



PARENTAL ATTITUDE OF SARAK COMMUNITY TOWARDS GIRLS EDUCATION AT HIGHER STAGE IN WEST BENGAL

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Abstract: In this modern society, girls are subjected to all of discrimination especially in educational field because of the stereotype thinking. When a pilot study was done by the researchers in a backward district (Purulia) of West Bengal, it was found that majority of Sarak girls were dropout and parents are not interested to educate their girls at higher education level due to different problems. so, the objectives of the study was to know the views of parents about the education and reasons of the dropout of girls according to their education and economic status and status of the girl child. Here investigators purposively selected 200 samples for data collection by self made questionnaire. The study indicates some significant results on these problems.

Keywords: Sarak Community, Purulia District, Girls Education

I. INTRODUCTION

Indian constitution give guarantee that everyone has right to access education whether boys or girls. In this 21st century when whole world trying to achieve the sustainable development goal, gender equality which is the fifth goal of among the seventeen goals still become create a challenging situation in Indian education system. We talk about feminist society, but in our male dominate society still the women's are deprived. When the human development index indicate that education is an indicator of a country's development then in the question of girl's education it lost its expectancies. Unless educated women, a country cannot progress. Educated women perform their duties better than other women of the society (Haq, 2003). According to the 2011 census female literacy rate is 64% and male literacy rate is 83%. This gap mainly found in rural and backward areas. It is very shameful that some communities still discriminate against the education of girls due to socio-cultural, religious practices and maintain the conservative values of parents.

REVIEW OF RELATED LITERATURE

A review of earlier studies in Parental attitudes towards girl's education is necessary to have a wide view to pursue this study area. This obtains facts and figures which are useful to go in depth and to explore the unknown areas of this problem.

Higher education empowers women to exercise their rights and responsibilities as a citizen of the society and enables them to make efficient choices (Malik and Courtney, 2011). With the supporting statement Rao (2000) said that the spread of education made women aware of their role in society and the impact of higher education made them realize the importance of improving their rights, privilege and status. A study in tribal area in Orissa (2015) Reported that Most of the parents showed their interest to send their girl's child

outside for the higher study. D.A. Nityasree (2007), Mohanasundaram, K. and Kannan, R. (2001) revealed that there is no significant difference between them in the attitude towards women's education with respect locality, medium of instruction, educational qualification, nature of college, subjects and type of residence. Dera Ghazi Khan (Pakistan) disclosed that the parents' positive perceptions toward their daughters' education but at the same time severe scarcity of human and physical infrastructure for girls' education were also presented in the area. D.A. Nityasree (2007) proved that majority of the rural women had favourable opinion towards girls' education. Majority of them were aware of the free and compulsory education of children up to 14 years. With the support of this view Mehnaz Rafique (2002) stated that majority of mothers' are aware about the girls educational need but due to low income constrains and leading role of the male head of family girls' are depriving their educational rights. Vidya, S.A (2006) concluded that Gender, area and socio-economic status of the students have a significant group effect on their educational aspiration.

On the questions of family status and enrolment of higher education Nigam, N (1992), Virk (2003) found that women and students from lower income groups have much less participation in higher education which is against the principle of equity and this demands expansion of the base for higher education to give equal access to all the groups of society. World Action Plan (1990) also supports this view by stating that female education has a positive effect on family income. A study conducted by the Siddiqui (2004) revealed that female universities in Indian subcontinent had helped increase female enrolment in higher education because most of the Muslims are not in favour of co-education system at any level. Mohyuddin & et. al (2012) found that Most of the women from elder group opposed the girl's education, saying that they have to become mothers and wives and thus no need to get any education to play these roles. Sinha and Shantha (1991) stated that parents considered education as a 'luxury' for girls'; they would let them study only at night after all the house hold chores were finished. Prasamita Mohanty (2009), conducted a study on "Social correlates of academic achievement- A study of rural underprivileged primary school girls" and found that There exists a significant and positive low relationship between academic achievement and socio economic status of high and low achieving S.C girls'. Another study proved that Parental involvement and achievement are partially related and parental involvement is found to be higher for boys than that of girls' (Bindu T.V,2002).Papiya Upadhyay, Deb Prasad Sikdar (2007), conducted a study on "Girls education: Gaps and Possibilities" and found that many factors like socio- cultural factors, economic factors, school environment etc acts as a barrier in girls' education. Early marriages, parental indifferences and them on illiteracy also keep the girls' out of school. Mohammad S.N (2000) & Banejee and Rukmini (1997) also support this view by findings of his study.

