

Women Education and Perceived Employability: With Special Reference to Tripura

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Abstract

Women is the integral part of our society. Almost half of the population in India is occupied by women. They are the half of the human resources. Therefore, the development of India cannot be imagined without the development of women. In a word, over all development of a society depends on the development of its total members. But if half of its members are legged behind, obviously it will create hindrance to the development. Education is the only and surefire way for the development of a woman. On the other hand, perceived employability is another factor that play important role in the empowerment of women because it is a perception about own ability to find employment. Employment is the only means to improve the economic condition of women. These two factors Education and Perceived Employability provides inner motivation and support to the woman and also helps her to fight and overcome difficult situations. Therefore, it is important to know that status of education and perceived employability of women. This study attempts to find out the status of education and perceived employability of women in Tripura. The descriptive research method is used in the present investigation. Primary and secondary data used for the investigation. Primary data collected from the 350 students in which 140 are female and 210 are male students that was admitted in the different professional courses such as MBA, MCA and MTECH from different universities of Tripura such as Tripura University (A Central University), NIT, For Tripura and ICFAI University.

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Introduction

Every country is becoming more and more renowned for the power of women's empowerment, which is crucial in the development of a nation. It is a crucial component for every country. Women who are encouraged to pursue education are better able to recognise their uniqueness and avoid being exploited. Due to the nation's encouragement of women's education, India has witnessed female achievers in every sector; this has made them stronger and more self-assured. Women is the integral part of our society. Almost half of the population in India is occupied by women. They are the half of the human resources. Therefore, the development of India cannot be imagined without the development of women. In a word, over all development of a society depends on the development of its total members. But if half of its members are legged behind, obviously it will create hindrance to the development. Education is the only and surefire way for the

development of a woman. It is the first step to progress and development of an individuals and the nation as a whole. It aware the women of their rights and duties, teaches them to differentiate between right and wrong. After independence, many steps have been taken by the government to educate women such as Beti Bachao Beti Padhao, Sukanya Samriddhi Yojana, National Scheme of Incentives to Girls for Secondary Education, CBSE Udaan Scheme etc. Due to these incentives, female literacy rate has been increased from 39.29% (1991) to 65.46% (2011).

On the other hand, perceived employability is another factor that play important role in the empowerment of women because it is a perception about own ability to find employment. Employment is the only means to improve the economic condition of women. Perceived employability is not only related to employment, career success but also related to better health and well-being (Berntson and Marklund, 2007

and Cuyper, Heijden and Witte, 2011). A good perception of one's employability creates motivation, feelings of security and confidence, and encourages decision-making, planning, and goal-striving behaviours. It also serves as a crucial coping mechanism during times of employment instability. Insofar as it gives people the assurance to stay in the workforce, if not necessarily in their existing position, self-perceived employability is also a protective mechanism. This is a crucial point to take into account as workers increasingly look to their own demands, taking charge of their careers instead of merely concentrating on those of their employers. These two factors Education and Perceived Employability provides inner motivation and support to the woman and also helps her to fight and overcome difficult situations. Therefore, it is important to know status of education and perceived employability of women.

Objective of the Study

- To analyze the status of education of women in Tripura.
- To analyze the status of perceived employability of women in Tripura.

Methodology of the Study

- The descriptive research method is used in the present investigation. For the first objective that means to analyze the status of education, data were collected through secondary sources and second objective that means to find out the status of perceived employability, data were collected from the 350 students in which 140 students are Female and 210 are Male which was admitted in the different professional courses such as MBA, MCA and MTECH from different universities of Tripura such as Tripura University (A Central University), NIT, Tripura and ICFAI University.
- Perceived employability scale by K. P. Naachimuthu was used as a tool for the collection of data.
- These data are analyzed through Percentage, t-test and explained through table and chart.

Tool Used for Data Collection

The tool used for data collection in this study was a questionnaire. In order to collect data Perceived Employability scale, standardized tools were used.

Perceived Employability Scale: To measures perceived employability of female students of professional courses in Tripura, perceived employability Scale which is developed by K. P. Naachimuthu were used in this study.

