

Students Enrolment in Professional Education: A Study of Karnataka

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Abstract: *India today has one of the largest educational systems in the world. The total enrolment exceeds 70 million, there are two million students in higher education, and the number engaged in research is about 10,000. Teachers total over two million. There has been a great upsurge in Indian education since independence, but it is only the beginning of an educational revolution crucial to the economic and social development of the country. Professional education has occupied a dominant position in independent India since it was perceived as a promoter of economic growth, technological development and also as an instrument of equal opportunity and upward social mobility. The present paper will discuss various commissions and committees deliberated on its criticality to the social and economic development of the country. Further, the paper will find out, the gender parity of professional education, at Under Graduate Level in Karnataka particularly and analyze the student's enrolment in different professional courses.*

1. Introduction

Education is essential to the progress of the national economy. But education cannot progress without an improvement in the national economy as that alone can, in the end, make possible increased resources for education. It is becoming increasingly clear that education on a large scale, and with any pretence to quality, can be supported only if education itself makes a direct contribution to national productivity. Gandhi wrote in 1947, referring to his scheme of basic education through handicrafts, that it was not dependent on money, and that the running expenses should come from the educational process itself. He said: "Whatever the criticisms may be, I know that the only education is that which is self-supporting."

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This is perhaps an extreme position, but it serves to underline the importance of making education work-oriented and related to the needs of agriculture and industry, and to the economic and social goals of the country. Education should be concerned not only with imparting and advancement of knowledge but also with promoting in young people a sense of commitment and dedication.

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors engineering, medicine, education, law. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through Central Government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and -unaided). The professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits them to receive grants from the UGC. The total women enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. (Annual Report, Ministry of Human Resource Development, 2006-2007).

Contemporary science and technology in India was introduced by British rulers mainly to meet the needs and requirements of the imperial power to ensure military, Administrative and economic control over the country. This, however, led to the development of some viable science and technology infrastructure in India. During 1850's the engineering education took birth in some big cities of India and later spread to different part country in the various

forms of science and technology (Dalzit Singh Bedi and Satyanarayana Pattnaik, 1997).

The Educational Commission recognizing the role of women outside the home has stated, "Women's role outside home is an important feature of social and economic life of the country and in the years to come, this will assume large proportion affecting a majority of women." (NECRT, 1971) Therefore, it had recommended that the opportunity for women in programmes of national reconstruction, part-time and full-time employment should be greatly increased. A part form teaching, nursing & social service which are well recognized areas where women can have a useful role to play, the Commission recommended that several new avenues, covering all the different walks of life, will have to be opened out.

2. Objectives of the Study

The objectives of this article are:

1. To find out the gender parity in professional education at Undergraduate Level in Karnataka
2. To find out students enrolment in different professional courses.

3. Review of Related Literature

In India, pure science and medicine have consistently ranked high among women's professions. Nearly 88% of science degree holders are in pure sciences, 8% are in medicine and little fewer than 3% are in engineering and technology. Higher technical education in India dates back to 19th century when Thomson College at the British at Roorkee in 1847 to impart degree level education in engineering and technology. India has around 340 engineering degree level institutions besides 5 IITs and the Indian institute of science. The number of women taking up

engineering courses has increased from one percent in 1975 to about ten percent in 1990 (P.B Sharma, 1977).

Kola Adeyemi and Nelson Akpotu (Oct., 2004) analyzed the trend and pattern of gender enrolment in Nigerian Universities between 1989 and 1997. It critically examined the gender disparity in university enrolment generally, as well as among some selected disciplines and the country's geo-political zones. The analysis revealed that gap existed between female and male in the university enrolment with lower female enrolment in all aspects of the Universities. Specifically there was a wide gap in the sciences and science-based disciplines and also between the Northern and Southern zones with higher female enrolment in the south than the north. The paper made useful suggestions to narrow the gender gap in the university enrolment in the nearest future, which included sustained enlightenment programmes, fine-tuning labour laws and accommodating female under the "educationally disadvantaged" admission policy being enjoyed by some citizens of the country.

Veena poonacha (2005) examines the educational and science policies of India to understand some of the reasons for women's exclusion. Examining women's access to higher education, it discusses the impact of current socio-economic and political realities on women's participation in science education and research. Not only is there a disjuncture between professed policy statements and prevailing ground realities, certain assumptions about class, caste or gender operate here unquestioned. The resultant anomalies have created a major gap in women's access to education and they are likely to increase, which has implications not only for gender equity, but also for the future of theoretical research in the country.