Study also found that found that the absence of female teachers in rural schools was a serious obstacle to improving girls' participation rates and reducing dropout rates. Almost all parents stated lack of encouragement from the school, particularly in the case of girls which relates to lack of faith in the school as an instrument of social promotion. The poor quality of schools was regularly quoted as another factor which negatively affected the demand for education and indirectly influenced school dropouts (IIE, Pune,2006), Nayar and Usha (1999), Nayar, Usha (1992).

Pandya (1999) Found Poverty, unhealthy home environment, lack of sympathetic attitude of teachers, lack of parental support for child's education is the main cause for dropouts.

A study has been conducted by Sudhakar, Umamohan and Sugunakumari (1999), found that The percentage of boys who dropped out was higher than girls among backward castes. their children's earnings would certainly reduce their financial difficulties.

Nambissan and Geeta.B (1996), conducted a study on "Schooling of Dalit children in India". The findings of the study showed that the numbers of drop outs among girl students are more than four times when compared to drop outs among boys. The process of withdrawal of girl children from school is due to the combination of various factors such as parental apathy, socio-cultural norms, direct and indirect costs etc.

RATIONALE

When you invest in a girl's education, she feeds herself, her children, her community and her children (Erna Solberg, Norway). This is true but this true is truly denied by our society. Girls are subjected to all of discrimination especially in educational field because of the stereotype thinking. Women are facing various violence's such as harassment at work place, dowry related violence, domestic violence and state, communal and caste instigated violence (Pradhan, K.C, 2008).

From the above study the researcher found that some researcher agrees with Most of the parents showed their interest to educate their girl's child (A study in tribal area in Orissa ,2015; Dera Ghazi Khan; D.A. Nityasree ,2007 etc). teachers and community is also being aware about the importance of 100% enrolment and retention of girl child education(Parekh K. K, 2008).But some of the research studies found that parents (especially rural and backward area) are not interested educate their girls child for different reasons (Nambissan and Geeta, B., 1996; Sudhakar, Umamohan and Sugunakumari,1999; Pandya, 1999; Upadhyay, P. & Sikdar, D. P. 2007 etc.) Which increase the low enrolment and dropout rates in backward areas. Parents are very much interested for their son's future. There should be a male child in the family and the happiness related to boy's birth in a family is much high when compared to birth of a girl (Kaur, S., 2008). So, conflicting data exist regarding to the opinion of Girls education among the parents. From the literature it is also understood that different socio cultural, occupational, economical, residential and parental factors also create barriers for girls for going to the school as well as colleges. It is clear that several studies have been conducted in the area of Parental attitudes towards girl's education but the contexts, in terms of stage of Parent's education, economic status of the sample have not been taken care up to understand the situation from multiple angles. So, there is a need for a micro level study for understand the problems but due to some lacks, Researchers are interested to conduct a study on Rural backward girls in Purulia districts, West Bengal. because, Purulia is regarded as one of the most backward districts of West Bengal. The district is a homeland of second highest tribal and backward population after Jalpaiguri district in West Bengal. In the context of education, a highest number of girl's dropout are found in Rural and backward classes. Sarak community is one of the most namely backward community whom status of girl's education is not expectedly high. When a pilot study was done by the researchers, it was found that majority of Sarak girls were dropout and parents are not interested to educate their girls at higher education level due to different problems. This also prompted the researcher to take up the study regarding attitude of Sarak parents towards education of girl children. That's why researchers took this problem.

STATEMENT OF THE PROBLEM

Thus the present study is entitled as 'Parental Attitude of Sarak Community Towards Girls Education at Higher Stage in West Bengal'.

OBJECTIVES OF THE STUDY

The major purpose of the study was to investigate the The Attitude of Sarak Community towards female education in West Bengal. The main objectives of the study were:

- To know the views of parents about the education of girls according to their education and economic status and status of the girl child.
- To explore the reason of girls drop out from college.
- To suggest some measures for the promotion of female education.

OPERATIONAL DEFINITIONS

Sarak community- The Saraks are an ancient community in Jharkhand and West Bengal. They have been followed the Jain culture. They are found in Purulia, Bankura and Bardhaman districts in West Bengal. They are considered as another Backward Community.

Higher stage- Here higher stage refers to the college level education.

Parental Attitude-

Status of the Girls child- Its refers to whether she continue her higher education before and after she got the married.

