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Research Article

Role of Education on Demographic Status of Women in Manipur

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Abstract: The aim and objective of the present study is to explore the role of education on demographic status of women of Imphal Districts (Imphal East and Imphal west) of Manipur. The present sample was collected from 400 currently married women (women who have been married and are not either divorced, widowed or separated) aged between 21and 70yrs, out of which 200 were educated (women who passed high school at the minimum and above) and 200 were uneducated (women who have not attained high school) and out of 200 educated women, 100 from rural and 100 from urban areas, similarly out of 200 uneducated women, 100 from rural and 100 from urban areas of Imphal Districts (Imphal East and Imphal West) of Manipur. Interview method was used to collect primary data from the respondents using interview schedule. Informed consent was obtained from all individual participants. For data analysis, we used descriptive statistics (frequency distribution and percent) and analytical statistics (chi-square test for between group's comparisons). The present study shows the changes that brought by education among the women folk in relation to their demographic status are better occupational status, highly qualified husbands, more earning husbands and higher monthly family income etc. The present study also reveals that educated women both in urban and rural were leading better standard of living than uneducated women's of urban and rural resident.
Keywords: Demographic, Educated, Uneducated, Imphal districts, Manipur, Frequency distribution, Percent, Chi square (x^2), Significant, Not significant.

INTRODUCTION

"Education is the most powerful tool which you can use to change the world" says Nelson Mandela.

Education is an instrument of social change. It empowers individuals and communities, generates an awareness of one's own potentialities and inner strengths proclaiming people to combat oppression, exclusion and discrimination. Education is an essential component for overall development of any society. It not only gives knowledge but also act as an agent to make an individual capable to participate in social, economic and political activities. Education is the key factor for women empowerment, prosperity, development and welfare. Education can play a tremendous role as it empowers women by opening more avenues and opportunities by equipping them with requisite knowledge and skills. The National Policy of Education, 1986 claims that "Education will be used as an agent of basic change in the status of women in order to neutralize the accumulated distortions of the past". The National Policy of Education (NPE) of 1986, which

was updated in 1992, is a land-mark in the field of education in India. In this policy, priority has been given to the removal of women's illiteracy and obstacles inhibiting their access to education.

Since 19th centuries all over the world, every movement advocated that education is the most significant instrument for changing women's position in the society (Rao, R.K. 2000). Education provides for vertical mobility and can thereby help to equalize status between individuals coming from different social strata. The movement for improving women's status all over the world has always emphasized education as the most significant instrument for changing women's subjugated position in the society (Dutta, 2012). Women 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 (Suguna, M., 2011). Education of women is a vital weapon in achieving desirable changes in the society. Lack of education among them especially in the

rural areas is a major constraint in their response to change (Kakati, K.K., 1995). Education, in a broad sense, essentially involves penning the mind, enhancing self-esteem and self-confidence, building a sense of positive self-worth, accessing information and tools of knowledge and acquiring the ability to negotiate this unequal and unjust world from a position of strength. No society has ever liberated itself – economically, politically or socially – without a sound base of educated women. Many countries experiences around the world have demonstrated that investment in educating women is the most precious investment a society can ever make. Disparities in education between various social groups defined by region, area, caste, sex, class, disabilities etc. still exist. In India, though much emphasis is being laid on the gender equality in terms of education, yet discrimination in access to education does exist. The lack of educational opportunities for girl is contrary to Article 10 of the CEDAW (Convention on the Elimination of all forms of Discrimination Against Women) states the governments should undertake all appropriate steps towards the elimination of any stereotyped concepts in all forms of education. Despite intensive efforts of the government to improve the literacy levels of females, the achievement has not been very satisfactory in this regard. The gender bias is in higher education, specialized professional trainings which hit women very hard in employment and attaining top leadership in any field.

Arends-Kuenning, M. *et al.,*. (2001) have examined the rural Bangladeshi people's view about the benefits of education of women. For this purpose they have used data from in-depth interview conducted in 1996 and 2000 in two villages located in the Rajshahi district of Bangladesh. From the in-depth interview, the authors have realized that parents think that daughter's well-being is best secured through marriage and education is very much valuable in marriage market because it is an input in children's education. From the in-depth interview the authors have observed that education helps women to produce human capital, to enhance women's income earning power and to increase women's bargaining power and to catch respect within the family.

Shankar, B. (1980) found that women had poor occupational status in Bihar due to lack of adequate education, inadequate skill and vocational training. Lalitha, Devi (1982) studied that working women are enjoying freedom, power of decision-making and dignity at home due to economic independence. So also they are receiving good co-operation, appreciation and recognition at their work place. Sachidananda (1985) stated that the educated girls were competing on a large scale with men for clerical and office jobs in Arunachal Pradesh. They had also entered the nursing and teaching profession in large numbers. Many of them had also taken to business and shop keeping. Chaudhury, Pratima K. (1988) emphasizes the role of education in

changing the social values among educated women. Chaudhury found that educated girls favoured small family norms, equality of sexes and their participation in the decision-making process, use of contraceptives, spacing and so on. Kantamma, K. (1990) attempts to assess the impact of education and employment on the status of women. The major finding of the study was the higher the education of women, the greater was their participation in decision making, inter-spouse communication and a progress opinion on different issues. Kalpagam, U. (1999), finds that women with education and employment manage finance more skillfully than uneducated women. Educated women with employment know how to meticulously invest their hard earned money and how to invest their income on their children's future. Further, they are in a better position to take right decision on various day to day family problems for they have the ability to get more and more information from so many sources especially from their working place. Bala, Mani (2000) investigates the relationship between social self concept and employment status in Indian women aged 22 to 48 years. So, it revealed that employed women were higher on social self-concept and enjoys higher social psychological status. Agarwal, D. (2001), finds that employment for women is not only the source of income but also gives economic independence and so many women are getting the self assurance for self employment.

