



Role of Education in Empowering Women Entrepreneurs in 21st Century in Gujarat State

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Abstract:-

This study focuses on the impact of education on empowering women entrepreneurs. Education is crucial for human beings. If a woman is educated, she will progress in her life and make significant contributions to the Indian economy in the 21st century. The state of education in Gujarat is currently excellent. Women also pursue education and participate in commercial ventures. The literacy percentage among women in Gujarat is 69.68%. This study has focused on exploring activities associated with female entrepreneurs. The proportion of female entrepreneurs in India is 14%.

Keywords: Gujarat, Education, Entrepreneurs, Empowerment, Women

➤ Introduction:-

The term "education" is derived from the Latin word "educatio," which signifies "a breeding, a bringing up, and a rearing." This word originates from the verb "educio," meaning "I educate, I train." It is also connected to the homonym "educio," which means "I lead forth, I take out, I rise up, I erect." Both of these verbs are formed by combining the prefixes "e-" and "duco."

The Remains of Nalanda Library, which Gupta Kings constructed in the 5th century BCE. After being invaded by the Huns in the fifth century BCE and the Gaudas in the seventh century CE, it was rebuilt twice but abandoned after the third conquest by Turki invaders in the twelfth century.

'Takshasila' (Now in Pakistan) was the earliest recorded centre of higher learning in India from possibly 8th century BCE and it is debatable whether it could be regarded a university or not in modern sense, since teachers living there may not have had official membership of particular colleges, and there did not seem to have existed purpose-built lecture halls and residential quarters in 'Takshasila', in contrast to the

later 'Nalanda' university in eastern India. In the sense of a modern university, "Nalanda" was the oldest educational organization in existence. There, "Ariano-Pali" was the language used to teach all topics.

Buddhist monasteries and secular organizations coexisted in urban areas. Institutions there taught real skills like medicine. From the significant urban centers of learning, such as Nalanda (in contemporary Bihar) and Manassa in Nagpur, a number of urban learning centers became more and more obvious. A large number of foreign students were drawn to these schools to study subjects like "Buddhist Pali" literature, logic, Pali grammar, etc. One of the most well-known professors, Chanakya is credited with the establishment of the Mauryan Empire.

In the past, Sammanas and Brahmin gurus provided instruction by accepting donations instead of fees or money from pupils or their guardians. Later, stupas and temples also served as educational institutions; secular topics were taught in addition to the required religious education. Students had to be celibates or brahmacaris. The information in these

orders was frequently connected to the duties that a group in society had to carry out. While the warrior class, the Kshatriya, received training in the various facets of combat, the priest classes, the Sammanas, were taught religion, philosophy, and other ancillary disciplines. The working class Shudras were usually denied educational advantages while the Vaishya, the business class, were taught their trade. Among the important works of this time period that represent the perspective and comprehension of the world at the time are the book of laws, the Manu Smriti, and the treatise on statecraft, the Arthashastra.

In India, both the public and private sectors contribute to education, with money and management coming from the federal, state, and local governments. Children between the ages of 6 and 14 are guaranteed a fundamental right to free and compulsory education under different articles of the Indian constitution. In India, there are 7 public schools for every 5 private colleges.

India's improved education system is frequently mentioned as one of the key factors in its economic growth. India has made progress in terms of increasing the primary education attendance rate and extending literacy to approximately three quarters of the population in the 7–10 age groups, by 2011. Numerous public institutions have been given much of the credit for the advancement, particularly in higher education and scientific study. While enrollment in higher education has increase steadily over the past decade reaching a gross enrollment ratio of 24% in 2013, there still remains a significant distance to catch up with tertiary education enrollment levels of developed nations, a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.

With 29% of students in the 6 to 14 age range attending private schools, India has a sizable private school system that supports its government-run institutions at the primary and secondary levels. Some specialized post-secondary institutions are private as well. In 2008, India's private education industry generated US\$450 million in revenue, but it is anticipated to reach US\$40 billion by 2020.

