CHAPTER - V

MAJOR FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR THE FURTHER STUDY
CHAPTER-V

This chapter deals with the summary, findings of the study, conclusions, recommendations for improvement the girls' education and suggestions for further study.

5.1. SUMMARY

"Education of a boy is the Education of one person, but

Education of a girl is the Education of the entire family"

- Pandit Nehru

Education is the most important instrument of human resource development and social change. Increasingly, greater stress is laid on universalisation of primary Education with emphasis on girl’s education. In spite of all the planned efforts and constitutional commitment, universalisation of girl’s’ education is hampered by the low enrolment and high dropouts amongst girl’s particularly in the rural areas.

The poor educational facilities and the poor living conditions in rural areas are considered to be the major factors for low enrollment and high dropout and have become an obstacle in achieving universalization of girl’s’ education. Few studies enquired into the problem of non-enrollment, stagnation and dropout has stressed the above reasons as major causes.

5.2. MAJOR FINDINGS OF THE STUDY

The major findings of the Universalization of girl’s education, with reference to issues raised in the statement of the problem reveals the following features. The major findings of the study are given below:

1. There is a wide difference between the male and female population in literacy rate in the four districts.
2. There is a wide difference between the Rural and Urban literacy rate among the four districts.

3. There is an equal growth enrolment ratio between boys and girls for 6 to 10 age group and difference between both sex are seen in 11-12 and 13-15 age group in all selected districts.

4. 22 per cent of Mandal and Zilla Parshid schools and 18 per cent of private schools are located in four districts of Rayalaseema region of Andhra Pradesh. There are 16 per cent of total institutions in the four districts out of 23 districts of Andhra Pradesh.

5. Kurnool district and Kadapa districts are highest and lowest total enrollment at elementary level among the four districts.

6. The class wise enrollment at primary level is sustainable but decline in upper primary level of all four districts. Hence the class wise total enrolment is good in four districts.

7. The girls enrolment at primary level in all four districts in sustainable.

8. The girl child enrolment in Kurnool District is high (2,00,493) where as Kadapa district is lowest (1,51,540).

9. Averagely 50 per cent of girl’s enrolment at primary, upper primary level is observed in all four districts.

10. The girls’ enrolment is slightly variation between the boys and girls in all selected mandals at elementary and secondary level.

11. The gross enrolment rate with sex wise and class wise is high in Allagadda mandal and lowest in Chapadu mandal of the sample mandals.

12. The Cast wise and Class wise enrollment in girls is less than boys at primary and secondary level.
13. The enrolment is high in Allagadda mandal in all class wise, caste and sex wise. Where as Chapudu mandal is lowest in all the three variables.

14. The drop out is high at I-X level when compared to I-VII level and I-V level. It seems that the drop out rate is going on increasing while the level of education is moving high.

15. The drop out rate is less in Anantapur, Kadapa and Chittoor districts when compared with state drop out rate.

16. The socio-economic programmes like NEPGEFL, SSA, KGBV, DPEP, ICDS and many incentive programmes are implemented in all the selected mandals.

5.3. CONCLUSIONS

On the strength of the findings of the present study, the following broad conclusions can be arrived at:

1. There is a wide difference between the male and female population as well as between the Rural and Urban in literacy rate in the four districts.

2. There is an equal growth enrolment ratio between boys and girls for 6 to 10 age group and difference between both sexes are seen in 11-12 and 13-15 age group in all selected districts.

3. Kurnool district and Kadapa districts are highest and lowest total enrollment at elementary level among the four districts.

4. The girls enrolment at primary level in all four districts is sustainable. The girl child enrolment in Kurnool District is high whereas Kadapa district is lowest. It is true that, some of the girl children are being involved nominally in domestic work and income earning activities in the mandal. The main reason for the backwardness of these mandals are lack of irrigation facilities.
5. The girls’ enrolment is slightly variation between the boys and girls in all selected mandals at elementary and secondary level. The gross enrolment rate with sex wise and class wise is high in Allagadda mandal and lowest in Chapadu mandal of the sample mandals. Poverty is general phenomena and it hinders the development of the individual and family.

6. The Cast wise and Class wise enrollment in girls is less than boys at primary and secondary level. The enrolment is high in Allagadda mandal in all class wise, caste and sex wise. Where as Chapudu mandal is lowest in all the three variables.

7. The drop out is high at I-X level when compared to I-VII level and I-V level. It seems that the drop out rate is goes on increasing while the level of education is moving high in all four districts.

8. The socio-economic programmes implemented by the Government of India and Government of Andhra Pradesh are utilized by the selected mandals for development of the Girls education.

9. On the whole the Girl’s education is smoothly running in these mandal.

**5.4. SOME SUGGESTIONS FOR IMPROVEMENT OF GIRL’S EDUCATION**

Following are some of the feasible measures that would promote girl’s education.

