

## Women in Research Degree Programmes: An Exploratory Study of IGNOU Learners

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### ABSTRACT

**Purpose:** There is still a large disparity between women and men pursuing higher education in India despite extensive increase in women's enrollment after 1975, the International Year for Women. Women learners who are enrolled and awarded a PhD degree in India over the last ten years are the focus of this study. This study examines the perceptions of IGNOU PhD women learners towards research as a profession and the challenges they faced during their PhD programmes.

**Design/Methodology/Approach:** Documentary analysis method of research was employed to find out the status of women in research degree programmes. This empirical study used an online survey method to collect data, using a self-structured questionnaire with a few open-ended questions.

**Findings:** The study revealed that 80% of the women researchers were confident in their ability to pursue research as a career, and 92.3% were satisfied with the overall IGNOU's research degree programme experience.

**Originality/Value:** There has been a marked improvement in the enrollment rate of women in higher education, including PhD programmes. It is undeniable that the gender gap has narrowed, but it still remains a long way off from reaching parity.

**Paper Type:** Case Based Study

**KEYWORDS:** Women | Researchers | Research Degree | Gender Studies | IGNOU

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## Introduction

The United Nations declared 1975-85 the women's decade in 1975, and this was a watershed year in relation to women's issues. There was a greater focus on improving women's status during the post-1975 phase. Efforts were directed towards higher enrollment and retention of girls in education which resulted in the increase in the female literacy rates from 21.9 per cent in 1971 to 39.2 in 1991; and 65.46 per cent in 2011 (Census of India, 1971; 1991; 2011). There was also an increase in the women's enrollment in higher education post 1975 (Refer Table 1). The pace of growth has been particularly faster in the last two- three decades. Regardless, since independence there has been a phenomenal increase in the number of women enrolling in higher education. Women's enrolment has risen tremendously from 10 percent in 1950-51 to 49 percent in 2019-2020. (Refer Table 1). Presently, there are 17 Women-only Universities in India: 3 in Rajasthan, two in Karnataka, two in Tamil Nadu, one in each of Andhra Pradesh, Assam, Bihar, Delhi, Haryana, Himachal Pradesh, Maharashtra, Odisha, Uttarakhand and West Bengal (UGC, (2021).

## Literature Review

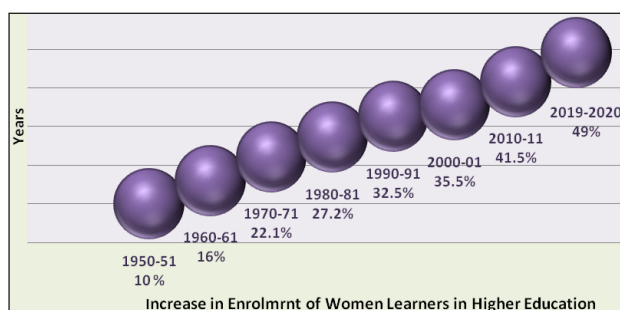
A review of literature shows that earlier researchers also studied the participation of women researchers in various disciplines. Xie and Shauman (1998) systematically analyzed data from four large, national representative, cross-sectional surveys of postsecondary faculty in 1969, 1973, 1988, and 1993 and found that female scientists publish at lower rates than the male scientists but sex differences in research productivity reduced with time as female-to-male ratio was about 60 % in the late 1960s to 75%; which increased to 80 % in the late 1980s and early 1990s. The researchers also claimed that sex differences in research productivity were mainly due to sex differences in personal attributes, structural positions, and marital status.

Althuwaimer Alrashidi (2017) also found that women are underrepresented in academic research. Very few women were undertaking research and registered for doctoral degree. Further, women researchers' participation in the fields of science, technology, engineering, and information technology

**Table 1: Women enrolled in Higher Education in India**

Year	Total enrolled in Higher Education	Total Female learners enrolled in Higher Education (000)	% of Female learners Enrolled to Total enrolled in Higher Education
1950-51	400000	40	10.0
1960-61	556559	89	16.0
1970-71	1953700	430	22.1
1980-81	2752437	748	27.2
1990-91	4924868	1600	32.5
2000-01	8399443	2981	35.5
2010-11	27433749	7048	41.5
2019-20	38536359	18892	49.0

Source: UGC Annual Reports



**Figure 1: Growth of Women Enrollment in Higher Education (1950-51 -2019-20)**

Source: UGC Annual Reports

at academic levels was minimal. The study reported the family environment factors like marital status, family relationships, partners in affiliated industries, and the quality of support provided by the partner played an important role in determining the women participation in research. Similarly, the academic environment factors, like the academic degree, research process, research supervisors, academics, work space, communication, researcher's ambition, and so on were equally important.

