

## Impact On Women Empowerment Through Higher Education In Tamil Nadu

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### Abstract

This study focuses on women empowerment through higher education to change in economic status of women in TamilNadu. Better human progress is guaranteed by women's education, which also serves to educate those born after that age. Education is a key component of women's empowerment since it empowers them to respond to challenges, challenge conventional beauty standards, and disrupt their way of life. Since educated women may play a crucial role in the advancement of the country, women's education in India has also been a notable diversion for the government and general public. From the start, Tamil Nadu has been crucial to the expansion and advancement of women's education. Women's education is significantly more important than men's. According to Mahatma Gandhi, women's education serves the family as a whole, whereas men's education is geared towards the individual. Higher levels of education among women are positively correlated with more decision-making autonomy across a range of domains. Education is a crucial component of women's empowerment since it gives them the tools they need to face obstacles, question their traditional roles, and make life. Therefore, we cannot undervalue the significance of education in light of Tamil Nadu's recent rise to prominence and the empowerment of women. Women's education is one of the most effective means of influencing their status in society. These interventions refer to increasing education and income opportunities for women that might increase their decision-

making power as well as their development in Tamil Nadu. In this context, education also reduces inequality and serves as a means of improving their status within the family's growth and development.

Key Words: Women empowerment, Encourages ,Women education, powerful tools, Autonomy, Decision making.

### **I. Introduction and Statement of the Problem**

With the emphasis on market-driven economy and globalisation, higher education is especially important. Good basic and secondary education is necessary for developing economies to compete in international markets and generate new products and services. A pioneer in its day, understanding the value of women's education at a period when males controlled educational chances, was someone who taught women, you educated a family. This adage, which acknowledged the advantages of education, has frequently served as the driving force behind international development initiatives to provide women with access to school. Every country's growth has been largely attributed to female education. Furthermore, the myriad and complex difficulties that confront society necessitate that social investment in higher education be fully justified in terms of the benefits that the community will get. There is ample documentation on women's higher education management, which shows that it is not being used to its full potential. They are frequently denied equal possibilities in terms of education, financial opportunities, inheritance of wealth, and the ability to participate in family decision-making. Gender equality was nagging at the door due to women's social subordination and ongoing educational segregation. Women's educational marginalisation is effectively maintained. Education reduces inequality and serves as a means of improving women's status within the family and in society. It plays a crucial role in empowering women. Empowerment and capacity building provide women an avenue to acquire practical information and learning for their improved livelihoods. Tamil Nadu can become a developed state only if women contribute to the best of their capacity and ability, which is possible when she is educated and empowered. More education equips women with the ability. Women's education is a significant and innovative approach to women's empowerment since it enables them to

confront obstacles, question their traditional roles, and adapt their lifestyles to fit in with contemporary society. The importance of education in reference to women empowerment India is confident in its ability to become a superpower. a developed nation by 2020. Women are awakening from a long sleep and realising what empowerment really means. They can now vote, select their own jobs, and undertake any task that a man can perform. empowerment to become more self-assured and resilient, particularly in managing their lives and asserting their rights.

## **II. Needs for women higher education**

With the growing interest in Indian higher education, there are opportunities for potential engagement with international partners. The need to increase the employment of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry research skills and the wide range of transferable skills, including English. n higher education, there is a need to forge closer ties and foster more understanding between nations through growing support and participation in forums, conferences, workshops, and seminars that facilitate discussion and debate.

## **III. Concepts**

### **1. Higher Education**

Education is the key yard stick by which the growth and development of a country can be delineated and as such it has occupied an honored place in the society .Education is the nourishment of the mind with knowledge and as such in helps in the formation of an integrated personality of an individual education has a special significance in the context of an quasi- traditional or transitional the inducement of social change as one of the fundamental functions of education the report of Indian education commission 1964-66) stated: “The realization of the country’s as aspirations involves changes in knowledge, skills and values of the people as a whole. If this change in a grand scale is to be achieved without a violent revolution there is one and only instrument that be used as education”.

