



HIGHER EDUCATION ACCESS FOR MINORITY WOMEN IN KARNATAKA

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ABSTRACT

Higher education is a vital tool for empowerment and social mobility, yet access to it still varies greatly by population. This study looks at the various obstacles and factors affecting minority women's access to higher education in Karnataka, India. The study uses a mixed-methods approach to examine structural, sociocultural, and economic constraints with a focus on women from religious and linguistic minority communities, especially Muslims, Christians, and linguistic minorities in neglected areas. The study identifies several major obstacles, such as deeply ingrained sociocultural norms that emphasize early marriage and household responsibilities, financial limitations that result in financial instability, a lack of institutional infrastructure in certain areas, and ongoing deficiencies in secondary school academic readiness. At the same time, the study evaluates how specific policy interventions like hostel facilities, state minority scholarships, and awareness campaigns help to reduce these obstacles. Results show that although programs like the scholarships offered by the Karnataka Minority Development Corporation have achieved some strides, bureaucratic obstacles, insufficient stipend amounts, and a lack of comprehensive assistance frequently limit their reach and effectiveness. The study makes the case that increasing access necessitates an integrated approach that includes significant financial assistance, community-based lobbying to change gender stereotypes, academic bridging initiatives, and the deliberate growth of minority-focused educational institutions in rural and urban periphery areas. In conclusion, improving minority women's access to higher education in Karnataka is not just an equitable issue but also a crucial requirement for the state's economic and human development. In order to improve policy execution, provide a supportive social climate, and enable minority women to actively participate in their educational journeys, the study promotes a convergent, multi-stakeholder framework.

KEY WORDS: Higher Education, Muslim, Community, Identify, Scholarships, Karnataka, Religious, Examine, Empowerment and Minority.

INTRODUCTION

Higher education acts as a significant driver for personal empowerment and societal advancement, offering improved economic prospects, individual independence, and upward social mobility. Yet, in a diverse and stratified nation like India, the opportunity for this transformative journey is not equally available to all. The convergence of gender, caste, ethnicity, and regional inequality creates intricate obstacles that frequently leave the most marginalized groups behind. This research specifically examines one crucial group: minority women in Karnataka, India.

Karnataka, a region famous for its tech centers and top-notch universities, showcases a contradiction of advancement set against ongoing inequality. Although the state's overall enrollment rates in higher education have increased, these total numbers obscure the complex challenges encountered by women from minority groups mainly Muslims, alongside Christians, Sikhs, Buddhists, and Parsis, as acknowledged under the National Commission for Minorities Act. For these women, the quest for higher education is frequently limited by a threefold challenge: their identity as women (influenced by

patriarchal standards), as part of religious minorities (encountering socio-economic and cultural obstacles), and often, as individuals from economically disadvantaged backgrounds.

The availability of higher education for minority women is shaped by a combination of factors. These encompass financial limitations that favor male education, socio-cultural values that can limit mobility and encourage early marriage, insufficient information and role models, the limited availability of women's colleges run by minorities in specific areas, and occasionally, views on the institutional environment. As a result, despite efforts such as scholarships, hostels, and coaching programs, a notable disparity continues between the enrollment of minority women and their representation in the wider population or even compared to male counterparts.

The effects of effectively overcoming these obstacles and achieving higher education could be significant, but remain largely unexamined. For women of minority backgrounds, a degree may represent more than just an educational qualification; it can serve as a tool for profound transformation. It can influence their autonomy in the family and community, postpone the marriage age, boost health results, and increase



involvement in the formal job market. On a larger scale, their greater involvement in higher education and later professional arenas helps diversify viewpoints in the workforce and confront established stereotypes, thus promoting a more inclusive society.

This research, named “Higher Education Among Minority Women in Karnataka: An Analysis of Its Accessibility and Impact,” aims to analyze this dual dynamic critically. It seeks to methodically explore the various challenges that hinder access to higher education for minority women in urban, semi-urban, and rural areas of Karnataka. At the same time, it seeks to evaluate the transformative impacts socio-economic, psychological, and professional that higher education creates in their lives and communities.

Utilizing a mixed-methods approach, this study will transcend statistics to encompass lived experiences, ambitions, and systemic obstacles. In this effort, it seeks to enhance the understanding of educational equity within India's development context. The results aim to guide policymakers, educational bodies, and civil society groups, assisting in the creation of more focused, effective, and compassionate initiatives. This research highlights that the genuine indicator of Karnataka's and India's educational progress is not solely in its internationally renowned institutions, but in its capacity to provide the transformative benefits of education to everyone, particularly to its most marginalized minority women.