Franco-Orozco & Franco-Orozco (2018) identified the obstacles that women encounter during scientific research based on the experiences of some successful women Colombian scientists. They analyzed the data available in UNESCO and Institute for Statistics and the Labor Observatory for Education of the Colombian National



Ministry of Education and found that there was a low representation of women researchers across diverse research fields. It was also seen that there was a big salary gap with respect to gender although both acquired the identical educational levels.

Houser (2019) stated that although over half of all PhDs being awarded to women yet, the share of female tenured faculty hovers between 20% - 33% in the EU and US, and further reduced to as low as 5% in fields like engineering, demonstrating the difficulty women face moving up in academia. In many European countries very few women were on senior academic (Grade A) positions e.g Belgium (15.6%), Germany (17.3%), the United Kingdom (17.5%), France (19.3%), Switzerland (19.3%), and Sweden (23.8%). Generally women were hired on lower-paying non-tenure-track positions. For example female academics were paid 12% less than their male counterparts. The study further suggested that a part for taking major corrective measures, the unconscious biases of decision-makers should be ignored.

Lerchenmueller *et al* (2019) studied the gender disparities in self-promotion in the field of research. Their research reflected that women researchers received less recognition than men for equivalent accomplishments. They found that there were many factors that contribute to the gender disparities in academia. The researchers suggested that women researchers could do well to promote their research accomplishments but there is a need for encouragement and assurance they do not get penalized for self-promotion.

The She Figures (2021) publication reflected that although female students outnumbered the male students at bachelor's and master's levels and were almost equal at the doctoral level (48%); yet there were disparities between the choices of discipline. For example, in the ICT field female researcher participation was below 25% in comparison to health, welfare and education which was about 60%, 60% and 67% respectively. Also it stated that very few women were holding professorship positions (26%) and few were self-employed professionals in science and engineering and ICT occupations (25%).

Kim *et al* 2022 studied what separates women's research from men's and how it affects women's academic careers. By applying natural language processing techniques to nearly one million doctoral dissertations published in the United States between 1980 and 2010, this helped researchers to identify different forms of gendered knowledge, including gender referents (explicit references to the gender of the researcher and gender-associated terms (words implicitly connected to men or women scholars). It is found that women researchers had fewer academic positions available to women researchers than to men in every field; explicit references to women as subjects were modestly rewarded compared to references to men; and more careers were available for men who did

research. Women researchers remained subject to structural barriers and faced an implicit bias against their knowledge. There were more structural barriers in natural sciences, technology, engineering, and math, while implicit bias was more prevalent in humanities and social sciences.

Against this background, this research study was undertaken.

## Purpose of the study

The research study was undertaken with the following objectives:

- To study the status of females enrolled and awarded PhD degrees since last 10 years;
- To analyze the trends of participation of women researchers in various disciplines;
- To find out the status of female learners enrolled and awarded PhD degrees in IGNOU since last ten years;
- To explore the challenges faced by the IGNOU women learners while pursuing their PhD degree programme; and
- To examine the perception of these learners regarding the gender discrimination (inequality) they faced while pursuing the PhD degree programme.
- Methodology

## Research Design

This is an exploratory study in which mixed mode methods of research were employed. Both qualitative and quantitative methods of research were used to meet the objectives of the study. Online survey method was adopted for this empirical study, by developing a structured questionnaire with a few open-ended questions.

Documentary analysis method of research was employed for culling out the relevant data from the University Grants Commission Annual Reports; All India Higher Education Survey Reports; IGNOU Annual Reports including unpublished data of IGNOU, of the last ten years. Thereafter, content analysis was employed to study these documents and descriptive analysis was done to document the outcomes.

## Sample of the Study

The learners enrolled in the PhD programme offered by IGNOU since last ten years formed the population of the study. Since the study was gender specific, limited to the female learners, only the female learners enrolled in the PhD programme of IGNOU between 2010 and 2019 i.e. 686 learners, formed the sample of this study.

