



# Importance of Higher Education in Women for Empowerment and Entrepreneurship Development

Miss. UkkalgaonkarJanhavi R., Sangle Dhanashri S.

M.Sc. Foods and Nutrition, Department of Food Science and Nutrition, College of Community Science,  
Vasantrya Naik Marathwada Krishi Vidyapeeth, Parbhani-431 402, Maharashtra, India

## ABSTRACT

India is country where man dominance in the society prevails. Education is the only factor to get rid from this traditional outlook. India's higher education system is the third largest in the world, next to the United States and China. In India, Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. At present women are playing many role in the society in decision-making and developmental processes but still their participation is less. The concept of "Women empowerment and entrepreneurs" has received much attention from researchers, government and captains of industry. There are several meanings attached to the concept of women empowerment. This review paper explores the origin of the term in women empowerment as it is related to higher education. This literature review looks at three perspectives that are used to explain the increasing importance of higher education in women for empowerment and entrepreneurship development. The related concepts of statistical data, models, parameters and constitutional articles are used to explain and describe the status associated with women empowerment and entrepreneurship globally.

**Keywords:** higher education, Women empowerment, entrepreneurship development, statistical data, constitutional articles.

## I. INTRODUCTION

*According to Michelle Obama- "When girls are educated, their countries become stronger and more prosperous".*

The importance of women in India's economic development was first identified during the nation's struggle for independence. All over growth cannot be achieved by debar women in development scenario. Avoidance of women is a socio-economic obstacle to India's growth. Now we have begun to realize that girl's education is essential. In developing and developed countries, many people oppose girl's education. They say that the proper sphere of girls is the home. Millions of women do not finish school because they are forced by their society, by their circumstances or by the threat of violence to focus on household, caregiving and child-rearing responsibilities. There was a time when people thought that it was not necessary to educate girls. Therefore, they argue that the money spent on girl's education is wasted. Girls are the backbone of society; they are the mother of the race and guardian of future generation, so that education is very much necessary. Girl's education

can bring about a silent revolution in the society (Sahoo, 2016). 48 per cent of the country's population comprises of women, and it is impossible to think about economic growth without women as a fundamental driver (Colaco & Hans, 2018). Girls must be educated, the Girls who mould the next generation and hence the destiny of the country. Mahatma Gandhi, said that, "If you educate the man, you educate the person but if you educate the woman, you educate the nation"

The role of women empowerment is always related with education. According to Pandit Jawaharlal Nehru, if a woman is educated, can able to make her family educated, thereby can become empowered. It gives the clear relationship of women empowerment and higher education for women. Women empowerment simply means increasing educational opportunities of women so that they are able to make meaningful decisions about themselves and their families ( Pathak 2003). The empowering of women coupled with social and political interactions will help to ensure a balance in the society. In a particular sense, women empowerment refers to improving their position in the power structure of the society, which enables them to move from the periphery to the centre stage. Women empowerment is a loud need and it enables women to cooperate with the society, to fight with old customs and other social barriers to survive and grow and at the same time to save others who may have sufferings from the humiliating social activities (Sarkar, 2011).

Entrepreneurship is the process of using one's entrepreneurial skills to generate wealth through new ventures, which contributes to society and the nation's economy by taking advantage of possibilities in a rapidly changing social, political, legal, and economic environment (Kumar and Singh 2021). The Government of India has defined women entrepreneurs as, "an enterprise owned and controlled by women having a minimum financial interest of 51 per cent of the capital and giving at least 51 per cent of the employment generated in the enterprise to women". Since the 21st century, the status of women in India has been changing as a result to growing industrialisation and urbanisation, mobility and social legislations. Over the years, more and more women are going in for higher education, technical and professional education and their proportion in the workforce has also been increased. With the spread of education and awareness, women have shifted from the kitchen, handicrafts and traditional cottage industries to non-traditional higher levels of activities, small to medium-sized businesses, and small enterprises (Kaur, 2017).

