

Gender Bias In Higher Education- A Case Study Of Mysore Medical College.

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Abstract: *The Present article focuses on the in Higher Education in India. Because the 'Gender Bias' is a term commonly used to illustrate how far women have remained in seizing opportunity for improving their level of living. The Law treats women and men as enjoying equal rights. Focusing on gender issues in the context of the social sector development means empowering women as agents of socio-economic change. This paper reveals that there is a considerable difference between male and female in taking their higher education. Even though the importance of learning and grasping a quality education enables the individual to put his or her potential use are clear and which makes a person right thinker and a correct decision-maker the enrollment of women in education that to in higher education is very less. The current picture related to our country shows however that the gender gap remains persistent in literacy rate. Despite the increasing literacy rates of all individuals and of women, the gender gap continues to be inflexibly wide.*

I. Introduction

In recent years, analysts have focused attention on trying to understand institutions and organization from a gender perspective. The capacity of institutions to incorporate a gender equality perspective is fundamental cornerstone of a mainstreaming strategy. The emphasis on mainstreaming gender perspectives in all sectors recognition that the interests and need of women (as well as those of men) must be systematically pursued in the formulation and execution of all policies and programmes. Gender Bias is a process of assessing policies, practices and procedures in an organization from a gender perspective. The primary purpose of such bias is to (a) profile the representation and participation of women in organization. (b) Identify the developmental dimensions that provide opportunities for advancement of women in an organization and (c) identify the structural barriers that impede that impede their growth.

The process of gender bias is anchored within a framework of gender equity and justice. The bias of the outcome of initiatives taken for promotion of women's development and for according visibility and significance to gender concerns can be a pointer to how women resources are being utilized in the organizations.

Gender Bias

According to UN Millennium Declaration, "Men and women have the right to live their lives and raise their children in dignity, free from hunger and from the fear of violence, oppression of injustice". Sustainable development must be for all, men and women alike. It requires the full and equal participation of women at all levels. Women's rights are universal human rights and are protected by international human rights conventions (Hemmati and Gardiner, 2002). Yet, women and men do not experience today's challenges in the same way, be they economic development, environmental degradation, threats to bio-diversity or violent conflicts. It is clearly inappropriate to try and address problems, to identify the appropriate strategies, or to implement the solution if women are not involved in the process. Gender equity is essential building block in sustainable development.

Indeed, none of the pillars of sustainable development can be achieved without finding solution to the problem of gender inequity (Earth Summit, 2002). Sustainable development must extend to all aspects of women's contribution to development of a nation and its security whether environmental, economic, social, cultural or personal. Sustainable development demands that women's priorities and vision of development goals and approaches be clearly addressed, integrated and promoted, especially in policies related to education, employment, science, culture, communication and information. It is a question of equity and ultimately of human rights. This is why UNESCO gives lot of importance to women's needs in all its programmes.

Importance of Education

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation”. John F. Kennedy (1917-1963).

The importance of learning and grasping a quality a quality education enables the individual to put his or her potentials to optimal use are clear. Without education, the human mind is incomplete. No individual is a human being in the working world has been able to succeed without some proper source of some kind of education; the mind was made to be trained and without education, a person is incomplete in that sense.

Education makes a person right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the outside world, teaching him to reason, and acquainting him with past history, so that he may be a better judge of today. Without education, a man just sees a room. With education, he finds himself in a room with all its windows open to the outside world. In other words, people who are not educated have less chance to do what they want to do.

A person that gets a good education will become a more dependable worker, a better citizen, and a stronger consumer. The past three decades have witnessed a steadily increasing awareness the world over of the empower women-through measures that enhance social, political and economic equity, provide broader access to human rights, education, health care and nutrition. In recent years, there has been an engendering of documents and reports-at the global level, as in the case of World Development Report, Human Development Report- or at the National Level, as in the National Planning Documents- all of which have emphasized on gender indices to evaluate, assess and monitor the action taken by the governments and institutions with regard to issues of women’s participation in all aspects of development.

Objectives

1. To study gender bias in higher education in India.
2. To study gender bias in higher education in Karnataka.
3. To examine gender bias in Medical Education in Mysore District.

