

**SOCIETAL ATTITUDE TOWARDS EDUCATION OF THE
GIRL-CHILD IN MANIPUR STATE**

THESIS SUBMITTED TO NAGALAND UNIVERSITY FOR THE
FULFILMENT OF THE AWARD FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN EDUCATION

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DECLARATION

I Ms. **SAZA LUCY**, do hereby declare that the thesis entitled, “**SOCIETAL ATTITUDE TOWARDS EDUCATION OF THE GIRL-CHILD IN MANIPUR STATE**” submitted for the award of the **Doctor of Philosophy in Education** is my original work and that it has not been previously submitted for the award of any degree at any University to the best of my knowledge.

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Acknowledgment

“When you are grateful fear disappears and abundance appears”

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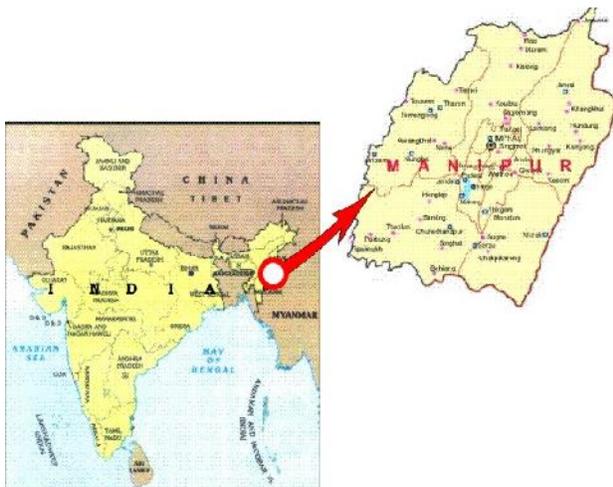
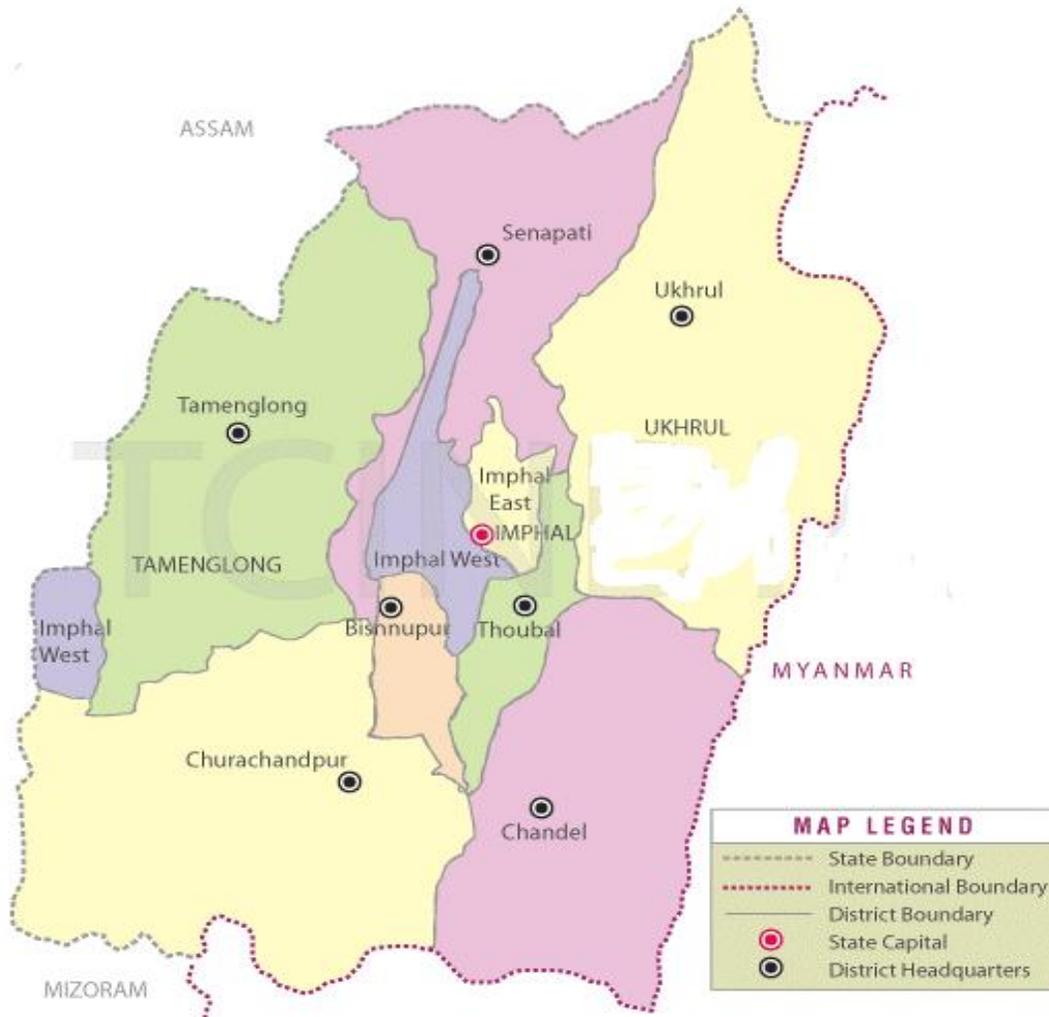
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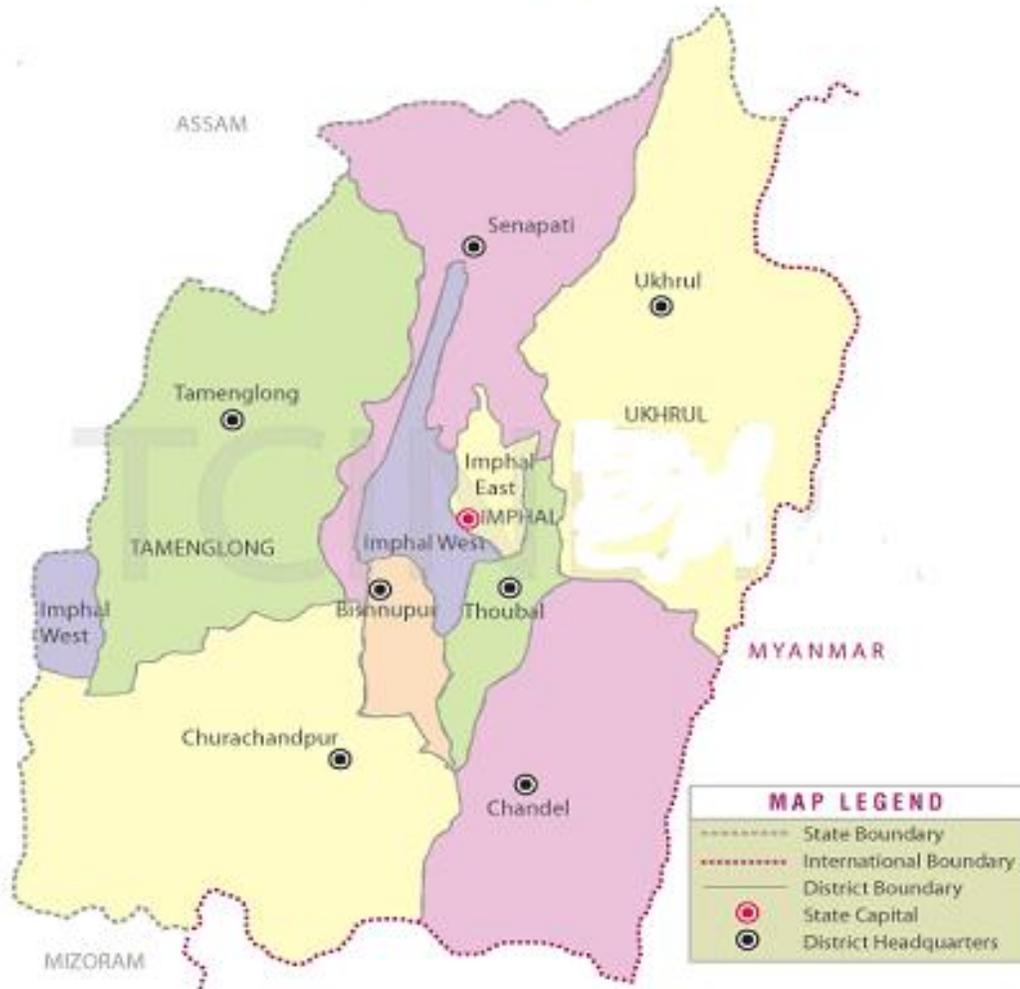
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CERTIFICATE

This is to certify that Ms. **Saza Lucy**, Department of Education, Nagaland University, Kohima Campus, Meriema, Nagaland Regd. No. 354/2008 has completed her Ph. D thesis on the topic entitled **“Societal Attitude towards Education of the Girl-Child in Manipur State”**. To the best of my knowledge the data collected and facts reported in this research had been original. This thesis is ready and fit for submission for the award of Ph. D Degree in Education.

Dated:

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Chapter I

Introduction

“So long as women in India do not take part in public life, there can be no salvation”
Mahatma Gandhi.¹

Education is a key to development and has become the most important thrust area of the Government and since half of the population comprises of women, their participation in public life is essential for nation building. Education not only emancipates women from ignorance, ill-treatment and dependence but also empowers them to claim their right to quality of life in other words it provide girls with basic knowledge of their rights as individuals and citizens. Having knowledge and decision making power can place women on a more equal footing with their male counterparts. Education also provides people with knowledge and skills especially in the areas of health, nutrition, water and sanitation and the environment.² Emancipation of women is an essential prerequisite for economic development and social progress of the nation. Education is the only weapon which can emancipate and empower them. Thus, women’s education plays a very important role in the overall development of the society. It not only helps in the development of half of the human resources but also in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. In view of this, a major conceptual shift is being affected in the approach to the education of girls and investment in female education is being considered a development imperative rather than a plain moral commitment.³

Women have, through the centuries, remained cloistered and confined within the four walls of the home and dismissed as the second gender, not only in such

¹ Y. Padmavathi Dasharath, *Gender Equity, Empowerment and Diversity, Indian Journal of Development and Social Action, Vol. 2(1), January-June, 2006, p.1.*

² D. Sunder Raj, “Women’s Education; Need of the Hour”, *New Frontiers in Education, Vol. 30 (2), 2000, p. 141.*

³ S.S. Chahar and Neelam, “Women Empowerment in Haryana – The Educational Dimension”, in Lalneihzovi (Ed.), *Women’s Development in India: Problems and Prospects, Mittal Publications, New Delhi, 2007, p.76.*

matters as education and opportunity to develop talents, but also in the more elementary fields of nutrition, health and survival. The various developmental indicators reinforce the fact that women are way behind men according to the 'yardstick' of development.

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of the individuals but qualifies them to fulfil certain economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve "the ideal of equality of educational opportunity without regard to race, sex or any distinction, economic and social".⁴

As far as education of women is concerned, this has a moral as well as social value in the development of a nation. Educating a woman is not merely educating an individual, but producing the means of spreading the results of education through the whole family.⁵

"You can tell the condition of a nation by looking at the status of her women"- as said by Jawaharlal Nehru.⁶ Education empowers women, it enhances women's status in the community and leads to greater input into family and community decision making. Perhaps more importantly, education provides girls with a basic knowledge of their rights as individuals and citizens. Having knowledge and decision making power can place women on a more equal footing with their male counterparts. Education also provides people with knowledge and skills especially in the areas of health, nutrition, water and sanitation and the environment. Girls' education is a necessary condition to ensure that development efforts will be sustained. (Siwal, 1999). Education not only emancipates women from ignorance, ill-treatment and dependence, etc., but also empowers them to claim their right to equality of life. Women comprise half of the total population, unfortunately the nation never bothered

⁴ Chetana Kalbagh, *Women and Development*, Vol. 7, Discovery Publishing House, New Delhi, 1991, p.110.

⁵ D. Sunder Raj, *Women's Education: Need of the Hour*, Council of Social Development, Osmania University Campus, Hyderabad, 2001, p. 139.

⁶ Y. Padmavathi Dasharath, *Gender Equity, Empowerment and Diversity*, *Indian Journal of Development and Social Action*, Vol. 2(1), January-June, 2006, p.1.

to involve them in the mainstream of development. Negligence of women's education, in one way or the other, has left greater impact on the economic development of the nation and has become a hurdle in that part. Women's contribution to national development is crucial, and unless women are fully involved in it, the process would be incomplete and lopsided. Education is the only weapon. Therefore, education has a crucial role to play in breaking the cycle of female disadvantages, so education is the only way of bringing about attitudinal changes and it should be used as a way of simultaneously preparing boys to accept girls as equals. It is important to understand that increasing the number of girls in schools and thereby increasing the number of literate adult women will have a positive effect on both economic growth and social well being. Education not only makes them more productive human beings but also increases their self confidence and makes them more capable of standing up for their own rights.

Thus, education is the key to building human capital and human capital is the vital ingredient in building a nation. As Gabriela Mistral has said, "We are guilty of many crimes, but our worst sin is abandoning the child; neglecting the foundation of life. Many of the things we need can wait, the child cannot, we cannot answer tomorrow. Her name is today." Swami Vivekananda once said, "There is no chance for the welfare of the world unless the condition of women is improved. It is not possible for a bird to fly on only one wing." But through ages, not only the world over, even our societies today have been trying to fly on only one wing, denying women their rightful place. One wonders whether women have any rights at all! Like any other states, the education of women can play an important role for the development of the state of Manipur.

1.1: Manipur: Profile

Manipur literally means the land of the gems. Jawaharlal Nehru described Manipur as the 'Jewel of India'. By virtue of its geographical situation, Manipur is a shining pearl in the Himalayan system. Manipuris call it as Meitei Leipak. Manipur, one of the seven sisters of the North Eastern region of India, is an isolated hill-girt state stretching between 92°58 E to 94°45 E longitudes and 23°50 N to 25°42 N latitudes. It comprises 1,820 sq. km. of flat plateau with alluvial valley and 20,507 sq. km. of hill territory and forms a part of the Himalayan mountain system which carries this cup-shaped wonderland inside its series of hill ranges.

Manipur is bounded by Nagaland in the north, Mizoram in the south, upper Myanmar in the east and Cachar district of Assam in the west. The valley portion of the state is surrounded by hill ranges from all sides. Manipur has been a Union Territory from 1956 and became full-fledged state from 1972. Manipuri was recognised as a national language in 1992.

Manipur has a geographical area of 22,327sq.km. this constitutes 0.7 percent of the total land surface of India. Ninety percent of the total geographical area of the state i.e. 20,089 sq. km. is covered by hills, the remaining area is a small valley covering only 2,238 sq. km. and accounting for only one-tenth of the total area of the state.

Population of a country is its most important asset and demographic indicator. The population of Manipur as per 2011 census was 27.22 lakhs comprising 13.70 lakhs of male and 13.52 lakhs of female. Population of Manipur constitute nearly 0.22 percent of the total population of India. The population of Manipur and India, according to 2001 and 2011 Censuses is shown below:

Table 1.1: Population of Manipur, According to 2001 Census and 2011 Census

District/State/India	2001	2011 (Provisional)	Decadal Growth Rate
Senapati	2,83,621	3,54,972	25.16
Tamenglong	1,11,499	1,40,143	25.69
Churachandpur	2,27,905	2,71,274	19.03
Chandel	1,18,327	1,44,028	21.72
Ukhrul	1,40,778	1,83,115	30.08
Hill Total	8,82,130	10,93,532	23.97
Imphal East	3,94,876	4,52,661	14.63
Imphal West	4,44,382	5,14,683	15.82
Bishnupur	2,08,368	2,40,363	15.36
Thoubal	3,64,140	4,20,517	15.48
Valley Total	14,11,766	16,28,224	15.33
Manipur	22,93,896	27,21,756	18.65
India	1,02,87,37,436	1,21,01,93,422	17.64

Source: Office of the Registrar General and Commissioner Census, India.

The state has 33 towns and 2,391 villages (including uninhabited) as per 2001 census. Imphal is the capital city of Manipur. It has a population of about 2.46 lakhs and has almost all the facilities of a modern city. About 48 km. away from Imphal towards south-east lies the Loktak lake, the largest fresh water lake in the North Eastern region of India.

The state of Manipur splits up naturally into two tracts viz, the hills and the valley. The hill comprises of the districts namely (i) Churachandpur, (ii) Tamenglong, (iii) Senapati, (iv) Chandel, (v) Ukhrul, while the valley consists of four districts viz,

(i) Imphal East, (ii) Imphal West, (iii) Bishnupur, (iv) Thoubal. Majority of the population in the hill regions are scheduled tribes while the valley is inhabited mainly by the Meiteis and Meiteis Muslims.

Education in India: History

The monastic orders of education under the supervision of a guru were a favored form of education for the nobility in ancient India. The knowledge in these orders was often related to the tasks a section of the society had to perform. The priest class the Brahmins, were imparted knowledge of religion, philosophy, and other ancillary branches while the warrior class, the Kshatriyas, were trained in the various aspects of warfare. The business class, the Vaishyas, were taught their trade and the lowest class of the Shudras were generally deprived of educational advantages. The book on Laws, the Manusmriti, and the treatise on statecraft the Arthashastra were among the influential works of this era which reflect the outlook and understandings of the world at the time.

Apart from the monastic orders, institutions of higher learning and universities flourished in India well before the Common Era, and continued to deliver education into the Common Era. Secular Buddhist institutions cropped up along with monasteries. These institutions imparted practical education, e.g. medicine. A number of urban learning centres became increasingly visible from the period between 400 BC to 200 BC. Among others the important urban centres of learning were Taxila and Nalanda. These institutions systematically imparted knowledge and attracted a number of foreign students to study topics such as logic, grammar, medicine, metaphysics, and arts and crafts. By the time of the visit of the Islamic scholar Alberuni (1048-973 BC), India had a sophisticated system of mathematics and science in place, and had made a number of inventions and discoveries.⁷

With the arrival of the British Raj in India a class of Westernized elite was versed in the Western system of education which the British had introduced. This system soon became solidified in India as a number of primary, secondary, and tertiary centres for education cropped up during the colonial era.⁸ Between 1867 and 1941 the British increased the percentage of the population in Primary and Secondary Education from around 0.6 percent of the population in 1867 to over 3.5 percent of

⁷ *Medical Meccas: An Oasis for India's Poorest/Newsweek Health for Life/Newsweek.com. Retrieved 2008-11-03*

⁸ *India still Asia's reluctant tiger, by Zareer Masani of BBC Radio 4, 27 February, 2008.*

the population in 1941. However this was much lower than the equivalent figures for Europe where in 1911 between 8 and 18 percent of the population were in Primary and Secondary education.⁹ Additionally literacy was also improved. In 1901 the literacy rate in India was only about 5 percent, though by Independence it was nearly 20 percent.¹⁰ Following independence in 1947, Maulana Azad, India's first education minister envisaged a strong central government control over education throughout the country, with a uniform educational system. However, given the cultural and linguistic diversity of India, it was only the higher education dealing with science and technology that came under the jurisdiction of the central government.¹¹ The government also held powers to make national policies for educational development and could regulate selected aspects of education throughout India.¹²

The central government of India formulated the National Policy on Education (NPE) in 1986 and also reinforced the Programme of Action (POA) in 1986.¹³ The government initiated several measures such as launching of DPEP (District Primary Education Programme) and SSA (Sarva Shiksha Abhiyan).¹⁴ India's initiative for 'Education For All' by setting up of Navodaya Vidyalaya and other selective schools in every district, advancement in female education, inter-disciplinary research and establishment of open universities. India's NPE also contains the National System of Education, which ensures some uniformity while taking into account regional education needs. The NPE also stresses on higher spending on education, envisaging a budget of more than 6 percent of the Gross Domestic Product¹⁵ while the need for wider reforms in the primary and secondary sectors is recognized as an issue, the emphasis is also on the development of science and technology education infrastructure and this led to the origin of many councils, committees and agencies. Efforts have been made since independence to enrol more girls in schools and encourage them to stay in school to continue their education. Recognizing the need for a literate population and provision of elementary education as a crucial input for nation building, provision was made under Article 45 of the constitution for universal,

⁹ *ICT in Education*

¹⁰ *Ferguson, Niall, Empire: How Britain made the Modern World, Penguin, 2003, p. 191.*

¹¹ "Literacy Scenario in India (1951 - 1991)", www.education.nic.in Retrieved on December 29, 2009.

¹² *Sripati and Thiruvengadam, p. 150.*

¹³ *Ibid. pp. 150-151.*

¹⁴ *India 2009: A Reference Annual (53rd edition), p. 208.*

¹⁵ www.ignou.ac.in (Indira Gandhi National Open University Official website)

free and compulsory elementary education up to the age of 14 years. Article 14 of the Indian Constitution stated that the state shall not deny to any person equality before the law or the equal protection of laws within the territory of India. It also imposes a fundamental duty on every citizen not to indulge in and practice derogatory to the dignity of women. Gender equality and gender equity are thus sought to be encouraged. But even after 50 years of independence and many legislative measures adopted by government, women continue to suffer disabilities and humiliations. In the field of education, the picture is similarly bleak. The literacy rate was low as compared to their male counterparts. Further, in rural areas, the female literacy rate was much lower to the urban areas and the dropout rate was high for females in high school stage and the enrolment of girls in higher education had been at most static.

1.2: Girls' Education in India

During the ancient period, girls and women used to receive lesser education than men. This was mainly due to set social norms and practices. Notably, in the Vedic period women had better access to education, but gradually they lost this right. However, women's education in ancient India prevailed during the early Vedic period. In addition to that Indian scriptures Rig Veda and Upanishads mentioned about several women sages and seers. Women enjoyed equivalent positions and rights in the early Vedic era. Unfortunately, after 500 BC, the position of women started to decline. The Islamic invasion played a vital role in restricting freedom and rights of the women that triggered a radical change in women's status followed by terrific constraints for women education in this period in India.

The position of women education in India revived with the invasion of the British in the country and with the advent of Bhakti Movement. The colonial period also introduced the institutional form of imparting learning. Under the British rule with the Charter Act of 1813 and obtaining full recognition in the famous Macaulay's Minute of 1835, education of women still remained absent in the Indian society. It was only when the 'Wood's Dispatch' containing Educational Development Programme, passed in 1854 by the East India Company that a special reference was made for education and employment of women and the Government assumed direct responsibility for making women literate. Some progress of women's education particularly at first stage of education i.e. primary level was reported only in respect of a separate school for girls. Some women were also imparted training for appointment as teachers in girls schools. But it was only from the year 1882, when

systematized educational data began to be collected quinquennially, that the progress of women's education came to be assessed. From 1882-1947, the progress of girls' education was reported to be slow but steady, confined as it was to the affluent sections of the society or those families which were in the favour of foreign rulers. Nevertheless, starting from no education at the advent of British rule that was zero per- cent of the total enrollment of educational institutions under formal system, the enrollment of women increased to nearly 25 percent of the total enrolment by the end of the British regime. Though no way a mean achievement due credit should be given to the foreign rulers at least for initiating the process of educational development of women as a part of the formal system of education in India.¹⁶ Although in the Vedic period women had access to education in India, they had gradually lost this right. However, in the British period there was revival of interest in women's education in India. Women's education in colonial India witnessed an essential expansion. Various movements were launched to make women of the country literate. Furthermore, this progress was maintained for several years influencing the modern Indian education system. During this period, various socio- religious movements led by eminent people like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule, Periyar and Baba Saheb Ambedkar were leaders of the lower castes in India who took various initiatives to make education available to the women of India. However women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22 percent of Indian women were literate, by the end of 2001 54.16 percent females were literate. The growth of female literacy rate is 14.87 percent as compared to 11.72 percent of that of male literacy rate.

Women's education in modern India took a new turn after the Independence of the country. That is, women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. It is only from the beginning of the first Five Year Plan that concerted efforts began to be made towards accelerating the growth of

¹⁶ Chetana Kalbagh, *Women and Development*, Vol. 7, Discovery Publishing House, New Delhi, 1991, p.112.

women's education as a step for raising the status of women in the society towards equality of gender provided in the new Constitution of India. Apart from the enactment of various legislations for raising the legal and social status of the women, special emphasis began to be laid on the educational development of women. As a result, education of girls expanded considerably after independence.¹⁷ Women's literacy rate has grown over the years and the growth of female literacy has in fact been higher than that of male literacy rate. Since then, the Government of India has taken measures to provide education to all women of the country.¹⁸

As recommended by the Committee, a National Council for the Education of Women was set up by the Government of India in 1959 under the chairmanship of Smt. Durgabai Deshmukh. A special unit was created in the Ministry of Education to deal with the problems of girls' education. State Government had also established State Councils for women's education and appointed women officers, both at the head quarters and in the field to look after promotion and development of girls' education. In the initial stages, the centre formulated the Centrally sponsored scheme to expand girls' education at primary stage. Later on the programmes were transferred to State's sector but emphasis continued to be laid on special programmes for girls education with provision of adequate funds in the State Plan up to the fourth plan. Later on, these programmes were merged into the main programmes of expansion of elementary education with special emphasis on girls' education.¹⁹ As a result, women's literacy rate had shown encouraging trends, however, not to the expectation especially those of the rural backgrounds of the country. There was an increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women to particular branches and levels of education.

The education in India, which was in take off stage in the pre-Independence era failed to produce any tangible results. Even pre-Independence, India till the beginning of the 50th decade the position did not change much. It was only after the adoption of the Constitution that the education got a fair and square deal in our country. Certain concrete steps after Independence paved the way for present system of education in India. Here the mention may be made of Radhakrishnan Commission

¹⁷ Chetana Kalbagh, *Women and Development*, Vol. 7, Discovery Publishing House, New Delhi, 1991, p.120.

¹⁸ Lalneihzovi, "Women's Education in India: An Overview", *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, pp. 585-586.

¹⁹ Chetana Kalbagh, *Op. cit.*, p.122.

(1948-49) and D.S. Kothari Commission (1964-66) and other committees instituted for the development of education in India. Next significant development, which occurred in the field of education in India, was the Constitutional Amendment of 1976, which placed education in the Concurrent List and had a far-reaching impact.²⁰ While supporting the shifting of education in the Concurrent List, the then Prime Minister of India Rajiv Gandhi at the meeting of National Development Council stated, “the education system, as it exists today, involves the states, the centre and the people which means whatever we put together here or put out from here must be such that all the three are involved in its implementation. If any group is left out, then we will not be able to take care of implementation in the manner that we would like to do. Having education in the Concurrent List gives us the joint responsibility of seeing that education is really the best that we can give to our people within the constraints that we have”.²¹

According to the recommendations of the education commission of 1882 some schools for women were opened with Government grants. By the beginning of the twentieth century there were 4, 47,470 girls studying. In 1904, Mrs. Annie Besant took a historical step for women education by starting the central Hindu Girls School in Varanasi. Lady Harding medical college was established in 1916 in Delhi. This was another incentive for the Government and the public for encouraging women education. Hence forward many new schools and colleges for girls were opened and a number of stipends for girls were instituted as encouragement to poorer ones, arrangement for transportation of girls were also made.

By 1917, there were about 12,30,419 girls student in 18,827 schools. The number of high schools for girls was 689. Few vocational schools were also opened for girls. The number of colleges for girls remained 12. After the First World War was over in 1918, great efforts were made for expansion of women education. Mahatma Gandhi was the leader of this expansion, with him there were many top leaders and ladies of the country. Their efforts bore fruits and by 1947 there were 32,14,860 girls studying in schools, out of this member 40,843 were in vocational and industrial

²⁰ Vasantha R. Patri, *Education in India – programmes and policies*, Authorspress and IIC, New Delhi, 2000, p. 4.

²¹ *Text of Prime Minister’s address at the meeting of National Development Council held at New Delhi on April 29, 1986, as in Indian Journal of Public Administration*, 32(3), July-September 1986, pp. 442-443.

schools and 16,284 were in general schools. Thus, by 1947, the progress in women education had increased three times.

After independence the government considered its sacred duty to expand women education and many voluntary organizations also came forward to work for expansion of the same. In various five year plan separate funds have been allocated for women education. An attempt has also been made to introduce changes in the curriculum at all the levels of education corresponding the special interests and life duties of girls.

Education was included in the Concurrent List in 1976 vide 42nd Amendment to the Constitution, the Central Government provided resources for development of education to the States. The National Policy on Education, 1986 (amended in 1992) has comprehensive framework for women's education as an agent of basic change in self and the community. In consonance with the provision of the Constitution and policies formulated over a period of six decades the state had evolved strategies and schemes for development of girls' and women's education. The National Policy for Empowerment of Women 2001, emphasized on equal access to women in health care, quality education at all levels, career and vocational guidance, employment, equal remuneration, occupational health and safety, social security and public office.”²²

As far back as 1993 the Supreme Court of India declared education as a fundamental right of the children. Thereafter, in the year 2009, with lot of hesitation and alibi the Constitution of India (86th Amendment, 2002) Act was passed by the Rajya Sabha on July 20 and August 5, 2009, the Right of Children to Free and Compulsory Education Bill 2009 was passed by the Lok Sabha. It became an Act after the assent of the President of India on August 26, 2009 and came into force following a notification in the Gazette of India on April 1, 2010. Hence the Right to Education (RTE) is now a fundamental right of the children in India after 17 years of the Supreme Court declaration.²³ The Act promises to empower children through mandatory education till class VIII. The law aims to bring 8.1 million school children

²² Snehalata Panda, “Education and Empowerment od Women: A Comparative Analysis”, *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, p.563.

²³ Jaytilak Guha Roy, “Right to Education: A Futuristic Perspective”, *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, p. 593.

of the total 193 million children in 6 and 14 age groups in the ambit of quality school education.²⁴

The 86th Constitutional Amendment in 2002 which is considered instrumental in passing an Act making education for all a compulsory matter. Prior to this provision of education was a part of the Directive Principles of State Policy under Article 45 of the Chapter IV of the Constitution and with the 86th Amendment, education has been brought under Chapter III Article 21A of the Constitution which deals with Fundamental Rights of the Citizens.²⁵ Article 51A (k) imposes a fundamental duties on parents. It states “who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years”.²⁶

The State Government of Manipur also made the rules as per the Act which have been known as the Right to Children to Free and Compulsory Education Act, 2010 and came into force on 21st, October, 2010 on the date of publication of the official Gazette for general information. The Act was extended to the whole of the state of Manipur.²⁷

Importance of Girl’s Education in India

Girl’s education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. An educated woman not only tends to promote education of her daughter, but also can provide better guidance to all her children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population.

Obstacles for Girl’s Education in India

Gender discrimination still persists in India and lot more needs to be done in the field of women’s education in India. The gap in the male-female literacy rate is just a simple indicator. According to the 2001 census, literacy rate was 65.4 percent with male literary rate of 75.8 per the literacy rate of women in India is just 54.2 per-

²⁴ Chetan Chauhan, “Education Bill may Fall Short of Expectations”, *Hindustan Times*, August 24, 2009.

²⁵ C. Venkataiah, “Right to Education: Need for an Inclusive Approach”, *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, p. 578.

²⁶ Sapna Chadah, “Operationalising Right to Education Act: Issues and Challenges”, *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, p. 621.

²⁷ Government of Manipur, Secretariat, Education Department, (School Section) Notification, Imphal, 21 October, 2010, p.2.

cent.²⁸ While in 2011 census, the literacy rate has increased to 74.04 percent, with male literacy at 82.14 percent and female rate at 65.46 percent. An extremely positive development in the present decade is that the gap of 21.59 percentage points recorded between male and female literacy rates in 2001 census has reduced to 16.68 percentage points in 2011. Prevailing prejudices, low enrolment of girl child in the schools, engagements of girl children in domestic works and high dropout rates are major obstacles in the path of making all Indian women educated.

1.3: Girls' Education in Manipur

The women of Manipur did not get education in the past though they have a distinct place in the socio-life in the society. In pre-British Manipur, the society assigned women only for domestic duties like cooking, weaving, spinning, nursing the family members and looking after their children. A few rich girls received education in their own houses in the form of non-formal education. There was no girls' school in Manipur till 1898-99.²⁹ They got lesson in rudimentary form. However, knowledge of reading and writing was not accounted as qualifications to be a good housewife. So the guardians felt no necessity of sending their daughters to any form of educational exposure beyond their homes. Besides, the girls were very much useful in the household activities and so it was considered a great loss for the families to send their daughters away. The need to understand the importance of women's education as a basic human right was perceived gradually by the people of Manipur only by the dawn of nineteenth century. The Government was indifferent to women's education in Manipur up to 1899.³⁰

The slow progress of women education was due to the limited number of removing the old prejudices towards female education and the advancement of women. The progress of the community depended much upon the general attitude towards the women. Moreover, the orthodox idea implied that the skill of weaving and other household work were more important to a girl than knowledge in the three R's. Hence, the parents did not consider it necessary to educate their daughters formally and the prevailing social customs and superstition acted as a block in their way.

²⁸ *Indian education / elementary education in India : women's education in India*

²⁹ *Administrative Report of the Manipur Political agency, 1898-1899, p. 17.*

³⁰ *Shanti M., Development of Education in Manipur, Rajesh Publication, New Delhi, 2001, p. 107.*

Western education in Manipur

Manipuri forces helped the British during the Sepoy Mutiny in 1857 and in recognition of the Maharaja Chandrakirti Singh (1850-86) the then ruler of Manipur, was presented a sword, a belt and a dress by the Governor. In recognition of another service to the British, he was decorated with K.C.S.I.³¹ during this regime seven political agents were successively posted in Manipur. They were Major W. Mc Culloch, Dr. Dillon, Major W. Mc Culloch (reinstated 2nd time), Dr. L. Brown, R.R.C.S., Major General W. F. Nuthall, G. H. Damant (Officiating) and Sir James Johnstone.³² These political agents contributed to the cause of western education in Manipur from time to time. Among them Sir James Johnstone made significant contribution to the introduction of western education in the state of Manipur.

In fact, the Manipuris were highly educated in their traditional style and loved to preserve their own religion and cultural heritage. People of that time feared that by getting English education, they might be converted into Christians in the same manner as it happen when the Hindus missionary 'Shantidas' infiltrated into Manipur and converted the king and the people into Hindus. It may be recalled that King Garribniwaj, during the period of East India Company was influenced by the Hindu missionary Shantidas and converted the people into Vaisnavism and their literatures were burnt. So they could not use their own script in writing books and the Bengali script was enforced as the king wished. The Manipuris owe their primary allegiance to their traditional religion and economic concept. Even though they were converted to Vaisnanism, they never discarded their former religion. So Manipur Hindus followed two cultures; Sanamahi Leimaren culture and Radha Krishna culture. The educational sphere was also dominated by their spirit.

The Manipuris feared that introduction of English education in Manipur would lead to the curtailment of their freedom and rights. They refused to take any kind of assistance given by the Englishmen to start English education. So, the people were reluctant to attend the schools. The boy who attended the English school was treated as an untouchable and not allowed to enter the house after school hours unless he had taken bath and changed his school dress. As a result of this feeling of untouchability, no English school could flourish in Manipur for a considerable period of time. Thus,

³¹ *Government of India, Directorate of Education, Imphal, 1972-73, p. 5.*

³² *Singh Ibungohal, Introduction to Manipur, Imphal, 1987, p. 225.*

the attempts of Captain Gordon (1835) and Major W. F. Nuthall (1872) for imparting western education in Manipur were in vain.³³

In 1885, Sir James Johnstone (1877-86) established an English school at Imphal inside the campus of the present Governor of Manipur, the then residence of the Political Agent.³⁴ The School was named after Sir James Johnstone as Johnstone Middle English School, which was again closed down at the advent of Khongjom War (1891). It was re-opened after the extension of British (Crown) Rule in Manipur in the year 1892. The enrolment of the students in the school rose to 113 on 31st March 1893. Thus, the introduction of formal education in Manipur started at the Johnstone School as an aided school. Subsequently, a lower primary school was established at Mao Thana in the year 1893-94. Mr. Pettigrew came to Imphal in 1894 and established a school for boys at Singjamei. The people of Manipur acknowledged the contribution of Mr. Pettigrew for his patience, sacrifice, friendliness, ideas and affection of children as his own sons. He tried his level best for development of primary education in Manipur.³⁵

Women education in Manipur started much later as there were no girls' school for formal education in Manipur till 1898. The first girls' lower primary school was established at Moirangkhom on December, 1899. Sir William Pettigrew, Maharaja Sir Churachand Singh, KCSI, CBE Major A. E. Woods, ICS were the pioneers of female education in Manipur. With the establishment of a girls' school, Manipuri girls started receiving western (modern) education. Thus, Manipur entered to the system of formal education at the early part of the 20th century.³⁶

Before 1947, education of girls and women in Manipur was completely neglected because of ignorance of the people regarding the value of women education as well as the tradition of considering women inferior to men. At that time, the society had deep rooted orthodoxy and women were strictly confined at home. Only few girls of the royal or well to do families received school education. In 1991, literacy percentage among the males was 71.63 percent whereas the women literacy was only 47.60 percent.³⁷ Though, the percentage of literacy among Manipuri women is above the all India average, yet the situation is not quite satisfactory. The Manipuri society is

³³ *Personal interview with N. Khelenchandra, Imphal, 2001.*

³⁴ *James Johnstone, My experience in Manipur and Naga Hills, Sampson Law Publication, London, 1896, p. 144.*

³⁵ *Th. Mangoljao, Western Education in Manipur, Vol. I, 1967, p.1.*

³⁶ *Ch. Jamini, Education in Manipur, Rai Pravin Brothers, Imphal, 1989, p. 37.*

³⁷ *Statistical Handbook of Manipur, 1992, p. 15.*

free from many social evils like purdah and dowry system which are great obstacles in other parts of India. As in 2011 Census, Manipur ranks fifth among the North Eastern States of India in terms of literacy. The literacy rate has increased from 70.53 percent in 2001 to 79.85 percent in 2011. Among the males, it has increased from 80.30 percent in 2001 to 86.49 percent in 2011, whereas among females, it has increased from 60.50 percent in 2001 to 73.17 percent in 2011.

Even now many people subscribe the time honoured conviction of the illiterate parents that women are the properties of men. They cannot be independent at all stages of life. In early years they were under the care of their father, after marriage under their husband and in old age they are subservient to their sons. The idea of giving higher education to girls is still unacceptable to many guardians as girls cannot be considered as an asset of family.³⁸ But the University Education Commission 1948 rightly remarked the important of women education that if general education had to be limited to men or to women, that opportunity should be given to women, for then it would most surely be passed on the next generation.³⁹

Educational institutions for girls in the present sense of the terms were practically non-existence not only in ancient Manipur but also in India. No doubt there were women's schools in ancient India like Maitreyee, Garge and Lilavati. But there were no separate institutions for girls. Girls were taught with boys.

As the process of modernization gained momentum, it was realized that the education of women was necessary to further the goal of democracy, equality and social upliftment. And as women of any country, state, community have an important contribution in the progress and development of the people. "The hand that rocks the cradle builds the nation" is an important prevents relevant. It is the women who are capable of building such children who may lead the country to the path of progress and prosperity. Educating a woman makes the family and the society developed and sophisticated. As a result, the schools and colleges were thrown open to women, who in an ever increasing number started availing themselves of the increased opportunities of education. The data presented in the Table 1.2 highlighted the numbers of numbers of schools and colleges in the state of Manipur and also the schools and colleges exclusively for the girls/women.

³⁸ M. Purnimashi, *Progress of Female Education in Manipur*, PGT College Magazine, Vol. 9, 1978, p. 13.

³⁹ *Report of the University Education Commission, 1948*, p. 393.

Table 1.2: Types of School and Colleges in Manipur and only Girls Institutions

Types of School and College	Only Girls Institutions	Total
Government Schools	35	1529
Aided Girls Schools	33	605
Unaided Girls Schools	12	1538
Government Women Colleges	2	34
Private Affiliated Colleges	1	7
Total	110	3713

Source:

1.4: Sarva Shiksha Abhiyan (SSA) in Manipur

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.⁴⁰

The Government of Manipur launched the centrally sponsored scheme of Sarva Shiksha Abhiyan (SSA) with a new vision as a mission mode in all the 9 districts of Manipur viz. Bishnupur, Chandel, Churachandpur, Imphal East, Imphal West, Senapati, Tamenglong, Thoubal and Ukhrul. Unlike in other States implementation of programme under SSA was started in Manipur in the year 2004-05 with the active participation of people at the grassroot level.

Sarva Shiksha Abhiyan (SSA) in Manipur is a multifaceted programme, which seeks to ensure the enrolment of all children in the age group of 6-14 in schools or Alternative Schools, retaining them and ensuring comparable elementary quality education. SSA is conceived as an essential national programme to achieve Universalization of Elementary Education (UEE) by 2010 by creating a sustainable and decentralized educational planning and management system, and invoking community participation in the whole process of the programme. This will be a major experiment of its kind where decentralization and community participation are being put together into practice on a large scale.

SSA has two aspects

- i) It provides a wide convergent framework for implementation of Elementary Education schemes and

⁴⁰ *Sarva Shiksha Abhiyan, Education of All Development of All, A Programme for Universal Elementary Education: Framework for Implementation, Government of India, Department of Elementary Education and Literacy, Ministry of Human Resource Development, Sarva Shiksha Abhiyan, State Mission Authority Manipur, p.1.*

- ii) It is a programme with budget provision for the strengthening of vital areas to achieve UEE.⁴¹

The aim of SSA is also to bridge social, regional and gender gaps with the active participation of the community in the management of schools with the purpose of providing useful and relevant education. Useful and relevant education means a quest for an education system that is not alienating and that draws on community solidarity. It aims at allowing children to learn about their natural environment and master them in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan in Manipur has realized the importance of Early Childhood Care and Education (ECCE) meant for children in the age-group 0-6 years and look at 0-14 years of age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas have been made to supplement and complement the efforts being made by the Department of Women and Child Development, Govt. of Manipur to achieve the objectives of SSA.⁴²

SSA scheme for Universalisation of Elementary Education (UEE) in Manipur has been launched with specific objectives as is done in other States and UTs of India with a proper vision and mission as follows:

1. All children in Manipur should be in School, Education Guarantee Centre, Alternative school, back to school camp by 2005.
2. All children in the state complete five years of primary schooling by 2007.
3. All children complete eight years of schooling in Manipur by 2010.
4. Focus should be made on Elementary Education of satisfactory quality with emphasis on education for life in the state
5. Bridge all gender and social category gaps at the primary stage by 2007 and at the elementary level by 2010 in the state, and
6. Universal retention of children by 2010 in Manipur.⁴³

⁴¹ <http://ssamanipur.nic.in/Vision.htm>

⁴² <http://ssamanipur.nic.in/Aim.htm>

⁴³ <http://ssamanipur.nic.in/Objectives.htm>

Activities under SSA

- (1) Conduct of necessary survey and existing educational facilities: Data collection and compilation of Household survey and DISE.
- (2) Data analysis: Education scenario with reference to topography, communication, demography, social, economic and cultural development of the community and comparative study of overall educational development, by using indicators GER, NER, enrolment ratios, drop-out rates, promotion rates, population growth rate etc.
- (3) On the basis of the analysis, identification of problems and the needs. Planning exercises to solve the problems and achieve the goal, i.e. UEE with the resources available.
- (4) Implementation is a specific responsibility of the authority the levels to see that the plan formulated by them is implemented within the scheduled time.⁴⁴

The Components of SSA

The components of SSA include appointment of teachers, teacher's training, qualitative improvement of Elementary Education, provision of Teaching Learning Materials, establishment of Block and Cluster Resources Centres (BRC, CRC) for academic support, construction of class rooms and school building, establishment of Education Guarantee Centres, Integrated Education of the Disabled and Distance Education.

There are certain broad strategies central to SSA programme. They consist of institutional reforms, sustainable financing, community ownership, institutional capacity building, improving mainstream educational administration, habitation as unit of planning, accountability to community, priority to education of girls, focus on special groups, thrust on quality and role of the teachers, District Elementary Education Plans (DEEP), public private partnership.⁴⁵

Committees of SSA

- | | |
|-------------------|---|
| At State level | : State Mission Authority Manipur (SMA) |
| At District Level | : District Board of Education. (DBE) |

⁴⁴ <http://ssamanipur.nic.in/Activities.htm>

⁴⁵ <http://ssamanipur.nic.in/Components.htm>

- At Block level : Block Education Committee. (for rural areas) (BEC),
Municipal Education Committee (for urban areas)
(MEC), Block Resource Centre (BRC).
- At Cluster level : Cluster Resource Centre. (CRC)
- At Village level : Village Education Committee/Habitation Education
- At Ward level : Ward education Committee.(for urban areas) (WEC).⁴⁶

Girls' Education under SSA Special focus group

Girls Education is essential for the progress of the society. Through education girls can improve and enhance their personalities and contribute towards the progress of the Society.

The Sarva Shiksha Abhiyan recognizes the need for special efforts to bring the out-of-school girls, especially from disadvantaged sections, to school. This would require a proper identification of girls who are out of school in the course of micro planning. It also calls for involving women through participatory processes in the effective management of schools. The provision for girls' education would have to be designed to address learning needs of girls and relating education to their life. The Sarva Shiksha Abhiyan is committed to making these interventions possible.