REVIEW OF LITERATURE

- 1) **Annie John, et. al (2012)**, the study says education plays a important role in helping social and economic progress now a day. The study highlighted the literacy rate of Muslims in India as per 2001 census which is below the national average and it contributes to the economic growth. The study says the Muslim girls are the least educated among all the sections of Indian society. The study says the Article 15(1) of Indian Constitution provides rights to equality and stresses on the information of basic policy framework which develops the vision of girls education.
- 2) **Waseem, et al (2012)** the major finding of the study says a poor development and literacy level in the villages. It was found that about two third of them are illiterate and they can't even read and write their name. The working condition of women in Muslim is concerned, the study found that 60 percent were house wife and 40 percent were working in different economic activities. The study found that most of the respondents agreed for existing equal rights in society, but they were not enjoying freedom of exercise regarding their opinion about vote, movement away from home, on daily household expenditure etc.
- 3) **Izhar Oplatka, et. al (2012)**, the study provides insight into the determinants enabling the group of women in the Arab sector to apply for a second degree and succeed. The study provides some insights into the lives of Muslim women in graduate programmes. The study concludes saying that the Muslim women graduate student's ability

to walk a fine line; they progress in fulfilling their academic purpose while at the same time refrain from publicizing their success or challenging discriminative gender rules. The theoretical message of this study is that academic success and growth in higher education of minority women students depend on interconnected aspects in their life.

- 4) **Mohammad Allam (2015)**, this book says the problems of Indian Minorities in higher education in general and Muslims in particular. The book has analyzed the various dimensions of education of Indian Minorities. The book says that in the higher education the Muslim community is the most backward community.
- 5) **Tushar Kanti Ghara (2016)**, the study says that the women's education and empowerment are the indicators of development and ensures the holistic and long development. The study concludes by showing women's participation in higher education is increasing in all states and the enrolment in higher education is also increasing. The rate of increase is slow in almost all the states of India and the enrolment depends on women teachers.

OBJECTIVES OF THE STUDY

- 1) To investigate the influence of economic system on Minority Muslim Women Higher Education.
- 2) To study the education status of Minority Muslim Women in Vijayapura and Kalburgi District.
- 3) To study the problems and prospects of Minority Muslim Women in Vijayapura and Kalburgi District.

RESEARCH METHODOLOGY

This is the study on “Higher Education Among Minority Women In Karnataka: An Analysis Of Its Accessibility and Impact”. For the present study Descriptive research design has been used to explain the causative relationships in between the independent and dependent variables. It helped to understand the role of Higher Education of Minority Women.

SAMPLE OF THE STUDY

For the present study Vijayapura District is selected for the purpose of data collection. Women's were the respondents who provided information regarding Higher Education of Minority Women Vijayapura district. 250 women's have been selected based on random sampling method. For present study 5 Taluks were selected i.e. Basavan Bagewadi, Indi, Muddebihal, Vijayapura and Sindagi.

DATA COLLECTION

The present study is mainly based on both primary and as well as secondary sources there are two important sources of data collection the primary data have gathered with the help of a survey method suitable questionnaire has developed and collected the required information to the topic related. A suitable interview schedule is adopted. Secondary data collected from books published various Reports, Journals, Census, newspapers, magazines etc.



DATA ANALYSIS AND INTERPRETATION

Table 1: Age of the Respondents

Age	Frequency	Percent
18-20 Years	75	30.0
21-25 Years	86	35.4
26-30 Years	55	22.0
30 and above	34	13.6
Total	250	100.0