II. Methodology

The study is based on secondary sources from Mysore Medical College, Mysore. Information about specific parameters outlined in the objectives was collected for the period 2005-2010. A detailed information sheet was prepared and data were collected from ‘Annual Report of the Mysore Medical College’, Data regarding enrolment of Male and Female students from the Section of ‘Administrative office’, Data regarding enrollment of Male and Female students by Caste group from section of ‘Administrative office’, Data regarding literacy rate from the ‘2011-Census Report’, Data regarding enrollment in Higher education (in percent) from the ‘Information and Statics Bureau, New Delhi Report’. We have used the ‘t’ test to the sample to test the significant difference between the enrollment of male and female students and to test the significant difference between caste groups, and also we have used ANNOVA test to the sample to test the significant difference within the groups and for between the groups for the study period.

Higher Education In India- With Special Reference To Gender Bias

The history of Indian economic development of the last half century witnessed a lot of changes. India’s status has changed from a less developed country to that of a developing one. But in the literature, serious criticism exists with regard to the measures taken up by the government of India, particularly in the social sector. The critics argue that since independence, the performance of India in the social sector has been far from satisfactory and more could have been achieved if a proper policy measure was adopted. As far as policy measures are concerned, the measures taken up in the education sector since 1990, like cost share financing in public universities or encouraging privatization, have important implication for the equity aspects of the higher educational system of the country.

It is in this background that the present study attempts to explore the relative picture of the higher education system in the pre and post-reform India, especially, in terms of the participation of women in higher education. We consider the higher education as university, as well as, college level education and estimate student’s participation in terms of the student enrolment based on the secondary data.

Table -1 Enrollment for Higher Education in India (in numbers)

Year s	Arts		Science		Commerce		Engineering/Tech		Medical		Other	
	Male	Female	Male	Female	Male	Female	Male	Femal e	Male	Femal e	Male	Femal e
	1	2	3	4	5	6	7	8	9	10	11	12
2005-06	2367566	1841682	1056842	752760	975459	636712	1765255	593383	160726	144903	NA	NA
2006-07	2470623	1902249	1095165	779745	1002396	610694	1899092	631270	168869	150942	NA	NA
2007-08	2813584	2449813	1177616	879059	1172779	743392	1079009	411609	241490	207843	131567	78392
2008-09	3084378	2684371	1437332	945661	1025697	863169	1267610	491194	169630	134761	308927	184510
2009-10	3794370	3263293	1498313	1090368	1148552	2154722	1428712	576851	185505	168679	275263	302918

Foot Note: Arts includes M.A. & B.A., Science includes M.Sc. & B.Sc., and Commerce includes M.Com. & B.Com; NA: Not Available.

Source Note: Statistical Year Book of India - 2013, CSO

As shown in the above table, the enrollment for higher education in India reveals that there was 18,41,682 female were taken enrollment for higher education in the year 2005-06 in the Arts section and it has increased up to 32,63,293 female in the year 2009-10. Whereas in Science section female enrollment for higher education is about 7,52,760 female in the year 2005-06 and increased about 10,90,368 female in the year 2009-10. In the Commerce section female enrollment was 6, 36,712 females in 2005-06 and 21, 54,722 female in the year 2009-10. In Engineering education the data shows that it has reduced from 5,93,383 female to 5,76,851 female from the year 2005-06 to 2009-10. As in the above table Medical female students enrollment is increased from 1,44,903 female in the year 2005-06 to 1,68,679 females in the year 2009-10. As a result we can see that by comparing to the male enrollment for higher education is higher than the female enrollment for higher education in India since from 2005-10.

Higher Education in Karnataka- With Special Reference to Gender Bias

As per the 2011 census, Karnataka had a literacy rate of 75.60%, with 82.85% of males and 68.13% of females in the state being literate. In 2001 the literacy rate of the state were 67.04%, with 76.29% of males and 57.45% of females being literate. The state is home to some of the premier educational and research institutions of India such as the Indian Institute of Science, the Indian Institute of Management, the National Institute of Technology Karnataka and the National Law School of India University. There are 481 degree colleges with affiliated with the State. There are 186 engineering colleges and 39 medical colleges in Karnataka.

Table-2 Enrollment for Higher Education in Karnataka (in numbers)

years	Arts		Science		Commerce		Engineering/tech		Medical		Others	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
2008-09	83324	78606	21851	28902	48754	41818	115462	66093	37453	32539	32722	25094
2009-10	186083	174619	44438	51180	105372	88114	110179	71651	NA	NA	3577	2903

Foot Note: Arts includes M.A. & B.A., Science includes M.Sc. & B.Sc., and Commerce includes M.Com. & B.Com; NA: Not Available.

