



HIGHER EDUCATION IN WEST BENGAL: A SOCIO- HISTORICAL JOURNEY DURING 21ST CENTURY

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ABSTRACT

Education is an important arena in Indian social, economic, political and cultural life from the earliest times. We know that higher education means the education beyond the level of secondary education. It is said that education presented in the colleges and universities is higher education. The term “higher education” refers the education at the degree level and above. The women are almost half of the total human resources. But it is very unfortunate to say that neglecting attitudes towards women is prominent in many respects particularly in the field of education. Theoretically the necessity of having higher education for both men and women is the same. But in reality, it can be said that the higher education of a women is more important than that of a man. We can remember the famous statement of Dr. S. Radhakrishnan in this regard. He said in 1948 that there cannot be an educated people without educated women. If general education has to be limited to men or women, that opportunity should be given to women. From them it would most surely be passed on to the next generation.¹ It is also said that an educated man cares for his family and an educated woman cares for and natures two families and three generation. An educated woman has abilities to deal with the problems of her life. She can easily understand the demerits of early marriage and high birth rate. Higher education associates to increase confidence in a woman.

Keywords: *Higher Education, Socio – Historical Journey, 21st Century, West Bengal*



1. INTRODUCTION

In India, education is primarily the responsibility of the state governments but the union government has also been entrusted with certain responsibilities like co-ordination of education facilities, determination of standards of higher education, scientific and technical education and research, etc. In fact, higher education in general and in specialized areas like technology, management, agriculture, particularly is largely financed and administered by the union government. Further, higher education in India is to mean to serve as a strong unifying link among different regions, communities and cultures. Thus, higher education can really be characterized as “national” rather than “regional” and the growth of higher education in West Bengal, or for the matter of any state, can be studied only in the context of the national system. Hence, before we discuss the development of higher education in West Bengal, it is necessary to understand the system of higher education in India – how it has responded over the years to the changing policies and priorities of the country’s overall development. In Bengal as well as in India the higher education of women had a long history. If we look at the history of education of India, we can find the gradual progress of education particularly among women.

The advent of British rule in India initiated a change in the socioeconomic system which in turn resulted in a new education system. Prior to the introduction of English Education during the early days of British colonial rule, two types of schools were opened to the people: the primary schools (pathsalas and maktabas) imparting very little beyond the mother tongue and simple Arithmetic, and Sanskrit tols (where Sanskrit grammar and literature, theology, logic and metaphysics were being taught) and madrasahs for higher education. These tols for the Hindus and madrasahs for the Muslims were the centres where the classics (Sanskrit, Persian and Arabic) were taught. Those institutions got financial support from the government or from private donations so at that time education was almost free of cost.⁷ Although a few Hindus learned Persian and Arabic for securing a job under the royal court, most of the others studied for the sake of knowledge and intellectual advancement. This system of education consisting of pathsala and tol or maktab and madrasah was suited to the needs of those days for the society was yet to be moulded for the British colonial politico-economic system. Moreover, the prevailing oriental feudal system did not require mass education for its maintenance.



This research has tried to explore the history of women's participation in the sphere of higher education in the state of West Bengal, starting from its emergence, i.e. 1947 to 2011, the year on which the West Bengal University Laws (Amendment) Act 2011 passed. This research includes the participation of women as students, teachers, researchers and administrators as well as policy-makers in the field of higher education. To trace the history of women's participation in higher education in West Bengal, it is necessary to investigate the status of women in higher education during colonial period. Hence we have tried to explain that in the beginning. In the second chapter we have attempted to have a clear understanding regarding the Indian scenario in general, which is done in the second chapter. The governmental initiatives that had been taken in the field of higher education have been investigated in the following chapter. The role of union government along with various institutions like University Grants Commission has explored there. This research has tried to trace the socio-economic and cultural perspectives of women's participation in higher education in a detailed manner. There the parameters of caste, class, geographical location is used to explore the status of women in higher education. In this regard, the writing of the women educators and literature on the education of women are used to focus on the theme. Finally, this research has sincerely investigated the changing status of women in higher education.

