category. This trend shows that decrement in Gross Enrolment Ratio for “All Category” is adjustable but for SCs and STs, it was a major setback.

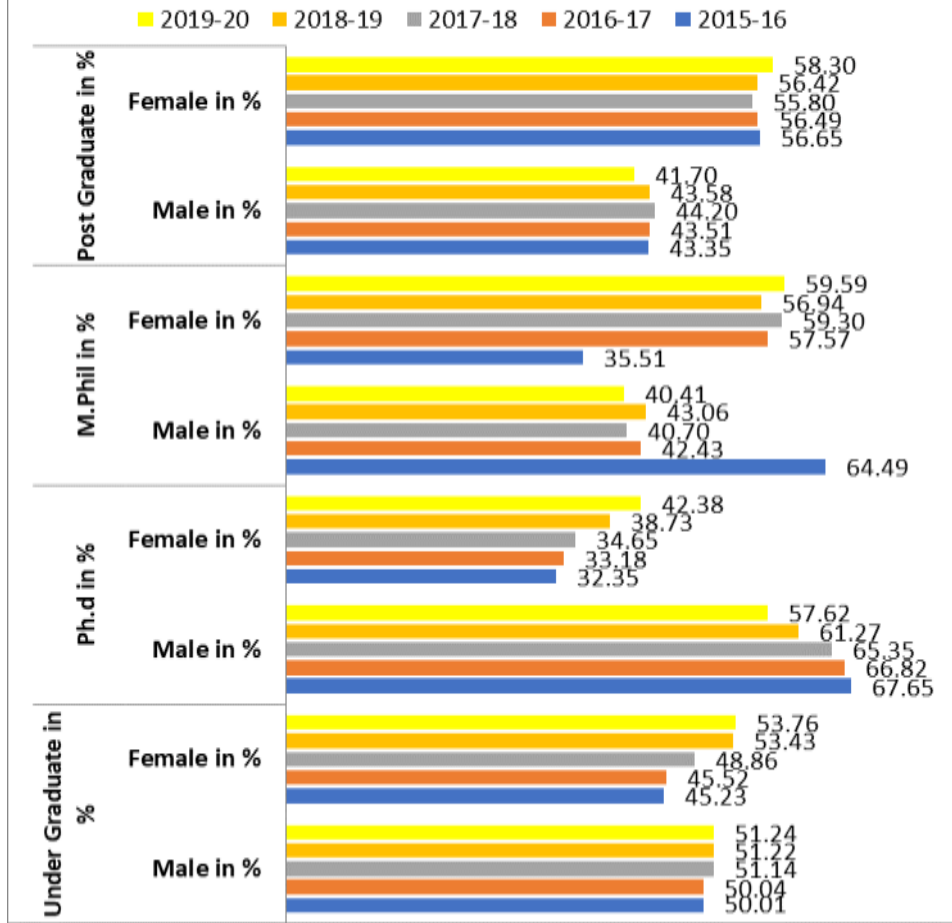
### **4.3.2 Gender wise enrolment in Higher Education in Uttar Pradesh**

The below graphical representation (Figure no 4.4) and data shows that, in Uttar Pradesh and at India level, during the year 2015-16 to 2019-20, the total enrolments of Male Students in Under Graduate Courses were almost 51%, and of Female were 49.36% in UP, on an average. While at India level, the total enrolments of Male Students in Under Graduate Courses were almost 52% and of Female were 48%, on an average.

However, if we analyse the total enrolments of Male and Female Students year by year from 2015-16 to 2019-20, the above graphical representation and data in Chart -A shows that, in Uttar Pradesh, in 2015-16, the total enrolments of Male and Female Students in Under Graduate Courses were 50.0% and 45.23% respectively. And in 2016-17, the total enrolments of Male and Female Students in Under Graduate Courses were 50.04% and 45.52% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in Under Graduate Courses were 51.14% and 48.86% respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in Under Graduate Courses were 51.22% and 53.43% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in Under Graduate Courses were 51.24% and 53.76% respectively.

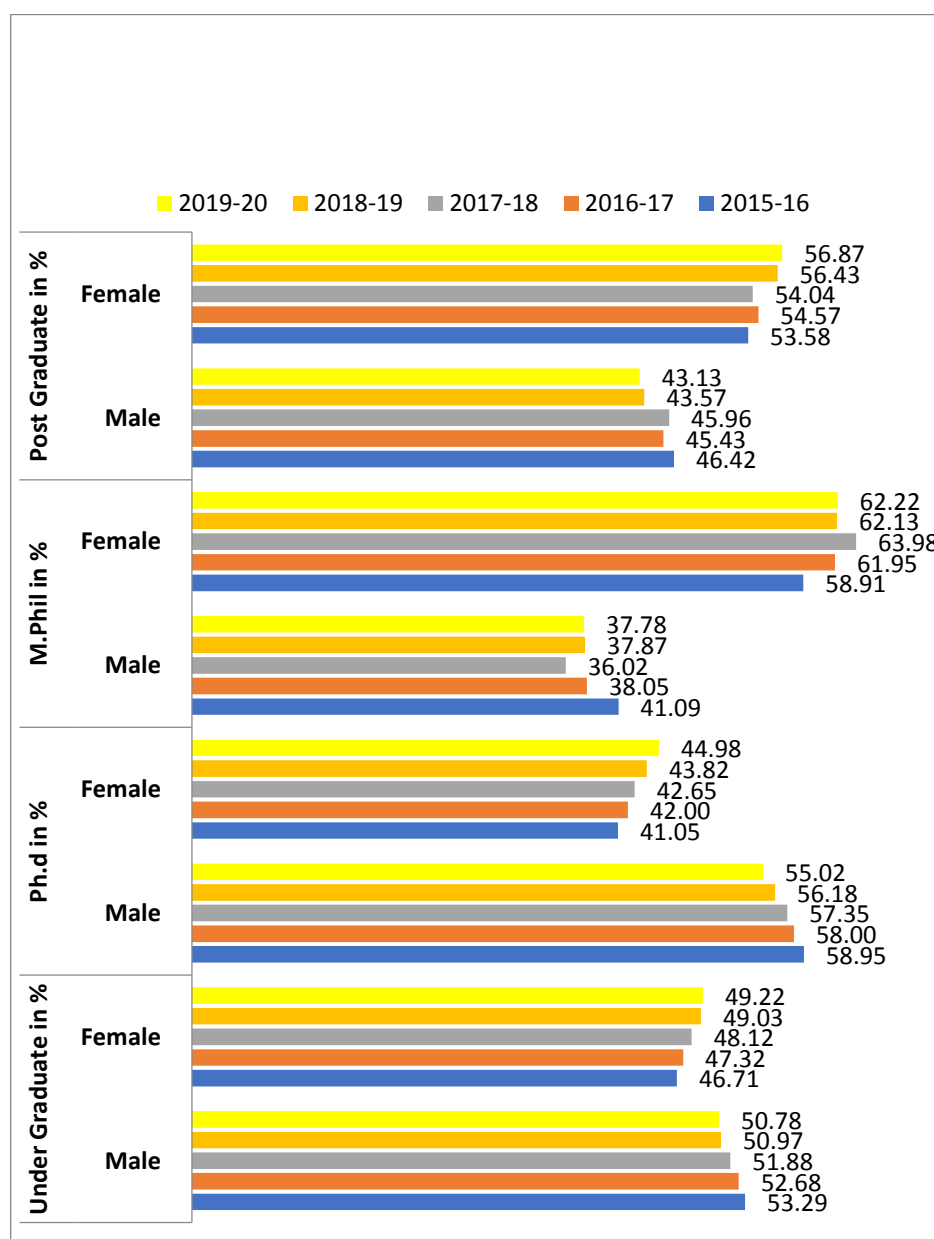
**Figure: 4.4 Gender wise enrolment at various levels during last 5 years in Uttar Pradesh**

**Chart - A**



Source: AISHE Report 2015-2020.

**Figure 4.5 Gender wise enrolment at various levels during last 5 years in India**



Source: AISHE Report 2015-2020

The above graphical representation (Figure No 4.5) also reveals that rate of increment in total enrolments of Male from 2015-16 to 2019-20, in UP, were near to the constant while rate of increment in total enrolments of female was very poor in initial year which was 45.23% in 2015-16 and it increases to a significant level i.e. 53.76% in 2019-20, which indicates that the differences between the total enrolments of male and female has reduced which was almost 5% in 2015-16 and it reduced to almost 2.5% in 2019-20.

Comparatively, if we analyse the total enrolments of Male and Female Students of Undergraduate at India level, year by year from 2015-16 to 2019-20. the above graphical representation and data in Chart -B shows that, in 2015-16, the total enrolments of Male and Female Students in Under Graduate Courses were 53.29% and 46.71% respectively. And in 2016-17, the total enrolments of Male and Female Students in Under Graduate Courses were 52.68% and 47.32% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in Under Graduate Courses were 51.88% and 48.12% respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in Under Graduate Courses were 50.97% and 49.03% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in Under Graduate Courses were 50.78% and 49.22% respectively.

The above graph Chart – B, representation also reveals that rate of increment in total enrolments in Undergraduate of Male from 2015-16 to 2019-20, at India level, were to negative, i.e. 53.29% in 2015-16 which further decreased to 50.78 in 2019-20, while the rate of increment in total enrolments of female was very poor in initial year which was 46.71% in 2015-16 and it increases to a satisfactory level i.e. 49.22% in 2019-20. This trend indicates that the differences between the total enrolments of male and female was higher in 2015-16 i.e. 7.5% has reduced to tremendous level i.e. near to 1.5% in 2019-20, which indicates that females participation are increasing in higher education while the total enrolments of male were decreased over this five year.

The above depicted Chart – A and Chart – B shows that, in Uttar Pradesh and at India level, during the year 2015-16 to 2019-20, the total enrolments of Male Students in Ph.D. Courses were almost 63.5%, and of Female were 36.25% in UP, on an average. While at India level, the total enrolments of Male Students in Ph.D. Courses were almost 57% and of Female were 38.16%, on an average.

However, if we analyse the total enrolments of Male and Female Students year by year from 2015-16 to 2019-20, the above depicted data in Chart -A shows that, in Uttar Pradesh, in 2015-16, the total enrolments of Male and Female Students in Ph.D. Courses were 67.65% and 32.35% respectively. And in 2016-17, the total enrolments of Male and Female Students were 66.82% and 33.18% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students were 65.35% and 34.65%

respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in Ph.D. Courses were 61.27% and 38.73% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students were 57.62% and 42.38% respectively.

The above depicted Chart – A reveals that rate of increment in total enrolments of Male in 2015-16, in UP, were significant i.e. 67.65% but over the next five years, the total enrolments of Male in Ph.D. Courses decreased to near 10%, i.e. total enrolments of Male in 2019-20, in UP, decreased to 57.62%, while rate of increment in total enrolments of female was very poor in initial year which was 32.35% in 2015-16 and it increases to near 10% over next five years and thus it increases to a significant level i.e. 42.38% in 2019-20, which indicates that the differences between the total enrolments of male and female has reduced and thus the total enrolments of female which was almost half than the total male students enrol in Ph.D. in 2015-16 had increased to a significant level i.e. almost 10% in 2019-20.

Comparatively, if we analyse the total enrolments of Male and Female Students of Ph.D. Courses at India level, year by year from 2015-16 to 2019-20. The above drafted data in Chart - B represents that, in 2015-16, the total enrolments of Male and Female Students in Ph.D. Courses were 58.95% and 41.05% respectively. And total enrolments of Male and Female Students in 2016-17, were 58% and 42% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in Ph.D. Courses were 57.35% and 42.65% respectively, and similarly further in next year i.e. in 2018-19, the total enrolled Male and Female Students in Ph.D. Courses were 56.18% and 43.82% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in Courses were 55.702% and 44.98% respectively.

