

An Economic Analysis Of Women's Higher Education Keerapalayam Block Cuddalore District

^{*1}Dr. V. Ramajayam and ²B. Elavarasan

¹Assistant Professor, Department of Economics, D.G. Government Arts College (W), Mayiladuthurai (India)

²Ph.D. Scholar, Department of Economics, Annamalai University, Annamalai Nagar, 608002 (India)

ARTICLE DETAILS

Article History

Published Online: 25 May 2019

Keywords

Opportunities, institutions, finance, public.

*Corresponding Author

Email: kavitharamajayam[at]gmail.com

ABSTRACT

Higher education is very important for economic development because it results in creating trained and technical manpower. For scientists and research oriented persons it creates a base for innovations and technical change in society. Higher education is defined as the education attained after the completion of 12 years of schooling. Higher education for women has gained a wider role and responsibility all over the world. Indian higher education system is indeed, facing several challenges like access, equity relevance and quality. Converting the challenge into opportunities depend on the rapidly at which they adapt to the changing environment.

1. Introduction

Education is the most vital input for the growth and prosperity at a nation after independence women's education, especially after education in India, women achieve far less education than man. As per the census report 2011, the literacy rate of women is 54.16 percent and that of man is 65.38 percent. The changes in the policies and infrastructural supports on primary, secondary and higher education reflect the initiatives of the government of India towards women education.

Higher education is very important for economic development because it results in creating trained and technical manpower. Scientists and research oriented persons it creates a base for innovations and technical change in a society. Human resource development is a basic determinant of growth education and particularly higher education is the core of human development. Women constitute almost half of the population of the world. Education for women is the way to improve the health, nutrition and economics status of a household the constitute a micro unit of a nation economy.

2. Higher Education of Women

Higher education is defined as the education attained after the completion of 12 years of schooling. Higher education for women has gained a wider role and responsibility all over the world. Today, the 21st century, we cannot afford to women any longer. The reason for its biological difference in the systems of males and females, unfortunately, this important task of higher education or the three world countries, where colonialism has remained a great force hindering education for the general masses and for the women in particular.

3. Statement of the Problem

Higher education is defined as the education attained after the completion of 12 years of schooling. Higher education for women has gained a wider role and responsibility all over the world. Today, the 21st century, we cannot afford to for women any longer. The reason for its biological difference in the systems of males and females, unfortunately, this important

task of higher education or the three world countries, where colonialism has remained a great force hindering education for the general masses and for the women in particular. Indian higher education system is indeed, facing several challenges like access, equity, relevance and quality. Even after significant expansion is the post- independence period, access to higher education in Indian countries to be poor and more so for the disadvantages groups. Unfortunately, the country has no comprehensive database to help assess the response of the higher education system to the impact of globalization in the last one and a half decades.

Developing and transition countries are further challenges in a highly competitive world economy because their higher education systems are not adequately developed for the creation and use of knowledge. Converting the challenge into opportunities depend on the rapidly at which they adapt to the changing environment. Thought the higher education system and the pattern of financing higher education vary a great deal across countries of their size and strength and degree of diversification of higher education institutions, yet they all face a severe financial crisis in the public finances available for higher education.

4. Studies on Women in Higher Education

Agarwal (2009) has explained that the all India council of Technical education (AICTE) initiative to get the FEPS registered has received weak response so far. The AICTE issues an advisory to alert the students about the acceptability of such degrees for the purposes of obtaining a job or pursuing higher studies. The AICTE made an attempt 16 bring them under regulation but they refused.

Bhushan (2009) has stated that the enrolment of students in the private sector is more than 50 per cent of the total enrolment in higher education. A majority of the government aided higher education institutions continue to plague by poor governance resulting in poor quality of education. The proliferation of the deemed university in the recent years, and the increasing productivity to offer self financing courses by the

government-aided institutions have been of limited help in terms of attaining inclusion and excellence.

