CHAPTER - V

Summary & Suggestions and
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Education in general is a means of enlarging and enlightening the mind to enable the individual to achieve a status of an effectively functioning individual. Education is the most important instrument of human resource development and education of women in particular is essential for the progress of the society. Civilization and development of a nation solely depends on education. Women in the society plays an extremely important role, as it enables women to acquire basic skill abilities, foster a value system which is conducive in raising their status in the society. Thus, for proper and speedy civilization of a nation or state, education for its women is a must. Education of women, therefore, occupies top priority amongst various measures taken to improve the status of women. Only through women’s education we can expect happier family life, better hygienic condition, significant reduction in expenditure and more economic prosperity. Hence, women are regarded as the agents of change, as well as the development of a society. Therefore, women’s education has been an interesting and important issues for several decades and this has been reflected in reports of various commissions. However, still women do not enjoy equal opportunity with men in all fields specially in educational fields. One of the main reasons for backwardness of our country is the high rates of illiteracy among women.

Education can play a decisive part in making women aware of their aspirations, their real potentials and their rights. On viewing the history of
educational development, we find that women constitute the larger proportion of illiterates. Besides founding the proper schooling of girls, it is although more important to see that they perform well and also they continue to study further. Scholastic achievement in case of girls is much important because their further studies depend largely upon the level of their achievements.

There are number of factors that affect the scholastic achievements of the girls. The socio-economic status of the parents, lack of time, psychological environment at home family-relations of the child, educational facilities, etc. Besides these, social class, education and social opportunities also set important limits to their attainments.

Thus, to find out the root cause of low achievement and to suggest remedial measures to curb the problem, the present study was undertaken with the following objectives to:

1. Study the progress of women's education in Manipur.
2. Find out the problems of women's education in Manipur.
3. Identify the Governmental efforts towards the development of women's education in Manipur.
4. Analyse problems faced by women employees and Governmental efforts for their remedies.
5. Suggest methods and remedial measures of strengthening development of women's education and employment status.

In the Manipuri society, there has been a traditional male dominance system. In the past, the education of women was completely neglected. In the very early period in Manipur, women received vocational arts like dance and
music instead of giving formal education as reading and writing to women, they were given the training of household works, weaving embroidery, etc. as a way of education. Therefore, their status, qualities and characters depended on their skills and performance of domestic works and other household industries There were not even a school for women for female education in Manipur prior to 1898-99. This was also another reason for absence of education to Manipuri women.

In Manipur, with the influence of the British, a school for formal education was established in the middle of 19th century and started to impart the knowledge of education through western languages along with meaning in the State's dialect under the leadership of Major General Nuthall. In the year 1885, a Middle English School was established for the first time at Imphal by Sir James Johnston. This marked the beginning of general education in Manipur. Again, Mr. William Pettigrew a British missionary established a Lower Primary School at Imphal in 1894. However, in those days, no Manipuri women were enrolled to attain formal education through English scripts.

Manipuri girls had started joining School education during 1898-99 when two girls admitted in a Boys School. Subsequently, the first Lower Primary School for girls was established on Dec. 1899 at Moirangkhom, Imphal by the British which marked the beginning of women education in Manipur. In the beginning of the 20th century, in March 1910, there were only 2 Middle English Schools and 56 Lower Primary Schools in the valley and the numbers of male students were 281 in Middle and 3,380 in Lower Primary Schools. Whereas, there was only one Middle English School and 7 Lower
Primary Schools in the Hill districts and the total number of students enrolment were 42 and 195 in Middle and Lower Primary Schools respectively. At that time, there were no girl students in the Hill Schools. By the year 1935, a High School only for girl's was first established at Imphal known as Tamphasana Girls High School and the first Manipuri girls had passed the Matriculation Examination in 1939. However, the progress of education had a declining rate during 1941-45 due to the incidents of World War II when all the schools around Imphal were closed.

After the declaration of Indian Independence in 1947, the education policy had to be taken up under the new Indian Constitution. The Constitution of India also granted the education for women at the topmost priority to become India a developed country. With the introduction of free compulsory education up to primary level by the Government of Independent India, Manipur also has been making rapid strides in the spread of education specially among women. In Manipur, by 1960-61, the number of girls' school was increased remarkably from 30 in 1951 to 187 in 1961. Moreover, a remarkable achievement in the progress of women education was made in 1961-62 with the establishment of the first Girls School for tribal in the hill district of Churachandpur. In 1960-61, number of successful candidates in the High School Leaving Certificate Examination rose tremendously to 1598 for the boys students and 306 for girl students. During the year 1970-71, The number of female students also rose to 1,03,707 and the number of girls' school were 338 against 62,620 female students and 187 girls' school in the year 1960-61 But the literacy rates of female were recorded as only 19.53% against 46.4% for males. By the year 1991, the total number of female
literates had increased to 47.60% against the total literacy rates of 59.89% (including 29.06% only for female literacy) against the total literacy rates of 41.5% in the year 1981. During 1991 and 2001, Manipur had a significant development in the progress of female education. The percentage of female literacy was 59.70 against the State's total literacy rate of 68.87 in 2001.