DELIMITATION OF THE STUDY

Due to some financial resources and time constraints the study was delimited to

- Only 200 parents of Purulia district
- Villages of Para block only
- Parents of college dropout Girls only.
- Sarak community Parents only.
- At higher education only.

RESEARCH METHODOLOGY

Source of Data: This study is based upon primary data which has been collected from the sample of 200 parents from rural villages of Purulia district has been taken.

Sample Size: The information was collected through questionnaire from 200 parents of dropout girls from rural villages of Purulia district has been taken.

Sampling Technique: Purposive sampling technique has been adopted for the study.

Tools for Analysis: Self prepared questionnaire was used for collection of data by the investigators for identifying the parental attitude toward higher education of girlchild.

RESULT OF THE STUDY

1. Analysis of participant's responses related to parent's view about the education of girls according to their education and economic status.

To find out the parent's view about the education of girls according to their education and economic status the researcher analysis the data in two parts. Thus (i) Analysis of participant's responses related to parent's view about the education of girls according to their education. (ii) Analysis of participant's responses related to parent's view about the education of girls according to their economic status.

(i) Analysis of participants' responses related to parents' view about the education of girls according to their education.

Table no- 1 analysis of participants' educational qualification

Total	Illiterate	Below 10 th	10 th Pass	12 th Pass	Graduate/Post Graduate
200 (100%)	23 (11.5%)	107 (53.5%)	41 (20.5%)	15 (7.5%)	14 (7%)

Table no 1. Indicates that there are 11.5% participants are illiterate, 53.5% participants are below 10th class, 20.5% parents are 10th pass, 7.5% parents are 12th pass and only 7% parents are graduate and post graduates.

Table no-2 Girls should be educated as an integral part of the social development-

Yes	No
200	0

All the parents who have illiterate, below 10th, 10th pass, 12th pass and graduate or post graduate accepted that girls should be educated as an integral part of the social development.

Table no-3Participants responses related to illiterate parent's view about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	2 (8.7%)	4 (17.4%)	13 (56.5%)	4 (17.4%)	0	23
2	There is need for girls to go to school even though their husband will take care of them	3 (13%)	13 (56.5%)	5 (21.7%)	0	2 (8.7%)	23
3	Self-dependence	6 (26%)	7 (30.4%)	9 (39.1%)	1 (4.3%)	0	23
4	Being good mother of future generation	13 (56.5%)	10 (43.5%)	0	0	0	23
5	Ability to earn to support family income	4 (17.4%)	9 (39.1%)	7 (30.4%)	3 (13%)	0	23
6	Ability to protect herself from any sort of violence	8 (34.8%)	14 (60.9%)	1 (4.3%)	0	0	23
7	Ability to take part in the development of society	17 (73.9%)	6 (26.1%)	0	0	0	23

Table no-3 indicates that most of the illiterate parents disagreed with opinion no 1 (It is necessary to send girls to school even though they will eventually get married). Further there are majority of the parents significantly agreed with opinion no 2, 4, 5, 6 & 7. Also half of the illiterate parents agreed that girls should educate for their self-dependence. After analysis of the table the researcher interpret that majority of the illiterate parents aware about their girls' education but they show negative attitudes on girl's education due to the conservative social practice of Sarak community.

Table no-4Participants responses related to below 10th class pass parents view about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	26 (24.3%)	38 (35.5%)	35 (32.7%)	8 (7.5%)	0	107
2	There is need for girls to go to school even though their husband will take care of them	17 (15.9%)	21 (19.6%)	42 (39.3%)	23 (21.5%)	4 (3.7%)	107
3	Self-dependence	22 (20.6%)	64 (59.8%)	19 (12.1%)	2 (1.6%)	0	107
4	Being good mother of future generation	69 (64.4%)	38 (35.5%)	0	0	0	107
5	Ability to earn to support family income	18 (16.8%)	33 (30.8%)	41 (38.3%)	15 (14%)	0	107
6	Ability to protect herself from any sort of violence	32 (29.9%)	39 (36.4%)	11 (10.3%)	0	25 (23.4%)	107
7	Ability to take part in the development of society	78 (72.9%)	29 (27.1%)	0	0	0	107

Table no- 4 indicates that there are half percent parents who have below 10th class pass strongly agreed and other half percent parents disagreed with opinion no 1 & 5. Most of the parents disagreed with opinion no 2. After that, majority of the parents agreed with opinion no 3 & 6. At last all of the below 10th class pass parents significantly accept that girls should educate for they being a good mother for future generation and education helps girls to take part in the development of the society. Thus it concludes that significant no of below 10th class pass parents understand the importance of girl's education and they send their girls to college but they are not ready to send their girls for placement.

