

Rural girl's education: An analytical study of socio-economic and cultural barriers at rural areas of Beed district.

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CHAPTER NO - IV

Chapter No- IV

Findings, Conclusion and Suggestions

4.1 Findings

A - Quantitative Findings

B - Qualitative Findings

4.2 Hypothesis Testing

4.3 Conclusion

4.4 Suggestions

4.5 Social Work Intervention

Bibliography

Appendices –

I Interview Scheduled

II Checklist for girl's

Chapter No- IV

4.1 FINDINGS

A. Qualitative Findings

- The results show that majority of respondents were female i.e. 98% and only 2% of respondents were male.
- Based on the study it is concluded that mostly 38% parent respondents belong to open category and 24% of respondents belong to NT category, 22% belong to SC and 12% from OBC and other few categories belong to VJ.
- It was observed that the majority of parents had studied secondary school (8-10th standard) level whereas graduates and above graduate level respondents were only 1%, whereas illiterate parents were 29%.
- It reveals that very few female and male respondents were widowed.
- It shows that most 56% families' occupation is farming, 24% are sugarcane cutter, other respondents were working on daily wages, very few respondents having a job, whereas limited respondents having their own business and other few families were involved in farming and also labourer as well.
- The results indicate that 47% of parent respondents' annual income is between 61001-100000 lakh, 25% families' income is above 1 lakh and some respondent's annual income is below sixty thousand other few parent's annual incomes is below thirty thousand rupees.
- The study results reveal that majority i.e. 29% of parent respondents were landless, 15% of parents were having above 5 acres land and others were having below 5 acres land.

- It concluded from the observed results that, mostly 50% of respondents are cultivating dryland and other respondents were cultivating irrigated land i.e. 15%, and very few were cultivated irrigated or dryland as well.
- It shows that 74% of respondents were not having any joint business, and rest were involved in poultry farming, animal husbandry, milk production, and dairy too.
- It was confirmed from the results that, 62% of women were worked on the farm. Some of them as a labourer and sugarcane cutter, and 38% of women working as a housewife.
- The study results show that the majority of 72% of women involved in self-help groups and 27% are not involved in any group.
- It was apparent from the results that, 18% respondents were saved their money for girls' marriage and less for the education of children from their self-help groups and other women spend their money on their basic needs or material things and few of them give their savings to their husbands, whereas rest were saved money for dowry and girls' marriage.
- The results show that 37% of parent respondents spend more than 20000 rupees per annum on boys than girls and 0.7% parents spending 1 lakh rupees only on boys. The majority of the money spending on boys for education. Parents do not want to spend money on girls' education. so it is clear that parents gave more attention to boys than girls.
- It is observed that 51% parent respondents want that, their boys will learn up to getting a job and 40% parents want to educate their girls up to only graduation level and 27% parents want to educate girls up to 12th standard, whereas remaining parents need to educate girls up to only primary or secondary school. Girls are restricting to get higher education but boys have the freedom to take higher education up to getting a job.
- The result shows that 63% of girls travel up to 3 to 10 Km for going to school, whereas, 14% of girls travelled up to 10-20 Km and 1% girls'

school were nearby to their villages. Due to that distance, girls facing more problems to reach up to school.

