



Educational Discontinuity Among Displaced Adolescent Girls In Manipur

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ABSTRACT

The issue of educational discontinuity is now one of the biggest humanitarian and educational challenges in the conflict affected areas of Manipur with regard to adolescent girls. This is the first study to look at how displacement affects the continuity in education, participation in schooling, and access to learning materials for adolescent girls in relief camps and temporary shelters. The research design that was used for the study was mixed methods – descriptive and exploratory research with both primary and secondary data sources. Structured questionnaires and semi-structured interviews were used to gather primary data from the following groups: displaced adolescent girls, teachers, NGO workers and parents. The study indicated that conflict-induced displacement had a significant impact on school attendance, attendance at examinations, study time, and access to learning materials. The most significant drivers of educational interruption of girls in the context of displacement were found to be economic hardship, psychological trauma, insecurity and insufficient education infrastructure. The study also found that higher rates of conflict intensity were associated with higher dropouts and irregular attendance rates, when compared with districts with lower conflict intensity. Lack of adequate digital access, limited counselling services, and gender insensitivity of educational facilities in relief camps further exacerbated educational exclusion. The study showed that temporary learning facilities, psychosocial support, financial assistance, digital inclusion, and inclusive educational rehabilitation policies are needed to ensure uninterrupted education for adolescent girls who are displaced. The study highlighted that continuity of education is crucial to empower, socially include and promote long-term development of displaced adolescent girls in Manipur.

Keywords: Educational discontinuity, displaced adolescent girls, Manipur, conflict, educational disruption, psychological trauma, relief camps, educational access, socio-economic challenges, displacement.

1. INTRODUCTION

One of the most indispensable tools of social development, empowerment and human progress is education. But, in the face of conflict, violence and displacement, education systems are frequently affected and vulnerable populations, such as adolescent girls, are often the most impacted. In the last few years, Manipur witnessed ethnic tension and violence which has forced families to migrate



from one district to another, mainly in large numbers. Thousands of children and young people have had to abandon their homes and move to refugee relief camps where access to basic services, such as school, is still limited.

Educational discontinuity is when there is a gap in the regular learning process caused by social, economic, political, environmental or conflict related issues. Educational continuity and continuity of schooling is often disrupted for displaced populations in the form of school dropouts, non-attendance, loss of all or part of school records, absence of educational resources and psychological barriers to learning. Adolescent girls are more vulnerable due to the fact that displacement can lead to gender discrimination, domestic burden, insecurity, early marriage and social exclusion.

Many schools closed, or used as relief shelters, in Manipur during times of unrest. Girls faced additional difficulties in completing their schooling related to transportation, infrastructure, safety of violence and economic disadvantage. The disruptions disrupt academic performance and can have long-term impacts on mental health, employment and social mobility.

The challenge of missing school during childhood has come to the fore as an alarming human and development issue among adolescent girls who were displaced due to conflict in the country because education is a key determinant of social stability, gender equality and future economic security. Forced displacement can also have a detrimental impact on emotional resilience, educational aspirations and the vulnerability of girls to exploitation and social exclusion. Coverage of educational facilities is still lacking in many relief camps and temporary settlements, and the lack of formal learning places leaves long-term learning opportunities among adolescents unmet. It is, therefore, imperative that educational issues of displaced girls demand immediate attention of the academic community and policy intervention to prevent their permanent exclusion from the mainstream education system.

The present study tries to look into the issue of educational disruption of the displaced adolescent girls in Manipur state by exploring the social, economic, psychological and institutional aspects of the plight of the displaced girls. The study aims at highlighting the main reasons for school dropouts, assessing the effect of displacement on educational participation and the difficulties experienced by educational institutions and by displaced families to resume their educational continuity. The study also seeks to suggest appropriate policy recommendations and rehabilitation approaches that could facilitate inclusive and uninterrupted education to the girls who are displaced in Manipur in the areas of conflict.

