



Effect Of Privatization On Woman Enrolment In Higher Education

Anuradha Shah

Anuradhashah678@gmail.com

National Institute of Educational Planning and Administration, NCERT, New Delhi.

Abstract

Education has direct impact 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 suffers with the problem of gender inequality. After adopting economic reform policies, 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 impacts. Among its possible fallouts, the very crucial one is expected to be widening gender inequality in higher education.

Key words: Women enrolment, Privatization, Higher Education and Participation.

Introduction

Privatization does make higher education expensive and inaccessible for women. It is the impact 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 institution of higher education in pre and post economic liberalization phase. 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 show 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 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 many evidences 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) due to some socio-cultural and economic factors which act as barriers to their ability to access higher education.

Due to the effect of market reform, there is a drastic cut in state funds and subsidies which are the supportive base for women to access in higher education. Government policies are in favour of concessional or nominal fees structure for women to promote their high enrollment in Higher Education. In addition to this, they provide different types of scholarships and fellowships for this purpose. While private institutes have profit motive so they charges high level fees for all, which is ultimately unaffordable for girls particularly for poor girls. Justified on the basis of returns through empowerment, increased household expenditure on education will inevitably be discriminatory : boys education will be favored over that of girls, beyond a certain level of income, girls are being sent, if at all, to government institutions, whereas there brothers are sent to private institutions. This perception has two bases-

- 1) For girls, marriageability remains more critical criterion at higher education.
- 2) For boys, their benefits from higher education is considered to be greater than girls in future. Hence the parents are interested to send their boys to private institutes for higher education because its knowledge and skills for professional education is necessary to survive in the new labour market. (Manjrekar, 2003). Conclusively, we can say that after the introduction of market reform in India, Indian states must bear the responsibility for its lack of commitment to constitutional directives which mandate to increase the women enrolment in higher education equivalent to men. So it is needed to consider whether privatization in higher education is an adequate answer to the government's lack of performance from gender perspective. Thus there are increasing evidence that privatization is likely to exacerbate existing gender inequalities in higher education.

Rational of the study

Women are salient part of our society and without their proper education status a nation can never take its optimum level of development. On women education so many researches has been done despite it researcher did not find any research which describe the role of privatization in the education status on women in higher education, in this context the significance of the study can be understood.

Review of related literature and studies

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 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). After the emergence of New Economic Reform Policies in 1991, some scholars think that government support in the form of public expenditure and subsidies should be lowered and privatizing education especially higher education. (Upadhyay, 2007). P. Rani, 2003, Sadgopal, 2006, Tilak, 2002, 2004, 2005, Chakrabarti, 2006, Chanana, 2004, Gupta, 2005, Singh, 2008) because private rate of return of higher education becomes greater than social rate of return. So there is a major shift from government to private. (Chakrabarti, 2006). Since 1991, private institutes have expanded rapidly. (Agarwal, 2006). In order to meet the demand for professional education due to its immediate return and profit. (Chanana,

2002). Thus privatization is pursued in higher education as a very effective measure of empowering efficiency. (Tilak, 2005).

But on the other side, it proved to be another mode of discrimination within family and economy for women. (Manjrekar, 2003). After 1947, women's representation in professional education is striking as well as marginal. (Majumdar, 1990, Chanana, 2007). When government is concerned about the commercialization of higher education in India, student particularly poor girls continue to be subjected to financial exploitation by some unscrupulous private provider. (Agarwal, 2006). This new development have led to the devaluation of discipline which have been the choice of women. (Chanana, 2004). Thus the market promoting policies pose many serious challenges to HE. (Tilak, 2005, Narayan, 2005) which have gendered implications as follows. The first and foremost inequality is its higher cost. HE becomes highly expensive due to self-financing by student itself. (Chanana, 2004). Private institutes charges high fees in order to attract best quality of the market. (Patel, 2004) and profit. Consequently, after schooling women are not provided financial support for higher education. (Chanana, 2004). So the parents sacrifice their daughters participation in higher education for that of sons. (Nelly, 1989). Because of these reasons, parents are bound to send their daughter to low fee structured government colleges while their sons are sent to high fee structured technical or professional colleges (Thasniya K.T., 2014). According to the above study higher cost is the main determining factor for this problem but along with it, they did not focus on factor like government support which automatically make discrimination among them. Private institutes provide mainly professional courses which has masculine domain to fulfil market demand resulting from globalization. (Chanana, 2004). But contrary to it, women's field of study is connected only in limited subjects which are feminine in nature and appropriate for their future life (Chanana, 2004). But it does not follow suit to private institutes. The above view is sufficient but what is necessary is that there are other social structures existing in the family which matters a lot in deciding women enrollment in higher education.

