

Empowerment and Social Refuge of Rural Women in Relations of Education, A Study on Rangareddy District of Telangana

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Abstract - The Indian society has accorded differential status to women from time to time. In ancient India women enjoyed almost equal status along with men. However, since the Medieval era, the status of women has considerably gone down. They have been facing intolerable physiological, psychological, social, economic, political, and cultural problems. These problems still exist in the form of female fetus termination, infanticide, wife beating, oppression of SC/ST women by the upper caste people, dowry, deaths, rapes, suicide etc. Although the Constitution of India guarantees equal rights to men and women, there still exists discrimination and marginalization between the two sexes. In the patriarchal form of society that India has inherited, men still dominate women in all walks of life. Illiteracy, ignorance, poverty, lack of proper propaganda, corruption among government functionaries etc. are some of the important factors which are responsible for immobility of women in India. Is there any change in the status of women among different social groups viz. Schedule Tribe, Schedule Caste? Is there any disparity in women empowerment with esteem to education to evaluate in terms of Education, Employment To identify the issues for low empowerment of women in the rural areas of Rangareddy District. The study is built up on both primary and secondary sources. Secondary foundations of data will be collected to the different dimensions of census of India. The researcher personal bias of the detective does not influence in the selection. collection of the sample household, necessary data and information will be collected with the help of questionnaires through personnel interviews. A checklist has also to be used to collect relevant information. Completion of primary education can be ensured when women is encouraged at home for pursuing education and not stressed with heavy household work. A girl child must enjoy some basic facilities as their childhood rights for enhancement of educational level like time for reading.

Index Terms - Education, Involvement, Decision Making, Distance Learning, Communities.

INTRODUCTION

Women play an important role in social change with their contribution to their family, society and the country. Improving women's productivity and quality implies a multidimensional contribution to the overall growth and development of the family, the society and the country as a whole. Women's earning has a positive correlation with children's health, nutrition, and education. But it is found that women in the Indian society are abused economically, educationally, socially, politically, and psychologically. In the Indian society, large scale inequalities still prevail in improving the capabilities of women indifferent spheres of life. Although various attempts have been made by the Government of India for the betterment of women folk, various types of discriminations are still customarily practiced in different parts of the country. For example, discriminations in terms of educational attainments, provisions of health, share in terms of economic opportunities, social participation, female population etc. are quite visible in every part of the country. Huge gender gaps also affect literacy, non-agricultural wage, employment, high infant mortality rate, adverse child sex ratio, women and children trafficking, violence against women and so on. Women in the Indian society are mainly victimized by social prejudices, crimes, sexual harassment, domestic violence etc. The situation is even more deplorable in the rural areas of the country. So far as the property right is concerned, the rural women are still powerless and resource-less due to the prevalence of big gender bias. Empowerment makes women self-worthy, promotes the productive activity of women,

and calls for greater inputs in education, training, health, protection of rights and employment opportunities of women. It enhances women's participation in economic, political, social, and educational fields, and helps in realizing the need to protect and promote the aspects of social securities. Empowerment is the key to development, because it reduces ignorance, backwardness, helplessness and resistance to downward change. Therefore, in order to promote the welfare of the state, social security should be provided to women. Empowerment to claim their rights in various services like education, health, employment and so on. The concept of Social Security, on the other hand, is derived from the provisions of Article 38 of the Constitution of India which states that the State should promote the welfare of the people by securing and protecting a social order in which social, economic, and political justice shall inform all institutions of national life.

MATERIALS AND METHOD

There will be voluntarily existing dependable study based on the direct survey of women education in rural segments in south India. The study is built up on both primary and secondary sources. Secondary foundations of data will be collected to the different dimensions of census of India, Data is three stages of simple random sampling plan will be following the field survey. Simple random sampling taken to sampling technique in which, each and every unit of the population has an equal opportunity of the select in the sample. The researcher personal bias of the detective does not influence in the selection. collection of the sample household, necessary data and information will be collected with the help of questionnaires through personnel interviews.

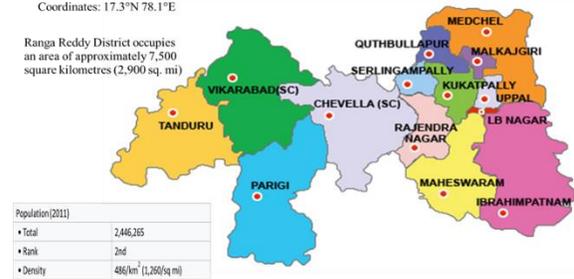
The design of a meaningful and an effective schedule cum questionnaire is highly essential for household level primary data collection in any socio-economic survey. the Investigator will be visiting the selected villages. The Investigator will meet each of the randomly selects women and conduct the interviews them with the help of the interview schedule. To study change in the status of women among different social groups viz. Schedule Tribe, Schedule Caste and other community. Is there any association among the variables diagonally the three sections of women education. To evaluate the accessibility of different

women centric schemes which are applied for providing social security to women in terms of Education.

