Chapter-VI

SUMMARY OF THE STUDY

6.1.0 RATIONALE OF THE STUDY

Social Equity is fairness in the delivery of public services; it is egalitarianism in action-the principle that each citizen, regardless of economic resources or personal traits, deserves and has a right to be given equal treatment by the political system (Shafritz and Russell, 2003). It has been noted that "the provision of a safe and inclusive environment is the responsibility of the university in order to allow all to achieve their potential" (FAWE, 1998). The dawn of the present millennium has witnessed that several countries of the world are struggling to achieve equity and equality in education and in other related fields. The Millennium Development Goals has already set the agenda in motion by highlighting that achieving universal elementary education and promoting gender equality and empowerment in education; and this need to be given priority by all signatory countries of the world. In the context of gender issues in education, there has been a constant realization by policy framers and educationist that though women comprise half of the humanity and 2/3rds of the world's work- hours, they earn only 1/3rd of the total income and own less than 1/10th of the world resources. Further, they are excluded from socio-economic political and knowledge power. Therefore, to address the forces of exclusion and to bridge gender gaps in all development initiatives for making the process of economic growth gender inclusive, developing countries of the world have adopted gender sensitive main stream approach (Srivastava, 2010). Sushma (2010) stated that gender inequality in education is extreme. Girls are less likely to access school, to remain in school or to achieve in education. Everybody has the right to education, which has been recognized since the Universal Declaration of Human Rights (UDHR) in 1948. The right to free and compulsory primary education, without discrimination and of good quality, has been reaffirmed in all major international human rights conventions. According to the 1981 census (Government of Pakistan) female population comprises over 48 percent of the total population and the educational and vocational needs of girls must be addressed. It is clear from the data cited by the planning and Development Division, Government of

Pakistan (1996-97) that the enrolment for female is much lower than males, though enrolment rates for females have risen since 1983-88. The present Govt. has taken some steps to correct this imbalance. Much greater funds have been allocated for the education of girls but this increase is no where near being sufficient (Lari, 2000). Gender is constructed by different roles for different sexes. In every society, that practices gender division or discrimination, there is a demarcation between roles, clothes, toys, games, attitudes, behaviors, language and skills that are meant for females and males respectively. For three decades gender has been accepted as a category in the formation of policy and curricula frameworks in India. "Equality" and "Empowerment" of girls have also been used as key words in educational documents for long as it is evident from the policy perspectives (NCERT, 2006). The home seems to attach more importance and the value on the male child than the female child. The school reinforces this practice. Teaching therefore seems to fulfill the gender beliefs and exceptions of the society holding the learner.

Gender issues are very common issues found at both international level and in our country level as well. International concern for the elimination of discrimination against women is not a new phenomenon, but the existence of numerous declarations and conventions, such discrimination is endemic. Violation of women's rights has not received the required attention in the human rights movements. Human rights law tended to exclude much of women's experiences. Over the past century there has been much to rejoice about the positive development of women in India: increased visibility of women in the public sphere, closing of gender gap in primary and secondary school enrolment, the presence of women in the labour force across international borders and lower fertility rates. In addition, women's organizations have been able to raise issues such as sexual and reproductive health and rights, violence against women, and inequality of power in gender relations, and make these the pivotal issues of debate in national and global arenas (Segran, 2010).

Gender discrimination is commonly visible in the field of higher education. India's population is still marked with significant inequalities in achievements of men and women in various fields. The country, in fact ranks very low in the world in terms of parity between in the two sexes. The 'Gender related Development Index' (GDI) in

the Human Development Report, 2006, of the UNDP puts India in the 97th position among the select 177 countries in the world. Remarkably, India's position is better than that of only the neighboring countries like Bangladesh, Pakistan and Nepal along with a host of the countries from Africa. The GDI that is based on the measures of life expectancy, school enrolment, literacy and income captures inequalities in achievement between women and men in the population. The lower the value of GDI than the overall Human Development Index' (HDI), the higher is the inequality between men and women (Hassan, Daspattanayak and Rath, 2008).

Gender equality is a fundamental condition for the enjoyment of human rights by women and men. The goals of global citizenship education encapsulate the key themes of justice, equality, tolerance and peace, and these are now being adopted by a variety of countries. The aims are to ensure that children are educated about the most important social and economic issues in the world. In global citizenship education curricula, there are attempts to address gender equality and to show how female citizenship issues affect global, national and local communities (Marshal and Arnot, 2005). A more truly gender responsive culture would be characterized by gender equity in access, redressing structural barriers that influence the access and participations of both sexes and women's active role in decision making in the management and administrative of higher education (Commonwealth Secretariate, 1999).

