



EMPOWERING RURAL INDIAN WOMEN THROUGH EDUCATION: THE ROLE OF TEACHERS IN OVERCOMING SOCIO-ECONOMIC BARRIERS

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Abstract

India has always been a nation of villages, and although Indian women are revered as goddesses, their current circumstances are incredibly deplorable. Since the day they were born, they have experienced troubles. Additionally, tradition and custom are hostile to women. Their lives are being improved by several NGOs and the government, but these efforts remain insufficient. The main obstacle to their development and empowerment is education. The reality is that our nation has the highest percentage of illiterate people in the whole globe. Approximately 50% of all adult females in India cannot read or write, and roughly one-third of the country's population is today functionally illiterate. Particularly among women and in rural regions, illiteracy rates are high. Education for women is essential to the overall growth of any nation. Even though gender equality in education is given a lot of attention in India, there is still inequality in access to education. Women have different levels of access to education in rural and urban areas. All of these issues are covered in this essay along with appropriate solutions to the issues.

Keywords: *Women, Education, Empowerment, Rural, Sustainable Development. Social Transformation, Equality, Teachers.*

1. INTRODUCTION

In its widest sense, education is a type of learning in which a group's information, abilities, and dispositions are passed down from one generation to the next through instruction, planning, or research. Schooling may be divided into two categories: formal education and informal education. Informal education refers to learning that occurs in daily life, as opposed to formal education, which is the development of skills we obtain from organisations like schools. In contrast to the informal training that people frequently acquire from family

members, social groups, and their acquaintances, formal education is necessary to empower a person for unique distinctive attributes that make them acknowledged in the wider public. Women are nearly half the population; however, they are less educated than men. After 60 years of independence, India still has a long way to go before offering everyone a thorough education. The Indian government implemented a rule forcing all residents to attend school in 2005, and it is indisputably successful and attracting attention from the general public. However, there are many obstacles to women getting an education, thus they are underrepresented in many fields, including the employment. Despite having it better than rural women, urban women still fall short of men.

In India, women's access to education is severely constrained, which has had a negative impact on both the government and the general populace. Women may be vital to the advancement of the country because they make up a sizeable portion of the population. It is recognised that societal conventions that prohibit women from obtaining a sufficient education and gender imbalance in education have a detrimental impact on women's education, causing poverty to increase and the country to become more backward. Many societal advantages stem from teaching young girls, one of which is the empowerment of women. Women in India today struggle with a variety of issues as a result of a lack of education, including domestic violence, merciless men, orientation segregation, separation in the use of force and the workforce, sexual and financial double dealing, and more. In all facets of conduct, training is crucial for women's development, social success, and government support of the community. Women should be included in all socioeconomic levels since they are abused in every aspect of life.

In order to overcome orientation predispositions that are socially conditioned, women must swim against a stronger framework. Such a process of strengthening—which is only possible with guidance results in such strength. Since rural regions are less developed than metropolitan areas in terms of career prospects, pay levels, food delivery, and wellbeing, there is a critical need for education. The population's lack of education is the only factor contributing to the backwardness of rural areas. As a perspective statement, it may be argued that women's empowerment and education lead to regional advancement because males in the area engage in the labour market in some capacity but women do not share that work-for-pay mentality.

Women's empowerment also tries to investigate how training impacts SC and ST women in rural regions. A number of elements, including financial opportunity, social connection, and individual rights, are involved in the empowerment of women. Traditionally, women are frequently denied certain rights. Women in rural regions often do not have a significant income cap, thus they are largely in charge of household duties and low-paying jobs. Without the ability to work and make a living salary, their voices are silenced.

It's challenging to picture Indian regional life in its actuality. The treatment of women and the social class system contribute to the lack of sustainable economies in the majority of towns. NGOs and government organisations should assist women in acquiring the skills they need to live better lives in the current environment. Education may help women become stronger because it equips them with the skills, they need to overcome obstacles, defy expectations, and completely change their positions.