The above depicted graph Chart – B, also reveals that rate of increment in total enrolled male students from 2015-16 to 2019-20, at India level, were to negative, i.e. 58.95% in 2015-16 which further decreased to 55.02% in 2019-20, while the rate of increment in total enrolments of female was only 41.05% in 2015-16 and it increases to a satisfactory level i.e. 44.98% in 2019-20.

This trend indicates that the differences between the total enrolments of male and female was higher in 2015-16 i.e. near to 19% has reduced to a significant level i.e. near to 10%

in 2019-20, which indicates that females participation in Ph.D. Courses are increasing while the total enrolments of male were decreased over this five year.

Similarly if we analyse the above depicted Chart – A and Chart – B regarding the total enrolments of Male and Female students in M.Phil. Courses in Uttar Pradesh and at India level, during the year 2015-16 to 2019-20, the total enrolments of Male Students in M.Phil. Courses were almost 46.21%, and of Female were 53.77% in UP, on an average. While at India level, the total enrolments of Male Students in M.Phil. Courses were almost 38.16% and of Female were 61.84%, on an average.

moreover, if we look the total enrolments of Male and Female Students year by year from 2015-16 to 2019-20, the above depicted data in Chart -A shows that, in Uttar Pradesh, in 2015-16, the total enrolments of Male and Female Students in M.Phil. Courses were 64.49% and 35.51% respectively. And in 2016-17, the total enrolments of Male and Female Students were 42.43% and 57.57% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students were 40.70% and 59.30% respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in M.Phil. Courses were 43.06% and 56.94% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students were 40.41% and 59.59% respectively.

The above depicted Chart – A reveals that total enrolments of Male in 2015-16, in UP, were significant i.e. 64.49% but over the next five years, the rate of increment in the total enrolments of Male in M.Phil. Courses decreased to near 24%, i.e. total enrolments of Male in 2019-20, in UP, decreased to 40.41%, while total enrolments of female was very poor in initial year which was only 35.51% in 2015-16 and it increases with the rate of increment nearly 25% over next five years and thus it increases to a significant level i.e. 59.59% in 2019-20, which indicates that the differences between the total enrolments of male and female has reduced and thus the total enrolments of female were increased to much significant level i.e. 59.59 in 2019-20, but the graph also indicates that total enrolments of male reduced to a poor level remarks i.e. only 40.41% 2019-20.

Comparatively, if we analyse the total enrolments of Male and Female Students of M.Phil. Courses at India level, year by year from 2015-16 to 2019-20. The above drafted data in Chart - B represents that, in 2015-16, the total enrolments of Male and Female

Students in M.Phil. Courses were 41.09% and 58.91% respectively. And total enrolments of Male and Female Students in 2016-17, were 38.05% and 38.05% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in M.Phil. Courses were 36.02% and 63.98% respectively, and similarly further in next year i.e. in 2018-19, the total enrolled Male and Female Students in M.Phil. Courses were 37.87% and 62.13% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in M.Phil. Courses were 37.78% and 62.22% respectively.

The above depicted graph Chart – B, also reveals that rate of increment in total enrolled male students from 2015-16 to 2019-20, at India level, were to negative, i.e. 41.09% in 2015-16 which further decreased to 37.78% in 2019-20, while the rate of increment in total enrolments of female was only positive, i.e. 58.91% in 2015-16 and it increases to a tremendous level i.e. 62.22% in 2019-20.

This trend indicates that the differences between the total enrolments of male and female was higher in 2015-16 i.e. near to 18% has increased to poor level i.e. near to 24% in 2019-20, which indicates that females participation in M.Phil. Courses are increasing while the total enrolments of male were decreased over this five year to a poor level.

The above graphical representation and data shows that, in Uttar Pradesh and at India level, during the year 2015-16 to 2019-20, the total enrolments of Male Students in Post Graduate Courses were almost 43.5%, and of Female were 56.5.% in UP, on an average. While at India level, the total enrolments of Male Students in Under Graduate Courses were almost 45% and of Female were 55%, on an average.

However, if we analyse the total enrolments of Male and Female Students year by year from 2015-16 to 2019-20, the above graphical representation and data in Chart -A shows that, in Uttar Pradesh, in 2015-16, the total enrolments of Male and Female Students in Post Graduate Courses were 43.35% and 56.65% respectively. And in 2016-17, the total enrolments of Male and Female Students in Under Graduate Courses were 43.51% and 56.49% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in Post Graduate Courses were 44.20% and 55.80% respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in Under Graduate Courses were 43.58% and 56.42%



respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in Under Graduate Courses were 41.70% and 58.30% respectively.

The above graphical representation also reveals that rate of increment in total enrolments of Male from 2015-16 to 2019-20, in UP, were in negative i.e. in 2015-16, it was 43.35% which further decreased to near 2.5 % in 2019-20, while rate of increment in total enrolments of female was positive i.e. 56.65% in 2015-16 and it increases to a significant level i.e. 58.30% in 2019-20, which indicates that the differences between the total enrolments of male and female has increased, which was near to 13% in 2015-16 and it increased to near 17% in 2019-20.

Comparatively, if we analyses the total enrolments of Male and Female Students of Post Graduate at India level, year by year from 2015-16 to 2019-20. the above graphical representation and data in Chart -B shows that, in 2015-16, the total enrolments of Male and Female Students in Post Graduate Courses were 46.42% and 53.58% respectively. And in 2016-17, the total enrolments of Male and Female Students in Post Graduate Courses were 45.43% and 54.57% respectively. And further in next year i.e. in 2017-18, the total enrolments of Male and Female Students in Post Graduate Courses were 45.96% and 54.04% respectively, and similarly further in next year i.e. in 2018-19, the total enrolments of Male and Female Students in Post Graduate Courses were 43.57% and 56.43% respectively, and further more in next year i.e. in 2019-20, the total enrolments of Male and Female Students in Post Graduate Courses were 43.13% and 56.87% respectively.

The above graph Chart – B, representation also reveals that rate of increment in total enrolments in Post Graduate of Male from 2015-16 to 2019-20, at India level, were to negative, i.e. 46.42% in 2015-16 which further decreased to 43.13% in 2019-20, while the rate of increment in total enrolments of female was positive which was 53.58% in 2015-16 and it increases to a satisfactory level i.e. 56.87% in 2019-20. This trend indicates that the differences between the total enrolments of male and female was 7% in 2015-16 and it further increased to poor level i.e. near to 13% in 2019-20, which indicates that females participation are increasing in higher education while the total enrolments of male were deceased over this five year.

## **4.4 Participation of Women in Higher Education in Uttar Pradesh**

This section presents the participation of women in higher education most importantly in private higher education in the state of Uttar Pradesh. Thus, the section tries to address the second and third objective of the study. The data used here is both secondary and primary data. The chapter contains the analysis of the primary data collected to exhibit the present state of enrolment of female students in the sample district. To have overview of female enrolment number in higher education of the state, the secondary data from AISHE report is being used. As the sampled colleges were failed to provide enrolment data for the last five years, the researcher used only the enrolment data extracted from the unit level data of AISHE portal. Thus, by analyzing the data collected from the AISHE, the chapter attempts to present the enrolment pattern of female students in the state.

### **4.4.1 Enrolment number of Women in Higher Education in Uttar Pradesh**

To fulfil the objectives of the study, the scenario of enrolment in higher education in Uttar Pradesh is analysed to find the share of woman participation and gender share at various levels. This will help to understand the share of women enrolment in undergraduate and postgraduate level of studies. It is evident from the analysis that the share of women has increased in U.P over the years. Women' participation in higher education is a significant pathway toward gender equality in the economy and society. This study looks at their levels of interest in advanced education in major Indian states and explores the fundamental differences between them. Studies of such nature generally use two pointers, in particular, Gross Enrolment Ratio (GER) of Females and Gender Parity Index (GPI) to gauge the outright and relative interest of ladies in advanced education, from 2011 to 2019. A study focus on the near factual investigation of these boundaries for the 16 significant states shows that they perform inadequately in postgraduation and specialized instruction courses. Notwithstanding, they are better positioned in GPI at the undergrad level. Further, they have all the earmarks of being moving towards orientation equality with late expansions in enrolment of young ladies in advanced education. Based on fixed-impact board information relapse, it is tracked down that a critical portion of female instructors, higher per capita state homegrown item (an

intermediary for per-capita pay) and accessibility of universities and young ladies' lodgings are assuming significant parts to adding to the GER of females and GPI in advanced education in India. For this study in order have an understanding of women participation in higher education, the enrolment patterns are being study with the help of the following Table no 4.4.

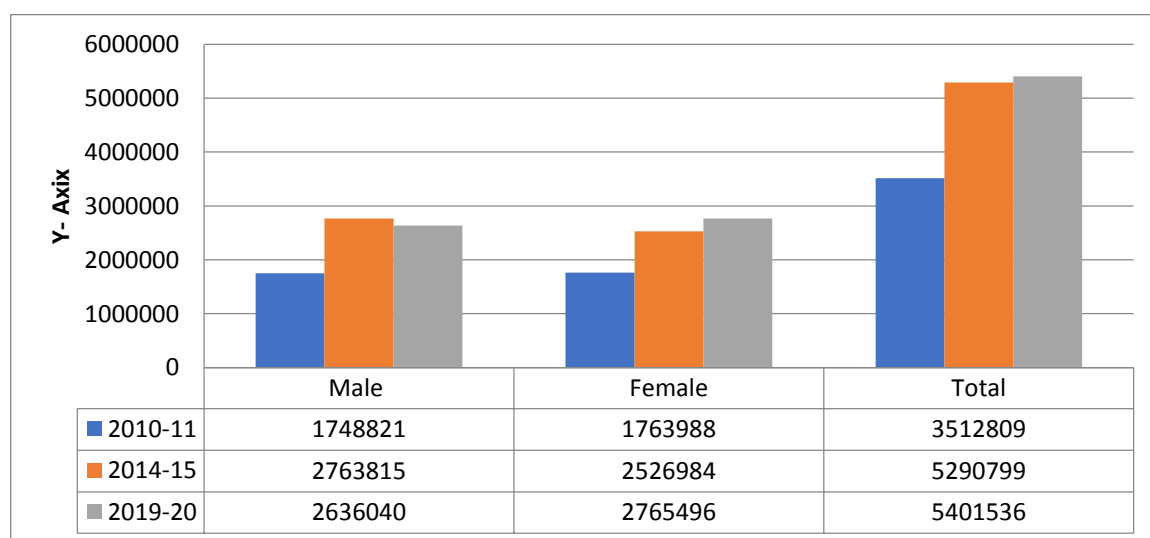
**Table no. 4.4. Year wise enrolment at different levels of higher education**

Year	PhD			M.Phil			Postgraduate			Undergraduate		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010-11	4207	2105	6312	645	576	1221	169768	153618	323386	1748821	1763988	3512809
2014-15	7142	3746	10888	700	612	1312	214572	256483	471055	2763815	2526984	5290799
2019-20	13693	10071	23764	217	320	537	237350	331801	569151	2636040	2765496	5401536

Source: AISHE, 2019-20

Above table shows the enrolment number of male and women at different levels of higher education in Uttar Pradesh during the year 2010-11, 2014-15, and 2019-20. From the table it is evident that the total enrolment in higher education at the levels Undergraduate, Postgraduate, and PhD is increasing over the years except at the level of M.Phil. The following graphical representation of data shows a comparison between the enrolment of female and male students at different levels of higher education during the period.

