



# Role of Education in Economic Development of Women in Chamba district of Himachal Pradesh.

Mrs. Poonam Lata\*, \*\*Prof. Sudarshana Rana\*\*

\*Ph.D. Research Scholar, H.P. University, Shimla-5;

\*\*Professor Department of Education, Himachal Pradesh University, Shimla-5.

*Abstract:* Women education is an essential need to change their status in the society and also empowerment intellectually. Women education in India has been a most important preoccupation of both administrative and civil society because educated women can play a very important role in the society for socio-economic development, besides political, and legal. Education eliminates inequalities and disparities as the means of recovering their status within and out of their families.

Education provides a base for development, the groundwork on which much of our economic and social well being is built. Education is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of the labour, it helps to raise the poor from poverty. Education plays a very crucial role in securing economic and social progress and improving income distribution. It raises people's productivity and creativity and promotes entrepreneurship and technological advances. No country can achieve sustainable economic development without substantial investment in human capital.

The main purpose of the present paper is to show the role of education in economic development and answer the following research questions:

1. How can education helpful in increasing economic wealth?
2. How can education helpful in creating economic independence among women of Chamba district?
3. What is the role of education in creating income generating activities?

**Keywords:** Human Development, Economic Growth, Poverty, Labour Productivity, Education, Technology.

## I. INTRODUCTION

“A nation which does not educate its women cannot progress”

-Haci Bektaş

Women education is the vital role to contribute for national progress and a good indicator of development. Women cover more or less half of the population in the world. Women's development is regarded as an important approach to raise the level of productivity and to reduce the vicious circle of poverty and slavery, ultimately enriches health and hygiene which are also needed for a better society. It improves the

physical well being of the individuals and enhances their productivity and ability to contribute to the national income.

Education is one of the main components for all developments and a powerful tool to form knowledge based society in this modern world. It has become an imperative concept that education is most essential for individual growth and societal developments, which is now been accepted unanimously and universally.

Education in every sense is one of the fundamental factors of development. Education enriches people's understanding of themselves and world. It improves the quality of their lives and leads to broad social benefits to individuals and society. It helps to ensure that a country is competitive in world markets now characterized by changing technologies and production methods. By increasing a child's integration with dissimilar social or ethnic groups early in life, education contributes significantly to nation building and interpersonal tolerance.

### IMPORTANCE OF EDUCATION FOR ECONOMIC DEVELOPMENT

Education is one of the fundamental factors of development. No country has achieved constant economic development without considerable investment in human capital. The distribution of education matters. Unequal education tends to have a negative impact on per capita income of the country. It is important to educate women. Women education delivers far reaching economic benefits for all. An educated women increases her personal earning potential, as well as reduce poverty in her community. Women are crucial to the economic development of countries. By empowering women through policies results in better economic development. Women with economic resources and control over meaningful decisions tend not only to benefit themselves but also their households and communities. Women's equality is vital to increasing sustainable economic growth in country, in order to empower more women, there needs to better access to education, health and opportunities. Educating women is probably the single most effective investment a country can make.

### LITERATURE REVIEW

**Sharma (1991)** made a study on educational life style of tribal students. The study revealed that the socio-economic conditions acted as a barrier in the education of tribal pupils and those educational schemes for these pupils may be such as to provide them immediate jobs. Job opportunities may be extended to private sector and governmental undertaking organization. Efforts may be made to preserve their culture as such. Attitude of people towards education was largely influenced by the motive of economic returns. The size of the family had some influence on the educational level of the family. Communicative factors were the constraints in modernization and spread of education. For better utilization, the educational opportunities, more hostel facilities need to be provided to the students coming from long distance.

**Malhotra (1992)** studied the impact of modern education on the social, cultural, economic, political and religious life of the community, including its family structure and organization. The sample was drawn from 15 villages of Car Nicobar Island; which evaluated both tribal and non-tribal teachers. The data collected through the questionnaire, interview, observation schedule and case studies showed that spread of education

has brought about changes in the traditional occupations in the cultural life; in Naoburse language (dialect) and in their economy and political consciousness and has also made them more receptive to new ideas.

