

## **A Brief Study on Women Education in Rural Telangana**

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### **Abstract**

The education of young girls is important for the growth of our country as a whole. Empowering young girls through education is known to delay the age at which they get married, lower teen and child mortality rates, and improve the quality of life for the whole family and their future. The results of the study showed that most of the people who answered were not educated (80.83%), and most young women (42.96%) had only basic (31.69%), middle (16.19%), or high school education. Only 9.16% had a bachelor's degree or higher. Most of the respondent's daughters (54.55%) graduated from secondary school, followed by elementary (27.27%) and middle (18.18%) schools. Most of the respondent's young women who dropped out of school did so because of money problems (72.72 percent). Other reasons, like moving or not caring about school, accounted for 40.90 percent of the dropouts. Most of the people who answered the survey knew about the government scheme, Kasturba Gandhi Balika Vidyalaya, which helps girls go to school. This means that most of the people who answered the survey are aware.

**Key words:** basic education, women empowerment, basic amenities and schooling

Education is important for everyone, whether they are children or young women. Schooling makes a person smarter, helps them learn new things, and makes them aware of what's going on in the world. In India, education is very important, especially for girls and women. With regards to occupants, India is the second-biggest country on the planet; however, the number of young women schooling in India is very low. Educating young girls should be a priority for the overall development of the country, since women play a key role in the country's overall course (Abhilasha Gaur, 2017).

Training with different groups: In Indian culture, gender imbalance in schools is a serious problem, especially for young women from rural areas and families with less money. India has made progress over the past few decades in getting more people to go to school and

coming up with ways to deal with educational differences, such as those based on orientation. But there are still gaps in education (White, 2016). The history of girls going to school in India is not very old. In fact, at the beginning of the 20th century, less than 1% of women in every part of English-speaking India had completed high school. As per Registration 2011, in the state of Telangana, the female proficiency rate is 65.5 percent against the male education pace of 82.1 percent. Even though women's rates of learning have improved a lot, they are still much slower than men's. The gap between men and women is huge, and the gap between men and women's proficiency rates is still almost 20%. In rural India, where almost 43 percent of women don't know how to read or write (Banerjee, 2013), this is a big problem.

**Effects of orientation segregation on training:**

Experts often say that educating girls is the best way to prevent young girls from becoming victims. In any case, the percentage of educated women has gone up from 15% to 54%, while the percentage of sexually active teenagers has gone down. A few studies have shown that it is undeniable that informed moms are better at hurting their daughters than moms who don't know about it. Several studies have shown that more education for mothers lowers the baby death rate for both young men and young women, but the effect is bigger for young women. In this way, higher levels of maternal education reduce differences in child death rates based on race and ethnicity. On the other hand, there is also evidence that maternal education at the local and family level is only weakly linked to increases in female endurance. On the whole, there is less discrimination against young women in places like Kerala, Andhra Pradesh, Tamil Nadu, Karnataka, and Goa, which have a lot of educated women. But, in the last 20 years, young women in Delhi, Gujarat, and Rajasthan have been treated worse, even though they have high levels of education. In India, a girl child's right to education is often taken away.

The number of young women who drop out of school is much higher than the number of young men. This is because young women are expected to help at home with things like cleaning and cooking or taking care of younger relatives. In rural parts of India, young women spend more time doing household chores than young men. This widens the gap between men and women, which keeps alive the myth that a woman's education doesn't help her and that her main job is to take care of the family, get married early, have kids, and then raise them. If she has to do this work, then training doesn't matter to her, and she isn't even given the chance to get it. Also, even if women get an education and can make their own money, they probably

won't have the same rights and freedoms as men. We can change a child's behaviour and give them access to valuable opportunities that will improve their confidence, character, and career by sending them to school when they are young. The right to education has been seen as a basic freedom in many places around the world. For example, the Global Contract for Economic, Social, and Social Privileges says that everyone has a right to free and mandatory basic education and an obligation to make optional education available to everyone, especially through a dynamic presentation of free optional instruction and a promise to promote fair access to higher education. In a perfect world, this would be done through the constantly changing presentation of free higher education. Almost 70 million kids around the world are not able to go to school every day. By 2015, 164 countries had signed the agreement. The main goal of the study was to find out how the young girls in the respondents' families were being educated and what they thought about that.

The research shows that in the country, most of the respondents' daughters (44.45%) were educated up to the end of secondary school. After that, 33.33 percent went to elementary school, 17.46 percent went to middle school, and only 4.76 percent went to high school or beyond. In ancestral, the daughters' educational status showed that most (41.78%) of the girls had a secondary school education, followed by an elementary school education (30.38%), a middle school education (15.18%), and a high school education (12.66%). Out of the absolute example of rustic and ancestral, the young lady kid schooling uncovered that a larger part (42.96%) of young ladies had optional school instruction followed by essential (31.69%) and middle (16.19%) and not very many (9.16%) had graduation or more. The reason for these results is that most of the people who filled out the survey were young and had children in elementary and middle school. The number of high school-educated little girls was thought to be a little higher in the ancestral test than in the rural test. The reasons for this were that the respondents were older, they had kids in school, and they were using the government's free inns and reservation offices.

