

FEMALE PARTICIPATION RESEARCH AND TECHNICAL WRITING PUBLISHING

Dr. Mekhala Venkatesh

Department of Education

Jain (Deemed-to-be University), Ramnagar District, Karnataka – 562112

Email Id- mekhalavenkat@gmail.com

Abstract

Historically, patriarchy and linguistic barriers have limited women's access to university careers. It is important to define the issue and take remedial action with appropriate data on gender difference with indiscipline. India is listed as the fifth research producer, but it has a consistently low gender bias index, and is a significant example of this. This study evaluates gender differences in 186 fields of research in an article published in the Indian Journal in 2017. Compared to the US, India continues to have a much lower number of first female writers, but there are smaller gender gaps in wide areas. In India, dental care, banking and mathematics are all more feminine, but veterinarians are much less feminine than in the USA. In order to promote them, men are on a trend to research object-oriented subjects and to study individuals and some life science themes for women.

Keywords: *Research publishing, Gender inequality, India, Disciplines, Academic fields.*

I. INTRODUCTION

Gender disparity has become a lingering feature in all western societies. Whilst employment-related gender discrimination is contractually prohibited in various forms, both sexism and violence against women have not been eradicated. Gendered social norms for both men and women may also restrict career opportunities. Persistent gender imbalances have been identified in many countries, and particularly at senior levels within academia. India was only the fifth largest research producer in 2017, according to Scopus, but has the United Nations Development Program's (UNDP) largest gender disparity index of 30 largest data analysis producers in Scopus, and is therefore an important subject for global science.

In addition, there is no clear picture of the complex system of factors that have led to under representing women in science in India. A major constraint is the lack of basic

knowledge on gender inequality, as gender concerns in India vary from the better-researched case in the United States due to economic circumstances that may be higher in family variables, more women's health problems, and specific cultural values [1].

In the United States, where gender imbalances have been examined even more than in India, women are under-represented in the fields of science, technology, engineering and mathematics (STEM), and it has caused concern to under-represent men in the fields of nursing, elementary education and household education (HEED).

Several approaches to draw women to STEM topics have been suggested. Speaking of prejudices faced by women, for example, can inspire girls to choose a science career, and it may be important to proactively hire and maintain approaches at university and department level to overcome explicit and hidden prejudice. Nevertheless, recent research suggests that the problem cannot be solved by these [2]. Some disparities in ability or direct bias, but greater male interest in inanimate objects, "things," is unlikely to be the main cause of under-representation of female STEM in the US compared to a higher interest of women in humans. In addition, other things-oriented fields in the United States have cultures that, including informatics and engineering, are unattractive to women as a career choice.

Gender disparities in the degree to which individuals have personal status or social impact aspirations for their professions often explain such gender inequalities in academic career decisions, overlapping with a significant expansion of the definition of people/issues. Cultural differences between the sexes suggest that the effects are not standardized. These include, among women, the dominance of computing in Malaysia. There are also subjects and methods of analysis, including human-oriented approaches, including abstract methods, which are gender specific to some degree across disciplines. Following substantial previous bibliometric analysis research on academic gender differences, almost always focusing on productivity or collaborative effort within a single research area or sometimes a single country, few systematic investigations have been carried out into gender employment levels besides field sampling and none for India [3].

II. GENDER DISPARITY

Sex consists of a collection of attitudes and perceptions and is a social framework. Male and female are the two traditional genders, and there are also non-binary genders in South Asian culture, such as the hijra, an important gender symbol (usually male-bodied personality-identified female). Hijra has recently been legally recognized as the third gender nation in Asia, such as India, in many South. Gender seemed to be synonymous with biological gender, but now they are seen as separate concepts. The behaviors expected of men and women vary from one culture to another and have changed across time. Hundred years ago it wasn't thought that females would become highly skilled [4].

➤ **Gender inequality in India:**

India ranks 125th in the United Nations Gender Disparity among 159 countries in the world Index 2015 (UNDP, 2016), and so a relatively unequal world-wide society. In comparison,

the US ranks 43rd, Switzerland ranks first (i.e. the most fair society) and last in Yemen (159th). The index involves elements related to health, empowerment and labor market participation. 27% of Indian women aged 15 or over are working according to UN estimates compared with 79 per cent of people [5]. The corresponding US figures are 56 per cent (female) and 68 per cent (male) respectively. From the very same source (UNDP, 2016), 35% of females and 61% of males are still in secondary education (compared to 95% for both sexes in US). India is also ranked below world average (108th out of 144) by the World Economic Forum for gender disparity in the year 2017. Indian labor market participation was especially unequal.

India, by comparison, is over-averaged (15th of 144) female political empowerment due to the comparatively high percentage of women in parliament [6]. Some variables are known to influence the probability of highly educated females in India. Affluent girls are much more likely to be educated in neighborhoods, whereas co-residing with in-laws has a negative effect on schooling. At school, girls achieve less if they have regular, heavy domestic duties at age 12. It can be anticipated that girls from poorer families would help with household work, reducing their chances of having an education. The overt parent - child prejudice against the education of children is another important factor.. Often girls will have less motivation to be trained, maybe because they think other factors play a significant role to their chances of living.