Chattopadhyay (2010) has examined that the students who can afford to do so settle for top quality institutions whereas the students from low income strata settle for low cost institutions offering poor quality education. So that if the cost of providing education, it can be minimised through substitution among the inputs, output can be maximized. In fact, imparting good quality education entails a higher cost.

5. Objectives

In order to analyse the place of women in higher education these objectives are taken.

1. To assess the socio-economic pattern of the sample women in the study area.
2. To assess the private cost structure of private and government college education for different branches of study.
3. To analyse the cost variation of college education between private and government colleges.

6. Hypotheses

In order to achieve the objectives of the study these hypotheses are formulated.

1. There is a significant correlation between household income of women and private cost of higher education.

The hypothesis has its source from the study of Arora (2000) stated that professional and private educational institutions have come to accept this change more readily because these students are often from economically stronger families and are more certain of gainful employment on completion of their education.

Balmores (1990), found that one of the most basic features of mass private higher education form its period of development till the present in an extreme reliance upon tuition revenues, even though they depend predominantly upon a student client that is by no means healthy. There is large variation in private cost than government and government aided colleges this means they are still founded on commercial bases.

7. Testing of hypotheses

The hypotheses are formulated in the present study on the basis of findings of previous studies. These hypotheses are tested using appropriate statistical tools to ascertain variations in the private cost between different colleges in higher education.

Testing of First Hypothesis

“There is significant correlation between household income of women and private cost of higher education.”

Objective

The main objective is to find out variations between in household income of women and private cost of higher education.

Framework of Analysis

The Hypothesis is tested using Pearson’s correlation coefficient ‘r’. It is computed using SPSS 13.0 and the results are shown in Table. 1

Table – 1
Pearson’s Correlation (r) between Household Income of Women and Private Cost of Education

Category	N	r	p level significance
Government college	40	-0.013	0.912
Government aided college	40	0.108	0.507
Private college	40	0.111	0.496

Source: Computed

Note: P<0.05 implies that r value is significant

It is seen from the above table 1 that correlation between household income of women and private cost of education of Government College is -0.018 which is not significant. For government aided college it is 0.108 which is positive and it is not significant. For private college it is 0.111 which is positive and it is not significant in Keerapalayam Block.

- Hence the first hypothesis that there is significant correlation between household income of women and private cost for all categories of college education is disproved.
- To improve the computer lab facilities for the government colleges, it will help to benefit for all the students.
- Government should take step to placement for government college students and set up guidance counselors.
- Government should encourage the students for higher education
- The government should spent more money on subscription of books and journals for library facilities, because students of study area have maximum amount spent on books.
- When encouraging respondents to study Higher Education, parents and guidance counselors should discuss the job opportunities that are available in the Industries.
- When discussing career options with the emphasis needs to be placed more on what they are interested in and what they enjoy rather than the job opportunities.
- If these different approaches for discussing career options in the Higher education with both genders are utilized the result could be an increase in the number of students in higher education.

8. Conclusion

This chapter attempts to summarise the findings of the study and to suggest a few recommendations for Higher education. This study is basically designed to analyse the determinants of Higher Education of Keerapalayam block. Cuddalore district.

Education employment, job training and technology are all keys to growth. By making changes in investment that affect

these factors, countries can move towards greater growth and development.

Reference

1. Agarwal, Pawan (2009), Indian Higher Education. *Envisioning the Future* (New Delhi: Sage Publications), pp. 488.
2. Bhushan, Sudhanshu (2009), Restructuring Higher Education in India (New Delhi: Rowat Publication).
3. ChattopadhyaySaumen (2010), An Elitist and Flawed Approach towards Higher Education, *Economic and Political Weekly*, 45(18): 15-17.
4. Raychaudhuri, Prabir De (2008), Barriers to Trade in Higher Education Services in the Era of Globalisation, *Economic and Political Weekly*, 43 (35): 51-60.