Chapter 5

Major Findings and Conclusion

Women constituted almost half of the population in the world; however the hegemonic masculine ideology made them suffer as they were denied the basic equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women’s condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women’s rights movements. Women’s education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.¹

Education is the most important instrument for human resource development. Education of women therefore, occupies top priority among various measures taken to improve the status of women in the society. In ancient days girl’s education was encouraged. Hence, numerous learned women in the Vedic and Upanishad periods were mentioned. They were versed in various disciplines of study as men were. But during the Muslim period in India situation changed, as the women were sent behind Purdah under the Muslim influence and the unsafe conditions prevailing in their society. But by the middle of the nineteenth century some progressive Indian and Englishmen started working for their reawakening. This encouraged the development of women’s education. One of the important reason for marginalization of women in the family and society was women of all strata were disadvantaged as society was not supportive of their education. Further, socio-economic and cultural environment of the society hampered the women’s education. Though, under Article 21A of the Indian Constitutions, free and compulsory education to children up to the age of 14 years becomes a Fundamental Rights. However, it has not been fully implemented or the efforts could not provide education to all section of the society due to various drawbacks such as the Indian education system as a whole exhibited some weaknesses which included lack of interest on the part of the parents, insufficient number of schools, irrational student-teacher

¹ Indian education / elementary education in India: women’s education in India.
ratio, lack of basic infrastructural facilities, absence of trained teachers, deficiencies in curriculum and syllabus, wrong methods of teaching.\(^2\)

The Right of Children to Free and Compulsory Education Act, 2009 was extended to whole of India except the state Jammu and Kashmir. Under this Act the children (Boys and Girls) were given free and compulsory education as in elementary education which was from 1\(^{st}\) to 8\(^{th}\) class. Children from weaker sections as scheduled castes and tribes have to be notified by the government and a guardian has to be there for the child’s custody. The local authority has the authority over the school. The National Commission for Protection of Child Rights Act, 2005 protects the child’s rights and capitation fee was prohibited. \(^3\)

The present study was a sincere effort to assess the attitude of the Policy Makers, Teachers and Parents regarding the girl’s education in the state of Manipur. The queries which have been raised from the drawn sample of the respondents were presented in Chapter 4. The major findings and summary of the chapter were presented in this Chapter for the purpose of conclusion.

The major findings of the study have been presented in the ensuing pages.

5.1: Major Findings on the attitude of Policy Makers towards girl child education.

1. High majority of the respondents agreed with the statement that the society gave importance to girl education.
2. Highly significant majority of the respondents agreed with the statement that the society would change in a better way if girls were educated.
3. The majority of the respondents agreed with the statement that these days priorities were given to girls’ education.
4. There was a mixed response to the query that they were satisfied with the educational achievement of a girl child as a whole.
5. The highly significant majority of the respondents agreed with the statement that education of girls could accelerate social transformation.
6. The simple majority of policy makers agreed to the view that the legislative took initiative to encourage on girl child education.
7. The highly significant majority of the respondents agreed with the statement that education was necessary to make the girls aware of their rights.


\(^3\) The Gazette of India Part-2, Section I published by authority - The Right of Children to Free and Compulsory Education Act, 2009.
8. The policy makers had mixed responses on the query that the issue of gender was a hindrance to girl child education.

9. Simple majority of the respondents agreed with the statement that the girls could be more competent in bringing a social change in the society than boys if they were educated.

10. The high majority of the respondents agreed with the statement that the educational opportunities for girls had a powerful effect on their status.

11. Significant majority of the policy makers agreed with the statement that education of women had positive impact over their own life.

12. Highly significant majority of the respondents agreed with the statement that girls should get equal opportunities in all fields of human endeavor.

13. The highly significant majority of the respondents agreed with the statement that literacy of girls was increasing in their society.

14. Fair majority of the respondents agreed with the query that if girls were considered as home maker, the family would be better if the girls were educated rather than boys.

15. Fair majority of the respondents disagreed with the statement that the attitude of parents towards western education hampered girl education.

16. Highly significant majority of the respondents agreed with the view point that girls’ education should be given more importance rather than focuses on the marriage.

17. Fair majority of the respondents disagreed with the statement that the issue of marriage was a stumbling block to a girl child education.

18. Significant majority of the respondents agreed with the view point that a woman could bear the double responsibilities of motherhood and an earning mother.

