

Importance of Higher Education for Empowering Women

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Abstract--- *In India, higher education is the key to economic security and opportunity, especially for women. Women are a significant component of the financial framework, and they maintain an assortment of social and conventional convictions. They should be treated equally as men and they should get equal rights. Knowledge is a distinctive feature of human beings, with a huge capacity to learn and convey knowledge from one generation to the next, and it is becoming more prominent as science and technology improve. Worry for girls schooling has brought about a critical expansion in grade school access lately. In any case, numerous young ladies, especially in provincial locales, drop out prior to finishing auxiliary or higher school. This review explains how the Indian government has executed strategies and cycles pointed toward bringing issues to light of advanced education, perceiving sex equality, and helping the number of women joining up with higher education. Further Many women have their dreams that they should study higher but due to many reasons, they will kill their dreams. They should be prepared to tackle a world of opportunities and challenges through higher education.*

Keywords--- *Higher Education, Schooling, Knowledge, Women.*

I. INTRODUCTION

HIGHER education is more important for economic and social development. Higher education contributes significantly to long-term growth by generating and disseminating knowledge. The value of women's education has been recognized around the world as critical to a nation's growth. Furthermore, given the various and complicated difficulties that face society, societal investment in higher education must be properly justified in terms of its return to the community. Development of women's education is more important. The nature, degree, and character of a non-industrial nation's formative interaction altogether affect its instructive framework. As a developing nation, India's advanced education framework traces all the way back to the pre-provincial time frame. Knowledge is very important for every Indian woman. So that she can gain more knowledge about the environment and nature and she will know how to live. The under-portrayal of women in advanced education organization is very much reported, exhibiting that every country's repository of administrative potential isn't by and large completely utilized.

(Hameed, H. 2021).

This understanding has resulted in a reform of the educational system, which will address both old and new societal issues. Women's access to and involvement in education at all stages of their lives must be prioritized by national policymakers. They must ensure that women's rights are protected and enhanced. India has sought after an assortment of courses and methods for public, social, monetary, and political development since freedom. Ladies' general circumstance and standing have improved also.

Women's education must be addressed because it is the foundation for social reform. The first learning after the birth is from mother and father, what they thought is the first thing and if the child is daughter many parents will think that she doesn't need much study after their minimum age marriage is the thing that they should do, they will think like that. They may have their dreams to be fulfilled. Parents must be supportive of them. Some women are interested in sports and some want to do higher studies and they should be treated equally as men. They should be treated as men so that they can have confidence that they can live fearlessly in this world.

II. STATISTICS OF HIGHER EDUCATION FOR WOMEN IN INDIA (2020 CENSUS)

According to the All-India Survey on Higher Education (AISHE), access to higher education has improved over time, rising from 21.5 percent in 2012-13 to 27.1 percent in 2019-20. The male population's GER has improved from 22.7 percent in 2012-13 to 26.9 percent in 2019-20, while the female population's GER has improved from 20.1 percent in 2012-12 to 27.3 percent in 2019-20. (In 2019-20). By 2035, the National Education Policy (NEP) 2020 aspires to raise total GER (including vocational education) to 50%. (Aşık, M., et al 2021).

The Gross Enrolment Ratio (GER) in higher education in India is estimated to be 27.1 percent, specifically for individuals aged between 18 and 23. The Gross Enrollment Ratio (GER) for the male population in India is 26.9% at all levels of education. In the same way, the gender enrollment ratio (GER) for females in India is 27.3 percent.[4] Sikkim boasts the highest Gross Enrollment Ratio (GER) for females across all social classes, standing at an impressive 67.6%. Andhra Pradesh, Arunachal Pradesh, Chandigarh, Delhi, Goa, Haryana, Himachal Pradesh, Puducherry, Tamil Nadu, Jammu &

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Kashmir, Karnataka, Kerala, Maharashtra, Manipur, Punjab, Telangana, and Uttarakhand all have female Gross Enrollment Ratios (GERs) exceeding 30% in all categories.

Table 1: Gross Enrollment Ratio (GER) during 2015-2020 (Women in Higher Education in India: Perspectives and Challenges (7))

Year	Both	male	female
2019-20	27.1	26.9	27.3
2018-19	26.3	26.3	26.4
2017-18	25.8	26.3	25.4
2016-17	25.2	26	24.5
2015-16	24.5	25.4	23.5

The total GER has risen from 24.5 percent to 27.1 percent in the last five years. Male GER increased from 25.4 percent in 2015-16 to 26.9 percent in 2016-17. (2019-20). Female GER, on the other hand, has risen from 23.5 percent in 2015-16 to 27.3 percent this year (2019-20).

