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FEMALE LITERACY STATUS: URBAN COMMUNITIES IN ANDHRA PRADESH

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ABSTRACT
Women Education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it responds to the challenges, to confront their traditional role and change their life. The low level of literacy within the schedule communities in traditionally explained in the terms of the conservative value characterizing urban slums society. My present study based on a field survey of slum dwellers in Visakhapatnam city and this article argues that economic factors causes for low levels of literacy create in urban slums communities in the vizag city of Andhra Pradesh.

KEYWORDS: *Community, Dropouts, Empowerment, Literacy*

1.INTRODUCTION

The largest proportion of world population increases will occur in third world war countries and will be concentrated in already over burdened metropolitan areas. In 1980s out of the 5 cities with 5.0 million populations the share for developing countries wasonlyone.In1984itwas22outof34andbytheyear2025 it would be 50 out of possible 93.Such a rapid growth may also cause breakdown of system and creates chaos. The city of the Calcutta, India along with Mexico and logos is already suffering from sprawling slums, traffic jam and shortage of water, education and schools, health and recreational facilities. Urban demographers predict that by the end of the century half of the world's population will be urban and one-fifths of this population will concentrated in mega cities of population of four millions plus. International migration will play a significant role, and contrary to the traditional model of urban growth, much of it will take places in third world war countries. Irrespective of the present of present levels, experts estimates that by the year 2025 urbanization levels will be 74 percent for developing countries and 77 percent of developed countries.

Anotherpossible reason for the high opportunity cost of education is that children may have to perform household duties. Among such chores are supervising sibling (especially during child-bearing by their mother), helping in cooking, washing clothes and utensils, marketing, etc. In the absence of extended families, it may be not being possible for the mother to perform these entire tasks herself especially if she has to work. In such cases children have to supplement the labour provided by their mother in these tasks. This may prevent them from joining school or attending school on regular basis.

Slums have grown simultaneously with the growth of towns and cities partially in large industrial cities prohibeteration of slums has been taking place whenever the urban resources are stretched by intense population pressure. Industries in all major town land cities have attracted a sizable number of people from rural areas who were reeling under the pressure of poverty there by leading to proliferation of slum sat a faster rate .Such people who came to the cities in search of livelihood settled themselves in vacant places, due to lack of any basic civic amenities and these areas have soon grown into slums where people live under unhygienic and insanitary conditions in India slums population has been growing at an alarming rate it.

Latest National sample Survey Organization report shows that the number of slum households in urban areas is coming down.3The survey, conducted between July and December 2012, projected total slum dwellings at 88 lakh, compared to 1.3 crore households in 2011.88 lakh households live in urban slums Share of states: Maharashtra(38%), Andhra Pradesh(18%)Andhra Pradesh has the highest number of slum households in terms of percentage, with 35.7%of its urban population living in slums, while Kerala has the lowest with only 1.5%. According to the data, Visakhapatnam, Jabalpur, Mumbai, VijayawadaandMeeruthavemorethan40% slum households. The census describes slums as "residential areas where dwelling are fit for human habitation by reasons of dilapidation, overcrowding, faulty arrangements and design of such buildings, narrowness or faulty arrangement of street, lack of ventilation, light, or sanitation facilities or any combination of the factors which are detrimental to the poverty and literacy rate in female schedule caste in Andhra Pradesh.

2.SCOPE OF THE STUDY

Greater Visakhapatnam Municipal Corporation is characterized by a very significant presence of the urban poor, with a growing poverty profile. Slum settlements have multiplied overcrowded the living conditions of the poor have not improved. Environmental decline, vehicular pollution, inadequate basic

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services and infrastructure in the poor settlements hit the poor hardest. Slums are scattered across the city and surrounding areas, with high population densities and the number of people inhabiting them estimated to be around 342658. It is estimated that more than half of these slums are on GVMC and Govt lands, and the rest on lands belonging to various public entities. Poverty has a visible gender dimension too. The incidence of poverty among women is higher and female-headed households constitute the poorest of poor. The poor, not only habitat in slums of GVMC area but are spread in squatter and informal settlements in small groups deprived of basic services

This makes the more vulnerable to vagaries of nature and threat of eviction. At present there are 472 slums and the slum population is over 6 lakhs. A major problem is the incorporation of 32 villages around Visakhapatnam in the GVMC. Almost all these villages are inhabited by poor and the infrastructure is very low. These are as should betakenas'poor areas' and special programmes need to be initiated to develop them on par with the city.

