CHAPTER-V
MAJOR FINDINGS

5.1 MAJOR FINDINGS OF THE STUDY

5.1.i Findings related to objective number- 1 (Findings related to family size of rural population with respect to levels of education)

1) In regard of family size practice, almost similar picture has been found between the samples belonging to level-1 education and illiterate groups. Among the level-1 samples, 28.77% has been found as small family followers while among the illiterate samples this percentage is 27.5%. Conversely, in case of large family practice, 71.23% has been found among level-1 educated samples and 72.5% has been found among illiterate samples.

2) The percentage of small family follower has been found increasing with the increase in the level of education. Among level-2 educated samples, 36.62% has been found as small family follower while among level-3 educated samples the percentage is 53.57%. On the other hand, the percentage of large family practice has been found decreasing with the increase in the level of education. The percentage of large family follower in level-2 & level-3 have been found as 63.38% & 46.43% respectively.

3) Irrespective of the levels of education, the percentage of small family follower has been found very satisfactory among the samples that fall in the age group <45 (less than 45). The percentage for level-1, level-2, level-3 and illiterate samples are 63.41%, 76.19%, 90.7% and 68.63% respectively. On the other
hand, the percentage of small family followers have been found negligible among the samples at all levels of education that fall in the lateral age groups, i.e., among age groups 45-54 & 55-65. People belonging to lower age groups irrespective of educational level have strong preference for practising small family norm.

4) The percentage of small family follower among the illiterate samples belonging to <45 age group has been found 68.63% which has been higher than 63.41%, the percentage achieved by the level-1 educated samples. Therefore at this level of education the relation between the levels of education and the family size practice is less Education-Specific but more Age-Specific. Simply, age factor is more important than the level of education in determining family size at this level of education.

5) The average family size of different levels of education has been found different. The average family size among level-1 education, level-2 education, level-3 education and among illiterate have been found as 3.68, 3.25, 2.7 & 4.06 respectively. The higher the level of education, the lower is the average family size of the population.

6) It has been found from the present study that out of the total respondents (42) of level-1 education who practiced small family norm, the percentage of small family follower has been found highest 38% among those who pursued schooling in their own accord than those who pursued schooling by force of their parents.

7) Out of the total illiterate sample (200), the percentage of small family follower has been found highest (45.45%) among those who were willing to receive education but their parents could not afford them to go to school while the
percentage of small family practice is the lowest (16.36%) among those who did not receive education in their own accord.

8) A difference has been found between sample of two age groups namely age group <45 (less than 45) and age group 45-54 at all levels of education that with the increase in respondents’ (<45) wives’ (if respondent is a male) age at marriage small family practice has been found increase and large family practice decrease. On the other hand, among the samples of age group 55-65, higher age at marriage of wife does not reveal the same trend of practising small family norm.

9) The overall practice of small family norm among the rural population has not yet been found satisfactory (34.83%).

10) The rural young generation has been found trendy for small family norm.

11) Factors that have indirect bearing on choice of family size in rural areas are Age, Age-at marriage especially of the wives and income (to some extent).

12) Women of the age group <45 at educational level-3 who got married between the age 26-30 years have been found cent percent (100%) small family follower.

13) Age specific family size of the first two age groups especially at which the wives’ of the respondents got married equally demands family size to be education specific. (table 4.10, 4.11 & 4.12)

14) Rural population belonging to the age group 55-65 does not reveal any choice for small family practice at any level of education. At this age group, level-1, level-2 and even level-3 educated population recorded negligible per cent age of small family practice i.e., 4.65%, 4.08% and 4.35% respectively. The illiterate section at this age group recorded only 1.47% small family practice.
15) Education has been found to be an indicator of family size.

5.1.ii **Findings related to objective number- 2** (Findings related to socio-economic condition of rural population in connection with family size)

1) It has been found from the present study that the percentage of small family follower is the highest among those educated samples who belong to Average Socio-Economic Status (ASES) group. Again the percentage of large family practice is the highest (77.21%) among the Low Socio-Economic Status group.

2) The rural illiterate sample belonging to Higher Socio-Economic Status has mostly been found as large family follower (81.82%). The percentage of small family practice in this group is only 18.18% which is the lowest among all categories.

   The illiterate Average Socio-Economic Status group and the Low Socio-Economic Status groups have also been found mostly large family followers.