Graph 1 : Age of the respondents

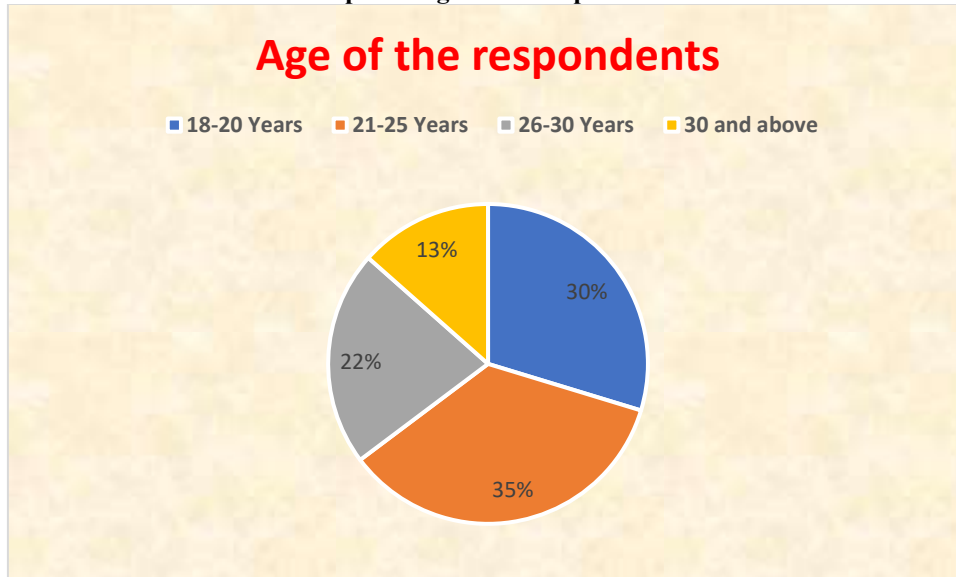


Table No. 1 is showing the respondents age details. Out 250 respondents, 140 (56%) of the respondents age is 21 to 25 years and least of 6 percent of the respondents age is 18 to 20 years.

Table 2 : Stream studies in College

Stream Studies	Frequency	Percent
Arts	126	50.4
Science	76	30.4
Commerce	48	19.2
Total	250	100.0

Graph 2: Stream studies in College

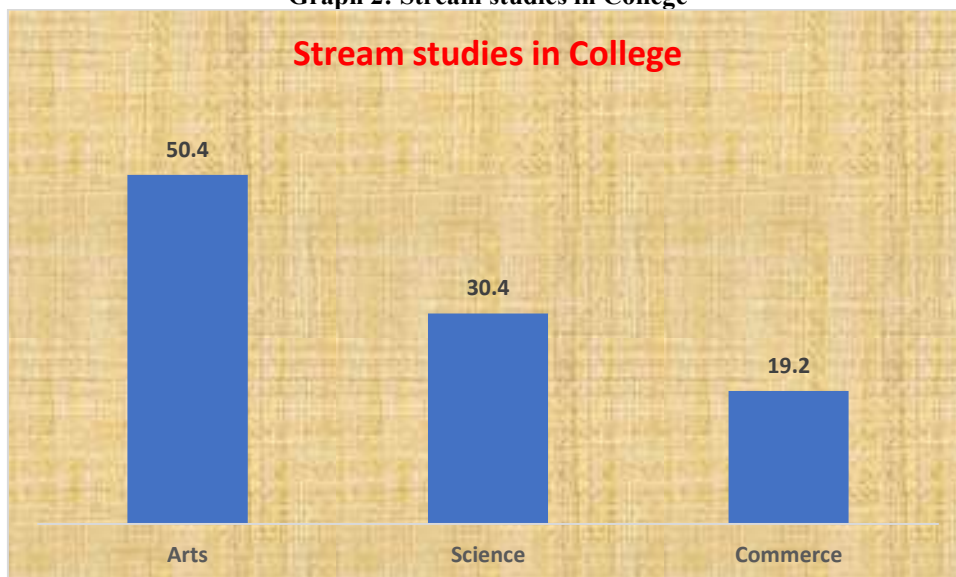




Table No. 2 shows the respondents streaming studies details. Stream studies" can refer to scientific studies of water bodies, examining their physical, chemical, and biological health, water quality, and aquatic life, frequently for environmental management, or educational paths (such as Science,

Commerce, and Arts). While environmental stream studies evaluate pollution, nutrient cycles, and watershed health, streams are used in education to organize subjects. Majority of 50.4 percent of the respondents studying in Arts and least of 19.2 percent of the respondents studying Commerce.

