

**EDUCATION OF WOMEN STUDENTS IN
MANIPUR: AN APPRAISAL**

(ABSTRACT)

Submitted

**FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN EDUCATION**



By

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1. INTRODUCTION:

Manipur came under the British rules as a princely state after the defeat in the Anglo Manipuri war of 1891. After independence of India in 1947, the princely state of Manipur was merged in the Indian Union on October 15, 1949 and became a full fledged state of India on the 21st January 1972.

Manipur is a land locked state in the northeastern corner of India. Manipur has an area of 22,327 sq. kms. Out of the total area, nine-tenth (9/10) of its area is covered by hilly regions and only one-tenth (1/ 10) of its parts consists of beautiful oval-shaped valley. The state of Manipur is situated between 23.80⁰ North to 25.68⁰ North latitude and 90.03⁰ East to 94.78⁰ East longitudes. The state is bounded on the north by Nagaland, on the south by Mizoram and Burma, on the west by Assam.

For the administrative convenience the state has been divided into nine (9) districts namely: i) Imphal West ii) Imphal East iii) Thoubal iv) Bishnupur v) Senapati vi) Ukhul vii) Tamenglong viii) Churachandpur and ix) Chandel. Out of the nine (9) districts, five (5) districts are in the hills and four (4) are in the valley. The districts are further divided into sub-divisions.

The total population of Manipur according to 2001 census is 23,88,634 and the density of population is 107 persons per sq. km.

The literacy rate of Manipur according to 2001 census is 68.87 percent. Of these the literacy percentage of male is 77.87 % and that of female is 59.70 %. There is still a great disparity in literacy percentage between male and female in every district of Manipur. A determined effort is, therefore, necessary to face the difficulties and to remove the existing gap between the education of men and that of women in the state.

2. NEED AND IMPORTANCE OF THE STUDY:

Education is regarded as one of the most significant instruments for changing women subjugated position in the society. It not only develops their personality and rationality but also qualifies them to fulfill certain economic, political and cultural functions thereby improving their socio-economic status.

Women's education needs special attention simply because of the fact that the modern civilized society is committed to the notion of 'equality'. Besides, it is impossible to build a healthy society without providing proper education to women. Women, as mothers, play the most important role in shaping the family and the society. An enlightened educated mother can provide better education to her children. The real progress of a community is possible only when its members, especially women, whose education is ignored in certain sections of the society, are brought under the umbrella of universal education.

Laying stress on the needs and importance of women's education, National Policy on Education observed: "The education of women should receive emphasis not only on grounds of social justice but also because it accelerates social-transformation".

The need and importance of women's education, therefore, cannot be overrated because it affects vitally the range and efficiency of all education. The education of a girl is the education of a mother and through her, the education of her children.

The present study deals with the education of women students in Manipur. It is worthwhile to be noted that women form the backbone of family economy in Manipur. They run all the cottage industries and control the sale of their production in the state. The education of women in the state is therefore needed to increase the vocational efficiency of the working women to enable them to start new and non-traditional professions, to help them in acquiring new technology to run their traditional chores in a better and effective manner. Besides, education of women is also necessary to implement the social reforms like evolution of polygamy, early marriage, and exploitation of women by unscrupulous men, drive against alcoholism, drug abuses and other such social evils prevalent in the state.

The significance of the present study lies on the fact that, in Manipur no study on women's education has been attempted so far. The present investigator, therefore, felt the need for such a study. Such a study can throw light on how the educational authorities in the state can make effective planning for the education of women in the state so that women too like men

will strengthen their role in the society and contribute their share in augmenting the wealth and well-being of the society as well as the state and the nation.

3. STATEMENT OF THE PROBLEM:

The problem of the study is stated as follows:

“Education of women students in Manipur:An appraisal”.

4. DEFINITION OF THE TERMS USED IN THE PRESENT STUDY:

i). In the present study, the term women's education may be defined as the education of women that imparted knowledge through formal systems of education. It includes both the education of girls at secondary level as well as the education of women at college level.

ii). In the present study, the term 'girls', 'women' and 'female' are used synonymously and so are the terms 'boys', 'men' and 'male'.

5. OBJECTIVES OF THE STUDY:

The objectives of the study were as follows:

- i). To trace the development of women's education in Manipur.
- ii). To compare the education of women with that of men in terms of enrolment and examination results.
- iii). To study the staffing pattern in different secondary schools and colleges.
- iv). To study the problems associated with education of women students at secondary and college levels.
- v). To offer suggestions for improving the status of women education in the state.

6. DELIMITATION OF THE STUDY:

- i). The scope of the present study was delimited to formal education of women students at secondary and collegiate levels.

ii). The scope of the present study did not include professional and technical education of women students of the state and it was thus restricted to general education only.

7. METHODOLOGY:

The investigator followed historical-cum-descriptive method. This method describes and interprets what exist at present. It is concerned with conditions and relationships that exist, practices that prevail, points of view or attitudes that are held and processes that are going on.

The data needed for the present study were collected from various documents and records maintained by different government offices, libraries and from different secondary schools and colleges through questionnaires and interview schedules.

8. POPULATION:

The population of the present study consisted of all the secondary high schools and colleges in the state of Manipur. Such schools and colleges in the state fall under the following categories according to management.

- i) Government Secondary High Schools and Colleges
- ii) Aided Secondary High Schools and Colleges
- iii) Unaided/ Private Secondary High Schools and Colleges.

The information regarding the total number of secondary schools was obtained by the investigator after consulting the records of Directorate of School Education, Statistical Cell and the total number of colleges was obtained from the records of Directorate of Higher Education, Statistical Cell, Government of Manipur.

According to the records maintained, it was learned that there were 510 secondary High schools (178 governments, 98 aided and 234 private) and there were also 56 general colleges (23 governments, 6 aided and 27 private) at the time of inception of the study.

9. SAMPLE:

Stratified random sampling method was used for selecting the sample of women students and teachers from government, aided and private schools and colleges spread over urban, semi-urban and rural areas of the state.

The investigator selected 100 secondary high schools out of 510 (19.60%) and 25 general colleges out of 56 (44.63%). The investigator decided to draw samples of women students from the selected secondary schools and colleges. However, the selection of samples of students was restricted to class-IX of selected secondary schools and 2nd year degree class of the selected colleges under study. Accordingly, 300 secondary school girl students and 250 college girl students were drawn. Besides, a sample of women teachers numbering 125 which included 100 secondary school teachers and 25 college teachers were also drawn according to the aforesaid procedure. However, responses were received from 285 secondary school students, 232 college students, 92 school teachers and 24 college teachers only.

The break-up of schools and colleges were as follows: Government schools - 35 out of 178 (19.66%), Government colleges -15 out of 23 (65.21%). Aided schools -25 out of 98 (25.30%), Aided colleges- 2 out of 6 (33.33%). Private schools- 50 out of 234 (21.36%), Private colleges- 8 out of 27 (29.62%).

Thus, the sample finally consisted of 285 secondary school girl students, 232 college girl students, 92 secondary school women teachers and 24 college teachers.

10. TOOLS:

The data were collected with the help of the following tools for achieving the different objectives of the study-

i). Questionnaire

As there was no ready-made questionnaire available for the present study, the investigator developed two questionnaires, one for the teachers and the other for the women students of secondary schools and colleges in

order to collect information regarding the problems associated with the education of women students at secondary and college levels of the state. Items under each of the two questionnaires were identified by the investigator. Though some of the items were common in the two questionnaires, many others were different. Both the copies of the draft questionnaires for the present study were then submitted to six experts to ascertain their content validity. The experts gave useful suggestions for improving the questionnaires and accordingly forms and contents of the questionnaires were modified. Some questions were deleted while some new questions were added. In this way, both the questionnaires were finally constructed and cyclostyled copies were made.

ii). Interview Schedule:

The investigator developed an interview schedule for collecting information from the Heads of secondary schools and colleges and from the Education Officers of the offices of State Secondary Schools and Higher Education Department.

iii). Government Records:

Relevant records, files, reports, notification etc. maintained by the Directorate of School Education, Directorate of Higher Education, Statistical Cell, Statistics maintained by Directorate of Public Instruction, Statistical Handbook of Manipur published by Directorate of Economics and Statistics Department were consulted.

Manipur Board of Secondary Education, Council of Higher Secondary School, Manipur and Manipur University, Canchipur were also contacted for getting the examination results of H.S.L.C., H.S.S.L.C. and Degree Final.

11. DATA COLLECTION:

The investigator went personally to distribute the questionnaires to most of the students and teachers of selected schools and colleges. The respondents were made to understand that their answers to the items in the questionnaire were intended to use only for research purpose and that their responses would be treated as confidential.

While distributing the questionnaires to the selected students and teachers, the investigator requested them to return the questionnaire promptly. After that the investigator continued to contact the respondents for returning the questionnaires. But in spite of repeated requests, data could not be collected from 15 secondary schools girl students, 18 college girl students and 8 school women teachers and 1 college women teacher. But because of time limit for the completion of the present study and because of the fact that non-receipt of the data from 15 school girls, 18 college girls and 9 women teachers would not effect the representativeness of the samples, the investigator decided not to pursue them. Accordingly, the questionnaires returned by 285 secondary school girl students, 232 college women students, 92 secondary schools women teachers, 24 college women teachers as well as the interview schedules administered to 20 secondary school Heads, 20 college Heads and 5 Education Officers were arranged for analysis.

12. METHOD OF ANALYSIS

The data regarding the problems associated with the education of women students at secondary and college levels collected from women students and teachers through questionnaires were analysed and tabulated. The data were analysed in terms of percentages.

13. FINDINGS OF THE STUDY:

The major findings of the study are given below:

1. DEVELOPMENT OF WOMEN'S EDUCATION IN MANIPUR BEFORE INDEPENDENCE:

- i) Women's education, prior to 1947, was confined mainly to the domestic or school education of the girls of the royal and well-to-do families.
- ii) In 1898 the first L.P. school for girls was established at Moirangkhom. On the opening day of the school 12 girls were

admitted and the total enrolment of girls reached 53 by March 1900.

- iii) In 1932-33, two more L.P. schools for girls were established and the fourth girl school was established in 1935-36 at Sagolband.
- iv) In 1935, the first girls' high school was set up at Imphal by Sir Churachand Singh after the name of his eldest daughter Maharaj Kumari Tamphasana. And this school was taken over by the government on June 1, 1946.
- v) In 1937-38, the number of girls attending primary and middle schools increased to 929 which was the highest in the pre-independence period. The first Manipuri girl passed matriculation examination only in the year 1938.
- vi) In Manipur, before independence (1940-41), there were only 4 girls' primary schools and only 1 high school. And the number of women students was 1,594 which formed only 0.61 per cent of the total of 2,62,886 women population. The position clearly indicates women's education in the state had a very slow growth before independence.

2. DEVELOPMENT OF WOMEN EDUCATION IN MANIPUR AFTER INDEPENDENCE:

There has been a considerable progress in the field of women's education in Manipur after independence as indicated by –

- increase in female literacy percentage
- increase in girls/women institutions
- increase in the enrolment of women students
- increase in the percentage of pass in different examinations
- increase in the number of women teachers.

i). Literacy:

There has been a progressive development of women literacy in the State since 1951. In 1951 the total percentage of literacy in the State was 11.4% and the total female literacy was only 2.36%. But by 2001, the female

literacy rate increased to 59.70% out of the total population of 23, 88,634 and as against the total literacy percentage of 68.87%.

ii). No. of Institutions:

The number of girls' institutions in the state has recorded continuous increase except for a few years. In 1950-51, the total number of primary schools for girls was only 28 out of the total 526 primary schools. But by 2001-2002, the total girls' primary schools reached 163 accounting for 6.34% of the total 2,573 primary schools in the State.

There was only 1 girls' secondary school during 1950-51 out of the total 11 secondary schools. But in the year 2001-2002, the total secondary schools for girls increased to 56 accounting for about 8.49% of the total 659 secondary schools in the state.

Prior to 1965-66, there was no women's college in the state, till 1970-71, there was only 1 women's college but by the year 1999-2000, the state got 6 women's colleges forming 10.34% of the total 58 colleges in the State.

iii). Enrolment:

The number of girl students enrolled at secondary level has always been far behind the number of boys enrolled. In 1990-91, for example, out of the total number of students enrolled, the number of girls enrolment was 57,811 (44.72%) while that of boys was 71,451 (55.27%). And by 2001-2002, the girls enrolment reached 1,16,309 (46.34%) and that of boys was 1,33,575 (53.45%).

Though the number of girls enrolled in colleges of the state has been increasing every year, it is still far behind in comparison to the number of boys enrolled. In 1990-91, out of the total number of students enrolled in colleges, the number of female enrolment was only 16,697 (42.67%) while that of male enrolment was 22,427 (57.32%). And during 1999-2000, the female enrolment was increased to 51.29% out of the total number of students enrolled and the male enrolment was suddenly reduced to 48.70%.

iv). Pass Percentage:

Comparing the pass percentages of male and female students in H.S.L.C. examinations, It has been found that the pass percentage of female students were lower than that of their male counterparts in every year.

In the year 1990-91, the pass percentage of girls in H.S.L.C. examination was 35.69% out of total number of 7,932, girls appeared. In the same year, the percentage of pass for boys was 39.98% out of the total number of 25,527 boys appeared. The percentage of pass for girls was increased to 44.89% in 1997-98. But in 2001-02, out of the total 15,502 girls appeared, the pass percentage was reduced to only 18.05% while the pass percentage of boys for the same year was 39.98% out of the total 15,856 boys appeared.

In H.S.S.L.C. examinations, comparing the pass percentages of male and female students, it has been observed that, there was no much variation between the two. The pass percentages of girls in H.S.S.L.C. Arts, Science and Commerce examinations has been found to be higher than those of boys in some of the years.

In the year 1995-96, the pass percentages of boys and girls in H.S.S.L.C. (Arts) examination were 35.51%(boys) and 32.36%(girls), in H.S.S.L.C. (Science) examination 64.91%(boys) and 64.88%(girls) and in H.S.S.L.C. Commerce examination 58.73%(boys) and 76.26%(girls) respectively. And by 2000-01, the pass percentages of boys and girls in H.S.S.L.C. Arts examination were 53.11%(boys) and 51.52%(girls), in H.S.S.L.C. Science 77.66%(boys) and 79.18%(girls) while in H.S.S.L.C. Commerce the pass percentage of boys was 64.44% and that of girls was 72.51%.

Comparing the pass percentages of male and female students in different Degree Final Examinations, it has been found that, the pass percentages of female students in B. A. and B. Sc. final examinations were much better and higher in most of the years whereas in B. Com. final examination, the pass percentage of male students was much higher than those of female students in most of the years.

In Degree final examinations, the pass percentages of women students during the year 1994-95 for Arts, Science and Commerce were 74.32%(Arts), 54.45%(Science) and 62.50%(Commerce) respectively while that of male students were 31.05%(Arts), 82.94%(Science) and 81.73%(Commerce). By 2000-01, the pass percentage of female in B.A. was

reduced to only 31.72% and that of male was reduced to only 28.83%. In B.Sc. the pass percentage of female was increased to 67.05% and that of male was reduced to only 38.17%. In B. Com., the pass percentage of female for the same year was increased to 59.52% while that of male was reduced to 80.00%.

v). No. of Teachers:

As regards staffing pattern (no. of teachers) in different secondary schools and colleges of the State, it has been found that the number of female staff were far below the number of male staff.

Till 1950-51, there was not a single women teacher in secondary schools. By 1960-61, there were 49 women teachers and by 1990-91 the number of women teachers reached 2540 forming 32.69% of the total secondary school teachers in the state while the number of male teachers was 5230 accounting about 67.31%. And again in 2001-2002, the number of women teachers increased to 4,570 (37.89%) while the number of male teachers increased to 7,490 forming 62.11% of the total secondary school teachers.

Till 1950-51, there was no woman teacher in Colleges. But by 1960-61, the state got 4 women lecturers in colleges. Again in 1990-91, the number of female teachers was increased to 260 (25.37%) and the number of male teachers was 765 (74.95%). And by 1999-2000, the State got 1078 women lecturers out of the total 2,841 lecturers, forming about 39.62% of the total college teachers while the number of male teachers was 1,763 forming 62.06% of the total number of college teachers.

14. Problems associated with the education of women students at secondary and college levels:

The problems were identified from the responses given by the women students and the women teachers.

A. Classroom Problems:

1. It has been found that although a large majority of Secondary Schools and Colleges located in the urban areas had adequate

arrangement of lighting and ventilation as well as other basic classroom facilities (furniture, blackboard etc.), such arrangement were very poor in the Institutions located in rural areas.

2. Majority of the College girls(51.72%) found their classes generally dull and boring while in the case of the majority of school students(66.26%) classes were not dull and boring.
3. Majority of the School girls(57.75%) and the College girls(81.03%) in the co-education institutions where separate seating arrangements for girls did not exist, favoured separate seating arrangement inside the classroom.

B. Infrastructural Problems:

1. Only 39.29% secondary schools had school libraries and majority of the schools with libraries did not have sufficient books and separate reading room facilities in the libraries. Majority of the schools did not have full-time Librarians.
2. Large majority of colleges (90.51%) except a few private colleges, had college libraries and majority of the colleges with libraries did not have sufficient textbooks and separate reading room facilities.
3. Though majority of the schools (58.59%) and colleges (82.75%) had science laboratories, most of the schools and colleges with laboratories did not have sufficient laboratory equipments and sufficient space inside the laboratories.
4. 55.48% secondary schools and only 39.65% colleges provided drinking water to students which was mainly ordinary water.
5. Only 16.49% secondary schools provided students common room. No school provided separate common room for girls, while majority of the colleges(63.79%) provided common room facilities for girls.
6. Majority of the colleges (66.46%) and schools (65.26%) did not provide proper sanitation facilities for girl students.
7. Very few schools (32.98%) and colleges (12.93%) provided medical facilities to students only when necessary.

8. Large majority of secondary schools (71.92%) and colleges (79.31%) did not provide hostel facilities for girls. Lack of this facility poses a problem for the students from the rural and hill areas since they have to travel a long distance daily for attending their schools/colleges.

C. Curricular Problems:

1. It was observed from the responses that majority of the college girl students and teachers were not satisfied with the existing curriculum. The reasons given by majority of them include i). over-crowdedness of curriculum and ii) neglect of specific needs of women students.
2. The study revealed that only 29.82% school girls and 34.91% college girls found difficult to study the same curriculum with boys.
3. Majority of girl students and teachers stated that the prescribed textbooks were not readily available for students' use. The reasons as stated by them were: i) Non availability of the prescribed textbooks in the local market and ii). Non availability of the textbooks in the school/college libraries. This problem was found more acute in the rural areas.
4. Majority of the school girls favoured separate curriculum for girls, while majority of the college girls and teachers were against it.
5. Large majority of school girls(82.45%) and college girls(63.36%) found science and mathematics as most difficult subjects.
6. The study revealed that a large majority of girl students and teachers favoured Home science as a subject at secondary and college levels.
7. Although 10+2+3 pattern has been in use in the state, it appears from the responses given by the teachers that vocational courses were yet to be introduced at the school level.

D. Financial Problems:

1. The study revealed that majority of the school girls had financial problems with regard to paying tuition fees, buying textbooks and

uniforms, while majority of the college girls had problem for buying textbooks. This is particularly true in the case of students hailing from rural areas with poor socio-economic background.

2. Only 15.08% secondary schools and 15.94% colleges which were private institutions provided merit scholarships to the deserving girl students while other categories of institutions did not provide merit scholarships.

E. Problems Related to Teaching:

1. Majority of the girl students preferred female teachers to male teachers and 28.77% school girls and 28.01% college girls revealed that they found difficult to adjust with male teachers due to personal reasons.
2. Majority of the college girls (64.22%) opined that their teachers were not punctual and regular in taking classes sometimes, while a large majority of a school girls did not support this opinion.
3. Majority of school girls (70.88%) and college girls (65.52%) pointed out that their teachers were friendly.
4. The study revealed that all the teachers (100%) in secondary schools and colleges followed their own methods of teaching and the methods of teaching usually followed in the classes were lecturing and notes-giving.
5. 43.50% School girls revealed that the number of female teachers in their institution was not sufficient. As regards opinion of college girls, 50.00% of them found the number of female teachers sufficient in their colleges.

F. Co-curricular Problems:

1. It was found that though majority of the schools (61.05%) and colleges (60.34%) provided co-curricular activities, very few schools and colleges ^{provided} activities like Girls' Guide, N.C.C. and N.S.S.
2. Majority of the secondary schools (72.28%) and colleges (59.05%) had playgrounds of their own and organised different kinds of

games and sports but majority of the schools (62.80%) and colleges (59.48%) did not organise indoor-games for women students owing to the lack of infrastructural facilities.

G. Problems Relating to Parents/ Family:

1. The study revealed that large majority of the girls' parents favoured women's education only till college level and very few were found to be in favour of women's education till post-graduate research level. This may be due to socio-economic reason.
2. Majority of the college girls (53.01%) indicated that they did not have enough time to study at home due to heavy pressure of domestic work, while only 34.73% of the school girls, however, had the same experience.
3. Majority of the school girls (57.00%) and college girls(51.81%) revealed that they did not have separate room to study at home.
4. Majority of school girls (54.33%) and college girls (53.27%) stated that their studies had been affected by family problems like poor economic condition of parents.

H. Personal Problems:

1. Majority of school girls (56.14%) and college girls (55.17%) found it difficult to select subjects for their educational and vocational future. This may be due to the absence of guidance and counselling services in schools and colleges.
2. Majority of school girls (60.70%) and college girls (61.20%) revealed that they were confident about their ability. Whereas only 39.29% school girls and 38.79 college girls pointed out that they were not confident because of their being slow learners.
3. Majority of school girls (50.52%) and college girls (53.44%) had fear of examination.
4. Regarding health problems, 37.89% school girls and 38.79% college girls revealed that their studies had been affected by their personal sickness.



15. SUGGESTIONS FOR IMPROVING WOMEN'S EDUCATION

On the basis of the findings of the study, the following suggestions can be made to improve the status of women's education in the state.

1. As there is a disparity of women's literacy between urban and rural areas of the state, the education of women in rural areas has to be tackled by the government by providing more infrastructural facilities, by establishing more institutions especially colleges, as there is a dearth of colleges in these areas.
2. Since secondary school girls usually prefer separate girls' schools to co-educational institutions, more girls' secondary schools should be set up in the state, so as to enable more girls to have schooling .
3. Reservation of seats for women should be made in secondary schools and colleges in order to increase the enrolment of women at secondary and college levels.
4. Free textbooks and uniforms should be provided by the school authorities to the meritorious girl students to encourage women students to pursue education.
5. Merit scholarships should also be provided to meritorious women students by the government so as to enable them to continue their studies.
6. The state may make endeavour to include vocational courses at secondary level while some of the courses like dress-making, home-economics, interior decoration etc. may be included in the curriculum at the lower secondary stage.
7. Since a large majority of the school students found Science and Mathematics as difficult subjects, efforts may be made to investigate into the teaching of these subjects and the teaching of these subjects may be improve by employing qualified teachers wherever necessary.
8. Home-science should also be included as a subject in secondary schools and colleges.

9. Since the students, particularly in the rural areas, were facing problem in getting textbooks, which were not available either in the local market or in the school libraries, schools may make arrangements for providing the books for the students.
10. School/college libraries should be strengthened by equipping them with textbooks and reference materials with adequate number of copies. The habit of library reading must be cultivated among the students right from the school stage. At the college level library work may form an integral part of the timetable.
11. Since school/college laboratory facilities by and large were found to have been inadequate, liberal grants should be extended to the institutions to procure more and more laboratory equipments, and also for providing more spaces in the laboratories.
12. Since facilities for co-curricular activities like N.C.C., Girls' Guides and N.S.S. were not available in most of the schools and colleges as revealed from the responses given by the respondents, feasibility of introducing such activities for women students may be considered by the authorities.
13. The state government may give liberal grants to all the secondary schools and colleges of the state for strengthening games and sports facilities for girl students.
14. It was found that colleges were not providing hostel facilities for women students. Since lack of these facilities poses serious problems for the students coming from long distance (rural areas), the government may consider setting up hostel facilities atleast in government colleges wherever necessary. Feasibility of arranging transport facilities for students traveling from long distance may also be looked into.
15. Since majority of the schools and colleges did not provide proper sanitation facilities to the women students, efforts should be made on priority basis to remove this problem.

16. Feasibility of introducing correspondence-courses for women who could not attend colleges may be considered by the authority.
 17. Since it has been found that the number of female teachers in many secondary schools and colleges were inadequate, school / college authorities and the state government may take steps to recruit more women teachers in secondary schools and colleges wherever necessary.
 18. Services of well trained guidance personnel should be made available for girl students in schools and colleges to help them in making choice of their educational/vocational future.
 19. Women's club with library facilities for women students may be set up with government support.
 20. Separate education centres for women such as Adult Education, Condensed courses, Continuing Classes may be opened at suitable places.
 21. There should be a separate Committee at the state level to look after the promotion of women's education in the State.
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By

ESTHER CHINNEILHING

DEPARTMENT OF EDUCATION



**THESIS SUBMITTED
IN PARTIAL FULFILLMENT OF THE
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NORTH EASTERN HILL UNIVERSITY
SHILLONG**

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DECLARATION

I, *Esther Chinneilhing*, hereby declare that the subject matter of this thesis entitled "**Education of women students in Manipur: An appraisal**" is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/ Institute.

This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Education.

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E. Chinneilung
(Esther Chinneilung)

CONTENTS

Acknowledgements

List of tables

Page Nos.

Chapter 1: Introduction

1-15

- 1.0.0: A Profile of Manipur
- 1.1.0: The Land
- 1.2.0: The People and Religion
- 1.3.0: Language
- 1.4.0: Population
- 1.5.0: Administrative Setup
- 1.6.0: Literacy
- 1.7.0: Need and Importance of the Study
- 1.8.0: Statement of the Problem
- 1.9.0: Definition of the terms used in the Present Study
- 1.10.0: Objectives of the Study
- 1.11.0: Delimitation of the Study

Chapter 11: Review of Related Literature

16-67

- 2.0.0: Introduction
- 2.1.0: Studies in India
- 2.2.0: Studies Abroad
- 2.3.0: Concluding Remarks

Chapter 111: Methodology

68-74

- 3.0.0: Introduction
- 3.1.0: Population
- 3.2.0: Sample
- 3.3.0: Sources of Data
- 3.4.0: Development of Tools
- 3.5.0: Construction of Questionnaires

3.6.0: Construction of Interview Schedules

3.7.0: Data Collection

3.8.0: Method of analysis.

Chapter 1V: Development of Women's Education in Manipur 75-95

4.0.0: Before Independence

4.1.0: After Independence

Chapter V: Analysis and Interpretation of Data 96-155

5.0.0: Introduction

5.1.0: Analysis and Interpretation of Data Collected
from Women Students

5.1.01: Ventilation in Classrooms

5.1.02: Classroom Basic Facilities

5.1.03: Classroom Atmosphere

5.1.04: Number of Periods per day

5.1.05: Arrangement of Timetable

5.1.06: Duration of a Period

5.1.07: Seating Arrangements Inside Classroom

5.1.08: Library Facilities

5.1.09: Reading Room Facilities

5.1.10: Library Incharge

5.1.11: Laboratory Facilities

5.1.12: Co-Curricular Facilities

5.1.13: Playground facilities

5.1.14. Organisation of Indoor-games

5.1.15: Drinking Water Facilities

5.1.16: Students' Common Room Facilities

5.1.17: Sanitation Facilities

5.1.18: Medical Facilities

5.1.29: Hostel Facilities

5.1.20: Views on Existing Curriculum

- 5.1.21: Selection of Textbooks
- 5.1.22: Availability of Prescribed Textbooks
- 5.1.23: Study of Same Curriculum With Boys
- 5.1.24: Separate Curriculum for Girls
- 5.1.25: Home-Science as Compulsory / Optional
Subject
- 5.1.26: Difficult Subjects
- 5.1.27: Vocational Courses
- 5.1.28: Preference Subjects
- 5.1.29: Financial Problems
- 5.1.30: Provision of Scholarships
- 5.1.31: Financial Help from Other Sources
- 5.1.32: Number of Female Teachers
- 5.1.33: Teaching Aids Used
- 5.1.34: Punctuality of Teachers
- 5.1.35: Personal Qualities of Teachers
- 5.1.36: Preference to Male / Female Teacher
- 5.1.37: Adjustment with Male Teacher
- 5.1.38: Teachers Role in Maintaining Discipline
- 5.1.39: Medium of Instruction
- 5.1.40: Methods of Teaching
- 5.1.41: Parents Attitude on Education of Women
- 5.1.42: Parents' Preference Regarding Education of
Boys / Girls
- 5.1.43: Parents Views on Higher Education of Women121
- 5.1.44: Study Facilities at Home
- 5.1.45: Family Problems Affecting Studies
- 5.1.46: Institutions Preferred
- 5.1.47: Difficulties in Attending Classes Regularly
- 5.1.48: Distance of Institution
- 5.1.49: Selection of Subject
- 5.1.50: Companies / Friends in the Institutions

**5.1.51: Adjustment or Communication with other
Students**

5.1.52: Problems in the Hostel

5.1.53: Reasons for Not Staying in Hostel

5.1.54: Organisation of Educational Tours

5.1.55: Joining Vocational Course with Boys

5.1.56: Position in Class

5.1.57: Confidence

5.1.58: Fear of Examination

5.1.59: Personal Sickness

**5.2.0: Analysis and Interpretation of Data Collected
from Women Teachers**

5.2.01: Number of teachers

5.2.02: Number of Female Teachers

5.2.03: Methods of Teaching Used by Teachers

5.2.04: Duration of a Period

5.2.05: Views on Present Curriculum

**5.2.06: Availability of Prescribed Textbooks for
Students' use**

5.2.07: Different Curricula for Girls

5.2.08: Difficult Subjects for Students

**5.2.09: Home-Science as Compulsory Subject for
girls at Secondary Level**

**5.2.10: Home-Science as an Optional Subject for
girls at College Level**

**5.2.11: Consideration of Women's Needs in Framing
Curriculum**

5.2.12: Library Facilities

5.2.13: Reading Room Facilities

**5.2.14: Separate Library Room and Reading-Room
Facilities**

5.2.15: Provision of Science Laboratory

- 5.2.16: Separate Laboratory for Different Subjects
- 5.2.17: Sanitation Facilities for Girls
- 5.2.18: Drinking Water Facilities for Students
- 5.2.19: Medical Facilities for Students
- 5.2.20: Hostel Facilities for Girls
- 5.2.21: Scholarship Facilities
- 5.2.22: Provision of Vocational Courses
- 5.2.23: Playground and Sports Facilities
- 5.2.24: Indoor Games for Women
- 5.2.25: Co-Curricular Activities for Women
- 5.2.26: Views on Co-Curricular Activities for Women's Education
- 5.2.27: Relationship Among Boys and Girls
- 5.2.28: Arrangement of Girls' Guide
- 5.2.29: Ventilation in Classrooms
- 5.2.30: Separate Seating Arrangement
- 5.2.31: Students' Common-Room Facilities
- 5.2.32: Attendance of Women Students
- 5.2.33: Drop-out Women Students
- 5.2.34: Enrolment of Women Students
- 5.2.35: Student's Performance
- 5.2.36: Views on Women's Education
- 5.2.37: Major Problems Associated with Education of Women Students in Manipur Commonly Perceived by Teachers
- 5.2.38: Suggestions Given by Teachers

Chapter V1: Findings of the Study and Suggestions

156 - 171

- 6.0.0: Introduction
- 6.1.0: Development of Women's Education in Manipur Before Independence
- 6.2.0 : Development of Women's Education in Manipur

After Independence

6.2.01: Literacy

6.2.02: No. of Girls' Institutions

6.2.03: Enrolment

6.2.04: Pass Percentage

6.2.05: Number of Teachers

6.3.0 : Problems Associated with the Education of
Women Students at Secondary and College Levels

6.3.01 : Classroom Problems

6.3.02 : Infrastructural Problems

6.3.03 : Curricular Problems

6.3.04 : Financial Problems

6.3.05 : Problems Related to Teaching

6.3.06 : Family Problems

6.3.07 : Personal Problems

6.4.0 : Suggestions for Improving the Status of
Women's Education

6.5.0 : Suggestions for Future Researches

Appendices

172 - 197

Bibliography

198 - 206

Bio – Data of the Candidate

207

List of Tables

Table No	Table Caption	Page No.
1.01	Male and Female Ratio of Population	4
1.02	Decennial Population Growth	4
1.03	Districts and Sub-Divisions of Manipur	6
1.04	Districtwise Women Literacy Rate – Manipur (2001)	7
4.1.1	Progress of Female Literacy in Manipur	79
4.1.2	Number of Girls' Primary Schools in Manipur	81
4.1.3	Number of Girls' Secondary Schools in Manipur	82
4.1.4	Number of Women's Colleges in Manipur	83
4.1.5	Sexwise Analysis of Students' Enrolment at Secondary Level	84
4.1.6	Sexwise Analysis of Students' Enrolment at College Level	85
4.1.7	Sexwise Analysis of High School Leaving Certificate (H.S.L.C.) Examination Results	86
4.1.8	Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Arts Examination Results	87
4.1.9	Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Science Examination Results	88
4.1.10	Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Commerce Examination Results	89
4.1.11	Sexwise analysis of B.A. Final Examination Results	90
4.1.12	Sexwise Analysis of B. Sc. Final Examination Results	91
4.1.13	Sexwise Analysis of B. Com. Final Examination Results	92

