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A STUDY ON NEED OF COMMON LITERACY IMPLEMENTATION TO WOMAN IN TELANGANA REGIONS

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ABSTRACT:

The constitutional protection and promises, even after six decades, their status is found to be lower than general women population. The main objectives this paper is to examine the socio-economic problems of the Tribal women in India as well as in Telangana State, to discuss educational and health conditions of Tribal women, to examine the tribal policy and Status tribal women problems associated with it Literacy is a process which dispels and promotes rational thinking and molds human beings into becoming responsible citizens. The absence of literacy directly and indirectly retards the development of individuals, society, community and the country. For the success of any program, people should be motivated by providing necessary congenial environments, socio-economic conditions and committed efforts on the part of implementing bodies. In spite of the number of efforts made by central and state governments in India, still illiterates remain. This paper identifies factors responsible for people remaining illiterate and suggests strategies to adopt for achieving better results in the district which has the lowest literacy rate in the state and country.

1.0 Introduction:

Literacy is one of the key aspects of human resource development. In order to quantify the human resources of the country, the State and central governments have launched a number of educational (both formal and non-formal) programs for the promotion of literacy. As a result, large pools of illiterates were made literates. However, a vast majority of the illiterates are here, particularly among females. Literacy is a process, which dispels ignorance and promotes rational thinking. Literacy thus moulds a person to become a responsible citizen. In a democratic society, people cannot remain as silent spectators to the vast changes that are taking place in the society. But they have to participate effectively not only in decision making processes, but also in

formulation and implementation of developmental programs. To achieve this objective, all the citizens need to be educated. In other words, literacy is the tool for development. Women, who contribute half of our population, have the dubious distinction of maintaining a lower profile in many social, educational and economic aspects across the world. In the context of India, the phenomenon has been further worsened with women occupying lower positions in terms of educational, health, political and economic aspects and relegated to lower positions in society. Women have been treated as lesser contributors to society in terms of social and economic development issues. Though women have favorable attitudes and appropriate capacities to contribute to society, the social

milieu in developing countries like India has always positioned women with a lesser role to play in social and economic issues. Telangana is the second most populous country of the world and has changing Socioeconomic, political demographic and morbidity patterns that have been drawing global attention in recent years. Despite several growth-oriented policies adopted by the government, the widening economic, regional and gender disparities are posing challenges for the health sector. India is the second most populous country of the world and has changing Socio-economic, political demographic and morbidity patterns that have been drawing global attention in recent years. Despite several growth-oriented policies adopted by the government, the widening economic, regional and gender disparities are posing challenges for the health and educational sector.

Education and sustainable development:

Education has long been identified as key to translating the ideals of sustainable development into practice through enhancing people's skills and capacities to respond to change and supporting the transition to a green economy. UNESCO's International Research and Training Centre for Rural Education noted the importance of an integrated approach to education, training and support shaped around the three central elements of sustainable development:

- Claiming a stake for the marginalized in development;
- Responding to the feminisation of poverty; and
- Ensuring that sustainable production and consumption involves everyone, not just the poor

The Decade for Education for Sustainable Development focused attention on the importance of education in supporting and facilitating the new values and practices required for a sustainable future: 'Sustainable development requires changes in the way we think and act. The proposal for a global action programme to follow the decade emphasizes the need to strengthen ESD in formal, non-formal and informal settings, including the private sector, and to enhance e-learning and mobile learning opportunities for young people. The seven ESD principles outlined in the proposal recognize the transformative potential of participatory education, emphasizing: 'innovative, participatory teaching and learning methods that empower and motivate learners to take action for sustainable development'. However, the proposal makes no reference to gender equality or women's rights, in contrast to the strong concerns around the feminization of poverty raised in other policy documents on sustainable development (see previous section). During the decade, a discussion paper, *The Forgotten Priority* had proposed developing a gendered approach to ESD strategic planning as a key step towards promoting gender equality. So far, this paper has looked at education for sustainable development, reflecting the stance taken by the UN panel and conference discussions mentioned above. An alternative approach is to compare the principles, practices and values of sustainable development with those underpinning adult education and lifelong learning.