Table: 1. Student Enrolment in Engineering Education at Undergraduate Level in Karnataka

Year	Men Enrolment	% to total Enrolment	Women Enrolment	% to total Enrolment	Total Students Enrolment
1965	7679	90.5	807	9.5	8486
1975	12439	88.78	1572	11.22	14011
1985	33572	80.3	8224	19.7	41796
1991-92	42217	80.14	10462	19.86	52679
1996-97	47929	81.59	9462	18.41	57391
2003-04	63735	75.40	20783	24.60	84518

Source: Annual Report, Ministry of Human Resource Development, 2006-2007. Human development Report in Karnataka (1999 & 2005)

Table 1 shows that the total number of students enrolment in the faculty of Engineering/Technology during the academic year 1965 was 8,486 which covered 7,679 (i.e. 90.5%) men students and 807 (i.e. 9.5%) women students. A total of 14,011 students had enrolled in the academic year 1985 and out of this total 12,439 (i.e. 88.78) were men students while 1,572 (i.e. 11.22) were women students. During the academic year 1985 the total students enrolment was 41796 and out of which 33,572 (i.e. 80.3%) were men students and 8,224 (i.e. 19.7%) were women students. The position of students enrolment during the academic year 1991-92 was 52,679 which covered 42,217 (i.e. 80.14%) were men students and 10,462 (19.86%) were women students. A total of 57,391 were enrolled during the academic year 1996-97 which included 47,929 (i.e. 81.59%) were men students and 9,462 (i.e. 18.41%) were women students. During the year 2003-04 the total students enrolment was 84,518 which covered 63,735 (i.e. 75.40%)

were men students and 20,783 (i.e. 24.60%) were women students. It indicated that women students in Karnataka are not getting admission in or giving preference to engineering and technology courses as compared to men students. It is clear that men students in large number are doing engineering/technology courses.

Table: 2. Student Enrolment in Faculty of Medicine at Undergraduate Level in Karnataka

Year	Men Enrolment	% to total Enrolment	Women Enrolment	% to total Enrolment	Total Students Enrolment
1965	4249	81.11	989	18.89	5238
1975	7480	79.3	1954	20.7	9434
1985	5980	65.83	3140	34.17	9084
199-92	13697	64.1	7671	35.9	21368
1996-97	n.a	n.a	n.a	n.a	34185
2003-04	n.a	n.a	n.a	n.a	n.a

n.a :- Not available **Source: Annual Report, Ministry of Human Resource Development, 2006-2007**

Human development Report in Karnataka (1999 & 2005).

Table 2 shows that the total number of student's enrolment in the medical and allied faculties was 5,238 during the academic year 1965 which included 4,249 (i.e. 81.11%) were men students and 989 (i.e. 18.89%) were women students. During the academic year 1975, a total of 9,434 students were enrolled and out of this total 7,480 (i.e. 79.3%) were men students and 1,945 (i.e. 20.7%) were women students. The figure for students enrolment in academic year

1985 was 9,084 which included 5,980 (i.e. 65.83%) were men students and 3,140 (i.e. 34.17%) were women students. The total number of student enrolment in the academic year 1991-92 was 21,368 out of which 13,697 (i.e. 64.1%) were men students and 7,671 (i.e. 35.9%) were women students. During the academic year 1996-97, a total of 34,185 students enrolled.

Table: 3. Student Enrolment in Law Education at Undergraduate Level in Karnataka

Year	Men Enrolment	% to total Enrolment	Women Enrolment	% to total Enrolment	Total Students Enrolment
1965	1214	89.33	145	10.77	1359
1975	7755	88.14	1043	11.86	8798
1985	10453	83.37	2084	16.63	12537
1991-92	13067	76.33	4048	23.67	17117
1996-97	17802	75.95	5637	24.05	23439
2003-04	14830	66.77	5729	33.33	22209

Source: Annual Report, Ministry of Human Resource Development, 2006-2007

Human development Report in Karnataka (1999 & 2005)

Table 3 shows that the total number of students enrolment in the faculty of law was 1,359 during the academic year 1965 which included 1,214 (i.e. 89.33%) were men students and 145 (i.e. 10.77%) were women students. During the academic year 1975, a total of 8,798 students were enrolled

and out of this total 7,755 (i.e. 88.14%) were men students and 1,043 (i.e. 11.86%) were women students. The figure for students enrolment in academic year 1985 was 12,537 which included 10,453 (i.e. 83.37%) were men students and 2,084 (i.e. 16.63%) were women students. The total number of student enrolment in the academic year 1991-92 was 17,117 out of which 13,067 (i.e. 76.33%) were men students and 4,048 (i.e. 23.67%) were women students. During the academic year 1996-97, a total of 23,439 students had enrolled which included 17,802 (i.e. 75.95%) were men students and 5,637 (i.e. 24.05%) were women students. During the academic year 2003-04, a total of 22,209 students had enrolled which included 14,830 (i.e. 66.77%) were men students and 5,729 (i.e. 33.33%) were women students. It seems that either women students do not like the legal profession or they are not able to get admission as compared to men students in the Faculty of Law