### **2. Women Higher education**

Women Higher education in the Empowerment and the freedom for excellence for the male society is obvious for the whole world it is especially more concern when talks in the sense of women from marginalized section of society their empowerment, status, position in the society and the role of Higher education in the higher and other status of educational field. Themes: The higher education status Muslims education level of the current study is to look after presence of Women in higher education especially from the minority community.

#### **IV. Review of Literature**

**Farha Hussain et. al., (2013)** stated that higher 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. Higher educational provide opportunities to women to fulfill their needs. These needs comprise both essential learning tools such as literacy, oral expression numeracy and problem solving and the basic learning content such as knowledge skills, values and attitudes required by human being to be able to survive to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality to their lives, to make informed decision making and to continue learning.

**Desai A.S. (1999)** found that there is a possibility of revolutionary change in India's higher education system and this is women participation. Some competitive higher educational institutions women are gaining entry without availing gender quota. This is undoubtedly credit for them. Women higher education has two aspects individual, social, it is education which increases women's abilities to deal with the problems of her life, her family, her society and nation. Education increases confidence in a woman and educated woman can easily understand the demerits of early marriage and high birth rate. They have the attitude of gender parity among their children right from health care, nutrition, education and even career.

**Khan ( 2004)** explored that fixed schooling house do not suitable for girls in rural areas as they are needed for domestic work at home or in farm and fields during these hours this is one of the causes of lower participation rates of girls in education the enrolment rates of girls and their retention Can be improved if educational Facilities are

made available to girls during period suitable to them when they are free from domestic chores. Flexible school timings have been tried in Rajasthan through the shiksha Karma project and the results are encouraging. Each and every citizen of our country must have to remember that national development cannot be achieved without girls education.

**MHRD(2006)** Reported that higher education was restricted only to men. Women did not have any entry in the main of higher education. The commission on the higher education for women. University of Madras in 1979 rightly observed for women and men college education is necessary for character formation, ability to earn, creative self expression and personal development. The university Grants Commission (UGC) report reveals that out of 169.75 lakh students enrolled in higher education in 2010-11 almost 70.49 lakh were women as compared to just about 47.08 lakh women enrolled in 2006-2007.

**Shetty and salain (2019)** observed that women participation in higher education. Lack of education is the root cause for women's exploitation and negligence. Only literacy and education can help women to understand the Indian constitutional and Legislative provision that are made to strengthen them. Education is "Potential affirming and performance confirming" A few women are currently holding powerful positions in India and in the world, but there is still room for improvement if more women are educated. Gender equity is what women desire. Educational attainment, social participation and economic involvement in decision making are the key elements in ensuring the empowerment of women. Higher Education reduces inequalities, gender business and encourages women to make good and society and to become the strongest part of the economy. Education empowers women to equip with the ability to enable them to explore the world. Economic empowerment develops their capability to impact transform or form a better nation.

## **V. Objectives**

1. To study Impact on Women higher education in Tamil Nadu.
2. To identify the hindrances in the path of women empowerment.
3. To suggest the measure of women empowerment through higher education on the growth of the Tamilnadu.

## **VI. Research Methodology**

This research paper is basically descriptive and analytical in nature. In this paper attempt has been taken to analyse the Impact of Women Education in Tamil Nadu and importance of women higher education, growth of higher education in Tamil Nadu. The data used in it is purely from secondary sources according to the need of this study.

**VII. Role of Higher Education:** The states are required by the constitution to be active in the policy-making, planning, administration, and overall development of higher education because institutions are listed on the state list. This can lead to conflicts between the union and state governments when it comes to higher education. In addition, the Union Government is in charge of coordinating and setting standards in higher education. A significant issue facing the higher education system is the extreme inequality that exists between the rich and the poor. Though there is a preponderance of women in specific study areas, gender differences have significantly decreased over time. Currently, women make up roughly % of enrolled students. However, this is slowly beginning to change as female students in educational institutions face the demoralising phenomena that keeps them at the bottom of the higher education ladder.

