

## INDIAN HIGHER EDUCATION: GENDER DISPARITY IN LEADERSHIP ROLES

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### ABSTRACT

*Gender disparity is a global phenomenon and it subsists in each country, state, district, and even in far-off villages. A number of researchers have by now proved that it is perceived in every field that females are under-represented at senior levels and it is this context that leads to the core of the worldwide debate on education. Also, there are meager opportunities for moving ahead, and presently the structural shifts in higher education are causing a casualization of the teaching personnel in higher education institutes.*

*This paper is an attempt to analyze the problem of gender disparity in the Indian academic hierarchy. Research data illustrates that the presence of females has both grown in numbers and percentage as regards admittance to higher education but this imbalance has a perspective, ie the lack of females in leadership positions and the persistent dominance of males in decision-making positions has the effect of limiting the growth and ability of females to impact policy design at the zenith of positions.*

**Keywords:** *Gender Disparity, Higher Education Hierarchy, Leadership Roles, Affirmative Action.*

### Introduction

An innumerable count of stimuli have given shape to the leadership scenarios that are open to females in the sphere of education in terms of students as well as being faculty members with the passage of time. The All India Women's Conference has been known to hold the torch for this and other feminist concepts, an existing conviction has been that as more females would be a part of the system, this would consequently be leading to equality of opportunities and more females would be well posited to climb to the zenith at a rate comparable to males.

Nevertheless, the dispersed representation by levels undoubtedly reveals the complexity of what seems to be an escalating proportion of women in the positions across the institutions of higher education in the country. The base of the pyramid is the teachers who may perhaps or might not move in the positions of Assistant Professor et al. Further, entrance exams for state-wide recruitments are conducted by many states and UTs in the country at the basic entry level in the position of assistant professor, upholding one more that the structural alignment of the workforce is a reflection of the share of temporary faculty members. Consequently, the hierarchy for progression consists in the core of 3 classifications— a) Assistant Professor, b) Associate Professor, and c) Professor.

In the case of reach to higher education institutions in terms of enrolment, the presence of women has both developed as is reflected in numbers as well as the percentage. Females now make up approximately fifty percent of the enrolments in institutions of higher education. However, in the same institutes of higher education, they continue to be poorly represented in numbers as faculty members. This suggests that females appear to be filtered out when it comes to progression in terms of gender representation, Further, appointments as ad-hoc and temporary instructors have increased exponentially across the board in the country, this can be termed as casualization of the profession of teaching and surprisingly it is in these terms that female teachers look like achieving at par status with their men peers.

The whys and wherefores of this critical increase in the count of temporary teachers show divergence and are many but some of them are 1) sanctions on fresh recruitments in numerous universities, 2) a proliferation of self-financed courses which are driven by funds as raised through student

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fees and are administrated by guest faculties itself, also 3) also grants blocked as a result of pressure on state finances are more or less the state or local level explanations.

In terms of progression as regards the movement up in the hierarchy in academics, not much data and literature are available as regards the time period taken to be eligible for promotions to the positions in the higher education faculty member hierarchy, are there constrictions that exist and do they work against female faculty members, also does the detriments as regards social caste of female faculty members is also reflected within the pecking order in the university teaching hierarchy, over-all academic research as regards female representation in the profession of teaching in institutes of higher education is negligible.

The present higher education structure in the country is in the hands of private institutions, as also public institutions have initiated a massive number of self-financed courses, which has led to appointments on ad-hoc basis plus temporary teachers, female faculty members make up a large proportion of these number. Female faculty members are represented below par in the bulwark of the academic hierarchy, excluding the entry level of the academic personnel or on an ad-hoc basis or as temporary faculty members.

A number of scholars advocate that collected evidence exists in terms of organizational theory and feminist scholarship has not had suitable recognition as regards the dichotomy in gender representation in higher education institutes as also the other workplaces.

This research study addresses the indications and incidence of gender disparity in professional leadership roles, the basis and justifications offered as regards gender differences, and endeavors to put forth practical strategies to take into account and balance the gender disparities that endure in Indian Higher education to date.

### Review of literature

As regards the world of academia, the continuing gender inequalities have been revealed in several countries (Larivière, Ni, Gingras, Cronin, & Sugimoto, 2013), and particularly at senior levels (e.g., Ucal, O'Neil, & Toktas, 2015; Weisshaar, 2017; Winchester & Browning, 2015).

Additionally, the intricate web of stimuli that has steered the cause of women being not represented in fair numbers in the sector of education in India has not been understood (Gupta, 2015). The lack of elementary data as regards gender disproportions is a severe constraint because gender issues in our country are very different from the superiorly researched cases in America and Europe, owing to economic conditions, perhaps also resilient family influences (Vindhya, 2007), superior female safety apprehensions (Vindhya, 2007), and divergent cultural anticipations (Chandrakar, 2014).

Akafo, V&Boateng, P.A (2015) and Shafi (2016), analyze their study that job satisfaction is the most vital part of all teaching faculties and they work necessary for the growth of the organization and to support develop our society together.

### Objectives of the study

1. To study the enrolments of women in institutions of higher education.
2. To study the proportionate representation of females in the institutions of higher education.
3. To study the progression of female faculty members as regards Academic hierarchy in institutions of Higher Education.
4. To study and analyze the number of females in academic leadership in higher education in Indian states.