1.1. Historical Development of Women Education

Three authentic periods — Obsolete, Medieval era, and Current — can be recognized behind the scenes of Indian women. From about 1757 to 1947, or "right now range," the East India Association administered over India. Foundations were made during this opportunity to foster men's preparation in a modernized manner; however, little was finished to improve women's education. The English government took on the association's immediate obligation in 1858, however regardless of this, they gave no consideration to the education of the country's women. With only 13 young ladies, Savitribai Phule opened the main young ladies' school back in 1847. She defeated areas of strength for the from individual interests and casteist components, who accepted that women ought to be bound to the four walls of the home and had no spot or right in open life, to begin a rigid school for 'disconnected' little kids in 1852. To improve women's education, Annie Besant established the Central Hindu Young women School in Banaras and Teacher Karue established the SNDT Women's School in Poona in 1904. Following autonomy, the Indian government laid out many sheets and gave subsidizing to the extension of women's educational open doors, for example, the Radhakrishnan Commission or the School Preparing Commission (1948). Kothari Commission (1964-1964), M. Bhaktvatsalam Leading group of Legal administrators to investigate the reasons for Public Assistance particularly in Country Area for Young women Preparing and to Public Organization, Smt. Durgabai Deshmukh Leading group of Legal administrators (1959), Smt. Hansa Mehta Leading group of Legal administrators (1962), Public procedure on Tutoring

(1986), Program of Movement (1986), Objective on the Public Methodology on Tutoring (1968), Report of the Board on the Circumstance with Women in India (1974), Challenge of Preparing (1985), Public technique on Tutoring (1986, etc. Notwithstanding, a couple of plans or tasks like OBB, DPEP, SSA, NLM, Public Program of Dietary Assistance of Fundamental Preparation (NPNSPE) or (Early afternoon Dining experiences), RTE Act 2009, and Data Commission, etc knew about achieve the public target i.e., 100% capability to advance the fundamental tutoring and to accomplish the place of universalization of fundamental guidance up to develop level 6-14 years. Regardless of the organization's all's endeavours to further develop education, women actually linger behind guys in numerous areas. Most of Indian women are uninformed because of obliviousness; thus, women become the endurance of a general public that is overwhelmed by men.

2. LITERATURE REVIEW

Sharma and Singh's (2018). study delves into the pivotal role of teacher practices and perceptions in the context of empowering rural Indian women through education. Their research sheds light on the intricate dynamics that exist within rural educational settings, emphasizing the profound impact teachers can have on shaping the educational experiences of female students from these regions. One of the key focal points of their research is the examination of pedagogical approaches adopted by teachers in rural areas. In such settings, effective teachers often employ inclusive teaching methods that cater to the unique needs and challenges faced by their female students. This inclusivity extends beyond the classroom, encompassing locally relevant content, hands-on learning experiences, and practical examples that resonate with the students' daily lives. These pedagogical approaches are designed to make education more accessible, relatable, and engaging for rural women, thereby increasing their motivation to pursue and persist in their educational journeys.

Reddy, S., & Kumar, V. (2019) study conducted under the titled "The Role of Female Teachers in Promoting Education Among Rural Women in India: A Case Study of Uttar Pradesh," offers valuable insights into the vital role that female teachers play in advancing education among rural women, with a specific focus on Uttar Pradesh, India. The research explores the dynamics of this interaction and underscores the significance of female teachers as agents of change in rural education. One of the central themes of the study revolves around the role of female teachers as inspirational figures and role models for rural women in Uttar Pradesh. The presence of female educators in these communities can have a transformative

impact by providing young girls with real-life examples of women who have pursued education and succeeded. Through their own educational journeys and achievements, these teachers become powerful sources of motivation and encouragement for their female students, demonstrating that education is a viable path to empowerment and self-improvement.

