

Socioeconomic Status of Women in Rural Area of Sirsa: A Case Study

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The status of women in rural communities is not fully recognized. In some communities, they face discrimination when compared to their male counterparts. They are denied certain rights and opportunities and must devote themselves entirely to the fulfilment of household responsibilities. Currently, programs and schemes have been implemented to ensure that girls are treated equally to men. Their birth should be celebrated, and they should be given equal rights and opportunities, particularly in terms of education and employment. Rural people's viewpoints and perspectives have shifted, and girls and women are treated in an inferior way. The study has been carried out on a sample of 200 women identified and designated as rural women in the age group of 18 to 51 and above. Semi-structured interview schedules, field notes, and participatory observation were the techniques used in the study. The main topics covered in this research paper are the socio-economic status of rural women, women's labour force participation, factors that harm women's status, and measures to improve the status of rural women.

Keywords: Empowerment, Labour Force, Responsibilities, Socioeconomic Status.

1. Introduction

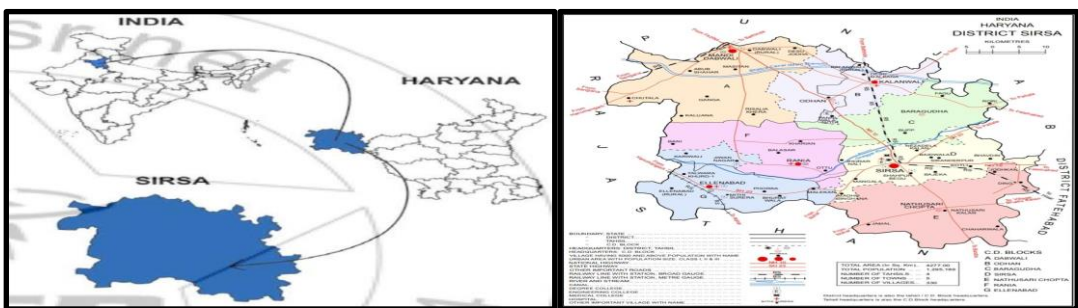
Women in rural communities face contradictory situations. On the one hand, she is primarily responsible for household chores, child caretaking, the needs and requirements of elderly family members, and more other things. On the other hand, she is subjected to various types of abuse and mistreatment. In some rural communities, girls are seen as liabilities. Their birth is undervalued, with male children receiving preferential treatment. Individuals generally believe that girls should be trained in the implementation of household responsibilities and that school education is not appropriate for them. They must eventually marry, and they will be unable to apply their academic skills. Boys, on the other hand, are encouraged to enrol in schools and pursue an education because it is believed that their educational skills will help to promote the well-being of their families and communities. As a result, girls face discrimination. Rural women and girls are typically expected to follow the instructions of male household members. In their natal homes, they must listen to and obey their fathers; in youth, they must follow the rules established in their marital homes; and in old age, they rely on their sons. In comparison to men, they have lower literacy and capability levels. The majority of

rural women face both economic and information poverty. In some cases, they are unable to express their opinions or participate in decision-making processes. In rural India, few women own land or other productive assets. The majority of women work in agriculture, doing manual labour and livestock management. Women are generally untrained in the use of machines, which are typically operated by men.