1.1 PROBLEM STATEMENT

Education plays important role in the development of any nation. Higher education is a powerful instrument for creating knowledge and information-based society. The mission and vision of higher education is to educate, train, and undertake research activities and service to the community. Higher education has importance role in the development of the country, as it is a powerful tool to build knowledge-based society of the 21st Century. Higher education typically comprises undergraduate, post graduate degrees and pre-doctoral and doctoral programs. But also have gender gap of enrolment of higher education. Percentages of female enrolment are very weak. If this gap is not being reduced in west Bengal not only India but also the globe will be facing a big problem because higher education of women plays a crucial role to manifest their inner and outer potentiality, which can make them more efficient to chess challenges of ever-changing society. At present, India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human's



creative and intellectual endeavours such as arts and humanities, natural, mathematical and social science, engineering, medicine, dentistry, education, agriculture, law, commerce and management, music, and performing arts, national and foreign languages, culture and communications etc. In India, our government takes various plans and policies to reduce the gender gap at the level of higher education, but those are not sufficient to cope up with the problems of gender inequality. Plans and policy formulation is not a last thing its implementation is very much necessary.

1.2 RATIONALE OF THE STUDY

Education is a process for achieving perfection that already exists in the mankind. The 20th century is significantly a milestone in the discourse of education as majority of the world's population, for the first time, learned to read and write¹. Education is an important instrument for development and social change as it was visualized by the first education commission on higher education in India, the Radhakrishnan Commission (1948-49) that emphasized the welfare and betterment of humanity as the ultimate goal of higher education. That education is essentially linked with development, progress, growth etc. is universally recognised and at the same time a highly contesting premise. It is universally true and a perceived fact that a man capable of reading and writing, calculating or having communicative vocabularies make him characteristically different from others who do not have these skills. But when education is considered as a means to an end that strives to reach the goal of economic development, it becomes a contesting inference. Contesting because social scientists when trying to project education as a means of economic growth are overwhelmed with ambiguity as to decide which should come first. This research is an attempt to interrogate this new perspective of education, especially higher education in India with the help of secondary resources. India, being one of the largest populous countries in the world has an estimated 55% population below the age of 20. People of this group are considered to be the most productive class of human resources. So, empowering these people with productive knowledge and skills is an imperative task of higher education for attaining sustainability in the development process of the country.

1.3 GEOGRAPHICAL LOCATION

Geography of West Bengal, a state in eastern India, is diverse, of high peaks of Himalaya in the northern extremes to where Himalayas are in the north and sea is at the south, with both plains and



plateaus covering the remaining region. West Bengal is on the eastern bottleneck of India, stretching from the Himalayas in the north to the Bay of Bengal in the south. It lies between 85 degree 50 minutes and 89 degree 50 minutes east longitude, and 21 degrees 25 minutes and 27 degrees 13 minutes north latitude. The state has a total area of 88,752 square kilometres (34,267 sq mi). With Bangladesh, which lies on its eastern border, the state forms the ethno-linguistic region of Bengal. To its northeast lie the states of Assam and Sikkim and the country Bhutan, and to its southwest, the state of Orissa. To the west it borders the state of Jharkhand and Bihar, and to the northwest, Nepal. The capital of the state is Kolkata, the third-largest urban agglomeration and the seventh-largest city in India.

West Bengal is a state in the eastern region of India along the Bay of Bengal. With over 91 million inhabitants, it is the fourth-most populous state and the fourteenth-largest state by area in India. Covering an area of 88,752 km² (34,267 sq mi), it is also the seventh-most populous country subdivision of the world. Part of the Bengal region of the Indian subcontinent, it borders Bangladesh in the east, and Nepal and Bhutan in the north. It also borders the Indian states of Odisha, Jharkhand, Bihar, Sikkim and Assam. The state capital is Kolkata, the third-largest metropolis, and seventh largest city by population in India. West Bengal includes the Darjeeling Himalayan hill region, the Ganges delta, the Rarh region and the coastal Sundarbans. The state's main ethnic group is the Bengalis, with the Bengali Hindus forming the demographic majority.