2. REVIEW OF LITERATURE

Abbas et al. (2024) studied how displacement and adjustment affected the education of the girl-child in conflict and concluding that: the conflict had caused an educational disruption for displaced girls which was severe and had resulted from insecurity, poverty and unstable living conditions. The study revealed that the displacement affected access to learning materials, emotional support systems, and schools, which led to irregular attendance at schools and increased



dropouts. The authors also noted that long-term displacement had a negative effect of the educational aspirations and continuity of adolescent girls.

Choudhury and Kumar (2022) studied gender discrimination and marginalization of women in Northeast India and declared how much socio-cultural inequalities had a huge impact on the access of women to education and social opportunities. Women and adolescent girls in conflict-affected areas were identified as being vulnerable to various forms of exclusion, such as having limited mobility, insecurity and unequal access to school education. The authors stressed the increased gender marginalization that occurred in times of social unrest and displacement.

Singh (2024) examined the situation in Manipur, noted growing ethnic tension, political violence and large-scale displacement, and reported on the disruption of public institutions. The study findings indicated that educational institutions in conflict-affected areas had to close temporarily, suffered damage to their facilities, and experienced a decrease in enrolment. The author also described the long-term issues that affected children and youth in impacted communities faced because of fear, insecurity, and displacement, that led to educational challenges.

Jones et al. (2022) trained by the United Nations and the Government of Ethiopia, he investigated how conflict affects adolescent access to education and learning in war-stricken Ethiopia and discovered that conflict has a significant impact on the education pathway of adolescents. The study found that conflict led to dropouts, restricted learning resources and that it had a negative impact on academic performance. The authors also noticed that since the girls were much more involved in domestic duties, they were disproportionately affected by the conflict and were not able to attend school because of their safety and economic status when displaced.

Thanglen (2025) researched poverty and education of the girl child in Senapati district of Manipur and noted that economic uncertainty continued to be one of the key challenges hindering the continuation of education by adolescent girls. According to the findings, poor families were unable to provide educational necessities such as study material, means of transport, and other educational needs for their girls. The researcher stated that poverty, social insecurity, and lack of educational facilities hinder girls' education.

3. RESEARCH METHODOLOGY

Research methodology is an important part as it gives a systematic framework for carrying out the study and analyses the research problem in a scientific way. It assists in choosing the right research methods, data gathering and analysis techniques to accomplish the research goals. The present study was conducted to understand the educational discontinuity of the displaced adolescent girl in the context of Manipur and hence employed the mixed method approach (quantitative and qualitative). The methodology aimed to explore the social, economic, psychological and institutional aspects of the issue of educational disruptions in the areas of conflict.



3.1 Research Design

This study took a mixed-method descriptive and exploratory approach to investigate the problem of educational discontinuity of the displaced adolescent girls of Manipur (MEA). Patterns, trends and variations in educational disruption were sought using the descriptive approach and an understanding of social, psychological and institutional experience relating to displacement through the exploratory approach. The mixed-method design allowed the quantitative and qualitative data to be analyzed together to achieve a holistic understanding of the educational problem of adolescent girls in displacement.

The study was a mixed method, which included statistical analysis of educational parameters and a qualitative analysis of personal experiences, social and institutional factors. This method helped to gain a better understanding of the link between displacement and interruptions to education in conflict-affected areas.

3.2 Study Area

It is carried out in select districts affected by conflict in Manipur such as Imphal, Churachandpur, and Kangpokpi. There were ethnic conflicts, displacement of populations, and interference in education due to the conflict situation in these regions.

These regions were selected since they were areas that were experiencing unrest in terms of educational facilities and instability. These regions have become centers where relief camps have been set up for the displaced adolescents, giving an understanding of the educational situation among displaced adolescent girls.

3.3 Sources of Data

This research used both primary and secondary data sources so as to enhance the comprehensiveness of the analysis and validity of results.