Socio-Economic Status of Rural Women: Women in rural India face many challenges that harm their socioeconomic status. They have also been victims of various types of criminal and violent acts, which have proven to be significant impediments to their advancement. In rural areas, girls are expected to help with household chores. People's perspectives have shifted in today's world, and they want their daughters to be educated as well. However, the prevalence of poverty is regarded as a significant barrier to educational attainment. When rural people have limited resources, they prefer to educate their male children. Girls, on the other hand, are trained to carry out household responsibilities such as cleaning, washing, livestock rearing, fetching water, meal preparation, caring for siblings and elderly members of the family, particularly when their parents are away at work, and so on. When girls aspire to learn, enrol in schools, and improve their skills and abilities but are unable to do so due to various issues, their male siblings teach them what they have learned at school. It was discovered that among males aged seven and up, the literacy rate was 83 per cent, while females had 67 per cent. Similarly, in rural communities, approximately 4.5 per cent of males and 2.2 per cent of females completed their education to the graduation level or higher. In urban areas, 17 per cent of males and 13 per cent of females have completed this education (Yasaswini, Tharaka, & Bhagavanulu, 2017). Women performed more hazardous manual labour than men at the lower socioeconomic levels of society. More than half of agricultural labourers are women. However, it is unfortunate that women's contributions are not recognized, while men are considered the breadwinners of the household. Rural women are diligent and resourceful. They contribute wholeheartedly to the completion of various tasks and activities. Despite their meticulousness, their work is underpaid outside and unpaid inside the home. In a variety of employment settings, they are paid less than men for performing similar job duties. These characteristics indicate that they are inferior to men. Men typically believe that women should be confined to the home, where they should carry out household responsibilities and raise children. Women's participation in development is not considered free of gender discrimination. Gender bias is viewed in the development process as a form of alienation of women from mainstream society. Their efforts and contributions to the well-being of society yield few or no benefits. It is unfortunate and regarded as a major impediment to the advancement of not only women but the entire country, that women are marginalized and denied equal rights and opportunities as their male counterparts. Policies and programs designed to promote women's development place a greater emphasis on improving the status of male members. In rural areas, males are viewed as the ones most likely to be responsible for improving family status. Individuals believe that if they enrol in schools or are sent to urban areas to obtain higher educational qualifications, they will make a significant contribution to the well-being of their families and communities. It has been discovered in rural households, even though they are unable to provide education for their children, owing to the prevalence of poverty or any other factor. However, they typically send their male children to urban areas in search of better employment opportunities. Girls are typically raised in villages and are trained to carry out a variety of household responsibilities. In addition, they receive training in

the production of various types of handicrafts, food items, embroidery, knitting, crochet, and so on. Rural people today understand the importance of education and are enrolling their daughters in educational institutions. As a result, when they become proficient in household management, meal preparation, handicraft production, and literacy skills, they will eventually marry. Earning better livelihood opportunities is the top priority of rural people. According to research, when women marry and are assigned to marital homes, they may stay there with their in-laws while their husbands relocate to urban areas in search of better jobs. In such cases, women play a dual role. The duality of their roles is evident in both the management of household responsibilities and participation in other tasks and activities. Rural women and girls are usually very interested in making handicrafts and artworks. As a result, they produce and market these products. When they believe they generate profit in rural communities, they relocate to urban areas to market their products. However, before they begin the production process, they must obtain permission from their in-laws. It is not difficult for rural women to perform dual roles. When they are involved in the implementation of multiple jobs, they must use effective time management skills. For example, in their marital homes, they have more responsibilities and tasks to complete than in their natal homes. They are required to work meticulously from morning to night, especially when at work. This is one of the most important positive factors for rural women, as it allows them to supplement family income while also improving their status and gaining empowerment opportunities.

Rationale: Rural women residing in the villages in Sirsa, their socio-economic conditions in which they live have been scarcely researched so far. Unfortunately, there is neither any database nor any report that reflects the exact extent of their social and economic attainment at present. It prompts the investigator and makes the present study vital in essence and spirit.



Objectives Of The Present Study: The present study is based upon the following objectives:

- The purpose of this study is to investigate the status of rural women.
- To examine the income and spending habits of rural women.
- To identify the various forms of spatial discrimination against rural women.
- To learn about government initiatives for women's development

2. Research Methodologies and Procedures:

The study is primarily descriptive and based upon a primary observational survey of rural women residing in a District named Sirsa, Haryana. The research design and methodology

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include collecting data from both secondary and primary sources. Primary data was gathered by conducting interviews and field surveys at the village and household levels. It was collected using the questionnaire method. Data has been collected from police stations, and media reports as well as women's and child development reports will be analyzed.

Tool: An adequately validated questionnaire was constructed and used as an Interview schedule for the data collection. However, field notes and observation techniques were also employed to get in-depth relevant information. Also, investigators have made the base of her analysis based on primary data along with available official secondary data.

Sampling: A representative sample of 200 rural women was selected by a proportionate random sampling technique. The women were identified and designated as rural in the age group of 18 to 51 and above years. The total sample is further stratified into 50 scheduled caste, 50 backward class and 100 general category women. A rural woman in the study is defined as a woman who has been residing in a village for the last 20 years or more. The area is taken as that which is located away from town/city and the main road at least at a distance of 5 kilometres. Data were collected individually and personally in the native language of the respondents. The whole inferences are presented in the form of tables and discussions.

Table 1: Category Wise Distribution of the Respondents In Selected Rural Areas.