3) Irrespective of levels of education, the educated Higher Socio-Economic Status group has been found mostly large family follower. The percentage of small family practice at all levels of education in HSES group are not very satisfactory.

   The percentage of small family practice among the Average Socio-Economic Status group and Low Socio-Economic Status group have been found a little higher than the group of educational level-3.

4) The average number of live children to the respondents belonging to higher, average and low socio-economic status have been found as 3.13, 3.14 and 4.05 respectively. The average no. of children to the responding couples is the highest (4.05) among the low socio-economic status group. However the average no. of
children among the higher and average socio-economic status groups have been found lower than the overall average 3.52.

5) It has been found that the average no. of siblings of the three categories namely higher, average and low socio-economic status are 3.13, 3.14 and 4.1 respectively. Therefore there is no significant difference of average no. of siblings or family size between higher and average socio-economic status groups. These two groups are different from low socio-economic status group in respect of average family size.

6) It has also been observed that the respondents of different levels of education belonging to a particular socio-economic category have different average no. of siblings.

   The average no. of siblings among the respondents belonging to higher socio-economic status but different educational levels i.e. , level-1, level-2, level-3 and illiterate are 3.38, 2.82, 2.71 and 4.36 respectively. Average no. of children among the respondents belonging to average socio-economic status group at different levels of education i.e. level-1, level-2, level-3 and illiterate are 3.15, 2.93, 2.73 and 3.76 respectively. Similarly among low socio-economic status group at different levels of education are 4.1, 4.1, 2.56 and 4.2 respectively.

7) Among all the socio-economic categories and educational levels, highest no. of average no. of children has been found 4.36 among the illiterate samples which belong to Higher socio-economic status group. Again the lowest no. of average no. of children has been found 2.56 among the educated level-3 samples that belong to Low socio-economic status group.
8) Educated respondents that fall in the category of Achieved HSES and Achieved ASES have been found having strong tendency for small family norm in comparison to the educated respondents that fall in the category of Ascribed HSES and Ascribed ASES.

9) Small family practice has been found more popular among the illiterate samples who achieved their status as either high or average against the ascribed status holders.

10) Socio-Economic Status has been found not directly responsible for family size as for education or levels of education.

11) The rural society of Kamrup district for both the educated and the illiterate samples have been found characterized more by Vertical Social mobility rather than the Horizontal Social mobility as derived from the achieved as well as ascribed status.

12) Each of the family members of the illiterate samples that belong to HSES has been found income earner and their helping hand towards the family income tightens up their socio-economic condition. Consequently, the illiterate HSES group members enter into married life quite earlier thinking themselves as eligible for taking responsibilities of their family.

5.1.iii Findings related to objective number- 3 (Findings concerning relationship between education and socio-economic condition)

1) The respondents of educational level-1 & illiterate have showed almost similar status regarding their belongingness to different socio-economic categories. The percentage of population in HSES in level-1 is 5.48 % while it is 5.5 % for the illiterate. 41.1% in ASES for level-1 and 37.5% in the same status group for the
illiterate. In case of LSES, level-1 recorded 53.42% while the illiterate recorded 57%.

2) As the level of education goes higher, the percentage of population in HSES and ASES also go higher. At educational level-2, 11.97% has been found in HSES which becomes 21.43% at level-3. In ASES, level-2 claims 59.86% which has been found higher (62.5%) at level-3 in the same category. Level-3 reveals the lowest percentage (16.07%) of population in LSES group.

3) Ascribed socio-economic status finds weak association with education.

4) Achieved socio-economic status finds a strong association with education.

5) The overall socio-economic condition of the rural population has been found moderately (neither strong nor weak) associated with education.

6) It has been explored that educated HSES sample enjoy a better social status along with an equally better economic status. This has been found applicable only for the higher socio-economic status group. But their illiterate HSES counterparts do not enjoy the same status. Their higher socio-economic status is mainly due to higher economic position and not due to equally higher social position in the society.

7) Out of the total samples (both educated and illiterate) that belong to HSES group, a 79.3% has been found from high caste category. Most of the rural high caste population belong to HSES group which is mostly inherited.

8) The remaining 20.7% high caste samples belong to ASES group only and the percentage of high caste rural population in the LSES group has been found nil.