Bhumisana Devi, R. K. (2000), study explored and concentrate on the varied roles of the educated working women in the family and in the working place at the first instance. The study also revealed on the enjoyment of equal property right, participation in politics, reservation of seats, dowry system, provision of divorce, widow re-marriage etc. Urmila, Kshetrimayum. (2002), observed that the women vendors of Manipur who dealt in a number of daily need items which included clothes, rice, vegetables, fruits, fish, garments and utensils etc. were not highly educated. Most of them were illiterate and very few of them could pass matriculation and higher secondary level of education. In another study on women market of Manipur, Barua, I. and Devi, A. (2004) pointed out that out of the 36 respondents who were actively engaged in selling of commodities in the market 27 were illiterate. There were only two pre-degree and one degree level women found in the sample of women. Prabhabati Devi, Y. (2004), studied on the role of educated working women in the family as a housewife, as a partner and as a mother. The investigator further studied the role of the educated working women in the working place and also their contribution in the society. Sangeeta, Maisnam (2008) study come with the finding that the impact of education on the socio-economic condition of the women can be classified into two variables –the variables which are probably influenced by education are late marriage, small family size, late child birth, safe delivery, breast feeding, couples'

similar educational levels, spending more time during leisure with husband, lesser differences of opinion of couples, more understanding with husband, independent decision-making, better occupational status of couples and higher income of couples and the variables which seem to be having little or no influence of education are family system, marital status, type of marriage and social participation. Devi, Sh. (2017) Female Education plays a very important role in the overall development of the State in the post Independence period. Education has revolutionized the life of women. As a result many changes are developed in their outlook, attitude, thought and belief etc. and the concepts of women empowerment and feminism are started to emphasize in the State.

Ahmed Nabi *et al.,.* (2006), found that urban women belonging to educated classes and the higher socio-economic groups enjoys more psychological secure and status rather than the girls belonging to the urban slums and rural and remote areas continue to lag behind or even deprived to receive primary and secondary education. Duman (2010) has pointed out education as an important factor of economic and social opportunities for every individual. He further added that occupation of the household head; size and the composition of the family and education of the parents have a significant impact on the schooling decision for girls. Chakraborty, D. et.al. (2014) revealed that despite low literacy the 'Santal' women's are neither socially empowered nor developed. Therefore, educational upliftment is so much necessary for social development of the 'Santal' women of rural Bengal.

From the above cited literatures it is clearly visible that education is a very important component of an individual. It is the main core to wellbeing and pillar towards any form of development. They also agree that educational empowerment is the best means for uplifting the status of women from the present position especially in the rural and tribal areas of India.

The aim and objective of the present study is to explore the role of education on demographic status of women of Imphal Districts (Imphal East and Imphal west) of Manipur with reference to the following variables:-

- Age: To analyse whether there is any difference between the women of different educational status (educated and uneducated) in their age,
- Occupation: To examine the differences in the occupational staus between the women of different educational status (educated and uneducated),
- Educational status of husband: To investigate if there is any relationship between the educational status of women and educational status of husband,

- Occupation of husband: To study if there is any relationship between the educational status of women and occupation of husband,
- Type of family: To ascertain that to which type of family the women of different educational status (educated and uneducated) belong,
- Size of family: To find out that to which size of family the women of different educational status (educated and uneducated) place, and
- Monthly family income: To determine whether there is any difference in the monthly family income between the women of different educational status (educated and uneducated).

From the present study we can ascertain how far education can raise the demographic status of the women and if there is any differences in status between the women of different educational levels (educated and uneducated) of Imphal Districts (Imphal East and Imphal west) of Manipur.

Manipur is one of the seven states of Northeast India. The state is bounded on the east by Upper Myanmar, on the west by Cachar District of Assam, on the north by Nagaland and on the south by the Chin Hills of Myanmar and Mizoram. It covers an area of 22,347 square kilometers of which 92% comprises of hills and 8% plains. Geographically, it falls under the Southeast Asia region. Manipur earlier had nine (9) administrative districts, namely, Imphal East, Imphal West, Thoubal, Bishnupur, Ukhrul, Senapati, Tamenglong, Churachandpur and Chandel district. On 9th December, 2016, State Government creates seven (7) new districts by dividing the nine (9) existing ones for administrative convenience and more equitable development. The new districts are Jiribam bifurcated from Imphal East district, Kangpokpi from Senapati district, Tengnoupal from Chandel district, Pherzawl from Churachandpur district, Kakching from Thoubal district, Noney from Tamenglong district and Kamjong from Ukhrul district, taking the total number in the state to sixteen (16) districts. According to the Provisional Census of India, 2011, the population of Manipur stands at 2,721,756 which is approximately 0.22 percent of the total population of India. The decadal growth being 18.65 percent during the 2001-2011 decade. The male population is 1,369,764 and the female populace is 1,351,992. The density of population is 122 per sq.km. which is lower than national average 382 per sq.km. The sex ratio in Manipur is 987 females per 1,000 males against 940 females per 1,000 males in the rest of India. The state's literacy rate is upward trend and is 79.85 percent, higher than the national average of 74.04 percent, with the male literacy rate being 86.49 percent and female literacy rate being 73.17 percent as per the 2011 census. The population consists of 38 ethnic