## **VIII. Importance of Women Higher Education in India**

One of the most important ways to give women the knowledge, abilities, and self-confidence they need to fully participate in the development process is through higher education." While higher education is vital for all individuals, women and girls in particular should not undervalue it. Most developing countries have far lower rates of female literacy than male literacy. A college education gives women and girls the knowledge of their rights, the self-assurance to assert those rights, and the ability to move up the social ladder. The educational attainment of their children is correlated with both the mother's and the father's higher levels of education. India is a developing nation that faces issues related to a big population. Family planning is a notion that is highly significant, and educated mothers who have fewer children over the age of thirty can focus more attention on each child.

Women's impoverished status cannot be changed, and economic empowerment is necessary for them to continue to be economically behind and dependent on males. Only good education and work for women in all fields and areas, along with an improvement in India's standard of living, would lead to proper financial empowerment and independence. Girls wait for marriage, and after marriage, they sometimes lose their identities as well as their freedom and dignity. Rights are trampled underfoot, and occasionally harsh and sour situations arise.

Respect and honour are viewed with decency and dignity by educated women. Millions of teenage girls and women look up to them as role models for social growth and job advancement, and they become a source of inspiration. Education for women is crucial to reducing poverty. It is imperative that women bear an equal share of the burden in eradicating poverty. Women with education would need to contribute greatly to this. Better health in educated women and girls because they understand the value of health and are ready to live a healthy lifestyle.

A mother with more education is able to look after her own lifestyle. Moms with more education are better able to safely care for their child and themselves. Girls and women with higher levels of education also lead prosperous lives, which raises the standard of living for their families. Increased access to higher education for women would result in their being more independent both financially and politically. It would foster the development of skills necessary to carry out obligations on a social, political, economic, and cultural level.

#### **IX. Impact of Women Education in Tamil Nadu**

Education has brought attention to women's social awareness for both their children and themselves. Women have a greater feeling of self-awareness and a desire to learn about a variety of women's issues as they leave their homes to become educated.

Education has worked to empower people to make decisions for themselves, their families, and their communities while also promoting gender equality.<sup>129</sup> Women are now more driven and inspired to educate their children especially their girls thanks to education. The adult literacy program's greatest accomplishment, according to an evaluation study of the literate women, has been

improving girls' educational opportunities.<sup>130</sup> Through schooling, the women were able to overcome the socially imposed seclusion in their life and meet other women, which allowed them to learn as a group rather than just as individuals. Their capacity to learn new talents and resolve family issues has improved as a result of their newly gained abilities.

Women are speaking out about how they now feel more self-assured and have mastered independence.<sup>131</sup> Education has the power to release women from the bonds of exploitation, oppression, poverty, and abuse. Women with education can raise their families' level of living and enhance the financial situation of their houses.<sup>132</sup> Women's standing in their families improved significantly as a result of their education.

Education also disseminated information for creating awareness about problems of early marriage, spacing and small family norms.<sup>134</sup> Education equips women for employment. The more education a woman has, the more likely she is to be in a better job. The important factor that forces more and more women to employment is the hard economic necessity. Employment has undoubtedly entailed economic freedom to women, if not fully at least partially. Economic freedom or access to self-generated income is considered as the major means Education also spread knowledge about the issues associated with early marriage, close quarters, and small-family customs.<sup>134</sup> Education prepares women for the workforce. A woman's chances of having a better job increase with her level of education. A significant driving element for the increasing number of women entering the workforce is the stark economic necessity. Women's employment has surely given them some, if not total, financial freedom. For women in the urban middle and lower middle classes, economic freedom or the ability to earn a living on their own is regarded as the primary way of empowerment.<sup>135</sup> Numerous schools were built by the Tamil Nadu government to support the educational needs of Tamil youth, particularly girls. The following is a thorough list of Tamil Nadu's district-level schools.