Literacy and Economic Empowerment:

The vast majority of women's literacy programmers take a functional literacy approach in order to link literacy learning with

income-generating activities. These programmers vary in how far they aim to challenge women's existing economic roles and in whether they priorities non-farm or agricultural activities. In terms of learning and teaching approaches, whilst most programmers take a 'literacy first' approach (literacy programmers followed by skills training), some programmers offer support for literacy embedded in income-generating or livelihood activities.

Association's Economic Empowerment and Functional Adult Literacy Programmed focuses on non-farming activities, in recognition of farmers' increasing vulnerability due to climate change and environmental degradation The programmer is based on the Kenyan national adult literacy curriculum integrated with supplementary entrepreneurship and management training, as well as issues affecting women around human rights, economic empowerment and environmental conservation.

Objectives:

The primary aim of the study was to analyses the factors contributing to low female literacy in the telangana district of Andhra Pradesh. In addressing this aim, the study focused on the following objectives:

- To identify the root causes for the low female literacy in telangana District, Andhra Pradesh
- To elicit opinions from various categories such as age, social class, literates and illiterates, and
- To establish strategies to be adopted from the responses and suggestions obtained from women respondents for enhancing

2.0 Literature review:

[1]Anandi Mani, Prachi Mishra and PetiaTopalova(2012)

The policy framework also emphasized that elementary education would receive an overriding priority through the provision of special support services, the setting of time targets and an effective monitoring of goals. A major emphasis was also to be placed on women's participation in vocational, technical and professional education at different levels. Most significantly, a policy of non-discrimination would be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

[2] Raja Raman, Indira and Manish Gupta

2012Women received attention of the government right from the beginning of the Indian Planning. While the thrust of the first plans was on organizing various welfare activities and giving priority to women's education, the fifth and sixth plans witnessed a shift from 'welfare' to 'overall development of women with thrust on health, education and employment of women. The stress of the seventh plan was to identifying and promoting beneficiary oriented programmers with a view to extending direct benefits to women. The eighth plan promised to ensure that benefits of development from different sectors. The ninth plan mode two significant changes in the strategy of planning for women

[3] Jean Dreze (2011) increased bargaining power of women and rural labor and provided independent earning opportunity to women for

empowerment. The authors also found percent women collect their own wages and 68 percent keep wages with them. and in the elaborative study found that limited and irregular labor market, social barriers and working condition discouraged women's work participation. But, Local availability of work, government work, regulated working hours; less exploitative and dignified nature of work under been main motivating factors for women to participate in works. helped avoiding hunger and migration, purchasing of medicines, payment for children education ad repayment of debts and avoiding hazardous working conditions for majority of the women job seekers, the study found.

[4]Bebell, D. (2005). Method by which states and local school districts have attempted to build technological literacy into the K-12 curriculum is through so-called "one-to-one" programs. These programs provide a laptop to every student in the hopes of encouraging teachers to build instructional processes more appropriate for teaching 21st Century Skills. These programs use technology to encourage fundamental changes in traditional teacher and student roles. The shift from traditional pedagogical methods to more collaborative, inquiry-based approaches creates a partnership of sorts in the student-teacher relationship. Students assume more responsibility for their learning and work in teams to solve complex, real-world problems. Students benefit through increases in collaborative learning, individualized instruction, and interdisciplinary experiences, as well as increasing self-esteem, respect, and self-confidence. Teachers see their roles shift to facilitator, coordinator, and instructional designer.