It is said that Manipuri women is far better than their counterparts elsewhere, both socially as well as economically. The history of Manipur has proved that Manipuri women can take important roles in any situation at the individual level as well as in groups. Manipuri women are playing different roles at their best. Some of the role can be mentioned:

Domestic Aspect

Women irrespective of their profession have their priorities in the domestic chores, whether they are working women, women leader, labourer.

Economic Aspect

Women in Manipur are economically independent by engaging themselves in handloom and handicrafts, kitchen gardening, silk rearing and yarn making, farming, pottery, fishing, animal husbandry, pan shop, tea and snack stall etc. Ima Market, is the women markets where the buyer and seller are mostly women.

⁴⁶ <http://ssamanipur.nic.in/Committee.htm>

Games and Sports

The women in Manipur have contributed immensely in various events. They won many medals both at national and international levels.

Social and Cultural Aspect

Manipuri women are actively involved in fighting against violation of human rights and other social evils. Customs of Manipuri women varied different occasions reflecting the cultural heritage of the state.

However, gender inequality is also in Manipur. Women are considered as weaker gender requiring social and economic protection. This attitude has led to a limitation on their mobility and consequent lack of opportunities for development of their personalities. Women have, therefore, lagged behind in the field of education and skill development. Women have less time for education, preference is given to the male child, girl child helps mother in domestic works.

Women are primarily seen in their roles as mother and wives and not as women in their own right. The status of women is identified by their parents, husband and children. Widow of drug addict or alcoholic or HIV/AIDS, patients is outcast by the society for no fault of theirs. Due to various reasons such as deteriorating law and order situation, poverty, unemployment, low rate of education, lack of infrastructure for development and lack of awareness women are facing problems.

In order to empower women, there is a need to focus more on education, health, income generating facilities and women welfare programme in particular. With this concept, Residential camps were organized for girls of different communities with the resource persons of different items/activities. Demonstration, practical activities and exercise were held for health and hygiene, food and nutrition, vocational based activities like needle works, flower making, incense stick making and participation, interaction, news reading, singing and other cultural programmes. There is no much difference among the boys and girls in the schooling scenario. However, with the increase in the level of class, the ratio of girls and boys also increase.

Education of SC/ST Children

Out of total 9 districts of Manipur, 5 districts were hill areas and are occupied by scheduled tribes of different communities having their own dialect, socio cultural activities and beliefs and contribute 34.41 per cent of the total population. The State government has recognized 33 scheduled tribes' communities.

The scheduled castes are inhabited in the foothill of surrounding hills of the state and 2.02 per cent of the population. There are seven recognized scheduled caste communities in Manipur viz, Lois, Yaithibis, Namasudra, Patni, Dhobi, Muchi/Ravidas and Sutradhar. Lois and Yaithibis are the original people and speak Manipuri language with certain tonal differences. The other are migrated from other states of India. The scheduled caste and scheduled tribes in Manipur have a slightly different status but not as low as that of other states of India. However, due to poor inter village road connectivity with the district headquarters, communication with the people of interior part of the state is still lacking behind. On the other hand, in the hill districts it seems that every village has its own dialect.

The Sarva Shiksha Abhiyan provides flexibility to local units to develop a context specific intervention. Some interventions were:

1. Engagement of community organizers from SC/ST communities with a focus on schooling needs of children from specific households.
2. Special teaching support as per need.
3. Ensuring sense of ownership of school committees by SC/ST communities.
4. Training programmes for motivation for schooling.
5. Setting up alternative schooling facilities in un-served habitations and for other out of school children.
6. Using community teachers.
7. Monitoring attendance and retention of children from weaker sections regularly.
8. Providing context specific intervention in the form of a hostel, an incentive or a special facility as required.
9. Involving community leaders in school management.

The problems faced by children in the tribal areas are often different than that faced by children belonging to Scheduled Castes. Hence, special interventions may be needed for such regions. Some of the interventions which have been considered were:

- a) Textbooks in mother tongue for children at the beginning of Primary education where they do not understand regional language.
- b) Bridge Language Inventory for the use of teachers.
- c) Special training for non-tribal teachers to work in tribal areas, including knowledge of tribal dialect.

Various activities which have been undertaken under SSA were:

1. Pictorial charts have been developed in dialects of the following districts Senapati, Tamenglong, Chandel and under process for development at the state in recognized dialects.
2. Enrolment drives in the interior villages of the districts concerned.
3. Cultural programmes and ingenious games.
4. Students rally and meeting of parents, teachers and members of VECs/WECs.
5. Participation in exhibition and interaction.
6. Development of learning materials in dialect.
7. Residential camp for SC/ST children.

Integrated Education for Disabled (IED)

SSA also had a special provision for the Integrated Education for Disabled (IED) in the state such as identification of Children with Special Needs (CWSN), orient teachers for effective dealing with disabled children, Awareness and Sensitization campaign, Aids and Appliances distributions and observation of “World Disabled Day” on the 3rd December of every year at the State level.⁴⁷

Community Mobilisation

Community Mobilisation for participation in SSA programme implementation is an important intervention, since it is an effort to Universalise Elementary Education by community ownership of the School System. It aims to provide useful, relevant and quality basic education to all children in the age group of 6-14 years by improving human capabilities through provision of Community - owned quality education in a mission mode. In order to participate community in the educational planning and implementation at the grass root level, creation of decentralised management system from State to District and District to Sub-District and capacity building as well are the main activities of the programme implementation.

Media plays a great role in generating public awareness for education in all sections of the society. Successful implementation of any programme requires public participation through awareness and motivation. With these objectives in mind, Sarva Shiksha Abhiyan, State Mission Authority Manipur has done a multimedia campaign to make the public aware of the necessity for their active participation in the

⁴⁷ <http://ssamanipur.nic.in/specialFocusGroups.htm>

implementation of the SSA programme towards Universalisation of Elementary Education which is the main objective of the Sarva Shiksha Abhiyan

So far, a number of Trainings/Orientations/Workshops/Meetings have been taken up as a part of building capacity of SSA Key Functionaries of the state and district as well. Community awareness programmes by organizing sports and literacy competitions at the block level have been taken up as a measure for effective mobilization of community.⁴⁸

1.5: Attitude: Meaning and Characteristics

The word attitude is from Latin ‘aptus’ which means in within the framework of social psychology, as a subjective or mental preparation for action. It defined the outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. Attitudes are also the outward manifestation of the inner values and beliefs. An attitude is a hypothetical construct that represents an individual’s degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event - this is often referred to as the attitude object. People can also be conflicted or ambivalent towards an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

Attitude means the individual’s prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice). Social psychologists distinguish and study three components of the responses:

- a) Cognitive component: which is the knowledge about an attitude object, whether accurate or not,
- b) Affective component: feelings towards the object and
- c) Cognitive or behavioral component: which is the action taken towards the object.⁴⁹

Similarly, Johnson and Howell also suggested that attitudes could be seen in three related components:

- a. Cognitive (i.e., the idea or assumptions upon which the attitude is based),

⁴⁸ <http://ssamanipur.nic.in/ComMobilisationMedia.htm>

⁴⁹ Andree Tiberghien, E. Leonard Jossem and Jorge Barojas, *Connecting Research in Physics Education with Teacher Education, International Commission on Physics Education, International and Pan-American, 1997-1998.*
<http://www.physics.ohio-state.edu/~jossem/ICPE/D2.html>

- b. Affective (i.e., feelings about the issue) and
- c. Behavioural (i.e., a predisposition towards an action that corresponds with the assumption or belief).⁵⁰

Psychologists used the term 'attitude' in different ways but there is no agreed definition. Generally, it implies a personality dispensation or drive which determines behaviour towards or opinions and belief about a certain type of person, objects, situation, institution or concept. G.W. Allport has defined an attitude as, "a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence up the individuals response to all objects with which it is related." According to F.S. Freeman, "an attitude is a dispositional readiness to respond to certain situations, persons or objects in a consistent manner which has been learned and has become one's typical mode of response."⁵¹ An attitude is defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment. Bain (1927) also defined attitude as, "the relatively stable over behavior of a person which affects his status." Chambers. D. and Forlin defined an attitude as, "a learned, evaluative response about an object or an issue and ... a cumulative result of personal beliefs."⁵²

Travers is of the view that, "an attitude is a readiness to respond in such a way that behaviour is given a certain direction." So attitude is responsible for behaving in a particular and definite way. Anastasi. A. defined attitude as, "a tendency to react in a certain way towards a designed class of stimuli."⁵³

Mekeachie and Doyle defined attitude as, "an organisation of concepts, beliefs, habits and motives associated with a particular object."⁵⁴ So, in this way all what one thinks, feels and how one react expresses one's attitude towards an object. Whittaker is of the opinion that, "an attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli."⁵⁵ According to Sorenson, "an attitude is a particular feeling about something. It therefore, involves a tendency to

⁵⁰ Johnson, G. and Howell, A., *Change in pre-service teacher attitudes toward contemporary issues in education International Journal of Special Education*, Vol. 24(2), 2009, pp. 35-41.

⁵¹ F. S. Freeman, *Theory and Practice of Psychological Testing*, Oxford and IBH Publishing, New Delhi, 1962, p. 596.

⁵² Chambers, D. and Forlin, C., *Initial teacher education and inclusion. In Forlin, C. (Ed.) Teacher Education for Inclusion. Changing Paradigms and Innovative Approaches. Routledge, London, 2010, p.74.*

⁵³ Anastasi, A., *Principals of Psychological Testing*, McMillan Company, New York, 1957.

⁵⁴ S. K. Mangal, *Educational Psychology*, Prakash Brothers, Ludhiana, 1989, p. 273.

⁵⁵ *Ibid.*

behave in a certain way in situations which involve that something, where person, idea or object. It is acquired not inherent in individual.”⁵⁶

Psychologists have defined attitude in terms of three components. They are:

- i. Affective components, which refers both to the subjective and objective responses that accompany an attitude.
- ii. Cognitive component, which refers to the belief and opinion through which the attitude is expressed.
- iii. Behavioural component, which refers to the physical and mental process that prepare the individual to act in a certain manner.

In short, attitude is a determining acquired tendency which prepares a person to behave in a certain way towards a specific object to the conditions prevailing in the environment. This is the reason why attitude play a significant role in the field of education.

Characteristics of Attitude

The characteristics of attitude are as follows:

1. *Attitude has an object*

The concept of attitude is useful only when it is anchored by reference to some particular object or set of objects. It makes no sense to say that a person has a positive attitude.

2. *Attitude have directions*

Attitude is of two types- positive and negative. A positive attitude implies that the behaviour organised within that attitude is directed towards bringing the person into closer contact and prolonged experience with the object of the attitude. In the same way a negative attitude involves escape or avoidance tendencies towards a particular object.

3. *Attitude have motivational and evaluative element*

The fact that attitudes have direction is that they organised behaviour in terms of approach or avoidance of objects, people or events implies directly that attitude by definition include motivational and evaluative component. Our attitudes motivate us for a particular activity.

⁵⁶ *Ibid.*

4. *Attitudes are learned*

Attitudes are learned in the environment. As patterns of organisational behaviour in relation to the experience of particular objects, attitudes evolve out of the accumulation of experiences with their objects, directly or indirectly.

5. *Attitudes are relatively stable*

This implies that attitude is neither as fluid nor changing as to be unpredictable from moment to moment, not so fixed and rigid to be unchangeable throughout life. Attitudes are product of accumulation experiences which implies directly that as long as the person is able to accumulate further experiences with an object towards that object will be subject to some degree of change.

1.6: Classification and Development of Attitude

Borgardes, in his book, Fundamentals of social psychology has classified attitudes into the following:-

(i) *Acquisitive and work attitude*

That is, attitudes of possession of things. For example, to acquire property, hobby to collect stamps etc. According to Klineberg, acquisitiveness is not instinctive or inborn, but it is culturally determined. Present day inequality and strife are examples of acquisitive attitude. Its result is machine slavery.

(ii) *Play attitude*

Play attitudes are essential for a well behaved and healthy life. Distinction should, however, be made between play and laughter. Laughter may be of two kinds (a) Fligned laughter (b) Professional laughter.

(iii) *Inquisitive and scientific attitudes*

Attitudes of scholars and scientists can be put into this group.

Development of Attitudes

The human child at the time of birth finds this world a big buzzing and blooming, confusing and gradually through the process of interaction begins to differentiate and understands the world around him. He interacts with his parents and significant others who influence the development of his behaviour liking and disliking of objects and persons of his environment. An attitude is the way a person thinks or behaves in a particular situation. The feeling tones that accompany each experience

constitute the quality component out of which attitudes are constructed. When an individual is stimulated by an idea, an activity or another person, he makes certain responses in the form of approval or he is tolerant. These behavioural characteristics of the person are from his attitude.

An attitude may be defined as a relatively stable system of organization of the behaviours displayed by a person towards a particular object or set of objects. And as such, attitudes determine the entire adjustment of the individual. The baby grows in stages from childhood, youth and adulthood with attitudes as an important aspect of his learning behaviour.

1.7: Factors Influencing the Development of Attitude

The following are the factors that are responsible for influencing the development of attitude:

(i) *Maturation*

The formation of attitude is conditioned by experiences and by organic growth. The effect of environmental stimuli is also conditioned. This is to say, it applies to the growth of the entire body. Even age and sex are important factors in determining what attitude responses will be made to a given environmental situation. Attitudes are conditioned by the growth of intelligence. It is based on perceptual, experience and its development will depend on memory, understanding and reasoning.

(ii) *Physical factors*

The clinical psychologists recognised that both physical health and vitality are important factors in determining adjustment. Frequently it has been found that nutrition or diseases or accidents have interfered so seriously with moral development that various behaviour disturbances have followed.

(iii) *Home influence*

Generally it is accepted that attitudes are determined by social environment and home influence. Newcomb and Svehla (1937) made a study of the intra-family similarities in attitudes and compared parents and children on Thurstone's scale for measuring attitude towards the church, towards war and towards communication correlations between parents were highest, those between parents and children were next.

(iv) *Social environment*

Home environment is of primary influence in the formation of early attitudes. But friends, associates and social environment have increasing influences as the child grows older and has wider social contacts. It is only through these contacts as well as through the home that an individual acquires a large proportion of his attitudes, stereotypes and prejudices.

Chapter 2

Review of Literature

2.1: Introduction

Review of related literature plays a vital role in the field of research. In simple words, the meaning of review of related literature is to locate, read and evaluate the past as well as the current literature on the research concerned with the plan of investigation in hand.

Good, Barr and Scates (1941)¹ highlighted that “the important physician must keep abreast of the latest discoveries in the field of medicine, ... of obviously the careful students of education, the research workers and investigators should become familiar with the location and the used sources of educational information. The direct as well as indirect literature lies in the vast store house of the published knowledge. The important uses of reviews of related literature are presented below:

- a) It is the foundation of any research study undertaken;
- b) It gives an understanding of the investigator,
- c) It gives an understanding of the previous work done in the related area and to avoid the list of duplication,
- d) It points out the areas for research ignored previously,
- e) It develops the insight of the investigator,
- f) It contributes to the general scholarship of the investigator,
- g) It provides a good opportunity to the investigator for gaining insight into the methods measures and approaches employed by earlier investigator and
- h) The synoptic view of related literature helps to locate comparative data useful in the interpretation of results.

Thus, after discussing the importance of review of related literature, it becomes necessary for investigator of the present study to collect the materials from different libraries and other sources of information. It is, therefore, an attempt has been made here to review some of the available studies.

¹ C. V. Good, A. S. Barr and D. F. Scates, *The Methodology of Educational Research*, Appleton Century Crafts, New York, 1941, p. 167.

W. John Best (1959)² had expressed the important of review of related literature in the following words, ‘Practically all human knowledge can be found in books and libraries unlike other animals that must start a new with each generation, a man builds upon the accumulated and recorded knowledge of the past.

2.2: Review of related Literatures

An attempt has been made to review some of the available studies. Such as, studies on the attitudes of the parents towards certain objects, events or functioning that have been carried out some of the studies are mention below:

Education Commission (1966)³ recommended for effective programme on adult education in India which should provide for the rapid elimination of illiteracy by means of mass education and attention towards women, industrial workers, and other special groups, programs of correspondence studies. It emphasized on the education in particular, basic social, civic and economic education which required broad support and public commitment, full exploitation of mass media and audiovisual aids, trained personnel, through provisions for experience of new literates, and effective planning and administration with due regard to local conditions and requirements.

J. Bhullar (1976)⁴ made a study of the university student towards physical activity in relation to academic performance, intelligence, socio economic status and personality characteristics. His sample consisted of 400 students (Boys and Girls). Who were exposed to university environment for atleast a year, was taken from various teaching departments of Panjab University, Chandigarh. His main findings are subjects with higher intelligence tends to have more favourable attitude towards Physical activity in relations to its place in the University programme for health and fitness, as aesthetic experience, and for catharsis, students who were academically better tended to possess more favourable attitude towards physical attitude as a Social Experience, for health and fitness, and appreciated participation in activities possessing certain artistic qualities.

E.V. Rathnaiah (1977)⁵ had emphasized on formal education, extent of its spread among the Tribal communities and the nature of structural constraints in a part of Adilabad district of Andhra Pradesh. The author presents the living conditions of various Tribes and

² J. W. Best, *Research in Education*, Prentice Hall, Eaglewood Cliffs, 1959, p.31.

³ *Report of Education Commission 1964*, Ministry of Education, Government of India, New Delhi, 1966.

⁴ J. Bhullar, *Study of the University Students towards Physical activity in relation to Academic Performance, Intelligence, socio economic status and personality characteristics*, 1976.

⁵ E.V. Rathnaiah, *Structural Constraints in Tribal education: A Regional Study*, Sterling Publishers, New Delhi, 1977

the rate of low literacy rate among them. He critically examines different types of constraints in providing education to the people in which he discussed the influences of structural variables into external constraints includes ecology i.e. geographical, exposure to modernity and socio-economic status of the family, type of occupation, level of income etc. and internal constraints which included the teachers, content of education, medium of instructions, administration and supervision and attitude towards education.

Jain, B. (1982)⁶ studied on a classroom behaviour pattern of teachers in relation to their attitude towards profession, moral and values. It was to find out the teacher's attitude towards profession and the classroom behaviour pattern of teachers, the teachers moral and the classroom behaviour pattern of teacher's and the teachers values and the teacher's attitude towards profession. Some of the findings were that pupils interacted differently in the classes of married, unmarried or deserted teachers, Male teacher's devoted more time in asking questions than female teachers, and young teachers had more favourable attitude towards teaching profession, classroom teaching and educational process than older teachers.

M. George and K.S. Joseph (1983)⁷ studied on the effect of Microteaching on general teaching competence and teacher attitude of the B. Ed. Trainees, department of education research and studies. The main objectives was to find out if there is any significant change in the general teaching competence of the B. Ed. Trainees as a result of exposure to the techniques of micro-teaching and to find out if there was any significant change at the attitude of the B. Ed. Trainees as a result of adoption of micro-teaching. The major findings were that there was no significant difference in the teacher attitude score of the B. Ed. Trainees before and after exposure to the techniques of micro-teaching and the students' reactions to the micro-teaching approach are positive and favourable generally.

S. N. Jha (1985)⁸ had highlighted about the progress and development in education, covering pre-and post-independence periods. He viewed that education should inculcate socialistic, secular and democratic values among the students. In the survey of education, the author had covered deliberations and suggestions of various committees and commissions set up from time to time. Further, observed the study of vernacular bys emphasised on both as a subject and medium of instruction by various committees and commissions during the British rule, viz., Wood Despatch (1854), Hunter Commission (1882), Sadler Commission (1917-19)

⁶ Jain, B., *A classroom behaviour pattern of teachers in relation to their attitude towards profession, moral and values*, *Physical Education, JMI*, 1982, pp. 763-764.

⁷ M. George and K. S. Joseph, *The effect of Microteaching on general teaching competence and teacher attitude of the B. Ed. Trainees*, *Department of Education Research and Studies*, 1978-83, New Delhi, pp. 762-763.

⁸ S.N. Jha, *Education for socialism, secularism and democracy*, Amar Parkashan, Delhi, 1985.

and Zakir Hussain Committee on basic education (1937), Open University and educational broadcasts and telecasts. The author was of the view that a link has to be established between education and economy and that education and research has to be made need based and more attention has to be devoted to applied research, although fundamental research was also necessary for advancement of knowledge. He further brings out with the reference of the private managed institutions.

G. Mishra (1986)⁹ studied on the attitude of teachers working in Government aided conventional Sankrit Vidyalaya of Varanasi towards teaching profession. His main objective was to study the attitude of the teachers working in conventional Sankrit Vidyalayas towards the teaching, teaching process, etc. His main findings were that there was gender difference in the attitude towards teaching, male teachers scoring higher than the female teachers and the designation of teachers did not influence the attitude towards the teaching profession.

K. Bhutani (1986)¹⁰ studied the effect of some cognitive and personality factors on attitude change. He also conducted the pre-try out study on 405 college students (185 boys and 220 girls). The sample was selected through multistage cluster sampling. His major findings are those with higher cognitive consistency were less prone to attitude change than those with less cognitive consistency, boys were proved to be more consistent than girls, there was a significant difference between the changed score of flexible boys and girls in favour of girls and girls had higher cognitive complexity than boys.

P.L. Khushwaha (1986)¹¹ investigated into the attitude and role perceptions of secondary teachers, Rajasthan. The main findings are that teachers' quality was inversely related to the referred role, there was no relationship between teaching experience and the motivator role and there were no significant differences among the high, medium and low attitude groups on the role of the motivator and on the counsellor.

Sarker A.K. (1986)¹² conducted a study to find the correlates of children attitudes towards their parents. The main objectives of the study was to examine the relationship between children's attitude towards their parents and variables like children perception of

⁹ G. Mishra, *A study on the attitude of teachers working in Government aided conventional Sankrit Vidyalaya of Varanasi towards teaching profession* Sam. U, 1977 in *Third Survey of Research in Education 1978-83*, NCERT, New Delhi, 1986, pp. 821-822.

¹⁰ K. Bhutani, *A study of Effect of some Cognitive and Personality Factors on Attitude changes*, in *Third survey of Research in Education 1978-83*, NCERT, New Delhi, 1986, pp. 336-337.

¹¹ P. L. Khushwaha, *An investigation into the attitude and role perceptions of secondary teachers*, Unpublished Ph. D. Thesis, Education, Rajasthan University, in *third survey of research in education, 1978-83*, NCERT, New Delhi, 1986, p. 817.

¹² Sarker A. K., *Correlates of children attitudes towards their parents*, Department of Education, Kolkata University in *third survey of research in education, 1978-83*, NCERT, New Delhi, 1986, p.407.

parental love, their birth order, gender and some aspect of personality. Some of the important findings were that attitudes scores were normally distributed, boys and girls with favourable and unfavourable attitude did not differ with respect to their personality and the third born children attitude towards their parents differed significantly.

Mandip Kaur (1987)¹³ studied about the value dimensions of primary school teachers and compared the rank and order of value dimensions of gender i.e. male and female teachers and areas i.e. urban and rural. The researcher concluded that there was no difference in the value dimensions of urban and rural primary school teachers except the social value. The value dimensions of primary school teachers are related to their socio-economic level and lastly there was no difference in the value dimensions of male and female primary school teachers.

Poonam Seth (1989)¹⁴ studied the effects level of educational qualifications of the parents on the competence of the children of 3-4 and 4-5 years of age as well as the impact of the family income on the competence of the children. The researcher also related the working status of the mothers on the competence of the children and concluded that both educational qualifications and economic status of parents influence the competence of the children, however, the working status of the mothers does not seem to be related to the competence of the child. Further the nature of parental interaction was an important factor influencing the child development and education of the parents seems to be one of the factors associated with the low or high interactions of the parents with their children.

H.S. Birdi (1989)¹⁵ reviewed the development of education in India since 1854 particularly the educational policies on the development of primary, secondary and higher education, professional, vocational and technical education, women education, adult education and administration and supervision of education to find out the impact of qualitative and quantitative aspects of national education policies. The researcher opined that the progress made in the elementary education was enormous and establishment of Navodaya Vidyalaya has been a major step towards providing better modern education with awareness of the environment, adventure activities and physical education to the talented children for the rural areas as well.

¹³ Mandip Kaur, "A study of value dimensions of primary school teachers in relation to their socio-economic status", *M. Phil Dissertation*, submitted to Punjabi University, Patiala, 1987.

¹⁴ Poonam Seth, "Effect of parental interaction and educational interaction for optimizing the integrated development of pre-school children", *Ph.D. Thesis*, submitted to Panjab University, Chandigarh, 1989.

¹⁵ H. S. Birdi, "The Implementation of National Educational Policies in India", *Ph.D Thesis*, Submitted to Punjabi University, Patiala, 1989.

Brundaban Ch. Mishhra (1991)¹⁶ highlighted the wide disparity of education development of Tribal literacy with other population among the various states and within the districts of Orissa and observed the differences due to late exposure to formal education, different approaches in different state, socio-economic and culture. He further highlighted that lack of adequate educational development with high drop-out rate and less rate of retention led the Tribal population continue to remain traditional and he feels a need of new approach for educational of Tribals by bringing overall change in our society as the earlier efforts progress are slow in Tribal education.

R. Bovina, and N.V. Varghese (1993)¹⁷ assessed the status of primary schools in regard to the facilities provided and the local environment in which they function, making comprehensive analysis of the quality of primary schools functioning in varying conditions ranging from urbanized locality to rural locality, measure the outcomes schooling in terms of achievement of levels of the learners with specified reference to literacy and skills and identify various inputs and process factors associated with students achievement.

Bussell, Susan Scott (1994)¹⁸ highlighted on the relationship between mothers and students attitudes towards education and the academic performance of the students. The study was conducted to investigate the relationship between mothers' attitudes towards education and the attitude of their children towards education, the relationship between mother's attitude towards education and the academic performance of their children in grade one through eight and the relationship between children attitudes towards education and their academic performance in grade one through eight. Attitude was measured using the parents' attitude towards education scale. Results did not indicate that a relationship exist between mother's attitude and students academic performance and between students attitudes and their academic performance were positive however were not significant at the 0.05 level.

Canon Joshep Micheal (1994)¹⁹ studied on a comparison of parents, teachers and students in their attitudes towards three different type of school schedules with a focus on the 45-15 years round schedules. The purpose of this study was to identify and compare differences among students, parents and teachers in their attitude towards three different

¹⁶ Brundaban ch. Mishra, "Tribal Literacy in India: A Case Study of Orissa", *Vision*, 11(1-2), July-December, 1991, pp. 67-77.

¹⁷ R. Bovina, and N.V. Varghese (1993), *Quality of Primary Schooling in India, A case Study of Madhya Pradesh*, IIEP, Paris, 1993

¹⁸ N.N.G. Mathur, *Problems of tribal education past, present, future*, Shava Publishers and Distributors, Udaipur, 1994, p. 29.

¹⁹ Canon Joshep Micheal, *Problems of Tribals Education Past, Present, Future*, Shiva Publisher Distributors, Udaipur, 1994, p. 30.

types of school schedules with a focus on the 45-15 years round school schedule. The study revealed that studies are most positive towards monthly school schedule and least positive towards the 45-15 years round schedule.

Choudhary and Muni (1995)²⁰ observed that parental support had positive effect on their children's academic performance. They study on the role of parental support in children's need for satisfaction and academic achievement. The sample consisted of fifty children from 7th grade to 9th grade of equal number of boys and girls. Family effectiveness and need satisfaction, inventory and academic marks were used as measures in this study.

Singh and Singh (1995)²¹ investigated the study habits of advantaged and disadvantaged college students. Based on socio economic status criteria family income, education and occupation of the parents, caste, rural urban residence 150 advantaged and 150 disadvantaged male college students were identified. The study habits questionnaire use was developed by the authors. The chi-square test indicated significant difference between two groups. The advantaged group compared to disadvantaged group, had better study mechanisms, regularity in study, attentiveness in the classroom and habit of seeking help from teachers and classmates.

UNESCO (1995)²² had stated that in the poorest regions of the world, women and girls are locked into vicious circles. Illiterate mothers produces illiterate daughters who are married off too early enters into another cycle of poverty, illiteracy, high fertility and early mortality rate. Most analysts and scholars have stressed out of-school factors i.e. the family and community is probably more important than in school factors. Among school factors in a global perspective, the educational participation of girls relative to that of boys certainly is correlated with the presence of female teachers. Female teachers are in the minority in first level education in Sub-Saharan African and Southern Asia, especially the latter. It is in these two regions that the challenge to increase the school attendance of girls is most pronounced.

P. Micheal Penn (1997)²³ explained the inter-relation between education and development of the society. He also discussed the role of World Bank in developing education which identifies various challenges in developing countries such as assist to school, equity of schooling, quality of schools and delays in educational policy not only that it

²⁰ Chowdhary, A. and Muni, A.K., *Role of parental support in children's need satisfaction and academic achievement, Journal of Comm. Gui. Res.*, 12(2), 1995, pp. 135-144.

²¹ Singh, R. K. and Singh, A.K., *Study habits of the advantaged and disadvantaged college students, Indian Psy. Rev.*, Vol. 44(9-10), 1995, pp. 33-40.

²² UNESCO, "World Education Report", Oxford, 1995.

²³ Micheal P.Penn, *Priorities and Strategies for Education in Developing Countries, New Frontiers in Education*, 27(1), January-March, 1997, pp. 51-62.

recognized variety of policies and practices for effective and efficient school to meet the challenges of education i.e. higher priority for education, greater attentions to outcomes, public investment focused on basic education, equity, house involvement and autonomous institutions. Though the national governments of the developing countries had taken decisions on the education the author feels that external development agency especially the World Bank, not only through its loans but by also assistant in policy framework and consultation for effective education sector.

The World Bank's Report (1997)²⁴ highlighted the major problems in the primary education such as non-enrolment, drop-out, stagnation and wastage and refers the National Policy on Education and Programmes of Action, 1992 in India as a step to cope with the historical inequalities. It has also lays emphasis on the primary education to reduce drop-out rates, improve learning achievement and expand access for un-served students. Then, further it gave greater priority to girls and SC/STs Students to be enrolled at the primary levels.

Harbindar Kaur (1999)²⁵ studied the different perceptions of parents of public and government primary schools with regard to problem of primary education and the difference on their children of different gender in the primary school. The researcher found as to what the levels of income and education of the parents affect on the perceptions about the primary education. It was found that parents respond differently on their perceptions to the problems in primary education on public and government schools, attitude of different genders with the difference on income and educational levels of the parents.

Dipesh Bhagabati (2001)²⁶ examined the status of Tribal women's education in Assam and found the disparity of gender in education with non-Tribal groups even though there was some progress. He discussed major causes of their educational backwardness such as the geographical isolation, domination of males, lack of female teachers, women's role in family and limited aspiration for education. Thus, he further suggested a sensitization programmes and redesigned curriculum which would suit them and have the holistic approach with the state government and the Autonomous Councils to identify necessary facilities to make available to the needful areas.

²⁴ *The World Bank, Primary Education in India, Allied Publishers, New Delhi, 1997.*

²⁵ *Harbindar Kuar, "Problem of Primary Education as Perceived by Parents in Relation to their Attitude towards Primary Education", Ph.D Thesis, Submitted to Panjab University, Chandigarh, 1999.*

²⁶ *Dipesh Ch. Bhagabati, "Education of the Tribal Women in Assam: Status, Problem and Hope", Journal of North-East Council for Social Science Research, 25(1), April 2001, pp.49-52.*

C. Thangamuthu (2001)²⁷ opined that providing teachers with learning materials and by encouraging parents to get more involved in the schooling of their children are more effective than a school-feeding programme in reducing dropout rates and increasing learning. The teaching-learning environment and quality are so unsatisfactory that teachers themselves would arrange for their own children's education in better-run schools, in the private sector, either aided or unaided matriculation schools paying hefty fees. Further, while quoting India Development Report, the author says that private sector initiatives in the production of educational services would fit well with the desire on the part of the government to fund education. The best way to achieve this was to empower parents.

Madhu R. Sekhar (2001)²⁸ viewed that social development depends on good education. Female education has an impact on health and other social issues like sex ratio, birth rate, infant and mortality rate etc. Sex ratio was very low in almost all states where female literacy rates are low. She feels that the windows and doors of education are to be opened widely, so that girls and women get the bright light of knowledge in abundance. A literate mother can do wonders in building up a healthy society and a bright future for our nation. She further highlighted the importance of girls' education and various initiatives to promote literacy especially for the girls by the government found that they were still denied access in education. So, the author feels the need of educating girls should be given priority as women can do wonders in building healthy society and bright future for the nation. In the last the author suggests that the NGOs and the Media can come forward to create awareness among the Tribal population.

Amartya Sen (2002)²⁹ studied the three districts namely Birbhum, Midnapur and Purulia of West Bengal and found that 96 per cent of the respondents believed that boys should acquire elementary education, and 82 per cent affirmed their belief that girls too should acquire the same.

Kishore Adhav (2002)³⁰ opined the essentiality of overcoming the mental block that education was not required to be the best in the world. Education as a rewarding input of social change and it needs to be given a priority position on the national agenda. He

²⁷ C. Thangamuthu, "A Dismal Scenario of primary education: Need for market approach", *Yojana*, 45, November 2001, pp. 15-17.

²⁸ Madhu R. Sekhar, "Girls education: Opening the window on to the world", *Yojana*, 45, November 2001, pp. 46-47.

²⁹ Amartya Sen, "The delivery of primary education: Preliminary findings of Pratichi Bhawan", *Education and Literature*, 81(1), February 2002, pp. 31-39.

³⁰ Kishore Adhav, "Higher education in the 21st century", *University News*, 40(24), June 17-23, 2002, pp. 1-3.

highlighted the necessary of our planners and education administrators to expedite the process of reforms and encourage the innovation.

C. Janyanthi (2002)³¹ opined that in India, large portion of the population living in the rural areas are denied of basic education due to lack of resources, infrastructure, with social inequality problems and create wide disparities within the nations even though the state had taken several steps to tackle it. So for rural reconstruction not only infrastructure and capital investment but education, central policy initiatives is needed as it help in breaking the social injustice. With stepping into 21st century, the communication revolution, the author emphasizes the importance of communication technology which can play a vital role in enhancing human resources and quality of life with easy access of knowledge and awareness for rural development. It will be very beneficial if used properly as it does not require heavy infrastructure investment which is seen successful in some part of the country.

Devi and Mayuri (2003)³² reported that a study of family and school factors that affect the academic achievement of residential school children studying IX and X classes. The sample consisted of 120 children of Hyderabad city. An interview schedule was developed by the investigator to study the family factors; the questionnaire administered to the teachers was developed by the second author to study school factors. The result indicated that girls were superior to boys. Family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

J.C. Aggarwal (2003)³³ examined the development and planning of modern education in India for the 21st century. In his book, he presents comments on various commissions, committees, reports, Five-Year Plans and policies on education. He further discussed the role by the Centre and State Government and different issues on education at different stages. Apart from formal education he also discussed the diverse issues on education. Then, he highlighted the achievement and failure of educational planning and present new initiatives undertaken for educational development.

Saliabala Debi (2003)³⁴ highlighted the scenario of rural literacy and the wide disparity by gender and across social groups i.e. Schedule Tribes and Scheduled Caste in various districts. The author discussed the factors that determinate literacy by dividing into

³¹ C. Janyanthi, "Rural Education and Rural Reconstruction", *Yojana*, No. 46, January, 2002.

³² Devi, S. and Mayuri, K., *The effects of family and school on the Academic Achievement of residential school children*, *Journal of Comm. Guid. Res.*, Vol. 20(2), 2003, pp. 139-148.

³³ J. C. Aggarwal, *Development and Planning of Modern Education*, Vikas Publishing House, New Delhi, 2003.

³⁴ Saliabala Debi, "Growth, Disparity and Possible Determinants of Literacy rate in Rural Orissa", *Vision*, 23(1-2), July-December, 2003, pp 13-32

two groups. Firstly, the demand side factors like non-agriculture population, social groups and religious composition in district, work participation, and development of district. Secondly, the supply side factors like availability of school facilities i.e. distance, teachers, building, books etc. which plays an important part in the progress of literacy. She suggested some measures like adequate care for backward district, availability of school within the habitants and massive scale of government approach to achieved universalisation of literacy.

C. Jayanthi (2003)³⁵ felt the need to increase the allocation of budget on education and ensure to spread evenly which every citizen had equal opportunity to realize his or her full potential, as it would also enable the women to have decision of their lives and achieve equal social status advancement.

Nandini Manjrekar (2003)³⁶ emphasized the need of the women's movement to engage and give more importance in the field of education particularly of school rather than other issues around. With the new challenges of serious issues affecting girl education, multiple pressure like the influence of market, media, new consumptions, physical security and with the reforms in India. Also privatization in the field of education came into existence which further brings inequalities between the genders. She suggested such as need for intensive monitoring of new development which impact girls' education, a training course, need of government to improve the quality system for girls to attend but still lot to do to overcome.

B.B. Mohanty (2003)³⁷ attempted to present the aspects of the educational progress of the Scheduled Tribes among the major states of India. He viewed the life of a Tribal in various perspectives from before the time of Independence and till date and emphasizes on various provisions for the Tribal in their education. He analyzed that the progress of education was inadequate because of the kind of education imparted were difficult for the Tribal children to accept and impressed the Tribal mass to organize themselves and put pressure on the ruling elites for a Tribal friendly educational policy which would help them to participate more and developed themselves to tackle the problems.

Lla Patel (2003)³⁸ observed that female illiteracy was mainly due to social inequality and unequal distribution of power and resources in the society. The author calls for creating a

³⁵ C. Jayanthi, "Role of Education and Social Change", *Yojana*, 47(3), March, 2003, pp. 15-17.

³⁶ Nandini Manjrekar, "Contemporary Challenges to Women's Education: Towards an Elusive Goal?", *Economic and Political Weekly*, 38(43), October, 2003.

³⁷ B. B. Mohanty, "Educational Progress of Scheduled Tribes: A Discursive Review", *Man and Development*, 25(2), June 2003, pp. 91-107.

³⁸ Lla Patel, Literacy as Freedom for Women in India, *New Frontiers in Education*, 33(2), April-June 2003, pp 95-108.

suitable relevant environment enable to mobilize, develop and motivate women in their life and make efforts to change the mindset of the society which would provide tools to break the vicious cycle of powerless poverty. In 21st century the challenges for government development planners was how to link women literacy with livelihoods and empowerment.

Bhaskar A. Yerroju (2003)³⁹ highlighted the exploitation and discrimination of the girl child even before their birth. The author considers the important of quality education which can fight with the evils in the society, if imparted to children. He further suggests that such an involvement of social organizations and voluntary agencies, incentive for child girl's parents, property rights for girls and adequate law to safeguard the child, and the important role of teacher and school education for them.

K. Madhu Babu and K. Shiva Prasad (2004)⁴⁰ attempted to study the impact of education on the quality of population and life expectancy of the country. The impressive progress of the literacy rate during 1991-2001 both male and female needs to be sustained. They found out that the female literacy had greater variation on the increase of life expectancy than male literacy and suggested giving more concern to the women.

Bhaskar Chatterjee and Qutub Khan (2004)⁴¹ in their paper examined the rural scenario and its challenges among the rural communities. It further discussed the trends in the rural areas, the role and brought out four Ps strategies as a measures- planning, participation, parity and progress to break the problem barriers with active collaboration of the government and international agencies to built a quality educational system in the society to meet the basic learning needs for positive change which would able to close down the gap with the developed countries.

Arun C. Mehta (2004)⁴² analyzed the increase of literacy rate specially the female population during the decade 1991-2001 as initiated with various programmes in 1990's for creating positive environment for education. He further discussed the contribution of formal education to total literates and the National Literacy Mission's influence for enrollment. Though there was decline in the number of illiterates still the number was huge. He feels that the census does not provide the true picture of literacy status as its method of conducting

³⁹ *Bhaskar A.Yerroju, "The Rights of the Girl Child: Law, Policy, Education and Enforcement, New Frontiers in Education, 33(2), April-June, 2003. pp 109-112.*

⁴⁰ *K. Madhu Babu and K.Siva Prasad, Literacy and Life Expectancy in India: An Empirical Analysis in Census- 2001 and Human development in India by G. Ramachandrudu and M. Prasada Rao(ed), Serials Publications, New Delhi, 2004, pp 169-176.*

⁴¹ *Bhaskar Chatterjee and Qutub Khan, Rural Education: Status and Trends, ICSSR discussion paper, No.1, New Delhi, 2004.*

⁴² *Arun C. Mehta, "Primary Education and Literacy: An Analysis of Census 2001 Data", Man and Development, 26(1), March 2004, pp. 1-20.*

being over estimated and he further compares it with the National Sample Survey Organisation data (NSSO) for the year 1997. It shows that still a large gap between both the gender and variation among the states.

K. Sreerama Murthy and K.V. Jagannadha Rao (2004)⁴³ highlighted a number of programmes being implemented for promoting education among the Tribal over the year. The study revealed that enrollment of Tribal children is comparatively lower outside the Sub-Plan areas as compared to inside Sub-Plan area and the proportion of enrolment of Tribal boys was higher than that of Tribal girls. The drop-out rate of Tribal boys was much lower than that of Tribal girls. Due to collection of forest produce, inadequate hostel facilities, assistance to parents in domestic chores and agricultural activities and even the lack of school infrastructure and teachers absentees too are detriment of drop out from primary education.

D. Pani Naidu (2004)⁴⁴ observed various problems in Tribal areas due to lack of literacy which keep them as under developed areas. The author calls for awareness of programmes, imparting training, involvement of the communities to encourage the Tribal for education in order to improve their life economically and socially.

S. Sundara Rao and D. Rambabu (2004)⁴⁵ highlighted the variation of literacy rate in various Tribes living in plains, which was much higher than that of hilly areas and shows the changing attitudes of parents towards education i.e. rate of literacy of the children was much higher compare to adult rate. They suggested more emphasized on need of the Government and NGOs to promote both formal and informal education towards the hilly and remote areas where high dropout and literacy was low. They also pointed the potential of education to improve their social and economic life.

Malini Sur (2004)⁴⁶ outlined the international legal framework on education especially for enforcing women's right to education without discrimination. Provisions in the international law rely extensively on the state to implemented and obliged of these rights. The author further discussed on Indian context, its various constitutional provisions, policy

⁴³ K. Sreerama Murthy and K.V. Jagannadha Rao, *Primary Education of Tribals in a Backward Region in Andhra Pradesh- A Case Study of Vizianagaram District in Census- 2001 and Human development in India* by G. Ramachandrudu and M. Prasada Rao (Ed), Serials Publications, New Delhi, 2004, pp 185-200.

⁴⁴ D. Pari Naidu, *Literacy Trends and Variations in Tribal Sub-Plan Area, Parvathepuram in Census-2001 and Human development in India* by G. Ramachandrudu and M. Prasada Rao(ed), Serials Publications, New Delhi, 2004, pp 251- 253.

⁴⁵ S. Sundara Rao and D. Rambabu, *Inter-Tribe Variations in Literacy Levels- A Study of Tribes in Srikakulam District AP, in Census- 2001 and Human development in India* by G. Ramachandrudu and M. Prasada Rao (Ed), Serials Publications, New Delhi, 2004, pp 177-184.

⁴⁶ Malini Sur, "Women's Right to Education – A Narrative on International Law", *Indian Journal of Gender Studies*, 11(3), September-December, 2004, pp. 255-274.

framework and programmes on education and observes that still large scale inequalities occurred as Education Global Monitoring report also place India “at risk” of not even reaching the goal of gender parity both primary and secondary education even by 2015.

L. Khrisna Veni (2004)⁴⁷ examined the various trends of literacy during 1991-2001 by classifying stage on the basis of population and regions of India and Andhra Pradesh in particular with a detailed analyzed of west Godavari district. The study found out that due to various national literacy missions, literacy rate had increased. Variation of literacy rate of different state and Andhra Pradesh was lowest in position of all the southern states but had recorded an impressive growth rate in literacy. West Godavari district received a certificate of appreciation from the Government of India for its performance in the field of literacy. The author suggested the need for more of women literate development, compulsory and free education to all up to 5th standard strictly, enrollment to make compulsory, to restrict the drop-out rate, more attractive school atmosphere, teaching and learning more lively and promotion of education in backward and Tribal areas

Sally M. Wade (2004)⁴⁸ had presented that parenting plays an important role in determining the intellectual, attitude, behavior, education and social outcome of the children and youths. The author discusses the parenting on early cognitive development by viewing divided theorists and suggests for positive parenting practices to promote cognitive development like emotional and verbal responsiveness of parents, cognitive stimulation in the home environment, parental use of control and facilitation of independence and the use of discipline and punishment. The author also brings to light the variations in parenting practices according to social class and ethnicity. The study highlights the impact of parental involvement on children’s academic achievement and influence on its development of career exploration and occupational choice. It further discussed the impact of culture and socio-economic status on parental involvement in education and presented the suggested activities that parental can used to promote their child’s academic success.