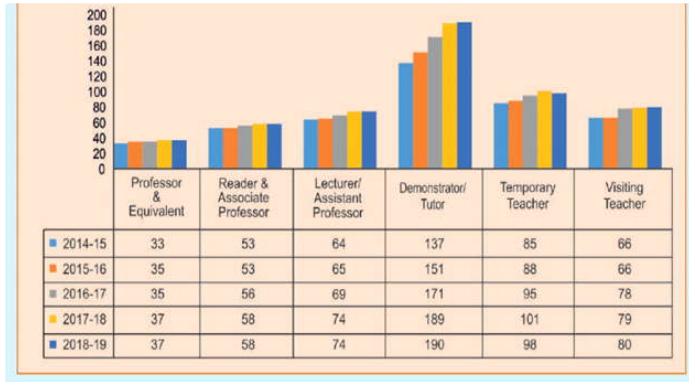
### Research Methodology

The present research is constructed on the basis of secondary data which has been collated from numerous reports of the Ministry of HRD and other sources.

The upsurge in enrolments of women in higher education institutions has been exponential since the nation gained independence, The All India Survey of Higher Education (AISHE) 2016- 17 assesses total enrolments in the range of 35.7 million, of which 46.8 percent are girls (at 16.7 million). Thus an increase in the numbers swelling at a fast pace and being enormous, also to note that growth is from a low proportion of just about 10 percent of total enrolled of females in the year 1950-51.

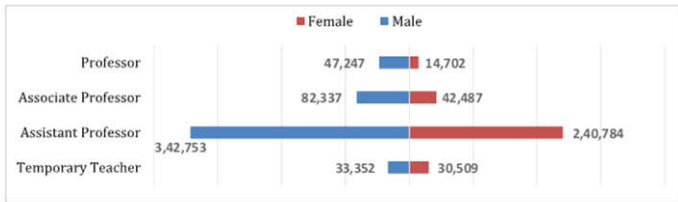
Figure 1: Post-wise Number of Female Teachers per 100 male faculty members

The count of faculty members has grown from 12,47,453 in 2010-11 to 14,16,299 in 2018-19. Statewise and Post-wise counts of faculty members during the last 5 years are given in Table 4. At all levels presence of female faculty members has improved from 2014-15 to 2018-19.



Gender and Hierarchy of Higher Education Professionals in India (2011-12)

Figure 2



Source: All India Survey on Higher Education 2011-12, Department of Higher Education, Ministry of Human Resources Development, Govt. New Delhi.

The observations as regards Figure 2 are -Males make up for 61 percent of the total faculty members, and females the rest 39 percent, clustering is evidenced at the base as 76 percent of all those employed as faculty members have reported being employed as an Assistant Professor or equivalent post.

Gender and Hierarchy of Higher Education Professionals in India (2017-18)

Table 1 reveals that there is not much difference in the proportionate share of female and male Assistant Professors. Pointedly the highest gender gap persists in the academic position of Professor, which turns out to be 47 percentage points in 2017-18. Thus it reflects that Universities persist as the scholarly domain of males.

### Progression in the Hierarchy of the Academic Profession

#### Progression in the Academic Hierarchy for Higher Education, 2011-12 to 2017-18

Table 1

2011-12			2017-18		
Assistant Professor			Associate Professor		
Male	Female	Total	Male	Female	Total
342753	240784	583537	88415	51028	139443
100%	100%	100%	26%	21%	24%
Associate Professor			Professor		
Male	Female	Total	Male	Female	Total
82337	42487	124824	52105	18909	71014
100%	100%	100%	63%	45%	57%

Source: All India Survey on Higher Education, 2011-12 and 2017-18, Department of Higher Education, MoHRD.

It is reflected that 24 percent of all the Assistant Professors advanced in their career to the position of Associate Professors in a seven-year tenure . .

While 63 percent of male Associate Professors in 2011-12 were promoted as Professor, only 45 percent of the female Associate Professors were promoted. Thus it is clear that the gender gap in this advancement is considerably high, at 18 percentage points, in numbers it is more than thrice higher than for the prior level of advancement (from Assistant to Associate Professor).

#### Academic Leadership

Table 2

The data from the All India Survey of Higher Education (AISHE 2017-18) reflects that of the overall 547 Vice Chancellors in different Universities across many states, a meager nine percent are female. In terms of the regional assortment, West Bengal tops with the highest number of seven female VCs in the overall 33 Universities. On the other hand, the count and ratio are way too meager in each of the other states. Females have more positions in the domain of Directors of research institutes around 17 percent in about 4000 of the overall institutes in our country.

States	Vice Chancellor Total No.	Female VC Nos.	Director Total No.	%Female	Principal Total No.	%Female
Andhra Pradesh	17	2	127	16	2381	22
Bihar	17	1	38	5	646	17
Chhattisgarh	17	2	31	13	569	38
Gujarat	43	1	250	17	1345	26
Haryana	26		124	10	680	40
Jharkhand	13	1	28	18	281	23
Karnataka	39	4	246	16	3443	27
Kerala	14	4	107	8	1269	43
Madhya Pradesh	30	5	661	21	1363	37
Maharashtra	38	3	532	21	4185	25
Odisha	19	2	105	3	804	30
Punjab	19	1	142	16	950	47
Rajasthan	44	4	230	12	2443	29
Tamil Nadu	34	6	390	19	2719	36
Telangana	16	1	134	16	1828	22
Uttar Pradesh	31	3	543	15	4134	23
West Bengal	33	7	100	17	1207	23
All India	546	47 (9%*)	4130	17%	32141	28%

Source: All India Survey of Higher Education, 2017-18, Department of Higher Education, MoHRD, Govt. New Delhi

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