The student enrolment in schools had increased from only 30,400 in 1947 to nearly 3,80,000 by the year 2001. Again, the number of girl's school became proportionate to that of boy's school as well as the number of female teachers were increased from 700 in 1947 to nearly 21,000 by this year. The year 1980 was regarded to be the most remarkable year in the academic progress of Manipur with the establishment of Manipur University for Post-Graduate and higher studies in different disciplines. After establishing the State's own University, the number of female students in higher studies had been increased to a great extent and subsequently the number of highly educated female citizen also increased significantly.

The status of a woman is affected by the level of education. With gaining of knowledge, the status of women in the society also improved significantly thereby contributing to the progress of the society as a whole. This can be considered as a drastic change from the male dominated society of the olden days when the females were kept confined to household works so that the female were considered to be a little better than the slaves or beast of burden. Of course, despite the social taboos of being a patriarchal society, the Manipuri women had a very special status in the society since the olden days. They are sharing as major role in the socio-economic life of the people. Apart from their role in the socio-economic life of the people, the Manipuri women
are playing an important role in the maintenance of social security to protect
the people from various social evils and social crimes by organizing certain
associations of woman like "Nisha-Bandh" (Meira-Paibi), etc. during recent
years. Thus, Manipuri women takes a major role of the State. During recent
years, the need for the empowerment of women has been strongly emphasized
throughout the world to bring a better society.

The goals of women’s empowerment are to challenge patriarchal
ideology, to transform the structures and institutions that reinforce and
perpetuate gender discrimination and social inequality and to enable prior
women to gain access to and control of both material and informational
resources. Therefore, in 1990, the National Commission for Women was set
up by an Act of Parliament to safe-guard the rights and legal entitlements of
women. Again, in 1993, the 73rd and the 74th Amendments to the Constitution
of India have provided to reserve 33 percent seats for women in Lok-Sabha
and State Legislatures to bring an equal participation and hence the year 2001
is declared as the women’s empowerment year by the Government of India.
Empowering women would result to increase their status. On the other hand,
women’s education is a major key for effective implementation of women
empowerment for improving a woman’s status. Women are the agents of
change for a society and education being major weapon for this change. Thus,
absence of education amongst women is largely responsible for not only
lowering their status but also hindered the development of the society.

It is a fact that women are capable to play their role in economic
development like the men at least equally well if not better. But, physically as
men are relatively stronger than women, the women are always exploited,
discriminated and not allowed to play their role and even though they are
allow to play their role and even though now at the door of the twenty-first
century, discrimination arising out of brute force could not be eliminated. It is
true that the wiser thinking has been theoretically preached and pledged to be
practiced almost everywhere in the world, in the legal and constitutional
systems of almost all countries. But, it still remains a far cry to implement
them in the true sense of the term. The success of all programmes aiming at
allowing women to play their proper role in economic development would
depend on increasing women’s participation, particularly an actual target
groups, in order to change or reorient thinking at policy-making levels, to
move from empty generalisations to concrete measures and to increase
women’s self-reliance and determination to play a more active role in
development process. In fact, a majority of rural women in developing
countries do not seek employment but available for work if proper
mobilization of female labour can be organised.

The official measures to fully utilize the development potential of
women often failed in the present male dominated society due to poor
implementation. Since the enactment of the second Factory Act, 1891, a large
number of laws have been passed to safeguard women’s rights and interest but
they have never been adequately effective. Several provisions are content in
both the 6th and 7th plans to improve the socio-economic conditions of women,
but care should be taken so that they can actually materialize in practice. It is
widely known that the present high illiteracy rate among women is one of the
major constraints on the scope of their employment and attainment of higher
social status through economic independence. Empirical studies on cost-
benefit models of educating women have proved that primary education can be cost-effective, increase sector. The dual productive role of women as paid workers in the outside market and unpaid workers in their households leads to a significant contribution in real terms to the production system.