R. C. Mishra (2005)⁴⁹ described that the key features of Tribal children to their education were related to cultural and psychological factors. He found that due to differences

⁴⁷ L. Krishna Veni, “Literacy in 21st Century: A Study of West Godavari District on Andhra Pradesh” in *Census- 2001 and Human Development in India Edited by G. Ramachandrudu and M. Prasada Rao(ed), Serials Publications, New Delhi, 2004, pp 234-250*

⁴⁸ Sally M. Wade, “Parenting Influences on Intellectual Development and Educational Achievement” in *Masud Hoghughi and Nicholas Long (Ed.) Handbook of Parenting Theory and Research for Practice, Sage Publication, London, 2004, pp.198-212.*

⁴⁹ R. C. Mishra, “Cognitive Strengths of Tribal Children: Implication for their Education” in *Aradhana Shukla (Ed.), Indian Tribes: Psychological and Social Perspectives, Kanishka Publishers, New Delhi, 2005, pp.53-64.*

in the demands of Tribal ecology, the cognitive abilities show considerable variations from that of other groups and came to light that Tribal are neither culturally inferior nor cognitively less competent than other groups but instead their skills and abilities are highly developed and extremely sophisticated. He viewed that Tribal children do possess the basic cognitive abilities and psychological disposition for successful participation in education spheres and can acquire all those skills that other member groups of the society possess. So, he suggested developing a positive frame of mind of the Tribal children by sensitizing them to Tribal culture and life, recognition of the cognitive strength and appreciation of their personality qualities which will help in the promotion of development of Tribal aspects.

Sura Prasad Pati and Saudamani Acharya (2005)⁵⁰ in their study analyzed that the pupils who learn from parents or guardians after the normal school instruction had done much better achievement in the exam than those learned in group coaching or tuition and learned by them. The authors recommend the need of parents or guardians to teach their children if uneducated parents than coaching or tuition instead of self learning to give the required instruction lacking from the school instructions.

Anita Rastogi and Monica Mehta (2005)⁵¹ analyzed various programmes and policies of government to provide free education to children and universalisation of education. The authors examined the close link of economic and education and study how free was in primary education in Delhi. The findings revealed that even though it reduced the financial burden, still then, the parents have to bear huge expenditure on various others essentials to complete primary education. Thus, it is felt to need to review the present schemes with new innovative schemes.

J.P. Singh (2005)⁵² viewed the current scenario of Indian education on the problems, hindrance and challenges faced like low literacy, high drop-out rate, gender gap, variation among the states, inadequate expenditure on education and the role of adult education in promotion of universal education which due to various reason like rapid rise in population, poverty, lack of adequate infrastructure, bad governance etc. The author further discussed various plans and programmes laid by the Central and State Government and external aid programmes in promotion on universalisation of education and emphasized social involvement, sincerity, bureaucratic efficiency, empowerment of women, more incentives

⁵⁰ Sura Prasad Pati and Saudamani Acharya, "Out of School Learning and its Impact on the Achievement of the Pupils", *Vision*, 25(3-4), October-December, 2005, pp 49-54.

⁵¹ Anita Rastogi and Monica Mehta, How Free is Free Primary Education in Delhi, *New Frontiers in Education*, 35(2), April-June 2005, pp 119-125.

⁵² J. P. Singh, "Universalisation of education in India: promise and performance", *Man and Development*, 27(1), March 2005, pp.103-124.

and expenditure as an important process for the success even though data says it is increasingly difficult.

B.V. Shah (2005)⁵³ explained the relationship between education and society. He regarded a cooperative force in society rather than a conservative approach as an agent of change in Indian society. He discusses that even though slow growth of education among the Tribal and variation among the tribes, education has become one of the most influential instrument of social change among them. It brings changes to political, economy, and cultural spheres of the Tribal society in spite of their poor socio-economic and cultural environment to acquire it.

Santosh Mehrotra and Ranjana Srivastava (2005)⁵⁴ viewed that the rationale for making good quality education universally available was compelling. It contributes to economic well-being and cohesive, stable communities; and it empowers poor people to encourage their incomes and leave the pain of poverty behind. Sustained economic growth can only be achieved by reaching the peak of literacy rate for its population. Another way education transforms lives was through equal schooling opportunities for girls, since they have, the survival rates of their infants, how their children perform at school, and how productive their livelihoods subsequently become. Thus, directly helps in raising the national economic growth.

P.R. Panchmukhi (2005)⁵⁵ highlighted that the income and occupation of the heads of households played an important role in the household expenditure on primary education. Further, the size of the families also had some significant impact particularly for certain communities. The author opines that the policy makers needs to look for a multi-pronged strategy of improving the occupational and income status of the households and of controlling family size seem worthy of serious consideration. An integrated approach touching upon the different sectors would be necessary to achieve universalization of elementary education.

⁵³ B. V. Shah, "Education and Social Change Among Tribal in India", in Pariyaram M. Chacko (Ed.) *Tribal Communities and Social Change*, Sage Publications, New Delhi, 2005, pp. 114-133.

⁵⁴ Santosh Mehrotra and Ranjana Srivastava, "Elementary schools in India: Producing human capital to unleash human capabilities and economic growth", as in Santosh Mehrotra, P.R. Panchmukhi et al, *Universalisation of elementary education in India: Uncaging the tiger economy*, Oxford University Press, New Delhi, 2005, pp. 3-29.

⁵⁵ P.R. Panchmukhi, "Household expenditure on elementary education", as in Santosh Mehrotra, P.R. Panchmukhi et al, *Universalisation of elementary education in India: Uncaging the tiger economy*, Oxford University Press, New Delhi, 2005, pp. 291-340.

N.B. Biswas (2006)⁵⁶ is of the opinion that the prevailing education system were difficult to adopt among the Tribal as they live in different culture with distinct physical and social environment. So the author calls for alternative new systems of education i.e. a complementary approach with indigenous culture and teachers for Tribal population which would enable to bridge the gap with other non-Tribal society.

Cynthia Guttman (2006)⁵⁷ analyzed the 2005 edition of Education for All Global Monitoring Report published by an independent team based at UNESCO, tracks progress towards the six goals set in Dakar and spotlight was on quality this year. As many low-income countries take bold measures to broaden access to schooling the poor quality of education was emerging as a foremost obstacle to progress and still the goals were very elusive. Thus, results in sole delivery education for all both quantitative and qualitative must complement not substitutes in the drive to achieve education for all. The report also reviews the ways to determine education quality and maps out key strategies for improving teaching and learning especially in lower-income contexts and present several essential dimensions for governments. The report also emphasized quality education at school level and draws attention on the challenges of defining and measuring literacy, topics to be develop in the 2006 report and assess levels of international aid and donors for improving education as it depend a large extent for achieving Millennium Development Goals (MDGs).

Anne Jellema and Elaine Unterhalter (2006)⁵⁸ highlighted that the Millennium Development Goals (MDGs) – gender parity in education set to get many girls as boys into school by 2005 will be missed. It also bring out that though access to education is slowly increasing it is far too slow to achieve the MDGs and will not attain too even in 2015 if it goes on as per the current growth rate. So, unless a dramatic action is taken up, it will hamper the economic, health, social life of the countries and goal was achievable if rapid progress on girl's education was increased. Thus, it call upon government and the international community to agree to a new action plan been laid out to ensure full completion of the primary education by every girl and boy, with gender equality in learning to achieve by 2015 and increase the expenditure and funds with political attention on education.

⁵⁶ N.B. Biswas, *Development of School Education Among the Tribes of North-East India: A complementary Approach in Challenges of Development in North-East India* edited by David R. et al, Regency Publications, New Delhi 2006, pp 440-456.

⁵⁷ Cynthia Guttman, "Education for all: The Quality Imperative", *New Frontiers in Education*, 36(1), January-March, 2006, pp. 7-9.

⁵⁸ Anne Jellema and Elaine Unterhalter, "Girls Can't Wait: Why Girls' Education Matter, and How to Make it Happen Now", *New Frontiers in Education*, 36(1), January-March, 2006, pp. 23-27.

Chaudhuri Kausik and Roy Susmita (2006)⁵⁹ studied about the gender disparities in India particularly in Uttar Pradesh and Bihar and found out that parents expenditure on education among gender was not equal which brought out significant gaps. It also brought out many social factors such as religion, caste, occupation, development of the village and education of the parents too plays an important role in the expenditure choice of the parents. It is further suggested that our cultural norm of pro-son needs to be eradicated with the government intervention, access to schools, quality and schools near the locality need to be established in bringing down the disparities but they believed that unless there is greater acceptance and acknowledgment of the importance and equal role of women in the society, it will still prevail.

Anjan Saika and K.C. Kapoor (2006)⁶⁰ analyzed that wastage among the elementary school stage learners in Arunachal Pradesh was lesser in gender wise, urban-rural, district level because of better equipped of school, qualified and sincere teachers, hostel facilities and financial assistance as compared to those in Assam. The authors feel that there is need for improvement of quality and tackle various problems in both states but require more efforts in Assam. They suggested a careful development of curriculum, modern approach of teaching and learning, effective schemes affecting problem solving, quality education to improve for enhancement the goal of universalisation of elementary education

N.A. Karim (2006)⁶¹ opines that if educational planners and administrators pay equal attention to maximisation of quality and enhancement of quality right from the beginning it was possible to achieve the twin ends of quality and equality. Unfortunately Independent India was being built on the educational structure left behind by the colonial rulers without any kind of reorganisation worth any name.

Saza Lucy (2006)⁶² studied on attitude of the parents towards school education in Mao to find out the factors which influence the attitude of the parents towards school education and suggest and recommend suitable ways and means towards the improvement of the school situation. The major findings was that the school education in Mao is gradually improving, the academic advancement of the private schools and mission schools are better

⁵⁹ Chaudhuri Kausik and Roy Susmita, "Do Parents Spread Education Expenditure Evenly Across the Two Genders? Evidence from Two North Indian States", *Economic and Political Weekly*, Vol. XLI, No. 51, December, 2006.

⁶⁰ Anjan Saikai and K.C. Kapoor, "Wastage in Elementary Education: A Comparative Study of Assam and Arunachal Pradesh" in *Challenges of Development in North-East India* edited by David R. et al, Regency Publications, New Delhi 2006, pp 456-466.

⁶¹ N.A. Karim, "Quality and equality in higher education", *Mainstream*, 44(30), July 15, 2006, pp. 5-6.

⁶² Saza Lucy, A study on attitude of the parents towards school education in Mao, Dissertation submitted to the Department of Education, Manipur University, 2006.

than the government schools, the schools in Mao follow learner-centered and activity based approach and the library and laboratory facilities are inadequate.

P. Palanivelu and Hema Balakrishnan (2007)⁶³ advocated investment on girls' education, as a hope for better future which was the foundation for building stable, democratic, economically prosperous societies. It would enable them to gain access and awareness in the society and individual benefits too but need to tackle various factors influencing in women education which still hamper the potential to reduce many social problems in our society. The requirement for women now is to respect and empower them.

B.D. Sharma (2007)⁶⁴ in his article presented some distinctive features of the North-East region that are both positive as well as negative in terms relevant for education. He further discussed the aim of education in one's personality and presents the current status of education system and preparation for life in the region. He presented the task ahead to deal for education in North-East region such as in early schooling, elementary education, teachers, infrastructure, vocational training and linking of education with the agriculture and also discussed the task ahead for colleges and universities too. He concluded that the morality in the region was degrading due to corruption, smuggling, drug-addiction, poverty, etc. which was unknown in the traditional system where there was no significant effort to counter with. However the author is still hopeful that there was still a lot untapped potential in the region that needs to be identified at the earliest.

Najma Unnisa (2007)⁶⁵ honored the teachers as pivotal role players in socio reconstruction, transmission of wisdom, knowledge and experiences of one generation to another. The author emphasize the changing role of the teachers in 21st century, globalization, an explosion of knowledge in science and technology, increased student population, changes in society and educational system. The author calls for the need of the teachers to perform as a manager of teaching-learning, as a community leader, protector of the environment, character builder, builders of the nation, promotion of emotional integration, global citizenship and promotion of education technology to solve the new problems arising from rapid development of modernization.

⁶³ P. Palanivelu and Hema Bhalakrishnan, "Education for Women Empowerment", *Third concept*, 21(242), April 2007, pp 48-54.

⁶⁴ B. D. Sharma, "Aspects of Education in the North-East", *Dialogue*, 8(4), April-June, 2007, pp.89-115

⁶⁵ Najma Unnisa, "Role of Teachers in the Emerging Indian Society", *Edutracks*, 6(7), March 2007, pp 5-9.

Ved Parkash (2007)⁶⁶ highlighted about several challenges faced by the Indian higher education system and further added by the challenge of global competitiveness such as access, equity, relevance, quality, privatisation and internationalisation in the face of a resource crunch. The author also overview the trends in the expansion of higher education and examines variations in participation across states, gender and social groups. He also discussed the financing of higher education and the required resources to meet the target of allocating 6 per cent of the GDP to education. The author further argues that without appropriate policy interventions in school education, it would be of little use to have interventions at the higher educational level, which discriminate in favour of girls, SCs and STs.

Rajvir Singh Tyagi (2008)⁶⁷ discussed the issues of governance of school education in India at Central and State level. He critically analyzed several weakness/dysfunctions and major strength in the present system of education of policy support, academic support, administration and quality improvement. He further highlighted the need for reforms in educational governance by strengthening policy support, academic management, legal basis, personnel management, decentralization and consultative mechanism, strengthening organizational administration and issues of decentralization. In order to achieve the aim and objectives of the country's education, the author advocate the need for overhauling the entire system of the school education administration in respect of structural reforms, policy and programme formulation and implementation for achieving better outcomes and quality improvement in education.

Rikil Chyrmong (2008)⁶⁸ studied on education wastage, dropout and stagnation in elementary schools in Goa in order to identify the cause and find various preventive measures. The researcher had taken 30 schools as a sample for study in which it was divided into four (4) categories; urban-aided, rural-aided, urban government and rural government. It found out that the urban government school had highest education wastage followed by urban-aided, rural government and rural-aided school. Further, the rural government school had the highest education stagnation followed by urban-government, urban aided and rural aided school. It also highlighted that the person who left school due to financial problems are working as labourers in factories, garage, farms, waiters and run their own food canteen and

⁶⁶ Ved Parkash, "Trends in growth and financing of higher education in India", *Economic and Political Weekly*, 42(31), August 4-10, 2007, pp. 3249 – 3258.

⁶⁷ Rajvir Singh Tyagi, "Governance of school education in India: Need for reforms", *New Frontiers in Education*, Vol. 41(2), April-June, 2008, pp. 180-190.

⁶⁸ Rikil Chyrmong, "Wastage and stagnation in elementary schools in Goa", *IASSI Quarterly*, Vol. 27 (1 and 2), 2008, pp. 75-103.

domestic servants and students who lack interest in studies joined training institute to develop technical skills while the girls have turned out as housewives who left studies out of interest. The principals, teachers, NGOs and Government had suggested various ways to prevent education wastage and stagnation. However, still it had yet to deal effectively with the problems despite introduction of various measures to prevent dropout like Mid-Day Meals and Sarva Shiksha Abhiyan due to problems of implementations and lack of monitoring regarding the functioning of the scheme.

Tapan Kumar Basantia (2008)⁶⁹ viewed the unique characteristics of the north-east society and thus have unique demands of the region as they had different challenges, needs, problems, prospects and paths of education than that of the other part of the country. Though the system of education had expanded but still needs lots to improve in management and on the other challenges to be face such as challenges of liberalisation, privatization and globalization, science, technical and mathematics education, demand for peace and harmony, quality management and quality demand from external world, need for information and communication base, socio-economic sustainability of the north east region. The author had recommended plans/programmes/techniques/strategies of management to deal with the unique challenges of education in the region.

Ravinder Kumar (2008)⁷⁰ highlighted that the majority of schools were located in urban or semi urban areas and significant majority of schools were co-educational. The policies and plans for elementary education were devised, designed and developed at the national level only and these were implemented by the State. One of the observations was that the parents enrolled their wards in the school primarily to feed them not to ensure better educational benefits for them through quality learning.

A.Senthil Nathan and N.Sakul Hameed (2008)⁷¹ viewed that education can be a key factor to bring about attitudinal and behavioural changes and for that the primary education as very important inspite of any indifference. A country's Human resources constitute its greatest asset, Attitudes and skills make a nation. Education provides the key to both.

⁶⁹ Tapan Kumar Basantia, "Management challenges of North-East education", *University News*, Vol. 46(26), 23-29 June, 2008, pp. 9-13.

⁷⁰ R. Kumar, *Administration of elementary education in Panjab: A Case Study of District SAS Nagar unpublished Ph.D Thesis Panjab University, 2008.*

⁷¹ A.Senthil Nathan and N.Sakul Hameed, "Role of Education in Economic Development", *Education and Economy*, G.Velen, 2008, pp 157.

Nanjunda, D.C. (2009)⁷² reflected the important effort; the NGOs can contribute for the improvement of educational status of the tribal. However, as of now the impact of various policies and projects was a failure due to its designed and not geographical and cultural specification in dealing with the tribal. The author highlighted that the important of the NGOs in dealing with the children, parents, community and suggested various measures such as drawing finance, human resources, technologies, expertise, knowledge and specialist skills for effectiveness on tribal education. Further, the author also recommend to adopt a holistic approach taking into consideration of socio-economic set up of the people, collaboration with the Government agencies and the other NGOs and know how to generate employment in non agricultural sectors.

Smriti Bhosle (2009)⁷³ highlighted the important role of education for development and improvement in the quality of life and especially a positive impact for the improvement of women status, empowerment process and the opening up of opportunities, wider horizons of thoughts and perceptions and new areas of advancement. The author expressed that women emerged as a major agents of social progress for which education is critical for it as educated women tend to have fewer children, healthier family, more independent decision and encourage their children to learn. Equality of women is necessary not merely on the ground of social justice but as a basic conditions for social, economic and political development of the nation for which education must be the highest priority to liberate women to participate in decision making in society and the opportunity women will be able to play a pivotal role as equal partners in the development process in the 21st century.

Vandana Mehra (2009)⁷⁴ explained that India is one of the countries of the world which are at risk of not achieving gender equality in education by 2015 even though the Indian Constitutions had promised equality, liberty and justice. The author highlighted the deliberate gender discrimination against the girl child due to cultural and attitude of the parents, declining sex ratio, discrimination in healthcare and nutrition, gender gap in literacy rate, higher dropout rate, priority to boys education and violence against girls and women. The author reveals the positive impact of the educated/literacy of the mother on their income, value for education and helping their children to learn. The author further highlighted the need for gender equality in education and recommends certain strategies for promoting

⁷² Nanjunda, D.C., "NGOs and education of tribal children", *Third Concept*, Vol. 22 (264), February, 2009, pp. 27-29.

⁷³ Smriti Bhosle, "Education for empowerment and development of women", *University News*, Vol. 47(2), 12-18 January, 2009, pp. 9-11, 18.

⁷⁴ Vandana Mehra, "Gender disparity in education", *University News*, Vol. 47(20), 18-24 May, 2009, pp. 14-18.

gender equality in education and also feels that in order to create an equitable social order for the coming generation, gender equality to access of quality education for all needs to be generated.

Ankur Kumar (2010)⁷⁵ discussed the Gandhian Model of promoting rural technology and its role in promoting rural education across India. The features of the model and its implementation in the form of technological innovations for rural development were also highlighted. The importance of dissemination of rural technology and its role in imparting rural education have been assessed to bring out the nature of linkage between the rural education and technologies.

Deepa Sankar (2010)⁷⁶ highlighted the important role of education for economic growth and propelling socio-cultural and political reforms of the country. She analyzed India's education sector progress in the last six decades in which she regarded the last two decade had more fruitful though it had a mixed results with some remarkable outcomes and some nonstarters. Further, she discussed the provision, intervention and policies for the improvements in access and participation in education especially on elementary education. She opines that elementary stage of education had improved whereas there still a huge gaps in access, infrastructure and facilities in secondary education which required considerable efforts and funds. She further emphasized the major concerned of quality of education and the quality of the teacher's education and professional development. It also pointed the needs to mobilize the political will and resources and targeting them in challenged about quality, pedagogy, governance and accountability. She reflected that India need to continue the current level of focus and commitment along with the right amount of resources in improving governance and service delivery framework to become one of the major knowledge economies in the world in the near future.

Praveen Jha and Pooja Parvati (2010)⁷⁷ opine that though the Government of India had shown a degree of urgency and seriousness in education in the recent years especially a significant enactment of Right to Children to Free and Compulsory Education Act (2009). The authors expressed that the Act had a rough road ahead as 'how' and 'where to' had

⁷⁵ *Ankur Kumar, Dissemination of Rural Technology and its Role in Promoting Rural Education amongst Youth: A Gandhian Approach, YouthKiAwaaz, January 24, 2010.*
<http://www.youthkiawaaz.com/2010/01/dissemination-of-rural-technology-and-its-role-in-promoting-rural-education-amongst-youth-a-gandhian-approach/>

⁷⁶ *Deepa Sankar, "Education sector in India: Progress, challenges and way forward", Yojana, Vol. 54, 10 January, 2010, pp. 35-38.*

⁷⁷ *Praveen Jha and Pooja Parvati, "Right to education Act 2009: Critical gaps and challenges", Economic and Political Weekly, Vol. 45(13), 27 March, 2010, pp. 20-23.*

remain ambiguous. They highlighted certain concern features for the effectiveness of the Act such as passing of the RTE Bill by Parliament without accompanying financial memorandum, spending less amount on education by the Government as much below recommended by many commissions, committees, etc, the issues of sharing the requisite costs between the centre and the state, lack of clarity of the Act especially about the meaning of child, lack of flexibility, eligibility, accountability, quality of education, short term political gains, poor judgment on the part of politician and policy makers had major roadblock on accomplishing goals. However, they remained positive that with appropriate modification and financial provisioning offers a great opportunity to correct the anomaly of poor education outcomes and can delivered on the long standing commitment of providing basic and quality education.

Puja Pednekar (2010)⁷⁸ highlighted how Right to Education had help the parents to re-admitted their children to the school by demanding the school officials even though the students had fail in the examinations.

Raju Narayana Swamy (2010)⁷⁹ had discussed about literacy profile of the tribal, women literacy and high dropout rate among the tribal people. He further highlighted the factors which attract or hindrance to the education of the tribal groups such as fear of losing tribal identity, economic factors, role of the teachers, medium of instruction, location of the institutions, timing, infrastructure and nature of curriculum. He opines that the policy makers had failed so far to make quality education available to the tribal people. The holistic manner and redefine goals and delivery mechanism to suit the needs, culture, values and sensibilities of the people is the need to look out for education among the tribal. As it is not classroom transaction alone but the combined mobilization of community, political machinery and the bureaucracy that holds the key to success.

Gopal Krishan Sanghaik (2010)⁸⁰ elaborated the important and the need of Panchayats in our Indian society and its role for women empowerment, higher education and rural development. Further, he discussed about the role of Rural Development Education in Himachal Pradesh and highlighted the challenges faced by the Rural Development Education in ensuring the quality of education and the relevance of curricula offered. Inadequate funding, excess intake of students, poor infrastructure, declining quality of research and

⁷⁸ Puja Pednekar, "Right to Education saves 85 students from losing a year," *DNA*, Tuesday, June 29, 2010, p.2.

⁷⁹ Raju Narayana Swamy, "Ignored citizens: A study on tribal education in India", *Yojana*, Vol. 54, June, 2010, pp. 29-32.

⁸⁰ Gopal Krishan Sanhgaik, "Rural Development Education", *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, pp. 669-678.

teaching, often failed to meet high employment expectations and empowerment targets are some constraint faced. The author opines that the content of the Rural Development Education and the methods of learning facilitated should be contextualized in the sense that it should be pertinent to the experience, culture and environment and relevant to the needs and aspirations of the local people at all the levels.

Lalneihzove (2010)⁸¹ emphasized about the important of women's education and stated as the major issues of concern for the Government of India as well as the society at large. The author highlighted the historical background on women's education in India and the ground reality of the status of women's education. The women's education not only helps in the development of half of the human resources but in improving the quality of life at home and outside. The author was also of the viewed that educated women not only tend to promote education of their girl children but also provide better guidance to all their children. It can also help in the reduction of infant mortality rate and growth of the population. Further, it brings out some barriers to women's education and the main reasons were the disparity in literacy rates between urban and rural women due to the role of cultural and socio-economic obstacles in the equal access to education for Indian girls.

P. Mohan Rao and C.G.K. Murthy (2010)⁸² opined that the improvement in the education system in India was slow due to uneducated parents, an unaffordable education system and inadequate schooling facilities. The Right to Education Act 2009 envisages for compulsory and quality education to all children and to equip them with knowledge, skills and values. Further, they were of the view that without upgrading the standards and competencies of the teachers and without providing the required infrastructure and facilities, it is unable to achieve the objectives of the Act or universal education. They suggested various measures and recommended specific provisions for disadvantaged groups such as child labourers, migrants' children, children with special needs and those who have a disadvantage owing to social, cultural, economical, geographical, linguistic, gender, etc.

Snehalata Panda (2010)⁸³ highlighted that the dictates of caste system dynamics and retrograde value system had subjected to unfair treatment of women in Indian society, more widespread in rural societies due to illiteracy and age old religious traditions restrict the rearing of girl child by which depriving the opportunities to grow as an individual through

⁸¹ Lalneihzovi, "Women's Education in India: An Overview", *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, pp. 584-592.

⁸² P. Mohan Rao and C.G.K. Murthy, "Right to Education: Investing for a Bright Future", *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, pp. 538-548.

⁸³ Snehalata Panda, "Education and Empowerment of Women: A Comparative Analysis", *Indian Journal of Public Administration*, Vol. LVI (3), July-September, 2010, pp. 561-574.

education and confining within the house or family eventually marriage being the only goal. The author observed from field studies that education and awareness play a vital role in arousing women from the state of ennui and deprivation and elementary education and exposure to changed environment cast a positive influence and instill a sense of independence, self sufficiency and courage to face the odds with fortitude. Further, it brings out the massive contrast between the urban and particularly metropolitan life to the realities of rural India.

Economic and Political Weekly (2011)⁸⁴ assessed the effectiveness of Right to Children to Free and Compulsory Education Act 2009. Though there are improvements in education especially in physical infrastructure of the schools however the Annual Status of Education Report (ASER) highlighted the declined of enrolled students present in the class over the past five years and also declining of quality of learning. Further, suggested to recruit enough teachers in the school, focus attention on text books, the training of teachers, making the learning process engaging enough to retain the children who had been persuaded to enroll in other words, the government needs to focus on quality education.

PTI (2011)⁸⁵ reported by D. Purandeswari, Minister of State for Human Resource Development of India that approximately 2.91 lakh classrooms at elementary level and 1.77 lakh classrooms at secondary stage of education was estimated to be required despite the sanctioned to construct classroom under Sarva Shiksha Abhiyan (SSA) and to install water purification system in rural schools under Jalmani programme. Further, it was also reported that only 54.82 per cent schools in the country had common toilets while 58.82 per cent schools had girls toilets and 92.6 per cent had drinking water facilities and also viewed that the enrolment of Muslim children in both primary and upper primary education had increased steadily.

Bishwajit Okram (2012)⁸⁶ opined that education is the strength of a nation's however viewed that Manipur as a state is yet to recognized especially in elementary schools where the system was severely paralyzed and dysfunctional which are regarded as a black hole in the primary education system. He further highlighted various problems such as inefficiency and ineffectiveness of the Ministry website, no pupil or less pupils in the schools, drop out of pupils, improper salary of teachers and also the state government unable to spend

⁸⁴ *The right to learn, Economic and Political Weekly, Vol. 47(16), April 21, 2012, p.7.*

⁸⁵ *PTI, India faces shortages of over 4.6 lakh classroom, Economic Times, December 2, 2011.*

⁸⁶ *Bishwajit Okram, "Primary Education in Manipur is not so prime but a fiasco" Kanglaonline, January 22, 2012.*

on education. He further highlighted various reports and felt that Manipur need to find a solution to improved its education system.

Manah Pratim Gohain (2012)⁸⁷, highlighted that despite of increase in the budget of Sarva Shiksha Abhiyan (SSA) the learning levels of the students and the grant received by the schools had declined as indicated by the findings of survey conducted across 14,283 rural schools in India. Further, it highlighted that the teachers received the largest share in formed of salary and then the maintenance of building and infrastructure. The children and the quality of education had the least priorities to spend through the grant. The Meghalaya had the worst figure of receiving the share of SSA grants followed by Tripura while Daman and Diu had the highest receiving grants followed by Pondicherry and Himachal Pradesh.

⁸⁷ *Manah Pratim Gohain, "Elementary Education witnesses Negative Trend", Times of India, TNN, March 21, 2012.*

Chapter 3

Research Methodology of the Study

3.1: Need and significance of the study

It is an established fact that ever since the dawn of civilization, man has been trying to educate himself in order to adjust with the changing demands of life. Moreover, he has succeeded in distinguishing himself from other animals only by virtue through the process of education. Education fashions and models a man to become a better person for the society. So, education is one of the most important determinants of progress and social change.

Today's girl child will be the mother of tomorrow. As a mother she can give her child a sound nursing and capable upbringing. A woman has the maximum impact on the social, economical decisions making in the family generally. Girl education is like sowing the seed which gives rise to green, cheerful and full grown family plant. Education for the girls is more important as she not only builds the home but all routine responsibilities are taken care by her. An educated woman not only helps in nourishing the family in a better way but can also help in earning. Rightly said that God made the mother because He could not be present everywhere. "One could judge the degree of civilization of a country by the social and political position of its woman." Charles Fourier.

It is very true that good progress has been made in the sphere of women education by keeping in view the high number of women in the country; this progress is not very heartening. However, it has to be admitted that during the last fifty years India has produced great women in different walks of life in science, literature and various disciplines of studies in the Universities and in political life of the country. Needless to say that, we still have to make great efforts for the expansion and provision of education to all especially to girl child. That is why various committees and commissions on education appointed by the government have emphasized the potent need and nature of girls' education.

We still have to overcome many conservative social traditions in order to bring the women folk in the group of intelligence. A new culture of elimination of female foetus has gradually become rampant Discrimination between education of boy and girl is common. Parents feel that the education of girls is wastage as they will go to their husbands after marriage. The poverty and illiteracy among the people is also big reason for not sending the girls to schools. Education for a girl child means making the next generation well, full of

virtues, free from the useless superstitions, confident and capable to do something good for the family, for the society and for the country as a whole. The present day girl is the mother of tomorrow. She is the most crucial and reverend entity. She must be given all the necessary education. Ignoring her, keeping her illiterate means we are creating an illiterate and ignorant generation. For this it is necessary to emphasize the special needs and interests of girls' in the education. The educationists in our country have taken note of the growing importance of girls' education. Therefore, under these circumstances, the researcher has taken up the present study.

3.2: Statement of the problem

The statement of the problem selected for the present study is specifically states as "Societal attitude towards education of the girl child in state of Manipur."

3.3: Objectives of the study

The objectives of the study are:

1. To analyse the opinion of the Policy Makers towards education of the girl child.
2. To analyse the opinion of the Teachers towards education of the girl child.
3. To analyse the opinion of the Parents towards education of the girl child.
4. To suggest suitable ways and means towards the upliftment of the girl child.

3.4: Hypothesis

1. The Policy Makers have positive/supportive attitude towards education of the girl child.
2. The Teachers have positive/supportive attitude towards education of the girl child.
3. The Parents have positive/supportive attitude towards education of the girl child.

3.5: Definition of the Term used

Society: A society is a kind of community (definite group of people) whose members have become specifically conscious of their mode of life and are united by a common set of aims and values. In the present study the societal comprises of Policy Makers, Parents and Teachers.

Attitude: The individual's prevailing tendency to respond favourably or unfavourably to an object (person or group of people, institutions or events).

Girl Child Education: Simply means the offering formal education to the girls. In the present study the age group of the girl child is 4 to 15 years of age.

Manipur: Manipur is one of the states of North-East India. It literally means the land of the gems. The population of Manipur as per 2011 census was 27.22 lakhs comprising 13.70 lakhs of male and 13.52 lakhs of female. The state has 9 districts, the hill consists of 5

districts and valley consists of 4 districts. The state has 33 towns and 2,391 villages as per 2011 census.

3.6: Delimitation of the study

The study was undertaken in the state of Manipur to analyse the attitude of the Policy Makers, Teachers and Parents towards education of girl child.

3.7: Population of the Study

Manipur state was taken of the population of the study.

3.8: Sample of the Study

A total of 996 respondents comprising of 100 policy makers, 449 teachers' and 447 parents were selected for the study taking care on the basis of gender, areas, so that it could represent the whole view of the population of the study.

3.9: Tools

For the purpose of collecting primary data 3 (Three) separate Interview Schedules were prepared:

1. Interview schedule to elicit the policy makers' attitude towards education of the girl child.
2. Interview schedule to draw the teachers' attitude towards education of the girl child.
3. Interview schedule for the parents to draw their attitude towards education of the girl child.

The primary data collected had been analyzed using cross tabulation with the help of the statistical package SPSS. Further, the data analyzed had been presented in the tabular form for easy understanding and comprehension.

3.10: Data Collection

Both Primary and Secondary data were used for the present study. For the purpose of primary data collection, three separate interview schedules were prepared i.e. Policy Makers, Teachers and Parents in which certain queries were raised to them to know their opinion towards the education of the girl child. For the Secondary data various available Documents, Books, Journals, Annual Reports, Policy Guidelines, Manuals and other literatures related to education were referred for the present study.

3.11: Assumptions and Limitation for the analysis of primary data.

Proportion of response

Table 3.1: Assumptions considered for analysing the response

Range of Percentage	Proportion of response
30-40	Above Marginal
41-50	Marginal
51-60	Simple Majority
61-70	Fair Majority
71-80	High Majority
81-90	Significant Majority
91-100	Highly Significant Majority

The assumptions considered while analysing the primary data given in the Tables

To measure the attitude scale, the positive responses of the respondents on the queries were regarded as positive attitude towards the education of girl child.

Chapter 4

Analysis and Interpretation of Data

4.1: Introduction

The primary data which have been collected for the present study has been highlighted in this Chapter. The responses to the various queries to the Policy Makers, Teachers and Parents regarding their attitude towards girl's education in the state of Manipur were analyzed and presented in the tabular form for easy comprehension.

4.2: Analysis and Interpretation of responses obtained from the Policy Makers on the girl child education

In the first part of this Chapter, the queries have been raised to the Policy Makers to examine their attitude regarding girl child education.

Policies are developed in response to the existence of a perceived problem or an opportunity; they never exist in a vacuum. The context was extremely important because it will shape the kinds of actions considered. The eventual success of a policy depends upon establishing clear goals. If there are multiple objectives they must be consistent. They must be flexible enough to change over time as the circumstances evolve. Policy options must be formulated and evaluated. In many cases more than one solution has to be considered for policy adoption. The objectives may be realized in many different ways. Best practices from other jurisdictions may be considered, and all other possible solutions need to be considered. By evaluating the options it may be possible to identify the one that best meets the goals that have been established and at the same time is the best fit for local circumstances. The implementation stage was not the final step in the policy process. The effectiveness of the policy needs to be assessed after a certain period of time, and steps must be taken to ensure that there are resources and means to maintain a successful policy.¹ Policy makers formulate or reformulate for necessary and appropriate policies. These policies are either formulated by an individual or a group of individual in an organisation or system.

¹ <http://people.hofstra.edu/geotrans/eng/ch9en/conc9en/ch9c2en.html>

Policy maker had an important role to play as their actions and opinions strongly influence the whole course of events. Policy maker is someone who sets the plan to be pursued either by the Government or in a business. They had the authority to set the policy framework of an organization. In other words, Policy maker is a person with power to influence or determine policies and practices at an international, national, regional or local level. Government policy makers always possess the ultimate authority to change policy on a prospective basis, when they deem it appropriate to do so. There is no exception in the field of education, many policies were formulated and revised in order to achieve the goals make by the policy makers.

Every nation recognized the importance of education and trying to develop it system to the best possible way where it can provide to its maximum. However, there is still a long way especially in the developing countries like India where there are many hindrances and problems like quality education, enrollment to school, drop out, gender disparities etc which needs to be address. To effectively do that, however, policymakers need to learn of current, scientifically sound findings and resources that support education system improvement efforts and acknowledge the importance of engagement with parents and community members at large. Educating the public about the importance of education and ways they could contribute responsibility and priority for policymakers and education leaders.²

To improve the system of education, it must be able to use research to inform policy decisions on the selection and delivery of effective interventions. Very often, the limited influence on policy making in developing countries of reliable evidence undermined the potential for economically rational, criterion based and transparent decision making, thus jeopardizing sustainable development in the education sector and preventing good governance. Policy makers need to take account of all options and seek evidence allowing it to identify the best solution.³ Policy makers should be doing everything possible to reduce the prevalence of any shortcomings. Policy-making was

² Pickeral, T., Evans, L., Hughes, W. and Hutchison, D., *School Climate Guide for District Policymakers and Educational Leaders*, Center for Social and Emotional Education, New York, 2009, p. 5.

³ Max Gigling, *Needs Assessment of ICT in Education Policy Makers in Asia and the Pacific: Towards the Development of a Toolkit for Policy Makers*, UNESCO Asia and Pacific Regional Bureau for Education, Bangkok, 2004, p. 6.

legislative in nature and was, therefore, a type of activity in which regulators routinely engage. Their ability to do so, however, was governed by the scope of authority granted to them by the government. Once that authority was delegated, and, until it was rescinded, regulators should be free, subject to appellate review, to apply their expertise and exercise their lawful authority free of governmental interference. Policy-makers, both legislative and executive, need to provide regulators with the policy framework within which they must make their decisions. By articulating that framework, they simultaneously provide all parties due notice of the basic parameters of regulatory policy and principles to be followed. Those policies are set forth in general terms and in contemplation of the overall objectives rather than determining the outcome of specific cases or fates of specific market participants. While vested interests will undoubtedly attempt to influence policy decisions, and certainly have a right to do so, it was important to keep policy-makers fully focused on the broad goals and objectives defining the public interest rather than on the specifics of individual case outcomes. The policy-making role was derived entirely to anticipate all aspects of policy that will evolve for the regulatory process to be fully functional. Gaps will have to be filled in and it was the regulators, with technical expertise and experience were best to accomplish that. Recognition of the realities and limits of regulatory policy-making will safeguard the process and allow for a more orderly, transparent, and predictable regulation, both in terms of process and substance.⁴ For which it is important to know about the policy makers' views in any system.

In this Chapter, the attitude of the policy makers on the girl child education has been examined by posing certain queries to them and from their responses relating to condition and status of girl child in the state, important of girl child education, role of women in a family, neighborhood and society as a whole, participation and important of women in social transformation, attitude of parents and society towards girl child education, issue of gender differences, impact of marriage on girl child education, the impact of education in women life, differences between an educated and an uneducated women, impact of education on skills, knowledge, tradition, culture and economic status

⁴ Ashley Brown, *Regulators, Policy Makers and the Making of Policy: Who does what and when do they do it*, *International Journal of regulation and Governance*, Vol. 3(1), 2003, p. 1-11.

of women, opinion on women participation on decision making bodies and politics and to response on the main causes of drop out of girl child and the measures to cope with the problems.

A total of 100 policy makers respondents were selected for the study out of which 11 policy makers were in the age group of 20-30 years, 19 policy makers in the age group of 31-40 years, 43 policy makers in the age group of 41-50 years and 27 policy makers in the age group of more than 51 years. Out of the total policy makers, 81 policy makers were male while 19 policy makers were female. Policy makers were also classified on the basis of level of the academic qualifications as 14 policy makers belonged to under graduate, 57 policy makers belonged to graduate, 25 policy makers belonged to post graduate and 4 policy makers belonged to any other qualification. Further, policy makers were classified on the basis of their experiences in years, 17 policy makers were in less than 10 years experiences, 40 policy makers were in 11-20 years of experiences, 31 policy makers were in 21-30 years of experiences and 12 policy makers were in more than 31 years of experiences. Out of the total policy makers, 50 policy makers were from rural areas while another 50 policy makers were from urban areas.

In the discussion to follow, the researcher has posed certain queries to the policy makers to examine their attitude towards the girl child education in the state.

Table 4.1: Is the society giving importance to girl education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	20-30	8 (72.7)	3 (27.3)
	31-40	14 (72.7)	5 (26.3)
	41-50	33 (76.7)	10 (23.3)
	< 51	26 (96.3)	1 (3.7)
Gender	Male	67 (82.7)	14 (17.3)
	Female	14 (73.7)	5 (26.3)
Academic Qualifications	Under Graduate	12 (85.7)	2 (14.3)
	Graduate	47 (82.5)	10 (17.5)
	Post Graduate	18 (72.0)	7 (28.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	27 (67.5)	13 (32.5)
	21-30	27 (87.1)	4 (12.9)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	43 (86.0)	7 (14.0)
	Urban	38 (76.0)	12 (24.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1 clearly indicated that the society gave important to girl education, as high majority of the respondents (above 70.0 per cent), irrespective of any variable, were in agreement with the view. Interestingly, all the respondents (100.0 per cent) of any other academic qualifications and more than 31 years of experiences had responded positively to the view. Interestingly, with the increases of age group in years, the respondents on agreed response also increased. Further, more of male respondents (82.7 per cent) agreed than the female respondents (73.7 per cent). Similarly, the respondents from rural areas (86.0 per cent) agreed more as compared to the respondents from urban areas (76.0 per cent).

Table 4.2: The society will change in a better way if girls are educated?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	43 (100.0)	0 (00.0)
	< 51	26 (96.3)	1 (3.7)
Gender	Male	80 (98.8)	1 (1.2)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	56 (98.2)	1 (1.8)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	39 (97.5)	1 (2.5)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	50 (100.0)	0 (00.0)
	Urban	49 (98.0)	1 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On examining the aspect that the society will change in a better way if girls are educated has been given in the Table 4.2. The policy makers had a clear response as nearly all the respondents (varying from 96.3 per cent to 100.0 per cent) irrespective of any variable of any categories, were in agreement with the aspect.

Table 4.3: You feel that these days priority is given to girl education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	6 (54.5)	5 (45.5)
	31-40	11 (57.9)	8 (42.1)
	41-50	24 (55.8)	19 (44.2)
	< 51	22 (81.5)	5 (18.5)
Gender	Male	50 (61.7)	31 (38.3)
	Female	13 (68.4)	6 (31.6)
Academic Qualifications	Under Graduate	10 (71.4)	4 (28.6)
	Graduate	35 (61.4)	22 (38.6)
	Post Graduate	14 (56.0)	11 (44.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	12 (70.6)	5 (29.4)
	11-20	15 (37.5)	25 (62.5)
	21-30	25 (80.6)	6 (19.4)
	< 31	11 (91.7)	1 (8.3)
Areas	Rural	34 (68.0)	16 (32.0)
	Urban	29 (58.0)	21 (42.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.3, it was found that simple majority of the respondents (above 50.0 per cent) in the age group of 20-30 years, 31-40 years and 41-50 years were in agreement with the statement as against marginal responses (above 40.0 per cent) of the same categories disagreed with it. However, significant majority of the respondents (81.5 per cent) in the senior most age group of more than 51 years agreed with the statement. Both male and female respondents (above 60.0 per cent) were in agreement as against above marginal responses (above 30.0 per cent) disagreed with it. A high majority of the respondents (71.4 per cent) under graduate qualifications were in agreement with the statement. However, fair majority of the respondents (61.4 per cent) of graduate and simple majority of the respondents (56.0 per cent) of post graduate were in agreement as against above marginal responses (38.6 per cent) and marginal responses (44.0 per cent) respectively negated it. All the respondents (100.0 per cent) with any other qualification agreed with the statement. On the basis of the experiences variable, high majority of the respondents (70.0 per cent) of less than 10 years of experiences, significant majority of the respondents (80.6 per cent) of 20-30 years of experiences and highly significant majority of the respondents (91.7 per cent) of more than 31 years of experiences agreed with the statement as against the respondents of 11-20 years of experiences (62.5 per cent) who negated it. Further, the rural areas

respondents (68.0 per cent) had more agreed responses than those respondents from the urban areas (58.0 per cent).

Table 4.4: Are you satisfied with the educational achievement of a girl child as a whole?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	4 (36.4)	7 (63.6)
	31-40	8 (42.1)	11 (57.9)
	41-50	17 (39.5)	26 (60.5)
	< 51	20 (74.1)	7 (25.9)
Gender	Male	41 (50.6)	40 (49.4)
	Female	8 (42.1)	11 (57.9)
Academic Qualifications	Under Graduate	9 (64.3)	5 (35.7)
	Graduate	30 (52.6)	27 (47.4)
	Post Graduate	8 (32.0)	17 (68.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	9 (52.9)	8 (47.1)
	11-20	12 (30.0)	28 (70.0)
	21-30	19 (61.3)	12 (38.7)
	< 31	9 (75.0)	3 (25.0)
Areas	Rural	25 (50.0)	25 (50.0)
	Urban	24 (48.0)	26 (52.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring the aspect whether they are satisfied with the educational achievement of a girl child as a whole, the data presented in the Table 4.4 indicated that the respondents in the age group of 20-30 years (63.6 per cent), 31-40 years (57.9 per cent) and 41-50 years (60.5 per cent) negated with the view as against high majority of the respondents in the age group of more than 51 years (74.1 per cent) affirmed with it. On the basis of the gender variable, the male respondents had nearly equal agreed as well as disagreed response to the view whereas the simple majority of the female respondents (57.9 per cent) disagreed with the view. Further, fair majority of the respondents (64.3 per cent) of under graduate qualification responded positively as against fair majority of the respondents (68.0 per cent) with post graduate qualification negated it. However, the respondents of graduate and any other qualifications had nearly equal responses to the view. As per the variable experiences, the respondents of less than 10 years of experiences (52.9 per cent), 21-30 years of experiences (61.3 per cent) and more than 31 years of experiences (75.0 per cent) agreed with the view as against high majority of 11-20 years of experiences respondents (70.0 per cent) disagreed with it. Both rural and urban areas respondents had near equally divided responses on the given options.

