

Chapter- V

RESULTS, DISCUSSION AND CONCLUDING OBSERVATIONS

5.1 Introduction

The research had been conceived and formulated with regard to the Meo girl children in context of their individual as well as collective significance in their socio-cultural environment. It directly or indirectly remains associated with their identity, freedom, equality and meaning making in context of their life situations and aspirations.

Looking to the the configurations of inequality in education in Mewat, one can find that there exists significant correlation between gender and poverty, with a very sharp junctures, that produces tenacious education exclusion, because, an individual as a member of community, depends largely upon social groups, that controls the enire structure of education, through several processes including political powers. In these contexts, the research tried to construct knowledge upon how institutional education becomes important, and, shape the world view and life aspiration of Meo girls. It was also found among other reasons, that, lack of education is one of the the major reasons of persistent backwardness of Meo girl children and therefore they remain doubly disadvantaged as a member of community on the one hand, and, due to lack of proper education on the other. However, the conclusion of the research needed task analysis in terms of education that was supposed to be carried out. It was pledged in the post independent India, that, infirmities of the education system will be removed, and, there will be complete transformation of the social force so as to gear them up in the socio-economic transformation of India. It was also pledged that such system would be formulated where equitable share of quality education will reach up to the individual for making them self reliant. However, in the contemporary situation, it reflects empirically, that, weak and dysfunctional linkage exists between education and the work place. It also reflects that there is a lack of convergence between the gains of the educational structure and the need arising out of ground realities.

Further, with the quantitative expansion of education, the equitable gaps between different social groups sharply reflect, especially in contexts of the Meo girl children, as the educational system seems to be substantially eroded under parochial pressures, as well as, the fragmented system in education. Therefore, education itself created different constraints for upward mobility of the Meo girl children. As a consequence, the process of learning did not gain vital focus in contexts of student's active involvement within the pedagogic processes in schools. On the other hand, the Meo girl children have not been given due attention that they deserved in the process of learning, in spite of several researches claiming their educational underdevelopment. However, this does not mean that entire Meo girl children became develop estrangement from schooling and education for the same reasons. There are instances, which suggest that, there are several Meo girls who have become able to break their cultural boundaries and are able to continue their education with their resistance. They are willing to achieve higher education coming out of their improper educational environment and inconducive habitat. The observation also suggests that there is internal inconsistency in the educational pattern which mismatches the empirical experiences from the ground realities. Thus, the research findings needs to be taken into consideration so as to addressed education of Meo girl children meaningfully. There is a need of educational policies to be fundamentally intertwined with basic changes, so that, it should be made egalitarian for the Meo girl children.

After partition, the state's deliberate neglect of the geographical area led to further marginalization of Meo community. The lack of specific policies for the development of Meo community was neither designed nor implimented. The social structure of the community further marginalized the Meo girl children, as, they were not able to challenge the autocratic decision making of the male member of the community, with regard to their female members. As a result, there was no evidence of strong internal resistance from the girl children for their education. Thus, the transformation from within the community did not take place at a faster pace, and hence, Meo girl children became self censored. In addition, the historico-political, socio-economic, psycho-cultural factors exerted its impact in tandem, which withdrew the Meo girl children from active participation in education. To sum up, three major factors seem responsible for the educational debacle of

Meo girl children. *Firstly*, due to social structure, the reformation in context of girls' education from within the community remained largely absent for long. *Secondly*, the development with regard to institutional arrangement in the Mewat region remained very slow and mismatched the demand. As a result of the absence of role model, the Meo girl children's enthuse and motivation remined missing. *Thirdly*, the underdevelopment of the area also contributed in pushing the Meo girl children to the margin of the educational periphery. However, these factors did not remain uniform in the entire grographical area. The evidence suggests, that, in spite of several such hurdles, the Meo girls are coming out to accomplish their educational desire and worldview.

The school and its environment play a significant role in the development of the children. The schools in Mewat have failed to generate an environment, where, the Meo girl children could develop their confidence, academic achievement and the opportunity for their upward mobility as most of the schools are limited to secondary classes and do not cater to the needs and demands of Meo girl children. The mismatch between the demand and supply of quality education is missing for the Meo girl children due to paucity of good schools in the areas. Thus, it has failed to cater to the needs of the school going Meo girl children. However, the field experience suggests that a large population of Meo girl children coming from a poor economic background is compelled to be involved in household chores, due to their socio-cultural and economic situation. The traditional thinking of the male members of the family, such as, gender biases, family non-support and so on deprives and de-motivates the Meo girl children from schooling. However, several Meo girls have been able to cross such barriers as they have been exposed to positive aspects of schooling.

