

# WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION: OPEN AND DISTANCE EDUCATION PERSPECTIVE

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## *Abstract:*

*It is a recognized fact that women are the weaker and marginal section of our society in respect of socio-economic conditions and right to entitlement. Specially women's education is currently at the centre of development discourse. In the discourse on education and development, 'education' has tended to mean primary and to an extent, secondary education. The issue of higher education has so far received lukewarm attention. This article tries to understand the conditions of Indian Women in Higher Education, which is important for their empowerment. The statistical data show that women's share in higher education are always far below from the males' share in all of primary, secondary and tertiary level. The study tries to understand the conditions and causes which play the most vital role for this gap. Generally, it was seen that, most of women student cannot complete their higher study due to the early marriage. The average age of marriage of girl students is same as to starting point to the higher education. In this context Open and Distance Learning (ODL) system has tremendous potential of inclusive growth of education because of its distinctive nature of being a user friendly system. This study attempts to outline the opportunities which open and distance learning can provide to women students so that they can contribute to a more supportable and vigorous civilization.*

**Keywords:** Open and Distance Learning System, Women Empowerment and Development, Women in Higher Education, Women Education

## **Introduction**

Improvements of the women conditions are not enough to establish a modern developed society. Women of India have been exposed to greater insecurity, to poverty, illiteracy, casteism, orthodoxy unhealthy living conditions, some religious conservativeness and patriarchal dominance in most of the fields and also all other backwardness. They have been affected by lack of consciousness of their legal rights, various opportunities and facilities owing to the innate discriminations prevalent in the society. In the second half of the last century, there has been a national and global effort with a strong support from The United Nations to understand the discrimination and restore a status to women. The slogan has been women empowerment, equality, development and peace.

## **Empowerment**

The word empowerment is used in many different contexts and by many different

organisations. For example, literature about empowerment is found in the fields of education, psychology, social work, in US radical politics in the 1960s, as well as in the work of feminist and development organisations. In the 1980s and 1990s, scholars and practitioners used the term empowerment, which is said to occur when women mobilized themselves and take leadership positions in work settings or the community. There are a variety of understandings of the term empowerment due to its widespread usage.

Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets.

A widely used definition of women's empowerment is increased power achieved through

activism and grassroots movements. Feminist experts have argued that women's groups are vital in enabling women to increase their control of resources and decision-making capacity. More recent efforts focus on the multidimensional and complex nature of the empowerment process. Women must become active both at the level of discovering strategies and implementing them at the level of national politics. In the Report of the UN Fourth World Conference on Women called its Platform for Action an agenda for women empowerment meaning that the principle of shared power and responsibility should be established between women and men at home, in the workplace and in the wider national and international communities.

The root of the term empowerment is the idea of power. Power can be understood as operating in a number of different ways:

**Power over:** This power involves an either/or relationship domination/subordination. Ultimately, it is based on socially sanctioned threats of violence and fear, it requires constant vigilance to maintain, and it invites active and passive resistance.

**Power to:** This power relates to having decision-making authority, power to solve problems and can be creative and enabling.

**Power with:** This power involves people organising with a common purpose or common understanding to achieve collective goals.

**Power within:** This power refers to self-confidence, self-awareness and assertiveness. It relates to how individuals can recognise through analysing their experience, how power operates in their lives, and gain the confidence to act to influence and change this.

Understanding of power and empowerment has come from many different movements and traditions. The feminist movement has emphasised collective organisation (power with) and has been influential in developing ideas about power within. Power must be understood as working at different levels, including the individual, household and the institutional level.

Similarly, those forms of women empowerment have been adopted within our constitutional provisions directly or indirectly. Our constitution announced a new era of equality for women of India. It guarantees equal political rights including participation in the voting system. Also, almost all

the provisions contained in the UN Convention on the 'Elimination of All Forms of Discrimination against Women' (CEDAW) are there in the Indian Constitution. Not only does the constitution guarantee equal political status to women, but there is even a scope for 'positive discrimination' in their favour as is evident in Article 15(3) of the Constitution. There are many other provisions in the Constitution which lay stress on equality between men and women. Article 14 provides for equality before law. Article 39 (a), states that the State shall direct its policy towards securing equality to men and women the right to an adequate means of livelihood, and 39(d) enjoin the State to direct its policy towards securing equal pay for equal work for both men and women. Article 42 provides for securing just and gentle conditions of work and for maternity relief and Article 51(A) (e) refers to the fundamental duty of citizens to reject practices derogatory to the dignity of women. All these provisions are only feasible if the women are educating properly.

