



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Challenges faced by Rural Females (SEDGs) College going Students in Higher Education Institutes (HEIs)- A case study of Government Girls College. RAJGARH (Churu) Rajasthan

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ABSTRACT

In this paper, an attempt has been made to examine Challenges faced by Rural Females (SEDGs) College going Students in Higher Education Institutes (HEIs). The study is mainly based on the primary source of data by administering direct questionnaire of about 162 rural females especially socio-economically disadvantaged groups college going students in government girls college, Rajgarh, (Churu). The result showed/revealed that these females come across a different challenges like distance from village to college, transport fair, domestic work, parents economic conditions and other socio-economic and cultural aspects etc. put lot of hindrances in attending college regularly although they want to come to college daily.

Keywords: Higher education, SEDGs, Status of women

Introduction

Education is the single greatest tool for achieving social justice and equality. Education is considered as the potent factor of social change. NEP-2020 is the new education policy of India which is based on the needs and challenges of 21st century world. It tries to eliminate the limitations of the previous policy i.e. education policy of 1986. In NEP-2020 it is clearly mentioned that education is a necessity that should reach to the remotest places. This policy also states that quality of education should reach to the socio-economically disadvantaged groups (SEDGs); it means this policy touches the women/females students who live in the rural areas. New policy aims at universalization of education in India with 100% Gross enrolment ratio by 2030 for school education and 50% by 2035 for Higher education. NEP-2020 is a historic chance to redefine women's education in India, creating an atmosphere that foster gender equality and empowers women through education.

Status of women

Education is necessary for the growth of any nation. Women education is a long standing necessity. The 2011 census shows the overall literacy in India is 73 % but female literacy rate is only 65.5% the rural literacy rate is only 57% while the rural male literacy rate is higher at 77%. AISHE 2021-22 states that female enrolment in Higher education increases to 2.07 crore in 2021-22 from 1.57 crore in 2014-15 (an increase of 50 lakh students. 32% increase). In Rajasthan with a one central university and 3521 colleges with 1806762 enrolments (private+government colleges) still lagging behind in imparting female education. Although the literacy rate is improving still the socio-economic background of parents and differing aspirants for their boys and girls are the major challenges for the girl education in Rajasthan. According to the 2011 Census, Rajasthan's literacy rate is 66.11% as compared to the national average of 74.04%. Male literacy stands at 79.19%, and female literacy at a mere 52.12%.

Concept Definition:-

SEDGs - Socio Economically Disadvantaged Group.

The Socio-Economically Disadvantaged Groups (SEDGs) are those who, for historical reasons and the causes of their prevailing disadvantaged social, economic, educational, vocational, and locational conditions, cannot have equal access to the various facilities and opportunities available for higher education. (NEP-20) In India, there are several disadvantaged groups, such as women, minorities, SCs and STs, OBCs, PwDs, EWs, who lag behind others in the field of education.

Higher Education. In India, "higher education" refers to tertiary education pursued after completing 12 years of schooling, which includes 10 years of primary education and 2 years of secondary education. any of various types of [education](#) given in postsecondary institutions of learning and usually affording, at the end of a course of study, a named [degree](#), diploma, or certificate of [higher studies](#). Higher-educational institutions include not only [universities](#) and [colleges](#) but also various professional schools that provide preparation in such fields as [law](#), [theology](#), [medicine](#), business, [music](#), and [art](#). Higher education also includes teacher-training schools, junior colleges, and institutes of technology. The basic entrance requirement for most higher-educational institutions is the completion of [secondary education](#), and the usual entrance age is about 18 years. ([Britannica](#))

Higher Education Scenario :-

India boasts one of the largest higher education systems globally, ranking second in terms of its extensive network. There are 1168 universities in India such as central universities, state universities, deemed to be universities and national importance institutions such as ISEC at Bangalore and CESS Hyderabad. (AISHE 2021-22). in these universities state universities are having major percentage. According to the latest **AISHE-(2021-22) Rajasthan** state is having one central university, 49 private universities, 26 state universities and 3521 colleges. The number of higher education institutions has expanded enormously from 1955-56. this shows the reviving of higher education in the state and this sector is growing very fast, however a more important and pertinent question/concern is to go beyond numbers and examine the issues related to RURAL female's participation, challenges faced by rural females in higher education at micro level especially in the context of SEDGs. Present study is an attempt to explore the challenges which rural females college going students encountered in government colleges in higher education institutions (HELs). for this purpose government girls college Rajgarh (churu) has been taken into consideration for the micro level study. This college is affiliated to MGSU, BIKANER and situated in Rajgarh Tehsil of churu district which is rural in nature.

Study Area:-

Government Girls College is situated in the Rajgarh Tehsil of churu District. (fig.1) Tehsil is known by high degree of structural disparity in terms of caste, ethnicity, gender, religion, class and various other forms of social structure. Educational status of this tehsil is not better especially in terms of females/the literacy rate according to census of India 2011 is as follows .over all literacy rate of the tehsil is 69.13% and male literacy rate is 69.96% while female literacy rate is 48.93% .this rate also show great disparity when we look in terms of rural and urban category .Rural literacy rate is 68.4 % and urban literacy rate is 72 .02%.this shows a wide gap in the society.