3.0 literacy programmers for sustainable development and women's empowerment:

Through this discussion of sustainable development and women's empowerment, several key aspects have emerged with regard to the kind of education that could support these two different but interconnected processes of change. The three dimensions of sustainable development economic growth, social equality and environmental sustainability are situated within a framework of lifelong learning and discussed in terms of the new knowledge, skills, technologies and values required by people. While recognizing the need for gender parity in schooling, transformative approaches to women's empowerment move beyond formal educational institutions and programmers to consider how women engage in different kinds of learning through the media, social organization, migration and work. This section focuses on the implications of taking a sustainable development and women's empowerment perspective on adult literacy and learning, with the aim of reviewing trends in policy and programming

Family Planning Insurance Scheme:

The scheme provides insurance to sterilization acceptors through authorized insurance agency with an insurance cover of It is given after death of an acceptor due to sterilization operation within 7 days from the date of as expenses for treatment of medical complication due to sterilization operation are provided under this policy In relation to the environmental pillar, functional literacy programmers have also proved a popular approach to introducing environmental issues, such as the protection of community forest resources. However, such programmers have



often adopted a didactic approach to conveying messages about sustainable development through stories or articles addressing environmental topics such as soil degradation and climate change. Although the intention may have been to encourage the individual learner to relate the issues to their own situation, in practice, literacy facilitators have frequently focused only on conveying environmental messages and asking learners to memorize and repeat them.

Educational Policy and Technological Literacy

Public policies at both the federal and state levels have begun to address the issue of how to build technological literacy among K-12 students. The federal government invests heavily in public education, both in terms of funding and policy construction. The U.S. Department of Education, the National Science Foundation, and other federal agencies fund, evaluate, direct, and otherwise guide public STEM education to the tune of approximately \$3 billion per year. The Federal No Child Left Behind Act of 2001 (NCLB), though primarily designed to enact standards-based reform in public education, mandates technological literacy for eighth grade students. The NCLB also initiated the Enhancing Education through Technology program to provide a federal source of funding for K-12 technology, though the program was discontinued in 2011. The recent *National Education Technology Plan* has also reaffirmed the need for more integrated use of educational technology in K-12 (U.S. Department of Education, 2010). Efforts by policymakers to build technological literacy into the curriculum have been complicated by a several factors - the lack of a uniform definition

for technological literacy, the lack of systematic assessment data, the myriad state standards and local-level curricula, and a dearth of policy leadership at the federal level.

Moving from women's literacy to gender empowerment:

Adult literacy policy has often adopted what has been termed an 'efficiency' approach aiming to make women more efficient in their roles as wives and mothers through focusing on their reproductive role and informed by an economic rationale. Rather than challenging gender inequalities directly, such programmes frequently promote a functional literacy approach, linking basic literacy learning with knowledge about sanitation, maternal/child health, nutrition and family planning. By contrast, the more politicised 'rights' approach to adult literacy builds on Freirean critical literacy pedagogy to encourage women to reflect on traditional gendered roles as a starting point for collective action. Reflect circles, learning groups based on Freire's dialogic approach, have involved men as well as women in this process of discussing and challenging gender relations and roles. Recent discussion of women's literacy has stressed the difficulties of translating policy into action – noting that even participatory approaches to women's literacy may be implemented through a one-size-fits-all programme that disregards women's diverse interests and identities note that 'gender continues to be largely understood as being a biological category, with girls and women being identified as "target groups"'. They argue that 'gender goes well beyond access issues and needs to be understood in terms of power relations ... interrogating issues of power within education content, classroom

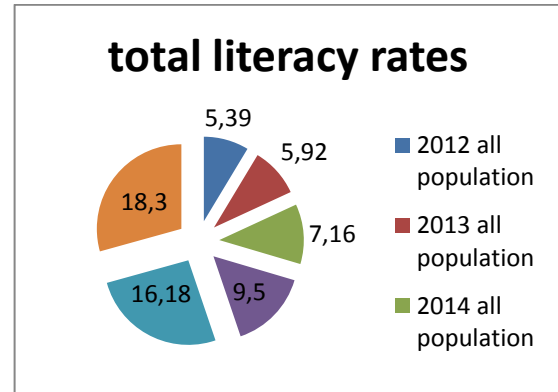
practices and structures and ideologies that determine women’s lives’. Beyond the classroom, the resourcing of literacy programmers and the career progression of practitioners can also be investigated from a gendered perspective.