- The information stated that 43% of girls going to school by walk, 35% by bus, some girls travelling by auto, only 0.3% girls were lived in a hostel and remaining girls were going to school by walk.
- It was observed that 61% of villagers did not want to send their girls out of villages for education and remaining were ready to send their girls.
- The result explained that majority 23.3% villagers restrict to the girls from higher education because of the growing age, difficulties in arranging a marriage, love matters and adolescence phase and remaining villagers restrict for growing age, waste of money on girls' education, social pressure, economical problems and long-distance of school.
- It was observed that the majority 54% mothers and fathers were taken ta decision related to girls' education and very few 14% mothers, fathers, and daughters were decided on girls' education, whereas only 5% girls could take their own decision about further education. It shows that girls' opinion is not mandatory for own educational choices.
- The observations show that majority 33% economic barriers, insecurity barriers and long-distance of school barriers were faced by girls, whereas 30% girls were faced insecurity and economic problems and remaining girls were tackled growing age, less demand of marriage, difficulties in searching an educated groom, dowry as well.
- The results described that majority 61% parent's purpose was to educate their girl child for getting the job and the remaining parent's purpose behind to educate their girls was only she can adopt the skill of reading and writing, for less dowry and getting educated groom.
- The result shows that the majority 61% parents told that, when her future in-laws will permit her, then girls will do the job, whereas 100 % parents agree with boys were allowed to continue their education up to getting a job. Few 9% Parent respondents did not agree with girls' job.

- The results show that 18% of parents give the reason for dowry for restricting girls from learning and other parents restricting their girls because of no vehicle facility, insecurity, economic problem, more dowry.
- The results found that most (83%) parents were giving preference to their boys for education, whereas the rest of parents were giving preference to girls and both children.
- It was observed from the results that, majority (62%) parents did not get information about the need for girls' education, and 21% of parents were got information from teachers in the villages and others from social workers and social organizations.
- The results clarified that the majority (61%) of parent respondents were not motivated about girls' education and 18% of village teachers were motivated to parents about girls' education. whereas other parents were aware of *sarpanch* and by the different programmes in the schools, which were motivated to parents and girls as well.
- It is observed that mostly (61%) villagers were wanted to give limited education to the girls whereas 21% of parents were positive and 19% of villagers were negative towards the girls' education.
- The result shows that the majority of boys were admitted to the English school than girls and both boys and girls are mostly in private schools and most of the girls are studying in Zillah Parishad school than boys.
- The result shows that 69.3% of parents were preferred the Marathi medium for girls and only 4% of parents were preferred the English medium, whereas 48% of parents preferred the English medium for boys. So it's clear that the majority of boys are in English medium and girls in Marathi medium, very few parents were chosen English medium and semi for their girls.
- It was evident from the information that, majority 45% of parents were selected technical fields for boys and 44% of parents have selected an art field for girls.

- It shows that the majority 45% of fathers were visited girl's schools, whereas mothers and other members in the family visit to girls' school i.e. only 21% and 34% of respondents were never visited school.
- It observed that the majority 84% of parent respondents were not paying attention to girls' study, whereas 16% of parents were giving attention to their girl's study.
- It was apparent from the observation that, 58% of the parent gave importance to skills which will be useful for girls, whereas 42% of parents were giving importance to girls' education.
- The result shows that 50% of parents said that tailoring was a useful skill for girls, whereas 50% of parents told that, tailoring, parlour, technical skills were useful for girls than their education.
- It was explained that majority (42%) parents will arrange their girl's marriage when they get a perfect groom and 1.7% parents arrange their girl's marriage in their adolescence phase or getting a perfect groom, whereas 34% parents arrange their girls' marriage after her education and some of after getting a job. It is clear that most of the parents not ready to spend money on girls' marriage and education too.
- It appears from the observations that, 43% of parent respondents had no pressure on their girls' marriage. Mostly pressure from relatives i.e. 16% and elder persons in the family i.e. 18%, whereas peoples in the society, girls' fathers were also forced to girls' marriage. Due to these reasons, many of the girls were far away from higher education.
- It is observed that the majority (88%) parent respondents were prepared to give dowry and 12% of parents were opposed to dowry practice. Parents, who are ready to give dowry they were collecting money for dowry and girls' marriage as well.
- The observation shows that mostly 39% of parent respondents were ready to give more than 2 lakhs to 15 lakhs dowry, 27 % parents give less than 1 lakh rupees as a dowry, whereas few parents were ready to give 1 lakh and 2 lakh rupees. only 0.3% of parents were opposed to dowry practice.