Jackson (1997) stated that an educational theory which fails to take into accounts feminist critiques and gender analysis is doing a disservice to both men and women by not considering the ways in which existing pedagogies can be enriched. Gender bias and gender stereotyping existing in text books and curriculum create gender biases in their transactions if conscious efforts are not undertaken. The gender sensitivity in teaching and learning styles across cultures probably will eliminate gender stereotyping in the roles, occupations and career choices of girls and boys. At the time of independence women formed less than a quarter of the total enrolment i.e. 28% at the primary stage, 18% at the middle stage, 13% in high school and 10.4% in universities. Presently girls constitute 47% at the primary level, 45% at the middle stage, 41% at the high/ higher secondary stage, and 40% in higher education

of the total enrolment (Jaireth, 2008). Drez and Kingdon (2001) have found strong evidence of sharp gender bias in school participation in rural north Indian states of Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan. It has already been established in the literature that the probability of school participation increases with parental education. Pal (2004) has found that mother's literacy significantly enhances the probability of school enrolment among girls but it is insignificant for boys, similarly fathers education significantly encourages boys schooling and doesn't have any perceptible impact on girls. Glick and Shan (2000) advocate that, the gender gap in schooling is partly due to the response of parents to the much different chances of success in the labour market for men and women, or because they don't realize the highly non market benefits of female schooling in the form of better child health, nutrition and leading better equality of life in the following generations. So, parents value boy's 'education more than girl's education'.

Sushma (2010) stated that education plays a particularly important role as a foundation for girls' development. It should be an intrinsic part of any strategy to address the gender- based discrimination against women and girls that remains prevalent in many societies. Kay (2007) founds in a study, significant difference between gender in their perception of the barriers to female mobility in the hierarchy of higher education institutions. Gender is the most pervasive form of inequality, as it operates across all classes, castes and communities. Yet, while gender equality has been a key objective of education policy in India for over three decades, it has lacked critical edge in implementations (NCERT, 2006). The UNESCO World Conference on Higher Education (1998) examined the status quo with regard to the major issues of women and emphasized the promotion, notably through the use of binding legal instruments, of the rights of women as citizens to full participation in all areas of social development to ensure that highly qualified women will participate fully in the decision making processes of society through their roles in government, in the community and in the family by strengthening the leadership capabilities. UNESCO aims to foster a gender inclusive culture through education in order to promote sustainable development and peace. The NPE (1986) emphasized on equality between sexes as one of the core social values. The POA emphasizes the need to revise textbooks to remove gender bias and gender sensitize all educational

personnel so that equality between sexes could be internalized through gender sensitive, gender inclusive curriculum and its transaction (NCTE, 2003). The Education Commission 1964-66 headed by D.S. Kothari also supported equal educational opportunities in all fields of education for both girls and boys (Nayar and Usha, 1995).

Gender equity and equality sat uncomfortably with instrumentalist notions of education for girls and an unanalytical approach to educational- and particularly curricular processes. The NPE Review Committee pointed out that although the NPE (1986) gave prominent space to education for gender equality, there was no reference to gender in the entire chapter on the 'content and process of school education', except for a mention that 'equality of the sexes' is to be one of ten core curriculum areas (NCERT, 2006). It is worth noting that while India has the second largest system of higher education, next only to USA, the total number of students hardly represent 6 percent of the relevant age group, i.e.18 - 23, which is much below the average of developed countries, which is about 47%. Thus, access, equity, accountability and quality should form the four guiding principles, while planning for higher education development in India in the twenty-first century. It is true that enhancing social access to higher education is still important in the country. But, the major challenge before the Indian higher education system is to bring equity in quality of education across the length and breadth of the country. This should be more close to the heart of students in rural, semi urban and urban areas, because they also wish to be able to participate in the new economic revolution. Several social, economic and political reasons seem to act as constraints to access and equity in higher education in India. Poverty leads to high dropout rates even at primary, middle and secondary school levels. Lower status of women, lack of easy access, lack of implementation of existing programmes, inadequate utilization of resources, absence of political will and inadequacies in coordinated actions across all equity fronts within institutions seem to be the other reason. Financial constrains also often form a significant factor in advancing equity (UGC, 2003). In practice, this gender inequality is found in our educational system. And how far our education system/ educational institution succeed in maintaining gender equality is a serious question to be asked now a days. Emphasizing the role of education in bringing gender equality

in higher education system in specific and in the whole system of education in general, the National Policy on Education (1986) described education as a unique investment in the present and the future. It extolled the acculturating role of education, "It refines sensitiveness and perceptions that contributes to national cohesion scientific temper and independence of mind and spirit, thus furthering the role of socialism, secularism and democracy enshrined in the Constitution", NPE (1986) laid emphasis on the removal of disparities and equalizing educational opportunities by attending to the specific needs those who have been denied equality so far. In this endeavor, special emphasis has to be laid on the education of Women, Scheduled Caste, Scheduled Tribes, Minorities and the Physically challenged persons in order to ensure their equalization with the general population at all stages and levels of education in all the four dimensions- rural male, rural female, urban male and urban female (NCERT, 2007).