In fact, the failure of the existing school in the region to address the aspirations of the Meo girl children requires a constant effort to bring out the already educationally marginalized Meo girl children from their despair. Many Meo girl children feel that merely secondary education provided by the existing schools in the region will not suffice them for their better prospects in life, and will not lead them comepete with others. Further, lack of cultural capital in terms of education also adds to the educational underdevelopment of the Meo girl children. Such gaps need to be addressed for proper educational development of the Meo girl children. However, in

spite of such hurdles, the hope of the Meo girl children in context of schooling and education, reflected from their confidence, with which, they voiced aloud and articulated their views freely towards education. Several Meo girl children expressed their educational desires to compete with others and excel in life by '*doing something*'.

As a result of the desires of the Meo girl children and constant efforts of the education fraternity to bring them for schooling, the parents and the community members responded positively towards education of their girl children. This reflects from the fact that many parents started sending their girl children for schooling. There are very few evidence also, where Meo girls have also made it to workforce and are teaching in school as a teacher. The parents, as well as, the community members see their working girl with lots of respect and often cite her example in terms of success. This further show, that, the old perception of the community members has started fading, though at a very slow pacing.

5.2 Result and Discussion upon Major findings

The following are the major findings emerged out of the study which has been arranged according to the sequence of the objectives of the study. The *first* objective was *to understand how historical, socio-political and economic contexts constitute the identities of Meos*. The result emerged from the findings are as follows:

- ❖ Meo girls are the most marginalized section of the society, as well as, within their own community. This is partly because of their being located in remote and harsh environments.
- ❖ As a girl, Meo are excluded, discriminated against, and do not have the access to services or opportunities as any other girls from any other community other than Mewat region.
- ❖ Meo girls feel a sense of powerlessness because of being a girl in the male dominated region of Mewat.
- ❖ The economic hardship faced by the Meo girl children multiplies to their shattered hope of realizing their educational dream.

- ❖ The lack of cultural capital, in contexts of education and socio-cultural background of the Meos, contributes to the educational plight of Meo girl children students.
- ❖ Lack of better quality schools, located in Mewat areas, aggravates the problem relating to educational demands of the Meo girl children.
- ❖ Higher education facility which could lead the Meo girl children to higher ladder of educational development and opportunity structure are missing in the area. Thus, the path of their upward mobility through education remains blocked.
- ❖ They compare their geographical area of habitat with developed neighbouring areas and feels that the responsibility of their educational wellbeing is hindered due to negligence of the geographical area by the government. As a result it hinders the path of their better livelihood and development.
- ❖ Majority of parents and Meo girl children perceive the existence of such stepmotherly treatment of the region as a result of historico-political reasons of successive governments. This is because the community has been projected as a resisting community for long.
- ❖ Historically as a resisting community, majority of Meo girls through their resistance are getting attracted towards modern education which is reflected from the enrolment and regularity of Meo girl children in schools and achieving much in their educational life journey.
- ❖ Meo girls have become able to break their traditional socio-cultural boundaries and are coming out of their marginality in very limited sense.

The *second* objective was *to understand the experiences of Meo girls across generations in negotiating everyday challenges in the process of their growing up and education*. The result emerged from the findings are as follows:

- ❖ General environment of habitat is non-conducive for the involvement of Meo girls in educational activities.
- ❖ Meo girls are overburden with household chores which they have to accomplish before heading for school.