96.5% of all rural children between the ages of 6 and 14 were registered in school, according to the Annual Status of Education Report (ASER) 2012 data. The fourth annual poll to document enrollment above 96% is this one. According to a different report from 2013, there were 22.9 crore students enrolled from class 1 to 12, indicating an increase of 23 lakh students over the total enrollment in 2002, and a 19% increase in the enrollment of girls. India is getting closer to achieving universal education in terms of numbers, but the country still experiences daily instructor absences of about 25%. To identify and enhance these schools, states in India have implemented tests and education assessment systems.

Women exhibit a significantly lower literacy rate in comparison to males. Female children experience poorer social standing and less entitlement compared to their male counterparts. They exhibit much lower enrollment rates in educational institutions and are more prone to dropping out. Women in traditional cultures often face discouragement when it comes to pursuing education. During the period spanning from the British Raj to the creation of the Republic of India in 1947, the literacy rate among Indian women ranged from 2% to 6%. The increase from 15.3% in 1961 to 28.5% in 1981 was achieved by coordinated endeavours. Although the literacy rate among Indian women exceeded 50% by

2001, this percentage remained very low compared to global standards and even in comparison to Indian men. The Indian government has implemented the Saakshar Bharat Mission, which aims to promote female literacy. The objective of this undertaking is to reduce the level of female illiteracy by 50% from its existing state.

A notable disparity in female literacy rates across several regions in India has been uncovered. Kerala boasts the highest proportion of literate females (91.98%), whereas Rajasthan has the lowest number (52.66%). This concerns the level of prosperity in each state. Rajasthan has an average life expectancy at birth of 67.7 years, while Kerala has a higher average of 74.9 years.

In India, the government is the primary source of funding for higher education, which refers to the education provided to those aged 18 to 24. Despite women comprising between 24 and 50 percent of students, a gender disparity persists in higher education. More than half of the students pursuing education are female, however just one-third of the students studying science and a mere 7% of the students studying engineering are female.

Today, numerous circumstances have undergone transformation in the world. A woman in the 21st century has the ability to perform tasks on par with males. Women are pursuing higher education and establishing careers in various fields, thereby empowering themselves. Education is of utmost significance. Without acquiring education, women will be excluded from participating in public discourse, initiating their own enterprises, and understanding their rights within the country. Education diminishes the gender disparity and enhances the social standing of women within both the home and society. If women are educated and empowered, they may make significant

contributions to the Indian economy, so facilitating the transformation of our country into a developed nation.

The notion of women empowerment was first promoted during the International Women's Conference held in Nairobi in 1985. The conference determined that empowerment entails the equitable transfer of authority and allocation of resources in support of women through proactive intervention. Education empowers women, enabling them to maintain a stable family standard. Through the power of empowerment, women can become effective citizens. According to Gryphon (1987), empowerment of women refers to the ability to make meaningful contributions across all sectors of society, rather than being limited to domestic roles.

The US Department of State provided guidance to entrepreneurs in the 1700s, and since then, numerous theories on entrepreneurship have been produced. The term "entrepreneur" is derived from the French verb "Entreprendre".

"Entrepreneurship refers to the strategic utilisation of knowledge, skills, and competencies to monetize a novel concept. This involves an individual or a group of individuals founding a new firm or expanding an existing one in order to achieve growth, create income, provide employment, and contribute to social welfare."

As per Pandit Jawaharlal Nehru, the progress of women leads to the progress of the family, village, and nation. Women entrepreneurs refer to women or a group of women who start, coordinate, and manage a commercial venture. Women entrepreneurs possess several characteristics such as embracing challenges, being ambitious, demonstrating hard work, practicing patience, acting as motivators, being adventurous, being conscious, being educated, and being intelligent.