## II. OBJECTIVE OF RESEARCH

- To study the importance of higher education in women's development
- To analyse relationship between women higher education and empowerment in India
- To study the importance of education for women entrepreneurship
- To explore various constitutional articles for encouraging women to empowered
- To depict the current status of women entrepreneurship in India

## III. RESEARCH METHODOLOGY

The present paper entitled 'Importance of higher education in women for empowerment and entrepreneurship development' is based on secondary sources data and presented in a descriptive way. The data has been collected from various published and unpublished records, books, magazines, newspapers and journals both print and online.

#### IV. ABOUT HIGHER EDUCATION

Education is considered as a basic requirement and a fundamental right for the citizen of any nation. It is also a powerful tool for reducing inequality and make any person independent. Education enables any person to face the challenge of society and change their life styles. For centuries, women are treated as the weaker section of our society. Women are not allowed in many jobs. Large womenfolk of our country are still illiterate, backward and exploited. This situation is due to cultural barriers and for traditional outlook. Education is the only factor to get rid from this traditional outlook. So women have to awake from deep slumber and have to understand the true meaning of empowerment. Now women are out of those traditional customs and dark ages. They have the ability to choose their destiny, job, vote, etc. India can become a developed nation only through women empowerment. (Hazra, 2017) Education is one of the most important means of empowering women with the knowledge, skills and self-confidence necessary to participate fully in the development process by realizing rights and duties (Carol & Susan,1994).

Women in the Vedic age got most honoured positions in the society. They had the right to education and were free to remain unmarried and devote their whole life to the pursuit of knowledge and self-realization (Seth, 2001). However, during the course of civilization women lost her prominence and accepted secondary status to men. At present women are playing many role in the society in decision-making and developmental processes but still their participation is less. According to Sen and Batliwala (2000) empowerment leads to a growing intrinsic capability greater self-confidence, and an inner transformation of one's consciousness that enables one to overcome external barrier. Higher educational achievements of women can have ripple effects within the family and across generations. The year 2001 was celebrated as women's empowerment year, which recognized women as agents of socio-economic change and development in the country.

Indian Government continues to encourage higher education for women through programmes like, Indira Gandhi scholarship for single girl child for pursuing higher and in order to support higher education by capacity building for women managers in higher education. Women Leader Women appointed as Chairpersons, Board of Governors of apex technical education institutes and in National Institutes of Technology (Nits). For the first time in the history of IITs, two women scientist nominated on the IIT council ( Packianathan et al.,2016).

India's higher education system is the third largest in the world, next to the United States and China. India is country where man dominance in the society prevails. It is very essential for the harmonious development of the country that women should go hand by hand and shoulder to shoulder with men. Moreover, for empowering the women, higher education will play a vital role. Number of female students is more than male students and there is a possibility to increase this trend. It is true that number of males is outnumbered in comparison with female (Manas,2014).

#### **Position of Women in higher Education: (According to AISHE 2019-20)**

The All India Survey on Higher Education (AISHE) 2019-20 revealed that more females being enrolled in almost every level, except M.Phil., Post-Graduation and Certificate courses. Student enrolment at Under Graduate level has 50.8% male and 49.2% female. Diploma has a skewed distribution with 65.1% male and 34.9% female. Ph.D. level has 55% male and 45% female. Integrated levels have 56.2% male and 43.8% female. PG Diploma student enrolment is 53.6% for male students and 46.4% for female students.

The relatively higher share of male enrolment than female enrolment of students is also seen across the levels in the most of the States. The top 6 States namely Uttar Pradesh, Maharashtra, Tamil Nadu, Rajasthan, Madhya Pradesh and Karnataka respectively in terms of highest total student enrolment. It is interesting to note that these six States with highest student enrolment constitute nearly 53.8% of the total student enrolment in India. The female students in these six States are almost 53.7% of the total female students enrolled and male students enrolled in these six States contributes to 54% of the total male students across India. In India, Maharashtra has the second highest student enrolment with 54.2% male and 45.8% female. While highest student enrolment in Uttar Pradesh with 49.1% male and 50.9% female students.