- ❖ Daily life engagements and burden of household chores makes Meo girls frustrated as they have paucity of time to focus on their studies, but, besides these hurdles, they keep on trying to focus on their studies. It shows their resistance with their situation and zest for achieving education.
- ❖ Gendered distribution of work between home, and, outside, provides more freedom to boys than girls. At home, Meo girls remain involved in household chores which provide them no time for self study, whereas, the boys often remain free from these household chores, as they have more freedom in male dominated Meo's society
- ❖ There exist dissonance acculturation between the neo-literate Meo girl children and the male members among the community. As a consequence, both- the Meo girl children and their parents develop two different parallels with regard to education as well as, conflict of opinion.
- ❖ Trust deficit, as a consequence of dissonance acculturation, as well as. Male-female attitudinal relations among the family, and, within community, further aggravate to the perception of powerlessness among the Meo girl children, which depresses them towards education.
- ❖ The chances of access of schooling gets reduced as a result of marriage of the Meo girls in their early teens, which prevent them to continue with their studies.
- ❖ Meo girl encounter enumerable problems perpetuated largely by their patriarchal autocrat community and society, which do not provide them time and space to see better educational horizon.
- ❖ The sense of powerlessness and demoralization itself empower and equip Meo girl children to resist the male dominated decisions with regard to education at many occasions.
- ❖ Instances of resistance, with tiny might, show the positive hope of Meo girl children towards education.
- ❖ The resistance of Meo girls reflects in terms of their discarding traditional male dominated decision making.

- ❖ Several Meo girl children resist and defy the command of male members of their family to attend school in a hope of doing something better in their life. Thus, through resistance and defying the male dominated diktat of family members, Meo girls are trying to come out of the processes of their marginalization to do better in their life educationally.
- ❖ Non-accessibility of institution has paved the way for their determination to resist, encounter and negotiate with the situation so as to traverse their marginality.
- ❖ Several Meo girls who have broken their cultural boundaries to keep their hope and determination alive by encountering such tangible and intangible marginalization.
- ❖ Meo girls are living with breathing hope and endeavoring constantly to aspire better from every previous day in spite of several hurdles in life. This shows the ways how they encounter their marginality.
- ❖ The already available senior secondary school does not suffice the number of school going Meo girl children due to high demand, availability of lesser number of schools, and, proximity of the distance.
- ❖ Meo girl children had developed interest in education after much resistance, struggle and pursuance in their home as they believe in the developmental aspect of education.
- ❖ Locating in the harsh environment of their habitat and travelling for a far distance for schooling shows the positive determination of the Meo girl for study in an anticipation of better future.
- ❖ Due to inefficient education system in the patriarchal autocratic environment they look up to their teacher for their proper guidance and emancipation.
- ❖ The realization of teachers that Meo girls are interested in studying, have increased their enrolment with community outreach of the teachers.
- ❖ Missing cultural capital due to socio-cultural background makes the children stubborn who resist for their own educational rights.

- ❖ The failure of school to equip the Meo girl children for higher educational opportunity consequently have made majority of the Meo girl children fail to achieve educational opportunity.
- ❖ Majority of Meo girl children lag behind in the competitive opportune structure as a result of absence of cultural capital, burden of household chores and role model from within the community members who can give positive hope to the community.
- ❖ As a student Meo girl children dutifully and obediently accept ritualistic instructions from the teachers and never get courage to question or challenge any of its activity. This is because, Meo girl children fail to see schooling from critical point of view.
- ❖ Unpleasant incidents with Meo girls have multiple social impacts. As a consequence of the incident, community members withdrew their girl children from school due to the fear of safety and stop their schooling which increases the dropout among Meo girls. Thus, such unpleasant incidents create hindrance in their studies as it increases trust deficit among the girl children and the parents.
- ❖ Essential infrastructural facility among the entire sample schools, such as, proper arrangement for seating of children, appropriate writing board, water, proper sanitation, proper ground and so on are either missing or found to be inappropriate in majority of schools.
- ❖ Most of the schools lacked protective mechanism and therefore, access of any stranger to school is quite easy. Thus, general environment of the schools is poor and unsafe for the students in general and the Meo girl children in particular.
- ❖ Active interactive learning environment which can promote the expression of ideas of Meo girl children is missing in school.
- ❖ The orthodox and non-dynamic behavior of teachers with regard to their teaching style does not let the teachers adopt new methods of teaching for active learning and better outcome.

- ❖ The teachers stick to redundant methods of promoting rote learning and reproducing the written material in the notebook which do not enthuse the Meo girl children.
- ❖ Not having space for any remedial assistance to the students often make Meo girls struggling for comprehending the textbook matters.