19. Significant majority of the respondents agreed with the statement that discriminations between the education of a girl and a boy were more common in rural areas than in the urban areas.

20. Significant majority of the respondents disagreed with the statement that enquiring of education by girls lead to conflict in the society.

21. All the respondents agreed to the view point that there was difference between an educated woman and an uneducated woman.

22. Highly significant majority of the respondents agreed with the view point that necessary life skills and knowledge would enable girls to take up new roles in the modern society.
23. The policy makers had mixed responses to the query that the issue of unemployment in the society was a stumbling block to girl child education.
24. The highly significant majority of the respondents agreed with the statement that socio-economic changes had made education necessary for girls.
25. Highly significant majority of the respondents agreed with the statement that education provided better income earning opportunities for girls.
26. All the respondents agreed with the statement that education enhanced the potentialities in girls to contribute to the improvement in the standard of living.
27. The high majority of the respondents disagreed with the statement that educated women neglected their traditional roles.
28. Highly significant majority of the respondents agreed with the statement that girls’ education brought changes not only in the educational system but also in social norms.
29. The significant majority of the respondents agreed with the statement that girl child education helped in bringing changes in the traditional practice and attitude.
30. The significant majority of the respondents agreed with the statement that education was necessary for girls to establish gender equality in the society.
31. Highly significant majority of the respondents agreed with the statement that women’s status could be uplifted through education.
32. The policy makers had no clear trend to the aspect that girls in Manipur state were as advantageous as boys in all walks of life.
33. The simple majority of the policy makers agreed with the statement that there was a strong link between child marriage and levels of education.
34. The significant majority of the respondents agreed with the statement that women should be given equal responsibilities in the decision making bodies in the society.
35. The fair majority of the respondents agreed with the statement that the political career of women was marching ahead in the state.
36. The high majority of the respondents had approved participation of women in politics actively.
37. The simple majority of the respondents agreed with the statement that girls should inherit their names after marriage.
38. The simple majority of the respondents agreed with the statement that women should be allowed to get an equal share in the property of their parents.
39. The higher proportion of the respondents responded on somewhat positive option regarding their attitude towards girl child education in Manipur.

40. The majority of the respondents generally agreed that the educational status of woman in Manipur was average.

5.2: Major Finding on the attitude of Teachers towards girl child education.

1. The simple majority of the respondents agreed that the schools in which they were teaching were very effective in imparting girl child education.

2. The fair majority of the respondents have satisfied opinion on enrolment of girl child in their school.

3. The majority of the respondents had high regard on the level of girls student’s achievement in the schools was on good option.

4. The simple majority of the respondents agreed with the statement that the present curriculum was suitable for girl education.

5. The majority of the respondents disagreed with the statement that there were differences between the boys and girls in their intellectual abilities.

6. The highly significant majority of the respondents agreed with the statement that girl students had the same potentialities as the boy students in the scholastic achievement.

7. The highly significant majority of the respondents disagreed with the statement that the position of a monitor/leader of a class should be given only to boys.

8. The majority of the respondents disagreed with the statement that there should be separate educational institutions for girls.

9. The majority of the respondents agreed with the statement that the existing number of educational institutions were sufficient for girls.

10. The majority of the respondents agreed with the statement that the society gave importance to girl education.

11. The simple majority of the respondents disagreed with the statement that the society encouraged better educational opportunities for girls.

12. The significant majority of the respondents disagreed with the statement that the girl child was suppressed on the basis of gender in any situation in the school.

13. The majority of the respondents agreed with the statement that the girl child education was an effort to universalize elementary education.