9) Among the illiterate samples achieved socio-economic status has been found lesser than the ascribed socio-economic status holder.
5.1.iv Findings related to objective number- 4 (Findings as regards comparing family size of educated and illiterate people)

1) From the calculated value of chi-square (0.07) the present study has found that the family size of sample belonging to educational level-1 is not significantly different from the family size of sample belonging to illiterate section of the rural society.

2) Family size practiced by the sample of educational level-2 is also found having no significant difference with family size practice by illiterate people. The calculated chi-square value 3.22 (insignificant) has helped draw such an inference.

3) It has been found that the illiterate section has not yet been able to come up to the level of the population that belong to educational level-3 in regard of practising small family norm. A significant difference (chi-square value is 20.98) has been found between these two groups of people regarding family size practice.

4) Irrespective of levels of education, the family size practice of the total educated population is found to be significantly different (chi-square value is 7.12) from the family size practice of the illiterate population.

5) The illiterate section mainly those who belong to the age group <45, less than 45 except the very early marriage settlers has been found to have small family lover.

6) The present study has pointed it out that the less educated population (mainly level-1) needs more attention along with the illiterate section in regard of practising favourable family size in the context of the present day world.

7) Education has been found directly associated with family size.
5.1.v Findings related to objective number- 5 (Findings as regards comparing socio-economic condition of educated and illiterate people)

1) Socio-economic condition of level-1 educated samples that belong to the HSES group has been found not significantly different from the socio-economic condition of illiterate samples of the same community i.e., HSES group. The mean scores of the two types of samples are 63.94 and 63.65 respectively.

2) Level-2 educated samples belonging to HSES also failed to claim a mark difference of socio-economic condition from that of illiterate samples of the same status group for their negligible mean differences.

3) The socio-economic condition of level-3 educated samples that belong to HSES group has been found significantly different from that of the socio-economic condition of the illiterate section of the same group.

4) Irrespective of educational levels, the socio-economic condition of all educated samples which belong to HSES is found not to be significantly different from the socio-economic condition of their illiterate counterparts. Their different mean scores are 65.62 and 63.65 respectively with insignificant t-value= 1.31 for 58 df.

5) At each level of education (i.e., level-1 educated, level-2 educated and level-3) educated samples belonging to ASES group established significant differences of socio-economic condition separately from the socio-economic condition of the illiterate samples belonging to the same status group.

6) Significant difference of socio-economic condition between educated (at all levels) and illiterate samples that belong to ASES has been found.
7) Difference of socio-economic condition between level-1 educated and illiterate samples which belong to LSES group is insignificant. Their mean differences 32.81 and 32.38 are quite negligible.

8) Socio-economic condition of level-2 educated and level-3 educated samples belonging to LSES group are significantly different from the socio-economic condition of illiterate samples belonging to the same category.

9) Irrespective of educational levels, the socio-economic condition of all educated samples of the present study that belong to LSES is significantly different from the socio-economic condition of their illiterate counterparts of the same category.

10) Irrespective of socio-economic categories, socio-economic condition of all educated population has been found significantly different from the socio-economic condition of all illiterate population under study. The mean scores of both types of population are found as 45.45 and 38.37 respectively.

5.1.vi Findings related to objective number- 6 (Findings on perception of educated population towards family size in relation to SES)

1) Among different socio-economic categories in educational level-1 & educational level-2, the ASES group has been found with the highest average perception scores 58.33 & 67.91 respectively towards family size.

2) Among different socio-economic categories, the population that belong to educational level-3, the highest average perception score 80.44 towards family size has been found with the LSES group only. Practically this section of educated population having more family members has been found got annoyed
with their family problems especially with financial hardship. Their educational level and financial position are found not to be commensurate.

3) From the significant value of F (11.40) for (2, 143) df, it has been found that the perception towards family size of the educated population in relation to their socio-economic status at educational level-1 differs significantly. At this level of education the population that belong to HSES, ASES and LSES have gained different perception towards family size. However the mean differences at this level of education are found to be more significant only between ASES and LSES groups with t value 4.69 for 136 degrees of freedom.

4) With calculated F= 8.57 for 2,139 degrees of freedom the perception towards family size of the educated population in relation to their socio-economic status at level-2 education is found to differ significantly. At this level of education the mean difference with t values are found to be significant between HSES and LSES and also between ASES and LSES groups. The mean difference between HSES and ASES groups at this level of education has been found insignificant.

