

Women Higher Education: Impact on Socio-Economic Development in Cuddalore District, Tamil Nadu

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Abstract

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 and basic learning content such as knowledge, skills values and attitudes required by human being to be survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decision making and to continue learning. While higher education systems and higher education financing models in different countries vary with the size, strength and diversification of higher education institutions, they all face a serious financial crisis of public finances that can be used for higher education. The aim of this research is to explore the impact of female higher education on Cuddalore's socio economic development, its emergence as a powerful force for social change, and its impact on society.

Key Words: socio economic development, financial crisis, diversification, decision making, survive, continue learning

I. Introduction

Education is a yardstick to measure the development and growth of a country, and it helps to exercise the mind, improve intelligence, and improve spirit. The number of women enrolled in higher education has shown an amazing increase. On the eve of independence, it was less than 10% of the total enrollment and rose to 48.6% of the institution's female enrollment in 2018-2019. Female higher education in India is improving the country's living standards and prosperity. Higher illiteracy rates among women have improved the quality of life at home and outside the home. Encourage and promote the education of children, especially girls, and reduce infant mortality. Higher education has made important contributions to sustainable development through the generation and dissemination of knowledge. Higher education is very important to economic development because it can train skilled and skilled labor. For scientists and research-oriented people, it lays the foundation for social innovation and technological change. Women are the country's precious human resources, and their development and growth in the socio-economic field is also conducive to sustainable economic growth. The principle of gender equality is protected in the preamble of the Indian Constitution, basic rights, basic obligations and national policy guidelines. The Indian Constitution also authorizes the state to adopt various laws, plans and policies that are useful to women and take positive awareness measures that are beneficial to women. The number of women receiving higher education in almost all states is increasing. The number of women receiving higher education is also increasing. Enrollment depends on female higher education teachers. The education of women is a way to improve the health, nutrition and economic conditions of the family, and the family is a micro unit of the national economy. While higher education systems and higher education financing models in different countries vary with the size, strength and diversification of higher education institutions, they all face a serious financial crisis of public finances that can be used for higher education. The aim of this research is to explore the impact of female higher education on Cuddalore's socioeconomic development, its emergence as a powerful force for social change, and its impact on society.

II .Statement of the Problem

Higher education for women has gained broader roles and responsibilities throughout the school district. The reason for the physiological difference lies in the male and female system, which unfortunately is an important demand for higher education. Turning challenges into opportunities depends on how quickly you adapt to a changing environment. A recent

study by the World Bank shows that educating women is not a charity, but a good economy. If developing countries want to eradicate poverty, they must educate their women. Women's education is a milestone and strategy for empowering women because it enables them to cope with challenges, inspire their traditional roles, and change their lifestyles in accordance with modern society. Education is generally believed to be an important means of improving the status of women. Education and development are closely linked. The Government of India has made greater efforts to improve the educational level of women. A lot of money has been invested in the provision of facilities for public and private institutions of higher education for women in India. The amount of the investment must bring appropriate returns for the country and various institutions. Educated women must insist on exercising their civil, social, political and economic rights. This will help improve the general status of women in society. We can hope that life is better and that all women in our country are enlightened and educated.

III. Education in Tamil Nadu

The higher priority accorded to education as well known. The literacy rate of Tamil Nadu is nearly double that of the all Indian average many commentators have argued that it is largely due to the rate of literacy, that the state has achieved significant reductions in fertility and mortality rate. Education has been able to play a key role in the development of this state. Thanks to the government of the state willingly made in the sector in a sustained fashion. For several decades since the early nineteenth century. In more recent decades the rate of growth of investment in this sector has been still higher.

IV. Concepts

1. Higher Education

Higher education includes all higher education, training, and research guidance in educational institutions (such as universities), which are licensed by national authorities as higher education institutions. This means that higher education institutions must carry out activities to ensure that the accumulated knowledge is directly returned to society, rather than becoming an "ivory tower."

2. Women's Education

Women higher education:- The position of women in higher education management cannot be treated in isolation from the general aims of economic and social development. Access to education in a telling indicator of women status in a given society cultural perceptions of the roles which women are expected to fill are reflected in the extent to which women participate in formal education and the type of education to which they have access. In seeking to explain the equity in participation of women in higher education management we turn first to consider the equity in participation of girls or women in education to reflect an the reason for this phenomenon and to highlight its advances consequences primary level education is now widely available in all of the countries studied and opportunities for secondary and higher education are increasing.

