

Trends Of Research On Women Studies In Faculty Of Education In Central University

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Abstract

Education is essential for women to better their status in society. Educated women contribute to the socio-economic development of the society. Through education, bridges are built over gaps and injustices, so that people can find their place in and out of the family. It is necessary for women's well-being, development, prosperity and empowerment. Women with higher education are more powerful. That power comes from empowerment, which also comes from education. Education is a key factor in reducing gender inequality and vulnerability of women in Indian society. The purpose of this study is to show the different nature of women's education in India. Therefore, this article examines research trends in women's studies in the two decade from 2001 to 2020 in central university of Aligarh Muslim University, Aligarh. The research trends have addressed a variety of aspects, including the number of theses, the genders of the researchers and supervisors, the language used, the research approaches and methods, sampling strategies, data collection tools, and statistical techniques, among others. Only 5.40% (or 8) of the 148 theses in this study, which examined data over the twenty years (2001–2020), involved research on women's studies. Thus, this studies on women's studies are lacking, Some lack of methodology, and basic information is not distributed equally.

Key Words : Trends of Research, Women Studies, Faculty of Education, Central University

Introduction :

Women play a significant role in the development of society. By Educating women, a nation can empower the female population as well as contribute to its economy (Roberts & Soederberg, 2012).. An educated girl enhances her knowledge and skills, adapts according to circumstances and needs, makes decisions in favour of herself, and her family, and contributes to the nation and the world (Singh & others, 2020; Jadon & others, 2018). A woman with education ensures that her children receive an education (Kumari, 2020). The main objective of the entire educational program is to motivate all females to finish their education (Jadon & others, 2018). There has been notable improvement made in the enrollment of girls in basic education worldwide. 90% of girls worldwide completed their elementary education in 2019, according to UNESCO. Though it is still present in some areas, the gender disparity in literacy rates has shrunk. In 2018, the World Bank reported that the global literacy rate for females aged 15 and over was 86.4%, while the rate for males was 90.0%. However, in certain developing countries, particularly those with low incomes, only 36% of girls completed lower secondary education, while 44% of

boys did the same (World Bank Report). Compared to males (44%) and girls (36%), girls are finishing a lower secondary education (World Bank Report). The girls really want to go to school, but social constraints and religious beliefs prevent them from doing so. (Ghatge, 2022).

Despite being the backbone of society, women's literacy rates have only increased from 0.6% in 1901 to 65.46% over the course of a century (2011 Census), and it has taken a very long time for the rate to reach 71.5 percent in 2021—far behind men's (84.4%). Gender equality is essential for the long-term growth of any nation. Achieving gender equality and empowering all women and girls is the fifth major target of the UN's Sustainable Development Goals (SDGs). Removing all obstacles to gender equality is also crucial. Only 15 research studies, or 0.9% of all research studies in the field of education, were focused on women's education from 1983 to 1988, according to Buch (1991). In its fifth and sixth surveys of educational research (published in 1997 and 2006), NCERT reported that only 78 research studies out of 1928 and 71 out of 1595 were focused on women's education in five years, from 1983 to 1988, and seven years, from 1992 to 2000, respectively. The similar trends were found by Shukla (2002) and Mishra (2008), with 7.07% and 7.22% in 1988–98 and 1994–2003, respectively. Jain (2022) also revealed the publication of a research paper/article in the NCERT Journal of Bhartiya Aadhunik Shiksha, revealing that only 6 (2.75%) of the 218 research papers/articles were conducted on women's education. This suggests that the field of women's education has received less research attention. Extensive information about research conducted in the aforementioned topic is required. The goal of the current study was to determine research trends regarding women's studies in central university of Aligarh Muslim University in Aligarh, specifically focused in relation to the Faculty of Education.

Objectives of the study :

1. To identify the number of research conducted on women studies in the Faculty of Education in Central University.
2. To study the trends of research on women studies in the Faculty of Education, in Central based on following basic information –
 - i. Gender of Researcher
 - ii. Gender of Supervisor
 - iii. Medium of Language
3. To study the trends of research on women studies in the Faculty of Education, in Central University based on following research methodology –
 - i. Research Approach
 - ii. Research Method
 - iii. Sampling Techniques
 - iv. Sample Size
 - v. Geographical Area
 - vi. Data Collection Tools
 - vii. Statistical techniques

Delimitation of the Research Study :

This trend analysis is restricted to the research conducted on women's studies at the Central University of Aligarh Muslim University, Aligarh, from 2001 to 2020.

