

IJPSL

Volume 2, Issue 2

Understanding the Gender Gap in Enrolment in Undergraduate Courses in India

Bula Kalra¹

Sampada Singhal²

Disclaimer: Knowledge is ever changing. As new research and experiences broaden our knowledge, old concepts may be required to be looked into afresh. The Authors and editors of the material herein have consulted sources believed to be reliable in their efforts to provide information that is complete and in accord with the standards accepted at the time of publication. However, in view of the possibility of human error by the authors, editors, or publisher, nor any other who has been involved in the preparation of the work warrants that the information contained herein in every aspect accurate or complete, and they are not responsible for any errors or omissions or the results obtained from the use of such information. Readers are advised to confirm the information contained herein with other sources.

In any condition and due to any reason, if any Educational/Research Institution (College or University) denies accepting the research paper published in our Journals, it will not be the responsibility of the Editor, Publisher or the Management.

Read more scholarly articles at <https://ijpsl.in/>

¹ B.A. Hons. Political Science, Kirori Mal College, University of Delhi

² B.A. Hons. Psychology, Mata Sundri College for Women, University of Delhi

Abstract

Equitable access to quality education is essential for the development of a country. Quality education must be accessible to everyone irrespective of the socio-economic group they belong to. In India, there exists a difference between the number of men and women enrolled in the undergraduate courses of colleges, where the number of men enrolled is more than women. Furthermore, the enrollment of people belonging to the LGBTQIA+ community is even lower. Although this gender gap exists right from primary education, the gap widens when it comes to higher education. The roots of this issue lie in the deep-rooted gender stereotypes prevalent in the country as well as other challenges. This paper articulates the background of the gender gap and demonstrates it using an analysis of the data of undergraduate course enrollments in 2019 provided by 5 colleges in India to the National Assessment and Accreditation Council as part of their Self Study Report. The challenges faced by women and people belonging to the LGBTQIA+ community in the attainment of education have also been analyzed and discussed. The paper further evaluates two policies formulated by the government of India which attempted to address the gender inequalities in the education sector and promote women's education. An important issue highlighted in the paper is the lack of inclusion and acknowledgement of genders other than "men" and "women" by the government and educational institutions owing to their flawed understanding of the term 'gender' as binary instead of a wide spectrum. Finally, the paper gives certain recommendations which can help close the gender gap in enrollments in undergraduate courses in India.

Keywords: *gender gap, undergraduate courses, minority genders, NEP 2020, gender discrimination*

1.0 Introduction

In simple terms, stereotypes are over-generalizations made about the characteristics or behaviour patterns of a group of people. Gender-based stereotypes are thus generalizations created about particular genders in terms of their characteristics, choices and behaviour patterns. Stereotypes can be learned or taught to people either explicitly or implicitly through a variety of sources, including friends, family, teachers, peers, etc. (Rosenthal and Overstreet,

2016). Specific to the Indian context, a variety of gender-based stereotypes are related to education, particularly in terms of attaining higher education; one of them is the existence of gender roles. Women are often expected to engage in household chores and look after children and are hence not encouraged by their families and society, in general, to get educated. Men, on the other hand, are expected to be the breadwinners of the family and are hence encouraged to attain a good level of education to get a well-paying job. Societal preferences in India are directed towards men in general, which is why people prefer to spend their resources on their sons' education instead of their daughters'.

In schools, many girls receive less support than boys to pursue their education further; they usually aren't allowed to pursue their education after the 12th standard or even the 10th standard, which is why their career prospects become bleak. This occurs for a plethora of reasons: the safety, hygiene and sanitation needs of girls may be neglected, barring them from frequently attending class. Discriminatory teaching practices and educational materials also create gender gaps in learning and skill development (*What we do – Stovax Charity Foundation*, n.d.). Thus, as compared to 1 in 10 boys, almost 1 in four girls between the ages of 15 and 19 are not hired either in education or training (*UNICEF*, n.d.). Girls have better chances of survival at birth, are much more likely to be developmentally on track, and are simply as likely to take part in preschool. In secondary education, girls tend to outperform boys across countries. However, as girls progress on to early life, they face certain obstacles to their health and well-being. Gender norms and discrimination heighten their danger of undesirable pregnancy, HIV and AIDS and malnutrition. The situation is worse for girls living in places that are facing political instability and human rights violations, as they are not given access to even basic facilities like health and sanitation.