Serial number	Category	Number of respondent	Percentage of respondent
1	SC	50	25
2	BC	50	25
3	General	100	50
4	Total	200	100

Source: field survey

Working Population:In Sirsa district out of total population, 502,003 were engaged in work activities. 79.5% of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 20.5% were involved in Marginal activity providing livelihood for less than 6 months. Of 502,003 workers engaged in Main Work, 137,976 were cultivators (owner or co-owner) while 99,117 were Agricultural laborers.

Table 2: Working Population of Sirsa

Particular	Total	Male	Female
Main workforce	399169	330680	68489
Cultivator	137976	117605	20371
Agri-Labour	99117	79827	19290
Household Industries	9422	6961	2461
Other Worker	152654	126287	26367
Marginal worker	102834	38782	64052
Non Working	793186	313120	480066

Source: census of India

Table3: The Occupation Of The RespondentsIn The Selected Area

Sr. No.	Occupation	Number of respondent							Total
		SC	BC	Gen	Total	Sc%	Bc%	Gen%	%
1	Housewife No outside occupation	40	36	92	168	80	72	92	81.33
2	Housewife and wages- based earning	9	11	3	23	18	22	3	14.33
3	Low-category occupations school teachers clerks	1	2	4	7	2	4	4	3.33
4	Medium Category College teacher inspector	0	1	1	2	0	2	1	1
5	Dignified Occupation Doctor Engineer businessman	0	0	0	0	0	0	0	0
Total		50	50	100	200	100	100	100	100

Source: field survey

3. Results And Discussion:

Socioeconomic status in Rural Women Across Different Social Groups. To present the domains of Socioeconomic status among rural women the figures are classified as the percentage of women standing at each level of socioeconomic measures across different social groups and are presented in the following tables. The criteria of determining category as SC, BC and General according to the people's perspective living in the field situation, table indicates that there are 100 respondents in the category of general. The table indicates that 50-50 respondents belong to the reserved class SC and BC respectively.

Women's Participation in the Labour Force: There is a link between the educational system and the labour force for women. When women are educated or have the basic literacy skills of reading, writing, and arithmetic, they can obtain employment opportunities that may be well-paying in comparison to jobs in which women are employed, particularly those in which they are not educated or lack the basic literacy skills. Within the country, there has been an increase in demand for skilled and semi-skilled labour in both urban and rural settings. When women are looking for jobs, they must raise awareness about the qualifications and experiences required to meet the job requirements. Employers may require at least basic literacy skills in some jobs, while others may require at least a senior secondary education qualification. When women enter the labour force, they face both positive and negative consequences. The disadvantage is that employers may require educational requirements and skills that women may not have. As a result, when they lack the necessary educational qualifications and skills, they often struggle to find work. Rural women who are uneducated or lack basic literacy skills are more likely to work in minority jobs, such as unskilled manual labour. Women work in

construction and cleaning, both in rural and urban areas. These are considered minority jobs, and they may not require any specific skills. These jobs merely require them to engage in manual labour. In most cases, women migrate to urban areas to work as domestic helpers, performing tasks such as cleaning, sweeping, washing, or caring for the needs and requirements of elderly family members, particularly those who are unable to move around. Women's participation in minority jobs within domestic households has numerous positive effects, particularly in urban communities. Employers provide a variety of products and services that can help people improve their overall quality of life. These include providing food, clothing, and other items that they may require, such as kitchen appliances, blankets, and so on. Aside from various items, they also offer assistance, such as free tuition classes for their children or health care and medical assistance if they have a medical background. As a result of these benefits, they can generate income while also improving their skills and abilities. Individuals employed in the informal sector have little or no formal education. They use labour-intensive rather than capital-intensive technology. They are uneducated and unskilled, with limited access to financial capital. In India, nine of every ten women work in the informal sector. Home-based work allows women to balance family responsibilities while also contributing effectively to job performance. Within the country, women who work in the informal sector have instilled qualities such as diligence, resourcefulness, and conscientiousness in themselves. Women have been organized through trade unions, specifically the Self-Employed Women's Association, which was founded in 1972. This organization is regarded as a forum for women in the informal sector to gain full employment and social security. The organization provides credit, social security, childcare, health care, and insurance. Males are more likely than females to be employed in the formal sector. As a result, women provide the majority of labour in the informal sector. Women are more vulnerable in the informal sector because it does not provide social protection. Women in this sector do not need monetary resources to start the production process. Because the production processes are labour-intensive, even small investments yield a high marginal rate of return. It has been observed that when women are the heads of households in rural areas, there is a high dropout rate among children from school because they are encouraged to participate in the management of household responsibilities and jobs. The tobacco rolling industry employs a high proportion of women. This industry employs five million people, with women accounting for 90% of the workforce. This work is usually done from home, and women can involve their daughters as well. Most Indian societies have social differentiation between genders. Employers in various employment settings believed that women were incapable of performing manual jobs. Only men are capable properly. This viewpoint is regarded as the primary cause of discrimination against women. Women have recently been granted equality of status, but this is seen as more legal than existential. This indicates that women's status is still regarded as inferior to men's. Women are primarily thought of as reproducers, even though they created half of the world's food. Their role as producers is recognized, and as a result, they have gained social significance. Employers believe that men are better suited to performing manual labour, such as lifting and loading. However, both in rural and urban areas, women work in manual jobs. For example, manual labour jobs in the construction of houses and buildings have been observed to be performed by both men and women. One of the negative aspects that they encounter is, particularly in terms of pay. Men are paid more than women to perform the same job duties. This is a major indicator of discrimination against