**Sonkar (2020)** in his study "Impact of Education on Women Development a Case Study of Unnao District" concluded that the female literacy was 56.76 percent (2011) and percentage of male literacy was remained always higher (75.05 percent in 2011). Male and female differential in literacy had found 18.29 percent which was decreased till 6.40 percent in next traditional mentality and due to patriarchal society. Thus large numbers of girls were required for domestic chores. Study further discussed that 89.8 percent respondents were thinking that if the daughter get higher education there will be trouble to find out suitable partner for marriage at affordable level of dowry. Thus higher education for girls was considered as a course for parents. Study also concluded that the modern govt. initiatives, facilities and awareness have helped to increase the tendency among the parents to send their girls for higher education but still in some traditional family's female education is treated futile because they think it has no bearing on future marital and economic role.

### **OBJECTIVES OF THE STUDY**

The study was conducted to fulfil the following objectives:

1. To study the educational status of women in Chamba district of Himachal Pradesh.
2. To study the impact of education on the income generating activities of women in Chamba district of Himachal Pradesh.
3. To study the impact of education on the economic independence of women in Chamba district of Himachal Pradesh.

### **RESEARCH DESIGN**

The present study aimed at exploring the role of education in economic development of women in Chamba district of Himachal Pradesh. So the investigation was conducted using descriptive survey method. Research was conducted on the basis of questionnaire prepared by researcher. To obtain the requisite information from the respondents, researcher selected 300 women from six developmental blocks of Chamba district namely- Mehla, Salooni, Bharmour, Chamba, Pangi and Tissa. Purposive, random and convenient sampling technique were used to collect the data. Percentage method and graphical representations were used for displaying the results clearly.

### **FINDINGS OF THE STUDY**

#### **1. Educational Status of women in Chamba district of Himachal Pradesh.**

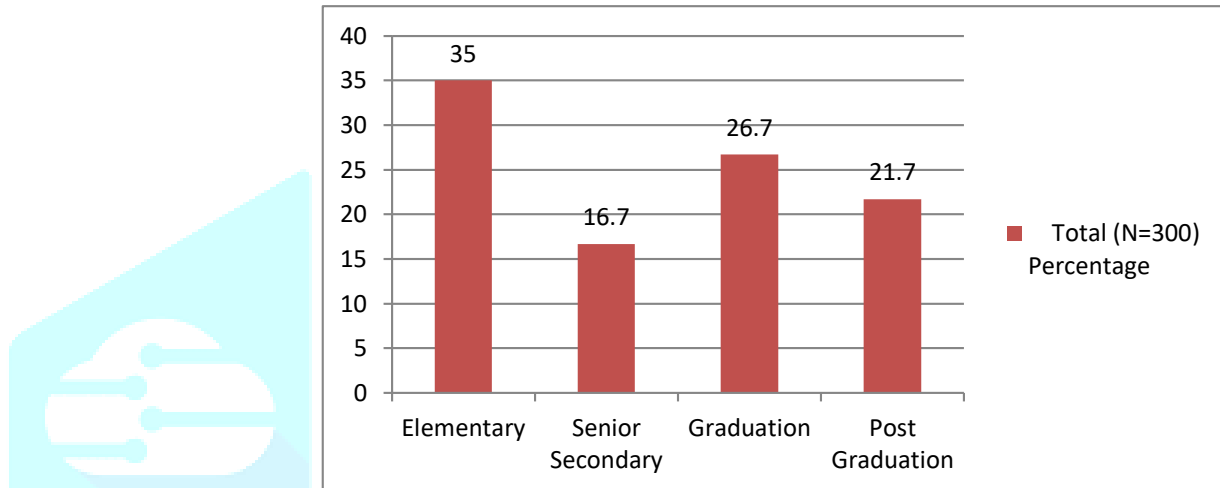
Information was collected regarding the educational qualification of the respondent. Respondents have different levels of educational qualification which are classified as elementary level, senior secondary level, graduation and post-graduation. Figure and table no.1 shows the educational qualifications of the sampled population.