Rajgarh tehsil is having 217 villages and 1 town constitutes a population of 362582 as per the census 2011 out of which 188693(52 .04%) are males and 173889 (47.96%) are females with a total of 67817 households/families residing in the Rajgarh tehsil. The average sex- ratio of Rajgarh tehsil is 922 compared to 928 which is average of Rajasthan state. According to 2011 census 16.3 people live in urban areas while 83.77 people live in rural areas of the tehsil The average literacy rate in urban area (municipal) is 72.7 while that in rural area is 68.4%.also sex ratio of urban area in Rajgarh tehsil is 927 while that of rural area is 920.schdeule caste (SC) constitutes 23.6% and while ST were of total population is 1.1%.Rajgarh Religious pupation is like 92.03 % Hindus, Muslims 7.51and Jain 0.08% etc.

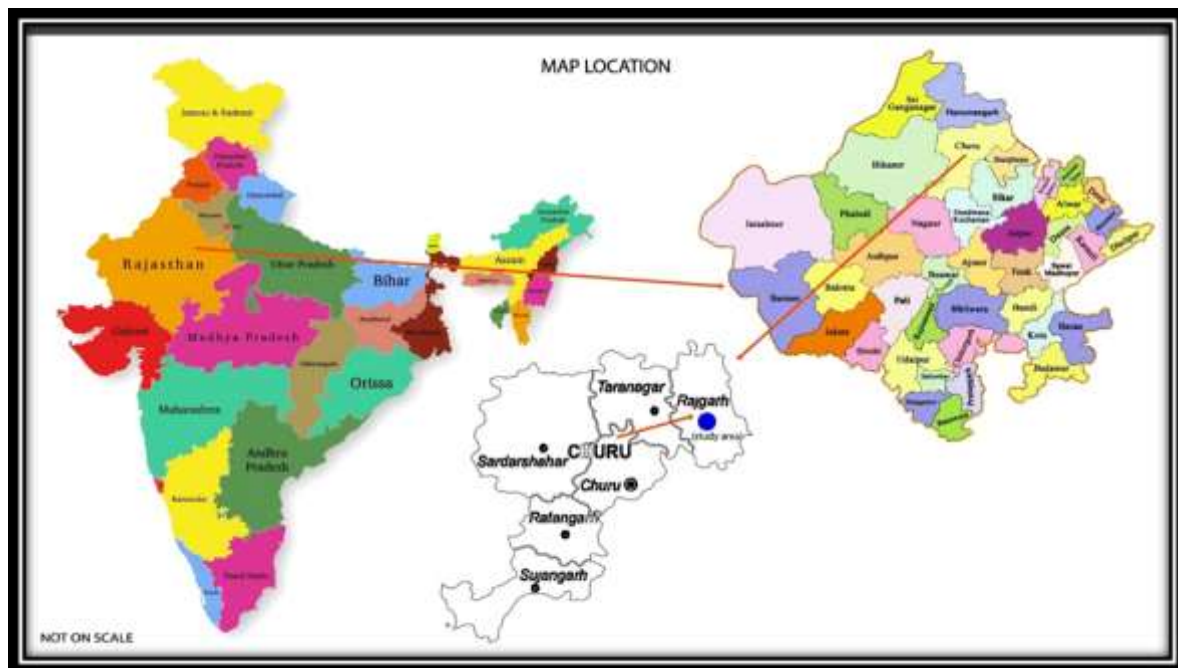


Fig-1

Research Design:-

The descriptive research design has been considered for this research to receive and perceive the depth of the topic. Present research has been carried on with the use of survey questionnaire as the instrument of research, data collection as the research requires correct and authenticated data for the fulfillment of the objectives and the aims laid down in the present research proposal. The present research has used tables, charts and graphs in excel format for analysis of the statistically generated data as it would help in a proper and accurate representation/interpretation of the analysis of the collected data through this survey.

Sample Size:-

In the present study a sample size of 162 Resondentents (Females college going students) from Government girls college ,Rajgarh (churu) which represents the **SEDGs** means socio- economically disadvantaged group has been taken into consideration.

Literature Review:-

Survey on women education explores challenges and opportunities in the education for women, offering valuable insights. Sharma (2020) on socio cultural barriers to women's education implication for NEP-2020 this paper investigates that socio-cultural variables impede women's access to education. The students belonging to SEDGs face several challenges and difficulties in accessing higher education because of socio-cultural, economic, and historical reasons. By reviewing the literature so far researcher came to know the following challenges/issues confronted by rural women (female's college going students).Some general issues confronted by rural women are as follows:-

Economic Barrier: - (Poverty)

Studies shows that financial constraints of these Low income-students are big impediments to women's education in economically disadvantaged areas, (SEDGs). Families frequently emphasize the education of boys over girls. Financial constraints in economically poor families lead to the prioritization of boy's education over girls. This low income is a major hindrance in the way of girl education.