The *third* objective was *to understand how everyday lived experiences shape Meo girls' life aspirations, world-view and meaning-making about the self and the others and consequently influence their perception.* The result emerged from the findings are as follows:

- ❖ The Meo girl children strongly desire to continue their studies beyond their secondary classes, keeping in mind hopeful better life prospects and aspiration as they are well aware of the positive impact of education and dream better life through their educational journey.
- ❖ Meo girl considers and desire employability with handsome earning and better lifestyle through their educational journey.
- ❖ Meo girls strongly feel that teachers' support is essentially needed for their development and upward mobility.
- ❖ Schooling provides space to the Meo girl children to share their feelings with their peers and motivate a number of Meo girls in dreaming better life prospects. However, it fail to nurture the career in the contest mobility, and hence, the Meo girl children fail to compete with other receiving better education.
- ❖ Meo girl children see schooling only in terms of its utilitarian or functional aspects where by they feel that they can develop themselves, cross their narrow boundaries and will get empowered. This is one of the reasons of happily coming to school as the processes of schooling have developed the taste of education among majority of them.
- ❖ As a consequence of schooling, several Meo girls feels themselves empowered to resist and challenge the traditional thoughts of their male dominated community including their male family member.

- ❖ Meo girls fail to see the processes of schooling synthesizing into a unified whole and bringing a positive aspect to their life, because of the fact, that, beyond their secondary classes they do not have opportunity to groom themselves educationally.
- ❖ Schooling has developed rational thinking among girl children. As a consequence, the Meo girl children have developed sense towards their own rights. Thus, they are coming out of their home to receive education with a hope that one day they can change the traditional thought of male members and will bring change.
- ❖ The regularity of the classes in schools has incited interest in the Meo girls towards education. Thus, by breaking their cultural and traditional boundaries, the Meo girls get the chances to come out of their traditional work schedule, which provide them relief from household chores.
- ❖ Regularity of schooling has moulded and shaped the educational desire among Meo girls more positively than negatively. However, such desire completely eroded once they reach in 10th standard due to blockage of their educational path ahead.
- ❖ There exists generation gap in the world of perception of parents and the girl children. As a consequence, constant goading by parents to enquire about the whereabouts of the girl children, curbs the Meo girl children's freedom, shatters their self respect and develop negative attitude of resistance towards their parents as they feel that parents think traditionally and are conservative.
- ❖ There are only few schools available up to senior secondary classes which cannot cater to the school going girl children in the area. This also shatters the Meo girl children's hope and confidence towards life aspiration.
- ❖ The findings suggest that education itself emanates the sense of powerlessness among Meo girl children because they do not see educational prospects beyond secondary schooling. However, they are very keen to take higher education as reflects from their request for upgrading of secondary school upto senior secondary classes.

- ❖ The desire of upward mobility through education are high among the Meo girls, however, opportunity for upward mobility in terms education are lacking, as, institutions beyond secondary classes are rarely available in the Mewat region.
- ❖ The dominance of male students within classrooms further marginalizes the interactivity of Meo girl children and reduces their positive hope towards schooling processes.
- ❖ Several girls also found their school education unattractive, inactive and non-promising due to poor quality, functioning and lack of basic amenities such as proper drinking water, bathroom and sanitation facilities in school.
- ❖ Poor curricular transaction contributes considerably in diminishing the growth and life prospects. It also diminishes the quality of education which spiral other problems in life.
- ❖ Meo girls showed their worry that in the absence of promising and quality education facilities in their schools, they cannot compete with others in the era of contest mobility.
- ❖ The feelings among Meo girl children that only secondary classes will not suffice their world view and development have shaped their experiences in a negative manner. This is also because of the absence of spatial educational growth for the Meo children which diminishes their self-esteem and self-worth and ultimately demotivates them towards their schooling and life journey.
- ❖ The prevalence of gender bias among the community shatters the positive hope among Meo girl children.
- ❖ Majority of the teachers were observed to be caring towards Meo girl children and encourage them towards learning.
- ❖ Not having educational guidance due to higer number of illiterate among their family and community members depresses the Meo girls towards education. However they resolve such hindrance with the help of their teachers.
- ❖ Opportunity structure for the Meo girl children is totally blocked, as they do not have prospect to grow educationally, beyond secondary classes in the Mewat

region due to the absence of educational institutions in the region on the one hand, and, on the other, due to the apathy of the male dominated society, which do not permit them to continue with their studies beyond school. Thus, they find themselves at the cross roads.

- ❖ Perception of shattered hope emanate due to causal factors, such as. trust deficit, lack of access to educational opportunity especially after secondary school
- ❖ Poor education provided by schools in the region also contributes quite considerably for shattering positive hope among Meo girls.
- ❖ The Meo girls do not trust their political leader of the area who was accused by of their own welfare rather than welfare of the people and the region.
- ❖ In such non-supportive environment learning for the Meo girl children become meaningless, although their desire to excel and learn more remains high.