Primary Data

The primary data was gathered from the respondents using a field study approach. The structured questionnaire was filled out by the displaced adolescent girls to gather data on their schooling, disruption in education, socio-economic situation, emotional status, and educational resources. The semi-structured interview was conducted among the teachers, NGO workers, and the parents to gain insight into the difficulties of the institutions and society related to discontinuation in education.

The informal conversation with the affected families and communities also helped comprehend the social dynamics of displacement and its effect on education.

Secondary Data

Sources of secondary data collection include various institutions and academic organizations:

- Reports by the government regarding education
- Publications by NGOs
- UNICEF and UNESCO Reports



- Research studies
- Policies related to education for displacement
- News reports regarding ethnic conflicts and education disruptions in Manipur

The use of secondary literature aided in appreciating the overall context of education disruption due to conflicts and enabled interpretation of primary results.

3.4 Sampling Technique and Sample Size

Purposive sampling technique was used for selecting the respondents in the study. The sampling procedure was thought to be appropriate since the study was concerned with displaced adolescent girls living in relief camps. Adolescent girls within the age group of 12 to 18 years were selected depending on their experience with educational disruption as a result of displacement.

The total sample comprised:

- 120 adolescent girls who have been displaced for questionnaire survey
- 15 teachers/NGO workers for semi-structured interview
- 10 parents/guardians for qualitative response

The selected sample gave good representation of experiences of education, socialization, and psychology that relate to displacement in the study area.

3.5 Tools for Data Collection

Several methods were utilized by the study for collecting both quantitative and qualitative data. The structured questionnaire comprising close-ended and open-ended questions was employed to gather data concerning:

- School attendance and dropout rates
- Educational materials available
- Consistency in learning amidst displacement
- Mental and emotional well-being
- Financial state of families
- Concerns for safety and security
- Educational ambitions and dreams for the future

Interview guides were employed to conduct semi-structured interviews with teachers, NGO employees, and parents in order to have comprehensive views about institutional obstacles, education rehabilitation, and obstacles in front of displaced communities. Unstructured interactions and observations were also incorporated to enrich the context of the relief camp setting and educational access.

3.6 Methods of Data Analysis

Analysis of the quantitative data was carried out using descriptive statistical measures like percentages, means, frequency distribution, and comparative analysis in order to identify variations in education persistence pre-displacement and post-displacement. Use of tables and graphs in interpretation of findings about school attendance, drop-out rate, academic engagement,

psychological states, and educational facilities in displaced adolescent girls. The qualitative data collected through interviews and discussions from teachers, NGO staff, parents, and other respondents was thematically analyzed to determine the significant social, psychological, and organizational issues related to educational disruption in conflict-affected areas of Manipur.

4. RESULTS AND DISCUSSION

This section includes a description and analysis of the results that have emerged from the research carried out with respect to displaced adolescent girls living in relief camps and areas affected by conflict in Manipur. The impact of displacement is analyzed using changes in education in terms of school attendance, educational stability, psychological wellbeing, socioeconomic status, and educational facilities available. The results have been systematically tabulated in quantitative and qualitative tables along with interpretations.

Table 1 shows a comparative analysis of education-related indicators before and after displacement of adolescents' girls in the conflict-affected areas of Manipur. Some of the factors which have been compared include school attendance, hours of study, participation in exams, availability of schools, and learning materials.

Table 1: Comparative Educational Indicators Before and After Displacement

Educational Indicator	Before Displacement	After Displacement
Average School Attendance	89%	47%
Average Daily Study Hours	4.5 Hours	1.9 Hours
Examination Participation	93%	54%
Regular Access to Schools	96%	41%
Access to Learning Materials	91%	38%

As seen in Table 1 above, the results revealed that displacement had caused great disruption to the education of the adolescent girls in Manipur. The attendance rates in school fell sharply by 42 percentage points, falling from 89% before displacement to 47% after displacement. There was also an average daily decline in the number of hours spent studying per day, falling from 4.5 hours to 1.9 hours, meaning a drop of 2.6 hours daily on average. Participation in examinations also fell drastically from 93% before displacement to 54% after displacement, while attendance at schools fell from 96% before displacement to 41% after displacement. Access to educational material also fell from 91% before displacement to 38% after displacement.