Educated women have better socio-economic position in the society thereby resulting in the better upliftment of the society. So, both Central and State Government, NGOs and other Local Bodies should be taken effective measures for empowering their own women in order to bring a more developed and advanced society.

In Manipur, although the idea of women education was conceived a little later in the beginning of the 20th century only, people gradually realized the importance of women education to uplift the status of women in the society. During the post Independence period, the people of Manipur have paid much importance to woman education at all levels and the society has been gradually transformed with better empowerment of the women. With the attainment of education, Manipuri women have changed their mode of work performance taking up various employment opportunities in the Government and private sectors apart from confining to the household works only. Therefore, nowadays, a large number of educated Manipuri women entered into the Government jobs under various Department, as income earning and life sustaining occupations. The present investigation has been carried out to study the education and employment status of women in Manipur, assess the role of Government employees and Non-Government employees i.e. labourer, in the economic contribution to their families and also to work out the possible programmes and policies of the Government for their development.
Methodology of the present study is based on both primary and secondary data. Personal interview of the resource persons is followed by the basic level of normatic survey method and the primary data are collected from the selected women employees in various departments of the State government and private sectors. Again, the collected data are classified, categorized and coded as per need of the study. The classified data is then checked, scrutinized and tabulated for analysis, interpretation and discussion. Statistical treatment is done as per the requirements of the study. Descriptive and inferential statistics are used to meet the demand of the thesis. Steps like selection of area, selection of sample, selection of tool, framing the interview schedule, analysis and presentation of data are shown in the thesis. Imphal Districts was selected as area for study as Imphal is the Capital of Manipur and most of the Government offices and institutions are located here. On the basis of selection of sample, information were collected from fifty women employees from different departments by using interview schedule method as a tool for eliciting information. The data thus collected is presented in chapter III i.e. Employment status of women in Manipur. Again, the accurate data for workers and non-workers participation rates are given for the whole State (Districtwise) since 1978 onwards. Total number of educated employees and job seekers for both sexes in the State (Districtwise), Number of female students, institutions and female teachers, enrolment rates in various educational levels, the literacy rate in the whole State (Districtwise) are given for the recent years. Differences between male and female etc. are shown in the present investigation as described in 4 chapters viz. (i) Background of the study. (ii) Development of women education in Manipur before and after

By the year 2001, the total number of educated women registered in the employment exchange are 16,015 for Under-Matric against the 13,285 for male, 48,914 for Matric level against the 96,824 for male, 20,917 for Hr. Sec. against 41,383 for male, 15,673 for Graduate against the 25,080 for male and 2,292 female graduate against 3,493 male graduate. This shows that there has been tremendous increase of educated women at all educational levels from 1984 to 1997 although there was a little decline in growth during 1977 to 2001. A study of the educated female employees indicated that Imphal (East and West) districts shows maximum number of educated women employees and Tamenglong district being the least number of educated female employees as recorded in 2001.

As of the total number of job seekers and employed women in Manipur from 1978 to 2001, the number of female jobseekers were 11996 in the year 1978-79 and it increased to 105637 by the year 2001. Again, the maximum number of women entered into government jobs in the years 1982 to 83 and 1987 to 88. But, there was a declining rate in the later years because of weak financial base and low economic conditions of the State Government. By the year 2000-2001, no fresh women entered into Government services.

Regarding the mode of employment under private sectors from 1991-2002, the number of women who are employed at Act establishment was much reduced from that of the male counterparts, (showing 71 female only against 217 male) in 1991 and again, 156 female employees against the 420 male
employees under Non-Act establishment by the year 2001. The total number of employees under State Government jobs as on 2002 census reveals that the overall number of employees of almost all the hill-districts is negligible under the State-Quasi Government. Regarding the number of female employees under Central Government it can be concluded that except for Imphal East and Imphal West, the remaining districts particularly the hilly areas, the rate of women employment are nil, in case of Central Quasi-Government job, Churachandpur district is employing 66 females by the year 2002. On the other hand, analyzing the number of female employees under local bodies, there are only 2 females in Imphal East and only 1 in Bishnupur district and with the maximum of 230 female employees in Senapati District by the year 2002. This shows that the female employment rate under Local Bodies is much higher in the hill districts than in the valley districts.