groups speaking different dialects following different religious, having diverse cultures and traditions. The four major ethnic groups of Manipur are the Meiteis, the Meitei Pangal, the Nagas and the Kuki-Chins. Jains, Sikhs and other unclassified groups were also found in Manipur, but their numbers were very small. The Meiteilon or Manipuri is the lingua franca of the state.

Historically women in Manipur had a high social and economic status. The women were hard working and industrious. The role of Manipuri women in the agrarian economy of Manipur is a crucial one to reckon, right from the involvement in the production to the selling and marketing of food grains. They manage most of the internal trade of food and clothing and they hold a free standard of living in the society. Manipuri women were the most important buyers and sellers in the main market *Khwairamband Bazar* – a bazaar which was founded by Khagemba Maharaj around in 1580 AD and which is also known as *Ima Keithel*. The social systems of the state, apart from others, in brief were: (i) There was no child-marriage in Manipur, (ii) In the past marriage was carried out with the consent of the parents but now-a-days the consent of the partners was considered more important, (iii) In Manipur there was no dowry system, (iv) There was no strict rule of divorce and no *Satidah* in the Meitei society except the case of one legend, (v) There was no *Purdah* system both in the Meitei and Tribal communities, and (vi) In all the functions of the family and society women were consulted and sometimes women took decisions. Yet there are very strict gender rules and norms that define the roles, responsibilities and ascribes to women. The patriarchal nature of society often limits the space available for women to exercise their rights and women have been relegated to a subordinate position. There are certain social restrictions defining her social jurisdiction. We may examine some important social restrictions relating to women. (i) Women are not allowed to eat the things which were offered to family God at the time of *Apokpa Khurumba* (worship of family God), (ii) Women are not allowed to get remarried through the socially recognized ritual process. There is a saying '*Nupina Luhongphan Anirak Phamheide*' which means women can not sit on the wedding seat twice, (iii) If a girl or woman climbs a fruit tree, the tree will not bear fruit, (iv) If a *Pung* (Mridanga) was touched by a women, it would not produce any sound, (v) Women can not sit or occupy a sit in the southern portion called '*Phamen*' of the verandah of the house. The place is reserved for the male members of the family, (vi) Women should not put their '*Phanek*' (wrapper) in front of the house for drying in the sun because it is inauspicious for men, and (vii) Women's '*Phanek*' (wrapper) could not be touched by men. If a man touched women's '*Phanek*' (wrapper), he was treated as '*Adhamora*' (henpecked husband) etc. It proved that the social condition of women is in a subordinate position in Manipuri society.

MATERIAL AND METHODS:
The present study was basically descriptive and analytical in nature. The present sample was collected from 400 currently married women (women who have been married and are not either divorced, widowed or separated) aged between 21and 70yrs, out of which 200 were educated (women who passed high school at the minimum and above) and 200 were uneducated (women who have not attained high school) and out of 200 educated women, 100 from rural and 100 from urban areas, similarly out of 200 uneducated women, 100 from rural and 100 from urban areas of Imphal Districts (Imphal East and Imphal West). The data collection for the present study took place between October 2015 and December 2016. In this research, convenient stratified random sampling method was used based on inclusion criteria. Interview method was used to collect primary data from the respondents using interview schedule consisting of 14 questions. Informed consent was obtained from all individual participants. The place and time of interview were fixed according to the convenience of the respondents. In order to enable to explore and bring an analytical study on the problem statistical applications were made. For data analysis, we used descriptive statistics (frequency distribution and percent) and analytical statistics (chi-square test for between group's comparisons). In order to decide the variation of the number of cases over the educational status (educated and uneducated) is significant or not, chi square (x^2) – test is advocated with degree of freedom (d.f.) and P-value. If P-value is less than (<) 0.05, it is treated significant at 5% probability level and if it is <0.1, highly significant at 1 to probability level. In case P>0.05, the differences is treated as insignificant even at 5% level of significance.

This study examines the relationship between the following demographic characteristics:
- Women's educational status and their age,
- Women's educational status and their occupation,
- Women's educational status and educational status of husband,
- Women's educational status and occupation of husband,
- Women's educational status and type of family,
- Women's educational status and size of family and
- Women's educational status and monthly family income

RESULTS AND DISCUSSION:
Demographic profile of urban educated women respondents are given in Table No. 1.

