



Review On Women In Higher Education Towards Women Empowerment

Anowar Hossen Molla Research Scholar, Department of Education, Dr. A.P.J. Abdul Kalam University, Indore, M.P., India.

Dr. Divya Vijayvargiya Professor, Department of Education, Dr. A.P.J. Abdul Kalam University, Indore, M.P., India.

ABSTRACT:

Higher education institutions have historically served as a source of inspiration and direction for society as it seeks to meet its continual need for change. The most powerful and versatile tool for a country's social, economic, political, scientific, and technological development is thought to be education. Increasing socioeconomic status and increasing incomes for both individuals and society as a whole are the goals of higher education. The level of autonomy and self-determination in individuals and groups is known as empowerment. As a result, they are able to act responsibly and independently on their behalf when representing their interests. It is the process of growing stronger and more self-assured, particularly when it comes to taking charge of one's life and asserting one's rights. Women's empowerment can be characterized in a number of ways, such as accepting women's perspectives or making an attempt to do so, and elevating women's status through knowledge, awareness, literacy, and training. In this article, women in higher education towards women empowerment has been highlighted.

Keywords: Women, Higher, Education, Empowerment.

INTRODUCTION:

In various regional, national, and international conventions, the empowerment of women has been acknowledged as a fundamental human right. There are various ways to define empowerment. Because empowerment is a continuous and lifetime process, it should take the shape of a planned series of ongoing, persistent, continuous, never-ending (but constantly improving), goal-directed actions. It is a process that gives individuals or groups greater financial, political, or educational control over their lives.

REVIEW OF LITERATURE:

According to B.P. Singh's (2018) research, the economic empowerment of women is the most important form of empowerment since it serves as the foundation for all other forms of empowerment. He claimed that the economic empowerment of women has a variety of effects, including improvements in self-esteem, living standards, sense of accomplishment, social interaction, political participation, leadership skills, and contributions to communities by addressing issues that specifically affect women. [1]

In her study, S.B. Trivedi (2018) discussed how metrics for examining women's empowerment must make an effort to gauge women's overall wellbeing. They ought to include an examination of their circumstances, including their health, education, an effort to gauge women's overall wellbeing. They ought to include an examination of their circumstances, including their health, education, employment, and political potential. [2]

As J. Mugambwa et al. (2017) found in their study, the empowerment of women in higher education institutions involves leadership interest, networks, meritocracy, as well as women's assertiveness. They claim that preconceptions and outdated cultural views are ingrained in higher education and are spread across the institution. Depending on the socio-cultural and economic context, the application of gender equality policies in higher education has a variety of implications. [3]

In their research, Robinson et al. (2016) highlighted the importance of studying the relationship between education and social stratification and social and cultural reproduction. In addition, they looked at how well kids performed academically regardless of their gender, caste, or socioeconomic status. They discovered that girls are more likely to attend universities and that they are more likely to major in humanities courses than in sciences, which supports the conventional viewpoint. They have advocated in support of analyzing and enhancing the performance of students from underprivileged backgrounds through institute-level research. [4]

In his study, S. Deshpande (2016) described how Indian public institutions give students from varied social backgrounds the chance to discuss and voice their opinions about various social concerns as a part of numerous groups. [5]

The role that Indian public universities have played in the political socialization of the students enrolled there has been proven by S. Krishnan (2016) in his study work. Additionally, he claimed that they have served as the foundation for social movements since ancient times. [6]

In her study article from 2016, O. Gil-Garcia (2016) examined the effects of Mexico's Prospera conditional cash transfer programme on the lives of its female beneficiaries. It was

discovered that granting women complete freedom in public places was viewed as a danger to the power of the ruling party. She also stated that women were still expected to take care of household duties. Furthermore, it was stated that indigenous women were effective in their communities at exercising agency with little intervention from the government. By establishing negotiating spaces, they were changing the power dynamics between men and women. [7]

In her research, S.J. Sandhya (2015) emphasized the importance of women's empowerment in a given area for the development of that area as a whole. Rural women found themselves at a disadvantage since they were unable to access institutions for higher education, even if modern education and amenities had led to the emancipation of women. [8]

In her essay, R.M. Shettar (2015) shows that women in Indian society continue to accept unfair gender standards. The situation for women in the workplace and in education is not good. She has advocated placing the highest importance on education. [9]