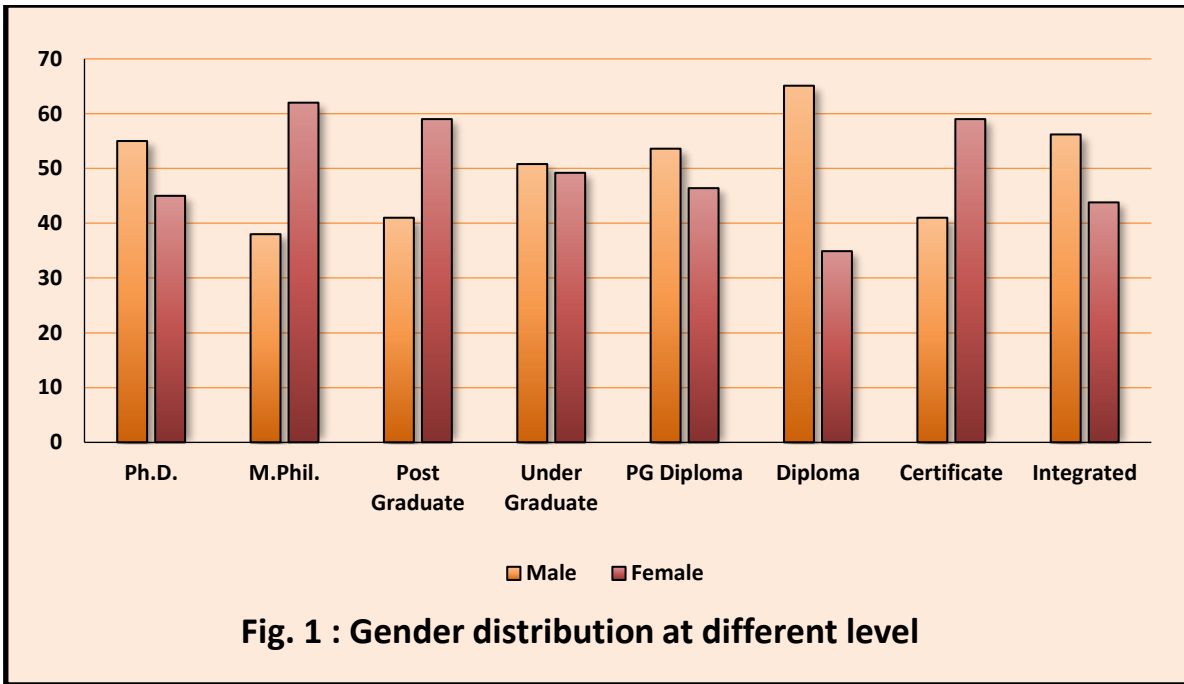


Fig. 1 : Gender distribution at different level

(Source: AISHE 2019-20)