Methodology :

In order to accomplish the research aims, a trend analysis of the women studies value was conducted in four stages. The trend analysis carried out in the four stages conducted by Supriadi, Supriyadi, Abdussalam & Rahman (2022). The Descriptive Development Trend Analysis method was used for the present study. The phases are depicted as follows in *Figure No. 1.0* :

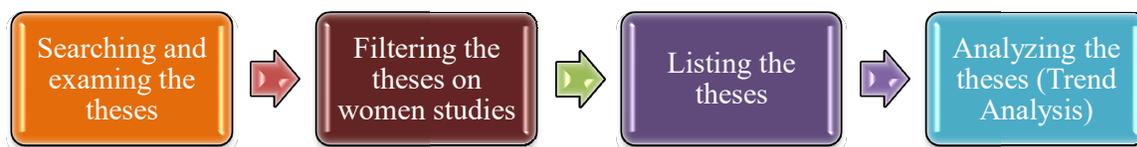


Figure No. 1.0 Trend Analysis Research Design

Population: All Ph.D. theses concerning from 2001 to 2020 in the Faculty of Education in Central University of Aligarh Muslim University, Aligarh, U.P. India were the population of the study.

Sample & Sampling Techniques: In this present study purposive sampling techniques was used for selecting theses on women studies so 7 theses of sample of the study.

Data Collection Tools: Data was gathered using a self-made tool called the "Checklist of Trend Analysis for Thesis" in order to examine the trends in women's studies.

Statistical Technique: Frequency & Percentage was used to analyzing the data.

Data Presentation and Analysis

Objective – 1

In the Faculty of Education of Aligarh Muslim University, Aligarh out of 148 theses, only 7 were related to women studies in the period often years i.e. from 2001 to 2020. As demonstrated in table no. 1.1.1 (Complete list attached in Appendix-I)

Table 1.1.1

Percentage of Theses Submitted on Women Education

Sl. No.	Year	No. of theses submitted	No. of theses submitted with the women studies	Percentage (%)
1.	2001	3	0	0
2.	2002	5	0	0
3.	2003	1	0	0
4.	2004	1	0	0
5.	2005	3	0	0
6.	2006	8	0	0
7.	2007	2	0	0
8.	2008	12	1	8.33
9.	2009	9	1	11.11
10.	2010	4	1	25
11.	2011	3	0	0
12.	2012	4	0	0
13.	2013	16	3	18.75
14.	2014	11	0	0
15.	2015	14	0	0
16.	2016	06	0	0
17.	2017	07	0	0
18.	2018	16	0	0
19.	2019	11	1	9.09
20.	2020	12	0	0
Total		148	07	4.73

Table 1.1.1 indicates that the percentage of research studies on women studies submitted in the Faculty of Education in Central University of Aligarh Muslim University, Aligarh was only 4.73% (7

Trends Of Research On Women Studies In Faculty Of Education In Central University

theses) of the total 148 theses. The highest number of theses was reported in the year of 2013, i.e. 3 theses, and the lowest was one theses, in the year of 2008, 2009, 2010 & 2019. From Year of 2001 to 2007, 2011, 2012, 2014 to 2018 & 2020 not available research on women studies was submitted to the Faculty of Education, Central University of Aligarh Muslim University, Aligarh.

Figure 1.2

The graph of analysis of the number of theses submitted on women studies in a 20 years (2001-2020)