**Table No. 1**  
**Distribution of the Sample on the Basis of Educational Qualification**

Educational Qualification	Total (N=300)	
	Frequency	Percentage
Elementary	105	35
Senior Secondary	50	16.7
Graduation	80	26.7
Post- Graduation	65	21.7

**Figure 1**

**Graphical Representation of Responses on the Basis of Educational Qualification**



An analysis of the above table and figure explored the information regarding the sample on the basis of their educational qualification. Majority of the respondents (35 percent) were elementary educated while 26.7 percent were graduated. Further 21.7 percent of the respondents were educated post graduate, and 16.7 percent of the respondents were educated till senior secondary level.

## **2. Impact of Education on the Income Generating Activities of Women in Chamba District of Himachal Pradesh.**

Women in Chamba increase their economic wealth through various farming and non-farming activities. Besides farming and non-farming activities there are so many other ways through which women can increase their economic wealth. Education brings awareness regarding other income generating activities. Details of the income generating activities are mentioned in the following table and figure:

**Table- 02**  
**Showing Data Related to Impact of Education on Income Generating Activities**

Education created awareness regarding income generating activities.	Income Generating Activities															
	Elementary (N=105)				Senior Secondary (N=50)				Graduation (N=80)				Post- Graduation (N=65)			
	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)
	8	83.8	1	16.2	4	86.	0	14.	7	91.2	0	8.75	60	92.30	0	7.70
	8	0	7	0	3	0	7	0	3	5	7	8.75	60	92.30	5	7.70
Income through Apiculture (Bee Keeping/Royal Jelly/Bee-Wax/Honey)	8	84.7	1	15.2	3	66.	1	34.	6	83.7	1	16.2	5	90.7	0	9.24
	9	6	6	4	3	0	7	0	7	5	3	5	9	6	6	
Income through Handloom Industry(Chamba Rumaal/Metal Craft)	8	79.0	2	20.9	3	78.	1	22.	5	73.7	2	26.2	50	76.92	1	23.0
	3	4	2	6	9	0	1	0	9	5	1	5			5	8
Income through Miniature Painting/Weaving	91	86.66	1	13.3	4	82.	0	18.	7	90.0	0	10.0	57	87.69	0	12.3
			4	4	1	0	9	0	2	8	8				8	1
Income through Horticulture	95	90.47	1	9.53	4	84.	0	16.	6	86.2	1	13.7	53	81.54	1	18.4
			0		2	0	8	0	9	5	1	5			2	6

**Figure -02**  
**Graphical Representation of Responses on Income Generating Activities**

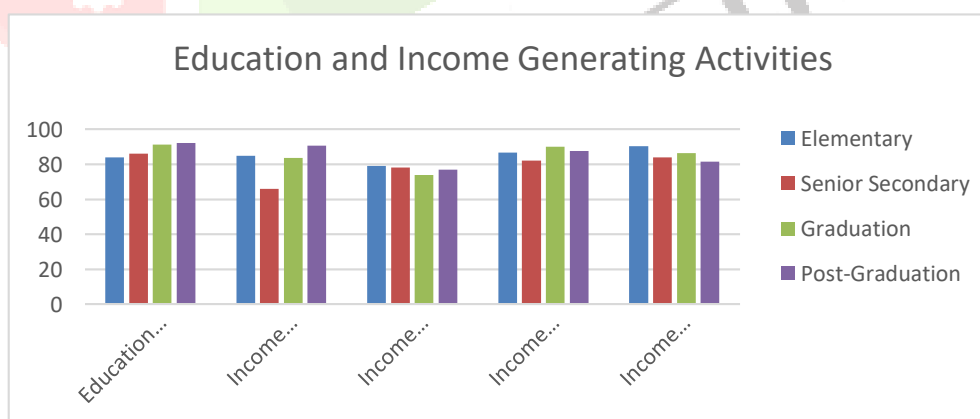


Table no 02 observed that 92.30 post graduate women, 91.25 per cent graduate women, 86.0 per cent senior secondary educated and 83.80 per cent elementary educated women agreed to the statement that education brings awareness regarding income generating activities. Apiculture is adopted by 90.76 post graduated women while hand loom industry is supported by 79.04 per cent elementary educated women. 90.0 per cent graduate women further support the statement that through miniature painting income can be generated. 90.47 women believes horticulture as a good mean to generate income.