According to R. Basant and G. Sen (2014), the relevance of supply-side factors in the engagement of different socioeconomic groups is highlighted by factors including the rural-urban split, economic background, and place of residence. Therefore, it is wrong to solely base participation in higher education in India on socio-religious affiliations. [10]

According to D. Kumuda (2014), boosting female literacy and empowering women to gain the skills and capabilities necessary for independence should be given top priority in all development initiatives aimed at achieving women's emancipation. According to her, women's empowerment is possible if their social and economic standing is improved. [11]

S. Nath (2014) attempted to outline the current state of higher education in India and the participation of women in his study. He has also talked about the need for and the causes of women's participation in higher education. [12]

According to T.K. Oomen (2014), increased literacy does not always correspond to greater levels of autonomy for women. He contends that despite the socioeconomic transformation brought on by work, education, urban living, and higher living standards, the prevailing patriarchal norms in society have not been able to be rebuilt. [13]

Persson (2014) attempted to determine whether education serves as a cause or a stand-in for political engagement in his study. He contends that if education is the cause, then raising education levels will increase political participation. However, if pre-adult factors are the primary drivers of education, then the government must concentrate on these drivers in order to increase political participation, such as by giving young people opportunities to discuss and engage in political activities at a young age. [14]

According to A. Renju (2014), higher education institutions must assist all students in changing their perceptions of women as capable of making significant contributions to the fields of academia, science, and politics. She has also advised making institutional and policy reforms to encourage more women to participate in academic life at all levels and across all fields. [15]

In their study, H.S. Rizvi and D. Khanna (2014) discovered that women are underrepresented in political and economic decision-making. In addition to their inherent qualities, women's place in society is influenced by a variety of other elements, such as the social, cultural, and political environment. Their impeded growth and progress are said to be caused by educational inequality. They contend that in order to attain the goal of human development inside a country, women's standing must be improved. Therefore, more emphasis must be put on improving retention and reducing drop-out rates at each level, as well as necessary societal improvements that will help people realise their potential. [16]

Women's empowerment is vital, but W.N. Salve (2014) noted that they are underrepresented in the social, political, and economic realms. In addition to the proper execution of the reservation policy for socially and economically disadvantaged groups of the community, he has urged the creation of anti-discrimination units at various institutions. [17]

Higher education is crucial for women's empowerment, according to R. Sharma & Z. Afroz's (2014) study, "Women's Empowerment through Higher Education." Whether or not a woman contributes to the family's income, it has been important in improving women's standing. [18]

In the study, A. Asmolov (2013) touched on the significance of sociocultural transformation in education. As education plays a significant role as an institution of socialization, it has also been centred on the numerous facets of human existence that are directly impacted by the type of education the individual receives. The study emphasizes the value of high-quality, widely accessible education since it fosters social development and boosts self-confidence in individuals by giving them options for professional achievement. The increased presence of women in politics through elected office not only results in the creation of policies that benefit women, but it also influences changes in women's political attitudes and behaviours. They attempted to investigate whether or not the election of women to the US Congress was an event that empowered women. They discovered that when women are in political leadership, they feel politically engaged and empowered. Their research revealed that the very act of having women represent women creates a difference. They gain mental advantages from elected women's political actions. [19]

Kumar and S. Mukherjee (2013) examined the development of women's education, focusing in particular on the effects of the 2002-launched EFA (Education for All) initiative. They discovered that although the programme is useful in raising women's educational levels, the growth is not occurring at the anticipated rate. Women's access to disciplinary options and their availability are not directly correlated with one another or dependent on women's academic success. Discipline restrictions don't just restrict alternatives; they also depend on women's potential "life chances" in the future. As a result, women from affluent families also enroll in traditionally popular fields for women like the arts and humanities because they are less demanding, longer, and more affordable than professional programmes. Despite an increase in female enrollment in professional programmes, these students are still primarily young women from urban, educated, and financially secure backgrounds. Although it was shown that rural women are uninterested in education, they are aware of the value of literacy and comprehend the link between education and empowerment. She also mentioned how they had previously failed to involve them in the educational courses because the government's literacy programmes lacked a participatory approach. Positive results were seen in these rural women when appropriate teaching strategies were applied while taking into consideration their socioeconomic circumstances. [20]

CONCLUSION:

The process of empowerment is making an effort to fulfil one's intrinsic potential. Therefore, young women's potential might be increased if given more power. Higher education can contribute to both national development and the emancipation of women. Based on their degree of education, women have been and will continue to be elevated into leadership roles. If more women are encouraged to pursue higher education, we will have more women in leadership positions in the future.