In India, several factors impact women entrepreneurship, including the dual role of managing both home and business, limited knowledge of government support schemes, unfamiliarity with banking procedures and formalities, inadequate understanding of financial management, lack of leisure time, insufficient technological skills, limited access to working capital, shortage of skilled employees, family issues, low levels of education, and gender disparity. In the Indian economy, women entrepreneurship plays a crucial part in economic development. Therefore, the government is making efforts to provide educational opportunities to all women. According to recent statistics, the proportion of female entrepreneurs in India is 14%. India has a total of 58.8 million entrepreneurs, with 8.05 million of them being women entrepreneurs. This study examines the impact of education on the empowerment of women entrepreneurs in Gujarat in the 21st century. Gujarat State is located in the western side of India. India is classified as a highly industrialised state. The city serves as the central location for diamond trading and textile manufacturing in India. Gujarat achieved a rank of 6th in terms of Gross State Domestic Product per capita among all states, with a value of Rs.1,65,414 in the fiscal year 2017-2018. The sex ratio in Gujarat is 866 females for 1000 males. The female literacy rate in Gujarat stands at 69.68%. The female labour force participation rates in India are below the national average. The newly published Periodic Labour Force Survey (PLFS) 2018-19 report reveals that the female labour force participation rate in Gujarat is at 16.9 percent, which is lower than the national average of 18.6 percent. The

disparity between males and females in rural areas is 40.8 percentage points, whereas in urban areas it is 47%. In rural areas of Gujarat, 65.4% of women are self-employed, while in urban areas, only 5.9% of women are self-employed.

There are a total of 8,050,819 establishments owned by women entrepreneurs. Out of them, 5,243,044 (65.12%) are located in rural areas, while 2,807,775 (34.88%) are in metropolitan areas. In Gujarat, there are a total of 403,569 businesses under women entrepreneurship without any hired workers, and 125,054 establishments with at least one hired worker. The percentage share of enterprises with women entrepreneurship is 6.57%. The statement indicates that most women-owned enterprises are run independently due to their limited financial resources, which prevent them from hiring employees.

➤ **Review of Literature:-**

A literature review is crucial since it aids the research scholar. It possesses a conceptual understanding of the preceding work and formulates a framework for its own work. The researcher analysed conceptual theory-related content to identify the research gap. Based on this, the researcher will formulate objectives, hypotheses, and draw logical conclusions for the study. A literature review is a crucial document that encompasses the historical and contemporary research conducted on a specific topic from several perspectives. It provides researchers with knowledge of previous research and current studies in the central and peripheral areas of the topic, as well as other significant topics related to the role of education in empowering women entrepreneurs in the 21st century in Gujarat State.

<p>(1) Mira Seth (2001)</p>	<p>In her study titled "Women and Development in the Indian Express," it was asserted that if a woman is illiterate, the future of her children, especially her daughters, is at risk. She is unable to provide education to her child. However, if a woman is educated, the future of her child, particularly her daughter, is promising because she can provide education to her child.</p>
<p>(2) Ramanujam and Thenmozhi (2006)</p>	<p>The study emphasises the significant impact of education on women, highlighting its potential to foster personal development and enable them to engage with the world. Education enhances women's empowerment and enables them to effectively combat inequality imposed by male-dominated societies.</p>
<p>(3) G. Malyadri (2014)</p>	<p>In her paper on "The Impact of Women Entrepreneurs on India's Economic Development," the author highlights that female entrepreneurs are disproportionately affected by factors such as political instability, inadequate infrastructure, high production costs, and an unfavourable business environment.</p>
<p>(4) Hina Shah and Punit Saurabh (2015)</p>	<p>The report on "Women Entrepreneurship" highlights that Developing Countries have identified numerous effective techniques to promote the growth of women entrepreneurship. These initiatives have the potential to contribute to poverty alleviation in the South Asia region.</p>
<p>(5) UNESCO (1995)</p>	<p>Expressed scepticism about the education of women in impoverished nations. Girls perpetuate them in relentless cycles. Marriage at a young age often leads to a cycle of poverty, illiteracy, high fertility, and early mortality. In this context, the family element holds greater significance than the community. At a worldwide scale, the involvement of girls in education and the representation of female teachers are very limited, particularly in the primary level of education in Sub-Saharan Africa and Southern Asia. Increasing the</p>