5) It has been found from the calculated value of F (1.27 for 2, 109 degrees of freedom) that the perception towards family size of the educated population in relation to their socio-economic status at educational level-3 does not differ significantly. However, a significant difference (0.05% level) has been observed between the group means of HSES and LSES at this level of education. The same has been found while t-test was used to see the significant difference between two group means. No such differences have been observed between group means of HSES and ASES as well as between ASES and LSES at the same level of education.
6) Irrespective of educational levels, perception towards family size of all educated population in relation to their socio-economic status has been found significantly different. The significant F value 29.8 for 2, 397 degrees of freedom indicates that the educated rural population belonging to HSES, ASES and LSES have developed different perceptions towards family size. Significant differences have also been found with the help of t-test from each two group means i.e., between HSES and ASES, between HSES and LSES and between ASES and LSES. With significant t value 4.44 for 183 df significant mean difference is found between HSES and LSES groups. Again between ASES and LSES groups calculated t= 7.5 for 349 df has been found significant to mark a significant mean difference.

5.1.vii Findings related to objective number- 7 (Findings on perception of illiterate population towards family size in relation to SES)

(1) The illiterate section of the rural society that belong to HSES has the lowest mean score 42.5 towards family size perception. This section though held high socio-economic position, their outlook towards small family norm is still far from satisfactory.

(2) The finding of this objective has been found best suits the Marx’s theory in such a way that the illiterate rural section believes in more labour force in the family. Most of the rural illiterate folk especially those who belong to lateral age groups and HSES have been found having a good faith on “More labour force means more income source of the family to enjoy want less life”.

(3) With insignificant calculated value of F=0.69 for 2, 197 df the present study reveals that there exists no significant mean difference of the perception
towards family size among the illiterate rural population which belong to different socio-economic categories.

It has also been found that no group means has significant mean difference of the perception towards family size. The $t$ values for the three sets of group means (HSES & ASES, HSES& LSES, ASES & LSES) have been found insignificant.

5.2 DISCUSSION ON FINDINGS

During the entire period of data collection, the investigator communicated with the rural married adult population to make an investigation to find out if there are relationship amongst some variables, namely education (educational levels), family size and socio-economic condition. The investigator dealt deeply with the respondents so that he can understand their problems and get their perceptions towards the socio-economic milieu. Consequently, the investigator discovered some problems as mentioned bellow which the respondents have been facing since long—

(1) Source of employment is always limited.

(2) Economic condition becomes more miserable during off seasons of the year.

(3) They showed their inability to control their passions in regard of child birth.

(4) Most of them are engaged in unorganized sector where they work for the whole day but earn very little.

The discussion on the findings has been presented on the basis of the analysis and interpretation of the present study.

In the first objective, family size of the rural population has been studied in relation to levels of education. The study reveals that a higher level of education is negatively associated with family size and vice versa. The study reveals another important fact that the age factor of the respondents is more significantly associated
with family size rather than their levels of education. Higher the age level of the respondents higher is their family size and vice versa. The study also reveals that the average family size among level-1 education, level-2 education, level-3 education and among illiterate have been found as 3.68, 3.25, 2.7 & 4.06 respectively. This establishes that the higher the level of education, the lower is the average family size of the population of rural Kamrup. Couples’ age at marriage has been found associated with family size. Those who got married at an early age are found to be large family follower.

Study carried out on “Does education influence the attitudes towards family planning and the small family norm?” by H. Sodhi (1992), in the context of adult education programme in Punjab found like findings that participation in adult education programme positively influences the attitude towards the small family norm. The adult education of rural women in the age group of 15-35 was found to have positive effect on such an attitude.

The result of the study done by DATT G. & MAHAJAN A. (2012) in a path-breaking book entitled “Indian Economy” also establishes similar fact that with an increase in the mean age at marriage and the impact of family planning programmes there declines the overall general fertility rate. It was reported that the decline is in all age groups. However the decline is sharper in the age groups 30-34 and above as compared to age group 15-19. They reported that fertility seems to have a strong correlation with the educational level of the mother.

In the second objective effort has been made to study socio-economic condition of the rural population in connection with family size. The study reveals that the percentage of small family follower is the highest among those educated samples
who belong to Average Socio-Economic Status (ASES) group. Again the percentage of large family practice is the highest among the Lower Socio-Economic Status group. The rural illiterate sample belonging to Higher Socio-Economic Status has been found as large family follower (81.82%).