4.1.14 : Sexwise Analysis of Staffing (No. of Teachers) at Secondary Level	93
4.1.15 : Sexwise Analysis of Staffing (No. of Teachers) at College Level	94
5.1.1 : Opinion on Classroom Atmosphere	98
5.1.2 : Reasons for Finding Classes Dull and Boring	98
5.1.3 : Provision of Library Facilities	100
5.1.4 : Provision of Sufficient Textbooks in the Library	101
5.1.5 : Provision of Reading Room Facilities	101
5.1.6 : Provision of Separate Reading Room Facilities	102
5.1.7 : Opinion on Separate Reading Room Facilities	102
5.1.8 : Provision of Laboratory Facilities	103
5.1.9 : Provision of Sufficient Laboratory Equipments	103
5.1.10 : Provision of Sufficient Space Inside the Laboratory	104
5.1.11 : Provision of Drinking Water Facilities	105
5.1.12 : Provision of Students' Common Room	106
5.1.13 : Provision of Separate Common Room Facilities	106
5.1.14 : Provision of Hostel Facilities	107
5.1.15 : Views on Existing Curriculum	108
5.1.16 : Defects of Existing Curriculum	108
5.1.17 : Availability of Prescribed Textbooks	109
5.1.18 : Reasons for Non Availability of Prescribed Textbooks	110
5.1.19 : Opinion on Separate Curriculum for Girls	111
5.1.20 : Problems Related to Finance	113
5.1.21 : Number of Female Teachers	115
5.1.22 : Opinion on Appointing More Female Teachers	115
5.1.23 : Punctuality of teachers	116
5.1.24 : Methods of Teaching Used by Teachers	118
5.1.25 : Teaching Followed or Not	119
5.1.26 : Parents Preference	120

5.1.27 : Parents Views on Higher Education of Women	120
5.1.28 : Parents Views on Levels of Higher Studies for Women	121
5.1.29 : Studies Affected by Family Problems	122
5.1.30 : Family Problems Affecting Studies	123
5.1.31 : Difficulties in Attending Classes Regularly	124
5.1.32 : Problems / Reasons for not Attending Classes Regularly	124
5.1.33 : Adjustment / Communication with other Students in the Institutions	126
5.1.34 : Problems / Reasons for Finding Difficult to Adjust / Communicate with other Students	126
5.1.35 : Confident About Ability to do Well in Life	128
5.1.36 : Reasons for not Being Confident	129
5.1.37 : Fear of Examination	129
5.1.38 : Reasons for Fear of Examination	130
5.1.39 : Studies Affected by Personal Sickness	130
5.1.40 : Sickness Affecting Studies	131
5.2.1 : Teachers Opinion on Number of Female Teachers	132
5.2.2 : Methods of Teaching Followed	133
5.2.3 : Opinion on Present Curriculum	134
5.2.4 : Defects / Problems of Present Curriculum	135
5.2.5 : Opinion on Different Curricula for Girls	136
5.2.6 : Reasons for Favouring Different Curricula for Girls	137
5.2.7 : Teachers Opinion on Home-Science as Compulsory for Girls at Secondary Level	138
5.2.8 : Teachers Opinion on Home-Science as an Optional for Girls at College Level	139
5.2.9 : Provision of Library Facilities and Sufficient Textbooks in the Library	140

5.2.10 : Provision of Reading Room in the Library	141
5.2.11 : Provision of Science Laboratory Facilities	142
5.2.12 : Provision of Proper Sanitation for Girls	143
5.2.13 : Provision of Hostel Facilities for Girls	144
5.2.14 : Provision of Scholarships to Deserving Girl Students	144
5.2.15 : Provision of Girls' Guide	147
5.2.16 : Views on Girls' Guide	147
5.2.17 : Provisions of Students' Common Room	148
5.2.18 : Provision of Separate Common Room for Girl Students	149
5.2.19 : Teachers' Opinion on the Rate of Drop-out Women Students	150
5.2.20 : Problems / Reasons for Drop-out of Women Students	151
5.2.21 : Teachers' Opinion on Enrolment of Women Students	152
5.2.22 : Students' Performance	152
5.2.23 : Views on Women's Education	153

CHAPTER-I

INTRODUCTION

CHAPTER 1

INTRODUCTION

1.0.0 A PROFILE OF MANIPUR

1.1.0 THE LAND

Manipur literally meaning “A jeweled land” nestles within a lush green corner of northeast India. It seems much like an exquisite work of art executed by suspect lands of nature and is, indeed a state of exquisite natural beauty and splendor, the beauty of which once inspired Mrs. St. Clair Grinwood who described it as “a pretty place more beautiful than many show places of the world”. Late Pandit Jawaharlal Nehru paid a tribute by describing it as “Jewel of India”.

Having a varied and proud history from the earliest times, Manipur came under the British rules as a princely state after the defeat in the Anglo Manipuri war of 1891. After independence of India in 1947, the princely state of Manipur was merged in the Indian Union on October 15, 1949 and became a full fledged state of India on the 21st January 1972.

Manipur is a land locked state in the northeastern corner of India. It is predominantly a mountainous state but in its central part it includes a small plain land which is very thickly populated. Imphal, the capital of the state, is situated in the western part of the plain. Manipur is a culturally well-known state. It has an area of 22,327 sq. kms. Out of the total area, nine-tenth

(9/10) of its area is covered by hilly regions and only one-tenth (1/ 10) of its parts consists of beautiful oval-shaped valley. The emerald green valley of Manipur surrounded by shining hills is rightly called a beautiful flower on lofty heights.

The state of Manipur is situated between 23.80⁰ North to 25.68⁰ North latitude and 90.03⁰ East to 94.78⁰ East longitudes. The state is bounded on the north by Nagaland, on the south by Mizoram and Burma, on the west by Assam. Manipur has a pleasant climate throughout the year. It gets rainfall from the monsoon wind from June to September. The amount of rainfall varies a good deal even though the geographical area is not very large¹.

1:2.0 The People and Religion

The people of Manipur belong to Mongoloid stock mainly but there is a great diversity of feature among them, some of them show resemblance with the Aryan.

Manipur is inhabited by Meitei, Hindus, Muslims and 29 different recognized tribes or castes. Majority of these scheduled Tribes follow Christianity. The people living in the valley may be sub-divided into 3 groups namely: i) The Meiteis ii) The Bishnupriyas and iii) The Manipuri Muslims.

The Meiteis and Muslims occupy the Central Valley. The Bishnupriyas are found in the western part of Manipur though they are to be found in large number in Cachar district of Assam, Tripura and some parts of Bangladesh.

The hill people of Manipur belongs to two broad groups namely: i) The Nagas and ii) The Non-Nagas who were called Kukis until recently. The

¹ Das, J. N., *A study of land system of Manipur*, Law Research Institute Eastern Region, Gauhati High Court, Gauhati (Sponsor by NEC, Shillong), 1989, p-1.

Nagas inhabit the North-Eastern, Northern and North-Western hills and the Kukis occupy the Eastern and Southern hills².

1:3.0 Language

The linguistic situation in the state is quite complex. Manipuri has been recognized as the official language of the state. It is the mother tongue of the people inhabiting in the valley. It also serves as a link language among different hill tribes living in the hills. Manipuri is taught upto the post-graduate and research levels in Manipur University. The language is used as a medium of instruction upto class X in the schools of the valley and is taught as compulsory second language in the hills.

Besides Manipuri, there are 29 principal independent hill dialects used by the hill people. The four hill dialects out of these 29 are being used as media of instruction upto class V. It has been decided as policy by the state government to develop and introduce other hill dialects gradually as media of instruction at this stage.

1:4.0 Population

The total population of Manipur according to 2001 census is 23,88,634 and the density of population is 107 persons per sq. km. Out of the total population, 18,18,224 live in the hills and 5,70,410 live in the valley.

The percentage of scheduled tribes population is 34.41 and the scheduled caste population is 2.02 to the total population of the state (1991 Census).

² Sanajaoba, N., *Manipur. Past and Present*, Vol-1, Mittal Publications, Delhi, 1988, p-12.

Sex ratio is not alarming. It is nearly equal to both the sexes. At one time there were more females than males in some areas. At present there are 978 females for every 1000 males.

Table 1.01 shows the male and female ratio of population from 1951-2001.

Table 1. 01: Male - Female Ratio of Population.

Year	Sex-ratio
2001 Census	-- 978 females per 1000 males
1991 Census	--958 females per 1000 males
1981 Census	-- 971 females per 1000 males
1971 Census	-- 980 females per 1000 males
1961 Census	-- 1015 females per 1000 males
1951 Census	-- 1036 females per 1000 males

Source: Statistical Handbook of Manipur, 2002.

Table: 1. 02 shows the Decennial Population Growth during 1911-2001

Table: 1. 02: Decennial Population Growth.

Year	Population	Percentage decennial percentage
1911	3,46,222	21.71
1921	3,84,016	10.92
1931	4,45,606	16.04
1941	5,12,069	14.92
1951	5,77,635	12.80
1961	7,80,037	35.04
1971	10,72,753	37.53
1981	14,20,953	32.46
1991	18,37,149	29.29
2001	23,88,634	30.02

Source: Statistical Handbook of Manipur, 2002.

1:5.0 Administrative Set up

The state is administered by the Governor. The state has a Legislative Assembly of 60 elected members/ representatives of the people of which 19 are reserved for Scheduled Tribes and 1 for Scheduled Caste. The majority party selects a Council of Ministers for the purpose of administration. The Council of Ministers and Minister of State are headed by the Chief Minister.

The state is represented in the Lok Sabha by two members and by one member in the Rajya sabha.

For the administrative convenience the state has been divided into nine districts namely:

i). Imphal West ii). Imphal East iii). Thoubal iv). Bishnupur v). Senapati vi). Ukhrul vii). Tamenglong viii). Churachandpur and ix). Chandel.

Out of the nine districts, five districts are in the hills and four are in the valley.

The districts are further divided into sub-divisions. For economic development, the state is divided into developmental blocks. On the plain, the blocks are called Community Development Blocks whereas in the hills they are known as Tribal Development Blocks. The boundary of each block coincides with that of the sub-divisions except in the case of Imphal west sub-divisions where there are two blocks.

The various districts of Manipur and their sub-divisions are given below in table 1.03.

Table.1.03: Districts and Sub-Divisions of Manipur.

Sl. No.	Districts	Head-Quarters	Sub-Divisions
1.	Imphal West District	Lamphelpat	Lamphelpat, Lamsang, Patsoi, Wangoi
2.	Imphal East District	Porompat	Porompat, Keirao Bitia, Sawombung, Jiribum
3.	Bishnupur District	Bishnupur	Bishnupur, Moirang, Nambol
4.	Thoubal District	Thoubal	Thoubal, Kakching, Lilong
5.	Senapati District	Senapati	Mao-Maram, Saikul (Sadar Hill West), Kangpokpi (Sadar Hill East), Paomata, purul
6.	Ukhrul District	Ukhrul	Ukhrul, Chingoi (Ukhrul North), Kasom Khullen (Ukhrul south), Kamjong Chahsat, Phungyar Phaisat
7.	Tamenglong District	Tamenglong	Tamenglong, Tausim (Tamenglong West), Nungba, Tamei (Tamenglong North)
8.	Churachandpur District	Churachandpur	Churachandpur, Singhat, Parbung (Tipaimukh), Thanlon, Henglep (Churachandpur North)
9.	Chandel District	Chandel	Chandel, Tegnoupal, Chakpikarong, Machi

Source: Statistical Abstracts of Manipur 2001.

1:6.0 Literacy

The literacy rate of Manipur according to 2001 census is 68.87 percent. Of these the literacy percentage of males is 77.87 and the literacy percentage of females is 59.70.

The literacy in urban areas accounts to 71.53 % and in rural areas 55.74 %. The literacy rate of Manipur District-wise according to 2001 census is given in table 1.04.

Table 1.04: District-wise Women Literacy Rate-Manipur (2001)
[excluding age group 0-6]

Sl. No.	District Name	Literacy Rate		
		Female	Male	Total
1.	Bishnupur	61.09	82.25	71.59
2.	Chandel	48.57	66.12	57.38
3.	Churachandpur	64.40	84.98	74.67
4.	Imphal West	72.24	89.40	80.61
5.	Senapati	44.04	56.39	50.47
6.	Tamenglong	49.11	67.04	58.46
7.	Thoubal	55.34	80.50	67.90
8.	Ukhrul	61.91	75.40	68.96
9.	Imphal East	66.30	86.44	76.38

Source: Statistical handbook of Manipur 2002.

Thus, from the above table we can see that there is still a great disparity in literacy percentage between male and female in every district of Manipur. A determined effort is, therefore, necessary to face the difficulties and to close the existing gap between the education of men and that of women at the earliest time possible.

1.7.0: NEED AND IMPORTANCE OF THE STUDY

Women, the first school of the child, constitute roughly one half of the world's population. But their social, economic and political status is lower than that of men in almost all countries of the world. Of course, women do enjoy better position in some societies than in others, but their overall

position everywhere is lower than their male counterparts.³ The importance of women education can never be under-estimated as education is one of the most significant instrument for changing women subjugated position in the society. It not only develops their personality and rationality but also qualifies them to fulfill certain economic, political and cultural functions thereby improving their socio-economic status.⁴

Proper education of women has become a national issue in recent years and therefore the development of women's education is the need of the hour. It is realized that women have a definite role to play in nation building. Their contribution is recognized in practically all fields of human achievement.

Women's education needs special attention simply because of the fact that the modern civilized society is committed to the notion of 'equality'. Besides, it is impossible to build a healthy society without providing proper education to women. Women, as mothers, play the most important role in shaping the family and the society. An enlightened educated mother can provide better education to her children. The real progress of a community is possible only when its members, especially the women, whose education is ignored in certain sections of the society, are brought under the umbrella of universal education.

The development of education among women is the main instrument through which we can narrow down the prevailing social inequality and

³ Siddiqui, M. H., *Women Education, A Research Approach*, Ashish Publishing House, New Delhi, 1993, p-1.

⁴ Kalbagh, C., *Policies and Plan strategies for Women's Development (Vol 7)*, Discovery Publishing House, New Delhi, 1991, p-110.

accelerate the process of economic and political changes in the status of women. It is worthwhile to note that seeing all disparities, inequalities, discrimination etc. education was included as the basic right of human being in the Universal Declaration of Human Rights. The Constitution of UNESCO has directed its efforts to achieve "ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social".⁵

The Indian constitution also guarantees equal opportunities for men and women in the field of education. Article 45 of Indian Constitution directs that free and compulsory education should be provided to all boys and girls upto the age of 14 years within 10 years of the commencement of the Indian constitution. But, this constitutional directive remains unfulfilled till today. Educational experts admit that this failure is mainly due to the slow progress of education among girls.

Since equal opportunities for all has been emphasized in the constitution of India, women should be given importance in matters of education as there is a saying that "There cannot be educated people without educated women. If a general education had to be limited to men or women, that opportunity should be given to women, for then it would most surely be passed on to the next generation".

(Indian Education Commission 1948-49)⁶

Education of women is needed for the development of women's status, careers, social life, marriage, attitudes and family life. Therefore, if

⁵Sharma, U. and Sharma, B. M., *Introduction to Women's Education*, Commonwealth Publishing House, New Delhi, 1995, (preface-v).

⁶ Rai, B. C., *History of Indian Education*, Prakashan Kendra, Lucknow, 1999, p-201.

homes are to be made happier and healthier, if the new generation is to be made cultured and educated, if social transformation is to be built up during the most impressionable years of the lives, education of women should be increased to the maximum.

Education makes women fully aware of their rights and duties towards society. By receiving education, women become more rational and analytical in their outlook and approach and compete with men in all spheres of life. It is only through education that the women can be converted into an effective and conscious workforce of the nation.

Laying stress on the needs and importance of women's education, National Policy on Education observed: "The education of women should receive emphasis not only on grounds of social justice but also because it accelerates social-transformation".

The Education Commission (1964-66) emphasized the importance of women's education in these words: "For full development of human resources, the improvement of homes and for moulding the character of children during the most impressionable years of infancy, education of women is of even greater importance".⁷

Mahatma Gandhi who championed the cause of women education made extensive and meaningful efforts to stress the need for women's education. His philosophy is that a woman has the right to education and further, that education should not be restricted to 3R's only. Education

⁷ Reports of Education Commission 1964-66, Ch – XV111, p-122.

according to him develops and sharpens one's intellect and it increases one's capacity for doing well. Stressing on the need of women's education for the education of their children, Mahatma Gandhi said "The question of education of children cannot be solved unless efforts are made simultaneously to solve the women's education". (Gandhi 1942, p-132)

Stressing the need and importance of women's education Jawaharlal Nehru said "Truly no argument is required in defence of women's education. For my part, I have always been strongly of the opinion that while it may be possible to neglect men's education, it is not possible to neglect women's education. The reasons are obvious. If you educate the women, probably men will be affected thereby, and in any case even children will be affected. (Jawaharlal Nehru 1889-1964)

Education therefore, has been an important factor of development, which helps in raising the status of women and their role in society. As education has a social value, there is actually no wastage of public funds, rather there is an expansion of the horizon of education in the whole nation. This is because of the fact that home is the first ladder and training ground for the child and the mother, not only being the first tutor, is the mentor for the children until they are in a position to visualize the pros and cons of any act.⁸

The level of recognition of the crucial significance and importance of women's education is dependent upon societal expectation of women's role. For example, in a society where women's role is confined to the home-maker

⁸ Sharma, U. and Sharma, B. M., *Introduction to Women's Education*, Commonwealth Publishing House, New Delhi, 1995, (preface-vi).

and child rearer, the significance of women's education is not properly recognized. In such a society, the attitude of the people towards women's education is one of indifference. On the other hand, in a modern society where the women are expected to play multiple roles, the need for women's education is widely recognized.

Education also helps expand economic opportunities for women. It leads to better health, hygiene, nutrition and also to greater willingness to seek timely medical intervention. All of them together set lead women in the path of development.⁹

The need and importance of women's education, therefore, cannot be overrated because it affects vitally the range and efficiency of all education. The education of a girl is the education of a mother and through her, the education of her children.¹⁰

In India, after Independence, many sustained efforts have been made to expand educational facilities for women. Though the educational facilities have been increased, the rate of progress has been uneven between different states and different regions as well as among different classes of people. These have serious implications for the upliftment of the position of women in all sections of the society.

⁹ Aleem, S., *Women and Education (Women's Development: Problems and Prospects)*, APH Publishing Corporation, New Delhi, 1996, p-25.

¹⁰ Mathur, Y. B., *Women's Education in India 1813-1966*, Asia Publishing House, Bombay, p-77.

Since education is the key to progress and unless Indian women both at the rural and urban areas are educated, they will not be able to enjoy their rights. Hence, state level study on women's education is necessary not only to increase the spread of women's education but also to further the spread of women's education among all the groups so that it does not remain the privilege of a few.

The present study deals with the education of women students in Manipur. It is worthwhile to be noted that women form the backbone of family economy in Manipur. They run all the cottage industries and control the sale of their production in the state. The education of women in the state is therefore needed to increase the vocational efficiency of the working women to enable them to start new and non-traditional professions, to help them in acquiring new technology to run their traditional chores in a better and effective manner. Besides, education of women is also necessary to implement the social reforms like evolution of polygamy, early marriage, and exploitation of women by unscrupulous men, drive against alcoholism, drug abuses and other such social evils prevalent in the state.

The significance of the present study lies on the fact that, in Manipur no study on women's education has been attempted so far. The present investigator therefore felt the need for such a study. Such a study can throw light on how the educational authorities in the state can make effective planning for the education of women in the state so that women too like men will strengthen their role in the society and contribute their share in

augmenting the wealth and well-being of the society as well as the state and the nation.

1.8.0 STATEMENT OF THE PROBLEM

The problem of the study is stated as follows:

“Education of women students in Manipur: An appraisal”

1.9.0 DEFINITION OF THE TERMS USED IN THE PRESENT STUDY

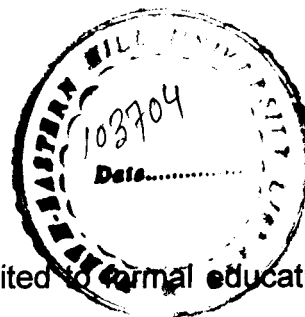
(i). In the present study, the term education of women students has been accepted as the education of women through formal systems of education. It includes both the education of girls at secondary level and the education of women at college level.

(ii) In the present study, the terms ‘girls’, ‘women’ and ‘females’ are used synonymously and so are the terms ‘boys’, ‘men’ and ‘males’.

1.10.0 OBJECTIVES OF THE STUDY

The objectives of the study were as follows:

- i). To trace the development of women’s education in Manipur
- ii). To compare the education of women with that of men in terms of enrolment and examination results.
- iii). To study the staffing pattern in different secondary schools and colleges
- iv). To study the problems associated with education of women students at secondary and college levels.
- v). To offer suggestions for improving the status of women education in the state.



1.11.0 DELIMITATION OF THE STUDY

- i). The scope of the present study was delimited to formal education of women students at secondary and collegiate levels.
- ii). The scope of the present study did not include professional and technical education of women students of the state and it was thus restricted to general education only.

CHAPTER-II
REVIEW OF RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0.0 Introduction:

In this chapter, a review of research studies conducted in different parts of India and abroad pertaining to the development and problems of women's education are presented. The investigator has made an attempt to review as many related studies as possible. The reviews are presented in the following pages.

2.1.0 Studies in India

Misra (1961)¹ traced the History of Women's Education in India from 1961 to the end of the Third Five Year Plan (1960-61) with particular reference to the factors hindering progress, the nature and extent of wastage and stagnation, the educational facilities available to contemporary Indian women and co-educational. The main observations of the study were:

- i) There has been a rapid progress in women's education in all the spheres. There is a quantitative growth in the number of institutions for women and their enrolment.
- ii) Education for women at the primary and higher stages is still an invitation of boy's education.

¹ Misra, L., *Education of Women in India from 1921-1955*, Ph. D. Education, Sagar University, 1961, [Abstract taken from M. B. Buch (Ed), *Survey of Research in Education*], CASE, MSU, Baroda, 1974.

- iii) The enrolment of girls for vocational and special education is still not impressive.
- iv) The special courses for women like home science, drawing, painting, nursing still need improvement.
- v) Funds for women's education has not been properly utilized.

Naik (1961)² in a study on Education of Women in the Province of Bombay found that the educational position of women was at the lowest ebb in the beginning of the nineteenth century. Women in India have benefited most from the liberalizing influence of modern education and western contact brought about through the rule in the land.

Dave (1971)³ conducted a study on Evolution of Female Education in Gujarat till Independence. The main findings of the study were:

- i) The girls were considered a burden on their parents until they were married.
- ii) In the family the girl had no right to property.
- iii) Customs of child marriage was deeply rooted in the society. Therefore, their education was not given any consideration.
- iv) The role of women was limited and restricted to home life.
- v) It was also found that the British rulers after the Sepoy Mutiny of 1857 did not take any kind of interest in the process of social-

² Naik, J. P., Education of Women in the Province of Bombay, *First Year Book-A Review of Education in India 1947-61*, New Delhi, NCERT.

³ Dave, J.K., *Evolution of Female Education in Gujarat Till Independence*, Ph.D. Edn., S. P. University 1971, [Abstract taken from M. B. Buch (Ed), *Survey of Research in Education*], CASE, MSU, Baroda, 1974.

reform neither did they recognize any educational reform demanded by the society.

- vi) The recommendations of the Wood's Despatch (1854), Indian Education Commission implemented whole-heartedly by the Government.
- vii) The factor playing an active part in promoting female education were small institutions like Budha Vardhok Sabha and Gujarat Vernacular society. But gradually due to the efforts of the Reformists, customary evils were began to assign the value of the education of their daughters. Public opinion was preparing to give up prejudice against female education.

Desai (1972)⁴ conducted a study entitled A Critical Study of Development of Secondary Education for Girls in Gujarat and found that with the formation of separate state of Gujarat in 1960, women's education has began to receive greater weightage than before in terms of financial allocation. During 1960-70, the state has made rapid progress in the development of secondary education for girls. The problems of girls education tackled include establishment of more high schools in rural areas, increasing the enrolment of girls by providing more economic incentive and improvement of social climate for the entry of girls in high schools and plugging the various holes from which a number of girls dropped out permanently before completing their high school education.

⁴ Desai, A *Critical Study on Development of Secondary Education for Girls in Gujarat*, Ph.D., Edn., MSU, Baroda 1972, [Abstract taken from M. B. Buch (Ed), *Second Survey of Research in Education*], SERD, Baroda, 1979.

Basu (1975)⁵ made a study on Female Education in Bihar from 1904 A. D. The objectives were to find out the causes of backwardness of education in Bihar and to suggest solution mainly to problems regarding illiteracy and expansion of girls' education. The study revealed that prior to 1904 girls used to attend only the special schools except for a small number who studied along with boys. Between 1919 and 1927, the progress was still slower due to the prevalence of social customs, lack of trained women teachers and unwillingness on the part of parents to spend money on daughter's education.

Gondhalekar (1975)⁶ made a study on Objectives of Women's Education as Perceived by the Students and their Parents. The study revealed that:

- i) Both the students and their parents showed a keen desire for education, even in respect of higher education.
- ii) The students belonging to the lower socio-economic strata expressed their desire to be medical doctors or teachers and aspired for professions and jobs carrying higher status. As one went up the educational scale, student's responses tended to be realistic.
- iii) All the parents were very keen on educating their daughters and sons and providing equal facilities for them.

⁵ Basu, U., *Female Education in Bihar from 1904 A. D. to the Present Day*, Ph. D. Edn., Pat. U. 1975, [Abstract taken from M. B. Buch (Ed), Second survey of Research in Education], SERD, Baroda, 1979.

⁶ Gondhalekar, A.Y., *Objectives of Women Education as Perceived by Students and their Parents*, Ph. D., Sociology, SNDT, 1975, [Abstract taken from M. B. Buch (Ed), Third Survey of research in Education (1978-83)], NCERT, New Delhi.

- iv) The aim and objectives of the students about education tended to vary with the social stratum. On the other hand, the importance of education for culture was emphasized by those belonging to the higher strata.

There was not much difference between the responses of college students and their parents in respect of marriage, which meant that the students were realistic.

Desai (1976)⁷ studied on Girl's Access to School Education in Gujarat, which highlighted the development of girl's education in Gujarat from ancient period upto the post- independence period. The main findings of the study were:

- i) During the ancient period girls had equal rights to undergo the upanayana sanskar and had the eligibility to study the sacred Vedic literature.
- ii) But around the third century B. C. the girls eligibility to study Vedic literature was restricted.
- iii) The Muslim rule in Gujarat further curtailed girl's access to education upto the end of the thirteenth century.
- iv) The next period upto 1818 A. D. was a history of woes and struggles due to the Maratha Supremacy. The sense of insecurity put the girls within the four walls of the home.

⁷ Desai, C. D., *Girls Access to School Education in Gujarat State*, Ph.D. Edn., Bom. U. 1976, [Abstract taken from M. B. Buch (Ed), *Second Survey of Research in Education*], SERD, Baroda, 1979.

- v) The advent of Britishers in the early nineteenth century led to the development of girls primary education of modern type, which began in the 1930's. At the end of the nineteenth century 23,816 girls out of 19,80,005 school-going age had access to primary education.
- vi) The education of Hindu and Muslim girls was hindered due to the general religious and social conservatism. But the Christian did push forward girls education for their community.
- vii) In the post-independence period, the expansion of girls education increased. In 1950-51, 36 girls against every 64 boys in the age group 6-11 years, 2 girls against every 10 boys in the age group 11-14 years had access to education.

Indukumari (1976)⁸ in *Education and Social Status of Muslim Women in India* intended to find out whether education played a significant role in raising the social status of Muslim women. The findings were:

- i) The number of women who had undergone education beyond secondary school, who had entered or wished to enter into an occupation, or who wished to go for higher education to enter an occupation was found to form a very small proportion.
- ii) The social structural and institutional variables were all found to prevent Muslim women from obtaining higher education. Compulsory religious education and early marriage were seen to

⁸ Indukumari, M., *Education and Social Status of Muslim Women in India*, Ph. D. Sociology, Ker. University, 1976, [Abstract taken from M. B. Buch (Ed), *Third Survey of Research in Education (1978-83)*], NCERT, New Delhi.

delay or prevent their entry into formal educational system and also to cause dropouts.

- iii) The various circle formed by lack of education confining women to roles within the home, which in turn lower the educational aspirations of women as well as their interest in roles outside the home, was established by the study.

Lahkar (1976)⁹ in her study traced the History and Development on Women's Education in Assam for the period 1874 to 1970. Some of the important findings were- The advent of the British and missionaries helped to set up separate schools for girls. Zenana classes were started in Sylhet to provide facilities for girls. Teachers were given rewards for securing enrolment of girls into schools. The gradual increase in the rate of enrolment of girls in colleges led to the opening of high schools and colleges for them. Earlier the curriculum for boys and girls were the same, but after 1882, a separate curriculum for girls were introduced. For supervision the post of Deputy Director of Public Instruction (women) was created.

Gandhi (1977)¹⁰ made a study on the Development of Women's Education in Greater Bombay during 1961 to 1974. The major findings were:

- i) 55.7 percent women and 69.5 percent men were literate in 1973-74 in Greater Bombay.

⁹ Lahkar, B., *The Progress of Women's Education in Assam from 1874-1970*, Ph. D. Education, Guahati University 1976, [Abstract taken from M. B. Buch (Ed), Third Survey of Research in Education (1978-83)], NCERT, New Delhi.

¹⁰ Gandhi, Y. R., *Development of Women's Education in Greater Bombay*, Ph.D. Edn., SNDT, 1977, [Abstract taken from M. B. Buch (Ed), Second Survey of Research in Education], SERD, Baroda, 1979.

- ii) Primary education had achieved the target of 99.6 percent boys and 70.1 percent girls to be enrolled during the Fourth-Five Plan. But 50 percent to 70 percent in the said period.
- iii) Percentage of pupils enrolled in classes VIII to IX/XII was very low i.e., 50.2 percent boys and 47.4 percent girls. The percentage of wastage at this level was 27 percent in case of boys and 34 percent in case of girls.
- iv) In Greater Bombay, the proportion of girls to the total enrolment in 1973-74 was 45.5 percent at the pre-primary level, 46.0 percent at the primary level and 42.0 percent at the secondary level. The proportion of girls to the total enrolment in Arts, Science and Commerce faculties were 62 percent, 31 percent and 14 percent respectively.
- v) Self-Incentive was the main factor for seeking higher education.
- vi) Equality of men and women's status has yet to be achieved.

Das (1979)¹¹ studied the Growth and Development of women's Education at various levels in the state of Assam during the period (1947-71) and also studied its impact on the social life of the state. The study revealed that:

- i) There was an increasing trend or positive rate of growth during the period of study.

¹¹ Das, R., *Women's Education in Assam in the Post Independence Period (1947-71) and its Impact on the Social Life of the State*, Ph.D. Edn., Guahati University, 1979, [Abstract taken from M. B. Buch (Ed), *Third Survey of Research in Education (1978-83)*], NCERT, New Delhi.

- ii) Compared to the increase in the number of men's colleges, the women's colleges did not increase proportionally.
- iii) There was a wide gap between the educational opportunities and facilities available to men in comparison to women.
- iv) Women's education brought about positive changes in the economic, cultural, political and religious spheres of the social life of the state.
- v) The enrolment increased at all the levels of education.
- vi) A great percentage of women were attending co-educational institutions.
- vii) The majority of women studied male oriented curriculum.
- viii) Shortage of women teachers affected the healthy growth of women's education.
- ix) The total direct expenditure on women's education increase during the period of study.

Srivastava (1979)¹² conducted a study on Problems of Women's Education and their Impact on its Progress in East U.P. at Secondary level since 1947. The major findings of the study were:

- i) There was no uniformity in the perception of girls of class VIII, IX and X about the problems of women education.
- ii) There was difference in the perception of girls of Classes VIII, IX and X about the problems of women education.

¹² Srivastava, *Problems of Women Education and their Impact on its Progress in East U. P. at Secondary level Since 1974*, Ph. D. Education, Gorakhpur University 1979, [Abstract taken from M. B. Buch (Ed), *Second Survey of Research in Education (1972-78)*], SERD, Baroda.

- iii) There was uniformity about the perception of the girls of class VIII, IX and x and their guardians.
- iv) There was uniformity in the perception of girls of classes IX and X about the problems of women education.
- v) On the basis of opinion of all groups of respondents 25 problems were identified which were considered mainly responsible in the hindrance on the progress of women education.
- vi) In training the history of women development since 1947, it was found that women education developed more in urban areas than in rural areas.