Patel, P., & Desai, M. (2020) conducted the research in 2020, titled "Empowering Rural Women Through Education: A Qualitative Analysis of Teacher-Student Interactions in Gujarat, India," offers valuable insights into the nuanced dynamics of teacher-student interactions in rural educational settings in Gujarat. This qualitative analysis likely explores various aspects of these interactions and their impact on the empowerment of rural women through education. One of the central themes of this study likely revolves around the nature of teacher-student interactions within the context of rural Gujarat. Effective teachers in such settings may be found to foster strong and supportive relationships with their students, particularly female learners. These positive relationships often play a pivotal role in creating a conducive learning environment. Teachers who demonstrate care, empathy, and understanding are more likely to motivate and inspire their students to engage actively in the learning process. The study likely highlights the role of female teachers in Gujarat as strong role models for rural women. Female educators who have overcome similar challenges and pursued education and careers can serve as inspirational figures. By sharing their own stories of achievement, these teachers can instill a sense of self-belief and determination in their female students, motivating them to aspire to higher educational and career goals.

Khan, S., & Mishra, P. (2017). conducted the study in 2017, titled "Teacher Perceptions and Strategies for Enhancing Education Among Rural Women in Rajasthan, India," offers valuable insights into the perceptions and strategies of teachers working to improve the educational prospects of rural women in Rajasthan. Their research likely explores the multifaceted dynamics of teacher-student interactions, teacher perceptions, and the strategies employed within this context. A central theme of this study may revolve around understanding teacher perceptions concerning the educational challenges faced by rural women in Rajasthan. Teachers often have unique insights into the socio-economic and cultural factors that hinder female students' access to and retention in education. By examining these perceptions, the research can provide critical insights into the root causes of educational disparities and help formulate targeted strategies. The study likely sheds light on

the strategies that effective teachers employ to enhance education among rural women in Rajasthan.

Verma, R., & Yadav, S. (2021) conducted a study in 2021, titled "Breaking the Socio-Economic Barriers: The Role of Teachers in Empowering Rural Indian Women Through Education - A Case Study of Haryana," offers critical insights into the role of teachers in empowering rural women through education, with a specific focus on Haryana, India. This research likely explores the various ways in which teachers contribute to overcoming socio-economic barriers and fostering empowerment in this specific region. A central theme of this study may revolve around understanding the socio-economic barriers that rural women in Haryana face in accessing quality education. These barriers could include economic constraints, social norms, and cultural factors that limit female education. The research likely examines the extent to which teachers are aware of these barriers and how they tailor their approaches to address them. The study probably highlights the strategies employed by effective teachers to empower rural women in Haryana through education. These strategies may encompass adapting the curriculum to local contexts, using culturally sensitive teaching materials, and employing innovative teaching methods. Teachers who tailor their approaches to the unique needs and challenges of their students are more likely to create an inclusive learning environment that fosters empowerment.

3. RESEARCH METHODOLOGY

The study is based on descriptive research design. The data was acquired via supplementary sources, including diaries, books, government reports, journals, and other working papers. A satisfied inspection approach has been used to break down the optional information. The evaluation was not allowed to include meta-examinations, intentional audits, written surveys, books, or records that did not contain verified data.