Table 4.5: Can education of girls help in accelerating social transformation?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	42 (97.7)	1 (2.3)
	< 51	25 (92.6)	2 (7.4)
Gender	Male	78 (96.3)	3 (3.7)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	55 (96.5)	2 (3.5)
	Post Graduate	24 (96.0)	1 (4.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	38 (95.0)	2 (5.0)
	21-30	30 (96.8)	1 (3.2)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	48 (96.0)	2 (4.0)
	Urban	49 (98.0)	1 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.5 it indicated that highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable, were in agreement with the view that education of girls could accelerate social transformation. Further, all the respondents (100.0 per cent) in the age group of 20-30 years, 31-40 years, female respondents, under graduate, any other qualification, less than 19 years of experiences and more than 31 years of experiences had responded positively with the poser.

Table 4.6: The legislative take initiative to encourage on girl child education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	6 (54.5)	5 (45.5)
	31-40	10 (52.6)	9 (47.4)
	41-50	31 (72.1)	12 (27.9)
	< 51	21 (77.8)	6 (22.2)
Gender	Male	53 (65.4)	28 (34.6)
	Female	15 (78.9)	4 (21.1)
Academic Qualifications	Under Graduate	9 (64.3)	5 (35.7)
	Graduate	42 (73.7)	15 (26.3)
	Post Graduate	15 (60.0)	10 (40.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	8 (47.1)	9 (52.9)
	11-20	30 (75.0)	10 (25.0)
	21-30	21 (67.7)	10 (32.3)
	< 31	9 (75.0)	3 (25.0)
Areas	Rural	29 (58.0)	21 (42.0)
	Urban	39 (78.0)	11 (22.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.6 highlighted that more of the policy makers agreed that the legislative took initiative to encourage on girl child education. Further, with the increase of years in age, the responses on agreement also increased. The more of the female respondents (78.9 per cent) were in agreement as compare to male respondents (65.4 per cent) with the view. As per academic qualification variable, fair majority of the respondents (above 60.0 per cent) with under graduate and post graduate qualification and high majority of the respondents of graduate (73.7 per cent) had responded positively. The respondents of any other qualification had equally divided responses (50.0 per cent each) on agreed as well as disagreed options. On the basis of experiences variable, the respondents with less than 10 years of experiences had mixed responses whereas the other categories had more agreed responses to the view. It could be noted that more of the respondents from urban areas (78.0 per cent) were in agreement as in comparison to rural areas respondents (58.0 per cent) who also agreed with the view.

Table 4.7: Is education necessary to make the girls aware of their rights?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	18 (94.7)	1 (5.3)
	41-50	41 (95.3)	2 (4.7)
	< 51	25 (92.6)	2 (7.4)
Gender	Male	77 (95.1)	4 (4.9)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	54 (94.7)	3 (5.3)
	Post Graduate	24 (96.0)	1 (4.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	37 (92.5)	3 (7.5)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	50 (100.0)	0 (00.0)
	Urban	45 (90.0)	5 (10.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data relating to the responses of the policy makers to the query whether education is necessary to make the girls aware of their rights has been presented in the Table 4.7. The highly significant of the respondents (above 90.0 per cent) irrespective of any variable, had affirmed with the query. Cent per cent respondents (100.0 per cent) in the age group of 20-30 years, any other qualifications, 21-30 years of experiences and rural areas had agreed with the query.

Table 4.8: The issue of gender is a hindrance to girl child education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7 (63.6)	4 (36.4)
	31-40	11 (57.9)	8 (42.1)
	41-50	20 (46.5)	23 (53.5)
	< 51	12 (44.4)	15 (55.6)
Gender	Male	41 (50.6)	40 (49.4)
	Female	9 (47.4)	10 (52.6)
Academic Qualifications	Under Graduate	6 (42.9)	8 (57.1)
	Graduate	25 (43.9)	32 (56.1)
	Post Graduate	17 (68.0)	8 (32.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	9 (52.9)	8 (47.1)
	11-20	21 (52.5)	19 (47.5)
	21-30	16 (51.6)	15 (48.4)
	< 31	4 (33.3)	8 (66.7)
Areas	Rural	23 (46.0)	27 (54.0)
	Urban	27 (54.0)	23 (46.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

As per the projection drawn from the data presented in the Table 4.8 it clearly indicated that there were nearly equally divided responses on agreed as well as disagreed options on the query whether the issue of gender was a hindrance to girl child education. It could be noted that fair majority of the respondents (above 60.0 per cent) in the age group of 20-30 years and post graduate qualification had the highest agreed responses whereas the respondents coming from more than 31 years of experiences (66.7 per cent) had the highest disagreed responses to the query. Interestingly, with the increase of age group in years and the increase of experiences in years, the responses on agreed decreased. Further, the majority of the respondents with under graduate and graduate academic qualifications disagreed with the query whereas the majority of the respondents with post graduate and any other qualification agreed with the query.

Table 4.9: If girls are educated, they can be more competent in bringing a social change in the society than the boys.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	5 (45.5)	6 (54.5)
	31-40	10 (52.6)	9 (47.4)
	41-50	23 (53.5)	20 (46.5)
	< 51	19 (70.4)	8 (29.6)
Gender	Male	45 (55.6)	36 (44.4)
	Female	12 (63.2)	7 (36.8)
Academic Qualifications	Under Graduate	11 (78.6)	3 (21.4)
	Graduate	26 (45.6)	31 (54.4)
	Post Graduate	16 (64.0)	9 (36.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	10 (58.8)	7 (41.2)
	11-20	19 (47.5)	21 (52.5)
	21-30	18 (58.1)	13 (41.9)
	< 31	10 (83.3)	2 (16.7)
Areas	Rural	25 (50.0)	25 (50.0)
	Urban	32 (64.0)	18 (36.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.9 assessed the query that the girls could be more competent in bringing a social change in the society than boys if they were educated. Interestingly, with the increase of the age group of years, the agreed responses also increased. The more of the respondents with highest age group (70.4 per cent), female (63.2 per cent), under graduate (78.6 per cent), any other qualification (100.0 per cent), more than 31 years of experiences (83.3 per cent) and urban areas (64.0 per cent) agreed

with the query. However, the other categories respondents had mixed responses with slightly higher agreed responses as against the respondents in the age group of 20-30 years (54.5 per cent), graduate (54.4 per cent) and 11-20 years of experiences (52.5 per cent) had maximum disagreed response with the query. Further, the more of the urban areas respondents agreed than the rural areas respondents.

Table 4.10: The educational opportunities for girls have a powerful effect on their status.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	8 (72.7)	3 (27.3)
	31-40	14 (73.7)	5 (26.3)
	41-50	35 (81.4)	8 (18.6)
	< 51	20 (74.1)	7 (25.9)
Gender	Male	61 (75.3)	20 (24.7)
	Female	16 (84.2)	3 (15.8)
Academic Qualifications	Under Graduate	8 (57.1)	6 (42.9)
	Graduate	42 (73.7)	15 (26.3)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	10 (58.8)	7 (41.2)
	11-20	31 (77.5)	9 (22.5)
	21-30	25 (80.5)	6 (19.4)
	< 31	11 (91.7)	1 (8.3)
Areas	Rural	41 (82.0)	9 (18.0)
	Urban	36 (72.0)	14 (28.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The analysis of the data presented in the Table 4.10 clearly indicated that regardless of the variable age, gender, academic qualifications, experiences and areas, the high majority of the respondents (above 70.0 per cent) were in agreement with the query that the educational opportunities for girls have a powerful effect on their status in comparison the respondents of under graduate (57.1 per cent) and less than 10 years of experiences (58.8 per cent) had lower proportion of agreed response. Interestingly, with the increase of academic qualifications and experiences, the proportion of respondents who agreed with the query increase which indicated the policy makers of higher education and more experiences could identified the effect of education on girl's status. Further, the more of the female respondents (84.2 per cent) agreed as compared to the male respondents (73.5 per cent). Similar trend could be seen with the variable areas, as more of the rural areas respondents (82.0 per cent) agreed than the urban areas respondents (72.0 per cent).

Table 4.11: Does education of women have positive impact over their own life?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	17 (89.5)	2 (10.5)
	41-50	37 (86.0)	6 (14.0)
	< 51	22 (81.5)	5 (18.5)
Gender	Male	69 (85.2)	12 (14.8)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	11 (78.6)	3 (21.4)
	Graduate	49 (86.0)	8 (14.0)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	3 (75.0)	1 (25.0)
Experiences (in years)	> 10	14 (82.4)	3 (17.6)
	11-20	34 (85.0)	6 (15.0)
	21-30	26 (83.9)	5 (16.1)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	43 (86.0)	7 (14.0)
	Urban	43 (86.0)	7 (14.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.11, significant majority of the policy makers (above 80.0 per cent) agreed with the query that education of women had positive impact over their own life and lower agreed responses of high majority of the respondents (above 70.0 per cent) of under graduate and any other qualifications also responded positively. Further, the highest agreed responses coming from more than 31 years of experiences (100.0 per cent) followed by post graduate (92.0 per cent) and in the age group of 20-30 years (90.0 per cent). Interestingly, with the increase of age group of the respondents, the responses on agreed also increased.

Table 4.12: Girls should get equal opportunities in all fields of human endeavour.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	17 (89.5)	2 (10.5)
	41-50	40 (93.0)	3 (7.0)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	77 (95.1)	4 (4.9)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	53 (93.0)	4 (7.0)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	38 (95.0)	2 (5.0)
	21-30	29 (93.5)	2 (6.5)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	48 (96.0)	2 (4.0)
	Urban	46 (92.0)	4 (8.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.12 reflected that girls should get equal opportunities in all fields of human endeavour as highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable, were in agreement with the statement. Further, all the respondents (100.0 per cent) in the age group of more than 51 years, post graduate, any other qualification and more than 31 years of experiences agreed with it.

Table 4.13: Is the literacy rate of girls increasing in your society?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	17 (89.5)	2 (10.5)
	41-50	42 (97.7)	1 (2.3)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	79 (97.5)	2 (2.5)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	12 (85.7)	2 (14.3)
	Graduate	56 (98.2)	1 (1.8)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	40 (100.0)	0 (00.0)
	21-30	30 (96.8)	1 (3.2)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	49 (98.0)	1 (2.0)
	Urban	48 (96.0)	2 (4.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.13 assessed the query that literacy of girls was increasing in their society. From the projected data it could be seen that the highly significant majority of the respondents (varying from 88.2 per cent to 100.0 per cent) irrespective of any variable, were in agreement with the query. Especially the respondents in the age group of 20-30 years, more than 51 years, post graduate, any other qualification, 11-20 years of experiences and more than 31 years of experiences were cent per cent in agreement with the query. The respondents on disagreed response were low in proportion and negligible.

Table 4.14: If girls are considered as home makers, do you think that families will be better if the girls are educated rather than the boys?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	8 (72.7)	3 (27.3)
	31-40	14 (73.7)	5 (26.3)
	41-50	25 (58.1)	18 (41.9)
	< 51	21 (77.8)	6 (22.2)
Gender	Male	60 (74.1)	21 (25.9)
	Female	8 (42.1)	11 (57.9)
Academic Qualifications	Under Graduate	11 (78.6)	3 (21.4)
	Graduate	36 (63.2)	21 (36.8)
	Post Graduate	17 (68.0)	8 (32.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	12 (70.6)	5 (29.4)
	11-20	27 (67.5)	13 (32.5)
	21-30	21 (67.7)	10 (32.3)
	< 31	8 (66.7)	4 (33.3)
Areas	Rural	32 (64.0)	18 (36.0)
	Urban	36 (72.0)	14 (28.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The analysis of data presented in the Table 4.14 indicated that fair majority of the respondents (above 60.0 per cent), irrespective of any variable, agreed with the query that if girls are considered as home makers, the family would be better if the girls were educated rather than boys except the female respondents (57.9 per cent) who disagreed with the query. Further, the more of the male respondent agreed (74.1 per cent) as compared to the female respondents (42.1 per cent). There were noticeable disagreed responses (above marginal responses, above 30.0 per cent) with the query.

Table 4.15: Is the attitude of parents towards western education hampering girl child education?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	8 (72.7)	3 (27.3)
	31-40	7 (36.8)	12 (63.2)
	41-50	13 (30.2)	30 (69.8)
	< 51	4 (14.8)	23 (85.2)
Gender	Male	28 (34.6)	53 (65.4)
	Female	4 (21.1)	15 (78.9)
Academic Qualifications	Under Graduate	5 (35.7)	9 (64.3)
	Graduate	18 (31.6)	39 (68.4)
	Post Graduate	9 (36.0)	16 (64.0)
	Any other	0 (00.0)	4 (100.0)
Experiences (in years)	> 10	8 (47.1)	9 (52.9)
	11-20	12 (30.0)	28 (70.0)
	21-30	8 (25.8)	23 (74.2)
	< 31	4 (33.3)	8 (66.7)
Areas	Rural	13 (26.0)	37 (74.0)
	Urban	19 (38.0)	31 (62.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The enquiry into the aspect whether the attitude of parents towards western education hampered girl education has been assessed in the Table 4.15. It was interesting to note that only the policy makers in the age group of 20-30 years (72.7 per cent) agreed with the aspect while the other remaining categories irrespective of any variables, majority of the respondents (varying from 52.9 per cent to 100.0 per cent) disagreed with the aspect. Further, with the increase of age group, the responses on disagreed increased. The more of the female respondents (78.9 per cent) disagreed with the aspect as compared to the male respondents (65.4 per cent). Similar, trend could be seen with the variable areas, the rural areas respondents (74.0 per cent) had more disagreed response than the urban areas respondents (62.0 per cent). All the respondents (100.0 per cent) of any other qualification had responded negatively to the aspect. There were substantial respondents who agreed with the query.

Table 4.16: Should girl's education be given more importance rather than to focus on the marriage.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	17 (89.5)	2 (10.5)
	41-50	41 (95.3)	2 (4.7)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	77 (95.1)	4 (4.9)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	55 (96.5)	2 (3.5)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	37 (92.5)	3 (7.5)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	48 (96.0)	2 (4.0)
	Urban	47 (94.0)	3 (6.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.16 indicated that highly significant majority of the respondents (above 90.0 per cent) had affirmed with the query and lower agreed responses from the respondents from 31-40 years of age group and less than 10 years in job. Further, cent per cent respondents (100.0 per cent) in the age group of more than 51 years, any other qualifications, 21-30 years of experiences and more than 31 years of experiences were in agreement that girls' education should be given more importance rather than to focused on the marriage.

Table 4.17: The issue of marriage is a stumbling block to a girl child education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	4 (36.4)	7 (63.6)
	31-40	6 (31.6)	13 (68.4)
	41-50	15 (34.9)	28 (65.1)
	< 51	7 (25.9)	20 (74.1)
Gender	Male	26 (32.1)	55 (57.9)
	Female	6 (31.6)	13 (68.4)
Academic Qualifications	Under Graduate	6 (42.9)	8 (57.1)
	Graduate	15 (26.3)	42 (73.7)
	Post Graduate	10 (40.0)	15 (60.0)
	Any other	1 (25.0)	3 (75.0)
Experiences (in years)	> 10	5 (29.4)	12 (70.6)
	11-20	11 (27.5)	29 (72.5)
	21-30	12 (38.7)	19 (61.3)
	< 31	4 (33.3)	8 (66.7)
Areas	Rural	18 (36.0)	32 (64.0)
	Urban	14 (28.0)	36 (72.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.17 indicated that fair majority of the respondents (above 60.0 per cent) were in disagreement with the statement that the issue of marriage was a stumbling block to a girl child education in comparison lower proportion of disagreed responses coming from the male respondents (57.9 per cent) and under graduate (57.1 per cent) respondents. However, above marginal responses (above 30.0 per cent) of policy makers had responded positively to the statement.

Table 4.18: A women can bear the double responsibilities of motherhood and an earning mother.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	36 (83.7)	7 (16.3)
	< 51	23 (85.2)	4 (14.8)
Gender	Male	72 (88.9)	9 (11.1)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	51 (89.5)	6 (10.5)
	Post Graduate	22 (88.0)	3 (12.0)
	Any other	3 (75.0)	1 (25.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	35 (87.5)	5 (12.5)
	21-30	26 (83.9)	5 (16.1)
	< 31	11 (91.7)	1 (8.3)
Areas	Rural	43 (86.0)	7 (14.0)
	Urban	46 (92.0)	4 (8.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The analysis of the data in the Table 4.18 reflected quite evidently that woman could bear the double responsibilities of motherhood and an earning mother. The significant majority of the respondents (above 80.0 per cent), irrespective of any variable, were in agreement with the view. Interestingly, all the respondents (100.0 per cent) in the age group of 20-30 years, 31-40 years and less than 10 years of experiences were in agreement with the viewpoint. Interestingly, with higher academic qualification, the agreed responses slightly decreased to the view. The respondents on disagreed response had only negligible proportion.

Table 4.19: Discrimination between the education of a girl and a boy is more common in rural areas than in urban areas?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	8 (72.7)	3 (27.3)
	31-40	16 (84.2)	3 (15.8)
	41-50	36 (83.7)	7 (16.3)
	< 51	22 (81.5)	5 (18.5)
Gender	Male	65 (80.2)	16 (19.8)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	47 (82.5)	10 (17.5)
	Post Graduate	20 (80.0)	5 (20.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	12 (70.6)	5 (29.4)
	11-20	33 (82.5)	7 (17.5)
	21-30	27 (87.1)	4 (12.9)
	< 31	10 (83.3)	2 (16.7)
Areas	Rural	42 (84.0)	8 (16.0)
	Urban	40 (80.0)	10 (20.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.19 highlighted that significant majority of the respondents (above 80.0 per cent), irrespective of the variable age, gender, academic qualifications, experiences, and areas were in agreement with the query with lower agreed responses coming from the respondents in the age group of 20-30 years (72.7 per cent), less than 10 years of experiences (70.6 per cent) and any other qualification (50.0 per cent). Further, the more of female respondents (89.5 per cent) agreed than the male respondents (80.2 per cent) to the query. Interestingly, with the increases of academic qualification, the agreed responses slightly decreased to the query. Invariably, the policy

makers were of the opinion that discriminations between the education of a girl and a boy were more common in rural areas than in the urban areas.

Table 4.20: Does acquiring of education by girls lead to conflict in the society?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	3 (27.3)	8 (72.7)
	31-40	1 (5.3)	18 (94.7)
	41-50	5 (11.6)	38 (88.4)
	< 51	1 (3.7)	26 (96.3)
Gender	Male	6 (7.4)	75 (92.6)
	Female	4 (21.1)	15 (78.9)
Academic Qualifications	Under Graduate	1 (7.1)	13 (92.9)
	Graduate	6 (10.5)	51 (89.5)
	Post Graduate	2 (8.0)	23 (92.0)
	Any other	1 (25.0)	3 (75.0)
Experiences (in years)	> 10	4 (23.5)	13 (76.5)
	11-20	2 (5.0)	38 (95.0)
	21-30	2 (6.5)	29 (93.5)
	< 31	2 (16.7)	10 (83.3)
Areas	Rural	5 (10.0)	45 (90.0)
	Urban	5 (10.0)	45 (90.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.20 assess the query on whether acquiring of education by girls lead to conflict in the society. It was found that significant majority of the respondents (above 80.0 per cent), irrespective of any variable, were in disagreement with the query and low proportion of high majority (above 70.0 per cent) of disagreed responses from the respondents in the age group of 20-30 years, female, any other qualification and less than 10 years of experiences. Interestingly, the male respondents (92.6 per cent) agreed more as compared to the female respondents (78.9 per cent) to the query. The respondents on agreed response were low and negligible which indicates that acquiring education by girls made a society a better place to live more peaceful.

Table 4.21: There is difference between an educated woman and an uneducated woman.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	43 (100.0)	0 (00.0)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	81 (100.0)	0 (00.0)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	57 (100.0)	0 (00.0)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	40 (100.0)	0 (00.0)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	50 (100.0)	0 (00.0)
	Urban	50 (100.0)	0 (00.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.21 reflected the aspect on whether there is any difference between an educated woman and an uneducated woman. It was found that all the respondents (100.0 per cent), irrespective of any variable, were in agreement with the aspect establishing thereby that there was a difference between an educated woman and an uneducated woman.

Table 4.22: Necessary life skill and knowledge enable girls to take up new roles in the modern society.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	41 (95.3)	2 (4.7)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	79 (97.5)	2 (2.5)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	55 (96.5)	2 (3.5)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	38 (95.0)	2 (5.0)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	49 (98.0)	1 (2.0)
	Urban	49 (98.0)	1 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring into aspect whether necessary life skills and knowledge enable girls to take up new roles in the modern society has been presented in the Table 4.22. It indicated that nearly all the respondents (varying 95 per cent to 100.0 per cent), irrespective of the variable, were in agreement with the aspect. The respondents on disagreed response were negligible.

Table 4.23: Is the issue of unemployment in the society a stumbling block to girl child education?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7(63.6)	4 (36.4)
	31-40	9 (47.4)	10 (52.6)
	41-50	21 (48.8)	22 (51.2)
	< 51	11 (40.7)	16 (59.3)
Gender	Male	34 (42.0)	47 (58.0)
	Female	14 (73.7)	5 (26.3)
Academic Qualifications	Under Graduate	6 (42.9)	8 (57.1)
	Graduate	26 (45.6)	31 (54.4)
	Post Graduate	15 (60.0)	10 (40.0)
	Any other	1 (25.0)	3 (75.0)
Experiences (in years)	> 10	8 (47.1)	9 (52.9)
	11-20	19 (47.5)	21 (52.5)
	21-30	17 (54.8)	14 (45.2)
	< 31	4 (33.3)	8 (66.7)
Areas	Rural	24 (48.0)	26 (52.0)
	Urban	24 (48.0)	26 (52.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.23 indicated a mixed response to the query that the issue of unemployment in the society was a stumbling block to girl child education. The fair majority of the respondents (63.6 per cent) in the age group of 20-30 years had agreed with the query whereas the other categories of age variable had simple majority (above 50.0 per cent) in disagreement with the query. On the basis of the variable gender, it did reflect much variation as simple majority of male respondents (58.0 per cent) disagreed with the query as against high majority of the female respondents (73.7 per cent) agreed with it. As per the variable academic qualifications variable, simple majority of the respondents (above 50.0 per cent) of under graduate and graduate academic qualifications disagreed the query as against marginal responses (above 40.0 per cent) who affirmed with it. Further, the fair majority of the respondents (60.0 per cent) of post graduate had responded positively as against high majority of the respondents (75.0 per cent) with any other qualification disagreed with the query. The experiences variable also

had a similar response to that of the academic qualifications variable though differences in percentages. Interestingly, equal equation of both rural and urban areas respondents (52.0 per cent each) responded negatively as against marginal responses (48.0 per cent each) agreed with the query.

Table 4.24: A Socio-economic changes has made education necessary for girls.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	18 (94.7)	1 (5.3)
	41-50	42 (97.7)	1 (2.3)
	< 51	25 (92.6)	2 (7.4)
Gender	Male	76 (93.8)	5 (6.2)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	53 (93.0)	4 (7.0)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	3 (75.0)	1 (25.0)
Experiences (in years)	> 10	9 (64.3)	5 (35.7)
	11-20	50 (87.7)	7 (12.3)
	21-30	24 (96.0)	1 (4.0)
	< 31	4 (100.0)	0 (00.0)
Areas	Rural	49 (98.0)	1 (2.0)
	Urban	46 (92.0)	4 (8.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.24, it clearly indicated that highly significant majority of the respondents (above 90.0 per cent) were in agreement with the statement that socio-economic changes had made education necessary for girls and lower proportion of agreed response from the respondents of any other qualification (75.0 per cent), less than 10 years of experiences (64.3 per cent) and 11-20 years of experiences (87.7 per cent). Further, cent per cent respondents (100.0 per cent) of female, under graduate, post graduate and more than 31 years of experiences had responded positively to the statement.

Table 4.25: Education provides better income earning opportunities for girls.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	17 (89.5)	2 (10.5)
	41-50	43 (100.0)	0 (00.0)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	79 (97.5)	2 (2.5)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	56 (98.2)	1 (1.8)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	38 (95.0)	2 (5.0)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	49 (98.0)	1 (2.0)
	Urban	49 (98.0)	1 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The analysis of the data presented in the Table 4.25 indicated that majority of the respondents (varying from 89.5 per cent to 100.0 per cent) were in agreement with the statement that education provided better income earning opportunities for girls. Further, all the respondents (100.0 per cent) in the age group of 20-30 years, 41-50 years, more than 51 years, female, post graduate, any other qualification, less than 10 years of experiences and more than 31 years of experiences were also in agreement with the statement.

Table 4.26: Education enhances the potentialities in girls to contribute to the improvement in the standard of living.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	43 (100.0)	0 (00.0)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	81 (100.0)	0 (00.0)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	57 (100.0)	0 (00.0)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	40 (100.0)	0 (00.0)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	50 (100.0)	0 (00.0)
	Urban	50 (100.0)	0 (00.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

As per the projection drawn from the data presented in the Table 4.26 clearly highlighted that education enhanced the potentialities in girls to contribute to the improvement in the standard of living as all the respondents (100.0 per cent), irrespective of any variable, were in agreement with the statement.

Table 4.27: Educated women neglect their traditional roles.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	1 (9.1)	10 (90.9)
	31-40	4 (21.1)	15 (78.9)
	41-50	6 (14.0)	37 (86.0)
	< 51	5 (18.5)	22 (81.5)
Gender	Male	15 (18.5)	66 (81.5)
	Female	1 (5.3)	18 (94.7)
Academic Qualifications	Under Graduate	0 (00.0)	14 (100.0)
	Graduate	12 (21.1)	45 (78.9)
	Post Graduate	2 (8.0)	23 (92.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	2 (11.8)	15 (88.2)
	11-20	5 (12.5)	35 (87.5)
	21-30	7 (22.6)	24 (77.4)
	< 31	2 (16.7)	10 (83.3)
Areas	Rural	9 (18.0)	41 (82.0)
	Urban	7 (14.0)	43 (86.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.27, it reflected quite evidently that educated women does not neglect their traditional roles as high majority of the respondents (above 70.0 per cent) irrespective of any variable were in disagreement with the query. The respondents with the qualification of under graduate (100.0 per cent), female (94.7 per cent), post graduate (92.0 per cent) and in the age group of 20-30 years (90.0 per cent) had higher proportion of disagreed response to the query. The respondents on agreed response were low.

Table 4.28: Girl’s education brings changes not only in the educational system but also in societal norms.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	42 (97.7)	1 (2.3)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	81 (100.0)	0 (00.0)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	57 (100.0)	0 (00.0)
	Post Graduate	25 (96.0)	1 (4.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	40 (100.0)	0 (00.0)
	21-30	31 (100.0)	0 (00.0)
	< 31	11 (91.7)	1 (8.3)
Areas	Rural	49 (98.0)	1 (2.0)
	Urban	50 (100.0)	0 (00.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.28 clearly indicated that girls education brought changes not only in the educational system but also in social norms as nearly all the respondents (varying from 94.7 per cent to 100.0 per cent), irrespective of any variable, were in agreement with the statement.

Table 4.29: Girl child education help in bringing changes in the traditional practice and attitude.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	18 (94.7)	1 (5.3)
	41-50	38 (88.4)	5 (11.6)
	< 51	25 (92.6)	2 (7.4)
Gender	Male	74 (91.4)	7 (8.6)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	50 (87.7)	7 (12.3)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	16 (94.1)	1 (5.9)
	11-20	37 (92.5)	3 (7.5)
	21-30	28 (90.3)	3 (9.7)
	< 31	10 (83.3)	2 (16.7)
Areas	Rural	44 (88.0)	6 (12.0)
	Urban	47 (94.0)	3 (6.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.29 highlighted that majority of the respondents (varying from significant majority to cent per cent respondents), irrespective of any variable, were in agreement with the statement. Further, all the respondents (100.0 per cent) of under graduate and any other qualifications had responded positively that girl child education helped in bringing changes in the traditional practice and attitude.

Table 4.30: Is education necessary for girls to establish gender equality in the society?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	9 (81.8)	2 (18.2)
	31-40	15 (78.9)	4 (21.1)
	41-50	37 (86.0)	6 (14.0)
	< 51	26 (96.3)	1 (3.7)
Gender	Male	70 (86.4)	11 (13.6)
	Female	17 (89.5)	2 (10.5)
Academic Qualifications	Under Graduate	9 (64.3)	5 (35.7)
	Graduate	50 (87.7)	7 (12.3)
	Post Graduate	24 (96.0)	1 (4.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	12 (70.6)	5 (29.4)
	11-20	34 (85.0)	6 (15.0)
	21-30	29 (93.5)	2 (6.5)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	46 (92.0)	4 (8.0)
	Urban	41 (82.0)	9 (18.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.30 examined the responses of the policy makers on the poser that education is necessary for girls to establish gender equality in the society. The significant majority of the respondents (above 80.0 per cent), irrespective of any variable, were in agreement with the poser and lower agreed responses from the respondents in the age group of 31-40 years (78.9 per cent), under graduate (64.3 per cent) and less than 10 years of experiences (70.6 per cent). Further, all the respondents (100.0 per cent) of any other qualification and more than 31 years of experiences agreed with the poser. Interestingly, on the basis of the academic qualifications variable, with the increase of academic qualifications, the agreed responses increased to the poser. A similar trend of academic qualifications variable could be seen with the experiences variable as with the increase of years in job, the responses on agreed also increased. As per the areas variable, the more of respondents from rural (92.0 per cent) agreed as compared to the urban respondents (82.0 per cent).

Table 4.31: Women’s status can be uplift through education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	11 (100.0)	0 (00.0)
	31-40	19 (100.0)	0 (00.0)
	41-50	43 (100.0)	0 (00.0)
	< 51	26 (96.3)	1 (3.7)
Gender	Male	80 (98.8)	1 (1.2)
	Female	19 (100.0)	0 (00.0)
Academic Qualifications	Under Graduate	14 (100.0)	0 (00.0)
	Graduate	56 (98.2)	1 (1.8)
	Post Graduate	25 (100.0)	0 (00.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	17 (100.0)	0 (00.0)
	11-20	39 (97.5)	1 (2.5)
	21-30	31 (100.0)	0 (00.0)
	< 31	12 (100.0)	0 (00.0)
Areas	Rural	50 (100.0)	0 (00.0)
	Urban	49 (98.0)	1 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.31, it clearly reflected that women’s status could be uplifted through education as nearly all the respondents (varying from 96.3 per cent to 100.0 per cent) irrespective of any variable, were in agreement with the view. The respondents on disagreed response were low and negligible.

Table 4.32: Girls in Manipur state are as advantageous as boys in all walks of life.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	3 (27.3)	8 (72.7)
	31-40	10 (52.6)	9 (47.4)
	41-50	18 (41.9)	25 (58.1)
	< 51	17 (63.0)	10 (37.0)
Gender	Male	39 (48.1)	42 (51.9)
	Female	9 (47.4)	10 (52.6)
Academic Qualifications	Under Graduate	11 (78.6)	3 (21.4)
	Graduate	27 (47.4)	30 (52.6)
	Post Graduate	7 (28.0)	18 (72.0)
	Any other	3 (75.0)	1 (25.0)
Experiences (in years)	> 10	9 (52.9)	8 (47.1)
	11-20	16 (40.0)	24 (60.0)
	21-30	14 (45.2)	17 (54.8)
	< 31	9 (75.0)	3 (25.0)
Areas	Rural	24 (48.0)	26 (52.0)
	Urban	24 (48.0)	26 (52.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.32 indicated a mixed response between Yes and No options with slightly higher on disagreed response to the aspect that girls in Manipur state were as advantages as boys in all walk of life. On the basis of the variable age, high majority of the respondents (72.7 per cent) in the age group of 20-30 years and simple majority of the respondents (58.1 per cent) in the age group of 41-50 years disagreed with the aspect as against the other categories of age, 31-40 years of age group (52.6 per cent) and more than 51 years (63.0 per cent) responded otherwise. As per the variable gender, simple majority of the respondents (above 50.0 per cent) irrespective of the gender agreed with the aspect. Similar trend could be seen with the variable areas and simple majority of the respondents also agreed with the aspect. Analyzing the variable academic qualifications, the under graduate respondents (78.6 per cent) and any other qualification (75.0 per cent) agreed with the aspect while the other categories of the variable, graduate respondents (52.6 per cent) and post graduate (72.0 per cent) disagreed with the aspect. Interestingly, the respondents with most and least experiences in job (above 70.0 per cent) agreed with the aspect as against the respondents with 11-20 years of experiences (60.0 per cent) and 21-30 years of experiences (54.8 per cent) disagreed with the aspect.

Table 4.33: There is a strong link between child marriage and levels of education.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7 (63.6)	4 (36.4)
	31-40	10 (52.6)	9 (47.4)
	41-50	26 (60.5)	17 (39.5)
	< 51	17 (63.0)	10 (37.0)
Gender	Male	45 (55.6)	36 (44.4)
	Female	14 (73.7)	5 (26.3)
Academic Qualifications	Under Graduate	7 (50.0)	7 (50.0)
	Graduate	32 (56.1)	25 (43.9)
	Post Graduate	16 (64.0)	9 (36.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	12 (70.6)	5 (29.4)
	11-20	18 (45.0)	22 (55.0)
	21-30	21 (67.7)	10 (33.3)
	< 31	8 (66.7)	4 (33.3)
Areas	Rural	31 (62.0)	19 (38.0)
	Urban	28 (56.0)	22 (44.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.33 reflected how the policy makers responded to the view on whether there is a strong link between child marriage and levels of education. The fair majority of the respondents (above 60.0 per cent) in the age group of 20-30 years, 41-50 years and more than 51 years and simple majority in the age group of 31-40 years (52.6 per cent) agreed with the statement. It was interesting to note that more of the female respondents (73.7 per cent) agreed than that of male respondents (55.6 per cent). With the increase of academic qualifications, the respondents on agreed response also increased. Further, the respondents on under graduate had equally divided response on agreed as well as disagreed options whereas all the respondents of any other qualification had responded positively to the statement. On the basis of the variable experiences, high majority of the respondents (70.6 per cent) of less than 10 years of experiences and fair majority of the respondents (above 60.0 per cent) of 21-30 years of experiences and more than 31 years of experiences had responded positively as against simple majority of the respondents (55.0 per cent) of 11-20 years of experiences negated with the statement. As per the areas variable, fair majority of the rural respondents (62.0 per cent) and simple majority of urban respondents (56.0 per cent) agreed with the statement.

Table 4.34: Women should be given equal responsibilities in the decision making bodies in the society.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	17 (89.5)	2 (10.5)
	41-50	38 (88.4)	5 (11.6)
	< 51	25 (92.6)	2 (7.4)
Gender	Male	72 (88.9)	9 (11.1)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	13 (92.9)	1 (7.1)
	Graduate	50 (87.7)	7 (12.3)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	15 (88.2)	2 (11.8)
	11-20	35 (87.5)	5 (12.5)
	21-30	30 (96.8)	1 (3.2)
	< 31	10 (83.3)	2 (16.7)
Areas	Rural	45 (90.0)	5 (10.0)
	Urban	45 (90.0)	5 (10.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.34 highlighted that majority of the respondents (varying from significant majority to cent per cent respondent), irrespective of any variable, were in agreement with the query that women should be given equal responsibilities in the decision making bodies in the society. The respondents on disagreed response were low.

Table 4.35: The political career of women is marching ahead in the state.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7 (63.6)	4 (36.4)
	31-40	12 (63.2)	7 (36.8)
	41-50	33 (76.7)	10 (23.3)
	< 51	27 (100.0)	0 (00.0)
Gender	Male	64 (79.0)	17 (21.0)
	Female	15 (78.9)	4 (21.1)
Academic Qualifications	Under Graduate	12 (85.7)	2 (14.3)
	Graduate	44 (77.2)	13 (22.8)
	Post Graduate	20 (80.0)	5 (20.0)
	Any other	3 (75.0)	1 (25.0)
Experiences (in years)	> 10	11 (64.7)	6 (35.3)
	11-20	32 (80.0)	8 (20.0)
	21-30	25 (80.6)	6 (19.4)
	< 31	11 (91.7)	1 (8.3)
Areas	Rural	37 (74.0)	13 (26.0)
	Urban	42 (84.0)	8 (16.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The enquiry into the aspect that the political career of women is marching ahead in the state has been indicated in the Table 4.35. With the increase of the age group of the policy makers, the respondents on agreed response increased. All the respondents (100.0 per cent) in the age group of more than 51 years agreed with the query. Both male and female respondents had high majority (above 70.0 per cent) in agreement with the query. On analyzing the academic qualifications variable, majority of the respondents (varying from 75.0 per cent to 85.7 per cent) irrespective of the categories were in agreement with the query. Likewise, the age variable, the experiences variable also had a similar response as with the increase of the years of experiences, the respondents on agreed response increased. Further, the more of the urban respondents (84.0 per cent) agreed as in comparison to rural respondents (74.0 per cent). There were substantial respondents on disagreed response.

Table 4.36: Do you approve participation of women in politics actively?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	10 (90.9)	1 (9.1)
	31-40	13 (68.4)	6 (31.6)
	41-50	39 (90.7)	4 (9.3)
	< 51	23 (85.2)	4 (14.8)
Gender	Male	67 (82.7)	14 (17.3)
	Female	18 (94.7)	1 (5.3)
Academic Qualifications	Under Graduate	10 (71.4)	4 (28.6)
	Graduate	48 (84.2)	9 (15.8)
	Post Graduate	23 (92.0)	2 (8.0)
	Any other	4 (100.0)	0 (00.0)
Experiences (in years)	> 10	13 (76.5)	4 (23.5)
	11-20	31 (77.5)	9 (22.5)
	21-30	31 (100.0)	0 (00.0)
	< 31	10 (83.3)	2 (16.7)
Areas	Rural	45 (90.0)	5 (10.0)
	Urban	40 (80.0)	10 (20.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.36 clearly indicated that the policy makers had approved participation of women in politics actively as varying from high majority of the respondents to cent per cent respondents, irrespective of any variable were in agreement with the view in comparison the respondents in the age group of 31-40 years (68.4 per cent) had the lowest agreed response to the view. It was interesting to note that female respondents (94.7 per cent) had more agreed response than the male respondents (82.7 per cent) and also with the increase of academic qualifications, the respondents on agreed response increased. Further, it could be seen that the more of the rural respondents (90.0 per cent) agreed with the query as compared to the urban respondents (80.0 per cent).

Table 4.37: Should girls inherit their names after marriage?

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7 (63.6)	4 (36.4)
	31-40	11 (57.9)	8 (42.1)
	41-50	26 (60.5)	17 (39.5)
	< 51	8 (29.6)	19 (70.4)
Gender	Male	43 (53.1)	38 (46.9)
	Female	9 (47.4)	10 (52.6)
Academic Qualifications	Under Graduate	9 (64.3)	5 (35.7)
	Graduate	32 (56.1)	25 (43.9)
	Post Graduate	9 (36.0)	16 (64.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	10 (58.8)	7 (41.2)
	11-20	23 (57.5)	17 (42.5)
	21-30	16 (51.6)	15 (48.4)
	< 31	3 (25.0)	9 (75.0)
Areas	Rural	26 (52.0)	24 (48.0)
	Urban	26 (52.0)	24 (48.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring into aspect that whether girls should inherit their names after marriage, the data presented in the Table 4.37 indicated that majority of the respondents (varying from simple majority to fair majority of the respondents) irrespective of any variable were in agreement with the query except the respondents in the age group of more than 51 years (70.4 per cent), female (52.6 per cent), post graduate (64.0 per cent) and more than 31 years of experiences (75.0 per cent) disagreed with the query. Further, more of the male respondents agreed with the aspect as compared to the female respondent. Interestingly, on the basis of the variable experiences, with the increase of experiences in years, the agreed response decreased. There were substantial respondents on disagreed response with the query.

Table 4.38: Women should be allowed to get an equal share in the property of their parents.

Attributes/ Responses	Ranks	Yes	No
Age (in years)	20-30	7 (63.6)	4 (36.4)
	31-40	11 (57.9)	8 (42.1)
	41-50	26 (60.5)	17 (39.5)
	< 51	16 (59.3)	11 (40.7)
Gender	Male	47 (58.0)	34 (42.0)
	Female	13 (68.4)	6 (31.6)
Academic Qualifications	Under Graduate	6 (42.9)	8 (57.1)
	Graduate	34 (59.6)	23 (40.4)
	Post Graduate	18 (72.0)	7 (28.0)
	Any other	2 (50.0)	2 (50.0)
Experiences (in years)	> 10	10 (58.8)	7 (41.2)
	11-20	24 (60.0)	16 (40.0)
	21-30	18 (58.1)	13 (41.9)
	< 31	8 (66.7)	4 (33.3)
Areas	Rural	29 (58.0)	21 (42.0)
	Urban	31 (62.0)	19 (38.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.38 examines the responses of the policy makers on the poser that women should be allowed to get an equal share in the property of their parents. The simple majority of the respondents (above 50.0 per cent) irrespective of any variable were in agreement with the poser except the respondents of under graduate (57.1 per cent) who responded otherwise. On the basis of the variable gender, the more of the female respondents (68.4 per cent) agreed than the male respondents (58.0 per cent). As per the variable academic qualifications variable, with the increase of level of academic qualifications, the respondents on agreed response increased. The respondents of post graduate (72.0 per cent) had the highest agreed response to the poser. There was substantial disagreed response varying from above marginal responses to marginal responses to the query.

Table 4.39: What is your attitude towards girl child education in Manipur?

Attributes/ Responses	Ranks	Highly Positive	Somewhat Positive	Indifferent
Age (in years)	20-30	2 (18.2)	5 (45.5)	4 (36.4)
	31-40	8 (42.1)	9 (47.4)	2 (10.5)
	41-50	17 (39.5)	25 (58.1)	1 (2.3)
	< 51	17 (63.0)	10 (37.0)	0 (00.0)
Gender	Male	35 (43.2)	41 (50.6)	5 (6.2)
	Female	9 (47.4)	8 (42.1)	2 (10.5)
Academic Qualifications	Under Graduate	7 (50.0)	7 (50.0)	0 (00.0)
	Graduate	25 (43.9)	27 (47.4)	5 (8.8)
	Post Graduate	9 (36.0)	14 (56.0)	2 (8.0)
	Any other	3 (75.0)	1 (25.0)	0 (00.0)
Experiences (in years)	> 10	3 (17.6)	11 (64.7)	3 (17.6)
	11-20	16 (40.0)	22 (55.0)	2 (5.0)
	21-30	18 (58.1)	11 (35.5)	2 (6.5)
	< 31	7 (58.3)	5 (41.7)	0 (00.0)
Areas	Rural	22 (44.0)	25 (50.0)	3 (6.0)
	Urban	22 (44.0)	24 (48.0)	4 (8.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.39 highlighted the responses of the policy makers regarding their attitude towards girl child education in Manipur. The respondents had split responses between highly positive and somewhat positive options with slightly higher on somewhat positive whereas the respondents on indifferent option were low except the respondents in the age group of 20-30 years (36.4 per cent). The higher proportion of the respondents responded on somewhat positive option with highest percentages coming from the respondents in the age group of 41-50 years (58.1 per cent), post graduate (56.0 per cent), less than 10 years of experiences (64.7 per cent) and 11-20 years of experiences (55.0 per cent). Further, the maximum respondents on highly positive option were coming from in the age group of more than 51 years (63.0 per cent), any other qualification (75.0 per cent), 21-30 years of experiences (58.1 per cent) and more than 31 years of experiences (58.3 per cent).

Table 4.40: What is the education status of Manipur women in your opinion?

Attributes/ Responses	Ranks	Very High	High	Average	Low	Poor
Age (in years)	20-30	0 (00.0)	0 (00.0)	9 (81.8)	0 (00.0)	2 (18.2)
	31-40	0 (00.0)	3 (15.8)	9 (47.4)	5 (26.3)	2 (10.5)
	41-50	1 (2.3)	12 (27.9)	18 (41.9)	11 (25.6)	1 (2.3)
	< 51	6 (22.2)	8 (29.6)	11 (40.7)	1 (3.7)	1 (3.7)
Gender	Male	4 (4.9)	18 (22.2)	41 (50.6)	15 (18.5)	3 (3.7)
	Female	3 (15.8)	5 (26.3)	6 (31.6)	2 (10.5)	3 (15.8)
Academic Qualifications	Under Graduate	3 (21.4)	2 (14.3)	4 (28.6)	4 (28.6)	1 (7.1)
	Graduate	4 (7.0)	13 (2.8)	28 (49.1)	11 (19.3)	1 (1.8)
	Post Graduate	0 (00.0)	5 (20.0)	14 (56.0)	2 (8.0)	4 (16.0)
	Any other	0 (00.0)	3 (75.0)	1 (25.0)	0 (00.0)	0 (00.0)
Experiences (in years)	> 10	0 (00.0)	2 (11.8)	10 (58.8)	4 (23.5)	1 (5.9)
	11-20	0 (00.0)	7 (17.5)	24 (60.0)	6 (15.0)	3 (7.5)
	21-30	6 (19.4)	9 (29.0)	8 (25.8)	6 (19.4)	2 (6.5)
	< 31	1 (8.3)	5 (41.7)	5 (41.7)	1 (8.3)	0 (00.0)
Areas	Rural	5 (10.0)	12 (24.0)	26 (52.0)	6 (12.0)	1 (2.0)
	Urban	2 (4.0)	11 (22.0)	21 (42.0)	11 (22.0)	5 (10.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.40 highlighted about the opinion of the policy makers on the status of education of Manipur women. The majority of the respondents irrespective of any variable opined that the education status of Manipur women was average. Further, the respondents on high and low options were nearly equal response after the average response on the status of education of women. The respondents on very high and poor options on the status of education of women were low in proportion.