**Figure No 4.6: Enrolment at Undergraduate Level**



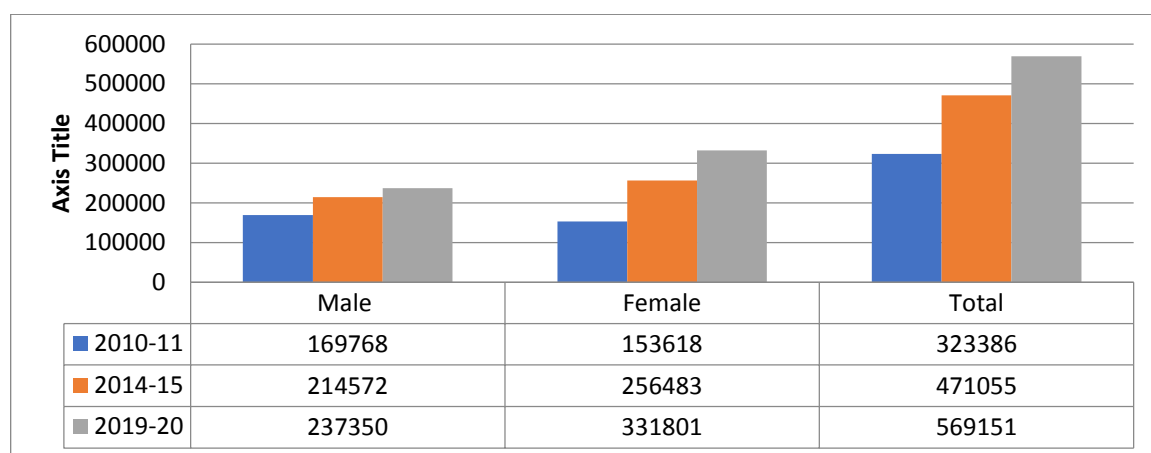
Source: AISHE Report: 2010-2020

The above Figure No 4.6 shows that in the year 2010–11, the total enrolments of female students in undergraduate courses are more than the male students. As 50.21% female students are enrolled in undergraduate courses, while only 49.78% male students are enrolled in that courses. Though, there is a slight difference between enrolment of male and female in undergraduate courses, but it may have a major impact on higher education scenario.

While in the year 2014-15, the number of female enrolments in undergraduate courses increases from 17, 63,988 in 2010-11 to 25, 26,984 in 2014-15. The enrolment of male students in undergraduate courses also increases from 17, 48,821 in 2010-11 to 27,63,815 in 2014-15. This indicates that number of male students are leading than female students in 2014-15. It is also evident from the figure above that 47% of female students and 52.23% male students were enrolled in undergraduate courses in 2014-15. This shows that there is approx. 5% difference between female and male enrolled students in undergraduate courses in the year.

From the figure, it is also understood that in the year 2019-20, we get to know that the female students who were lagging in 2014-15 get dominant position over male students in 2019-20. Data and graphical representation reveal that 51.19% of the total enrolment in undergraduate courses were female students, while only 48.80 of total enrolment were male students in 2019-20. The enrolment number in post-Graduation level of female and male students are further given in the following graphical representation Figure No 4.7 and it reveals some important facts.

**Figure No. 4.7 Enrolment at Post Graduate level**



Source: AISHE Report 2010-2020

The above graphical representation show us that in the year 2010–11, the total enrolments of female students and male students in PG courses reduced to a great extent in comparison to enrolment of undergraduate courses. The figure further reveals that 47.50% female students are enrolled in PG courses and 52.49% male students are enrolled in PG courses in 2010-11, however there is an almost 5% difference between female and male enrolled students in PG courses but it may also have some major impact on the education system.

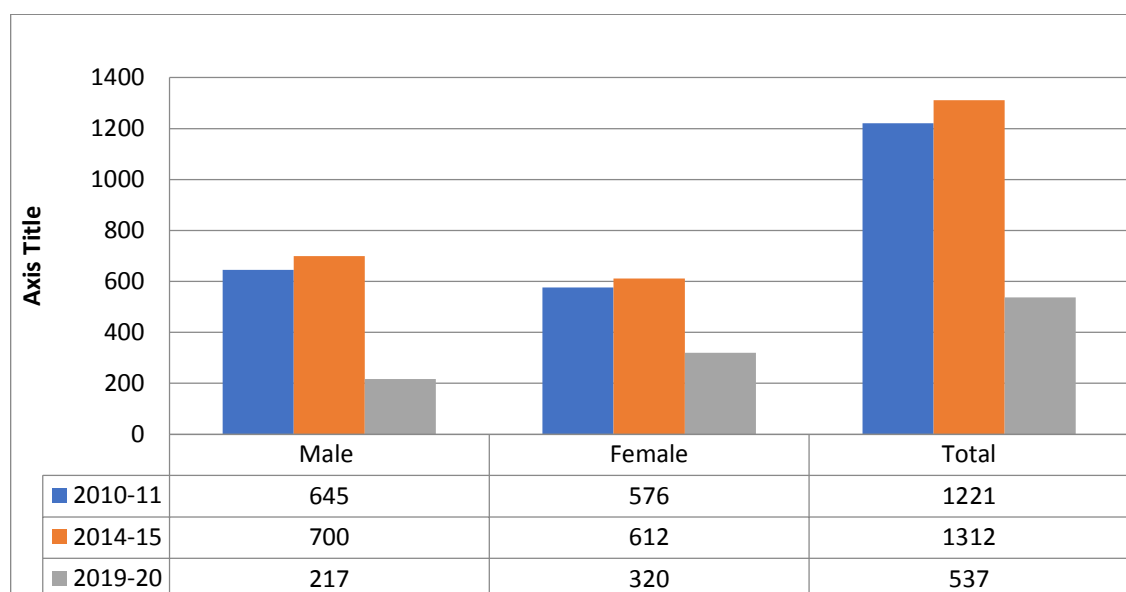
While in the year 2014-15, the number of female enrolments in PG courses increases i.e. 1, 53,618 in 2010-11 to 2, 56,483 in 2014-15. Enrolment of male students in PG courses also increases i.e. 1,69,768 in 2010-11 to 2,14,572 in 2014-15. However, the data indicates that female students are leading terrifically than male students in PG courses in the year. Further, it also expresses that total 54.44% female students were enrolled in PG courses, while 45.55% male students were enrolled in PG courses in 2014-15, which shows that there is approx. 9% difference between female and male enrolled students in PG courses which may have a major impact towards the female education to a great extent.

Moreover, for 2019-20 we get to know from the data that the female students still maintain a dominant position over male students in 2019-20 in terms of total enrolment. One notable important point here is that the total population of female students also increased in this i.e. from 2, 56,483 in 2014-15 to 3,31,801 in 2019-20 year and also the total population of male students also increases i.e. from 2,14,572 in 2014-15 to 2,37,350 in 2019-20 .

Data and graphical representation reveal that 58.29% total female students are enrolled in PG courses which is also higher than the total enrolment of female in undergraduate courses in 2019-20, and only 41.80 total male students are enrolled in PG courses which is also lower than the total enrolment of male students in undergraduate courses in 2019-20.

If we discussed and analyses the enrolment in M.Phil. Courses of female and male students, the following Figure No 4.8 reveals some important facts.

**Figure No 4.8: Enrolment at M. Phil level**



Source: AISHE Report 2015-2020

The above Figure No 4.6 shows us that over the given years, only minimal number of female students and male students get enrolled in M.Phil. Courses in comparison to enrolment figures of PG courses. It is also revealing that 47.17% female students were enrolled in M.Phil. Courses, while 52.82% male students were enrolled in the same courses in 2010-11 with almost 5% difference between female and male enrolment students in the course. While in the year 2014-15, the number of female enrolments in M.Phil. Courses increases from 576 in 2010-11 to 612 in 2014-15, and the enrolment of male students in the same courses also increases from 645 in 2010-11 to 700 in 2014-15. This indicates that male students are slightly leading than female students in M.Phil. Courses in that year.

In 2014-15, total 46.64% female students were enrolled in M.Phil. Courses, while 53.35% male students were enrolled in M.Phil. courses. This shows that there is approx. 7% difference between female and male enrolled students in M.Phil. Courses.

Moreover, from the data of 2019-20, we get to know that there is drastically decrease in the total enrolment number of students in the course. One important point here to be notable is that the total population of female students decreases from 612 in 2014-15 to

320 in 2019-20 year and the total population of male students also decreases i.e. from 700 in 2014-15 to 217 in 2019-20. It further reveals that 53.35% of the total enrolled in M.Phil. Courses were male which is higher in percentage than the total enrolment of female students in M.Phil. courses in 2014-15 i.e. 46.64%. While only 40.41% of total male students were enrolled in M.Phil. courses which is much lower than the total enrolment of female students in M.Phil. courses in 2019-20 i.e. 53.35%. This shows that over the period, more female candidates undergo M.Phil. courses.

If we look at the data and analyses the enrolment of female and male students in the Ph.D. courses the following graphical representation as presented in Figure No 4.9 reveals important facts.

**Figure No 4.9: Enrolment in Ph.D level .**



Source: AISHE Report 2015-2020

The above figure shows us number of students that get enrolled in Ph.D. Courses in year 2010-11, 2014-15 and 2019-20. It reveals that in 2010-11, only 33.34% of the female students were enrolled in PhD course, while 66.65 % of male students enrolled in the course. This shows just a double difference between the enrolment of male and female. It indicates the restriction of female for higher studies beyond Post Graduate course and this may also have a major impact on women education and research.

While in the year 2014-15, the number of female enrolments increased up to 3746 which is lower than enrolment number of male students. i.e. 7142. The figure shows that in

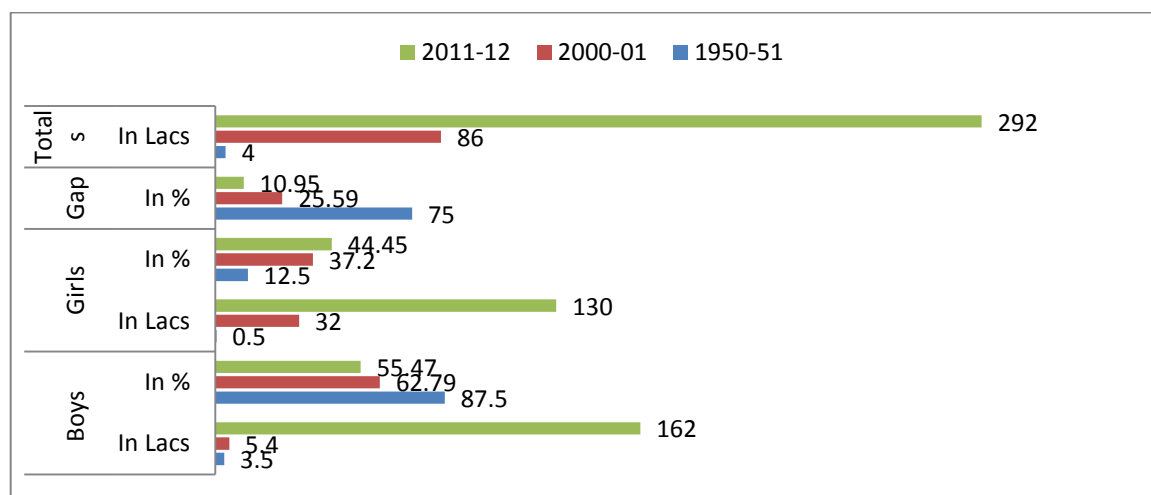
2014-15, total 34.40% female and 65.59% male students were enrolled in Ph.D. courses. It indicates that this year also a double number gap existed between enrolment of male students and female students in Ph.D. Courses.