Education is one of the most important elements which help mankind to increase its capability and so is an important index of human development. In present day education is the core of every social and human development discourses. Among various levels of education, only higher education leads development. Higher education is needed as a vital tool for intellectual, cultural and visual development and as a means for achieving wider social aspirations. Higher education plays the role of leadership in the society. Education is a catalyst for social change. Spread of education in a society is the foundation of success in a developing country.

In our society, education has not spread equally among men and women. In consideration of rate of education in different levels [primary, secondary and tertiary] women are far behind men. The result of this inequality of the in the higher education system is even more important as the situation of higher education in a country is an index of its future wellbeing.

Hence women education is currently at the centre of development discourse. In the discourse on education and development, "education" has tended to mean primary and to an extent, secondary education. The issue of higher education has so far received lukewarm attention. In point of fact education is essential for everyone, but it is especially

significant for girls and women. This is true not only because education is an entry point to other opportunities, but also because the educational achievements of women can have flow effects within the family and across generations. Women education is one of the most effective ways to eradicate poverty. The statistical data show that women's share in higher education is always far below the males' share. (Table-1&1A)

The study tries to understand the most vital conditions and causes for this gap. Generally, it is observed that, most of women student cannot complete their higher study due to marriage. The average age of marriage of girl's student is same as the age to start the higher education. In this context Open and Distance Learning (ODL) system has tremendous potential of growth of education irrespective of sex because of its distinctive nature of being a user friendly system. Open and Distance Learning system is not only cost-effective but it can also contribute to the sustainable development through learning processes that transcend distance, gender, regional, cultural and socio-economic barriers.

### **Women condition in Higher Education in India**

In the history of Indian education, there are various phases of education and educational policy. After the introduction of various educational policies, the gender gap in education, (Table-2) especially in higher education, is present dominantly in our society till this decade. (Table-I) The literacy rate of females, which was 8.86% in 1951 rose to 54.16% in 2001. A very small proportion of both men and women students reach a college. Although a very small proportion of the Indian population attends college, women account for one third of the students at this level (Ministry of Human Resource Development (MHRD), 1993). It is true that the number of higher education institutions and the number of gross enrolment rate have increased. The percentage of women students (among the total no of students) in higher-educational institutions was less than 10% in 1947 and it rose to more than 40.5% by the session 2006-07 (UGC Report 2006-07), though there was wide state-wise variation

Distance Education is a part of higher education. It is hence necessary to examine distance

education in the larger context of Indian higher education. During the last 50 years, number of colleges increased from 750 in 1950-51 to 12,600 in 2003. The student enrolment increased from 0.26 million in 1950-51 to 7.73 million in 1999-2000. Expenditure in higher education increased from Rs. 1.1 billion in 1950-51 to Rs. 412 billion in 1997-98 which is an increase of 36 times.

India prepares to face the knowledge challenges of the 21st century and yet higher education presents a rather gloomy picture. According to the Ministry of Human Resource Development, in India, only about 10% of the population in the relevant age-group is enrolled in higher education, and a mere 5% get graduated with degrees. In developed countries corresponding figures stand between 30%- 50% of the relevant population. Out of this 10% in India, the Open and Distance Education (ODE) system in India accounts for about one fifth of the total enrolment

The Indian government is forced to accelerate the process of developing all the branches of the Indian education system to sustain the growth of the Indian economy in the recent past and the present. Therefore, it would be very interesting and fruitful to understand and analyse the various structures of education in India - its present conditions and future developments - and effects on education. Efforts are also being taken to improve the access to higher education among the women of India by setting up various educational institutes exclusively for them or reserving seats (although to an almost invisible degree) in the already existing institutes. Higher education is the most critical element of growth in this era of knowledge economy. We need to at least double the Gross Enrolment Ratio (GER) to remain active contributors to growth in this era. In this context, role of Open and Distance Learning System becomes significant and unique. The growing acceptance of distance learning courses and expansion of the Open University system is also contributing a lot in the democratization of higher education in India.