North East India, which remains in extreme point of north eastern part of the country, is one of the educationally under developed areas of the country. Not only from educational front, but also from many socio-geographic fronts, the region is under developed. The region is filled in with hills, terrains, valleys and small rivers including the big river like Brahmaputra. This region is connected with main land of India with a narrow strip of chicken necked land route which passes in between southern part of China/ Bhutan and northern part of Bangladesh. The entire region is a meeting pot of different cultures, religions, and traditions. The socio-geographic disadvantages of the region made the region educationally disadvantaged. The region has a slow pacing growth in the field of its education starting from school education to higher education. In fact, higher education institutions are established in this region very recently. The first higher education institution of north east India is Cotton College, Guwahati which was established in 1901. Most of the higher education institutions in North East India were established after independence. After independence, the Govt. of India in co-operation with State Governments of North East India is trying to facilitate higher education in NE region in a faster speed, but the progress is not upto the mark till today. However, during last one decade a good progress in higher education in North East India is visible. Now North East India has premier higher education institutions like Assam University, Silchar; Rajiv Gandhi

University, Itanagar; Nagaland University, Kohima; Mizorma University, Aizawl; North Eastern Hill University, Shillong; Tripura University, Agartala; Sikkim University, Gangtok; Manipur University, Imphal; Indian Institute of Technology, Guwahati; National Institute of Technology (in each state of north east India) along with many other institutions and colleges. Since gender discrimination is a common phenomenon/ practice in the higher education institutions in many parts of our country as well as at world level; and since North East India higher education institutions are not of having high standard, so, how far the North East India higher education institutions are maintaining the gender equality, is a serious question before the researchers and other stake holders of education. Further, the study of the gender gaps in higher education institutions of N.E. India is based as a medium to eradicate the existing gender gaps found in such institutions. On the basis of these research gaps the problem of the present study is stated as:

6.2.0 STATEMENT OF THE PROBLEM

The problem of the study can be stated as: "***Gender Discrimination in Educational Practices: A Study of Higher Education Institutions of North-East India***".

6.3.0 OPERATIONAL DEFFINITION OF THE TERMS USED

Gender Discrimination: Gender discrimination refers to any kind of unequal treatment based on gender; and also it refers to practices of sexism. In other words, it can be defined as a feeling /maintenance of superiority/ inferiority in our society by a group of people from the other group because of their gender differences. In this study gender discrimination is understood in terms of socio- psychological positions/ status achieved/ attained by female (person) / girl in comparison to male (person) / boy.

Educational practices: In general educational practices refer to the activities/ means/ mechanisms/ processes relating to education. In the present study,educational practice is understood in terms of seven broad parameters/ aspects relating to education:

(i) Teacher behaviour
(ii) Curriculum
(iii) Institutional/departmental activities
(iv) Discipline
(v) Enrolment
(vi) Achievement
(vii) Providing benefits to the students

Higher education institutions: Higher education institutions are those educational institutions which provide beyond school education. Beyond school education includes undergraduate and/or post graduate courses both in professional and non-professional areas of learning. Colleges, Universities and many other similar cadre institutions are considered as the higher education institutions. Present study is confined to the university level higher education institutions which provide undergraduate and/or post graduate courses both in professional and non-professional areas of learning.

North East India: North East India is a region of India located at extreme north eastern part of India. North East India includes eight educationally and socio geographically disadvantaged states of India. i.e. Assam, Arunachal Pradesh, Nagaland, Manipur, Mizoram, Meghalaya, Sikkim and Tripura.

6.4.0 OBJECTIVES OF THE STUDY

These are the objectives of the present study-

1. To study the status of women employees in comparison to men employees in higher education institutions.
2. To study the status of girls in comparison to boys in higher education institutions.
3. To study the gender issues in educational practices in higher education institutions.
4. To study the existing policies of the govt. for protection and reservation for women and their inclusion and implementation in higher education institutions.