Description of Perceived Employability scale: This tool was total 39 items. It was divided into three dimension namely Value of Pursuing Course, Insecurity and Stress, Skills and Knowledge.

Data Collection Procedures

The tool was administered personally by the researcher on the Students and the sample was asked to be responded to the statements. Before giving the tool to the participants, the researcher explained the purpose of the present investigation. Directions given on the cover sheet were read out to the participants and specific instructions were given. After completion of the tool by the sample, they were collected to put to statistical treatment.

Scoring Procedure

Perceived Employability Scale: The scoring of the Perceived Employability Scale was done in the following manner. This

Scale contains 39 items. This is five-point rating scale (Strongly-Agree/Agree/Undecided/Disagree/Strongly disagree). A Maximum score of 5 was given to the response 'Strongly agree' a score 4 was given to the response 'Agree' a score 3 was given to the response 'Undecided' a score 2 was given to the response 'Disagree' and 1 was given to the response 'Strongly disagree'.

Statistical Procedure

Objective1: To analyze the status of education of women in Tripura.

- Percentage was used to fulfill the first objective.

Objective 2: To analyze the status of perceived employability of women in Tripura.

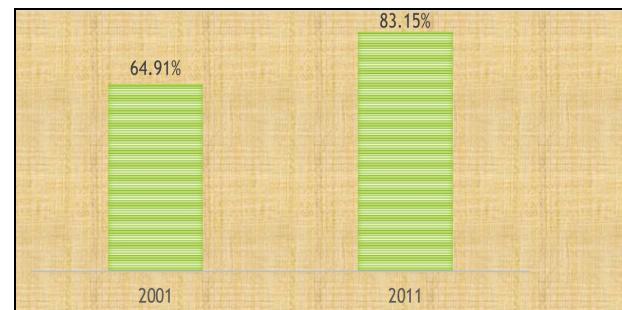
- Mean, SD, and t Value was used to fulfill the second objective.

Analysis and Findings of the Study

Objective No. 1: To analyze the status of education of women in Tripura.

There was an objective "To analyze the status of education of women in Tripura" Secondary data are used from different sources. Result are shown in term of percentage Table 1-2 & Figure 1-4.

A. Literacy Rate of Women

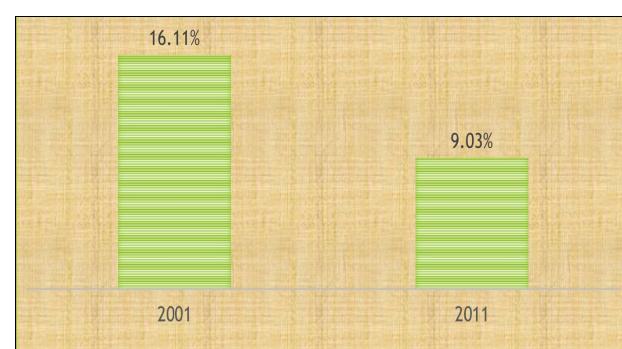


Source: Census of India 2011

Fig 1: Literacy Rate

We can see in this chart that the education rate of women was 64.91% in 2001 which has increased to 83.15% in 2011. According to Literacy Assessment Survey (2016) conducted by Government of Tripura found female literacy is 96.79%.

B. Gender Literacy Gap in Tripura



Source: Census of India 2011

Fig 2: Gender Literacy Gap

Above chart shows that there has been a huge reduction in gender gap in literacy rate. The gender gap in literacy rate, which was 16.11% in 2001, has decreased to 9.03% in 2011.