14. There was mixed response on the view that the parents favour more education for boys than girls.
15. The significant majority of the respondents disagreed with the statement that the parents were reluctant to allow their daughter to attend co-educational institutions because of the span of time they would be spending with boys.
16. The majority of the respondents disagreed with the statement that the parents do felt that educating a girl was a mere wastage of time and money.
17. The fair majority of the respondents disagreed with the statement that the attitude of parents towards western education does hamper girl child.
18. The highly significant majority of the respondents agreed with the statement that a girl child should learn as much as the boy child.
19. The simple majority of the respondents agreed with the statement that domestic work over burdened the girl child to excel in their studies.
20. The fair majority of the respondents disagreed with the statement that the issue of gender was a hindrance to girl child education.
21. The majority of the respondents agreed with the statement that the parents with lower level of economic security expressed of favoring more education for boys than girls.
22. The simple majority of the respondents disagreed with the query that the attitude of the parents towards the education of girls led to low enrolment and high drop-out rate.
23. The majority of the respondents disagreed with the view that the issue of marriage was a stumbling block to girl child education.
24. The highly significant majority of the respondents agreed with the statement that the society would change in a better way if the girls are educated.
25. The highly significant majority of the respondents agreed with the statement that the literacy rate of girls was increasing in their society.
26. The highly significant majority of the respondents agreed with the statement that education was necessary for girls to establish gender equality in the society.
27. Highly significant majority of the respondents agreed with the statement that education for women was necessary to make them understand that they were equally important.
28. The highly significant majority of the respondents agreed with the statement that the status of women could be uplifted through education.
29. The majority of the respondents agreed with the query that if girls are educated, they could be more competent than boys.
30. The highly significant majority of the respondents agreed with the statement that education of girls could help in accelerating social transformation.
31. The high majority of the respondents disagreed with the statement that educated women don’t neglect their traditional roles.
32. The highly significant majority of the respondents agreed with the statement that the girls should get equal opportunities in all fields of human endeavour.
33. The majority of the respondents agreed with the statement that the present educational system reduced the chances of acquiring related skill and economic opportunities for girls.
34. The high majority of the respondents agreed with the statement that the discrimination between the education of a girl and a boy was more common in rural areas than in urban areas.
35. The majority of the respondents agreed with the statement that the Government has been taking initiatives to encourage girl child education.
36. The majority of the respondents agreed with the statement that negative attitude of the parents towards girl education were attributed to the traditional socio-cultural beliefs regarding gender role and abilities.
37. There was a mixed response on the query that the issue of unemployment in the society was a stumbling block to girl child education.
38. The simple majority of the respondents were on the view that the educational status in the state of Manipur was average.
39. The majority of the respondents agreed with the statement that girls in Manipur were as advantageous as boys in all walks of life.
40. The slightly higher majority of the respondents responded on somewhat positive about their attitude towards girl child education in Manipur than on highly positive option.

5.3: Major Finding on the attitude of Parents towards girl child education.

1. The highly significant majority of the respondents agreed with the statement that the parents provided equal educational opportunities for both the boy and girl child.
2. The significant majority of the respondents disagreed with the statement that the parents favour more education for boy child.
3. The highly significant majority of the respondents agreed with the statement that both boy and girl child had the same potentialities in scholastic achievement.
4. The highly significant majority of the respondents agreed with the statement that educated girl child were equally helpful and contributory as boy child.
5. The majority of the respondents agreed with the statement that the girl child should also learn as much as the boy child.

6. The high majority of the respondents were in favour of co-educational institutions in the state.

7. The significant majority of the respondents agreed with the query that the parents were willing to send their girl child to attend co-educational institutions even though they had to spend time with boys.

8. The significant majority of the respondents agreed with the statement that there were no differences between the boy and girl child in educational abilities.

9. Highly significant majority of the respondents disagreed with the statement that education a girl child was a mere wastage of time and money.

10. The highly significant majority of the respondents disagreed with the query that spending of money on the girl child was considered lost to the family as boys are considered breadwinners of their future families.

11. The high majority of the respondents gave their preference on both (Boy and Girl) option for special tuition followed by boy and then girl.

12. The simple majority of the respondents agreed that it was wise to educate a girl child as an investment.

13. The significant majority of the respondents agreed with the statement that girls who are educated could be more competent in bringing a social change in the family than the boys.

14. The fair majority of the respondents agreed with the poser that the family would be better if girls are educated rather than boys.

15. The majority of the respondents disagreed with the statement that acquiring of education by girls led to conflict in the family.

16. The high majority of the respondents disagreed with the query that the responsibilities at home did hamper their girl child education.

17. The majority of the respondents disagreed with the query that the educational system in the state is hampering them to send their girl child for education.

18. The significant majority of the respondents agreed with the statement that women could bear the double responsibilities of motherhood and an earning mother/breadwinner.