4.3: Analysis and Interpretation of responses obtained from the Teachers

After analyzing and examining the attitude of the Policy Makers, in the next part, the effort has also been made by posing queries to the Teachers about their attitude on Girl Child Education.

With the changes of education system in a society, it set a new dimension on the teaching profession. For which the teacher require not only to acquire new knowledge but also to develop them continuously as the classrooms now contain a more heterogeneous mix of young people from different backgrounds and with different levels of ability and disability. The teachers played a crucial role not only in education system but also in communities and societies towards exploring new horizons and achieving higher level of progress and development.⁵ Thus, the quality of an education system cannot exceed the quality of its teachers in other words the success of any educational reforms depends upon the quality of teachers and in turn to a large extent depends on the attitude of teachers. As researchers had found that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.⁶ It is also said that the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, makes the teacher a critical influence in education for inclusion and the development of the educational institutions.⁷

The OECD Report on ‘Teachers Matter’ rightly recognizes that the demands on schools and teachers are becoming more complex as society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to the students with learning or behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment.⁸

⁵ *European Agency for Development in Special Needs Education, Teacher Education for Inclusion - International Literature Review, Denmark, 2010.*

⁶ *Sanders and Horn, Sanders, W. and Horn, S., Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research, Journal of Personnel Evaluation in Education, Vol. 12(3), 1998, pp. 247-256.*

⁷ *Reynolds, M., Education for Inclusion, Teacher Education and the Teacher Training Agency Standards, Journal of In-Service training, Vol. 27(3), 2001.*

⁸ *OECD , Teachers matter: attracting, developing and retaining effective teachers, 2005 from http://www.oecd.org/document/52/0,3343,en_2649_39263231_34991988_1_1_1_1,00.html#EO as on 22/03/10*

Teachers, therefore, need confidence in their ability and the knowledge and skills to meet the needs and challenges they will face in the present educational climate.⁹ NCATE (2002) defined disposition as ‘values, commitments and professional ethics that influence behaviour towards students, families, colleagues and communities and affect student learning, motivation and development as well as educators own professional growth’.¹⁰ Ainscow stressed that teachers need to see what teaching actually looks like and explore ideas with someone who can help them understand the difference between what they are doing and what they aspire to do. Further, point out the need to see teacher development as more than simply learning to implement centrally mandated practices.¹¹

People’s attitudes towards their profession have an effect on their performance. It is also valid for teaching profession. The quality of education is directly related to the quality of instruction. Teacher is instrumental for better instruction. The teachers is required to have a higher professionalism because of rapidly changing circumstances and expected to use the best practices and strategies to meet the challenging demand of his career, which involves imparting knowledge and developing essential skills of the students. A good teacher is expected to be committed to his work and have the ability to take the initiative.¹² Teacher is expected to not only to master the subject and various methods of teaching but also to show that he is capable of selecting the various study materials according to the teaching goals and varied group of pupils. He also possesses the potentials to create a learning environment for the students.¹³

Gupta had described that the task of teachers is central to education. Teachers must transmit to new generation the cultural heritage of society - the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. The effective teacher is capable

⁹ Carroll, A., Forlin, C. and Jobling, A., *The impact of teacher training in special education on the attitudes of Australian pre-service general educators towards people with disabilities*, *Teacher Education Quarterly*, Vol. 30(3), 2003, pp. 65-79.

¹⁰ National Council for the Accreditation of Teacher Education (2002), *Professional Standards for the Accreditation of Schools, Colleges, and Departments of Education*. Washington D.C., 2002, p.53.

¹¹ Ainscow, M., *Teaching for Diversity: the next big challenge*. In Connelly, M., He, M. F. and Phillion, J. (Eds.) *The Handbook of Curriculum and Instruction*, Sage Publications, 2007.

¹² Sparks, D.C., *A Biased Look at Teacher’s Job Satisfaction*, University of Chicago Press, Chicago, 1979, p.71-73.

¹³ Vermunt, J., and Verschaffel, L., *Process-oriented teaching in R. Simons, J. Jos van der Linden, and Duffy (Eds.), New learning*, Kulwer Academic Publishers, Netherlands, 2000, pp. 209-225.

of creating a desire to learn.¹⁴ Smith has claimed that teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teachers must know the art of communication, understanding others and ability to learn from the experiences.¹⁵ Wright describes that the primary function of teachers is to motivate the learners who are not motivated and to nurture those who are already well motivated to the task of learning. They also need to create independent individuals so learning is more likely to take place. Effective teachers genuinely care, like, accept, and value their students. These teachers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity.¹⁶ Forlin adds that beliefs influence pre-service teacher attitudes to inclusive education that in turn, influence their intentions and behaviours. Attitudes are formed by experience as well as by implicit learning and may reflect an individual's personality.¹⁷ As a result, the formation and modification of teacher attitudes are important areas of education research.¹⁸ Meijer also note the need for positive teacher attitudes and for teachers to create a sense of belonging' to support effective inclusive practice¹⁹ and Cook point out that teachers' attitudes and beliefs directly affect their behaviour with students and so have a great influence on classroom climate and student outcomes.²⁰

For the study, a total of 449 teachers' were taken as a sample in which 85 teachers were in age group of below 25 years, 209 teachers between 26-35 years, 126 teachers between 36-45 years and 29 teachers above 45 years. Of the total respondents of teachers 198 teachers were males and 251 were of female teachers. On the basis of academic

¹⁴ Conant, J.B., *The Education of American Teachers*, McGraw Hill, New York, 1993, p. 11.

¹⁵ Smith, D.M., *Pre-service Elementary Teachers' Attitude towards Mathematics and Teaching of Mathematics in Constructivist Classroom*, The unpublished PhD Dissertation, Oklahoma State University, Oklahoma, 1993.

¹⁶ Wright, T., *Roles of Teachers and Learners*, Oxford University Press, New York, 1987, p. 52.

¹⁷ Zimbardo, P. G. and Leippe, M., *The psychology of attitude change and social influence*. New York: McGraw-Hill, 1991.

¹⁸ Weisman, E. M. and Garza, E. A. (2002) *Preservice teacher attitudes toward diversity: One class can make a difference. Equity and Excellence in Education*, Vol. 35, pp. 28-35.

¹⁹ Meijer, C. J. W., Soriano, V. and Watkins, A. (eds.) (2006) *Provision in Post-Primary Education*. Odense, Denmark: European Agency for Development in Special Needs Education

²⁰ Cook, B. G., *Inclusive attitudes, strengths, and weaknesses of pre-service general educators enrolled in a curriculum infusion teacher preparation program. Teacher Education and Special Education*, Vol. 25, 2002, pp. 262-277. and Silverman, J. C., *Epistemological Beliefs and Attitudes toward Inclusion in Preservice Teachers. Teacher Education and Special Education*, Vol. 30(1), 2007, pp. 42-51.

qualification, 70 teachers were taken with UG with teaching training qualification, 200 teachers with graduate qualification, 39 teachers with graduate with B. Ed/M. Ed qualification, 61 teachers with PG qualification and 79 teachers with PG and B. Ed/M. Ed qualifications. It is also classified on the basis of experience, 286 teachers were taken with less than 10 years of experiences, 117 teachers with 11-20 years of experiences, 38 teachers with 21-30 years of experiences and 8 teachers with above 31 years of experiences. Further, 234 teachers from urban areas and 215 teachers from rural areas were taken for the study. The responses of the teachers on the attitude about the girl child education are represented in the Tables below.

Table 4.1.1: The school in which you are teaching is effective in imparting girl child education.

Attributes/Responses	Ranks	Very Effective	Somewhat Effective	Not at all Effective
Age (in years)	> 25	30 (35.3)	51 (60.0)	4 (4.7)
	26-35	121 (57.9)	74 (35.4)	14 (6.7)
	36-45	80 (63.5)	42 (33.3)	4 (3.2)
	< 45	18 (62.1)	11 (37.9)	0 (00.0)
	Gender	Male	110 (55.6)	79 (39.9)
	Female	139 (55.4)	99 (39.4)	13 (5.2)
Academic Qualifications	UG with Teaching Training	23 (32.9)	43 (61.4)	4 (5.7)
	Graduate	101 (50.5)	88 (44.0)	11 (5.5)
	Graduate with B. Ed/M. Ed	24 (61.5)	14 (35.9)	1 (2.6)
	PG	37 (60.7)	20 (32.8)	4 (6.6)
	PG with B. Ed/ M. Ed	64 (81.0)	13 (16.5)	2 (2.5)
Experiences (in years)	> 10	150 (52.4)	118 (41.3)	18 (6.3)
	11-20	79 (67.5)	35 (29.9)	3 (2.6)
	21-30	15 (39.5)	22 (57.9)	1 (2.6)
	< 31	5 (62.5)	3 (37.5)	0 (00.0)
Areas	Urban	138 (59.0)	80 (34.2)	16 (6.8)
	Rural	111 (51.6)	98 (45.6)	6 (2.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the teachers whether the school in which they are teaching is effective in imparting girl education has been presented in the Table 4.1.1. The majority of the respondents irrespective of any variable had responded that their schools were very effective in imparting girl education as comparison to the respondents of less than 25 years of age group (60.0 per cent), UG with teaching training (61.4 per cent) and 21-30 years of experiences (57.9 per cent) had more responses on somewhat effective option than that of very effective option. Interestingly, with the increase of age group in years, the respondents on very effective response increased. The more of the urban respondents (59.0 per cent) had responded on very effective option as compare to the rural respondents (51.6 per cent). Further, the responses on not at all effective option were low which reflects that the schools were effective in imparting girl child education.

Table 4.1.2: Are you satisfied with the enrollment of girls in your school?

Attributes/Responses	Ranks	Very Satisfied	Somewhat Satisfied	Not at all Satisfied
Age (in years)	> 25	47 (55.3)	33 (38.8)	5 (5.9)
	26-35	160 (76.6)	43 (20.6)	6 (2.9)
	36-45	102 (81.0)	23 (18.3)	1 (0.8)
	< 45	15 (51.7)	11 (37.9)	3 (10.3)
Gender	Male	132 (66.7)	59 (29.8)	7 (3.5)
	Female	192 (76.5)	51 (20.3)	8 (3.2)
Academic Qualifications	UG with Teaching Training	21 (30.0)	45 (64.3)	4 (5.7)
	Graduate	149 (74.5)	46 (23.0)	5 (2.5)
	Graduate with B. Ed/M. Ed	32 (82.1)	6 (15.4)	1 (2.6)
	PG	51 (83.6)	10 (16.4)	0 (00.0)
	PG with B. Ed/ M. Ed	71 (89.9)	3 (3.8)	5 (6.3)
Experiences (in years)	> 10	204 (71.3)	72 (25.2)	10 (3.5)
	11-20	105 (89.7)	11 (9.4)	1 (0.9)
	21-30	10 (26.3)	24 (63.2)	4 (10.5)
	< 31	5 (62.5)	3 (37.5)	0 (00.0)
Areas	Urban	163 (69.7)	67 (28.6)	4 (1.7)
	Rural	161 (74.9)	43 (20.0)	11 (5.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.2 also had similar responses to that of the previous Table 1 as majority of the respondents regardless of any variable responded on very satisfied option on enrolment of girl child in their school. The highest respondents on very satisfied option coming from the respondents of PG with B. Ed/M. Ed (89.9 per cent) followed by 11-20 years of experiences (89.7 per cent) and PG (83.6 per cent). Further, the respondents of UG with teaching training (64.3 per cent) and 21-30 years of experiences (63.2 per cent) are the only respondents which had higher responses on somewhat satisfied than that of very satisfied. Interestingly, with the increase of the academic qualification, the respondents on very satisfied option also increased and the

more of the rural respondents (74.9 per cent) were more satisfied than that of the urban respondents (69.7 per cent). The respondents on not at all satisfied option were low which clearly reflects that the teachers were very satisfied with the enrolment of girls in the schools.

Table 4.1.3: What is the level of girl students' achievement in your school?

Attributes/Responses	Ranks	Excellent	Good	Average	Below Average
Age (in years)	> 25	9 (10.6)	44 (51.8)	32 (37.6)	0 (00.0)
	26-35	48 (23.0)	113 (54.1)	48 (23.0)	0 (00.0)
	36-45	28 (22.2)	55 (43.7)	43 (34.1)	0 (00.0)
	< 45	8 (27.6)	17 (58.6)	4 (13.8)	0 (00.0)
Gender	Male	40 (20.2)	100 (50.5)	58 (29.3)	0 (00.0)
	Female	53 (21.1)	139 (51.4)	69 (27.5)	0 (00.0)
Academic Qualifications	UG with Teaching Training	4 (5.7)	30 (42.9)	36 (51.4)	0 (00.0)
	Graduate	37 (18.5)	107 (53.5)	56 (28.0)	0 (00.0)
	Graduate with B. Ed/M. Ed	10 (25.6)	19 (48.7)	10 (25.6)	0 (00.0)
	PG	23 (37.7)	24 (39.3)	14 (23.0)	0 (00.0)
	PG with B. Ed/ M. Ed	19 (24.1)	49 (62.0)	11 (13.9)	0 (00.0)
Experiences (in years)	> 10	56 (19.6)	148 (51.7)	82 (28.7)	0 (00.0)
	11-20	34 (29.1)	56 (47.9)	27 (23.1)	0 (00.0)
	21-30	2 (5.3)	18 (47.4)	18 (47.4)	0 (00.0)
	< 31	1 (12.5)	7 (87.5)	0 (00.0)	0 (00.0)
Areas	Urban	57 (24.4)	97 (41.5)	80 (34.2)	0 (00.0)
	Rural	36 (16.7)	132 (61.4)	47 (21.9)	0 (00.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.1.3 it revealed that the level of girls students achievement in the schools were good as majority of the respondents of all categories of any variable had responded on good option. Further, the next highest responses were on average option followed by excellent option. There were no single

responses on below average option which clearly highlighted that the level of girls students achievement in the schools were good as responded by the teachers.

Table 4.1.4: The present curriculum is suitable for girl child education.

Attributes/Responses	Ranks	Agreed	Somewhat Agreed	Not at all Agreed
Age (in years)	> 25	45 (52.9)	37 (43.5)	3 (3.5)
	26-35	140 (67.0)	61 (29.2)	8 (3.8)
	36-45	75 (59.5)	46 (36.5)	5 (4.0)
	< 45	16 (55.2)	10 (34.5)	3 (10.3)
Gender	Male	124 (62.6)	60 (30.3)	14 (7.1)
	Female	152 (60.6)	94 (37.5)	5 (2.0)
Academic Qualifications	UG with Teaching Training	32 (45.7)	34 (48.6)	4 (5.7)
	Graduate	134 (67.0)	55 (27.5)	11 (5.5)
	Graduate with B. Ed/M. Ed	20 (51.3)	18 (46.2)	1 (2.6)
	PG	42 (68.9)	17 (27.9)	2 (3.3)
	PG with B. Ed/ M. Ed	48 (60.8)	30 (38.0)	1 (1.3)
Experiences (in years)	> 10	191 (66.8)	82 (28.7)	13 (4.5)
	11-20	66 (56.4)	51 (43.6)	0 (00.0)
	21-30	15 (39.5)	17 (44.7)	6 (15.8)
	< 31	4 (50.0)	4 (50.0)	0 (00.0)
Areas	Urban	143 (61.1)	87 (37.2)	4 (1.7)
	Rural	133 (61.9)	67 (31.2)	15 (7.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The query to the aspect that the present curriculum is suitable for girl education has been presented in the Table 4.1.4. The respondents irrespective of any variable had more responses on agreed option that the present curriculum was suitable for girl education followed by somewhat agreed option. There were substantial respondents on somewhat agreed option and the respondents on not at all agreed option were low which evinced that the present curriculum was suitable for girl education.

Table 4.1.5: Are there differences between the boys and the girls in their intellectual abilities?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	25 (29.4)	60 (70.6)
	26-35	81 (38.8)	128 (61.2)
	36-45	43 (34.1)	83 (65.5)
	< 45	10 (34.5)	19 (65.5)
Gender	Male	80 (40.4)	118 (59.6)
	Female	79 (31.5)	172 (68.5)
Academic Qualifications	UG with Teaching Training	31 (44.3)	39 (55.7)
	Graduate	67 (33.5)	133 (66.5)
	Graduate with B. Ed/M. Ed	15 (38.5)	24 (61.5)
	PG	13 (21.3)	48 (78.7)
	PG with B. Ed/ M. Ed	33 (41.8)	46 (58.2)
Experiences (in years)	> 10	107 (37.4)	179 (62.6)
	11-20	41 (35.0)	76 (65.0)
	21-30	7 (18.4)	31 (81.6)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	90 (38.5)	144 (61.5)
	Rural	69 (32.1)	146 (67.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.5 revealed that the majority of the respondents did not find any differences between the boys and girls in their intellectual abilities. On the basis of the age variable, high majority of the respondents (70.6 per cent) of less than 25 years of age group and fair majority of the respondents (above 60.0 per cent) of the other remaining categories disagreed with the query. Further, the more of the female respondents (68.5 per cent) disagreed with the query as compare to the male respondents (59.6 per cent). Analyzing on the basis of academic qualification variable, the respondents with PG qualification (78.7 per cent) had the highest disagreed response followed by the graduate respondents (66.7 per cent) and graduate with B. Ed/M. Ed (61.5 per cent) with least disagreed responses coming from the UG wit teaching training

respondents (55.7 per cent). Significant majority of the respondents (81.6 per cent) with 21-30 years of experiences and fair majority of the respondents (above 60.0 per cent) of less than 10 years of experiences and 11-20 years of experiences disagreed with the query while the respondents with more than 30 years of experiences had equally split responses with the query. Interestingly, the more of the rural respondents (67.9 per cent) disagreed to the query than the urban respondents (61.5 per cent). There were substantial respondents on agreed response to the query.

Table 4.1.6: The girl child has the same potentialities as the boy child in the scholastic achievement.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	77 (90.6)	8 (9.4)
	26-35	196 (93.8)	13 (6.2)
	36-45	123 (97.6)	3 (2.4)
	< 45	27 (93.1)	2 (6.9)
Gender	Male	183 (92.4)	15 (7.6)
	Female	240 (95.6)	11 (4.4)
Academic Qualifications	UG with Teaching Training	64 (91.4)	6 (8.6)
	Graduate	185 (92.5)	15 (7.5)
	Graduate with B. Ed/M. Ed	36 (92.3)	3 (7.7)
	PG	61 (100.0)	0 (00.0)
	PG with B. Ed/ M. Ed	77 (97.5)	2 (2.5)
Experiences (in years)	> 10	269 (94.1)	17 (5.9)
	11-20	111 (94.9)	6 (5.1)
	21-30	35 (92.1)	3 (7.9)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	221 (94.4)	13 (5.6)
	Rural	202 (94.0)	13 (6.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.6 highlighted that girl students had the same potentialities as the boy students in the scholastic achievement as highly significant majority of the respondents (varying from 90.6 per cent to 100.0 per cent) irrespective of

any variable of any categories were in agreement with the view point. Further, all the respondents (100.0 per cent) of PG and more than 31 years of experiences also agreed with the viewpoint that girl students had the same potentialities as the boy students in the scholastic achievement.

Table 4.1.7: Should the position of a monitor/leader of a class be given only to boys?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	11 (12.9)	74 (87.1)
	26-35	8 (3.8)	201 (96.2)
	36-45	6 (4.8)	120 (95.2)
	< 45	2 (6.9)	27 (93.1)
Gender	Male	18 (9.1)	180 (90.9)
	Female	9 (3.6)	242 (96.4)
Academic Qualifications	UG with Teaching Training	0 (00.0)	70 (100.0)
	Graduate	20 (10.0)	180 (90.0)
	Graduate with B. Ed/M. Ed	5 (12.8)	34 (87.2)
	PG	2 (3.3)	59 (96.7)
	PG with B. Ed/ M. Ed	0 (00.0)	79 (100.0)
Experiences (in years)	> 10	17 (5.9)	269 (94.1)
	11-20	4 (3.4)	113 (96.6)
	21-30	6 (15.8)	32 (84.2)
	< 31	0 (00.0)	8 (100.0)
Areas	Urban	11 (4.7)	223 (95.3)
	Rural	16 (7.4)	199 (92.6)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.7 revealed that the position of a monitor/leader of a class should not be given only to boys. The highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable were in disagreement with the query and lower responses coming from the respondents of less than 25 years of age group (87.1 per cent), graduate with B. Ed/M. Ed (87.2 per cent) and 21-30 years of experiences (84.2 per cent). Further, all the respondents (100.0 per cent) of

UG with teaching training, PG with B. Ed/M. Ed and more than 31 years of experiences also disagreed with the query. Interestingly, the more of the female respondents (96.4 per cent) disagreed to the query than that of the male respondents (90.0 per cent).

Table 4.1.8: Do you think that there should be separate educational institutions for girls?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	15 (17.6)	70 (82.4)
	26-35	30 (14.4)	179 (85.6)
	36-45	29 (23.0)	97 (77.0)
	< 45	4 (13.8)	25 (86.2)
Gender	Male	44 (22.2)	154 (77.8)
	Female	34 (13.5)	217 (86.5)
Academic Qualifications	UG with Teaching Training	11 (15.7)	59 (84.3)
	Graduate	32 (16.0)	168 (84.0)
	Graduate with B. Ed/M. Ed	12 (30.8)	27 (69.2)
	PG	4 (6.6)	57 (93.4)
	PG with B. Ed/ M. Ed	19 (24.1)	60 (75.9)
Experiences (in years)	> 10	39 (13.6)	247 (86.4)
	11-20	32 (27.4)	85 (72.6)
	21-30	4 (10.5)	34 (89.5)
	< 31	3 (37.5)	5 (62.5)
Areas	Urban	50 (21.4)	184 (78.6)
	Rural	28 (13.0)	187 (87.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the teachers on whether there should be separate educational institutions for girls has been presented in the Table 4.1.8. On analyzing the age variable, high majority of the respondents (77.0 per cent) of 36-45 years of age group and significant majority of the respondents (above 80.0 per cent) from all the other remaining categories were in disagreement with the query. Interestingly, the more of female respondents (86.5 per cent) were in disagreement as compared to the male respondents (77.8 per cent). On the basis of the academic qualification variable, the respondents of

PG (93.4 per cent) had the highest disagreed response with least disagreed responses coming from the respondents with graduate with B. Ed/M. Ed (69.9 per cent). Further, significant majority of the respondents (above 80.0 per cent) of UG with teaching training and graduate and high majority of the respondents from PG with B. Ed/M. Ed (75.9 per cent) also disagreed with the query. Analyzing the data of experiences variable, significant majority of the respondents (above 80.0 per cent) of less than 10 years of experiences and 21-30 years of experiences, high majority of the respondents of 11-20 years of experiences (72.6 per cent) and fair majority of the respondents of more than 31 years of experiences (62.5 per cent) disagreed with the query. The more of rural respondents (87.0 per cent) disagreed than the urban respondents (78.6 per cent).

Table 4.1.9: The existing numbers of educational institution are sufficient for girls.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	48 (56.5)	37 (43.5)
	26-35	110 (52.6)	99 (47.4)
	36-45	82 (65.1)	44 (34.9)
	< 45	24 (82.8)	5 (17.2)
	Gender	Male	111 (56.1)
Female		153 (61.0)	98 (39.0)
Academic Qualifications	UG with Teaching Training	49 (70.0)	21 (30.0)
	Graduate	109 (54.5)	91 (45.5)
	Graduate with B. Ed/M. Ed	14 (35.9)	25 (64.1)
	PG	42 (68.9)	19 (31.1)
	PG with B. Ed/ M. Ed	50 (63.3)	29 (36.7)
Experiences (in years)	> 10	163 (57.0)	123 (43.0)
	11-20	71 (60.7)	46 (39.3)
	21-30	22 (57.9)	16 (42.1)
	< 31	8 (100.0)	0 (00.0)
	Areas	Urban	145 (62.0)
Rural		119 (55.3)	96 (44.7)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.1.9, only the majority respondents of graduate (64.1 per cent) disagreed with the query as against all the other remaining categories of any variable agreed with the query that the existing numbers of educational institutions were sufficient for girls. Further, the higher age group had higher agreed responses to the poser. The more of the female respondents (61.0 per cent) agreed to the poser as compare to the male respondents (56.1 percent). Interestingly, all the respondents (100.0 per cent) of more than 31 years of experiences had responded positively. On the basis of the areas variable, the respondents of urban areas (62.0 per cent) had more agreed responses than that of the rural areas respondents (55.3 per cent). There were substantial respondents who disagreed with the poser.

Table 4.1.10: Is the society giving importance to the girl education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	68 (80.0)	17 (20.0)
	26-35	120 (57.4)	89 (42.6)
	36-45	96 (76.2)	30 (23.8)
	< 45	18 (62.1)	11 (37.9)
Gender	Male	126 (63.6)	72 (36.4)
	Female	176 (70.1)	75 (29.9)
Academic Qualifications	UG with Teaching Training	45 (64.3)	25 (35.7)
	Graduate	127 (63.5)	73 (36.5)
	Graduate with B. Ed/M. Ed	24 (61.5)	15 (38.5)
	PG	47 (77.0)	14 (23.0)
	PG with B. Ed/ M. Ed	59 (74.7)	20 (25.3)
Experiences (in years)	> 10	175 (61.2)	111 (38.8)
	11-20	96 (82.1)	21 (17.9)
	21-30	23 (60.5)	15 (39.5)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	164 (70.1)	70 (29.9)
	Rural	138 (64.2)	77 (35.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

As per the projection drawn from the data presented in the Table 4.1.10 it revealed that the society gave importance to girl as majority of the respondents irrespective of any variable were in agreement with the aspect. Further, the highest agreed responses coming from the respondents with more than 31 years of experiences (100.0 per cent) followed by the respondents from 11-20 years of experiences (82.1 per cent) and less than 25 years of age group (80.0 per cent) and with least agreed responses coming from the respondents of 26-35 years of age group (57.4 per cent). There were also substantial respondents on disagreed response.

Table 4.1.11: The society encourage better educational opportunities for girls.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	32 (37.6)	53 (62.4)
	26-35	78 (37.3)	131 (62.7)
	36-45	70 (55.6)	56 (44.4)
	< 45	15 (51.7)	14 (48.3)
Gender	Male	81 (40.9)	117 (59.1)
	Female	114 (45.4)	137 (54.6)
Academic Qualifications	UG with Teaching Training	30 (42.9)	40 (57.1)
	Graduate	78 (39.0)	122 (61.0)
	Graduate with B. Ed/M. Ed	18 (46.2)	21 (53.8)
	PG	31 (50.8)	30 (49.2)
	PG with B. Ed/ M. Ed	38 (48.1)	41 (51.9)
Experiences (in years)	> 10	106 (37.1)	180 (62.9)
	11-20	62 (53.0)	55 (47.0)
	21-30	20 (52.6)	18 (47.4)
	< 31	7 (87.5)	1 (12.5)
Areas	Urban	108 (46.2)	126 (53.8)
	Rural	87 (40.5)	128 (59.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

Interestingly, there were slightly more disagreed responses than agreed responses to the query that the society encourage better education opportunities to girls as could be seen in the Table 4.1.11. On the basis of age variable, the lower age group, less than 25 years and 26-35 years had fair majority of respondents (above 60.0 per cent) in disagreement with the query as against simple majority of the respondents (above 50.0 per cent) 31-45 years and more than 45 years of age group agreed with the query. Both male and female respondents had simple majority (above 50.0 per cent) in disagreement with the query. Only the respondents of PG (50.8 per cent) had majority agreed responses as the other remaining categories of academic qualification variable had more disagreed response. On analyzing the experiences variable, the least years of experiences i.e. less than 10 years (62.9 per cent) disagreed with the query while the other remaining categories had majority of the respondents on agreed response. Further, the more of the rural respondents (59.5 per cent) disagreed as compare to the urban respondents (53.8 per cent).

Table 4.1.12: Is a girl child suppressed on the basis of gender in any situation in the school?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	12 (14.1)	73 (85.9)
	26-35	23 (11.0)	186 (89.0)
	36-45	13 (10.3)	113 (89.7)
	< 45	6 (20.7)	23 (79.3)
Gender	Male	33 (16.7)	165 (83.3)
	Female	21 (8.4)	230 (91.6)
Academic Qualifications	UG with Teaching Training	12 (17.1)	58 (82.9)
	Graduate	22 (11.0)	178 (89.0)
	Graduate with B. Ed/M. Ed	10 (25.6)	29 (74.4)
	PG	2 (3.3)	59 (96.7)
	PG with B. Ed/ M. Ed	8 (10.1)	71 (89.9)
Experiences (in years)	> 10	32 (11.2)	254 (88.8)
	11-20	10 (8.5)	107 (91.5)
	21-30	12 (31.6)	26 (68.4)
	< 31	0 (00.0)	8 (100.0)
Areas	Urban	14 (6.0)	220 (94.0)
	Rural	40 (18.6)	175 (81.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.12 clearly reflected that the girl child were not suppressed on the basis of gender in any situation in the school as significant majority of the respondents (above 80.0 per cent) disagreed with the query and lower responses coming from the respondents of above 45 years of age group (79.3 per cent), graduate with B. Ed/M. Ed (74.4 per cent) and 21-30 years of experiences (68.4 per cent) who also responded negatively. Interestingly, more of the female respondents agreed to the query than the male respondents. Similar trend could be seen with the variable areas, the urban respondents agreed more as compared to the rural respondents. Further, all the respondents (100.0 per cent) of more than 31 years of experiences and highly significant

of the respondents (above 90.0 per cent) of female, PG, 11-20 years of experiences and urban areas disagreed with the query. The respondents on agreed response were low.

Table 4.1.13: Is girl child education an effort to universalize elementary education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	75 (88.2)	10 (11.8)
	26-35	174 (83.3)	35 (16.7)
	36-45	98 (77.8)	28 (22.2)
	< 45	28 (96.6)	1 (3.4)
Gender	Male	157 (79.3)	41 (20.7)
	Female	218 (86.9)	33 (13.1)
Academic Qualifications	UG with Teaching Training	63 (90.0)	7 (10.0)
	Graduate	156 (78.0)	44 (22.0)
	Graduate with B. Ed/M. Ed	32 (82.1)	7 (17.9)
	PG	56 (91.8)	5 (8.2)
	PG with B. Ed/ M. Ed	68 (86.1)	11 (13.9)
Experiences (in years)	> 10	245 (85.7)	41 (14.3)
	11-20	96 (82.1)	21 (17.9)
	21-30	26 (68.4)	12 (31.6)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	206 (88.0)	28 (12.0)
	Rural	169 (78.6)	46 (21.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.13 highlighted that the girl child education was an effort to universalize elementary education. The majority of the respondents (varying from fair majority to cent per cent) regardless of any variable of any categories had responded positively. Further, the respondents of more than 31 years of experiences (100.0 per cent) had the maximum agreed response followed by more than 45 years of age group (96.6 per cent), PG (91.8 per cent) and UG with teaching training (90.0 per cent). On the basis of the gender variable, the more of the female respondents (86.9 per cent) were in agreement as compared to the male respondents ((79.3 per cent). Similarly,

the respondents of urban areas (88.0 per cent) agreed more than that of the rural respondents (78.6 per cent). There were also some disagreed responses with highest coming from the respondents with 21-30 years of experiences (31.6 per cent) followed by 36-45 years of age group(22.2 per cent) and graduate (22.0 per cent).

Table 4.1.14: Do parents favour more education for boys than girls?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	53 (62.4)	32 (37.6)
	26-35	98 (46.9)	111 (53.1)
	36-45	46 (36.5)	80 (63.5)
	< 45	17 (58.6)	12 (41.4)
Gender	Male	117 (59.1)	81 (40.9)
	Female	97 (38.6)	154 (61.4)
Academic Qualifications	UG with Teaching Training	38 (54.3)	32 (45.7)
	Graduate	10 (51.5)	97 (48.5)
	Graduate with B. Ed/M. Ed	21 (53.8)	18 (46.2)
	PG	25 (41.0)	36 (59.0)
	PG with B. Ed/ M. Ed	27 (34.2)	52 (65.8)
Experiences (in years)	> 10	133 (46.5)	153 (53.5)
	11-20	47 (40.2)	70 (59.8)
	21-30	29 (76.3)	9 (23.7)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	107 (45.7)	127 (54.3)
	Rural	107 (49.8)	108 (50.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiry to the view point of teachers on whether the parents favour more education for boys has been presented in the Table 4.1.14, It indicated a mixed response. On the basis of the age variable, the lowest age group (less than 25 years) and the highest age group (more than 45 years) had more agreed response as against the middle age group (26-35 years and 36-45 years) who had more disagreed response with the view. Interestingly, the simple majority of the respondents (59.1 per cent) of male agreed as

against the female respondents (61.4 per cent) who disagreed with it. Further, simple majority of the respondents (above 50.0 per cent) of UG with teaching training, graduate and graduate with B. Ed/M. Ed agreed with the view while the respondents of PG (59.0 per cent) and PG with B. Ed/M. Ed (65.8 per cent) responded otherwise. On analyzing the experiences variable, the teachers with lesser years of experiences had more respondents on disagreed response whereas the teachers with more years of experiences had higher respondents on agreed response. On the basis of variable areas, simple majority of the respondents (above 50.0 per cent) from urban and rural agreed with the view point.

Table 4.1.15: Are parents reluctant to allow their daughters to attend co-educational schools because of the span of time they would be spending with boys?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	6 (7.1)	7 (92.9)
	26-35	26 (12.4)	183 (87.6)
	36-45	22 (17.5)	104 (82.5)
	< 45	8 (27.6)	21 (72.4)
Gender	Male	32 (16.2)	166 (83.8)
	Female	30 (12.0)	221 (88.0)
Academic Qualifications	UG with Teaching Training	13 (18.6)	57 (81.4)
	Graduate	18 (9.0)	182 (91.0)
	Graduate with B. Ed/M. Ed	5 (12.8)	34 (87.2)
	PG	10 (16.4)	51 (83.6)
	PG with B. Ed/ M. Ed	16 (20.3)	63 (79.7)
Experiences (in years)	> 10	37 (12.9)	249 (87.1)
	11-20	17 (14.5)	100 (85.5)
	21-30	4 (10.5)	34 (89.5)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	36 (15.4)	198 (84.6)
	Rural	26 (12.1)	189 (87.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.15 indicated that the parents were not reluctant to allowed their daughter to attend co-educational institutions because of the span of time they would be spending with boys as significant majority of the respondents (above 80.0 per cent) agreed with the aspect and lower agreed responses from the respondents from more than 45 years of age group (72.4 per cent) and PG with B. Ed/M. Ed (79.7 per cent). The respondents of more than 31 years of experiences had equally split response on the aspect. Interestingly, with the increase of the age group, the responses on disagreed decreased on the aspect.

Table 4.1.16: Parents do feel that educating a girl is a mere wastage of time and money.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	12 (14.1)	73 (85.9)
	26-35	19 (9.1)	190 (90.9)
	36-45	11 (8.7)	115 (91.3)
	< 45	4 (13.8)	25 (86.2)
Gender	Male	21 (10.6)	177 (89.4)
	Female	25 (10.0)	226 (90.0)
Academic Qualifications	UG with Teaching Training	12 (17.1)	58 (82.9)
	Graduate	19 (9.5)	181 (90.5)
	Graduate with B. Ed/M. Ed	8 (20.5)	31 (79.5)
	PG	6 (9.8)	55 (90.2)
	PG with B. Ed/ M. Ed	1 (1.3)	78 (98.7)
Experiences (in years)	> 10	26 (9.1)	260 (90.9)
	11-20	9 (7.7)	108 (92.3)
	21-30	7 (18.4)	31 (81.6)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	19 (8.1)	215 (91.9)
	Rural	27 (12.6)	188 (87.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On asking the teachers whether the parents do feel that educating a girl was a mere wastage of time and money has been presented in the Table 4.1.16. The majority of the respondents (varying from 78.7 per cent to 98.7 per cent) regardless of any variable disagreed with the query. Interestingly, the teachers with more than 31 years of experiences had equally divided response on ‘Yes’ and ‘No’ option. Further, the respondents of agreed responses were low and negligible.

Table 4.1.17: The attitude of parents towards western education is hampering the girl child education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	15 (17.6)	70 (82.4)
	26-35	62 (29.7)	147 (70.3)
	36-45	34 (27.0)	92 (73.0)
	< 45	12 (41.4)	17 (58.6)
Gender	Male	50 (25.3)	148 (74.7)
	Female	73 (29.1)	178 (70.9)
Academic Qualifications	UG with Teaching Training	21 (30.0)	49 (70.0)
	Graduate	41 (20.5)	159 (79.5)
	Graduate with B. Ed/M. Ed	7 (17.9)	32 (82.1)
	PG	25 (41.0)	36 (59.0)
	PG with B. Ed/ M. Ed	29 (36.7)	50 (63.3)
Experiences (in years)	> 10	73 (25.5)	213 (74.5)
	11-20	40 (34.2)	77 (65.8)
	21-30	6 (15.8)	32 (84.2)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	55 (23.5)	179 (76.5)
	Rural	68 (31.6)	147 (68.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.17 revealed that fair majority of the respondents (above 60.0 per cent) disagreed with the view that the attitude of parents towards western education did hampered girl child education. On the basis of the age

variable, the lowest age group (less than 25 years) had highest disagreed response and the highest age group (more than 45 years) had the lowest disagreed response. The high majority of the middle age group respondents (above 70.0 per cent) also disagreed with the view. High majority of the respondents (above 70.0 per cent) of male and female had responded negatively. Analyzing the data on academic qualification variable, the teachers with graduate with B. Ed/M. Ed (82.1 per cent) had the highest disagreed response while the least disagreement response coming from the PG respondents (59.0 per cent). Interestingly, the teachers with more than 31 years of experiences had equally split response with the view. Interestingly, the more of the urban respondents (76.5 per cent) disagreed to the view as compare to the rural respondents (68.4 per cent).

Table 4.1.18: Girl child should learn as much as the boy child.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	85 (100.0)	0 (00.0)
	26-35	207 (99.0)	2 (1.0)
	36-45	121 (96.0)	5 (4.0)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	192 (97.0)	6 (3.0)
	Female	250 (99.6)	1 (0.4)
Academic Qualifications	UG with Teaching Training	70 (100.0)	0 (00.0)
	Graduate	194 (97.0)	6 (3.0)
	Graduate with B. Ed/M. Ed	38 (97.4)	1 (2.6)
	PG	61 (100.0)	0 (00.0)
	PG with B. Ed/ M. Ed	79 (100.0)	0 (00.0)
Experiences (in years)	> 10	284 (99.3)	2 (0.7)
	11-20	113 (96.6)	4 (3.4)
	21-30	37 (97.4)	1 (2.6)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	231 (98.7)	3 (1.3)
	Rural	211 (98.1)	4 (1.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.1.18 clearly indicated that girl child should learn as much as the boy child as majority of the respondents (varying from 96.6 per cent to 100.0 per cent) irrespective of any variable were in agreement with the aspect. Further, all the respondents (100.0 per cent) of less than 25 years of age group, more than 45 years of age group, UG with teaching training, PG, PG with B. Ed/M. Ed and more than 31 years of experiences were in support of the aspect that a girl child should learned as much as the boy child.

Table 4.1.19: Domestic work over burden the girl child to excel in their studies.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	44 (51.8)	41 (48.2)
	26-35	121 (57.9)	88 (42.1)
	36-45	60 (47.6)	66 (52.4)
	< 45	15 (51.7)	14 (48.3)
Gender	Male	93 (47.0)	105 (53.0)
	Female	147 (58.6)	104 (41.4)
Academic Qualifications	UG with Teaching Training	41 (58.6)	29 (41.4)
	Graduate	88 (44.0)	112 (56.0)
	Graduate with B. Ed/M. Ed	32 (82.1)	7 (17.9)
	PG	6 (59.0)	25 (41.0)
	PG with B. Ed/ M. Ed	43 (54.4)	36 (45.6)
Experiences (in years)	> 10	151 (52.8)	135 (47.2)
	11-20	59 (50.4)	58 (49.6)
	21-30	25 (65.8)	13 (34.2)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	124 (53.0)	110 (47.0)
	Rural	116 (54.0)	99 (46.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.19 revealed that domestic work over burdened the girl child to excel in their studies as simple majority of the respondents (above 50.0 per cent) irrespective of any variable agreed with the query as against the respondents of

36-45 years of age group (52.4 per cent), male (53.0 per cent) and graduate (56.0 per cent) were the only respondents who disagreed with the query. Further, the respondents with graduate with B. Ed/M. Ed of academic qualification (82.1 per cent) had the highest agreed response followed by 21-30 years of experiences (65.8 per cent) and more than 31 years of experiences (62.5 per cent). It also evinced that more of the female respondents agreed than that of male respondents on the query. There were substantial respondents on the disagreed response.

Table 4.1.20: The issue of gender is a hindrance to girl child education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	23 (27.1)	62 (72.9)
	26-35	45 (21.5)	164 (78.5)
	36-45	41 (32.5)	85 (67.5)
	< 45	17 (58.6)	12 (41.4)
Gender	Male	67 (33.8)	131 (66.2)
	Female	59 (23.5)	192 (76.5)
Academic Qualifications	UG with Teaching Training	22 (31.4)	48 (68.6)
	Graduate	48 (24.0)	152 (76.0)
	Graduate with B. Ed/M. Ed	12 (30.8)	27 (69.2)
	PG	15 (24.6)	46 (75.4)
	PG with B. Ed/ M. Ed	29 (36.7)	50 (63.3)
Experiences (in years)	> 10	60 (21.0)	226 (79.0)
	11-20	44 (37.6)	73 (62.4)
	21-30	17 (44.7)	21 (55.3)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	58 (24.8)	176 (75.2)
	Rural	68 (31.6)	147 (68.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.20 indicated that fair majority of the respondents (above 60.0 per cent) regardless of any variable disagreed with the query that the issue of gender was a hindrance to girl child education except the respondent of more

than 45 years of age group (58.6 per cent) and more than 31 years of experiences (62.5 per cent) had responded otherwise. Interestingly, the female respondents (76.5 per cent) had higher disagreed response as compare to the male respondents (66.2 per cent). Further, similar trend could be seen with the variable areas as the more of the urban respondents (75.2 per cent) disagreed than that of the rural respondents (68.4 per cent) to the view that the issue of gender was a hindrance to girl child education.

Table 4.1.21: The parents with lower level of economic security express of favouring more education for boys than girls.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	55 (64.7)	30 (35.3)
	26-35	131 (62.7)	78 (37.3)
	36-45	68 (54.0)	58 (46.0)
	< 45	16 (55.2)	13 (44.8)
Gender	Male	124 (62.6)	74 (37.4)
	Female	146 (58.2)	105 (41.8)
Academic Qualifications	UG with Teaching Training	41 (58.6)	29 (41.4)
	Graduate	120 (60.0)	80 (40.0)
	Graduate with B. Ed/M. Ed	24 (61.5)	15 (38.5)
	PG	36 (59.0)	25 (41.0)
	PG with B. Ed/ M. Ed	49 (62.0)	30 (38.0)
Experiences (in years)	> 10	172 (60.1)	114 (39.9)
	11-20	73 (62.4)	44 (37.6)
	21-30	21 (55.3)	17 (44.7)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	137 (58.5)	97 (41.5)
	Rural	133 (61.9)	82 (38.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.21 highlighted that the parents with lower level of economic security expressed in favour of more education for boys than girls. The majority of the respondents (varying from simple majority, above 50.0 per cent to fair

majority, 64.7 per cent) irrespective of any variable, agreed with the query. Further, the teachers with lower age group had higher agreed response as compare to the higher age group. The experiences variable also had a similar response to that of the age variable as the teacher with lesser experiences had higher agreed response than that of teachers with more experiences respondents. The respondents with more than 31 years of experiences had equally divided response on the aspect. There were substantial respondents who disagreed with the aspect.