But recently, the gap between girls and boys in higher educational institutions in India appears to be narrowing as females constitute 49% of the total enrolment, according to the All India Survey on Higher Education 2019-20. (*Ministry of Education, Government of India*, 2020). The survey for 2019-20 confirmed that in the five-12 months' length from 2015-16 to 2019-20, there was an 11.4% boom in scholar enrolment. The upward thrust in female enrollment during the length reached 18.2%.

Education survey estimates the full enrollment concerning better education at 38.5 million – 19.6 million boys and 18.9 million girls (*Enrolment of girls rises 18.2% in higher education*, n.d.). Uttar Pradesh (UP) has shown the highest enrollment, following it are Maharashtra and Tamil Nadu. The total enrollment ratio for the age group of 18-23 years in higher education universities in India is 27.1%. Transgender people are worse off, as they face manifold discrimination in almost every field and arena in society. Gender stereotypes thus play a prominent role in determining access to higher education. These stereotypes form one of the precursors of the gender gap existing in undergraduate course enrollments in India, which is the focus of this study. This study will attempt to understand and analyze the stereotypes and subsequent challenges that women and people belonging to the LGBTQIA+ community tend to face in India, resulting in that gender gap.

2.0 Review of Literature

In the study *Precursors to the Gender Gap in College Enrollment: Children's Aspirations and Expectations for Their Futures*, 2008, Anne E. Blackhurst and Richard W. Auger attempted to understand the role of elementary and middle school experiences as well as their career aspirations on the gender gap between girls and boys in college enrollment in America. “Experiences” here refer to their developmental experiences and societal expectations. These precursors that exist during high school play a significant role in creating the gender gap between men and women during college enrollment. Hence, it is essential to study and understand how and why they are shaped and contribute to the gender gap.

The purpose of Blackhurst and Auger’s study was to understand the potential contributors to the gender enrollment gap in colleges by studying possible precursors to gender differences and inequalities in college enrollment. The study primarily investigated the relationship between gender and children’s education and career aspirations and expectations. The data was collected from two waves of structured and individual interviews with 115 elementary and middle school children selected from a school district in southern Minnesota, United States of America. The collected data was analyzed using statistical techniques and the participants’ responses were subsequently coded using certain criteria. The results of the study proved that differences in the career aspirations between boys and girls may be at least

partially responsible for the gender gap in college enrollment. It was found that girls are more likely than boys to aspire for careers that require a college education emphasizing career advancement in their rationale for attending college. Collectively, the results of this study support the argument that the roots of the gender gap in college enrollment may lie at the elementary and middle school levels as children engage in the process of building their career aspirations (Blackhurst and Auger, 2008). However, there were certain limitations to this study conducted by Blackhurst and Auger. Although the study effectively analyses the underlying factors or precursors behind the gender gap in college enrollments in America using empirical data, it does not take into account factors such as financial constraints, sexism and other societal expectations while studying the gender gap. It is also very specific to a particular geographical area, group and race, thus making it difficult to apply its findings to other areas and groups as well. On the other hand, it managed to identify the specific factors that exist in the school environment which lay the foundation of this gender gap and how school counsellors can play a role in mitigating these factors and creating a healthy, positive and equal environment for both boys and girls to learn and grow up in.

In another study, *Gender Gap in Higher Education and the Challenges Ahead: An Analytical Study of Indian States, 2015*, Dr Rajrupa Mitra, higher education has been pictured as an excellent equalizer and a strong tool of upward social quality for reducing socio-economic disparities and accomplishing an inclusive society. It is expected that strengthening the higher education system would increase access to education for girls and modify them to pursue careers of their selection and contribute their full potential to the nation. Education has the power to demolish mental, social, and economic barriers faced by women. Hence, what is of utmost importance is to expand opportunities for higher education for all girls who require it. Unfortunately, however, one of the most demanding situations confronting India's better schooling device is gender disparity. Large scale disparities nonetheless exist in appreciation of enrollment fees, getting entry to schooling, etc. India desires to bridge the gender hole within the instructional area, in particular for better schooling on a pressing foundation as a way to promote gender equality and additionally to herald girls empowerment. This paper attempts to overview the character and quantity of

gender disparity in India's better schooling device and to evaluate the overall performance of the special states and union territories concerning enrollment fees and gender parity rankings. The paper additionally ranks the pinnacle fifteen most of the states and union territories in keeping with their percentage of enrollment of women, Gross Enrollment Ratio and Gender Parity Index rankings and seeks to discover whether or not the states with excessive enrollment fees additionally have excessive ranges of gender parity.

