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Gender Parity and Choice of subjects in India: An Analysis on AISHE 2022

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ABSTRACT:

The purpose of the report was to investigate gender bias in higher education enrollment in India. It uses a descriptive research design. India's The Ministry of Education department's annual web-based All India Survey on Higher Education (AISHE) dataset of student enrollment reveals a startling disparity between the academic preferences of the two different genders. The data are interpreted using a technique of gender ratio and mean analysis. According to the study, gender inequality is a significant barrier to the country's progress. Even in current times, patriarchal social norms prevent women from pursuing higher education. The gender disparity in enrollment in higher education is blatantly obvious from the male to female enrollment ratio. The choice of subjects is also very different between the genders.

Keywords: Gender ratio, enrollment, MoE, AISHE.

INTRODUCTION:

Everyone has the right to an education, regardless of gender. Being a developing nation itself, India has battled gender inequity since its inception. Although the situation is gradually changing, it has not yet altered fully. It is difficult to eliminate gender imbalance on a psychological and scientific level.

However, one method that can make the work simple is education. Education supports the emergence of the human personality. Regardless of gender, the necessity for and explanation of such personality development is urgent.

In India, women make up almost half of the population, yet strangely, there is a significant difference in the enrollment of the two main genders in higher education institutions.

Women at Indian colleges face a variety of psychological obstacles that prevent them from enrolling in both primary and higher education. Girls continue to have significant dropout rates, especially those who reside in remote areas. Higher education dropouts are caused by a variety of factors, including marriage, poverty, a lack of adequate facilities in educational institutions for female students, and parental resistance to sending girls out of the house. The idea that a girl would begin to have her own opinions after earning a higher degree and that it will be difficult to match her with the ideal life partner is another aspect of the attitude barrier. Additionally, there is a shortage of suitable grooms for daughters with advanced degrees.

Women are thought to be skilled at household tasks, hence a lack of courses that focus on these skills is another factor. But in India, there is relatively little room for developing skill-based disciplines in higher education. Poor women's involvement in higher education in India is also justified by the violence against women and gender discrimination, even by teachers and authorities.

Research Methodology:

The study used a technique called descriptive quantitative analysis. The information was gathered from the All-India Survey of Higher Education (AISHE), 2022, which was conducted online by the Indian Ministry of Education.

The survey's primary goals were to: 1. locate and list all higher education institutions in the nation; and 2. gather information on various elements of higher education from all higher education institutions.

Data is being gathered on the following major subjects:

- Information on the Institution
- Teacher Information
- Information about the Non-Teaching Staff Program run by various faculties, schools, departments, and centers
- Participants in these programs for students
- Examination results for each Program's final year
- Financial data, including receipts and expenses, are listed under numerous headings.
- Infrastructure Scholarships, Loans, and Accreditation Available

The collected data then codified based on certain values, that are: Major disciplines, Major courses and gender parity on that particular enrolment.

Twenty (20) major disciplines have been sorted purposefully, and Five (5) major level of courses, like Ph.D, M.Phil, PG, UG and Certificate course have been selected by the researcher. These twenty major disciplines consist of many sub-disciplines and have been calculated together. The mean value of the course and the discipline then calculated to determine whether it follows the standard gender parity index or not.

RESEARCH FINDINGS:

Based on the data collected from Report 51(A), that is report on discipline group and level wise gender ratio-all India, survey year 2019-till date, the following table can be prepared.