Safety and Security concern:-

Concerns about safety, particularly while going great distances to colleges, continue to be a barrier to women's education especially in rural areas. Parents are often hesitant to bring their daughter to college for fear of harassment or other safety concerns.

Balancing Education and Households Responsibilities :- (Busy in domestic works)

Females are usually charged with handling households tasks like agricultural work and other household works are much more at homes (household activities like rearing and feeding livestock, cooking, in farm labor etc. in addition to their collage studies, which causes academic tiredness and decreased efficiency in their studies.

Less motivation from the first generation –

In rural areas grandparents and parents are generally less educated or illiterates and studies /literature shows that they discourage the females to go to the college or to obtain higher education.

Social and other reasons/orthodox thinking of parents.

It is general presumption that high education of girls creates problems in searching compatible partner due to high demand of dowry .This again a great challenge and most of the families support dropout girls from college after secondary education.

Geographical barriers.

Colleges are frequently placed in isolated or far away from home i.e. in urban /semi urban areas making it much more difficult for these rural females/girls to access it. Secure or convenient transportation, lack of adequate travel facilities, network connectivity creates hindrances for them to go to the college from these remote areas.

so after going through the literature a topic of the Study was formulated i.e. **Issue of Challenges for the Rural Females College Going Students especially SEDGs in higher education Institutes (HEIs) in Rajasthan** .The present investigation has following questions which are to be answered by scientific inquiry

Challenges which female college going students face/confronted when they join HEIs for higher education in Rajasthan:-

1. Economic conditions (the tight budget of the families).
2. The distance and cost of travel
3. Safety issues
4. Societal norms and gender expectations

5. Home environment including parent's economic background, their profession, extent of labor

force participation by mothers and children, parents educational background/levels etc. are

Various issues that do not allow girls to continue their study

Objectives of the Study:-

The major aim of present study is to explore the Issues and challenges of rural female's (SEDGs) college going students in Rajasthan. It is also aimed to trace the educational status, economic status and other socio-economic and cultural aspects of the family background of rural female's college going students as respondents. In sample size social groups like OBC, SC, ST, EWS, Minority, even few General candidates have been taken in to a consideration.

Data Presentation; - Data Analysis, Interpretation/Results and Discussions:-

In the present study the results emerging from the analysis of the participants perceptions towards Challenges faced by Rural Females (SEDGs) College going Students in Higher Education Institutes (HEIs) - A case study of Government Girls College. RAJGARH (Churu) Rajasthan are illustrated below. The following themes/results with participant's response/statement are depicted in the following tables and figures which are prepared based on the requirement .

Table 1-4 & Fig.2 -5 belongs to the demographic profile which provides data concerning research participants and it is required if the people in a specific study/analysis are a representative sample of the target population for generalization purposes. The tables of the respondents shows that 90% female respondents belong to rural area only 10 % belong to semiurban (municipality area).54 % respondents belong to the age group of 18-20 and 44% females college going students belong to the age group of 15-17.63 % students are studying in BA.Part-1 (semester -1) and 31 % students are from B.A-2nd semester-3rd. all the respondent are unmarried.65% college going students belongs to OBC community and 23 % belong to SC community.87% respondents belong to agricultural background. 9% belong to service class and 4% business background.22% respondent come from the family size of 5 members and 19 % come from the 4 member and 6 member family each.33% respondents come from the income group of 35000-45000 per annum.in social group (sc-9 ,obc-43 gen-2ews-6 (total 60 HH) 37% belong to those household whose per annum income is 45000-65000.

Table.1 Demographic Profile of the Respondent (Female Students From SEDGs)

Sr.No.	indicators/Parameters			
1	Institution	Government Girls College Rajgarh (Churu)		
			No. Of Respondents	% Of Respondents
2	Area	Rural	146	90
		Urban/Semi Urban	16	10
		Total	162	100
3	Age-wise	15-17	71	44
		18-20	87	54
		21-23	4	2
		Total	162	100
4	Educational Level	B.A (Semester-1)	102	63
		B.A (Semester-3)	50	31
		B.A Part-3rd	10	6
		Total	162	100
5	Marital Status	Unmarried		
		Distance in KM	No. of Respondents	% of Respondents
6	Distance	0-10	33	20
		11-20	58	36
		21-30	57	35

		31-40	11	7
		41-50	2	1
		51-60	1	1
		Total	162	
7	Family Occupation	Agriculture Background	141	87
		Business Background	7	4
		Service Background	14	9
		Total	162	
8	SEDGs/Social Groups	General	10	6
		OBC	106	65
		SC	37	23
		ST	2	1
		EWS	6	4
		Minority	1	1
		Total	162	

Fig.2

Table.2 Distribution of Household Family member wise of the Respondents

Sr.No..	Members	No of Families	% of Respondent
	3 Member	9	6
	4 member	31	19
	5 Member	35	22
	6 Member	31	19
	7 Member	25	15
	8 Member	18	11
	9 Member	6	4
	10 Member	7	4
	Total	162	