3. MAJOR OBJECTIVES OF THE STUDY

- Trace out the economic condition of scheduled caste communities
- Relation between educational and Infrastructural facilities in slums
- Trace out the educational status of selective slums
- Policies and suggestions.

4.DESCRIPTION OF THE STUDY AREA

A. Demography

Visakhapatnam has experienced high growth in population and the same trend is expected to continue over the next two Decades. It is projected that by 2021 Visakhapatnam would emerge as one of the major cities in the country. Most of this growth would take place in Greater Visakhapatnam area away from the city core. However, this has serious implications for service delivery both for city core as well as peripheral areas since the traffic and population flows occur between them. This calls for integrated planning of Greater Visakhapatnam with a focus on equitable provision of services to all the areas and all the sections of the population.

B. Literacy

PopulationofVisakhapatnamin2011is1,730,320;ofwhich maleandfemaleare875,199and855,121respectively. Although Visakhapatnam city has population of 1,730,320; its urban / metropolitan population is 0 of which 0 are males and 0 are females. Male literacy in the agglomeration is approximately 83.46%, while female literacy is considerably lower at 69.59%.

In education section, total literates in Visakhapatnam city are1,298,896 of which 698,959aremaleswhile599,937are females. Average literacy rate of Visakhapatnam city is 82.66 percent of which male and female literacy was 88.02 and77.18 percent. Total children (0-6) in Visakhapatnam city are 158,924 as per figure from Census India report on 2011. There were81,119 boys while77,805aregirls.The childforms9.18% of total population of Visakhapatnam City.

C. Communities

Slum population in GVMC is heterogeneous in character - with Hindus, Muslims and Christians having migrated from different neighboring villages, Languages predominantly spoken in slums in Greater Visakhapatnam Municipal Corporation are Telugu and Oriya

D, Land Holdings

Slums in GVMC are located on GVMC, Govt lands, Railway, Port, Endowment, private lands asgiven in figure5.1. Government of Andhra Pradesh classified all the slums on government land into objectionable and unobjectionable. Categorization as "objectionable" was based on location and land use - location on riverbeds, low lying areas, drains, road margins, etc. In case of surrounding areas, they were the small and scattered villages inhabited by the poor; particularly the labour from the industrial areas. They suffer from worse deprivations in terms of physical and social amenities as well as sustainable livelihoods.

Table-1 particular of selective slums

Table 1 shows the total number of population and total major percentage of population living in this three slums and shows the literacy status of the particular slums.

Name of the Slum	Type of the slum	Land owned by	Total noofpopulation	Total households	Ward	Totalno of SCs pop	Litracyrate in SCs%
Ambetker newcolony	Notified	State Government	320	71	1	247	2%
Pedagadhili s.ccolony	Non-Notified	State Government	1350	300	3	800	5%
AravaMala peta	Notified	Private	862	113	18	509	3%

Source: Greater Visakha Municipal Corporation UCD section primary data information.
Ambetker new colony, Pedagadhili s.c colony and Arava Mala peta. For general study of the social structure.

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5. METHODOLOGY

In this paper we collect the data from both primary and secondary also we used for the secondary data collect their views and journals. For primary data we used general questionary and group discussions with selective slums peoples survey collect from three selective slums with purposive sampling technique primary data from the head of the households Total 75 households has been selected form differentslums25 each from near educational institute located area slum, industrial are a slum and commercial area slums. In this study we analyze the data with table and present scenario of scheduled caste female literacy levels in Visakhapatnam slums.

6.REVIEWS

History of Women Education in India although in the Vedic period4women had access to education in India, they had gradually lost this right. However ,in the British period there was revival of interest in women education in India .During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Eswar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education all Indian women. As aresult women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy.