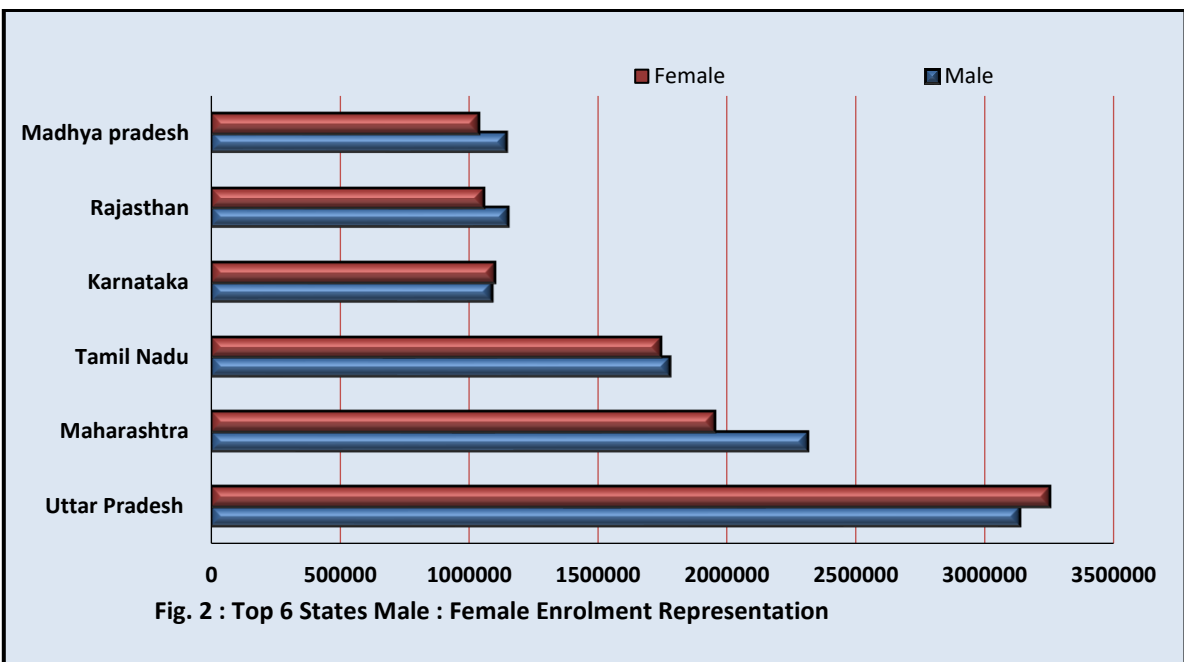


Fig. 2 : Top 6 States Male : Female Enrolment Representation

(Source: AISHE 2019-20)

## V. ABOUT WOMEN EMPOWERMENT

Empowering the women means creating such an environment in which they can take independent decisions for their personal development and the development of society in general. Empowerment is the process by which the women achieve increased control and participation in decision making which in turn helps to achieve equal basis with men in various spheres – political, economic, social, cultural and civil Srivastava, (2014). Gender equality is defined as the process of “levelling the playing field for both men and women so that all sexes” are able to develop their talents in a given geographical environment (UNICEF, 2008). Women empowerment is defined as the change in the context of a women’s life, which enables her increased capacity for leading a fulfilling human life. It gets reflected both in external qualities and internal qualities of human development in South Asia (2000) (Mathew, 2003).

The disparity in education across the socio economic spectrum in India was studied by Taxak (2013). The effect of the SC and ST women in the rural areas of Sonitpur district were studied by Sonowal (2013). He found that the status of women in the present society, attitude of parents and guardians towards girl education. Banerjee (2012) studied the empowerment of women through higher education. She concluded that the empowered women challenged the man in their workplace and were seen in the powerful corporate positions. Kandpal et al (2012) studied the participation in community level female empowerment program in India increases participants physical mobility, political participation and access to employment.

As per Kabeer (1999), women must also have the ability to identify and utilise the resources. Empowerment is both an end and a means to end. Thus, attaining education can be an end or it can also be a means to end but the outcome of empowerment is having the capabilities of achievement. According (Mokta, 2014). The process of empowerment has five dimensions and they are Cognitive, Psychological, Economic, Political and Physical. The parameters of dimensions are given in table

## VI. CONSTITUTIONAL ARTICLES FOR WOMEN EMPOWERMENT

The constitution committee headed by Baba SahebBhimraoAmbedkar while framing the Indian Constitution. Some of the articles specifically dedicated to women have been discussed below:

