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 universalization of girl’s education, with reference to issues raised in the statement of the problem reveals the following features.
1. Enrollment and Drop out trends in primary and secondary schools with respect to age, sex, Caste and class.

2. Enrollment and Drop out trends among the Anganawadi centres with respect to age, sex, Caste and class.

The major findings of the study are given below:

1. It has been observed that in the age group 3-4 years, the enrollment of girl’s is greater than boys; in the age group of 5-10 years, the girls enrollment is equal to boys; in the age group of 11-14 the girl’s enrollment percentage is slight difference when compare to boys.

2. As for as Scheduled caste girls are concerned (other than BC, ST and minority) 100 % enrollment in the age group of 5-10 and 11-14 years.

3. It can be observed that maximum dropout girl’s’ children in the age group are 11-14 years.

4. The other interesting feature is that the minority girl’s are being kept in the schools.

5. The enrollment percentage of the girl’s children in Anganawadi centres is 54.9.

6. In case of SC, ST children, the enrollment percentage in the Anganawadi centres are 48.1 and 42.9 respectively.

7. The enrollment of girl’s’ percentage of both primary and secondary schools are maximum.

8. The dropout rate of girl’s is high in the age group of 11-14 than the
other age groups.

9. Irregular attendance of the girl’s children is less than the boys.

10. The out of girl’s children (in the age group of 5-14) involvement in other works are higher than boys.

5.3. CONCLUSIONS

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

1. The enrollment of all the children of 5-14 years age group is high in the mandal.

2. Girl’s Education in the mandal is satisfactory condition in all the communities.

3. The girl’s drop out rate also less in this mandal. Poverty is a general phenomena and it hinders the development of the individual and family.

4. 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 this mandal is lack of irrigation facilities.

5. The schools in this mandal are caters the educational needs for the children. Though, there is a need to establish the residential girl schools in this mandal.

6. The overall literacy rate in the mandal (51.93%) is less than the District literacy rate (56.73%)

7. The female literacy rate (44.36%) is higher than the District
female literacy rate (43.34%)

8. On the whole the Girl's education is smoothly running in this 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 if enrollment and curtailing of the dropout rate.

3. Through out 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. Mean while 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. Hence, the migration.
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 x th 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.
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 Anantapur district to understand different historical, social, economical and educational background of rural girl's.

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 is 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.