Table 1: Education-Related Demographic Profile

Gender	Urban	Rural
Male	94.80%	87.40%
Female	80.93%	59.76%

Source: Ministry of human resource development

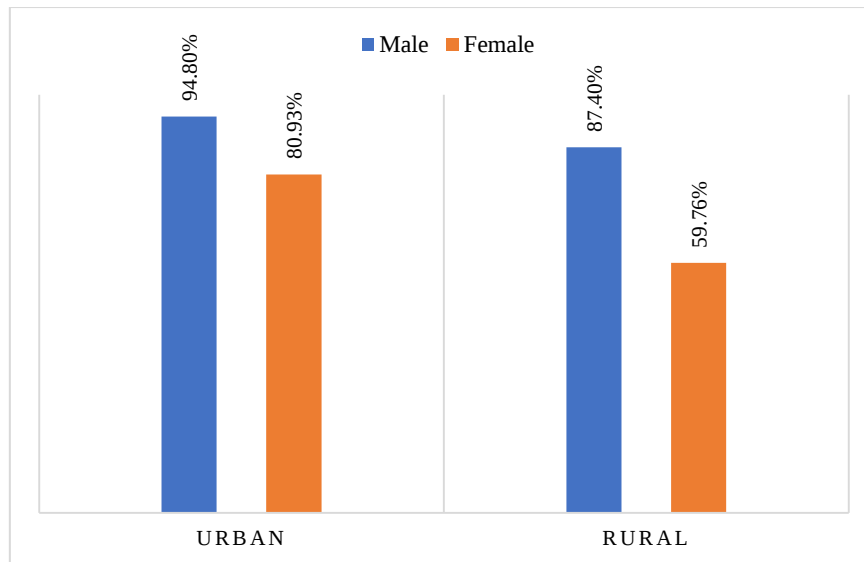


Figure 1: Graphical Representation of The Education Demographic Profile

4. RESULTS AND DISCUSSION

Women are the focal point of any household. In India, women's social standing in both urban and rural areas is said to be three-fold wicked. In rural regions, illiteracy, poverty, and illness continue to be major concerns, and women are among the most susceptible demographics. Due to the conditions, women work both paid and unpaid jobs at home, in the community, and in the workplace, which helps the economy and fight poverty.

Table 2: Status of Indian Women in Relation to Other Developing Country Women

Indicator	Indian Women	Women in Other Developing Countries
Literacy Rate	Varies by region and state; overall, lower than in some other developing countries	Varies widely by country, with some countries having higher rates than India
Employment	Significant gender wage gap; lower workforce participation rate compared to men	Variable across countries; some countries have better opportunities for women
Political Representation	Limited representation in political leadership roles	Varies by country; some countries have higher female political representation
Maternal Mortality Rate	High, but improving over the years	Variable across countries; some have lower rates
Access to Healthcare	Uneven access to healthcare,	Varies by country; some have better

	especially in rural areas	healthcare access
Gender-Based Violence	High incidence of gender-based violence, including domestic violence	Prevalence varies by country; some have lower rates
Education	Progress has been made, but disparities still exist	Varies by country; some have better access to quality education
Child Marriage	High prevalence, especially in rural areas	Prevalence varies by country; some have lower rates
Women's Rights and Empowerment	Ongoing challenges related to gender inequality	Varies by country; some have made significant progress
Access to Financial Services	Limited access to banking and financial services	Varies by country; some have better access
Child Labor	High incidence of child labour, especially among girls	Prevalence varies by country; some have lower rates

Source: Ministry of Human Resource Development

A Halfway Supported Plan entitled "Motivator to Young Ladies for Optional Schooling" was given out by the Indian Public Authority in 2008–2009. According to the concept, a sum of \$3,000 is set aside as a fixed account for the benefit of qualifying young women. These women are eligible to withdraw this money with interest once they turn 18 and must have successfully completed their tenth-grade exams. The programme covers (I) all girls belonging to the SC/ST population who complete class VIII and (II) all girls who complete class VIII at a Kasturba Gandhi Balika Vidyalaya (regardless of whether they belong to the SC/ST population) and enrol in class IX at public, government-aided, and neighbourhood body schools. The Plan aims to provide a supportive environment to reduce nonconformists and promote the enrollment of young lady children who are mostly from SC/ST ethnic groups in optional schools. Under the programme, 15.70 lakh young women have profited greatly. 3.11 lakh young women have contributed up to this time in the 2012–2013 academic year.