women. As a result, employers must ensure that women are compensated fairly and have equal rights and opportunities in the workplace. This is especially important when carrying out similar job duties. Factors that hurt the status of women. The following factors have been identified as harming women's status:-

Poverty: Poverty conditions in rural communities are not only impeding the advancement of women's rights, but individuals of all ages are suffering as a result. In rural India, nearly 45 per cent of the population lives in poverty. In most cases, they work in minority jobs and struggle to make ends meet. In such circumstances, women and children bear the brunt of the negative consequences. According to research, when a household has a limited income, the majority of it is spent on education, health care, and other necessities for the male children. Male children receive high-quality food, and their healthcare needs are prioritized. On the other hand, girls and women are not given adequate diet and nutrition, as well as access to health care. As a result, girls and women are more vulnerable to the effects of poverty than men.

Criminal and Violent Acts: Girls and women are subjected to a variety of criminal and violent acts, both inside and outside the home. These include verbal and physical abuse, sexual harassment, exploitation, neglect, and discriminatory treatment. The main cause of criminal and violent acts against women is a lack of education and a preference for male children. Rural people who regard girls as liabilities commit criminal and violent acts against them. They are unaware that girls can contribute significantly to the well-being of their families and communities if given equal opportunities. Experiencing criminal and violent acts at home and in other places, such as educational institutions and workplaces, has a significant negative impact on their mindset. As a result, they feel unsafe leaving their homes and prefer to stay indoors. According to research, criminal and violent acts in schools and training centres have forced girls to drop out before they can improve their academic skills.

Economic Exploitation: Globally, women and girls work two-thirds of the time but earn only one-tenth of the total income. They represent 40% of the paid labour force. Women make up half of the world's population but own only 1% of the world's property. In rural India, their situation has deteriorated in all aspects of social life. They are paid half or three-quarters as much as their male counterparts, even when performing the same job duties. They do half of the work in agriculture, but they are not recognized as farmers. On average, rural women work between 15 and 16 hours per day. Women in India make 25% less than men. This demonstrates that there are gender disparities in pay rates.

Educational Deprivation: Aside from discriminatory treatment and neglect, a variety of factors prevent girls from enrolling in schools to further their educational skills and abilities. These include poverty, a lack of financial resources, a lack of interest in studies, a shortage of teachers in schools, inappropriate teaching-learning methods and instructional strategies, a lack of proper modes of transportation, a lack of extracurricular activities in schools, a discouraging attitude on the part of family members, unpleasant home environmental conditions, and the implementation of household duties. When girls face any of these factors, they have difficulty acquiring an education. Most of the time, they struggle to gain an education because they are unable to understand academic concepts. At home, their parents are uneducated, and they are unable to focus on their studies. Whereas in schools, when students are unable to clarify their

problems, the result is that they do poorly on tests and exams and must discontinue their education.