Irrespective of levels of education, the Higher Socio-Economic Status group has been found mostly large family follower. The percentages of small family practice at all levels of education in HSES group are very low. The average number of live children to the respondents belonging to higher, average and low socio-economic status have been found as 3.13, 3.14 and 4.05 respectively.

SALAFF, J.W. (1981) conducted a study on the article “Family size intentions and socio-economic status in Singapore” and in this article he presented the results of a panel study on family planning intentions and behavior among 54 young Chinese Singaporean couples which matches with the present study. The study compares early child bearing intentions with actual child bearing behavior, examining the motivation for child bearing by socio-economic group and highlighting the differences found. In the mid 1970’s, intended family size was larger for the average working-class Chinese couples in the sample than for the affluent couples. Average working class parents in 1981 tended to refer to the direct or short-term costs of having children as reasons for actual family size. In contrast, affluent working and middle class parents were from the outset more likely to refer to the indirect or long-term costs of raising children, such as higher education, which would require some savings.

The third objective was about to study the relationship between education and socio-economic condition by applying chi-square test based measure Cramer’s V. The
study establishes that as the levels of education goes higher, the percentages of population in HSES and ASES also go higher. At level-2, 11.97% has been found in HSES which becomes 21.43% at level-3. In ASES, level-2 claims 59.86% which has been found higher (62.5%) at level-3 in the same category. Level-3 reveals the lowest percentage (16.07%) of population in LSES group. Ascribed socio-economic status finds low association with education. Achieved socio-economic status finds a strong association with education. A higher level of education helps achieve the rural population a higher socio-economic status. The combined or overall socio-economic condition of the rural population has a moderately strong (neither strong nor weak) association with education. The fact has been explored that educated HSES sample enjoy a better social status along with an equally better economic status. This fact has been found applicable only for the higher socio-economic status group. But their illiterate HSES counterparts do not enjoy the same status equally. Their higher socio-economic status is mainly due to higher economic position and not due to equally higher social position in the society. The study reveals that most of the rural high caste population belong to HSES group only.

The study conducted by SABNIS B. K. AND MAHURKAR P. R. (1985) on “relationship between educational and social status of Scheduled Castes students from Beed district, Pune found similar result as mentioned below—

a) The economic condition of the graduates had improved as a result of education.

b) After having graduated most of them were employed in government service.
c) About 50% of them felt that marriage should be celebrated in the traditional manner. Most of them felt that their social status had improved because of education and was steadily improving further.

d) Close relatives of these graduates were illiterate and poor.

J.L. GUPTA, et al, (1994) Attempted to study on “the impact of literacy on socio-economic conditions of rural poor” of Jaunpur District of Uttar Pradesh and found out quite like result with the present study as follows —

1. Literacy is found to have a positive effect on the social participation, occupational behavior, material possession and social contact. Literacy is also found to have positive impact on increased level of income.

2. A very significant relationship has been found between social participation, income group and literacy.

In the fourth objective attempt has been made to compare family size of educated and illiterate people. Chi-square test was used to compare the family size of both types of samples. The study found that family size of sample belonging to educational level-1 & educational level-2 are not significantly different from family size of sample belonging to illiterate section of the rural society. A significant difference has been found between the population that belong to educational level-3 and the illiterate people in regard of family size practices. Irrespective of levels of education, the family size practice of total educated population is found to be significantly different (chi-square value is 7.12) from the family size practice of illiterate population.

CENSUS OF INDIA (2001) reveals that the total fertility of illiterate women for India is 4.2. It declines to 3.7 for women with educational level literate but less than
middle school, it further declines to 3.3 for middle but not matric and is the lowest 2.1 for women with educational level graduate and above and above. Fertility in every category was higher in rural areas than in urban areas.

The fifth objective is framed to compare socio-economic condition of educated and illiterate population. t-test was used to examine the significance of differences. The socio-economic condition of level-1 educated samples that belong to the HSES group is not significantly different from the socio-economic condition of illiterate samples of the same community i.e., HSES group. The mean scores of the two types of samples are 63.94 and 63.65 respectively. Level-2 educated samples belonging to HSES also failed to claim a significant difference of socio-economic condition from illiterate samples of the same status group for their found out negligible mean differences. The socio-economic condition of level-3 educated samples that belong to HSES group has been found significantly different from the socio-economic condition of the illiterate section of the same group. Mean differences have been found as 67.95 and 63.65 respectively. Irrespective of educational levels, the socio-economic condition of all educated samples which belong to HSES is not significantly different from the socio-economic condition of their illiterate counterparts. Their mean scores are 65.62 and 63.65 respectively.