The *fourth* objective was *to understand how the community and other stakeholders play their role towards Meo girls' education.* The result emerged from the findings are as follows:

- ❖ Teachers reveled that the community expects education should provide upward economic mobility and employment which remains missing as a result of absence of quality education.
- ❖ The school has generated positiveness not only among their students, but, also among the Meo parents, who, in majority of the cases, came out of their reluctancy towards education of the girl child and have started sending them for schooling.
- ❖ The perception of Meo community is constantly changing towards education of girl children.
- ❖ The community started sending their girl children to school and the enrolment as well as the regularity of Meo girl children increased as a result of such initiatives by the teaching fraternity.
- ❖ Many parents are supporting the study of their girl children by migrating to an area form where they can support the education of their girl children at every step.

- ❖ Those community members who have not generated the positive perception towards education of girl children, reasons out, that, the schools located in the area has not produced role model for children to follow.
- ❖ The new generations of the parent see education of girl children in terms of developmental aspect of education and expect handsome earning and better lifestyle.
- ❖ Majority of the first generation male members within the community has realized the importance of education and have got involved in opening educational institutions in the area.
- ❖ Parent and community members from Taoru sample areas were more exposed to the value of girls' education as compared to other two sample areas.
- ❖ Realizing the importance of education, the Meo community has also changed their perception towards girls' education, but, the unavailability of schools beyond the secondary classes still is a challenge for meeting the desire and demand of the community members, parents and Meo girl children.
- ❖ Parents showed their helplessness, as a result of non-transformation of their poor economic condition which prevents them to provide quality education.
- ❖ Parents feel that due to financial, socio-cultural constraints, as well as, non familial support, several Meo girl children have developed resisting behavior as they feel that their upward mobility is thwarted due to such constraints.
- ❖ Parents feel disheartened that they are unable to provide education to their girl children beyond secondary classes as initiatives of the government is not upto the mark for providing education beyond secondary classes.
- ❖ Parental dissatisfaction towards education has purely causal relations and it is reflects among parents because of the failure of education in shaping the future of Meo girl positively.
- ❖ The demand of upgrading secondary schools to senior secondary schools by the Meo girls, as well as, parents and the community, has not been taken into consideration by the competent authority so far.

- ❖ The meak demand by the community members as well as the Meo girls for better and higher educational facility has not been heard by the educational authority whose intervention is essential to change the educational situation of the Meo girls' population.
- ❖ Social practices of marrying Meo girl children early in their life is seen by majority of Meo parents and community members as pious responsibility.
- ❖ The male parent often tries to gets their daughters married in the tender age by dropping them out of the school due to social custom of marrying at younger age. This negatively affects the education of the girl children.
- ❖ However, resitance and rebellion from the girl children are compelling the parents to send them for schooling which is bringing them out of the marginalization.
- ❖ Due to non-achieving capacity of educational prospects in the region, the community often gets demotivated, and as a consequence, they slowly develop feeling of estrangement towards schooling of their girl children. As a result, it discourages them to invest time, money and energy in education
- ❖ Still there are many parents who do not take education of their girl child seriously due to missing cultural capital in context of education and also due to their socio-cultural background.
- ❖ The experiences of parents pertaining to education of their girl children are also shaped due to unsafe environment and habitat and whether hypothetical or actual, it leads to the belief that their girl children may become target at any point of time.
- ❖ Fear of safety of girl children in the region has a deep impact upon the consciousness of Meo parents. Therefore, they remain deeply wary for the girls coming out in such unsafe environment and habitat. Such fear, either, hypothetical or real, compels many parents to stop sending their girl children, to school as many parents feel that girls would get involved with boys and bring a bad name to the family.
- ❖ Due to familial and reasons related to safety of the Meo girl children are stopped anytime in between their education.

- ❖ Absence of girls' schools and sufficient female teachers reinforces the patriarchal autocratic environment of school as parents often remain reluctant in sending their girl children in male teachers' populated schools.
- ❖ Majority of the community members have failed to come out of traditional male dominated thinking of conservatism and believe that spending on girls' education is sheer waste.
- ❖ The teachers were observed to be teaching in a unilateral negotiating process mode, reduces the student to remain passive listeners.
- ❖ Majority of the community members have realized the developmental aspect of schooling as a result of resistance from Meo girl children who constantly endeavour to acquire education so as to realize their aspiration.