3.0 Analysis of Gender-Wise Enrollment in Undergraduate Courses in 5 Colleges of India in 2019

Details of students enrolled in undergraduate courses in Jamia Millia Islamia during 2019:

Program		From the State Where College is Located	From the Other States of India	NRI Students	Foreign Students	Total
UG	Male	2207	3901	2	57	6167
	Female	1629	1300	6	17	2952
	Others	0	0	0	0	0

Source: SELF STUDY REPORT FOR 2nd CYCLE OF ACCREDITATION, 2020

Details of students enrolled in undergraduate courses in Balaji Institute of Technology and Science during 2019:

Program		From the State Where College is Located	From the Other States of India	NRI Students	Foreign Students	Total
UG	Male	956	14	0	0	970
	Female	910	1	0	0	911
	Others	0	0	0	0	0

Source: SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION, 2020

Details of students enrolled in undergraduate courses in Maharajah's College (Autonomous)
during 2019

Program		From the State Where College is Located	From the Other States of India	NRI Students	Foreign Students	Total
UG	Male	726	0	0	0	726
	Female	390	0	0	0	390
	Others	0	0	0	0	0

Source: SELF STUDY REPORT FOR 3rd CYCLE OF ACCREDITATION, 2019

Details of students enrolled in undergraduate courses in Vasavi College of Engineering during
2019

Program		From the State Where College is Located	From the Other States of India	NRI Students	Foreign Students	Total
UG	Male	1662	79	0	0	1741
	Female	944	49	0	0	993
	Others	0	0	0	0	0

Source: SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION, 2019

Details of students enrolled in undergraduate courses in Arya College during 2019

Program		From the State Where College is Located	From the Other States of India	NRI Students	Foreign Students	Total
UG	Male	1454	12	0	1	1467
	Female	620	8	0	0	628

	Others	0	0	0	0	0
--	--------	---	---	---	---	---

Source: SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION, 2019

The data provided above clearly demonstrates the gender gap between males and females for enrollments in undergraduate courses in various colleges across India. All the tables show that the number of females enrolled is less than the number of males enrolled in the undergraduate courses of the respective college. Another major observation is the exclusion of the LGBTQIA+ community from this data. There is no provision for recording the number of students belonging to the LGBTQIA+ community enrolled in the undergraduate courses. All enrolled students have been categorized in a binary as either “males” or “females”, without the consideration that there exist many other sexes and genders along the spectrum, and there is a possibility of some students not identifying as either “male” or “female”. All the other genders have been simply ignored and all other sexes besides males and females have been collectively classified as “others”. Also, in the data of all the five colleges, the number of students under ‘others’ is 0, further adding to the disregard of the gender spectrum as well as sexes besides “male” and “female” by the education system.

These findings corroborate the argument that our education system is extremely exclusionary towards the LGBTQIA+ community and often even lacks an acknowledgement of their existence. This is why many existing policies in the education domain in India are inadequate in addressing the issues faced by the LGBTQIA+ community with respect to access to quality education, thus deepening the gender gap in education, especially concerning higher education.

4.0 Evaluation of Government Policies and Programmes

The government of India has formulated several policies and programs that help promote the education of women and other genders. These policies and programs aim to address those factors which prevent them from attaining good quality education and foster such educational structures and environments which help boost women’s confidence and help them break free from societal stereotypes and other obstacles. The present study focuses on two of the most significant policies initiated in this direction.

4.1 National Policy on Education

During the Budget Session in 1986, the Parliament of India adopted the "*National Policy on Education 1986*" (Ministry of Human Resource Development, 1986). Subsequently, in 1992, an extensive Programme of Action (POA) was prepared for the same, which contained details about the kind of actions that would have to be undertaken to implement the provisions of the policy. Gender equality was given major importance in the National Policy on Education (NPE), 1986, and its POA, and it considered women's empowerment as one of the major goals for the entire educational system (Singh, 2008). One of the 23 major subjects of the National Policy for Education 1986 was "Education for Women's Equality". Post the initiation of this policy, a series of actions and projects were undertaken by the central and state government bodies and other actors to review gender issues in the realm of education and address them effectively. Monitoring committees for women's/girls' education at the Ministry of Human Resource Development (MHRD) level and also state level was formed to monitor the indicators of gender concerns in all policies and projects. Subjects like the revision of curriculum to make it free of gender bias, enrollment and retention of girls in both formal and non-formal schooling and recruitment of rural women teachers were focused upon (Singh, 2008).