V. The importance of the education of women

1. Economic development and prosperity: education Allowing women to present themselves and contribute to the development and prosperity of the country.

2. Economic empowerment: As long as women remain behind and depend economically on men, their powerlessness cannot be changed. Economic empowerment and independence can only be achieved through the proper education and employment of women.

3. Improving lives: education helps women lead better lives. Your identity as an individual will never be lost. You can read and understand your rights. Your rights will not be trampled. If we broaden our horizons in the field of women's education, women's lives or conditions will be greatly improved.

4. Improve health: Educated girls and women are aware of the importance of health and hygiene. Through health education, they have been trained to lead a healthy lifestyle. Educated mothers can take better care of themselves and their babies.

5. Dignity and honor: Educated women are now regarded as dignity and honor. They have become a source of inspiration for millions of young people, making them role models.

6. Choose the career of your choice: an educated woman can be very successful in the field of life. Girls should have the same educational opportunities so that they can plan to become a successful doctor, engineer, nurse, flight attendant, cook, or choose a career that they enjoy.

7. Poverty alleviation: Women's education is a prerequisite for poverty alleviation. Women must bear the same burden of the arduous task of eradicating poverty. This will require educated women to make a huge contribution. Unless girls and women have the right to education, there will not be many social and economic changes.

VI. Review of literature

Agarwal (2002) explained that the right to education is one of the most important means of empowering women with the knowledge, skill and self-confidence necessary to participate full in the development process. Education enables women to respond to opportunities to change their traditional role, and to change their life circumstance. Promoting the education of their age of marriage and reduction in the size of their families. Education builds life skills for acquiring timely and relevant information. Functional Literacy and basic education are pre- requisites for accessing information and services for good health, rising the functional literacy level of a community leads to a demonstrable decline in fertility and infant mortality and upbringing of their off springs. Education brings improvement in service and increase peoples's consciousness towards their health.

Balmores (1990) found that one of the most basic characteristics of massive private higher education has formed a period of extreme dependence on tuition income, even if it is primarily dependent on health. Private costs are very different from government-funded and government universities, which means they are still business-based.

Bhushan (2009) noted that student enrollment in the private sector represents more than 50% of total enrollment in higher education. Most government-funded higher education institutions continue to be plagued by poor governance, resulting in low-quality education. In recent years, the proliferation of recognized universities and the increasing productivity of self-funded courses offered by government-funded institutions have limited support for inclusion and excellence.

Chattopadhyay (2010) studied that affordable students choose high-quality institutions, while low-income students choose low-cost institutions that provide low-quality education. Therefore, if the cost of providing education can be minimized by substitution between inputs, then output can be maximized. In fact, the cost of providing quality education is higher.

Sarreswara Rao(2003) pointed out the value orientation in higher education demand for oriented education in our universities and colleges, packages of modern knowledge and skills in various disciplines of study, is based on the premise that human and spiritual values serve as powerful motivating factors for the student to grow and develop not only as an intellectual but also as a moral being, capable of playing his her proper role in the family and society and for the material and moral progress of mankind . Human value are norms guideline of morally valid personal conduct and behavior and social relations, and the working of the various institutions is an efficient and equitable way in all sectors of activity political, social, economic, legal cultural all for enabling the people to develop and live a good life in a good society.

VII. Research Issues

This research attempts to answer the following research questions

1. What are the key variables that affect the socio-economic status of female higher education in the Cuddalore district?
2. What is the demand for enrollment of women in higher education in urban and rural households in the district of Cuddalore?

VIII. Objectives

In order to analyze the status of women in higher education, we have adopted these goals.

1. To find out socio economic condition of the sample respondents in Cuddalore District
2. To examine the sources of income through occupational structure respondents in study areas.

IX. Hypotheses

These assumptions were formulated in order to achieve the objectives of the investigation.

1. There is a relationship among socio-economic characteristics to influence higher education in the study area.
2. There is a relationship among occupational structure of family respondents and sources income.