19. The majority of the respondents agreed with the statement that education of girl was the first condition to improve a family life.
20. The fair majority of the respondents disagreed with the poser that the issue of marriage was a hindrance to girl child education.
21. The significant majority of the respondents agreed with the statement that more importance should be given to girl education rather than focusing on marriage.
22. The majority of the respondents were in view point that girl should retained their parental name after marriage.
23. The majority of the respondents agreed with the query that women should be allowed to get an equal share in the property of their parents.
24. The significant majority of the respondents agreed with the statement that girl should be given equal responsibilities in the decision making of the family.
25. The majority of the respondents agreed with the statement that society would change in a better way if girls were educated.
26. The highly significant majority of the respondents agreed with the query that education of girls could help in accelerating social transformation.
27. The highly significant majority of the respondents agreed with the statement that girls should get equal opportunities in all fields of human endeavour.
28. The simple majority of the respondents disagreed with the query that the issue of unemployment in society was a stumbling block to girl education.
29. The majority of the respondents agreed with the query that the educational opportunities for girls have powerful effect on their status.
30. The significant majority of the respondents agreed with the statement that education would help the women to control their own lives and health.
31. The majority of the respondents agreed with the statement that there was a strong link between the child marriage and low levels of education and non-education.
32. The majority of the parents’ respondents gave their first preference to medical education followed by general education.
33. The high majority of the respondents agreed with the view that the present curriculum is suitable for the girl education.
34. The majority of the respondents agreed with the query that the existing numbers of education institutions are sufficient for girls.
35. The fair majority of the respondents disagreed to the view that there should be separate educational institutions for girls.
36. The majority of the respondents agreed with the query that they approved their daughter to participate in politics actively.
37. The majority of the respondents had responded somewhat positively on the attitude of the parents towards girls’ child education in Manipur.

5.4: Conclusion

Summary on the attitude of Policy Makers towards Girl Child Education.

From the responses of the policy makers, it was found that with the socio-economic changes had made education necessary for girls and thus, these days priority and important was given to girls’ education by the society as well as the government took initiative to encourage on girl child education and for which the literacy of girls were increasing. The policy makers were of the view that education was necessary to uplift the status of the girls and establish gender equality in the society. Education enhanced the potentialities in girls to contribute to the improvement in the standard of living and provided better income earning opportunities for girls. Further, it would make the girls aware of their rights and have a powerful effect on their status and their own life. They were also of the view that the girls could be more competent in bringing a social change in the society than boys if they were educated. They were also of the view that if girls were educated, the family would be better not only that the society would change in a better way and further accelerate social transformation. So, girls should get equal opportunities in all fields of human endeavor.

The Policy Makers further responded that there was a strong link between child marriage and levels of education however they felt that the issue of marriage was not a stumbling block to a girl child education and also pointed that girls’ education should be given more importance rather than focusing on the marriage. Policy makers were also in agreement that life skills and knowledge through education would enable girls to take up new roles in the modern society as there were difference between an educated woman and an uneducated woman and also they could bear the double responsibilities of motherhood and an earning mother. The policy makers were also in disagreement with the statement that educated women neglected their traditional roles and the attitude of parents towards western education hampered girl education. They were also in disagreement with the view point that enquiring of education by girls leaded to conflict in the society. The policy makers opined that girls’ education could bring changes not only in the educational system but also in social norms which further helped in bringing changes in the traditional practice and attitude. They were also of the view that that girl should inherit their names after marriage and should be allowed to get an equal share in the property of their parents.

The policy makers found that discriminations between the education of a girl and a boy were more common in rural areas than in the urban areas. Interestingly, the policy
makers did not have a clear view regarding on whether they were satisfied with the educational achievement of a girl child as a whole and the issue of gender and unemployment in the society as a hindrance or stumbling block to girl child education. The policy makers opined that women should participate in politics actively and be given equal responsibilities in the decision making bodies in the society. They also found that the political career of women was marching ahead in the state. The policy makers felt that the education status of Manipur women was average and they had somewhat positive attitude towards girl child education in Manipur. But, surprisingly, the policy makers did not have a clear trend to the aspect that girls in Manipur state were as advantageous as boys in all walks of life. Thus, from the above discussion, it could evinces that the attitude of the Policy Makers were positive towards girl child education.

**Summary on the attitude of Teachers towards Girl Child Education.**

On assessing the responses of the teacher’s who were selected for the study responded that their schools were very effective in imparting girl education and were very satisfied with the enrolment of girl child in their school. They also found that achievements of the girl’s students in the schools were good and the present curriculum was suitable for girl education. The teachers observed that the Government has been taking initiatives to encourage girl child education and in the society the girl education was given importance. The girl child education was an effort to universalize elementary education. They further opined that the society would change in a better way if the girls are educated and then the literacy rate of girls was increasing in their society. Interestingly, the teachers were of the view that the society did not encourage better education opportunities for girls. However, they expressed that education of girls could help in accelerating social transformation.