Apart from the government job, Manipuri women are also engaged in many Non-Government works as labourer or worker for earning income. While analyzing the occupational structure of Manipuri women who are not Government employees, it was found that majority of them are involved as labourers in the household and agricultural sectors. The labour force participation rate in Imphal Districts in respect of female population is 33.21 percent in rural and 23.05 percent in urban areas against the corresponding State average rates of 41.40 percent and 27.40 percent according to 1991 census. On the basis of Districtwise distribution of Total workers, Main workers and Marginal workers, it is observed that under the Total worker and Main workers category, the number of male worker is more than the number of female workers. However, in the case of 'Marginal workers', the situation
is reversed. Again, it is seen that female dominance is absent in case of “other workers” category. The proportion of both male and female worker under the “other workers” group is higher in urban areas than in the rural areas. As a whole, Imphal districts have shown the low work participation rate for females.

From the interview schedule of the selected women employees in various Government jobs, it was found that 70 percent of the employees followed joint family system 40 percent belonged to large size family and only 30 percent each of employees belonged to small and middle size family. Again, 36 percent of them were educated up to graduate level and 30 percent and 18 percent up to only higher secondary and matriculation levels respectively. Only 10 percent of respondents were educated up to post-graduate level. As of the occupation of the husbands more than 40 percent were Government Officials and 25 to 30 percentage were holding higher post like doctors and engineers. Most of the respondents belonged to high income group above Rs. 7500 per month as family income. Analysing the year of joining their occupation, majority of women entered their job between the year 1987 and 1992. The type of jobs employed by Manipuri women are mostly State Government jobs. This shows that most of Manipuri women preferred to serve inside the State itself. The selected women employees expressed their view that they entered into the Government jobs to supplement the family income, for their own interest and liking towards the trade etc. as an educationally qualified women. A few of them entered job under the Die-in-harness scheme. Majority of women employees were getting monthly salary regularly by working for a duration of mostly 4-6hr/day at permanent jobs.
Most of the Manipuri employed women used their monthly salary for the maintenance of their family, and cent percent of employed women did both household works and office works.

It has been observed that education gives so many benefit to women like getting jobs in the Government and private sectors, making themselves economically independent as well as increasing their status in the society. Despite the merit points for educated women, there are also lot of problems faced by the educated and employed women i.e. the constraints of dual responsibilities at home and at work place. In the Manipuri society, in the primitive days and even today in some families, the negligence of educating female is still prevalent. On the other hand, due to low economic condition, lack of transport, poor educational institution, ill health, social crisis, etc. may hinder the growth of female education. Thus, there is still a gap between the educational achievement of boys and girls. The percentage of literacy of male is still higher than that of female. Therefore, various measures should be recommended by the State committee on the women education to the Government of Manipur. As such, female education in Manipur progressed very much during the last decade. The new education policy promise further for women's development by taking up various measures. The implementation of National Educational Policy is in full swing for women's education in Manipur

**Suggestions**

In order to improve educational status of women, it is essential to note that besides some common strategies, which may be applicable for the cross-section of women, it is also essential that certain target group specific
schemes must be launched. Such schemes are needed because in terms of age, socio-economic background of parents, regions, etc; women are not homogenous. There are certain regions where literacy rate among women is more than 75 percent. There is also rural-urban variation. Hence, while suggesting measures for the educational development of cross section of women, these peculiarities and specificities must be taken into account. These are certain suggestions and it can be assumed that if these are translated into action, the educational status of women will definitely witness tremendous progress. Some of these suggestions are:

One of the serious problems pertaining to educational development of women, particularly at the primary level, is the problem of drop-out and non-enrolment. These two problems exist broadly because of two reasons viz. 'economic' and 'non-economic'. Because of economic backwardness, parents living below the poverty line prefer to engage their children in the economic activities. They do not perceive the role of education in development. Due to this, hundreds and thousands of children in general and girl child in particular are either outside the school or they are forced to leave the school before completing their school education. In order to deal with the economic problem, number of development schemes have been launched. Special efforts have also been made to provide free and compulsory education should be made the fundamental right of children especially of girls. Mid-day meals, free uniform and reading materials should be provided.

Gender sensitivity camps, where right attitude towards women, should be organised in backward and remote areas. Social recognition should be given to girls excelling in education especially in non-traditional areas.
Incentives like scholarship, free ships recommended by Commissions and Committees should be promoted and increased. Women should be encouraged to enter careers at later age when their responsibilities at home are less. Provision of part-time jobs should be made in organizations. Book banks should be established to help girls to overcome economic problems. Efforts should be made in order to open more girls' school in undeveloped and hilly areas. Philanthropic streak in rich people should be capitalized in setting up education banks where girls from poor families may get help in meeting the other costs of education. Vocational opportunities should be provided to girls. An effective guidance and counseling service should be made accessible to each and every girl.