Area of Interest (AOI)

Coordinates: 17.3°N 78.1°E

Ranga Reddy District occupies an area of approximately 7,500 square kilometres (2,900 sq. mi)



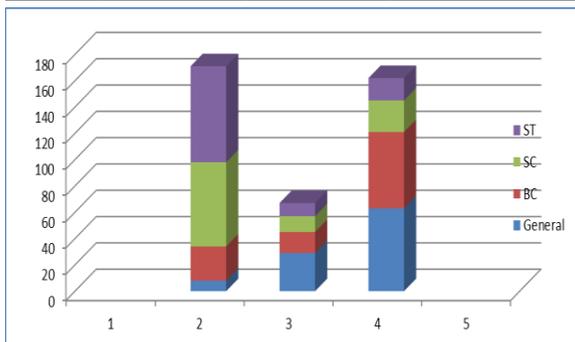
REVIEW OF LITERATURE

Dev, S. Mahendra (2002) in his research paper "Growth-Mediated and Support-Led Social Security in the Un-organized Sector in India" provided an overview of the growth-mediated and support-led social security arrangement for the unorganized sector in India. The main argument of this paper is that in marketization there is a substantial section of the society which does not have resource power to enter into the market operation. World Bank in India (2003) undertaken a project entitled "Rural Women's Development and Empowerment". The Project had undertaken 17,587 Women's SHGs involving 240,236 women in 7274 villages from total 56 districts of 9 states. The work was done in collaboration with the Government and 232 NGOs. Although certain improvements were required in financial matters, flow of funds, and procurement and staffing, excellent work was observed in many states like the earthquake-affected Gujarat, the gender biased Haryana and Bihar etc. Mukherjee, Tuhin (2006) did a study entitled "Impact assessment study of SGSY program on empowerment of women at Babpur village, Kolkata" to assess the impact of SGSY program on the empowerment of the women at Babpur village under Purbakhilkapur Gram Panchayat, Kolkata. The SGSY, launched by the Govt, of India in 1999, Kour, Amarjeet (2008) in "Self Help Group (SHG) and Rural Development" stated that the SHGs in rural India help more than 17 million village women to improve their income, educate their children and buy assets. In the formation of SHGs, the women SHGs are dominating in the North Eastern Region.

RESULTS AND DISCUSSION

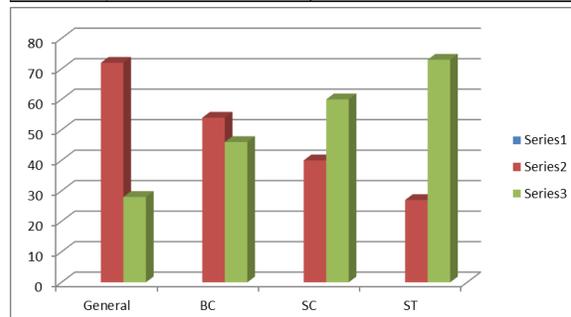
Completion of primary education will be safeguard when women is inspiring at home for follow the education and not tensions with heavy household work. Importance shall give for good operation of women empowerment schemes tell to education. so as to make the rural women accessible to non-formal education, adult education and professional education. The mission near achievement of primary education should be support so that disparity in completion of primary education by women may be minimize which in turn will be a positive impact in the success of Self-Help Groups towards economic empowerment of women. Concrete efforts are of paramount importance so that women can find spare time for getting them involved.

Communities	Percentage of women who have not received formal education	Percentage of women who have received education up to class VII	Percentage of women who have received education up to class XII and above
General	8	29	63
BC	26	16	58
SC	64	12	24
ST	73	10	17



From the above table, it is found that in Rangareddy district, out of 400 women in General category, 29 have received education up to class VII, and 63 have received education up to class XII and above. Only 8 women are found not to have received formal education. The number of women belonging to BC category who have received education up to class VII 16 have received education and 58 have received education XII and above but in case of SC, ST the number of women receiving education up to class VII and above XII is very few. The same condition is reflected in all the district of women i.e. BC, SC, ST women in terms of receiving formal education in the district the following table shows the percentage of women according to their educational qualification in the district.

Communities	Percentage of women willing to take education through Distance learning	Percentage of women not willing to take education through Distance learning
General	72	28
BC	54	46
SC	40	60
ST	27	73



The women belonging to General category, BC category and SC category are more or less interested to avail education through DE compared to the women of ST and Sc in all the district in case of ST the number of women interested to avail education through DE is very few. The following table shows the percentage of women based upon positive consideration in getting education through DE in the district as a whole. From the above table, it has been found that 72 percent women of General category have positive consideration to take education through DE for continuing their education, which is followed by BC (54 percent), SC (40 percent) ST (27 percent) For many reasons like poor economic condition, early marriage, negligence towards the education of girls etc., many women had to drop out. It is the DE (Distance Education) system that provides the opportunity to those who want to continue their education or enhance career in different fields. But, for the lack of awareness about the DE system, and not having the knowledge of the benefits of education through DE, women particularly from ST and SC show little interest in availing education through the DE system than the women from BC and General.

Conclusion:

Because of poor economic conditions and lower level of income, the parents are unable to bear the cost of the education of their children. Parents having large number of children because of early marriage. Lack of exposure of the parents and the elders of the family regarding the benefits of education. Lower level of income. Lack of proportionate number of schools, particularly in ST dominated villages. Untrained teachers in Schools often fail to motivate children to

come to private schools. They also fall in motivating the, parents to send their children particularly the girl child to school. Poor involvement of women in the decision-making process in a family. Lack of voice against social discrimination and the social exclusion. Although Distance Learning provides ample scope for education, because of the lack of exposure, they remain unreached.

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