Table 2 shows the level of educational disruption of displaced girls among adolescents residing in selected conflict-afflicted districts of Manipur, while Figure 1 graphically depicts the dropout ratio and erratic class attendances in various districts.

Table 2: District-wise Educational Disruption

District	Number of Respondents	Dropout Rate (%)	Irregular Attendance (%)
Imphal East	34	18	44
Churachandpur	42	33	51

Kangpokpi	44	27	49
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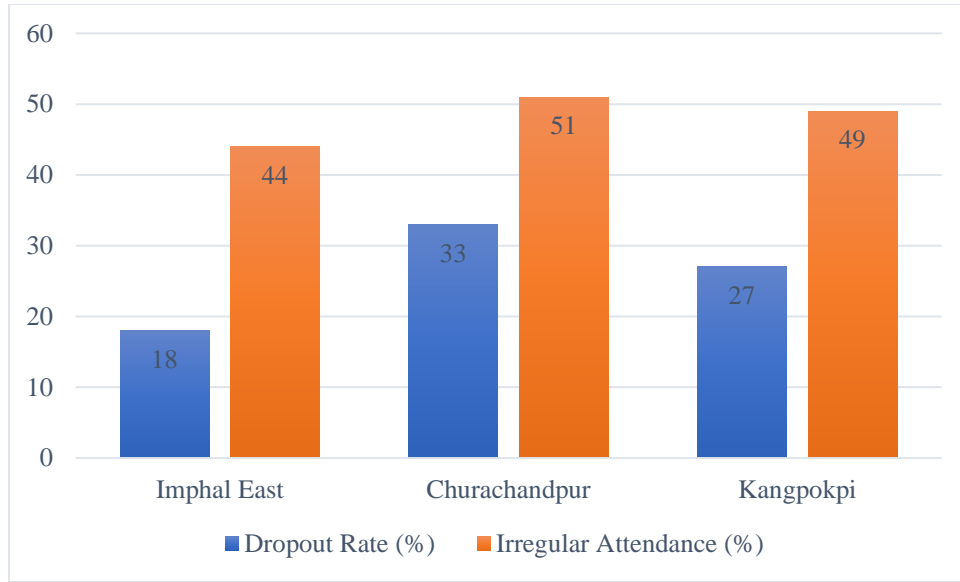


Figure 1: Visual Representation of District-wise Educational Disruption

However, as indicated in Table 2, the differences in educational disruption were also evident between different regions, where the largest dropout rate (33%) and irregular attendance (51%) occurred in Churachandpur among displaced adolescent girls. As depicted in Figure 1 below, the more intense conflict and displacement in certain regions had higher levels of educational disruption.

The relation of income loss to continuity of education for displaced adolescent girls is shown in Table 3, whereas Figure 2 illustrates the variation in education continuity versus interruption for various levels of income loss.

Table 3: Relationship Between Economic Loss and Educational Continuity

Level of Income Loss	Continued Education (%)	Interrupted Education (%)
Low Income Loss	74	26
Moderate Income Loss	48	52
Severe Income Loss	21	79