➤ **Gender in higher education:**

In recent years, in contrast to lower rates, the gender gap in Indian tertiary education has practically disappeared. The proportion of women enrolled in primary and secondary education in India has steadily increased, according to UNESCO statistics, achieving first-time equality with men in 2016. Gender disparity is higher for PhDs (41% female) than for undergraduates (47%) based on government statistics from 2014-15 [7]. Since gender equality takes a long time to progress to higher levels at lower levels, it is likely that gender equality will be achieved in doctoral studies within the next five years. Due to their education in times of greater gender inequality, the existing pools of Indians with PhD's are likely to be predominantly male. In addition, post-doctoral gender issues are a major cause of continuing gender disparity in academic work, as there is a shortage of funding for childcare obligations [6].

Almost half of the PhDs studied in India in 2016 (49 percent) were in science, technology and engineering. Attracting 12% in both leadership and Indian language. Public information about whether gender differences in PhD program participation differ across fields is not available. There are major variations in the number of people studying certain subjects between India and the USA. Applications Figures from UNESCO 2015 showed that 23% of US ICT graduates were female compared to 46.3% in India. Similarly, in 2015 the female proportion for Science, Technology, Engineering and Mathematics (STEM) was 42 per cent for India and 33 per cent for the USA and for engineering and manufacturing and in 2015 the proportion of Indian women was 31 percent and the proportion of US women was 20 percent.

In India, there appear to be fewer STEM and engineering barriers for women than in the US, or less gender inequality in Indian higher education as a whole. The root causes include an increasing perception in India that it has to do with computers engineering is female friendly, partially because the job at the office is fairly secure [8]. In India, an increasing parental urge for daughters to have fruitful professions in the light of plentiful computing employment is another factor. There is commercial motive in such a career, and many parents claim that it improves marriage prospects. It has been suggested in the past that Indian culture is more family-focused than traditional of the West, with higher-level women's education being seen as a privilege rather than a demand in the country, as a bride reaches the groom's family, but that may no longer be the case. Some engineering fields can be seen internationally as involving a dimension of filthy, force-based employment that can alienate women but does not extend to computing [9].

➤ **Gender and research in India:**

Women are underrepresented in the Indian faculty of higher education, especially at senior level. In 2000, a study of four prominent higher education institutions focused on technology the sexist behaviors made explicit when recruiting workers [10]. It contained beliefs that women are less likely to have family commitments to sustain them. A study conducted in 2004 by two Indian Institutes of Technology found that women were affected by male prejudices as a minority of high visibility, and because of decorum, they required less chance of social conversations. At Indian technology institutes, recitations of the real issue of male cultures tend to be diminishing in significance.

III. CONCLUSION

Results show that in India, research publishing is dominated by men in all large fields of research, at least as with first-authored Scopus journal articles. It can oversimplify work publishing male dominance in India where there is an element of first authorship activity overwhelmingly held by senior (mainly) male researchers. Research publishing is male-dominated in 183 restricted fields out of 186, with the exception being histology (F / M: 1.15) (56 per cent for cytology – cell study), reproductive medicine (F/M: 1.16) and gynecology (F / M: 1.23). Indian research seems to have relatively fewer researchers (in 2017, at least as regards the first authors of Scopus) than the USA but smaller discrepancies in the share of women researcher among fields. The data echoes to some degree in terms of fields and subjects dichotomy of persons / things historically identified in the USA (with patients as a significant exception), but not the broader application of qualitative approaches by women found in the US.

IV. REFERENCES

- [1] M. Thelwall, C. Bailey, M. Makita, P. Sud, and D. P. Madalli, "Gender and research publishing in India: Uniformly high inequality?," *J. Informetr.*, 2019.
- [2] J. González-Álvarez and T. Cervera-Crespo, "Research production in high-impact journals of contemporary neuroscience: A gender analysis," *J. Informetr.*, 2017.
- [3] A. Schäfer, I. Tucci, and K. Gottschall, "Top down or bottom up? A cross-national study



- of vertical occupational sex segregation in 12 european countries,” *Comp. Soc. Res.*, 2012.
- [4] E. Camargo, A. Wood, and M. E. Layne, “The impact of work/life balance policies on faculty careers,” in *ASEE Annual Conference and Exposition, Conference Proceedings*, 2015.
- [5] A. Murray and V. Scutto, “The Business Model Canvas,” *Symphonya. Emerg. Issues Manag.*, 2015.
- [6] D. A. B. Marconatto, L. B. Cruz, R. Legoux, and D. C. Dantas, “Microfinance in Latin America and the Caribbean: The influence of territory on female repayment performance in a polarized region,” *Manag. Decis.*, 2013.
- [7] D. J. Teece, “Business models, business strategy and innovation,” *Long Range Plann.*, 2010.
- [8] S. Kumar, A. Gupta, and A. Arya, *Triple Frequency S-Shaped Circularly Polarized Microstrip Antenna with Small Frequency-Ratio*. 2016.
- [9] M. Desai, B. Majumdar, T. Chakraborty, and K. Ghosh, “The second shift: Working women in India,” *Gend. Manag.*, 2011.
- [10] E. N. Kumar and E. S. Kumar, “A Simple and Robust EVH Algorithm for Modern Mobile Heterogeneous Networks- A MATLAB Approach,” 2013.