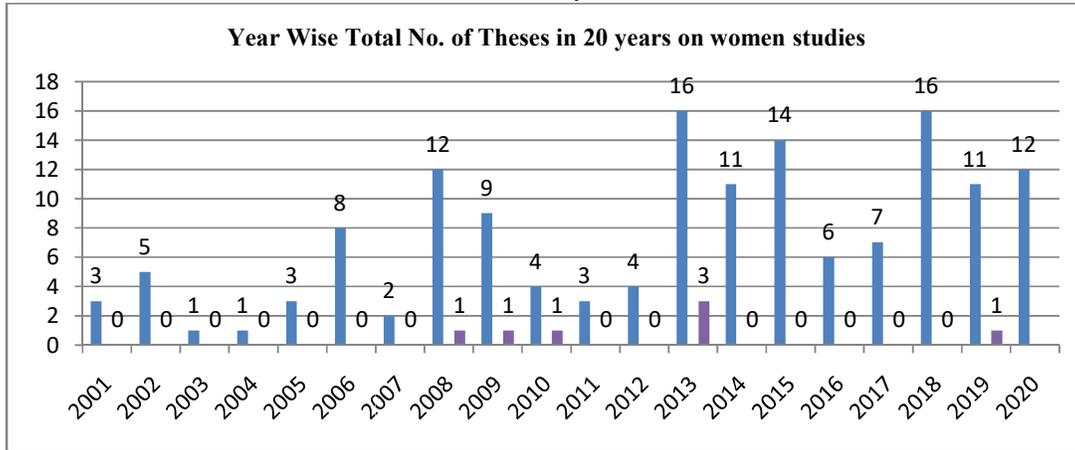


Fig. No. 1.2 Year Wise Total No. of Theses in two Decade

Fig. 1.2 indicating the downfall of no. of theses submitted on women studies in the Faculty of Education, Central University of Aligarh Muslim University, Aligarh from 2001 to 2020. In 2010, the difference was greater in comparison to other durations. Out of 4 Ph.D. theses, 25% theses on women studies. In no other year, the no. of theses on women studies crossed it.

Objective - 2

2.1 Analysis of Ph.D. theses on women studies with respect to *Gender of Researcher* :

Table No. 2.1.1

Distribution of Ph.D. theses on women studies with respect to the *Gender of Researcher*

Gender of researcher	No. of Thesis	Percentage
Female	4	57.14
Male	3	42.86
Total	7	100

Figure 2.1

The pie diagram for the distribution of Ph.D. theses on women studies between female and male researchers

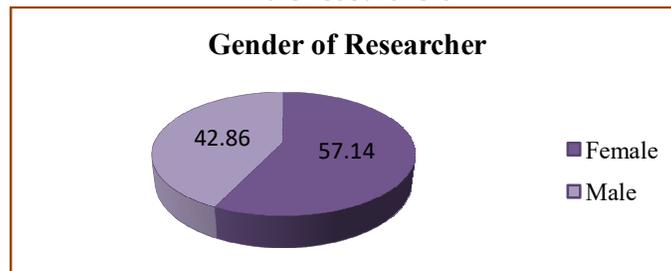


Fig 2.1 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Gender of Researcher* From the table no. 2.1.1 and figure 2.1, it is clear that during the years 2001 to 2020, out of 7 Ph.D. theses, Male as a gender of reporting was used in 3 (42.86%) studies whereas Female as a gender was used in 4 (57.14%) studies.

2.2 Analysis of Ph.D. theses on women studies with respect to Gender of Supervisor :

To study the trends of research on women education at the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to the *gender of supervisor*

Table No. 2.1.2

Distribution of Ph.D. theses on women studies with respect to Gender of Supervisor

Gender of supervisor	No. of Thesis	Percentage
Female	3	42.86
Male	4	57.14
Total	7	100

Figure 2.2

The pie diagram for the distribution of Ph.D. theses on women studies between female and male supervisor



Fig 2.2 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Gender of Supervisor*
From table 2.1.2 & Fig 2.2, it shows that during the years 2001 to 2020, out of 7 Ph.D. researches, Male supervisor as a gender of reporting was used in 4 (57.14%) studies whereas Female supervisor as a gender was used in 3 (42.86%) studies.

2.3 Analysis of Ph.D. theses on women studies with respect to Medium of Language :

To study the trends of researches on women studies at Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *medium of language*

Table No. 2.1.3

Distribution of Ph.D. theses on women studies with respect to Medium of Language

Medium of Language	No. of Thesis	Percentage
Hindi	0	00
English	7	100
Total	11	100

Figure 2.3

The pie diagram for the distribution of Ph.D. theses between Hindi and English language

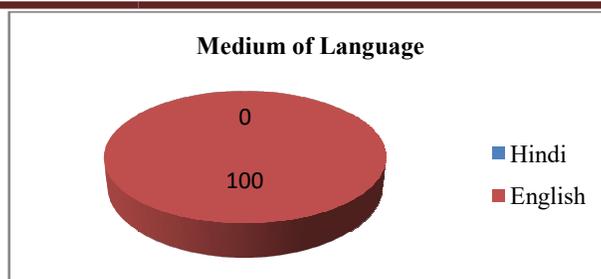


Fig 2.3 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Language of Research*
 From the table no. 2.1.3 & fig 2.3, it is clear that during the years 2001 to 2020, out of 7 Ph.D. researches; English medium language was used in all Ph.D. (100%) researches therefore not any theses available in Hindi Language.