Child Marriage:Child marriage is classified as a criminal act that harms the lives of children. Girls suffer significantly more than boys. It is when girls and boys marry before the age of 18. Girls are trained to perform household chores in their natal homes during their childhood. It has been discovered that girls as young as ten years old are encouraged to do household chores. When parents believe they have effectively developed their skills and abilities, they find suitable grooms and arrange for marriage. In their marital homes, girls and women are primarily responsible for household chores. As a result, child marriage discourages girls from pursuing an education as well as participating in other creative activities. They simply need to follow the rules and instructions imposed on them by their family members.

Honour killing:This paper research investigates the marriage norms and restrictions, as well as the concept of honour, associated with women and girls in rural Haryana. Violation of the prescribed marriage rules results in severe punishment, which is an intrusion into the personal space of consenting individuals, limiting their freedom of choice in matrimony. After establishing that "honour" is not gender-neutral, feminist scholars examined this contentious concept in light of unequal power dynamics, control over women's sexuality, and a lack of access to property and resources. This paper investigates the manifestations of patriarchal and caste honour beyond the selection of one's romantic or sexual partners. A gender-caste matrix is used to investigate the daily codes of conduct that exist in rural areas. It contends that subordinated women can collectively challenge the constraints of brahmanical patriarchy, particularly when our interventions address the intersectionality of caste and gender.

Healthcare Facilities Shortage:Health care is a basic need for all people, regardless of gender, class, caste, age, ethnicity, or socioeconomic status. Healthcare understanding in rural communities is underdeveloped. Individuals with health issues and illnesses must travel to distant regions and urban areas to receive medical care. When rural people do not have enough resources to meet all of their family members' healthcare needs, girls and women suffer as well. In such cases, more attention is given to the health and well-being of the male members. This deprivation is primarily caused by a lack of financial resources. Another reason is that male children are treated as family assets. Families ensure that they receive high-quality, nutritious meals and that they have access to proper medical care if they develop any health problem. Less attention is to providing girls with healthy and nutritious meals, as well as healthcare facilities.

Prohibited Decision-Making:Decision-making is regarded as an essential component in all communities. Individuals in rural communities must also make life decisions. Decisions may be major or minor. Major decisions are those in which the family may seek input and suggestions from others. Minor decisions are those in which authority is only vested within male members in charge, and they do not solicit suggestions from others. Women are not allowed to participate in decision-making processes. They are forbidden from expressing their opinions and must simply follow the instructions imposed on them by their male. When women have certain viewpoints and perspectives they want to express, but the other members of the family refuse to listen, they feel inferior in their status to a large extent.

Ghunghat (Veil Custom): To cover your face while performing domestic or agricultural work all day. This is a common practice in rural Haryana. It is regarded as an ethical social custom that young and old females unquestioningly adhere to. Consider a woman who denies ghunghat to be of questionable character. Ghunghat is considered an ethical and best moral practice.

Prohibited From extracurricular Activities: Rural women typically believe that they must participate in a variety of activities that will allow them to gain empowerment opportunities. As a result, when they believe they will be unable to enroll in schools to receive an education, they become interested in creative and extracurricular activities. Women in rural communities typically develop an interest in extracurricular activities such as singing, music, dance, role plays, and the creation of handicrafts and artwork, among other things. In some cases, when these aspects are not addressed at school, students become disinterested in studying. It has been discovered that when they express a desire to improve their skills in any particular area, family members typically do not consent. As a result, they are not allowed to participate in any extracurricular activities. They can participate in the production of handicrafts and artworks as long as their family members are involved.

Unequal Distribution of Wealth and Resources: Women face discrimination in the distribution of wealth and resources. When it is stated that there is an unequal distribution of resources, it means that male of the family receive more assets and resources from their parents. One of the primary causes of this disparity is the caste system. This system perpetuates injustice, abuse, and exploitation for the vast majority of people who live in deprived, marginalized, and socioeconomically backward. This problem persists in Haryana. It is distinguished by significant differences in the distribution of wealth and assets between men and women. Widows are those who are deprived of wealth and asset resources. When a woman became a widow, she was not only barred from participating in social, cultural, and religious ceremonies but also evicted from her home and denied her property rights. Many people believe that widows bring bad luck. Widows were required to dress simply in white. They were not allowed to wear coloured clothing or jewellery.