Table 3 : Marital Status of the Respondents

Marital Status	Frequency	Percent
Single	107	42.8
Married	45	18.0
Unmarried	83	33.2
Divorced	15	6.0
Widow	-	-
Total	250	100.0

Graph 3 : Marital Status of the respondents

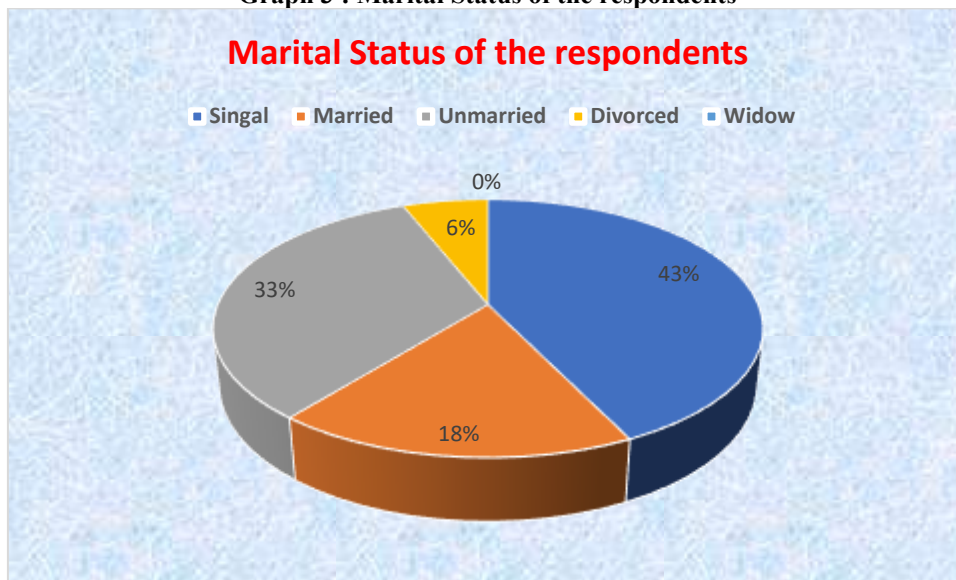


Table No. 3 is discussing the respondents Marital Status details. A marriage system is a society's framework for creating legally recognized unions, establishing guidelines for partners, spouses, and families. It varies depending on the culture and can take the form of monogamy (one spouse) or polygamy

(many spouses), fulfilling roles from procreation to property inheritance, and frequently transitioning from traditional arrangements to contemporary consensual unions. In this regard Majority of 107 (42.8%) of the respondents are Singal and least of 15(6%) of the respondents are Divorcee.

Table 4 : Type of Family

Type of Family	Frequency	Percent
Joint Family	142	56.8
Nuclear Family	108	43.2
Total	250	100.0

Graph 4 : Type of Family

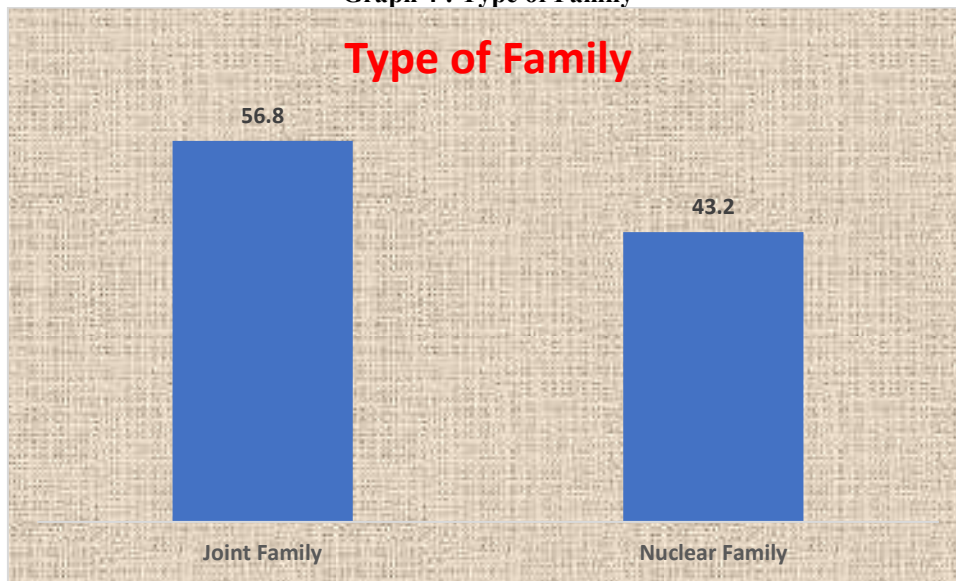


Table No.4 is showing the respondents Type of Family details. Although there are many different types of families, they typically fall into one of the following categories: nuclear (parents and children), extended (adding other relatives), single-parent, blended/step (remarried parents and their children), grandparent family, adoptive, and chosen families.