5.3 Educational and Policy implications

No challenge can be more unnerving than that of improving the education of Meo girl children. Laden with the historico-political, socio-economic and socio-cultural situations, the pursuit for better education which could lead the Meo girl children to accomplish their life aspirations, world-view and meaning making remains an elusive dream due to several reasons ranging from socio-cultural, socio-economic to governmental initiatives for development. The Meo girl children find themselves in a spiraled downward lap which have led them lag far behind the others residing in the neighbouring districts of Haryana and other parts of India. The experiences of the Meo girl children suggest that they are locked in the grip of implicit and explicit socio-cultural discrimination and trying hard to come out of their situation by breaking their socio-cultural boundaries.

The implication of this empirical research can be found in keeping the dreams of Meo girl children alive. This is why, the reflective and empirical base of this research, delivers exemplars for efficacy of education for Meo girl children. Therefore, the present research does not provide just a prescription, rather, it offers an insight into developing grounded theory and improving education of the Meo girl children in the entire area of Mewat through a look at the challenging socio-cultural situations pertaining to the Meo girl children and their classrooms. It also offers a combination

of scholarship through ad-verbatim conversation and story of qualitative research and the lived reality of the Meo girl children. Since, the research relied comprehensively on story and insights of the samples as a means of transmitting their experiences. Hence, it will have wider credence in inter-disciplinary area of research. The researcher's personal experiences, as a girl, provided a milieu to understand the experiences of Meo girl children comprehensively, as, the researcher retained vivid memories of her own schooling, which affected the researcher both, positively, as well as, negatively. Those memories helped the researcher understand the current situation prevalent in the classroom of today in the sample areas. Thus, teachers, educationists, policy makers, students, researchers, as well as, all those associated with education of the marginalized, will find this research useful. Pupil-teachers, in-service teachers, as well as, teacher educators will find an opportunity to devise appropriate strategies for addressing classroom effectively, since the study has tried to explore the ground realities pertaining to Meo girl children in a formal education setup. Apart from the researcher's understanding made on the basis of secondary sources, in this research, efforts have been made to comprehend the area of exploration primarily on the basis of the perceptions of Meo girl children studying in formal school, teachers teaching them, parents and community members, and also through observation, so that education can be made more meaningful and de-alienating for Meo girl children. The research contributes in comprehending perceptions and experiences of Meo girl children within and outside the classroom therefore, it will benefit and improve education of the Meo girl children, both at present time and in future.

5.4 Limitations and Scope of Study

The study utilized qualitative research methods for gathering data and its interpretation however I recognize that validity of the findings may be affected by certain limitations.

The *first* limitation of this study is that I did not gather data from the entire region of Mewat, rather, the data was gathered from three schools of three subdivision of Mewat district. Thus, the findings are limited to the data gathered for broader research questions.

The *second* limitation of this study as I recognize is that, I was not able to establish a continuous extended relationship with the samples. Multiple interactions would have been ideal because of the dynamic perception of the human being. However, the initial data gathered provided a strong underpinning for in-depth examination of the concerns chosen for the study.

The *third* limitation as the researcher recognizes is that, the general findings might have limited scope, due to the nature of the participants, as, the findings are based on the perceptions of Meo girl children studying in the school, their teachers, parents and the community members in three subdivisions of Mewat district.

Lastly, the study might also have limited the general findings as the sample teacher groups were chosen only from schools, where sample Meo girl children were studying.

5.5 Suggestions for improvement

The suggestions for improvement emerged out of the research are as follows:

- Developing attitudinal sensitization among concerned professionals such as teachers, administrators and community members is essentially needed towards education of Meo girl children in contexts of its inevitability. It should not be treated as an alternative measure rather, it needs to be cultivated.
- There is a need to upgrade the existing schools from secondary to senior econdary classes. Upgradation of school from secondary to senior secondary schools will reduce the civil work cost upon the government.
- There is essential need to bring higher secondary schools in the area which could cater to the school going Meo girls' population.
- Higher secondary schools specifically catering to Meo girl children should be opened, looking to the socio-cultural aspects of the area. It is essential also because of the high dropout among Meo girls after secondary classes due to unavailability of senior secondary schools in the area.