X. Methodology

The study focus on Impact on Socio-Economic characteristics in Cuddalore District Tamil Nadu. This research is based on primary data. The primary data will be female employees randomly collected from the sample of respondents to

evaluate cost and time factors, employment, income and socio-economic characteristics to influence higher education in the Cuddalore district. Through structured questionnaire survey and interview methods, from 2005 to 2020. The data were analysed with respect to each of the objectives specified black distribution area and religious respondents educational qualification respondents, marital status of the respondents, community of the respondents, type of family of the respondents, mother tongue of the respondents, types of occupation of the respondents, source of income of the respondents, types of job of the respondents, Changing socio economic condition of study respondents, which can be important for understanding the social and demographic composition of the sample. This data serves as a valuable resource for gaining insights into the local economy and the allocation of employment across various sectors.

1. Sample Procedure

In order to analyze Socio-economic characteristics of the women in higher education and the occupational structure family income of in the region. we have chosen two block 170 samples respondents are selected in Buvanagiri Block and Cuddalore Block block 160 sample, the total sample is 330, using stratified random sampling kinds of methods was used to analyze data..

2. Statistical Tools

This study uses the following statistical tools to test various hypotheses.

1. Frequency distribution are used to measures socio-economic condition of the higher education on women.
2. Chi-square test is used to find out to assess the occupational structure and sources of income and influence of higher education and changing in economic status of the respondents.

XI. Socio-economic characteristics of the Respondents

This study deals with the Socio-economic characteristics of the women in higher education are intricately shaped by multiple variables here considered includes area of age group. Community, religion, marital status, family type education and income. Understanding these socio-economic variables provides a nuanced view of the challenges and opportunities faced by women in higher education.

Table-1 Frequency Distribution: Area of Study Religious and Educational Qualification of the Respondents

| S.N O | Variables | Area Of Study | | | Religious of the Respondents | | | Educational Qualification of the Respondents | | |
|----------|------------------|--------------------|------------|--------------|------------------------------|-----------|--------------|--|------------|--------------|
| | | Area | Frequency | Percent | Religious | Frequency | Percent | Educational Qualification | Frequency | Percent |
| 1 | BLOCK | | | | | | | | | |
| 2 | Cuddalore | Cuddalore Old Town | 60 | 18.2 | Hindu | 297 | 90.0 | Higher Secondary | 74 | 22.4 |
| | | Nattapattu | 50 | 15.2 | Christian | 31 | 9.4 | Diploma | 54 | 16.4 |
| | | Sedapalayam | 50 | 15.2 | Muslim | 1 | .3 | Under Graduation | 113 | 34.2 |
| 3 | Buvanagiri Block | Kilavadinatham | 60 | 18.2 | Others | 1 | .3 | Post Graduation | 72 | 21.8 |
| | | Azhichikudi | 50 | 15.2 | | | | Professional | 17 | 5.2 |
| | | Vandurayanpathu | 60 | 18.2 | | | | | | |
| 4 | | Total | 330 | 100.0 | | | 100.0 | | 330 | 100.0 |

Source: Primary data and compiled through SPSS 22.

Table 1 The area of study respondents provides information about the distribution of the study area within the two chosen blocks. In Cuddalore Block, the area is divided into Cuddalore Old Town, Nattapattu, and Sedapalayam, with each area representing 18.2 percent, 15.2 percent and 15.2 percent of the total, respectively. In Buvanagiri Block, the area is divided into Kilavadinatham, Azhichikudi, and Vandurayanpathu, with each area also representing 18.2 percent, 15.2 percent and 18.2 percent of the total, respectively.

Religious of the Respondents provides information about the religious distribution of the respondents in the study. The majority of respondents, 90.0 percent, identify as Hindu, indicating that Hinduism is the dominant religion among the study participants. Approximately 9.4 percent of the respondents are Christian, representing a significant but smaller portion of the population. A very small percentage, 0.3 percent, of the respondents identify as Muslim. Another 0.3 percent fall into the category of "Other" religions. The table illustrates the religious diversity among the respondents, with Hinduism being the predominant religion in the study population.

