



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 No.	Major Discipline	Ph.D	M.Phil	PG	UG	CERTIFICATE COURSE	MEAN
1.	Agricultural Studies	1.37	0.93	0.92	0.69	1.49	1.08
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 Language	1.26	1.00	1.53	1.22	0.96	1.18
8.	Home Science	16.28	5.12	7.78	8.09	12.66	9.98
9.	Hospitality and Tourism	0.00	0.00	0.04	0.02	0.00	0.01
10.	Indian Languages	1.02	1.36	2.02	0.54	0.80	1.14
11.	Information Technology and Computers	0.56	0.10	0.56	0.34	0.10	0.32
12.	Journalism and Mass Communication	0.85	0.85	0.95	1.04	1.34	1.00
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 Science	0.25	0.34	1.22	1.57	1.22	0.92
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	12.69	93.63	16.09	26.02

Table 1: Gender ratio and discipline wise enrollment (Source: AISHE by MoE, 2022)

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