Limited Visits To Outside Places: Women were typically expected to stay at home, with restrictions imposed on their visits to outside. When they expressed a desire to visit, restrictions were imposed on them, such as having to return home within a certain time frame or being accompanied by others. Females are typically willing to pay visits to their friends' homes, as well as other religious, social, and cultural sites. In such cases, they are told, particularly within their marital homes, that only after completing certain tasks will they be allowed to go out for leisure. Women are socially and physically suppressed. The low participation of females in education is regarded as the primary cause of decreased communication with the outside world. Women's limited access to education is bound to have an impact on their ability to participate in activities and outdoor visits.

Measures To Improve The Status Of Rural Women: As previously stated, women in rural communities face a slew of negative consequences that reinforce their inferiority in terms of status. In the present day, measures and programs have been developed that are making a significant contribution to improving their status. These were stated as follows:-

Encourages The Acquisition Of Education: In rural communities, the educational system is

underdeveloped. This is primarily defined by inadequate teaching-learning methods and instructional strategies. Furthermore, schools lack well-developed infrastructure, civic amenities, extracurricular and creative activities, and there is a teacher shortage. These are some of the school-related factors that have contributed to a significant decrease in student enrollment. On the other hand, parents do not encourage their daughters to pursue an education in the same way that they do their sons. One of the most important measures is to encourage girls to pursue an education. They should enrol in schools, and it is the responsibility of family members, teachers, and school staff to ensure that girls can attend school and receive an education in a safe environment. During the early stages, especially when schools are far away, it is the parents' responsibility to transport their daughters to and from school.

Increasing Skills Development Opportunities: Rural women are keenly interested in developing their skills and abilities in a variety of areas. These include the creation of various handicrafts, artworks, music, dancing, singing, sports, and physical activities. In some cases, they are fortunate enough to improve their skills and abilities in specific areas, especially when their parents are present. For example, if a family owns a pottery business, they will train their children in the same field. Whereas when girls want to learn a skill, their family members should encourage them to enrol in training centres. When they are unable to enrol in training centres due to a lack of funds or a remote location, they typically acquire training through the use of technology. Nowadays, digital technology is widely used in rural communities, and people use it for a variety of purposes. **Encouragement for the Acquisition of Employment Opportunities** - It has been discovered that, in most cases, rural individuals, particularly those from deprived, marginalized, and socioeconomically backward sections of society, prefer to pursue employment opportunities. The main reason for this is to generate income to maintain their living conditions, which is regarded as more important than any other aspect. Women and girls in rural communities are discouraged from enrolling in schools as well as pursuing employment opportunities that are of interest to them. As a result, one of the strategies for improving the status of rural women and promoting empowerment opportunities is to encourage them to seek employment. In some cases, impoverished and underprivileged families send their daughters to urban areas to work as domestic helpers. In some cases, when they are fortunate enough to find kind and generous employers, they receive support and assistance in maintaining better employment opportunities for themselves.

Providing Equal Opportunity: Girls and women should have equal opportunities as their male counterparts. When providing equal opportunities, family members must believe that girls, too, can contribute to the well-being of their families by performing the same jobs and activities if given the opportunity. During the early childhood stage, family members must ensure that girls attend school and participate in a variety of childhood activities. When they reach adulthood, they should be sent to urban areas to enrol in higher education institutions where they can earn bachelor's, master's, and even doctoral degrees. According to research, when girls are given opportunities, they are more likely to succeed in their careers. In other words, when their families give them the freedom to make their own decisions and seek ways to improve their livelihood opportunities, they can make an invaluable contribution to the well-being of their family and community.

Eliminating Criminal and Violent Acts: Girls are abused and mistreated by family members in both natal and marital homes for a variety of reasons. These include the possession of feelings

of antagonism and hatred, the belief that they are overly demanding and will not yield any returns on investment, the failure to carry out household tasks and activities under expectations, the inability to follow rules and instructions, the engagement in any activity without obtaining approval, the use of any item or object without permission, and so on. In most cases, when peaceful solutions to problems are available, people commit criminal and violent acts against women, primarily out of anger and frustration. Individuals must recognize that women, too, deserve to be treated with respect and courtesy. They should be granted freedom, which will allow them to achieve empowerment. When they need to convey information to them or make suggestions, they must ensure that the communication is polite and decent.