Educational Qualification of the Respondents, this suggests that a significant portion of the respondents have completed their schooling but may not have pursued higher education. Approximately 16.4 percent of the respondents have a Diploma qualification. This indicates that a notable portion of the respondents have received specialized training or education beyond high school but may not have pursued full-fledged degree programs. The largest portion of respondents, at 34.2 percent, have completed their Undergraduate degrees. This suggests that a substantial number of respondents have pursued and obtained Bachelor's degrees. About 21.8 percent of the respondents hold Post Graduate degrees. This indicates a significant number of respondents have pursued higher education beyond their Bachelor's degrees, such as Master's degrees. A smaller percentage, 5.2 percent, of respondents have professional qualifications. This category likely includes individuals with specialized professional certifications or qualifications relevant to their careers. Overall, this data suggests a diverse educational background among the respondents, with a significant portion having completed at least some form of higher education, including Bachelor's and Master's degrees.

Table;2 Frequency Distribution: Marital Status Community Type of Family and Mother Tongue Respondents

| S.N O | Variables | Marital Status | | Community of the Respondents | | | Type of Family | | Mother Tongue | | | |
|----------|---------------|----------------|-------------------|------------------------------|---------------|-------------------|----------------|--------------------------|-------------------|-----------------|------------------|-------------------|
| | | Marital Status | Freq uenc y | Perc ent | Comm unity | Frequ ency | Perc ent | Type of Fam ily | Frequ ency | Pe rce nt | Mother Tongue | Fre que ncy |
| 2 | Married | 134 | 40.6 | OC | 44 | 13.3 | Nuclea r | 259 | 78. 5 | Tamil | 312 | 94.5 |
| 3 | UnMarrie d | 196 | 59.4 | BC | 110 | 33.3 | Joint | 71 | 21. 5 | Telugu | 10 | 3.0 |
| 4 | Total | 330 | 100. 0 | MBC | 101 | 30.6 | | | | Kannada | 3 | 0.9 |
| | | | | SC/ST | 75 | 22.7 | | | | Malayala m | 5 | 1.5 |
| | Total | | | | 330 | 100. 0 | | | | | | |
| | Total | | | | | | | 330 | 10 0.0 | | 330 | 100.0 |

Source: Primary data and compiled through SPSS 22.

Table -2 Marital Status respondents provides information about the marital status of the respondents in the study. The majority of respondents, 59.4 percent, are unmarried, suggesting that a larger portion of the study population is not currently married. The table data sheds light on the marital status distribution among the respondents and can be useful for understanding the demographics and characteristics of the study sample. Community respondents provides insights into the diversity of communities among the study respondents, which can be important for understanding the social and demographic composition of the sample. Type of Family respondents, This indicates that there is still a presence of extended family living arrangements among the respondents. The table provides understanding the family structure within the study population and can be valuable for sociological and demographic analyses related to family dynamics and living arrangements. Mother Tongue respondents provides valuable for understanding the linguistic diversity among the respondents and can be essential for cultural and linguistic studies in the region

Table -3 Frequency Distribution: Source of Income of the Respondents

| Source | Frequency | Percent |
|---------------|------------|--------------|
| Main Work | 211 | 63.9 |
| Part-time Job | 90 | 27.3 |
| Other Source | 29 | 8.8 |
| Total | 330 | 100.0 |

Source: Primary data and compiled through SPSS 22.

Table-3 provides information about the source of income among the respondents in the study. The majority of respondents, comprising 63.9 percent, rely on their primary job or main work as their primary source of income. A significant portion, 27.3 percent, supplement their income through part-time employment or secondary jobs. A smaller percentage, 8.8 percent, of respondents derive their income from sources categorized as "Other Source," which may include sources beyond traditional employment. The table helps in understanding the income dynamics within the study population and highlights the prevalence of main work as the primary source of income for most respondents.

Table -4Frequency Distribution: Types of Job of the Respondents

| Types of Job | Cuddalore Block | | | Buvanagiri Block | | |
|----------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | Cuddalore Old Town | Nattapattu | Sedapalayam | Kilavadinatham | Azhichikudi | Vandurayanpathu |
| Unemployed | | 1 (2) | | | 21 (42) | 1 (1.7) |
| Private Job | 27 (45) | 30 (60) | 28 (56) | 49 (81.7) | 4 (8) | 42 (70) |
| Government Job | 20 (33.3) | 14 (28) | 6 (12) | 7 (11.7) | 11 (22) | 6 (10) |
| Business | 13 (21.7) | 5 (10) | 16 (32) | 4 (6.7) | 14 (28) | 11 (18.3) |
| Total | 60 (100) | 50 (100) | 50 (100) | 60 (100) | 50 (100) | 60 (100) |

Note: Figures in the parentheses is column percentage.