Table 4.1.22: The attitude of parents towards the education of girls led to low enrollment and high drop outs rate.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	23 (27.1)	62 (72.9)
	26-35	94 (45.0)	115 (55.0)
	36-45	41 (32.5)	85 (67.5)
	< 45	13 (44.8)	16 (55.2)
Gender	Male	69 (34.8)	129 (65.2)
	Female	102 (40.6)	149 (59.4)
Academic Qualifications	UG with Teaching Training	24 (34.3)	46 (65.7)
	Graduate	71 (35.5)	129 (64.5)
	Graduate with B. Ed/M. Ed	17 (43.6)	22 (56.4)
	PG	18 (29.5)	43 (70.5)
	PG with B. Ed/ M. Ed	41 (51.9)	38 (48.0)
Experiences (in years)	> 10	124 (43.4)	162 (56.6)
	11-20	33 (28.2)	84 (71.8)
	21-30	10 (26.3)	28 (73.7)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	72 (30.8)	162 (69.2)
	Rural	99 (46.0)	116 (54.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The responses of the teachers on the query that the attitude of the parents towards the education of girls led to low enrolment and high dropout rate has been presented in

the Table 4.1.22. On the basis of age variable, high majority of the respondents of less than 25 years of age group (72.9 per cent), fair majority of the respondents from 36-45 years of age group (67.5 per cent) and simple majority of the respondents (above 50.0 per cent) from the age group of 26-35 years and above 45 years disagreed with the query. As per the gender variable, male respondents (65.2 per cent) disagreed as compare to the female respondents (59.4 per cent). Analyzing the data of academic qualifications variable, the respondents with PG with B. Ed/M. Ed (51.9 per cent) agreed with the query as against the other remaining categories had majority of the respondent disagreed with the query. Interestingly, the teachers with the least and the most experiences in teaching had the lower disagreed responses while the middle categories of teachers of experiences had high majority of the respondents (above 70.0 per cent) who also responded on disagreed response. Further, the respondents with more than 31 years of experiences had equally split responses to the query. On the basis of the areas variable, the urban respondents (69.2 per cent) had more disagreed responses as compare to the rural respondents (54.0 per cent).

Table 4.1.23: Is the issue of marriage a stumbling block to girl child education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	33 (38.8)	52 (61.2)
	26-35	94 (45.0)	115 (55.0)
	36-45	30 (23.8)	96 (76.2)
	< 45	19 (65.5)	10 (34.5)
Gender	Male	85 (42.9)	113 (57.1)
	Female	91 (36.3)	160 (63.7)
Academic Qualifications	UG with Teaching Training	35 (50.0)	35 (50.0)
	Graduate	70 (35.0)	130 (65.0)
	Graduate with B. Ed/M. Ed	17 (43.6)	22 (56.4)
	PG	13 (21.3)	48 (78.7)
	PG with B. Ed/ M. Ed	41 (51.9)	38 (48.1)
Experiences (in years)	> 10	123 (43.0)	163 (57.0)
	11-20	31 (26.5)	86 (73.5)
	21-30	17 (44.7)	21 (55.3)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	85 (36.3)	149 (63.7)
	Rural	91 (42.3)	124 (57.7)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data in the Table 4.1.23 revealed that majority of the respondents were in disagreement with the view that the issue of marriage was a stumbling block to girl child education except the respondents of more than 45 years of age group (65.5 per cent), PG with B. Ed/M. Ed (51.9 per cent) and more than 31 years of experiences (62.5 per cent) who responded otherwise. Further, the male respondents (57.1 per cent) had lower disagreed response as compare to the female respondents (63.7 per cent). Similar trend could be seen with the areas variable, as the urban respondents (63.7 per cent) disagreed as compare to the rural respondents (57.7 per cent). The respondents with UG with teaching training academic qualification had equally split response on the view. There were also substantial respondents who disagreed with the view.

Table 4.1.24: The society will change in a better way if girls are educated.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	81 (95.3)	4 (4.7)
	26-35	205 (98.1)	4 (1.9)
	36-45	118 (93.7)	8 (6.3)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	189 (95.5)	9 (4.5)
	Female	244 (97.2)	7 (2.8)
Academic Qualifications	UG with Teaching Training	66 (94.3)	4 (5.7)
	Graduate	198 (99.0)	2 (1.0)
	Graduate with B. Ed/M. Ed	38 (97.4)	1 (2.6)
	PG	56 (91.8)	5 (8.2)
	PG with B. Ed/ M. Ed	75 (94.9)	4 (5.1)
Experiences (in years)	> 10	278 (97.2)	8 (2.8)
	11-20	110 (94.0)	7 (6.0)
	21-30	37 (97.4)	1 (2.6)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	222 (94.9)	12 (5.1)
	Rural	211 (98.1)	4 (1.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.1.24, it was found that the society would change in a better way if the girls were educated as highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable of any categories were in agreement with the statement. Further, all the respondents (100.0 per cent) of more than 45 years of age group and more than 31 years of experiences had also responded positively to the statement.

Table 4.1.25: Literacy rate of girls is increasing in your society.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	82 (96.5)	3 (3.5)
	26-35	188 (90.0)	21 (10.0)
	36-45	119 (94.4)	7 (5.6)
	< 45	28 (96.6)	1 (3.4)
Gender	Male	187 (94.4)	11 (5.6)
	Female	230 (91.6)	21 (8.4)
Academic Qualifications	UG with Teaching Training	70 (100.0)	0 (00.0)
	Graduate	185 (92.5)	15 (7.5)
	Graduate with B. Ed/M. Ed	38 (97.4)	1 (2.6)
	PG	54 (88.5)	7 (11.5)
	PG with B. Ed/ M. Ed	70 (88.6)	9 (11.4)
Experiences (in years)	> 10	262 (91.6)	24 (8.4)
	11-20	111 (94.9)	6 (5.1)
	21-30	36 (94.7)	2 (5.3)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	213 (91.0)	21 (9.0)
	Rural	204 (94.9)	11 (5.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The query to the teachers on the statement that the literacy rate of girls is increasing in their society has been presented in the Table 4.1.25. The highly significant majority of the respondents (above 90.0 per cent) regardless of any variable agreed with the statement which includes lower agreed responses coming from the respondents of PG (88.5 per cent) and PG with B. Ed/M. Ed (88.6 per cent). Further, cent per cent respondents (100.0 per cent) of UG with teaching training and more than 31 years of experiences had responded positively that the literacy rate of girls was increasing in their area.

Table 4.1.26: Education is necessary for girls to establish gender equality in the society.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	84 (98.8)	1 (1.2)
	26-35	196 (93.8)	13 (6.2)
	36-45	115 (91.3)	11 (8.7)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	180 (90.9)	18 (9.1)
	Female	244 (97.2)	7 (2.8)
Academic Qualifications	UG with Teaching Training	70 (100.0)	0 (00.0)
	Graduate	190 (95.0)	10 (5.0)
	Graduate with B. Ed/M. Ed	39 (100.0)	0 (00.0)
	PG	53 (86.9)	8 (13.1)
	PG with B. Ed/ M. Ed	72 (91.1)	7 (8.9)
Experiences (in years)	> 10	272 (95.1)	14 (4.9)
	11-20	106 (90.6)	11 (9.4)
	21-30	38 (100.0)	0 (00.0)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	216 (92.3)	18 (7.7)
	Rural	208 (96.7)	7 (3.3)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.26 clearly revealed that education was necessary for girls to established gender equality in the society. The highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable agreed with the view and lower agreed responses from the respondents with PG qualification (86.9 per cent). Further, all the respondents (100.0 per cent) from more than 45 years of age group, UG with teaching training, graduate with B. Ed/M. Ed, 21-30 years of experiences and more than 31 years of experiences had also responded positively to the view. Interestingly, the female respondents (97.2 per cent) agreed as compare to male respondents (90.9 per cent) on the view that education was necessary for the girls to established gender equality in the society.

Table 4.1.27: Education for women is necessary to make them understand that they are equally important.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	85 (100.0)	0 (00.0)
	26-35	204 (97.6)	5 (2.4)
	36-45	119 (94.4)	7 (5.6)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	191 (96.5)	7 (3.5)
	Female	246 (98.0)	5 (2.0)
Academic Qualifications	UG with Teaching Training	70 (100.0)	0 (00.0)
	Graduate	198 (98.5)	3 (1.5)
	Graduate with B. Ed/M. Ed	39 (100.0)	0 (00.0)
	PG	57 (93.4)	4 (6.6)
	PG with B. Ed/ M. Ed	74 (93.7)	5 (6.3)
Experiences (in years)	> 10	281 (98.3)	5 (1.7)
	11-20	110 (94.0)	7 (6.0)
	21-30	38 (100.0)	0 (00.0)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	223 (95.3)	11 (4.7)
	Rural	214 (99.5)	1 (0.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.27 indicated that education for women was necessary to make them understand that they were equally important. Nearly all the respondents (varying from 93.4 per cent to 100.0 per cent) of all categories of any variable agreed with the query that education for women was necessary to make them understand that they are equally important.

Table 4.1.28: The status of women can be uplifted through education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	83 (97.6)	2 (2.4)
	26-35	198 (94.7)	11 (5.3)
	36-45	118 (93.7)	8 (6.3)
	< 45	27 (93.1)	2 (6.9)
Gender	Male	189 (95.5)	9 (4.5)
	Female	237 (94.4)	14 (5.6)
Academic Qualifications	UG with Teaching Training	70 (100.0)	0 (00.0)
	Graduate	188 (94.0)	12 (6.0)
	Graduate with B. Ed/M. Ed	36 (92.3)	3 (7.7)
	PG	57 (93.4)	4 (6.6)
	PG with B. Ed/ M. Ed	75 (94.9)	4 (5.1)
Experiences (in years)	> 10	273 (95.5)	13 (4.5)
	11-20	109 (93.2)	8 (6.8)
	21-30	36 (94.7)	2 (5.3)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	217 (92.7)	17 (7.3)
	Rural	209 (97.2)	6 (2.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the view point that the status of women can be uplift through education has been presented in the Table 4.1.28. The highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable of any categories agreed with the query including cent per cent respondents (100.0 per cent) from UG with teaching training and more than 31 years of experiences that education could uplift the status of women. Further, with the increases of age group in years, the agreed responses decreased to the query.

Table 4.1.29: If girls are educated, they can be more competent than the boys.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	62 (72.9)	23 (27.1)
	26-35	176 (84.2)	33 (15.8)
	36-45	96 (76.2)	30 (23.8)
	< 45	23 (79.3)	6 (20.7)
Gender	Male	135 (68.2)	63 (31.8)
	Female	222 (88.4)	29 (11.6)
Academic Qualifications	UG with Teaching Training	57 (81.4)	13 (18.6)
	Graduate	147 (73.5)	53 (26.5)
	Graduate with B. Ed/M. Ed	33 (84.6)	6 (15.4)
	PG	47 (77.0)	14 (23.0)
	PG with B. Ed/ M. Ed	73 (92.4)	6 (7.6)
Experiences (in years)	> 10	234 (81.8)	52 (18.2)
	11-20	91 (77.8)	26 (22.2)
	21-30	25 (65.8)	13 (34.2)
	< 31	7 (87.5)	1 (12.5)
Areas	Urban	184 (78.6)	50 (21.4)
	Rural	173 (80.5)	42 (19.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

As per the projection of the data highlighted in the Table 4.1.29, indicated that if girls are educated, they could be more competent than boys. On the basis the age variable, significant majority of the respondents of 26-35 years of age group (84.2 per cent) and high majority of the respondents (above 70.0 per cent) from the other remaining categories agreed with the aspect. Interestingly, the more of the female respondents (88.4 per cent) agreed than that of the male respondents (68.2 per cent). Analyzing the data of academic qualification variable, the respondents with PG with B. Ed/M. Ed qualifications (92.4 per cent) had the highest agreed responses followed by graduate with B. Ed/M. Ed (84.6 per cent) and UG with teaching training (81.4 per cent) with least agreed responses coming from the graduate qualifications respondents (73.5 per cent). On the basis of

experiences variable, significant majority of the respondents (above 80.0 per cent) coming from the least and the most years of experiences had agreed with the query. Further, high majority of the respondents from 11-20 years of experiences (77.8 per cent) and fair majority of the respondents of 21-30 years of experiences (65.8 per cent) also agreed with the query. The significant majority of the respondents of rural areas (80.5 per cent) and high majority of the respondents from urban areas (78.6 per cent) had also responded positively. From the above data in the Table, it can be evinced that girls could be more competent than the boys if girls are educated.

Table 4.1.30: Education of girls can help in accelerating social transformation.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	83 (97.6)	2 (2.4)
	26-35	208 (99.5)	1 (0.5)
	36-45	119 (94.4)	7 (5.6)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	191 (96.5)	7 (3.5)
	Female	248 (98.8)	3 (1.2)
Academic Qualifications	UG with Teaching Training	68 (97.1)	2 (2.9)
	Graduate	195 (97.5)	5 (2.5)
	Graduate with B. Ed/M. Ed	39 (100.0)	0 (00.0)
	PG	61 (100.0)	0 (00.0)
	PG with B. Ed/ M. Ed	76 (96.2)	3 (3.8)
Experiences (in years)	> 10	283 (99.0)	3 (1.0)
	11-20	110 (94.0)	7 (6.0)
	21-30	38 (100.0)	0 (00.0)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	228 (97.4)	6 (2.60)
	Rural	211 (98.1)	4 (1.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.30 highlighted the responses of the teachers on the view that education of girls can help in accelerating social transformation. The

highly significant majority of the respondents (above 90.0 per cent) irrespective of the variable of any categories agreed with the query including all the respondents (100.0 per cent) from more than 45 years of age group, graduate with B. Ed/M. Ed, PG, 21-30 years of experiences and more than 31 years of experiences that education of girls could help in accelerating social transformation.

Table 4.1.31: Educated women do neglect their traditional roles.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	13 (15.3)	72 (84.7)
	26-35	33 (15.8)	176 (84.2)
	36-45	32 (25.4)	94 (74.6)
	< 45	11 (37.9)	18 (62.1)
Gender	Male	55 (27.8)	143 (72.2)
	Female	34 (13.5)	217 (86.5)
Academic Qualifications	UG with Teaching Training	17 (24.3)	53 (75.7)
	Graduate	46 (23.0)	154 (77.0)
	Graduate with B. Ed/M. Ed	9 (23.1)	30 (76.9)
	PG	8 (13.1)	53 (86.9)
	PG with B. Ed/ M. Ed	9 (11.4)	70 (88.6)
Experiences (in years)	> 10	46 (16.1)	240 (83.9)
	11-20	30 (25.6)	87 (74.4)
	21-30	9 (23.7)	29 (76.3)
	< 31	4 (50.0)	4 (50.0)
Areas	Urban	44 (18.8)	190 (81.2)
	Rural	45 (20.9)	170 (79.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.1.31 reflected that educated women did not neglect their traditional roles. On the basis of age variable, with the increase of the years of age group, the responses on disagreed decreased. The respondents of less than 25 years of age group (84.7 per cent) had the highest disagreed response with the least responses coming from the respondents of more than 45 years of age group.

Notably, the more of the female respondents (86.5 per cent) disagreed as compare to male respondents (72.2 per cent). Analyzing on the academic qualification variable, the higher the qualifications, the higher was the disagreed responses to the query. On the basis of the experiences variable, the significant majority of the respondents of less than 10 years of experiences (83.9 per cent) and high majority of the respondents (above 70.0 per cent) of 11-20 years of experiences and 21-30 years of experiences disagreed with the aspect. Further, the teachers with the most teaching experiences (more than 31 years of experiences) had equally split response to the aspect. Significant majority of the respondents from urban areas (81.2 per cent) and high majority of the respondents from rural areas (79.1 per cent) disagreed to the aspect.

Table 4.1.32: The girls should get equal opportunities in all fields of human endeavour.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	76 (89.4)	9 (10.6)
	26-35	197 (94.3)	12 (5.7)
	36-45	124 (98.4)	2 (1.6)
	< 45	29 (100.0)	0 (00.0)
Gender	Male	180 (90.9)	18 (9.1)
	Female	246 (98.0)	5 (2.0)
Academic Qualifications	UG with Teaching Training	66 (94.3)	4 (5.7)
	Graduate	185 (92.5)	15 (7.5)
	Graduate with B. Ed/M. Ed	39 (100.0)	0 (00.0)
	PG	57 (93.4)	4 (6.6)
	PG with B. Ed/ M. Ed	79 (100.0)	0 (00.0)
Experiences (in years)	> 10	263 (92.0)	23 (8.0)
	11-20	117 (100.0)	0 (00.0)
	21-30	38 (100.0)	0 (00.0)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	220 (94.0)	14 (6.0)
	Rural	206 (95.8)	9 (4.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.32 indicated that the girls should get equal opportunities in all fields of human endeavour. The highly significant majority of the respondents (above 90.0 per cent) regardless of any variable of any categories agreed with the statement. Further, all the respondents (100.0 per cent) coming from more than 45 years of age group, graduate with B. Ed/M. Ed, Pg with B. Ed/M. Ed, 11-20 years of experiences had responded positively to the statement. Interestingly, with the increase of age group of the teachers, the respondents on agreed response also increased. It could also be seen that the more of the female respondents (98.0 per cent) agreed as compare to the male respondents (90.9 per cent) with the view.

Table 4.1.33: The present education system reduces the chances of acquiring related skill and economic opportunities for girls.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	37 (43.5)	48 (56.5)
	26-35	148 (70.8)	61 (29.2)
	36-45	91 (72.2)	35 (27.8)
	< 45	25 (86.2)	4 (13.8)
Gender	Male	125 (63.1)	73 (36.9)
	Female	176 (70.1)	75 (29.9)
Academic Qualifications	UG with Teaching Training	39 (55.7)	31 (44.3)
	Graduate	114 (57.0)	86 (43.0)
	Graduate with B. Ed/M. Ed	31 (79.5)	8 (20.5)
	PG	46 (75.4)	15 (24.6)
	PG with B. Ed/ M. Ed	71 (89.9)	8 (10.1)
Experiences (in years)	> 10	178 (62.2)	108 (37.8)
	11-20	93 (79.5)	24 (20.5)
	21-30	22 (57.9)	16 (42.1)
	< 31	8 (100.0)	0 (00.0)
Areas	Urban	132 (56.4)	102 (43.6)
	Rural	169 (78.6)	46 (21.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On asking the teachers whether the present education system reduces the chances of acquiring related skill and economic opportunities for girls, the data has been presented in the Table 4.1.33. The majority of the respondents irrespective of any variable agreed with the query except only the majority of the respondents of less than 25 years of age group (56.5 per cent) responded otherwise. On the basis of the age variable, the respondents on agreed response increase with the increased of the age group of the teachers. Further, the female respondents (70.1 per cent) agreed as compare to the male respondents (63.1 per cent). Analyzing the academic qualification variable, significant majority of the respondents with PG with B. Ed/M. Ed (89.9 per cent), high majority of the respondents (above 70.0 per cent) from graduate and graduate with B. Ed/M. Ed and simple majority of the respondents (above 50.0 per cent) from UG with teaching training had affirmed with the query. On the basis of experiences variable, the respondents with more than 31 years of experiences (100.0 per cent) had the highest agreed response followed by 11-20 years of experiences (79.5 per cent) with least agreed response coming from the respondents of 21-30 years of experiences (57.9 per cent). Interestingly, the respondents from rural areas (78.6 per cent) had more agreed response than that of the respondents from the urban areas (56.4 per cent). There were substantial respondents who disagreed with the query.

Table 4.1.34: Discrimination between the education of a girl and a boy is more common in rural areas than in urban areas.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	63 (74.1)	22 (25.9)
	26-35	147 (70.3)	62 (29.7)
	36-45	111 (88.1)	15 (11.9)
	< 45	21 (72.4)	8 (27.6)
Gender	Male	163 (82.3)	35 (17.7)
	Female	179 (71.3)	72 (28.7)
Academic Qualifications	UG with Teaching Training	49 (70.0)	21 (30.0)
	Graduate	136 (68.0)	64 (32.0)
	Graduate with B. Ed/M. Ed	36 (92.3)	3 (7.7)
	PG	49 (80.3)	12 (19.7)
	PG with B. Ed/ M. Ed	72 (91.1)	7 (8.9)
Experiences (in years)	> 10	208 (72.7)	78 (27.3)
	11-20	102 (87.2)	15 (12.8)
	21-30	27 (71.1)	11 (28.9)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	177 (75.6)	57 (24.4)
	Rural	165 (76.7)	50 (23.3)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.34 reflected that the discrimination between the education of a girl and a boy was more common in rural areas than in urban areas as majority of the respondents (varying from 62.5 per cent to 92.3 per cent) agreed with the query. Further, the more of the male respondents (82.3 per cent) agreed with the query as compare to female respondents (71.3 per cent). There were also substantial respondents who disagreed with the query.

Table 4.1.35: The Government is taken initiatives to encourage girl child education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	72 (84.7)	13 (15.3)
	26-35	159 (76.1)	50 (23.9)
	36-45	85 (67.5)	41 (32.5)
	< 45	18 (62.1)	11 (37.9)
Gender	Male	145 (73.2)	53 (26.8)
	Female	189 (75.3)	62 (24.7)
Academic Qualifications	UG with Teaching Training	56 (80.0)	14 (20.0)
	Graduate	138 (69.0)	62 (31.0)
	Graduate with B. Ed/M. Ed	31 (79.5)	8 (20.5)
	PG	44 (72.1)	17 (27.9)
	PG with B. Ed/ M. Ed	65 (82.3)	14 (17.7)
Experiences (in years)	> 10	222 (77.6)	64 (22.4)
	11-20	86 (73.5)	31 (26.5)
	21-30	21 (55.3)	17 (44.7)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	173 (73.9)	61 (26.1)
	Rural	161 (74.9)	54 (25.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the responses of teachers on the view whether the Government is taken initiatives to encourage girl child education has been presented in the Table 4.1.35. The data in the Table highlighted that with the increase of the age group, the respondents on agreed response also increased. Further, the high majority of the respondents (above 70.0 per cent) of the both the categories of gender variable (male and female) and areas variable (urban and rural) had responded positively to the view. On the basis of the academic qualification variable, the teachers with least and highest qualification had the highest majority (above 80.0 per cent) of agreed response. Further, high majority of the respondents (above 70.0 per cent) of graduate with B. Ed/M. Ed and PG and fair majority of the respondents of graduate (69.0 per cent) had also affirmed with the view. Analyzing

on the experiences variable, high majority of the respondents (above 70.0 per cent) of less than 10 years of experiences and 11-20 years of experiences, fair majority of the respondents of more than 31 years of experiences (62.5 per cent) and simple majority of the respondents of 21-30 years of experiences (55.3 per cent) had responded positively to the view that Government took initiatives to encourage girl child education.

Table 4.1.36: Is negative attitude of the parents towards girl child education attributed to traditional socio-cultural beliefs regarding gender roles and abilities?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	36 (42.4)	49 (57.6)
	26-35	125 (59.8)	84 (40.2)
	36-45	83 (65.9)	43 (34.1)
	< 45	17 (58.6)	12 (41.4)
Gender	Male	110 (55.6)	88 (44.4)
	Female	151 (60.2)	100 (39.8)
Academic Qualifications	UG with Teaching Training	33 (47.1)	37 (53.9)
	Graduate	103 (51.5)	97 (48.5)
	Graduate with B. Ed/M. Ed	26 (66.7)	13 (33.3)
	PG	36 (59.0)	25 (41.0)
	PG with B. Ed/ M. Ed	63 (79.7)	16 (20.3)
Experiences (in years)	> 10	154 (53.8)	132 (46.2)
	11-20	79 (67.5)	38 (32.5)
	21-30	23 (60.5)	15 (39.5)
	< 31	5 (62.5)	3 (37.5)
Areas	Urban	122 (52.1)	112 (47.9)
	Rural	139 (64.7)	76 (35.3)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.36 revealed that majority of the respondents (varying from 52.1 per cent to 67.5 per cent) agreed with the view except the respondents of less than 25 years of age group (57.6 per cent) and UG with teaching training (53.9 per cent) who disagreed with the view. Notably, the more of the female respondents (60.2 per

cent) agreed to the view as compare to the male respondents (55.6 per cent). Similar trend could be seen with the variable areas as the more of the rural respondents (64.7 per cent) agreed to the view than that of the urban respondents (52.1 per cent). Further, there were substantial respondents who disagreed with the view that negative attitude of the parents towards girl education was attributed to the traditional socio-cultural beliefs regarding gender role and abilities.

Table 4.1.37: The issue of unemployment in the society is a stumbling block to girl child education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	46 (54.1)	39 (45.9)
	26-35	110 (52.6)	99 (47.4)
	36-45	59 (46.8)	67 (53.2)
	< 45	15 (51.7)	14 (48.3)
Gender	Male	83 (41.9)	115 (58.1)
	Female	147 (58.6)	104 (41.4)
Academic Qualifications	UG with Teaching Training	38 (54.3)	32 (45.7)
	Graduate	97 (48.5)	103 (51.5)
	Graduate with B. Ed/M. Ed	24 (61.5)	15 (38.5)
	PG	32 (52.5)	29 (47.5)
	PG with B. Ed/ M. Ed	39 (49.4)	40 (50.6)
Experiences (in years)	> 10	162 (56.6)	124 (43.4)
	11-20	54 (46.2)	63 (53.8)
	21-30	14 (36.8)	24 (63.2)
	< 31	0 (00.0)	8 (100.0)
Areas	Urban	124 (53.0)	110 (47.0)
	Rural	106 (49.3)	109 (50.7)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.37 highlighted a mixed response on the query. On the basis of age variable, simple majority of the respondents of 36-45 years of age group (53.2 per cent) disagreed with the query while the other remaining categories of the age variable agreed with the query. Further, simple majority of male (58.1 per cent)

disagreed with the query as against the female respondents (58.6 per cent) who agreed with the query. Analyzing the data of academic qualifications variable, the respondents of graduate (51.5 per cent) and PG with B. Ed/M. Ed (50.6 per cent) disagreed with the query while the other remaining categories had majority of the respondents agreed with the query. Interestingly, only the respondents of less than 10 years of experiences (56.6 per cent) agreed with the query while the other remaining categories of the experiences variable disagreed with the query including cent per cent respondent (100.0 per cent) from more than 31 years of experiences. Further, simple majority of the respondents (53.0 per cent) of the urban areas agreed with the query as against the respondents of rural (50.7 per cent) who disagreed with the query.

Table 4.1.38: What is the education status of Manipur women in your opinion?

Attributes/Responses	Ranks	High	Low	Average	Below Average
Age (in years)	> 25	14 (16.5)	15 (17.6)	46 (54.1)	10 (11.8)
	26-35	43 (20.6)	37 (17.7)	115 (55.0)	14 (6.7)
	36-45	19 (15.1)	26 (20.6)	80 (63.5)	1 (0.8)
	< 45	4 (13.8)	0 (00.0)	25 (86.2)	0 (00.0)
Gender	Male	26 (13.1)	43 (21.7)	117 (59.1)	12 (6.1)
	Female	54 (21.5)	35 (13.9)	149 (59.4)	13 (5.2)
Academic Qualifications	UG with Teaching Training	8 (11.4)	15 (21.4)	43 (61.4)	4 (5.7)
	Graduate	33 (16.5)	42 (21.0)	113 (56.5)	12 (6.0)
	Graduate with B. Ed/M. Ed	7 (17.9)	6 (15.4)	25 (64.1)	1 (2.6)
	PG	9 (14.8)	13 (21.3)	35 (57.4)	4 (6.6)
	PG with B. Ed/ M. Ed	23 (29.1)	2 (2.5)	50 (63.3)	4 (5.1)
Experiences (in years)	> 10	48 (16.8)	48 (16.8)	168 (58.7)	22 (7.7)
	11-20	29 (24.8)	23 (19.7)	62 (53.0)	3 (2.6)
	21-30	3 (7.9)	7 (18.4)	28 (73.7)	0 (00.0)
	< 31	0 (00.0)	0 (00.0)	8 (100.0)	0 (00.0)
Areas	Urban	43 (18.4)	37 (15.8)	142 (60.7)	12 (5.1)
	Rural	37 (17.2)	41 (19.1)	124 (57.7)	13 (6.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On asking the opinion of the teacher about the education status in Manipur, the responses have been presented in the Table 4.1.38. The majority of the respondents regardless of any variable responded that the education status in the state of Manipur was average followed by relatively lower responses on low option and then high option. Further, the respondents on below average option were low. Notably, the respondents on average option increase with the increase of the age group.

Table 4.1.39: Girls in Manipur are as advantageous as boys in all walks of life.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 25	48 (56.5)	37 (43.5)
	26-35	138 (66.0)	71 (34.0)
	36-45	84 (66.7)	42 (33.3)
	< 45	25 (86.2)	4 (13.8)
	Gender	Male	113 (57.1)
Female		182 (72.5)	69 (27.5)
Academic Qualifications	UG with Teaching Training	48 (68.6)	22 (31.4)
	Graduate	121 (60.5)	79 (39.5)
	Graduate with B. Ed/M. Ed	24 (61.5)	15 (38.5)
	PG	43 (70.5)	18 (29.5)
	PG with B. Ed/ M. Ed	59 (74.7)	20 (25.3)
Experiences (in years)	> 10	182 (63.6)	104 (36.4)
	11-20	80 (68.4)	37 (31.6)
	21-30	26 (68.4)	12 (31.6)
	< 31	7 (87.5)	1 (12.5)
Areas	Urban	170 (72.6)	64 (27.4)
	Rural	125 (58.1)	90 (41.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.1.39 highlighted the responses of teachers on the view that girls in Manipur are as advantageous as boys in all walks of life. Interestingly, on the basis of the age variable, with the increase of the age group of years,

the respondents on agreed response increased. Notably, the more of the female respondents (72.5 per cent) agreed with the view as compare to the male respondents (57.1 per cent). On the basis of the academic qualification variable, high majority of the respondents (above 70.0 per cent) of the higher academic qualification (PG and PG with B. Ed/M. Ed) and fair majority of the respondents (above 60.0 per cent) from the remaining categories agreed with the view. Further, on the basis of experiences variable, significant majority of the respondents with more than 51 years of experiences (87.5 per cent) and fair majority of the respondents (above 60.0 per cent) from the other categories of experiences variable also agreed with the view. The more of the urban respondents (72.6 per cent) agreed with the query than the rural respondents (58.1 per cent).

Table 4.1.40: What is your attitude towards girl child education in Manipur?

Attributes/Responses	Ranks	Highly Positive	Somewhat Positive	Indifferent
Age (in years)	> 25	31 (36.5)	50 (58.8)	4 (4.7)
	26-35	101 (48.3)	99 (47.4)	9 (4.3)
	36-45	53 (42.1)	66 (52.4)	7 (5.6)
	< 45	18 (62.1)	8 (27.6)	3 (10.3)
Gender	Male	78 (39.4)	102 (51.5)	18 (9.1)
	Female	125 (49.8)	121 (48.2)	5 (2.0)
Academic Qualifications	UG with Teaching Training	22 (31.4)	44 (62.9)	4 (5.7)
	Graduate	94 (47.0)	95 (47.5)	11 (5.5)
	Graduate with B. Ed/M. Ed	17 (43.6)	22 (56.4)	0 (00.0)
	PG	26 (42.6)	31 (50.8)	4 (6.6)
	PG with B. Ed/ M. Ed	44 (55.7)	31 (39.2)	4 (5.1)
Experiences (in years)	> 10	126 (44.1)	147 (51.4)	13 (4.5)
	11-20	59 (50.4)	51 (43.6)	7 (6.0)
	21-30	14 (36.8)	21 (55.3)	3 (7.9)
	< 31	4 (50.0)	4 (50.0)	0 (00.0)
Areas	Urban	104 (44.4)	113 (48.3)	17 (7.3)
	Rural	99 (46.0)	110 (51.2)	6 (2.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On the query to the teachers about their attitude towards girl child education in Manipur has been presented in the Table 4.1.40. The majority of the respondents irrespective of any variable responded on highly positive and somewhat positive with slightly higher responses on somewhat positive option. Only the respondents of 26-35 years of age group (48.3 per cent), more than 45 years of age group (62.1 per cent), female (49.8 per cent), PG with B. Ed/M. Ed (55.7 per cent) and 11-20 years of experiences (50.4 per cent) had higher respondents on highly positive option while the other remaining categories had higher respondents on somewhat positive option. The respondents with more than 31 years of experiences had equally divided responses on highly positive and somewhat positive response. The respondents on indifferent option were low.

4.4: Analysis and Interpretation of responses obtained from the Parents.

After examining the attitude of the Policy Makers and Teachers, in the final part, the queries have been raised to the Parents on their attitude towards Girl Child Education.

Educational attainment is a key component of children's success in multiple spheres. A child's educational attainment is strongly influenced by characteristics of his/her parents, such as their own educational attainments, economic resources, and expectations. Attitudes and preferences regarding children's educational attainment are important determinants of parents' child-rearing behavior. Parents' attitudes and behaviors reflect the cultural and social picture of the society. The principle of "invest less and gain more" is applied when choosing who goes to school, and in the process, a lot of girls miss out as they are considered to be unprofitable. They are valued at the instant market price. Many factors and cultural actors play certain decisive roles in denying girls' the right to education.²¹ The education of a child is significantly affected by the attitude of the parents and the quality of the child's school and teachers in which the parents' attitude is regarded more important of these two factors. A good parent's attitude definitely helps a child's school progress. The positive attitudes of parent's also

²¹ <http://pngpeles.com/index.php/commentary-about-papua-new-guinea/202-parents-attitude-towards-girls-education>

help children learn more. The parents with positive attitude and support had more successful on their children.

For the study, a total of 447 parents were selected out of which 36 parents were in the age group of below 30 years, 156 parents in the age group of 31-40 years, 184 parents in the age group of 41-50 years and 71 parents of above 51 years. Out of the total parents, 260 parents were male while 187 were female. Parents were also classified on the basis of their income as 88 parents were of less than 5000 monthly household income, 134 parents of monthly household income between 5001-10,000, 139 parents of monthly household income between 10,001-15,000 and 131 parents of more than 15,000 monthly household income. Further, the respondents were also classified of the basis of their level of academic qualifications, as 56 parents were illiterate, 198 parents were of primary/middle/matric/10+2 qualifications, 157 were with graduate qualification and 36 parents were of PG and other equivalent degree. On the basis of the parents' occupations, 137 parents were salaried, 108 parents were cultivator, 140 parents were self employed and 62 parents were of any other occupation. Out of the total parents' respondents, 249 parents were from urban areas while 198 parents were from rural areas. The researcher has posed certain queries to the parents to assess about their attitude towards girl child education which were discuss below

Table 4.2.1: You provide equal educational opportunities for both boy and girl child?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	148 (94.9)	8 (5.1)
	41-50	181 (98.4)	3 (1.6)
	< 51	71 (100.0)	0 (00.0)
Gender	Male	253 (97.3)	7 (2.7)
	Female	183 (97.9)	4 (2.1)
Monthly Income (in Rs.)	>5000	87 (98.9)	1 (1.1)
	5001-10,000	134 (100.0)	0 (00.0)
	10,001-15,000	131 (94.2)	8 (5.8)
	<15,000	84 (97.7)	2 (2.3)
Academic Qualifications	Illiterate	55 (98.2)	1 (1.8)
	Primary/Middle/Matric/10+2	196 (99.0)	2 (1.0)
	Graduate	149 (94.9)	8 (5.1)
	PG	36 (100.0)	0 (00.0)
Occupations	Salaried	129 (94.2)	8 (5.8)
	Cultivator	107 (99.1)	1 (0.9)
	Self employed	138 (98.6)	2 (1.4)
	Any other	62 (100.0)	0 (00.0)
Areas	Urban	242 (97.2)	7 (2.8)
	Rural	194 (98.0)	4 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.1 clearly indicated that the parents provided equal educational opportunities for both the boy and girl child as highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable agreed with the query. Further, all the respondents (100.0 per cent) of less than 30 years of age, more than 51 years, 5001-10,000 monthly income, PG and any other occupation had also responded positively to the query.

Table 4.2.2: You favour more education for boy child.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	5 (13.9)	31 (86.1)
	31-40	26 (16.7)	130 (83.3)
	41-50	13 (7.1)	171 (92.9)
	< 51	8 (11.3)	63 (88.7)
Gender	Male	37 (14.2)	223 (85.8)
	Female	15 (8.0)	172 (92.0)
Monthly Income (in Rs.)	>5000	9 (10.2)	79 (89.8)
	5001-10,000	17 (12.7)	117 (87.3)
	10,001-15,000	20 (14.4)	119 (85.6)
	<15,000	6 (7.0)	80 (93.0)
Academic Qualifications	Illiterate	7 (12.5)	49 (87.5)
	Primary/Middle/Matric/10+2	26 (13.1)	172 (86.9)
	Graduate	18 (11.5)	139 (88.5)
	PG	1 (2.8)	35 (97.2)
Occupations	Salaried	10 (7.3)	127 (92.7)
	Cultivator	19 (17.6)	89 (82.4)
	Self employed	16 (11.4)	124 (88.6)
	Any other	7 (11.3)	55 (88.7)
Areas	Urban	31 (12.4)	218 (87.6)
	Rural	21 (10.6)	177 (89.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The enquiry to the parents into the aspect whether they favour more education for boy child has been highlighted in the Table 4.2.2. The significant majority of the respondents (above 80.0 per cent) irrespective of any variable disagreed with the aspect including highly significant majority of the respondents (above 90.0 per cent) in the age group of 41-50 years, female, more than 15,000 monthly income, PG and salaried. Interestingly, more of the female respondents disagreed than that of male respondents.

Table 4.2.3: The girl child has the same potentialities as the boy child in scholastic achievement.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	141 (90.4)	15 (9.6)
	41-50	178 (96.7)	6 (3.3)
	< 51	71 (100.0)	0 (00.0)
Gender	Male	247 (95.0)	13 (5.0)
	Female	179 (95.7)	8 (4.3)
Monthly Income (in Rs.)	>5000	85 (96.6)	3 (3.4)
	5001-10,000	128 (95.5)	6 (4.5)
	10,001-15,000	134 (96.4)	5 (3.6)
	<15,000	79 (91.9)	7 (8.1)
Academic Qualifications	Illiterate	53 (94.6)	3 (5.4)
	Primary/Middle/Matric/10+2	192 (97.0)	6 (3.0)
	Graduate	148 (94.3)	9 (5.7)
	PG	33 (91.7)	3 (8.3)
Occupations	Salaried	129 (94.2)	8 (5.8)
	Cultivator	103 (95.4)	5 (4.6)
	Self employed	132 (94.3)	8 (5.7)
	Any other	62 (100.0)	0 (00.0)
Areas	Urban	236 (94.8)	13 (5.2)
	Rural	190 (96.0)	8 (4.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.2.3 reflected quite evidently that both boy and girl child had the same potentialities in scholastic achievement. The highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable agreed with the query. Further, cent per cent of the respondents (100.0 per cent) of less than 30 years of age group, more than 51 years of age group and any other

occupation had also responded positively. The respondents on disagreed were low and negligible.

Table 4.2.4: Will educated girl child be equally helpful and contributory as boy child are?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	153 (98.1)	3 (1.9)
	41-50	179 (97.3)	5 (2.7)
	< 51	68 (95.8)	3 (4.2)
Gender	Male	249 (95.8)	11 (4.2)
	Female	187 (100.0)	0 (00.0)
Monthly Income (in Rs.)	>5000	86 (97.7)	2 (2.3)
	5001-10,000	130 (97.0)	4 (3.0)
	10,001-15,000	134 (96.4)	5 (3.6)
	<15,000	86 (100.0)	0 (00.0)
Academic Qualifications	Illiterate	54 (96.4)	2 (3.6)
	Primary/Middle/Matric/10+2	195 (98.5)	3 (1.5)
	Graduate	153 (97.5)	4 (2.5)
	PG	34 (94.4)	2 (5.6)
Occupations	Salaried	133 (97.1)	4 (2.9)
	Cultivator	105 (97.2)	3 (2.8)
	Self employed	137 (97.9)	3 (2.1)
	Any other	61 (98.4)	1 (1.6)
Areas	Urban	246 (98.8)	3 (1.2)
	Rural	190 (96.0)	8 (4.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.4 also highlighted a similar trend of responses as previous Table 4.2.3 as highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable agreed that educated girl child were equally helpful and contributory as boy child. All the respondents (100.0 per cent) of less than 30 years of

age group, female and more than 15,000 monthly income also agreed with the query. Interestingly, with the increase in the age group, the respondents on agreement response decreased.

Table 4.2.5: The girl child should also learn as much as the boy child.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	149 (95.5)	7 (4.5)
	41-50	180 (97.8)	4 (2.2)
	< 51	71 (100.0)	0 (00.0)
Gender	Male	251 (96.5)	9 (3.5)
	Female	185 (98.9)	2 (1.1)
Monthly Income (in Rs.)	>5000	88 (100.0)	0 (00.0)
	5001-10,000	133 (99.3)	1 (0.7)
	10,001-15,000	130 (93.5)	9 (6.5)
	<15,000	85 (98.8)	1 (1.2)
Academic Qualifications	Illiterate	56 (100.0)	0 (00.0)
	Primary/Middle/Matric/10+2	194 (98.0)	4 (2.0)
	Graduate	150 (95.5)	4 (4.5)
	PG	36 (100.0)	0 (00.0)
Occupations	Salaried	131 (95.6)	6 (4.4)
	Cultivator	108 (100.0)	0 (00.0)
	Self employed	137 (97.9)	3 (2.1)
	Any other	60 (96.8)	2 (3.2)
Areas	Urban	242 (97.2)	7 (2.8)
	Rural	194 (98.0)	4 (2.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.5 reflected how the parents responded to the view that the girl child should also learn as much as the boy child. The majority of the respondents (varying from 93.5 per cent to 100.0 per cent) irrespective of any variable

agreed with the view. Interestingly, all the respondents with the lowest age group of years and highest age group agreed with the query. Similar trend could be seen with the academic qualifications variable, as cent per cent respondents of illiterate and the respondents with highest qualifications agreed with the query.

Table 4.2.6: Which type of school do you prefer to send your daughter for education?

Attributes/Responses	Ranks	Girl Institutions	Co-education Institutions
Age (in years)	> 30	9 (25.0)	27 (75.0)
	31-40	34 (21.8)	122 (78.2)
	41-50	50 (27.2)	134 (72.8)
	< 51	9 (12.7)	62 (87.3)
Gender	Male	54 (20.8)	206 (79.2)
	Female	48 (25.7)	139 (74.3)
Monthly Income (in Rs.)	>5000	21 (23.9)	67 (76.1)
	5001-10,000	29 (21.6)	105 (78.4)
	10,001-15,000	29 (20.9)	110 (79.1)
	<15,000	23 (26.7)	63 (73.3)
Academic Qualifications	Illiterate	10 (17.9)	46 (82.1)
	Primary/Middle/Matric/10+2	44 (22.2)	154 (77.8)
	Graduate	39 (24.8)	118 (75.2)
	PG	9 (25.0)	27 (75.0)
Occupations	Salaried	37 (27.0)	100 (73.0)
	Cultivator	20 (18.5)	88 (81.5)
	Self employed	25 (17.9)	115 (82.1)
	Any other	20 (32.3)	42 (67.7)
Areas	Urban	71 (28.5)	178 (71.5)
	Rural	31 (15.7)	167 (84.3)

Source: Computed from Primary Data. Figures in parentheses are percentages.

As per the projection drawn from the data presented in the Table 4.2.6 indicated that the parents would prefer to send their girl child to co-educational institutions as high

majority of the respondents (above 70.0 per cent) irrespective of any variable were in favour of co-educational institutions including fair majority of the respondents (67.7 per cent) coming from any other occupation of parents. Interestingly, with the higher qualifications, the responses on co-educational institutions decreased. Further, more of the respondents from rural areas (84.3 per cent) prefer co-educational institutions than that of the respondents from urban areas (71.5 per cent).

Table 4.2.7: Are you reluctant to send your girl child to attend co-educational schools because of the amount of time they would spend with boys?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	12 (33.3)	24 (66.7)
	31-40	19 (12.2)	137 (87.8)
	41-50	31 (16.8)	153 (83.2)
	< 51	7 (9.9)	64 (90.1)
Gender	Male	38 (14.6)	222 (85.4)
	Female	31 (16.6)	156 (83.4)
Monthly Income (in Rs.)	>5000	23 (26.1)	65 (73.9)
	5001-10,000	19 (14.2)	115 (85.8)
	10,001-15,000	12 (8.6)	127 (91.4)
	<15,000	15 (17.4)	71 (82.6)
Academic Qualifications	Illiterate	6 (10.7)	50 (89.3)
	Primary/Middle/Matric/10+2	29 (14.6)	169 (85.4)
	Graduate	29 (18.5)	128 (81.5)
	PG	5 (13.9)	31 (86.1)
Occupations	Salaried	19 (13.9)	118 (86.1)
	Cultivator	19 (17.6)	89 (82.4)
	Self employed	20 (14.3)	120 (85.7)
	Any other	11 (17.7)	51 (82.3)
Areas	Urban	53 (21.3)	196 (78.8)
	Rural	16 (8.1)	182 (91.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.7 highlighted that the parents were willing to send their girl child to attend co-educational institutions even though they had to spend time with boys as significant majority of the respondents (above 80.0 per cent) irrespective of any variable agreed with the query and lower agreed responses from the respondents from less than 30 years of age group (66.7 per cent), less than 5000 monthly income(73.9 per cent) and urban areas (78.8 per cent) who also agreed with it. Further, it was found that the rural respondents (91.9 per cent) had more agreed response than that of the urban respondents (78.8 per cent) on the query.

