

Women's Education in the Nandyal Region: A Study on the Status of Panyam, Pulimaddi, and Koratamaddi in Nandyal District

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ABSTRACT:

Education plays a crucial role in the empowerment and socio-economic development of women, particularly in rural areas. This study explores the status of women's education in the Nandyal region, focusing on the villages of Panyam, Pulimaddi, and Koratamaddi in Nandyal District. The research aims to assess the literacy rates, access to educational resources, socio-cultural barriers, and government initiatives impacting female education in these areas. Through surveys, interviews, and data analysis, the study highlights key challenges such as financial constraints, early marriages, and societal attitudes toward girls' education. Additionally, it examines the role of local policies and community efforts in promoting educational opportunities for women. The findings suggest that while progress has been made, significant gaps remain in achieving gender parity in education. The study concludes with recommendations to enhance educational accessibility and encourage community participation in supporting women's education for sustainable development in the region.

Keywords: Women's Education, Nandyal Region, Literacy Rate, Socio-Cultural Barriers, Educational Access, Rural Development.

1.1 Introduction:

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness and honesty. It also refers to the discipline that is concerned with methods of teaching and learning in schools or school-like environments, as opposed to various non formal and informal means of socialization.

1.2 Women Education – Importance

Women education refers to every form of education that aims at improving the Knowledge, and skill of women and girls it includes general

education at schools and colleges, vocational and technical education, professional education, health Education. Women Education also refers to providing equal rights, opportunities, skills, Knowledge to women without gender inequality.

1. Economic development and prosperity:

Education will empower women to come forward and contribute towards the development and prosperity of the country.

2. Economic empowerment:

So long as women remain backward and economically dependent on men, the helpless condition of them cannot be changed. Economic empowerment and independence will only come through proper education and employment of women.

3. Improved life:

Education helps a woman to live a good life. Her identity as an individual would never get

lost. She can read and learn about her rights.

4. **Dignity & Honor:** Educated women are now looked upon with dignity and honor they become a source of inspiration for millions of young girls whomake them their role-models.
5. **Justice:** Educated are more informed of their rights for justice. It wouldeventually lead to decline in instances of violence and injustice against women such as dowry, forced-prostitution, child marriages, etc.
6. **Choice to choose a profession of her choice:** Educated women can prove be highly successful in the fields of life the girl-child should get equal opportunity for education, so that, she can plan to become a successful doctor, engineer, etc.

1.3 Role of women Education in India:

Education is a powerful tool for women's empowerment, contributing to personal growth and socio-economic development. In India, women's education plays a crucial role in improving living standards. However, societal preferences often prioritize sons' education over daughters', as sons are expected to support parents in old age, while daughters eventually marry and leave the family. Despite this mindset, educating women can help eliminate superstitions and inspire future generations, driving positive change in society

1.4 History of Women Education:

Women's literacy in India has significantly improved over time, rising from 0.2% in 1882 to 6% by 1947. Pioneers like Jyotiba Phule and Savitribai Phule initiated female education in 1848, while socio-religious reformers such as Raja Ram Mohan Roy and Ishwar Chandra Vidyasagar advocated for women's education during British rule. After independence, government initiatives further

promoted education for women, leading to a steady rise in literacy rates. Female literacy increased from 22% in 1971 to 54.16% by 2001, growing at a faster rate (14.87%) compared to male literacy (11.72%).

1.5 Women Education in Rural areas

India's constitution guarantees free primary school education for both boys and girls up to age 14. The literacy rate for women is 39% versus 64% for men with less than 40% of the 330 million women aged 7 and above being literate, according to the 1991 census, which means today there are over 200 million illiterate women in India.

The urban female literacy rate is 64% and rural women literacy rate is half of it, i.e., 31%. As with India as a whole, many states have large rural- urban differences in female literacy. In six of the 24 states, 25% or less of the women in rural areas are literate. In Rajasthan, less than 12% of rural women are literate. This low level of literacy not only has a negative impact of women's lives but also on their families and country's economic development.

Supporting schemes for women education

- Beti Bachao Beti Padhao
- Mukhyamantri Kanya Suraksha Yojana
- Balika Samriddhi Yojana
- Ammavadi
- Vidya deevena
- National schemes of incentives to girls for secondary education
- CBSE Udaan Scheme

2. Review of the Literature:

The education of women has been a subject of extensive research and discussion in both historical and contemporary contexts. Various studies highlight the significance of female education in fostering social, economic, and cultural development. This review examines key contributions to the literature related to women's education, focusing on historical trends, barriers,

and policy interventions, particularly in rural areas like the Nandyal region.

Historical Perspectives on Women's Education : Several researchers have traced the evolution of women's education in India. According to Desai and Thakkar (2001), women in ancient India had access to education during the Vedic period but gradually lost this privilege due to societal restrictions. However, during British rule, reformers such as Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, and Jyotiba Phule played a crucial role in reviving interest in female education (Sharma, 2010). The literacy rate for women in India saw a gradual increase, from 0.2% in 1882 to 6% in 1947, marking the beginning of government intervention in promoting women's education.