Basukumariah (1980)¹³ in his study on Rural Females and Secondary Education in Chitadevya District revealed that:

- i) Girls formed one-tenth of the total school population and the school had only two female staff members.
- ii) A large and joint family was the ideal but was gradually changing to a small unitary family, they felt the smaller size led to a greater freedom to the members.
- iii) There was an obvious trend towards non- kin managers as a result of modern education.
- iv) There was a strict division of labour within the family where men undertook hard and labour work.

¹³ Basakumariah, P., *Rural Females and Secondary Education (with special reference to the status and the values in Chitradurya District)*, Ph.D. Anthropol., Ban. U., 1980, [Abstract taken from M. B. Buch (Ed), *Third Survey of Research in Education (1978-83)*], NCERT, New Delhi.

- iv) The novelists under study satirized the methods of imparting the same dull, irrelevant information to their children. That was not, the novelist's expectation from woman's education. It was the way a woman applied her knowledge and intellectual skills to daily living that determined the value of her education.
 - v) Since society in the 19th century made few demands on a woman's intellect and too many on her emotions Charlotte and Emily Bronte favoured educating a woman to express all her potential as a human being. Jane Austen, Anne Bronte and George Eliot believed that woman should be brought up in the right principles so that they did not compromise their moral standards and values when faced with temptations.
 - vi) The approach of 19th century to the education of women was relevant to women of the middle classes today as well as for all times because it made the greatest contribution to moral or value-oriented education as well as the education of feelings.
 - vii) The education recommended by 19th century novelists and thinkers also promoted self-awareness and self-assessment which would enable a serious commitment to humanity, while leading her the choice of not being dependent of marriage alone for self-fulfillment.
-

Mazumdar (1981)¹⁵ made a study on Women and Educational Development. The objectives of the study were:

- i) To trace the educational developments of women from 1947 to 1979 and
- ii) On the basis of general policies and programs to identify the objectives specific to women's education.

The study revealed that:

- i) The expansion of educational opportunities was a demand during the struggle for freedom.
- ii) Liquidation of illiteracy, universalization of elementary education for all upto 14 years of age, development of technical manpower, development of Indian languages as the media of instruction, transformation of the content of education to inculcate nationalism, self-realization, equality, democracy and special attention to weaker sections were the declared objectives of national policy for education.
- iii) Attempts at equality, universalization, eradication of illiteracy and transformation of content of general education were defeated because of paucity of funds, the inequalities were sharper in secondary and higher education.
- iv) There were five major changes of policy for the period 1978-83, namely nationwide program of adult education with special emphasis on the 15-35 age group, universalization with special

¹⁵Mazumdar, V., *A Study on Women and Educational Development*, ICSSR, New Delhi 1981, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in*

emphasis on the enrolment of girls, regulation of enrolment in the general academic stream, rural bias in educational programs, science education and scientific attitude, provision of non-formal education along with increase of facilities at all stages and optimum utilization of existing educational facilities.

- v) The committee on the status of women in India identified ambivalence in understanding of the purpose and content of women's education, the stated purpose was to make them more effective wives and mothers.
- vi) The realization of policy goals and educational system were not instrumental in bringing about women's liberation as the obstacles were primarily economic or functional, the effect of the provision of more schools, women teachers or exclusive schools for girls was not very commendable, instead a situational analysis of different target groups, the working out of practical steps and efforts to stimulate and motivate them would be helpful.

Devi (1982)¹⁶ in a Critical Study into the Problems of Women's Education in Manipur revealed that Women's education was confined mainly to domestic education and school education of girls in the royal families and well to do families. There were no schools and colleges exclusively meant for girls before 1947. There was a great disparity between boys and girls enrolment. The enrolment of girls was lower than those of boys at every

Education (1983-84)], Vol. II, NCERT, New Delhi.

¹⁶ Devi, I. H., *Critical Study into the Problems of Women's Education in Manipur*, M. A. Dessertation, Department of Education, NEHU, Shillong, 1982.

stage of education and in every district of Manipur. The main problems of women's education were uncondusive domestic and socio-economic atmosphere, lack of proper facilities and guidance, personal problems, public criticism and social prejudice.

Dutt and others (1982)¹⁷ conducted a study on Educational Backwardness of Girls in Haryana State in their project work. The main objectives of the study were:

- i) To estimate the educational wastage and enrolment rates of girls (6-14) including Scheduled Caste (SC) girls in selected district.
- ii) To know the existing facilities/incentives for girls education.
- iii) To identify causes of dropouts and non-enrolment and
- iv) To suggest measures for increasing enrolment and retention.

The main findings were:

- i) For Sersa district, average dropout rates were maximum (33.7 percent) for class VI and minimum (11.6 percent) for class I; average repeater rates were maximum (23.9 percent) for class VII, minimum (4.7 percent) for class II; for Mahendragarh district, average dropout rates were maximum (37.2 percent) for class VI, minimum (9.4 percent) for class I; average repeater rates were maximum (26.3 percent) for class VII and minimum (5.9 percent) for class II. The enrolment rates of female to total, SC to total, SC female to SC total of Sersa district were 46.9, 23.9, 47.88

¹⁷ Dutt, N. and Others, *Educational Backwardness of Girls in Haryana State*, A UNICEF Aided Project in Collaboration with NCERT, SCERT, Haryana 1982, [Abstract taken from M. B. Buch. (Ed), *Fourth Survey of Research in Education (1983-88)*], Vol. II, NCERT, New Delhi.

respectively and those of Mahendragarh district were 47.69, 28.15, 48.93 respectively.

- ii) There were reported to be one college for girls in Sersa district, three ITIs for girls and two B. Ed colleges in Mahendragarh district, only one school in Sersa reported providing ayah facility. The incentive schemes being provided were free uniforms, free textbooks, midday meal, attendance scholarships and merit scholarships.
- iii) Causes of girls dropout as reported were teachers behaviour, caste discrimination, poverty, helping parents in their work, looking after younger children, apathy of parents towards girls education, inadequate facilities in schools, early marriage, lack of interest in studies, irrelevant syllabus, ill health and non-existence of separate high schools for girls in many villages.

Khan and Ayesha (1982)¹⁸ made a study entitled *The Status of Rural Women in India: A Study of Karnataka*. The main findings were:

- i) A little less than 50 percent women had not been enrolled in schools.
- ii) The position on enrolment among the Hindus and Muslims were more or less similar.
- iii) All the Christian women were enrolled in schools.

¹⁸ Khan, M. A. and Ayesha, N., *Status of Rural Women in India, A Study of Karnataka*, Uppal Publishing House, New Delhi 1982.

- iv) Among the Hindus, Brahmins had the highest percentage of enrolment and the scheduled castes the lowest.
- v) There were more illiterate women than men.
- vi) There were original adult illiterate females and reverted illiterates.
- vii) Majority of the women desired to procure primary education for girls and high schools and college education for boys.

Packiam (1982)¹⁹ made a study on the Progress of Secondary Education in Tamil Nadu During a Period of Twenty-Five Years from 1950-1975. The study revealed that:

- i) The growth rate of the enrolment of scheduled castes and scheduled tribe girls was higher than that of SC/ ST boys.
- ii) The growth rate of enrolment percentage of boys to the total population of the age group 14-17 was higher than the percentage of girls enrolled to the total population of 14-17 age group.
- iii) The growth rate of boy's schools was slightly higher than that of girls schools.
- iv) The growth rate of trained female teachers was higher than that of trained male teachers.

Padma and Mao (1982)²⁰ studied Educational Problems of Naga Girl Students. The major findings of the study were:

¹⁹ Packiam, S., *The Progress of Secondary Education in Tamil Nadu during a Period of Twenty Five Years from 1950-1955*, NCERT 1982, [Abstract taken from M. B. Buch (Ed), *Third Survey of Research in Education*, (1978-83)], NCERT, New Delhi.

²⁰ Padma and Mao., *Educational Problems of Naga Girl Students*, *Social Research Journal of Institution of Social – Research*, Vol. 2., No. 2, April-June 1982.

- i) The difficulty of coping with certain teaching subjects is mostly felt by the Naga girls (80.25%) mathematics is deemed to be the most difficult subject by 69.5 percent of them, followed by Hindi (51.75%) and Science (45.5%).
- ii) The over-emphasis on the importance of exam creates certain usual psychological problems. As many as 58.25 percent of girls are afraid of failure in examination. Moreover, 57.75 percent are afraid lest they fail to get good position in exams, while 37percent are afraid of the exam itself.
- iii) As many as 56.75 percent are afraid of going to school when they fail to complete homework. It is also express by 37 percent that they usually do their homework just to avoid punishment.
- iv) About 80 percent of girls feel hesitate to talk to the teachers or are unable to speak before others in the class due to shyness, nervousness and fear of being laughed at for their mistakes.
- v) It was found out that 35.75 percent had problems with regard to non-availability of sufficient time for studies at home due to heavy domestic work. 31.75 percent disturbance caused by visitors and 27.50 percent lack of domestic tutors.
- vi) It was found that poor facilities in the school like overcrowded room, noisy class are considered as problems by the least number of girls.
- vii) Considering the number of problems felt by the girls class wise, it is observed that girls of class VI are at the top which decrease

gradually in higher classes. The percentage increases slightly in class X. as they advance from class VI to IX, they get better adjustment to school situations and so these problems slowly decrease. The slight increase in class X maybe attributed to the tensions arising out of the impending High School Leaving Exam. In the area of self, it was found that problems do not increase or decrease appreciably along with class.

With regard to problems at home, girls of class VI find the minimum difficulty while class X find the maximum. This indicates that greater responsibility for household duties is placed upon the girls studying in the higher classes thus leading to a negative effect on their school work and home study. The reason maybe that the parents either do not or are unable to keep their children in pursuing studies in the higher classes.

- viii) The age group 10-13 has the highest level of problems relating to school, whereas the age group 13-14 has the lowest. From age group 15-16 onwards to the age of 19, it was found that problems concerning school increased along with age.
- ix) In the area of self, the age group 10-13 has the least (38.89%), while the age group 17-19 has the highest (38.40%) of problems.
- x) The problems related to home increased gradually with age group from 21.57 percent for the age group 10-13 to 41.96 percent for the age group 17-19.

Lalnilawma (1983)²¹ studied the Educational Problems of Girls from Class VIII to X in Aizawl. The major findings were:

- i) Attitude of parents towards their daughter's education was on the whole good. They were interested in their daughter's study and helped them. But, the parents were not willing to give such freedom to their daughter's for extra-curricular activities like excursions, sight-seeing, etc.
- ii) It was also found that visitors disturbed the study of the students. It is good that parents did not allow their daughters to have visitors while studying their lessons and they gave sufficient time to learn their lessons or home-works.
- iii) It was also found that girl students were given much works to do besides their lessons at home.

Upadhyaya (1983)²² made a study on Educational Backwardness of Girls in Rajasthan. The objectives of the study were:

- i) Identifying the causes of educational backwardness of girls and
- ii) Suggesting remedial measures that would enable a large number of girls in the age group of 6-13 to participate in educational programs.

The findings of the study were:

²¹ Lalnilawma., *Educational Problems of Girls from Classes VIII to X in Aizawl*, M. A. Dissertation, Department of Education, NEHU, Shillong, 1983.

²² Upadhyaya, O. P., *Educational Backwardness of Girls*, SIERT, Rajasthan 1983, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in Education (1983-88)*], Vol. I, NCERT, New Delhi.

- i) The income of the family had a great effect on enrolment and the drop out situation of girls. Poor parents found themselves unable to bear the expense of school uniform, textbooks, etc.
- ii) Girls from large families had to help their mothers.
- iii) The parent's attitude towards girls education was negative.
- iv) Girls were considered to be among the weaker sections of society.
- v) The village community had negative attitudes towards girl's education.
- vi) Early marriage was also a major cause of low enrolment.
- vii) A major cause low enrolment of girls was either absence of or inadequate number of lady teachers.
- viii) Most of the schools did not have general facilities.
- ix) It was found that some girls dropped out because they could not adjust themselves due to high pupil and teacher ratio.
- x) At least 15 percent of the girls left the schools because they not properly motivated for learning.

Leelakumari (1981)²³ conducted a study on the Development of Women's Education in Uttar Pradesh since Independence with Special Reference to Varanasi, with the objectives:

²³ Leelakumari, *Development of Women Education in Uttar Pradesh since independence with Special Reference to Varanasi*, Ph. D. Education, BHU 1984, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in Education (1983-88)*], Vol. II, NCERT, New Delhi.

- i) To trace the development of education of women in India in general and in Uttar Pradesh in particular upto the time of Independence and thereafter.
- ii) To compare the development of women's education in Uttar Pradesh with that of other states.
- iii) To make an intra-state or inter-district comparative study for U.P.
- iv) To study the development of education of women in Varanasi city.
- v) To make a survey of attitude of students of Banaras Hindu University and its affiliated colleges towards women's education.
- vi) To offer suggests for the development of women's education in Varanasi.

The findings of the study were:

- i) Upto 1927 the condition of education was dismal with only 39 percent enrolment of girls of school going age
- ii) From 1937-47, girls education made rapid studies
- iii) Since 1947, the enrolment has been increasing but the increase has been uneven over different plan periods.
- iv) Inter-state comparisons were confined to giving gross enrolment figures and numbers of institutions for various states and union territories.
- v) The study of attitudes revealed that in general all had favorable attitude towards women's education with girls showing more favorable attitude than boys.

Patel (1984)²⁴ made a study regarding the Development of Education Among Tribal Women in Gujarat. The major findings of the study were:

- i) After independence although there was a rapid expansion of educational institutions and enrolment of tribal students at different levels of education, yet there was no special programs that could motivate tribal girls to take up education.
- ii) Even among tribal women the literacy rate varied. Rebar women showed the lowest literacy rate and Dhadia women showed the highest literacy. As a whole the literacy rate per thousand populations was 62 among tribal women during 1971.
- iii) There was a trend of general increase in enrolment of tribal girls in standard I, about 60 percent of school age tribal girls did not ever attend the school.
- iv) There were variations in the context of wastage and stagnation among tribal girls with variation in development and types of social attended.
- v) Tribal parents in different and apathetic attitude towards education tether with their poor economic conditions seems to be the major causes for irregular attendance, absenteeism and dropping out from school.

²⁴ Patel, T., *Development of Education among Tribal Women*, Dept. of Soc., Guj. U., 1984, [Abstract taken from Fourth Survey of Research in Education, (1983-88)], Vol. II, NCERT, New Delhi.

Rai (1984)²⁵ made a study on Problems of Girls Studying in Co-educational Institutions of Varanasi Regions. The major findings were:

- i) The major problems faced by girls in co-educational schools were in the areas of social and recreational activities, courtship, sex, marriage and finance, living conditions and employment.
- ii) Girls in segregated institutions encountered maximum problems in the area of social and recreational activities, courtship, sex and marriage and home and family, while the least problems were in the areas of social psychological relations, curriculum and teaching procedures, moral and religious areas.
- iii) Girls in co-educational institutions had significantly better homes, health, emotional, school and total adjustment than those in segregated schools.
- iv) The co-educational school girls of upper SES had better or total adjustment and were better adjusted in home health, social and emotional areas than those in segregated institutions.
- v) Girls in middle SES in co-educational institutions were better emotionally adjusted than those in segregated institutions.
- vi) Those from lower SES in co-educational institutions had better total adjustment as well as home, health, social, emotional and school adjustment than those segregated institutions.

²⁵ Rai, K., *Problems of Girls studying in Coeducational Institutions of Varanasi Region*, Faculty of Education, BHU, 1984 (NCERT Financed), [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in education*, (1983-88)], Vol. II, NCERT, New Delhi.

NIEPA (1986)²⁶ conducted a study on Women's Education in India: A Regional Dimension with a view to identifying backward districts in terms of female education. The findings of the study were:

- i) Only nine districts had a "very high" level of female education; 70 districts had a "high level", 137 districts had a "medium level" and an equal number had a "low level" of female education. There were 59 districts with a "very low level" of female education. In the light of these findings, it was found that there were several districts in different states, which needed special attention to promote female education. A regional approach was needed for female education.
- ii) In the district of Jaisalmer in Rajasthan, the female education literacy rate of 1.67 was the lowest in the whole of India. This called for regional schemes suited to the needs of the regions/districts.

Pathan (1986)²⁷ in A Critical Study of the Cost Responsible for the Educational Backwardness of the Muslim Women and to Suggest Ways and Means for Improvement. The major findings of the study were:

- i) The illiterate Muslim women mainly belong to the age group of 30-40.

²⁶ NEIPA, *Women's Education in India, a Regional Dimension*, New Delhi, 1986, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in Education (1983-88)*], Vol. II, NCERT, New Delhi.

²⁷ Pathan, N. M., *A Critical Study of the Causes Responsible for the educational Backwardness of the Muslim Women and to Suggest Ways and Means for Improvement*, Ph. D. Education, Shi. U. 1986, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in Education, (1983-88)*], Vol. I, NCERT, New Delhi.

- ii) The number of children in a family was 7 or more and the numbers were quite aloof from the concept of a small family.
- iii) Giving less education to the girls was the common attitude in the parents, both in rural and urban areas.
- iv) The practice of early marriage was seen especially among the rural literate Muslims.
- v) Most of the rural girls and women preferred to work for their livelihood than to undergo formal schooling.
- vi) The lack of social stimulations and encouragements on the other hand and the opposition of relatives and family members on the other contributed to Muslim women's backwardness.
- vii) In urban areas the main factors responsible for the educational backwardness of Muslim women were found to be economic, whereas in the case of rural Muslim women there was a wide diversity of causes.
- viii) Religious factors were less responsible for educational backwardness in comparison with other factors.
- ix) Muslim women especially in the rural areas were unaware of the different government schemes and facilities available for women.

Bokhil (1987)²⁸ in a study on Education of Rural women examined the factors that effect girls education in the villages of Ansarwadi, Arvi and Rohotwade around Pune and found that:

²⁸ Bokhil, B. G., *Education of Rural Women*, Ph. D., Edu., Poona University, 1987, [Abstract taken from M. B. Buch (Ed), *Fourth Survey of Research in Education (1983-88)*], Vol. II, NCERT, New Delhi.

- i) Girls from lower economic strata of the society remained outside the schools. They either helped their parents in work or earned their livelihood.
- ii) Generally girls left school at the age of 18-19.
- iii) Girls from families having a better socio-economic status were enrolled and remained in schools.
- iv) The factors that affected girls education adversely were distance to be travelled to school, physical handicaps, constant domestic difficulties and continuous physical work during the day.

Liankhuma (1988)²⁹ studied the Development of Women's Education in Mizoram. The study revealed that:

- i) The English Baptist Mission in the South and the Welsh Presbyterian Mission in the North Mizoram contributed to the development of women's education.
- ii) When girls education was introduced in Mizoram, the public opinion was against it. The prejudice was gradually overcome within a little more than two decades through the zeal and unyielding efforts of the missionaries.
- iii) The first girls school was started in 1904 at Aizawl by the Welsh Calvinistic Mission. The second girls school was opened by the English Baptist Mission at Seikawn in 1907.

²⁹ Liankhuma., *A Study of Development of Women's Education in Mizoram*, Ph. D. Thesis in Education, Department of Education, NEHU, Shillong 1988.

- iv) Right from the start till 1952 the entire education and administration was delegated to the Welsh Mission in North Lushai Hills.
- v) The government from the beginning made recurring grants to the missions for maintenance of the schools.
- vi) The number of primary schools in 1901 was 5 and it increased to 259 in 1947. Besides there was 12 middle schools and 1 high school in 1947. In 1981, there were 775 primary schools, 315 middle schools, 139 high schools, and 11 colleges with a university campus.
- vii) The average percentages of girls enrolment to the total from 1968 to 1982 were 51.36 percent in pre-primary schools, 48.20 percent in primary schools, 40.65 percent in high schools and 24.37 percent in colleges.
- viii) The literacy percentage of females in 1901 was 0.14 and in 1981 it was 54.91 percent.
- ix) The achievement of boys and girls in the High School Leaving Certificate Examination from 1979 to 1982 in terms of pass percentage showed that boys were having higher achievements than girl students.
- x) Almost all schools and colleges are co-educational.
- xi) Besides general education there were 3 Nurse Training Schools, 2 Teachers Training Institutions, 1 Institute of Education, 1 Weaving school and 1 Institute of Music and Fine Arts.

Ganesan (1989)³⁰ studied the Development of Women's Higher Education Since Independence in Pasumpon Thevar Therumagan Dist. The major findings of the study were:

- i) There was significant development of women's higher education in the district from 1947-88
- ii) There existed only one college extremely for women
- iii) There will be an expected upward trend of women students enrolment in the academic stream. By A. D. 2000 their strength is anticipated to be 2836 in arts and science colleges.
- iv) There existed only one engineering college and by A. D. 2000 there were likely to be 122 women students.
- v) There was an upward trend of women students' enrolment in the engineering college in the district.
- vi) There was one teacher Education College and one Tamil language college. Through trend analysis it was estimated that number of women students in both the institutions would be 157 and 82 respectively by A. D. 2000.
- vii) There was one physical education college in the district. There was a downward trends of women students' enrolment and by A. D. 2000 the women student's enrolment would be only 51.

³⁰ Ganesan, P., *Development of Women's Higher Education in Pasumpon Thevar Therumagan District*. M. Phil, Education, Alagappa University 1989, [Abstract taken from Fifth Survey of Educational Research (1988-92)], Vol. II, NCERT, New Delhi.

Nayar (1989)³¹ studied on the Education of the Child in India with special focus on Girls. It study the education of girls in India in terms of provision, enrolment, retention and curriculum transaction from gender equity. The major findings of the study were: More than half the children were born into extreme poverty and only 85 out of 100 lived beyond their fourth birthday to become eligible for entry into formed schools.

- i) Of the eligible pre-schoolers (3-6 years), only about one in every ten children are covered by ECCE programmes, comprising ICDS, bolwadis, crèches, ECE etc.
- ii) The constitutional directive of UEE upto the age of fourteen years is a sure strategy for providing access and retention of children of the disadvantaged sections, especially girls.
- iii) Curriculum, howsoever, comprehensive on paper gets reduced to mere syllabus for academic subjects. Further the curriculum has a class and sex bias.

Sushma (1990)³² conducted A Critical Survey of Women's Education in Vidarbha 1947 to 1987. The main findings of the study were:

- i) From 1978-85, at pre-primary stage the number of boys was always more than girls.
- ii) After independence, growth in women's education at primary level had been obtained.

³¹ Nayar, U., *Education of the Child in India with special focus on Girls*, NCERT 1989, [Abstract taken from Fifth Survey of Educational Research (1988-92)], Vol. II, NCERT, New Delhi.

³² Sushma, S., *A Critical Survey of Women's Education in Vidarbha 1947 to 1987*, Ph. D. Edu., Nagpur University 1990, [Abstract taken from Fifth Survey of Educational Research (1988-92)], Vol. II, NCERT, New Delhi.

- iii) The problem of wastage and stagnation among girls was higher than boys at the secondary level.
- iv) There has been a lack of separate girls schools and women teachers.
- v) At the higher education level, the gap between the number of educated boys and girls widened.
- vi) The proportion of men and women in college education was 3:1.
- vii) The number of girls taking general education was more than taking technical and vocational education.

Jain (1991)³³ in *Women and Education in Islam A Study of Muslim Women in an Urban Setting* revealed the position of women's education in Jaipur city. The main findings were:

- i) Women are denied equal access with men to education.
- ii) Women are less likely than men to continue their education at higher levels. Only 50 percent women were college educated.
- iii) The percentage of illiterate women was 53.7 percent.
- iv) In comparison to the major communities in Jaipur city, the proportion of Muslim girls getting higher education was very low.
- v) Parents had comparatively high educational aspirations for their sons than for their daughters.

³³ Jain, S., *Women and Education in Islam-A Study of the Muslim Women in an Urban Setting*, Kalbach, C. (Ed), *Women and development Vol.-6*, New Delhi, Discovery Publishing House, 1991.

Nayar *et al* (1992)³⁴ conducted a Study of Drop-Out and Non Enrolment among Girls in Rural Haryana. The major findings of the study were:

- i) Drop-out and never enrolled girls belonged to below subsistence level households, Parents pointed out that education was not cost free and they found it difficult to meet non-tuitions costs like uniform, books and money for Boys' Fund, Red-Cross Fund etc.
- ii) Domestic work and sibling care were the chief reason for girls not attending school. From fetching water, fodder and fuel to care of livestock, washing, cooking, cleaning, looking after younger siblings were tasks that kept these girls busy, increased agricultural prosperity brought increased substantially and all of it meant more demand for women teachers was strong in Mewat drop-out girls, however expressed their willingness to return to school (which meant most of them liked) given an opportunity. The parents of such girls were apathetic and had lower educational and occupational aspirations for daughters compared to sons and saw girls as less equal than boys.
- iii) Access was not much a problem, all villages from some dhanis (hamlets) were served by a primary school.
- iv) Drop-out was negligible in the age group 6-8 years and was maximum after cl. V

³⁴ Nayar, U. *et al.*, *A Study of Drop-Out and Non Enrolment among Girls in Rural Haryana. Independent Study*, NCERT, 1992, [Abstract taken from Fifth Survey of Educational Research (1988-92), Vol. II, NCERT, New Delhi.

- v) Nearly all women teachers commute to villages from cities and towns and hence did not interact with the communities nor followed drop-out girls.
- vi) The study recommended rationalization of teachers between rural and urban areas to ensure at least one woman teacher in every primary school; opening of junior primary or feeder schools in dhanis; unserved extension of incentives of free books, uniforms and stationary to all girls in poverty groups regardless of caste: noon-meal: extending child care facilities within/ near the school to free girls from sibling care and better coordination with ICDS (Anganwadis); creating a positive climate for girls and their educational development breaking the cause of low valuation and poor status in materially prosperous state.

Ray (1995)³⁵ in an article on Women's Status and Education with Reference to Orissa highlighted the development of women's education in Orissa since the pre-independence period. During the pre independence period parents were reluctant to send their children to school due to fear of conversion to Christianity and deportation to England. From 1961-1991 there has been progress in enrolment of girls at the various levels. At the primary level girls enrolment increased from 4.40 lakhs in 1960-61 to 11.98 lakhs in 1983-84, at the middle school stage it increased from 0.12 lakhs to 2.43 lakhs; at the high school stage it increased from 0.04 lakhs to 1.31 lakhs. In

³⁵ Ray, P. S., Women Status and Education with Reference to Orissa. *Journal of Educational Research and Extension*, January 1995, Vol. 31, No. 3, Coimbatore Sri Ramkrishna Mission Vidyalyaya, College of Education.

1960-61, there were 4 women's colleges and 25 co-educational colleges. In 1983-84 the corresponding figures were 31 and 268. To promote girls education, the government is giving some status to the women candidates at par with male candidates. Non-formal centres and anganwadi centres have been launched where girls are allowed with their siblings. There is 15 percent reservation for women candidates for teacher training course in Orissa.

Dkhar (1996)³⁶ studied the Development of Women's Education in Meghalaya and Influence of Education on Certain Social Attitudes of Khasi Women. The study revealed that: there has been a remarkable progress in the field of women's educational facilities, increase in the percentage of female literacy, increase in the number of girls enrolment, better examination performance of girls and the like. It is also seen that education has proved to be a significant factor in moulding the social attitude of the Khasi women in a positive direction. The desirable values of modernization such as liberalism, equality, rationality and democratic outlook which are inherent in the traditional Khasi society have been reinforced by education. The other desirable values such as scientific outlook, secular outlook, achievement orientation and modern education. The present day educated Khasi women possess a desirable mix of useful values drawn from the past and the relevant values of modern times acquired during the course of their education.

³⁶ Dkhar, R., *Development of Women's Education in Meghalaya and Influence of Education on Certain Attitudes of Khasi Women*, Ph.D. Thesis. Department of Education, NEHU, Shillong, 1996.

Madhav (1996)³⁷ conducted a Study into the Hindrances Faced by Rural Girl Children for Not Joining the School in Andhra Pradesh.

The major findings of the study were:

- i) The economic factor played a predominant role on the problem taken up for the study and it was also interlinked with other dependent factors like organizational, physical and educational factors.
- ii) Social, historical and cultural factors were interrelated and physiological, psychological factors to rural girls education for not joining schools. Whereas, political factor had influence on the problem.
- iii) The physical and organizational factors had same place in rural as well as in urban areas.

Subramanian³⁸ studied on Drop-out of Girls in Schools.

The findings of the study were:

- i) Drop-out is high among standard 1X and V1 girls.
- ii) There is no significant association between father's education and standards wise dropout of girl students.
- iii) There is no significant association between father's occupation and standard wise dropout of girl students.
- iv) There is no significant association between family income and stage of dropout. The girls from low family income were

³⁷ Madhav, M. J., A Study into the Hindrances Faced by Rural Girl Children for not Joining the School in Andhra Pradesh 1996, *Journal of Indian Educational Abstract*, Vol. I, No. I, Jan. 2001, NCERT.

early dropout and those from high family income were late dropout.

- v) There is no significant association between mother's education and rate of dropout of girls.
- vi) There is no significant association between mother's occupation and the rate of dropout of girls.

Kar and Kar³⁹ made an attempt to study on Promoting Girls' Schooling in Orissa. The objectives of the study were:

- i) To assess the extent to which enrolment in primary and secondary schools in the state of Orissa is determined by access to schools and quality of schooling.
- ii) To ascertain the degree to which the patriarchal structure of the society explains women's position, more specifically, the extent to which the economic value and worth of women influences their educational level as well as the gender gap in education and
- iii) To examine the magnitude of influence exerted by socio-economic development across the several districts of the state on the gender gap in education.

The findings of the study were:

- i) There is no significant difference between the factors influencing girls' and boys' enrolment at the primary and

³⁸ Subramanian, A., Drop-Out of Girls in Schools, *Journal of Experiments in Education*, The S.I.T.U., Council of Educational Research, Vol. XXIX, No. 7, Oct 2001.

³⁹ Kar, J. and Kar, J., Promoting Girls' Schooling in Orissa, *Indian Journal of Gender Studies*, Vol. 9, No. 1, Jan-June 2002.

secondary stages of schooling. Therefore, the promotion of girls' education will not be at the cost of boys' education or vice versa.

- ii) As regards primary school enrolment, on economic variable represented by agricultural development plays a major role while in the secondary stage educational factors like the number of schools and literacy rate become predominant.
- iii) In the educational system the role of schools is instrumental in promoting secondary school education, but not in the case of primary educational enrolment.

2.2.0 STUDIES ABROAD

Manemann (1974)⁴⁰ in his study of the Problems of African Girls concluded that their academic expectators are generally low and although the formal curriculum in secondary schools appears the same for females and males, instructional emphasis for girls is often placed on learning to image a home and marriage in a 'hidden curriculum'.

Youssef (1974)⁴¹ attributed the Predominance of Girls and Women in Non-Career Oriented Fields to several factors such as:

- i) Society 's expectation for women and the roles defined for them.

⁴⁰ Manemann, V. L., The Hidden Curriculum of a West African Girls Boarding School, 1974, *Harvard Educational Review*, A Special Issue, Part-I. Women and Education, Vol. 49, No. 4, Nov 1979.

⁴¹ Youssef, N. H., Women and Work in Developing Societies, 1974, *Comparative Educational Review*, Vol-23, No. I, Feb 1980.

ii) Parental pressures, especially on girls and women to stay within the traditional female roles.

iii) School counseling limits “women” options study.

UNESCO (1975)⁴² in its report entitled *Statistical Reports and Studies: Higher Education; International Trends 1960-70*, revealed the enrolment ratio of students in higher education in developed and developing countries of the world. The percentage of female students to the total student population in the world was 33 percent in 1970. In developed countries the percentage were 35,38 and 41 in 1960, 1965 and 1970 respectively. The proportion of women students was everywhere higher among the humanities and teacher education categories. In several countries female enrolment in medical sciences was higher in relation to the overall percentage. In engineering the proportion of women is extremely low- the highest figure being in Egypt (9 percent).

Gill and Smock (1977)⁴³ in a survey of *Women Roles and Status in Eight Countries* found that the major factor in the ability of female to assume a wide range of social role in the increase availability of educational opportunities. Greater access to education for women result in a broad spectrum of positive consequences, ranging from increased participation in political and financial matters resulting in more higher and more continuous employment rates to be coming better role models and care takers for

⁴² UNESCO, *Statistical Reports and Studies*, 1975, Higher Education, International Trends, 1960-70.

⁴³ Gill and Smock, *Women Roles and Status in Eight Countries*, 1977, *Havard Educational Review*, Vol. 49, No-4, Nov. 1979.

children. In some regions, access to school is limited to both sexes but more so for girls. In the worst instances, girls are not admitted to school; in other they receive inferior instruction. Female in these regions often do not enter complete secondary schools. And early in their lives are confined to work at home or in menial home-related chores.