These categories are determined by the individuals who live together and their relationships, though there are also variations such as same-sex, polygamous, or communal arrangements. Regarding this 56.8 percent of the respondents belong to Joint Family and 43.2 Percent of the respondents belong to Nuclear family.

Table 5 : Occupation of the Respondent

Occupation	Frequency	Percent
Government Employed	10	4.0
Private Employed	42	16.8
Self Employed	63	25.2
Unemployed	135	54.0
Total	250	100.0

Graph 5 : Occupation of the Respondent

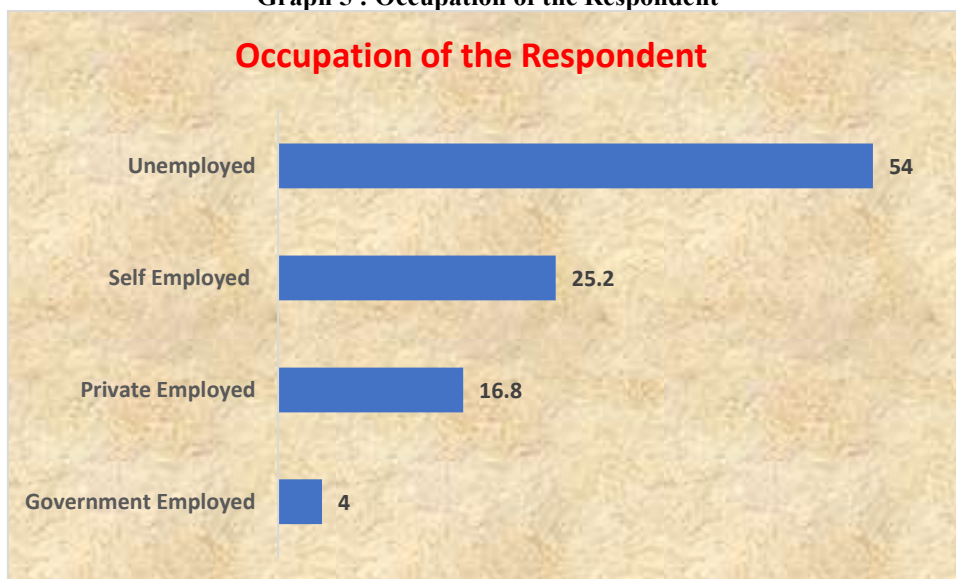


Table No. 5 is discussing the respondents Occupation details. The phrase "occupation" refers to a broad group of employment with similar skills, such as "Healthcare" or "Education," which include specialized positions like doctors, nurses, teachers, or

counsellors. In this regard Majority of 54 percent of the respondents are Unemployed and least of 4 percent of the respondents had Government Employment.

Table 6 : Availability of Land

Land details	Frequency	Percent
Yes	112	44.8
No	138	55.2
Total	250	100.0

Graph 6 : Availability of Land

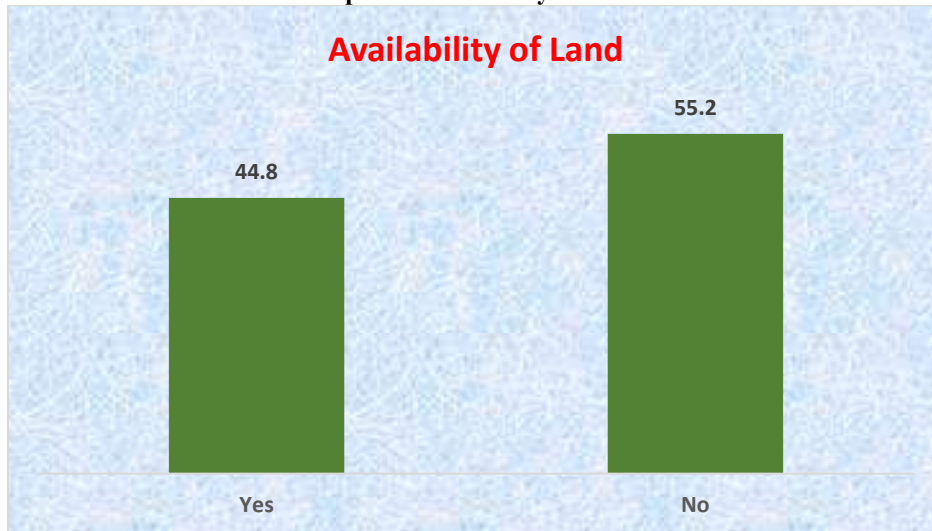


Table No. 6 shows the respondents Agriculture Land details. Different from residential or industrial land, agricultural land, also known as farmland, is used for growing crops, raising livestock, or other farming activities like orchards and vineyards, including areas for processing/storing produce. It is

essential for food security, with large amounts of land being sold and developed in places like Karnataka and India. 44.8 percent of the respondents having the agriculture land and 55.2 percent of the respondents not having the Agriculture land.