Table no-5Participants responses related to 10th pass parent's view about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	18 (43.9%)	12 (29.3%)	4 (9.8%)	7 (17%)	0	41
2	There is need for girls to go to school even though their husband will take care of them	1 (2.4%)	7 (17%)	21 (51.2%)	12 (29.3%)	0	41
3	Self-dependence	13 (31.7%)	19 (46.3%)	6 (14.6%)	3 (7.3%)	0	41
4	Being good mother of future generation	21 (51.2%)	16 (39%)	4 (9.8%)	0	0	41
5	Ability to earn to support family income	11 (26.8%)	17 (41.5%)	9 (21.9%)	4 (9.8%)	0	41
6	Ability to protect herself from any sort of violence	9 (21.9%)	24 (58.5%)	4 (9.8%)	0	4 (9.8%)	41
7	Ability to take part in the development of society	26 (63.4%)	15 (36.6%)	0	0	0	41

Table no 5 indicates that most of the 10th class pass parents significantly agreed with opinion no 1, 3, 5 & 6. Also high percentage of 10th class pass parents strongly disagreed with opinion no 2 (There is need for girls to go to school even though their husband will take care of them). Also most of all parents significantly accept the opinion no 4 & 7. After that, the researcher can be concluding that most of the 10th class pass parents aware and understand the importance of girl's education and also they show positive attitudes towards to send their girls in to the college.

Table no-6Participants responses related to view of parents who have 12th pass about the education of girls.

Opinio n No	Opinion	SA	A	DA	SDA	N	Total participant s
1	It is necessary to send girls to school even though they will eventually get married.	4 (26.7%)	7 (46.6%)	3 (20%)	1 (6.7%)	0	15
2	There is need for girls to go to school even though their husband will take care of them	0	5 (33.3%)	8 (53.3%)	2 (13.3%)	0	15
3	Self-dependence	12 (80%)	1 (6.7%)	2 (13.3%)	0	0	15
4	Being good mother of future generation	15 (100%)	0	0	0	0	15
5	Ability to earn to support family income	6 (40%)	7 (46.6%)	1 (6.7%)	1 (6.7%)	0	15
6	Ability to protect herself from any sort of violence	14 (93.3%)	1 (6.7%)	0	0	0	15
7	Ability to take part in the development of society	15 (100%)	0	0	0	0	15

Table no 6 indicates that highest percentage of 12th class pass parents shows positive responses with all opinion or statement. And only few percentage of parents show negative responses with all opinions. Therefore, it can be concluding that most of the all 12th pass parents show positive attitude toward girl's education.

Table no-7 Participants responses related to view of parents who have graduate or post graduate pass about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	8 (57.1%)	5 (35.7%)	1 (7.1%)	0	0	14
2	There is need for girls to go to school even though their husband will take care of them	0	0	3 (21.4%)	11 (78.6%)	0	14
3	Self-dependence	14 (100%)	0	0	0	0	14
4	Being good mother of Future generation	14 (100%)	0	0	0	0	14
5	Ability to earn to support family income	6 (42.9%)	8 (57.1%)	0	0	0	14
6	Ability to protect herself from any sort of violence	2 (14.3%)	12 (85.7%)	0	0	0	14
7	Ability to take part in the development of society	14 (100%)	0	0	0	0	14

Table no 7 indicates that highest of graduate or post graduate parents shows positive responses with all opinion or statement. And only minimum percentage of parents show negative responses with all opinions. At last high percentage of graduate/ post graduate parents of sarak community know the necessity of girl's education for social development and they send their girls to college and they support their girls for getting job placement.

(ii) Analysis of participant's responses related to parent's view about the education of girls according to their economic status.

Table no- 8 analysis of parent's socio-economic status

Socio-economic status	Low income (0-10000)	Medium income (10000-200000)	High income (20000-above)
No of parents	113 (56.5%)	41 (20.5%)	46 (23%)

Table no 8 indicate that there are more than half of the parents of sarak community belongs to low socio-economic status, who have earn below 10000 rupees per month. Another half 20.5% parents belongs to medium socio-economic status and 23% parents belongs to high socio-economic status.