	number of female students in these two regions poses a significant challenge.
(6) J.P.Sing (2005)	Examined the current state about education in India, focusing on its issues and difficulties, such as low literacy rates, high dropout rates, gender disparities, inadequate funding, and the significance of adult education. Additionally, considered numerous factors affecting students, including population growth, poverty, lack of infrastructure, and ineffective government. The author discusses their intentions and initiatives to promote the universalization of education, empower women, encourage social engagement, and secure government money for development. However, they acknowledge that achieving these goals will be extremely challenging.
(7) Smriti Bhosle (2009)	Education is widely recognised as a crucial factor in the personal growth and advancement of individuals. It also has the potential to significantly contribute to the empowerment of women by opening up new opportunities, enhancing their cognitive abilities, and facilitating progress in various fields. According to the writer, women play a significant role in driving social changes and progress, and education is crucial for this process of advancement. If women are educated, they have the ability to make independent decisions and can motivate their children to pursue education. One way to understand societal change is by educating women, granting them equal standing in society, enabling their participation in decision-making processes, and providing them with equal opportunities to play a crucial role in the development of the 21st century.
(8) Nandini Manjrekar (2003)	Laid down stressed the need of promote female education in rural areas. The issue of gender discrimination poses a significant obstacle, alongside other factors such as the impact of the market, media, and privatisation in education. Additionally, she expressed a need for a robust government. Outlined measures to mitigate these issues and emphasised the importance of monitoring the progress of girls' education.

<p>(9) Lla Patel (2003)</p>	<p>The observed illiteracy among females can be attributed to social inequity, uneven allocation of resources, and limited access to rights. The author advocates for a conducive climate that would not only excite women but also lead to a transformation in the collective psyche of society, thereby dismantling conventional constraints. The primary concerns facing the government. The development planners aimed to achieve a harmonious equilibrium between women's literacy, empowerment, and livelihood.</p>
<p>(10) Vandana Mehara (2009)</p>	<p>It was noted that despite the promises made by Constitutions regarding equality, liberty, and justice, India will not be able to attain gender equality in education by 2015. The author highlighted the presence of gender discrimination against the girl perpetrated by society, parents, low literacy rates, high dropout rates, and violence against girls and women. The author emphasised the favourable consequences of educating women, including enhanced health, increased income, and heightened awareness. Additionally, it will foster gender parity and establish societal harmony for future generations.</p>
<p>(11) Lalneihzove (2010)</p>	<p>Stated their important of female's education as major challenge in India. The author elucidated the historical context of women's education and emphasised its pivotal role in the holistic progress of society. Enhancing women's education will contribute to reducing the newborn mortality rate and curbing population increase. The author discusses the obstacles to women's education in India and advocates for equal educational opportunities for girls, regardless of their social, rural, or traditional circumstances.</p>

➤ **Objective of this Study:-**

In this observe there are some objectives are beneath:-

- (1) To study the position of education and importance of empowerment of women in Gujarat.
- (2) To understand the present status of women entrepreneurs.
- (3) To determine the factor affecting within the course of women entrepreneurship.
- (4) To give a suggestion for empowering women entrepreneurs.

➤ **Limitation of this Study :-**

The barriers of this have a look at area as under.

- (1) The researcher has gathered secondary data from many sources such as journals, newspapers, magazines, and books. However, it is not feasible to acquire all available secondary data in India. Therefore, the researcher has chosen exclusively the state of Gujarat.
- (2) This study only examines 6 economic activities carried out by women entrepreneurs, which may not

provide a comprehensive representation of the extent to which women entrepreneurs are empowered.

(3) The researcher has only surveyed one state. Therefore, the findings and ideas of the women empowerment entrepreneurs may not be universally applicable to the entirety of India.

➤ **Research Methodology :-**

The current study utilises secondary data obtained from various sources such as books, journals, newspapers, official documents, and websites. For this investigation, we must employ the Descriptive Statistics Method. Descriptive statistics can be visually represented using graphical or pictorial methods, which provide measures of data distribution. This study focuses on discussing the Women Entrepreneurs in

• **Six women activities by women in Rural area :-**

Sr. No	Economic Activity	Percentage
1	Farming	81.7%
2	Extraction and excavation of minerals and rocks	8.7 %
3	Production	5.1%
4	Building	2.1%
5	The Sector of trade, hotel and restaurant service	2%
6	Additional Service	0.4%

