Rural Women Empowerment through English Communication Skills
(With Reference to Chittoor District of Andhra Pradesh)

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Abstract: Rural women constitutes one-fourth of the world population. They can no more be kept behind the curtains doing only domestic duties. They are leaders, social welfare workers, producers, entrepreneurs and their contributions are vital to the well being of families, communities and obviously to the nation. No state or a country can achieve the dignity and progress of the society in economical development without partaking of rural women. Our country is no exempted to this - English helps to bind the many segments of the society together. The aim of the paper is to highlight that rural women empowerment is possible through English.

Keywords: rural women, welfare workers, producers, entrepreneurs, economical development, empowerment

I. INTRODUCTION

A woman is the nub of the family, particularly in India. She is not only a significant unit of the society but also influencing the course of social change in society. But from medieval period women’s position is in deteriorated. Even today’s, a number of challenges are being faced by rural women of Indian society due to illiteracy, lack of communication skills and gender discrimination from the past.

To make India as ‘Developed Nation’, rural women should play a vital role in initiating the advancement in the field of social, political, economical, law etc, throughout the nation.

As every issue of our society faces, is like a link of a chain. Each issue is connected to another either directly or indirectly. Illiteracy and lack of communication skills is the mother of all issues in the Indian society. In this advanced technological world through English both can be achieved up to the requirement.

English

It is perhaps the only language that can be called a world language. It is the prestigious language, the language of global access, the language that conducts the affairs of the world. It has its own momentum and its own laws, tourism, satellite televisions and processors spread English faster and farther than even before.

The question of the place of English in Indian Education is naturally related to the question of the place of English in Indian polity. It was introduced in Indian educational system in compliance with a request in 1932 educators like Raja Ram Mohan Roy, who foresaw the need to equip the youth with a language which was fast gaining currency as the language of scientific and technical advancement. In the words of Mahatma Gandhi, “English Language is of international trade and commerce, it is the language of diplomacy and it contains many a rich literary treasure, it gives us an introduction to western thought and culture”.

It is also a linguistic bridge between the major countries of the world and India. In India, it is considered as an official language. English is the language of opportunities because it takes one outside, one’s own community to place where more opportunities are available for professional growth and economic advancement.

Andhra Pradesh

It is one of the 29 states of India, situated on the southeastern coast of the country. It lies between 12°41’ and 19.07°Northern latitude and 77° and 84°40’Eastern longitude. This state is bordered by Orissa, Chhattisgarh and Telangana in the north, the Bay of Bengal in the east, Karnataka in the west and Tamil Nadu to the south. Andhra Pradesh stands second place in the country’s longest coastal line, around 972km.

It has two regions namely Coastal Andhra comprises 9 districts (East Godavari, West Godavari, Krishna, Guntur, Prakasam, Sri Potti Sri Ramulu Nellore, Srikakulam, Vizainagaram and Visakhapatnam) and Rayalaseema comprises the 4 districts (Chittoor, Kurnool, YSR Kadapa and Anantapur).

After Telangana state was created on 2 June 2014. Andhra Pradesh erstwhile capital Hyderabad remained in Telangana. Although Hyderabad was set to remain the joint capital of Andhra Pradesh and Telangana for ten years, the new capital of Andhra Pradesh is being built at Amaravati.

Andhra Pradesh is the eighth largest state in India, covering an area is 1, 60,205 sqkm. Including 1, 56,085.73 sqkm rural area and 4,119.27 sqkm urban area.
Andhra Pradesh has a population of 4,93,86,799 peoples which classified as follows:

<table>
<thead>
<tr>
<th>Population Type</th>
<th>Male Population</th>
<th>Female Population</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>1,74,45,803</td>
<td>1,73,30,586</td>
<td>3,47,76,389</td>
</tr>
<tr>
<td>Urban</td>
<td>72,92,265</td>
<td>73,18,145</td>
<td>1,46,10,410</td>
</tr>
<tr>
<td>Total</td>
<td>2,47,38,068</td>
<td>2,46,48,731</td>
<td>4,93,86,799</td>
</tr>
</tbody>
</table>

Chittoor district

Chittoor district is one among 13 districts of Andhra Pradesh state. It occupies an area of approximately 15359 sqkm. It is located at latitude-13.2, Longitude- 79.0. It is in the 80 meters to 11 meters elevation range. Its administrative head quarter is Chittoor city. This district sharing border Karnataka and Tamil Nadu, This district belongs to south India.