Table 3: Girls Education in India at Glance

Indicator	Data/Statistics
Literacy Rate	65.46% (Females, as of 2021)
Gender Gap in Literacy	16.7% (Females lower than Males, as of 2021)

Primary Education	- Enrollment Rate: 93.3% (2019-20) - Dropout Rate: 17.9% (girls, 2019-20)
Secondary Education	- Enrollment Rate: 81.3% (2019-20) - Dropout Rate: 17.1% (girls, 2019-20)
Tertiary Education	- Gross Enrollment Ratio (GER): 25.8% (2019-20) - Gender Parity Index (GPI): 1.00 (2019-20)
Girls' Access Barriers	- Child Marriage Prevalence: 27% (before 18, as of 2021) - Limited Access in Rural Areas and Among Marginalized Communities
Government Initiatives	- Sarva Shiksha Abhiyan (SSA)
	- Beti Bachao, Beti Padhao (BBBP) Campaign - National Scheme of Incentives to Girls for Secondary Education
Challenges	- Socio-economic Disparities - Lack of Infrastructure in Rural Areas - Cultural and Traditional Norms

Source: Information on school statistics for 2020–21 is available on the ministry of HRD's website.

Table 4: Literacy in India

S. No.	States	Literacy	Female Literacy	Male Literacy
1	Andhra Pradesh	67.02%	59.74%	74.95%
2	Chhattisgarh	71.04%	60.59%	81.45%
3	Haryana	76.64%	66.77%	85.38%
4	Himachal Pradesh	83.78%	76.60%	90.83%
5	Karnataka	77.20%	68.13%	82.85%
6	Madhya Pradesh	70.63%	60.02%	80.53%
7	Maharashtra	82.34%	75.48%	88.38%
8	Odisha	73.45%	64.36%	82.40%
9	Punjab	80.63%	76.68%	84.81%
10	Rajasthan	66.11%	52.66%	79.19%
11	Tamil Nadu	80.33%	73.86%	86.81%
12	Uttar Pradesh	67.68%	57.18%	77.28%
13	Uttarakhand	79.63%	70.70%	88.33%
India		74.04%	65.46%	82.14%

Source: Chapter 7 of Census of India-2011-Provisional Population contains the provisional population totals from that year's census.