As our social structure, parents are much more willing to pay school 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. (Stromquist, 1989). Girls' 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 HE. (Stromquist, 1989). 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 tend to give less importance to women education due to socio-cultural barriers prevailing in the society (Durowaiye & Khan, 2017).

Despite the above mentioned important works on this topic by some eminent scholars, still there exist some gaps in few areas. The present study will try to fill these gaps. Basically these gaps are in the form of a study which tries to analyze how the changes through privatization of higher education have negative effect on the access and participation of women in higher education. Through these changes, we try to find out the answers of some questions-

1. There is a need to study how the drastic reduction in government expenditure makes women incapable for their enrollment in higher education.
2. We need to investigate the effect of increasing cost of higher education on women's attainment of higher education.
3. It will be considered that benefits from higher education of boys which is considered in society greater than girls, inhibit women to participate in higher education.
4. It will be searched out that how the privatization of higher education is intensifying the difference between disciplinary choices of boys and girls that is masculine and feminine subjects.
5. There is an urgent requirement to seek the dominance of traditional social perception prohibit women to access to achieve.

Affecting women education in general

1. Technical and professional
2. Family Characteristics and Cultural Values
3. Factors Related to Girls Safety Issue
4. Higher education Related Factors
5. Socio-Economic Factors
6. Educational Level of parents
7. Factors Related to Disciplinary

Background of studies

Post-independence the scenario changed and today we have reached a stage where the constitution of the country inhibits equal opportunity for both men and women with regards to education. The literacy rate of women enrolment has been on a continuous increase. Even though the female literacy rate has progressively increased from 8.86% in 1951 to 18.34% in 1961 to 21.97% in 1971 to 29.75% in 1981 to 39.42% in 1991 it is still below the desired level (Maitr & Sinha, 1993). When these figures are compared with the literacy rate of males a development gap becomes evident. Acts like Right to Education have certainly been helpful in raising the participation level of women in education. But the important issue that needs to be addressed with regards to women education is "How important is higher education for Women?" It is not just Schooling or secondary education that solves the purpose of individual development. Higher Education leads to a growth in the socio-economic status of any person.

Then in an Indian perspective why do Indian women attain higher education in lesser numbers as compared to men? Women constitute nearly 48% of the total population and therefore they constitute 48% of the total human resource of the country. If this proportion of the human resource is not nurtured properly and well in time the nation will lag behind in speeding up its developmental process. Various schemes are being launched by the government and especially by UGC (apex body of Higher Education) to promote and ensure participation of women in good numbers. Higher Education which precedes Secondary Education

leads towards development of specialized skills and knowledge. Individuals attaining higher education become competent enough to raise their socioeconomic status and solve moral, social, economic and cultural problems. Despite of the necessity of attaining higher education it is generally observed that men and women in India do not attain higher education in the same numbers. This gender gap is evident from the enrolment figures of higher education

EXPECTED OUTCOMES

The expected outcomes of the present study will be as-

1. Because of the higher cost of education, it may be possible that the parents of poor girls will not afford of access and participation of women in private institutes of Higher Education for their girls. So their access to of access and participation of women in private institutes of higher education may downsize.
2. It is quite possible that disciplinary choices of boys and girls may negatively affect the women's attainment of access and participation of women in private institutes of higher education.
3. Due to the drastic reduction in government expenditure women's participation may reduce at of access and participation of women in private institutes of higher education.

IMPLICATIONS

The implications of the proposed study will help us-

1. In studying the macro-social condition of women and also the effect of privatization of access and participation of women in private institutes of higher education on educational policies.
2. To observe the interplay of socio-cultural and economic forces. To capture the complex dynamics affecting gender condition at HE level and formulate the related policies.
3. To understand better the gaps for female participation at university level under the effect of privatization of access and participation of women in private institutes of higher education and to frame policies that can negate the ill effects of privatization.
4. To construct the development and testing of theories of gender differentiation in HE that will shed light on the possible strategies that might be used to overcome these inequalities.
5. To frame the policies through which we can improve the condition of women in of access and participation of women in private institutes of higher education.

4. It is expected that women's enrollment in of access and participation of women in private institutes of higher education is being lessened greatly by traditional social perception.
5. Women's access to of access and participation of women in private institutes of higher education may be adversely affected by the private rate of return of boys which is greater than girls.

Conclusion

In conclusion, we can say the article has a rational view with pros and cons and supports privatization with proper regulation. While article more inclined towards opposing the privatization along with proper survey and fact representation for privatization in education sector.

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