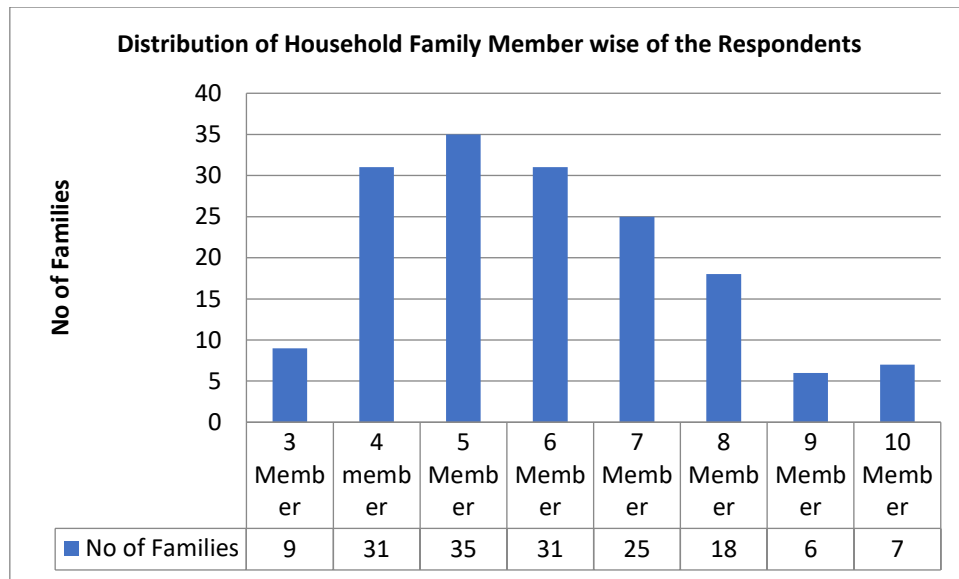


Fig.3

Table.3 Distribution of Households income wise of the Respondents

Sr.No	Yearly Income	SC	ST	OBC	GEN	EWS	Minority	Total
1	Less than 5000	0	0	0	0	0	0	0
2	5000-15000	2	0	5	2	0	0	9
3	15000-25000	5	1	7	1	0	0	14
4	25000-35000	9	0	5	0	0	0	14
5	35000-45000	5	0	26	1	0	1	33
6	45000-65000	9	0	43	2	6	0	60
7	More than 65000	7	1	20	4	0	0	32
8	Total	37	2	106	10	6	1	162

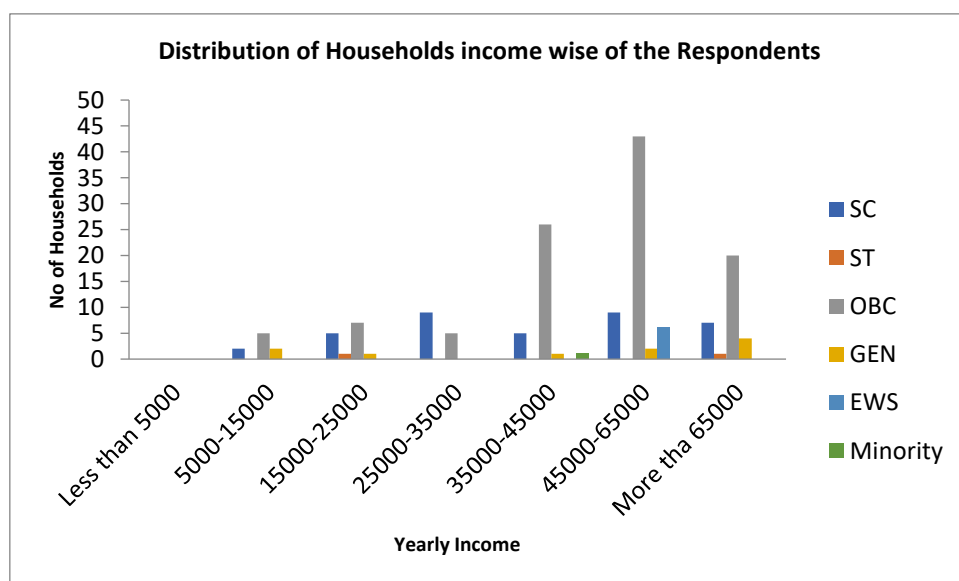


Fig.4

Table.4 Distribution of Social Groups household respondents income wise

Sr.No	Yearly Income	SC	ST	OBC	GEN	EWS	Minority	Total	% of Respondents
1	Less than 5000	0	0	0	0	0	0	0	0
2	5000-15000	2	0	5	2	0	0	9	6
3	15000-25000	5	1	7	1	0	0	14	9
4	25000-35000	9	0	5	0	0	0	14	9
5	35000-45000	5	0	26	1	0	1	33	20
6	45000-65000	9	0	43	2	6	0	60	37
7	More than 65000	7	1	20	4	0	0	32	20
8	Total	37	2	106	10	6	1	162	