A Gender Parity Index (GPI) of 1 signifies gender equality, while a GPI between 0 and 1 indicates a discrepancy favouring males. A GPI greater than 1 signifies a discrepancy favouring females. The Gender Parity Index (GPI) for Higher Education in 2019-20 has increased to 1.01 from 1.00 in 2018-19, indicating that females in eligible age groups have greater access to higher education compared to males.

The GPI has exhibited a consistent upward trend over the past five years. According to Aşik et al. (2021), the GPI, which stood at 0.92 percent in 2015-16, has shown a consistent upward trend and reached 1.01 percent in 2019-20.

III. GENDER DISTRIBUTION AT DIFFERENT LEVELS

When looking at the Male-Female Ratio at each level, it is clear that males outnumber females in almost every case, with the exception of M.Phil., Post Graduate, and Certificate. At the Undergraduate level, 50.8 percent of AISHE 2019-2018 students are male and 49.2 percent are female. The distribution of diplomas is skewed, with 65.1 percent males and 34.9 percent females. There are 55 percent males and 45 percent females at the Ph.D. level. Males account for 56.2 percent of integrated levels, while females account for 43.8 percent. Male students enroll in 53.6 percent of PG Diploma programmes, while female students enrol in 46.4 percent. (Women In Higher Education in India: Perspectives and Challenges (7))

Table 2: Gender Distribution at Different Levels (Women in Higher Education in India: Perspectives and Challenges (7))

levels of education	Male	Female
Ph.D	55	45
M.Phil	34.8	65.2
PG	38.9	61.1
UG	50.8	49.2
PG Diploma	50.8	49.2
Diploma	65.1	34.9
Certificate	37.4	62.6
Integrated	56.2	43.8

The majority of states observe a slightly higher proportion of male enrollment compared to female enrollment among students at all levels. The states of Uttar Pradesh, Maharashtra, Tamil Nadu, Rajasthan, Madhya Pradesh, and Karnataka rank highest in terms of overall student enrollment. Regarding the total number of institutions, the ranking of states is slightly different. Uttar Pradesh has the highest number with 8985 institutions, followed by Maharashtra with 6952, Karnataka with 5806, Rajasthan with 4036, Andhra Pradesh with 3634, and Tamil Nadu with 3583. It is important to mention that the student enrolment in the six states with the highest number of students represents nearly 53.8 percent of India's total student enrolment. The remaining 31 states, including Union Territories, collectively contribute to only 46.2 percent of the total student enrollment. S. Raju, in 1993.

As a result, female students in these 6 States account for about 53.7 percent of all female students in India, while male students in these 6 States account for 54 percent of all male students. Uttar Pradesh has 49.1% male students and 50.9 percent female students, making it the state with the greatest student enrolment in India. With 54.2 percent males and 45.8% females, Maharashtra has the second highest student enrolment. Tamil Nadu has a majority of male students, accounting for 50.5 percent, while female students make up 49.5 percent. In comparison, Rajasthan has a higher proportion of male students at 52.2 percent, with female students comprising 47.8 percent. In Karnataka, the proportion of female students enrolled is 50.2 percent, while in Madhya Pradesh, male students exceed female students in number.

In NITs and IITs there are some reservation quotas for women in every branch and these programmes are done by MHRD. These programmes can increase the chances and self-confidence of woman and increases the woman literacy rate and some scholarships are allotted for women to help for the students whose financial status is less. (Somayeh Karimi, et al., 2019).

IV. DISCUSSIONS AND CONCLUSIONS

Women's participation in higher education is increasing in almost every state. The enrollment of women in higher education has witnessed a significant increase. The growth rate in almost all states of India is moderate. Enrollment is dependent on the presence of female teachers. The objective remains unchanged: to achieve success. Consequently, there is still a shortage of higher educational institutions for women, especially in rural areas, and the enrollment of women is comparatively low in relation to men. Furthermore, it is feasible to carry out an analysis that focuses on each individual discipline. By comparing data analysis from the past 5 years, women's higher education is increasing and their ratio is increasing. This should continue and the ratio should be more. Many organizations are donating for the students whose financial status is less. To summaries, India's higher education system needs significant overhaul. Reprioritizing efforts and working around the complexity would benefit from a focus on implementing higher transparency requirements, expanding the vocational and doctoral education pipeline, and professionalization of the industry through stronger

institutional responsibilities. In India, the expansion of the IT sector and engineering education has boxed students into a linear route, denying them the opportunity to explore and discover their hobbies. To widen student choices through liberal arts education, concerted and collaborative efforts are required.

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