The teachers responded that the issue of gender was not a hindrance to girl child education and the girl child’s were not suppressed on the basis of gender in any situation in the school and so a girl child should learn as much as the boy child. Interestingly, the teachers expressed that there were no differences between the boys and girls in their intellectual abilities and felt that the girls could be more competent than boys, if they are educated. The teachers did not agree with the viewed that the position of a monitor/leader of a class should be only given to boys and there should be separate educational institutions for girls and expressed that the existing number of educational institutions were sufficient for girls.

The teachers further apprehended that girl students had the same potentialities as the boy students in the scholastic achievement and should also learn as much as the boy child
and felt that education was necessary for girls to establish gender equality in the society. However, the teachers responded that the discrimination between the education of a girl and a boy was more common in rural areas than in urban areas.

On view regarding to that of teachers towards parents attitude on western education does not hamper girl child parents and also did not led to low enrolment and high drop-out rate. Further the teachers generally agreed that the parents did not feel that educating a girl child was a mere wastage of time and money and were not reluctant to allow their daughter to attend co-educational institutions even though they had to spend a span of time with boys. The teachers had mixed response that the parents favour more education for boys than girls however they were in agreement with the view that the parents with lower level of economic security expressed of favouring more education for boys than girls and also domestic work over burdened the girl child to excel in their studies. The teachers view that the negative attitude of the parents towards girl education was attributed to the traditional socio-cultural beliefs regarding gender role and abilities.

The teachers responded that the issue of marriage was not a stumbling block to girl child education however they were not sure of the query that issue of unemployment in the society was a stumbling block to girl child education. The teachers had supported the views that education for women was necessary to make them understand that they were equally important and also uplifted their status. Further, they responded that educated women did not neglect their traditional roles. Thus, girls should get equal opportunities in all fields of human endeavour. Interestingly, the teachers viewed that the present educational system reduced the chances of acquiring related skill and economic opportunities for girls. The teachers were of the opinion that the education status in the state of Manipur was average and also had more of somewhat positive attitude towards girl child education in Manipur than on highly positive and responded positively that girls in Manipur were as advantageous as boys in all walks of life. Thus, from the above discussion, it could evinces that the attitude of the Teachers were positive towards girl child education.

**Summary on the attitude of Parents towards Girl Child Education**

On assessing the views responded by the parents, it was found that they provided equal educational opportunities for both the boy and girl child and felt that education opportunities for girls have powerful effect on their status. The parents also opined that both boy and girl child had the same potentialities in scholastic achievement and girl child should also learn as much as the boy child. They further expressed that it was wise to educate a girl child as an investment and education of girl was the first condition to improve a family life.
The parents viewed that the educational system in the state were effective and found the present curriculum suitable for the girl education. The parents negated the viewed that they favour more education for boy child and spending of money on the girl child was considered lost to the family as boys are considered breadwinners of their future families.

The parents generally agreed that educating a girl child was not a mere wastage of time and money. Further, the parents responded that the issue of unemployment in society was not a stumbling block to girl education and the responsibilities at home did not hamper their girl child education. The parents also viewed that acquiring of education by girls did not led to conflict in the family and educational system in the state also did not hamper them to send their girl child for education. The parents were willing to send their girl child to attend co-educational institutions even though they had to spend time with boys and were in favour of co-educational institutions in the state. The parents also responded positively that the existing numbers of education institutions are sufficient for girls and there should not be separate educational institutions for girls.

The parents felt that there were no differences between the boy and girl child in educational abilities and educated girl child were equally helpful and contributory as boy child. Further, parents expressed that girls who are educated could be more competent in bringing a social change in the family than the boys, family would be better and society would change in a better way. Further, the parents opined that girl should be given equal responsibilities in the decision making of the family. The parents responded that there was a strong link between the child marriage and low levels of education and non-education however they responded that the issue of marriage was not a hindrance to girl child education thus, opined that more important should be given to girl education rather than focusing on marriage. The parents were also of the views that girl should retain their parental name after marriage and also be allowed to get an equal share in the property of their parents.