Significant difference of socio-economic condition at all levels of education with that of the illiterate samples that belong to ASES have been found. Difference of socio-economic condition between level-1 educated and illiterate samples which belong to LSES group is insignificant. Their mean differences 32.81 and 32.38 are quite negligible and therefore no inferences regarding their mean differences could be drawn. Socio-economic condition of level-2 educated and level-3 educated
samples belonging to LSES group are significantly different from the socio-economic condition of illiterate samples. Irrespective of educational levels, the socio-economic condition of all educated samples which belong to LSES is significantly different from the socio-economic condition of their illiterate counterparts. Socio-economic condition of all educated population is significantly different from the socio-economic condition of all illiterate population under study. The mean scores of both types of population are found as 45.45 and 38.37 respectively.

DAS Binita (2013) of Gauhati University carried out a study on “Role of education on the development of the socio-economic conditions of the scheduled caste people of rural Kamrup” and her findings drew similar inferences with the inferences of the present study. The literate heads of the families enjoy a higher socio-economic status than their illiterate counterparts. The social status of the literate heads is higher than the illiterate heads.

M.L. JADHAV (1997) revealed in his study entitled “the impact of education on the socio-economic life of the rural inhabitants in Satara district” that a significant advancement in each level of education leads to a considerable advancement in the socio-economic lives of the villagers.

The sixth objective of the present study applies ANOVA test to find whether the perception towards family size of the educated population differs in relation to their socio-economic status. It was observed from the present study that among different socio-economic categories in educational level-1& 2, the ASES group has been found with the highest average perception score towards family size. Among the population that belong to educational level-3, the highest average perception score towards family size has been found with the LSES group only. From the significant
value of F it has been found out that the perception towards family size of the educated population in relation to their socio-economic status at educational level-1 differs significantly. The perception towards family size of the educated population in relation to their socio-economic status at level-2 education is also found to differ significantly. But the perception towards family size of the educated population in relation to their socio-economic status at educational level-3 is not significantly different. Irrespective of educational level, perception towards family size of all educated population in relation to their socio-economic status is found to be significantly different. Mean differences are found between HSES and LSES and ASES and LSES groups as well.

The seventh objective of the present study was framed to find whether the perception towards family size of the illiterate population differs in relation to their socio-economic status. The investigator applied ANOVA test to test the significant differences. Among different socio-economic categories of illiterate samples, the HSES group has the lowest average perception score towards family size. The perception towards family size of the illiterate rural population in relation to their socio-economic status has been found not differ significantly.

5.3 EDUCATIONAL IMPLICATION OF THE STUDY

On the basis of the findings of the present study, the investigator observes some ample implications for the policy makers, social workers, leaders, administrators, academicians and researchers dealing in the field. The following implications are worth mentioning--

1. The study implicates that proper implementation of schemes of education fulfill the needs of education of the backward section.
2. Some educated persons of the locality mediate between school and family to check dropout whom the less educated and the illiterates respect most.

3. Special attention on the part of the policy makers or the rural administrators can make ‘population education’ and ‘family planning’ practicable among the rural masses in which the rural people are very much interested.

4. The study highlights the paralysed steps of the government towards furthering higher education in rural areas. Institutions of higher education must be locally established for the rural peoples’ benefit of higher education.

5. The present grass root level administration has been the most significant agency in advancing rural lives.

6. Schools i.e., teachers have been the most effective agents for inspiring the people to practise small family norm. Teachers relaxing from normal duties of teaching have been visiting the households at a regular interval.

7. Members of large families in the rural areas are mainly engaged in unorganized sector and they come with its implications of poor health, meager income, inability to provide adequately for the education of the siblings and low standard of living which further deteriorates their socio-economic condition. Opportunities should be there in the rural areas for the rural inhabitants to get engagement in organized sector and also to provide rural children with nutrition.

8. Girls marriage is a vital issue in the context of growing population in rural areas. However, the study implicates that a trend has come and the parents of girl child are now reluctant to marry their daughter at an early age.

9. The study implicates that the willingness of the rural less educated and illiterate women towards high work force participation rate is praiseworthy.