ARTICLE	PURPOSE
Article 16	Equality of opportunity for all citizen in matters relating to employment or appointment to any office under the state
Article 39(a)	The state to direct its policy towards securing for men and women equally the right for an adequate means of livelihood
Article 39(d)	equal pay for equal work for both men and women
Article 42)	The state to make provision for securing just and humane conditions of work and for maternity relief
Article 243D(3)	The total number of seats to be filled by direct election in every Panchayat to be reserved for women and such seats to be allotted by rotation to different constituencies in a Panchayat
Article 243 D(4)	Not less than one-third of the total number of offices of the Chairpersons in the Panchayats at each level to be reserved for women

<b>Article 243T(3)</b>	Not less than one -third (including the number of seats reserved for women belonging to the scheduled Caste and the Scheduled Tribes) of the total number of seats to be filled by direct election in every Municipality to be reserved for women and such seats to be allotted by rotation to different constituencies in a Municipality
<b>Article 14</b>	Equality before Law for women
<b>Article- 15</b>	No discrimination against any citizen on grounds of sex beside religion, race, caste etc.
<b>Article 15(3)</b>	The state to make special provision in favour of women and children
<b>Article 39A</b>	To promote justice, on the basis of equal opportunity and to provide free legal aid by suitable legislation or scheme or in any other way to ensure that opportunities for securing justice to all irrespective of economic inequality or other disability
<b>Article 46</b>	The state to promote with special care the educational and economic interests of the weaker sections of the people and to protect them from social injustice and all forms of exploitation
<b>Article 51(A)(e)</b>	To renounce practices derogatory to the dignity of women

## VII. WOMEN EMPOWERMENT MODELS

According to Sohail (2014) women can be empowered by using the following models:

1. Institutions should be developed for providing equal resources to men and women.
2. Media and NGOs should raise awareness about women rights.
3. Policy action should be taken to reduce gender inequality.
4. Women should be provided with the education and job opportunities.
5. Women should be granted loans at lower interest rates so that they are encouraged and their skills are developed.
6. Women should have the right to own their property.
7. Women must have simple business registration procedures.
8. Male dominancy should be handled in a peaceful manner.
9. Women should have access to economic resources which leads to the economic growth.
10. For the same work equal amount of payment should be given to both men and women and the Amount should be reasonable enough so that they could spend better life.
11. There should be no discrimination in assigning work to people based on gender.
12. Both men and women should be given equal opportunities.
13. Safe working conditions should be provided to both men and women.
14. Women should be encouraged to join the fields of work which have been considered as fields for men.

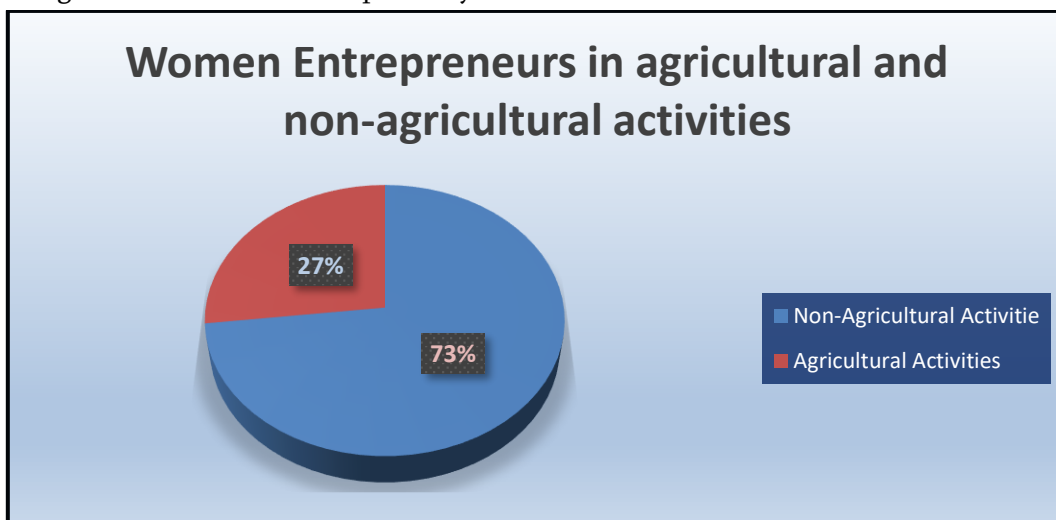
### About Women Entrepreneurship:

Women Entrepreneurs may be defined as the woman or a group of women who start and operate a business venture. A women entrepreneur has several functions. They should explore the prospects of beginning a new enterprise; undertake risks, introduce new innovations, coordination, administration and management of

business and provide effective leadership in all aspects of business. Women Entrepreneurs are extremely increasing in the economies of almost all countries. The hidden business potentials of women have been increasing with the growing sensitivity to the role and economic status within the society. The knowledge, ability and compliance in business are the core reasons for women to come forward into business ventures. Women entrepreneurs engage in business as a result of push and pull factors that provide confidence to women to have a self-sustaining occupation and stand on their feet. Logic towards independent decision making on their life and career is that the motivational factor behind this insists on 'Women Entrepreneur' is a person who accepts a challenging role to fulfill her personal needs and turn out to be economically independent. A powerful desire to do enormous positive is an integral quality of entrepreneurial women, who is competent of tributary values in both family and social life. With the introduction of the media, women are conscious of their own qualities, rights and also the work situations. (Saraswat&Lathabahvan, 2020)

**Statistical data of women entrepreneurs in Maharashtra (According to the Sixth Economic Census (2013))**

It was observed that out of total 61.37 lakh establishments in the State, 6.64 lakh establishments were run by women entrepreneurs which accounts 10.82%. The number of workers engaged in women owned & run establishments were 10.98 lakh, which were 7.57% of the total number of workers engaged in the State under different economic activities. Total establishments under women entrepreneurs, about 26.86% belonged to agricultural activities, with livestock dominating with a share of 25.26%. Among non-agricultural activities owned by women entrepreneurs, manufacturing and retail trade were the dominant ones, corresponding percentages being 27.02% and 20.63% respectively.



(Source Sixth Economic Census 2013)

The top five districts having highest percentage share in total number of women owned establishments in the State

Name of District	Kolhapur	Satara	Pune	Solapur	Mumbai Suburban
Percentage	15.07%	8.19%	7.97%	7.62%	7.29%

Maharashtra State shows that about 5, 80, 337 establishments (87.36%) were operated without hired workers and only 83, 963 (12.64%) were operated with hired workers. The percentage of establishments without hired workers in rural areas was 93.56%, whereas, it was 80.62% in urban areas.



## VIII. CONCLUSION

The aim of the paper was to explain the increasing need for women empowerment today. In conclusion, the basis of above detailed analysis it could be concluded that there is the essential need of empowering women through higher education. Women empowerment cannot be possible unless women come with and help to self-empower themselves. In India, the ratio of women towards higher education is increasing comparing to earlier years. Empowerment of women strongly related with higher level of education for the empowerment of women. All the fields wherein women have made their own mark. Hence in the history of women and their move towards identity is remarkable one, in fact their journey could be considered as a journey of individuals towards perfection. This paper has tried to cover various parameters and its components by different authors over period.