- It is suggested that linkages of schools to higher educational institution should be done. Looking to the demand of further education, colleges must be opened in Mewat which could cater to Meo girl students passing out of schools.
- Public transportation needs to be improved for better and swift access of school.
- Public policies and budgetary allocations along with supportive legislation should be formulated on the basis of the educational needs of Meo girl children and should not be based on incidence.
- Infrastructural development is essentially needed in schools located in Mewat.
- There is a need to develop safety in schools.
- Vocational information dissemination should be made available to Meo girl children for awareness of the possible areas of growth.
- Guidance services should be provided to Meo girl children for their better future prospects and meeting their requirement of worldview and aspiration.
- Awareness campaign as an administrative measure for the need of girls' education among the community members should be constantly taken up.
- It is suggested that teachers should be oriented towards best classroom practice. Such orientations/workshops are essentially required in the following areas:
 - ⇒ Developing and disseminating different teaching methodologies for different discipline.
 - ⇒ Teaching with the help of modern technological aids in interdisciplinary mode and by involving students actively.
 - ⇒ Developing empathy and sensibility toward Meo girl children and teaching accountability within the available resources and constraints.
 - ⇒ Orientation/workshop for head of the institution and senior teachers, so that they can analyze and suggest measures for solving day to-day problems that they encounter.
 - ⇒ Orientation/workshop of officials from Department of Education so as to analyze, suggest and provide mechanism for institutional improvement.

5.6 Suggestions for Further Research

- The present study is confined one school each of Taoru, Nuh and Punhana subdivisions. Similar studies can be taken up on a larger scale involving the entire subdivisions of Mewat.
- Action research may be taken up on a similar field of research concerning Meo girl children.
- Longitudinal studies upon Meo girl children can be conducted to comprehend the overall development of personality attributes such as attitudes, values, habits etc. towards education.
- Using pre-test and post-test design, controlled experimental studies can be taken up to understand the effect of schooling on the personalities of Meo girl children in their social environment.
- Studies related to social discrimination concerning Meo girl children within and outside of the family can be conducted.
- A comprehensive survey upon education of Meo girl children can be conducted, so as to highlight their exclusive educational problems.
- Study pertaining to support required by the Meo girl children for schooling can be taken in the entire Mewat region.
- Meo parents' perception, in contexts of expectation from schooling and education is required to be taken up.
- Policy and directives studies in context of Meo girl children may be taken up.
- A longitudinal study is essential to understand the reason of dropouts among Meo girl children.
- A separate study upon conflict between Meo parents and children's desires in context of education and life prospects may be taken up.

5.6 National Importance of the Study:

The research shows that schools, catering to the need of Meo girl children population, as well as, the level of efficiency of the entire educational system are exceptionally

low in schools located in Mewat, which contribute to the drop out of Meo girl children from further education as a result of dearth of schooling after secondary classes which blocks the educational path of the Meo girl children. As a national importance, the study, thus, contributes in highlighting the area of reform essentially needed for making education accessible to the Meo girl children as it present a valid empirical base, from where educational reforms can begin. The present research directly addresses the issues related to Meo girl children and provides directions to those responsible for evolving a workable policy for the marginalized section of the society in general and Meo girls' education in particular.

The researcher found rare empirical researches conducted in the area that has been taken up keeping the voices of the Meo girl children in focus. Actually, the present study focuses on the experience of the Meo girl children that was considered essential for reforming their education. This is because, despite explicit constitutional provisions and other policy commitments and determinations to address the issues of Meo students, the entire education system lies far behind to achieve the aims of providing meaningful qualitative education to them which could lead them realize their worldview through education. Therefore, the present research contributes in understanding why and how the school going Meo girl children continues to characterize the educational landscape. Hence, the researcher has made a serious effort to address *what* within educational settings is necessary for the success of education of the Meo girl children, *how* present education in school is working, *why* there exists negative feeling among Meo girl children and *what* they expect from education. Exposure from the ground realities will help nationally to widen the horizon for the education of the marginalized section of the society particularly in case of the Meo girl children so as to develop them and keep pacing with others. It is also expected that the research will contribute in uplifting education of the Meo girl children in the entire area of Mewat and will help researchers, teachers, educationists, teacher educators, educational planners, individuals, community members, NGOs, as well as the government to benefit from the study at the national level.