- Based on the study results it is concluded that the majority 67% of parent respondents were accepted dowry and 33% of parents were not accepted dowry from the bride. Most of the families' thought that, if we give dowry to the groom then we accept that from the bride too.
- The results reflected that the majority 91% of girls participated in household work and only 2% of boys were helped in household work. Beyond that in some families, all family members were helped in household work, and in some families, both boys and girls worked equally.
- It appeared from the observations that 41% of boys were not helped in household work and remaining boys were helped sometimes in filling water and going to market, whereas 100% of girls are helping in home-like cooking, washing, filling water, caring of siblings and caring aged and a lot.
- The result shows that most 66% of parent respondents and their relatives are positive towards the girls' birth and 34% of parents are negative. If parents have one girl, then they are positive towards her birth but when parents have two or more than two girls then their attitude turns into negative.
- It is observed that 50% parent respondents have a negative approach towards girls' birth because of girls are stranger, for paying dowry, unsupportive at aged and 30% parents negative approach towards girls' birth due to dowry, whereas other parents gave the reason of girls are stranger, not supportive to the family at aged, dowry as well.
- It shows that the majority 99% of parents respondents were unknown about RTE act only 0.3% known about the act, whereas most of the villagers were not aware of the girls' education and her educational facilities which were provided by the school and government.
- The result shows that the majority of 36% of girls were age 16-18 years, and 36% of girls were the age of 13 to 15 years, whereas 28% of girls were in the 19-22 year age group. These age group girls can openly respond to questions.

- The result clears that, the majority 61% girls were studied in (8-10th standard), and 36% girls were studied in (11th to Graduation level), whereas few girls were studied in graduation.
- It appeared from the observation that, majority 80% girls went to school with their friends, 14% of girls went alone and another few girls went with her parents. Alone girls were feeling insecure to travel the long distance from a school.
- The result shows that the majority 32% of schools were having drinking water facilities, toilet facilities, first aid and computer, electricity facilities. 29% of schools were having toilet facilities but they are not in use. 1.7% of the schools have not toilet facility, some schools were having computers but they were also not in use. Only 18% of schools having all facilities.
- It shows that the majority 16% of girls went back home or control the situation and 12% of girls were sitting on an open site when toilets and bathrooms are not available in schools.
- It is clear that most 59 % of girls were faced with harassment while going to school and within the school. 7% of girls sometimes faced harassment. So they were feeling insecure about going to school.
- The observation shows that most girls were faced with harassment like teasing and followed by boys and strangers. Some girls heard vulgar language from boys, some boys following girls, some boys are whistling, and due to this many girl's dropouts from school.
- It shows that the majority of girls were shared their problems with the teacher, some girls were ignored to that problem because if their parents know about the harassment then they will stop her education. some of the girls discussed with their mother and fathers.
- It is observed that the majority of 51% of girls were absent 1-2 times in a month. Some girls were absent 2-4 times in a week and 2-4 times in a month and 32 % of girls regularly went to school.

- It appears from information that, majority of 22% of girls are absent because of menstrual cycle other girls were for long distance of a school, unconstructed roads, household work, caring of siblings, and illness.
- The result shows that most 34% of girls were got the information on menstrual cycle from teachers and other 20% from ASHA worker, social worker, mother, and other many persons from the village, and 58% of girls do not aware of menstrual hygiene, safety, etc.
- The observation shows that most 85% of girls want to do the job but they faced restrictions on education and some girls became housewives, businessmen, and social workers.
- It finds that, majority of 34% of girls were spent their time in household chores. 18% of girls were study 2 or 1 hour. Some of them more than 2 hours and 1 hour after the household work. Mostly girls cannot be given more time to study because they are wasting their time in travelling and household chores.
- It appears that from the observation, the majority of 61% of girls are getting the scholarship facility. Some girls are getting free education, mid-day meal, free uniform, and scholarship facility. Some of the girls were not getting their scholarship amount.
- It shows that 7% of girls were discriminated against by the teachers in the school.
- The observation shows that 14% of teachers never given attention to the students who belong to backward classes and scheduled castes.
- The result shows that most 57% of girls did household work
- It finds that, most 83% of girls were doing daily work at home like cooking, cleaning, washing, and filling water, and some girls are caring of age, siblings, and work at the farm too. The majority of girls were spending much more time in household work.
- It finds that, most 60% of the families were discriminated to their girls. Discrimination in education, games limitations, freedom, and a lot. These discrimination effects on the development of the girls.