Objective 3 :

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *methodology* –

3.1 Analysis of Ph.D. theses on women studies with respect to Approach of Research:

To study the trends of researches on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Approach of Research*

Table No. 3.1.1

Distribution of Ph.D. theses on women studies with respect to Approach of Research

Research Approach	No. of Thesis	Percentage
Quantitative	5	71.42
Qualitative	1	14.29
Mixed	1	14.29
Total	7	100

Figure 3.1

The pie diagram for the distribution of Ph.D. theses on women studies among quantitative, qualitative & mixed method approach

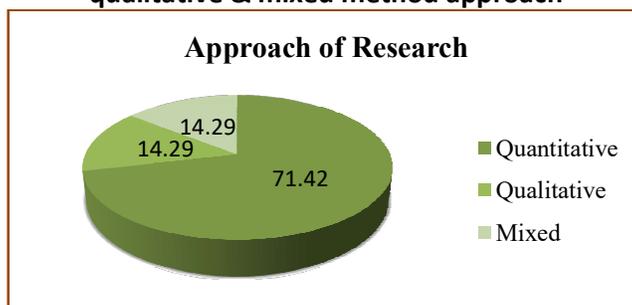


Fig 3.1 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Approach of Research*
 From the table 3.1.1 & fig 3.1, it is evident that during the years 2001 to 2020, out of 7 Ph.D. researches, the Quantitative Approach was used in 5 (71.42%) studies whereas the both Qualitative & Mixed Method Approach was used in only one (14.29%) studies.

3.2 Analysis of Ph.D. theses on women studies with respect to Research Method

To study the trends of researches on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Research Method*

Table No. 3.1.2

Distribution of Ph.D. theses on women studies with respect to Research Method

Research Method	No. of Thesis	Percentage
Historical	1	14.29
Descriptive	2	28.57

Trends Of Research On Women Studies In Faculty Of Education In Central University

Survey	4	57.14
Total	7	100

Figure 3.2

The pie diagram for the distribution of Ph.D. theses on women studies among historical, descriptive & survey research method

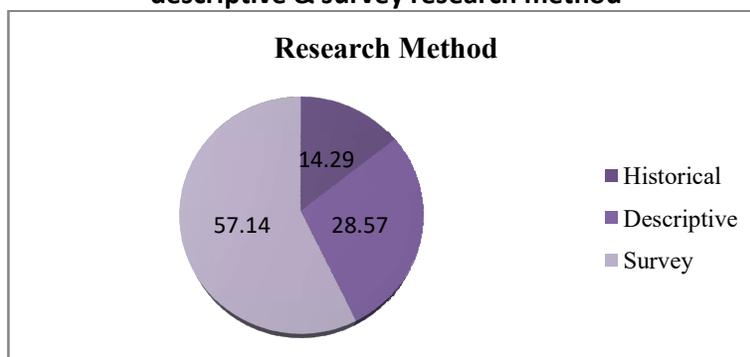


Fig 3.2 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Research Method*

From the table no. 3.1.2 & fig 3.2, it is clear that during the years 2001 to 2020, out of 7 Ph.D. researches, Historical Method was used in only one (14.29%) studies whereas Descriptive Method was used in 2 (57.14%) studies and Survey Method was used in 2 (28.57%) studies.

3.3 Analysis of Ph.D. theses on women studies with respect to *Sampling Techniques*

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Sampling Techniques*

Table No. 3.1.3

Distribution of Ph.D. theses on women studies with respect to *Sampling Techniques*

Sampling Techniques	No. of Used Sampling Techniques	Percentage
Simple Random	5	71.42
Incidental	1	14.29
Purposive	1	14.29
Total	7	100

Figure 3.3

The pie diagram for the distribution of Ph.D. theses on women studies with respect to sampling techniques

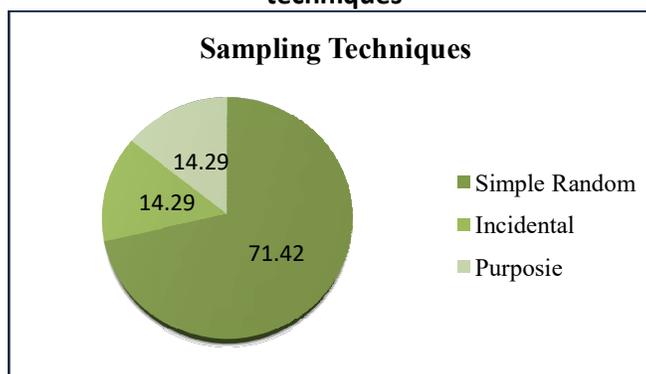


Fig 3.3 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Sampling Techniques*