Jackson (1978)⁴⁴ in *Women and Development: A Study of Access to Education and Work in Tanzania and Cuba 1960-1980* made a comparative case analysis of the United Republic of Tanzania and Cuba with regard to Women's access to education and work, and found that in both countries women are protected by constitutional guarantee and have broad access to education and the social climates are supportive and conducive to change regarding women's rights.

Wardle (1978)⁴⁵ in *The Education of Women, Trends in Education in British* observed that there was a great increase of women students in the universities. In 1921 there was 19,889 women students in the universities and increased to 92,483 in 1976/ 77. He also observed that this expansion had been almost entirely a feature of the past nineteen forty-five (1945) period, and infact much of the increase occurred in the past ten years. In 1976/ 77 13,663 women were following post-graduate courses. Again, a large addition must be made to the latter figures for non-university degree courses- a recent innovation on any large scale. In 1975, as many as 27,190

⁴⁴ Jackson, S. C., *Women in Development (1987)- A Study of Access to Education and work in Tanzania and Cuba 1960-1980*, *Bulletin of the International Bureau of Education* 1991, Nos. 252/253, Paris, UNESCO.

⁴⁵ Wardle, D., *The Education of Women, Trends in Education*. Winter Issue, 1978, Published by the Department of Education and Science, Her Majesty Stationary Office.

women in full time attendance in polytechnics. He also mentioned that a final development that deserves attention was the rapid disappearance of single sex schools and colleges. Whatever the academic merits or demerits of single sex education be, Wardle said that it could hardly be disputed that its removal was a step towards reducing discrimination on ground of sex.

Eaves (1978)⁴⁶ on the subject of Equal opportunities for Men and Women, *Trends in Education*, shows that the women students admitted to First Courses at British Universities in October 1973 were 35.7 percent female, 35.0 percent female if oversea students are included. Eaves observed that, by the end of 1976, percentages of women in First Degree were First Class Honours 25.0, a Second Class Honours (Upper Division) 39.5, Second Class Honours (Lower Division) 40.1, Second Class Honours (Undivided) 22.8, other Honours 24.4, and Pass or Ordinary 33.8. Thus, all First Degree of Women is 35.8 percent. He said that it could be seen that in terms of general performance there was only little difference between men and women; hence no evidence of inequality.

Byrne (1978)⁴⁷ in *Women and Education* revealed the position of girls in the British education system. Eileen Byrne addresses the problem of the unequal representation of male and female students at all levels and in all kinds of educational institutions. She also examines the way in which female students become increasingly segregated within certain areas of the

⁴⁶ Eaves, A., *Equal opportunities for men and women, Trends in Education, Winter Issue*, 1978. Published by the Department of Education and Science, Her Majesty Stationary Office.

⁴⁷ Byrne, E., *Women and Education*, London, Tavistock Publications, 1978.

curriculum as they progress through the system. Unlike many other writers, she does not neglect the further education sector where the problem of Women's segregation in a very narrow part of the curriculum is particularly acute.

As well as stressing the structural nature of discrimination against girls in the education system, Byrne also shows how certain girls are victims of what she calls the compound interest of inequality. She suggest that there are five main indices of inequality: sex, lower social class, lower range of intelligence, residence in certain areas with a history of under-achievement and residence in rural areas, where two or more of these factors are aggregated, a cumulative cycle of under-achievement is created. This cycle can only be overcome by positive, affirmative intervention programmes aimed at increasing resources, countering cultural and social barriers and adding to skills and experiences.

Rosemary (1978)⁴⁸ in her study concerning the Oppression of Women in Great Britain points out that the education of women is different from and inferior to, the education of men. She further analysed that even among women, class differences still exist and while middle class women may encounter fewer difficulties in seeking careers and higher education, working class women still enter dead – end jobs and still consider home and family their primary occupation.

⁴⁸ Rosemary, S., Women and Schooling in London, 1978, *Comparative Educational Review*, Vol-24, No. 1, Feb. 1980.

Deble (1980)⁴⁹ study the School Education of Girls. The main aim of this study is to look at the conditions under which the girls obtain primary and secondary education in different parts of the world. It also aims to reach and improved understanding of female wastage from the educational system in different countries. Three particular questions are addressed. Are the same number of girls and boys admitted to school? Does their schooling follow the same pattern? Are these two aspects related? The final section looks at the steps taken up by various countries to reduce wastage in the education of girls bearing in mind that each state has its own system of education operating within a particular economic, cultural and social context.

Boxer (1982)⁵⁰ in article *For and About Women, the Theory and Practice of women's Studies in the United States* survey the literature about Women's education, a field in American higher education, its history, political issues, theories and structures. She documents not only women's studies unifying vision of a society free of all oppression, but examines the conflicts which arise from women's studies struggle to survive as a radical alternative to the very University system within which it exists. Boxer delineates the tenuous balance between scholarship and politics which academic feminism must maintain. Other major issues which she considers includes the adaptation of the feminist principles in the classroom, the feminist attempts to transform academic structure and curricular, the struggles against racism and home inside and outside of women's studies, the accountability of

⁴⁹ Deble, I., *The School Education of Girls*, UNESCO, PARIS (1980).

⁵⁰ Boxer M., *For and about Women, The Theory and Practice of Women's Studies in the United States*, 1982.

academic feminism to the larger Women's Liberation Movement, the difficulties of inter-disciplinary in the discipline based University, the current autonomy versus integration debate, and the formation of feminist methodologies appropriate to women's studies as an autonomous discipline and as a force for social change.

Kelly and Elliot (1982)⁵¹ in the book *Women's Education in the Third World* focuses on the under-education in women in Africa, Asia, Latin America and the Middle East. The authors ask how education effects women and how it can be made to improve women's times, while recognizing that schooling throughout the Third world functions in the context of social system that oppress women. They agree that schools need not merely replace or reinforce such systems but rather than they can be made into instruments of social transformation.

Part I attempts to identify the factors which predict whether a women will or not attend school. Part II focuses on the kind of education girls receive once in school and suggests that equality in access to education cannot be meaningful without changes in the content of education, teaching methods and the structure of everyday life in schools. In Part III and Part IV, the author's focus is on the outcomes of female education. They ask whether education enables women to mediate the impact of the family on their economic and social lives and whether education substantially affects women's lives in the family.

⁵¹ Kelly, G. P. and Elliott, C. M., *Women's Education in the Third World, Comparative Perspectives* State University of New York Press, 1982.

Cunningham (1984)⁵² in *Women's Access to Higher Education in Scotland* analyzed the trends of girl's education in Scotland and also the international perspectives of women's education and revealed three World Wide trends:

- i) There is a considerable increase in women's participation in higher education both in total numbers and as a proportion of all students.
- ii) Despite this progress, the number of women continues to lag behind the number of men particularly in university education and
- iii) There is a striking difference in the type of study followed by men and women.

Women are still congregated in arts and science faculties and teacher-training. These trends are found in economically advanced countries too, mostly in Western Europe from 1950 to 1967. Scotland has followed suit two of the international trends in the growth of numbers of women students and in their concentration in traditional fields of study. But in the third trend there is deviation from the pattern-girls have entered higher education in as great number as boys. In 1965 women's share of 48 percent put Scotland up with Finland and France as leaders of Western Europe. The number of women students in Scotland has increased since 1963 with the acceptance of Robbins Report, yet in view of early golden years, progress in the

⁵² Cunningham, S., *Women's access to Higher Education in Scotland*. In Acker, S. *et al.* (eds), *World Year Book of Education-Women and Education*, New York, Nichols Publishing House, 1984.

subsequent half century has been slow- the percentage of women's enrolment in higher education was 41 in 1982.

Don (1984)⁵³ in *Education Opportunities for Girls in Malaysian Secondary Schools* revealed that:

- i) Educational opportunities for girls in Malaysia have increased tremendously since the country attained its independence in 1957. Imbalances in male-female enrolment at the primary level in the early 1950's were almost completely eliminated by the 1970's with the implementation of the policy of free, universal primary education. At the secondary stage although access is non-discriminatory to girls, the traditional attitude among parents and among girls has resulted in a slightly lower proportion of girls enrolled in secondary schools as compared to boys. The access of girls to vocational secondary schools is limited.
- ii) The academic school provides no curricular differentiation for boys and girls, with the exception of Home Science courses and certain co-curriculum is uniform.
- iii) Religious schools showed higher enrolment of girls than boys.
- iv) Participation rates of girls in tertiary education are about one-third of the total enrolment.

⁵³ Don, F. H., *Educational Opportunities for Girls in Malaysian Secondary Schools*, In Acker, S. et al. (eds), *World Year Book of Education- Women and Education*, New York, Nichols Publishing House, 1984.

Jacquetta (1984)⁵⁴ in the book *Women and Education* highlighted the position of women's education all over the world as follows:

- i) Nowhere in the world do women participate equally with men in formal education. In the third world countries male enrolments outnumber female. In some countries where the schooling is compulsory, the earlier it ends, the greater the disparity between the both sexes. As soon as students are legally allowed to opt out of formal education, girls drop out to a greater extent than boys. Despite a worldwide increase in women's participation in higher education, the total number of women continues to lag behind that of men especially in the University sector.
- ii) Throughout post-school education there is a striking difference between the type of courses studied by men and women: the vast majority of women are concentrated in arts, social-sciences and teacher education.
- iii) Where primary education is universal and free, girls tend to do as well as boys and sometimes better. However, once out of primary school, females under achieve in a variety of subjects especially in physical sciences, engineering and technology related subjects.

Kelly (1984)⁵⁵ in a study on *Women's Access to Education* in the Third World found that very few third world countries provide universal

⁵⁴ Jacquetta., *Women and Education*, London, Tavistock Publication, 1984.

primary education. However, most males enter school at rates two or three times than those of females. In some nations like Upper Volta, only 8.9 to 9 percent of the girls in that age group enter schools. More commonly, about 30 percent of the age cohort six to eight years enters school. The gap between male and female enrolments grows exponentially for each year of education. The disparity between male and female participation in education has not disappeared with the expansion of schooling in the Third World and even in most parts of North America and Europe. Rather, as school enrolments have doubled and tripled in most countries of Africa, Asia, Latin America and the Middle East, this expansion has benefited males more than females. More women attend school than ever before, but women's representation in all levels of education has yet to equal males, except in Chile.

Adams and Kruppenbach (1986)⁵⁶ in a paper on Some Issues of Access and Equity in the Education of African Females Progress and Prospects examined the status of females participation in formal education in Africa at the close of the International Decades for Women, and revealed that trends in the past two decades indicate that increased in number of African girls have gained access to a primary level of education to acquire those basic skills and attitude considered necessary to support general

⁵⁵ Kelly, G., Women's Access to Education in the Third World, In Acker, S. et al. (eds), *World Year Book of Education-Women and Education*, New York, Nichols Publishing Company, 1984.

⁵⁶ Adams, M. N. and Kruppenbach, S. E., Some Issues of Access and Equity in the Education of African Females, Progress and Prospects, 1986, *Bulletin of the International Bureau of Education*, 1991, Nos. 252/ 253, Paris, UNESCO.

development goals. However, the combination of low enrolment growth projections for the generally unfavourable economic forecasts for the foreseeable future suggest that those past efforts are now entering phases of stabilization stagnation or regression.

Bailey and Campbell (1992)⁵⁷ in *How Schools Shortchange Girls* pointed out that stereotypes have long limited the options of girls and boys. Viewing science and math as things boys did and art and dance as things they did not do influenced the course taking patterns and achievement levels of both sexes. They noted that although girls were getting better grades and going on for post-secondary education in greater numbers than boys, the job segregation that limits women's employment choices and the gender gap in wages continued. This is still the case.

Today teachers and parents are working together in many schools to implement policies and programs that work for girls and for boys. Girls are participating more and doing better in math, science and sports than they were a decade ago. Boys' participation and achievement in math and science are up, too, and their participation in sports remains as high as ever.

Barry (2000)⁵⁸ in *Access to Training, Education and Employment Programmes* reported that women have steadily increased their representation in education, training and employment schemes throughout the 1990s but there also remain important areas of under-representation.

⁵⁷ Bailey, S. M. and Campbell, P. B., *How schools Shortchange Girls*, 1992 American Association of University Women Report. Washington D. C., Wellesley College Center for Research on Women.

⁵⁸ Barry, U., *Access to Training Education and Employment Programmes*, Gender Issues and the Irish National Employment Action Plan 2000, Final Report, May 2000, Women's Education, Research and Resource Centre, University College Dublin.

Women accounted for 44% of participants on a selection of twenty-four education, training and employment schemes analysed by the Work Research Centre in 1998. (WRC 1998) Participation rates of women emerged in this study as highly uneven, ranging from 66% on educational programmes to 39% on training and employment programmes.

In State training courses operated by FAS, the National Training Authority, women's participation rates vary enormously from 96% on Return to Work Courses to 1% on Apprenticeship Courses. On the important Specific Skills Training Programme, women accounted for 42% of participants in 1998, while continuing to be heavily under-represented on courses linked to heavy manufacturing and construction industries. 51.0% of participants on core employment schemes, such as the Community Employment Scheme, were women in 1998 compared to 37.4% in 1995 and 45.7% in 1997. Broadly defined eligibility criteria provide much greater access to the Community Employment Scheme than to the Back to Work Schemes which is much more narrowly based on access through registration as unemployed. Women have accounted for only 14% of those who had participated on this scheme by April 1999. (Dept. of Social Community and Family Affairs 1999). Figures from the Green Paper on Adult Education show that women account for 50% of literacy students and 80% of community education participants. (Green Paper on Adult Education 1998). Adult education is particularly important to women in Ireland but it remains a seriously under-resourced part of the educational system. Educational qualifications are crucial to women's access to the labour market, a point

strongly made by in Report 2000, a Report on the Women's Education Initiative, a pilot programme of projects involving educationally disadvantaged women:

“ for men educational levels do not, to a great extent, determine whether or not they are in the labour force. However in the case of women, there are three times more women who have second level qualifications working than educationally disadvantaged women working.”

World Education on The Girls' Access to Education (GATE) Program⁵⁹ pointed out that the reality in rural Nepal is that two-thirds of adolescent girls are not enrolled in formal schools. These illiterate, out-of-school girls are destined to lives of low status and limited opportunities. In 1998 World Education began the Girls' Access to Education (GATE) Program by developing a nine-month literacy curriculum that integrates adolescent health and girls' empowerment information and literacy training. While girls learn how to read, write and do basic mathematics, they learn about basic nutrition, reproductive health, the consequences of early marriage, early pregnancy, unsafe sex, STIs, and HIV/ AIDS. World Education developed a series of booklets for the program that focus on the dangers of trafficking, child rights, and safe migration. Out-of-school girls who participate in non-formal education programs like GATE achieve a basic primary education. This is an extraordinary and life-changing accomplishment for a low-status, illiterate girl, but it is only half the story. Many GATE graduates re-enroll into the formal school system to continue

their education. In 2002, the GATE Program will increase the number of GATE classes for adolescent girls. The program will also pilot work with parents' associations. This new component of the program will look towards the work that World Education has pioneered in Africa to assist in its development. World Education capacity builds and works through a network of non-governmental organizations to implement the program. With funding from private donations, USAID's Regional Anti-Trafficking Initiative, The Oak Foundation, the Claneil Family Foundation and UNICEF in Nepal, GATE continues to expand.

Women Education on New School Program, Egypt⁶⁰ states that one of the greatest obstacles to increasing primary school enrollment in Egypt, particularly for girls, is the limited availability of physical infrastructure, and the financial constraints in meeting the demand for expanded formal school coverage. Problems with lack of classrooms are further compounded by varying levels in the quality of teaching, high student to teacher ratios, a national shortfall in the number of trained teachers, and gender bias. Teachers and facilitators' perception about the roles of women in society can negatively affect the success rates of girls in primary school, especially when they indicate, through their teaching behavior, that boys are more intelligent and academically gifted than girls.

The New School Program (NSP) is aimed at increasing the access to and quality of education for primary school girls in Egypt. World Education

⁵⁹ World Education, *The Girls Access to Education (GATE) Program, Girls' and Women's Education, Project, By Sector, World Education 2001-03.*

⁶⁰ World Education, *New School Program, Egypt, Project, By Sector, World Education, 2001-03.*

works in partnership with CARE, EDC, EHAF Consulting Engineers, and Roa for Consultation and Training to help communities to respond to the challenges of education. Our role is to design and conduct training programs that will mobilize community involvement.

CONCLUDING REMARKS:

From the forgoing pages, it can be seen that although number of studies were conducted earlier on various aspects of women's education, no systematic study was conducted on the education of women students at secondary and college levels of Manipur. The present study would throw light on the same with special reference to the development and problems associated with the education of women students at secondary and college levels.

CHAPTER-III

METHODOLOGY

CHAPTER III

METHODOLOGY

3.0.0 INTRODUCTION

This chapter deals with the methods and procedures adopted to obtain necessary data with reference to the objectives. Historical-cum-descriptive method of research was adopted by the investigator for the present study. This method describes and interprets what exists at present. It is concerned with conditions and relationships that exist, practices that prevail, points of view or attitudes that are held and processes that are going on.

The data needed for the present study were collected from various documents and records maintained by different government offices, libraries and from different secondary schools and colleges through questionnaires and interview schedules.

3.1.0 POPULATION

The population of the present study consisted of all the secondary high schools and colleges in the state of Manipur. Such schools and colleges in the state fall under the following categories according to management.

- i) Government Secondary High Schools and Colleges
- ii) Aided Secondary High Schools and Colleges
- iii) Unaided/ Private Secondary High Schools and Colleges.

The information regarding the total number of secondary schools was obtained by the investigator after consulting the records of Directorate of School Education, Statistical Cell and the total number of colleges was obtained from the records of Directorate of Higher Education, Statistical Cell, Government of Manipur.

According to the records maintained, it was learned that there were 510 secondary High schools (178 governments, 98 aided and 234 private) and there were also 56 general colleges (23 governments, 6 aided and 27 private) at the time of inception of the study.

3.2.0 SAMPLE

Stratified random sampling method was used for selecting the sample of women students and teachers from government, aided and private schools and colleges spread over urban, semi-urban and rural areas of the state.

The investigator selected 100 secondary high schools out of 510 (19.60%) and 25 general colleges out of 56 (44.63%). The investigator decided to draw samples of women students from the selected secondary schools and colleges. However, the selection of samples of students was restricted to class-IX of selected secondary schools and 2nd year degree class of the selected colleges under study. Accordingly, 300 secondary school girl students and 250 college girl students were drawn. Besides, a sample of women teachers numbering 125 which included 100 secondary school teachers and 25 college teachers were also drawn according to the aforesaid procedure. However,

responses were received from 285 secondary school students, 232 college students, 92 school teachers and 24 college teachers only.

The break-up of schools and colleges were as follows: Government schools - 35 out of 178 (19.66%), Government colleges -15 out of 23 (65.21%). Aided schools -25 out of 98 (25.30%), Aided colleges- 2 out of 6 (33.33%). Private schools- 50 out of 234 (21.36%), Private colleges- 8 out of 27 (29.62%).

Thus, the sample finally consisted of 285 secondary school girl students, 232 college girl students, 92 secondary school women teachers and 24 college teachers.

3.3.0 SOURCES OF DATA

Both primary and secondary sources were used in the collection of information regarding women's education in Manipur.

The investigator used all the primary sources such as records maintained by the Directorate of School Education, Statistical Cell, Directorate of Higher Education, Statistical Cell, Statistical maintained by the Directorate of Public Instruction, Statistical Handbook maintained by the Directorate of Economic and Statistics, Government of Manipur.

The other sources of data included were the enrolment and examination results maintained by the Manipur Board of Secondary Education, Council of Higher Secondary School, and enrolment and examination results maintained by the Manipur University, Canchipur, Imphal.

Data were also collected from the concerned State Education Officers and Heads of the Institutions through interview schedules and also from a sample of women students and teachers through questionnaires.

3.4.0 DEVELOPMENT OF TOOLS

For the purpose of one of the objectives of the present study i, e. the problems associated with the education of women students at secondary and college levels of the state, the investigator had to collect information from the samples of women students and women teachers. The tools used for this purpose were 'Questionnaires' for women students and teachers and 'Interview Schedules' for State Education Officers and Heads of the different secondary schools and colleges.

3.5.0 CONSTRUCTION OF QUESTIONNAIRES

Questionnaire is a device for securing information by administering a set of questions to the respondents. As there was no ready-made questionnaire available for the present study, the investigator developed two questionnaires, one for the women teachers and the other for the women students in order to collect information regarding the problems associated with the education of women students at secondary and college levels of the state. Items under each of the two questionnaires were identified by the investigator. Though some of the items were common in the two questionnaires, many others were different.

In the questionnaire for teachers, first few questions in respect of their personal particulars were included. Then question regarding the different

problems of women students like classroom, infrastructural-facilities, curricula, and methods of teaching etc were also included.

The questionnaire for women students included items regarding the different problems like classroom, curriculum, teachers and methods of teaching, school and college facilities. Problems related to their parents/ home and their personal problems were also included. In this way the investigator drafted the two questionnaires for the present study. She however consulted related literature and books available in this connection.

After developing the questionnaires for teachers and women students, the investigator felt it necessary to ensure their content validity by obtaining the views and comments of a few experts. Accordingly, copies of the draft questionnaires for the present study were then submitted to six experts from the Department of Education, North Eastern Hill University, Shillong. The experts examined the draft questionnaires and gave their expert comments and suggestions for improving the same. Their suggestions were accepted and accordingly forms and contents of the questionnaires were modified. Some questions were deleted while some new questions were added. In some items the language and structure were also changed. The questions included both closed type and open-end type. The closed type questions included probable answers to tick mark the most appropriate answers. An additional items "Any other, please specify" was given towards the end of most of the items.

In this way both the questionnaires were finally constructed and cyclostyled copies were made and kept ready for administration.

3.6.O CONSTRUCTION OF INTERVIEW SCHEDULES

The investigator developed two interview schedules, one for the Heads of the different secondary schools and colleges and the other for the State Education Officers.

In the interview schedule for Heads, first they were asked to give their personal particular. Then questions regarding different problems associated with the education of women students in their Institution were asked. Problems like classroom, curricular, co-curricular activities and provision of facilities like reservation of seats for girls, hostel, scholarships etc. and future plan / step taken up by the heads for improving women education in their institutions were asked.

In the interview schedule for State Education Officers, first they were also asked to give their personal particulars. Then, questions regarding different problems associated with the education of women students at secondary and college levels of the state were asked. Then, questions regarding the various step/ policy taken up by the state for improving women education in the state were also asked.

3.7.0 DATA COLLECTION

The investigator went personally to distribute the questionnaires to most of the students and teachers of selected schools and colleges. The respondents were made to understand that their answers to the items in the questionnaire were intended to use only for research purpose and that their responses would be treated as confidential.

While distributing the questionnaires to the selected students and teachers, the investigator requested them to return the questionnaire promptly. After that the investigator continued to contact the respondents for returning the questionnaires. But in spite of repeated requests, data could not be collected from 15 secondary schools girl students, 18 college girl students and 8 school women teachers and 1 college women teacher. But because of time limit for the completion of the present study and because of the fact that non-receipt of the data from 15 school girls, 18 college girls and 9 women teachers would not effect the representativeness of the samples, the investigator decided not to pursue them. Accordingly, the questionnaires returned by 285 secondary school girl students, 232 college women students, 92 secondary schools women teachers, 24 college women teachers as well as the interview schedules administered to 20 secondary school Heads, 20 college Heads and 5 Education Officers were arranged for analysis.

3.8.0 METHOD OF ANALYSIS

The data regarding the problems associated with the education of women students at secondary and college levels collected from women students and teachers through questionnaires were analysed and tabulated. The data were analysed in terms of percentages.

CHAPTER-IV
DEVELOPMENT OF WOMEN'S
EDUCATION IN MANIPUR

CHAPTER – IV

DEVELOPMENT OF WOMEN'S EDUCATION IN MANIPUR

4.0.0 Before Independence

The women of Manipur have a distinct place in the Socio-cultural, religious and economic life of the society. However, inspite of this, the door of education was not open to them in the past. In Pre-British Manipur, except a few women of higher strata of society most of them did not get facilities of modern education. Even the education of women of some enlightened families was not of formal type in the beginning. They receipt their education in their own household, as no school existed in Manipur prior to 1898-99. They got lessons in rudimentary form of reading and writing. But knowledge of reading and writing was not accepted as qualification for a girl in the society. In Manipur skill in weaving, cooking and husking paddy was considered greater accomplishment for a girl. So the parents felt no necessity of sending their daughters to schools. Besides, the girls were too useful in the household activities and to that extent it was considered a great loss for the family to send their daughters to the schools. Due to this notion, it was difficult to get students for a girl school. But an enlightened public opinion in favour of girls education developed gradually. English educated youths began to reached the need of women's education and they

advocated strongly for the introduction of women education for the welfare of society.¹

The Government was indifferent to women's education in Manipur upto 1899. This slow progress of women education in Manipur was due to the limited number of educated and enlightened people in the state, who could not succeed initially in removing the old prejudices towards female education.²

With the beginning of the British occupation in 1891, many primary schools were established. These schools attracted increasing number of students. This indicates the recent origin of women's education in Manipur. The education of women did not make equal progress with that of men although it was hoped that in a state like Manipur where women hold such an important place and position in the economic activity, the schools would have been attended by greater number of girls than has actually been the case. The main difficulties encountered at the beginning of women's education was due to the rumour that as soon as the girls were satisfactorily taught to read, write and speak English, they were to be shipped off to England where there was said to be scarcity of marriageable women. The sole basis for this myth lay in the fact that at that time, none of the officers of government, civil and military, then serving in Manipur was married. The rumour hampered the attendance of girl students for some time.³ Further, the dearth of qualified women teacher and the general apathy on the part of

¹ Devi, M. S., *Development of Education in Manipur*, M. L. Gupta, Rajesh Publications, New Delhi, 2001, p-107.

² Ibid, p- 108

³ Ghosh, G. K. and Ghosh, S., *Women of Manipur*, A. P. H. Publishing Corporation, New Delhi, 1997, p-36.

parents towards education of their daughters are the factors responsible for the slow progress of girls education.

In 1898-99 women's education was started in Manipur for the first time. In this year two girls were admitted in one of the schools of Imphal area. The state government tried to secure a lady teacher too. The hope of recruiting a lady teacher was fulfilled in December 1899, when a L.P. School for girls was established at Moirangkhom. On the opening day of the school 12 girls were admitted in the school and the total enrolment of girls rose to 53 by March 1900.⁴

In 1900-1901, the total population of Manipur was 2,84,465 out of which 1,44,833 were women. The total number of girls studying in primary and middle schools was only 62 and the percentage of literacy was 0.04. In 1910-11, the number of literate girls increased to 217 and the percentage of literacy became 0.12 indicating about threefold increase within a decade.

In 1913-14, the Chief Commissioner of Assam, Sir Archdale Earle, came to Manipur to inspect the Johnstone School. During the course of his visit he established one middle vernacular school for imparting education among the Bengali girls and the school was named as Lady Earle Girls School, after his wife's name.

In 1930-31, the number of girl students rose to 689, out of the total women population of 2,29,791, making the female literacy as low as 0.03 per cent of the total women population.⁵

⁴ Devi, M. S., Opcit, p- 110

⁵ Devi, M. S., Opcit, p- 112.

In 1932-33, two more L.P. Schools for girls were established making 3 L.P. schools for them. The fourth girl school, Sagolband Aided U.P. School was established in 1934-35.

In 1935, the first girls' high school was set up at Imphal by Sir Churachand the then Maharaja of Manipur after the name of his eldest daughter, Maharaja Kumari Tamphasana. On the recommendation of Manipur State Durbar, Tamphasana Girls' High School was taken over by the Government on June 1, 1946 as a Government school.

In 1937-38, the number of girls attending primary and middle schools increased to 929 which was the highest in the pre-independence period and it was only in 1938 that the first Manipuri girl passed the matriculation examination. Subsequently, there was a decline in the number of female students, primarily due to certain rumours about the exporting of educated girls to England and secondly, on account of the Second World War.

In 1940-41, out of the total women population of 2,62,886, the number of women students was 1,594 which formed 0.61 per cent of the total women population.⁶

Thus, the education of women in Manipur was mostly neglected before 1947. This was not very much due to the prevalence of ill social customs but mainly out of ignorance of the people regarding the value of women's education. The condition of women in Manipur before Independence reflects upon the time honoured tradition of considering the secluded corners of her home as the proper place of women. Thus,

⁶ Devi, M. S., Opcit, p- 112.

education was confined mainly to the domestic or school education of the girls of the royal or well-to-do families.

4.1.0 After Independence

Women's education acquired great significance in Manipur after its accession to the Indian Union. And steadily there has been a considerable progress in the field of women's education in Manipur after independence as indicated by –

- increase in female literacy percentage
- increase in girls women institutions
- increase in enrolment of women students
- increase in the percentage of pass in different examinations
- increase in the number of women teachers.

Since there are limited sources/materials and no secondary sources available for the present study, the findings and interpretation has been based entirely from the statistics available only.

Table 4.1.1 shows the progress of female literacy in Manipur since 1951 to 2001.

Table 4.1.1: Progress of female literacy in Manipur:

Year	Total population	Total P.C.of literacy	Male	Female
1951	5,77,635	11.4	20.77	2.36
1961	7,80,037	30.4	45.12	15.93
1971	10,72,753	32.9	46.40	19.53
1981	14,20,953	41.3	53.29	29.06
1991	18,37,149	59.9	71.63	47.60
2001	23,88,634	68.87	77.87	59.70

Source: Statistical Handbook of Manipur, 2002.

The table shows that there has been a progressive development of women's education in the state since 1951. In the year 1951, the total population of the state was 5,77,635. The total percentage of literacy was 11.4, out of which male literacy was 20.77 per cent but female literacy was restricted to only 2.36 per cent. However, in the year 1960-61, there was a marked increase in the percentage of literacy reaching 30.4, while the percentage of male literacy was 45.12 and that of women was 15.93.

In the year 1970-71, out of the total population of 10,72,753, the total percentage of literacy was 32.9, while the male literacy percentage was 46.4 and that of female was only 19.53. In 1981, out of the total population of 14,20,953, the total percentage of literacy being 41.5 while the percentage of male literacy was 53.29 and that of female was 29.06.

With the great effort made by the State government in the hope of ensuring cent percent (100%) literacy by 2000 A.D. the literacy scene in the state was greatly changed at the close of 1980's. By 1991, Manipur has got 9,16,692 literate persons out of the total population of 18,37,149 and thus literacy rate works to be 59.89%, whereas the male literacy increased to 71.63 per cent of the total male population. Female literacy too increased to 47.60 per cent of the total female population.

By 2001, the total population of the state was 23,88,634 and the total percentage of literacy in the state was 68.87%. While the percentage of male literacy was 77.87% and that of female was 59.70 per cent. However, female literacy with reference to male literacy has not yet reached the satisfactory

level and as such, the state has to go for a special drive on female literacy so as to make atleast 80 percent of female population literate by 2011.

The increasing number of Girls'/ Womens' institutions in Manipur since 1950-51 to 2001-2002 has been given in the following tables:

Table 4.1.2: Number of Girls' primary schools in Manipur:

PRIMARY NURSERY + PRIMARY + MIDDLE			
YEAR	Total Primary	Girls' school	
		Nos.	In % of Total
1950-51	526	28	5.32
1955-56	966	43	4.45
1960-61	1,660	167	10.06
1965-66	2,077	228	10.97
1970-71	2,472	312	12.62
1975-76	3,463	250	7.21
1980-81	2,860	223	7.79
1984-85	2,717	201	7.39
1990-91	2,934	82	2.79
1995-96	2,547	63	2.47
1996-97	2,414	148	6.13
1997-98	2,547	148	5.81
1998-99	2,571	163	6.33
1999-2000	2,572	163	6.33
2000-2001	2,572	163	6.33
2001-2002(P)	2,573	163	6.33

Source: Statistical Handbook of Manipur 2002.

P-Provisional

Primary schools for girls (including nursery and middle primary) have increased from 28 in 1950-51 to 312 of the total 2472 schools during 1970-71. However, the girl institutions were drastically reduced to only 63 by 1995-96. During 1996-97 their number increased to 148 and in the year 2001-

Table 4.1.4: Number of Women's Colleges in Manipur:

DEGREE COLLEGES			
YEAR	Total Colleges	Women's College	
		Nos.	In % of Total
1950-51	1	-	-
1955-56	2	-	-
1960-61	2	-	-
1965-66	11	1	9.09
1970-71	12	1	8.33
1975-76	20	2	10.00
1980-81	24	2	8.33
1984-85	28	2	7.14
1990-91	29	2	6.89
1995-96	50	7	14.00
1996-97	50	7	14.00
1997-98	51	7	13.72
1998-99	50	7	14.00
1999-2000	58	6	10.34
2000-2001	25*	2*	8.00

Source: Statistical Handbook of Manipur 2002. *Excludes Private Colleges

Prior to 1965-66, there was no women's college in the State. The first women's college was established in 1965 with great demand and pressure from the public. However, not much progress was made upto 1990-91, till then the number of women's college was restricted to only 2. By 1995-96, the state had 7 women's colleges. But by 1999-2000, the number of women's colleges had gone down to 6. All the women's colleges in the state are concentrated mainly in the valley districts. The hill districts are still devoid of womens' college.