Moreover, it is evident from the data that in year 2019-20, total enrolment number in PhD course went up to 23764. Out of the total, only 42.37% of the female were enrolled in PhD course whereas 57.62% of the male students enrolled in PhD course. The table reflects that many women are enrolled in undergraduate courses, but less participation seen in higher study such as Post graduate and PhD. And very few got enrolled in Ph.D. courses but when we analyse year wise data, women enrolment in all courses between 2010-11 to 2019-20 have been increased.

#### 4.5 Enrolment Pattern of Women in Private Higher Education

From the following two tables, we will try to understand the enrolment pattern of women in private higher education institutions in the State. Firstly, the data relating to the enrolment of females in Private aided and private unaided colleges is extracted from AISHE website. Secondly, the enrolment data of the only sampled three colleges is further worked out to understand the enrolment trend of women students at the institution level.

**Figure no. 4.10 Participation of women in Higher education**



Source: Statistics of Higher Education publication, Educational Statistics at a Glance, 2014, MHRD, GOI.



The above graphical representation presents us the almost 62 years i.e. from 1950-2012 trends of Participation in Higher education of all eligible students. It is also learnt that in the year 1950-51, the total participation of male students in higher education in India was only 3.5 lacs which covers 87.5% of total male candidates while the total participation of female students in Higher education was extremely poor only 0.5 lacs which covers only 12.5 % of female total candidates. The Table also reveals that the gap between Male and Female students in Higher education's Participation was extremely highest up to 75%, however the total number of male and female participated in higher education were up to 4 lacs in the year 1950- 51.

Graphical representation of 2000-01 shows us that the total Participation of male students in Higher education were increased which was still not satisfactory for country.

Data shows that total Participation of male students in Higher education in 2000-01 were increased to 5.4 lacs from 3.5 lacs in 1950-51, which covers total 62.7% of male students. While the Female's Participation in Higher education increases at satisfactory level i.e. increased to 32 lacs from 0.5 lacs in 1950-51, which covers 37.2% of total female candidates.

However, the gap between Male and Female students in Higher education's Participation were reduced to a great extent which represent that the females are getting more chances to enrol in higher education due to improvement in major issue like increasing awareness of girls education, breaking down the societal traditional orthodox regarding girls education and improving law and order as well as the security related issue.

Above depicted graphical data expresses that the gap between male and female students in Higher education's Participation were reduced to almost 26% in 2000-01 from 75% in 1950-51 and it has a tremendous impact on the issue like gender imbalances as well as females' participation in the development process of country. And as a result, the total Participation of male and female students in Higher education were increased massively to a significant level i.e. reaches to 86 lacs in 2000-01 than only 4 lacs in 1950-51. However, the increment in population was a very big leading factor to make an increment in the Participation in Higher education data massively.

In the year 2011-12, the total Participation in Higher education of male increases tremendously than female, i.e. the total Participation in Higher education of female increased to 44.45 lacs from 37.2 lacs in 2000-01.

The above graphical representation and data show us that the total gap between Male and Female students in Higher education's Participation were further reduced to a great extent and thus it remains around only 11% in 2011-12. Due to increasing in the number of participation of male and female in Higher education the total Participation of male and female students in Higher education were also increased massively to 292 lacs at that year i.e. in 2011-12, which is multiple of 2.5 of its previous figure i.e. 86 lacs in 2000-01.

The following table shows the women enrolment in private colleges and in government colleges for the last five years from 2015-16 to 2019-20.

**Table no. 4.6 Female Enrolment Number in Private and Government Colleges in Uttar Pradesh**

Sl.No	Year	Private Aided			Private Unaided			State government			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.	2015	440282	490032	930314	186867	166811	353678	1039	1704	2743	25943	25411	5135505
2.	2016	377830	447469	825299	17974	16330	34305	8083	1522	2331	24152	24199	4835233
3.	2017	3140	3892	7032	15713	14861	30575	7883	1402	2190	21034	21765	4280076
4.	2018	3510	4155	7666	14818	15333	30152	7267	1327	2054	20512	22506	4301938
5.	2019	3844	4438	8283	15331	16118	31450	9463	1518	2464	21677	23961	4563931

Source: AISHE (2017-2020)

From the above table, it is evident that in 2015-16, the enrolment numbers of female students in Private Aided Colleges were 490032, while the male enrolment numbers were 440282 which is less than of those females. Moreover, from 2015-16 total number of enrolments of female and male decreased over next four years. Consequently, in 2016-17, the enrolment numbers of female students in Private Aided Colleges decreased to 447469 and that of male too decreased to 377830 drastically. Similar trend shown in the year

2017-18 also where enrolment numbers of female students in Private Aided Colleges further decreased to 314073, and male to 314073.

However, from the above table a growth rate was evident in 2018-19, in the enrolment numbers of female and male students too. Consequently, the enrolment numbers of female students in Private Aided Colleges increases to 415580 and that of male increased to 351086. Similar positive trend was also seen in next year i.e. 2019-20, where the enrolment numbers of female students in Private Aided Colleges further increases to 443884 and that of male increased to 384433.

From the above table it can be analysed significantly that over the five years .i.e. from 2015-20, the overall enrolments of female students in Private Aided Colleges were remain more than that of male in a significant ratio. It can be also further analysed that for three consecutive years i.e. 2015-18, the total enrolment numbers of female students in Private Unaided Colleges were less than that of male students. Consequently, the enrolment numbers of females in 2015-16 were 1668152 while the males were 1868676, in the next year i.e. in 2016-17, the enrolment numbers of females and male both decreases in a slight ratio and thus, it decreases to 1633079 and 1797454 respectively. Further, in the year 2017-18, the enrolment numbers of females further decrease to 1486197 and male to 703282.

Moreover, in the next two consecutive years i.e. from 2018-20, the total enrolment numbers of female students in Private Unaided Colleges were leading over that of male students. However, the enrolment numbers of females and male both increases in a slight ratio and thus in the year 2018-19, it increases to 1533390 and 1481812, respectively. Similar positive trend also evidenced in next year i.e. 2019-20, where the enrolment numbers of female students in Private Aided Colleges further increases to 1611885 and that of male increased to 828317.

From the above table, it is evident that in 2015-16, the enrolment numbers of female students in State Government Colleges were 170406 while the male enrolment numbers were less 103911 than of those females. Moreover, from this i.e. 2015-16 total number of enrolments of female and male decreased over next four years. Consequently, in 2016-17, the enrolment numbers of female students in State Government Colleges decreased to 152277 and that of male too decreased to 80836. Similar trend shown in the year 2017-18

also where enrolment numbers of female students in State Government Colleges further decreased to 140265, and male to 78830. Similar negative trend also evidenced in next year i.e. 2019-20, where the enrolment numbers of female students in State Government Colleges further decreases to 132775 and that of male to 72677.

However, from the above table a positive growth rate were evidenced in 2018-19, in the enrolment numbers of female and male students, in State Government Colleges. Consequently, the enrolment numbers of female students in State Government Colleges increases to 151859 and that of male increased to 94638.

From the above table it can be analysed significantly that over the five years .i.e. from 2015-20, the overall enrolments of female students in State Government Colleges were remain more than that of male in a significant ratio. Overall, in terms of enrolment number in the colleges, it is evident from the above data given in the table that enrolment in private colleges is much higher than the government colleges. Currently, 87.3 per cent of students enrolled in government colleges. The enrolment is more happening in private unaided colleges.

**Table no. 4.7 Enrolment Number in Sri Ram Kishun college Gokul Karshana and Guru Karshni Maha Vidyalaya in 2017-18 to 2019-20**

Year	Sri Ram Kishun college Gokul Karshana Varanasi			Guru Karshni Maha Vidyalaya, Kasihar, surha( adalhat) Mirzapur		
	Male	Female	Total	Male	Female	Total
2019-20	1376	1167	2543	316	261	577
2018-19	1345	1339	2684	359	334	693
2017-18	739	465	1204	357	327	684

Source: AISHE (2017-2020)

From the above Table no 4.7, it is evident that female has lesser number of enrolment than the male in both the colleges. Total enrolment is showing an increasing trend from 1204 in 2017-18 to 2543 in 2019-20 in case of Sri Ram Kishun College. In the second also, the female has lesser number of enrolment than the male student. However, total enrolment shows a decreasing trend from 684 in 2017-18 to 577 in 2019-20.

**Table no. 4.8 Enrolment Number in *Sardar Ballabh Bhai Patel Mahavidyalaya , Varanasi***

Year	<i>Sardar Ballabh Bhai Patel Mahavidyalaya , Varanasi</i>		
	Male	Female	Total
2014-15	610	538	1148
2015-16	556	492	1048
2016-17	449	542	991

Source:

From the above Table No 4.8 on enrolment in the third sampled college, it is evident that female has lesser number of enrolment than the male in the year 2014-15 and 2015-16. In 2016-17, the female enrolment number is more than that of the male. Total enrolment shows a decreasing trend from 1148 in 2014-15 to 991 in 2017-18.

## **4.6 Analysis of the primary data**

In this section, the analysis and interpretation of the data collected from the sampled students and teachers are being given under separate headings.

### **4.6.1 Profile of the sample students**

Total number of students who responded the questionnaire was 50 only. Out of the total, there were 45% male students and 55% female students. Out of all the students, majority of them were from urban areas (55%) and 45% were from rural background. While considering the categories of the respondents, half of them 50% were from general

category and rest 50% had 20% OBC, 18% ST, 10% SC and 2% any other of the categories. Most of the respondents belong to the mature age group of students, 51% of them were above 32 years of age, which also reflects their courses of study as most of the respondents were from UG-PG courses. 49% were between 18-32 years of age. Regarding parents' qualification, fathers of the respondents were better qualified than the mothers as 35% of the fathers were with PG degree and only 5% of the mothers were with PG degree. 9% of the students had literate mothers while literacy was 0% in fathers of the respondents. The analysis of the data relating to the last objective of the study i.e., to explore the determining factors for women to choose private institutions for higher study in Uttar Pradesh, the responses of only female students were considered.

#### **4.6.2 To explore the reasons responsible for women to choose private institutions for higher study in Uttar Pradesh.**

As education is quickly moving from the product driven to the market driven, it is vital for the marketers to draw attention and get nearer to their potential clients. Therefore, it is essential for an educational institution to identify the factors that affects the student's choice of higher education institution. Knowledge of those factors is imperative for competing and surviving in this competitive marketplace. Therefore, the objective of the present section is to explore the factors that affect the women choice of private institutions for higher education in Uttar Pradesh. To understand the major reasons responsible for selection of private colleges by the female students, the analysis and interpretation of related questions to the area of the study in the questionnaire are listed below.

##### **1. Reasons for decision for the choice of Institute:**

Students were asked for the reason for choosing private colleges for their higher education on a three-point Likert scale. The interpretation of the Likert scale is given below:

**Table: 4.9 Reasons for choosing private higher education institutions**

Sr #	Statements	Agree	Neutral	Disagree
	<b>Decision for the choice of Institution</b>			
1	I did not get admission in government college	32	0	0
2	The college has good academic record	21	7	4
3	The college has good infrastructure facilities	31	0	1
4	The college has minimal fee structure though it is a private institution	11	0	18
5	Location of the college is convenient for me to access	24	2	6
6	It is easy to get admission in this college	28	0	4
7	The college has good placement record	25	0	7
8	The college offered the course of my choice	30	0	2
9	This college is the choice of my parents	25	0	7
10.	The college/university where I am studying has good faculty position	29	0	3
11.	My best friend is also studying in this college	28	0	4
12.	The college /university has hostel facilities	9	0	23
13.	Better quality education is provided by the private college/university than a public college/university	26	2	24

*Source: Primary Data*

All of the students agreed that they took admission in private colleges because they did not get admission in the public colleges. So, the unavailability of admission in government college is an important factor that force female students to choose private colleges for higher education.