6.5.0 DELIMITATIONS OF THE STUDY

The study is delimited to these points:

1. The study is delimited to higher education institutions which provide undergraduate and/or post graduate courses.
2. The study is delimited to both professional and non-professional higher education institutions.

3. The study is delimited to higher education institutions managed by both Central Government and State Government of all the states of north-east India.

6.6.0 AREA OF THE STUDY

Present study is conducted to know gender discrimination in educational practices of higher education institutions of north-east India. The study is conducted in socio-cultural and educational setting of north-east India. Hence the population area of the study includes all the states of north-east India i.e. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Tripura and Sikkim. But the sample area of the study is confined to six higher education institutions (i.e. Assam Agicultural University, Jorhat; Gauhati University, Guwahati; NIT, Silchar; Assam University, Silchar; Manipur University, Imphal; and NIT, Agartala) of north-east India.

6.7.0 SAMPLE OF THE STUDY

The researcher basically followed purposive sampling method for conducting the present study. While selecting the institutions for the study, the researcher selected both Central government institutions as well as State government institutions (on the basis of the management of the institutions) and both professional instutions as well as non-professional institutions (on the basis of the professional base of the institutions). Out of the six higher education institutions, 4 institutions are managed by Central government and the rest two institutions are managed by State government. Further, out of four Central government higher education institutions, two institutions are professional institutions and the rest two institutions are non-professional institutions. Further, out of two State government higher education institutions one is professional institution and the rest one is non-professional institution.

The study included three categories of participants i.e. public relation officers/representatives of the head of the institutions, head of the departments, and students (i.e. boy students and girl students). The details of the distribution of the sample are given in the following

Distribution of the Sample

Sl. No.	Professional base of the Institutions	Management of the Institutions	Name of the Institutions	No. of Public Relation Officer/ Repersentative of the head of the Institutions	Name of the Departments	No. of Head of the Departments	No. of boy students	No. of girl students
1	Professional Higher Education Institutions	Central Government	NIT, Silchar	1	Computer Science	1	10	10
					Electronics and Communication	1	10	10
			NIT, Agartala	1	Computer Science	1	10	10
					Civil Engineering	1	10	10
		State Government	Agricultural University, Jorhat	1	Agriculture	1	10	10
					Home Science	1	10	10
2	Non-professional Higher Education Institutions	Central Government	Assam University, Silchar	1	Social Work	1	10	10
					Chemistry	1	10	10
			Manipur University, Imphal	1	Economics	1	10	10
					Chemistry	1	10	10
		State Government	Gauhati University, Guwahati	1	History	1	10	10
					Mathematics	1	10	10
Total				6		12	120	120

6.8.0 DESIGN OF THE STUDY

Present study intended to study the gender discrimination in educational practices of higher education institutions of north-east India. The study basically falls in the area of survey research, because, in this study, researcher collected data from large source of participants (through the use of survey method) in order to know gender discrimination in educational practices in higher education institutions of north east India. The study can also be considered under the documentary analysis research because for achieving some aspects of the study (aspects relating to first objective, second objective and last objective of the study), the participants provided data information to many extent by analyzing their institutional documents.

6.9.0 TOOLS USED

Tools in the present study are used keeping in view the objectives of the study. In the present study, four tools have been used. Such tools are as the followings.

1. Tool–I (Information Schedule-I): Information Schedule for Studying the Status of Women Employees in Comparison to Men Employees in Higher

Education Institutions (An Information Schedule for Public Relation Officers/ Representatives of the Head of the Institutions)

2. Tool-II (Information Schedule-II): Information Schedule for Studying the Status of Girls in Comparison to Boys in Higher Education Institutions (An Information Schedule for the Head of the Departments)
3. Tool-III (Interview Schedule-I): Interview Schedule for Studying the Gender Issues in Educational Practices in Higher Education Institutions (An Interview Schedule for Students)
4. Tool-IV (Interview Schedule-II): Interview Schedule for Studying the Existing Policies of the Govt. for Protection and Reservation for Women and their Inclusion and Implementation in Higher Education Institutions (An Interview Schedule for the Public Relation Officers/ Representatives of the Head of the Institutions)

6.10.0 PROCEDURE FOR COLLECTION OF DATA

For collection of data from the sample institutions, the researcher herself went to the sample institutions and there she personally administered the different tools on the target group of participants. The researcher created a very natural and friendly atmosphere when she collected data from the participants.