Dropout girl children of respondents shows that in the country, most (42.86%) of the girl children of respondents dropped out of school at the secondary level, followed by the essential level (28.57%) or the moderate level (28.57%), and no one dropped out at the graduation level or higher. In the ancestral sample, more than three-quarters (75%) of the young women who were the children of the respondents dropped out of optional school. Most (54.55%) of the young female children of the respondents left school at the optional level,

followed by the essential level (27.27%) and the moderate level (18.18%). The results were backed up by a study led by Deepak (2016), which found that both girls and boys between the ages of 6 and 18 were just as likely to drop out of school. About 90% of the kids who dropped out of school were from public schools, and 3 out of every 5 kids between the ages of 15 and 18 dropped out. Reasons why girl kids drop out of school: In the country, 71.4% of the girls who dropped out did so because they didn't have enough money for school or because they had to take care of their families. Another 42.85% dropped out for other reasons, such as because their families moved to a city or because they weren't interested in school. The next highest rate was 28.57 percent of young women who dropped out because of family issues like dealing with relatives, needing help at home, or being a single parent who decided not to send their kids to school after they grew up. After that, 21.42 percent of the respondents' children dropped out because of social issues like their relatives not sending them to school and being afraid of love projects. In the past, most of the young women among the respondents who dropped out did so because they didn't have enough money for school or because they had to take care of their families. After that, 37.50 percent of the dropouts were due to other reasons, such as moving or not caring about school. 25 percent of young women dropped out of school because of family and social problems. For example, some families didn't send their kids to school because they were taking care of relatives, helping out at home, being single parents, or because they were too old. Other families didn't send their kids to school because they were afraid of love problems.

Most of the girls who dropped out of school did so because they didn't have enough money or because they had to take care of their families. Others dropped out for other reasons, like moving or not caring about school. 27.27 percent of the people who left did so for family reasons, such as taking care of relatives, needing help at home, or being a single parent. After they left, they did not send their children to school. Not many (22.72%) of the respondents' kids were dropped because family members didn't want to send them to training or were afraid of relationships. Most young girls didn't drop out of school because they were sick or because there were no legal sterilisation services at school. The reason for this may be that a lot of families had low-paying jobs or were landless, so money was seen as the main reason why young women and children dropped out of school and their parents were not skilled. One of the main reasons their kids dropped out of school was that the students weren't interested and moved to cities to work because they had responsibilities and didn't get anything out of horticulture.

Similar results were found in a study by Baruah and Goswami (2012). They found that the main causes of kids dropping out of school were the family's financial situation, the level of education of their parents, and the lack of parental guidance in tests. How people feel about sending a young girl to school Table 5 shows that the majority of provincial (91.67%), ancestral (88.33%), and all (90.00%) of the respondents had a good attitude about sending a young girl to school. Out of the whole sample, the majority (83.33%) of respondents seemed to be okay with the idea that education will help young women solve their problems. It was also clear that most of the people who answered (80.83%) thought that education gave young women more freedom. It was also found that 78.33% of the respondents thought that educated young women were more willing to work with their families and that schooling young women worked on the group of people yet to come, and 75% of the respondents thought that educated young women were more helpful to their parents than uneducated young women.

About 48.33% of the people who answered the survey thought it was hard for smart young women to find their soul mates. It was a great finding that only 33.33 percent of respondents thought it was a waste of money to teach young women, and only 37.50 percent of respondents thought it was a sign of weakness to send young women outside to learn. Almost 40 percent of respondents thought that teaching young women makes them more popular and slow. 38.33: Young women don't need to go to school because they have to serve their friends in the end. Overall, it seems that the people who answered had positive feelings about sending young girls to school.

The results were the same as what Dattatreya (2017) found when she looked at how homestead women felt about girls' education. When it comes to how parents feel about their girls going to school, the majority (90.00%) of those who answered had a good and positive attitude, and they need to teach their girls more. To make this change, the public authority should stop making assumptions and focus on the needs of education. Reshma writes in her 2014 paper, "Guardians' Attitudes Toward Young Girl-Child Education: A Humanistic Study of Haryana," that parents of girls from all castes have very positive ideas about how to educate their daughters. Compared to dads, moms have a more positive view of how their young daughter should be taught than dads do. A high level of education also has a strong effect on how parents feel about a girl's education.

Parents who have more money are better at training their young girls. Government plans supporting young lady kid training at Kasturba Gandhi Balika Vidyalaya (KGBV): Table 6 shows that most of the country's respondents (98.33%) knew about government plans to help girls go to school. Kasturba Gandhi Balika Vidyalaya came in second, with 88.33% of respondents saying they were likely to agree and 5% saying they already did. In the past, the majority of respondents (98.33%) knew about government plans to help girls go to school. Kasturba Gandhi Balika Vidyalaya came next, followed by attitude (like to agree) (91.67%) and practise (currently agree) (13.33%). Most of the respondents (98.33%) are aware that the government has plans to help girls get an education. Kasturba Gandhi Balika Vidyalaya comes in second (90.00%), followed by attitude (liking to agree) and practise (9.17%). The Kasturba Gandhi Balika Vidyalaya schools, which are part of a government plan to help girls go to school, gave the respondents a positive impression. Most of them thought that these schools would help them and that they should sign up their daughters because the plan was free.

The reason for this result was that they didn't make much money, and most of the people who answered weren't educated. After working hard on ranches, they realised how important it was to go to school. Based on their research, Ahamad and Narayana (2015) said that the Midway Supported Plans for School Training (CSS) will help with their teaching. The opening of private Kasturba Gandhi Balika Vidyalaya (KGBV) schools will help young girls get a better education.

### **Conclusion**

The review says that the right to education includes the students' responsibilities to avoid segregation at all levels of the education system, to set minimum standards for education, and to work to improve the quality of education. India's government has set up a number of programmes to help girls at different stages of their lives, both to bring them up to standard and to make the difference between young men and young women smaller. Most of the people who answered the survey had a positive view of teaching young girls. They wanted their kids to do great things in everyday life. The government set up schools for girls called Kasturba Gandhi Balika Vidyalayas (KGBV). These schools gave free education and other benefits to girls, and parents had to send their daughters to them.

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