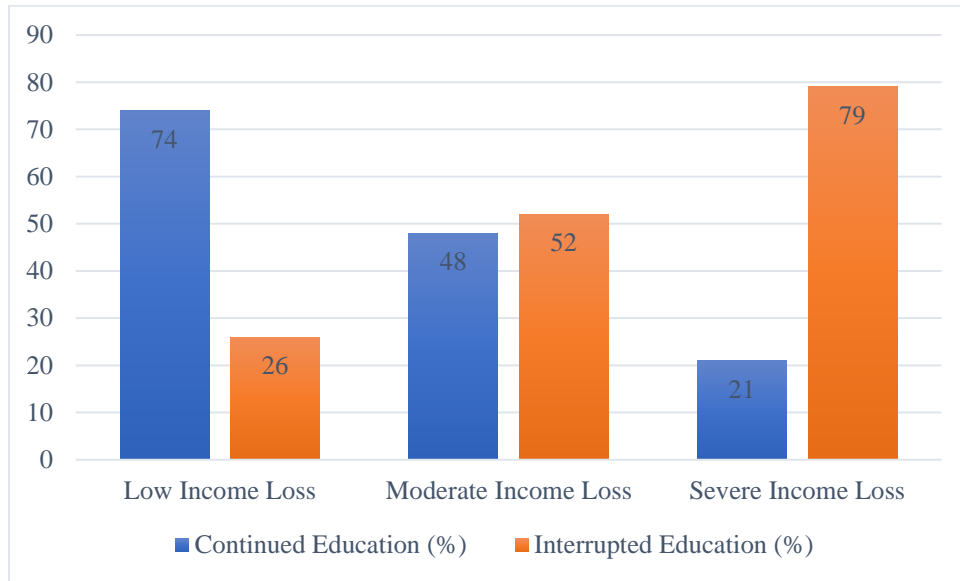


Figure 2: Visual Representation of Relationship Between Economic Loss and Educational Continuity

Table 3 showed how economic instability and educational disruption were strongly correlated as evidenced by a decrease in continued education from 74% in cases of low-income loss to 21% in cases of high-income loss, while educational disruption increased from 26% to 79%. Economic hardship leading to educational disruption could also be seen from Figure 2.

The psychological states that affect the displaced girls and their effect on academic performance are displayed in Table 4. The effect of the psychological problems on the academic performance of the girls is depicted in Figure 3.

Table 4: Psychological Conditions and Academic Performance Decline

Psychological Condition	Average Decline in Academic Performance
Anxiety and Fear	24%
Depression and Emotional Stress	31%
Trauma-related Insecurity	36%
Sleep Disturbance	18%

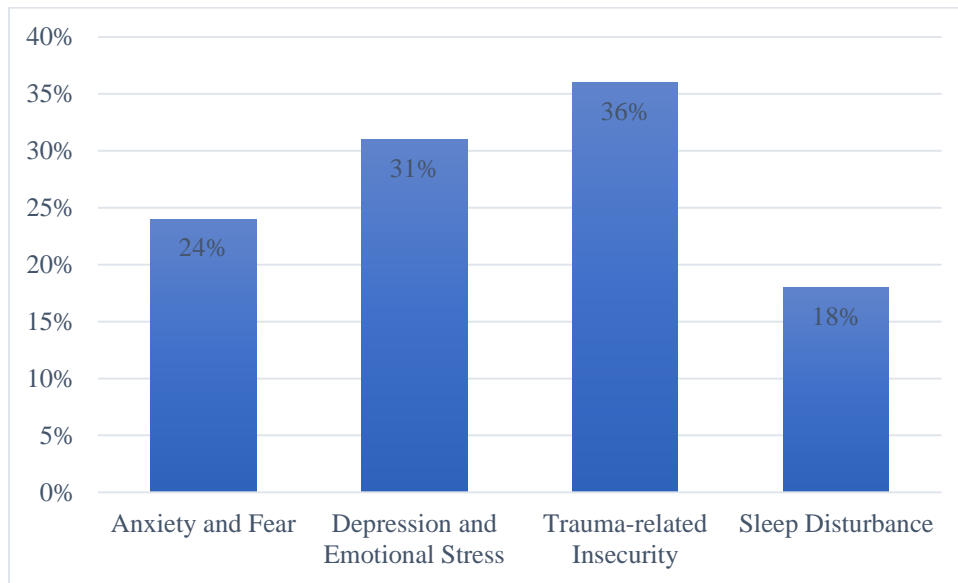


Figure 3: Visual Representation of Psychological Conditions and Academic Performance Decline

The results reported in Table 4 revealed that psychological trauma had a great impact on academic performance for displaced adolescent girls, where trauma-induced insecurity accounted for the greatest drop in academic performance of 36%, while depression and emotions accounted for 31%, anxiety and fear accounted for 24%, and sleeping problems were responsible for 18%. According to Figure 3, greater psychological trauma adversely affected their ability to concentrate and learn effectively.