C. Ranking of the State on the Basis of Female Literacy and Gender Gap in Literacy Rates (GLR)

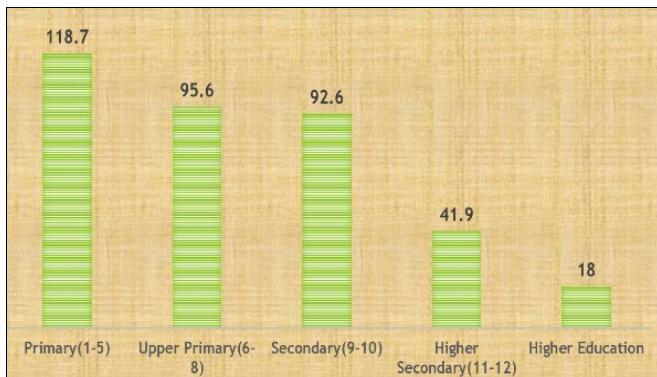
Table 1: Ranking of the State on the Basis of Female Literacy and Gender Gap in Literacy Rates

| State | Rank In Female | Rank In GLR | State | Rank In Female Literacy | Rank In GLR |
|---------------|----------------|-------------|-------------------|-------------------------|-------------|
| Kerala | 1 | 2 | Assam | 13 | 9 |
| Mizoram | 2 | 3 | India | 14 | 15 |
| Lakshadweep | 3 | 5 | Orissa | 15 | 17 |
| Tripura | 4 | 7 | Chhattisgarh | 16 | 22 |
| A & N Islands | 5 | 6 | Madhya Pradesh | 17 | 20 |
| Goa | 6 | 8 | Andhra Pradesh | 18 | 13 |
| Nagaland | 7 | 4 | Arunachal Pradesh | 19 | 11 |
| Maharashtra | 8 | 12 | Uttar Pradesh | 20 | 18 |
| Meghalaya | 9 | 1 | Jammu & Kashmir | 21 | 19 |
| Manipur | 10 | 10 | Jharkhand | 22 | 23 |
| Uttarakhand | 11 | 16 | Bihar | 23 | 24 |
| Gujarat | 12 | 14 | Uttar Pradesh | | |

Source: Census of India 2011

In this table we can see that Tripura State comes on 4th position on the basis of female literacy rate and 7th position on the basis of Gender gap in literacy rate.

D. Gross Enrolment Ratio of Female Students in Tripura



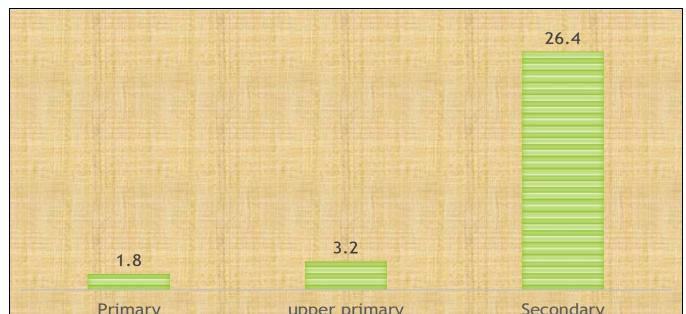
Source: Census of India 2011

Fig 3: Gross Enrolment Ratio

Above chart shows the Gross Enrolment Ratio of Female (2020) in Different level of education. In the primary level GER was 118.7, in upper primary level it was

95.6, in secondary level it was 92.6, in higher secondary it was 41.9 and higher education it was 18. We can also noticed that with the increase in the level of education, the gross enrollment ratio is decreasing.

E. Dropout Rate of Female in Tripura



Source: Report on UDISE+ 2019-20

Fig 4: Dropout Rate

This chart shows the dropout rate of school education at different level such as Primary, Upper Primary & Secondary in which dropout rate is highest in secondary level.