## Data collection

The data for this study were collected through a web survey that was executed between September 2021 and October 2021. Survey was sent to the 686 women learners of IGNOU who had successfully completed their doctoral degree from the University. In the survey, the respondents were asked to fill up four sections, namely: (i) demographic details; (ii) research experience at the University and (iii) gender related issues and (iv) current status of the research degree programme. The responses were obtained on a 5 point scale supplemented with a few open ended questions. 160 women students responded to the survey.

## Data Analysis

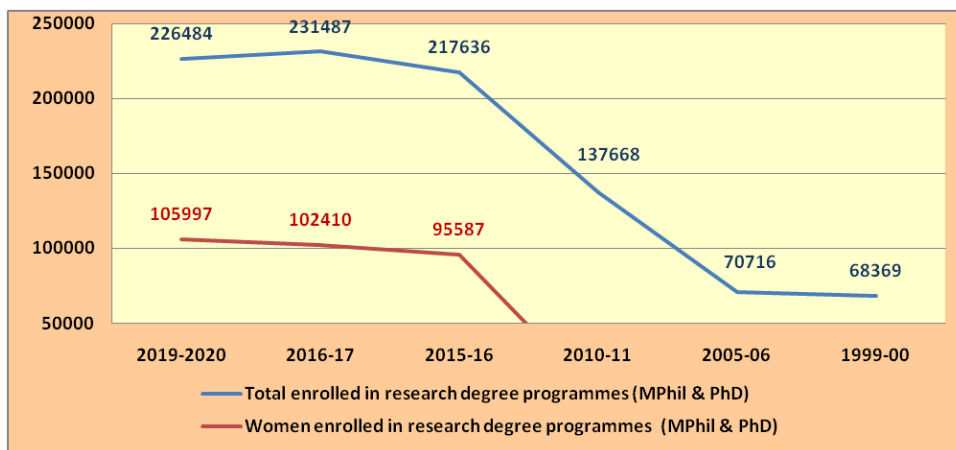
The data collected was subjected to descriptive analysis and statistical tools such as frequency tables, t- tests etc.

## Findings & Discussion

Women in Research Degree Programmes in India

In India, the number of women enrolled in higher education, particularly in research degree programmes, is lower than expected (Refer Figure 1 and Table 1). A decade ago, the number of learners pursuing research degree programmes was 68369 which has gone up to 226484 in 2019-2020. The share of women in research degree programmes has also increased from 95587 in 2015-16 to 105997 in 2019-2020. In 2016, the UGC adopted some measures to reduce the gender gap. The UGC (Minimum standards and procedure for award of MPhil/ PhD Regulations, 2016) relaxed the maximum duration for completing a PhD degree by women candidates by an additional two years; and one year for MPhil degree. In the event of a marriage or other relocation, women students were allowed to transfer their research data. Furthermore, women candidates were granted maternity, child care leave for up to 240 days during their PhD and MPhil programmes. Women students tend to leave their research study after getting married, however, the above steps have encouraged them to continue their study after marriage. As a result of these measures, enrollment numbers of women learners increased, as did awards of degrees. Refer Figures 1 and 2.

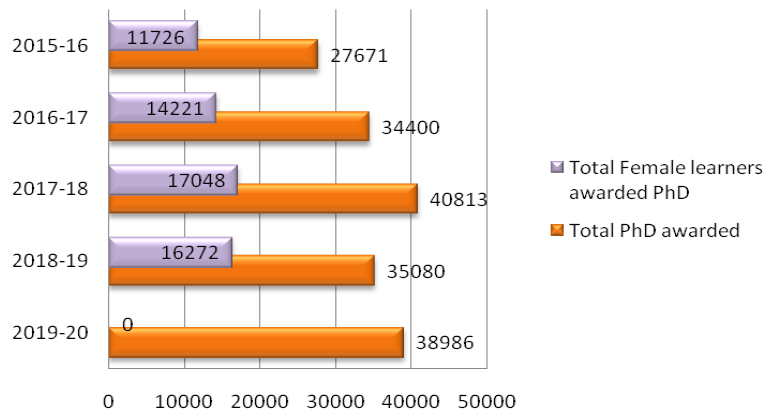
Figure 2: Student Enrollment in Research Degree Programmes including Women enrolled



Data not available of the women learners for the years 1999-00;2005-06; and 2010-11

Source:UGC Annual Reports: 2019-20; 2016-17; 2015-16; 2010-11; 2005-06; 1999-00.