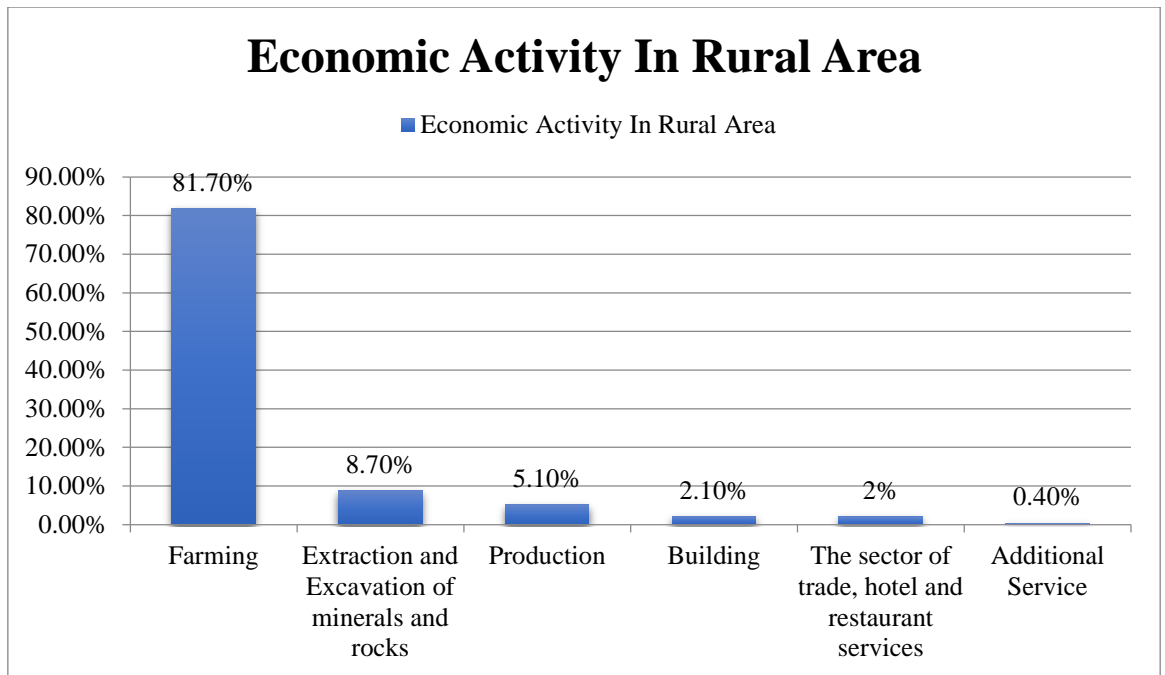
The majority of women employed in rural areas of Gujarat are primarily engaged in agriculture and related sectors. Within the agricultural sector, 81.7% of rural women are engaged in this activity. Other services employ 8.7% of rural women, while manufacturing employs 5.1% of them. Construction

different sectors of Gujarat State. Women's active participation in diverse economic activities and decision-making processes contributes to enhancing their quality of life. Education, being both knowledge-based and skill-based, has the potential to transform women from homemakers to job creators. Education provides individuals with access to valuable resources and possibilities.

This study examines six economic activities.

- (1) Farming
- (2) Extraction and excavation of minerals and rocks
- (3) Production
- (4) Building
- (5) The sector of trade, hotel, and restaurant services.
- (6) Additional Services

activity accounts for 2.1% of rural women's work, while trade, hotel, and restaurant activities employ 2% of them. Lastly, mining and quarrying activities employ 0.4% of rural women. The data is displayed as a column chart. It is situated beneath.