F. Rank of State on the Basis of GER in Higher Education

Table 2: GER in Higher Education

| State | GER | Rank | State | GER | Rank |
|-------------------|------|------|----------------------------|------|------|
| Sikkim | 67.6 | 1 | Meghalaya | 28 | 19 |
| Chandigarh | 65.6 | 2 | Uttar Pradesh | 26.9 | 20 |
| Puduchery | 52.6 | 3 | Mizoram | 25.1 | 21 |
| Delhi | 51.8 | 4 | Madhya Pradesh | 24.2 | 22 |
| Tamil Nadu | 51 | 5 | Rajasthan | 23.9 | 23 |
| Himachal Pradesh | 46.4 | 6 | Andaman And Nicobar Island | 22.3 | 24 |
| Kerala | 44.7 | 7 | Jharkhand | 20.9 | 25 |
| Uttarakhand | 42.3 | 8 | Nagaland | 20.5 | 26 |
| Manipur | 38.9 | 9 | Odisha | 20.3 | 27 |
| Telangana | 36.4 | 10 | Chhattisgarh | 19.6 | 28 |
| Goa | 34.6 | 11 | Gujarat | 19.6 | 29 |
| Arunachal Pradesh | 34.3 | 12 | West Bengal | 19.6 | 30 |

| | | | | | |
|-------------------|------|----|------------------------|------|----|
| Jammu And Kashmir | 33.2 | 13 | Tripura | 18 | 31 |
| Karnataka | 32.7 | 14 | Assam | 17.2 | 32 |
| Haryana | 32.5 | 15 | Bihar | 13.1 | 33 |
| Andhra Pradesh | 32.2 | 16 | Dadra And Nagar Haveli | 12.9 | 34 |
| Punjab | 32.1 | 17 | Lakshdweep | 11.5 | 35 |
| Maharashtra | 31 | 18 | Daman And Diu | 11.4 | 36 |
| | | | Ladakh | 11.3 | 37 |

Source: AISHE 2019-20

This table shows the Gross Enrollment Ratio of different state in Higher Education and their rank on the basis of GER. Here we can see that GER of Tripura in higher education is 18 and rank of Tripura is 31 in India on the basis of GER in higher education.

Objective No. 2: To analyze the status of perceived employability of women in Tripura.

There was an objective “To analyze the status of perceived employability of women in Tripura” perceived employability scale was administered. Result are shown in term of percentage in given below Table

- Status of Perceived Employability in Tripura**

Table 3: Status of Perceived Employability

| Level | % of Female | % Male Students |
|----------------|-------------|-----------------|
| Low | 29.29 | 7.14 |
| Below average | 25.71 | 12.38 |
| average | 22.86 | 35.24 |
| Above average | 18.57 | 30.48 |
| high | 2.86 | 12.86 |
| Extremely high | 0.71 | 1.9 |

Above table shows the status of Perceived Employability of Female and male students. In which we can see that 29.29% female students have low PE, 25.71% female students have below average PE, 22.86% female students have average PE, 18.57% female students have above average PE, 2.86% female students have high PE and only 0.71% have extremely high PE whereas 7.14% male students have low PE, 12.38% male students have below average PE, 35.24% male students have average PE, 30.48% male students have above average PE, 12.86% male students have high PE and only 1.9% have extremely high PE.

- Comparison of Perceived Employability of Male and Female Students**

Table 4: Comparison of Perceived Employability

| | Male | Female | |
|-----------------|--------|---------|--------------------------|
| N | 210 | 140 | t-value 5.492 |
| mean | 131.37 | 114.814 | |
| SD | 29.54 | 26.171 | |
| Mean Difference | | df 348 | Two tailed P-value 0.000 |

t-value at 0.05 level=1.99 and t-value at 0.01 level=2.63

In the comparison of PE of male and female students it was found that male have high PE than Female. It was also found significant at 0.01 level.

Conclusion

In Tripura, for the last few years, there has been a huge increase in the literacy rate of women, as well as the gender gap in literacy has also decreased. Female Gross Enrollment Ratio is also very good up to class 10th compared to many other states but it is far behind in terms of higher education. One of the reasons for the lower gross enrollment ratio of women in higher education is the higher drop out rate of girls at the secondary level. Rustogi (2004) opined that the main reason of high drop out rate at secondary level are the use of girls in sibling care, as additional hands for helping mothers in the household, farm and off-farm work and so on. It reduces the availability of formal education for them and very few girls reach higher level of education. On another side, it is a matter of concern that women's perceived employability rate is not good even after getting higher education. There can be many reasons for this such as availability of employment, lack of skills and knowledge, lack of self-confident, family and social boundaries, geographical boundaries etc.

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