Table–1: Demographic profile of urban educated women respondents (N=100)

Characteristics	Number	Percentage
Age (Year):		
21 – 30yr	16	16
31 – 40yr	32	32
41 – 50yr	33	33
51 – 60yr	16	16
61 – 70yr	03	03
Community / Caste		
ST	18	18
SC	06	06
OBC	45	45
G	31	31
Religion:		
Hindu	59	59
Muslim	10	10
Christian	18	18
Meiteism/Sanamahi	13	13
Educational Qualification:		
High School	10	10
Intermediate	29	29
Graduate	36	36
Post Graduate	25	25
Occupation:		
Housewife	33	33
Handloom	08	08
Government Employee	36	36
Private Employee	18	18
Small Scale Business	03	03
Pensioner	02	02
Educational Qualification of Husband:		
Uneducated	02	02
High School	06	06
Intermediate	21	21
Graduate	49	49
Post Graduate	22	22
Occupation of Husband:		
Farmer	02	02
Labourer	06	06
Government Employee	38	38
Private Employee	16	16
Business	26	26
Driver	10	10
Pensioner	01	01
No Job	01	01
Type of Family:		
Nuclear	64	64
Joint	36	36
Size of Family:		
2 – 4	59	59
5 – 7	35	35
8 – 9	04	04
9 < -	02	02
Monthly Family Income:		
Less – 10000	17	17
10001 – 25000	28	28
25001 – 50000	20	20
50001 – 75000	22	22
75001 – 100000	08	08
100001 – Above	05	05

It is evident from the Table No. 1 that 33 percent of the women are categories into the age group of 41 to 50 years, followed by the age group of 31 to 40 years with percentage of 32. Only a minimum of 3 percent of the women belong to the age group of 61 to 70 years. Regarding the community/caste, a maximum of 45 percent belong to OBC (other backward class), followed by G (general) with a percentage of 31. 18 percent and 06 percent of respondents belong to ST (schedule tribe) and SC (schedule caste) respectively. It is also observed that 59 percent of respondents are Hindu. 18 percent, 13 percent and 10 percent of respondents belong to Christian, Meiteism/Sanamahi and Muslim respectively. It is evident from the table that 36 percent of the respondents were educated up to graduate level and 10 and 29 percent were educated up to only high school and intermediate standard respectively. 25 percent of the respondents had the degree of post graduate. Regarding occupation of the women respondents, 36 percent were government employee and 33 and 18 percent of the respondents were housewife and private employee respectively. It is also observed that 49 percent of women respondent's husband educated up to graduate level and 21 and 22 percent were educated up to intermediate and post graduate level respectively. Regarding the occupation of the women respondent's husband, 38 percent were government employee and 26 and 16 percent of the respondent's husband were business and private employee respectively. It is interesting that 64 percent of the respondents followed 'nuclear family system'. Among the selected families, 59 percent of women belong to '2 – 4' (small) size family, which mostly consisted of father, mother and two children. It is clear from the table that 28 percent of the women belonged to Rs.10001 – 25000 of monthly family income group followed by Rs.50001 – 75000 with a percentage of 22. Only a minimum of 17 percent came under low income group (Less – Rs.10000). This shows that majority of the women respondent's families were leading better standard of living.

Table No. 2 Demographic profile of urban uneducated women respondents (N=100)

Characteristics	Number	Percentage
Age (Year):		
21 – 30yr.	16	16
31 – 40yr	22	22
41 – 50yr	31	31
51 – 60yr	13	13
61 – 70yr	18	18
Community / Caste		
ST	15	15
SC	05	05
OBC	68	68
G	12	12
Religion:		
Hindu	60	60
Muslim	08	08
Christian	15	15
Meiteism/Sanamahi	17	17
Occupation:		
Housewife	57	57
Farmer	01	01
Labourer	08	08
Handloom	17	17
Handicraft	04	04
Small Scale Business	13	13
Educational Qualification of Husband:		
Uneducated	34	34
High School	27	27
Intermediate	20	20
Graduate	18	18
Post Graduate	01	01
Occupation of Husband:		
Farmer	07	07
Labourer	31	31
Government Employee	14	14
Private Employee	09	09
Business	13	13
Driver	09	09
Pensioner	12	12
No Job	05	05
Type of Family:		
Nuclear	53	53
Joint	47	47
Size of Family:		
2 – 4	45	45
5 – 7	39	39
8 – 9	13	13
9 < -	03	03
Monthly Family Income:		
Less – 10000	41	41
10001 – 25000	36	36
25001 – 50000	16	16
50001 – 75000	07	07

It is evident from the Table No. 2 that 31 percent of the women are categories into the age group of 41 to 50 years, followed by the age group of 31 to 40 years with percentage of 22. It is also observed that 18 percent of the women belong to the age group of 61 to 70 years. Regarding the community/caste, a maximum of 68 percent belong to OBC (other backward class), followed by ST (schedule tribe) with a percentage of 15. 12 percent and 05 percent of respondents belong to G (general) and SC (schedule caste) respectively. It is also observed that 60 percent of respondents are Hindu. 17 percent, 15 percent and 8 percent of respondents belong to Meiteism/Sanamahi, Christian and Muslim respectively. Regarding occupation of the women respondents, 57 percent were housewife and 17 and 13 percent of the respondents were handloom and small

scale business (like making of edible things, agarbati making at home, vendors at the local areas, opening of small pan-dukan and tea hotel etc.) respectively. 8 percent of the respondents work as a labourer. It is also observed that 34 percent of women respondent's husband was uneducated and 20 and 18 percent were educated up to only intermediate and graduate level respectively. Only 1 percent of women respondent's husband was educated up to post graduate. Regarding the occupations of husbands of this group of urban uneducated women were found mostly amongst the non-government employees. Most of them were found engaged in day labourer works (31 percent), private jobs (9 percent), auto rickshaw and van driver for school children (9 percent) and other business (13 percent). Only 14 percent of the respondent's husband

was government employee. It is also interesting that 53 percent of the respondents followed 'nuclear family system'. Among the selected families, 45 percent of women belong to '2 – 4' (small) size family, which mostly consisted of father, mother and two children. It is clear from the table that 41 percent of the women

belonged to 'Less – Rs.10000' of monthly family income group followed by Rs.10001 – 25000 with a percentage of 36. Only a minimum of 7 percent came under medium income group Rs.50001 – 75000). This shows that majority of the women respondent's families have low monthly family income.