1.4 SCOPE OF THE STUDY

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management and geographical coverage, it has become necessary to develop a sound database on higher education. Existing data base on higher education is inadequate and out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc. Due to this, Gross Enrolment Ratio (GER), which is being calculated on the basis of available data, does not reflect the correct picture of the country's development in respect of Higher Education sector. Government has set a target of increasing the GER from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020. Various new initiatives have been taken during XI Five Year Plan to increase the GER. Reliable and comprehensive



data-base is an immediate requirement to measure the actual GER and efforts taken to improve the GER. A sound database on higher education is also required for planning, policy formulation, fulfilling International Commitments, Research etc.

1.5 LIMITATION

Women managers working in diverse socio-cultural and geographical contexts analyse the obstacles which they have faced and overcome during their careers. Four principal themes emerge: the general participation of women in education; the extent of their involvement in higher education management, including impediments to their advancement; the development of strategies to surmount these career limitations; and the particular contribution of women to the management of higher education. As the 21st century approaches, women graduates face exciting perspectives. Increasingly, they will be strongly urged to assume their rightful place in the decision-making process - both in the systems and institutions of higher education and also in the various professions for which they have studied. As this dual role is of the greatest importance for society, women merit strong encouragement in these endeavours. In spite of advances, women have made in many areas of public life in the past two decades, in the area of higher education management they are still a long way from participating on the same footing as men. With hardly an exception the global picture is one of men outnumbering women at about five to one at middle management level and at about twenty or more to one at senior management level. Women deans and professors are a minority group and women vice-chancellors and presidents are still a rarity. 'The position of women in higher education management cannot be treated in isolation from the general status of women in society, and from the general aims of economic and social development'- writes Rafica Hammoud. Access to education' is a telling indicator of women's status in a given society. Cultural perceptions of the roles which women are expected to fill are reflected in the extent to which women participate in formal education and the type of education to which they have access. In seeking to explain the under-representation of women in higher education management we turn first to consider the equity in participation of girls or women in education, to reflect on the reasons for this phenomenon and to highlight its adverse consequences. Primary level education is now widely available in all of the countries studied and opportunities for secondary and higher education are increasing. Increasing retention rates in India suggest that young people recognise that in the new technological era their job prospects will be bleak without some form of higher-level



education. The rising aspiration for further education is placing increasing pressure on governments to expand all forms of post-higher secondary education or higher education. Even where economic and technological development has progressed beyond the agrarian model, these attitudes persist, informing expectations and behaviours. It is this narrow definition of the female role which limits girls' access to education, causes early attrition and restricts them to traditional female areas of study.

2. LITERATURE REVIEW

Doli Dey (2014) Education plays a crucial role in social- economic development of a country. It can also help in the development of human civilization through reducing poverty, ignorance, exclusion, etc. So education must be provided in every section in our society especially marginalized sections who are the deprived classes in our society. After completion of elementary and secondary education, attention must be paid on higher education. Today India's higher education system is the World's third largest education system after U.S and China. But the enrolment ratio in higher education is not as per expectation. According to ASHE (Annual Status of Higher Education of States & UTs in India) 2013 total enrolment of students in regular mode in higher education in India is around 241.8 lakes, with 55.7% male & 44.2% female enrolment. In India women consist half of the total population, but their enrolment in higher education is lower than men's enrolment. So on the basis of the above discussion, it can be said that that gender gap exit here in higher education system which is not a good indication for us. Present paper attempts to analyze participation and problems of women in higher education in India as well as in West Bengal. This paper also shows some suggestions on the basis of findings to reduce the gender gap in higher education.

Tushar Kanti Ghara (2016) Women education and empowerment are the indicators of development. Women education ensures the holistic and long development. It includes equitable and increased access to technical and vocational education and training, higher education and research with due attention to quality assurance. This communication has taken a look on women participation through women higher education institutes, women enrolment as compared with population. The participation in terms of distribution of institutes and enrolment has been studied for the years 2011-2016. The trend has been found as increasing but slow. Correlations have also been studied.



Ramchandra Pramanik (2014) This paper is a short review article that seeks to interrogate the goals of education in the present context with reference to Indian examples. Real education is that which enables one to stand on his own leg. This maxim pronounced by Swami Vivekananda is still manifests the undoubted goals of education even in the present age. The goals of education in the present context are somewhat different as it was contemplated in earlier days. Nowadays, there is a paradigm shift in the teaching and learning process. The students are no longer considered to be learners; rather they are the consumers whom the teachers must satisfy so that they can become successful clients in the market. Education is, therefore, intimately linked with consumerism. Still, education must not lose its inclusive character as long as disability among certain sections exists. Hence, the goals of education and sustainable economic growth are complementary with each other and thus go hand in hand.

