



# Violence Against Women's On Higher Education: A Case Study Of Uttar Pradesh

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**Abstract:** One in three women experience gender-based violence, also known as violence against women and girls, at some point in their lifetime. At some point in their lives, an estimated 736 million women become victims of intimate partner violence (IPV), non-partner sexual assault, or both. The seriousness of the issue has long been understood by the global community. The Beijing Declaration and Platform for Action, which was published in 1995, demanded an end to violence against women. The 2030 Agenda for Sustainable Development, which the UN endorsed in 2015, set a global goal to abolish "all kinds of violence against women and girls in public and private domains." This was ten years later. A worldwide action plan was demanded by the World Health Assembly resolution 69.5 in 2016 to in a national multi-sector approach to combat interpersonal violence, particularly against women and young girls, the health system's involvement should be strengthened. Despite all of these requirements, 49 nations have not yet adopted an official domestic violence policy. Women in low- and lower-middle-income nations are disproportionately affected by this violence, which has substantial short- and long-term effects on their health and well-being. Domestic abuse affects 37% of women in the least developed nations between the ages of 15 and 49. One in every four women who have ever been in a relationship and are younger (15 to 24) experience some sort of abuse.

## Introduction

"Education of a girl is the education of the entire family, whereas education of a boy is the education of one person." Jawaharlal Nehru said.

The level of education in a country reflects its social growth in general and its economic development in particular. Higher education is essential for helping students enhance their critical thinking skills. Higher education for women aids in raising the family and community and advances the development of the country. This study aims to (i) examine women's perceptions of higher education and (ii) investigate the challenges faced by women who pursue higher education.

If we examine the situation for women in India during this time, we see that the majority of single women encounter sexual harassment in some way. Due to sociocultural factors, girls are frequently married at a young age even when they are not yet physically, psychologically, or morally mature and are not yet ready to raise children. Indeed, in some circumstances, sociocultural factors even legalese forced marriages. As married adult women of reproductive age and even older married women, college-going women frequently continue to face risks from violence of the physical, sexual, and emotional varieties. Today, violence is a worrying problem all around the world. It is a topic of major concern in homes, workplaces, social gathering places, and both rural and urban locations. There are many other kinds of crimes that take place, such as robbery, vandalism, and physical, emotional, or sexual abuse. The necessity to provide a safe atmosphere through planning, prevention, and awareness, as well as mobilizing against violence to deterrents, cannot be ignored by educational institutions. regardless of how you look at it, there's no denying that there's no denying that there's no doubt that no matter how you cut it, there's. The report has a section on the many forms of violence that exist in India. The percentage of women being affected from different types of violence

viz. a viz. physical, verbal, sexual and psychological, the study shows that different districts face different percentages in the above category of violence.

**Review of literature:** The review of literature surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study. The review tries to cover some of the important aspects of the theme, such as women and education, violence against women on higher education women and development, education and women empowerment, history of education of women, women's participation in higher education in terms of enrolment, and the factors affecting women participation in higher education institutions etc. in other countries in general and in India in particular. An attempt has been made to review related work done in the area of women and higher education, women participation in terms of enrolment in higher education, and factors affecting violence against women on higher education institutions in Uttar Pradesh.

**Importance of the study:** Women must pursue education, the solution to many social ills in India, including the dowry system, female feticide, and workplace harassment, may lie in educating women. As more and more educated women are able to join the labor field, this will undoubtedly aid in the economic development of the nation. The Ministry of Health has released a report that demonstrates a clear link between mothers' education levels and their children's nutritional status. This survey has shown that women with higher levels of education provide their children with better nutritional support. Additionally, a large number of development economists have long explored how girls' education empowers women to become change agents. Compared to men, women have a substantially lower literacy rate. Girls enrol in

the schools in much lower numbers, and many of them leave early. Indian families are patriarchal, and girls are afforded less rights and statuses than boys. Some girls are prevented from attending school by conservative cultural norms. From the British Raj until the creation of the Republic of India in 1947, the percentage of literate women in India's female population was between 2-6%.

Improvement from 15.3% in 1961 to 28.5% in 19817 was the result of coordinated efforts.

Despite the fact that by 2001 more than 50% of all Indian women were literate, these figures are still exceedingly low when compared to global averages and even to male literacy rates. Lately then In India, the Saakshar Bharat Mission for Female Literacy has been established. The goal of this project is to cut female illiteracy in half from its current level. likewise describes the development of women's education in India. The Indian government has attempted to incentivize girls to attend school since 1947 by implementing programmes for free lunches, books, and uniforms. From 1951 through 1981, primary enrolment increased as a result of this welfare push.