Table 4.2.8: Is there differences between your boy and girl child in their educational abilities?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	7 (19.4)	29 (80.6)
	31-40	24 (15.4)	132 (84.6)
	41-50	29 (15.8)	155 (84.2)
	< 51	9 (12.7)	62 (87.3)
Gender	Male	35 (13.5)	225 (86.5)
	Female	28 (15.0)	159 (85.0)
Monthly Income (in Rs.)	>5000	16 (18.2)	72 (81.8)
	5001-10,000	19 (14.2)	115 (85.8)
	10,001-15,000	18 (12.9)	121 (87.1)
	<15,000	10 (11.6)	76 (88.4)
Academic Qualifications	Illiterate	8 (14.3)	48 (85.7)
	Primary/Middle/Matric/10+2	29 (14.6)	169 (85.4)
	Graduate	21 (13.4)	136 (86.6)
	PG	5 (13.9)	31 (86.1)
Occupations	Salaried	14 (10.2)	123 (89.8)
	Cultivator	25 (23.1)	83 (76.9)
	Self employed	15 (10.7)	125 (89.3)
	Any other	9 (14.5)	53 (85.5)
Areas	Urban	33 (13.3)	216 (86.7)
	Rural	30 (15.2)	168 (84.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the view point that there is differences between the boy and girl child in their educational abilities has been presented in the Table 4.2.8. The significant majority of the respondents (above 80.0 per cent) regardless of any variable responded that there were no differences between the boy and girl child in educational abilities and high majority of the respondents (76.9 per cent) from the cultivator also disagreed with it.

Interestingly, there was an increase of disagreed responses with the increase of the monthly income of the parents.

Table 4.2.9: Educating a girl child is a mere wastage of time and money.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	0 (00.0)	36 (100.0)
	31-40	2 (1.3)	154 (98.7)
	41-50	0 (00.0)	184 (100.0)
	< 51	1 (1.4)	70 (98.6)
Gender	Male	3 (1.2)	257 (98.8)
	Female	0 (00.0)	187 (100.0)
Monthly Income (in Rs.)	>5000	0 (00.0)	88 (100.0)
	5001-10,000	0 (00.0)	134 (100.0)
	10,001-15,000	2 (1.4)	137 (98.6)
	<15,000	1 (1.2)	85 (98.8)
Academic Qualifications	Illiterate	0 (00.0)	56 (100.0)
	Primary/Middle/Matric/10+2	0 (00.0)	198 (100.0)
	Graduate	3 (1.9)	154 (98.1)
	PG	0 (00.0)	36 (100.0)
Occupations	Salaried	2 (1.5)	135 (98.5)
	Cultivator	0 (00.0)	108 (100.0)
	Self employed	1 (0.7)	139 (99.3)
	Any other	0 (00.0)	62 (100.0)
Areas	Urban	1 (0.4)	248 (99.6)
	Rural	2 (1.0)	196 (99.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

From the analysis of the data presented in the Table 4.2.9 clearly reflected that the parents does not feel educating a girl child as a mere wastage of time and money as nearly all the respondents (varying from 98.1 to 100 per cent) irrespective of any

variables of all categories disagreed with the statement that education a girl child was a mere wastage of time and money.

Table 4.2.10: Is spending of money on the girls' education considered lost to the family as boys are considered breadwinners of their future families?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	0 (00.0)	36 (100.0)
	31-40	5 (3.2)	151 (96.8)
	41-50	1 (0.5)	183 (99.5)
	< 51	2 (2.8)	69 (97.2)
Gender	Male	5 (1.9)	255 (98.1)
	Female	3 (1.6)	184 (98.4)
Monthly Income (in Rs.)	>5000	2 (2.3)	86 (97.7)
	5001-10,000	1 (0.7)	133 (99.3)
	10,001-15,000	3 (2.2)	136 (97.8)
	<15,000	2 (2.3)	84 (97.7)
Academic Qualifications	Illiterate	0 (00.0)	56 (100.0)
	Primary/Middle/Matric/10+2	3 (1.5)	195 (98.5)
	Graduate	4 (2.5)	153 (97.5)
	PG	1 (2.8)	35 (97.2)
Occupations	Salaried	3 (2.2)	134 (97.8)
	Cultivator	3 (2.8)	105 (97.2)
	Self employed	2 (1.4)	138 (98.6)
	Any other	0 (00.0)	62 (100.0)
Areas	Urban	1 (0.4)	248 (99.6)
	Rural	7 (3.5)	191 (96.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.10 had a similar trend to that of the previous Table 4.2.9 except some variation in proportion as majority of the respondents (varying from 96.5 to 100 per cent) irrespective of any variable disagreed that spending of money on the girl child was considered lost to the family as boys are considered breadwinners of

their future families. Further, there was a slight higher disagreed from the urban respondents than that of rural respondents.

Table 4.2.11: Which one will you give preference for special tuition?

Attributes/Responses	Ranks	Son	Daughter	Both
Age (in years)	> 30	0 (00.0)	3 (8.3)	33 (91.7)
	31-40	14 (9.0)	6 (3.8)	136 (87.2)
	41-50	28 (15.2)	12 (6.5)	144 (78.3)
	< 51	14 (19.7)	4 (5.6)	53 (74.6)
Gender	Male	43 (16.5)	16 (6.2)	201 (77.3)
	Female	13 (7.0)	9 (4.8)	165 (88.2)
Monthly Income (in Rs.)	>5000	16 (18.2)	6 (6.8)	66 (75.0)
	5001-10,000	15 (11.2)	7 (5.2)	112 (83.6)
	10,001-15,000	17 (12.2)	8 (5.8)	114 (82.0)
	<15,000	8 (9.3)	4 (4.7)	74 (86.0)
Academic Qualifications	Illiterate	8 (14.3)	3 (5.4)	45 (80.4)
	Primary/Middle/Matric/10+2	27 (13.6)	14 (7.1)	157 (79.3)
	Graduate	21 (13.4)	7 (4.5)	129 (82.2)
	PG	0 (00.0)	1 (2.8)	35 (97.2)
Occupations	Salaried	18 (13.1)	6 (4.4)	113 (82.5)
	Cultivator	23 (21.3)	4 (3.7)	81 (75.0)
	Self employed	12 (8.6)	14 (10.0)	114 (81.4)
	Any other	3 (4.8)	1 (1.6)	58 (93.5)
Areas	Urban	23 (9.2)	7 (2.8)	219 (88.0)
	Rural	33 (16.7)	18 (9.1)	147 (74.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On questioning the parents on who would they give preference for special tuition had been presented in the Table 4.2.11. The majority of the respondents (varying from high majority to significant majority) irrespective any variable had responded on both (Boy and Girl) option. Interestingly, with the increase of years of age group, the

respondents on both option response decrease while the respondents on son option increase. Further, the female respondents (88.2 per cent) had more responses on both option than the male respondents (77.3 per cent) which reflects that more female treated their son and daughter equally. Similarly, the urban respondents (88.0 per cent) had more responses on both option as compare to rural respondents (74.2 per cent) which highlighted that the urban areas had more equal treatment on their son and daughter. There were also substantial responses on son option.

Table 4.2.12: It is wise to educate the girl child as an investment.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	16 (44.4)	20 (55.6)
	31-40	92 (59.0)	64 (41.0)
	41-50	116 (63.0)	68 (37.0)
	< 51	32 (45.1)	39 (54.9)
Gender	Male	160 (61.5)	100 (38.5)
	Female	96 (51.3)	91 (48.7)
Monthly Income (in Rs.)	>5000	48 (54.5)	40 (45.5)
	5001-10,000	88 (65.7)	46 (34.3)
	10,001-15,000	64 (46.0)	75 (54.0)
	<15,000	56 (65.1)	30 (34.9)
Academic Qualifications	Illiterate	37 (66.1)	19 (33.9)
	Primary/Middle/Matric/10+2	109 (55.1)	89 (44.9)
	Graduate	90 (57.3)	67 (42.7)
	PG	20 (55.6)	16 (44.4)
Occupations	Salaried	77 (56.2)	60 (43.8)
	Cultivator	57 (52.8)	51 (47.2)
	Self employed	94 (67.1)	46 (32.9)
	Any other	28 (45.2)	34 (54.8)
Areas	Urban	133 (53.4)	116 (46.6)
	Rural	123 (62.1)	75 (37.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The enquiry to the view point that it is wise to educate a girl child as an investment has been presented in the Table 4.2.12 which highlighted an interestingly responses on the query. On the basis of the age variable, the respondents of middle age group i.e. 31-40 years of age group (59.0 per cent) and 41-50 years of age group (63.0 per cent) agreed with the query whereas the lowest age group of less than 30 years (55.6 per cent) and highest age group of more than 51 years (54.9 per cent) responded otherwise. The male respondents (61.5 per cent) had more agreed response to that of the female respondents (51.3 per cent) with the query. On the basis of monthly income variable, the fair majority of the respondents of 5001-10000 monthly income (65.7 per cent) and more than 15000 monthly income (65.1 per cent) and simple majority of the respondents of less than 5000 monthly income agreed with the query as against simple majority of the respondents of 10001-15000 monthly income (54.0 per cent) disagreed with it. On analyzing the academic qualification variable, fair majority of the respondents of illiterate (66.1 per cent) and simple majority of the respondents (above 50.0 per cent) from the other remaining categories had responded positively. Further, simple majority of the respondents of salaried (56.2 per cent) and cultivator (52.8 per cent) and fair majority of the respondents of self employed (67.1 per cent) agreed with the query whereas simple majority of the respondents of any other occupation (54.8 per cent) disagreed with the query. Interestingly, more of the respondents from rural areas (62.1 per cent) agreed with the query than those from urban areas respondents (53.4 per cent).

Table 4.2.13: If girls are educated, they can be more competent in bringing a social change in the family than the boys.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	29 (80.6)	7 (19.4)
	31-40	139 (89.1)	17 (10.9)
	41-50	153 (83.2)	31 (16.8)
	< 51	61 (85.9)	10 (14.1)
Gender	Male	223 (85.8)	37 (14.2)
	Female	159 (85.0)	28 (15.0)
Monthly Income (in Rs.)	>5000	77 (87.5)	11 (12.5)
	5001-10,000	113 (84.3)	21 (15.7)
	10,001-15,000	115 (82.7)	24 (17.3)
	<15,000	77 (89.5)	9 (10.5)
Academic Qualifications	Illiterate	51 (91.1)	5 (8.9)
	Primary/Middle/Matric/10+2	166 (83.8)	32 (16.2)
	Graduate	132 (84.1)	25 (15.9)
	PG	33 (91.7)	3 (8.3)
Occupations	Salaried	115 (83.9)	22 (16.1)
	Cultivator	92 (85.2)	16 (14.8)
	Self employed	123 (87.9)	17 (12.1)
	Any other	52 (83.9)	10 (16.1)
Areas	Urban	210 (84.3)	39 (15.7)
	Rural	172 (86.9)	26 (13.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.13 examined the responses of the parents on the poser that if the girls are educated, they can be more competent in bringing a social change in the family than the boys. The significant majority of the respondents (above 80.0 per cent) irrespective of any variable agreed with the poser including highly significant majority of the respondents (above 90.0 per cent) from the illiterate and PG

who agreed that girls who are educated could be more competent in bringing a social change in the family than the boys.

Table 4.2.14: If girls are considered as homemakers, the family will be better if girls are educated rather than the boys.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	23 (63.9)	13 (36.1)
	31-40	107 (68.6)	49 (31.4)
	41-50	121 (65.8)	63 (34.2)
	< 51	47 (66.2)	24 (33.8)
Gender	Male	167 (64.2)	93 (35.8)
	Female	131 (70.1)	56 (29.9)
Monthly Income (in Rs.)	>5000	66 (75.0)	22 (25.0)
	5001-10,000	92 (68.7)	42 (31.3)
	10,001-15,000	85 (61.2)	54 (38.8)
	<15,000	55 (64.0)	31 (36.0)
Academic Qualifications	Illiterate	38 (67.9)	18 (32.1)
	Primary/Middle/Matric/10+2	139 (70.2)	59 (29.8)
	Graduate	97 (61.8)	60 (38.2)
	PG	24 (66.7)	12 (33.3)
Occupations	Salaried	85 (62.0)	52 (38.0)
	Cultivator	75 (69.4)	33 (30.6)
	Self employed	103 (73.6)	37 (26.4)
	Any other	35 (56.5)	27 (43.5)
Areas	Urban	172 (69.1)	77 (30.9)
	Rural	126 (63.6)	72 (36.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.14 highlighted that the family would be better if girls are educated rather than boys. The fair majority of the respondents (above 60.0 per cent) of all the categories of the age variable agreed with the poser including lower agreed responses from the respondents of any other occupations respondents.

Interestingly, the more of the female respondents (70.1 per cent) agreed with the query than that of male respondents (64.2 per cent). Further, the highest agreed responses coming from the respondents of less than 5000 monthly incomes (75.0 per cent) followed by the respondents of self employed (73.6 per cent) and the respondents of primary/middle/matric/10+2 (70.2 per cent). There were substantial respondents who disagreed with the poser that the family would be better if girls are educated rather than boys.

Table 4.2.15: Acquiring of education by girls lead to conflict in the family.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	8 (22.2)	28 (77.8)
	31-40	9 (5.8)	147 (94.2)
	41-50	21 (11.4)	163 (88.6)
	< 51	4 (5.6)	67 (94.4)
Gender	Male	24 (9.2)	236 (90.8)
	Female	18 (9.6)	169 (90.4)
Monthly Income (in Rs.)	>5000	14 (15.9)	74 (84.1)
	5001-10,000	14 (10.4)	120 (89.6)
	10,001-15,000	10 (7.2)	129 (92.8)
	<15,000	4 (4.7)	82 (95.3)
Academic Qualifications	Illiterate	4 (7.1)	52 (92.9)
	Primary/Middle/Matric/10+2	24 (12.1)	174 (87.9)
	Graduate	14 (8.9)	143 (91.1)
	PG	0 (00.0)	36 (100.0)
Occupations	Salaried	11 (8.0)	126 (92.0)
	Cultivator	8 (7.4)	100 (92.6)
	Self employed	16 (11.4)	124 (88.6)
	Any other	7 (11.3)	55 (88.7)
Areas	Urban	29 (11.6)	220 (88.4)
	Rural	13 (6.6)	185 (93.4)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the parents that acquiring of education by girls led to conflict in the family has been presented in the Table 4.2.15. The majority of the respondents (varying from 77.8 per cent to 100.0 per cent) regardless of any variable were in agreement with the statement. All the respondents (100.0 per cent) with PG academic qualification had responded negatively. Interestingly, slightly more of the rural respondents (93.4 per cent) disagreed to the query than that of the urban respondents (88.4 per cent) to the statement.

Table 4.2.16: Are responsibilities at home hampering your girl child education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	2 (5.6)	34 (94.4)
	31-40	37 (23.7)	119 (76.3)
	41-50	41 (22.3)	143 (77.7)
	< 51	20 (28.2)	51 (71.8)
Gender	Male	61 (23.5)	199 (76.5)
	Female	39 (20.9)	148 (79.1)
Monthly Income (in Rs.)	>5000	31 (35.2)	57 (64.8)
	5001-10,000	28 (20.9)	106 (79.1)
	10,001-15,000	30 (21.6)	109 (78.4)
	<15,000	11 (12.8)	75 (87.2)
Academic Qualifications	Illiterate	15 (26.8)	41 (73.2)
	Primary/Middle/Matric/10+2	56 (28.3)	142 (71.7)
	Graduate	25 (15.9)	132 (84.1)
	PG	4 (11.1)	32 (88.9)
Occupations	Salaried	22 (16.1)	115 (83.9)
	Cultivator	41 (38.0)	67 (62.0)
	Self employed	29 (20.7)	111 (79.3)
	Any other	8 (12.9)	54 (87.1)
Areas	Urban	40 (16.1)	209 (83.9)
	Rural	60 (30.3)	138 (69.7)

Source: Computed from Primary Data. Figures in parentheses are percentages.

Analyzing the data presented in the Table 4.2.16 revealed that majority of the respondents (varying from 62.0 per cent to 94.4 per cent) did not think that their girl child educations were hampered by the responsibilities at home. Further, the youngest age group of less than 30 years of age had the highest disagreed response (94.4 per cent) followed by PG qualification and any other qualifications to the poser. Interestingly, the more of the urban respondents (83.9 per cent) disagreed than that of the rural respondents (69.7 per cent). There were substantial respondents who responded positively.

Table 4.2.17: Is the education system in the state hampering you to send your girl child for education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	6 (16.7)	30 (83.3)
	31-40	35 (22.4)	121 (77.6)
	41-50	30 (16.3)	154 (83.7)
	< 51	13 (18.3)	58 (81.7)
Gender	Male	54 (20.8)	206 (79.2)
	Female	30 (16.0)	157 (84.0)
Monthly Income (in Rs.)	>5000	19 (21.6)	69 (78.4)
	5001-10,000	29 (21.6)	105 (78.4)
	10,001-15,000	24 (17.3)	115 (82.7)
	<15,000	12 (14.0)	74 (86.0)
Academic Qualifications	Illiterate	15 (26.8)	41 (73.2)
	Primary/Middle/Matric/10+2	39 (19.7)	159 (80.3)
	Graduate	29 (18.5)	128 (81.5)
	PG	1 (2.8)	35 (97.2)
Occupations	Salaried	21 (15.3)	116 (84.7)
	Cultivator	27 (25.0)	81 (75.0)
	Self employed	34 (24.3)	106 (75.7)
	Any other	2 (3.2)	60 (96.8)
Areas	Urban	42 (16.9)	207 (83.1)
	Rural	42 (21.2)	156 (78.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.17 reflected the responses of the parents on educational system in the state hampering them to send their girl child for education. The majority of the respondents (varying from 73.2 per cent to 97.2 per cent) irrespective of any variable of all categories disagreed with the query. Further, with the increase of the monthly income and academic qualification of the parents, the respondents on disagreed response also increased. There were also substantial respondents who had agreed response with the query.

Table 4.2.18: A women can bear the double responsibilities of motherhood and an earning mother.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	34 (94.4)	2 (5.6)
	31-40	137 (87.8)	19 (12.2)
	41-50	142 (77.2)	42 (22.8)
	< 51	61 (85.9)	10 (14.1)
Gender	Male	212 (81.5)	48 (18.5)
	Female	162 (86.6)	25 (13.4)
Monthly Income (in Rs.)	>5000	73 (83.0)	15 (17.0)
	5001-10,000	112 (83.6)	22 (16.4)
	10,001-15,000	112 (80.6)	27 (19.4)
	<15,000	77 (89.5)	9 (10.5)
Academic Qualifications	Illiterate	49 (87.5)	7 (12.5)
	Primary/Middle/Matric/10+2	165 (83.3)	33 (16.7)
	Graduate	128 (81.5)	29 (18.5)
	PG	32 (88.9)	4 (11.1)
Occupations	Salaried	110 (80.3)	27 (19.7)
	Cultivator	84 (77.8)	24 (22.2)
	Self employed	124 (88.6)	16 (11.4)
	Any other	56 (90.3)	6 (9.7)
Areas	Urban	202 (81.1)	47 (18.9)
	Rural	172 (86.9)	26 (13.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.18 highlighted that significant majority of the respondents (above 80.0 per cent) agreed with the query that women could bear the double responsibilities of motherhood and an earning mother and the lower agreed responses from the respondents of 41-50 years of age group (77.2 per cent) and cultivator (77.8 per cent). The respondents of less than 30 years of age group (94.4 per cent) had the highest agreed response followed by any other occupation respondents (90.3 per cent). Notably, the more of the female respondents (86.6 per cent) agreed than that of the male respondents (81.5 per cent). Further, the more of the rural respondents (86.9 per cent) agreed to the query as compare to the urban respondents (81.1 per cent). There were substantial respondents who disagreed with the query.

Table 4.2.19: Education of girl is the first condition to improve a family life.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	30 (83.3)	6 (16.7)
	31-40	143 (91.7)	13 (8.3)
	41-50	160 (87.0)	24 (13.0)
	< 51	52 (73.2)	19 (26.8)
Gender	Male	215 (82.7)	45 (17.3)
	Female	170 (90.9)	17 (9.1)
Monthly Income (in Rs.)	>5000	62 (70.5)	26 (29.5)
	5001-10,000	122 (91.0)	12 (9.0)
	10,001-15,000	120 (86.3)	19 (13.7)
	<15,000	81 (94.2)	5 (5.8)
Academic Qualifications	Illiterate	44 (78.6)	12 (21.4)
	Primary/Middle/Matric/10+2	171 (86.4)	27 (13.6)
	Graduate	140 (89.2)	17 (10.8)
	PG	30 (83.3)	6 (16.7)
Occupations	Salaried	124 (90.5)	13 (9.5)
	Cultivator	87 (80.6)	21 (19.4)
	Self employed	124 (88.6)	16 (11.4)
	Any other	50 (80.6)	12 (19.4)
Areas	Urban	216 (86.7)	33 (13.3)
	Rural	169 (85.4)	29 (14.6)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.19 clearly indicated that education of girl was the first condition to improve a family life as majority of the respondents (varying from 70.5 per cent to 94.2 per cent) agreed with the view point. Further, highly significant majority of the respondents (above 90.0 per cent) from 31-40 years of age group, female, 5001-10,000 monthly income, more than 15,000 monthly income and salaried occupation had highest agreed responses and least agreed responses from the respondents of more

than 51 years of age group (73.2 per cent), less than 5000 monthly income (70.5 per cent) and illiterate (78.6 per cent). Interestingly, the more of the female respondents agreed to the query than that of the male respondents.

Table 4.2.20: Is the issue of marriage a hindrance to girl child education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	6 (16.7)	30 (83.3)
	31-40	54 (34.6)	102 (65.4)
	41-50	65 (35.3)	119 (64.7)
	< 51	20 (28.2)	51 (71.8)
Gender	Male	90 (34.6)	170 (65.4)
	Female	55 (29.4)	132 (70.6)
Monthly Income (in Rs.)	>5000	25 (28.4)	63 (71.6)
	5001-10,000	56 (41.8)	78 (58.2)
	10,001-15,000	41 (29.5)	98 (70.5)
	<15,000	23 (26.7)	63 (73.3)
Academic Qualifications	Illiterate	14 (25.0)	42 (75.0)
	Primary/Middle/Matric/10+2	74 (37.4)	124 (62.6)
	Graduate	49 (31.2)	108 (68.8)
	PG	8 (22.2)	28 (77.8)
Occupations	Salaried	45 (32.8)	92 (67.2)
	Cultivator	40 (37.0)	68 (63.0)
	Self employed	43 (30.7)	97 (69.3)
	Any other	17 (27.4)	45 (72.6)
Areas	Urban	70 (28.1)	179 (71.9)
	Rural	75 (37.9)	123 (62.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.20 reflected the poser that the issue of marriage is a hindrance to girl child education. On the basis of the age variable, the youngest age group i.e. less than 30 years of age group (83.3 per cent) had the highest

disagreed responses followed by the highest age group i.e. more the 51 years (71.8 per cent) and the middle age group of 31-40 years and 41-50 years had fair majority of respondents (above 60.0 per cent) who also disagreed with the poser. Further, the more of the female respondents (70.6 per cent) disagreed to the poser as compare to the male respondents (65.4 per cent). On analyzing the data of monthly income variable, simple majority of the respondents of monthly income between 5001-10,000 (58.2 per cent) and high majority of the respondents (above 70.0 per cent) of the remaining categories on monthly income variable disagreed with the poser. On the basis of academic qualification variable, high majority of the respondents (above 70.0 per cent) from the illiterate and PG and fair majority of the respondents above 60.0 per cent) the primary/middle/matric/10+2 and graduate respondents also disagreed with the poser. As per the variable occupation, high majority of the respondents of any other occupation (72.6 per cent) and fair majority of the respondents (above 60.0 per cent) from the remaining categories of occupation variable disagreed with the poser. Notably, the urban respondents (71.9 per cent) had more disagreed responses than that of the rural respondents (62.1 per cent). Further, there were substantial respondents on agreed response with highest respondents coming from 5001-10,000 monthly income (41.8 per cent) followed by rural respondents (37.9 per cent).

Table 4.2.21: Should girl education be give more importance rather than focusing on marriage?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	28 (77.8)	8 (22.2)
	31-40	138 (88.5)	18 (11.5)
	41-50	156 (84.8)	28 (15.2)
	< 51	58 (81.7)	13 (18.3)
Gender	Male	220 (84.6)	40 (15.4)
	Female	160 (85.6)	27 (14.4)
Monthly Income (in Rs.)	>5000	79 (89.8)	9 (10.2)
	5001-10,000	117 (87.3)	17 (12.7)
	10,001-15,000	114 (82.0)	25 (18.0)
	<15,000	70 (81.4)	16 (18.6)
Academic Qualifications	Illiterate	48 (85.7)	8 (14.3)
	Primary/Middle/Matric/10+2	169 (85.4)	29 (14.6)
	Graduate	131 (83.4)	26 (16.6)
	PG	32 (88.9)	4 (11.1)
Occupations	Salaried	116 (84.7)	21 (15.3)
	Cultivator	97 (89.8)	11 (10.2)
	Self employed	114 (81.4)	26 (18.6)
	Any other	53 (85.5)	9 (14.5)
Areas	Urban	208 (83.5)	41 (16.5)
	Rural	172 (86.9)	26 (13.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.21 clearly reflected that more important should be given to girl education rather than focusing on marriage as significant majority of the respondents (above 80.0 percent) agreed with the query and lower agreed responses from the respondents of less than 30 years of age group (77.8 per cent). Interestingly, with the increase of the monthly income of parents, the agreed responses

decreased to the statement that more important should be given to girl education rather than focusing on marriage.

Table 4.2.22: Should girls retain their parental name after marriage?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	28 (77.8)	8 (22.2)
	31-40	73 (46.8)	83 (53.2)
	41-50	116 (63.0)	68 (37.0)
	< 51	47 (66.2)	24 (33.8)
Gender	Male	151 (58.1)	109 (41.9)
	Female	113 (60.4)	74 (39.6)
Monthly Income (in Rs.)	>5000	59 (67.0)	29 (33.0)
	5001-10,000	84 (62.7)	50 (37.3)
	10,001-15,000	70 (50.4)	69 (49.6)
	<15,000	51 (59.3)	35 (40.7)
Academic Qualifications	Illiterate	33 (58.9)	23 (41.1)
	Primary/Middle/Matric/10+2	128 (64.6)	70 (35.4)
	Graduate	86 (54.8)	71 (45.2)
	PG	17 (47.2)	19 (52.8)
Occupations	Salaried	76 (55.5)	61 (44.5)
	Cultivator	72 (66.7)	36 (33.3)
	Self employed	79 (56.40)	61 (43.6)
	Any other	37 (59.7)	25 (40.3)
Areas	Urban	139 (55.8)	110 (44.2)
	Rural	125 (63.1)	73 (36.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the view point that girls should retain their parental name after marriage has been presented in the Table 4.2.22. Interestingly, majority of the respondents (varying from 50.4 per cent to 77.8 per cent) agreed with the view point that girl should retained their parental name after marriage except the respondents of 31-40

years of age group (53.2 per cent) and PG (52.8 per cent) responded otherwise. The respondents with less than 30 years of age group (77.8 per cent) had the highest agreed response followed by less than 5000 monthly income (67.0 per cent) and cultivator (66.7 per cent). There were sizeable respondents on disagreed response to the viewpoint.

Table 4.2.23: Should women be allowed to get an equal share in the property of their parents?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	27 (75.0)	9 (25.0)
	31-40	97 (62.2)	59 (37.8)
	41-50	102 (55.4)	82 (44.6)
	< 51	35 (49.3)	36 (50.7)
Gender	Male	134 (51.5)	126 (48.5)
	Female	127 (67.9)	60 (32.1)
Monthly Income (in Rs.)	>5000	41 (46.6)	47 (53.4)
	5001-10,000	78 (58.2)	56 (41.8)
	10,001-15,000	86 (61.9)	53 (38.1)
	<15,000	58 (67.4)	28 (32.6)
Academic Qualifications	Illiterate	32 (57.1)	24 (42.9)
	Primary/Middle/Matric/10+2	101 (51.0)	97 (49.0)
	Graduate	102 (65.0)	55 (35.0)
	PG	26 (72.2)	10 (27.8)
Occupations	Salaried	82 (59.9)	55 (40.1)
	Cultivator	44 (40.7)	64 (59.3)
	Self employed	91 (65.0)	49 (35.0)
	Any other	44 (71.0)	18 (29.0)
Areas	Urban	165 (66.3)	84 (33.7)
	Rural	98 (49.5)	100 (50.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.23 highlighted that majority of the respondents (varying from 51.0 per cent to 75.0 per cent) agreed with the query that

women should be allowed to get an equal share in the property of their parents as against the simple majority of the respondents (above 50.0 per cent) of more than 51 years of age group, less than 5000 monthly income, cultivator and rural areas responded otherwise. Further, with the increase of the years of age group, the respondents on disagreed response decreased while the monthly income variable, the agreed response increase with the increase of monthly income. Interestingly, the more of the urban respondents (66.3 per cent) agreed with the query as compare to the rural respondents (49.5 per cent).

Table 4.2.24: Should a girl be given equal responsibilities in the decision making of the family?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	32 (88.9)	4 (11.1)
	31-40	139 (89.1)	17 (10.9)
	41-50	162 (88.0)	22 (12.0)
	< 51	59 (83.1)	12 (16.9)
Gender	Male	215 (82.7)	45 (17.3)
	Female	177 (94.7)	10 (5.3)
Monthly Income (in Rs.)	>5000	70 (79.5)	18 (20.5)
	5001-10,000	117 (87.3)	17 (12.7)
	10,001-15,000	123 (88.5)	16 (11.5)
	<15,000	82 (95.3)	4 (4.7)
Academic Qualifications	Illiterate	46 (82.1)	10 (17.9)
	Primary/Middle/Matric/10+2	178 (89.9)	20 (10.1)
	Graduate	133 (84.7)	24 (15.3)
	PG	35 (97.2)	1 (2.8)
Occupations	Salaried	125 (91.2)	12 (8.8)
	Cultivator	91 (84.3)	17 (15.7)
	Self employed	120 (85.7)	20 (14.3)
	Any other	56 (90.3)	6 (9.7)
Areas	Urban	226 (90.8)	23 (9.2)
	Rural	166 (83.8)	32 (16.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.24 revealed that significant majority of the respondent (above 80.0 per cent) irrespective of any variable of any categories agreed that girl should be given equal responsibilities in the decision making of the family. Notably, the more of the female respondents agreed with the query than that of the male respondents. Interestingly, with the increase of monthly income of parents, the agreed responses also increased. It also revealed that the urban respondents had more agreed responses to the query as compare to the rural respondents.

Table 4.2.25: Will the society change in a better way if girls are educated?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	153 (98.1)	3 (1.9)
	41-50	177 (96.2)	7 (3.8)
	< 51	70 (98.6)	1 (1.4)
Gender	Male	250 (96.2)	10 (3.8)
	Female	186 (99.5)	1 (0.5)
Monthly Income (in Rs.)	>5000	86 (97.7)	2 (2.3)
	5001-10,000	131 (97.8)	3 (2.2)
	10,001-15,000	134 (96.4)	5 (3.6)
	<15,000	85 (98.8)	1 (1.2)
Academic Qualifications	Illiterate	56 (100.0)	0 (00.0)
	Primary/Middle/Matric/10+2	193 (97.5)	5 (2.5)
	Graduate	151 (96.2)	6 (3.8)
	PG	36 (100.0)	0 (00.0)
Occupations	Salaried	133 (97.1)	4 (2.9)
	Cultivator	103 (95.4)	5 (4.6)
	Self employed	140 (100.0)	0 (00.0)
	Any other	60 (96.8)	2 (3.2)
Areas	Urban	241 (96.8)	8 (3.2)
	Rural	195 (98.5)	3 (1.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On posing the query to the parents that society will change in a better way if girls are educated has been presented in the Table 4.2.25. The majority of the respondents (varying from 95.4 per cent to 100.0 per cent) regardless of any variable of any categories agreed that society would change in a better way if girls were educated. Further, all the respondents (100.0 per cent) of less than 30 years of age group, illiterate, PG and self employed had also responded positively to the query.

Table 4.2.26: Can education of girls help in accelerating social transformation?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	35 (97.2)	1 (2.8)
	31-40	153 (98.1)	3 (1.9)
	41-50	178 (96.7)	6 (3.3)
	< 51	69 (97.2)	2 (2.8)
Gender	Male	250 (96.2)	10 (3.8)
	Female	185 (98.9)	2 (1.1)
Monthly Income (in Rs.)	>5000	86 (97.7)	2 (2.3)
	5001-10,000	132 (98.5)	2 (1.5)
	10,001-15,000	134 (96.4)	5 (3.6)
	<15,000	83 (96.5)	3 (3.5)
Academic Qualifications	Illiterate	54 (96.4)	2 (3.6)
	Primary/Middle/Matric/10+2	195 (98.5)	3 (1.5)
	Graduate	150 (95.5)	7 (4.5)
	PG	36 (100.0)	0 (00.0)
Occupations	Salaried	133 (97.1)	4 (2.9)
	Cultivator	106 (98.1)	2 (1.9)
	Self employed	135 (96.4)	5 (3.6)
	Any other	61 (98.4)	1 (1.6)
Areas	Urban	243 (97.6)	6 (2.4)
	Rural	192 (97.0)	6 (3.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring the parents that education of girls can help in accelerating social transformation, the data has been presented in the Table 4.2.26. The highly significant majority of the respondents (above 90.0 per cent) irrespective of any variable of any categories agreed that education of girls could help in accelerating social transformation. Further, all the respondents (100.0 per cent) with PG academic qualifications responded positively to the query.

Table 4.2.27: Girls should get equal opportunities in all fields of human endeavour.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	36 (100.0)	0 (00.0)
	31-40	148 (94.9)	8 (5.1)
	41-50	173 (94.0)	11 (6.0)
	< 51	64 (90.1)	7 (9.9)
Gender	Male	243 (93.5)	17 (6.5)
	Female	178 (95.2)	9 (4.8)
Monthly Income (in Rs.)	>5000	80 (90.9)	8 (9.1)
	5001-10,000	130 (97.0)	4 (3.0)
	10,001-15,000	129 (92.8)	10 (7.2)
	<15,000	82 (95.3)	4 (4.7)
Academic Qualifications	Illiterate	53 (94.6)	3 (5.4)
	Primary/Middle/Matric/10+2	186 (93.9)	12 (6.1)
	Graduate	146 (93.0)	11 (7.0)
	PG	36 (100.0)	0 (00.0)
Occupations	Salaried	131 (95.6)	6 (4.4)
	Cultivator	102 (94.4)	6 (5.6)
	Self employed	129 (92.1)	11 (7.9)
	Any other	59 (95.2)	3 (4.8)
Areas	Urban	233 (93.6)	16 (6.4)
	Rural	188 (94.9)	10 (5.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.27 clearly reflected that girls should get equal opportunities in all fields of human endeavour as highly significant majority of the respondents (above 90.0 per cent) regardless of any variable including hundred per cent respondents (100.0 per cent) from less than 30 years of age group and PG qualifications agreed with the view that girls should get equal opportunities in all fields of human endeavour. Interestingly, there was a slight decrease of agreed response with the increase of the years of age group of the parents with the view.

Table 4.2.28: Is the issue of unemployment in society a stumbling block to girl education?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	17 (47.2)	19 (52.8)
	31-40	71 (45.5)	85 (54.5)
	41-50	88 (47.8)	96 (52.2)
	< 51	26 (36.6)	45 (63.4)
Gender	Male	120 (46.2)	140 (53.8)
	Female	82 (43.9)	105 (56.1)
Monthly Income (in Rs.)	>5000	39 (44.3)	49 (55.7)
	5001-10,000	64 (47.8)	70 (52.2)
	10,001-15,000	61 (43.9)	78 (56.1)
	<15,000	38 (44.2)	48 (55.8)
Academic Qualifications	Illiterate	24 (42.9)	32 (57.1)
	Primary/Middle/Matric/10+2	95 (48.0)	103 (52.0)
	Graduate	68 (43.3)	89 (56.7)
	PG	15 (41.7)	21 (58.3)
Occupations	Salaried	58 (42.3)	79 (57.7)
	Cultivator	55 (50.9)	53 (49.1)
	Self employed	58 (41.0)	82 (58.6)
	Any other	31 (50.0)	31 (50.0)
Areas	Urban	93 (37.3)	156 (62.7)
	Rural	109 (55.1)	89 (44.9)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the view that the issue of unemployment in society is a stumbling block to girl education has been presented in the Table 4.2.28. Simple majority of the respondents (above 50.0 per cent) agreed with the query as against the respondents of cultivator (50.9 per cent), any other occupation (50.0 per cent) and rural areas (55.1 per cent) who responded otherwise. Further, more of the urban respondents (62.7 per cent) disagreed to the query than that of the rural respondents. Notably, there were sizeable respondents on agreed response with the view.

Table 4.2.29: Will the educational opportunities for girls have a powerful effect on their status?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	34 (94.4)	2 (5.6)
	31-40	135 (86.5)	21 (13.5)
	41-50	149 (81.0)	35 (19.0)
	< 51	60 (84.5)	11 (15.5)
Gender	Male	211 (81.2)	49 (18.8)
	Female	167 (89.3)	20 (10.7)
Monthly Income (in Rs.)	>5000	68 (77.3)	20 (22.7)
	5001-10,000	110 (82.1)	24 (17.9)
	10,001-15,000	121 (87.1)	18 (12.9)
	<15,000	79 (91.9)	7 (8.1)
Academic Qualifications	Illiterate	48 (85.7)	8 (14.3)
	Primary/Middle/Matric/10+2	153 (77.3)	45 (22.7)
	Graduate	142 (90.4)	15 (9.6)
	PG	35 (97.2)	1 (2.8)
Occupations	Salaried	125 (91.2)	12 (8.8)
	Cultivator	86 (79.6)	22 (20.4)
	Self employed	118 (84.3)	22 (15.7)
	Any other	49 (79.0)	13 (21.0)
Areas	Urban	219 (88.0)	30 (12.0)
	Rural	159 (80.3)	39 (19.7)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.29 revealed that majority of the respondents (varying from high majority to highly significant majority) agreed that the education opportunities for girls had powerful effect on their status. Interestingly, with the increase of monthly income of the parents, the respondents on agreed response also increased. The more of the female respondents (89.0 per cent) agreed to the query as compare to male respondents (81.2 per cent). Similarly, the more of the urban respondents (88.0 per cent) agreed to the query than that of rural respondents (80.3 per cent).

Table 4.2.30: Does education help the women to control over their own lives and health?

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	32 (88.9)	4 (11.1)
	31-40	138 (88.5)	18 (11.5)
	41-50	150 (81.5)	34 (18.5)
	< 51	64 (90.1)	7 (9.9)
Gender	Male	220 (84.6)	40 (15.4)
	Female	164 (87.7)	23 (12.3)
Monthly Income (in Rs.)	>5000	76 (86.4)	12 (13.6)
	5001-10,000	115 (85.8)	19 (14.2)
	10,001-15,000	114 (82.0)	25 (18.0)
	<15,000	79 (91.9)	7 (8.1)
Academic Qualifications	Illiterate	51 (91.1)	5 (8.9)
	Primary/Middle/Matric/10+2	165 (83.3)	33 (16.7)
	Graduate	140 (89.2)	17 (10.8)
	PG	28 (77.8)	8 (22.2)
Occupations	Salaried	118 (86.1)	19 (13.9)
	Cultivator	93 (86.1)	15 (13.9)
	Self employed	121 (86.4)	19 (13.6)
	Any other	52 (83.9)	10 (16.1)
Areas	Urban	218 (87.6)	31 (12.4)
	Rural	166 (83.8)	32 (16.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.30 clearly reflected that majority of the respondents (varying from high majority, 77.8 per cent to highly significant majority 91.9 per cent) irrespective of any variable agreed with the view. Further, there were substantial respondents who disagreed with the view point. From the responses, it could be evinced that education would help the women to control their own lives and health.

Table 4.2.31: There is a strong link between child marriage and low levels of education and non-education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	27 (75.0)	9 (25.0)
	31-40	134 (85.9)	22 (14.1)
	41-50	138 (75.0)	46 (25.0)
	< 51	57 (80.3)	14 (19.7)
	Gender	Male	204 (78.5)
Female		152 (81.3)	35 (18.7)
Monthly Income (in Rs.)	>5000	63 (71.6)	25 (28.4)
	5001-10,000	112 (83.6)	22 (16.4)
	10,001-15,000	117 (84.2)	22 (15.8)
	<15,000	64 (74.4)	22 (25.6)
Academic Qualifications	Illiterate	42 (75.0)	14 (25.0)
	Primary/Middle/Matric/10+2	164 (82.8)	34 (17.2)
	Graduate	125 (79.6)	32 (20.4)
	PG	25 (69.4)	11 (30.6)
Occupations	Salaried	110 (80.3)	27 (19.7)
	Cultivator	84 (77.8)	24 (22.2)
	Self employed	113 (80.7)	27 (19.3)
	Any other	49 (79.0)	13 (21.0)
Areas	Urban	196 (78.7)	53 (21.3)
	Rural	160 (80.8)	38 (19.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the aspect whether there is a strong link between child marriage and low levels of education and non-education has been presented in the Table 4.2.31. The majority of the respondents (varying from 69.4 per cent to 85.9 per cent) regardless of any variable agreed that there was a strong link between the child marriage and low levels of education and non-education. There were notable disagreed responses with highest respondents coming from the PG qualification (30.6 per cent) followed by less than 5000 monthly income respondents (28.4 per cent).

Table 4.2.32: What type of education would you prefer for your girl child?

Attributes/ Responses	Ranks	General	Medical	Engineering	Legal	Theology
Age (in years)	> 30	17 (47.2)	14 (38.9)	2 (5.6)	0 (00.0)	3 (8.3)
	31-40	43 (27.6)	90 (57.7)	7 (4.5)	12 (7.7)	4 (2.6)
	41-50	54 (29.3)	95 (51.6)	10 (5.4)	14 (7.6)	11 (6.0)
	< 51	24 (33.8)	41 (57.7)	1 (1.4)	4 (5.6)	1 (1.4)
Gender	Male	72 (27.7)	146 (56.2)	14 (5.4)	15 (5.8)	13 (5.0)
	Female	66 (35.3)	94 (50.3)	6 (3.2)	15 (8.0)	6 (3.2)
Monthly Income (in Rs.)	>5000	32 (36.4)	40 (45.5)	8 (9.1)	4 (4.5)	4 (4.5)
	5001-10,000	38 (28.4)	74 (55.2)	3 (2.2)	10 (7.5)	10 (7.5)
	10,001-15,000	45 (32.4)	75 (54.0)	5 (3.6)	10 (7.2)	10 (7.2)
	<15,000	23 (26.7)	51 (59.3)	4 (4.7)	6 (7.0)	6 (7.0)
Academic Qualifications	Illiterate	19 (33.9)	29 (51.8)	4 (7.1)	2 (3.6)	2 (3.6)
	Primary/Middle /Matric/10+2	70 (35.4)	97 (49.0)	8 (4.0)	11 (5.6)	12 (6.1)
	Graduate	38 (24.2)	95 (60.5)	6 (3.8)	14 (8.9)	4 (2.5)
	PG	11 (30.6)	19 (52.8)	2 (5.6)	3 (8.3)	1 (2.8)
Occupations	Salaried	40 (29.2)	76 (55.5)	5 (3.6)	13 (9.5)	3 (2.2)
	Cultivator	32 (29.6)	56 (51.9)	6 (5.6)	5 (4.6)	9 (8.3)
	Self employed	47 (33.6)	75 (53.6)	3 (2.1)	8 (5.7)	7 (5.0)
	Any other	19 (30.6)	33 (53.2)	6 (9.7)	4 (6.5)	0 (00.0)
Areas	Urban	81 (32.5)	131 (52.6)	10 (4.0)	16 (6.4)	11 (4.4)
	Rural	57 (28.8)	109 (55.1)	10 (5.1)	14 (7.1)	8 (4.0)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring to the parents about the type of education they prefer for their girl child, the data has been presented in the Table 4.2.32. The majority of the parents' respondents gave their first preference to medical education except the respondents of less than 30 years of age group had higher preference in general education rather than medical education. The parents had second preference to general education and further there was no clear view on the preference for the engineering, legal and theology education. The respondents preferring these types of educations were relatively low.