Source Note: Statistical Year Book of India - 2013, CSO.

As shown in the above table, the enrollment for higher education in Karnataka reveals that there was 78,606 female were taken enrollment for higher education in the year 2008-09 in the Arts section and it has increased up to 1,74,619 female in the year 2009-10. Whereas in Science section female enrollment for higher education is about 28,902 female in the year 2008-09 and increased about 51,180 female in the year 2009-10. In the Commerce section female enrollment was 41,818 females in 2008-09 and 88,114 female in the year 2009-10. In Engineering education the data shows that it has increased from 66,093 female to 71,651 female from the year 2008-09 to 2009-10. As in the above table Medical female students' enrollment is 32,539 female in the year 2008-09. As a result we can see that by comparing to the male enrollment for higher education is higher than the female enrollment for higher education in Karnataka since from 2008-10.

Medical Education In Mysore- With Special Reference To Gender Bias.

Table-3 Enrollment of Male and Female for the MBBS Degree

Years	Male	Female	Total
2005-06	56	46	102
2006-07	56	58	114
2007-08	54	46	100
2008-09	75	45	120
2009-10	57	23	80

In the above table, it indicates the Male and Female students for the MBBS Degree for the period of 2005-06 to 2009-10. Where the large number of Male students who have admitted for the MBBS Degree is 75 in the period of 2008-09 and the least numbers of Male students is 54 in the period of 2007-08. At the same time the table also explains that the large number of Female students is 58 in the period of 2006-07 and the least number of female students is 23 in the period of 2009-10. By observing the total number of students in last five year(2005-06 to 2009-10) we can observe that the large number of students taken admission in the MBBS course is 120 students in the year 2008-09 and the least number of students is 80 in the year 2009-10.

Table 4 Enrollment by Caste for the MBBS Degree

Year	SC		ST		GM	
	Male	Female	Male	Female	Male	Female
2005-06	07	07	02	00	47	39
2006-07	12	05	01	02	43	51
2007-08	06	06	00	03	48	37
2008-09	11	06	02	00	62	39
2009-10	09	01	02	02	46	20
Total	45	25	07	07	246	186

In the above table, it indicates that enrollment of male and female students by caste for the MBBS Degree for the period of 2005-06 to 2009-10. The total number of students in male group in SC category for five year is 45 and the female group in SC category is 25. The table also reveals that the total number of students in male and female group in ST category for the five years is the same as 07, and the rest of GM categories total numbers of students for male and female is 246 and 186 respectively.

Table 5 Enrollment of male and female for the PG

Years	Male	Female	Total
2005-06	45	30	75
2006-07	52	32	84
2007-08	43	40	83
2008-09	44	41	85
2009-10	49	40	89

In the above table, it indicates the male and female students for the PG Course in Mysore Medical College, for the period of 2005-06 to 2009-10. Where the large number of Male students who have admitted for the PG Course is 52 in the period of 2006-07 and the least numbers of male students is 43 in the period of 2007-08. At the same time the table also explains that large number of Female students is 40 in the period of 2007-08 and also in the year 2009-10. The least number of female students is 30 in the period of 2005-06. By observing the total number of students in given year (2005-06 to 2009-10) we can observe that the large number of students taken admission in the PG course is 89 students in the year 2009-10 and the least number of students is 75 in the year 2005-06.

Table 6 Enrollment by Caste for PG Course

Year	SC		ST		GM	
	Male	Female	Male	Female	Male	Female
2005-06	8	2	4	2	33	26
2006-07	4	3	1	1	48	28
2007-08	7	4	1	3	35	33
2008-09	9	14	1	0	35	27
2009-10	13	12	4	2	32	26
Total	41	35	11	08	183	140

In the above table, it indicates that enrollment of male and female students by caste for the PG Course for the period of 2005-06 to 2009-10. The total number of students in male group in SC category for five year is

41 and the female group is SC category is 35. The table also reveals that the total number of students in male and female group in ST category for the five years is the same as 08, and the rest of GM categories total numbers of students for male and female is 183 and 140 respectively.

Table 7 Percentage Shares of Female in Total for the MBBS Degree

Years	Male	Female	Total	% Share of Female in Total
2005-06	56	46	102	82.14
2006-07	56	58	114	103.57
2007-08	54	46	100	85.18
2008-09	75	45	120	60
2009-10	57	23	80	40.35

The above table, it reveals the percentage share of the female students in the total number of students for the MBBS degree for the period of 2005-06 to 2009-10. The highest percentage share of the female students is 103.57% in the year 2006-07, and the least percentage share of the female students is 40.35% in the year 2009-10. The table clearly indicates that the percentage share of the female students in the total number of students is coming declining till at the year 2009-10.