Table no- 9Participants responses related to view of parents who belongs to low economic status about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	31 (27.4%)	43 (38%)	27 (23.9%)	12 (10.6%)	0	113
2	There is need for girls to go to school even though their husband will take care of them	18 (15.9%)	24 (21.2%)	53 (46.9%)	12 (10.6%)	6 (5.3%)	113
3	Self-dependence	27 (23.9%)	52 (46%)	28 (24.8%)	6 (5.3%)	0	113
4	Being good mother of future generation	74 (65.5%)	35 (30.9%)	4 (3.6%)	0	0	113
5	Ability to earn to support family income	18 (15.9%)	33 (29.2%)	41 (36.3%)	21 (18.6%)	0	113
6	Ability to protect herself from any sort of violence	30 (26.5%)	46 (40.7%)	12 (10.6%)	0	25 (22.1%)	113
7	Ability to take part in the development of society	86 (76.1%)	27 (23.9%)	0	0	0	113

Table no 9 indicates that more than half of the parents who have low economic status shows positive responses on opinion no 1, 2 & 6 and another half of the parents shows negative responses. Another highest percentage of parents who have low economic status shows positive response with opinion no 3, 4 & 7. More than half of the parent show negative responses with opinion no 5. After that it can be interpret that majority of the parents belongs to lowest income group of sarak community aware about girl's education but in few facts they are show conservative attitudes like after marriage girls don't get education, girls are not the source of family income etc.

Table no- 10Participants responses related to view of parents who belong to medium economic status about the education of girls.

Opinion No	Opinion	SA	A	DA	SA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	13 (31.7%)	10 (24.4%)	14 (34.1%)	4 (9.8%)	0	41
2	There is need for girls to go to school even though their husband will take care of them	3 (7.3%)	11 (26.8%)	11 (26.8%)	16 (39%)	0	41
3	Self-dependence	17 (41.5%)	19 (46.3%)	5 (12.2%)	0	0	41
4	Being good mother of Future generation	21 (51.2%)	20 (48.9%)	0	0	0	41
5	Ability to earn to support family income	11 (26.8%)	15 (36.6%)	13 (31.7%)	2 (4.9%)	0	41
6	Ability to protect herself from any sort of violence	17 (41.5%)	21 (41.2%)	3 (7.3%)	0	0	41
7	Ability to take part in the development of society	22 (53.7%)	19 (46.3%)	0	0	0	41

Table no 10 indicates that more than half of the parents who have medium economic status shows positive responses on opinion no 1, 2 & 5 and another half of the parents shows negative responses. Another high percentage of parents show positive responses on 3 & 6 and all the parents shows positive responses on 4 & 7. Thus it can be concluded that majority of the parents belong to medium socioeconomic status accept that girl's education is more importance and also they are interested to sending their girls in to school/college, they accept that after completing the education girls become self-dependent but they show conservative thought and completely denied that girls as a financial supporting member of the family.

Table no-11 Participants responses related to view of parents who belongs to high economic status about the education of girls.

Opinion No	Opinion	SA	A	DA	SDA	N	Total participants
1	It is necessary to send girls to school even though they will eventually get married	14 (30.4%)	13 (28.3%)	15 (32.6%)	4 (8.7%)	0	46
2	There is need for girls to go to school even though their husband will take care of them	0	11 (23.9%)	15 (32.6%)	20 (43.5%)	0	46
3	Self-dependence	23 (50%)	20 (43.5%)	3 (6.5%)	0	0	46
4	Being good mother of Future generation	37 (80.4%)	9 (19.6%)	0	0	0	46
5	Ability to earn to support family income	16 (34.8%)	26 (56.5%)	4 (8.7%)	0	0	46
6	Ability to protect herself from any sort of violence	18 (39.1%)	27 (58.7%)	1 (2.1%)	0	0	46
7	Ability to take part in the development of society	42 (91.3%)	4 (8.7%)	0	0	0	46

Table no 11 indicates that more than half of the parents who have high economic status shows positive responses on opinion no 1 and another half of the parents shows negative responses. Another high percentage of parents shows positive responses on 2, 3, 5 & 6 and all the parents shows positive responses on 4 & 7. After that the researcher interprets that highest no of parents belongs to high socioeconomic status aware and completely understand about girl's education and also they show positive interest to providing education to their girls.

OBJECTIVE-2 To explore the reason of girls drop out from colleges.

To find out the reason of girls' dropout from college the investigator analyse the data in every statement wise.

Statement no 1. Reasons for not sending their daughter to college

College far away	Un affordable expenses	College atmosphere	Religious constraint	Family pressure	Don't get any govt. scholarship
123 (61.5%)	40 (20%)	17 (8.5%)	7 (3.5%)	13 (6.5%)	0

In statement no 1, 61.5% parents state that they are unable to send their daughters to the college because the colleges are far away from their home. 20% of parents says that they are unable to sending their daughters to college because they could not effort their educational expenses, also 8.5% parents state that they unable to send their daughter to college because college atmosphere and 3.5% parents says that religious constraint and 6.5% parents says that they are unable to sending their daughter to college because of family pressure.