Low budgetary allotment by the government for education is one of the main factors for low growth of education in India (Table-3). Those allotments

indirectly influence to create larger gender gap in Higher education. The Kothari Commission (The Education Commission) on education (1964-66) emphasised the importance of education in the social and economic development of the country. The Commission argued strongly in favour of large investment in education. The Kothari Commission noted: 'we should accord the highest priority to education and allocate the largest proportion of GNP possible to it'. The Commission also suggested that 6 per cent of the national income should be spent on education. It was felt that a large investment in education was necessary in order to ensure equity in educational attainment between different socio-economic groups in the country. But it is fact that the total public expenditure by the Central Government and State Government on education has not crossed the 4 per cent mark during the first decade of the 21st century. (Table-4) The recommendations of the Kothari Commission are not being followed by majority of states in India. The Education Commission (1964-66) recommended introduction of correspondence education so that larger number of aspirants find educational opportunities at the university level. This was also reflected in the first National Policy on Education, 1968.

### **History of open and distance education in India:**

Open Learning System in the international arena began at the school level. The first three Open Learning Institutes were set up in Australia (1916), Canada (1919) and New Zealand (1922). Distance Education grew tremendously all over the world, especially in the Asian continent. Out of the eleven Mega Universities (universities with an enrolment of at least 100,000 students) seven are located in Asia. The Universities in this region have the largest number of adult learners enrolled. These universities offer a large number of courses and adapt numbers of new approaches to open learning. There are as many as 1133 Distance Education institutions offering nearly 39,000 courses in 103 countries in the world.

In the post-independence era the desire for higher education grew significantly in the Indian society with growing social aspiration for education

and massive expansion of secondary education. The states did not have enough resources to laterally expand higher education. On the other hand, millions who aspired for higher education were not able to access formal time bound education, even if access were available. Desire for alternative mode of education developed. In these circumstances, Open and Distance Education had its beginning in the form of correspondence education in Higher Education in 1962 in Delhi University and in the form of Open University – B. R. Ambedkar Open University - in 1982 in Andhra Pradesh.

The University of Delhi was the pioneer to introduce correspondence courses as a pilot project in 1962. Subsequently, the University of Delhi appointed a sub-committee to recommend different courses, at the first at the graduation level. The success of Delhi University's endeavor in distance education motivated other universities to introduce several kinds of programmes through correspondence courses.

In 1970, the Ministry of Education and Social Welfare, in collaboration with the Ministry of Information and Broadcasting, the University Grants Commission (UGC) and the Indian National Commission for Cooperation with UNESCO organized a seminar on Open University. The seminar recommended the establishment of an open university in India on an experimental basis. Subsequently, the Government of India appointed an eight member working group under the Chairmanship of G. Parthasarthy to consider the establishment of an Open University. The group opined that the University should have jurisdiction over the entire country so that when it is fully developed; students even in the remotest part of the country can have access to it. In 1982, an expert committee under the chairmanship of Prof. G Ram Reddy prepared a project proposal on an Open University in Andhra Pradesh. The committee stressed that the provision of access to higher education could be widened by action on a variety of fronts; its greater accessibility, course structure, organization of learning activities, new teaching methodologies, transferability between institutional centers, the flow of publicity material, student finances and the availability of the new technologies like radio, television, audio visual aids and effective and efficient organization of regional and study

centers (Government of Andhra Pradesh, 1982). On the basis of the recommendation of the expert committee the Government of Andhra Pradesh established Andhra Pradesh Open University (later renamed as Dr. B R Ambedkar Open University in 1991) in 1982. Prof. G. Ram Reddy led the first Indian Open University as its vice-chancellor.

In 1985, a committee was constituted by the Ministry of Education (Government of India) to develop a project report on Indira Gandhi National Open University. Prof. G. Ram Reddy was called upon to develop the project document. On the basis of that project report, the Union Government introduced a bill in the Parliament in 1985 and the Indira Gandhi National Open University came into existence in September 1985. Encouraged by the success of IGNOU and BRAOU, many other states established State Open Universities. Presently, there are one National Open University and ten State Open Universities.