4.2 Mahila Samakhya Programme

The *Mahila Samakhya (MS) Programme* launched in 1988 was centred around the idea of carrying out the objectives of the National Policy on Education, 1986. The NPE, in 1986, acknowledged that women could be empowered through the participation of women in the education process. The program focused on the education and empowerment of women, especially those dwelling in rural regions or belonging to economically and socially marginalized groups. The application turned into an initiative taken by the Ministry of Education of the Government of India, which aimed to enhance the fame of the girls in the rural regions and people belonging to marginalized groups. The application, though turned into a small project while it commenced, has grown so much that it has now covered more than 60 backward districts, overlaying around 9000 villages and ten states. Initially, three out of 10 states, particularly UP, Jharkhand and Karnataka were selected. It is now carried out

across different states, namely Andhra Pradesh, Assam, Bihar, Kerala, Gujarat, and Uttaranchal. The MS is a registered society managed and funded with the aid of the MHRD and works in near Affiliation with the state government. The main goal of this system is to increase the gap between NGOs and the Government.

Objectives of the Mahila Samakhya Programme:

The program is aimed at the development of women and removing gender-based discrimination from the country. The module of the Mahila Samakhya Programme (*Elementary Education | Government of India, Ministry of Education, n.d.*) is as follows:

- Reinforcing dignity and self-confidence in women
- Recognizing the contribution of women in society, polity, and economy
- Developing the ability to think critically.
- Promoting the quality of decision-making
- Enabling girls to make realistic selections in the disciplines of schooling, health, and employment
- Training girls' collectives to prevent incidents of violence against girls
- To enhance the schooling of adolescent girls and women
- Creating supportive surroundings for girls

5.0 New Education Policy 2020 and its Implications on Gender Equality

The New Education Policy, or NEP, was approved by the Union Cabinet in 2020. It emphasized providing a quality education system to all students irrespective of their place of residence and focused on groups that had been historically marginalized, disadvantaged and underrepresented (Ministry of Human Resource Development, 2020). The policy aims to bring about sweeping changes in the education system in India, to make it more inclusive and effective, and promote the holistic development of students. A major highlight of the policy concerning gender equality is the proposal for the formation of a Gender Inclusion Fund to promote equitable access to underprivileged women and transgender students. For this purpose, the policy also mentions the creation of Special Education Zones (SEZs) that shall be run by philanthropist partnerships; thus absolving the government from its duties (Singh,

2020). However, in a nation that is struggling to provide basic education to all, it is impractical for the policy to lay such undue emphasis on digital literacy and online education. Also, with the increased focus on public-private partnerships in education, educational institutions might become expensive and unaffordable for many (Bhatt, 2020). Both these factors combined would make education inaccessible for low-income groups, especially for people from minority genders as they bear the burden of intersectional disadvantages.

The New Education Policy also fails to address the lack of facilities for menstruators in educational institutions, which often becomes a major barrier to their attainment of education. Worse still, the policy completely ignores and excludes students belonging to the LGBTQIA+ community, as it only mentions “female and transgender individuals”, thus completely disregarding all the other sexes and gender identities that are located on an entire spectrum of gender and sexuality, and do not fall in a binary (Sharma and Babbar, 2020). Therefore, although the policy is more inclusionary than those previously made and envisions a lot of positive changes in the educational system, it falls short in certain areas and does not adequately address the issue of gender inequality in the context of education in India.

6.0 Challenges Faced by Women in Attainment of Education in India

The gender gap in education persists even when basic education has been enshrined as a universal human right, and the benefits of women’s education for development are fairly well-recognized in the global fora. Considering the environmental, social, economic, political, and other factors, there are many challenges like household wealth or income, parents’ education, presence of parents in the household, age of the child, the composition of the household, the cost of schooling, ethnicity or language is spoken at home, area of residence, characteristics and behaviour of teachers and the school and the perceived returns from schooling which affect the education and create discrimination among different genders in the educational sector. To understand how these challenges affect gender differences in education, one must understand the demand for education that explicitly recognizes that the demand for girls’ education and boys’ education is distinct and may be affected differently by a host of factors. According to the basic concept of demand for education, an individual or the family

makes education-based decisions by comparing the costs of schooling to the value of perceived or anticipated returns in the future and that a child remains in school only until those perceived returns are equal to the costs of schooling (King and Winthrop, 2015).

