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RESEARCH ARTICLE

ROLE OF EDUCATION IN EMPOWERMENT OF WOMEN AMONG THE SCHEDULED CASTES AND SCHEDULED TRIBE'S IN ANDHRA PRADESH.

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Abstract

In ancient India women enjoyed a high status in the society. They were provided educational opportunities comparable to men. The social evils like discrimination of Dalits, Purdha, sati, enforced widowhood, and child marriage crept into the society much later and resulted in the degradation of their status. There were no institutions for education of girls during Muslim period, but girls did receive religious education in the recitation of the Quran in their homes. Under the British rule, the East India Company was reluctant to take responsibility of girl's education for a long time, due to the doctrine of religious neutrality, which was adopted by the government so as not offend the natives even on social customs that had nothing to do with religion. The education commission (1882) took a serious note of the status and education of women and rated it be extremely backward and recommended measures for improvement. But, because of cretin social-political reasons, no noticeable progress could be made. After independence, the University Education Commission (1948-49), set up by the government of India, laid special emphasises on the education of women and recommended that in view of the similar fields of activity for men and women, and some specific requirements of women, maximum facilities should be given for education in Home Economics and Home Management.

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Introduction:-

In ancient India women enjoyed a high status in the society. They were provided educational opportunities comparable to men. The social evils like discrimination of Dalits, Purdha, sati, enforced widowhood, and child marriage crept into the society much later and resulted in the degradation of their status. There were no institutions for education of girls during Muslim period, but girls did receive religious education in the recitation of the Quran in their homes. Under the British rule, the East India Company was reluctant to take responsibility of girl's education for a long time, due to the doctrine of religious neutrality, which was adopted by the government so as not offend the natives even on social customs that had nothing to do with religion. The education commission (1882) took a serious note of the status and education of women and rated it be extremely backward and recommended measures for improvement. But, because of cretin social-political reasons, no noticeable progress could be made. After independence, the University Education Commission (1948-49), set up by the government of India, laid special emphasises on the education of women and recommended that in view of the similar fields of activity for men and women, and some specific requirements of women, maximum facilities should be given for education in Home Economics and Home Management.

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During the post-independent period, the main strategy adopted to achieve equalization of educational opportunities has been to make school accessible to every child. It was thought that expansion of educational facilities, as a part of providing universal elementary education for all would make education available to the weaker sections of the society including women, day by day and year by year educational status of the women developed. But it is not equal for men. As for the 2011 census literacy rate is 74.4%, male literacy is 82.14%, Female literacy is 65.46%, so many socio-economic conditions are influenced the literacy rate. Literacy rate of marginalised sections literacy rate also very low in the across the country. Large number of scheduled castes or endogamous the incidence of hyper gamy and hypogamy is negligible they observe exogamy at clan, gotra and surname levels, while village level exogamy exists in 100 communities while scheduled castes communities are part of the traditional kinship organisations, the incidence of consanguinity appears to be higher even areas where this form of marriage is not practiced by other communities, search as the north India belt from Punjab to west Bengal. After the awareness of the women empowerment central and state and government has introduced the different programmes. As for the constitution, welfare of the Scheduled castes and Scheduled Tribes welfare is very important particularly woman is most important. Education is needed for professional enrichment, professional advancement and all for reflective participation in social and cultural life. The scheduled castes and scheduled tribes worked as artisans, wage workers, agricultural labour, and season works for their livelihoods including women also severely disadvantaged due to social, economic condition and political reasons and are categorised as women of educational backwardness. The women among the scheduled castes have a role in on economic and income generation activities as well as social functions and ritual matters but they have generally lower status and only a few have decision making powers. The traditional institutions of social control or fairly active in as many as high percentage of the communities. The scheduled caste communities of substantially represented in statutory panchayats which have come into existence. The traditional caste council decide social matters and impose punishment for crimes and offences like adultery, elopement, disputes over land and water and, disrespect for tradition norms.

The constitution recognised the need to close the socio-economic gap between these communities and the rest of the Indian population and the mandated special protection and provisions for the scheduled castes and scheduled tribes. It was actualised in prospective terms only in the fifth five year plan period in 1974 -1975 by the policy of the tribal sub plan (TSP), and later in 1979-1980 in the sixth plan period by the special component plan (SCP), later christened as scheduled caste sub plan (SCSP). They were the statutory allocations to be made in every budget. Central as well as state to be spent on those communities where the mandate to be budgeted in plan outlays in proportion to the population of the two communities, in the state governments also concentrating on the women's education.

Caste system in India:

The most peculiar of the social institutions of India is the caste system. It is peculiar in the sense that is confined to India is found nowhere else in the world. It is peculiar because of the extreme social segmentation which it produces; it is also peculiar because it is not a purely social system but is also closely intertwined with Hinduism as to have certain religious elements. Each member of Hindu community belongs to one or other of over 2000 castes, which divide into groups arranged in a compels system of social differentiation. As between its members, a caste is a bond of union, but the system splits up society into sections which, owing to the prohibitions not only against inter marriage, but also against eating, drinking and even smoking together, prevent social fusion more perhaps than any other institution in the world. Education is an important parameter to measure the level of empowerment achieved by any particular group or community. It is the initial input or primary tool to build the infrastructure to support such important structures/systems as communication, learning and information, Education of women is indeed the most important component and intervention for women's empowerment, provide both the contents and methodology of this education or pro-women, Education of a boy means educating a single man, while educating a girl or women means educating a family.

Lack of Women Education in Scheduled Castes and Schedule Tribes.

Across the India different socio-economic and psychological reasons are influencing the scheduled castes and scheduled tribes' women's education. As for the Dr. Allu Gowrisankarrao (2017), main reasons for the high rate of illiteracy among the dalits: Resistance from the family sent to girls to schools, fear of insecurity in villages, Lack of Physical facilities like accommodation, school transport, and medical facilities, the girls were forced to care of the siblings when the parents away at work, girls forced to domestic chores which prevent them from attending school, working earn for the family prevents the girl from attending school, working with parents earn, their livelihood in beedi factories or other unorganised sector made them illiterate, because of the sick and unemployment parents girls were forced to work many way forced to get married at young age in which stop

schooling, social distraction is that the girls should stop education after marriage ,reasons and strategies are changing in different states of India.

Dr.B.R.Ambedker role in dalit women's education:

Ambedker realized the importance of education of dalits. He opened schools and hostels for them and give more importance to the women while he was a participating barrister, he helped poor Dalits with legal aid. He worked a lot for the marginalised sections.

Conclusion:-

Empowerment of women is most important in Indian society, especially scheduled caste and scheduled tribe's women empowerment. They are depressing from the long time. Education is the key for empowerment of all sections of the people, different reasons are influenced the low rate of the literacy. Main reasons are poverty, unemployment, lack of awareness on education. State and central governments has introduced the different programmes for the empowerment of the women.

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