National Sample Survey data to examine the wage gap between higher castes and the5scheduled castes/tribes in the regular salaried urban labour market.The main conclusionswe draware(a)discriminationcauses15percentlowerwagesfor SC/STs as compared to equally qualified others; (b) SC/ST workers are discriminated against both in the public and private sectors, but the discrimination effect is much larger in theprivatesector;(c)discrimination accounts for a large part of the gross earnings difference between the two social groups in the regular salaried urban labour market, with occupational discrimination - unequal access to jobs - being considerably more important than wage discrimination - unequal pay in the same job; and (d) the endowment difference is larger than the discrimination component.

Vani K Boorooah The root of the problem of poor6Dalit achievement in India lies in the many dysfunctional primary and secondary schools in the villages and towns. Affirmative action policies, which are implemented to boost a deprived group's employment rate, suffer from several defects; in particular, they have only a small effect when the group's educational base is low. Social exclusion robs people of their "confidence" and this loss adversely affects their capacity to function.

Genderdisparities in education persist with far more girls than boys failing to complete primary school. The national literacy rate of girls over seven years is 54% against 75% for boys. In the Northern Hindi-speaking states of India, girls' literacy rates are particularly low, ranging between 33 –50%. While the enrolment rate is high in urban areas, it is conspicuously low in rural areas and amongst the slum and Minority communities. The disparity is also regional with a higher literacy rate across the Southern and North-Eastern states, but very low in some of the most densely populated northern states. In Uttar Pradesh, the most populated state in India with a population of 172 million (larger than Brazil, which ranks the fourth most populated country in the world), on average, only one out of four girls is enrolled in the upper primary school. Amongst the marginalized communities in the state of Bihar, the situation is far worse where only one out of every six girls is literate .The national average shows that there are twice as many illiterate women as there are men (UNICEF, 2007).

The historical socio-economic and political conditions of Saudi Arabiaarean essential aspect of understanding woman's position in Saudi society. The persistence of women's 8exclusion from public life in contemporary Saudi Arabiains one of the most heated debates not only among Muslims but also worldwide, as Saudi society comes under more and more scrutiny internationally. In 1980, there were more female graduatesinthehumanitiesthanmale.Universitywomencouldstudy mostofthesamesubjectsastheirmale counter part which might lead to the immixing with men. This paper explores some of the restraints and Achievements of women.

7.FINDINGS OF THE STUDY

Studies of inequalities in educational opportunity between different socio-economic classes emerged as an important research issues. Alternative explanations were offered to explain socio-cultural differences in educational choices. Such explanations have been categorized. These explanations suggest two alternative hypotheses to explain the educational

Backwardness of sc communities.

a) Different social classes have different value systems that influence their attitude towards the benefits of education
b) The social position theory was developed in reaction to the value theory. This theory argues that members of different social classes have to travel different social Distances to attain the same educational level. This explanation focuses on the different costs and benefits of education faced by different social classes.
c) In addition to the different cost-benefit ratio of education. The social backgrounds of the families generate varied differences in social opportunities. Children of a particular social class may have to learn values and skills inconsistent with their family backgrounds.

8.CONCLUSION

- The numbers reflect both India's rapid urbanization as well as the movement of people to cities in search of better

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livelihoods a migration that doesn't always work to the advantage of city planners who can't build infrastructure fast enough to meet the demands of a rising population or the migrants themselves, many of whom end up living in shanty towns.

- The common explanation offered for the low educational attainment of scheduled cast is in terms of the value system characterizing scheduled cast society. The conservative attitude of scheduled caste parents.
- Prevalence of early marriage, reluctance to send daughters to school and a preference for religious education leading to dependence on scheduled cast communities have been identified as important factors in this context .In addition, the focus on educating daughters to become good mothers and husbands, their
- Segregation from boys after puberty, early marriage, costs of dowry, and realization that benefits from education will accrue, and to the matrimonial home creates a gender bias.
- Economic growth needs to be followed with progress on family health and female education, to achieve the millennium development goals (MDGs) by 2015. In order to ensure that public money is spent properly, civil society groups and local communities will be required to play a larger and a more meaningful role. The following are some policy suggestions to improve the female literacy status of urban slums.

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