

EDUCATION AND WOMEN'S HUMAN RESOURCE DEVELOPMENT

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Human refers to the population – men and women, on earth. Human being is bestowed with knowledge, skills, efficiency and capacity which are intangible assets of an individual. The development of these assets leads to the development of human being as a whole. This development can be achieved through education and training. An educated and trained individual is transformed as a prospective human resource of an economy. Economist Theodore Schultz used the term human capital to explain the economic value of human capabilities. Adam Smith, Father of Economics, identified four types of fixed capital, in which fourth was human capital. Human capital is the stock of knowledge, skills, abilities, competencies and personal attributes embodied within an individual. It reflects the economic value of knowledge and skill of an individual. It is a non-depreciable asset, which can be renewed by imparting education and training. Schultz believed that human capital can be developed by investing and imparting higher education, practical training and skill development. India has largest human capital resource. Majority of it lie within the working age group. The optimal and efficient utilization of these human resources will lead to rapid development of our country.

Higher education is important for everyone but it is significantly important for women as it has ripple effects - on investing women herself, her family and society. The movement of enhancing the overall status of women has stressed the significance of education, particularly higher education as a tool for changing the subjugated position of women in her family and society. Higher education refers to education imparted in universities/colleges which enables women to specialize in a particular discipline and also enhances the employable skill and efficiency.

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Women's higher education breaks the vicious circle of poverty by enhancing the income of her family which results in the education of her future generation. Highly educated and successful women become a role model, inspiration, motivation to other women that leads to development of women community. In order to utilize the available women's human capital the country should take vigorous measures and strategies to increase higher education among women.

Higher education and women's human development

- Better job opportunities
- Increased income
- Availability of better human capital
- Increased participation in labour force.
- Economic growth
- Entrepreneurial skill
- Improved health
- Better standard of living
- Reduced rate of maternal mortality

METHODOLOGY

Scope of the study

The study has given a brief introduction to human capital in general and women's human capital in particular and identified the significance of higher education to women's human development. The quantitative indicators of the study exhibit that there has been a significant increase in women's higher education.

Objectives of the study

- To analyze the female rate of literacy in India.
- To explain the enrollment of women in higher education in India.
- To study the impact of higher education on women's human development.

Hypotheses of the study

- Higher education and personal traits of women such as management skills, cognitive skills, entrepreneurial skills and skill & efficiency are related.

Source of data

The study used both primary and secondary data. Primary data were collected using close-ended questionnaires. Secondary data were collected from reports, documents, Statistical Handbook of Tamil Nadu and encyclopedia.

Area of study

The study was conducted in the city of Chennai. The main areas concentrated were Teynampet, Alwarpet, Velachery and Pallikaranai. Size of sample was 100.

Statistical tools used

The study used Chi-square test for analyzing the relationship between the variables.

Limitations of the study

- The sample size was limited because of time and cost constraint.
- The study used only few personal traits of women for analysis.

ANALYSIS OF THE STUDY

The study used both primary and secondary data for analyzing women's human development. Women's human resource could be developed by increasing their rate of literacy and this was analyzed using secondary data on number of women's colleges in India, female literacy rate in India and enrollment of women in Higher education in India. These quantitative indicators exhibited that there has been an increase in women's literacy rate. Development in women's human resource could be witnessed by analyzing the development of personal traits of women. This study used six parameters to analyze the development of personal traits of women. The following tables explain all the above.

Table No. 1 Female literacy rate in India

Census Year	Percentage of Literacy		
	Male	Female	Total
1901	9.8	0.7	5.3
1911	10.6	1.1	5.9
1921	12.2	1.8	7.2
1931	15.6	2.9	9.5
1941	24.9	7.3	16.7
1951	24.9	7.3	16.7
1961	34.4	13.0	24.0
1971	39.5	18.7	29.5
1981	46.9	24.8	36.2
1991	63.9	39.2	52.1
2001	76.0	54.0	65.38
2011	82.14	65.46	74.04

Source: Census of India 2011

The above table indicates that there was a meagre level of female literacy during the pre-independence period. Post-independence period had drastic increase in female literacy rate due to the vigorous measures taken by the government.

Table No. 2 Enrollment of Women in Higher Education

Year	Enrollment of women in higher education in India
2001 – 02	39.40
2002 – 03	40.10
2003 – 04	39.70
2004 – 05	38.90
2005 – 06	44.66
2006 – 07	47.08
2007 – 08	50.25
2008 - 09	56.49

2009 – 10	60.80
2010 – 11	70.49
2011 - 12	86.72

Source: UGC Annual Report for relevant years (in lakhs)

The above table shows the overall enrollment of women in higher education in India for the past eleven years. There was fluctuation in the years 2001-02 to 2004-05. From the year 2005-06 to 2011-12 there was an increase in enrollment because of schemes and measures implemented by the government.

Inferential analysis on sample

The hypotheses are been tested using Chi Square test to arrive at the significant relationship between higher education and personal traits. The development in personal traits of women leads to women's human development.

Null hypothesis: Higher education and personal traits of women such as communication skills, management skills, decision making ability, cognitive skills and entrepreneurial skills are not related.

Alternate hypothesis: Higher education and personal traits of women such as communication skills, management skills, decision making ability, cognitive skills and entrepreneurial skills are related.

Table No. 3 Analysis on Personal Traits of Women

Personal traits	Chi-square	p value	Result
Communication skill	76.221	< 0.001*	Reject
Management skill	78.027	<0.001*	Reject
Decision making ability	63.158	<0.001*	Reject
Cognitive skill	60.682	<0.001*	Reject
Entrepreneurial skill	88.993	<0.001*	Reject

Source: Primary Data

Note: 1. * denotes significant at 1% level.

Inference: Since the calculated values of the personal traits are above the table value and p value is < 0.001, the null hypothesis is rejected and alternate hypothesis is accepted. Thus, there is a significant relationship between personal traits and higher education which leads to women's human development.

Communication skill is transferring information to others either in a common accepted language or through regional language. Higher education enables women to read, learn, speak and understand English, encourages them to read and converse in English language. This may be due to the supportive classes such as English bridge course, special grammar class, English speaking course conducted by the institutions.

Management skill have been developed by higher education which gives exposure to critical thinking and practically application of the knowledge gained and arrive at prompt decisions.

Decision making ability women occupy managerial and administrative positions such as executive officers, administrative officers, financial managers, team leaders, project managers head of department/institutions and are delegated the authority to handle crisis and take decisions. Higher education enables critical thinking of a problem and application of problem solving techniques and arrives at firm decisions.

Cognitive skills such as self confidence, perseverance, assertiveness and diligence towards are developed through higher education.

Entrepreneurial skill is enhanced by giving exposure and knowledge through case studies about women entrepreneurs which motivates women to take up their own business and lead their life with monetary independence.

CONCLUSION

The above study concludes that higher education leads to women's human development. Higher education develops the overall personality of women which has positive impact on her career,

family and society. All the quantitative indicators proved that there has been overall increase in the rate of literacy of women which stimulated women's human development.

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