Table 7: Particularly taken major decision in the family

Major decision	Frequency	Percent
Father	86	35.4
Mother	42	16.8
Family Members	111	44.4
Self	11	4.4
Total	250	100.0

Graph 7: Particularly taken major decision in the family

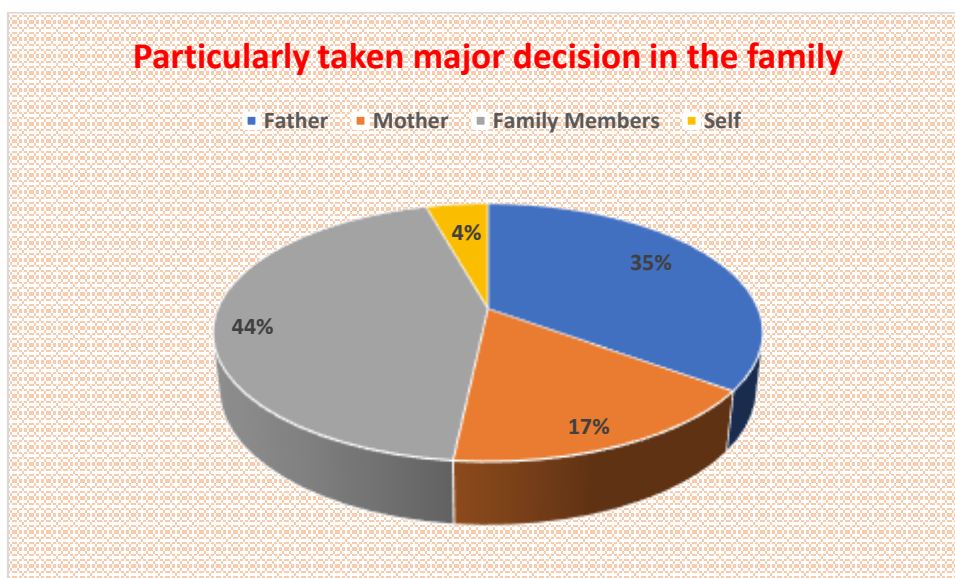




Table No. 7 is discussing the respondents family decision details. Out of 250 respondents 111(44.4%) Family members

taking the major decision in the family and least of 4.4 percent of the respondents taking self decision in the family.

Table 8 : Motivation to take Higher Education

Motivation	Frequency	Percent
Father	56	22.4
Mother	42	16.8
Family Members	66	26.4
Friends	52	20.8
Self	25	10.0
Others	9	3.6
Total	250	100.0