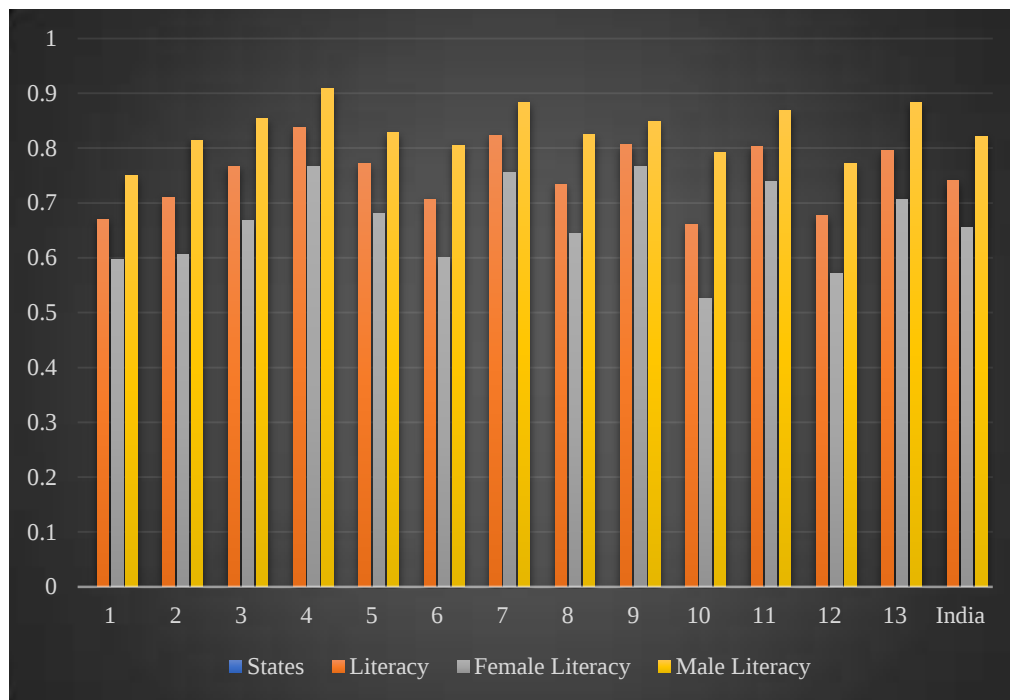


Figure 2: Graphical Representation of India's Literacy Rate

The Branch of Advanced Education has always made it a point to approach various strategies and initiatives in order to ensure greater support and enrollment of women. Therefore, a crucial area in advanced education is closing the orientation gap. The number of women enrolled in advanced education in the nation has increased dramatically. The percentage of female enrollment, which was less than 10% of the total enrollment immediately before liberation, has increased to 42.51% as of the commencement of the academic year 2010–2011. Information on enrollment and the number of young women's universities offering advanced education in the country is provided in the table that is included.

It is important to consider the country's demographics and cultural traditions while evaluating the difficulties in delivering higher education to rural Indian women. The Indian government has worked valiantly to deliver elementary education and universal literacy. India's literacy rate (for those aged five and older) improved from 52.21% in 1991 to 62% in 1997, however female literacy rates in 1997 were just 50% overall and just 43% in rural areas. The rates for adults (15 and older) were 54% overall and 40.7% for women. In 1997–98, only 50% of the eligible population was enrolled in secondary schools, with girls making up 44% of primary students, 40% of middle students, and 37.1% of senior students. Therefore, fewer students still meet the requirements for higher education, especially among female students.

However, as of 1997–1998, there were 229 universities in the nation, 16 of which were central institutions and the rest were run by the states. There are also over 9,274 institutions, including 2,075 schools for professional education and 7,199 general education colleges. Together, they have 331,000 instructors working with 7 million kids. Large portions of the population that lack access to colleges and universities are also given flexible higher education options via the Indira Gandhi National Open University. It was founded in 1987 and currently offers 47 programmes with 553 courses. In 1999, it served over 172,000 students.

The MHRD's efforts to raise the level of female training in India have several noteworthy components.

➤ **Girls' Responsive Education System**

1. Ensure access to schools
2. Increase proportion of woman teachers
3. Training to enhance gender sensitivity of teachers
4. Develop gender sensitive and relevant curriculum & textbooks.
5. provide supportive structures such as Early Childhood
6. Care and Education centres
7. provide alternative learning facilities
8. ensure basic facilities in schools—toilets and drinking water
9. Generate Community Demand for Girls' Education

➤ **Create a demand for girls' education in the community**

1. Motivation and mobilization of parents and community
2. Enhance the role of woman and mothers in school related activities
3. Ensure people's participation in school committees
4. Strengthen links between the school, teachers and community

In today's rural communities, there is a demand for women's education. The first and finest teacher for a child is their mother. If she isn't taught how to do anything, how well can the child do? More than any instructor on the earth, she can keep her child's intellect and abilities sharp. Education is a valuable resource that never represents a waste of time, effort, or money. It will keep paying off for you. When training reaches women in provincial regions, it leads to the eradication of the social injustices that are already prevalent. Best of all, educating the young girl gives her the confidence to live a life of dignity, to support her

family, to oppose governmental authority, and to be less likely to engage in dangerous behaviour when left alone or at home.

5. CONCLUSION

Men and women complement each other. Women were more responsible for inside problems in the unlikely event that males should handle the outer matters. The fundamental contrast in this idea is that today's women are equally proficient in both the outer world and undercover. They may be found in all imaginable spheres of human existence, and they are more definite. Women have made significant strides, and the fact that no male stronghold is pristine is a wonderful indication of their success. Training is a composite element that, especially in rural India, has the capacity to change a range of chances for young women. Thus, it is essential to place a focus on young women's education. There are various factors that hinder the education of young women; the most glaring of them is the lack of infrastructure and schools. Additionally, the distance travelled to get to school, the anxiety associated with doing anything wrong, and the likelihood of an improbable event all increasing, making it crucial to prepare a public vehicle only for young girl children.

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