Boys and girls grow up in the same households, so the household income and parents' discount rate that affect schooling decisions are equal for siblings and the availability of schools is frequently the same, except where there is a strong cultural preference for single-sex schools or classrooms. The framework must also acknowledge the power of social and cultural forces that shape preferences, expectations, and attitudes about girls' education, as well as the legal and policy environments that affect the environment where educational matters are solved. People who face multiple sources of disadvantage face lag in education. These disadvantages occur due to factors such as income poverty, place of residence, disability, and/or ethnolinguistic background. Teenage pregnancy, forceful early marriages, denial of parents for higher studies for protecting them from the danger girls go through out in the society, all these factors keep girls out of school. Today, one in three girls in low- and middle-income countries continue to get married before the age of 18 and one in nine girls are married before they turn 15. Child marriage leads to significant social, physical, emotional, and behavioural impacts on girls and creates negative repercussions on efforts to improve and promote their education.

Gender-based violence can take many forms, consisting of bodily and sexual abuse, harassment, and bullying. Being subjected to and surviving different forms of abuse such as rape, domestic abuse, discrimination, negatively impacts the enrollments of girls, their participation and achievements, and increases absenteeism and dropout rates (Rodriguez, 2019). It is anticipated that around 200 million girls and boys are harassed and abused on their way to school each year, however, girls are disproportionately targeted. Tanzania discovered that nearly 1 in four girls who experienced sexual violence stated the incident while travelling to or from school, and almost 17% stated that at least one incident occurred at school or on school property (Rodriguez, 2019). In many studies, it is seen that parents are less likely to allow their daughters to travel to school if they have to travel lengthy unsafe distances. Girls who are in crisis or violence-affected regions and refugee girls encounter greater barriers to

education. According to statistics given by the United Nations High Commissioner for Refugees (UNHCR), the gender gap in education keeps widening as girls grow older. The number of women reported as human trafficking sufferers is on the rise. Women and girls who become victims of trafficking are often subjected to forced labour and marriage or are sexually exploited. They often face physical and sexual abuse, which pushes these girls back into a circle of poverty, which prevents them from receiving education.

Owing to factors such as poverty and discrimination, many girls also lack access to the necessary technological resources that can aid their education. This issue becomes all the more significant in the current scenario when circumstances, as well as developmental policies, have mandated the use of digital and online means of education. All of the factors underlined above compound and collectively trap women in a vicious cycle of illiteracy and discrimination which creates huge obstacles in their path to educate themselves and live an independent and good quality of life.

7.0 Recommendations

In light of the evident existence of a gender gap in the enrollments in undergraduate courses in Indian colleges which is skewed towards men, it is imperative to take necessary action and close this gender gap by promoting the education of women, particularly in the realm of higher education. Another important issue that must be addressed is the lack of acknowledgement of other genders by college authorities while recording enrollment data, which was evident by the analysis stated earlier in this study.

It is important to dismantle the system of gender stereotyping right from school, which prevents women from attaining higher education and leads to a lack of support and encouragement by their families to do so. This requires systemic changes in the education system, both higher education and high schools, which foster a positive environment where students from all genders can learn and grow together, without being subjected to stereotypes and discrimination of any kind. An inclusive curriculum, positive mentorship by teachers, non-discriminatory rules and regulations and other such steps can aid in the same.

Another way to encourage more women and people from minority genders to enrol themselves in higher educational institutions is by providing facilities such as safe and

convenient hostels, modes of transport, scholarships, etc. These will act as incentives for students belonging to minority genders to attain higher education.

Besides these infrastructural and systemic changes at the institutional level, the government must formulate policies and programs in the field of education with a gendered lens. This means that all such policies should be inclusive and lay special emphasis on gender equality. More importantly, however, these policies and programs shouldn't be just on paper. Special care should be taken that these are implemented and executed keeping the idea of gender equality in mind, and attempting to empower and encourage women and other minority genders to attain higher education.

8.0 Conclusion

The gender gap exists in the education sector in India in various forms, right from primary education to higher education. While equitable and safe access to basic education is another major issue in itself, the schooling years of a student often lay the roots of the gender gap in higher educational institutions. There are several obstacles that people belonging to minority genders face in India in their pursuit of education, especially higher education. These mostly exist in the form of gender stereotypes and subsequent discrimination in society. They aren't encouraged to pursue higher education and are expected to follow the social norms instead, which do not involve their independence or personal development. This gender gap was evident in the data pertaining to enrollments of males and females in Indian colleges, as analysed in this study. The analysis demonstrated the social, economic, environmental, technological, political, and legal challenges that women face in the attainment of education. A major area of concern is the lack of inclusion of the LGBTQIA+ community in the formulation of education policies and compilation of data concerning college enrollments in educational institutions, as highlighted by the data analysis in this study. It is important to undertake actions that address these issues and close the gender gap in college enrollments in undergraduate courses so that the country can undertake the journey of inclusive development.