Table -3 Comparison between demographic profile of urban educated and Urban uneducated women respondents

Characteristics	Urban educated women (N = 100)	Urban uneducated women (N = 100)	Chi square (x^2) Value
Age (Year):			$x^2 = 12.936$
21 – 30yr	16	16	d.f = 4
31 – 40yr	32	22	Significant at
41 – 50yr	33	31	P<.05
51 – 60yr	16	13	
61 – 70yr	03	18	
Occupation:			
Housewife	33	57	$x^2 = 84.890$
Farmer	-	01	d.f = 8
Labourer	-	08	Significant at
Handloom	08	17	P<.05
Handicraft	-	04	
Government Employee	36	-	
Private Employee	18	-	
Small Scale Business	03	13	
Pensioner	02	-	
Educational Qualification of Husband:			
Uneducated	02	34	$x^2 = 75.344$
High School	06	27	d.f = 4
Intermediate	21	20	Significant at
Graduate	49	18	P<.05
Post Graduate	22	01	
Occupation of Husband:			
Farmer	02	07	
Labourer	06	31	$x^2 = 49.058$
Government Employee	38	14	d.f = 7
Private Employee	16	09	Significant at
Business	26	13	P<.05
Driver	10	09	
Pensioner	01	12	
No Job	01	05	
Type of Family:			$x^2 = 2.490$
Nuclear	64	53	d.f = 1
Joint	36	47	Not Significant at P<.05
Size of Family:			
2 – 4	59	45	$x^2 = 7.064$
5 – 7	35	39	d.f =3
8 – 9	04	13	Not Significant
9 < -	02	03	at P<.05
Monthly Family Income:			
Less – 10000	17	41	$x^2 = 32.132$
10001 – 25000	28	36	d.f. 5
25001 – 50000	20	16	Significant at
50001 – 75000	22	07	P<.05
75001 – 100000	08	-	
100001 – Above	05	-	

It is observed from Table No. 3 that only a minimum 3 percent of the urban educated women respondents belong to the age group of 61 – 70 years, whereas 18 percent of the urban uneducated women respondents belong to the age group of 61 – 70 years. A

significant test value ($x^2 = 12.936$) shows that there is a difference in age (year) between urban educated and urban uneducated women respondents. Regarding occupation of the respondents the number of housewife (57 per cent) exceed in urban uneducated women than

urban educated women (33 percent). Urban educated women have higher percentage of having better occupational status (36 per cent government employee, 18 per cent private employee). Urban uneducated women correspond to unskilled workers / small scale business. A highly significant test value ($x^2 = 84.890$) shows that there is a difference of the types of occupation between urban educated and urban uneducated women respondents. Thus education of women has certain link with her occupation. The present finding is in conformity with the findings of Ahmad (1980) that there is a positive correlation between educational status and income. Again the present finding is in conformity with the findings of Sangeeta, M. (2008) that there is positive correlation between higher educational level and better occupational status. Again the finding is in agreement with the previous findings of Shankar (1980), Sachidananda (1985),Urmila (2002) and Barua and Devi (2004). It also observed from Table No. 3 that there is a relationship between educational status of wife and educational status of her husband that educated wife's husband is also educated man except two (2 percent uneducated) and again uneducated wife's husband is uneducated and also less educated man. And highly significant test value ($x^2 = 75.344$) shows that there is a strong difference in between educational status of husbands of urban educated and the husbands of urban uneducated women respondents. It is observed from Table No. 3 that there is a positive relationship between educational status of wife and educational status of her husband since uneducated wife's husband is also uneducated and less educated man. Again a highly qualified wife has highly qualified husband and vice-versa. The present finding is in conformity with the findings of Sangeeta, M. (2008) that there are couple's similar educational levels.

Women educational status is found to be strongly related with type of occupation of her husband. It is observed that educated women have a highest percentage (38%) of being her husband as government employee and lowest (1%) as having no job, while uneducated women have highest percentage (31%) of being her husband as labourer and 5 percent as having no job. Hence, there is difference of husband's type of occupation with respect to educational status (educated and uneducated) of wife. A significant test value ($x^2 = 49.058$) shows that there is a difference in between occupational status of the husbands of urban educated women and the husbands of urban uneducated women

respondents. This result is similar to the findings of Jespen (2005) that wife's education is positively associated with her husband's earnings. It is also observed that more educated women have more earning husbands and uneducated women have less earning husbands.