From the table 3.1.3 & fig 3.3, it shows that during the years 2001 to 2020, it is evident that in 7 Ph.D. researches, out of 7 sampling techniques, Simple Random Sampling Techniques were used in 5 (71.42%) studies whereas both of Incidental & Purposive Sampling Techniques were used in one (14.29%) studies & no other sampling techniques was used in studies.

3.4 Analysis of Ph.D. theses on women studies with respect to *Sample Size*

Trends Of Research On Women Studies In Faculty Of Education In Central University

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Sample Size*

Table No. 3.1.4

Distribution of Ph.D. theses on women studies with respect to *Sampling Size*

Sampling Size	No. of theses	Percentage
0-100	1	14.29
101-300	4	57.14
300-500	1	14.29
501-700	0	0
701-1000	1	14.29
Total	7	100

Figure 3.4

The pie diagram for the distribution of Ph.D. theses on women studies with respect to sampling size

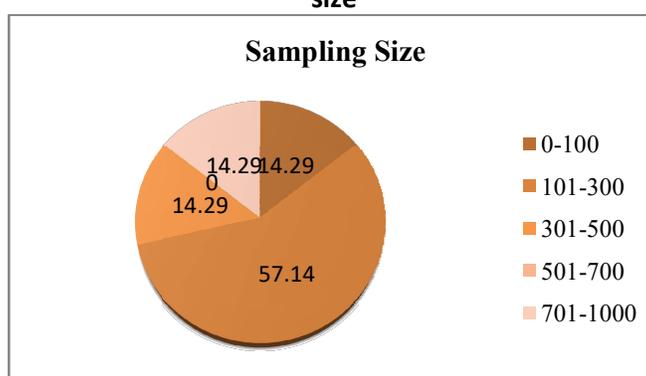


Fig 3.4 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Sample Size*

From the table 3.1.4 & fig 3.4, it shows that during the years 2001 to 2020, it is evident on the basis of sample size out of 7 Ph.D. theses highest number of sample size was category of 100-300 used in 4 (57.14%) studies whereas other categories i.e. 0-100, 301-500 & 701-1000 all of used in one (14.29%) studies.

3.5 Analysis of Ph.D. theses on women studies with respect to *Geographical Area*

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Geographical Area*

Table No. 3.1.5

Distribution of Ph.D. theses on women studies with respect to *Geographical Area*

Geographical Area	No. of theses	Percentage
Within Aligarh	2	28.57
Abroad Aligarh	2	28.57
Abroad U.P.	3	42.86
Total	7	100

Figure 3.5

The pie diagram for the distribution of Ph.D. theses on women studies with respect to *Geographical Area*

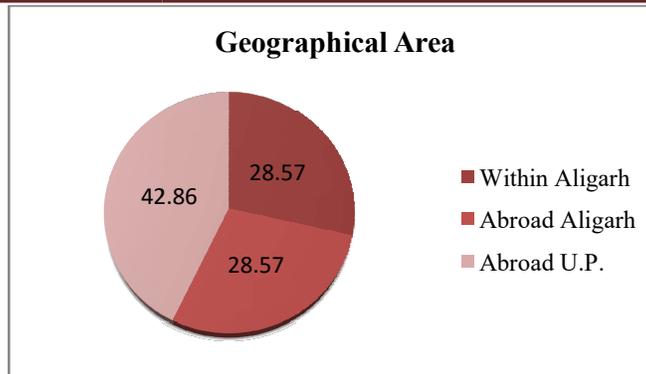


Fig 3.5 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Geographical Area*

From the table 3.1.5 & Figure 3.5 it is clear that the distribution of Ph.D. theses on women studies during 2001 to 2011 in central university of Aligarh Muslim University, Aligarh on the basis of Geographical Area. It was found that out of 7 Ph.D. theses in 2 theses (28.57%) the geographical area was within Aligarh while in 2 theses (28.57%) also was Abroad Aligarh & Abroad U.P. the highest number of Ph.D. theses was 3 (42.86%). So it is clear that the distribution of Ph.D. theses in minor unequal.