Table 4.1.5 shows the sex-wise analysis of student enrolment at secondary level in the state since 1990-91 to 2001-2002.

Table 4.1.5: Sex-wise analysis of students enrolment at secondary level.

SECONDARY SCHOOLS (HIGH/ HIGHER SECONDARY)					
Year	Total Enrolment	Male	In % of Total	Female	In % of Total
1990-91	1,29,262	71,451	55.27	57,811	44.72
1991-92	1,72,551	94,412	54.71	78,139	45.28
1992-93	1,84,587	1,00,527	54.46	84,060	45.53
1993-94	1,82,923	98,711	53.96	84,212	46.03
1994-95	1,93,773	1,04,742	54.05	89,031	45.94
1995-96	1,97,162	1,06,830	54.18	90,332	45.81
1996-97	2,06,945	1,11,441	53.85	95,504	46.14
1997-98	2,21,027	1,19,654	54.13	1,01,373	45.86
1998-99	2,23,918	1,19,364	53.30	1,04,554	46.69
1999-2000	2,27,046	1,20,314	52.99	1,06,732	47.00
2000-2001	2,36,465	1,25,344	53.01	1,11,121	46.69
2001-2002(P)	2,49,884	1,33,575	53.45	1,16,309	46.34

Source: Statistical Handbook of Manipur 2002.

P- Provisional

From the table, it has been seen that the girl students enrolled at secondary level of education since 1990-91 is increasing continuously in absolute number and percentage share.

In 1990-91, the total enrolment of students at secondary level was 1,29,262. Out of that, the enrolment of male students was 71,451 (55.27%) while that of female were 57,811 (44.72%). The girl students enrolled in secondary schools have increased from only 57,811 (44.72%) to 95,504 (46.14%) during 1996-97 and by 2001-02, the girl students enrolled in secondary schools has reached 1,16,309 (46.34%). In spite of this trend, the absolute number of girl students enrolled at secondary level was always behind the number of male students enrolled.

Table 4.1.6 shows the sex-wise analysis of student enrolment of college level in the state since 1990-91 to 2000-2002.

Table 4.1.6: Sex-wise analysis of student enrolment at college level.

COLLEGE FOR GENERAL EDUCATION					
Year	Total Enrolment	Male	In % of Total	Female	In % of Total
1990-91	39,124	22,427	57.32	16,697	42.67
1991-92	28,807	11,992	57.63	8,815	42.36
1992-93	33,052	18,720	56.63	14,332	43.36
1993-94	41,564	23,692	57.00	17,872	42.99
1994-95	45,310	26,020	57.42	19,290	42.57
1995-96	45,333	26,655	58.79	18,678	41.20
1996-97	43,577	23,560	54.06	20,017	45.93
1997-98	44,849	24,249	54.06	20,600	45.93
1998-99	45,818	24,411	53.27	21,407	46.72
1999-2000	31,801	15,489	48.70	16,312	51.29
2000-2001	18,664*	10,053*	53.86*	8,611*	46.13*

Source: Statistical Handbook of Manipur 2002. *Excludes private colleges

In the case of college level, the growth trend of women students enrolled in colleges was very slow and did not make much progress till 1995-96.

In 1990-91, the total number of students enrolled was 39,124, out of that, the total number of male students enrolled was 22,427 (57.32%) while that of female was only 16,697 (42.67%). After 1995-96 women enrolled in colleges have increased considerably. They numbered 18,678 (41.20%) in 1995-96 forming (41.20%) of the total college students enrolled and increased to 21,407 (46.72%) by 1998-99. In spite of this increasing trend, the absolute number of women students enrolled at college level was reduced to 16,312 (51.29%) in 1999-2000 from the proceeding year. Though

separate number of women students enrolled in colleges is not available for the period of 2000-2001 and 2001-2002. It is expected to share about 50% of the total enrolment.

Thus, the enrolment of girls/women students at secondary and college level of education has been increasing every year in the State. But in comparison to the enrolment of boys, girls are still lacking behind.

Table 4.1.7 presents the sexwise analysis of successful students in High School Leaving Certificate (H.S.L.C.) examinations in the state since 1990-91 to 2001-2002.

Table 4.1.7: Sexwise Analysis of High School Leaving Certificate (H.S.L.C.) Examination Results:

YEAR	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1990-91	25,527	10,206 (39.98)	22,225	7,932 (35.69)
1991-92	10,137	3,342 (32.97)	7,992	1,996 (24.97)
1992-93	19,518	4,494 (23.02)	14,998	2,680 (17.87)
1993-94	18,015	4,848 (26.91)	17,511	3,189 (18.21)
1994-95	22,036	7,910 (35.89)	21,550	6,248 (28.99)
1995-96	20,155	6,986 (34.66)	19,750	5,335 (27.01)
1996-97	20,586	9,781 (47.51)	20,850	8,360 (40.09)
1997-98	23,084	12,013 (52.04)	23,179	10,403 (44.89)
1998-99	13,935	6,157 (44.18)	11,363	4,516 (39.74)
1999-2000	15,684	6,727 (42.89)	15,746	5,255 (33.37)
2000-2001	17,386	7,211 (41.48)	16,679	2,798 (16.78)
2001-2002	15,856	4,412 (27.83)	15,502	2,798 (18.05)

Source: i). Board of Secondary Education, Manipur

ii). Statistical Handbook of Manipur 2002

The table indicates that in the year 1990-91, the total number of boy students appeared in H.S.L.C examination was 25,527, out of that the

number of boy students passed was 10,206 (39.98%), while the total number of girl students appeared for the same year was 22,225 and the number of girls passed was 7,932 (35.69%).

The pass percentage of girl students was slightly reduced afterwards. However, it was increased to 44.89% in 1997-98. Again in the year 2001-2002, out of the total 15,856 boys appeared, the pass percentage was 39.98%, while the pass percentage of girls was reduced to only 18.05% out of the total 15,502 girls appeared.

Comparing the pass percentages of boys and girls, it has been observed that the pass percentage of girl students has been always lower than that of boy students every year in the H.S.L.C examinations.

The sexwise analyses of successful students in different Higher Secondary School Leaving Certificate Examinations in the State from 1995-96 to 2001-2002 are given in the following tables.

Table 4.1.8: Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Arts Examination Results:

Year	ARTS			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1995-96	6,317	2,243 (35.51)	7,534	2,438 (32.36)
1996-97	6,007	3,622 (60.29)	7,406	4,650 (62.79)
1997-98	4,192	2,218 (52.91)	4,999	2,740 (54.81)
1998-99	5,042	3,036 (60.21)	5,930	3,624 (61.11)
1999-2000	4,946	2,999 (60.63)	5,790	3,672 (63.42)
2000-2001	4,208	2,235 (53.11)	4,402	2,268 (51.52)

Source: i). Council of Higher Secondary Education, Manipur.

ii). Statistical Abstract of Manipur 2001.

From the table, it has been observed that in the year 1995-96, the total number of boy students appeared in H.S.S.L.C. Arts examination was 6317, out of which only 35.51% boys were passed. The total number of girls students appeared for the same year was 7534 and the pass percentage was only 32.36%. In 1999-2000, the pass percentage of boys was increased to 60.63% and the pass percentage of girls was also increased to 63.42%. But by 2000-2001, the pass percentage of boys was reduced to 53.11% out of the total 4,402 boy students appeared, while that of girls was reduced to 51.52% out of the total 4,402 girl students appeared.

Table 4.1.9: Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Science Examination Results

Year	SCIENCE			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1995-96	4,451	2,889 (64.91)	2,682	1,740 (64.88)
1996-97	5,672	4,480 (78.98)	3,836	2,968 (77.37)
1997-98	4,821	3,704 (76.83)	3,620	2,907 (80.30)
1998-99	6,239	5,106 (81.84)	4,754	3,876 (81.53)
1999-2000	6,656	5,481 (82.35)	5,097	4,258 (83.54)
2000-2001	6,179	4,799 (77.66)	4,832	3,826 (79.18)

Source: i). Council of Higher Secondary Education, Manipur.

ii). Statistical Abstract of Manipur 2001.

In H.S.S.L.C Science examination, the total number of boy students appeared and girl students appeared for the year 1995-96 were 4,451 and 2,682 respectively and the pass percentage of boys was 64.91% and that of girls was 64.88%. In 1999-2000, the pass percentage of boys was increased to 82.35% and that of girls was increased to 83.54% which was higher than

that of boys. But by 2000-2001, the pass percentage of boys was reduced to 77.66 % out of the total 6,179 boy students appeared while that of girls was reduced to 79.18% out of the total 4,832 girl students appeared.

Table 4.1.10 : Sexwise Analysis of Higher Secondary School Leaving Certificate (H.S.S.L.C.) Commerce Examination Results.

Year	COMMERCE			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1995-96	361	212 (58.73)	139	106 (76.26)
1996-97	406	287 (70.69)	190	150 (78.95)
1997-98	402	290 (72.14)	183	132 (72.13)
1998-99	474	303 (63.92)	313	226 (72.20)
1999-2000	546	377 (69.05)	279	217 (77.78)
2000-2001	450	290 (64.44)	211	153 (72.51)

Source: i). Council of Higher Secondary Education, Manipur.

ii). Statistical Abstract of Manipur 2001.

In H.S.S.L.C Commerce examination, the total number of boy students appeared in the year 1995-96 was 361, out of which 58.73% (212) boys were passed. The total number of girl students appeared for the same year was 139 and the pass percentage was 76.26% {106}. The pass percentage of girls was increased to 78.95% in 1996-97, but in 1998-99, it was reduced to 72.20% and in 1999-2000, it was again increased to 77.78% which was higher than that of boys which was only 69.05%. By the year 2000-2001, out of the total 450 boys appeared, the pass percentage of boys was 64.45% and the pass percentage of girls was 72.51% out of the total 211 girls appeared.

Comparing the performance of boys and girls in different H.S.S.L.C examination, it has been observed that there was no much variation between the two. The pass percentages of girls in H.S.S.L.C Arts, Science, and Commerce examinations has been found to be higher than those of boys in some of the years. This shows the improving performance of girls in different H.S.S.L.C examinations.

The sexwise analysis of successful students in different Degree Final Examinations in the state since 1994-95 to 2000-2001 are given in the following tables:

Table 4.1.11: Sexwise Analysis of B.A. Final Examination Results.

Year	ARTS			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1994-95	2,222	690 (31.05)	2,017	1,499 (74.32)
1995-96	2,633	2,072 (78.69)	2,038	1,520 (74.58)
1996-97	2,493	1,996 (80.06)	2,190	1,751 (79.59)
1997-98	2,365	1,953 (82.58)	2,337	2,042 (87.38)
1998-99	2,032	1,349 (66.39)	3,099	1,991 (64.25)
1999-2000	2,473	1,037 (41.93)	3,127	1,656 (52.95)
2000-2001	2,851	822 (28.83)	3,215	1,020 (31.72)

Source: i). Manipur University, Canchipur.

ii). Statistical Abstract of Manipur 2001.

From the table, it has been found that in 1994-95, the total number of male students appeared in B.A final. examination was 2,222, out of that the total number of male students passed was 690 (31.05%). The total number of female students appeared for the same year was 2,017 and the number of

female students passed was 1,499 (74.32%). The percentage of female students has been increasing and in 1997-98 it has reached 87.38% and the pass percentage of male was increased to 82.58%. But the pass percentage of female has been reduced afterwards and by the year 2000-2001, out of the total 3,215 female students appeared, the pass percentage of female was reduced to only 31.73% while that of male was reduced to only 28.83% out of the total 2,851 male students appeared.

Table 4.1.12: Sexwise Analysis of B.Sc. Final Examination Results.

Year	SCIENCE			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1994-95	1,448	1,201 (82.94)	955	520 (54.45)
1995-96	2,036	1,409 (69.20)	1,076	838 (77.88)
1996-97	1,727	1,057 (61.20)	834	616 (73.86)
1997-98	1,866	1,375 (73.69)	1,083	910 (84.02)
1998-99	1,936	1,389 (71.74)	1,824	1,318 (72.26)
1999-2000	2,289	1,016 (44.39)	1,083	763 (70.45)
2000-2001	2,316	884 (38.17)	1,035	694 (67.05)

Source: i). Manipur University, Canchipur.

ii). Statistical Abstract of Manipur 2001.

In B. Sc final examination, the total number of male students appeared for the year 1994-95 was 1,488 and the pass percentage was 82.94 %. The total number of female students appeared for the same year was 955 and the pass percentage was 54.45%. In the year 1997-98, the pass percentage of female was increased to 84.02% while that of male was reduced to 73.69%. But in the year 2000-2001, the pass percentage of female was reduced to 67.05%, out of the total 1,035 female students

appeared and the pass percentage of male was reduced to only 38.17%, out of the total 2,316 male students appeared.

Table 4.1.13: Sexwise Analysis of B. Com. Final Examination Results.

Year	COMMERCE			
	BOYS		GIRLS	
	No. of Boys Appeared	No. of Boys Passed & %	No. of Girls Appeared	No. of Girls Passed & %
1994-95	104	85 (81.73)	40	25 (62.50)
1995-96	125	105 (84.00)	44	30 (68.18)
1996-97	120	16 (13.33)	47	15 (33.91)
1997-98	109	91 (83.49)	59	50 (84.74)
1998-99	169	87 (51.48)	84	49 (58.33)
1999-2000	152	69 (45.39)	69	40 (57.97)
2000-2001	105	84 (80.00)	84	50 (59.52)

Source: i). Manipur University, Canchipur.

ii). Statistical Abstract of Manipur 2001.

In B.Com final examination, the total number of male and female students appeared in 1994-95 were 104 (male) and 40 (female) and their pass percentages were 81.73% (male) and 62.50% (female) respectively. In the year 1996-97, the pass percentage of male was reduced to only 13.33% while that of female was reduced to 33.91%. Again in 1999-2000, the pass percentage of male was increased to 45.39% and that of female was increased to 57.97%. But in the year 2000-2001, out of the total 105 male students appeared the pass percentage was 80.00% while that of female was 59.52% out of the total 84 female students appeared.

Comparing the pass percentages of male and female students in different Degree Final examinations. It has been found that, the pass percentages of female students in B.A. and B. Sc. Final examinations were

much better and higher in most of the years whereas in B. Com. final examination, the pass percentage of male was much higher than those of female students in most of the years.

Table 4.1.14 shows the sexwise analysis of staffing pattern (no. of teachers) in secondary schools of the State since 1950-51 to 2001-2002.

Table 4.1.14: Sexwise analysis of staffing pattern at secondary level.

HIGH/ HIGHER SECONDARY					
Year	Total	Male	In %	Female	In %
1950-51	172	142	100.00	-	-
1960-61	806	757	93.92	49	6.08
1965-66	1,568	1,429	91.13	139	8.86
1970-71	1,878	1,692	90.10	186	9.90
1975-76	2,703	2,343	86.70	360	13.32
1980-81	3,650	3,009	82.44	641	17.56
1984-85	5,172	3,964	76.64	1,208	23.36
1989-90	7,100	4,963	69.90	2,137	30.10
1990-91	7,770	5,230	67.31	2,540	32.69
1991-92	9,195	6,073	66.05	3,122	33.95
1992-93	9,766	6,323	64.75	3,443	35.25
1993-94	9,477	6,103	64.40	3,374	35.60
1994-95	9,746	6,259	64.22	3,487	35.78
1995-96	9,690	6,226	64.25	3,464	35.75
1996-97	10,491	6,724	64.09	3,767	35.91
1997-98	10,153	6,365	62.69	3,788	37.31
1998-99	10,733	6,602	91.51	4,131	38.49
1999-2000	10,990	6,811	61.97	4,179	38.03
2000-2001	12,097	7,510	62.08	4,587	37.92
2001-2002	12,060	7,490	62.11	4,570	37.89

Source: Statistical Handbook of Manipur, 2002.

Not a single female teacher was employed in secondary schools till 1950-51. By 1960-61 there were 49 female teachers in secondary schools.

Their number increased slowly and steadily and by 1990-91 reached to 2540 forming 32.69% of the total 7,770 teachers in secondary schools. And by 2001-2002, it has increased to 4,570 forming 37.89% of the total 12,060 secondary schools teachers. So, there was an increase of 2,030 female teachers during the period from 1990-91 to 2001-2002.

Table 4.1.15 shows the sexwise analysis of staffing pattern (no. of teachers) in colleges of the State since 1950-51 to 2000-2001.

Table 4.1.15: Sexwise analysis of staffing pattern at colleges level.

COLLEGES FOR GENERAL EDUCATION					
Year	Total	Male	In %	Female	In %
1950-51	14	14	100.00	-	-
1960-61	71	67	94.37	4	5.63
1965-66	274	274	94.89	14	5.11
1970-71	368	333	90.48	35	9.51
1975-76	615	527	85.69	88	14.31
1980-81	1,045	811	77.61	234	22.39
1984-85	1,226	888	72.43	338	27.57
1989-90	1,083	761	70.27	322	29.73
1990-91	1,025	765	74.63	260	25.37
1991-92	1,110	832	74.95	278	25.05
1992-93	1,110	832	74.95	278	25.05
1993-94	2,245	1,485	66.15	760	33.85
1994-95	2,259	1,499	66.36	760	33.64
1995-96	2,541	1,639	64.50	902	35.50
1996-97	2,695	1,686	62.56	1,009	37.44
1997-98	2,898	1,811	62.49	1,087	37.51
1998-99	2,898	1,811	62.49	1,087	37.51
1999-2000	2,841	1,763	62.06	1,078	37.94
2000-2001	1,267	765	60.38	502	39.62

Source: i). Statistical Handbook of Manipur, 2002.

There were no female teachers in the colleges of Manipur before 1960-61. In 1960-61 there were only 4 female teachers in colleges. But by 1990-91, the number of female teachers was increased to 260 out of the total number of 1,025 college teachers. But now with the expansion of facilities and the realization of the impact of education on women the state has got 1,078 women lecturers out of the total 2,841 lecturers in 1999-2000. The percentage of women college teachers in 1999-2000 rouse to 39.62.

Though the number of girls' institutions and girls enrolment have increased impressively in the State, the percentage of women staff in teaching profession is still very low in comparison with that of their male counterparts.

CHAPTER-V
ANALYSIS AND INTERPRETATION
OF DATA

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

5.0.0. INTRODUCTION

The present chapter deals with the analysis and interpretation of data collected by the investigator with reference to the various objectives of the study.

As regards, development of women's education in Manipur, enrolment, examination results and number of female teachers in different secondary schools and colleges of Manipur (vide the first, second and third objectives of the study) the information were collected mainly from the office records, reports and relevant books etc, and details are given in the earlier chapter i.e. chapter IV under appropriate headings and tables.

As regards problems associated with the education of women students at secondary and college levels (vide the fourth objective of the study) the data were mainly collected by administering questionnaires to the samples of women students and women teachers of different secondary schools and colleges. The information so collected were however, supplemented by interviewing selected Education Officers of the State and Heads of Institutions.

The analysis of data collected from the women students and women teachers of different secondary schools and colleges are given in the following pages. The findings of the study in respect of this objective given in

the next chapter are based on the interpretation of data collected through questionnaires as well as information obtained by interviewing Education Officers and Heads of institutions.

5.1.0. ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN STUDENTS

The analysis of data collected from women students of secondary schools and colleges of different types are given under different sub-heads as under. The analysis has been given in terms of percentages. The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers.

5.1.01. Ventilation in classrooms

On analysis of the responses given by students, it was found that majority of the schools' classrooms (85.96%) and colleges (72.41%) were well lighted and ventilated.

5.1.02. Classroom basic facilities

The analysis of data with regard to classroom basic facilities reveals that 80.07% of the schools and 84.91% of the colleges had enough basic facilities like- chalks and duster, chairs and tables, blackboard, benches and desks.

5.1.03. Classroom atmosphere

The analyses of data regarding students' opinion on classroom atmosphere are given in Table 5.1.1. and Table 5.1.2.

Table 5.1.1: Opinion on classroom atmosphere

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Dull and boring	26 (9.12)	76 (32.75)	10 (3.50)	12 (5.17)	59 (20.70)	32 (13.79)	95 (33.33)	120 (51.72)
Not dull and boring	72 (25.26)	64 (27.58)	35 (12.28)	8 (3.44)	83 (29.12)	40 (17.24)	190 (66.66)	112 (48.27)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that only 33.33% of school girls found classes dull and boring while 51.72% of college girls found classes dull and boring.

Table 5.1.2: Reasons for finding classes dull and boring:

Reasons	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Teachers are lazy	8 (8.42)	8 (6.66)	3 (3.15)	-	5 (5.26)	6 (5.00)	16 (16.84)	14 (11.66)
Teachers are not interested	2 (2.10)	13 (10.83)	-	-	8 (8.42)	4 (3.33)	10 (10.52)	17 (14.16)
Students are not attentive	10 (10.52)	38 (31.66)	4 (4.21)	9 (7.57)	18 (18.94)	12 (10.00)	32 (33.68)	59 (49.16)
Students are noisy	6 (6.31)	17 (14.16)	3 (3.15)	3 (2.50)	28 (29.47)	10 (8.33)	37 (38.94)	30 (25.00)
TOTAL	26 (27.36)	76 (63.33)	10 (10.52)	12 (10.00)	59 (62.10)	32 (26.66)	95 (100.00)	120 (100.00)

The table indicates that the highest percentage of school girls (38.94%) stated the reason that students are noisy inside the class and the lowest percentage of school girls (10.52%) stated the reason that teachers are not interested in their teaching.

On the other hand, the highest percentage of college girls (49.16%) stated the reason that students are not attentive in the class and lowest percentage of college girls (11.66%) stated the reason that teachers are lazy.

5.1.04. Number of periods per day

The analysis of data with regard to period reveals that large majority of the schools (91.92%) had seven periods per day and majority of colleges had four (31.90%) and five (28.88%) periods per day.

5.1.05. Arrangement of time-table

The analysis of the responses given by women students reveals that 55.78% of the school students and 39.65% of the college students were not satisfied with the arrangement of timetable.

The main reason given by majority of the school students (48.42%) and college students (51.02%) was that the arrangement of timetable is not systematic.

5.1.06. Duration of a period

The analysis of data with regard to duration of a period shows that in majority of the schools (58.59%) the duration of a period was 40 minutes and in majority of the colleges (82.72%) the duration of a period was 45 minutes.

The analysis of the responses given by women students reveals that majority of the school students (72.67%) and college students (50.43%) found the duration of a period alright.

5.1.07. Seating arrangements inside classroom

On analysis of the responses given by women students, it was found that majority of the schools (63.15%) and colleges (57.75%) had separate seating arrangement for boys and girls inside the classroom.

With regard to separate seating arrangement it was also found that large majority of the school girls (77.89%) and college girls (81.03%) favoured separate seating arrangement for boys and girls inside the classroom.

5.1.08. Library facilities

The analyses of data with regard to provision of library facilities and availability of textbooks in the library are given in Table 5.1.3 and Table 5.1.4 respectively.

Table 5.1.3: Provision of library facilities:

Library facilities	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	32 (11.22)	140 (60.34)	20 (7.01)	20 (8.62)	60 (21.05)	50 (21.55)	112 (39.29)	210 (90.51)
Not provided	66 (23.15)	-	25 (8.77)	-	82 (28.77)	22 (9.48)	173 (60.70)	22 (9.48)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that only 39.29% of the schools were provided library, whereas all the colleges 90.15% except a few private colleges 9.48% were provided library facilities.

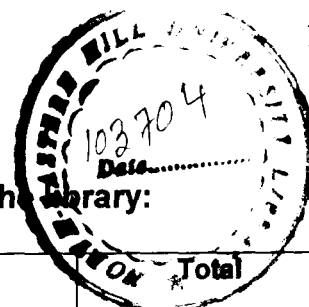


Table 5.1.4: Provision of sufficient textbooks in the library:

Sufficient textbooks	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	10 (8.92)	54 (25.71)	9 (8.03)	8 (3.80)	26 (23.21)	20 (9.52)	45 (40.17)	82 (39.04)
Not provided	22 (19.64)	86 (40.95)	11 (9.82)	12 (5.71)	34 (30.35)	30 (9.52)	67 (59.82)	128 (60.95)
TOTAL	32 (28.57)	140 (66.66)	20 (17.85)	20 (9.52)	60 (53.57)	50 (23.80)	112 (100.00)	210 (100.00)

The table indicates that only 39.04% schools and 40.17% colleges had sufficient textbooks in the library.

5.1.09. Reading room facilities

The analyses of data regarding provision of reading room and separate reading room facilities are given in Table 5.1.5, Table 5.1.6 and Table 5.1.7:

Table 5.1.5: Provision of reading room facilities:

Reading room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	20 (17.85)	90 (42.85)	14 (12.50)	15 (7.14)	40 (35.71)	27 (12.85)	74 (66.07)	132 (62.85)
Not provided	12 (10.71)	50 (23.80)	6 (5.35)	5 (2.38)	20 (17.85)	23 (10.95)	38 (33.92)	78 (37.14)
TOTAL	32 (28.57)	140 (66.66)	20 (17.85)	20 (9.52)	60 (53.57)	50 (23.80)	112 (100.00)	210 (100.00)

From the table, it was observed that majority of the schools (66.07%) and colleges (62.85%) with library provided reading room in the library.

Table 5.1.6: Provision of separate reading room facilities:

Separate reading room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	-	38 (28.78)	6 (8.10)	-	24 (32.43)	-	30 (40.54)	38 (28.78)
Not provided	20 (27.02)	52 (39.39)	8 (10.81)	15 (11.36)	16 (21.62)	27 (20.45)	44 (59.45)	94 (71.21)
TOTAL	20 (27.02)	90 (68.18)	14 (18.91)	15 (11.36)	40 (54.05)	27 (20.45)	74 (100.00)	132 (100.00)

It was observed from the table that majority of the schools (59.45%) and colleges (71.21%) with library did not provide separate reading room facilities for boys and girls.

Table 5.1.7: Opinion on separate reading room facilities:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	20 (45.45)	40 (42.55)	6 (13.63)	10 (10.63)	16 (36.36)	20 (21.27)	42 (95.45)	70 (74.46)
Not favoured	-	12 (12.76)	2 (4.54)	5 (5.31)	-	7 (7.44)	2 (4.54)	24 (25.53)
TOTAL	20 (45.45)	52 (55.31)	8 (18.18)	15 (15.95)	16 (36.36)	27 (28.72)	44 (100.00)	94 (100.00)

The table also indicates that large majority of school girls (95.45%) and college girls (74.46%) who did not have separate reading rooms in the library were in favour of having separate reading rooms for boys and girls in the library.

5.1.10. Library in-charge

On analysis of the responses given by women students, it was found that very few schools (5.35%) had a full time librarian and in majority of the

schools (73.21%) teachers were in-charge of the library, while majority of the colleges (61.42%) had a full time librarian.

5.1.11. Laboratory facilities

Data with regard to provision of laboratory, provision of sufficient equipments and sufficient space inside the laboratory are analysed in Table 5.1.8, Table 5.1.9 and Table 5.1.10:

Table 5.1.8: Provision of laboratory facilities:

Lab facilities	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	52 (18.24)	118 (50.86)	30 (10.52)	20 (9.62)	85 (29.82)	54 (23.27)	167 (58.59)	192 (82.75)
Not provided	46 (16.14)	22 (9.48)	15 (5.26)	-	57 (20.00)	18 (7.75)	118 (41.40)	40 (17.24)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table shows that majority of the schools (58.59%) and large majority of the colleges (82.75%) provided laboratory facilities.

Table 5.1.9: Provision of sufficient laboratory equipments:

Lab equipments	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Sufficient	15 (8.98)	70 (36.45)	18 (10.77)	7 (3.64)	45 (26.94)	22 (11.45)	78 (46.70)	99 (51.56)
Not sufficient	37 (22.15)	48 (25.00)	12 (7.18)	13 (6.77)	40 (23.95)	32 (16.66)	89 (53.29)	93 (48.43)
TOTAL	52 (31.13)	118 (61.45)	30 (17.96)	20 (10.41)	85 (50.89)	54 (28.12)	167 (100.00)	192 (100.00)

The table shows that only 46.70% schools had sufficient laboratory equipments while 51.56% colleges had sufficient laboratory equipments.

Table 5.1.10: Provision of sufficient space inside the laboratory:

Sufficient space	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	15 (8.98)	48 (25.00)	17 (10.17)	5 (2.60)	35 (20.95)	20 (10.41)	67 (40.11)	73 (38.02)
Not provided	37 (22.15)	70 (36.45)	13 (7.78)	15 (7.81)	50 (29.94)	34 (17.70)	100 (59.88)	119 (61.97)
TOTAL	52 (31.13)	118 (61.45)	30 (17.96)	20 (10.41)	85 (50.89)	54 (28.12)	167 (100.00)	192 (100.00)

The table shows that majority of the schools (59.88%) and colleges (61.97%) did not provide sufficient space for all students inside the laboratory.

5.1.12. Co-curricular activities

On analysis of the responses given by women students, it was observed that majority of the schools (61.05%) and colleges (60.34%) provided co-curricular activities for women students. The activities generally provided were extempore speech, essay writing competition, skid and drama, debate, singing and dancing etc.

It was also observed that very few schools and colleges provided activities like NSS and Girls Guide.

5.1.13. Playground facilities

The analysis of data regarding provision of playground shows that majority of the schools (72.28%) and colleges (59.05%) had a playground

and the games and sports generally organized for women students were athletics, volley-ball, basket ball, hand ball and kabaddi.

5.1.14. Organisation of indoor games

The analysis of data regarding organisation of indoor games for women students reveals that very few schools (37.19%) and colleges (40.51%) organised indoor games and the games mostly played by women students were table tennis, badminton, carom, chess and chinese checkers.

5.1.15. Drinking water facilities

The analysis of data with regard to provision of drinking water is given in Table 5.1.11:

Table 5.1.11: Provision of drinking water facilities:

Drinking water	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	52 (18.24)	50 (21.55)	32 (11.22)	6 (2.58)	74 (25.98)	36 (15.51)	158 (55.43)	92 (39.65)
Not provided	46 (16.14)	90 (38.79)	13 (4.56)	14 (6.03)	68 (23.85)	36 (15.51)	127 (44.56)	140 (60.34)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that majority of the schools (55.43%) provided drinking water and the water mainly provided was ordinary water. While very few colleges (39.65%) provided drinking water which was mainly ordinary water.

5.1.16. student's common room facilities

Data regarding provision of student's common room and provision of separate common room for girls are analysed in Table 5.1.12 and Table 5.1.13:

Table 5.1.12: Provision of student's common room:

Student's common room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	12 (4.21)	98 (42.24)	18 (6.31)	12 (5.17)	17 (5.96)	38 (16.37)	47 (16.49)	148 (63.79)
Not provided	86 (30.17)	42 (18.10)	27 (9.47)	8 (3.44)	125 (43.85)	34 (14.65)	238 (83.50)	84 (36.20)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table shows that very few schools (16.49%) provided student's common room while majority of the colleges (63.79%) provided student's common room.

Table 5.1.13: Provision of separate common room facilities:

Separate common room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	7 (14.89)	68 (45.94)	10 (21.27)	10 (6.75)	6 (12.78)	25 (16.89)	-	103 (69.59)
Not provided	5 (10.63)	30 (20.27)	8 (17.02)	2 (1.35)	11 (23.40)	13 (8.78)	24 (51.06)	45 (30.40)
TOTAL	12 (25.53)	98 (66.21)	18 (38.29)	12 (8.10)	17 (36.17)	38 (25.67)	47 (100.00)	148 (100.00)

The table shows that only 48.93% of schools provided separate common room for girls while majority of the colleges (69.59%) provided separate common room for women students.

5.1.17. Sanitation facilities

The analysis of data regarding provision of proper sanitation facilities for women students shows that large majority of schools (65.26%) and colleges (66.46%) did not provide proper sanitation facilities for women students.

5.1.18. Medical facilities

The analysis of data regarding provision of medical facilities to students reveals that very few schools (32.98%) and colleges (12.93%) provided medical facilities to students only when it is necessary.

5.1.19. Hostel facilities

Data regarding provision of hostel facilities for women students are analysed in Table 5.1.14:

Table 5.1.14: Provision of hostel facilities:

Hostel facilities	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	-	30 (12.93)	-	-	80 (28.07)	18 (7.75)	80 (28.07)	48 (20.68)
Not provided	98 (34.38)	110 (47.41)	45 (15.78)	20 (8.62)	62 (21.75)	54 (23.27)	205 (71.92)	284 (79.31)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

From the table, it was found that very few schools (28.07%) and colleges (20.68%) provided hostel facilities for women students.