4.0 Results and Analysis:

These figures also reveal that gender disparity in literacy has increased continuously from 1901 to 1961 and it became 2.72 times during 1901–1961. During the last 110 years, it decreased by 1.08 percentage points for the first time in 1971. Then it again increased by 2.67 percentage points and became 26.65 in 1981. Thereafter, it had been decreasing continuously until 2016. If we compare gender disparity across different years, we find that gender disparity was the lowest (9.23 per cent) in 1901, while it was the highest (26.65 per cent) in 1981. Overall gender disparity in literacy has increased 1.77 times during 1901–2011 from 9.23 per cent to 16.30 per cent.

Table: Literacy Rates in Telangana, 2012–2017

year	age group of	total literacy rates	literacy male and female
2012	all population	5.39	9.53
2013	all population	5.92	9.51
2014	all population	7.16	10.54
2015	all population	9.50	12.66
2016	all population	16.18	17.66
2017	all population	18.30	25.06



Literacy and Environmental Sustainability:

Whilst many literacy programmers have incorporated environmental issues into their curriculum (protecting the forest or reducing pollution of water sources, for example), there are few that have made environmental sustainability their core concern. An exception is the Mayog Family Literacy Programmed in Sabah, Malaysia programmer worked with women from the largest indigenous group, the Kadazandusun, whose land and livelihoods were being immediately threatened by logging and other kinds of exploitation. The project began by exploring indigenous beliefs about the environment – which included the belief that nature has its own spirit – and the need to pass these ideas on to the next generation. What was unusual was that the project not only targeted non-literate women, but also encouraged peer learning, through literate and non-literate women writing together in groups about their experiences in their own language. Eleven themed stories about environmental issues – including landslides, bio-piracy and deforestation were published. The books were read by women to their children, and later introduced into teacher training colleges with the aim of incorporating indigenous knowledge

about forest conservation into the formal curriculum.

Investigating the Implementation woman in telangana regions

The enormity of the de-centralized nature of the public education system, and sometimes competing educational priorities make technological literacy programs a particularly complex educational policy issue. The slow development of federal guidance and funding support has led individual states to build their own technological literacy policies and programs. While states often share experiences and best practices, the diversity of state policies complicates any attempt at any generalized evaluation of their effectiveness. The diversity of educational experiences and socioeconomic conditions across school districts further complicates these efforts. More specific, context-dependent information is needed to assess the effectiveness of state policies related to technological literacy. Studies that evaluate the implementation of these policies must take into account street-level attitudes, perceptions, understandings, and behavior as well as the context in However, capacity to implement a policy is about more than just the provision of tangible resources. Implementers must see the policy as valuable enough to force a break from established practices. Policy implementation is said to begin with the first actions and decisions of implementers; as a result, their behavior, preferences, and understandings has great bearing on understanding the implementation process Policy "meaning" is created in context, based on the skills, knowledge, values, and biases of implementers, as well as the environment in which implementation takes place Policies often

contain compromise language that is intentionally vague and sometimes conflicting, leading implementers to exercise discretion

Conclusion:

Literacy policy should build on and seek to strengthen the interconnections between the three pillars of sustainable development thereby developing a more holistic approach, which can facilitate greater cross-sectorial interaction and support women's empowerment. The review of best practice suggests that literacy interventions can help to strengthen the connections between the three dimensions of sustainable development. Yet, all too often, literacy policy prioritizes only one pillar (usually economic or social and, in occasional cases, environmental). literacy programmers may choose to focus on one pillar as an entry point, that strand needs to be extended through attention to the other interconnected pillars and areas of activity. Most significantly, literacy policy needs to start from a more holistic perspective on development interventions and actors so as to maximize cross-sectorial interaction and support from the outset Women's decision for participation and their share in It should also be recognized in the light of undesirable experiences and results in its implementation in the coordinated and scientific strategy is needed for desired results and their sustenance

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