Figure 3: Students awarded PhD degrees including Women



Data not available for women awarded PhD degrees in 2019-2020

Source:UGC Annual Reports; AISHE- 2018-19; 2017-18



Table 2: Discipline-wise Enrollment in PhD Programmes

Year		2014-15			2019-20		
S.No	Discipline	Ph D			Ph D		
		%	Female	Total	%	Female	Total
1	Agriculture	33.2	1497	4503	45.1	3291	7292
2	Area Studies	45.0	1212	2695	54.7	2749	5026
3	Commerce	49.3	1789	3630	56.4	3690	6544
4	Criminology & Forensic Science	50.0	6	12	48.9	44	90
5	Cultural Studies	52.1	88	169	55.6	290	522
6	Defence Studies	16.0	17	106	22.7	29	128
7	Design	37.0	40	108	42.1	130	309
8	Disability Studies	-	-	-	100	17	17
9	Education	53.7	2164	4033	55.4	3780	6818
10	Engineering & Technology	28.5	7835	27467	31.7	16628	52478
11	Fashion Technology	51.4	19	37	82.1	32	39
12	Fine Arts	57.9	472	815	57.2	472	825
13	Fisheries Science	31.6	130	411	43.5	137	315
14	Foreign Language	48.6	1472	3028	58.4	2931	5023
15	Gandhian Studies	59.4	57	96	31.4	11	35
16	Home Science	97.3	578	594	94.5	1048	1109
17	Hospitality and Tourism	46.0	2701	5874	-	-	-
18	Indian Language	-	-	-	49.6	4509	9095
19	IT & Computer	45.0	891	1979	53.6	1883	3512
20	Journalism & Mass Communication	39.3	209	532	45.6	453	993
21	Law	44.1	514	1165	49.1	1539	3134
22	Library & Information Science	38.5	138	358	41.1	347	845
23	Linguistics	47.8	296	619	52.6	388	737
24	Management	44.7	2784	6224	46.8	5226	11157
25	Marine Science / Oceanography	36.7	151	412	61.9	219	354
26	Medical Science	39.0	1829	4684	48.1	4484	9330
27	Oriental Learning	29.1	227	780	36.3	609	1676
28	Physical Education	27.5	180	654	21.4	278	1301
29	Religious Studies	26.2	121	462	43.7	265	606
30	Science	43.7	13257	30357	48.4	24668	50936
31	Social Science	45.2	6435	14226	49.6	9911	19965
32	Social Work	57.7	277	480	48.4	411	849
33	Veterinary & Animal Sciences	34.1	225	659	39.3	525	1335
34	Women Studies	80.3	106	132	72.3	112	155
<b>Total</b>		40.7	47717	117301	45.0	91106	202550

Source: AISHE- 2014-15; 2019-20.

According to the results presented in Table 2, in 2014-15, 47717 women were enrolled in PhD programmes, while in 2019-20 it has almost doubled to 91106. Also the share of women pursuing PhD has gone up from 40 percent to 45 percent in the span of five years. The disciplines which have the highest number of learners are Engineering and technology, Science and Social Sciences.

It is noteworthy that the percentage of women has been steadily increasing in these disciplines. Management has emerged as a sought after discipline in 2019-20 with a sizable female enrollment (48.6%).

The disciplines that attracted more female learners in 2019-20 were: Disability Studies (100 %), Home Science (94.5 %), Fashion Technology (82.1%), Women Studies (72.3%), Marine Science/ Oceanography (61.9%) , Foreign Language (58.4%) and Fine Arts (57.9); and in 2014-15 Home Science (97.3%), Women Studies (80.3%) and Social Work (57.7%) and Fine Arts (57.2%). Defence Studies and Physical Education are disciplines underrepresented by women.

## Women in PhD Programmes of IGNOU (2001-2020):

Since 2001-02, IGNOU has offered PhD programmes and Distance Education was the first discipline. Currently, 44 disciplines are offered. Over the past two decades, IGNOU has enrolled a total of 2029 PhD students, of whom almost half (1007) were women. IGNOU has awarded a total 719 PhD degrees out of which 47.3% are to women learners (Refer Table no. 3).