References

ARYA COLLEGE, LUDHIANA. (2019). *SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION*. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. <https://aryacollegeludhiana.in/naac/naac-ssr.pdf>

Babbar, K., & Sharma, S. (2020, August 16). *If NEP 2020 Wants Gender Inclusion, Why Is It Ghosting LGBTQIA+?* TheQuint. <https://www.thequint.com/news/education/if-nep-2020-wants-gender-inclusion-why-is-it-ghosting-lgbtqia#read-more>

BALAJI INSTITUTE OF TECHNOLOGY AND SCIENCE. (2020, January). *SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION*. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. <https://www.bitswgl.ac.in/pdf/NAAC%20SSR.pdf>.

Bandhopadhyay, M., & Subrahmanian, R. (2008, April). *Gender Equity in Education: A Review of Trends and Factors*. Consortium for Research on Educational Access, Transitions and Equity. http://www.create-rpc.org/pdf_documents/PTA18.pdf

Bhatt, N. (2020, September 2). *Examining India's new education policy through a gender lens*. Devex. <https://www.devex.com/news/examining-india-s-new-education-policy-through-a-gender-lens-98007>

Blackhurst, A. E., & Auger, R. W. (2008). *Precursors to the Gender Gap in College Enrollment: Children's Aspirations and Expectations for Their Futures*. *Professional School Counseling*, 11(3), 2156759X0801100. doi:10.1177/2156759x0801100301

Elementary Education | Government of India, Ministry of Education. (n.d.). <https://www.education.gov.in/en/mahila-samakhya-programme>

Enrolment of girls up, gender gap in higher education down. (2021, June 11). *The New Indian Express*. <https://www.newindianexpress.com/nation/2021/jun/11/enrolment-of-girls-up-gender-gap-in-higher-education-down-2314544.html>

Gender equality. (n.d.). UNICEF.

<https://www.unicef.org/india/what-we-do/gender-equality>

JAMIA MILLIA ISLAMIA. (2020, February). *SELF STUDY REPORT FOR 2nd CYCLE OF ACCREDITATION*. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. https://www.jmi.ac.in/NAAC/self_study_report.pdf.

King, E. M., & Winthrop, R. (2015, June). *TODAY'S CHALLENGES FOR GIRLS' EDUCATION*. Global Economy and Development at Brookings. <https://www.brookings.edu/wp-content/uploads/2016/07/todays-challenges-girls-educationv6.pdf>

MAHARAJAH'S COLLEGE(AUTONOMOUS). (2019, December). *SELF STUDY REPORT FOR 3rd CYCLE OF ACCREDITATION*. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. <http://www.mracollegevzm.com/downloads/NAAC%20-%20SSR%202019.pdf>.

Ministry of Education, Government of India. (2020). All India Survey on Higher Education 2019–20. Ministry of Human Resource Development. https://www.education.gov.in/sites/upload_files/mhrd/files/statistics-new/aishe_eng.pdf

Ministry of Human Resource Development. (1986). *NATIONAL POLICY ON EDUCATION* 1986. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf

Ministry of Human Resource Development. (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

Mitra, R. (2015, July). *GENDER GAP IN HIGHER EDUCATION AND THE CHALLENGES AHEAD: AN ANALYTICAL STUDY OF INDIAN STATES*. International Journal of Advanced Research in Management and Social Sciences. <https://garph.co.uk/IJARMSS/July2015/6.pdf>

Rodriguez, L. (2019, September 24). *7 Obstacles to Girls' Education and How to Overcome Them*. Global Citizen. <https://www.globalcitizen.org/en/content/barriers-to-girls-education-around-the-world/>

Singh, N. (2008). *Higher Education for Women in India—Choices and Challenges*. The Forum on Public Policy. <https://files.eric.ed.gov/fulltext/EJ1099426.pdf>

Singh, N. (2020, October 12). *6 Fault Lines Of The New Education Policy 2020*. Feminism In India. <https://feminisminindia.com/2020/10/13/fault-lines-new-education-policy-2020/>

VASAVI COLLEGE OF ENGINEERING. (2020, February). *SELF STUDY REPORT FOR 1st CYCLE OF ACCREDITATION*. NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL. https://vce.ac.in/Downloads/NAAC/NAAC_SSR.pdf.