6.11.0 PROCEDURE FOR ANALYSIS OF DATA

The researcher followed both qualitative and quantitative methods for analysis and interpretation of data. The quantitative method like percentage was used for analysis and interpretation of data of the present study

6.12.0 MAJOR FINDINGS OF THE STUDY

The details of the major findings of the study are given in the following heads:

STATUS OF WOMEN EMPLOYEES IN COMPARISON TO MEN EMPLOYEES IN HIGHER EDUCATION INSTITUTIONS

In both professional and non-professional higher education institutions, out of 6 positions of Vice Chancellor/Director, in all the 6 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Vice

Chancellor/Director. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Vice Chancellor/Director in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 2 positions of Pro-Vice Chancellor, in all the 2 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Pro-Vice Chancellor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Pro-Vice Chancellor in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 6 positions of Registrar, in 5 (83.33%) positions men are found and in 1 (16.66%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Registrar in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 5 positions of Controller of examination, in all the 5 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Controller of examination. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Controller of examination in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 5 positions of Finance officer, in all the 5 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Finance officer. Therefore, it

is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Finance officer in higher education institutions of North-East India.

In both professional and non- professional higher education institutions, out of 13 positions of Medical officer, in 9 (69.23%) positions men are found and in 4 (30.76%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Medical officer. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Medical officer in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 10 positions of Deputy Registrar, in all the 10 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Deputy Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Deputy Registrar in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 16 positions of Assistant Registrar, in 14 (87.5%) positions men are found and in 2 (12.5%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Assistant Registrar. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Assistant Registrar in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 43 positions of Section officer, in 31 (72.09%) positions men are found and in 12 (27.90%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Section officer. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Section officer in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 457 positions of Clerk, in 368 (80.52%) positions men are found and in 89 (19.47%) positions women are found. Hence, in higher education institution (professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Clerk. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Clerk in higher education institutions of North-East India.

In both professional and non- professional of higher education institutions, out of 27 positions of Dean of the schools, in all the 27 (100%) positions men are found whereas in no (0%) position woman is found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Dean of the school. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Dean of the school in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 191 positions of Head of the department, in 151 (79.05%) positions men are found and in 40 (20.94%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Head of the department. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Head of the department in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 558 positions of Professor, in 455 (81.54%) positions men are found and in 103 (18.45%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Professor in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 376 positions of Associate Professor, in 296 (78.72%) positions men are found and in 80 (21.27%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Associate Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Associate Professor in higher education institutions of North-East India.

In both professional and non-professional higher education institutions, out of 595 positions of Assistant Professor, in 430 (72.26%) positions men are found and in 165 (27.73%) positions women are found. Hence, in higher education institutions (both professional and non-professional higher education institutions), women possess inferior status in comparison to men in the position of Assistant Professor. Therefore, it is summarized that gender discrimination (favouring to men) is commonly prevalent in the post of Assistant Professor in higher education institutions of North-East India.

STATUS OF GIRLS IN COMPARISON TO BOYS IN HIGHER EDUCATION INSTITUTIONS

A= Status of Girls in Comparison to Boys in Higher Education Institutions in Enrolment to the Courses

In professional higher education institutions, 1079 students were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; and ‘B.Tech. in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 693 (64.22%) were boys and 386 (35.77%) were girls. Hence, in professional higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in professional higher education institutions of North-East India in enrolment to the courses.

In non-professional higher education institutions, 869 students were admitted to the six courses (‘M.A. in History’ and ‘M.Sc. in Mathematics’, Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc. in Chemistry’, Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 504 (57.99%) were boys and 365 (42.00%) were girls. Hence, in non-professional higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in non-professional higher education institutions of North-East India in enrolment to the courses.

In higher education institutions (with respect to admission years of 2006, 2007 and 2008 together of professional higher education institutions; and admission years of 2008, 2009 and 2010 together of non-professional higher education institutions) 1948 students were admitted to 12 courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics & Communication’, NIT, Silchar; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Civil Engineering’, NIT, Agartala; ‘M.A. in History’ and ‘M.Sc. in Mathematics’, Gauhati University, Guwahati; ‘M.A. in Social Work’ and ‘M.Sc. in Chemistry’, Assam University, Silchar; and ‘M.A. in Economics’ and ‘M.Sc. in Chemistry’, Manipur University, Imphal), out of which 1197 (61.44%) were boys and 751 (38.55%) were girls. Hence in higher education institutions, girls possessed inferior status in comparison to boys in enrolment to the courses. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in higher education institutions of North-East India in enrolment to the courses.