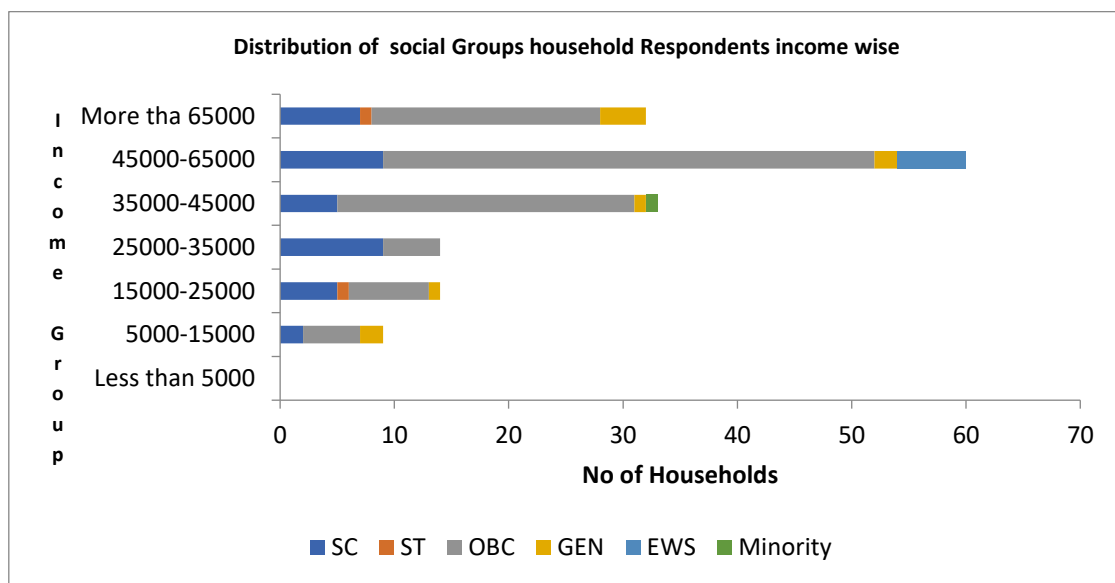


Fig.5

Attraction of the government college (HEIs)

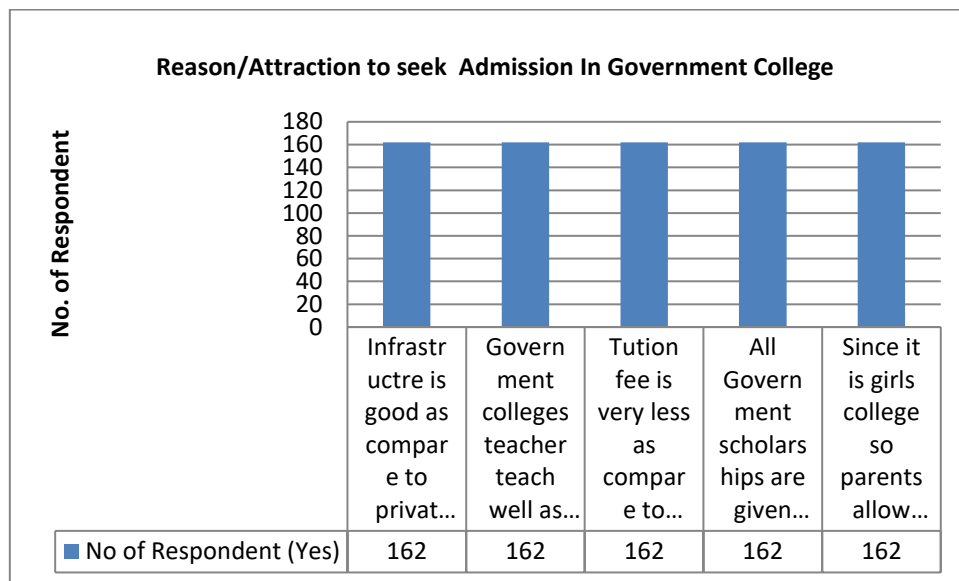
Students entered in higher education after passing school/secondary education. Higher education consists of undergraduate and postgraduate programmes. In present study undergraduate students are considered as higher education students. HEIs are pivotal in building a comprehensive, healthy and happy social frame work. Higher education starts from the age group of 18-23 when the students pass their schooling or secondary education. Research shows that government colleges are center of attraction and students try to seek admission in these colleges. In Higher education institutes no of seats are limited and demand to seek admission is much higher. Why the students seek admission in these colleges? Questions related to this issue in present survey was asked and tried to get answers of the following questions from these female students

1. Do you think government colleges have better infrastructure as compare to private colleges.
2. Do you think Government College's teacher teach well as compare to private ones?
3. Do you think tuition fee is very less as compare to private ones?
4. Do you think government scholarships are given in full amount as compare to private ones?
5. Do you think parents allow to study in this college because it is exclusively for girls/females?