Table 5 describes the availability of educational facilities and systems in relief camps and temporary settlements inhabited by displaced individuals, whereas Figure 4 portrays the availability and unavailability of basic educational facilities for displaced adolescent girls.

Table 5: Educational Infrastructure Availability in Relief Camps

Educational Facility	Adequately Available (%)	Inadequate or Unavailable (%)
Temporary Classrooms	43	57
Female Sanitation Facilities	37	63
Internet and Digital Access	22	78
Counseling and Emotional Support	16	84
Learning Materials and Books	39	61

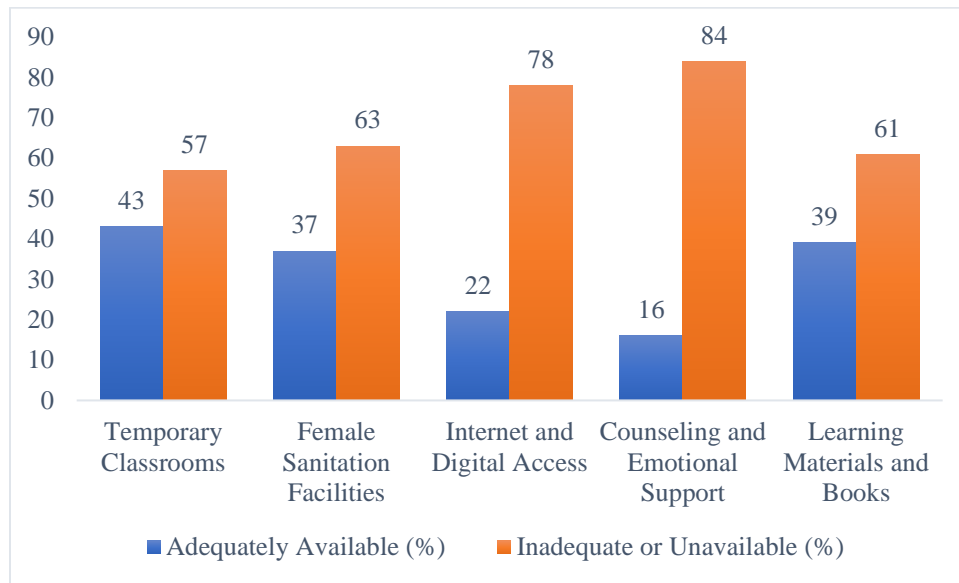


Figure 4: Visual Representation of Educational Infrastructure Availability in Relief Camps
Based on Table 5, infrastructural shortcomings in relief camps and displaced sites included counseling and emotional services having the highest deficiency percentage of 84%, while internet/digital was deficient at 78%. Sanitation for females was deficient at 63%, and learning materials were deficient at 61%. Only 43% of the respondents had adequate temporary classrooms. As shown in Figure 4, the lack of educational infrastructure and insufficient services were key causes of disruption in education for displaced adolescent girls.

5. CONCLUSION

The educational discontinuity among displaced adolescent girls in Manipur came out as a primary social and education problem as a result of the conflicts and the ensuing situation of displacement and instability. The study found that school attendance, continuity of study, participation in examinations and access to educational resources were significantly impacted by displacement among adolescent girls living in relief camps or conflict affected areas. Economic hardship, psychological trauma, insecurity, poor educational facilities and gender-specific problems were cited as the most significant factors in causing educational interruption. The results indicated that there is a need for temporary learning centres, strengthening of the educational infrastructure, psychosocial counselling, financial assistance, digital access and safe learning environments to ensure continuity in the educational process. The study finally identified the need to ensure uninterrupted education of the displaced adolescent girls for their empowerment, social inclusion and long-term development in Manipur.



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