B= Status of Girls in Comparison to Boys in Higher Education Institutions in Retention in the Courses

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses (‘B.Sc. in Agriculture’ and ‘B.Sc. in Home Science’, Agricultural University, Jorhat; ‘B.Tech. in Computer Science’ and ‘B.Tech. in Electronics &

Communication', NIT, Silchar; and 'B.Tech in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala) in the years of 2006, 2007 and 2008 together, out of which 598 (86.29%) boys and 349 (90.41%) girls were retained in the courses up to the end of the courses. Hence, in professional higher education institutions, girls possessed superior status in comparison to boys in retention in the courses with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in professional higher education institutions of North-East India in retention in the courses.

In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses ('M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry, Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 371 (73.61%) boys and 317 (86.84%) girls were retained in the courses up to the end of the courses. Hence, in non-professional higher education institutions, girls possessed superior status in comparison to boys in retention in the courses with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in non-professional higher education institutions of North-East India in retention in the courses.

In higher education institutions (with respect to admission years of 2006, 2007 and 2008 together of professional higher education institutions; and admission years of 2008,2009 and 2010 of non-professional higher education institutions) 1197 boys and 751 girls were admitted to 12 courses ('B.Sc. in Agriculture' and 'B.Sc. in Home Science', Agricultural University, Jorhat; 'B.Tech. in Computer Science' and 'B.Tech. in Electronics & Communication', NIT, Silchar; 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala; 'M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry, Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal), out of which 969 (80.95%) boys

and 666 (88.68%) girls were retained in the courses up to the end of the courses. Hence, in higher education institutions, girls possessed superior status in comparison to boys in retention in the courses. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in higher education institutions of North-East India in retention in the courses.

C= Status of Girls in Comparison to Boys in Higher Education Institutions in Completion of the Courses (Achievement)

In professional higher education institutions, 693 boys and 386 girls were admitted to the six courses ('B.Sc. in Agriculture' and 'B.Sc. in Home Science', Agricultural University, Jorhat; 'B.Tech. in Computer Science' and 'B.Tech. in Electronics & Communication', NIT, Silchar; and 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala) in the years of 2006, 2007, and 2008 together, out of which 549 (79.22%) boys and 303 (78.49%) girls completed the courses. Hence, in professional higher education institutions, girls possessed inferior status in comparison to boys in completion of the courses (achievement) with respect to all the three admission years of 2006, 2007 and 2008 together. Therefore, it is summarized that gender discrimination (favouring to boys) is commonly prevalent in professional higher education institutions of North-East India in completion of the courses (Achievement).

In non-professional higher education institutions, 504 boys and 365 girls were admitted to the six courses ('M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry', Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal) in the years of 2008, 2009 and 2010 together, out of which 285 (56.54%) boys and 248 (67.94%) girls completed the courses. Hence, in non-professional higher education institutions, girls possessed superior status in comparison to boys in completion of the courses (achievement) with respect to all the three admission years of 2008, 2009 and 2010 together. Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in non-professional higher education institutions of North-East India in completion of the courses (Achievement).

In higher education institutions (with respect to admission years of 2006, 2007 and 2008 together of professional higher education institutions; and admission years of 2008, 2009 and 2010 together of non-professional higher education institutions) 1197 boys and 751 girls were admitted to 12 courses ('B.Sc. in Agriculture' and 'B.Sc. in Home Science', Agricultural University, Jorhat; 'B.Tech. in Computer Science' and 'B.Tech. in Electronics & Communication', NIT, Silchar; 'B.Tech. in Computer Science' and 'B.Tech. in Civil Engineering', NIT, Agartala; 'M.A. in History' and 'M.Sc. in Mathematics', Gauhati University, Guwahati; 'M.A. in Social Work' and 'M.Sc. in Chemistry', Assam University, Silchar; and 'M.A. in Economics' and 'M.Sc. in Chemistry', Manipur University, Imphal), out of which 834 (69.67%) boys and 551 (73.36%) girls completed the courses. Hence, in higher education institutions, girls possessed superior status in comparison to boys in completion of the courses (achievement). Therefore, it is summarized that gender discrimination (favouring to girls) is commonly prevalent in higher education institutions of North-East India in completion of the courses (Achievement).

GENDER ISSUES IN EDUCATIONAL PRACTICES IN HIGHER EDUCATION INSTITUTIONS

In professional higher education institutions, 20.61% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 79.38% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 20.61 % students, 10.63% students responded that gender issues are found in educational practices favouring to men and the rest 9.98% students responded that gender issues are found in educational practices favouring to women. Hence, in professional higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to men than women. Therefore, it is summarized that gender issues (favouring more to men than women) is commonly prevalent in educational practices in professional higher education institutions of North-East India.