Graph 8 : Motivation to take Higher Education

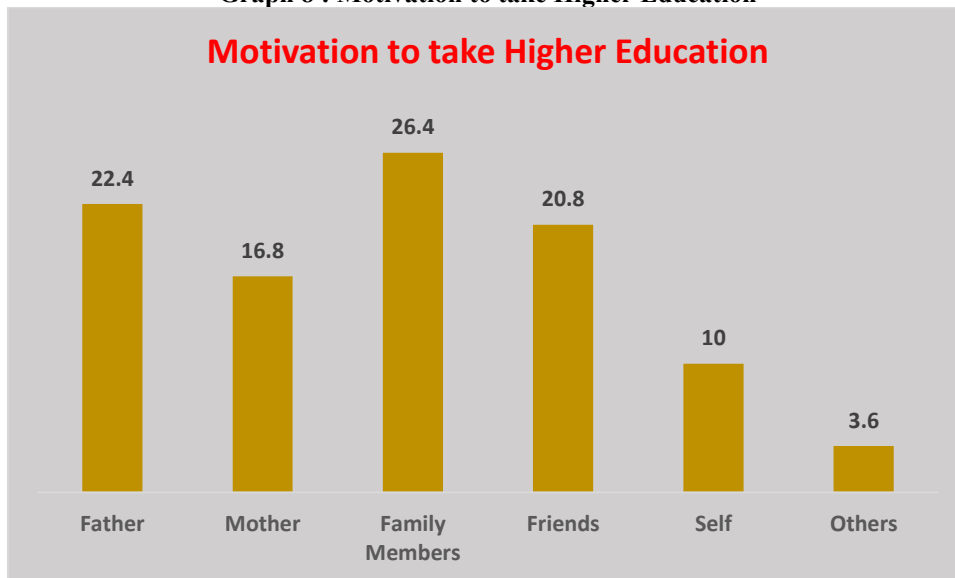


Table No. 8 is expressing the respondents motivation from higher Education details. Higher education is motivated by both extrinsic (better career prospects, higher salary, parental pride) and intrinsic (curiosity, personal growth, passion for a subject) factors that drive engagement, persistence, and goal achievement through self-determination, relevance, and

supportive environments that foster autonomy and connection. Regarding this Majority of 26.4 percent of the respondents Family members motivated for getting higher education and least of 10 percent of the respondents taking self decision get higher education.

Table 9 : Aims of Higher Education

Aims of Higher Education	Frequency	Percent
To increase their status	15	6.0
To get Employment	65	26.0
To get Name and Fame	10	4.0
To increase knowledge	86	34.4
To get good marriage prospects	10	4.0
To bring Quality	12	4.8
All the above	52	20.8
Total	250	100.0

Graph 9 : Aims of Higher Education

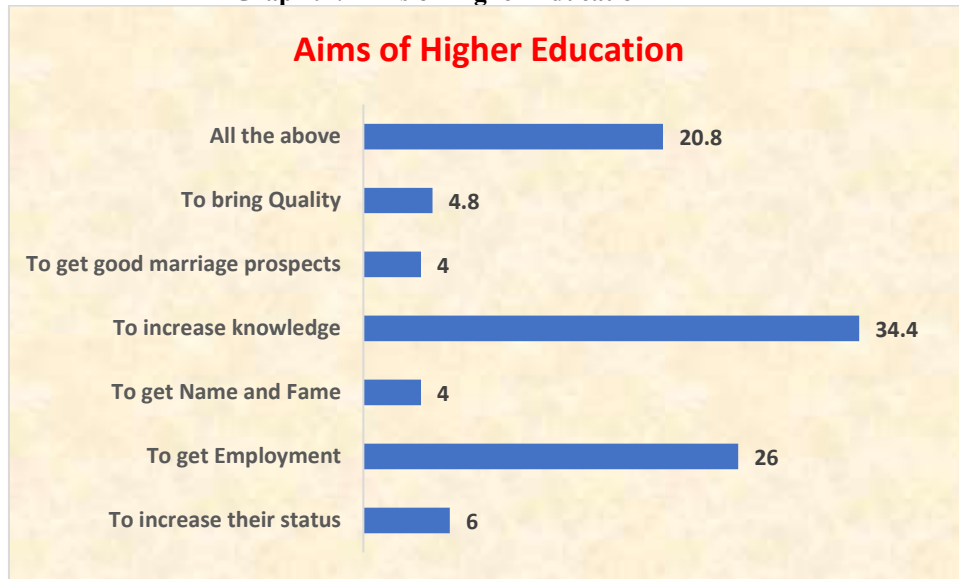


Table No. 9 is elaborating the respondents aims of higher education details. Higher education's goals are wide-ranging, emphasizing knowledge advancement (research, innovation, preserving/disseminating knowledge) for both national and international advancement, individual development (critical thinking, skills, leadership), and societal contribution (skilled workforce, social justice, cultural development, informed

citizens). Developing professional knowledge, promoting equality, encouraging personal well-being, advancing economic development, and producing morally upright, socially conscious people are among the main objectives. Majority of 34.4 percent of the respondents aim of higher education is to increase their knowledge and least of 4 percent of the respondents aim of higher education is name and Fame.

Table 10: Problems faced at the time of Graduation Level

Problems	Frequency	Percent
Family	46	18.4
Accommodation	76	30.4
Economic	89	35.6
Transport	39	15.6
Total	250	100.0