REFERENCES:

1. B.P. Singh, "Impact of Higher Education on Women Empowerment", Journal of Commerce, Economics & Management. Vol. 2, Issue 3, Page No. 8-16, 2018.
2. S.B. Trivedi, "Achieving Gender Equality and Women Empowerment in India (SDGs-5) Opportunities and Challenges", Journal of Arts, Vol. 21, Issue 9, Page No. 52-67, 2018.
3. J. Mugmbwa, S. Mwebaza, B. Namubiru, "Gender Equality Policy, Elites and Women Empowerment in Higher Education Institutions", Journal of Gender and Diversity, Vol. 14, Issue 5, Page No. 37-46, 2017.
4. R. Robinson, W. Raja. H. Chaudhary, D.J. Saikia, "Sociology of Education and Indian Higher Education Systems: A University's Institutional Research Model", Economic & Political Journal, Vol. 6, Issue 7, Page No. 67-73, 2016.

5. S. Deshpande, "The Public University after Rohith-Kanhaiya", *Economics Letters*, Vol. 51, Issue 11, Page No. 106-117, 2016.
6. S. Krishnan, "The Great Education Divide", *Journal of Sociology*, Vol.51, Issue 18, Page No. 80-89, 2016.
7. O. Gil-Garcia, "Gender equality, community divisions, and autonomy: The Prospera conditional cash transfer program in Chiapas, Mexico". *Current Sociology*, Vol. 64, Issue 3, Page No. 447-469, 2016.
8. S.J. Sandhya, "Impact of Education in Women Empowerment of in Bagalkot District, Karnataka". *Asian Journal of Social Sciences & Humanities*. Vol. 4, Issue 2, Page No. 87-93, 2015.
9. R.M. Shettar, "A Study on Issues and Challenges on Women Empowerment in India", *IOSR Journal of Business and Management*, Vol.17, Issue 4, Page No. 13-19, 2015.
10. R. Basant, G. Sen, "Who Participates in Higher Education in India? Rethinking the Role of Affirmative Action", *Bulletin of Letters*. Vol. 45, Issue 39, Page No. 62-70, 2014.
11. D. Kumuda, "Women Empowerment in India – A Changing Scenario", *International Journal of Scientific Research*, Vol. 3, Issue 8, Page No. 98-104, 2014.
12. S. Nath, "Higher Education and Women Participation in India", *Journal of Business Management & Social Sciences Research*, Vol. 3, Issue 2, Page No. 253-258, 2014.
13. T.K. Oommen, "Inclusion of Women: Distinctive Physiology or Persisting Patriarchy?" *Journal of Dimensions and Approaches*, Vol. 7, Issue 5, Page No. 159-190, 2014.
14. M. Persson, "Review Article: Education and Political Participation", *British Journal of Political Science*, Vol. 45, Issue 3, Page No. 689-703, 2014.
15. A. Renju, "Higher Education and Women Participation in India". *Global Journal for Research Analysis*, Vol. 3, Issue 6, Page No. 346-349, 2014.
16. H.S. Rizvi, D. Khanna, "Achieving Egalitarianism in Education: A case for gender Parity in India", *Journal of Education and Research*, Vol. 8, Issue 4, Page No. 8-21, 2014.
17. W.N. Salve, "Higher Education and Inclusive Growth of Socially Disadvantaged Sections of the Society in India", Vol. 23, Issue 15, Page No. 358-371, 2014.
18. R. Sharma, Z. Afroz, "Women Empowerment Through Higher Education", *International Journal of Interdisciplinary and Multi-disciplinary Studies*, Vol. 1, Issue 5, Page No. 18-22, 2014.
19. A. Asmolov, "Strategy and methodology for the sociocultural reform of education", *Journal of Sociological Practice*, Vol. 6, Issue 1, Page No. 3-19, 2013.
20. P. Kumar, S. Mukherjee, "Higher Education and the Reproductive Life Course: A cross-cultural study of women in Karnataka (India)", *Journal of Arts and Research*, Vol. 17, Issue 9, Page No. 55-67, 2013.