- It finds from the observation that; 28 % of parents limit to their girls for participating in dancing, 13% of parents were not permitted for outdoor games and competitions but permitted to boys for all extracurricular activities.
- The observation reflects that 60% of parents were not allowed to girls to participate in extracurricular activities because she is a girl, whereas 12% of parents were not allowed due to her adolescence phase.
- The results found that majority girls' parents were restricted to their girls for insecurity, economical problem and adolescence phase and some reasons of restrictions were growing age, social pressure, barriers in marriage these reasons restricted to the girls from getting the higher education.
- It was observed that 59% of girls were not happy because they were born as a girl. Girls thought that "We born as a girl because of that we should do lots of work, we face discrimination at every stage of our life". Due to these reasons, girls became upset.
- The result shows that majority of girls were giving reasons of not like their birth because of a lot of restrictions, discrimination, and domination in family and society.

B. Qualitative findings

1. It observes that the adolescence phase of girls is also one of the major barriers in the girls' education. Parents' attitude is insignificant towards the girls' education, parents are worrying about girl's marriage and the reason behind it is dowry and dowry related problems. Religious restrictions and cultural limitations like "In childhood, she depends upon her father, in maturity stage depend on the husband, and at aged rest on her son". So when girls come into her adolescence phase then all are eager to arrange her marriage and leaving from the responsibility and the patriarchy system effects on girls' education.
2. It finds that the antisocial behaviour of girls and boys in the villages is directly effects on the girls' education. Especially, if a girl from the particular caste, category, and religion behave wrongly then its consequences have to be suffered by the other girls from that caste, category, and religion. The consequences are restricting girls from going to school, out of the house and the village. Parents also fail to understand their girls. Parents just give their final decision and stop the subject. What do the girls want? It doesn't matter.
3. It shows that low economic condition is influencing on the girls' education. Rural girls are always busy with household work. So they cannot give attention to their study or on ultimate goals. Most of the boys are not helping in household work and parents are also not forcing them. So, parents are discriminate against their girls in education, in work, in decisions, and a lot of. Parent's thinking is negative towards the girls' education. They just want to relieve the responsibility of girls' marriage.
4. It observes that poor road construction is a barrier to girls' education. It is not only effects on girls' education but also on girls' health. Due to the long

distance between the school and colleges, girls are facing a lot of problems. Political leaders are only focusing on their dominance rather than sustainable development. The majority of the peoples in rural areas are not serious about girls' education.

5. It observes that, if the girls have some younger siblings then their most of the time spend in their care. The girl is doing work at home like morning-evening cooking, cleaning, and washing. Every parent of every girl wants that, girls should be perfect in all the household work. Household work is the primary and essential thing for girls and education has a second preference.
6. It shows that Muslim girls can take only religious education. parents believed that "It is useful for her future life." Parents want that, their girls should learn other skills than further education. Because they do not want her girl should get a job. But she can earn money through her skill. She wants to become a doctor. Nobody asked her, "what she wants to become?"
7. It observes that Girls drop out of school due to the long distance. long-distance and insecurity is the barrier in girls' education. Parents think that the demand for marriage is less for girls who live in the hostel. So, girls can study up to graduation level from living place. Girls' education is enough for teaching their children and if girls get educated and rich groom then they do not need to do the job. Girls' education gets affected by the patriarchy system. There is no involvement of the female in the major decision of the family even she cannot convince her daughters' education.
8. The data shows that people migrated to another state for sugarcane cutting. They kept their children at home with grandparents or some time on the neighbour's responsibility. So girls have taken all responsibilities of the house and taking care of siblings. Due to these reasons, they cannot give time to school and concentrate on her study.
9. I have observed that poor economic conditions and less source of income create a barrier in girls' education. There is a lack of government transport facilities. Sneha cannot afford the private taxies or autos for going to school.