Graph 10: Problems faced at the time of Graduation Level

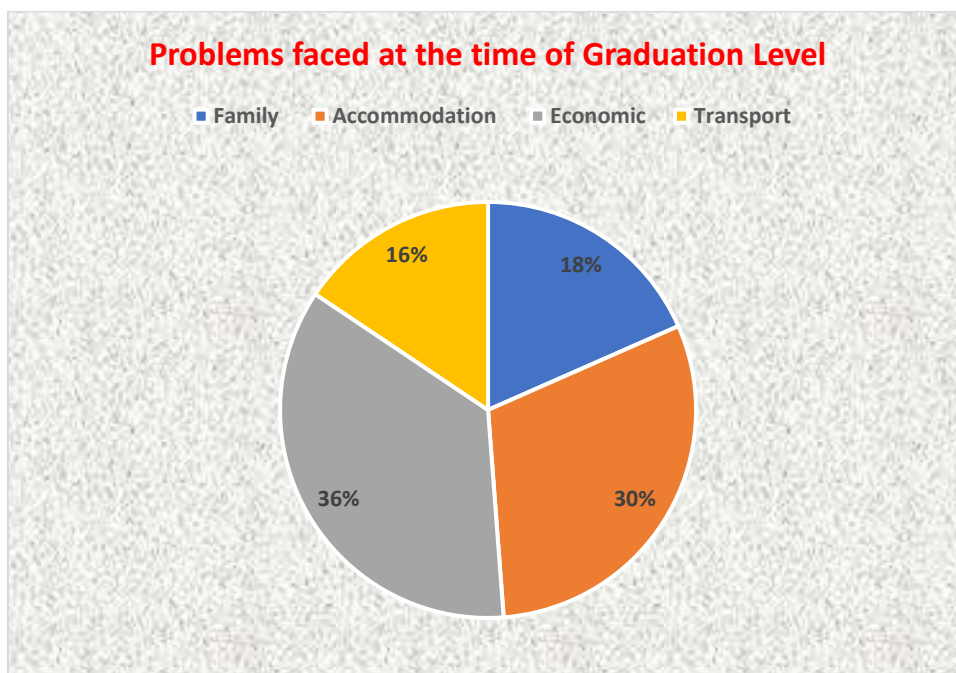




Table No. 10 is showing the respondents faced problems during the Graduation Level. Majority of 35.6 percent of the respondents facing Economic problems and least of 15.6 percent of the respondents facing Transport problems during their Graduation Level studies.

CONCLUSION

The fight for social justice and inclusive development in Karnataka is reflected in the difficult but vital path towards equal access to higher education for minority women. Even though the state has made significant progress through targeted policies and financial schemes, a purely transactional approach is insufficient given the persistence of multi-layered barriers such as systemic gaps in academic preparation, geographical disparities, economic precarity, and entrenched socio-cultural norms. A revolutionary approach that tackles the institutional and the human, the structural and the intangible, is necessary for real progress.

First, policy interventions need to change from facilitating access to facilitating success. Hostels and scholarships are important beginning steps, but their impact is lessened by insufficient stipends and complicated bureaucracy. Immediate needs include expediting the application procedure, expanding financial help to meet the true cost of living and school, and guaranteeing prompt disbursement. In order to guarantee retention and graduation, policy must go beyond enrolment and incorporate strong mentoring programs, career counselling, and mental health support.

Second, collaborative, community-engaged advocacy is necessary to break down socio-cultural barriers. To create a supporting ecosystem that promotes girls' education, challenges regressive attitudes, and highlights successful role models from within minority populations, collaborations between educational institutions, neighbourhood NGOs, and religious leaders are crucial. Deeply ingrained prejudices can be changed by empowering families through awareness efforts that connect education to long-term socioeconomic benefits for the entire household.

Thirdly, academic bridges and infrastructure need to be given top priority. In addition to investing in digital connectivity and transportation, it is imperative to expand the network of high-quality universities and pre-university institutions in minority-concentrated regions. In addition to preparing students for the demands of higher education, foundational programs that address learning gaps at the secondary level can prevent access from becoming a means of attrition.

In the end, the objective is to start a circle of empowerment rather than just improve statistics. Although an educated minority woman changes her own course in life, her influence also affects her family, the community, and the economy. She develops into a professional, knowledgeable citizen, decision-maker, and role model for the following generation. Karnataka must make a commitment to ensuring that its campuses and classrooms reflect its diverse social fabric if it is to fully realize its demographic and intellectual potential.

In conclusion, ensuring minority women in Karnataka have meaningful access to higher education is a key indicator of the state's dedication to justice and advancement. It needs an approach that is convergent, persistent, and compassionate—one that blends improved policy, community collaboration, and steadfast institutional support. Karnataka can create a more equitable, vibrant, and wealthy future for all of its residents by utilizing this enormous pool of talent and viewpoint. In this quest, the classroom serves as a foundation for a more inclusive society in addition to being a place of learning.

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