The parents also viewed that girls could bear the double responsibilities of motherhood and an earning mother so girls should get equal opportunities in all fields of human endeavour. Education would help the women to control their own lives and health and also could help in accelerating social transformation. The majority of the parents gave their first preference to medical education followed by general education to their child. The parents also approved their daughter to participate in politics actively. The majority of the parents had somewhat positive attitude towards girl’s child education in Manipur. Thus, from the above discussion, it could evinces that the attitude of the Parents were positive towards girl child education.
From the responses to the queries, it can also be evinced that the urban people had higher positive attitude than the rural people on the education of a girl child education which was further supported the responses in the Table. *(See Table 4.19 and Table 4.1.34)*

### 5.5: Issues/Challenges and Suggestions

1. **Poverty**

   It was observed that like any other part of the world, poverty is still one of the main reasons why the attitudes towards the education of girl child are blurry. Due to poverty the parents cannot spare their children to go to school as they need them to work for daily food. 

   *Though the education till elementary is free and compulsory for every children. However, the parents still need to spend for their children to attend the school. Therefore, the government and the policy makers need to come up with such programme like mid day meal although midday meal has been introduced yet its application has not been performed and still lot has to be done in this area to encourage the parents to let their children not only enroll but to continue their studies in school.*

2. **Household Works and Family Economy**

   Most of the girls are engaged in household works and other income generating activities at home as the women take a major role in the family economy. 

   *In order to enhance the children, short term vocational training course on local based activities may be given along with the education.*

3. **Parents Education**

   It was observed that illiteracy of the parents had great effect on the education of the girl child. Parents play an important role for the education of their children. However, it further depends hugely on the qualification and awareness of the parents about education. The illiteracy of the parents hampered the education of the children especially girl child as the parents were not educated who has not much understanding on the advantages and benefits of the education.

   *There is an urgent need to make an awareness campaign and teach the parents about the important of education in one’s life especially the girl child who can bring many positive changes in the society. As only when the parents are aware about the essential of education, will they encourage their children to attend the school.*

4. **Traditions/Custom/Taboo of the society**

   It was also found that especially in some rural areas of the state, the social custom still plays a vital part in the society. It does not encourage the children to attend the school as it was regarded just a wastage of time and resources and instead they were encourage to work
in the field. Further, the girl child is encourage to work at home rather than attend school as believed that it would not be of any benefits to their family as well as regarded girl child were to be at home.

*There is a need to break this barrier in the society to let loose of the bondage vicious circle specially the girl child. The education institutions need to be spread and flexible in schedule in such a way that every child can attend the school at their convenience.*

5. **Proper Policy Framework**

From the responses of the policy makers it was found that they were not clear to the queries on whether they were satisfied with the educational achievement of a girl child as a whole and the issue of gender as a hindrance to girl child education which convey that they were not sure of what they were doing and what was happening. This would further create confusion within the system.

*The policy makers need to have a clear view on how to deal with the issues and to have a proper set of framework and programs so that they can achieve the target on time effectively and efficiently.*

6. **Lack of Motivational and Dedicated Teachers**

There is no doubt that the teachers play a vital role in students’ life. Teachers were the mentor or the architect for the students and teachers were always looked up by their students. However, many teachers in the schools were found to be lacking of such qualities which further create an environment not only for them but the whole part including the students were discourage to pursue their studies.

*The teachers need to encourage teaching to the student with more dedication and commitment for which an incentive can be given. Further, teacher’s assessment and training the teachers on regular interval can be done.*

7. **Lack of Infrastructure**

For the students and parents the structure and infrastructure of the school matters to them. Thus, the schools should be made in such a way that it would attract and encourage the parents to send their children to school or the children want to attend the school. However, in reality not such has been happening as many of the schools were isolated and lack of basic facilities like proper building, enough classroom, benches and books which lead to negative impact on the attitude towards education and discourage everyone to attend school.

*The basic infrastructure of the schools need to be improve not only in quantity but more in quality which would encourage and build the interest to pursue education.*
5.6: Suggestion for further studies

At the end of my earnest effort of research I would like to bring out some issues and aspects which can be taken up by the future researchers in this field.

1. A study can be undertaken to assure the improvement of girl child education after the implementation of Sarva Shiksha Abhiyan (SSA).

2. A comparative study on the attitude of different societal groups of Manipur state towards the girl child may be undertaken, keeping in mind the different social structure existing in the state.