Majority of the students also agreed that the good academic record of the college was a reason for their choice of the private college. However, 4 of them disagreed with the reason that they choose private college for good academic record and 7 of them give a neutral response to the statement. Almost all the students agreed that the good infrastructure of the private college attracted them towards the private colleges.

Although the fee structure of the college is not an attraction for the students to choose private colleges. Majority of the students disagree with this statement that the college have minimum free structure. Free structure of the colleges does not attract the students.

The location of private college is also an attraction point for the students to select private colleges. Since they are female, they are going for the colleges which are nearer to their home no matter the management of the college. Easy to get admission in the college, good faculty position, good placement record of the college and offering the choice of course by the college is also comes up to be the important reasons the students are choosing the private colleges for their higher education.

Peer influence is also coming up to be an important factor for female students to choose private colleges. Majority of the students agreed to the statement that their friends are also studying in the same college that they are going. Almost all of them agreed that better quality education is provided in the private colleges than the public colleges. The quality of education students getting from the college is a major factor for them to choose the private college.

However almost all of the students disagreed to the statement that hostel facilities in the college have been a reason for their selection of the college. This may be because of the reason that almost all of them are staying nearby the college.

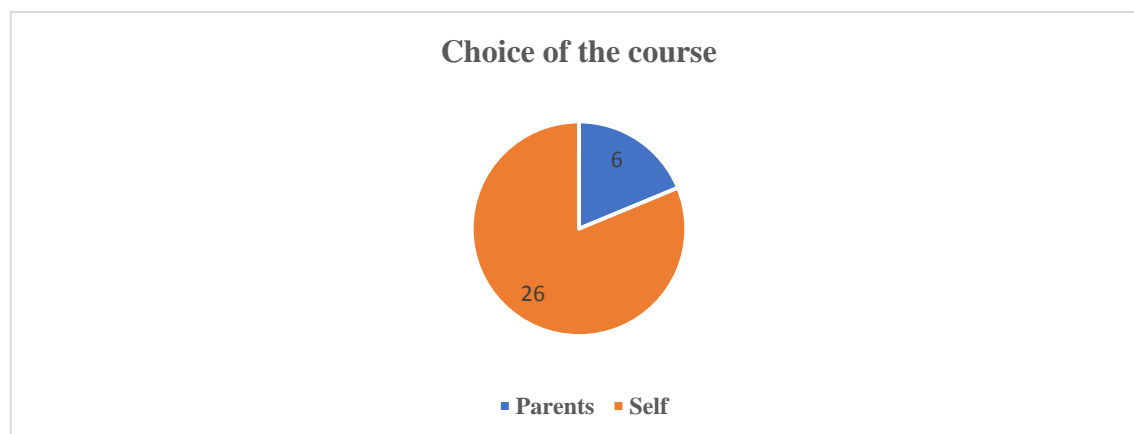
## **2. Decision for the choice of the course:**

The decision for the choice of the course is crucial in the process of higher education. It can be made by Parents, Self-decision, Siblings or Peers group pressure. Women often consider other's needs when making career and education related decisions. Young women are more likely than young men to consult others about career decisions and are more influenced by the opinions of others. Majority of the students said that they themselves choose the courses while a few students indicated that it was their parents



who choose the courses for them. This may further reveal the decision making power of the women in higher education sector of Uttar Pradesh. The courses are selected by the students and are their own choice as revealed by the female.

**Figure No 4.11 : Choice of the course**



*Source: Primary Data*

### **3. Reasons to choose private college/university than a public college/university**

There are numerous influencers regarding the decision of which college to go. Study has shown that location of the institution, academic quality of the programs offered by the institution, Placement opportunity, Good infrastructure facilities, Easy to get admission, To make better life of the present and future, Good faculty position, Reputation of the college are the factors that affects the student's decision pertaining to a higher educational institution. In the present study, it is found that these factors are considered as the determining factors for women to choose private institutions for higher study in Uttar Pradesh.

#### **3.1 Choose private college/university for better quality education:**

Out of the 32 students 19 students said that the reason for them to choose private college was not for better quality education. It is only 13 student who said that they choose private college for better quality education.

**Table 4.10: Choice of college for better quality education:**

<b>No</b>	<b>19</b>
<b>Yes</b>	<b>13</b>
<b>Total</b>	<b>32</b>

*Source: Primary Data*

Those students who said yes gave the reason that private colleges have better, and regular classes compare to government colleges. Those who said no give the reason that private colleges are expensive, and it is beyond their family income. Students also cited long distance from home and expensive education as their reason to say no to the question.

### **3.2 Reason for choosing the private college:**

Out of the ten options given to the students for choosing private college for their higher education, most of the students cited Quality of course, easy admission, better future, good faculty, and good infrastructure as the reason for choosing the private colleges.

**Table 4.11 Reasons for choosing private college**

<b>Items</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>	<b>No Response</b>
Placement	11	21	32	
Quality of Course	32	0	32	
Good Infrastructure Facilities	27	0		5
Easy to get admission	32	0	32	
Better future	32	0	32	
Good Faculty	32	0	32	

*Source: Primary Data*

Few students also cited good placement option as the reason for choosing private higher education institution. While no student selected the options reputation of the college and place of location as the reason for selecting the private college for their higher education.

#### **4. Quality Education in Private Colleges**

Majority of the students said that private colleges does not provide better quality education. According to them the colleges lack in many factors relating to quality like good faculty, labs etc. They are not satisfied with the type of education they are getting in the private colleges. While few of the students who agreed that private colleges provide better quality of education said that qualified professors in private colleges are the reasons for better quality education in private colleges.

#### **5. Economic Condition of the parents as deciding factor for choosing private college**

Out of 32 students 25 students said that economic condition of the parents has been a deciding factor for choosing private college.

**Table 4.12: Economic condition of parents for choosing private college:**

Yes	No	Total
25	7	32

Source: Primary Data

Only 7 students said that the economic condition of the parents did not affect the choice of the college. So economic condition of the parents does not affect their choice of studying in the private colleges.

#### **6. Impact of educational status of the parents on aspirations of the students for higher education**

The educational status of the parents strongly effects the higher education aspiration of the students. In the present study, it has come into light that educational status of the parents effects the higher education aspirations of students.

**Table 4.12 : Impact of parents' education**

Yes	No	Total
30	2	32

*Source: Primary Data*

Majority of the students said that the education status of the parents effected their higher education aspiration. While just 2 students said that the educational status of the parents did not affect their aspiration for higher education.

### **7. Choice of private verses public college for further education**

The students were asked which college, they would choose for their further education. Out of the 32 students, only 18 students said that they would prefer to go to a private college for the future education. While 14 students said that they would prefer to go to public colleges for further education.

**Table 4.13 : Choice of private college verses public college for further education**

Public	Private	Total
14	18	32

*Source: Primary Data*

So, majority of the students prefer to go to private colleges for they further education. This may be because of the reason that private colleges provide better quality of education in compare to the public colleges.

### **8. Importance of higher education for women**

To understand their reason behind pursuing higher education, students were asked about the important of higher education in their lives. Students gave varied reasons:

“Women as a half of population needs to be educated’

‘Higher education makes women strong and self-dependent’”

Many also said that higher education makes women achieve their personal goals, make them independent and reduce gender-based violence. Most of them said that it will help them to pursue start-up as a business for future.

## 9. Problem faced by the female students in the college

The major problem faced by the students that have come forward as is the unequal treatment the female students received in their respective educational institution. The other issues are relating to infrastructure facilities such as the issue of poor library and laboratory facilities in the institutions. Poor teaching facilities and difficulty in understanding the subject are the problems which are not much faced by the students.

**Table 4.14: Problems faced by female students in the colleges**

Items	Frequency
Unequal treatment between male and female	11
Poor Lab/ library facilities	9
Poor teaching methods	2
Any Other	8
Difficulty in understanding the subject	1

*Source: Primary Data*

However, a lot of the students selected any other as an option for their answer, but they did not specify what are the other problems they face.

## 10. Suggestion for improvement of Quality of education in the colleges

Majority of the students suggested that the infrastructure of the colleges need to be improved. Students also suggested that there is need to be some improvement in the communication between the faculty and the students. They also suggested that the curriculum needs to be improved as per the market demand and different study material

needs to be provided to the students so that new ideas can be generated in the classes. Many students also suggested that formative assessment need to be included in the colleges. Students also suggested for feedback loop concept for better improvement in the teaching and learning processes. Some students also suggested for appointment of better faculty members.

### 4.6.3 Responses of the Faculty members

In order to have deeper understanding about the participation of women in private higher education institutions in Utter Pradesh, 12 teachers from the sampled colleges were met and make them filled the questionnaire. Below is the analysis of the responses of the teachers provided through questionnaire.

#### Profile of the Faculty Member

A sample of 12 faculty members was collected from different colleges. They all are designated as Assistant Professors. Referring to Table No 4.15, out of 12 faculty members, 8 are male and 4 are female. The average age of the faculty members ranges from between 20-50 age group and only 2 female faculty member belongs to the age group of 50-100. 8 out of 12 faculty members are based in urban areas while the remaining 5 are based in rural areas. In terms of category, 5 faculty members belong to the general category and the other 7 are from the OBC category.

**Table 4.15: Profile of the Teachers**

Gender		Location		Category		Total
Male	Female	Rural	Urban	General	OBC	
8	4	5	7	5	7	12

*Source: Primary Data*

The views of the teachers on different aspects of female students' participation in private higher education institutions are elaborated below:

## **Performance of the students in examinations**

With regard to performance of the female students in classroom participation, only three said average performance, while 9 said good performance of female students. With regards to the performance of the students in the examination, the response of all the faculty members was the same. They find the performance of the students in the examination as a “good” performance.

## **Female Participation**

33% of the teachers rated 70-90% of the female participation in the classroom, while 25% rated below 30% participation of female students in classroom. Another 25% of the teacher also rated in their class the participation of female below 50% in their class. Only 16% of the teachers rated female participation in their class as below 70%. This shows that participation rate of female students varies from college to college and class to class.

All of the teachers said yes, with reference to the increasing women's participation/enrolment in the class over the last five years, all the faculty members responded “yes”. So, there is an increase in enrolment of female students in the private colleges in UP. Furthermore, in recent years, private higher education institutions have witnessed unprecedented growth in the state. The faculty members were asked to give the reason behind this growth, and they responded with the following factors:

Teaching methods

Zero functional literacy and market knowledge.

When asked about the equitable share of male and female students in a private institution, all the faculty members responded “yes”.

## **Enrolment in different Subjects**

It is evident from the responses of the teachers that the subjects having higher number of women students are : Home science, commerce, sociology, arts, political science, history, biology etc. The subjects having lesser number of female students are: Sanskrit, Maths, chemistry, philosophy, Hindi, English, physics etc.

The faculty members were asked whether parents generally like to send their daughters to a public institution as compared to a private institution, out of 12 teachers, 8 responded Yes and the other 4 responded No.

### **Role of private higher education institution in improving higher education system of the state**

Regarding the role of private institution in improving the higher education scenario in the state, the teacher said that private colleges provide admission to students who are not able to get enrolled in the government college. So private colleges act an alternative for students who are not able to get admission in government colleges.

### **Determining factor for choosing a private institution than a public institution by a student for further study**

The faculty members were asked to provide the determining factor behind choosing a private institution over a public institution by a student for further studies and they listed out various factors such as private institution allows for better aid to students, they provide better degree programs and provides more opportunities. Some said private institutions provide favourable class size, and also given more time by professor to the students.