Further analysis of the enrolment data revealed that more than 70% women learners were enrolled in these disciplines, namely: Dairy Science & Technology, Home Science, Vocational Education & Training, Psychology, Women's Studies, Commerce, Music, Economics, Gender & Development Studies, Fine Arts, French, Biochemistry, Life Sciences and Nursing. In disciplines such as Public Administration, Political Science, Geology, Management, Library and Information Science, Theatre Arts, Chemistry and Development Studies, women learners accounted for less than 40% of the enrollments (IGNOU data).

**Table 3: Enrollment in PhD programmes offered by IGNOU**

Year	Total No. of learners enrolled in PhD programme	Total Female learners enrolled in PhD programme	Total PhDs awarded	Total no. of PhD awarded to Female learners
2020-21	165	100	55	33
2019-20	73	52	135	57
2018-19	140	67	198	82
2017-18	56	30	120	54
2016-17	300	150	48	21
2015-16	-	-	98	61
2014-15	60	32	28	15
2013-14	154	82	14	04
2012-13	245	109	06	02
2011-12	244	117	06	03
2010-11	291	117	-	-
2009-10	160	84	05	02
2008-09	99	52	04	04
2007-08	17	09	01	01
2006-07	05	01	-	-
2005-06	02	01	-	-
2004-05	-	-	01	01
2003-04	-	-	-	-
2002-03	03	01	-	-
2001-02	15	03	-	-
Total	2029	1006 (49.6)	719	340 (47.3)

Source: Unpublished data of IGNOU



### Profile of the Respondents

Among the 160 women who responded to the survey, 26.9% had been awarded a PhD degree and 73.1 % were still pursuing their PhD programme. Sixty-one percent of women researchers took longer than five years to complete their research degrees; however, 15.4% completed their degree within 3 years and 23.1% between 3-5 years.

Of these 160 respondents, 57.7% were older than 40 and 30.8% were in their 30s, with barely 11.5% in their 20s. Furthermore, 65.4% of respondents were married; 73.1% were living in nuclear families; and 76.9% were employed. The profile of the respondent also revealed that 76.9% belonged to the general category, 7.6% were SC/ST and 15.4 % were OBC.

As reported by 80.8 % of the respondents, family support was quite satisfactory for pursuing research degrees. There were 26.9% of respondents whose families had a member who had completed a PhD or was enrolled in a PhD program.

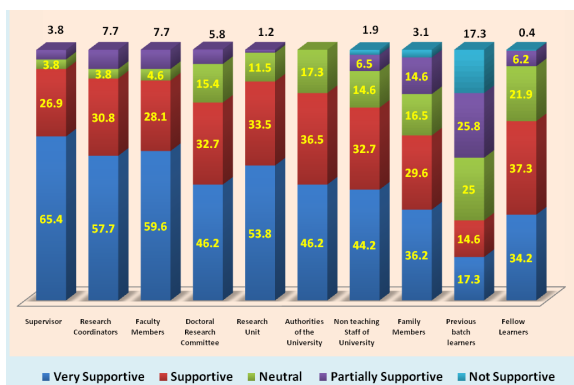


Figure 4: Support while pursuing PhD Programme

The data presented in Fig-4 shows that 65.4 % of female researchers felt that the supervisor was most supportive; followed by faculty members(59.6%) and research coordinators (57.7%). Some respondents strongly opined as reflected in the following statements: "There was a timely well planned progress as the supervisor took special interest in organizing contact programmes and seminars", "Whenever I seek support emotional, educational and related to my study they are always with me and support at their best level. I am really grateful to them forever", "It was very helpful in the way of getting literature and research papers by my supervisor and also helped me in giving proper shape to the research topic in terms of pattern of writing, sample selection, research methodology and conceptual framework of the study".

They also acknowledged the support provided by the Research Unit (53.8%) and the Doctoral Research Committee (46.2%) was very beneficial. 51.5 % have mentioned that they received immense support from their fellow learner and previous batch learner followed by their family members (36.2%) but still some women researchers felt that because of family responsibilities less time is available for studies.