In non-professional higher education institutions, 15.87% students (including boys and girls) responded that gender issues are found (favouring to either men or women)

in educational practices; and the rest 84.12% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 15.87% students, 6.55% students responded that gender issues are found in educational practices favouring to men and the rest 9.32% students responded that gender issues are found in educational practices favouring to women. Hence, in non-professional higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to women than men. Therefore, it is summarized that gender issues (favouring more to women than men) is commonly prevalent in educational practices in non-professional higher education institutions of North-East India.

In higher education institutions (both professional and non-professional higher education institutions), 18.24% students (including boys and girls) responded that gender issues are found (favouring to either men or women) in educational practices; and the rest 81.75% students responded that gender issues are not found (no discrimination in treatment to either men or women) in educational practices. Out of the 18.24% students, 8.59% students responded that gender issues are found in educational practices favouring to men and the rest 9.65% students responded that gender issues are found in educational practices favouring to women. Hence, in higher education institutions, according to the responses of the students, gender issues are found in educational practices favouring more to women than men. Therefore, it is summarized that gender issues (favouring more to women than men) is commonly prevalent in educational practices in higher education institutions of North-East India.

EXISTING POLICIES OF THE GOVT. FOR PROTECTION AND RESERVATION FOR WOMEN AND THEIR INCLUSION AND IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS

The different plans and programmes of the govt. implemented in the different institutions for protection and reservation for women are: (i) establishment of committee against sexual harassment; (ii) establishment of gender sensitization cell; (iii) construction of ladies hostels and rest house for women; and (iv) implementation of nine schemes of UGC for women, the nine schemes are: (a) basic facilities for

women, (b) construction of women's hostel, (c) day care centre, (d) scheme for development of women's studies in Indian universities and colleges, (e) part time research associate ships for women (now renamed as post doctoral fellowships for women), (f) scheme for capacity building of women managers in higher education, (g) introduction of new UG/PG/Diploma courses (in Engineering and Technology) for women and, (h) infrastructure for women students, teachers and non-teaching staff in universities.

The main objectives of plans and programmes of govt. implemented in the different higher education institutions for protection and reservation for women are: (i) to protect women from sexual harassment and gender base violence; (ii) to ensure that rights of women are safeguarded and they are given ample opportunity for development; (iii) to bring gender equality in the university; and (iv) to develop basic facilities in university and to improve quality education for women.

Among the different plans and programmes of govt. working for maintaining gender equality in the different institutions, almost all plans and programmes are highly successful and a few plans and programmes are under process for becoming successful in future.

Very less (hardly) plans and programmes of govt. working for maintaining gender equality in the different institutions are found which are less successful.

The major barriers in the way of achieving gender equality in the different institutions are: (i) gender discrimination and sexual harassment against women; (ii) lack of awareness of education for women; (iii) sometimes insufficient of eligible women candidate for different tasks; and (iv) gender based violence and lack of women's decision making power.

Some major steps which can be taken for achieving better gender equality in the different institutions are: (i) women should take the opportunity that is provided by the govt.; (ii) giving awareness in gender equality; (iii) admission and recruitment process should be on the basis of merit; (iv) there should not be discrimination and harassment against women; (v) reservation for women regarding admission /recruitment is needed and financial assistance should be provided to women

students; and (vi) training on gender sensitization for all employees of the institutions.

The steps that different institutions have taken in the year 2013 for maintaining gender equality are: (i) construction of women hostels and providing infrastructure for women students; (ii) conducting of workshop and training programmes in gender equality; (iii) pursuing unbiased/equality policy towards new admission/recruitment; (iv) equal opportunity is given to both women and men in admission and evaluation process; and (v) some schemes are available for women in the university i.e. (a) day care centre/ women facility centre, (b) girls hostel etc.

Govt. supervises from time to time (through queries, monitoring and circular/notification) regarding 'whether gender equality is properly maintained in the institution or not'.

6.13.0 CONCLUSIONS

The study studied different issues relating to gender discrimination in educational practices in higher education institutions of North-East India. The conclusions derived from the data base / results studies are given in the following paragraphs.

The study revealed that women possess inferior status in comparison to men in all the administrative and the related positions like Vice Chancellor/ Director, Pro vice Chancellor, Registrar, Controller of examination, Finance officer, Medical officer, Deputy Registrar, Assistant Registrar, Section officer and Clerks in higher education institutions. Further, the study revealed that women possess inferior status in comparison to men in all the academic and the related positions like Dean of the schools, Head of the department, Professor, Associate Professor and Assistant Professor in higher education institutions. Not in a single administrative and the related position or academic related position in higher education institutions, women possess superior or equivalent status in comparison to men. This kind of discrimination between men and women in higher education institutions should be removed for achieving gender equality in higher education institutions. All sorts of efforts should be made to enhance the participation of women in all kinds of administrative and the related positions and academic and the related positions in higher education institutions.