### **Reasons for unprecedented growth of private higher education institutions in the state**

Teachers give different reason regarding the unprecedented growth of private higher education institutions in the state. One of the prominent reason is that the political and economic factors are responsible for the unprecedented growth of private higher education in the state

### **Location as a factor for female participation in Higher Education**

In rural area, the main problem for women participation in higher education is that parents choose their son to go for higher education due to their poor economic condition. It is also revealed government gives fellowship for student and many scholarships scheme for women student. Due to this, there are possibility of women enrolment in higher education.



## **Importance of Higher Education for Women**

The faculty members were asked why women should pursue higher education and they provided following reasons and the reasons are listed according to their majority in selection:

Higher education is important to women because it improves society and economic condition.

Education is a necessity of life.

It completes living.

## **Suggestions for promoting women's participation in terms of enrolment in higher education in the state**

Most of the faculty members suggested that parents as well as women should be motivated for higher education. They also suggested that there should be a reduction in the unequal status of males and females and that women should be more empowered. Women should be provided with networking opportunities and their self-confidence should be increased.

## **4.7. Conclusion**

From this chapter, it is understood that female enrolment is increasing in the state as a whole also in the sample colleges. Regarding the reasons for choosing private college for higher study, students revealed various factors such as quality of course, easy admission, better future, good faculty, and good infrastructure as the reason for choosing the private colleges. The major problem faced by the students that have come forward as is the unequal treatment the female students received in their respective educational institution. The other issues are relating to infrastructure facilities such as the issue of poor library and laboratory facilities in the institutions. Poor teaching facilities and difficulty in understanding the subject are the problems which are not much faced by the students. Majority of the students suggested that the infrastructure of the colleges need to be improved. Teachers opined that there is an increase in enrolment of female students in the private colleges in UP. Furthermore, in recent years, private higher education institutions have witnessed unprecedented growth in the state. The faculty members have given two

important factors for such growth as were as teaching methods and another as zero functional literacy and market knowledge. Teachers give different reason regarding the unprecedented growth of private higher education institutions in the state. One of the prominent reasons is that the political and economic factors are responsible for the unprecedented growth of private higher education in the state Most of the faculty members suggested that parents as well as women should be motivated for higher education. the next chapter gives the summary and recommendation of the study

## Chapter-5

### FINDINGS AND RECOMMENDATIONS

**5.0 Introduction:** In previous chapters the analysis and interpretation of data has been given in detail. In this chapter the major findings of the study are being listed objective wise. The chapter also provides the recommendations which emerged out of the findings of the study.

#### 5.1 Major Findings of the study

1. UP is the biggest population state of India. Higher education scenario shows an improvement in terms of number of institutions and in terms enrolment. Gross enrolment ratio for the female found to be much higher than that of the male in all the categories continuously for the last 6/7 years. Most of the growth in private unaided colleges is accounted for by professional institutions. Currently, enrolment in private colleges is much higher than the government colleges. This trend is occurring over the last few years. It is also seen that state private universities are dominating in terms of number of university and university level institutions in the state. From the analysis, we clearly see that privatisation in higher education is being promoting in Uttar Pradesh. In the next chapter, we will try to see the enrolment trend of female students in private institutions and factors responsible for choosing private institutions by the female students.

2. It is also evident that female has lesser number of enrolment than the male in case of two sample college if the enrolment from 2016-17 to 2019-20 is taken into consideration. Total enrolment is showing an increasing trend from 1204 in 2017-18 to 2543 in 2019-20 in case of Sri Ram Kishun College. In case of Guru Karshni Maha Vidyalaya, Kasihar, Mirzapur also, the female has lesser number of enrolment than the male student. However, total enrolment shows a decreasing trend from 684 in 2017-18 to 577 in 2019-20. In case of third sampled college, that is Sardar Ballabh Bhai Patel Mahavidyalaya, Varanasi, female has lesser number of enrolment than the male in the year 2014-15 and 2015-16. In 2016-17, the female enrolment number is more than that of the male. Total enrolment shows a decreasing trend from 1148 in 2014-15 to 991 in 2017-18.

3. As education is quickly moving from the product driven to the market driven, it is vital for the marketers to draw attention and get nearer to their potential clients. Therefore, it is

essential for an educational institution to identify the factors that affects the student choice of higher education institution. Knowledge of those factors is imperative for competing and surviving in this competitive marketplace. Therefore, one of the objective of the present study was to explore the factors that affect the women choice of private institutions for higher education in Uttar Pradesh.

4. Regarding decision for the choice of the institute, thirteen statements were given to get response rate from the students through the questionnaire. Their responses for each statements are analysed and the findings are as follows:

a) All of the students agreed that they took admission in private colleges because they did not get admission in the public colleges. So, the unavailability of admission in government college is an important factor that force female students to choose private colleges for higher education.

b) Majority of the students also agreed that the good academic record of the college was a reason for their choice of the private college. However, 4 of them disagreed with the reason that they choose private college for good academic record and 7 of them give a neutral response to the statement. Almost all the students agreed that the good infrastructure of the private college attracted them towards the private colleges.

c) Although the fee structure of the college is not an attraction for the students to choose private colleges. Majority of the students disagree with this statement that the college have minimum free structure. Free structure of the colleges does not attract the students.

d)The location of private college is also an attraction point for the students to select private colleges. Since they are female, they are going for the colleges which are nearer to their home no matter the management of the college. Easy to get admission in the college, good faculty position, good placement record of the college and offering the choice of course by the college is also comes up to be the important reasons the students are choosing the private colleges for their higher education.

e) Peer influence is also coming up to be an important factor for female students to choose private colleges. Majority of the students agreed to the statement that their friends are also studying in the same college that they are going. Almost all of them agreed that better quality education is provided in the private colleges than the public colleges. The

quality of education students getting from the college is a major factor for them to choose the private college.

f) However almost all of the students disagreed to the statement that hostel facilities in the college have been a reason for their selection of the college. This may be because of the reason that almost all of them are staying nearby the college.

5. The study found that majority of students were primary decision makers in deciding which colleges to join and parents are supportive of their decision.

6. Good academic record is came up as the most important of all dimension perceived by the students to be in a good higher education institution. By good faculty what we usually understand is, well qualified teacher, trained teacher who knows his/her subject well and can satisfy the curiosities of the students.

7. Quality is the cumulative product of both human material resources in an educational institution. While the holistic development of the learner depends on intellectual capital, to a large extent, the effective functioning of such capital requires among other things, an enabling infrastructure that can allow it to be productive the infrastructure one thing of is not just a space and premises although they are indispensable. It is the sum total of the utility of space, structure, equipment, learning resource infrastructural aids, information stock and knowledge sharing devices. These by themselves may lie utilised if an effective exploitation of their utility is not made by planned economic, purposeful management and maintenance of these resources. Facilities like accommodation, food, transport and etc, also plays an important role in students life. According to NAAC there are certain quality indicators in the infrastructure and learning resource of a higher education institution which should be there in all institution this may be lifted as follows:

- infrastructure growth matching all academic growth
- a good and well laid-out library with ever increasing holdings and bricks as well as user friendly service
- other everyday teaching learning aids

Three sample colleges students considered infrastructure and facilities as an important dimension of the quality in higher education besides proper building, classes, laboratories and libraries what student thought each important was the connectivity.

8. In today's global world, being connected globally is very important, for this student demanded that all hostels and campus should be Wi-Fi connected. Although the fee structure of the college is not an attraction for the students to choose private colleges. Majority of the students disagree with this statement that the college have minimum free structure.

9. The study reveals that not getting admission into the public institution was the primary push factor for joining the private institutes. Moreover, a major proportion of students also believed that the college's easy entry amenities facilities them to take admitted to private institutions. This indicates that students' choice of private colleges is a result of circumstance rather than choice.

10. The study pointed out that a good academic profile of the institutions attracted them to pursue courses in a private college. Around 65% of students expressed their concerns about the same. However, 35% of them uttered their feeling about the insignificance of academic records.

11. Good infrastructure facilities are one of the major pull factors that attract students to pursue courses in a private college. All students except one agreed to this. Apart from the institutions' good academic records, students keep adequate infrastructural facilities as in their top priority list when selecting private institutions.

12. The majority of female students disagree with this that '*college has a minimum fee structure*'. They found that colleges do not have a minimum fee structure. Thus, for a large number of students fee structure of private colleges are of less importance. Hence, the college fee structure does not lead to female students' choice of public colleges over private colleges.

13. Around 75% of the students expressed that the convenient location of college matters for them when selecting colleges. Thus, the location of institutions plays a significant role in their selection of college.

14. Most female students agreed on *having a good placement record*, is one of the desirable factors for choosing private institutions over public institutions.

15. Respondents agreed that selected private colleges have their preferred course of study which made their decision easier to go to these colleges.

**16.** Almost all students agreed on having good faculty positions in their colleges. Around 90% of the students expressed that they have good and qualified faculty positions in their current institutions.

**17.** The analysis of the study found that hostel facilities are not a major pull factor for the students in the selection of private institutions. This may be due to the fact that most of the students preferred to choose a college based on their location, near to their residence. Thus, it's logical that the hostel may not their most preferred option when selecting colleges.

**18.** Regarding the decision of the choice of the courses, a greater number of students agreed that it was their self-decision to choose whichever course they pursuing.

**19.** The study reveals that there is a mixed opinion regarding the quality of education provided by private institutions. An approximate 81% of students said private colleges provide quality education while around 75% of students think it does not.

**20.** Analysis reveals that the economic condition of parents had no effect on the choice of college. Data shows it had no effect on choice of college.

**21.** Most students agreed that the educational status of their parents has an impact on their decision to higher education. Majority agreed that it was really easy to get admission in any private college.

**22.** Majority of students agreed that it was their self-decision to choose whichever course they wish to pursue.

**23.** Most students agreed that educational status of their parents have impact on their decision of higher education . Majority of students preferred private college over public college in future maybe due to the quality provided.

**24.** Amongst all the different problems faced by female students in colleges unequal treatment between male and female students was the most common followed by poor lab facility. Poor teaching methods and difficulty in understanding the subject are not as such a problem. Response of faculty members regarding different aspect of female students

**25.** Overall performance of students were good in exam . females participation in classroom was satisfactory. There was overall increase in enrolment of females over last

5 years in private colleges of UP. According to faculty members two important reasons for this are teaching method and zero functional literacy and market knowledge.

26. Highest number of women in private college opted for Home science, commerce, sociology, arts, biology, political science, history, etc. while lesser female opted for Sanskrit, maths, chemistry etc.

27. All of the teachers said yes, with reference to the increasing women's participation/enrolment in the class over the last five years, all the faculty members responded "yes". So, there is an increase in enrolment of female students in the private colleges in UP. Furthermore, in recent years, private higher education institutions have witnessed unprecedented growth in the state. The faculty members were asked to give the reason behind this growth, and they responded with the following factors:

- Teaching methods
- Zero functional literacy and market knowledge.

When asked about the equitable share of male and female students in a private institution, all the faculty members responded "yes".

28.Regarding the role of private institution in improving the higher education scenario in the state, the teacher said that private colleges provide admission to students who are not able to get enrolled in the government college. So private colleges act an alternative for students who are not able to get admission in government colleges.

29. Teachers revealed that the determining factor behind choosing a private institution over a public institution by a student for further studies and they listed out various factors such as private institution allows for better aid to students, they provide better degree programs and provides more opportunities. Some said private institutions provide favourable class size, and also given more time by professor to the students.

30.Teachers give different reason regarding the unprecedented growth of private higher education institutions in the state. One of the prominent reason is that the political and economic factors are responsible for the unprecedented growth of private higher education in the state.



31. In rural area, the main problem for women participation in higher education is that parents choose their son to go for higher education due to their poor economic condition. It is also revealed government gives fellowship for student and many scholarships scheme for women student. Due to this, there are possibility of women enrolment in higher education.