10. From the information, it is observed that Parents discriminate against their children. A big family also affects all the members of the family. Still, our society thinks that, having a son for salvation (Moksh). The cremation action at the time of death is performed by the son in the family. A big family must have a big budget for their livelihood. So they cannot provide education to all.

4.2 HYPOTHESIS TESTING

HYPOTHESIS TESTING:

According to the Wikipedia, a statistical hypothesis, sometimes is called as confirmatory data analysis. Hypothesis is testable with the help of random variables. In this process, researchers can use different statistical test for testing hypothesis.

Here, the researcher used one sample chi-square test for testing the hypothesis.

According to the table number 3.1.12, 3.1.13 and 3.2.16 of social obstacles effects on girls' education, effect of economic instability on girls' education and cultural obstacles in effects on girls' education respectively, following Hypothesis 1 is tested.

Hypothesis-1:

H₀: Rural girls are not facing socio-economic and cultural problems in continuing their education.

H₁: Rural girls are facing socio-economic and cultural problems in continuing their education.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of rural girls are not facing socio-economic and cultural problems in continuing their education occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .05.				

Since the calculated value is more than the table value, the null hypothesis is rejected and alternative hypothesis has been accepted. Hence it is proved that rural girls are facing socio-economic and cultural problems in continuing their education.

Hypothesis-2:

As per the table number 3.2.17, parents approach towards the girls' education, hypothesis 2 is tested.

H₀: Parents don't have negative approach towards rural girls' education.

H₁: Parents have negative approach towards rural girls' education.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of Distribution of Respondents according to their approach with reference to the negative approach towards rural girls' education occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .05.				

From the result of One-Sample Chi-square test, it is observed that the calculated value is more than the table value. So, the null hypothesis is rejected and alternative hypothesis is accepted. It is proved that parents have negative approach towards rural girls' education.

Hypothesis-3:

As per the result of table number 3.2.15, discrimination in between girls and boys, hypothesis 3 has been tested.

H₀: Girls are not facing gender discrimination in their education.

H₁: Girls are facing gender discrimination in their education.

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of Distribution of Respondents according to their gender discrimination in their education occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
Asymptotic significances are displayed. The significance level is .05.				

Above statistical table highlights that, calculated value is more than the table value. So here, null hypothesis is rejected and alternative hypothesis is accepted on the basis of stated value in table. Hence it is proved that Girls are facing gender discrimination in their education.

4.3 CONCLUSION

The present study found that girls faced different barriers in their continuing education. The different barriers analyzed in the research which includes social, economic, and cultural barriers, gender discrimination, and the negative approach of parents towards the girls' education. Surrounding disruptive environment, urban culture, patriarchy system, and status of women in the society were also showed effects on girls' education.

It was found that only female parents respond to interview scheduled on their girls' education and male parents were not even participated in that discussion. Parents had educated up to only the primary and secondary levels. So, it was clear that female and male parents were unable to aware of their girls, people in society, and themselves about the girls' education.

Some of the parents were farm labourers and sugarcane cutters and some were marginal farmers, whereas most of the parents were involving in their own farming. Most of the parents cultivated dryland and they had not any joint business to increase their annual income. Because of the frequent drought, the economic condition of the parents was not well in condition. Due to these reasons, girls were denied an education. In the case of women, they were working in the farm and saved her money in SHG, but they also used their money for girls' marriage and dowry, very few women used their money for girls' education.