#### **Table No. 1**

##### **1. Tamil Nadu: District – Wise Schools 2008-2009**



| S. No | Block          | Primary Schools | Middle Schools | High Schools | Higher Secondary | Other Schools | Total |
|-------|----------------|-----------------|----------------|--------------|------------------|---------------|-------|
| 1     | Chennai        | 608             | 230            | 215          | 444              | 7             | 1504  |
| 2     | Coimbatore     | 1716            | 529            | 288          | 351              | 5             | 2869  |
| 3     | Cuddalore      | 1217            | 413            | 136          | 155              | 3             | 1926  |
| 4     | Dharmapuri     | 912             | 354            | 95           | 106              | 4             | 1471  |
| 5     | Dindugul       | 1254            | 268            | 116          | 144              | -             | 1602  |
| 6     | Erode          | 1489            | 386            | 161          | 202              | 17            | 2255  |
| 7     | Kancheepuram   | 1318            | 452            | 255          | 252              | 9             | 2296  |
| 8     | Kanyakumari    | 550             | 201            | 165          | 154              | 5             | 1125  |
| 9     | Karur          | 676             | 145            | 55           | 65               | 3             | 974   |
| 10    | Krishnagiri    | 106             | 358            | 147          | 107              | 3             | 1821  |
| 11    | Madurai        | 1292            | 342            | 184          | 220              | 11            | 2049  |
| 12    | Nagapattinam   | 662             | 296            | 133          | 95               | 3             | 1389  |
| 13    | Namakkal       | 798             | 210            | 89           | 158              | 3             | 1264  |
| 14    | Perambalur     | 720             | 231            | 117          | 96               | -             | 1164  |
| 15    | Pudukkottai    | 125             | 355            | 127          | 109              | 2             | 1628  |
| 16    | Ramanathapuram | 1005            | 255            | 65           | 90               | -             | 1435  |
| 17    | Salem          | 1414            | 407            | 191          | 203              | 20            | 2235  |
| 18    | Sivagangai     | 959             | 312            | 106          | 106              | 1             | 1484  |
| 19    | Thanjavur      | 1263            | 327            | 185          | 157              | 1             | 1953  |

|    |                   |              |             |             |             |            |              |
|----|-------------------|--------------|-------------|-------------|-------------|------------|--------------|
| 20 | Theni             | 515          | 161         | 77          | 89          | 3          | 865          |
| 21 | Nilgiris          | 421          | 108         | 100         | 83          | -          | 712          |
| 22 | Thiruchirappalli  | 1230         | 368         | 175         | 175         | -          | 1945         |
| 23 | Thirunelveli      | 1741         | 440         | 150         | 239         | 2          | 2582         |
| 24 | Thiruvallur       | 1409         | 361         | 270         | 245         | 38         | 2341         |
| 25 | Thiruvannamalai   | 1532         | 420         | 183         | 143         | 5          | 2283         |
| 26 | Thiruvarur        | 756          | 247         | 84          | 78          | -          | 1195         |
| 27 | Thoothukudi       | 1167         | 327         | 101         | 142         | -          | 1737         |
| 28 | Vellore           | 2039         | 543         | 244         | 244         | 8          | 3078         |
| 29 | Villupuram        | 1740         | 553         | 209         | 193         | 14         | 2709         |
| 30 | Virudhunagar      | 1078         | 271         | 99          | 147         | 3          | 1598         |
|    | <b>Tamil Nadu</b> | <b>34180</b> | <b>9938</b> | <b>4574</b> | <b>5030</b> | <b>168</b> | <b>53890</b> |

**SOURCE:** Report of Statistics Department, Sarva Shiksha Abhiyan, Tamil Nadu, 2008-2009.

Due to their forays into specialised sectors, we currently have female technocrats, lawyers, politicians, scientists, engineers, and medics, among others.

#### **X. Education in Tamil Nadu**

There has been some progress in Tamil Nadu's literacy rate. Tamil Nadu has higher rates of female literacy than the country and the rest of the Southern Region with the exception of Kerala both in rural and urban areas.<sup>125</sup> There are disparities in literacy rates among Tamil Nadu's various regions as well. The accompanying table, number 1.2, provides a clear indication of the literacy rates of males and females by district in 1991.