5.1.20. Views on existing curriculum

The analyses of data regarding views on existing curriculum are given in Table 5.1.15 and Table 5.1.16:

Table 5.1.15: Views on existing curriculum:

Views	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Satisfact- ory	55 (19.29)	37 (15.94)	28 (9.82)	8 (3.44)	95 (33.33)	34 (14.65)	178 (62.45)	79 (34.05)
Not satisfact- ory	43 (15.08)	103 (44.39)	17 (5.96)	12 (5.17)	47 (16.49)	38 (16.37)	107 (37.54)	153 (65.94)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

From the table, it was observed that majority of the school girls (62.45%) were satisfied, while majority of the college girls (65.94%) were not satisfied with the existing curriculum.

Table 5.1.16: Defects of existing curriculum:

Defects	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
It is bookish	6 (5.60)	14 (9.15)	3 (2.80)	4 (2.61)	10 (9.34)	8 (5.22)	19 (17.75)	26 (16.99)
It is theoretical	10 (9.34)	24 (15.68)	-	-	16 (14.95)	10 (6.53)	26 (24.29)	34 (22.22)
It is over- crowded	15 (14.01)	40 (26.14)	10 (9.34)	2 (1.30)	10 (9.34)	10 (6.53)	35 (32.71)	52 (33.98)
It does not cater to the needs of women students	12 (11.21)	25 (16.33)	4 (3.73)	6 (3.92)	11 (10.28)	10 (6.53)	27 (25.23)	41 (26.79)
TOTAL	43 (40.18)	103 (67.32)	17 (15.88)	12 (7.84)	47 (43.92)	38 (24.83)	107 (100.00)	153 (100.00)

It has been observed from the table that the main defects of the present curriculum in the opinion of the college girls were

i). it is over-crowded and ii). it does not cater to the needs of women students.

5.1.21. Selections of textbooks

On analysis of the responses given by women students, it was found that the textbooks for secondary schools were prescribed by the Board of Secondary Education of the State whereas the textbooks for colleges were prescribed by the University of the State.

5.1.22. Availability of prescribed textbooks

Data with regard to availability of prescribed textbooks for student's use are analysed in Table 5.1.17 and Table 5.1.18:

Table 5.1.17: Availability of prescribed textbooks:

Prescribed textbooks	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Available	56 (19.64)	20 (8.62)	-	4 (1.72)	100 (35.08)	20 (8.62)	156 (54.73)	44 (18.96)
Not available	42 (14.73)	120 (51.72)	45 (15.78)	16 (6.89)	42 (14.73)	52 (22.41)	129 (45.26)	188 (81.03)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table reveals that only 45.26% of school girls found prescribed textbooks not readily available for student's use, while large majority of the college girls (81.03%) found prescribed textbooks not readily available for student's use.

Table 5.1.18: Reasons for non availability of prescribed textbooks:

Reasons	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Textbooks not available in local market	-	-	2 (1.55)	-	10 (7.75)	-	12 (9.30)	-
Textbooks not available in the library	-	-	120 (15.50)	-	8 (6.20)	-	28 (21.70)	-
Textbooks not available in local market and library	-	55 (29.25)	-	12 (6.38)	-	35 (18.61)	-	102 (54.29)
Textbooks are very costly and parents could not afford all the prescribed textbooks	42 (32.56)	65 (34.57)	23 (17.83)	4 (2.12)	24 (18.60)	17 (9.04)	89 (68.99)	86 (45.74)
TOTAL	42 (32.56)	120 (63.82)	45 (34.88)	16 (8.51)	42 (32.56)	52 (27.65)	129 (100.00)	188 (100.00)

The table shows that the highest percentage of school girls (68.99%) stated that prescribed textbooks are very costly and parents could not afford to buy all while the highest percentage of college girls (54.25%) stated the reasons that prescribed textbooks are not available in the local market and in the college library.

5.1.23. Study of same curriculum with boys

The analysis of data with regard to whether girl students find it difficult to study same curriculum with boys shows that very few school girls (29.82%) and 34.91% college girls found difficult to study same curriculum with boys.

The main problems/ reasons stated by school girls was that boys are quicker and faster in learning and they find difficult to compete with boys, while the main problem / reason stated by college girls for finding difficult in studying same curriculum with boys was that they found boys very competitive.

5.1.24. Separate curriculum for girls

Analysis of data regarding opinion on separate curriculum for girls have been given in Table 5.1.19.

Table 5.1.19: Opinion on separate curriculum for girls:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	66 (23.15)	65 (28.01)	32 (11.22)	6 (2.58)	84 (29.47)	15 (6.46)	182 (63.85)	86 (37.06)
Not favoured	32 (11.22)	75 (32.32)	13 (4.56)	14 (6.03)	58 (20.35)	57 (24.56)	103 (36.14)	146 (62.92)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that majority of the school girls (63.85%) favoured separate curriculum for girls whereas only 37.06% of the college girls favoured separate curriculum for girls. The majority of school girls who favoured separate curriculum stated the reason that the present curriculum

is not job oriented for women, while the majority of college girls who favoured separate curriculum for girls stated the reason that the present curriculum does not give any domestic work training for women.

5.1.25. Home Science as compulsory / optional subject

On analysis of the responses given by women students, it was found that majority of school girls (76.49%) and college girls (55.17%) favoured Home-Science as a compulsory subject for girls in secondary schools.

It was also found that majority of school girls (60.70%) and college girls (62.93%) favoured Home-Science as an optional subject for girls in colleges.

5.1.26. Difficult subjects

The analysis of data with regard to difficulties in studying certain subjects shows that large majority of school girls (82.45%) and college girls (63.36%) found Science and Mathematics difficult.

5.1.27. Vocational course

The analysis of the responses given by women students reveals that very few schools (12.63%) provided vocational courses. The courses mainly provided were Painting, Singing and dancing, Dress making, knitting clothes etc. It also reveals that only 28.01% of the colleges provided vocational courses to women students and the courses mainly provided were Painting, Cultural Activities, Handicraft, Knitting clothes, photography and fishery etc.

5.1.28. Preference subjects

On analysis of the responses given by women students, it was observed that the highest percentage of school girls (39.64%) and college

girls (31.89%) stated Science as their preference subject and the lowest percentage of school girls (7.01%) and college girls (19.39%) stated English as their preference subject.

5.1.29. Financial problem

The analysis of data regarding financial problems is given in Table

5.1.20:

Table 5.1.20: Problems related to finance:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Buying uniforms	4 (1.40)	10 (4.31)	8 (2.80)	3 (1.29)	9 (3.15)	12 (5.17)	21 (7.36)	25 (10.77)
Buying textbooks	18 (6.31)	40 (17.24)	6 (2.10)	12 (5.17)	18 (6.31)	30 (12.93)	42 (14.73)	82 (35.34)
Paying tuition fees	10 (3.50)	20 (8.62)	10 (3.50)	3 (1.29)	30 (10.52)	20 (8.62)	50 (17.54)	43 (18.53)
Paying fares	5 (1.75)	10 (4.31)	-	-	10 (3.50)	-	15 (5.26)	10 (4.31)
Buying uniforms and textbooks	35 (12.28)	20 (8.62)	4 (1.40)	-	12 (4.21)	-	51 (17.89)	20 (8.62)
Buying textbooks and paying tuition fees	-	25 (10.77)	-	-	-	-	-	25 (10.77)
All the above	26 (9.12)	15 (6.46)	13 (4.56)	2 (0.86)	8 (2.80)	10 (4.31)	47 (16.49)	27 (11.63)
None	-	-	4 (1.40)	-	55 (19.29)	-	59 (20.70)	-
TOTAL	98 (34.48)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table reveals that the major financial problems faced by school girls were i) buying textbooks ii) paying tuition fees and iii) buying uniforms.

The table also reveals that the major financial problems of college girls were i) buying textbooks and ii) paying tuition fees.

5.1.30. Provision of scholarships

On analysis of the responses given by women students, it was found that very few schools (15.08%) provided scholarship. The type of scholarship mainly provided by these school was merit scholarship and majority of school girls (69.76%) who received merit scholarship were satisfied with the amount they received.

On the other hand, all the colleges provided scholarship. The type of scholarship mainly provided are SC, ST and OBC scholarships, only 15.94% colleges provide merit scholarship. Majority of the college girls (55.17%) who received scholarship were not satisfied with the amount they received.

5.1.31. Financial help from other sources

The analysis of data regarding whether girl students got financial help from any other sources for their studies reveals that very few school girls (8.77%) and college girls (6.46%) received financial help from other sources which include mainly foreign sponsorship for their studies.

5.1.32. Number of female teachers

Data with regard to the position of female teachers on the staff are analysed in Table 5.1.21 and Table 5.1.22:

Table 5.1.21: Number of female teachers:

Female teachers	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Sufficient	58 (20.35)	64 (27.58)	35 (12.28)	12 (5.17)	68 (23.85)	40 (17.24)	161 (56.49)	116 (50.00)
Not sufficient	40 (14.03)	76 (32.75)	10 (3.50)	8 (3.44)	74 (25.96)	32 (13.79)	124 (43.50)	116 (50.00)
TOTAL	98 (34.34)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that in the opinion of 43.50% school girls and 50.00% college girls the number of female teachers in their institutions is not sufficient.

Table 5.1.22: Opinion on appointing more female teachers:

Appointing more female teachers	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	40 (32.25)	58 (50.00)	10 (8.06)	8 (6.89)	56 (45.16)	22 (18.96)	106 (85.48)	88 (75.86)
Not favoured	-	18 (15.51)	-	-	18 (14.51)	10 (8.62)	18 (14.51)	28 (24.13)
TOTAL	40 (32.25)	76 (65.51)	10 (8.06)	8 (6.89)	74 (59.67)	32 (27.58)	124 (100.00)	116 (100.00)

The table indicates that majority of the school girls (85.48%) and college girls (75.86%) who found the number of female teachers in their institutions not sufficient were in favour of appointing more female teachers in their institutions.

5.1.33. Teaching aids used

The analysis of data regarding teaching aid used by teachers in their teaching reveals that 50.52% of school teachers and 50.46% of college teachers used teaching aids in their teaching and the teaching aids commonly used by them were Charts, Maps, diagrams and Projectors etc.

5.1.34. Punctuality of teachers

Data regarding punctuality of teachers in coming to class are analysed in table 5.1.23:

Table 5.1.23: Punctuality of teachers:

Teachers	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Punctual	60 (21.05)	38 (16.37)	38 (13.33)	8 (3.44)	86 (30.17)	37 (15.94)	184 (64.56)	83 (35.77)
Not punctual	38 (13.33)	102 (43.96)	7 (2.45)	12 (5.17)	56 (19.64)	35 (15.08)	101 (35.43)	149 (64.22)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

It was observed that only 35.43% of the school girls and majority of the college girls (64.22%) found their teachers not punctual in coming to the class sometimes.

5.1.35. Personal qualities of teachers

On analysis of the responses given by women students, it was found that only 29.12% of school girls and 34.48% of college girls did not find their teachers sociable and they stated that the teachers were unfriendly. On the other hand, in the opinion of the majority of the girl students in schools and colleges, teachers were not partial and unjust.

5.1.36. Preference of male / female teachers

On analysis of responses given by students, it was found that majority of the school girls (56.84%) and college girls (53.44%) preferred female teacher to male teacher.

5.1.37. Adjustment with male teachers

The analysis of data with regard to adjustment with male teachers shows that very few school girls (28.77%) and college girls (28.01%) found difficult to adjust with male teachers.

It also shows that the highest percentage of these school girls (31.70%) stated shyness as the main reason and the highest percentage of these college girls (38.46%) stated fear as the main reason.

5.1.38. Teachers role in maintaining discipline

The analysis of data regarding teacher's role in maintaining discipline reveals that very few school girls (17.54%) and college girls (26.72%) found teachers poor in maintaining discipline.

It also reveals that the highest percentage of these school girls (54.00%) and college girls (48.38%) stated that teachers are poor in maintaining discipline because teachers are uncaring.

5.1.39. Medium of instruction

The analysis of data regarding the medium of instruction reveals that majority of Schools (53.33%) and colleges (70.00%) used English as medium of instruction.

It also reveals that only 23.68% school girls and 37.19% college girls found English difficult to understand. The highest percentage of these school

girls (72.22%) who found English difficult to understand prefer their mother tongue as the medium of instruction and the highest percentage of college girls (80.16%) prefer Manipuri as medium of instruction.

5.1.40. Methods of teaching

The analyses of data with regard to methods of teaching used by teachers and whether teaching has been followed by students have been given in Table 5.1.24 and Table 5.1.25:

Table 5.1.24: Method of teaching used by teachers:

Methods	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Lecturing	6 (2.10)	42 (18.10)	2 (2.10)	5 (2.15)	20 (7.01)	32 (13.79)	32 (11.22)	79 (34.05)
Lecturing and discussion	62 (21.75)	72 (31.03)	19 (6.66)	12 (5.17)	60 (21.05)	20 (8.62)	41 (14.38)	64 (27.59)
Lecturing and demonstra tion	12 (4.21)	-	10 (3.50)	-	30 (10.52)	-	52 (18.24)	-
Lecturing and notes- giving	18 (6.31)	26 (11.20)	10 (3.50)	3 (1.29)	32 (11.22)	20 (8.62)	160 (56.14)	89 (38.36)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that most methods used by teachers in schools (56.14%) and colleges (38.36%) were lecturing and notes giving.

Table 5.1.25: Teaching followed or not:

Teaching	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Followed	58 (20.35)	80 (34.48)	30 (10.52)	12 (5.17)	90 (31.57)	50 (21.55)	178 (62.45)	142 (61.20)
Not followed	40 (14.03)	60 (25.86)	15 (5.26)	8 (3.44)	52 (18.24)	22 (9.48)	107 (37.54)	90 (38.79)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that majority of school girls (62.45%) and college girls (61.20%) followed the teaching of their teachers.

5.1.41. Parents attitudes on education of women

On analysis of the responses, it was observed that large majority of school girls (92.28%) and college girls (81.46%) found their parents interested in their studies.

It was also observed that majority of school girls (63.11%) and college girls (68.25%) found their parents able to afford their studies.

5.1.42. Parents' preference regarding education of boys / girls

Data regarding parents' preference regarding education of their children are analysed in Table 5.1.26:

Table 5.1.26: Parents' Preference:

Preference	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Boys education	15 (5.26)	50 (21.55)	3 (1.05)	5 (2.15)	21 (7.36)	30 (12.93)	39 (13.68)	85 (36.63)
Girls education	7 (2.45)	20 (8.62)	5 (1.75)	3 (1.29)	10 (3.50)	30 (12.93)	22 (7.71)	53 (22.84)
Both equally	76 (26.66)	70 (30.17)	37 (12.98)	12 (5.17)	111 (38.94)	12 (5.17)	224 (78.59)	94 (40.51)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table shows that majority of school girls (78.59%) and college girls (40.51%) revealed that their parents paid attention to both boys and girls education equally.

5.1.43. Parents views on higher education of women

The analyses of data with regard to parents view on women's higher studies and levels of studies for women students are given in Table 5.1.27 and Table 5.1.28:

Table 5.1.27: Parents views on higher education of women:

Higher Education	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	68 (23.85)	95 (40.94)	45 (15.78)	13 (5.60)	114 (40.00)	40 (17.24)	227 (79.64)	148 (63.79)
Not favoured	30 (10.52)	45 (19.39)	-	7 (3.01)	28 (9.82)	32 (3.79)	58 (20.35)	84 (36.27)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

From the table it was observed that majority of school girls (79.64%) and college girls (63.79%) stated that their parents like them to go for higher studies.

Table 5.1.28: Parents views on levels of higher studies for women:

Levels:	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Higher secondary	20 (8.81)	5 (3.37)	5 (2.20)	-	18 (7.92)	-	43 (18.94)	5 (3.37)
College level	38 (16.74)	32 (21.62)	25 (11.01)	7 (4.72)	50 (22.02)	25 (16.89)	113 (49.77)	64 (43.24)
Post graduate level	6 (2.64)	25 (23.64)	13 (5.72)	6 (4.05)	30 (13.21)	10 (6.75)	49 (21.58)	51 (34.45)
Research level	4 (1.76)	23 (15.54)	2 (0.88)	-	16 (7.04)	5 (3.37)	22 (9.69)	28 (18.99)
TOTAL	68 (29.95)	95 (64.18)	45 (19.82)	13 (8.78)	114 (50.22)	40 (27.02)	227 (100.00)	148 (100.00)

It was observed from the table that highest percentage of school girls (49.77%) and college girls (43.24%) stated that their parents liked them to study till college level.

5.1.44. Study facilities at home

On analysis of the responses given by girls students, it was found that 34.73% of the school girls and 53.01% of the college girls did not get enough time to study at home.

It was also found that the highest percentage of school girls (49.49%) and college girls (54.47%) reported ' heavy domestic work ' as the main problem.

The analysis of data with regard to provision of suitable place to study at home reveals that 35.08% of the school girls and 47.41% of the college girls did not get suitable place at home to study.

5.1.45. Family problems affecting studies

Data with regard to family problems affecting studies have been analysed in Table 5.1.29 and Table 5.1.30:

Table 5.1.29: Studies affected by family problems:

Studies	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Affected	56 (19.64)	80 (34.48)	13 (4.56)	12 (5.17)	58 (20.35)	30 (12.93)	127 (44.56)	122 (52.58)
Not affected	42 (14.73)	60 (25.86)	32 (11.22)	8 (3.44)	84 (29.47)	42 (18.10)	158 (55.43)	110 (47.41)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.02)	285 (100.00)	232 (100.00)

The table shows that 44.56% school girls and 52.58% college girls' studies were effected by their family problems.

Table 5.1.30: Family problems affecting studies:

Problems affecting studies:	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Poor economic condition of parents	35 (27.55)	42 (34.42)	10 (7.87)	8 (6.55)	24 (18.89)	15 (12.29)	69 (54.33)	65 (53.27)
Undesirable relationship among family members	3 (2.36)	4 (3.27)	–	2 (1.63)	12 (9.44)	5 (4.09)	15 (11.81)	11 (9.01)
Too many visitors	12 (9.44)	16 (13.11)	–	–	12 (9.44)	6 (4.91)	24 (18.89)	22 (18.03)
Large family	6 (4.72)	18 (14.75)	3 (2.36)	2 (1.63)	10 (7.87)	4 (3.27)	19 (14.96)	24 (19.67)
TOTAL	56 (44.09)	80 (65.57)	13 (10.23)	12 (9.83)	58 (45.66)	30 (24.59)	127 (100.00)	122 (100.00)

The table shows that the majority of the school girls (54.33%) and college girls (53.27%) stated 'poor economic condition of parents' as the main problem which affected their studies.

5.1.46. Institutions preferred

On analysis of the responses, it was found that majority of school girls (64.91%) preferred only girls institution while majority of college girls (61.63%) preferred co-ed institution.

5.1.47. Difficulties in attending classes regularly

The analyses of data regarding difficulties in attending classes regularly are given in Table 5.1.31 and Table 5.1.32:

Table 5.1.31: Difficulties in attending classes regularly:

Attending classes	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Difficult	36 (12.63)	78 (33.62)	18 (6.31)	12 (5.17)	50 (17.54)	26 (11.20)	104 (36.49)	116 (50.00)
Not difficult	62 (21.75)	62 (26.72)	27 (9.47)	8 (3.48)	92 (32.28)	46 (19.82)	181 (63.50)	116 (50.00)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates that 36.49% of the school girls and 50.00% of the college girls had difficulties in attending classes regularly.

Table 5.1.32: Problems/ reasons for not attending classes regularly:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Long walking distance	13 (12.50)	18 (15.51)	8 (7.69)	2 (4.31)	12 (11.53)	6 (5.17)	33 (31.73)	26 (22.41)
Transport problem	5 (4.80)	12 (10.34)	3 (2.88)	4 (3.44)	5 (4.80)	5 (4.13)	13 (12.50)	21 (18.10)
Personal ailment	5 (4.80)	8 (6.89)	2 (1.92)	-	16 (15.38)	-	23 (22.11)	8 (6.89)
Heavy duty at home	13 (12.50)	20 (17.24)	5 (4.80)	6 (5.17)	17 (16.34)	15 (12.93)	35 (33.65)	41 (35.34)
No regular classes		20 (17.24)		-		-		20 (17.24)
TOTAL	36 (34.61)	78 (67.24)	18 (17.73)	12 (10.34)	50 (48.07)	26 (22.41)	104 (100.00)	116 (100.00)

The table indicates that the highest percentage of school girls (33.65%) and college girls (35.34%) who found difficult to attend classes regularly stated heavy duty at home as the main problem.

5.1.48. Distance of institution

On analysing the responses, it was found that 42.80% of the school girls and 48.27% of the college girls reveals that their institution is far from their home.

It has been found that 50% of the school girls had to go to their respective schools on foot, while 46.42% college girls could go to their college by public buses.

5.1.49. Selection of subject

On analysing data regarding their choice for a vocation, it was found that majority of school girls (56.14%) and college girls (55.17%) found it difficult to make choice for a vocation. This may be due to the absence of guidance and counseling services in schools and colleges.

5.1.50. Companies / friends in the institutions

The analysis of data indicates that a large majority of school and college women students had many friends and companies in their institutions.

5.1.51. Adjustment / communication with other students

Data regarding problems of adjustment or communication with other students have been analysed in Table 5.1.33 and Table 5.1.34:

Table 5.1.33: Adjust/ Communicate with other students in the Institutions:

Adjust or communicate	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Difficult	26 (9.12)	57 (24.56)	6 (2.10)	7 (3.01)	32 (11.22)	18 (7.75)	64 (22.45)	82 (35.34)
Not difficult	72 (25.26)	83 (35.77)	39 (13.68)	13 (5.60)	110 (38.59)	54 (23.27)	221 (77.54)	150 (64.65)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table shows that only 22.45% school girls and 35.34% college girls found difficult to adjust or communicate with other student in their institution

Table 5.1.34: Problems/ reasons for finding difficult to adjust/ communicate with other students:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Poor achievement	12 (18.75)	22 (26.82)	6 (9.37)	-	7 (10.93)	6 (7.31)	25 (39.06)	28 (34.14)
Personal inhibition	-	14 (17.07)	-	2 (2.43)	5 (7.81)	-	5 (7.81)	16 (19.51)
Poor in English	10 (15.62)	8 (9.75)	-	5 (6.09)	12 (18.75)	8 (9.75)	22 (34.37)	21 (25.60)
Due to shyness	4 (6.25)	13 (15.85)	-	-	8 (12.50)	4 (4.87)	12 (18.75)	17 (20.73)
TOTAL	26 (40.62)	57 (69.51)	6 (9.37)	7 (8.53)	32 (50.00)	18 (21.95)	64 (100.00)	82 (100.00)

The table indicates that the highest percentage of school girls (39.06%) and college girls (34.14%) who found it difficult to adjust /

communicate with other students in their Institutions stated 'poor achievement' as their main problem.

5.1.52. Problems in the hostel

On analysis of the responses, it was found that very few school girls (4.21%) and college girls (8.62%) were staying in hostels.

It was also found that the majority of the school girls (66.66%) staying in the hostels were having the problem of insufficient space in the hostel and 50% of the college girls staying in hostels stated to have problem of adjustment in the hostel environment.

5.1.53. Reasons for not staying in hostel

On analysing the responses, it was found that the highest percentage of school girls (45.96%) and college girls (58.62%) revealed that their main problem for not staying in the hostel was due to non availability of hostel facilities in their institution.

5.1.54. Organisation of educational tours

Analysis of data with regard to organization of educational tours reveals that majority of schools (54.03%) and colleges (58.18%) organized educational tour for women students.

It also reveals that 59.74% of the school girls and 47.40% of the college girls had difficulty in joining educational tour. Poor financial condition has been indicated as the main problem by majority of those who could not join educational tour programme.

5.1.55. Joining vocational course with boys

The analysis of data regarding joining vocational course with boys shows that only 23.15% of the school girls and 33.18% of the college girls found it difficult to join vocational course with boys.

5.1.56. Position in class

On analysing the responses it was found that large majority of school girls (76.49%) and college girls (57.32%) were worried about their position in class.

It was also found that majority of school girls (58.71%) and college girls (51.87%) reported to be worried sometimes.

5.1.57. Confidence

The analyses of data regarding confidence of women students about their ability to do well in life are given in Table 5.1.35 and Table 5.1.36:

Table 5.1.35: Confidence about ability to do well in life:

Confident	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Yes	56 (19.64)	80 (34.48)	37 (12.98)	12 (5.17)	80 (28.07)	50 (21.55)	173 (60.70)	142 (61.20)
No	42 (14.73)	60 (25.86)	8 (2.80)	8 (3.44)	62 (21.75)	22 (9.48)	112 (39.29)	90 (38.79)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

From the table, it was observed that majority of school girls (60.70%) and college girls (61.20%) felt confident about their ability to do well in life.

Table 5.1.36: Problems/ Reasons for not being confident:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Being slow learner	16 (14.28)	30 (33.33)	3 (2.67)	2 (2.22)	28 (25.00)	6 (6.66)	47 (41.96)	38 (42.22)
Having poor achievement	10 (8.92)	14 (15.55)	-	-	14 (12.50)	6 (6.66)	24 (21.42)	20 (22.22)
Being indecisive	16 (14.28)	16 (17.77)	5 (4.46)	6 (6.66)	20 (17.85)	10 (11.11)	41 (36.60)	32 (35.55)
TOTAL	42 (37.50)	60 (66.66)	8 (7.14)	8 (8.88)	62 (55.35)	22 (24.44)	112 (100.00)	90 (100.00)

It was observed from the table that the highest percentage of school girls (41.96%) and college girls (42.22%) pointed out that they were not confident because of their being slow learner.

5.1.58. Fear of examination

The data with regard to fear of examination are analysed in Table 5.1.37 and Table 5.1.38:

Table 5.1.37: Fear of examination:

Fear of Exam	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Yes	50 (17.54)	76 (32.75)	15 (5.26)	10 (4.31)	79 (27.71)	38 (16.37)	144 (50.52)	124 (53.44)
No	48 (16.84)	64 (27.58)	30 (10.52)	10 (4.31)	63 (22.10)	34 (14.65)	141 (49.47)	108 (46.55)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table indicates the majority of school girls (50.52%) and college girls (53.44%) had fear of examination.

Table 5.1.38: Reasons for fear of examination:

Reasons	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Nervousness	20 (13.88)	33 (26.61)	7 (4.86)	4 (3.22)	43 (29.86)	26 (20.96)	70 (48.61)	63 (50.85)
Inferiority complex	12 (8.33)	27 (21.77)	3 (2.08)	2 (1.61)	22 (15.27)	8 (6.45)	37 (25.69)	37 (29.83)
Slow in writing	18 (12.50)	16 (12.90)	5 (3.47)	4 (3.22)	14 (9.72)	4 (3.22)	37 (25.69)	24 (19.35)
TOTAL	50 (34.72)	76 (61.29)	15 (10.41)	10 (8.06)	79 (54.86)	38 (30.64)	144 (100.00)	124 (100.00)

The table indicates that the highest percentage of school girls (48.71%) and college girls (50.80%) reported nervousness to be their main problem.

5.1.59. Personal sickness

The analyses of data regarding studies affected by personal sickness have been given in Table 5.1.39 and Table 5.1.40:

Table 5.1.39: Studies affected by personal sickness:

Studies	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Affected	43 (15.08)	54 (23.27)	12 (4.21)	6 (2.58)	53 (18.59)	30 (12.93)	108 (37.89)	90 (38.79)
Not affected	55 (19.29)	86 (37.06)	33 (11.57)	14 (6.03)	89 (31.22)	42 (18.10)	177 (62.10)	142 (61.20)
TOTAL	98 (34.38)	140 (60.34)	45 (15.78)	20 (8.62)	142 (49.82)	72 (31.03)	285 (100.00)	232 (100.00)

The table reveals that only 37.89% school girls and 38.79% college girls revealed that their studies were affected by their personal sickness.

Table 5.1.40: Sickness affecting studies:

Sickness	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Headache	18 (16.66)	18 (20.00)	3 (2.77)	3 (3.33)	16 (14.81)	10 (11.11)	37 (34.25)	31 (34.44)
Stomach-ache	10 (9.25)	8 (8.88)	2 (1.85)	-	13 (12.03)	5 (5.55)	25 (23.14)	13 (14.44)
Visual problem	15 (13.88)	16 (17.77)	7 (6.48))	3 (3.33)	20 (18.51)	15 (16.66)	42 (38.88)	34 (37.77)
Throat problem	-	12 (13.33)	-	-	4 (3.70)	-	4 (3.70)	12 (13.33)
TOTAL	43 (39.81)	54 (60.00)	12 (11.11)	6 (6.66)	53 (49.07)	30 (33.33)	108 (100.00)	90 (100.00)

The table reveals that the highest percentage of school girls (38.88%) and college girls (37.77%) were affected by visual problem and the lowest percentage of school girls (3.70%) and college girls (13.33%) were affected by throat problem.

5.2.0: ANALYSIS AND INTERPRETATION OF DATA COLLECTED FROM WOMEN TEACHERS

The analysis of data collected from the teachers of secondary schools and colleges of different types are given under different sub – heads as under. The analysis has been given in terms of percentages. The figures inside brackets in various tables indicate percentages while the figures outside brackets indicate numbers.

5.2.01. Number of teachers

On analysis of the responses given by teachers, it was found that majority of the schools and colleges have more male teachers than female teachers.

5.2.02. Number of female teachers

The teachers opinion with regard to the no of female teachers in their institution have been analysed in Table 5.2.1:

Table 5.2.1: Teachers opinion on number of female teachers:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Sufficient	24 (26.09)	6 (25.00)	9 (9.78)	2 (8.33)	20 (21.74)	5 (20.83)	53 (57.60)	13 (54.17)
Not sufficient	10 (10.87)	8 (33.33)	6 (6.52)	-	23 (25.00)	3 (12.50)	39 (42.39)	11 (45.83)
TOTAL	34 (36.96)	14 (58.33)	15 (14.13)	2 (8.33)	43 (46.78)	8 (33.33)	92 (100.00)	24 (100.00)

The table shows that in the opinion of majority of school teachers (57.60%) and college teachers (54.17%), the number of female teachers in their institutions is sufficient

5.2.03. Methods of teaching used by teachers

Methods of teaching used by teachers have been analysed in Table 5.2.2:

Table 5.2.2: Methods of teaching followed:

Methods followed	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Own method	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)
Not own method	-	-	-	-	-	-	-	-
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)
Methods used-								
Lecturing		4 (16.67)		-		2 (8.33)		6 (25.00)
Lecturing and discussion	12 (13.04)	3 (12.50)	6 (6.52)	-	12 (13.04)	4 (16.67)	30 (32.61)	7 (29.17)
Lecturing and demonstration	9 (9.78)	1 (4.17)	5 (5.43)	1 (4.17)	13 (14.13)	-	27 (29.35)	2 (8.33)
Lecturing and notes-giving	13 (14.13)	6 (25.00)	4 (4.35)	1 (4.17)	18 (19.56)	2 (8.33)	35 (38.04)	9 (37.50)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

It appears from the table that all the teachers (100.00%) of secondary schools and colleges followed their own methods of teaching. The method mostly used by majority of school teachers (38.04%) and majority of college teachers (37.50%) is lecturing and notes – giving.

5.2.04. Duration of a period

The analysis of the responses given by the teachers reveals that in majority of schools (59.78%) the duration of a period was 40 minutes where

as in large majority of the colleges (91.17%) the duration of a period was 45 minutes.

The responses also reveals that majority of school teachers (63.04%) and majority of college teachers (62.50) found the duration of a period alright.

5.2.05. Views on present curriculum

Teachers opinion with regard to the present curriculum have been analysed in Table 5.2.3 and Table 5.2.4:

Table 5.2.3: Opinion on present curriculum:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Suitable	14 (15.22)	6 (25.00)	8 (8.69)	-	20 (21.74)	5 (20.83)	42 (45.65)	11 (45.83)
Not suitable	20 (21.74)	8 (33.33)	7 (7.61)	2 (8.33)	23 (25.00)	3 (12.50)	50 (54.35)	13 (54.17)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table indicates that in the opinion of majority of school teachers (54.35%) and majority of college teachers (54.17%) the present curriculum is not suitable for all students.

Table 5.2.4: Defects / Problems of present curriculum:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
It is bookish	5 (10.00)	2 (15.38)	-	-	8 (16.00)	-	13 (26.00)	2 (15.38)
It is theoretical	6 (12.00)	1 (7.69)	3 (6.00)	-	4 (8.00)	-	13 (26.00)	1 (7.69)
It is over-crowded	3 (6.00)	3 (23.08)	3 (6.00)	-	8 (16.00)	1 (7.69)	14 (28.00)	4 (30.77)
It does not cater to women's needs	6 (12.00)	2 (15.38)	1 (2.00)	2 (15.38)	3 (6.00)	2 (15.38)	10 (20.00)	6 (46.15)
TOTAL	20 (40.00)	8 (61.54)	7 (14.00)	2 (15.38)	23 (46.00)	3 (23.08)	50 (100.00)	13 (100.00)

The table indicates that the highest percentages of school teachers (28.00%) stated that the present curriculum is over-crowded while the highest percentage of college teachers (46.15%) stated that the present curriculum does not cater to the needs of women's students.