Statement no 2- Views of parents on Reasons for drop out

She got married	poverty	Religious reasons	Curriculum is irrelevant	Peer influence
111 (55.5%)	74 (37%)		15 (7.5%)	0

In statement no 2 55.5% parents says that the main reason of the dropout of girls from college is girls got married during study. 37% parents say that poverty is the main reason for increasing dropout rate and Only 7.5% parents say that irrelevant curriculum is also a reason for increasing dropout rate in college level.

Statement no 3- Views of parents on Co-education

Yes	No
186 (93%)	14 (7%)

In statement no 3 93% parents support the co-education system and only parents did not support co-education system.

Statement no 4- Interested in Types of education

General education in School/college	Technical/Vocational education for economic self-dependence	Religious education	All of three
47 (24.5%)	153 (76.5%)	0	0

In statement no 4 76.5% parents says that they are interested in technical and vocational education for economic self-dependent and only 24.5% parents say they are interested in general education in college.

Statement no- 5 Attitude of the parents towards domestic work for girls (Girls should invariably assist or be involved in domestic work)

Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
69 (34.5%)	83 (41.5%)	37 (18.5%)	7 (3.5%)	4 (2%)

In the statement no 5 indicates that most of the parents agreed (41.5%), strongly agreed (34.5%) that girls should invariably assist or be involved in domestic work and only few parents disagreed or strongly disagreed.

Statement no-6 Parents neglect the education of their daughter so that their son can get education

Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
23 (11.5%)	97 (48.5%)	65 (32.5%)	15 (7.5%)	0

In statement no 6 indicates that there are more than half of parent's state that they neglect the education of their daughter, because their son can get education and only 40% parents did not support this statement (Parents neglect the education of their daughter so that their son can get education).

Statement no- 7 Girls are a burden for their parents as they will be married off to other family.

Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
51 (25.5%)	69 (34.5%)	57 (28.5%)	23 (11.5%)	0

In statement no 7 majority of parents believed that girls are a burden for their family as they will be married off to other family and only few parents believed that girls education is much important for their future.

At last the researcher can be interpreting that a majority of the parents believed that the main reason of girl's dropout from colleges are college is far from their locality, girls get married, girls involves into domestic works. Half of the parents accept that girls are burden for their family, because after married they go to other family, so parents did not send their girls in to the college for getting higher education. Few parents say that due to the reason of poverty of the parents, unaffordable expenses for education of their girl's child, religious constraint and irrelevant curriculum increase the girls dropout rate from college.

OBJECTIVES- 3 To suggest some measures for the promotion of female education.

Statement no- 1 You want to send your girl(daughter/dependent girl child) to college if,

Govt. Provide financial support for the education of my girl child	Facilities of residential Girls' college	She got admission in only girls' college	My daughter/dependent girl child want to pursue her study	Don't want to send
131 (65.5%)	42 (21%)	13 (6.5%)	14 (7%)	0

From the above table it revealed that majority of the parents show the interest on girls' education for higher stage if government provide financial support for the education, followed by facilities of residential girls' college, she got admission in only girls' college, she wants to pursue her study.

Conclusion

After independence the government of India has taking many initiatives for empowering the girls. For that girls' participation in different sectors is increase. With the help of government initiatives and special attention of the government girls of different communities like SC, ST, OBC, Minority and General caste took participated in different sectors of education. In spite of all, the girls' participation is still below 50% in different stage of education (Sen, R. K. 2016). After introducing the kanyashree project in 2013 in West Bengal the enrolment of girls in college level increase, but they did not complete their degree. This trends shows in backward classes specially in backward areas. The dropout rate in higher education increase due to the parent's attitudes or interest, distance barrier, poverty early marriage etc. in this study revealed that majority of the parents are aware about the importance of girl's education, but they did not showed interest to send their girls in to the college because they did not effort expenses of education. in this study also revealed that the most of the parents believed the reasons of dropout of girls in higher education are college are so far from locality, early marriage, parents show more interest to son's education than girls, girls are involving in domestic work etc. the study also recommend that the government should take initiatives for 100% girls enrolment and retention at higher stage by different activities. Like

- Giving financial support at higher stage
- Establish residential girls' college
- Organising awareness program for backward parents

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