#### **XI. Growth of Women's Education in Tamil Nadu**

Tamil Nadu has witnessed some improvement in literacy levels. Both the rural and urban female literacy levels in Tamil Nadu are higher than the nation and rest of Southern Region, excluding

Kerala.125 Imbalances also exist in the literacy levels in different parts of Tamil Nadu. The district wise literacy of male and female in 1991 was clearly indicated in the following table no. 1.2

**Table:**

**1.2 Women Literacy District wise- Tamil Nadu, 1991.**

| District Name        | Female Literacy | Male Literacy | Total Literacy |
|----------------------|-----------------|---------------|----------------|
| Chengalpattu-MGR     | 55.22           | 77.07         | 66.38          |
| Chidambaranar        | 64.57           | 82.02         | 73.02          |
| Coimbatore           | 55.73           | 76.45         | 66.35          |
| Dharmapuri           | 34.23           | 57.21         | 46.02          |
| Dindigul             | 43.94           | 69.19         | 56.68          |
| Kamarajar            | 50.17           | 75.67         | 62.91          |
| Kanniyakumari        | 78.39           | 85.70         | 82.06          |
| Madras               | 74.87           | 87.86         | 81.60          |
| Madurai              | 54.74           | 77.74         | 66.41          |
| Nilgiri              | 61.47           | 81.79         | 71.70          |
| North Arcot          | 48.58           | 72.94         | 60.87          |
| Pasumpon M<br>Thevar | 49.74           | 76.92         | 63.04          |
| Periyar              | 41.58           | 65.54         | 53.80          |
| Puddukkottai         | 43.62           | 71.78         | 57.63          |
| Ramanathapuram       | 48.90           | 74.76         | 61.59          |
| Selam                | 41.45           | 64.58         | 53.31          |
| South Arcot          | 39.70           | 65.59         | 52.86          |
| Thanjavur            | 54.77           | 77.24         | 66.02          |
| Tiruchirapalli       | 48.94           | 73.36         | 61.22          |
| Tirunelveli          | 54.23           | 77.46         | 65.58          |
| Tiruvannamalai       | 39.25           | 66.71         | 53.07 126      |

**Source:** S.P. Agrawal and J.C. Aggarwal, Second Historical Survey of Women's Education in India 1988-1994, New Delhi, 1996, p. 192.

Following the previous table, number 1.2, makes it evident how literate men and women were by district in 1991.

## **X. Growth of women's college**

Under the direction of S. Radhakrishnan, the University Education Commission was established by the Indian government in 1948 to investigate issues related to higher education. The report is an important resource that addresses every significant issue pertaining to higher education, especially the education of women. Every Women's College has progressed since 1950. The government made improvements to its play areas, hostels, and libraries. When higher education was restructured in 1956, the new curriculum included a one-year P.U.C., a three-year degree programme, and post- As a result of the above measure in 1948, Lady Doak College of Madurai and NIRMALA College of Coimbatore Ethiraj College for Women of Madras were affiliated to the Madras University. The Queen Mary's College, Madras started Intermediate Course in household Arts. For the benefit of employed women who wished to continued their studies. An Evening College was started at Queen Mary's College Madras. The strength in Women's College grew enormously.

## **XI. Relationship Between Higher Education and Women Empowerment**

Whether or not a woman contributes to the family's income, a higher education unquestionably improves her standing. She is capable of matching men. Because the majority of women in our nation lack formal education, they are stifled. Teachers have an obligation to inform students that marriage is not their ultimate objective. It matters that they are able to stand and contribute. Education can instill the following qualities in women, which will eventually lead to societal reform, and can have a profound impact on their lives. 1. Increasing their self-assurance 2. Improving their standing in society and the family. 3. Raise consciousness of their rights. 4. Increasing their sense of self. 5. Raising their level of self-efficacy. 6. Replicate their reliance. 7. Their kids received better parenting. Knowledge, self-assurance, and awareness of gender equity have increased, which is a sign of the empowering process. Research suggests that these elements are often developed both during and after tertiary education. Educated and well-paid women hold a far superior place in our society than do workers without formal education. This is a widely held belief regarding how education may change women. 4. Strengthening their feeling

of identity.5. Increasing their confidence in themselves.6. Confirm their dependence.7. Their children were raised by excellent parents. There has been a rise in knowledge, confidence, and understanding of gender equity, which is indicative of the process of empowerment. Studies indicate that these components are frequently formed during and following higher education. In our society, well-paid, educated women have a significantly higher status than do workers who lack a formal education. This is a common perception of how education might affect women's lives.

