

afterwards too to get into higher posts. The vocational training, skill improvement programmes, placement and work place-basis training etc., will help the women to have a kind of occupational choice. Also these will help women to build their career on the one side and on the more important side, to increase their productivity levels which will enhance the worth of organisation in particular and the nation / state in general.

Another area of interest is the degree of access women have in life long learning. A life long learning process helps one to maintain competitiveness and employability. Otherwise they will become redundant.

Sumup:

Ensuring access to new jobs based on new technologies, which underlie production in faster-growing sectors of the economy, may prove more important for gender equality than access to traditional male jobs in largely declining sectors. Clearly, a wide range of policies, with training as a key but not lone component, is needed to widen women's choices in the labour Market.

★ ★ ★

20. WOMEN EDUCATION THROUGH DISTANCE MODE : A CASE STUDY

Objectives of this paper

The main objectives of the present study are :

- a) To study the overall picture regarding women participation in higher education.
- b) To assess the participation of women in distance mode with special reference to Centre for Distance Education, Bharathidasan University.
- c) To recommend proposals to develop strategies for higher education of women through distance mode.

Methodology of this study :

The present study was carried out with special reference to participation of women in the Centre for Distance Education, Bharathidasan University for the period covering the academic years 1992-93 to 1988-99 i.e. seven years. This study depends mainly on secondary data.

Introduction :

The economic growth and development of any country depends on the human, physical and financial resources. Even the available resources may go under-utilised, unutilised or misused if human resources are not adequately educated, properly trained and effectively managed. It is no doubt that education plays a vital role in the process of human resource management. It is a matter of urgency that both men and women with good caliber and competence must be identified to face the challenges. Women are a good work force. Further, Indian girls obtain higher grades in schools and colleges than boys.

A. Singaravel & M. Selvam, Bharathidasan University, Tiruchirappali - 620 024
and

S. Mangaiyarkarasi, Management Student of DDE, Annamalai University,
Annamalai Nagar - 608 002.

Current States of Higher Education :

The population of our country has been growing enormously and as a result, available education facilities are inadequate to fulfil the current higher education demand. Therefore, one cannot expect that in future, the growing population of India will get higher education in full. Table - I reveals the projected population of India.

Indian Women and Economic Growth :

Now-a-days women achieve many wonders in almost all fields. But they are treated poorly in many respects. According to Beena Sha, women produce 50% of the world's food supply, account for 60% of the work force and contribute upto 30% of the official labour force but received only 10% of the world economy and surprisingly own less than 1% of the world's real estate. In other words, while the contribution of women is more, their share in benefits is insignificant. This is because most of the women are content and lack adequate education to claim their rights.

Female Literacy in India :

The female literacy rate in India has risen from 8.9% in 1951 to 39.4 % in 1991. However, because of the tremendous increase in population, this improvement has not been able to offset the overall increase in the number of illiterate women. Within the formal educational structure, since independence, the improvement and expansion of women education has been steady and phenomenal. The situation regarding female literacy is encouraging. Still the gap between men and women at all stages of educational process has not been bridged but has continued to widen (refer Table-2)

Origin of Distance Education :

The shortcomings in the conventional educational system have led to the innovation of the distance mode of education all over the world. India is not an exception to this. As DES

is more flexible in terms of attendance and course duration and offers academic freedom for the students to complete and upgrade their education at their own pace, DES is opt alternative for higher education.

Women Education and Distance Education Unit of Bharathidasan University :

In Tamil Nadu, Bharathidasan University started the Centre for Distance Education in 1992 and it offers several Under-graduate, Post-graduate and para-professional courses. Hence, it is appropriate to study women enrollment in various courses since their inception. Table - 3 reveals the enrollment of women students in the Centre for Distance Education during the period from 1992-93 to 1998-1999 i.e., seven years. For convenience of analysis, the various courses offered by Centre for Distance Education are grouped as two i.e. U.G. and P.G. level courses. These main groups (U.G. and P.G. level) are further classified as degree and professional level courses. The U.G. (degree) level courses include BA co-operation, Economics, History, and Tamil, BBA, B.Com, B.Sc Maths and Computer Science while professional level courses at U.G. level include B.Ed alone. In the case of P.G. the degree level courses include M.A. Economics, English and History, M.Com and M.Sc Maths while professional level courses include MCA, MBA, PGDCA and M.Ed.

Regarding U.G. courses it is heartening to note that women enrollment is higher than that of men i.e. more than 50% in all the years from 1993-94 to 1998-99. But their enrollment in the P.G Courses is less than 50% in all the years. Among P.G. courses women participation in the para-professional courses is highly insignificant. However there has been a steady growth from 24% in 1993-94 to 33% in 1998-99.

From the above analysis, what is inferred is that distance mode of learning is helpful to women in their education till graduation. After graduation, there is a disparity in the participation rate among men and women in P.G. courses. Low rate of women participation was recorded due to marriage,

family responsibilities of women etc., The rate of growth of women participation reveals the fact that the growth rate increased from 100% in 1993-94 to 1049% in 1998-99 with wide fluctuations. Sudden downfall in the growth rate (424%) was recorded in the year 1996-97 from 1008% in 1995-96. The main reason for this is stoppage of B.Ed programme in the distance mode in view of NCTE Norms. From 1996-97 onwards there was a steady growth.