The study indicated that in higher education institutions, girls possessed inferior status in comparison to boys in enrolement to the different courses whereas girls possessed superior status in comparison to boys in retention in different courses and in completion (achievement) of the courses. This kind of discrimination between boys and girls in higher education institutions should be removed for achieving gender equality in higher education institutions. Sincere efforts should be made for better/ more participation of both boys and girls in higher education institutions with regard to their enrolment to the courses, retention in the courses and completion of the courses. Further, sincere efforts should be made for maintaining parity/ equality between boys and girls with regard to their participation in higher education institutions with regard to enrolment to the courses, retention in the courses and completion of the courses.

From the study, it is inferred that gender issues are one way or other found in educational practices (i.e. teacher behaviour, curriculum, institutional/ departmental activities, discipline, enrolment, achievement, and providing benefits to the students) in higher education institutions. In some case gender issues in educational practices in higher education institutions favour to men whereas in some other cases gender issues in educational practices in higher education institutions favour to women. In maximum cases gender issues in educational practices in higher education institutions favour more to women than men. The gender issues prevailing in educational practices in higher education institutions should be removed so that gender equality in higher education institutions can be achieved. Efforts should be made to make different aspects of educational practices (i.e. teacher behaviour, curriculum, institutional/ departmental activities, discipline, enrolment, achievement, and providing benefits to the students) in higher education institutions free from gender biases and gender disparities.

The study revealed that a number of existing policies are found for protection and reservation of women and such policies one way or other are included and implemented in higher education institutions. Eastablishment of committee against sexual harassment, eastablishment of gender sensitization cell etc. in higher education institutions are examples of some of the policies for protection and

reservation of women in higher education institutions. Though different policies are working for protection and reservation of women in higher education institutions but higher education institutions are not to many extents free from gender discrimination. So strategic planning for reducing the gender discrimination in higher education institutions are necessary. The existing policies of the govt. working for achieving gender discriminaton in higher education institutions should be reformed to the highest level to make them more practical, achievable and target oriented. Planning should be made to make the higher education in institutions free from gender discrimination in a wide scale.

It is concluded from the study that gender discriminatition is commonly prevalent in educational practices in higher education institutions of North-East India. Hence, proper planning should be made to create the educational practices of higher education institutions free from gender discrimination. The study provides valuable insights for making the higher education institutions in many other parts of the country other than North-East India free from gender discrimination.

6.14.0 IMPLICATIONS OF THE STUDY

Some of the significant implications of the present study are given below

1. This study would help to remove gender discrimination from educational practices and to maintain gender equality in educational practices.
2. This study would help to bring necessary change in existing policies and devise new policies for the protection and empowerment of women in the context of achieving gender equality in educational and other social spheres.
3. This study can be considered as a model or referring point for removing many other types of social inequalities like caste inequalities, class inequalities etc. beyond gender inequality in educational and social set up.
4. The study would help to create a sense of positive attitude among educational administrators, teachers, students etc. towards maintaning gender parity in educational setup.
5. The study would be quite helpful for achieving social equity and social justice through maintaining gender parity in educational institutions.

6. The study would help for creating many vissionary activities, programme and missions for making educational set up free from gender discrimination.

6.15.0 SUGGESTIONS FOR FURTHER RESEARCH

Present study provides a number of suggestions for conducting further research relating to present study area. Some of the significant suggestions for further research relating to the present study are given below.

1. Present study is conducted in the area of gender discrimination in educational practices of higher education institutions. But, studies may be conducted in the area of gender discrimination in educational practices of many other educational setup other then higher education institutions like primary education, secondary education etc.
2. Present study is conducted in North-East India educational set up. But this kind of study may be extended to the other parts of the country as well as the globe.
3. Present study is conducted by taking public relation officer/ head of the institutions (i.e. higher education institutions), head of the departments and students (i.e. higher education institutions) as the participants of the study. This kind of study may be under taken by involving the general public, curriculum framers etc. as the participants of the study.
4. Studies may be under taken to study the effect of gender discrimination in educational practices on personal and social life of the people.
5. Studies may be under taken to devise certain strategies, techniques, methods etc. for making the educational spheres free from gender discrimination.