Asim Das (2018) Education plays a vital role in social- economic development of a country. It can also help in the development of human civilization through reducing poverty, unemployment, population Explosion, terrorism ignorance, exclusion, etc. In our present education system Higher education is the most important stage which stage are provide skill person research knowledge and resource person in different field. In India West Bengal are recently developed in education. Various new initiatives are being taken by the Central and state Government to increase the Gross Enrolment Ratio (GER) in higher education. To measure the efforts taken by the government to increase the GER requires complete data on higher education such as number of institutions, students, teachers etc. In this context ,the present paper focuses on present enrollment status of Higher education in West Bengal .The whole analysis based on AISHE report of 2016 -17 .

Debarun Chakraborty (2018) In today's era, Information and Communication Technology (ICT) is having a magnanimous influence on higher education system of any country. India is likewise one of them and the examination intends to decide the viability of ICT in fortifying the procedure of advanced education framework in this nation. There are four factors which have been properly identified from various secondary sources and those are availability, usage, knowledge and cost. Analyzing these four factors, the research is trying to explore the impact of ICT. The study has been conducted in various colleges and universities in West Bengal, India. 386 examples have been gathered with the assistance of an organized poll and 5point likert scale has been utilized to lead the overview. Convenience sampling technique has been utilized to gather the examples from different universities and colleges.



To test the hypothesis and find out the result Exploratory Factor Analysis and Multiple Regression Analysis have been used. The findings of the survey claim that cost of ICT is one of the most influencing factors on effectiveness of ICT.

Niranjan. R (2017) Over the year higher education sector has witnessed an incredible increase in its institutional capacity. After China and United States India's higher education system is the third largest in the world, comprising of 760 universities and institutions of national importance, and 38998 colleges, 44211637 students and 1473255 teachers. The number universities/institutions have increased 18 times from an insufficient of 27 in 1950 to 677 in 2013 and now it's 760 in 2014-15. Role of Information and Communication Technology (ICT) has profound implications for the whole education process ranging from investment to use of technologies in dealing with issues of access, equity, management, efficiency, pedagogy, equality, research and innovation. According to UGC 11th five year plan the problem of higher education in India is of low enrolment rate and the regional imbalance. It reorganized that 11% enrolment rate too low of 23% world average or 36.5% for countries in transition or more than 55% for developed countries. The present study analysis the scenario of Indian higher education across state wise at 8 levels degree , population on age group of 18-23, and comparison percentage ratio of male and female results to construct a Composite Development Index (Ratio Index) and also analysis of public expenditure on higher education. The population on age group is highest in Uttar Pradesh but the highest enrolment ratio is register in Chandigarh. The result of 8 level degree education have male result is more than female result in 2012-13 41.81% male pass out but the female result only 31.85% in 2014-15 the male result is 41.06 compare to female result 33.13 but in these two year of period the female results are growing 1.28% and the male results is declining of -0.75%

Vidya Rajiv Yeravdekar (2014) The present global higher educational milieu is typified by its preoccupation with rankings. The inter-connectedness that has resulted from globalization has facilitated methodisation of higher education systems the world over. The coming together of countless institutions on a unified platform necessitates the logic of benchmarking. The Indian higher education system is a formidable presence, at least with respect to the numeric strength of comprising institutions, as well as the mass of populace that it covers. This is all the more reason why shortfalls in the higher education system—which have come to be something of a platitude—are so disappointing. The Indian



Government has recently made rousing proclamations to make good this deficit and recast the country as “knowledge economy”, purportedly by making higher education a top national agenda item and creating world-class universities. While this concern is welcome, there lies a significant distance between the value of comparative information and projects to launch world class universities that policy makers have not heeded. The systemic challenges that afflict the Indian higher education system are tied to its long colonial history as well as its present developing country status. Thus, it is important to identify how well the captivation with producing world-class universities serves the Indian higher education system, and the society at large. That is to say, does this preoccupation relate to the immediate socio-economic realities? The paper collates research on global rankings; reasons that explain India’s effective non-appearance in global rankings of higher education institutions; and critique of the Indian Government’s world-class universities project. The authors navigate the study largely through descriptive and critical syntheses of precedential published research.