The social environment in a rural area was not healthy for girls' education. Villagers did not want to send their girls out of villages for higher education. Due to the reasons of love matters, the growing age of girls, and less demand for educated girls. They thought that girls only need to take limited education such as up to 10th, 12th, sometimes graduation level. Mostly girls' parents were not getting information about the girls' education and local self-government in the villages, school teachers, other local organizations, and government workers was not motivating to parents as well. So, the study found that 99% of parents were unknown about the RTE act.

Girls were harassed while going to school and within in it, like teasing, using vulgar language, and followed by boys or strangers. Because of these activities, parents prohibited their girls from going to school. This social barrier also effects on girls' education.

The patriarchy system still deeply rooted in Indian society and the situation intensely felt in the rural area. Women get oppressed through this patriarchal system. The majority of parents preferred to boys and spending much money on their education than girls, similar to that, parents want their boys can learn up to getting a job but girls were not permitted for higher education as well. Parents are ready for girls' jobs but on a condition, and the condition is 'when her future in-law's family will permit her for a job'.

Simultaneously, parents choose Marathi medium for girls and English or Semi-English for boys, whereas the same thinking as in choices of educational faculties, art faculty for girls and technical field for boys and parents agreed that, tailoring, parlour skills were more important for girls than her education. It shows that majority of girls were getting discriminated, restricted by parents and society. Due to these reasons, girls were not happy on their birth.

Pardah was the major cultural barrier in Maratha and the Muslim community. When the rural girls were stepping into the adolescence phase, then rural people and parents restricted her from playing different games in school, participation in-ground and outdoor activities, stay away from male friends, and wear proper clothes as well. Culture said that "Adolescence girls should live as like matured girl." and rural people in the society strictly followed that culture. So this type of many cultural activities came across in girls' education and the dowry is one of them. Dowry is an illegal practice in India and it influences female foeticide, early girls' marriage, and also denied girls from education.

The division of work is also a cultural barrier. Rural girls were busy in household work, so they were dropout from study and then also from school. All girls were busy cooking, washing, filling water, caring for siblings, and caring for aged and a lot. In this, all process boys never participated in any household activity. Indian culture is divided the female and male work. And this household work deprived girls and women of their fundamental rights. Girls are short- time family

member, becoming a stranger, no economic contribution in home, and not conserved the inheritance. Due to these, parents and society neglect her from giving her own rights.

This study also highlights that; parents' approach was dominating toward girls' education. Fathers were taking decisions related to girls' education. Girls did not participate in decisions of their own life. Most of the parents were arranging their girls' marriage when they were got a perfect groom. At that time, there is no matter of a girl's age, choice and her education as well. Whereas, sugarcane cutter workers were frequently migrated in different states, so nobody has taken care of their girls, because of that, they were arranging their girls' marriage before her 16th birthday.

Research work clears that parents were ready to pay much of the amount on dowry but not on girls' education. The majority of parents accepted and applied this illegal practice of dowry. So, it is a biggest barrier in girls education and because of this parents were negative towards girls' birth. Some parent's economic condition is in a sound position. But they give the reason of poor economic condition for not giving higher education to their girls but when question raise on dowry then they were proudly told that we pay much of dowry to groom. So this contradictory behaviour shows the depressing attitude of parents towards the girls' education. Parents do not want to spend money on girls' marriage as well as on her education too. They were also not eager to educate their girls. This kind of entire barrier was responsible for denied girls from the mainstream of education.

4.4 SUGGESTIONS

4.3.1 Suggestions for society

The Greek philosopher Aristotle said, “Man is the social animal.” Society is a group of people which is sharing culture, custom, institutions, and geographical area, who live together and contributing in decisions which are needed for the betterment of society. Some of the following suggestions are necessary for society to develop a positive attitude towards rural girls’ education.

1. Society needs to protest illegal activities in villages through younger in society.
2. Society needs to create a healthy environment in the society.
3. Society needs to aware the people about the importance of girls’ education through CBO’s
4. Society needs to develop their agricultural sector, contribute in joint business and group farming for economic sustainability.