3.6 Analysis of Ph.D. theses on women studies with respect to *Data Collection Tools*

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Data Collection Tools*

Table No. 3.1.6

Distribution of Ph.D. theses on women studies with respect to *Data Collection Tools*

Data Collection Tools	No. of Data Collection Tools Used	Percentage
Questionnaire	2	20
Checklist	1	10
Interview	2	20
Rating Scale	2	20
Inventory	1	10
Any Other	2	20
Total	10	100

Figure 3.6

The pie diagram for the distribution of Ph.D. theses on women studies with respect to data collection tools

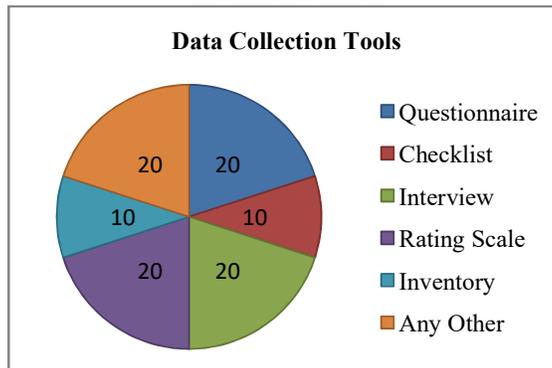


Fig 3.6 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Data Collection Tools*

From the table 3.1.6 & fig 3.6, it is clear that during the years 2001 to 2020, it is evident that in 7 Ph.D. researches, 10 data collection tools was used, so that out of 10 data collection tools, Questionnaire was used in 2 (20%) studies, Checklist was used in only one (10%) studies, Interview was used in 2 (20%) studies, Rating Scale was used in 2 (20%) studies, Inventory was used in only one (10%) studies and 2 (11.11%) studies found in which any other tools were used.

3.7 Analysis of Ph.D. theses on women studies with respect to *Statistical Techniques (ST)*

To study the trends of research on women studies in the Faculty of Education in central university of Aligarh Muslim University, Aligarh with respect to *Statistical Techniques (ST)*

Table No. 3.1.7

Distribution of Ph.D. theses on women studies with respect to *Statistical Techniques (ST)*

Statistical Techniques	No. of Statistical techniques Used	Percentage
Mean	5	15.15
Standard Deviation	5	15.15
t-Test/C.R.	4	12.12
ANOVA	4	12.12
Pearson's r	2	6.06
Median	1	3.03
Frequency	3	9.09
Percentage	2	6.06
Content Analysis	2	6.06
Descriptive Analysis	1	3.03
Skewness	1	3.03
Kurtosis	1	3.03
Others	2	6.06
Total	33	100

Figure 3.7

The pie diagram for the distribution of Ph.D. theses on women studies with respect to statistical techniques