The Indira Gandhi National Open University was established in 1985 by an act of Parliament (IGNOU Act, 1985) as the first national university to impart open and distance education and also the nodal agency to coordinate, encourage and set standards for the same. Its degrees are recognized to be at par with other universities by the UGC (as of 1992). In addition, IGNOU also allocates and disburses funds for open universities and distance education systems in India through the Distance Education Council (DEC). Authority to do so has been granted to IGNOU under Clause 16 and Statute 28 of the IGNOU Act 1985.

**Causes of the gender gap in Higher Education in India:** There are several reasons for the low levels of women literacy and gender gap in higher education.

*Negative parental attitudes:* Negative parental attitudes to educate daughters are a barrier to a girls' education. Many parents view educating sons as an investment because the sons will care for aging parents. On the other hand, parents may see the education of daughters a waste of money because daughters will eventually live with their husbands' families, and the parents will not benefit directly from their education. Also, daughters with higher levels of education will likely have higher dowry

expenses as they will want a compatibly educated husband. However, education sometimes lowers the dowry for a girl because it is viewed as an asset by the husband's family. If a family has to choose between educating a son or a daughter because of financial restrictions, typically the son will be chosen. The parents are generally less interested in the education of daughters. Education of students is not considered necessary and they are preferred for household work.

*High level of poverty:* In India, not the least of the reasons is the high level of poverty. Over one-third of the population is estimated to be living below the poverty line (The World Bank, 1997). Although school attendance is free, the costs of books, uniforms, and transportation to school can be too much for poor families. Poor families are also more likely to keep girls at home to care for younger siblings or to work in family enterprises.

*Absence of government policy especially for married women student:* Marriage is often a buffer against higher education. Governments should such measures so that married girl get some extra facilities (such as longer tenure for a course, lower course/tuition fees, lower examination fees, but, of course, not lower pass marks)

*Expensive cost of education:* Negative parental attitude becomes more obstructive with increasing cost of education.

*Child Marriage:* About 43 percent of females are married before the legal age of 18 years. (Table -5)Of these, 10 percent are married before the age of 14 years, and 34 percent are married between 14 and 17 years of age. The largest segment of women, 41 percent, are married in the three years just after reaching maturity and entering higher education between ages 18 years and 21 years. About 25 percent of males are married below the age of 20 years, and a further 25 percent between 20 and 21 years. 3 percent of males are married before the age of 14 years, another 8 percent are

married between 14 and 18 years, and a further 14 percent are married before the age of 20 years. So it is clear that, there is a gap between male and female in consideration of rate of child marriage. (PRS Legislative Research - 2007)

**Other social conditions:** Other social condition like religious belief, dowry system, and caste-tribal community culture increase the gender gap and originate gender gap in higher education.

Among the women member of the family, especially in rural area, many are able to overcome those obstacles in their primary and secondary levels. But they face other problems (discussed above) to complete their higher studies. Marriage may become the most compelling reason because the age of entering into higher education and the average age of marriage are near about the same. (Table-1) Newly married female members of the family face new barriers of social and family burden. Their responsibilities for children and family care and many other family rituals have to be maintained. So they face various problems to complete their desired degrees and they find no opportunities to complete their aspired higher education. The formal education system was unable to meet the demand of married women for higher education. The distance and the open education is a suitable alternative mode of higher education at the UG and PG stage. In the Open Education System women are the important beneficiaries to achieve higher education, which is to help minimize the gender hiatus in higher education. The distance and the open education has the potential to reach the un-reached and even marginalized and excluded groups such as tribal populations and women (specially married women) student who discontinue their study due to marriage and other causes. The O.D.L system is providing flexible, accessible, qualitative and cost-effective education to women so that they can contribute to a more sustainable and prosperous society as well as help the development process of the country.

The Open University System was initiated in the country to enhance opportunities for higher education as an instrument of democratising

education and also to make it a lifelong process. The Open University programmes have proved to be highly cost-effective.