Table 8 Percentage share of Female students in total by caste for the MBBS Degree

Year	SC				ST				GM			
	Male	Female	Total	% share of female in	Male	Female	Total	% share of female in	Male	Female	Total	% share of female in
2005-06	07	07	14	100	02	00	2	0	47	39	86	82.97
2006-07	12	05	17	41.66	01	02	3	200	43	51	94	118.60
2007-08	06	06	12	100	00	03	4	300	48	37	85	77.08
2008-09	11	06	17	54.54	02	00	2	0	62	39	101	62.90
2009-10	09	01	10	11.11	02	02	4	100	46	20	66	43.47

The above table, it reveals the percentage share of the female students in the total number of SC, ST and GM groups for the MBBS degree. In the all three groups we can observe the variation of percentage share of the female students from the period 2005-06 to 2009-10. In Group SC the highest percentage share of the female students is 100% in the period 2005-06 and also in the period of 2007-08, and the least percentage share of the female students is 11.11% in the period 2009-10. Where as in the group ST the highest percentage share of the female students is 300% in the period of 2008-09 and the least percentage share of the female students is declined to 0% in the two years 2005-06 and 2008-09. In the group GM the highest percentage share of the female students is 118.60% and the least percentage share of the female students is 43.47% in the year 2005-06 and 2009-10 respectively.

Table 9 Percentage Shares of Female in Total for the PG Course

Years	Male	Female	Total	% Share of Female in Total
2005-06	45	30	75	66.66
2006-07	52	32	84	61.53
2007-08	43	40	83	93.02
2008-09	44	41	85	93.18
2009-10	49	40	89	81.63

The above table shows the percentage share of the female students in the total number of students for the PG Course for the period of 2005-06 to 2009-10. The highest percentage share of the female students is 93.18% in the year 2008-09, and the least percentage share of the female students is 61.53% in the year 2006-07. The table clearly indicates that percentage share of the female students in the total number of students is getting increasing at the year 2009-10.

Table 10 Percentage share of Female students in total by caste for the PG Course.

Year	SC				ST				GM			
	Male	Female	Total	% share of female in	Male	Female	Total	% share of female in	Male	Female	Total	% share of female in
2005-06	8	2	10	25.00	4	2	6	50	33	26	59	78.78
2006-07	4	3	07	75.00	1	1	2	100	48	28	76	58.33
2007-08	7	4	11	57.14	1	3	4	300	35	33	68	94.28
2008-09	9	14	23	155.56	1	0	1	0	35	27	62	77.14
2009-10	13	12	25	92.31	4	2	6	50	32	26	58	81.25

The above table shows the percentage share of the female students in the total number of SC, ST and GM groups for the PG Course. In the all three group we can see the variation of percentage share of the female students from the period 2005-06 to 2009-10. In group SC the highest percentage share of the female students is 155.56% in the period 2008-09, and the least percentage share of the female students is 25.00% in the period 2005-06. Where as in the group ST the highest percentage share of the female students is 300% in the period of 2007 of 2007-08 and the least percentage share of the female students is 0% in the years 2008-09. In group GM the highest percentage share of the female students is 94.28% and the least percentage share of the female students is 58.33% in the year 2007-08 and 2006-07 respectively.

III. Findings and Conclusion.

The gender bias in higher education- A Case Study of Mysore Medical College(2005-10) revealed the following...

- Percentage share of female students in MBBS degree is declined from 82.14% to 40.35% in the year 2009-10.
- Percentage share of female students in PG course is increased from 66.66% to 81.63% in the year 2009-10.
- The enrollment of male and female students for the MBBS degree in the year 2005-06 got increased at 55% to 71% in the year 2009-10. Whereas the female students is about 45% declined up to 29% in the year 2009-10.
- The enrollment of male and female students for the PG course in the year 2005-06 is 60% which declined to 55% in the year 2009-10. Whereas for the enrollment of female students it is about 40% in the period 2005-06 which increased upto 45% in the year 2009-10.
- By the two sample 't' test the result has been identified as there is a significant difference between the enrollment of male and female for MBBS degree and also for the PG course for the study period.
- The result of ANNOVA test also indicates that, there is a significant difference between the groups and within the groups.

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