It is also observed from Table No. 3 that nuclear family has higher percentage than that of its counterpart joint family in both the urban educated and urban uneducated women respondents. However it is interesting to note that the percentage of nuclear family increases (64 per cent) in urban educated women as compare to urban uneducated women respondents (53 per cent). This result is in conformity with the study conducted by Fatima, N. J. (1989) that education of women showed a positive association with preference for nuclear families. Among the selected families 59 percent of urban educated women family belong to '2 – 4' (small) size family category. Again 45 percent of urban uneducated women family belong to '2 – 4' (small) size family categories. Again nuclear family has higher percentage than that of joint family irrespective of educational status of women respondents. And the not significant test value ($x^2 = 2.490$) shows that there is no relationship between women's educational status and type of family. Again the not significant test value ($x^2 = 7.064$) shows that there is no relationship between educational status of women respondents and the size of their family. This result is in contradictory with the study conducted by Sangeeta, M. (2008) that small family size is influenced by educational level of wife.

It is also observed from the Table No. 3 that educational status of women have certain link with their monthly family income. Most of the urban educated women family (55%) has high income more than Rs. 25,000/- per month, whereas urban uneducated women family (77%) has low income less than Rs. 25,001/- per month. Majority of urban uneducated women sample households are poor in monthly income. The above table indicated that there is difference of income ($x^2 = 32.132$) between the different educational status (educated and uneducated) of women respondent's family. The present finding is in conformity with the findings of Sangeeta, M. (2008) that there is a positive correlation between higher educational levels and better occupational status of couples and higher income of couples. Urban educated women are in some better position in demographic profile in compare to urban uneducated women.

Table No. 4 Demographic profile of rural educated women respondents (N=100)

Characteristics	Number	Percentage
Age (Year):		
21 – 30yr	16	16
31 – 40yr	35	35
41 – 50yr	36	36
51 – 60yr	12	12
61 – 70yr	01	01
Community / Caste		
ST	16	16
SC	05	05
OBC	41	41
G	38	38
Religion:		
Hindu	60	60
Muslim	12	12
Christian	17	17
Meiteism/Sanamahi	11	11
Educational Qualification:		
High School	17	17
Intermediate	28	28
Graduate	43	43
Post Graduate	12	12
Occupation:		
Housewife	28	28
Handloom	14	14
Embroidery	03	03
Government Employee	26	26
Private Employee	15	15
Small Scale Business	14	14
Educational Qualification of Husband:		
Uneducated	02	02
High School	10	10
Intermediate	18	18
Graduate	57	57
Post Graduate	13	13
Occupation of Husband:		
Labourer	08	08
Government Employee	39	39
Private Employee	15	15
Business	29	29
Driver	04	04
Pensioner	04	04
No Job	01	01
Type of Family:		
Nuclear	60	60
Joint	40	40
Size of Family:		
2 – 4	51	51
5 – 7	40	40
8 – 9	08	08
9 < -	01	01
Monthly Family Income:		
Less – 10000	15	15
10001 – 25000	35	35
25001 – 50000	37	37
50001 – 75000	08	08
75001 – 100000	04	04
100001 – Above	01	01

It is evident from the Table No. 4 that 36 percent of the women are categories into the age group of 41 to 50 years, followed by the age group of 31 to 40 years with percentage of 35. Only 1 percent of the women belong to the age group of 61 to 70 years. Regarding the community/caste, a maximum of 41 percent belong to OBC (other backward class), followed by G (general) with a percentage of 38. 16 percent and 05 percent of respondents belong to ST (schedule tribe) and SC (schedule caste) respectively. It is also observed that 60 percent of respondents are Hindu. 17 percent, 12 percent and 11 percent of respondents belong to Christian, Muslim and Meiteism/Sanamahi respectively. It is evident from the Table No. 4 that 43 percent of the respondents were educated up to graduate level and 17 and 28 percent were educated up to only high school and intermediate standard respectively. 12 percent of the respondents had the degree of post graduate. Regarding occupation of the women respondents, 26 percent were government employee and 28 and 15 percent of the respondents were housewife and private employee respectively. It is

also observed that 57 percent of women respondent's husband educated up to graduate level and 18 and 13 percent were educated up to intermediate and post graduate level respectively. Regarding the occupation of the women respondent's husband, 39 percent were government employee and 29 and 15 percent of the respondent's husband were business and private employee respectively. It is interesting that 60 percent of the respondents followed 'nuclear family system'. Among the selected families, 51 percent of women belong to '2 – 4' (small) size family, which mostly consisted of father, mother and two children. It is clear from the Table No. 4 that 37 percent of the women belonged to Rs.25001 – 50000 of monthly family income group followed by Rs.10001 – 25000 with a percentage of 35. Only a minimum of 15 percent came under low income group (Less – Rs.10000). This shows that majority of the women respondent's families were leading better standard of living.

Table No. 5 Demographic profile of rural uneducated women respondents (N=100)

Characteristics	Number	Percentage
Age (Year):		
21 – 30yr.	20	20
31 – 40yr	22	22
41 – 50yr	25	25
51 – 60yr	18	18
61 – 70yr	15	15
Community / Caste		
ST	16	16
SC	05	05
OBC	64	64
G	15	15
Religion:		
Hindu	65	65
Muslim	07	07
Christian	17	17
Meiteism/Sanamahi	11	11
Occupation:		
Housewife	51	51
Farmer	03	03
Labourer	01	01
Handloom	13	13
Handicraft	07	07
Small Scale Business	25	25
Educational Qualification of Husband:		
Uneducated	36	36
High School	27	27
Intermediate	20	20
Graduate	15	15
Post Graduate	02	02
Occupation of Husband:		
Farmer	08	08
Labourer	26	26
Government Employee	12	12
Private Employee	08	08
Business	25	25
Driver	08	08
Pensioner	08	08
No job	05	05
Type of Family:		
Nuclear	70	70
Joint	30	30
Size of Family:		
2 – 4	48	48
5 – 7	42	42
8 – 9	08	08
9 < -	02	02
Monthly Family Income:		
Less – 10000	43	43
10001 – 25000	36	36
25001 – 50000	18	18
50001 – 75000	03	03