The National Policy on Education made the decision in 1986 to restructure education in accordance with both wider national aims and the social context of each state. It underlined the need of education for democracy and the advancement of women's rights. The new policy aims to bring about societal transformation through updated textbooks, curricula, increased school financing, and policy upgrades. Expanding females' vocational schools, elementary education, secondary and higher education, as well as rural and urban institutions, were prioritized. The research made an effort to draw connections between issues including low school attendance, poverty, and the reliance on girls for household chores and child care. Moreover, the National Literacy Mission employed female tutors in rural areas. Even while females must now be at least 18 to get married, many nevertheless do so much earlier. As a result, there are many female dropouts at the secondary level. Higher education is important to women because it improves society and economic condition. Education is a necessity of life and it completes living.

### **Objectives:**

1. To study the scenario of women's participation in higher education in Uttar Pradesh
2. To identify the factors responsible for motivating women to pursue higher education in Uttar Pradesh
3. To study whether caste, parent's educational background, language barrier, and place of residence play a role in women's enrolment/participation in higher education in Uttar Pradesh
4. To identify the challenges and problems faced by women in their participation in higher education

**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 current study research methodology will be primarily descriptive in nature. It will make an effort to describe the current understanding of the phenomenon being studied. By outlining the variables of interest utilized for profiling, defining, segmenting, estimating, predicting, and assessing associative links, it is intended to shed light on the research. Descriptive research will be used to depict the scenario of effect of violence against women on

higher education in India.

There are several hypotheses that explain and describe educational inequality, particularly across social space. They can be largely divided into two categories: classical and feminist theories (Alam, 2007). These gender theories and concepts are what describe the reasons for the gendered of education and how it results in gender inequities (Mannathoko, 1999).

Connell (2013) said in his social construction of Gender theory that becoming female or male is a social process learnt through culture inside the family, at school, and in general social contacts. Males and females are actively involved in developing their own gender identities, adopting, rejecting or modifying the different models and messages that society provides (Bamora, 2010).

The sexual division of labor and the predominance of distinct private and public realms for social activity are blamed by liberal feminism for gender inequality. Whereas the private sphere is thought to be a site solely for women, the public sphere for men. Such a split causes youngsters to socialise differently, which is aimed to get them ready for adult roles and work in sex-appropriate fields (Dorsey et al., 1990). Gender inequality is caused by a system that restricts women's success to the public realm by burdening and isolating them with private sphere obligations (Mannathoko, 1999). (Mannathoko, 1999). Accordingly, from this angle, gender inequality in education and the exclusion of women from educational opportunities are the results of traditional socialisation processes that are biased against women's education because it can be argued that education for women is incompatible with their perceived role in the private sphere, which includes domestic work and the responsibility of procreation (Alam, 2007; Singh, 2009).

**Effects of Violence on Women's Dropout Rates in Higher Education:** Violence has a direct negative effect on women attending college, on their ability to focus, perform well in the classroom, and complete all of their homework, all of which are closely related to their commitment to their educational commitment. Violence also has a direct negative impact on the dropout of women from higher education. The capacity of college women to attend classes is one of the early repercussions of abuse. A female who experiences sexual harassment or verbal abuse from a teacher is more likely to skip that teacher's class in order to avoid the abuse. A girl who has been sexually abused is forbidden from attending school, including on the way to and from class. Violence against women is a problem many issues that women face. The brutality that was used against him is the biggest issue. This is a condition that is not just unethical but also shameful for every civilized community. Different types of atrocities are committed against women in contemporary India. She lives in a hostile and exploitative environment. How limited have we become in this age of rapid modernity and globalization that women now also see themselves as maids? There are two different attitudes towards women in Indian society. While one viewpoint believes that women should be treated with the same respect and status as men in society, the opposing viewpoint believes that women should have a separate position in favor of denying them their legal protections. According to the first viewpoint, women are viewed as symbols of riches, power, and wisdom.

They are adored as Saraswati, Lakshmi, and Durga. Where ladies are revered is where Yatra Naryastu Pujyante Ramant Tantra Devta is referred to. There are the gods' homes. If women do in fact have this

position in society. Therefore, there can be no violence, horrors, or crimes against women of any type. The second point of view, held by women, is opposed to granting women in society equal rights. Due to this, women experience oppression in society. He is abused and restrained. They are subjected to violence. They are not only beaten but even killed. Maithilisharan Gupta had stated that these crimes against women and the misbehavior were concerning.

“Women’s life, this is your story. Milk in the lap and water in the eyes”

Violence includes many act that causes bodily harm, emotional distress, or verbal abuse to another person. does not harm the body, but a powerful strike affects the hearts and minds without a doubt. From rape to murder to kidnapping, etc., criminal violence.

The term "domestic violence" refers to instances of physical or sexual abuse, wife assault, and other inappropriate behavior. The male ego, which desires to maintain the woman in his possession at all costs, is the main driver of violence against women. Because it is simple to physically harm women, all types of women experience this kind of abuse. whether working or domestic, whether living in a city or a village.

**Barriers to women higher 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 married 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.