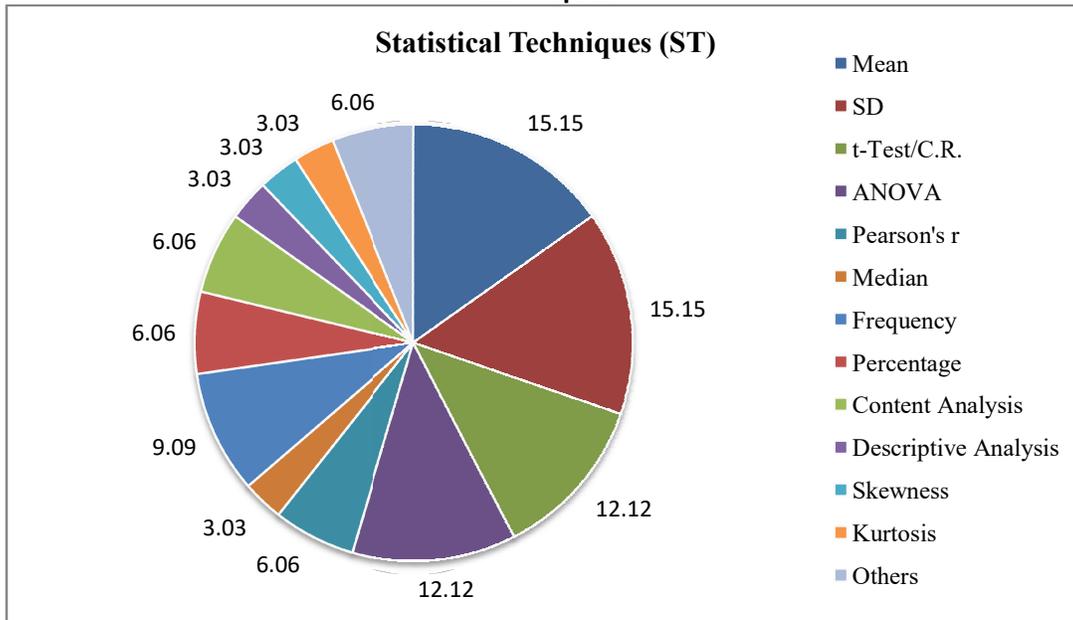


Fig 3.7 Pie-diagram for distribution of Ph.D. theses on women studies with respect to *Statistical Techniques (ST)*
 From the table no. 3.1.7 & fig 3.7, it is clear that during the years 2001 to 2020, in 7 Ph.D. researches, total 33 statistical techniques was used, so that out of 33 statistical techniques, Mean ST was used 5 (15.15%) frequency in studies, Standard Deviation ST was used was used 5 (15.15%) frequency in studies, t-Test/C.R ST was used 4 (12.12%) frequency in studies, ANOVA ST was used also 4 (10.81%) frequency in studies, Pearson's r ST was used 2 (6.06%) frequency in studies, Median ST was used only one (3.03%) study, Frequency ST was used 3 (9.09%) study, Percentage ST was used 2 (6.06%) study, Content Analysis ST was used 2 (6.06%) study, Descriptive Analysis ST

Trends Of Research On Women Studies In Faculty Of Education In Central University

was used only one (3.03%) study, Skewness ST was used only one (3.03%) study, Kurtosis ST was used also only one (3.03%) study and others ST was used 2 (6.06%) study.

Conclusion and Discussion :

On the basis of analysis of data the findings are as follows -

The researchers found that during the period of 2001-2020, the percentage of research conducted in the area of women studies in faculty of education, Aligarh Muslim University, Aligarh is too low *i.e. only 4.73%* meanwhile there are only seven theses on women studies which processed in a such a long 2 decade. Some of them selected women as a population in their research (Jabeen, 2008; Khan, 2009; Kounsar, 2010; Shameem, 2013; Sheikh, 2013; Iqbal, 2013 & Khan, 2019) with other variables such as Development of education of Muslim Women, Educational opportunities for Destitute Girls, Economic, Health, Educational Aspects, Attitude towards Distance Education, Study Habits, Emotional Intelligence, Academic Achievement, Level of Education, Parental Attitude towards Professional Education, values & Socio-Economic Status while others did the work on the status of women studies. It is really surprise very less number of theses found on women studies.

The researchers revealed that there was minor unequal distribution in context of Gender of researcher and supervisor and no theses were found in Hindi language.

In respect to methodology, there was Research Approach, Research Method, Sampling Techniques, Sample Size, Geographical Area, Data Collection Tools & Statistical techniques was found an unequal distribution of Ph.D. theses.

So there is a need to work on lack of area on women studies in different aspects. Present research will be helpful to the new researches as well as supervisors, administrators, policy makers and academicians as to take the step to fill the gap in above area.

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Appendix-I

Sl.No.	Year	Title of Research	Researcher
R1.	2008	Development of Education of Muslim Women in Uttar Pradesh Since Independence	Jabeen, F.
R2.	2009	Educational Opportunities for Destitute Girls in the state of Uttar Pradesh and Uttrakhand	Khan, S.
R3.	2010	Impact of Armed Conflict (Militancy) on Economic, Health and Educational Aspects of Women's Life in	Kounsar, S.

Trends Of Research On Women Studies In Faculty Of Education In Central University

		Kashmir Valley	
R4.	2013	Attitude of Women towards Distance Education in relation to their Age, Education, Socio-Economic Status, Rural and Urban in District Aligarh U.P.	Shameem. A.
R5.	2013	A Comparative Study of Study Habits, Emotional Intelligence and Academic Achievement of Children of Working and Non-Working Mothers	Sheikh, M.U.
R6.	2013	Gender Bias/Violence, Quality of Life and Level of Education among Adult and Middle Aged Women	Iqbal, T.
R7.	2019	A Study of Parental Attitude towards Professional Education of Girls in relation to their Values and Socio-Economic Status	Khan, K.