## IX. REFERENCES

- [1]. C.P., Prashanth Kumar and V., Santhosh (2021). A Study on Importance of Women Participants in Higher Education: A Case Study of Karnataka, India. *Journal of International Women's Studies*, 22(6), 101-112. Available at: <https://vc.bridgew.edu/jiws/vol22/iss6/11>
- [2]. Carol ChapnickMukhopadhyay& Susan Seymour (1994). *Women, Education and Family Structure in India*, Westview Press, Boulder, 37-57.
- [3]. Colaco. V., & Hans, V. B. (2018). Women Entrepreneurship in India – Changes and Challenges. Paper presented at the National Conference on Youth Entrepreneurship in Current Competitive Arena Besant Women's College, Mangaluru, October 31
- [4]. Gurudutta-japee (2019) Higher Education and Women in India, See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/337593079>
- [5]. Kabeer N. (1999) Resources, agency, achievements: reflections on the measurement of women's empowerment. *Development and Change* 30(3), pg. 435–64.
- [6]. Kandpal, E., Baylis, K., & Arends-Kuenning, M. (2012). Empowering women through education and influence: An evaluation of the Indian MahilaSamakhyaprogram. Available at SSRN 2010942.
- [7]. Kaur G. et al. (2017). Women Entrepreneurship- A study of Indian Scenario. *International Journal of Research in all Subjects in Multi Languages*. Vol. 5, Issue: 10, ISSN: 2321 – 2853
- [8]. Kumar, Narendra, and L. K. Singh. 2021. Status of Women-Entrepreneur in Indian Startups. *International Journal of Engineering Technology and Management Sciences* 5: 1–12. [CrossRef]
- [9]. Manas, G. M. (2014). WOMEN EMPOWERMENT THROUGH HIGHER EDUCATION IN INDIA. *Research Journal of Phylosophy& social sciences*. Vol. 40 No. 1 ISSN: (P) 0048-7325 (e) 2454-7026.
- [10]. Mathew, G. (2003) Keynote address in the workshop on “A Decade of Women's Empowerment through Local Governance” organized jointly by Institute of Social Sciences and South Asia Partnership, Canada sponsored by International Development Research Centre
- [11]. Moumita Hazra (2017). ROLE OF HIGHER EDUCATION IN WOMEN EMPOWERMENT AND DEVELOPMENT. *International Journal of Current Advanced Research*. Volume 6; Issue 8; Page No. 5289-5291 DOI: <http://dx.doi.org/10.24327/ijcar.2017.5291.0691>
- [12]. Nagaraja, K. (2018). Empowerment of Women Through Higher Education. *International Journal of Current Research*, 10(2), 66113-66115.



- [13].Packianathan N, Anushree SM, Manjunatha B (2016): The role of higher education in empowering Indian women. *Int J Health Allied Sci* 5:135-7.
- [14].Pathak, K. N., &Tomar, J. S. (2012). Skill-Upgradation in five year plans. *Yojana*, August 2012, Ministry of Information and Broadcasting, New Delhi.
- [15].Sahoo, S. (2016). Girls 'Education in India: Status and Challenges. *International Journal of Research in Economics and Social Sciences (IJRESS)*, 6(7), 130-141.
- [16].Saraswat, R., &Lathabahvan, R. A (2020). study on Women Entrepreneurship in India. *MuktShabd Journal*. Volume IX, Issue VI.
- [17].Sarkar, Feminism and women empowerment: an Indian perspective, *A Journal of Asian Consortium*, Vol 1, 2011, p.78.
- [18].Sen and Batliwala (2000) "Empowering Women for Reproductive Rights", in H.B. Presser and G. Sen (eds.) *Women's Empowerment and Demographic Processes: Moving beyond Cairo*, Oxford University Press, Oxford, pp.15-36.
- [19].Seth, Mira (2001)"Women and Development- The Indian Experience", Sage Publication, New Delhi.
- [20].Sohail, M. (2014). Women empowerment and economic development: An exploratory study in Pakistan. *Journal of Business Studies Quarterly*, 5(4), 210-219.
- [21].Sonowal, M. K. (2013). Impact of Education in Women Empowerment: A Case Study of SC and ST women of Sonitpur District, Assam. *IJCAES Special Issue on Basic, Applied and Social Sciences*, Vol. 3.
- [22].Srivastava N. Education: A path to women empowerment (issues and challenges). *International Journal of Management and Research and Review*. 2014; 4(10):1007-1013.
- [23].Taxak, D. P. (2013). Women Empowerment through Higher Education. *International Indexed & Refereed Research Journal*, Vol. 4; Issue 4.
- [24].UNICEF (2008, May 12). UNICEF "Gender equality".