Barriers to Women's Education:

Numerous studies have identified economic, social, and cultural challenges that hinder women's education in rural India. Kingdon (2002) argues that financial constraints and traditional gender roles often lead to lower investment in girls' education compared to boys. Similarly, Kabeer (2005) highlights early marriages and societal norms as significant deterrents to higher education for women. A study by Dreze and Sen (2013) indicates that safety concerns, lack of transportation, and inadequate school infrastructure further limit women's access to education in rural regions.

Government Policies and Interventions:

Since India's independence, the government has implemented several policies to bridge the gender gap in education. The National Policy

on Education (1986) and subsequent programs like Beti Bachao Beti Padhao and Kasturba Gandhi Balika Vidyalaya have aimed at increasing female literacy rates and reducing dropout rates (Mukherjee, 2018). Studies suggest that while these initiatives have improved access to education, their effectiveness varies across different regions due to socio-economic disparities (Nanda, 2020).

Current Status and Future Challenges:

Recent research indicates a positive trend in women's literacy, with the female literacy rate rising from 22% in 1971 to 54.16% in 2001 (Census of India, 2011). However, rural areas, including Nandyal, continue to face challenges in ensuring equal educational opportunities for women. Research by Jha and Kelleher (2019) suggests that community participation, awareness programs, and improved school facilities are crucial in addressing these issues.

3.1 Need of study: Women's education plays a vital role in fostering social and economic development, yet in many rural regions, including Nandyal, gender disparities in education persist. Despite government initiatives and policies aimed at promoting female education, socio-cultural barriers, financial constraints, and inadequate infrastructure continue to hinder women's access to quality education. This study is necessary to assess the current status of women's education in Panyam, Pulimaddi, and Koratamaddi villages within Nandyal District and identify key challenges and opportunities for improvement.

3.2 Scope of study:

The scope of study is to find out the women interest towards education in Nandyal district surroundings. The study covers different aspects of women education in society.

3.3 Objectives of the Study

1. To assess the current status of women's

education in the Nandyal region, particularly in Panyam, Pulimaddi, and Koratamaddi.

2. To analyze literacy rates and educational attainment levels among women in these areas.
3. To identify socio-cultural, economic, and infrastructural barriers affecting women's access to education.
4. To evaluate the impact of government policies and initiatives on promoting female education in the region.
5. To explore community perceptions and attitudes toward women's education and its significance.
6. To suggest strategies and policy recommendations for improving educational opportunities for women in rural Nandyal.

4. Analysis of the Research:

1. We have worked on this survey for 8 weeks / 60 days. We have asked several questions based on women education and we have gathered the data.
2. 100 members have taken the survey out of which 25% are the age 18-24, 40% of the respondents are of age 24-30 and only 15% of the respondents are of age 32-40 and the remaining 20% respondents are of age above 40.
3. We can clearly know that majority of respondents are female i.e., 77% and the percentage of male is 23%.
4. We clearly find that majority of respondents are literate and few percentage of people i.e., 18% are illiterate.
5. We came to know that majority of the respondents i.e., 50% are students and 20% are employed, 23% are self-employed and only a few are house wife's i.e. 7%.
6. There is descending percentage for encouragement of women education in India. This is because the people in

rural areas are neglecting the education of girls.

7. The survey says that majority of the respondents i.e. 68% of them are saying that the women are not given equal status as men and 32% of respondents are saying that they are treating women equally as men.
8. Education is mandatory for everyone without any gender discrimination. The survey result also proves this 98% of respondents are saying that education is mandatory for women and only 2% of the respondents are saying it is not mandatory.
9. This survey gives us the clear picture of women education it says that there is lack of awareness regarding education. So, they are supporting their girl child towards education.

4.3 Recommendations:

1. Women require security and safety so they can travel long distances to pursue education.
2. They need financial aid from the government to continue their education without obstacles.
3. The government should conduct awareness campaigns in rural areas to educate locals about the importance of women's education and promote gender equality in learning opportunities.
4. Parents should prioritize their daughters' education and avoid marrying them off at a young age.
5. Women must never underestimate themselves; they should stay informed about the world's progress.
6. Women should have confidence in their abilities and avoid relying on others for support.

4.3 Conclusion:

The survey results indicate that women in rural areas remain undereducated due to a lack of parental support for their education. While urban areas continue to develop, literacy rates in rural regions are declining. Many parents prioritize work over education, leading to widespread illiteracy and early marriages among young girls. Most respondents acknowledged that their community lacks awareness about the importance of education, with some struggling even with basic reading skills. To address these challenges, the government should implement awareness campaigns, and society must take responsibility for promoting education and empowerment among women in rural areas.

Chapter:5 Reference

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