Eliminating Discriminatory Treatment:As previously stated, women in rural communities face discriminatory treatment in a variety of areas, including education, employment opportunities, participation in skill development programs, health care and medical, diet and nutrition, obtaining other items such as clothing, toys, technology, and so on. Families, particularly those with limited finances, tend to provide better opportunities for male. As a result, girls feel discriminated against in their own homes. As a result, to promote effective growth and development, rural people must give equal preference to girls and provide them with necessary resources and opportunities. Girls, on the other hand, face discrimination outside of the home, in schools and at work. Wage discrimination is a common practice. Females are paid less than male to perform the same job duties. As a result, it is critical to eliminate discriminatory treatment and provide girls with equal rights and opportunities in schools, workplaces, and other settings.

Developing Effective Communication Skills:When females are confined to their homes and primarily involved in the implementation of household responsibilities, they are unable to develop effective communication skills, particularly with individuals outside the home. In other words, they are unaware that there is a world beyond their home with which they must interact. They can only interact with their family members and have no contact with the rest of the community. As a result, they are nervous and shy. As a result, it is the responsibility of family members to ensure that their daughters participate in a variety of social, cultural, and religious programs, pay visits to the homes of friends and relatives, and form social circles. This would help them overcome their shyness and gain confidence in communicating with others outside of their homes.

Encourage Mobility:Remaining confined within the home and having limited mobility is thought to harm the mindsets of females. In some cases, they develop psychological issues such as anger, stress, depression, pressure, and anxiety. Because of these psychological issues, they tend to isolate themselves and lose communication skills, even with their family members. To alleviate psychological problems and promote effective mindset development, women and girls should be encouraged to be mobile. Encouraging mobility means encouraging them to visit various places. These include marketplaces, parks, religious sites, friends' and relatives' homes, healthcare facilities, educational institutions, training centres, and even other regions and cities. When rural women and girls are encouraged to visit these places, they will benefit in a variety of ways. These include developing effective communication skills, raising awareness in a variety of areas, acquiring academic skills, and promoting physical and psychological health.

Moral And Ethical Implementation: Individuals of all ages, categories, and backgrounds must adhere to morality and ethics. Morality and ethics are important for everyone to understand, regardless of caste, creed, race, religion, ethnicity, occupation, or socioeconomic status. Individuals who have a thorough understanding of these characteristics can distinguish between appropriate and inappropriate behaviour. These must be used in the execution of various tasks and activities, as well as in interactions with other people. Men and women must understand the principles, standards, norms, values, and ideologies, especially when working collaboratively to complete tasks. When women gain a thorough understanding of ethics, they are better able to prevent criminal acts, as well as discriminatory treatment, occurring in society. Another benefit is that they can improve their status and implement empowerment opportunities.

Upgrading the Status of Widows: Widows have a deprived status. Their status has deteriorated due to a lack of many rights and opportunities. These include the prohibition of participation in social, cultural, and religious programs, the prohibition of wearing coloured clothing or jewellery, the prohibition of consuming various food items, such as sugary or fried foods, the denial of the right to property, the prohibition of having a say in decision-making, and the inferiority of status. Because of these factors, widows were unable to make a significant contribution to society or improve their status. As a result, measures must be developed to improve their status. To advance their status, they must be allowed to express their opinions and perspectives and have a say in decision-making, have property rights, be able to participate in various programs and functions, and not be considered inferior.

4. Conclusion:

Women in rural communities face a variety of issues and challenges as they strive to improve their status. Women are primarily responsible for managing household responsibilities and meeting family members' needs and requirements. Apart from these responsibilities, they have increased their involvement in the informal sector. Poverty, criminal and violent acts, economic exploitation, educational deprivation, child marriage, a lack of health care facilities, being barred from participating in decision-making matters, other tasks and activities, unequal distribution of wealth and resources, and limited visits to other places are all factors that hurt women's status. Women and girls typically encounter one or more of these factors in their homes. These are regarded as barriers to improving their status. As a result, it is critical to remove these barriers and increase opportunities for women. In rural communities, women's status is deteriorating. Male members are given preference, while females are considered liabilities. The primary factor in improving women's status is for family members to shift their perspectives and see girls as assets. They should provide equal opportunities for them and allow them to participate in a variety of tasks that will improve their status. Measures have been developed to improve the status of women. These include encouraging education, increasing skill development opportunities, encouraging employment, providing equal opportunities, eliminating criminal and violent acts, eliminating discriminatory treatment, promoting effective communication skills, encouraging mobility, implementing morality and ethics, and upgrading' status. When rural residents become sufficiently aware of these measures, they can make a significant contribution to improving women's status and living

conditions.

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