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DALIT WOMEN EDUCATION IN RURAL AREAS OF ANDHRA PRADESH

Dr. T. Hanumantha Rao¹

Introduction

Education refers to the systematic process of gaining knowledge and skills through study and instructions. The aim of education is not to develop one single virtue but to produce healthy normal human beings who understand the meaning of life and what it demands from them. Education has many benefits and has positive impact in our life. An educated person is an asset for any country. In today's world, human capital is considered the best national resource. On one hand, he/she can explore better opportunities for himself/herself, and on the other hand, the entire nation would get benefited from his/her works.

Women Education in India

Women education is very important for the country to fully develop. It is like an effective medicine to cure a patient completely and provide health back. Women education is a big opportunity for India to be developed socially and economically. Educated women are the weapon who yield positive impact on the Indian society through their contribution at home and professional fields. They are the reason of improved economy in the country as well as society. An educated woman has capability to handle her home and professional life.

Education is a basic human right that should be exercised fully in all nations, but for many girls in India, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex, India remains a patriarchal society. Male inheritance and property ownership, early marriage, dowry, honor crimes, lack girls' education, witch hunting, violence against women, and trafficking are all serious issues in the country. There are schools, but most girls do not attend, often because of religious reasons or cultural pressures. According to the 2001 census women literacy rate was 53.67 percent and it is 65.46 percent in 2011 census.

Dalit Women and Education

Dalit women are a social force, a cultural symbol and have a historical background. They are estimated to

contribute nearly thirty percent of the total labour of national economy. Such hardworking supporter and builder of the family, society and nation have to undergo a lot suffering in India at present.

There were many hurdles for Dalit education in the past. The caste Hindus objected admission of Dalit into the schools. Some other facts have been the lack of motivation towards education among Dalit, lack of interest by parents and uninterested teachers from dominant castes, who refused to teach them. Low socioeconomic status and lack of proper administration of schools in the Dalit areas was also an important constraint. In spite of several legal measures, Dalit women's progress of education has not been significant. Many reasons lead to poverty and backwardness resulting in high scale dropout rates in higher educational institutions. The key determinant of educational achievement remains far away from Dalit girls

Undoubtedly one of the major achievements of Dalit women has been noticed in the field of education. The level of literacy among the Dalit has grown up considerably during the past two decades. The following Table-1 shows that adult literacy rates (15+ age group)

Table - 1 : Adult literacy rates (15+ age group in percentages)

	2001		2011	
	All	SC	All	SC
Total	61.0	44.1	69.3	60.4
Male	73.4	59.3	78.8	71.6
Female	47.8	28.5	59.3	48.6

Source: Census of India, 2001 and 2011

Objectives of the paper

The main objective of the is analyse dalit women education in rural areas of Andhra Pradesh state (before bifurcation). The other objectives the paper are:

- To analyse importance of dalit women education.

¹ Sr. Lecturer In Economics, G B R Degree College, Anaparthi, East Godavari District, A.P.

To examine education levels of dalit women in rural areas of sample area
To suggest suitable measures for improvement of literacy rate among dalit women.

Methodology

The research paper is drawn from the major research project entitled 'Impact of Rural development programmes on dalit women – A case study of Andhra Pradesh' awarded to me by the University Grants Commission, New Delhi. The project covers 5 districts and 20 villages from three regions of Andhra Pradesh state viz., Andhra, Rayalaseema and Telangana regions. In total 515 samples were collected on random basis. Secondary data is used for the analysis. Frequency and cross tables were used for analysis. Pie-Diagram is also used for the study.

Educational Qualification of the Respondent

Table-2 shows that educational qualification of the sample respondents is categorized into 5 types. They are primary school, high school, intermediate, degree and above and illiterates. Out of the total sample 515 respondents 3.8% of respondents have studied primary school, 22.5% of respondents have studied high school, 1.2% of respondents have studied intermediate and 0.4% of respondents have studied degree and above the remaining respondents (62.1%) are illiterates.

The cross tabulation on educational qualification of the respondents is shown in the Tables-3 and Table-4. It is observed from the Table-3 that 24.5% of respondents in Andhra region, 1.4% of respondents in Rayalaseema region and 23.9% of respondents in Telangana region have studied primary school. There are 33.3% of respondents in Andhra region, 8.2% of respondents in Rayalaseema region and 31% of respondents in Telangana region with high school level Education. There are 6 respondents with intermediate qualification and all belong to Andhra region. There are two respondents with degree and above qualification and are belong to Andhra region. There are 320 illiterates of which 25.9% belongs to Andhra region 27.8% belongs to Rayalaseema region and 46.3% belongs to Telangana region.

Table - 2: Educational Qualifications of the Respondent

Sl. No.	Educational qualifications of the respondent	Frequency	Percent
1.	Primary School	71	13.8
2.	High School	116	22.5
3.	Intermediate	6	1.2
4.	Degree and Above	2	.4
5.	Illiterate	320	62.1
	Total	515	100.0

Pie Diagram - IV.5

Educational Qualifications of the Respondent

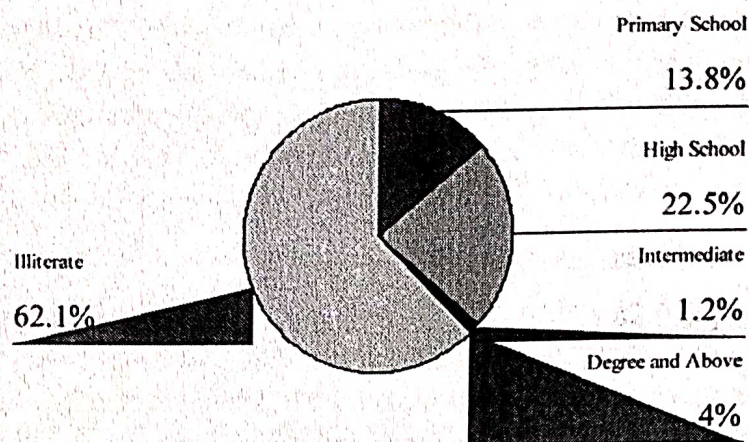


Fig. 1

Table - 3 : Cross Tabulation of Region of the respondent and Educational Qualifications of the Respondent

