CHAPTER-VI
FINDINGS OF THE STUDY AND SUGGESTIONS
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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). overcrowdedness 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 at least 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
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.


7. A Comparative Study on Urban-Rural Women’s Education in Manipur.