Interpretation - The above questions were asked from the rural female students (162 Respondent) and almost all responded in favor of the above said questions. (Table.5, Fig.6).

Table.5 Reason/Attraction to seek admission in Government college

Sr.No.	Indicators	No of Respondent (Yes)	No
1	Infrastructure is good as compare to private colleges.	162	0
2	Government colleges teacher teach well as compare to private colleges	162	0
3	Tuition fee is very less as compare to private Colleges	162	0
4	All Government scholarships are given to needy candidates	162	0
5	Since it is girls college so parents allow to study female candidates in this college	162	0

**Fig.6**

On the other hand these female students were asked few more questions in the present survey on **not attending the college regularly**. They were asked **do they face any challenges/hindrances while coming to the college**. The questions were related to the above mentioned challenges discussed/mentioned in the literature review. The answer obtained from these females students especially SEDGs rural female students face /confronted the problems while studying in these colleges are interpreted below by the Researcher one by one and have tried to explore the research issues framed in the present study. The analysis and interpretation of the data have been done objective- wise (Table-6-16 and Fig-7-8)

Objective/Question 1.How many days you come to the college or attend college in a week?

Table.6 Attending College in a week

Sr.No.	No.of Days	No. of Respondents	% of Respondents
2	1--3 Days	35	21.60
3	3--4 Days	49	30.25
4	4--5 Days	54	33.33
5	Greater than 5 Days	24	14.81
	Total	162	

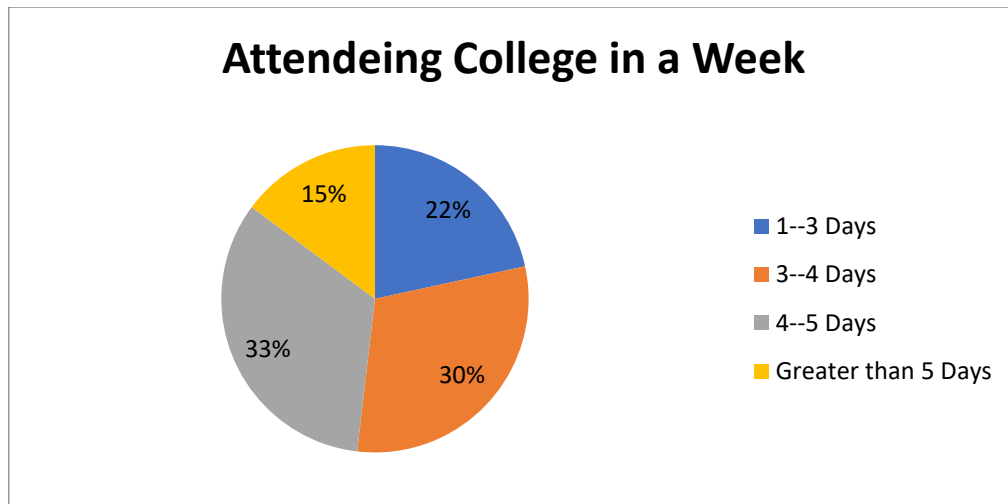


Fig.7

Interpretation a survey of 162 higher education level students (UG) conducted to study the rural female going students attending the college in week. 33% female students responded that they attend the college 4-5 days in a week and 30 % said that they attend the college 3-4 days a week. Very few students i.e. 15% attend college regularly (6days).

Question 2. Do you know the compulsion of 75% Attendance rule of UGC /the university/directorate of higher education, Rajasthan?

Ans –mostly girls know about this rule.

Question 3 it was related to not attending college regularly. The students posed /replied this question and told the researcher regarding challenges faced by them in not attending college regularly. We are discussing these challenges one by one and the response we got from the females college going SEDGs students.

Challenge 1. – Parents' consent

Question do you think parents are not interested to send girls outside the village i.e. city for higher studies/college.

Answer /response was like this

Table .7 Parents Consent

Parents are not interested to send girl child to study outside the village (safety issue)	Respondents Response				Total
	Yes	%	No	%	No
	10	6	152	94	162

Interpretation :- generally it is said that in rural areas parents are not interested to send their daughters outside the village for higher education but in our survey this hypothesis have been proved wrong .here 94 % female students responded that their parents have no objection to send them outside the village for higher studies. Only 10 % said that their parents are not interested to send them outside.

Challenge 2. –Distance issue

Question –Do you feel the distance between college and village a big hindrance?

Table.8 College Distance

College distance from village is more	Respondents Response				Total
	Yes	%	No	%	No
	90	55	72	44	162

Interpretation – College distance from the village in this aspect 55% students feel that the distance between the village and college is much more and 44% students said that it is ok.it means distance factor is responsible in not attending the college regularly.

Challenge 3.-Regarding regularity of the subject classes

Question – do you have regular subject classes in the college?