Population

Accordingly to 2011 census, Chittoor had population of 41,70,468 of which male and female were 2,090,204 and 2,083,860 respectively as follows

<table>
<thead>
<tr>
<th>Description</th>
<th>Rural</th>
<th>Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>70.50%</td>
<td>29.50%</td>
</tr>
<tr>
<td>Total</td>
<td>2,942,678</td>
<td>1,231,38</td>
</tr>
<tr>
<td>Male Population</td>
<td>1,474,052</td>
<td>616,152</td>
</tr>
<tr>
<td>Female Population</td>
<td>1,468,626</td>
<td>615,234</td>
</tr>
</tbody>
</table>

Divisions

Chittoor district contain 14 State Assembly Constituency and 66 mandals. The Assembly Constituencies are Thamballapalle, Pileru, Madanapalle, Punganur, Chandragiri, Tirupati, Srikalahasti, Satyavedu, Nagari, Gangadhara Nellore, Chittoor, Puthalapattu, Palamaner, Kuppam. Mandals of each constituency are Mulakalacheruvu, Thamballapalle, Peddamandyam, Kurabalakota, Peddathippasamudram, B.Kothakota, Gurramkonda, Kalakada, K. V. Palle, Pileru, Kalikiri, Valmikipuram, Madanapalle, Nimmanapalle, Ramasamudram, Tirupati (Rural), Chandragiri, Pakala, Ramachandrapuram, Chinnagottigallu, Yerravaripalem,

Economy

Chittoor district is marked as 250th backward district out of 640 districts by Indian Government. Being a backward district, it receives funds from the BRGF(Backward Regions Grant Fund Programme).

II. GENERAL OBJECTIVE

The overall aim of “Rural Women empowerment through English” research is to build confidence and strengthen processes that empower rural women by improving livelihood opportunities through English Communication Skills, which creates an environment for social change.

III. SPECIFIC OBJECTIVES

- To observe the standard of English communication skills of rural women in chittoor district.
- Find out the problems faced by rural women in improving the communication skills in Chittoor district.
- Find out the innovative ideas & suggestions for improving the communication skills of rural women in Chittoor district.

IV. STATEMENT OF THE PROBLEM

- Dark access to the education, medical, housing schemes and policies introduced by central and state government.
- Ignoring their roles and responsibilities in local development.
- Lack of leadership qualities and communication skills for social mobilization.

V. CENTRAL IDEA OF THE PROBLEM

By empowering rural women through English communication skills:

- To bring the light access of rural women education, medical, housing schemes and policies of central and state government, local resources etc.
- To improve livelihood opportunities of rural women through training.
- To strengthen the nation socio-economic, political and technical.

VI. OVERVIEW OF LITERATURE

In this informatic age, English is the only major media which brings updates of entire world at finger tips. So, learning English is the solution to rural women to overcome all socio-economic problems. It builds confidence to stand on their feet and to utilize the resources provided by state & central governments which makes rural women empowerment in all sectors.

VII. CONCEPTUAL FRAME WORK

Based on communicative approach, designing a module to train the language proficiency of the rural women in English with an emphasis on LSRW (Listening, Speaking, Reading and Writing) skills and to construct discourses (oral and Written) like making a request for something, making a phone call, Drawing somebody’s attention, greeting and introducing people. Booking a room in a hotel or guest house, talking about their leisure activities, this approach aims to develop
both accuracy and fluency from the very beginning of English language learning.

VIII. RESEARCH QUESTIONS OR HYPOTHESIS

- Rural women are not having communication skills at 95% Confidence levels
- Rural women are poor in communication skills compared with urban women at 95% confidence levels
- Urban women are not good in communication skills compared with rural women at 95% confidence levels
- Empowerment of communication of rural woman leads to empowerment of villages at 99% confidence levels.

IX. RESEARCH METHODOLOGY

a) Coverage: The researcher uses the following methodology to evaluate the need of English Communication Skills of rural women comparing to urban women in selective areas of Chittoor district of Andhra Pradesh (under Sri Venkateswara University, Tirupati)

b) Data collection: The most important part of this research project is the collection of information. A great variety of research tools are available to aid in acquisition of data. Each tool is appropriate. Questionnaire is the most widely used tool when factual information is desired which consists of a series of questions and other prompts for gathering information statistically from respondents. It was invented by Sir Francis Galton. Information gathering through questionnaires encourages open-ended questions and takes short period than interviews (structured and unstructured). In this research, the needs and expectations of the rural women are elicited by means of carefully designed questionnaires, structured interviews or checklists.

- Primary data: Using questionnaires, observations and by the way of interactions with the rural women. Interviewing the members of Gram panchayat and Revenue.
- Secondary data: Collection of statistics from the Gram Panchayat, revenue department and websites, new papers, magazines and journals.
- Sampling Technique: Simple random sampling collection from women of selective rural and urban areas in Chittoor district.

-c) Data Analysis: The arithmetic mean is useful in determining the overall trend of data set or providing a rapid shot of my data collection which is commonly known as average. So, the mean will be used in data analysis of this project.

X. IMPLICATIONS

- With effective English communication skills rural women can initiate and bring their ideas, thoughts, problems to the notice of VRO, Sarpanch, DEO, Collector etc. and can find solutions.
- By updating the advent of globalization and technology through English improves livelihood opportunities of rural women and creates innovative methods in generating and utilizing local resources.
- English communication skills empowers the rural women by comparing their strengths and weakness and making modifications in their lifestyles from mobile operating (booking LPG cylinders) to usage of internet (e-banking, agricultural techniques, schemes and policies of state & central government etc).
- Rural women can educate others about Right to information Act and can eradicate corruption in the society.

XI. CONCLUSION

I conclude that woman is the nucleus of the family, all families together called society and society is the soul of the nation. So, empowering rural women through English communication skills is equal to empowering the nation.

Mahatma Gandhi said “Educate one man, you educate one person, but educate a woman, you educate a whole civilization”.

REFERENCES