5.2.06. Availability of prescribed textbooks for students' use

From the responses given by teachers, it was observed that 47.83% of school teachers found prescribed textbooks not available for students' use and the highest percentage of these school teachers (34.78%) stated the reason that students could not afford to buy all the prescribed textbooks.

On the other hand, majority of college teachers (66.67%) found prescribed textbooks not available for students' use and the highest percentage of these college teachers (62.50%) stated the reason that the prescribed textbooks were not available in the college library.

5.2.07. Different curricula for girls

Table 5.2.5. and Table 5.2.6. give the analyses of data concerning teachers opinion on different curricula for girls.

Table 5.2.5: Opinion on different curricula for girls:

Different curricula	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	16 (17.39)	6 (25.00)	6 (6.52)	2 (8.33)	18 (19.56)	3 (12.50)	40 (43.48)	11 (45.83)
Not favoured	18 (19.56)	8 33.33)	9 (9.78)	-	25 (27.17)	5 (20.83)	52 (56.52)	13 (54.17)
TOTAL	34 (36.98)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 33.33)	92 (100.00)	24 (100.00)

The table shows that 43.48% of school teachers and 45.83% of college teachers favoured different curricula for girls.

Table 5.2.6: Reasons for favouring different curricula for girls:

Reasons	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Girls role in social life is different	9 (22.50)	2 (8.18)	4 (10.00)	1 (9.09)	9 (22.50)	2 (18.18)	22 (55.00)	5 (45.45)
Education of girls should be confined in domestic work training	-	-	-	-	2 (5.00)	-	2 (5.00)	-
Present curriculum does not cater to women's need	7 (17.50)	4 (36.36)	2 (2.00)	1 (9.09)	7 (17.50)	1 (9.09)	16 (40.00)	6 (54.54)
TOTAL	16 (40.00)	6 (54.54)	6 (15.00)	2 (18.18)	18 (45.00)	3 (27.27)	40 (100.00)	11 (100.00)

The table shows that the highest percentage of school teachers (55.00%) who favoured different curricula for girls stated the reason that girl's role in social life is different while the highest percentage of college teachers (54.54%) who favoured different curricula for girls stated the reason that the present curriculum does not cater the needs of women's students.

5.2.08. Difficult subjects for students

The study of the responses given by teachers, revealed that in the opinion of a large majority of school teachers (82.00%) and college teachers

(74.28%), girl students found mathematics and science as most difficult subjects.

5.2.09. Home-science as compulsory subject for girls at secondary level

Table 5.2.7. give the analysis of data regarding teachers opinion on Home-science as compulsory for girls at secondary level:

Table 5.2.7: Teachers opinion on Home-science as compulsory for girls at secondary level:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	24 (25.09)	10 (41.67)	10 (10.87)	2 (8.33)	30 (32.61)	6 (25.00)	64 (69.56)	18 (75.00)
Not favoured	10 (10.87)	4 (16.67)	5 (5.43)	-	13 (14.13)	2 (8.33)	28 (30.43)	6 (25.00)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table shows that majority of school teachers (69.56%) and majority of college teachers (75.00%) were in favour of having Home-science as compulsory subject for girls at secondary level.

5.2.10. Home-science as an optional subject for girls at college level

Table 5.2.8 gives the analysis of data regarding teachers opinion on Home-science as an optional subject for girls at college level:

Table 5.2.8: Teachers opinion on Home-science as an optional for girls at college level:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	30 (32.61)	10 (41.67)	12 (13.04)	2 (8.33)	40 (43.48)	8 (33.33)	32 (89.13)	20 (83.33)
Not favoured	4 (4.35)	4 (16.67)	3 (3.26)	-	3 (3.26)	-	10 (10.87)	4 (16.67)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table reveals that large majority of school teachers (89.13%) and large majority of college teachers (83.33%) were in favour of having Home-science as optional subject for girls at college level.

5.2.11. Consideration of women's needs in framing curriculum

The study of the responses given by teachers revealed that, in the opinion of majority of school teachers (51.09%) and college teachers (54.17%), the needs of women students were not given due consideration while framing/ revising the curriculum.

5.2.12. LIBRARY FACILITIES:

Table 5.2.9 shows the analysis of data regarding library facilities:

Table 5.2.9: Provision of library facilities and sufficient textbooks in the library:

Library facilities	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	14 (15.22)	14 (58.33)	5 (5.43)	2 (8.33)	15 (16.30)	8 (33.33)	34 (36.96)	24 (100.00)
Not provided	20 (21.74)	-	10 (10.87)	-	28 (30.43)	-	58 (63.04)	-
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)
Sufficient textbooks	4 (11.76)	4 (16.67)	-	-	5 (14.70)	-	9 (26.47)	4 (16.67)
No sufficient textbooks	10 (29.41)	10 (41.66)	5 (14.70)	2 (8.33)	10 (29.41)	8 (33.33)	25 (73.53)	20 (83.33)
TOTAL	14 (41.17)	14 (58.33)	5 (14.70)	2 (8.33)	15 (44.11)	8 (33.33)	34 (100.00)	24 (100.00)

The table shows that only 36.96% of secondary schools were provided school library and the highest percentage of schools (73.53%) provided with library facilities does not have sufficient textbooks in the library.

On the other hand, all the colleges (100.00%) were provided library but large majority of colleges (83.33%) provided with library does not have sufficient textbooks in the library.

5.2.13. Reading room facilities

Table 5.2.10. shows the analysis of data regarding provision of reading room in the library.

Table 5.2.10: Provision of reading room in the library:

Reading room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	5 (14.70)	10 (41.66)	2 (5.88)	2 (8.33)	7 (20.59)	6 (25.00)	14 (41.18)	18 (75.00)
Not provided	9 (26.47)	4 (16.66)	3 (8.82)	-	8 (23.51)	2 (8.33)	20 (58.82)	6 (25.00)
TOTAL	14 (41.17)	14 (58.33)	5 (14.70)	2 (8.33)	15 (44.11)	8 (33.33)	34 (100.00)	24 (100.00)

From the table, it was observed that only 41.18% of the schools provided reading rooms in the library while large majority of colleges (75.00%) provided reading rooms in the library.

5.2.14. Separate libraries and reading rooms facilities

The study of the responses given by teachers revealed that none of the schools and only 16.66% of the colleges have separate library and separate reading room facilities.

5.1.15. Provision of science laboratory

Table 5.2.11. shows the analysis of data with regards to provision of science laboratory facilities

Table 5.2.11: Provision of science laboratory and equipments in the laboratory:

Science laboratory	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	8 (8.69)	14 (58.33)	5 (5.43)	2 (8.33)	18 (19.56)	8 (33.33)	31 (33.69)	24 (100.00)
Not provided	26 (28.26)	-	10 (10.87)	-	25 (27.17)	-	61 (66.30)	-
TOTAL	34 936.98)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)
Sufficient equipments provided	3 (9.68)	8 (33.33)	2 (8.645)	-	8 (25.81)	2 (8.33)	13 (41.93)	10 (41.66)
No sufficient equipments provided	5 (16.13)	6 25.00)	3 (9.68)	2 (8.33)	10 (32.26)	6 (25.00)	18 (58.06)	14 (58.33)
TOTAL	8 (25.81)	14 (58.33)	5 (16.13)	2 (8.33)	18 (58.06)	8 (33.33)	31 (100.00)	24 (100.00)

The table shows that only 33.69% of the schools were provided science laboratory and majority of the schools (58.06%) provided with science laboratory does not have sufficient equipments.

While all the colleges (100.00%) were provided science laboratory but majority of the colleges (58.33%) provided with science laboratory does not have sufficient equipments in the laboratory.

5.2.16. Separate laboratory for different subjects

The study of the responses given by the teachers revealed that none of the schools which were provided with science laboratories does not have separate laboratories for different subjects and they used to have practical class for different subjects in the same laboratory. While large

majority of the colleges (83.33%) except very few Private colleges (16.67%) provided separate laboratories for different subjects.

5.2.17. Sanitation facilities for girls

Table 5.2.12 shows the analysis of the data with regards to provision of proper sanitation facilities for girls.

Table 5.2.12: Provision of proper sanitation for girls:

Proper sanitation	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	14 (15.22)	6 (25.00)	7 (7.61)	1 (4.16)	18 (19.56)	3 (12.50)	39 (42.39)	10 (41.67)
Not provided	20 (21.74)	8 (33.33)	8 (8.69)	1 (4.16)	25 (27.17)	5 (20.83)	53 (57.69)	14 (58.33)
TOTAL	34 (26.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table shows that majority of the schools (57.61%) and colleges (58.33%) did not provide proper sanitation facilities for girls.

5.2.18. Drinking water facilities for students

From the responses given by teachers, it was observed that majority of the schools (55.43%) provided drinking water to students while only 33.33% of the colleges provided drinking water to students. Majority of the schools (54.90%) and majority of the colleges (75.00%) which provided drinking water to students were found to provide ordinary drinking water.

5.2.19. Medical facilities for students

The responses of the teachers reveals that only 44.56% of the schools and 16.66% of the colleges provided medical facilities to students only whenever necessary.

5.2.20. Hostel facilities for girls

Table 5.2.13. shows the analysis of data regarding provision of hostel facilities for girls:

Table 5.2.13: Provision of hostel facilities for girls:

Hostel facilities	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	-	3 (12.50)	-	-	28 (30.43)	2 (8.33)	28 (30.43)	5 (20.83)
Not provided	34 (936.93)	11 (45.83)	15 (16.30)	2 (8.33)	15 (16.30)	6 (25.00)	64 (69.56)	19 (79.17)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table shows that only 30.43% of the private schools and 20.83% of the colleges provided hostel facilities for girls.

5.2.21. Scholarship facilities

Table 5.2.14. gives the analysis of data with regard to provision of scholarship to deserving girl students:

Table 5.2.14: Provision of scholarships to deserving girl students:

Scholarships	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	-	-	-	-	10 (10.87)	2 (8.33)	10 (10.87)	2 (8.33)
Not provided	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	33 (35.87)	6 (25.00)	82 (89.13)	22 (91.67)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table indicates that only 10.87% of the private schools and 8.33% of the private colleges had provision for scholarship to the deserving girl students.

5.2.22. Provision of vocational courses

From the responses given by teachers, it was found that only 5.43% of the secondary schools and 33.33% of the colleges provided vocational education for women students.

The courses mainly provided were Singing, Dancing, Drawing, Dress-making, Cooking, Embroidering, Painting, Photography and Fishery.

5.2.23. Playground and sports facilities

The study of the responses given by teachers revealed that majority of the schools (59.78%) and colleges (66.67%) have playgrounds and the games and sports generally organized for women students were Volley ball, Basket ball, Kabaddi, Running race and even Football.

5.2.24. Indoor-games for women

The study of the responses given by teachers revealed that only 41.30% of the schools and 37.50% of the colleges provided indoor games facilities for women students and the games generally organized for them were Table tennis, Badminton, Carrom, Chess and Chinese checkers.

5.2.25. Co-curricular activities for women

From the responses given by teachers, it was observed that majority of the schools (55.43%) and colleges (62.50%) provided co-curricular activities for women students.

The activities generally provided were Extempore speech, Skit and Drama, Debate, Singing, Dancing, Essay writing competition, NSS, NCC etc.

5.2.26. Views on co-curricular activities for women's education

From analysis of the responses given by teachers, it was observed that majority of school teachers (81.52) and college teachers (91.67%) found co-curricular activities an important part of women's education.

5.2.27. Relationship among boys and girls

The analysis of data concerning relationship among boys and girls indicates that in the opinion of only 43.48% of school teachers and 16.66% of college teachers, there is no cordial relationship among boys and girls of their institutions. It also indicates that the highest percentage of these school teachers (50.00%) stated the reason that boys are dominating while the highest percentage of college teachers (75.00%) stated the reason that students prefer their own sex group.

5.2.28. Arrangement for Girls' Guide

Table 5.2.15. and Table 5.2.16 shows the analyses of data regarding arrangement for provision of Girls' Guide and views on Girls' Guide for women's education:

Table 5.2.15: Provision of Girls' Guide:

Girls' Guide	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	14 (15.22)	4 (16.66)	5 (5.43)	-	13 (14.13)	-	32 (34.78)	4 (16.66)
Not provided	20 (21.74)	10 (41.66)	10 (10.87)	2 (8.33)	30 (32.61)	8 (33.33)	60 (65.22)	20 (83.33)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table indicates that only 34.78% of the schools and 16.67% of the colleges made arrangement for provision of Girls' Guide.

Table 5.2.16: Views on Girls' Guide:

Views	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Important	30 (32.61)	10 (41.66)	15 (16.30)	2 (8.33)	40 (43.48)	8 (33.33)	85 (92.39)	20 (83.33)
Not important	4 (4.35)	4 (16.66)	-	-	3 (3.26)	-	7 (7.61)	4 (16.66)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table indicates that large majority of school teachers (92.39%) and college teachers (83.33%) found arrangements for Girls' Guide as an important part of women's education.

5.2.29. Ventilation in classrooms

From the analysis of the responses given by teachers, it was found that large majority of school teachers (81.52%) and college teachers

(100.00%) reported that all the classrooms of their institutions were well lighted and ventilated.

5.2.30. Separate seating arrangement

The Study of the responses given by the teachers revealed that majority of the schools (90.21%) and colleges (75.00%) provided separate seating arrangement for boys and girls inside the classroom.

5.2.31. Student's common room facilities

Table 5.2.17. and Table 5.2.18. shows the analyses of data concerning provision of student's common rooms and separate common room for girls:

Table 5.2.17: Provision of student's common room:

Student's common room	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	4 (4.35)	10 (41.66)	5 (5.43)	2 (8.33)	7 (7.61)	4 (16.66)	16 (17.39)	16 (66.67)
Not provided	30 (32.61)	4 (16.66)	10 (10.87)	-	36 (39.13)	4 (16.66)	76 (72.61)	8 (33.33)
TOTAL	34 (36.96)	14 (56.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table reveals that only 17.39% of the schools provided students' common- room while majority of the colleges (66.67%) provided student's common room.

Table 5.2.18: Provision of separate common rooms for girl students:

Separate common-room for Girls	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Provided	2 (12.50)	6 (37.50)	3 (18.75)	-	2 (12.50)	-	7 (43.75)	6 (37.50)
Not provided	2 (12.50)	4 (25.00)	2 (12.50)	2 (12.50)	5 (31.25)	4 (25.00)	9 (56.25)	10 (62.50)
TOTAL	4 (25.00)	10 (62.50)	5 (31.25)	2 (12.50)	7 (43.75)	4 (25.00)	16 (100.00)	16 (100.00)

The table reveals that only 43.75% of the schools and only 37.75% of the colleges which provided student's common rooms were found to provide separate common rooms for girls.

5.2.32. Attendance of women students

The analysis of data with regard to attendance of women students reveals that only 20.65% of school teachers and 16.67% of the college teachers found women students of their Institutions not regular in attending classes. It also reveals that in the opinion of majority of school teachers (68.42%) and college teachers (60.24%), the main reason for this was heavy domestic duties.

5.2.33. Drop-out women students

Table 5.2.19. and Table 5.2.20. shows the analyses of data regarding teachers opinion on the rate of drop-out women students in schools and colleges.

Table 5.2.19: Teachers opinion on the rate of drop-out women students:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
High	14 (15.22)	4 (16.66)	6 (6.52)	-	10 (10.87)	2 (8.33)	30 (32.61)	6 (25.00)
Not high	20 (21.74)	10 (41.66)	9 (9.78)	2 (8.33)	33 (35.87)	6 (25.00)	62 (67.39)	18 (75.00)
TOTAL	34 (36.96)	14 (48.33)	15 (16.30)	6 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table indicates that in the opinion of 32.61% of the school teachers, the rate of drop-out of women students in secondary schools is high and in the opinion of 25.00% of the college teachers, the rate of drop-out of women students in colleges is also high.

Table 5.2.20: Problems/ Reasons for drop-out of women students:

Problems	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Lack of incentives	-	-	-	-	-	-	-	-
Lack of hostel facility	5 (16.67)	2 33.33)	-	-	-	-	5 916.67)	2 (33.33)
Poor economic condition of family	4 (13.33)	1 16.67)	2 (6.67)	-	10 (33.33)	2 33.33)	16 (53.33)	3 (50.33)
Early marriage	2 (6.67)	1 16.67)	-	-	-	-	2 (6.67)	1 (16.67)
High rate of failure in examination	3 (10.00)	-	4 (13.33)	-	-	-	7 (23.33)	-
Parents negative attitude on women's education	-	-	-	-	-	-	-	-
TOTAL	14 (6.67)	4 66.67)	6 (20.00)	-	10 (33.33)	2 (33.33)	30 (100.00)	6 (100.00)

The table indicates that the highest percentage of school teachers (53.33%) and the highest percentage of the college teachers (50.33%) stated poor economic condition of the family as the main problem.

5.2.34. Enrolment of women students

Table 5.2.21. shows the analysis of data regarding teachers opinion on enrolments of women students in schools and colleges.

Table 5.2.21: Opinion on enrolment of women students:

Opinion	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
It has improved	20 (21.74)	8 (33.33)	3 (3.26)	2 (8.33)	30 (32.61)	5 (20.83)	53 (57.61)	15 (62.50)
It has gone down	5 (5.43)	-	2 (2.17)	-	-	-	7 (7.61)	-
It is the same	5 (5.43)	6 (25.00)	10 (10.87)	-	10 (10.87)	2 (8.33)	25 (27.17)	8 (33.33)
Not sure	4 (4.53)	-	-	-	3 (3.26)	1 (4.17)	7 (7.61)	1 (4.17)
TOTAL	34 (36.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The table reveals that in the opinion of the majority of schools teachers (57.61%) and college teachers (62.50%) the enrolment of women students in schools and colleges during the last five years has been improved.

5.2.35. Students' performance

Table 5.2.22. shows the analysis of data regarding the performance of students:

Table 5.2.22: Students' performance:

Better perform-ance	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Boy students	20 (21.74)	7 (29.17)	8 (8.69)	-	20 (21.74)	5 (20.83)	48 (52.17)	12 (50.00)
Girls students	10 (10.87)	7 (29.17)	4 (4.35)	2 (8.33)	13 (14.13)	3 (12.50)	27 (29.35)	12 (50.00)
Not sure	4 (4.35)	-	3 (3.26)	-	10 (10.87)	-	17 (18.48)	-
TOTAL	34 (36.96)	14 (58.33)	15 (16.36)	2 (8.33)	43 (46.74)	8 (33.33)	92 (100.00)	24 (100.00)

The study of the responses given by the teachers shows that majority of the school teachers (52.17%) and half of the college teachers (50.00%) found the performance of boys better than the performance of girls in their schools and colleges.

5.2.36. Views on women's education

Table 5.2.23 shows the analysis of data regarding views on women's education.

Table 5.2.23: Views on women's education:

Women's education	Government		Aided		Private		Total	
	School	College	School	College	School	College	School	College
Favoured	30 (32.61)	14 (58.33)	10 (10.87)	2 (8.33)	33 (35.87)	8 (33.33)	73 (79.35)	24 (100.00)
Not favoured	4 (43.54)	-	5 (5.43)	-	10 (10.87)	-	19 (20.65)	-
TOTAL	34 936.96)	14 (58.33)	15 (16.30)	2 (8.33)	43 (46.74)	8 33.33)	92 (100.00)	24 (100.00)
Levels of education favoured								
Matric level	2 (2.74)	-	-	-	-	-	2 (2.74)	-
Higher secondary level	2 (2.74)	-	-	-	-	-	2 (2.74)	-
College level	10 (13.69)	3 (12.50)	3 (4.11)	-	17 (23.29)	2 (8.33)	30 (41.09)	5 (20.83)
Post-Graduate level	10 (13.69)	3 (12.50)	5 (6.85)	1 (4.16)	8 (10.96)	4 (16.67)	23 (31.51)	8 (33.33)
Research level	6 (8.22)	8 (33.33)	2 (2.74)	1 (4.16)	8 (10.96)	2 (8.33)	16 (21.92)	11 (45.83)
TOTAL	30 (41.09)	14 (58.33)	10 (13.69)	2 (8.33)	33 (45.20)	8 (33.33)	73 (100.00)	24 (100.00)

The table shows that large majority of school teachers (79.35%) favoured women's education till college level.

The table also shows that majority of the college teachers favoured women's education till research level.

5.2.37. Major problems associated with education of women student in Manipur

The major problems of women's education in the state as commonly perceived by teachers were given below:

- i) Lack of incentives and encouragement.
- ii) Poor economic conditions of parents.
- iii) Ignorance and negative attitude of parents.
- iv) Non-realisation of the importance and value of women education by illiterate and ignorant parents.
- v) Women are generally engaged in domestic work more than men by their parents.
- vi) Women are generally neglected more than men by some parents in terms of education.
- vii) Early marriage.
- viii) High rate of failure in examinations.
- ix) Lack of suitable curricula for girls.
- x) Lack of adequate hostel facilities for girls.
- xi) Problems of co-ed institution.
- xii) Lack of supervision and personal guidance.

- xiii) Lack of well trained female teachers in most of the schools and colleges.

5.2.38. Suggestions given by teachers

The teachers were asked to give their suggestions for the improvement of women's education in the state. The common suggestions given by the teachers are pointed out below:

- i) Admission consideration should be generated to women students.
- ii) Grant of free-textbooks, uniforms and scholarship to girls students who top in the classes should be given.
- iii) Well trained female teachers should be appointed in every institution.
- iv) Adequate hostel facilities should be provided for them in secondary schools and colleges.
- v) More girls' institutions should be set up
- vi) Attempt should be made to create awareness among the ignorant parents and the general public about the value of women education.
- vii) Plan to recruit more women teachers should be launched.
- viii) Separate committee or cell should be set up to look after women's education in the state.

CHAPTER-VI
FINDINGS OF THE STUDY
AND SUGGESTIONS

CHAPTER VI

FINDINGS OF THE STUDY AND SUGGESTIONS

6.0.0. Introduction

The present chapter gives the major findings with reference to the five objectives of the study. As regards the development of women's education in Manipur, (vide objective one), the enrolment and examination results (vide objective two), and the staffing pattern i.e. number of teachers (vide objective three), the details have already been presented in a separate chapter (i.e. Chapter IV). The major points with regard to these objectives are, however, given in this chapter along with the findings in respect of the other objectives. At the end of the chapter, a list of topics suggested for future researches are also given.

6.1.0 DEVELOPMENT OF WOMEN'S EDUCATION IN MANIPUR BEFORE INDEPENDENCE

1. Women's education, prior to 1947, was confined mainly to the domestic or school education of the girls of the royal and well-to-do families.
2. In 1898 the first L.P. school for girls was established at Moirangkhom. On the opening day of the school 12 girls were admitted and the total enrolment of girls reached 53 by March 1900.
3. In 1932-33, two more L.P. schools for girls were established and the fourth girl school was established in 1935-36 at Sagolband.

4. In 1935, the first girls' high school was set up at Imphal by Sir Churachand Singh after the name of his eldest daughter Maharaj Kumari Tamphasana. And this school was taken over by the government on June 1, 1946.
5. In 1937-38, the number of girls attending primary and middle schools increased to 929 which was the highest in the pre-independence period. The first Manipuri girl passed matriculation examination only in the year 1938.
6. In Manipur, before independence (1940-41), there were only 4 girls' primary schools and only 1 high school. And the number of women students was 1,594 which formed only 0.61 per cent of the total of 2,62,886 women population. The position clearly indicates women's education in the state had a very slow growth before independence.

6.2.0 DEVELOPMENT OF WOMEN EDUCATION IN MANIPUR AFTER INDEPENDENCE

There has been a considerable progress in the field of women's education in Manipur after independence as indicated by –

- increase in female literacy percentage
- increase in girls/women institutions
- increase in the enrolment of women students
- increase in the percentage of pass in different examinations
- increase in the number of women teachers.

6.2.01 Literacy

There has been a progressive development of women literacy in the State since 1951. In 1951 the total percentage of literacy in the State was

11.4% and the total female literacy was only 2.36%. But by 2001, the female literacy rate increased to 59.70% out of the total population of 23, 88,634 and as against the total literacy percentage of 68.87%.

6.2.02 No. of Institutions

The number of girls' institutions in the state has recorded continuous increase except for a few years. In 1950-51, the total number of primary schools for girls was only 28 out of the total 526 primary schools. But by 2001-2002, the total girls' primary schools reached 163 accounting for 6.34% of the total 2,573 primary schools in the State.

There was only 1 girls' secondary school during 1950-51 out of the total 11 secondary schools. But in the year 2001-2002, the total secondary schools for girls increased to 56 accounting for about 8.49% of the total 659 secondary schools in the state.

Prior to 1965-66, there was no women's college in the state, till 1970-71, there was only 1 women's college but by the year 1999-2000, the state got 6 women's colleges forming 10.34% of the total 58 colleges in the State.

6.2.03 Enrolment

The number of girl students enrolled at secondary level has always been far behind the number of boys enrolled. In 1990-91, for example, out of the total number of students enrolled, the number of girls enrolment was 57,811 (44.72%) while that of boys was 71,451 (55.27%). And by 2001-2002, the girls enrolment reached 1,16,309 (46.34%) and that of boys was 1,33,575 (53.45%).

Though the number of girls enrolled in colleges of the state has been increasing every year, it is still far behind in comparison to the number of

boys enrolled. In 1990-91, out of the total number of students enrolled in colleges, the number of female enrolment was only 16,697 (42.67%) while that of male enrolment was 22,427 (57.32%). And during 1999-2000, the female enrolment was increased to 51.29% out of the total number of students enrolled and the male enrolment was suddenly reduced to 48.70%.

6.2.04 Pass Percentage

Comparing the pass percentages of male and female students in H.S.L.C. examinations, It has been found that the pass percentage of female students were lower than that of their male counterparts in every year.

In the year 1990-91, the pass percentage of girls in H.S.L.C. examination was 35.69% out of total number of 7,932, girls appeared. In the same year, the percentage of pass for boys was 39.98% out of the total number of 25,527 boys appeared. The percentage of pass for girls was increased to 44.89% in 1997-98. But in 2001-02, out of the total 15,502 girls appeared, the pass percentage was reduced to only 18.05% while the pass percentage of boys for the same year was 39.98% out of the total 15,856 boys appeared.

In H.S.S.L.C. examinations, comparing the pass percentages of male and female students, it has been observed that, there was no much variation between the two. The pass percentages of girls in H.S.S.L.C. Arts, Science and Commerce examinations has been found to be higher than those of boys in some of the years.

In the year 1995-96, the pass percentages of boys and girls in H.S.S.L.C. (Arts) examination were 35.51%(boys) and 32.36%(girls), in H.S.S.L.C. (Science) examination 64.91%(boys) and 64.88%(girls) and in

H.S.S.L.C. Commerce examination 58.73%(boys) and 76.26%(girls) respectively. And by 2000-01, the pass percentages of boys and girls in H.S.S.L.C. Arts examination were 53.11%(boys) and 51.52%(girls), in H.S.S.L.C. Science 77.66%(boys) and 79.18%(girls) while in H.S.S.L.C. Commerce the pass percentage of boys was 64.44% and that of girls was 72.51%.

Comparing the pass percentages of male and female students in different Degree Final Examinations, it has been found that, the pass percentages of female students in B. A. and B. Sc. final examinations were much better and higher in most of the years whereas in B. Com. final examination, the pass percentage of male students was much higher than those of female students in most of the years.

In Degree final examinations, the pass percentages of women students during the year 1994-95 for Arts, Science and Commerce were 74.32%(Arts), 54.45%(Science) and 62.50%(Commerce) respectively while that of male students were 31.05%(Arts), 82.94%(Science) and 81.73%(Commerce). By 2000-01, the pass percentage of female in B.A. was reduced to only 31.72% and that of male was reduced to only 28.83%. In B.Sc. the pass percentage of female was increased to 67.05% and that of male was reduced to only 38.17%. In B. Com., the pass percentage of female for the same year was increased to 59.52% while that of male was reduced to 80.00%.

6.2.05. No. of Teachers

As regards staffing pattern (no. of teachers) in different secondary schools and colleges of the State, it has been found that the number of female staff were far below the number of male staff.

Till 1950-51, there was not a single women teacher in secondary schools. By 1960-61, there were 49 women teachers and by 1990-91 the number of women teachers reached 2540 forming 32.69% of the total secondary school teachers in the state while the number of male teachers was 5230 accounting about 67.31%. And again in 2001-2002, the number of women teachers increased to 4,570 (37.89%) while the number of male teachers increased to 7,490 forming 62.11% of the total secondary school teachers.

Till 1950-51, there was no woman teacher in Colleges. But by 1960-61, the state got 4 women lecturers in colleges. Again in 1990-91, the number of female teachers was increased to 260 (25.37%) and the number of male teachers was 765 (74.95%). And by 1999-2000, the State got 1078 women lecturers out of the total 2,841 lecturers, forming about 39.62% of the total college teachers while the number of male teachers was 1,763 forming 62.06% of the total number of college teachers.

6.3.0 PROBLEMS ASSOCIATED WITH THE EDUCATION OF WOMEN STUDENTS AT SECONDARY AND COLLEGE LEVELS

The problems were identified from the responses given by the women students and the women teachers.

6.3.01 Classroom Problems

1. It has been found that although a large majority of Secondary Schools and Colleges located in the urban areas had adequate arrangement of lighting and ventilation as well as other basic classroom facilities (furniture, blackboard etc.), such arrangement were very poor in the Institutions located in rural areas.
2. Majority of the College girls(51.72%) found their classes generally dull and boring while in the case of the majority of school students(66.26%) classes were not dull and boring.
3. Majority of the School girls(57.75%) and the College girls(81.03%) in the co-education institutions where separate seating arrangements for girls did not exist, favoured separate seating arrangement inside the classroom.

6.3.02. Infrastructural Problems

1. Only 39.29% secondary schools had school libraries and majority of the schools with libraries did not have sufficient books and separate reading room facilities in the libraries. Majority of the schools did not have full-time Librarians.
2. Large majority of colleges (90.51%) except a few private colleges, had college libraries and majority of the colleges with libraries did not have sufficient textbooks and separate reading room facilities.
3. Though majority of the schools (58.59%) and colleges (82.75%) had science laboratories, most of the schools and colleges with laboratories did not have sufficient laboratory equipments and sufficient space inside the laboratories.

4. 55.48% secondary schools and only 39.65% colleges provided drinking water to students which was mainly ordinary water.
5. Only 16.49% secondary schools provided students common room. No school provided separate common room for girls, while majority of the colleges(63.79%) provided common room facilities for girls.
6. Majority of the colleges (66.46%) and schools (65.26%) did not provide proper sanitation facilities for girl students.
7. Very few schools (32.98%) and colleges (12.93%) provided medical facilities to students only when necessary.
8. Large majority of secondary schools (71.92%) and colleges (79.31%) did not provide hostel facilities for girls. Lack of this facility poses a problem for the students from the rural and hill areas since they have to travel a long distance daily for attending their schools/colleges.

6.3.03 Curricular Problems

1. It was observed from the responses that majority of the college girl students and teachers were not satisfied with the existing curriculum. The reasons given by majority of them include i). over-crowdedness of curriculum and ii) neglect of specific needs of women students.
2. The study revealed that only 29.82% school girls and 34.91% college girls found difficult to study the same curriculum with boys.

3. Majority of girl students and teachers stated that the prescribed textbooks were not readily available for students' use. The reasons as stated by them were: i) Non availability of the prescribed textbooks in the local market and ii). Non availability of the textbooks in the school/college libraries. This problem was found more acute in the rural areas.
4. Majority of the school girls favoured separate curriculum for girls, while majority of the college girls and teachers were against it.
5. Large majority of school girls(82.45%) and college girls(63.36%) found science and mathematics as most difficult subjects.
6. The study revealed that a large majority of girl students and teachers favoured Home science as a subject at secondary and college levels.
7. Although 10+2+3 pattern has been in use in the state, it appears from the responses given by the teachers that vocational courses were yet to be introduced at the school level.

6.3.04 Financial Problems

1. The study revealed that majority of the school girls had financial problems with regard to paying tuition fees, buying textbooks and uniforms, while majority of the college girls had problem for buying textbooks. This is particularly true in the case of students hailing from rural areas with poor socio-economic background.
2. Only 15.08% secondary schools and 15.94% colleges which were private institutions provided merit scholarships to the deserving girl

students while other categories of institutions did not provide merit scholarships.

6.3.05 Problems Related to Teaching

1. Majority of the girl students preferred female teachers to male teachers and 28.77% school girls and 28.01% college girls revealed that they found difficult to adjust with male teachers due to personal reasons.
2. Majority of the college girls (64.22%) opined that their teachers were not punctual and regular in taking classes sometimes, while a large majority of a school girls did not support this opinion.
3. Majority of school girls (70.88%) and college girls (65.52%) pointed out that their teachers were friendly.
4. The study revealed that all the teachers (100%) in secondary schools and colleges followed their own methods of teaching and the methods of teaching usually followed in the classes were lecturing and notes-giving.
5. 43.50% School girls revealed that the number of female teachers in their institution was not sufficient. As regards opinion of college girls, 50.00% of them found the number of female teachers sufficient in their colleges.