Table: 4. Student Enrolment in Faculty of Education at Undergraduate Level In Karnataka

Year	Men Enrolment	% to total Enrolment	Women Enrolment	% to total Enrolment	Total Students Enrolment
1965	939	79.98	235	20.02	1174
1975	2542	60.95	1628	39.05	4170
1985	5769	67.97	2718	32.03	8487
1991-92	5328	54.70	4411	45.30	9739
1996-97	n.a	n.a	n.a	n.a	7160

2003 -04	4125	57.88	3001	42.12	7126
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n.a :- Not available

Source: Annual Report, Ministry of Human Resource Development, 2006-2007

Human development Report in Karnataka (1999 & 2005).

Table 4 shows that the total number of student's enrolment in the faculty of Education was 1,174 during the academic year 1965 which included 939 (i.e. 79.98%) were men students and 235 (i.e. 20.02%) were women students. During the academic year 1975, a total of 4,170 students were enrolled and out of this total 2,542 (i.e. 60.95%) were men students and 1,628 (i.e. 39.05%) were women students. The figure for students enrolment in academic year 1985 was 8,487 which included 5,769 (i.e. 67.97%) were men students and 2,718 (i.e. 32.03%) were women students. The total number of student enrolment in the academic year 1991-92 was 9,739 out of which 5,328 (i.e. 54.70%) were men students and 4,411 (i.e. 45.30%) were women students. During the academic year 1996-97, a total of 7,160 students had enrolled. During the academic year 2003-04, a total of 7,126 students had enrolled which included 4,125 (i.e. 57.88%) were men students and 3,001 (i.e. 42.12%) were women students. The above table analysis of the data clearly exhibits that the percentage of women students enrolment was low as compared to men.

4. Findings

- 1) In the Engineering education during academic year 1965 was 8,486 which covered 7,679 (i.e. 90.5%) men students and 807 (i.e. 9.5%) women students.

- 2) And also in the year 2003-04 the total students enrolment was 84,518 which covered 63,735 (i.e. 75.40%) were men students and 20,783 (i.e. 24.60%) were women students.
- 3) Medical and allied faculties was 5,238 during the academic year 1965 which included 4,249 (i.e. 81.11%) were men students and 989 (i.e. 18.89%) were women students. The total number of student enrolment in the academic year 1991-92 was 21,368 out of which 13,697 (i.e. 64.1%) were men students and 7,671 (i.e. 35.9%) were women students.
- 4) The total number of students enrolment in the faculty of law was 1,359 during the academic year 1965 which included 1,214 (i.e. 89.33%) were men students and 145 (i.e. 10.77%) were women students.
- 5) During the academic year 2003-04, a total of 22,209 students had enrolled which included 14,830 (i.e. 66.77%) were men students and 5,729 (i.e. 33.33%) were women students.
- 6) The total number of student's enrolment in the faculty of Education was 1,174 during the academic year 1965 which included 939 (i.e. 79.98%) were men students and 235 (i.e. 20.02%) were women students.
- 7) During the academic year 2003-04, a total of 7,126 students had enrolled which included 4,125 (i.e. 57.88%) were men students and 3,001 (i.e. 42.12%) were women students.

5. Conclusion

The women students were give the First preference to the faculty of Education, Secondly to Medicine, Thirdly to Engineering and lastly to faculty of Law. It is a fact that the rate of students enrolment in professional education has gone up from 16,257 in 1965 to 1,13,853 accept medicine faculty in the academic year 2003-04. It is also true that there has been a large growth in the enrolment of women students in professional education. It is indicated that the female students in Karnataka are not

getting admissions in or giving preference to professional courses as compared to male students. It is clear that male students in large number are doing professional courses.

Research Study Outcome:

1. Women are strongly motivated to succeed in the education stream.
2. The merit basis of the education system permits females to excel.
3. Prejudice against women's education has been reduced. Higher Education has come to be considered equivalent to a bride's "dowry".
4. Women's universities promote women's Higher Education.
5. Women's expectations for education based employment are high.
6. Some Higher Education courses provide scholarship facilities for women.
7. Female students have been provided with residential facilities in some areas.

Points for Concern:

1. Female students have difficulties in access to transport facilities in general.
2. Sexual harassment as well as occasional student violence hinders female student's completion of higher education.
3. Marriage in many cases leads to early withdraw.
4. Gender stereotyping inhibits completion of studies.
5. Financial constraints can cause withdrawal from the education stream.
6. Part-time work to earn living interferes with studies.

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