## **XII. Status of Women in Indian Society**

Indian women have made a name for themselves as teachers, nurses, air hostesses, booking clerks, receptionists, and doctors as a result of this regaining of freedom. They are also involved in administration and politics. However, despite this improvement in women's status, the ills of ignorance, dowries, illiteracy, and economic enslavement would still need to be eradicated completely before women could be granted their proper place in Indian society. But even with this improvement in women's status, they would still need to be freed from the scourges of economic slavery, ignorance, dowries, and illiteracy before they could take their proper place in Indian society.

A civilization's value can be determined by how women are treated in that community. The position of women in India significantly declined as a result of the Muslim population. Their equality with men was taken away from them. The movement against this inequity and subjection was initiated by Raja Ram Mohan Roy. The advancement of women's position was also facilitated by the interaction between Indian and British cultures. Mahatma Gandhi's influence in encouraging women to join the Freedom Movement was the third factor contributing to the resurgence of women's status.

## **XIII. Initiatives Measures**

The government has launched a number of programmes for women's development, run by several departments and ministries. Non-governmental organisations (NGOs) effectively support the government's and its agencies' efforts by contributing significantly to the empowerment of women. Women become economically sound through higher education, which is one way that women are

empowered. In order to achieve gender inclusive growth, the eleventh five-year plan towards faster and more inclusive growth sought to provide women who have been left behind by recent higher rates of economic growth with greater employment and income.

#### **IVX. Challenges**

This policy aims to completely overhaul and revitalise the higher education system in order to overcome these obstacles and provide all young people who aspire to it with a high-quality, inclusive, and equitable education. The following significant modifications to the current system are part of the policy's vision: moving towards a more interdisciplinary undergraduate education; (b) moving towards a larger, multidisciplinary university and college system, with at least one in or close to every district; and (c) moving towards faculty and institutional autonomy. curriculum, pedagogy, assessment, and student support to improve student experiences; (e) reinforcing the integrity of faculty and institutional leadership positions through merit-appointments and career advancement driven by teaching, research, and service; (f) creating a national Research Foundation to actively seed research in universities and colleges and provide funding for exceptional, peer-reviewed research; (g) HEIs being governed by highly qualified independent boards with administrative and academic autonomy; (h) "Light but Tight" control by one person the regulator for all higher education, including professional education; (i) greater access, equity, and inclusion through a variety of strategies, such as online learning, open distance learning (ODL), and open schooling, while considering the needs of students with disabilities; and a significant increase in scholarships at private philanthropic universities and for students from disadvantaged schools.

#### **XV. Conclusion**

One of the most crucial ways to provide women the knowledge, abilities, and self-assurance they need to completely engage in the development process is through higher education. "The most effective way to improve women's status in society and to help them make wise decisions and become more influential members of the economy is through higher education. The report supports a large body of research showing that, despite rising literacy and

GER in higher education, there are fewer Indian women joining the workforce. The representation demonstrates that, given the opportunity, women are engaged in governance and decision-making since it gives them a sense of empowerment.

Though a shift in public opinion towards girls' education would go a long way in improving the situation, there is an urgent need to reevaluate financial resources, access and equity, quality, standards relevance, infrastructure, and responsiveness in order to reach and achieve the future requirements. Higher education has been identified as a powerful tool in eliminating gender disparity, making individuals competent to overcome evils of society. An educated woman wants to become a better paternal, worker, and citizen for the overall development of India. To meet future objectives, it must, however, provide greater options for expanding the number of institutions and raising the standard of higher education.

In light of the current state of higher education, recent years have seen a notable improvement. Higher education investments should be encouraged since they have greater potential to improve the quality of education in the nation. However, it is also essential that the various programmes the Indian government has created for women's empowerment be implemented correctly, as have the policies that have been adopted to change the income status of women.

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