**Features of Open Education:** Distance Learning Courses in India are increasingly becoming popular. Various features of the open and distance education are helping those people who cannot complete their aspired higher education due to different obstacles. Married women are taking the facilities. The main features of open and distance education are:

- i) *Cost Effective:* the course fee of these courses is much lesser than the regular courses; distance-learning courses in India have also become popular in the rural areas. Distance Education is also very cheaper to compare with regular mode of education. Thus the distance learning institutes are serving a very important cause by enabling the less advantaged sections of the society to pursue higher education of their choice.
- ii) *Flexibility:* Open universities and distance learning initiatives, mechanisms are in place to upgrade skills at regular intervals and develop new competencies. Higher education institutions are offering learning opportunities to satisfy these diverse demands. Ready access and flexibility are the hallmarks of these initiatives
- iii) **Criterion for Admission is easy for many:** Distance learning caters the educational need of the target groups through the open system of learning and provides facility of study according to their own pace and convenience.
- iv) *Easy access to the learners:* Learning in this system has no age bars.
- v) *Bringing education to the Doorstep of the Lerner:* The Distance education system provides opportunities not only to younger students but also to those from the older age groups and those are already discontinued their education. The main reason for increasing interest in Distance education lies in the need for continuing education in today's competitive world.
- vi) *Counselling Sessions:* Normally counselling sessions are held as per schedule drawn by the

Study Centres. These are mostly held outside the regular working hours of the host institutions where the study centers are located.

- vii) *Distance / Open Universities and the girl students:* Learning in this system requires little or no attendance in classes. (One may say that with the invention of books classes have become unnecessary in theoretical classes. Practical classes are minimum, and cannot be eliminated, but visual methods may reduce the required number of classes one may remember firing practices without firing). This is of great help for ladies whose services are required at home. Learning in this system has no age bars. Drop outs are larger with the girls in this country. They can utilise the system. So this system can reduce the gap between the number of male students and lady students in higher education. However, the information on distance/ open learning is to reach the students.

### Conclusion:

Many criticisms of the higher education system in India (mainly in formal education) are there. One of the most important obligations is that the infrastructure for the formal education cannot meet the need of the society. The social aspiration of people in the last few decades has changed sharply. Higher positions are linked to higher qualifications; and the youth populations including the socially and economically backward section of our society are left out from the higher education domain. Women are also treated de facto as backward section in our society in general. In these circumstances Open and Distance Education System is to support the needs of the emerging nation and also support the process of women empowerment. The open universities should develop such plan and programs, which will help in the continuing education programmes for the larger number of beneficiary.

Government policies include one serious limitation. Especially in the semi-urban and rural areas, people do not know about open and distance education. Government must find our effective methods to aware men and women about this new method of educating. In view of marriages against and according to laws (under marriage at ages below 18 – it is an obstruction against secondary education too – and marriages at 18 – the age of starting higher education- and again, which is a stronger buffer – conception at 18) the womanhood should get preference, the awareness and consciousness about open and distance education are absent in our society. Some measures may be taken by our Government for women education like;

- a) Counseling of family members about women education and opportunities of higher education through education and health departments of the government. It would be helpful for government to propagate with other schemes on sanitation, health, human trafficking, prevention of dowry etc.
- b) It has been shown above that there is a positive difference in the percentages of education among boys and that among girls. It has a negative effect on the society – an educated mother is a boon to her children – physically, mentally and culturally. Now, governments have taken various measures to care would be mothers. Such measures should include propaganda on open education systems - primary (although not now available in W B), secondary, under graduate or post graduate – as the relevance may be.
- c) Some method for financial assistance should be introduced specifically for girl and married women students also. The limit for merit should be lowered, and the limit for means should be increased for them. All these measures should have taken by the proper authority, that must help the process of women empowerment as well as set up a vigorous and less discriminating society.

**Table:1** Women's share of enrolment in entire in higher education, (in arts, science, and commerce)

Year	Men	Women	Difference(Male-Female)
1950-51	87.7	12.3%	75.4 %
2005-06	60.2	39.8%	20.4 %

**Table:1 –A:** Enrolments in Higher Education as percentage of total

Year	Women	Men	Gender Gap
1991-92	32.0	68.9	36.9
1992-93	32.7	78.1	45.4
1993-94	33.2	66.8	33.6
1994-95	33.8	66.2	32.4
1995-96	34.1	65.9	31.8
1996-97	34.1	65.9	31.8

(Source: Selected Educational Statistics 2005-06; University Grants Commission, Annual Report, various years)