8.4% women researchers said that the non-teaching staff of the University was not supportive which led to unnecessary administrative hassles and delay in the process of registration.

Table 4: Attitude of Women Researchers towards Research as a Profession and their Research Experience

S. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Attitude towards Research as a Profession</b>						
1	Woman can make research as profession	45.4	36.5	16.2	1.9	0
2	There is an increase in women participation in research	46.2	30.8	23.1	0	0
3	Government is making efforts to increase women's participation in research	30.8	23.1	23.1	15.4	7.7
4	The Regulatory framework should be more flexible towards women	57.7	30.8	5.8	5.8	0
5	By giving reservation to women in research degree programmes will improve women's participation in research related professional careers?	38.5	34.6	19.2	5.8	1.9
6	Sometimes learners discontinue their degrees only because of administrative /academic obstacles.	11.5	26.9	26.9	30.8	3.8
7	It is easy to do research degree while gainfully employed	9.6	17.3	11.5	55.8	5.8
8	It is easy to do research degree after marriage	1.9	5.8	12.7	64.2	15.4
9	Women researchers are not comfortable in reporting the sexual harassment experiences	46.2	33.5	12.7	5.8	1.9
10	Male batch mates think that women should not opt for research and development (R&D) as a career	15.4	23.1	23.1	38.5	0

S. No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Research Experience</b>						
1	Conducting research is more difficult for women than men	30.8	48.1	15.4	3.8	1.9
2	Researcher has been treated differently by the Supervisor because of his/her gender	9.6	17.3	30.8	38.5	3.8
3	Women usually experienced unwanted sexually-oriented comments, advances, or touching	30.8	38.5	15.4	13.5	1.9
4	Uneven proportion of women to men at the department affects the overall experience	30.8	30.8	34.6	3.8	0
5	The processes involved in completion of Course work was very smooth	38.5	46.2	13.5	1.9	0
6	The administrative procedures of this university are learner friendly	38.5	38.5	19.2	1.9	1.9
7	University library is easy accessible	48.1	44.2	6.2	1.5	0
8	Women feel safe in the university campus	38.5	57.7	3.8	0	0
9	I will recommend IGNOU for enrolling in Research Degree	36.5	46.2	15.4	1.9	0
10	Overall experience of my research degree programme is satisfactory	42.3	50	7.3	0.4	0

### Attitude of IGNOU Women Researchers towards Research as a Profession

Table 4 shows that over 80% of the women researchers believed they would be able to pursue research as a profession. This is evident from the increase in women participation in research. While UGC has given many provisions and relaxations to female candidates pursuing research degrees, about 50% of respondents perceived that the government is making efforts to increase women's participation in research. Majority of the women learners (88.5%) agreed that the regulatory framework should be more flexible towards women. According to the respondents, about three quarters (73.1%) felt that reserving seats for women in research degree programmes would increase women's participation in research-related careers. Only 38.4% of the respondents agreed that sometimes female learners discontinued their research degrees only because of administrative /academic obstacles, one of them also stated that, "*Being women in a Hindu society like India, I struggled between choosing academic life and family life*". Majority of the respondents did not agree that it was easy to do a research degree either while gainfully employed or after marriage i.e 66.6% and 76.9% respectively. 79.7% of the women researchers agreed that women researchers were not comfortable in reporting the sexual harassment experiences. Mixed opinion was received on the statement that male batch mates think that women should not opt for research and development (R&D) as a career.

### Overall Research Experience of IGNOU Women Researchers

Further, Table 4 also reflects the overall experience of IGNOU women PhD learners during their course work and research. More than three fourths (78.9%) of the women researchers felt that conducting research was more difficult for women than men. Above 40% of the respondents did not experience any difference in supervisor's behaviour with regard to gender but 69.3% of the respondents experienced unwanted sexually-oriented comments, advances, or touching. 61.6% of the respondents felt that it may be due to the uneven proportion of women to men at the department. Maximum respondents (84.7%) had completed their course work smoothly and 77% of them also felt that the administrative procedures of this university were learner friendly. Majority of the respondents (92.3%) said that they had not experienced any difficulty in accessing the university library. Maximum (96.2%) women researchers felt safe in the university campus and 82.7% said that they would recommend IGNOU for enrolling in a Research Degree. 92.3% women learners had satisfactory overall experience during their research degree programme.