Source: Primary data and compiled through SPSS 22.

Table- 4 presents the frequency distribution of respondents based on their area of study and types of jobs. The majority of respondents from Kilavadinatham and Vandurayanpathu has private jobs. In Cuddalore Old town, the majority of respondents are employed in government jobs, while in Sedapalayam and Azhichikudi, the primary occupation is business. Notably, a significant portion of respondents in Azhichikudi are unemployed.

Table-4 Chi-Square Test: Area of Study and Types of Job

| Test | Value | df | Significance |
|--------------------|----------------------|----|--------------|
| Pearson Chi-Square | 163.715 ^a | 15 | .000 |

Note: A significant at 1 percent level.

Source: Primary data and compiled through SPSS 22.

Table -4 presents the result of chi-square test to examines the association between area of the study and types of job. The chi-square value is 163.715 and it is significant at 1 percent level. It clearly shows that there is significant association between area of study and types of job. Correspondance analysis is used to further explore and understand the relationships between area of the study and types of job.

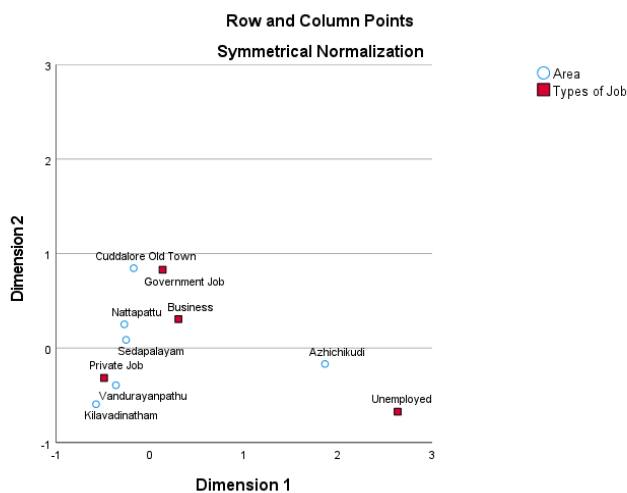


Figure 1 Correspondance Analysis: Area of Study and Types of Job

Figure 1 visualizes the relationships between the area of study and types of jobs. The majority of respondents from Kilavadinatham and Vandurayanpathu show a preference for private jobs. In Nattapattu and Sedaplayam, there is a leaning towards business. Respondents from Cuddalore Old Town demonstrate a preference for government jobs. Notably, a significant portion of respondents in Azhichikudi are unemployed.

Conclusion

The present study is undertaken to study the impact on socio-economic condition of women higher education in cuddalore town . The respondents are selected from the cuddalore town. The paper is an effort to study the economic condition and its effect on the higher education on women.

The socio-economic characteristics of women in higher education reveals a diverse and nuanced picture of the study population. The distribution of respondents across blocks indicates a nearly equal representation from Cuddalore and Buvanagiri Blocks. The segmentation within these blocks highlights the need for a localized understanding, considering variations within each block. Religious diversity is evident, predominantly Hindu, followed by Christians, Muslims, and other religions. Educationally, respondents range from higher secondary to professional qualifications, indicating a varied academic background. Marital status is balanced between unmarried and married individuals. The community distribution reflects a mix of Backward Castes, Most Backward Castes, and Scheduled Castes or Scheduled Tribes. Nuclear families prevail, and Tamil stands out as the predominant mother tongue sources of income occupational structure respondents. . This concise overview emphasizes the nuanced socio-economic characteristics of the respondents, providing valuable insights for targeted initiatives and support programs in the realm of women's higher education.

In all the categories of employment all the respondents received more benefits through higher education. They are economically independent, their economic status improved, they got freedom in mobility, their career development in fulfilled , family members education and social status is improved, and more involvement in decision making.

On the whole socio- economic factors viz income of the family migration of women parents occupation father educational status, and mother educational status are not the influencing factors to get women's higher education.

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