Sl	Major Discipline	Ph.D	M.Phil	PG	UG	CERTIFICATE	MEAN
No.						COURSE	
1.	Agricultural	1.37	0.93	0.92	0.69	1.49	1.08
	Studies						
2.	Criminology	0.96	0.00	1.09	1.56	1.09	0.94
3.	Cultural Studies	1.30	1.42	2.02	1.28	1.52	1.50
4.	Defense Studies	0.29	0.07	0.45	0.77	1.01	0.51
5.	Engineering Technologies	0.74	0.21	0.59	0.37	0.11	0.36
6.	Fine Arts	0.74	1.45	0.73	0.67	0.98	0.91
7.	Foreign	1.26	1.00	1.53	1.22	0.96	1.18
	Language						
8.	Home Science	16.28	5.12	7.78	8.09	12.66	9.98
9.	Hospitality and	0.00	0.00	0.04	0.02	0.00	0.01
	Tourism						
10.	Indian Languages	1.02	1.36	2.02	0.54	0.80	1.14
11.	Information	0.56	0.10	0.56	0.34	0.10	0.32
	Technology and						
	Computers		A				
12.	Journalism and	0.85	0.85	0.95	1.04	1.34	1.00
	Mass		_				1
	Communication						
13.	Law	0.21	0.29	0.34	0.10	0.21	0.22
14.	Management	1.50	1.00	1.91	1.57	0.61	1.21
15.	Medical Science	0.72	0.98	0.65	1.00	0.25	0.66
16.	Para Medical	0.25	0.34	1.22	1.57	1.22	0.92
	Science					/10	
17.	Religious Studies	0.34	0.45	0.16	0.77	0.12	0.36
18.	Social Science	1.09	1.29	1.34	2.22	0.77	1.34
19.	Veterinary	1.12	0.00	0.50	0.50	0.00	0.42
20.	Women Studies	2.60	5.13	12.6	93.6	16.09	26.02
				9	3		
Table 1: Gender ratio and discipline wise enrollment (Source: AISHE by MoE, 2022)							

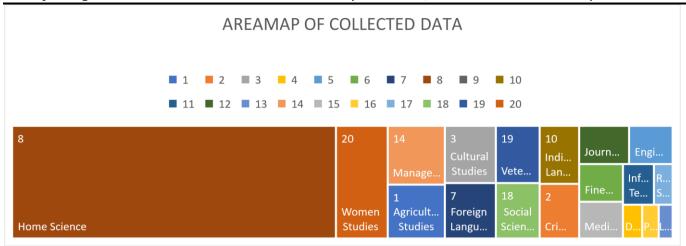


Chart 1: Areamap of collected data of table 1

DISCUSSION:

Looking at Chart No. 1 on the subjects chosen by female students, it can be seen that a large proportion of female students choose to study the arts, while very few choose to study science, commerce, or professional fields. The study with the lowest percentage of women results in a gender parity index that is below average for engineering and law. This is evident in the country, where the majority of women's universities focus mostly on the arts; only a small number of colleges provide science and commerce programmes, and there are only a few professional institutes. It was also noted that professional programmes like law, engineering, etc. were exclusively available in India's major cities. Except for the B.Ed course, which is teacher education, such courses were not offered.

Only a small number of departments at the university also offer professional and vocational courses. The fact that the government and local authorities have disregarded the students in the areas is a cause for concern. Most female students are forced to enroll in the single available course due to the region's lack of diverse streams and courses. Therefore, it is necessary to construct more educational institutions, concentrating more on professional courses, so that students can choose the course of their choosing. This would bring equity to all areas and towns. The majority of people in India's rural areas are backward and have limited incomes, making it impossible for them to send their daughters to college far from home.

According to the data gathered by the MoE AISHE project, only two topics in the nation have managed to preserve the highest gender ratio. Specifically, women's studies and home science. Only in these two courses has the involvement of female students been clearly visible. The ratio is alarming in other fields, such as computers and information technology. Female students frequently choose these disciplines because they are perceived as being "Feminine."

CONCLUSION:

The number of women enrolling in Indian education institutions has increased dramatically over time. But the situation is still insufficient. There is still some opportunity for improvement. Differences in course preferences, a servile patriarchal mindset, and masculinity are still present in enrollments. Girls are required to study courses that can help them become more feminine and assist them perform home responsibilities more effectively, whereas boys are supposed to study more technical and practical subjects. This idea has to be altered because it is flawed.

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