Table .9 Subject classes

Subjects classes not held regularly	Respondents Response				Total
	Yes	%	No	%	No
	56	34	106	65	162

Interpretation: - next challenge /question was do they have the regular classes of their subject, 65 % students responded in a negative way that they do not have the classes regularly. Only 34 % responded in a positive way of regular classes it may be the paucity of regular faculty in the colleges.

Challenge 4.-Regarding interest in subjects taught in classes

Question –Do feel subjects taught in classes are not interesting?

Table.10 Subject taught

Subjects taught in classes are not interesting	Respondents Response				Total
	Yes	%	No	%	No
	10	6	152	94	162

Interpretation -Next question was related to the interest of the students in subject classes.94 % said their subject classes are interested and only 6% responded that their subject classes are not interesting.

Challenge5-Regarding domestic work besides study

Question – do you have to spend more time in domestic work as compare to studies?

Table.11 Domestic work

Agricultural work and other household works are much more at homes (household activities like rearing and feeding livestock, cooking, in farm labour etc.	Respondents Response				Total
	Yes	%	No	%	No
	52	32	110	62	162

Interpretation:-62% female students responded that they have to do a lot of house-hold activities, like rearing and feeding animals, cooking, work on the farm etc.) beside studies. This is another challenge not to attend college regularly.32 % said they do not have to do such types of work in their homes.

Challenge 6.-Direct transportation facility

Question-do you have direct transportation facility to come to the college?

Table.12 Direct transport availability

Direct transport from village to college is not available	Respondents Response				Total
	Yes	%	No	%	No
	60	37	102	62	162

Interpretation -. 62% rural female college going students said that they do not have a direct transport facility to reach college from the village.37% said in a positive way. This again is a big challenge /issue not to come regularly in college.

Challenge 7.-Sexual Harassment during commuting i.e. from college to home

Question – do you face any sexual harassment during your commuting?

Table.13 Sexual harassment

Get any sexual harassment while travelling from village to college	Respondents Response				Total
	Yes	%	No	%	No
	4	2	158	97	162

Interpretation - Regarding sexual harassment on the way from village to college.97% students responded that they do not face any such type of issue during their journey from village to college.

Challenge 8.- High Travel Cost

Question –do you feel that transport fair (bus, jeep fair) is high in respect to family income?

Table.14 Travel Cost

Feel Transport fair high as compare to the family income (Tight budget & Cost of Travel issue)	Respondents Response				Total
	Yes	%	No	%	No
	66	40	96	59	162

Interpretation

Question:-7 regarding travel cost/tight budget.59 % rural female college going students said that transport fair is very high to commute from village to college. They cannot bear this amount. This again a one of the reason of low attendance in the college.

Challenge 9.-Societal norms

Question do parents feel that educated girl will face difficulties in marrying.

Table.15 Societal issue

Educated girl will face marriage Problem (searching equally qualified/compatible partner big Challenge)	Respondents Response				Total
	Yes	%	No	%	No
	3	2	159	98	162

InterpretationQuestion8:- regarding marriage issue of an educated girl.98 % students feel that their parents do not feel such type of issue which creates a hindrance in this marriage type of institute.

Major Findings;-

- 1..All the respondent replied positively who wish to seek admission in government college because of good infrastructure, highly qualified teachers, less tuition fee, availability of all the government scholarship schemes etc. are prime factors behind this admission
2. Females students belong mostly from rural background and belong to SEDGs
- 3.54% female college going students come from the age group of 18-20.
- 4.63% female students are presently studying in BA. Part-I semester—1 and 31% belong to semester 3rd . . .

Table .16 Challenges Faced by Rural Female college going students

Sr.No.		Yes	% of Respondents	No	% of Respondents	Total
1	College distance from village is more (Distance issue)	90	56	72	44	162
2	Subject Classes do not held regularly	56	35	106	65	162
3	Subject classes are not interesting	6	4	156	96	162
4	Parents are not interested to send girl child to study outside the village (safety issue)	10	6	152	94	162
5	Agricultural work and other household works are much more at homes (household activities like rearing and feeding livestock,cooking,in farm labour etc.	52	32	110	68	162
6	Direct transport from village to college is not available	60	37	102	63	162
7	Get sexual harassment while travelling from village to college	4	2	158	98	162
8	Feel Transport fair high as compare to the family income (Tight budget & Cost of Travel issue)	66	41	96	59	162
9	Educated girl will face marriage Problem (searching equally qualified Groom a big Challenge)	3	2	159	98	162