It has also been found that due to various non-economic environmental factors, the process of educational development of girls are affected. These problems are of various types and they exist both at the family and at the school level. Hence, in order to deal with this problem, it is essential that content of education should be made socially relevant. The practice of single teacher school should be abolished. More women teachers should be recruited to inspire girls and inculcate in them a positive self-concept. Medium of education should be in both the languages i.e. the local and the national. All the minimum facilities should be provided in the schools.

Efforts should also be made to involve women in the programmes both by formal and informal system of education. By organizing seminars, meetings, dramas and audio-visual programmes, the people can be educated regarding female education. Street dramas, path songs, and demonstration, etc. can do a lot in this direction. Execution and control of educational
programmes like adult education should rest with village Panchayat and NGOs.

The practice of Purdah, child marriage, etc; have also negatively affected women’s education. Hence, there is need to take every possible effort to abolish ‘Purdah System’ as well as to follow the philosophy of minimum age at marriage. This will not only improve their educational status but also their health as well as economic condition will witness development.

In Manipur, there are certain hilly and forest areas where density of population is very low. In these areas, it is difficult to provide school with good quality of teachers and infrastructure in all the villages. Hence, in such areas the system of mobile school may be properly introduced. This system will not only improve educational level of children in general and the girls in particular, but it will also create awareness among them. The help of voluntary organizations, may also be taken for this purpose. Hence, by adopting both conventional and non-conventional techniques, educational status of girl child may be improved.

The Central and the State Governments have no doubt realized the social importance of education but the per capita expenditure on education by them is still far from satisfactory. As a result of this, the quality and type of education is adversely affected. Society needs various professional courses. These courses are very costly. But these courses have more problem solving capacities. Hence, there is need to enhance the amount of money which are invested on education. There is also need to strengthen, popularize and
reconstruct the alternative model of education viz., distance education, correspondence courses, adult education and others.

If all these suggestions are translated into action by all the concerned, it may be assumed that not only the percentage of literacy will improve among women but also at all the levels of education they will witness tremendous progress

Conclusion

Education has immense potential to bring desirable changes in the status of women in our society. The women education will sensitise women to their rights, raise their level of aspirations and achievements. It will also generate awareness in men that growth and development can only take place when women are also educated. Though education and training are the keys to entry into the areas of progress in all spheres of life, women continue to be greatly handicapped. Educational achievements of women are significantly low in our present society. Formal education for girls has not been suitable either to their traditional roles or to the performance of new types of roles appropriate for women in a changing society. Mass poverty is a stumbling block in the way of women’s education. It is the utmost urgency and necessity that all these hindrances should be removed from the way of women education.

Again, Employment of women, it is further assumed, accelerates the process of syncretization. In roles, it may take the form of converting majority of males roles centred around financial tasks into joint ones and if possible, to establish their dominance in certain areas and in altering the autonomous
pattern in feminine task centred round household into some degree of
jointness. On the decision front also this impact could be seen in making her
presence felt or given due recognition and in altering the very priorities in the
decision structure partly out of necessity to effectively play her multiple roles
and partly due to her contribution to resources which makes possible in
realization of her felt necessities or comforts as the case may be. In the realm
of day to day behaviours, the employment effect is excepted to bring about a
relatively high degree of equalitarian pattern of behaviour as against the
segregated practices of the past.

A concerted effort by all governmental and private organization is
needed to achieve 'Education for All'. The recommendations by the National
Committees and Commissions have focused on a multi-dimensional approach
to bring positive directional changes in the status of women in our society –
equality in opportunities; removal of all kinds of disparities and expansion of
facilities for women education especially in non-traditional areas; providing
incentives like scholarships; free ships, hostel accommodation; developing
positive attitude towards women through curriculum, textbooks and other
media, encouraging participation in vocational, technical and professional
areas promoting research centres of women education in various Universities;
provision for late entries in profession and part-time jobs; setting up
administrative organization like National Council for Women Education; and a
positive interventionist role by government, are some of the major suggestions
made in these national documents.

In Manipur, centres of secondary and higher education should be
opened for girls, and special extension classes should be started for social
education among adult women. Social status and education of women are inter-dependent. The spread of education among women leads to improvement in their status which in turn leads to further educational, social and economic development. Thus, it can be said that female education can play a great role for the socio-economic development of a country. In our country, rapid growth of population acts as a serious drag on economic development. An educated women can take a rational attitude in order to limit the size of her family. she can contribute much in order to restore health, vigor and vitality of the country also. The success of family welfare and other developmental programmes depends largely on the quality of our mothers.