The Equality of Gender in University

As far as I was concerned, just focusing on the equality of gender is arbitrary. Presumably, men and women are interested in different areas and they tend to choose different subjects in university. The real equality is that grades should be the only standard for admitting students.

To begin with, some specific subjects such as mechanics, chemistry or oil engineering are not quite suitable for female students. One reason is that they are related to heavy industry and the graduates probably have to work in dirty, noisy places which probably only male workers can endure. The other is that to do the job needs great physical strength and it could be tough for women. Whereas, some other majors such as design, arts, medicine, etc. are good choices for women and graduates can find lucrative jobs. It is absurd and hypocritical to admit equal numbers of students by their gender in these areas.

The grades are the key factor of qualification to decide whether the student could receive the offer or not. The university is not a supermarket where anyone can enter. It is acknowledged that qualified applicants should have high scores on the specific test for entrance to university.

In general, equality is not just based on gender and, of course, is not easy to deal with. We can have equal rights by adopting different approaches in certain circumstances.

**Postscript:** After reading the revised edition of Grammarly and GPT, I feel embarrassed and frustrated. To write essays with coherence needs to make an endeavour to work hard.

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In my view, focusing solely on gender equality may be deemed arbitrary. Men and women often have different interests, leading to their choice of varying majors in university. Genuine equality should, therefore, be based on grades, as this would be the only standard for admitting students.

For instance, certain subjects such as mechanics, chemistry, or oil engineering may not be deemed suitable for female students. Firstly, these majors are associated with heavy industry, and graduates may have to work in noisy and dirty places that might prove challenging for female workers. Secondly, the job involves physical labor which could be demanding for women. On the other hand, design, arts, and medicine are more suitable for women and offer attractive job prospects. It is, therefore, absurd and hypocritical to admit equal numbers of students based on their gender in these areas.

Grades serve as the key factor in deciding whether a student is qualified to receive admission to the university. It should be noted that the university is not a supermarket where anyone can enter. Qualified applicants should score high on the specific entrance test for the university.

To conclude, equality is not solely based on gender and is indeed a complex issue. Adopting different approaches in certain circumstances can help us achieve equal rights.

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In my perspective, centring solely on gender equality appears arbitrary. Presumably, men and women exhibit distinct preferences in academic pursuits, often leading them to select different fields of study at the university level. True equality lies in assessing students solely based on their academic performance, as reflected by their grades.

Primarily, certain disciplines like mechanics, chemistry, or oil engineering may not align well with the interests or capabilities of female students. Firstly, these fields are often associated with heavy industry, wherein graduates may find themselves working in environments characterized by dirt and noise, conditions that may be more readily endured by male workers. Additionally, these roles often demand significant physical strength, posing challenges for female candidates. Conversely, disciplines such as design, arts, and medicine present promising avenues for female students, offering opportunities for lucrative careers. Therefore, enforcing equal gender representation in such fields would seem both absurd and hypocritical.

Grades serve as the primary criterion for assessing a student's eligibility for admission. A university is not akin to a supermarket where admission is open to all. Instead, it is widely recognized that successful applicants must demonstrate high academic proficiency as evidenced by their performance in entrance examinations.

In essence, achieving equality transcends mere considerations of gender and involves navigating complex challenges. True equity can be realized by implementing tailored approaches in specific contexts to ensure equal opportunities for all individuals.