Table 4.2.33: The present curriculum is suitable for the girl child education.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	26 (72.2)	10 (27.8)
	31-40	116 (74.4)	40 (25.6)
	41-50	37 (74.5)	47 (25.5)
	< 51	50 (70.4)	21 (29.6)
Gender	Male	193 (74.2)	67 (25.8)
	Female	136 (72.7)	51 (27.3)
Monthly Income (in Rs.)	>5000	62 (70.5)	26 (29.5)
	5001-10,000	98 (73.1)	36 (26.9)
	10,001-15,000	98 (70.5)	41 (29.5)
	<15,000	71 (82.6)	15 (17.4)
Academic Qualifications	Illiterate	41 (73.2)	15 (26.8)
	Primary/Middle/Matric/10+2	134 (67.7)	64 (32.3)
	Graduate	121 (77.1)	36 (22.9)
	PG	33 (91.7)	3 (8.3)
Occupations	Salaried	104 (75.9)	33 (24.1)
	Cultivator	74 (68.5)	34 (31.5)
	Self employed	107 (76.4)	33 (23.6)
	Any other	44 (71.0)	18 (29.0)
Areas	Urban	190 (76.3)	59 (23.7)
	Rural	139 (70.2)	59 (29.8)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.33 clearly reflected that the present curriculum was suitable for the girl education as high majority of the respondents (above 70.0 per cent) irrespective of any variable agreed with the view point and lower agreed responses from the respondents of primary/middle/matric/10+2 (67.7 per cent) and cultivator 68.5 per cent). Further, the respondents with PG qualifications (91.7 per cent) had the highest agreed responses followed by more than 15,000 monthly income respondents (82.6 per cent). There were sizeable disagreed responses to the query.

Table 4.2.34: The existing numbers of educational institutions are sufficient for girls.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	16 (44.4)	20 (55.6)
	31-40	93 (59.6)	63 (40.4)
	41-50	111 (60.3)	73 (39.7)
	< 51	46 (64.8)	25 (35.2)
Gender	Male	148 (56.9)	112 (43.1)
	Female	118 (63.1)	69 (36.9)
Monthly Income (in Rs.)	>5000	48 (54.5)	40 (45.5)
	5001-10,000	82 (61.2)	52 (38.8)
	10,001-15,000	78 (56.1)	61 (43.9)
	<15,000	58 (67.4)	28 (32.6)
Academic Qualifications	Illiterate	33 (58.6)	23 (41.1)
	Primary/Middle/Matric/10+2	118 (59.6)	80 (40.4)
	Graduate	90 (57.3)	67 (42.7)
	PG	25 (69.4)	11 (30.6)
Occupations	Salaried	77 (56.2)	60 (43.8)
	Cultivator	69 (63.9)	39 (36.1)
	Self employed	86 (61.4)	54 (38.6)
	Any other	34 (54.8)	28 (45.2)
Areas	Urban	158 (63.5)	91 (36.5)
	Rural	108 (54.5)	90 (45.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On analyzing the data presented in the Table 4.2.34, majority of the respondents (varying from 54.5 to 67.4 per cent) were in agreement that the existing numbers of education institutions are sufficient for girls except the respondents of less than 30 years of age group (55.6 per cent) responded otherwise. Interestingly, with the increase of the years of the age group, the respondents on agreed response also increased. Further, more of the female respondents (63.1 per cent) agreed than that of male respondents (56.9 per cent). Similarly, the urban respondents (63.5 per cent) had more agreed response as compare to rural respondents (54.5 per cent). There were considerable respondents (varying from 30.6 per cent to 45.5 per cent) who responded that the existing numbers of education institutions are not sufficient for girls.

Table 4.2.35: There should be separate educational institutions for girls child.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	11 (30.6)	25 (69.4)
	31-40	52 (33.3)	104 (66.7)
	41-50	73 (39.7)	111 (60.3)
	< 51	17 (23.9)	54 (76.1)
Gender	Male	95 (36.5)	165 (63.5)
	Female	58 (31.0)	129 (69.0)
Monthly Income (in Rs.)	>5000	34 (38.6)	54 (61.4)
	5001-10,000	39 (29.1)	95 (70.9)
	10,001-15,000	52 (37.4)	87 (62.6)
	<15,000	28 (32.6)	58 (67.4)
Academic Qualifications	Illiterate	15 (26.8)	41 (73.2)
	Primary/Middle/Matric/10+2	71 (35.9)	127 (64.1)
	Graduate	58 (36.9)	99 (63.1)
	PG	9 (25.0)	27 (75.0)
Occupations	Salaried	50 (36.5)	87 (63.5)
	Cultivator	34 (31.5)	74 (68.5)
	Self employed	39 (27.9)	101 (72.1)
	Any other	30 (48.4)	32 (51.6)
Areas	Urban	84 (33.7)	165 (66.3)
	Rural	69 (34.8)	129 (65.2)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.35 revealed that there should not be separate educational institutions for girls child as fair majority of the respondents (varying from 60.3 per cent to 70.9 per cent) irrespective of any variable disagreed to the query and the lower disagreed responses from the respondents of any other occupation (51.6 per cent). Interestingly, the more of the female respondents (69.0 per cent) disagreed with the query as compare to male respondents (63.5 per cent). Further, there were substantial agreed

responses with the highest responses coming from of any other occupation (48.4 per cent) followed by 41-50 years of age group (39.7 per cent), less than 5000 monthly income (38.6 per cent) and 10,000 monthly income (37.4 per cent).

Table 4.2.36: You approve your daughter's to participate in politics actively.

Attributes/Responses	Ranks	Yes	No
Age (in years)	> 30	20 (55.6)	16 (44.4)
	31-40	106 (67.9)	50 (32.1)
	41-50	106 (57.6)	78 (42.4)
	< 51	31 (43.7)	40 (56.3)
Gender	Male	152 (58.5)	108 (41.5)
	Female	111 (59.4)	76 (40.6)
Monthly Income (in Rs.)	>5000	54 (61.4)	34 (38.6)
	5001-10,000	79 (59.0)	55 (41.0)
	10,001-15,000	81 (58.3)	58 (41.7)
	<15,000	49 (57.0)	37 (43.0)
Academic Qualifications	Illiterate	34 (60.7)	22 (39.3)
	Primary/Middle/Matric/10+2	122 (61.6)	76 (38.4)
	Graduate	87 (55.4)	70 (44.6)
	PG	20 (55.6)	16 (44.4)
Occupations	Salaried	69 (50.4)	68 (49.6)
	Cultivator	65 (60.2)	43 (39.8)
	Self employed	95 (67.9)	45 (32.1)
	Any other	34 (54.8)	28 (45.2)
Areas	Urban	155 (62.2)	94 (37.8)
	Rural	108 (54.5)	90 (45.5)

Source: Computed from Primary Data. Figures in parentheses are percentages.

The data presented in the Table 4.2.36 reflected that parents approved their daughter to participate in politics actively as majority of the respondents (varying from 54.5 per cent to 67.9 per cent) agreed with the query with highest agreed responses

coming from the respondents (67.9 per cent each) of 31-40 years of age group and self employed followed by the urban respondents (62.2 per cent) and primary/middle/matric/10+2 (61.6 per cent). Further, there were substantial respondents who disagreed with the query with highest respondents coming from than 51 years of age group (56.3 per cent) followed marginal responses (above 40.0 per cent) from the respondents of salaried, rural areas and any other occupation. Interestingly, the more of the urban respondents agreed with the query as compare to the rural respondents.

Table 4.2.37: What is your attitude towards girl child education in Manipur?

Attributes/Responses	Ranks	Highly Positive	Somewhat Positive	Indifferent
Age (in years)	> 30	14 (38.9)	18 (50.0)	4 (11.1)
	31-40	68 (43.6)	82 (52.6)	6 (3.8)
	41-50	76 (41.3)	87 (47.3)	21 (11.4)
	< 51	26 (36.6)	37 (52.1)	8 (11.3)
Gender	Male	102 (39.2)	132 (50.8)	26 (10.0)
	Female	82 (43.9)	92 (49.2)	13 (7.0)
Monthly Income (in Rs.)	>5000	35 (39.8)	41 (46.6)	12 (13.6)
	5001-10,000	49 (36.6)	73 (54.5)	12 (9.0)
	10,001-15,000	57 (41.0)	72 (51.8)	10 (7.2)
	<15,000	43 (50.0)	38 (44.2)	5 (5.8)
Academic Qualifications	Illiterate	22 (39.3)	28 (50.0)	6 (10.7)
	Primary/Middle/Matric/10+2	72 (36.4)	103 (52.0)	23 (11.6)
	Graduate	70 (44.6)	77 (49.0)	10 (6.4)
	PG	20 (55.6)	16 (44.4)	0 (00.0)
Occupations	Salaried	61 (44.5)	87 (48.9)	9 (6.6)
	Cultivator	33 (30.6)	60 (55.6)	15 (13.9)
	Self employed	57 (40.7)	72 (51.4)	11 (7.9)
	Any other	33 (53.2)	25 (40.3)	4 (6.5)
Areas	Urban	117 (47.0)	111 (44.6)	21 (8.4)
	Rural	67 (33.8)	113 (57.1)	18 (9.1)

Source: Computed from Primary Data. Figures in parentheses are percentages.

On enquiring about the attitude of the parents towards girls child education in Manipur has been presented in the Table 4.2.37. The majority of the respondents had responded on somewhat positive as against only the respondents from the categories of more than 15,000 monthly incomes, any other occupation and urban areas had higher respondents on highly positive option. It could be evinced from the trend of the data that the attitudes of the parents were somewhat positive towards the girl child education in Manipur. The respondents on indifferent option were low.

Summary and Major Findings on the attitude of Policy Makers towards girl child education

1. High majority of the respondents (above 70.0 per cent) agreed with the statement that the society gave importance to girl education. Further, all the respondents (100.0 per cent) of any other academic qualifications and more than 31 years of experiences had also responded positively.
2. Nearly all the respondents (90.0 per cent to 100.0 per cent) agreed with the statement that the society would change in a better way if girls were educated.
3. The policy makers agreed with the statement that these days priority were given to girls education with higher proportion of responses coming from the respondents in the age group of more than 51 years (81.5 per cent), any other qualification (100.0 per cent), 21-30 years of experiences (80.6 per cent) and more than 31 years of experiences (91.7 per cent). There were also in good proportion of disagreed responses with highest respondents coming from 11-20 years of experiences (62.5 per cent).
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 (above 90.0 per cent) agreed with the statement that education of girls could accelerate social transformation. Further, all the respondents (100.0 per cent) in the age group of 20-30 years, 31-40 years, female, under graduate, any other qualification, less than 19 years of experiences and more than 31 years of experiences had also responded positively.

6. The simple majority of policy makers agreed to the view that the legislative took initiative to encourage on girl child education except the respondents of less than 10 years of experiences (52.9 per cent) who had more disagreed response.
7. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that education was necessary to make the girls aware of their rights. Further, cent per cent respondents (100.0 per cent) in the age group of 20-30 years, any other qualifications, 21-30 years of experiences and rural areas also responded positively.
8. The policy makers had mixed responses on the query that the issue of gender was a hindrance to girl child education.
9. The girls could be more competent in bringing a social change in the society than boys if they were educated; the policy makers and simple majority of the respondents agreed with the statement.
10. The high majority of the respondents (above 70.0 per cent) agreed with the statement that the educational opportunities for girls had a powerful effect on their status in comparison, the respondents of under graduate (57.1 per cent) and less than 10 years of experiences (58.8 per cent) had low proportion of agreed response. Interestingly, with the increase of academic qualifications and experiences, the proportion of respondents who agreed increased.
11. Significant majority of the policy makers (above 80.0 per cent) agreed with the statement that education of women had positive impact over their own life in comparison low proportion of agreed response from the respondents of under graduate and any other qualifications. Further, all the respondents of more than 31 years of experiences responded positively.
12. Highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that girls should get equal opportunities in all fields of human endeavor. Further, all the respondents (100.0 per cent) in the age group of more than 51 years, post graduate, any other qualification and more than 31 years of experiences had affirmed it.
13. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that literacy of girls was increasing in their society. All the

- respondents in the age group of 20-30 years, more than 51 years, post graduate, any other qualification, 11-20 years of experiences and more than 31 years of experiences responded positively.
14. Fair majority of the respondents (above 60.0 per cent) 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 except the female respondents (57.9 per cent) who disagreed with it.
 15. Fair majority of the respondents (above 60.0 per cent) disagreed with the statement that the attitude of parents towards western education hampered girl education in comparison the respondents of less than 10 years of experiences (52.9 per cent) had low proportion of disagreed response. Except the respondents in the age group of 20-30 years (72.7 per cent) who had agreed with it. Further, with the increase of age group, the responses on disagreed increased.
 16. Highly significant majority of the respondents (above 90.0 per cent) agreed the view point that girls' education should be given more importance rather than to focused on the marriage. Further, cent per cent respondents (100.0 per cent) in the age group of more than 51 years, any other qualifications, 21-30 years of experiences and more than 31 years of experiences had responded positively.
 17. Fair majority of the respondents (above 60.0 per cent) disagreed with the statement that the issue of marriage was a stumbling block to a girl child education in comparison lower proportion of disagreed responses coming from the respondents of male (57.9 per cent) and under graduate (57.1 per cent).
 18. The significant majority of the respondents (above 80.0 per cent) agreed with the view point that a woman could bear the double responsibilities of motherhood and an earning mother. Further, all the respondents (100.0 per cent) in the age group of 20-30 years, 31-40 years and less than 10 years of experiences agreed with it.
 19. Significant majority of the respondents (above 80.0 per cent) 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 and lower agreed responses from the respondents in the age group of 20-30 years (72.7 per cent), less than 10 years of experiences (70.6 per cent) and any other qualification (50.0 per cent).

20. The significant majority of the respondents (above 80.0 per cent) disagreed with the statement that enquiring of education by girls led to conflict in the society and low proportion of disagreed responses from the respondents in the age group of 20-30 years (72.7 per cent), female (78.9 per cent), any other qualification (75.0 per cent) and less than 10 years of experiences (76.5 per cent).
21. All the respondents (100.0 per cent) agreed with the view point that there was difference between an educated woman and an uneducated woman.
22. Nearly all the respondents (above 90.0 per cent) 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 with slightly higher negative response than who agreed with it.
24. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that socio-economic changes had made education necessary for girls in comparison the respondents of any other qualification (75.0 per cent), less than 10 years of experiences (64.3 per cent) and 11-20 years of experiences (87.7 per cent) had lower proportion of agreed response. Further, cent per cent respondents (100.0 per cent) of female, under graduate, post graduate and more than 31 years of experiences had responded positively.
25. Highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that education provided better income earning opportunities for girls. Further, all the respondents (100.0 per cent) in the age group of 20-30 years, 41-50 years, more than 51 years, female, post graduate, any other qualification, less than 10 years of experiences and more than 31 years of experiences supported the statement.
26. All the respondents (100.0 per cent) 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 (above 70.0 per cent) disagreed with the statement that educated women neglected their traditional roles. The respondents

- in the age group of 20-30 years (90.0 per cent), female (94.7 per cent), under graduate (100.0 per cent) and post graduate (92.0 per cent) had higher proportion of disagreed response.
28. Nearly all the respondents (94.7 per cent to 100.0 per cent) agreed with the statement that girls' education brought changes not only in the educational system but also in social norms.
 29. The majority of the respondents (varying from 80.0 per cent to 100.0 per cent) agreed with the statement that girl child education helped in bringing changes in the traditional practice and attitude. Further, all the respondents (100.0 per cent) of under graduate and any other qualifications affirmed it.
 30. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that education was necessary for girls to established gender equality in the society and lower agreed response from the respondents in the age group of 31-40 years (78.9 per cent), under graduate (64.3 per cent) and less than 10 years of experiences (70.6 per cent). All the respondents (100.0 per cent) of any other qualification and more than 31 years of experiences agreed with it. Further, with the increase of academic qualifications, the agreed responses increased.
 31. Nearly all the respondents (96.3 per cent to 100.0 per cent) 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 respondents (above 50.0 per cent) agreed with the statement that there was a strong link between child marriage and levels of education except the respondents of 11-20 years of experiences (55.0 per cent) responded otherwise.
 34. The majority of the respondents (varying from 83.3 per cent to 100.0 per cent) 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 (above 60.0 per cent) agreed with the statement that the political career of women was marching ahead in the state. With the increase of the age group in years, the respondents on agreed response

- increased. The highest agreed response coming from the respondents in the age group of more than 51 years (100.0 per cent) followed by more than 31 years of experiences (91.7 per cent).
36. The majority respondents (varying from high majority to cent per cent) agreed that they approved participation of women in politics actively in comparison the respondents in the age group of 31-40 years (68.4 per cent) had lower agreed response. Further, the female respondents (94.7 per cent) had more agreed response than the male respondents (82.7 per cent) and also with the increase of academic qualifications, the respondents on agreed response increased.
 37. The simple majority of the respondents (above 50.0 per cent) agreed with the statement that girls should inherit their names after marriage except the respondents in the age group of more than 51 years (70.4 per cent), female (52.6 per cent), post graduate (64.0 per cent) and more than 31 years of experiences (75.0 per cent) who responded otherwise.
 38. The simple majority of the respondents (above 50.0 per cent) agreed with the statement that women should be allowed to get an equal share in the property of their parents except the respondents of under graduate (57.1 per cent) who negated it. Further, with the increase of level of academic qualifications, the respondents on agreed response increased.
 39. The higher proportion of the respondents agreed on somewhat positive option regarding their attitude towards girl child education in Manipur followed by highly positive option and the respondents on indifferent option were low.
 40. The majority of the respondents viewed that the educational status of women in Manipur was average. Further, the respondents on high and low options were nearly equal response after the average response on the status of education for women. The respondents on very high and poor options on the status of education of women were low.

Summary and Major Finding on the attitude of Teachers towards girl child education

1. The simple majority of the respondents (above 50.0 per cent) viewed that the schools in which they were teaching were very effective in imparting girl child education except the respondents of less than 25 years of age group (60.0 per cent), UG with teaching training (61.4 per cent) and 21-30 years of experiences (57.9 per cent) had more responses on somewhat effective option.
2. The fair majority of the respondents (above 60.0 per cent) were satisfied with the enrolment of girl child in their school except the respondents of UG with teaching training (64.3 per cent) and 21-30 years of experiences (63.2 per cent) responded on somewhat satisfied.
3. The majority of the respondents responded that the level of girls' students' achievement in the schools were good followed on average and excellent option.
4. The simple majority of the respondents (above 50.0 per cent) agreed with the statement that the present curriculum was suitable for girl education except the respondents of UG with Teaching Training (48.6 percent) and 21-20 years of experiences (44.7 per cent) had more somewhat agreed option responses.
5. The majority of the respondents (varying from 50.0 per cent to 81.6 per cent) 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 (varying from 90.6 per cent to 100.0 per cent) agreed with the statement that girl students had the same potentialities as the boy students in the scholastic achievement including all the respondents (100.0 per cent) of PG and more than 31 years of experiences.
7. The highly significant majority of the respondents (above 90.0 per cent) disagreed with the statement that the position of a monitor/leader of a class should be given only to boys and lower disagreed responses coming from the respondents of less than 25 years of age group (87.1 per cent), graduate with B. Ed/M. Ed (87.2 per cent) and 21-30 years of experiences (84.2 per cent). Further, all the respondents (100.0 per cent) of UG with teaching training, PG with B. Ed/M. Ed and more than 31 years of experiences also disagreed with the query.

8. The majority of the respondents (varying from 62.5 per cent to 93.4 per cent) disagreed with the statement that there should be separated educational institutions for girls.
9. The majority of the respondents (varying from simple majority to hundred per cent) agreed with the statement that that the existing numbers of educational institutions were sufficient for girls except the respondent with graduate with B. Ed/M. Ed. (64.1 per cent) responded otherwise.
10. The majority of the respondents agreed with the statement that the society gave importance to girl education with highest responses coming from the respondents with more than 31 years of experiences (100.0 per cent) followed by the respondents from 11-20 years of experiences (82.1 per cent) and less than 25 years of age group (80.0 per cent) and with least agreed responses coming from the respondents of 26-35 years of age group (57.4 per cent).
11. The simple majority of the respondents (above 50.0 per cent) disagreed with the statement that the society encouraged better education opportunities for girls as against the respondents of 36-45 years of age group, above 45 years of age group, PG, 11-20 years of experiences, 21-30 years of experiences and more than 31 years of experiences had majority respondents on agreed response.
12. The significant majority of the respondents (above 80.0 per cent) disagreed with the statement that the girl child were suppressed on the basis of gender in any situation in the school and lower disagreed responses coming from the respondents of above 45 years of age group (79.3 per cent), graduate with B. Ed/M. Ed (74.4 per cent) and 21-30 years of experiences (68.4 per cent).
13. The majority of the respondents agreed with the statement that the girl child education was an effort to universalize elementary education. The respondents of more than 31 years of experiences (100.0 per cent) had the maximum agreed response followed by more than 45 years of age group (96.6 per cent), PG (91.8 per cent) and UG with teaching training (90.0 per cent) with least responses coming from 21-30 years of experiences (68.4 per cent).
14. There was a mixed response on the view that the parents favour more education for boys than girls.

15. The significant majority of the respondents (above 80.0 per cent) 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 and lower disagreed responses from the respondents of more than 45 years of age group (72.4 per cent) and PG with B. Ed/M. Ed (79.7 per cent).
16. The majority of the respondents (varying from 78.7 per cent to 98.7 per cent) 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 (above 60.0 per cent) disagreed with the statement that the attitude of parents towards western education does hampered girl child including lower disagreed responses from more than 31 years of experiences (50.0 per cent).
18. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that a girl child should learn as much as the boy child.
19. The simple majority of the respondents (above 50.0 per cent) agreed with the statement that domestic work over burdened the girl child to excel in their studies as against the respondents of 36-45 years of age group (52.4 per cent), male 53.0 per cent) and graduate (56.0 per cent) who disagreed with the query.
20. The fair majority of the respondents (above 60.0 per cent) disagreed with the statement that the issue of gender was a hindrance to girl child education as against the respondent of more than 45 years of age group (58.6 per cent) and more than 31 years of experiences (62.5 per cent) who responded otherwise.
21. The majority of the respondents (varying from simple majority to fair majority) agreed with the statement that the parents with lower level of economic security expressed of favouring more education for boys than girls.
22. The simple majority of the respondents (above 50.0 per cent) disagreed with the query that the attitude of the parents towards the education of girls led to low enrolment and high dropout rate except the respondents with PG with B. Ed/M. Ed (51.9 per cent) who agreed with the query.
23. The majority of the respondents disagreed with the view that the issue of marriage was a stumbling block to girl child education except the respondents of more than

- 45 years of age group (65.5 per cent), PG with B. Ed/M. Ed (51.9 per cent) and more than 31 years of experiences (62.5 per cent) who responded positively.
24. The highly significant majority of the respondents (above 90.0 per cent) 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 (above 90.0 per cent) agreed with the statement that the literacy rate of girls was increasing in their society including lower agreed responses coming from the respondents of PG (88.5 per cent) and PG with B. Ed/M. Ed (88.6 per cent).
 26. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that education was necessary for girls to establish gender equality in the society including lower agreed responses from the respondents of PG (86.9 per cent). Further, all the respondents (100.0 per cent) from more than 45 years of age group, UG with teaching training, graduate with B. Ed/M. Ed, 21-30 years of experiences and more than 31 years of experiences.
 27. Nearly all the respondents (varying from 93.4 per cent to 100.0 per cent) 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 (above 90.0 per cent) agreed with the statement that the status of women could be uplifted through education including cent per cent respondents (100.0 per cent) from UG with teaching training and more than 31 years of experiences.
 29. The majority of the respondents (varying from 65.8 per cent to 92.4 per cent) agreed with the query that if girls are educated, they could be more competent than boys.
 30. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that education of girls could help in accelerating social transformation including all the respondents (100.0 per cent) from more than 45 years of age group, graduate with B. Ed/M. Ed, PG, 21-30 years of experiences and more than 31 years of experiences.

31. The high majority of the respondents (above 70.0 per cent) disagreed with the statement that educated women do neglected their traditional roles including lower disagreed responses from the respondents of more than 45 years of age group (62.1 per cent) and more than 31 years of experiences (50.0 per cent).
32. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that that the girls should get equal opportunities in all fields of human endeavour including all the respondents (100.0 per cent) coming from more than 45 years of age group, graduate with B. Ed/M. Ed, PG with B. Ed/M. Ed, 11-20 years of experiences.
33. The majority of the respondents (varying from 55.7 per cent to 89.9 per cent) agreed with the statement that the present education system reduced the chances of acquiring related skill and economic opportunities for girls except the respondents of less than 25 years of age group (56.5 per cent) disagreed with it.
34. The high majority of the respondents (above 70.0 per cent) 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 including lower agreed responses from the respondents of graduate (68.0 per cent) and more than 31 years of experiences (62.5 per cent).
35. The majority of the respondents (varying from 55.3 per cent to 84.7 per cent) agreed with the statement that the Government has been taking initiatives to encourage girl child education.
36. The majority of the respondents (varying from 52.1 per cent to 67.5 per cent) agreed with the statement that negative attitude of the parents towards girl education was attributed to the traditional socio-cultural beliefs regarding gender role and abilities except the respondents of less than 25 years of age group (57.6 per cent) and UG with teaching training (53.9 per cent) disagreed with the view.
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 majority of the respondents (above 50.0 per cent) regardless of any variable responded that the education status in the state of Manipur was average followed by relatively lower responses on low option and then high option.

39. The majority of the respondents (varying from 56.5 per cent to 87.5 per cent) 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 agreed on somewhat positive about their attitude towards girl child education in Manipur than on highly positive option.

Major Summary and Finding on the attitude of Parents towards girl child education

1. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that the parents provided equal educational opportunities for both the boy and girl child including all the respondents (100.0 per cent) from less than 30 years of age, more than 51 years, 5001-10,000 monthly income, PG and any other occupation.
2. The significant majority of the respondents (above 80.0 per cent) disagreed with the statement that the parents favoured more education for boy child including highly significant majority of the respondents (above 90.0 per cent) in the age group of 41-50 years, female, more than 15,000 monthly income, PG and salaried.
3. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that both boy and girl child had the same potentialities in scholastic achievement including cent per cent of the respondents (100.0 per cent) of less than 30 years of age group, more than 51 years of age group and any other occupation.
4. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that educated girl child were equally helpful and contributory as boy child including all the respondents (100.0 per cent) of less than 30 years of age group, female and more than 15,000 monthly income.
5. The majority of the respondents (varying from 93.5 per cent to 100.0 per cent) agreed with the statement that the girl child should also learn as much as the boy child.

6. The high majority of the respondents (above 70.0 per cent) were in favour of co-educational institutions including fair majority of the respondents (67.7 per cent) coming from any other occupation of parents.
7. The significant majority of the respondents (above 80.0 per cent) 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 and lower agreed responses coming from the respondents of less than 30 years of age group (66.7 per cent), less than 5000 monthly income (73.9 per cent) and urban areas (78.8 per cent).
8. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that there were no differences between the boy and girl child in educational abilities and high majority of the respondents (76.9 per cent) from the cultivator respondents.
9. Nearly all the respondents (varying from 98.1 per cent to 100 per cent) disagreed with the statement that educationing a girl child was a mere wastage of time and money.
10. The majority of the respondents (varying from 96.5 per cent to 100 per cent) 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 majority of the respondents (varying from high majority to significant majority) 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 (above 50.0 per cent) agreed with the statement that it was wise to educate a girl child as an investment except the lowest age group less than 30 years (55.6 per cent), highest age group of more than 51 years (54.9 per cent), 10001-15000 monthly income (54.0 per cent) and any other occupation (54.8 per cent) responded otherwise.
13. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that girls who are educated could be more competent in bringing a social change in the family than the boys including highly significant majority of the respondents (above 90.0 per cent) from the illiterate and PG.

14. The fair majority of the respondents (above 60.0 per cent) agreed with the poser that the family would be better if girls are educated rather than boys including lower agreed responses from any other occupation respondents (56.5 per cent).
15. The majority of the respondents (varying from 77.8 per cent to 100.0 per cent) disagreed with the statement that acquiring of education by girls led to conflict in the family.
16. The high majority of the respondents (above 70.0 per cent) disagreed with the query that the responsibilities at home did hamper their girl child education.
17. The majority of the respondents (varying from 73.2 per cent to 97.2 per cent) disagreed with the query that the parents on educational system in the state hampering them to send their girl child for education.
18. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that women could bear the double responsibilities of motherhood and an earning mother and the lower responses from the respondents of 41-50 years of age group (77.2 per cent) and cultivator (77.8 per cent).
19. The majority of the respondents (varying from high majority to highly significant majority) agreed with the statement that education of girl was the first condition to improve a family life.
20. The fair majority of the respondents (above 60.0 per cent) disagreed with the poser that the issue of marriage was a hindrance to girl child education. The youngest age group i.e. less than 30 years of age group (83.3 per cent) had the highest disagreed responses followed by the highest age group i.e. more the 51 years (71.8 per cent).
21. The significant majority of the respondents (above 80.0 percent) agreed with the statement that more importance should be given to girl education rather than focusing on marriage and lower agreed responses from the respondents of less than 30 years of age group (77.8 per cent).
22. The majority of the respondents agreed were with the view point that girl should retained their parental name after marriage except the respondents of 31-40 years of age group (53.2 per cent) and PG (52.8 per cent) responded otherwise.

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 except the respondents of more than 51 years of age group (50.7 per cent), less than 5000 monthly income (53.4 per cent), cultivator (59.3 per cent) and rural areas (50.5 per cent) responded otherwise.
24. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that girl should be given equal responsibilities in the decision making of the family.
25. The majority of the respondents (varying from 95.4 per cent to 100.0 per cent) agreed with the statement that society would change in a better way if girls were educated including all the respondents (100.0 per cent) of less than 30 years of age group, illiterate, PG and self employed.
26. The highly significant majority of the respondents (above 90.0 per cent) agreed with the query that education of girls could help in accelerating social transformation including all the respondents (100.0 per cent) from PG academic qualifications.
27. The highly significant majority of the respondents (above 90.0 per cent) agreed with the statement that girls should get equal opportunities in all fields of human endeavour including the entire respondents (100.0 per cent) from less than 30 years of age group and PG qualifications.
28. The simple majority of the respondents (above 50.0 per cent) disagreed with the query that the issue of unemployment in society was a stumbling block to girl education as against the respondents of cultivator (50.9 per cent), any other occupation (50.0 per cent) and rural areas (55.1 per cent) responded otherwise.
29. The majority of the respondents (varying from high majority to highly significant majority) agreed with the query that the education opportunities for girls had powerful effect on their status.
30. The significant majority of the respondents (above 80.0 per cent) agreed with the statement that education would help the women to control their own lives and health including lower agreed responses from the respondents with PG qualifications (77.8 per cent).

31. The majority of the respondents (varying from 69.4 per cent to 85.9 per cent) 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. Further, there is no clear view on the preference for the engineering, legal and theology education.
33. The high majority of the respondents (above 70.0 per cent) agreed with the view that the present curriculum is suitable for the girl education and lower agreed responses from the respondents of primary/middle/matric/10+2 (67.7 per cent) and cultivator (68.5 per cent).
34. The majority of the respondents (varying from 54.5 to 67.4 per cent) agreed with the query that the existing numbers of education institutions are sufficient for girls as against the respondents of less than 30 years of age group (55.6 per cent) who responded otherwise.
35. The fair majority of the respondents (varying from 60.3 per cent to 70.9 per cent) disagreed with the view that there should be separate educational institutions for girls and the lower disagreed responses from the respondents of any other occupation (51.6 per cent).
36. The majority of the respondents (varying from 54.5 per cent to 67.9 per cent) agreed with the query that they approved their daughter to participate in politics actively except the respondents from 51 years of age group (56.3 per cent) responded otherwise.
37. The majority of the respondents viewed on somewhat positive on the attitude of the parents towards girls child education in Manipur as against only the categories of more than 15,000 monthly incomes, any other occupation and urban areas had higher respondents on highly positive option.

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 1st to 8th 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.

² Muchkund Dubey, "Right of Children to Free and Compulsory Education Bill: The Story of a Missed Opportunity", *Mainstream*, 2009, p.11.

³ *The Gazette of India Part-2, Section 1 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/bread winner.
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 led 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 evinces 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.
3. A study on the status of women and girl child in Manipur with reference to the Education, Social, Economic, Financial and Political Empowerment.

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Annexure – I

SOCIETAL ATTITUDE TOWARDS EDUCATION OF THE GIRL-CHILD IN MANIPUR STATE

Sir/Madam

I am undertaking a field-work on the above topic as a requirement for the fulfilment of completing my Ph. D Degree in Education, Department of Education, Nagaland University, Kohima Campus, Meriema: Nagaland.

To collect the relevant information in connection with the said field-work a questionnaire is being employed. Here you are required to fill in the questionnaire by ticking the appropriate opinion of yours, as provided for each statement or question. The answer and information given by you will be held in strict confidence. Hence please express yourself freely and frankly.

Your kind co-operation and help in successful completing the field-work will always be highly appreciated.

Thanking you.

Dated:

Place: Kohima

Yours Sincerely

Saza Lucy
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema: Nagaland

Schedule for the Policy Makers

Personal Identification

Name (Optional) _____

Community _____

Age

1. 20 – 30 years
2. 31 - 40 years
3. 41 – 50 years
4. Above 50 years

Gender

1. Male
2. Female

Academic Qualification

1. Matriculate
2. Under Graduate
3. Graduate
4. Post Graduate
5. Any Other

Designation

1. Public Servant
2. Politician
3. Social Activist

Experience in public life

1. Less than 10 years
2. 11 - 20 years
3. 21 – 30 years
4. More than 30 years

Marital Status

1. Married
2. Unmarried
3. Widow/Widower
4. Divorce

Areas

1. Rural
2. Urban

Note: Please put a Tick (✓) mark on one of the alternative given against each item.

1	Is the society giving importance to girl education?	Yes	No
2	The society will change in a better way if girls are educated?	Yes	No
3	You feel that these days priority is given to girl education.	Yes	No
4	Are you satisfied with the educational achievement of a girl child as a whole?	Yes	No
5	Can education of girls help in accelerating social transformation?	Yes	No
6	The legislative take initiative to encourage on girl child education.	Yes	No
7	Is education necessary to make the girls aware of their rights?	Yes	No
8	The issue of gender is a hindrance to girl child education.	Yes	No
9	If girls are educated, they can be more competent in bringing a social change in the society than the boys.	Yes	No
10	The educational opportunities for girls have a powerful effect on their status.	Yes	No
11	Does education of women have positive impact over their own life?	Yes	No
12	Girls should get equal opportunities in all fields of human endeavour.	Yes	No
13	Is the literacy rate of girls increasing in your society?	Yes	No
14	If girls are considered as home makers, do you think that families will be better if the girls are educated rather than the boys?	Yes	No
15	Is the attitude of parents towards western education hampering girl child education?	Yes	No
16	Should girl's education be given more importance rather than to focus on the marriage?	Yes	No
17	The issue of marriage is a stumbling block to a girl child education.	Yes	No
18	A woman can bear the double responsibilities of motherhood and an earning mother.	Yes	No
19	Is discrimination between the education of a girl and a boy is more common in rural areas than in urban areas?	Yes	No

20	Does acquiring of education by girls lead to conflict in the society?	Yes	No			
21	There is difference between an educated woman and an uneducated woman.	Yes	No			
22	Necessary life skill and knowledge enable girls to take up new roles in the modern society.	Yes	No			
23	Is the issue of unemployment in the society a stumbling block to girl child education?	Yes	No			
24	A Socio-economic changes has made education necessary for girls.	Yes	No			
25	Education provides better income earning opportunities for girls.	Yes	No			
26	Education enhances the potentialities in girls to contribute to the improvement in the standard of living.	Yes	No			
27	Educated women neglect their traditional roles.	Yes	No			
28	Girl's education brings changes not only in the educational system but also in societal norms.	Yes	No			
29	Girl child education help in bringing changes in the traditional practice and attitude.	Yes	No			
30	Is education necessary for girls to establish gender equality in the society?	Yes	No			
31	Women's status can be uplift through education.	Yes	No			
32	Girls in Manipur state are as advantageous as boys in all walks of life.	Yes	No			
33	There is a strong link between child marriage and levels of education.	Yes	No			
34	Women should be given equal responsibilities in the decision making bodies in the society.	Yes	No			
35	The political career of women is marching ahead in the state.	Yes	No			
36	Do you approve participation of women in politics actively?	Yes	No			
37	Should girls inherit their names after marriage?	Yes	No			
38	Women should be allowed to get an equal share in the property of their parents.	Yes	No			
39	What is your attitude towards girl child education in Manipur?	Highly Positive	Somewhat Positive	Indifferent		
40	What is the education status of Manipur women in your opinion?	Very High	High	Average	Low	Poor

Annexure – II

SOCIETAL ATTITUDE TOWARDS EDUCATION OF THE GIRL-CHILD IN MANIPUR STATE

Sir/Madam

I am undertaking a field-work on the above topic as a requirement for the fulfilment of completing my Ph. D Degree in Education, Department of Education, Nagaland University, Kohima Campus, Meriema: Nagaland.

To collect the relevant information in connection with the said field-work a questionnaire is being employed. Here you are required to fill in the questionnaire by ticking the appropriate opinion of yours, as provided for each statement or question. The answer and information given by you will be held in strict confidence. Hence please express yourself freely and frankly.

Your kind co-operation and help in successful completing the field-work will always be highly appreciated.

Thanking you.

Dated:

Place: Kohima

Yours Sincerely

Saza Lucy
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema: Nagaland

Schedule for the Teacher

Personal Identification

Name (Optional) _____

Community _____

Age

1. Below 25 years
2. 26 - 35 years
3. 36 – 45 years
4. Above 46 years

Gender

1. Male
2. Female

Academic Qualification

1. Under Graduate with Teaching Training
2. Graduate
3. Graduate with B. Ed./M. Ed.
4. Post Graduate
5. Post Graduate with B. Ed./M. Ed.

Designation

1. Asstt. Teacher
2. Trained Graduate Teacher
3. Post Graduate Teacher

Job Experience

1. Less than 10 years
2. 11 - 20 years
3. 21 – 30 years
4. More than 30 years

Marital Status

1. Married
2. Unmarried
3. Widow/Widower
4. Divorce

Areas

1. Rural
2. Urban

Note: Please put a Tick (✓) mark on one of the alternative given against each item.

1	The school in which you are teaching is effective in imparting girl child education.	Very Effective	Somewhat Effective	Not at all Effective	
2	Are you satisfied with the enrollment of girls in your school?	Very Satisfied	Somewhat Effective	Not at all Satisfied	
3	What is the level of girl students' achievement in your school?	Excellent	Good	Average	Below Average
4	The present curriculum is suitable for girl child education.	Agreed	Somewhat Agreed	Not at all Agreed	
5	Are there differences between the boys and the girls in their intellectual abilities?	Yes	No		
6	The girl child has the same potentialities as the boy child in the scholastic achievement.	Yes	No		
7	Should the position of a monitor/leader of a class be given only to boys?	Yes	No		
8	Do you think that there should be separate educational institutions for girls?	Yes	No		
9	The existing numbers of educational institution are sufficient for girls.	Yes	No		
10	Is the society giving importance to the girl education?	Yes	No		
11	The society encourage better educational opportunities for girls.	Yes	No		
12	Is a girl child suppressed on the basis of gender in any situation in the school?	Yes	No		
13	Is girl child education an effort to universalize elementary education?	Yes	No		
14	Do parents favour more education for boys than girls?	Yes	No		
15	Are parents reluctant to allow their daughters to attend co-educational schools because of the span of time they would be spending with boys?	Yes	No		
16	Parents do feel that educating a girl is a mere wastage of time and money.	Yes	No		

17	The attitude of parents towards western education is hampering the girl child education.	Yes	No
18	Girl child should learn as much as the boy child.	Yes	No
19	Domestic work over burden the girl child to excel in their studies.	Yes	No
20	The issue of gender is a hindrance to girl child education.	Yes	No
21	The parents with lower level of economic security express of favouring more education for boys than girls.	Yes	No
22	The attitude of parents towards the education of girls led to low enrollment and high drop outs rate.	Yes	No
23	Is the issue of marriage a stumbling block to girl child education?	Yes	No
24	The society will change in a better way if girls are educated.	Yes	No
25	Literacy rate of girls is increasing in your society.	Yes	No
26	Education is necessary for girls to establish gender equality in the society.	Yes	No
27	Education for women is necessary to make them understand that they are equally important.	Yes	No
28	The status of women can be uplifted through education.	Yes	No
29	If girls are educated, they can be more competent than the boys.	Yes	No
30	Education of girls can help in accelerating social transformation.	Yes	No
31	Educated women do neglect their traditional roles.	Yes	No
32	The girls should get equal opportunities in all fields of human endeavour.	Yes	No
33	The present education system reduces the chances of acquiring related skill and economic opportunities for girls.	Yes	No
34	Discrimination between the education of a girl and a boy is more common in rural areas than in urban areas.	Yes	No
35	The Government is taking initiatives to encourage girl child education.	Yes	No

36	Is negative attitude of the parents towards girl child education attributed to traditional socio-cultural beliefs regarding gender roles and abilities?	Yes	No		
37	The issue of unemployment in the society is a stumbling block to a girl child education.	Yes	No		
38	What is the education status of Manipur women in your opinion?	High	Low	Average	Below Average
39	Girls in Manipur are as advantageous as boys in all walks of life.	Yes		No	
40	What is your attitude towards girl child education in Manipur?	Highly Positive	Somewhat Positive	Indifferent	

Annexure – III

SOCIETAL ATTITUDE TOWARDS EDUCATION OF THE GIRL-CHILD IN MANIPUR STATE

Sir/Madam

I am undertaking a field-work on the above topic as a requirement for the fulfilment of completing my Ph. D Degree in Education, Department of Education, Nagaland University, Kohima Campus, Meriema: Nagaland.

To collect the relevant information in connection with the said field-work a questionnaire is being employed. Here you are required to fill in the questionnaire by ticking the appropriate opinion of yours, as provided for each statement or question. The answer and information given by you will be held in strict confidence. Hence please express yourself freely and frankly.

Your kind co-operation and help in successful completing the field-work will always be highly appreciated.

Thanking you.

Dated:

Place: Kohima

Yours Sincerely

Saza Lucy
Research Scholar
Department of Education
Nagaland University
Kohima Campus
Meriema: Nagaland

Schedule for the Parent

Personal Identification

Name (Optional) _____

Community _____

Age

1. Below 30 years
2. 31 - 40 years
3. 41 – 50 years
4. Above 51 years

Gender

1. Male
2. Female

Monthly Income (in Rs.)

1. Below 5000
2. 5001 – 10,000
3. 10,000 – 15,000
4. Above 15,000

Academic Qualification

1. Illiterate
2. Primary/Middle/Matric/10+2
3. Graduate
4. Post Graduate

Occupation

1. Salaried
2. Cultivator
3. Self Employed
4. Any Other

Areas

1. Rural
2. Urban

Note: Please put a Tick (✓) mark on one of the alternative given against each item.

1	You provide equal educational opportunities for both boy and girl child?	Yes	No
2	You favour more education for boy child.	Yes	No
3	The girl child has the same potentialities as the boy child in scholastic achievement.	Yes	No
4	Will educated girl child be equally helpful and contributory as boy child are?	Yes	No
5	The girl child should also learn as much as the boy child.	Yes	No
6	Which type of school do you prefer to send your daughter for education?	Yes	No
7	Are you reluctant to send your girl child to attend co-educational schools because of the amount of time they would spend with boys?	Yes	No
8	Is there differences between your boy and girl child in their educational abilities?	Yes	No
9	Educating a girl child is a mere wastage of time and money.	Yes	No
10	Is spending of money on the girls' education considered lost to the family as boys are considered breadwinners of their future families?	Yes	No
11	Which one will you give preference for special tuition?	Son	Daughter Both
12	It is wise to educate the girl child as an investment.	Yes	No
13	If girls are educated, they can be more competent in bringing a social change in the family than the boys.	Yes	No
14	If girls are considered as homemakers, then the family will be better if girls are educated rather than the boys.	Yes	No
15	Acquiring of education by girls lead to conflict in the family.	Yes	No
16	Are responsibilities at home hampering your girl child education?	Yes	No
17	Is the educational system in the state hampering you to send your girl child for education?	Yes	No
18	A women can bear the double responsibilities of motherhood and an earning mother.	Yes	No
19	Education of girl is the first condition to improve a family life.	Yes	No
20	Is the issue of marriage a hindrance to girl child education?	Yes	No
21	Should girl education be give more importance rather than focusing on marriage?	Yes	No

22	Should girls retain their parental name after marriage?	Yes	No
23	Should women be allowed to get an equal share in the property of their parents?	Yes	No
24	Should a girl be given equal responsibilities in the decision making of the family?	Yes	No
25	Will the society change in a better way if girls are educated?	Yes	No
26	Can education of girls help in accelerating social transformation?	Yes	No
27	Girls should get equal opportunities in all fields of human endeavour.	Yes	No
28	Is the issue of unemployment in society a stumbling block to girl education?	Yes	No
29	Will the educational opportunities for girls have a powerful effect on their status?	Yes	No
30	Does education help the women to control over their own lives and health?	Yes	No
31	There is a strong link between child marriage and low levels of education and non-education.	Yes	No
32	What type of education would you prefer for your girl child?	Yes	No
33	The present curriculum is suitable for the girl child education.	Yes	No
34	The existing numbers of educational institutions are sufficient for girls.	Yes	No
35	There should be separate educational institutions for girl child.	Yes	No
36	You approve your daughter to participate in politics actively.	Yes	No
37	What is your attitude towards girl child education in Manipur?	Highly Positive	Somewhat Positive Indifferent