In spite of wide fluctuation in the growth rate of women participation, it is no exaggeration that the distance stream helps better in women empowerment through education than the conventional type of education.

Proposal to Develop More women participation in Higher Education :

In order to achieve complete literacy in India; it is necessary to take all possible steps to attract more people particularly women in distance mode. Therefore the courses of following nature may be offered in distance mode of education.

- ★ all courses which create self-development, self-esteem and assertiveness training,
- ★ courses for women leadership quality, counselling etc.,
- ★ courses relating to work resource identification and uses,
- ★ courses on small business management,
- ★ courses on parent education and teen age matters,
- ★ courses on women and child health,
- ★ courses regarding domestic violence, child abuse, self-defence for women,
- ★ courses regarding women and law, women in Trade Union, and women in politics,
- ★ courses on gender development, gender analysis, gender planning,
- ★ courses relating to traditional medicine, house-keeping, interior decoration etc.

Conclusion :

It is no doubt that social equality in terms of gender can be achieved only through provision of education by any means

like distance education system. There is, by and large, still oppression and suppression of women in the male dominated society. This inhibition to women education in view of financial and security problems could be overcome if women choose to avail the benefit of the distance mode of education.

Table 1
The Projected population of India

S. No.	Year	Population in million	Rate of Percentage
1.	1981	665.2	100
2.	1991	838.5	126
3.	1996	944.3	142
4.	2001	1094.0	164
5.	2006	1111.0	167
6.	2011	1176.0	177
7.	2021	1272.0	192

Source : Quoted by Tarlok Sing, "Women's Literacy and the "Girl Child". **Indian Journal of Adult Education**, Vol. 56, No.1, Jan-March 1995. p.p.5-10

Table 2
Literacy Rate in India

Year	Persons	Males	Females
1951	18.3	27.2	8.9
1961	28.3	40.4	15.3
1971	34.5	46.0	22.0
1981	43.4	56.4	29.8
1991	52.1	63.9	39.4

Source : N. Manomoney, "problems and prospectus of women in India" **Southern Economist**, Vol.33. Number - 17, Jan. 1995.

Table 3
Enrollment of Women Students in the Centre for Distance Education, Bharathidasan University, Tiruchirappalli

Particulars	1992 - 93			1993 - 94			1994 - 95			1995 - 96		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
UG												
1. Degree level	NA	NA	350	185 (43)	247 (57)	432 (100)	357 (46)	419 (54)	776 (100.00)	416 (44)	524 (56)	940 (100.00)
2. Professional level	-	-	-	-	-	-	973 (43)	1288 (57)	2261 (100.00)	2263 (50)	2231 (50)	4494 (100.00)
Total	-	-	350	185 (43)	247 (57)	432 (100.00)	1330 (44)	1707 (56)	3037 (100.00)	2679 (49)	2755 (51)	5434 (100.00)
PG												
1. Degree level	-	-	-	51 (50)	52 (50)	103 (100)	129 (55)	107 (45)	236 (100.00)	160 (50.00)	160 (50.00)	320 (100.00)
2. Professional level	NA	NA	213	168 (76)	54 (24)	222 (100.00)	275 (77)	82 (23)	357 (100.00)	1772 (73)	642 (27)	2414 (100.00)
Total	-	-	213	219 (67)	106 (33)	325 (100.00)	404 (68)	189 (32)	593 (100.00)	1932 (71)	802 (29)	2734 (100.00)
Grand Total	-	-	563	404 (53)	353 (47)	757 (100.00)	1734 (48)	1896 (52)	3630 (100)	4611 (56)	3557 (44)	8168 (100.00)
Rate of growth	-	-	-	-	100	-	-	537	-	-	1008	-

Continued

Table 3 (Continued)

Particulars	1996 - 97			1997 - 98			1998 - 99		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
UG									
1. Degree level	419 (46)	499 (54)	918 (100)	592 (45)	721 (55)	1313 (100)	747 (43)	973 (57)	1720 (100)
2. Professional level	-	-	-	230 (35)	436 (65)	666 (100)	219 (44)	281 (56)	500 (100)
Total	419 (46)	499 (54)	918 (100)	822 (42)	1157 (58)	1979 (100)	966 (44)	1254 (56)	2220 (100)
PG									
1. Degree level	(186) (44)	240 (56)	426 (100)	258 (39)	407 (61)	665 (100)	315 (35)	585 (65)	900 (100)
2. Professional level	1699 (69)	763 (31)	2462 (100)	2761 (70)	1188 (30)	3949 (100)	3759 (67)	1867 (33)	5626 (100)
Total	1885 (65)	1003 (35)	2888 (100)	3019 (65)	1595 (35)	4614 (100)	4074 (62)	2452 (38)	6526 (100)
Grand Total	757 (100.00)	1502 (39)	3806 (100)	3841 (58)	2752 (42)	6593 (100)	5040 (58)	3706 (42)	8746 (100)
Rate of growth		424			780			1049	

Source : 1. Books and Records of CDE, BARD
2. Annual reports of UGC.

Note : 1. During 1996-97, BEd course was stopped in view of NCTE Norms
2. Base year for Rate of growth is 1993-94 (100%)