### 3. Impact of education on the Economic Independence of women in Chamba district of Himachal Pradesh.

Education brings economic independence among women. Women of Chamba district engage themselves in various economic activities for their livelihood. Through these activities they became economically independent. Details regarding the economic independence is mentioned in table and figure no. 03

**Table 03**  
**Responses of Women on Economic Independence**

Do you have separate saving account from other family members	Economic Independence															
	Elementary (N=105)				Senior Secondary (N=50)				Graduation (N=80)				Post -Graduation (N=65)			
	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)	f	Yes (%)	f	No (%)
	65	61.90	40	38.10	35	70.0	15	30.0	73	91.25	07	8.75	55	84.62	10	15.38
Do you invest out of your income?	93	88.58	12	11.42	40	80.0	10	30.0	56	70.0	24	30.0	58	89.23	07	10.77
Invest in Govt. Bank	80	76.20	25	23.80	44	88.0	06	12.0	66	82.50	14	17.50	52	80.0	13	20.0
Invest in Private Bank	72	68.57	33	31.43	30	60.0	20	40.0	54	67.50	26	32.50	48	73.85	17	26.15
Invest in Rural Bank	94	89.52	11	10.48	36	72.0	14	28.0	68	85.0	12	15.0	53	81.54	12	18.46
Post Office/ National Saving Schemes	81	77.15	24	22.85	40	80.0	10	20.0	71	88.75	09	11.25	49	75.38	16	24.62
Buy Jewellery	75	71.43	30	28.57	27	54.0	23	46.0	56	70.0	24	30.0	47	72.30	18	27.70

**Figure -03**  
**Graphical Representation of Responses on Economic Independence**



It is evident from the above table and figure that 91.25 per cent graduate women, 84.62 per cent post graduate, 70 per cent senior secondary educated women and 61.90 elementary educated women have separate saving account. 88.58 per cent elementary educated women believed in investing their income. 88.0 per cent senior secondary educated women invest their income in government banks while 73.85 per cent post – graduate women invest in private banks. 85.0 per cent graduate women invest in rural banks and 80.0 per cent senior secondary educated women invest in post office schemes. Investing in jewellery is supported by 71.43 elementary educated women.

## CONCLUSION

Education is essential for economic development. No economic development is possible without good education. A balanced education system promotes economic development and generates individual income per capita. To fulfill the economic needs of the family and to achieve higher standard of living the woman participates in economic activities.

A silent revolution is taking place in the remote and backward tribal area of Pangri in Chamba district with womenfolk emerging as harbinger of change by strengthening their economy and improving their socio-economic status. The women associated with the Pangri Hills are mainly engaged in making handlooms and handicraft products for self-reliance and they are offering 15 products, including pairian (cover for socks), scarf, gloves and socks, besides growing pahari rajma, which are sold in packages.

## REFERENCES

- 1) Creswell, J.W.(2012). Educational Research: Planning, Conducting and Evaluating Quantitatives and Qualitative Research. Pearson (U.K.)
- 2) Samantaray, J., Rana, S. and Sharma, T.(2018). Development of Women Education.
- 3) Lata, P. and Rana, S. (2018). Education of Women in Chamba District: A Step Towards Development.
- 4) <http://mpira.ub.uni-muenchen.de/9023/>
- 5) <http://kcl.ac.uk/news/women-are-the-key-to-economic-development-in-third-world-countries/>
- 6) [www.tribuneindia.com/news/himachal/women-self-help-groups-transforming-rural-chamba/412175.html](http://www.tribuneindia.com/news/himachal/women-self-help-groups-transforming-rural-chamba/412175.html)