It is evident from the Table No. 5 that 25 percent of the women are categories into the age group of 41 to 50 years, followed by the age group of 31 to 40 years with percentage of 22. It is also observed that 15 percent of the women belong to the age group of 61 to 70 years. Regarding the community/caste, a maximum of 64 percent belong to OBC (other backward class), followed by ST (schedule tribe) with a percentage of 16. 15 percent and 05 percent of respondents belong to G (general) and SC (schedule caste) respectively. It is

also observed that 65 percent of respondents are Hindu. 17 percent, 11 percent and 7 percent of respondents belong to Christian, Meiteism/Sanamahi and Muslim respectively. Regarding occupation of the women respondents, 51 percent were housewife and 25 and 13 percent of the respondents were small scale business (like making of edible things, agarbati making at home, vendors at the local areas, opening of small pan-dukan and tea hotel etc.) and handloom respectively. 7 percent of the respondents were handicraft. It is also observed from Table No. 5 that 36 percent of women respondent's husband was uneducated and 20 and 15 percent were educated up to only intermediate and graduate level respectively. Only 2 percent of women respondent's husband was educated up to post graduate. Regarding the occupations of husbands of this group of rural uneducated women were found mostly amongst the non-government employees. Most of them were found engaged in day labourer works (26 percent), and business (25 percent), private jobs (8 percent), auto rickshaw and van driver for school children (8 percent). Only 12 percent of the respondent's husband was government employee. It is also interesting that 70 percent of the respondents followed 'nuclear family system'. Among the selected families, 48 percent of women belong to '2 – 4' (small) size family, which mostly consisted of father, mother and two children. It is clear from the Table No. 5 that 43 percent of the women belonged to 'Less – Rs.10000' of monthly family income group followed by Rs.10001 – 25000 with a percentage of 36. Only a minimum of 3 percent came under medium income group Rs.50001 – 75000). This shows that majority of the women respondent's families have low monthly family income.

Table - 6 Comparison between demographic profile of rural educated and Rural uneducated women respondents

Characteristics	Rural educated women (N=100)	Rural uneducated women (N=100)	Chi square (x^2) value
Age (Year):			x^2 = 18.843
21 – 30yr	16	20	d.f = 4
31 – 40yr	35	22	Significant at
41 – 50yr	36	25	P<.05
51 – 60yr	12	18	
61 – 70yr	01	15	
Occupation:			
Housewife	28	51	x^2 = 64.834
Farmer	-	03	d.f = 8
Labourer	-	01	Significant at
Handloom	14	13	P<.05
Handicraft	-	07	
Embroidery	03	-	
Government Employee	26	-	
Private Employee	15	-	
Small Scale Business	14	25	
Educational Qualification of Husband:			
Uneducated			x^2 = 70.904
High School	02	36	d.f = 4
Intermediate	10	27	Significant at
Graduate	18	20	P<.05
Post Graduate	57	15	
	13	02	
Occupation of Husband:			
Farmer	-	08	
Labourer	08	26	x^2 = 39.578
Government Employee	39	12	d.f = 7
Private Employee	15	08	Significant at
Business	29	25	P<.05
Driver	04	08	
Pensioner	04	08	
No Job	01	05	
Type of Family:			x^2 = 2.196
Nuclear	60	70	d.f = 1
Joint	40	30	Not Significant at P<.05
Size of Family:			
2 – 4	51	48	x^2 = 0.473
5 – 7	40	42	d.f = 3
8 – 9	08	08	Not Significant
9 < -	01	02	at P<.05
Monthly Family Income:			
Less – 10000	15	43	
10001 – 25000	35	36	x^2 = 27.364
25001 – 50000	37	18	d.f = 5
50001 – 75000	08	03	Significant at
75001 – 100000	04	-	P<.05
100001 – Above	01	-	

A similar trend of Table No. 3 is existed in Table No. 6 too. It is observed that only 1 percent of the rural educated women respondents belong to the age group of 61 – 70 years, whereas 15 percent of the rural uneducated women respondents belong to the age group of 61 – 70 years. A significant test value ($x^2 = 18.843$) shows that there is a difference in age (year) between rural educated and rural uneducated women respondents. Regarding occupation of the respondents the number of housewife (51 per cent) exceed in rural uneducated women than rural educated women (28 percent). Rural educated women have higher percentage of having better occupational status (26 per cent government employee, 15 per cent private employee). Rural uneducated women correspond to unskilled workers / small scale business. A highly significant test value ($x^2 = 64.834$) shows that there is a difference of the types of occupation between rural educated and rural uneducated women respondents. Thus education of women has certain link with her occupation. The present finding is in conformity with the findings of Ahmad (1980) that there is a positive correlation between educational status and income. Again the present finding is in conformity with the findings of Sangeeta, M. (2008) that there is positive correlation between higher educational level and better occupational status. Again the finding is in agreement with the previous findings of Shankar (1980), Sachidananda (1985), Urmila (2002) and Barua and Devi (2004). It may be observed from Table No. 6 that there is a relationship between educational status of wife and educational status of her husband that educated wife's husband is also educated man except (2 percent uneducated) and again uneducated wife's husband is uneducated and also less educated man. And highly significant test value ($x^2 = 70.904$) shows that there is a strong difference in between educational status of husbands of rural educated and the husbands of rural uneducated women respondents. It is observed from Table No. 6 that there is a positive relationship between educational status of wife and educational status of her husband since uneducated wife's husband is also uneducated and less educated man. Again a highly qualified wife has highly qualified husband and vice-versa. The present finding is in conformity with the findings of Sangeeta, M. (2008) that there are couple's similar educational levels.