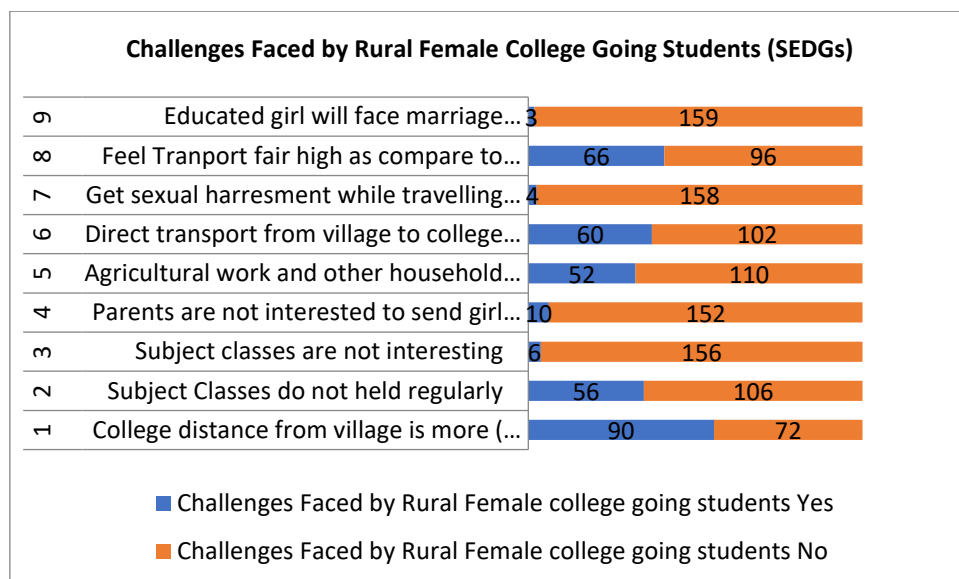


Fig.8

5. All female college going students are unmarried.
6. In sample survey 65% respondents belong to OBC community and 23 % belong to SC

Community and 6% respondents are general in social group representation.

7.36% females come from the distance of 11-20 KM and 35% females come from the distance

Of 21-30 Km. One student come from the distance of 51-60 km.

8. mostly female students/respondents belong to agricultural family background. 87% females belong to that families where occupation is agriculture and allied. 9% female come from the families of service background.

9. 22% respondents belong to those families whose family members are 5. And! 9% respondents belong to 6 member family and 15% belong to 7 member family.

10. 37% respondents come from the income group of 45000-65000 per annum. 20% belongs to the income bracket of 35000-45000 per annum and more than 65000 in each category. Very few only come from the bracket of 5000-15000. In social group (SC-9, OBC - 43 GEN.-2, EWS-6 --Total 60 HH) 37% belong to those household whose per annum income is 45000-65000.

11. 33% respondents said that they attend college 4-5 days in a week and 30 % said that they come to college only 3-4 days in a week. Only 15 % said that they attend the college regularly that is 6 days in a week although students know that 75% attendance is essential to sit in the university examination but they are not concerned.

12. 94% female respondents said that their parents have no objections in sending them out of the village for higher studies. This refutes the general saying that parents are reluctant to send them outside. Low level parental education and negative attitude toward female students' education is refuted in this research. In survey questionnaire parents and grandparents education level were also asked and research reveals that although they have (first generation) have less qualifications but their children are studying and getting higher education..

13. College distance from village is a big issue/challenge. 55 % females said that due to long distance they are not attending college regularly.

14. Another challenge which these female respondents face that their subject classes do not held regularly. 65% females said due to this they are irregular and attend college intermittently.

15. Another question relating to subject taught in college are interesting or not 94% students said that subjects taught by teachers are interesting only 6% replied in a negative way.

16. Another big challenge these female students revealed regarding the domestic work. 62% females said that they have to do a lot of domestic work besides their studies. This is the major reason that makes them to attend college irregularly.

17. 62% college going students feel that they do not have the direct link of transportation/communication for attending college. This hinders them to attend college regularly.

18. Transport fair is again a big challenge for this low level income group of SEDGs students. 59% feel that for attending college regularly they have to spend more in transport and their parents cannot afford it. This again a reason of low attendance.

19. Regarding sexual harassment in commuting 98% respondents said they do not come across such type of incidents.

In nutshell the research reveals that these rural females college going students from SEDGs residing in rural and underprivileged areas face challenges of Distance, Transport fair, heavy domestic work load etc. which make them to not attend the college regularly although they wish to come college regularly. One more issue has come out from this research that they do not have regular subject classes in the college. For e.g. If they take/opt three subjects only one or two subjects classes held and others remain vacant. So this again a big challenge not to attend the college regularly..

What these Female students from SEDGs expect from the Governing Bodies

1. Respondents said that all subject teacher vacancies should be filled and classes of each subject should held regularly.

2. Study should be linked with employment opportunities.

3. Free transport facilities should be available

4. Proper library/reading rooms should be available/maintained.

5. Regular vacancies should be advertised regular/yearly

6. Scholarship amount should increase.

Conclusion

For eradicating the above different issues confronted by women especially in the rural and underprivileged areas the first important aspect is to provide adequate education to all because education is considered as the potent factor of social change. In today's day and age, the premise that quality higher education is crucial for sustainable human development is undeniable. Higher education leads to acquiring analytical and problem-solving skills,

ultimately helping humans to develop intellectual curiosity and character. It pushes the students to identify and set career goals that make them ready for professional setups. Therefore, a refined higher education enables economic, physical and social well-being to a student. **(Ministry of education)**

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