**WOMEN'S PERCEPTIONS IN PURSUING HIGHER EDUCATION (HE):** Although

the policy framework views girls' education as a fundamental human right, the reality is less encouraging. It is also not encouraging for women to pursue higher education, the goals of women who graduate in various fields are higher, nevertheless. In the India women students want more flexibility to study whichever subjects they wish. They continue to note that going to college would improve their chances of progressing and would even cause them to finish their school and get a job elsewhere.

Table : 1 Women's perceptions in pursuing higher education

<b>Perceptions of Women Students on pursuing Higher Education At 5 point scale</b>	<b>Mean</b>	<b>Std. Deviation</b>
Higher education promotes developing a critical mind among the women that they can play constructive role in the society	2.88	1.89
Higher education should be free of charge for all the meritorious women students	3.18	1.51
It is important for women students that their parents would allow them get as much exposure as the men students and become competent in the labour market	2.31	1.42
Only the meritorious women students should have the right to pursue higher studies	3.57	1.37
Women students, who cannot afford higher studies, should become home makers	3.47	0.98
Women's social status would be elevated if they had pursued higher studies	1.73	0.97
Women students should have the right to choose where to join and what course to choose for their higher education	1.39	0.81
All parents should encourage the eligible women students to pursue higher studies	1.57	0.71
Women's financial contribution would increase, if they pursue higher studies	1.92	0.64
Pursuing higher studies would increase the level of mobility among the women	1.88	0.33

Source: Primary Data

Young women are needed at home in poor homes to assist with basic domestic tasks or to work for subsistence wages. Such responsibilities may be avoided for young males, giving them the chance to seek higher education. In a poor family, educating a daughter is seen as both a liability and an unnecessary luxury. In the first place, the birth of a daughter in the family is a major financial burden because dowry is still a widely accepted cultural standard. Second, because of her femininity, women are expected to marry men who are more successful in their careers and have higher levels of education than they do. Contrarily, young women do not often adhere to this social and cultural standard. The emphasis on parents encouraging their daughters to pursue higher education is characteristic of this generation. They contend that a higher degree would boost their mobility and allow them to make significant financial contributions to their family. Even if only further education looks far and out of reach, their goals are not so promising when it comes to marriage and settling down because they also believe that they are homemakers. In light of this, it mostly depends on their parents' willingness to let their daughters move and pursue higher education, despite their poverty and remoteness. The fact that education can open doors to additional opportunities for women is important since women's educational successes can have an impact on the family and subsequent generations. Investing in the education of girl is one of the best strategies to increase human development and alleviate poverty in a region.

The opinions of the female pupils provide evidence that racial trends are changing. According to the survey, if they pursue higher education, their social standing would rise and their financial support of their respective families would increase. A whopping 73.5% of the female students who took part in this study strongly agree that they should have the opportunity to study whatever they wish. So, it is clear that the current trend is a nearly complete reversal of the historical process of women's exclusion from HE, and that they are now beginning to receive some or much more access to this level of education.

When nearly 43% of female students had nothing to say about parents allowing their daughters to have the same exposure as their male peers and develop the skills necessary to compete in the workforce, but about the same percentage of female students strongly agreed with this opinion. It is the echo of their notion of HE encouraging women to think critically so they may contribute to society positively.

**Suggestions for improving the status of women in higher education:** The following suggestions can be helpful in bringing a change in the scenario of women in higher education:

1. The typical behavior and mindset that devalues women needs to shift.
2. Women should assert their right to equal decision-making authority organization's in society.
3. Given the lack of higher education and the need for women to relocate to cities for their studies, all types of educational institutions should be increased in isolated rural areas.
4. Degree-level training and education should be provided for women to enable them to seek higher education and break free from ignorance.

5. Depending on their qualifications and talents, women should be provided equal opportunity.
6. Women should be able to support themselves through education, and it should be possible for them to find employment to help the economy.
7. Governments should provide rural women with free access to essential amenities such as transportation, radio, electricity, etc., which will support their rise in educational level.
8. Education should encourage girls to be aware of human rights.

**Conclusion:** Women in India who had witnessed physical, mental, sexual, and psychological abuse made an effort to address concerns with taunting, intimidation, severe sex harassment, reprimanding, and forced intimate connections. Dating, kissing, sexual advances, touching, trying to rape, sharing vulgar texts, and powerful nude photos are examples of these types. The main numerous reasons of violence that emerged from the findings were peer group control, inappropriate use of computers and mobile devices, ignorance, and menstruation. Particularly throughout their adolescent years, the women experience greater suffering and are more susceptible to aggressive behavior. The only way to significantly change the educational landscape is to dramatically increase the number of women enrolling in colleges and universities. Strict and strong rules and policies can be created and implemented to address the problem of gender bias in higher education. With their financial freedom and respectable employment, women can contribute significantly to the family's income. A woman with more education has the abilities, the self-assurance, and the power to be a better citizen. Women are just as capable and powerful as men; they simply need to express it by taking advantage of the opportunities that higher education offers.

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