6.3.06 Co-curricular Problems

1. It was found that though majority of the schools (61.05%) and colleges (60.34%) provided co-curricular activities, very few schools and colleges^{provided} activities like Girls' Guide, N.C.C. and N.S.S.

2. Majority of the secondary schools (72.28%) and colleges (59.05%) had playgrounds of their own and organised different kinds of games and sports but majority of the schools (62.80%) and colleges (59.48%) did not organise indoor-games for women students owing to the lack of infrastructural facilities.

6.3.07 Problems Relating to Parents/ Family

1. The study revealed that large majority of the girls' parents favoured women's education only till college level and very few were found to be in favour of women's education till post-graduate research level. This may be due to socio-economic reason.
2. Majority of the college girls (53.01%) indicated that they did not have enough time to study at home due to heavy pressure of domestic work, while only 34.73% of the school girls, however, had the same experience.
3. Majority of the school girls (57.00%) and college girls(51.81%) revealed that they did not have separate room to study at home.
4. Majority of school girls (54.33%) and college girls (53.27%) stated that their studies had been affected by family problems like poor economic condition of parents.

6.3.08 Personal Problems

1. Majority of school girls (56.14%) and college girls (55.17%) found it difficult to select subjects for their educational and vocational future. This may be due to the absence of guidance and counselling services in schools and colleges.

2. Majority of school girls (60.70%) and college girls (61.20%) revealed that they were confident about their ability. Whereas only 39.29% school girls and 38.79 college girls pointed out that they were not confident because of their being slow learners.
3. Majority of school girls (50.52%) and college girls (53.44%) had fear of examination.
4. Regarding health problems, 37.89% school girls and 38.79% college girls revealed that their studies had been affected by their personal sickness.

6.4.0 SUGGESTIONS FOR IMPROVING WOMEN'S EDUCATION

On the basis of the findings of the study, the following suggestions can be made to improve the status of women's education in the state.

1. As there is a disparity of women's literacy between urban and rural areas of the state, the education of women in rural areas has to be tackled by the government by providing more infrastructural facilities, by establishing more institutions especially colleges, as there is a dearth of colleges in these areas.
2. Since secondary school girls usually prefer separate girls' schools to co-educational institutions, more girls' secondary schools should be set up in the state, so as to enable more girls to have schooling .
3. Reservation of seats for women should be made in secondary schools and colleges in order to increase the enrolment of women at secondary and college levels.

4. Free textbooks and uniforms should be provided by the school authorities to the meritorious girl students to encourage women students to pursue education.
5. Merit scholarships should also be provided to meritorious women students by the government so as to enable them to continue their studies.
6. The state may make endeavour to include vocational courses at secondary level while some of the courses like dress-making, home-economics, interior decoration etc. may be included in the curriculum at the lower secondary stage.
7. Since a large majority of the school students found Science and Mathematics as difficult subjects, efforts may be made to investigate into the teaching of these subjects and the teaching of these subjects may be improve by employing qualified teachers wherever necessary.
8. Home-science should also be included as a subject in secondary schools and colleges.
9. Since the students, particularly in the rural areas, were facing problem in getting textbooks, which were not available either in the local market or in the school libraries, schools may make arrangements for providing the books for the students.
10. School/college libraries should be strengthened by equipping them with textbooks and reference materials with adequate number of copies. The habit of library reading must be cultivated among the

students right from the school stage. At the college level library work may form an integral part of the timetable.

11. Since school/college laboratory facilities by and large were found to have been inadequate, liberal grants should be extended to the institutions to procure more and more laboratory equipments, and also for providing more spaces in the laboratories.
12. Since facilities for co-curricular activities like N.C.C., Girls' Guides and N.S.S. were not available in most of the schools and colleges as revealed from the responses given by the respondents, feasibility of introducing such activities for women students may be considered by the authorities.
13. The state government may give liberal grants to all the secondary schools and colleges of the state for strengthening games and sports facilities for girl students.
14. It was found that colleges were not providing hostel facilities for women students. Since lack of these facilities poses serious problems for the students coming from long distance (rural areas), the government may consider setting up hostel facilities atleast in government colleges wherever necessary. Feasibility of arranging transport facilities for students traveling from long distance may also be looked into.
15. Since majority of the schools and colleges did not provide proper sanitation facilities to the women students, efforts should be made on priority basis to remove this problem.

16. Feasibility of introducing correspondence-courses for women who could not attend colleges may be considered by the authority.
17. Since it has been found that the number of female teachers in many secondary schools and colleges were inadequate, school / college authorities and the state government may take steps to recruit more women teachers in secondary schools and colleges wherever necessary.
18. Services of well trained guidance personnel should be made available for girl students in schools and colleges to help them in making choice of their educational/vocational future.
19. Women's club with library facilities for women students may be set up with government support.
20. Separate education centres for women such as Adult Education, Condensed courses, Continuing Classes may be opened at suitable places.
21. There should be a separate Committee at the state level to look after the promotion of women's education in the State.

6.5.0 SUGGESTIONS FOR FURTHER RESEARCHES:

The present study was conducted on the Education of Women Students in Manipur: An Appraisal, which stressed only the general education of women students at secondary and collegiate levels. Similar studies may be conducted by the future researches in the areas of Primary and University levels of Education in the State. Studies may also be conducted in the area of Technical and Professional education of women students, Education of Tribal girls and Non-Tribal girls at various level of

Education in the State etc. Future researchers are recommended to consider the following related topics:

1. An Appraisal of The Development of Girls' Education at Primary level in Manipur.
2. A Study of the Progress and Problems of Women's Education at University level in Manipur.
3. An Investigation in the Development of Women's Technical and Professional Education in Manipur.
4. A Comparative Study on Tribal and Non-Tribal Women's Education in Manipur.
5. A Study of the Progress and Problems of Women's Education in the Hill Districts of Manipur.
6. A Study on the Attitude of Parents Towards Higher Education of Their Daughters.
7. A Comparative Study on Urban-Rural Women's Education in Manipur.

APPENDICES

APPENDIX – A

LIST OF SECONDARY HIGH SCHOOLS INCLUDED IN THE SAMPLE WITH THEIR MANAGEMENT

GOVERNMENT HIGH SCHOOLS

1. Adimjati High school	Chingmeirong (Imphal West)
2. Canchipur High School	Canchipur
3. Fourth Assam Rifles High School	3 rd Assam Rifles Compound
4. Tombisana High School	Assembly Road
5. Thangmeiband Girl's High School	Thangmeiband
6. Khongampat High School	Khongampat
7. Khoyathong High School	Khoyathong
8. Shyamasakhi Girls' High School	Moirangkhom
9. Eastern Ideal High School	Akampat
10. Khudrakpham Chingthu High School	Khudrakpham
11. Khurai Girls High School	Lamlong Bazar
12. Lamphal High School	Top Khongnankhong
13. Leirenjao Girls High School	Heingang
14. Sagolmang High School	Sagolmang
15. Bishenpur Girls High School	Bishenpur
16. Moirang Girls High School	Moirang
17. Ningthoukhong Girls High School	Ningthoukhong
18. Oinam Girls High School	Oinam
19. Ningthoukhong Kha High School	Ningthoukhong
20. Utlou High School	Utlou
21. Keina Girls High School	Thoubal
22. Haoreibi Girls' High School	Lilong
23. Charangpat High School	Wangkham
24. Motbung High School	Motbung
25. Keithelmanbi High School	Keithelmanbi
26. Kangpokpi High School	Kangpokpi

27. Tengnoupal High School	Tengnoupal
28. Moreh High School	Moreh
29. Sita High School	Sita
30. Churachandpur Secondary School	Churachandpur
31. Kangvai High School	Kangvai
32. Gandhi Memorial High School	Molnom
33. Rengkai High School	Rengkai
34. Saikot High School	Saikot
35. Vimla Raina High School	Churachandpur

AIDED HIGH SCHOOLS

1. Porompat Girls' High School	Porompat
2. MadanMohan Girls' High School	Keirao
3. Khurai Sojor Leikai High School	Khurai
4. North Imphal Girls' High School	Chingmeirong
5. Cosmopmlitan Girls' High School	Wangai
6. Haoreibi High School	Haoreibi Mayai Leikai
7. Samarak High School	Nagamapal
8. Public Girls' High School	Lamding Khunou
9. Yaina Model Girls' High School	Kumbi
10. Phubala High School	Phubala
11. Kakching Khunou High School	Kakching
12. Pallel High School	Pallel
13. Gorkha High School	Kalapahar
14. Valta Kamjathang High School	Churachandpur
15. Patpuimun High School	Tipaimukh

PRIVATE HIGH SCHOOLS

1. Adimjati Little English High school	Chingmeirong
2. Cambridge English School	Lamphelpat
3. Niams English Academy	Langol
4. Nirmalabus School	M. G. Avenue

5. Sanatombi Girls'	Uchiwa
6. Shantilata Memorial School	Taothong
7. ASamo English School	Thangmeiband
8. St. Mary's school	Lamphelpat
9. Children's Training High school	Langol
10. Aton English School	Chingmeirong
11. Brighter English School	Mantripukhri
12. Naorem Leikai Girls' High school	Singjamei
13. Narmada English School	Zomi Villa
14. Standard English School	New Checkon
15. Yairipok Girls' High School	Yairipok
16. Tiny Tos Unique School	Imphal(Wangkhei)
17. Kiddies Corner English	Chingmeirong
18. Pari Emom Khwai Singdamsang	Pangei
19. North Eastern English School	Moirangkhom
20. Evergreen Flower School	Thoubal
21. Ema Girls High School	Khonjom
22. Haoreibi Turel Ahanbi Ideal Girls High School	Lilong
23. Langathel High School	Thoubal
24. Khomdonbi Memorial English School	Kakching Khunou
25. Keinnou Girls High School	Oinam
26. Loktak Christian Model High School	Moirang
27. Ngaikhong Girls' High School	Oinam
28. Bishnupur Public School	Bishnupur
29. St. John's English School	Nambol
30. Baptish English High School	Motbung
31. Christian English School	Saikul
32. L.L. Hengjou English High School	Saikul
33. L. L. Henjou English High School	Thangkanphai
34. K. T. English High School	Kangpokpi
35. Olivia High School	Kanglatombi

36.	Kangpokpi Mission School	Kangpokpi
37.	Dr. Colvin Academy	Moreh
38.	Ideal High School	Sugnu
39.	St. Joseph's High School	Sugnu
40.	Standard High School	Sugnu
41.	Christian English High School	Sugnu
42.	Netaji Memorial English School	Moreh
43.	Assemblies of God High School	Churachandpur
44.	Bethel High School	Leishang
45.	St. Mary's High School	Churachandpur
46.	Blue Star Academy	Churachandpur
47.	Grace Academy	Churachandpur
48.	Sielmat Christian High School	Churachandpur
49.	Soikholal Ideal High School	Kanan Veng
50.	Lailoiphai High School	Lailoiphai

LIST OF COLLEGES INCLUDED IN THE SAMPLE WITH THEIR MANAGEMENT

GOVERNMENT COLLEGES

1.	Modern College	Imphal (West)
2.	Ideal Girls' College	Imphal
3.	Oriental College	Imphal
4.	D. M. College of Science and Arts	Imphal (East)
5.	Manipur College	Imphal
6.	Imphal College	Imphal
7.	G. P. Women's College	Imphal
8.	C. I. College	Bishenpur
9.	Moirang College	Moirang
10.	Thoubal College	Thoubal
11.	Y. K. College	Wangjing
12.	Presidency College	Senapati

- | | | |
|-----|-----------------------|---------------|
| 13. | United College | Chandel |
| 14. | Churachandpur College | Churachandpur |
| 15. | Lamka College | Churachandpur |

AIDED / GRANT-IN-AID COLLEGES

- | | | |
|----|---------------------|----------------|
| 1. | Liberal College | Luwangsangbam |
| 2. | Mayai Lambi College | Yumnam Huidrom |

PRIVATE COLLEGES

- | | | |
|----|----------------------------|----------------------|
| 1. | Canchipur Collge | Canchipur |
| 2. | T. S. Paul Women's College | Mongsangei, Imphal |
| 3. | Ng. Mani Collge | Chairenthong, Imphal |
| 4. | Manipur Valley College | Akampat, Imphal |
| 5. | S. K. Women | Nambol |
| 6. | Bethany Christian College | Churachandpur |
| 7. | Kakching Girls' College | Kakching |
| 8. | Kangpokpi Mission College | Kangpokpi, Senapati |

APPENDIX – B

QUESTIONNAIRE FOR WOMEN STUDENTS

INSTRUCTIONS:

Dear Student,

You are requested to give correct responses to a set of questions given below. The information are required in connection with research work and the responses furnished by you will be treated as confidential and your name will not appear anywhere in the research report. Hence, feel free to give accurate responses.

Name:

Class:

Name of School /College:

Address of School /College:.....

District :

Type of School /College: Girls /Co-education (Please tick).

Management of School / College : Government / Grand-in-aid / Private
(Please tick)

A. CLASSROOM PROBLEMS

1. Are the classrooms well lighted and ventilated? YES/NO
2. Does each classroom have enough basic facilities of the following? (Please tick)
- | | |
|------------------------------------|--------|
| (a) Blackboard | () |
| (b) Chalk and duster | () |
| (c) Chair and table for teachers | () |
| (d) Desks and benches for students | () |
3. Are classes dull and boring? YES/NO
- If yes, what is / are the main reason / reasons?(Please tick)
- | | |
|-------------------------------------|--------|
| (a) Teachers are lazy | () |
| (b) Teachers are not interested | () |
| (c) Students are not attentive | () |
| (d) Students are noisy | () |
| (e) Any other (Please specify)..... | |
4. How many periods do you usually have per day? (Please tick)
- | | |
|-------------------|--------|
| (a) Three | () |
| (b) Four | () |
| (c) Five | () |
| (d) Six | () |
| (e) More than six | () |
5. Are you satisfied with the arrangement of your school / college timetable? YES/NO
- If no, which of the following is the main reason? (Please tick)
- | | |
|--------------------------------------|--------|
| (a) Too many classes in a day | () |
| (b) Very few / less classes in a day | () |
| (c) Its not systematic | () |
| (d) No off periods | () |
| (e) Any other (Please specify)..... | |

6. What is the duration of the time for a period? (Please tick)

- (a) 30 minutes ()
 (b) 35 minutes ()
 (c) 40 minutes ()
 (d) 45 minutes ()
 (e) More than 45 minutes ()

7. What is your opinion with regard to the duration of the period?

(Please tick)

- (a) Too short to have discussion ()
 (b) The duration is too ()
 (c) The duration is alright ()
 (e) Any other (Please specify).....

8. (a) Do you have separate seating arrangement for boys and girls inside the classroom? YES/NO

(b) Do you think separate seating arrangement is necessary? YES/NO

B. INFRASTRUCTURAL PROBLEMS

9. Is there a library in your school / college? YES/NO

If yes, do you get sufficient textbooks in your library? YES/NO

10. (a) Do you have a reading-room in the library? YES/NO

(b) If yes, are there separate reading-rooms for boys and girls? YES/NO

(c) If no, are you in favour of having separate reading room? YES/NO

11. Who is in-charge of the library? (Please tick)

- (a) Full time librarian ()
 (b) Part time librarian ()
 (c) Teacher ()
 (d) Any other (Please specify).....

12. Does your school/college have a laboratory? YES/NO

If yes, are there sufficient equipments? YES/NO

13. Do you have sufficient space for all the students inside the laboratory? YES/NO

14. Does your school/college organize co-curricular activities? YES/NO
 If yes, what types of activities do you have?
 Please specify.....
15. Does your school/college have playground? YES/NO
 If yes, what kind of games and sports are generally organized
 in your school/College?
 Please specify.....
16. Does your school/college organize any indoor games for YES/NO
 girl students
 If yes, what kind of indoor games do you have?
 Please specify.....
17. Does your school/college have provision for drinking water? YES/NO
 If yes, what type of water do you get? (Please tick)
 (a) Ordinary water ()
 (b) Filter water ()
 (c) Any other (Please specify).....
18. Does your school/college have a student's common room? YES/NO
 If yes, is there a separate common room for girl students? YES/NO
- 19 Does your school/college have proper sanitation facilities YES/NO
 for girls?
20. Do you any medical facilities for students in your school/ YES/NO
 college?
 If yes, how many times do you usually have? (Please tick)
 (a) Once in a week ()
 (b) Once in a month ()
 (c) Once in a year ()
 (d) Whenever necessary ()
 (e) Any other (Please specify).....
21. Does your school / college provide hostel facilities for YES/NO
 women students?

C. CURRICULAR PROBLEMS:

22. Is the existing curriculum satisfactory in your opinion? YES/NO

If no, please tick out the reason/reasons from the following lists:

- (a) It is bookish ()
 (b) It is theoretical ()
 (c) It is over-crowded ()
 (d) It does not cater to the needs of women students ()

(e) Any others (Please specify).....

23. How are text books selected in your school / college? (Please tick)

- (a) Prescribed by the government ()
 (b) Prescribed by the Board of Secondary Education ()
 (c) Prescribed by the University ()
 (d) Selected by the Head of the Institution ()

(e) Any other (Please specify).....

24. Do you find any difficulty in studying the same curriculum with boys? YES/NO

If yes, which of the following is / are the main reason / reasons?

(Please tick)

- (a) Boys are quicker / faster in learning ()
 (b) Boys are more intelligent ()
 (c) Boys are very competitive ()
 (d) Difficult to compete with boys ()

(e) Any others (Please specify).....

25. Are you in favour of having separate / different curriculum for girls? YES/NO

If yes, what is / are the reason / reasons? (Please tick)

- (a) Present curriculum is not job oriented for women ()
 (b) Present curriculum do not cater ()

to the need of girls

- (c) It does not give any domestic work training ()

(d) Any other (Please specify).....

26. Are the prescribed textbook readily available for students' use? YES/NO

If no, what is/are the reason/reasons? (Please tick)

- (a) Prescribed textbooks are not available in the market ()

- (b) Prescribed textbooks are not available in the library ()

- (c) Prescribed textbooks are very costly ()

- (d) Parents could not afford to buy all the prescribed textbooks ()

(e) Any other (Please specify).....

27.(a) Are you in favour of having Home-Science as a compulsory subject for girls in secondary school? YES/NO

(b) Should Home-science be made an optional subject for women students in college? YES/NO

28. Do you find difficulty in studying some subjects? YES/NO

If yes, which of the following subject/subjects do you find most difficult?

(Please tick)

- (a) Science ()

- (b) Mathematics ()

- (c) Hindi ()

- (d) Manipuri ()

(e) Any other (Please specify).....

29. Does your school/college provide any facilities for vocational studies? YES/NO

If yes, what type of vocational courses do you have?

Please specify.....

30. Which of the following subject do you prefer most to study? (Please tick)

- (a) Psychology ()
 (b) Mathematics ()
 (c) Science ()
 (d) Social science ()
 (e) Any other (Please specify).....

D. FINANCIAL PROBLEMS:

31. Do you have financial problems with regards to the following items?

(Please tick)

- (a) Buying uniforms ()
 (b) Buying textbooks ()
 (c) Paying tuition fees ()
 (d) Paying bus fares ()
 (e) Any other (Please specify).....

32. (A) Does your school/college provide scholarships? YES/NO

(B) If yes, what type of scholarship do you get? (Please tick)

- (a) S.T. scholarship ()
 (b) S.C. scholarship ()
 (c) Merit scholarship ()
 (d) Any other (Please specify).....

(C) Are you satisfied with the amount of scholarship you get. YES/NO

33. Do you get any financial help from other sources to continue your studies? YES/NO

E. PROBLEMS RELATED TO TEACHING

34. (a) Do you have enough female teachers in your school/college? YES/NO

(b) If no, are you in favour of appointing more female teachers In your school/college? YES/NO

35. Does your teachers used teaching aids in their teaching? YES/NO

If yes, what are the teaching aids commonly used by them?

Please specify.....

36. Are teachers punctual in coming to the class? YES/NO

If no, how often do the teachers come late? (Please tick)

- (a) Always ()
 (b) Frequently ()
 (c) Sometimes ()

37. Are teachers sociable? YES/NO

If no, what is the main reason? (Please tick)

- (a) Teachers are proud ()
 (b) Teachers are unfriendly ()
 (c) Teachers are not co-operative ()
 (d) Any other (Please specify).....

38. Are teachers partial and unjust? YES/NO

If yes, how are teachers partial and unjust? (Please tick)

- (a) By giving more marks to some students ()
 (b) Being friendly to only some students ()
 (c) By giving more punishment to some students ()
 (d) Any other (Please specify).....

39. Whom do you prefer? (Please tick)

- (a) Male teacher ()
 (b) Female teacher ()
 (c) None ()

40. Do you find it difficult to adjust with male teachers? YES/NO

If yes, what is / are the reason / reasons? (Please tick)

- (a) Shyness ()
 (b) Fear ()
 (c) Unfriendly attitude of male teachers ()
 (d) Strictness on the part of male teachers ()
 (e) any other (Please specify).....

41. Do you think teachers are poor in maintaining discipline in the school/college? YES/NO

If yes, which of the following is / are the reason / reasons? (Please tick)

(a) Teachers are uncaring ()

(b) Teachers themselves are not well
mannered ()

(c) Teachers are too lenient in dealing
with students ()

(d) Teachers do not show good example
To students ()

(e) Any other (please specify).....

42. (A) What is the medium of instruction in your school/college?

(Please tick)

(a) English ()

(b) Manipuri ()

(c) Any other (Please specify).....

(B) If it is English, do you find it difficult to understand? YES/NO

(C) If yes, which of the following language do you prefer? (Please tick)

(a) Mother tongue ()

(b) Hindi ()

(c) Manipuri ()

(d) Any other (Please specify).....

43. (A) What method/methods of teaching do your teachers generally follow?

(Please tick)

(a) Lecturing ()

(b) Lecturing and Discussion ()

(c) Lecturing and Demonstration ()

(d) Lecturing and Notes-giving ()

(e) Any other (Please specify).....

(B) Do you follow the teaching of your teachers? YES/NO

F. FAMILY PROBLEMS

44. Are your parents interested in your studies? YES/NO

If yes, are they able to afford your studies? YES/NO

45. Which type of education do your parents pay more attention?

(Please tick)

- (a) Boys education ()
 (b) Girls education ()
 (c) Both equally ()

46. Do your parents like you to go for higher studies? YES/NO

If yes, till what level they want you to study? (Please tick)

- (a) Matriculation ()
 (b) Higher secondary level ()
 (c) College level ()
 (d) Post-graduate level ()
 (e) Research level ()
 (f) Any other (Please specify).....

47. Do you get enough time to study at home? YES/NO

If no, what is/ are the reason / reasons? (Please tick)

- (a) Heavy domestic work ()
 (b) Insufficient place to study in the house ()
 (c) Looking after brothers/sisters ()
 (d) Any other (Please specify).....

48. Do you get proper guidance at home for your studies? YES/NO

If no, what is / are the main reason / reasons? (Please tick)

- (a) Illiteracy of parents ()
 (b) Lack of educated people in the family ()
 (c) Educated parents being unable to give proper guidance ()
 (d) Lack of time for the parents to give due attention ()
 (e) Any other (Please specify).....

49. Do you have suitable place at home to study? YES/NO

If no, what is / are the reason / reasons? (Please tick)

- (a) Many children in the family ()

- (b) Too congested house ()
- (c) No separate room ()
- (d) Any other (Please specify).....

50. Are your studies affected by your family problems? YES/NO

If yes, which of the following is/are the main reason/reasons ?

(Please tick)

- (a) Poor economic condition of the parents ()
- (b) Undesirable relationship among the family members ()
- (c) To many visitors/guests at home ()
- (d) Large family ()
- (e) Any other (Please specify).....

G. PERSONAL PROBLEMS

51. Which type of institution do you prefer for your education? (Please tick)

- (a) Co-education institution ()
- (b) Girls institution ()

52. Do you have difficulties in attending classes regularly? YES/NO

If yes, what is/are the main reason/reasons? (Please tick)

- (a) Long walking distance ()
- (b) Transport problem ()
- (c) Personal ailment ()
- (d) Heavy duty at home ()
- (e) Any other (Please specify).....

53. Is your school/college very far away from your house? YES/NO

If yes, by which of the following you usually go to school/college?

(Please tick)

- (a) By foot ()
- (b) By school bus ()
- (c) By public bus ()
- (d) By private vehicle ()
- (e) Any other (Please specify).....

54. Do you find it difficult to select a subject of your choice for preparing a vocation? YES/NO

55. Do you have enough companies/friends in your school/college? YES/NO

If no, what is / are the reason / reasons? (Please tick)

(a) Due to shyness ()

(b) Being introvert and timid ()

(c) Lack of pocket money ()

(d) Prefer to be alone ()

(f) Any other (Please specify).....

56. Do you find it difficult to adjust and communicate with other students in your school/college? YES/NO

If yes, which of the following is / are the reason / reasons? (Please tick)

(a) Poor achievement ()

(b) Personal inhibition ()

(c) Poor in English ()

(d) Due to shyness ()

(e) Any other (Please specify).....

57. Are you staying in the hostel? YES/NO

If yes, do you have the following difficulties? (Please tick)

(a) Loneliness ()

(b) Home-sick ()

(c) Adjustment problem ()

(d) Insufficient room/space to study ()

in the hostel

(e) Any other (Please specify).....

58. If you are not in the hostel, what is the problem? (Please tick)

(a) Short walking distance from home ()

(b) Parents could not afford it ()

(c) Personal sickness ()

(d) Social restriction ()

(e) Afraid of ragging ()

(f) Any other (Please specify).....

59. (A) Does your school/college organize any educational tours for students? YES/NO

(B) Do you have difficulty in joining educational tours? YES/NO

(C) If yes, which of the following is / are the problem / problems?

(Please tick)

(a) Financial difficulty ()

(b) Unable to mixed with boys ()

(c) Health problem ()

(d) Traveling difficulty ()

(e) Any other (Please specify).....

60. Do you find it difficult to join vocational course with boys? YES/NO

If yes, what is / are the reason / reasons? (Please tick)

(a) Feel shy to mix with boys ()

(b) Being reserved person ()

(c) Having poor achievement ()

(d) Being very slow in learning ()

(e) Any other (Please specify).....

61. Are you worried about your position in the class? YES/NO

If yes, how often are you worried? (Please tick)

(a) Always ()

(b) Frequently ()

(c) Sometimes ()

62. Are you confident about your ability to do well in life? YES/NO

If no, which of the following is / are the reason/ reasons?

Please tick)

(a) Being slow learner ()

(b) Having poor achievement ()

(c) Being indecisive ()

(d) Any other (Please specify).....

63. Are you afraid of examination? YES/NO

If yes, what is / are the reason / reasons? (Please tick)

(a) Nervousness ()

(b) Inferiority complex ()

(c) Slow in writing ()

(d) Any other (Please specify).....

64. Are your studies affected by your personal sickness? YES/NO

If yes, which of the following sickness affect you most? (Please tick)

(a) Headache ()

(b) Visual problem ()

(c) Stomachache ()

(d) Hearing problem ()

(e) Any other (Please specify).....

QUESTIONNAIRE FOR WOMEN TEACHERS

Dear Madam,

I am carrying on research for the degree of Ph. D. in Education under North Eastern Hill University, Shillong. In this connection, I enclose herewith a questionnaire and request you to kindly go through the items and give your responses. Since, the information are required in connection with research work, your responses will be treated as confidential and your name will not appear anywhere in the research report. So, kindly give the correct responses. Return the questionnaire as earliest as possible.

Sincerely yours,
Esther Chinneihing
(Research Scholar)
Department of Education
North Eastern Hill University
Shillong.

5. Do you think the present curriculum of your institution is suitable to all students? YES/NO

If no, please tick out the defect/defects from the following :

- (a) It is bookish ()
- (b) It is theoretical ()
- (c) It is over-crowded ()
- (d) It does not cater to the needs of women students ()
- (f) Any other (Please specify).....

6. Are the prescribed textbooks readily available for students use? YES/NO

If no, what is / are the reason / reasons? (Please tick)

- (a) All the prescribed textbooks are not available in the market ()
- (b) All the prescribed textbooks are not available in the library ()
- (c) Students could not afford to buy all the prescribed textbooks ()
- (d) Any others (Please specify).....

7. Are you in favour of having different curricula for girls? YES/NO

If yes, give the reason/reasons (Please tick)

- (a) Girls role in social life is different from boys ()
- (b) Education of girls should be confined to training in domestic work ()
- (c) The present curriculum does not cater to the needs of women students ()
- (d) Any other (Please specify).....

8. Which subject/subjects do the girls students generally find it most difficult to study? (Please tick)

- (a) Science ()
- (b) Maths ()

(c) Social Science ()

(d) English ()

(e) Manipuri ()

(a) Any other(Please specify).....

9. Are you in favour of having Home Science as a compulsory subject for girls at secondary level? YES/NO

10. Should Home Science be made an optional subject for girl students at college level? YES/NO

11. State whether the needs of women students is given due consideration while framing /revising the curriculum? YES/NO

12. Does your institution have a library? YES/NO

If yes, do you get sufficient textbooks for student's use? YES/NO

13. Do you have a reading room in the library? YES/NO

14. Do you have a separate library and reading rooms? YES/NO

15. Does your institution have a science laboratory? YES/NO

If yes, are there enough laboratory equipments for all the students? YES/NO

16. Are there separate laboratory for different subjects? YES/NO

If no, how do you conduct the experiment/practical class?

(Please specify).....

17. Does your institution have proper sanitation facilities for girls? YES/NO

18. Does your institution provide drinking water? YES/NO

If yes, what type of drinking water you get? (Please tick)

(a) Ordinary water ()

(b) Filtered water ()

(c) Any other (Please specify).....

19. Does your institution provide any medical facilities to your students? YES/NO

If yes, how often do you provide? (Please tick)

(a) Weekly ()

(b) Monthly ()

(c) Annually ()

- (d) Whenever necessary ()
- (e) Any other (Please specify).....
20. Does your institution provide hostel facilities for girls? YES/NO
21. Does your institution make any provision for providing/giving 'scholarships to the deserving girl students? YES/NO
22. Does your institution provide any facilities of vocational education for women students? YES/NO
- If yes, please specify the courses you have :.....
-
-
23. Does your institution have playground? YES/NO
- If yes, what type of games and sports do you generally organize for women students?
- Please specify.....
24. Does your institution organize any indoor games for women students? YES/NO
- If yes, what kind of games do you organise?
- Please specify.....
25. Does your institution organize any co-curricular activities for women students? YES/NO
- If yes, what type of activities you have?
- Please specify.....
26. Do you think co-curricular activities are an important part of Women's Education? YES/NO
27. Do you find a cordial relationship among boys and girls of your institution? YES/NO
- If no, give reason/reasons (Please tick)
- (a) Boys are dominating ()
- (b) Girls are reserved and shy ()
- (c) Boys look down upon girls ()
- (d) They prefer their own sex-group ()
- (e) Any other (Please specify).....

28. (a) Does your institution make any arrangement for Girls' Guide? YES/NO
- (b) Do you think arranging Girl's Guide is an important part of women's education? YES/NO
29. Are the classrooms of your institution well lighted and ventilated? YES/NO
30. Is there a separate seating arrangement for boys and girls inside the classroom? YES/NO
31. Does your institution have student's common room? YES/NO
If yes, is there a separate common room for girls? YES/NO
32. Are women students regular in attending classes? YES/NO
If no, what do you think is/are the reason/reasons?
(Please tick)
- (a) Heavy domestic duties ()
- (b) Long walking distance ()
- (c) Poor transport facilities ()
- (d) Any other ()
33. Do you think drop-out of women students is high in your institution? YES/NO
If yes, what do you think is/are the reason/reasons responsible for it? (Please tick)
- (a) Lack of incentives ()
- (b) Lack of hostel facilities ()
- (c) Poor economic condition of family ()
- (d) Early marriage ()
- (e) High rate of failure in examination ()
- (f) Parents negative attitude towards women's education ()
- (c) Any other (Please specify).....
34. What is your opinion about the enrolment of women students in your institution during the last five years? (Please tick)
- (a) It has improved ()

(b) It has gone down ()

(c) It is the same ()

(d) Not sure ()

35. Whose performance is generally better in your institution? (Please tick)

(a) Boy students ()

(b) Girl students ()

(c) Not sure ()

36. Are you in favour of women's education?

YES/NO

If yes, upto what level? (Please tick)

(a) Matric level ()

(b) Higher secondary level ()

(c) College level ()

(d) Post-graduate level ()

(e) Research level ()

(c) Any other (Please specify).....

37. What do you think are the major problems associated with the education of women students in your state? (Please state/list them)

.....

38. Will you suggest some measures for the improvement of women's education in your state?

.....

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BIBLIOGRAPHY

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