1. In General girls attain puberty at the age of 11-12 years old. The parents feel insecure about their daughters because of the maturity of the age. This can be avoided by constructing separate hostels for girls for staying near their schools.

2. There is hidden custom that the parents get girl’s married at an early age though it is unlawful and biologically detrimental still it is being followed by the people. It is
necessary to make them aware of the risk of early marriages through government agencies and voluntary organization. As a result there will be a high rate of enrollment and curtailing of the dropout rate.

3. Throughout childhood and adolescence, a girl is referred to as a temporary resistant of the family. The route cause of this opinion was dowry. The more the education of a girl, the higher the dowry. Hence the parents did not give more education to their daughters. Constant awareness programme against the evil practice of dowry would wean away the people from it.

4. Low parental education and lack of awareness besides a wide range of social and psychological conditions which directly or indirectly responsible for a high drop out rate and for girl’s not going to schools. There is no doubt that the parent’s influence their attitude towards children develops especially in later education. Hence there is need of education, the parents through adult education, on-formal education etc.

5. By and large the majority of families are living below poverty line. Poverty is a general phenomena and it hinders the development of the individual and family. Poor economic conditions play vital role in the mandal. This can be avoided to some extent by providing rice. Essential commodities and other basic necessities at cheaper rates to the families in which the girl’s are attending schools.

6. For maintenance of the family, parent attend agriculture work and labor work in small-scale industries in different villages. Meanwhile instead of the family head, girls have taken responsibility in domestic work when the family head attends to migration labor work it seems to be continued particularly in weaker sections. The main reason for the backwardness of this region is lack of irrigation facilities. Due to inadequate irrigation
facilities the agriculture labor in this region do not find the work through out of the year.

7. The Government is to see that the irrigation facilities are provided to the region by link canal system.

8. The number of schools importing education in this area is inadequate there are many places where girl’s schools do not exist in rural areas and lack of separate girl’s residential schools prevented parents from sending their girl’s to schools. Since the schools for girl’s are less number in the region the girl’s who are interested in pursuing their education are not able to do so because of the limited number of schools if it is to be avoided there should be more schools for girl’s in the region along with separate residential schools where ever needed.

9. Repeated wastage and stagnation are the major crux in the field of education especially in girl’s education if the boys fails in his examination, he can continue studies, where as in the case of girl’s she will be automatically from the dropped out from the schools. Particularly these failures are detentions are seen in seventh and Xth classes. There is need to start remedial and a special coaching class for the girl’s who fail in the examinations to arrest the wastage and stagnation. Apart from it the parent should be enlightened to discard the gender bias.

10. Providing secondary school facility in each gram Panchayat having high SC population, within a radius of 3 km (in relaxation of the present norm of 5 Km) to enable the enrolment and retention of rural and SC girls in a phased manner.

11. Provision of at least Upper primary facility closer to remote ST habitations through up gradation of GVVKs / Primary schools / Alternative schools for the enrolment and retention of ST girls.
12. Providing free bus service to all elementary school children and girls up to higher secondary by improving the bus connectivity and also the frequency.

13. Building up public awareness on the need and importance of girls education through community mobilisation, awareness campaigns, media etc.

14. Common school system and neighbourhood schools to be introduced.

15. Community mobilisation through awareness campaigns, enrolment drives and gram sabhas for the enrolment of the girls particularly at Upper primary and secondary levels.

16. Parent Teacher Associations and School Committees to ensure that all girls in the village attend schools by enlisting the help of Self Help Groups and Mahila Mandals.

17. Enrollment drive in June to mobilise enrolment of girls. The program to be repeated every year before reopening of schools.

18. Special awards to schools/ School Committees which achieve total enrolment and total retention of girls in the village.

19. Preference to habitation/ villages which have achieved 100% enrolment and retention of girls in Schools in sanction of public facilities like post offices/ e-Seva centres/ primary health centre/ cooperative bank etc.

20. The current policy of the State is bifurcation of Primary sections from Secondary schools as when they are upgraded in to secondary schools. Clubbing of Primary and Secondary schools which are functioning in the same premises to ensure total retention of girls.

5.5. SUGGESTIONS FOR FURTHER STUDY

On the basis of this investigation the following suggestions are made for the study.

1. The study could be undertaken in other areas in all over Andhra Pradesh state to understand different historical, social, economical and educational background of rural girls.
2. Observation in the rural areas could be undertaken by social workers, mahila mandals, and voluntary organizations to collect the primary data for pursuing further studies in identifying the problems of girl's education. For this, the Government should provide monitory assistance to the field workers and investigators.

3. The study could be extended to other process variables like funds, salaries, budgets, transfer of the teachers, promotions and incentives of the teachers to understand the ground realities related to girl's education in rural areas.

4. The study also conducted with the attitudes and perception of the parents, teachers and educational administrators.