Women educational status is found to be strongly related with type of occupation of her husband. It is observed that educated women have a highest percentage (39%) of being her husband as government employee and lowest (1%) as having no job, while uneducated women have highest percentage (26%) of being her husband as labourer and 5 percent as having no job. Hence, there is difference of husband's type of occupation with respect to educational status (educated and uneducated) of wife. A significant test value ($x^2 = 39.578$) shows that there is a difference in between

occupational status of the husbands of rural educated women and the husbands of rural uneducated women respondents. This result is similar to the findings of Jespen (2005) that wife's education is positively associated with her husband's earnings. It is also observed that more educated women have more earning husbands and uneducated women have less earning husbands.

It is also observed from Table No. 6 that nuclear family has higher percentage than that of its counterpart joint family in both the rural educated and rural uneducated women respondents. However it is interesting to note that the percentage of nuclear family increases (70 per cent) in rural uneducated women as compare to rural educated women respondents (60 per cent). This result is in contradictory with the study conducted by Fatima, N. J. (1989) that education of women showed a positive association with preference for nuclear families. Among the selected families 51 percent of rural educated women family belong to '2 – 4' (small) size family category. Again 48 percent of rural uneducated women family belong to '2 – 4' (small) size family categories. Again nuclear family has higher percentage than that of joint family irrespective of educational status of women respondents. And the not significant test value ($x^2 = 2.196$) shows that there is no relationship between women's educational status and type of family. Again the not significant test value ($x^2 = 0.473$) shows that there is no relationship between educational status of women respondents and the size of their family. This result is in contradictory with the study conducted by Sangeeta, M. (2008) that small family size is influenced by educational level of wife.

It is also observed from the Table No. 6 that educational status of women have certain link with their monthly family income. Half of the rural educated women family (50 percent) has high income more than Rs. 25,000/- per month whereas rural uneducated women family (79 percent) has low income less than Rs. 25,001/- per month. Majority of rural uneducated women sample households are poor in monthly income. The above table indicated that there is difference of income ($x^2 = 27.364$) between the different educational status (educated and uneducated) of women respondent's family. The present finding is in conformity with the findings of Sangeeta, M. (2008) that there is a positive correlation between higher educational levels and better occupational status of couples and higher income of couples. Rural educated women are in some better position in demographic profile in compare to rural uneducated women.

CONCLUSION

Pertinent findings observed in the present study may be recapitulated as follows:

- A significant test value shows that there is a difference in age (year) between educated and

uneducated women respondents in both the urban and rural.

- A highly significant test value shows that there is a difference of the types of occupation between educated and uneducated women respondents in both the urban and rural. There is positive correlation between higher educational level and better occupational status.

- A highly significant test value shows that there is a strong difference in between educational status of husbands of educated and the husbands of uneducated women respondents in both the urban and rural. There is a positive relationship between educational status of wife and educational status of her husband since uneducated wife's husband is also uneducated and less educated man. Again a highly qualified wife has highly qualified husband and vice-versa.

- A significant test value shows that there is a difference in between occupational status of the husbands of educated women and the husbands of uneducated women respondents in both the urban and rural. It is also observed that more educated women have more earning husbands and uneducated women have less earning husbands.

- Not significant test value shows that there is no relationship between women's educational status and type of family in both the urban and rural.

- Again not significant test value shows that there is no relationship between women's educational status and the size of their family in both the urban and rural.

- A significant test value shows that there is difference of monthly family income between the different educational status (educated and uneducated) of women respondent's family in both the urban and rural. There is a positive correlation between higher educational levels and better occupational status of couples and higher income of family.

- The present study shows the changes that brought by education among the women folk in relation to their demographic status are better occupational status, highly qualified husbands, more earning husbands and higher monthly family income etc. The present study also reveals that educated women both in urban and rural were leading better standard of living than uneducated women's of urban and rural resident.

- The study covered only two valley districts known as Imphal East and Imphal West of Manipur. It is a micro-level study. The study is limited to the 200 educated and 200 uneducated currently married women from urban and rural areas of Imphal Districts (Imphal East and Imphal West) of Manipur. Due to the limited time, number of sample taken is limited. However, such a study may be conducted at a macro-level with some more characteristics covering some more districts or the whole state of Manipur so that we can have more

and further insights into the problems under the study on the one hand and the findings of the study can be generalized on the other.

- "If you educate a man you educate an individual, however, if you educate a woman you educate a whole family. Women empowered means mother India empowered" says Pt.Jawaharlal Nehru.

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