## List of Tables

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

4.1.15: Sexwise Analysis of Staffing (No. of Teachers) at College Level

5.1.1: Opinion on Classroom Atmosphere

5.1.2: Reasons for Finding Classes Dull and Boring

5.1.3: Provision of Library Facilities

5.1.4: Provision of Sufficient Textbooks in the Library

5.1.5: Provision of Reading Room Facilities

5.1.6: Provision of Separate Reading Room Facilities

5.1.7: Opinion on Separate Reading Room Facilities

5.1.8: Provision of Laboratory Facilities

5.1.9: Provision of Sufficient Laboratory Equipments

5.1.10: Provision of Sufficient Space Inside the Laboratory

5.1.11: Provision of Drinking Water Facilities

5.1.12: Provision of Students' Common Room

5.1.13: Provision of Separate Common Room Facilities

5.1.14: Provision of Hostel Facilities

5.1.15: Views on Existing Curriculum

5.1.16: Defects of Existing Curriculum

5.1.17: Availability of Prescribed Textbooks

5.1.18: Reasons for Non Availability of Prescribed Textbooks

5.1.19: Opinion on Separate Curriculum for Girls

5.1.20: Problems Related to Finance

5.1.21: Number of Female Teachers

5.1.22: Opinion on Appointing More Female Teachers

5.1.23: Punctuality of teachers

5.1.24: Methods of Teaching Used by Teachers

5.1.25: Teaching Followed or Not

5.1.26: Parents Preference
5.1.27: Parents Views on Higher Education of Women
5.1.28: Parents Views on Levels of Higher Studies for Women
5.1.29: Studies Affected by Family Problems
5.1.30: Family Problems Affecting Studies
5.1.31: Difficulties in Attending Classes Regularly
5.1.32: Problems / Reasons for not Attending Classes Regularly
5.1.33: Adjustment / Communication with other Students in the Institutions
5.1.34: Problems / Reasons for Finding Difficult to Adjust / Communicate with other Students
5.1.35: Confident About Ability to do Well in Life
5.1.36: Reasons for not Being Confident
5.1.37: Fear of Examination
5.1.38: Reasons for Fear of Examination
5.1.39: Studies Affected by Personal Sickness
5.1.40: Sickness Affecting Studies
5.2.1: Teachers Opinion on Number of Female Teachers
5.2.2: Methods of Teaching Followed
5.2.3: Opinion on Present Curriculum
5.2.4: Defects / Problems of Present Curriculum
5.2.5: Opinion on Different Curricula for Girls
5.2.6: Reasons for Favouring Different Curricula for Girls
5.2.7: Teachers Opinion on Home-Science as Compulsory for Girls at Secondary Level
5.2.8: Teachers Opinion on Home-Science as an Optional for Girls at College Level
5.2.9: Provision of Library Facilities and Sufficient Textbooks in the Library
5.2.10: Provision of Reading Room in the Library 141
5.2.11: Provision of Science Laboratory Facilities 142
5.2.12: Provision of Proper Sanitation for Girls 143
5.2.13: Provision of Hostel Facilities for Girls 144
5.2.14: Provision of Scholarships to Deserving Girl Students 144
5.2.15: Provision of Girls' Guide 147
5.2.16: Views on Girls' Guide 147
5.2.17: Provisions of Students' Common Room 148
5.2.18: Provision of Separate Common Room for Girl Students 149
5.2.19: Teachers' Opinion on the Rate of Drop-out Women Students 150
5.2.20: Problems / Reasons for Drop-out of Women Students 151
5.2.21: Teachers' Opinion on Enrolment of Women Students 152
5.2.22: Students' Performance 152
5.2.23: Views on Women's Education 153