Tatiana Belousova (2019) The article aims at investigating the current scenario of internationalization of higher education (IoHE) in Kerala, particularly in the area of inbound student mobility. It analyses the issues of foreign students enrolled in different programmes across the state. The study includes the in-depth analysis of the current challenges faced by Kerala in the era of growing internationalization trends worldwide. Notably, these challenges encapsulate a larger picture of IoHE in India which makes this article relevant in a broader context. The conducted study enables further policy suggestions which may prove to be useful for the state authorities and lawmakers.

Dr. Bishnu Narayana Sethi (2019) The higher education system in India has grown in a remarkable way after independence, to become one of the largest systems of its kind in the world. We now live in an increasingly diverse, globalized, and complex, media-saturated society. Despite of that, the system has many issues of concern at present, like financing and management, adequate infrastructure, technology and research, access and equity, safeguarding of national academic standards, ethical relevance, improvement and enhancement of quality of higher education together with the assessment of institutions and their accreditation. Under-investment in libraries, information technology, laboratories, and classrooms makes it very difficult to provide top-quality instruction or engage in cutting-edge era. These issues are important for the country, as it is now engaged in the use of higher education as a powerful tool to build a knowledge-based information society of the 21st Century. With



significant improvements in school education and higher education programs such as SSA, RMSA and RUSA, it is the right time to address the higher education system in the country. The urgent need has been to address the shortcomings of the entire process of converting youth into educated and well groomed citizens. At present, there is a vast need to analyse critically our higher education system and to measure for making India a knowledge-based democratic and wisdom society.

2.1 RESEARCH GAP

Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation. Instead, it resulted in erecting formidable entry barriers that generate undesirable rents. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders. Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are a large number of small and non-viable institutions. Entry to the small number of quality institutions is very competitive giving rise to high stake entrance tests and a flourishing private tuition industry. The stakes are so high that quota-based reservation of seats in such institutions in the name of affirmative action has come to occupy centre stage in electoral politics. Despite some merit, it has resulted in fragmentation of merit space and further intensified competition for the limited capacity in quality institutions. We have found through reviews of various research that the research about West Bengal is very limited in accordance with historical perspective and development of research in education in 21st Century.

3. OBJECTIVES

- (i) To discover the elements impacting the adequacy of ICT in reinforcing the procedure of advanced education framework in India.
- (ii) To study the enrolments status of higher education in west Bengal
- (iii) To state the government steps and policies to promote higher education in India.



(iv) To compare enrolments between India and West Bengal in perspective of higher education

(v) To identify the weaknesses in the higher education system in the country and discuss the lessons learnt from the experiences of other nations.

4. RESEARCH METHODOLOGY

An examination configuration gives the system to be utilized a guide in gathering and breaking down information. For this investigation, the analysts have utilized Descriptive Research and the sort of research configuration is Cross-sectional. The essential information has been gathered for the examination through a pre-tryed survey. Optional information is that which will be gathered from doctoral postulations, magazines; articles, valid sources and so on. In this investigation, researchers have gathered the information from different college/university of West Bengal. The places from where the data has been collected are Burdwan, Malda, Siliguri, Kolkata and Medinipur, which are renowned towns of West Bengal. The areas were selected based on the proximity of various colleges/universities there. Convenience sampling technique has been used to find out the responses from various students of schools and colleges, teaching staff and non-teaching staff. Researchers have distributed 450 questionnaires among various respondents and 386 properly filled up questionnaires have been returned to the researchers. A simple, easy to understand questionnaire consisting of close ended questions has been used for data collection from various respondents.