			Educational qualifications of the respondent					Total
			Primary School	High School	Intermediate	Degree and Above	Illiterate	
Name of the Region	Andhra	Count	53	72	6	2	83	216
		% within row	24.5%	33.3%	2.8%	.9%	38.4%	100.0%
		% within column	74.6%	62.1%	100.0%	100.0%	25.9%	41.9%
		% of Total	10.3%	14.0%	1.2%	.4%	16.1%	41.9%
	Rayalaseema	Count	1	8	0	0	89	98
		% within row	1.0%	8.2%	0%	0%	90.8%	100.0%
		% within column	1.4%	6.9%	0%	0%	27.8%	19.0%
		% of Total	.2%	1.6%	0%	0%	17.3%	19.0%
	Telangana	Count	17	36	0	0	148	201
		% within row	8.5%	17.9%	0%	0%	73.6%	100.0%
		% within column	23.9%	31.0%	0%	0%	46.3%	39.0%
		% of Total	3.3%	7.0%	0%	0%	28.7%	39.0%
	Total	Count	71	116	6	2	320	515
		% within row	13.8%	22.5%	1.2%	.4%	62.1%	100.0%
		% within column	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	13.8%	22.5%	1.2%	.4%	62.1%	100.0%

Table - 4 : Cross Tabulation of District of the Respondent and Educational Qualifications of the Respondent

		Educational qualifications of the respondent					Total
		Primary School	High School	Intermediate	Degree and Above	Illiterate	
East Godavari	Count	26	57	6	2	25	116
	% within row	22.4%	49.1%	5.2%	1.7%	21.6%	100.0%
	% within column	36.6%	49.1%	100.0%	100.0%	7.8%	22.5%
	% of Total	5.0%	11.1%	1.2%	.4%	4.9%	22.5%
Prakasam	Count	27	15	0%	0%	58	100
	% within row	27.0%	15.0%	0	0	58.0%	100.0%
	% within column	38.0%	12.9%	0%	0%	18.1%	19.4%
	% of Total	5.2%	2.9%	0%	0%	11.3%	19.4%
Anantapuram	Count	1	8	0%	0%	89	98
	% within row	1.0%	8.2%	0	0	90.8%	100.0%
	% within column	1.4%	6.9%	0%	0%	27.8%	19.0%
	% of Total	.2%	1.6%	0%	0%	17.3%	19.0%
Khammam	Count	10	17	0%	0%	73	100
	% within row	10.0%	17.0%	0%	0%	73.0%	100.0%
	% within column	14.1%	14.7%	0%	0%	22.8%	19.4%
	% of Total	1.9%	3.3%	0%	0%	14.2%	19.4%
Medak	Count	7	19	0%	0%	75	101
	% within row	6.9%	18.8%	0	0	74.3%	100.0%
	% within column	9.9%	16.4%	0%	0%	23.4%	19.6%
	% of Total	1.4%	3.7%	0%	0%	14.6%	19.6%
Total	Count	71	116	6	2	320	515
	% within row	13.8%	22.5%	1.2%	.4%	62.1%	100.0%
	% within column	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	13.8%	22.5%	1.2%	.4%	62.1%	100.0%

Table-4 shows the cross tabulation of name of the district and Educational qualifications of the respondent. It is evident from the table there are 71 respondents with primary school Education of which 36.6% belongs to East Godavari district 38% belongs to Prakasam district, 1.4% belongs to Anantapur district, 14.1% belongs to Khammam district and 9.9% belongs to Medak districts. There are 116 respondents with high school education of which 49.1% belongs to East Godavari district, 12.9% of respondents belongs to Prakasam district, 6.9% of respondents belongs to Anantapur district, 14.7% belongs to Khammam district and 16.4% belongs to Medak district. The table also evidences that there are 320 illiterates. Out of these illiterates 7.8% of respondents comes from East Godavari district, 18.1% of respondents comes from Prakasam district, 27.8% of respondents comes from Anantapur district, 22.8% of respondents comes from Khammam district and 23.4% of respondents comes from Medak district.

Conclusions and Suggestions

- Education qualification of the respondent is divided into five categories. They are primary school, high school, intermediate, degree and above and illiterate. Out of the total sample 515, 13.8 per cent of dalit women studied primary school education, 22.5 per cent of respondents studied high school education, 1.2 per cent of respondents studied intermediate and only 0.4 per cent of respondents studied degree and above. And the remaining 62.1 of respondents are illiterates. Hence, it is concluded that the literacy rate of dalit women is 37.9 per cent. It is less than other communities.
- Based on the statistics it is concluded that most of the dalit women are not going to colleges. Hence, it is suggested to implement a separate scheme for dalit women.
- It is concluded that customs and traditions of our society are main obstacles of illiteracy among dalit women. Hence, it is suggested to arrange awareness camps in dalit community areas.
- Early marriage leads to school and college dropouts in Scheduled castes. Hence, it is suggested to motivate dalit women about problems of early marriages.
- Fear of unemployment is another cause for college dropouts of dalit women. Hence, it is suggested to provide employment to dalit women.