32. The faculty members revealed the reasons why women should pursue higher education are it is important to women because it improves society and economic condition, education is a necessity of life and It completes living.

33. Most of the faculty members suggested that parents as well as women should be motivated for higher education. They also suggested that there should be a reduction in the unequal status of males and females and that women should be more empowered. Women should be provided with networking opportunities and their self-confidence should be increased.

## **5.2 Recommendations**

The researcher suggested following measures for the improvement of women higher education in the Varanasi district and sub district ( Uttar Pradesh):

1. Role of private institution is of great significance in improving higher education scenario in state, as it provides admission to students who aren't able to get admission in public college. So, it acts as alternative to government institutions.
2. Professional and technical colleges should be established in each district of Uttar Pradesh to full fill the desire of professional and technical Education.
3. There should be some relaxation of marks for the enrolment of women students both in colleges and Uttar Pradesh University.
4. Regular inspection and supervisory practices should be made by the competent authority in the respective colleges /institutions and departments.
5. Constructions of building should be checked periodically to maintain quality building by the authorities.
6. Every institution should provide girls hostel and protection of women student should be given by deploying women police personal in the college's institutions.
7. Photocopying facilities should be available at a minimum rate within the campus of the institution.
8. Internet facilities should be available free of cost within the campus of the

institutions.

9. Departmental library should be opened as far as possible.
10. Women student should be motivated to Undertaker and developing scholarly attitude towards higher education.
11. Awareness should be given to parents so that they can encourage their daughters to go for higher education without fail specially in the rural areas.
12. Proper attitude of both teachers and parents in dealing with female students is also significant as they are very emotional.
13. Counselling should be done period in each institution among the female student so that they can express their opinion freely.
14. The teaching method should be attractive and tactful according to the needs of the students.
15. Special classes should be made periodically if necessary so that women students can improve their weakness.

### **5.3 Conclusion:**

The chapter provides the details about the findings of the study which were gathered through analysis of the data. It also provides the recommendations for improvement of women higher education specially for the Varanasi district and sub district of Uttar Pradesh.

## **Chapter-6**

### **SUMMARY AND CONCLUSION**

#### **6.0 Introduction:**

This chapter presents the overview of whole study in brief in form of summary followed by conclusion of the major findings. It also gives limitations of the study and suggestions for further research.

#### **6.1 Summary of the findings**

Education has an effect on women empowerment as it creates in them awareness , capabilities, choices and opportunities which is so very important for economic growth as well as growth of women. In higher education women still face problems , and a lot of work is yet to be done to improve the scenario. Privatisation in education, that too in higher education had surely open up lot of opportunity.

Education is vital in our lives. It aids in changing an individual's behaviour, transforming society, and constructing a nation. Education is seen as a way of reaching one's objectives. It is thought to be a significant tool that society can utilise to bring about desired changes and develop in the intended direction A civilization can only progress if it has human resources who are highly educated and skilled. Every emerging market education, they feel, is at the centre of the growth process. Any country's development will increase the people's quality of life. People in general and individuals, education is a process which occurs in society It is a method of arranging one's own self and thoughts.

Higher education is a leading indicator of a country's future growth and development. Higher education's main goal is to generate qualified human resources who are tuned in to a state's productive activities. The social, economic, political, civil, and cultural environments of the state deteriorate, self-sustaining and alive It also allows you to react to something. The most pressing socioeconomic, cultural, moral, and spiritual challenges humanity. The National Policy on Education (NPE) of 1986 emphasised the importance of Because of its relevance, higher education is a critical determinant for survival ability to contribute to national progress by disseminating information particular skills and expertise higher education is thought to be the best option. essential role in fostering and

speeding up the national integration process development. The primary goal of higher education. The research contributes to the stock of knowledge that is already available.

This current study is central to women participation in private higher education in Uttar Pradesh. This study is basically concerned with 4 objectives. First objective is to understand the current scenario of private higher education in Uttar Pradesh. It was done through secondary data from different government and ministry database. Second objective deals with women participation rate in private higher education in Uttar Pradesh. Third objective is the analysis of enrolment trend and pattern of women in private higher education in Uttar Pradesh. For the second and third objectives, secondary data were used. Last objective of this research is to explore the determining factors for women to choose private institutions for higher study in Uttar Pradesh. For this, the primary data collected from the field was being used. The primary data were collected from 50 students from three sampled colleges of Varanasi district, sub district and another of the Mirzapur district. The sample of 12 teachers were also included as the responses to the questionnaire. The data were analysed both quantitatively and qualitatively. From the analysis, we clearly see that privatisation in higher education is being promoting in Uttar Pradesh. The summary of the findings of the study are given below.

1. Higher education scenario shows an improvement in terms of number of institutions and in terms enrolment. Gross enrolment ratio for the female found to be much higher than that of the male in all the categories continuously for the last 6/7 years. Most of the growth in private unaided colleges is accounted for by professional institutions. Currently, enrolment in private colleges is much higher than the government colleges. This trend is occurring over the last few years. It is also seen that state private universities are dominating in terms of number of university and university level institutions in the state.

2. It is also evident that female has lesser number of enrolment than the male in case of the sampled private colleges. Regarding decision for the choice of the institute, thirteen statements were given to get response rate from the students through the questionnaire. All of the students agreed that they took admission in private colleges because they did not get admission in the public colleges. So, the unavailability of admission in government college is an important factor that force female students to choose private colleges for higher education. Majority of the students also agreed that the good academic

record of the college was a reason for their choice of the private college. However, 4 of them disagreed with the reason that they choose private college for good academic record and 7 of them give a neutral response to the statement. Almost all the students agreed that the good infrastructure of the private college attracted them towards the private colleges. Free structure of the colleges does not attract the students. The location of private college is also an attraction point for the students to select private colleges. Since they are female, they are going for the colleges which are nearer to their home no matter the management of the college. Easy to get admission in the college, good faculty position, good placement record of the college and offering the choice of course by the college is also comes up to be the important reasons the students are choosing the private colleges for their higher education.

3. Peer influence is also coming up to be an important factor for female students to choose private colleges. The study found that majority of students were primary decision makers in deciding which colleges to join and parents are supportive of their decision.

4. The study reveals that not getting admission into the public institution was the primary push factor for joining the private institutes. Moreover, a major proportion of students also believed that the college's easy entry amenities facilities them to take admitted to private institutions. This indicates that students' choice of private colleges is a result of circumstance rather than choice. Around 75% of the students expressed that the convenient location of college matters for them when selecting colleges. Thus, the location of institutions plays a significant role in their selection of college.

5. Regarding the decision of the choice of the courses, a greater number of students agreed that it was their self-decision to choose whichever course they pursuing. It is also learnt that the economic condition of parents had no effect on the choice of college. Majority agreed that it was really easy to get admission in any private college. Majority of students agreed that it was their self-decision to choose whichever course they wish to pursue.

6. It is also found that educational status of their parents have impact on their decision of higher education . Majority of students preferred private college over public college in future maybe due to the quality provided.

7. Amongst all the different problems faced by female students in colleges unequal treatment between male and female students was the most common followed by poor lab

facility. Poor teaching methods and difficulty in understanding the subject are not as such a problem. Response of faculty members regarding different aspect of female students

8. Overall performance of female students were good in examination and the performance female participation in classroom was satisfactory. There was overall increase in enrolment of females over last 5 years in private colleges of UP. According to faculty members one of two important reasons for increasing female enrolment in the private institutions is good teaching method.

9. Highest number of women in private college opted for Home science, commerce, sociology, arts, biology, political science, history, etc. while lesser female opted for Sanskrit, maths, chemistry etc.

10. All the teachers agree that there is increasing women's participation/enrolment in the class over the last five years. So, there is an increase in enrolment of female students in the private colleges in UP. Furthermore, in recent years, private higher education institutions have witnessed unprecedented growth in the state.

11. Regarding the role of private institution in improving the higher education scenario in the state, the teacher said that private colleges provide admission to students who are not able to get enrolled in the government college. So private colleges act an alternative for students who are not able to get admission in government colleges.

12 . According to teachers the determining factor behind choosing a private institution over a public institution by a student for further studies and they listed out various factors such as private institution allows for better aid to students, they provide better degree programs and provides more opportunities. Some said private institutions provide favourable class size, and also given more time by professor to the students.

13. Teachers give different reason regarding the unprecedented growth of private higher education institutions in the state. One of the prominent reason is that the political and economic factors are responsible for the unprecedented growth of private higher education in the state.

14. According to the faculty members the reasons why women should pursue higher education are it is important to women because it improves society and economic condition, education is a necessity of life and It completes living.

15. Most of the faculty members suggested that parents as well as women should be motivated for higher education. They also suggested that there should be a reduction in the unequal status of males and females and that women should be more empowered. Women should be provided with networking opportunities and their self-confidence should be increased.

## **Limitations of the study**

1. The current study is restricted to Varanasi and Mirzapur districts only due to Covid-19 pandemic situation.
2. From the Varanasi and Mirzapur region, only three colleges were recognized, and sample were gathered from these areas.
3. The findings from the primary data which were only based on the three sample private colleges, therefore the findings may not be a representative sample of the whole state. However, few findings may be common.

## **Conclusion**

Education plays a very significant role in the lives of women. It has a direct relationship with women's empowerment. Education opens a lot of avenues such as providing different opportunities, making women capable of doing something they want to do in their lives, bringing social prosperity, creating awareness, and making them empowered. Higher education is viewed as the major source of advancement and speeding up the process of public advancement. The central theme of this study is women in higher education in Uttar Pradesh.

Women are the most important unit of the social, cultural, and economic development of a country. The post-independence era saw the growth of increasing educational opportunities for women in higher education but there still exists a gender gap in India in terms of higher education due to some socio-economic reasons. The major reasons behind this gap are:

Male dominated society: Indian society is still considered a society where male domination exists. In some situations, women are placed at traditional courses and work

and not provided with the opportunity in the fields of science and technology. Most of the vocational and technical courses are dominated by male participation.

**Lack of infrastructure:** Many female students face issues such as a lack of school infrastructure facilities like no separate toilets for females.

**Ignorance by parents:** In most cases, parents who are economically weaker, generally promote the male child over the female child for higher education. They do not want to invest in female children.

**Work-life balance:** Most women do not continue their work due to trouble in maintaining work-life balance.

In the last few years, every country has witnessed the possibility of privatization in higher education. In simple terms, privatization generally means providing or initiating ownership, management, and control in the hands of private organizations or institutions. In India, the government tries to provide better and quality education to students in the era of growing competencies. Still, the Indian advanced education system faces certain challenges such as giving value, quality education, and inclusion of all the segments of the society. The increasing population, lack of good instructors, etc. promotes the privatization of education in India.

The higher education sector in India is very vast and holds a dominant position. The study aims to understand the participation of women in higher education and their enrolment in private institutions in higher education. The study has four objectives. The first objective was to understand the scenario of higher education in India specifically in Uttar Pradesh. Uttar Pradesh is the largest state in terms of population. The AISHE reports were used as secondary data to analyze the scenario of higher education in Uttar Pradesh. It was found that over the years, the enrolment in higher education has improved in the state. The ratio of male participation is higher than the female participation in higher education. It was also found that the number of private universities is greater than the number of public universities and the enrolment in private universities is also higher than that of public institutions. It is very clear from the study that privatization of higher education in Uttar Pradesh is promoted. It is also observed that the number of women participation in terms of enrolment in private colleges are increasing.