#### Feedback and suggestions received from IGNOU PhD Learners:

- ♣ Support such as child crèche facilities and hostel facilities for outstation women will be very beneficial not only in providing a conducive environment for research but also for security purposes.
- ♣ Flexibility in terms attending coursework in workshop mode rather than a consolidated 6 months might be beneficial.
- ♣ Guidelines regarding writing of synopsis as well as steps involved in research should be clearly written citing some examples in the prospectus.
- ♣ Giving study leave or a stipend as a form of institutional encouragement. Degrees are valued in promotion, and responsibilities are entrusted.
- ♣ Give more time to women to complete their degree. Provide financial support to their research as most of the time, even if they are employed, they do not have the right to spend their earnings the way they want.
- ♣ Remove age bars everywhere whether in jobs/ in research/ in teaching and provide appropriate jobs as per their qualifications.
- ♣ Should have residential facility for researchers so they can focus on research without any interruption.
- ♣ Rules should be transparent and equal to all scholar of same category.
- ♣ There should be provision of Best Thesis award as per the other university, so that researchers may be encouraged in their field.
- ♣ It would be a good idea to involve research scholars in various projects.

#### Box 1: Feedback and Suggestions received from IGNOU PhD Women Researchers.

## Conclusion

There has been a marked improvement in the enrollment rate of women in higher education, including PhD programmes. It is undeniable that the gender gap has narrowed, but it still remains a long way off from reaching parity. Some of the suggestions are given below to improve the women participation in research degree programme and research as a profession:

Integration of technological subjects into the school curriculum, from the earliest age, such as computer programming, robotics, engine design, project management, etc.;

Inclusion of technology oriented disciplines at school level, will help in early exposure to these disciplines and encourage them to pursue higher education in these disciplines;

To enrich the curriculum with women as role models in all walks of life as well as redefining the role of women and their responsibilities to change the mindset of the society;

Efforts to make the disciplines gender neutral so that anyone can choose any discipline of their choice and interest; and

Encourage outstanding research among women through various schemes such as career advancements, recognition, financial support in the form of scholarship, internship/ apprenticeship in industries, etc.

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## Annexure 14.16

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### Reviewers Memorandum



**Reviewer's Comment 1:** Despite the growing awareness of educating women in India. There can still be gender disparity while pursuing higher education. The choice of the topic is very much relevant in today's time. This study examines the perceptions of IGNOU PhD women learners toward research as a profession.

**Reviewer's Comment 2:** The study is planned very strategically. A mixed-method research approach is employed to conduct the study by using both qualitative and quantitative data. A good support of recent and updated literature is provided. The findings are presented in an elaborative manner using appropriate tables and graphs.

**Reviewer's Comment 3:** The study further leaves the scope and provides a roadmap to conduct a similar study on a larger sample. Inter-university studies can also be conducted to provide better insights.

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### Editorial Excerpt



The article has 4% of plagiarism which is the accepted percentage as per the norms and standards of the journal for publication. As per the editorial board's observations and blind reviewers' remarks the paper had some minor revisions which were communicated on a timely basis to the authors (Manjulika, Navita, and Shekhar), and accordingly, all the corrections had been incorporated as and when directed and required to do so. The comments related to this manuscript are noticeably related to the theme "**Women in Research Degree Programmes**" both subject-wise and research-wise. Since independence, the number of women enrolled in higher education has increased dramatically. Growth has been especially rapid in the last two to three decades. But there still remains disparity on the basis of gender in higher education. The study by taking this into consideration investigates the perceptions of IGNOU PhD female students toward research as a profession. Overall, the paper promises to provide a strong base for further studies in the area. After comprehensive reviews and the editorial board's remarks, the manuscript has been categorized and decided to publish under "**Case Based Study**" category.

### Acknowledgement



The acknowledgement section is an essential part of all academic research papers. It provides appropriate recognition to all contributors for their hard work and effort taken while writing a paper. The data presented and analyzed in this paper by authors (Manjulika, Navita, and Shekhar) were collected first handily and wherever it has been taken the proper acknowledgment and endorsement depicts. The authors are highly indebted to others who facilitated accomplishing the research. Last but not least endorse all reviewers and editors of GJEIS in publishing in the present issue.

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