Importance of Higher education for women. The Indian higher education system has expanded at a fast pace by adding nearly 378 universities, 20 000 colleges, 405338 teachers with 9875000 students, which is more than 8 million, from 2000-01 to 2010-11, while women's colleges are grown up with 2404 and women enrollment was increased within the decade 37.60% to 42.66% in respect of total enrolment. But women consist the half of the human resources. It is very unfortunate to say that women are neglected more or less in our society. These neglecting attitudes towards women in the education sector are also pursued in our society. In the 21st century, nobody can ignore the necessity and urgency of higher education of women. Women's education is needed for both the aspects, individual and social. Higher education helps individual to enhance their confidence, self efficiency, to solve any kind of problems successfully for the benefit of their family, society or for the country as a whole. It can also help to contribute very directly to economic growth and productivity in a country.



In the Vedic period of ancient India, education was open equally to men and women, many females distinguished themselves not only as Vedic scholar but also as great philosopher and teacher. Vedic literature praises the birth of a scholarly daughter in these words: “A girl also should be brought up and educated with great effort and care” (Mahanirvana Tantra). There are several references in the epics, smritis and puranas, where women enjoyed an elevated status in society. It is also interesting that girls like boys underwent the upanayana ceremony before entire in the Gurukul education system in ancient India. As per record in Sarvamukramika there were 20 women authors of Rigveda. The mention of female scholars and sages of the vedic age like Gargi, Sulabha, Lopamudra, Maitrai, Apala, Vishivavare, Sikata, Ghosha etc. Women’s education during the medieval period suffered a lot. Historically, the medieval period is attributed as the „dark age“ for women in India. Even in the Islam religion books had nothing to say about women’s education and in that time marketable and madrasas had no women scholars. Women’s education in mediaeval India was restricted among the Muslim women due to religion.

5. EXPECTED OUTCOME

We have analysed that after independence with the efforts of the union government, the state government and many honourable persons the higher education of women was developed. The equality of gender is made a fundamental right by the Constitution of India. Further the National Policy on Education, 1986 recommended promoting empowerment of women through education. Education is free to all children, both boys and girls. Some special facilities are given to girls at primary level, secondary level and university level. We have also explored that the women’s studies are developing into a significant academic discipline. More and more women came forward to achieve higher education in West Bengal. Many of them enhanced higher education as teachers, as social workers and as policymakers. We have also explained the socio-economic and cultural conditions of women in higher education as reflected in various films and literatures. In spite of those progress women have some challenges ahead.

It is used to say that the educational status of women was far from satisfactory till date. When a review of the educational system was undertaken, at that time of formulation of the National Policy on Education 1986, it was noted that the system was caught in a state of ambivalence, aiming at creating



an equal society at that time not disturbing the gender, class and caste relationships. The issue of women's education is not only of an issue of environment, employment and production process, but also the entire gamut of social and economic policy has a bearing on women's education. The basic obstacles of women's education have their roots in the social structure and its values and deficiencies in some of the instruments created for change. The educational system has problems of its own, the inequalities in society. It is an extremely vast and complex system, with multiple authorities responsible for different aspects and sectors of its growth and development, bring on reforms within the system has always posed one of the most difficult challenges of nation building. The resources which are available for educational development are not adequate. Those broad constraints of socio-cultural resistance, inadequacy of resources and multiplicity of authorities do not complete the list of obstacles.

In many families of rural Bengal and socially and economically backward area girls were very useful at home carrying out domestic duties and rearing of the younger brothers and sisters. So the mothers were reluctant to send them to school and college at certain age. Girls played the role of second mother by shouldering the responsibilities of household work such as looking after the siblings, fetching water, cleaning and cooking etc. In rural area especially in poor families this traditional role made girl child handicapped and conditioned by the attitude of mother. Such families discouraged girl child to go to colleges and universities as it would become secondary. The situation in urban slums was almost similar where girls were treated as second class citizens. More than boys a substantial number of girls were employed at an early age. Hence those girls do not get any chance to enter the arena of higher education. They are deprived of getting higher education. One of the important obstacles was poverty for the higher education of women. In much poverty-stricken families, children especially girls were considered as economic assets as they brought income for livelihood to meet economic needs of the family. The resources of the poor families were so limited that they did not have anything to spare for the higher education of their girls. If there were resources available, a boy was sent to school and college first. Poor parents did not see the value of educating their children specially daughters who would get married after all and would become housewives only. It is true that when the economic level of a family went down women were the worst sufferers.

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