**Table: 2-** Trends in Literacy Rates by Sex in India: 1981-2001

Particulars	1981	1991	2001
Male	56.37	64.13	75.85
Female	29.75	39.29	54.16
<b>Total</b>	<b>43.56</b>	<b>52.20</b>	<b>65.38</b>
Difference (Male-Female)	26.62	24.84	21.69

Source :Census India, Part-III, 2001

**Table: 3-**Percentage of Education Expenditure on Public Expenditure.

Year	% of Expenditure on Public Expenditure
1951-52	7.92
1960-61	11.99
1970-71	10.16
1980-81	10.67
1990-91	13.37
2000-01	14.42
2008-09	13.63

Source:India Human Development Report 2011,Towards Social Inclusion (Page No. 204)



**Table: 4.-Public Expenditure on Education as a Proportion of G.D.P**

Level of Education	1981– 1982	1990– 1991	1999– 2000	2001– 2002	2003– 2004	2004– 2005	2005– 2006	2006– 2007	2007– 2008(BE)
Elementary Education	1.1	1.6	1.6	1.7	1.3	1.4	1.6	1.7	1.7
Secondary Education	0.8	1.1	0.9	1.0	0.8	0.8	0.9	0.9	0.9
Higher Education	0.4	0.4	0.5	0.4	0.3	0.3	0.7	0.7	0.7
<b>All three combined</b>	<b>2.3</b>	<b>3.1</b>	<b>3.0</b>	<b>3.1</b>	<b>2.4</b>	<b>2.5</b>	<b>3.2</b>	<b>3.3</b>	<b>3.3</b>

*Source:* Compiled by Centre for Budget and Governance Accountability, from Analysis of Budgeted Expenditure on Education, various issues.

**Table -5.** Incidence of Child Marriage, Age at Childbirth, by State

State/ Union Territory	Incidence of Females Married Before Age 18 years (%)	Incidence of Males Married Before Age 20 years (%)	Women aged 20-24 years, married by 18 Years (%)	Men age 25-29 years married by 21 years (%)	Women aged 15-19 years already pregnant or mothers (%) Median age first birth, women aged 25-49 years
Andaman & Nicobar		32.7		7.6	
Andhra Pradesh	52.9	20.1	54.7	34.8	18.1
Arunachal Pradesh	27.5	17.6	40.6	30.6	15.4
Assam	29.9	8.6	38.0	15.7	16.4
Bihar	57.2	40.1	60.3	43.0	25.0
Chandigarh	28.1	18.9	—	—	—
Chhattisgarh	51.1	37.3	51.8	44.8	14.6
Dadra & Nagar Haveli	34.0	28.6	—	—	—
Daman & Diu	30.8	20.1	—	—	—
Delhi	36.2	20.2	21.2	19.4	5.0
Goa	15.1	4.7	11.7	7.2	3.6
Gujarat	26.7	20.8	33.5	31.4	12.7
Haryana	47.9	31.9	39.8	33.7	12.1
Himachal Pradesh	34.1	14.7	12.3	15.5	3.1
Jammu & Kashmir	24.6	15.0	14.0	15.3	4.2
Jharkhand	52.5	29.9	61.2	47.1	27.5
Karnataka	36.3	7.9	41.2	14.9	17.0
Kerala	23.4	3.1	15.4	2.9	5.8
Lakshadweep	32.6	7.7	—	—	—
Madhya Pradesh	51.1	43.3	53.0	54.0	13.6
Maharashtra	38.8	13.3	38.8	15.4	13.8
Manipur	18.4	9.4	12.7	11.6	7.3
Meghalaya	18.9	11.0	24.5	27.1	8.3
Mizoram	11.1	9.0	20.6	20.8	10.1
Nagaland	13.4	7.9	21.1	18.2	7.5
Orissa	38.4	12.1	36.3	22.2	14.4
Puducherry	30.5	4.6	—	—	—
Punjab	16.5	13.2	19.4	27.2	5.5
Rajasthan	59.4	44.5	57.1	56.7	16.0
Sikkim	30.4	18	30.1	24.0	12.0
Tamil Nadu	19.9	6.2	21.5	8.4	7.7
Tripura	36.9	8.6	41.0	11.4	18.5
Uttar Pradesh	17.5	43.4	53.0	51.4	14.3
Uttarakhand	18.5	19.8	22.6	21.3	6.2
West Bengal	49.5	13.0	53.3	26.9	25.3

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