4.3.2 Suggestions for Gram Panchayat

The centre of the local government is a Gram panchayat. Mahatma Gandhi said, “The greater the power of the panchayats, the better for the people.” The function of the gram panchayats is to maintain infrastructure, public health, and hygiene, to make arrangements for the education of children, and to organize health programs. So, Gram Panchayat is essential to pursue some suggestions to enhance educational accessibility for children and especially for girl children.

1. Gram panchayat needs to arrange awareness programmes on girls’ education.
2. Gram panchayat needs to prohibit illegal activities in society. Like Dowry, blindfaithness.
3. Gram panchayat needs to motivate people who prohibit to dowry, who spent less money on marriage and who give proper education to their girls.
4. Gram panchayat needs to collaborate with the youth for the development of the village.
5. Gram panchayat needs to inspire villagers for the collective marriage ceremony.

4.3.3 Suggestions for Government

Three-level of governments are present in India; i.e. Central government, state government, and local government. In local government again three levels are available i.e. Gram Panchayat, Panchayat Samiti, and Zillah Parishad. All these governments are providing facilities to the people for their better life. So, the government should stimulate girls' education to improve future generations with the help of people's participation. The following suggestion for enhancing the significance of education.

1. The government needs to spend 7% of GDP on education.
2. The government needs to take policy level decisions on the accessibility of girls' education.
3. The government needs to provide a much amount of scholarship to girls.
4. The government needs to give equal and quality education programs.
5. The government needs to create employment in the villages.
6. The government needs to link CSR funds for the development of the Government school and accessibility for children.
7. The government needs to increase Grants for girl's education
8. The government needs to provide safety and securities, gender-free school environment
9. The government needs to established Women Empowerment cell in every grampanchayt office.

4.3.4 Suggestions for social workers

Professional social workers the mediator of government and people in the society. This profession growing day by day. Social workers are giving guidance to people for raising the voice against inequality, human rights, and their fundamental rights. They are work at the grass root level for the development of rural areas. The following suggestion needs to be studied -

1. Social workers need to guide villagers about the essentiality of girls' education.
2. Social workers need to aware the government schemes, educational amendments, and acts.
3. Social workers need to link the NGOs ' activities with villages.

4. Social workers need to arrange a rural camp for connecting urban people with villages.
5. Social workers find donors in society and link to the educational activities of girls.
6. Social workers need to connect corporate sectors for creating funds through CSR.

4.5 Social work Intervention

The male literacy rate is better as compared to the female literacy rate of the district as well as the national average literacy rate. Rural areas get affected from these. However, constructive steps are necessary to reduce the gender gap. The gender gap at enrolment is a serious issue in the district and this gap tends to increase as the level of education increases. This is a multi-causal phenomenon and needs to go to the root of this problem. So promoting gender equality is also a way for the empowerment of girls.

Traditional systems always give preferences to male dominance. The female child is neglected and left out of the formal education process. During the seasonal migration, the girl child is subjected to a traditional child marriage system i.e. "get-kin". The intervention is an effective awareness campaign especially among the seasonal migrant workers and their female children.

Parents' distressing and prejudiced approach towards the girls is also creating the barriers in their girls' education. here, the parents support matters most. So, the intervention of social workers is to strengthen parents support. The Dowry, early girl's marriage, patriarchy pressure these are some social issues restricting to their girls from education. So, for the prohibition of dowry, child marriage, and other illegal customs, awareness programme should implement among the society, and government schools.

To bring the government's attention towards the declining rural girls' education and force the government for increasing the expenditure of education from total GDP.

Social workers work in family and school settings. In family settings, workers can frame a awareness programme for parents, parents meet and counselling at every month and in school setting workers can arrange girls-parents counselling sessions, female teacher conversation with girls and parents, provide special facilities to poor students, attached NGO/CSR programmes to school, arrange safety training programme to the girls.

Established a girl-friendly cell in school with the intervention of social worker for creating healthy environment in school. Improving school quality with the intervention of NGO and CSR funds.