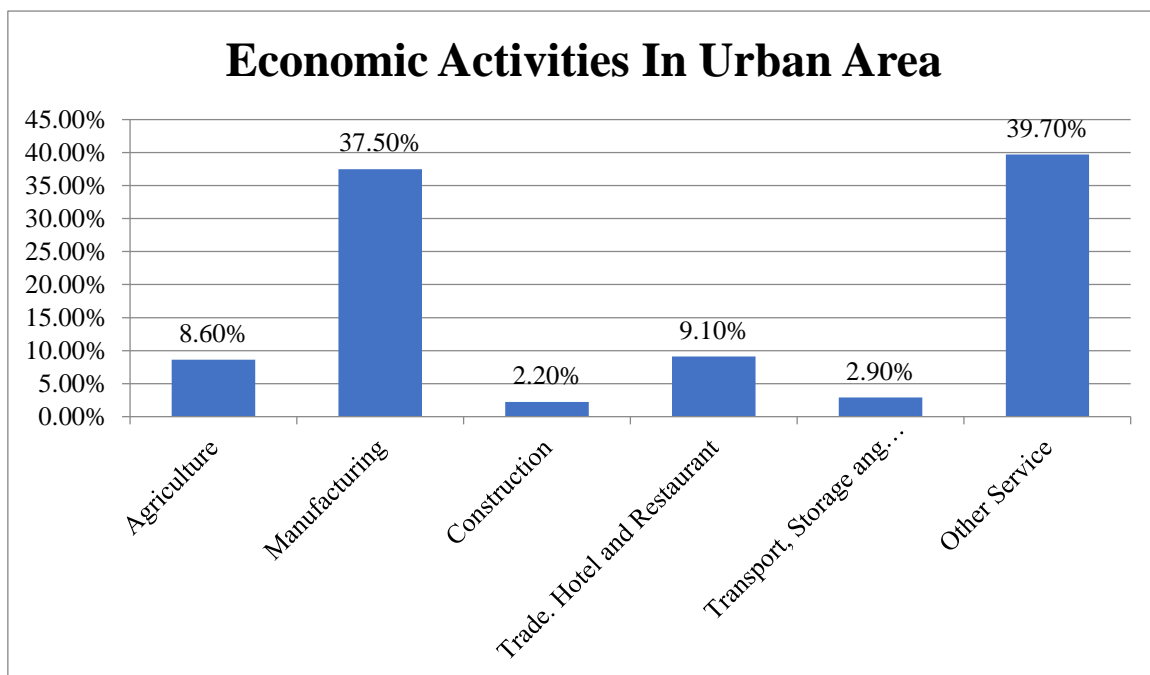


• **Six women activities by women in Urban area :-**

Sr. No	Economic Activity	Percentage
1	Farming	8.6%
2	Extraction and excavation of minerals and rocks	37.5%
3	Production	2.2%
4	Building	9.1
5	The Sector of trade, hotel and restaurant service	2.9%
6	Additional Service	39.7%

Urban women engage in various types of work, with 39.7% involved in service activities, 37.5% in manufacturing, 8.6% in agriculture, 2.2% in construction, 9.1% in trade, hotel, and restaurant

services, and 2.9% in transport, storage, and communication. The information is displayed in a chart, which is located below.



• Recommendation:

1. If women are provided with familial support for business, they can enhance their confidence and cultivate courage.
2. If the government endeavours to provide education to all women, the literacy rate among women in Gujarat will increase, subsequently leading to the development of business among many women.
3. The provision of vocational education and training in management skills has led to a rise in the rate of women entrepreneurs in Gujarat.
4. Granting tax exemptions to female entrepreneurs will facilitate their growth, enhance their confidence, and foster success in their entrepreneurial endeavours.
5. In order to promote women's involvement in decision-making processes across all company activities, it is crucial for women

entrepreneurs to fulfil their goals.

6. Women entrepreneurs should continuously enhance their knowledge in areas such as supply, demand, and market information pertaining to their firm.
7. If we all contribute to the advancement of women, they will become empowered.

• Conclusion :-

Education is crucial since it empowers women to bring about transformative changes in their lives. Education can empower women to improve their quality of life. In modern times, women are increasingly pursuing higher education and actively participating in several fields such as business, medicine, engineering, aviation, and more. Women are endowed by God with the ability to face and overcome problems in every circumstance. Education facilitates women's participation in entrepreneurship. There are around 252 million women globally that are engaged in entrepreneurial activities, and out of

those, 153 million women are running established businesses.

In rural areas of Gujarat, the majority of females are engaged in entrepreneurship in the field of agriculture, while in urban areas, most females are involved in entrepreneurship in other service sectors such as education. The disparity between rural and urban areas is evident in their levels of development and female education. The government is making efforts to promote rural development and provide education to all women in these areas.

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