On the basis of the analysis of the primary data, the results show that the main themes of students' perceptions of quality in higher education came up which are, good faculty in private college, nearby college location, problems faced by female students in the college's, infrastructure, and facilities, curricular aspects, organisation of educational programmes, teaching-learning and evaluation, and healthy practices. According to the response in the questionnaire, unequal treatment between males and females was found. Another dimension of the questionnaire was to identify students' perceptions of different colleges and the result indicates that no major difference is there in terms of the quality dimension. Another question was to find out the satisfaction level among students with their institutions. The result shows that 70% of the students were satisfied with major themes and only 30% of students have some dissatisfaction with one or some dimensions. The highest satisfactory dimension is the good faculty and approximately 86% of students are satisfied with this dimension. The lowest dimension is the curricular aspect with 60% satisfaction among students.

The primary push factor for joining the private institutes by female students is that they did not getting admission into the public institution. Moreover, a major proportion of students also believed that the college's easy entry amenities facilities them to take admitted to private institutions. This indicates that students' choice of private colleges is a result of circumstance rather than choice. Besides, the location of institutions plays a significant role in their selection of college. It is also learnt that female students take their self-decision to choose whichever course they wish to pursue. The educational status of their parents has impact on their decision of higher education. Majority of students preferred private college over public college in future maybe due to the quality provided. Amongst all the different problems faced by female students in colleges unequal treatment between male and female students was the most common followed by poor lab facility. Poor teaching methods and difficulty in understanding the subject are not as such a problem. This area needs proper attention.

Furthermore, in recent years, private higher education institutions have witnessed unprecedented growth in the state. One of important role of private institution in improving the higher education scenario in the state is that these institutions specifically private colleges provide admission to students who are not able to get enrolled in the government college. So private colleges act an alternative for students who are not able to get admission in government colleges. It is also found that one of the prominent reason is

that the political and economic factors are responsible for the unprecedented growth of private higher education in the state.

Finally, higher education is important for the women because it improves society and economic condition, education is a necessity of life and it completes living. Therefore, it can be suggested that parents as well as women should be motivated for higher education. They also suggested that there should be a reduction in the unequal status of males and females and that women should be more empowered. Women should be provided with networking opportunities and their self-confidence should be increased.

### **Suggestions for future research**

Through the findings of the study the investigator of the present study viewed that it would be worthwhile to put some suggestion which might be helpful in caring out for the research in the similar area by future researcher.

- i. A Comparative study on women education between rural and urban district of Uttar Pradesh.
- ii. Study on performance of women students in the colleges of Varanasi district and sub district.
- iii. A study on awareness program of women education in the rural area of Uttar Pradesh.
- iv. Problems of women teachers of colleges and universities.in Uttar Pradesh
- v. Study on development of women in colleges in Uttar Pradesh.
- vi. Issues and trends of higher Education in Uttar Pradesh with special reference to female students.
- vii. Problems of dropout women student in higher education.
- viii. Performance of women students in Uttar Pradesh colleges.
- ix. Women's higher education in the professional and technical Education.
- x. Comparative study of women higher education in the Uttar Pradesh colleges and University.
- xi. Attitude of women students towards higher education in the rural areas.

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# **APPENDICES**

## **ANNEXURE-1**

### **Questionnaire-1 For Students**

I am currently undertaking a dissertation for partial fulfilment of my M.Phil. Degree in Educational Planning and Administration from NIEPA, New Delhi.

The aim of my research work is investigate the students perception of private colleges in higher education and their environment in it is enhancement. For this I require your answer in the question and provided with this. The answer you provided will be for research purpose only.

Your participation in this research will be greatly appreciated.

Anuradha Shah

M.Phil. (2020-2022)

NIEPA

#### **Directions**

Based on your experience as a higher education student please answer the following questions.

#### **Questionnaire for Students**

#### **A Questionnaire for collecting data concerning**

#### **WOMEN PARTICIPATION IN PRIVATE HIGHER EDUCATION: A STUDY OF UTTAR PRADESH**

#### **Instructions to fill the questionnaire**

All questions should be compulsorily attempted. Please tick mark (✓), supply word(s) or sentence(s) or number(s) wherever necessary.

#### **Personal Information**

Name (optional):

Gender: (a) Female (b) Male (c) Transgender

Age:

Category: (i) GEN (ii) SC (iii) ST (iv) OBC (v) EWS (vi) Other

Religion: Hinduism/Christian/Budhism/ Sikh/Other

Home state:

Location : Rural/Urban/Semi Urban

Marital status: Married/Single

Name of the College/ University:

Location of the college/university: Rural/Urban/Semi Urban

### Family Background

Parents' Education and employment

Parents	Level of Education	Occupation	Monthly income
Father			
Mother			

Family Income per annum:

(i) Up to  2,50,000\*

(ii)  2,50,001 to  5,00,000

(iii)  5,00,001 to  10,00,000

(iv) Above  10,00,000

Family Size (number of family members).....

Current Educational Information

Name of Course pursuing currently	Year/Semester	Stream (Arts/Science/Commerce etc)	Total Fee for the course per annum

The fee for the course is supported by

Parents

Student loan

Full Scholarship

Any other

If your fee is supported by Scholarship, then please mention it.

Name of the scholarsh	Amount	Duration	Total Fee for the course per annu

If your fee is supported by Loan, then mention, the total amount.....interest rate.....

**Information relating to research objectives**

How have you been admitted into the university?

- i. Through entrance examination( University/All India)
- ii. Through interview
- iii. Through quota (Management/Government)
- iv. Mark basis
- v. Any other(please mention)

8. Is your first-choice university/college? Yes/No, if not what was that?

9. 

---

How did you learn about this university/college (please put tick mark) ?

- a. Advertisement
- b. Higher Education Fair
- c. Quora
- d. Social media
- e. Word of mouth
- f. Alumni network



- g. Parents
- h. Peer groups
- i. Siblings
- j. Any other (Specify)

10. Decision for the choice of the course was made by

- a) Parents
- b) Self
- c) Siblings
- d) Peers group pressure
- e) Any Other (Please specify).....

11. Why have you chosen to study in private college/university than a public college/university? (Give preferential score 1-4)

- i. Placement opportunity
- ii. Quality of course
- iii. Good infrastructure facilities
- iv. Easy to get admission
- v. To make better life of the present and future
- vi. Courses of Choice
- vii. Place of location
- viii. Good faculty position
- ix. Reputation of the college
- x. Any other (please mention)

12. Do you think private university/college offer better quality of education than others public university/ college? Yes / No State reasons for your response.

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13. Whether a considerable number of women students are pursuing this course in your institution? Yes/No.

14. Do you agree that the economic condition of the parents acts as a deciding factor in making the choice of course between general higher education and professional courses? Yes/No

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15. Do you agree that the educational status of the parents has its impact on the higher education aspirations of the students? Yes/No

16. What are your plans after finishing the current course?

- Go for Further Education
- Look for Employment/Job
- Look for Entrepreneurship
- Join Family business
- Prepare for Public Service Exam
- Marriage
- Take a Gap year
- Any other

17. Which profession would like to join after completing your study?.....

18. Are any of your parents or close relatives in the profession you plan to enter after completing your course?

Yes (b)No.

19. If you planned to pursue further education, given an option between joining a public or private university. What would be your first preference and why?

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20. Do you think your course offers enough value for money you spent on the course?

Yes (b) No.

21. Please read the following statements and tick the most appropriate opinion according to you.

Sr #	Statements	Agree	Neutral	Disagree
	<b>Decision for the choice of Institution</b>			
1	I did not get admission in government college			
2	The college has good academic record			
3	The college has good infrastructure facilities			
4	The college has minimal fee structure though it is private institution			
5	Location of the college is convenient for me to access			
6	It is easy to get admission in this college			
7	The college has good placement record			
8	The college offered the course of my choice			
9	This college is the choice of my parents			
10.	The college/university where I am studying has good faculty position			
11.	My best friend is also studying in this college			
12.	The college /university has hostel facilities			
13.	Better quality education is provided by the private college/university than a public college/university			

22. If you have any other reason for choosing this college, then please specify it.

23. Please read the following statements and tick the most appropriate opinion according to you.

Sr #	Statements	Agree	Neutral	Disagree
	<b>Decision for the choice of the course</b>			
1	Parents decide my course of study			
2	I made the decision to take up this course			
3	My friends suggest me to take this course			
4	My teachers from my last school/college motivate me to take this course.			
5	I scored good marks in the stream in my last examination			
6	Parents could afford the fee for this course			
7	The course has higher job prospect			
8	Availability of scholarship motivated me to go for higher study			
9.	There is equitable number of male and female students in my class			
10.	The decision for choosing a subject to study is purely depends on the marks obtained in the qualifying examination.			

24. According to you, what is the importance of higher education for a women?

25. What problems you faced in the institution? (Tick the most appropriate ones)

- 1) Poor teaching methods
- 2) Difficulty in understanding the subject

- 3) Unequal treatment between male and female
- 4) Bias administration
- 5) Poor infrastructure
- 6) Poor Lab/ library facilities
- 7) Lack of women centric institution policies
- 8) Any Other

26. What improvement you expect from the institution to take up for providing better quality higher education?

## ANNEXURE-2

### Questionnaire 2 - for Faculty members

- **General Information**

- a) Name
- b) Age:
- c) Gender:(i) Female (ii) Male (iii) Transgender
- d) Designation:
- e) Name of the employed institution:
- f) Type of the Institution : College/University
- g) Year of Joining the institution:
- h) Years of Experience :
- i) Home State Name:
- j) Location of the college/university: Rural/Urban/Semi Urban
- k) Which subject are you currently teaching?.....
- l) Category:
  - i. GEN
  - ii. SC
  - iii. ST
  - iv. OBC
  - v. EWS
  - vi. Other:

**Instructions to fill the questionnaire: All questions should be compulsorily attempted.**

1. Have you pursued higher education from a private institution? If yes, please specify the name of the name of the course and the institution.
- 

2. In general, what is the student strength (in terms of numbers) in a core subject class in your institution currently?
  3. Can you tell the participation rate of female in terms of enrolment in your class?
  4. How is the performance of female students in the class?  
In terms classroom participation  
In terms of performance in the exam
  5. Do you observe the number of women participation/enrolment in your class is increasing over the last five years? Yes/No. Give reason for the answer.
  6. Would you prefer to send your children in a private institution for higher studies than a public institution? Yes / No Give reason
  7. Higher educated women have significant autonomy in decision making at home and workplace. ( Yes/ No)
  8. Whether your college/institution provide hostel for female students? (Yes/No)
  9. Do the female students feel uneasy to express their opinion due to the presence of male students in the classroom? Y/N
  10. What is the role of private institutions in improving the higher education scenario in the state ?
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11. Why do you think women should pursue higher education ?
12. How do you think privatization has affected the following?

S.No.	Parameter	Response
1	Quality of education	
2	Employability of students	
3	Government attitude toward higher education	
4	Higher education policy	

13. In recent years, there has been an unprecedented growth of private higher education institutions in the state. According to you, what factors are responsible for such a growth?

14. According to you, what is the determining factor for choosing a private institution than a public institution by a student for further study?

15. What is the role of socio-economic background of students in the selection of higher education course i.e. professional or general higher education course?

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16. How far the residence (Urban or Rural) of woman students has its effect on their participation in private higher education?

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17. Taking the case of your institution, do you think that there is equitable share of male and female students in a private institution? Yes/No Give reason for your answers.



18. Taking the case of your institution, name the stream/ subjects having low enrolment number of women students
  
19. Name the streams/ subjects in your institution having high enrolment number of women students
  
20. Do you agree that parents generally like to send their daughters in a public institution than a private institution? Yes/ No Give reason for your answer.
  
21. What factors in your opinion are responsible for inequitable higher education participation of different sections of our society?
  
22. Is there any policy in your institution to attract women students?
  
23. Suggestions for promoting women's participation in terms of enrolment in higher education in the state.