

Chapter – XIV

EDUCATIONAL PROFILE OF MANIPUR

14.1 Background

All cultures are characterized by distinct systems of learning and education. Archaeological evidence in the form of copper plates, coins and inscriptions indicate the early development of a literate culture in Manipur. There are manuscripts written in the old Meitei (*Mayek*) script on history, religion, medicine, dance and warfare.

Among the Naga tribes, traditional education was imparted in the *Morung* or dormitories for the adolescent and unmarried youth of the village. The importance of the *Morung* system declined with the advent of modern educational institutions in the 20th Century.

There was therefore an interesting dichotomy, between the education system in the hills and that in the valley. While the former had a well-developed universal system of imparting basic skills for social and economic survival like weaving, hunting, dancing, martial arts and warfare, etc. relying entirely on an oral tradition in dormitories, the latter had an exclusive but highly developed literary and scholarly tradition for the nobility and elite.¹

The advent of British rule brought in its wake rapid changes in the system of learning. One view is that the main objective of the colonial rulers in educating the tribal people was to equip them to assist the government in clerical work. Formal education under colonial rule was thus confined to a small section of the society. After Independence formal education was extended to every section of the society, although there are still wide disparities in educational infrastructure and literacy levels across regions.

(I). Formal Education In Manipur Before And After Independence

The American Baptist missionaries were the first to spread modern education in English in the hills, using the Roman script. On the 6th February, 1894 William Pettigrew started a school at Singjamei Thokchom Leikai, Imphal. The said school is still at its original place as a Junior High School. Soon, Pettigrew shifted his missionary activities to Ukhrul and started another school at Ukhrul on the 10th February, 1897. It was the first school in the hills. The efforts of his successors helped to convert most of the hill inhabitants to Christianity. By 1936, there were altogether as many as 60 schools in Manipur. The first college was established in 1946 in Imphal. After the attainment of Independence in 1947, education recorded rapid progress in Manipur as well. The number of schools in the state rose from 988 in 1955-56 to as many as 3785 in 1997-98. The number of Colleges for general (Arts & Science) undergraduate education rose from 29 in 1990 to 61 in 2001-02. Colleges for professional and other educations were 40 in 1998-99. (The latest Statistical Abstract Manipur 2005 shows that there were only 13 institutions in 2001-02). Besides the Universities, the State has only one college offering postgraduate courses i.e. D.M. College of Sciences in a few subjects like Mathematics. By 2000, Manipur had two Universities.

¹ Prof. M. Horam, 2000 *The Rising Manipur Including other North Eastern States* Manas Publications New Delhi, p.186

After 1963, the responsibility for education was vested with the Manipur administration. Primary and secondary schools were put under the control and supervision² of Territorial Councils whereas education at the higher level was managed and supervised by the Manipur Administration³. After Manipur attained statehood in 1972, the management and control of government-aided and unaided primary schools in the four valley districts of Manipur was placed under the direct control of the state's Department of Education, while in the hill areas, the responsibility for the management and supervision of the primary schools was given to the hill district councils, under the Manipur Hill Area District Council Act, 1971⁴.

(II). Educational Institutions

Table 14.1 shows the number of educational institutions in Manipur in different stages

District/State	Primary Schools			Middle Schools			High/Higher Secondary		
	1989	1999	2002	1989	1999	2002	1989	1999	2002
Senapati	380	377	395	67	90	91	27	51	61
Tamenglong	209	216	215	33	43	48	15	22	23
Churachandpur	412	266	270	76	78	102	48	78	79
Chandel	227	205	207	19	33	52	8	18	23
Imphal (U)	772	742	727	119	217	288	156	231	272
Bishnupur	236	215	211	32	52	63	38	50	54
Thoubal	326	327	326	59	72	88	63	92	105
Ukhrul	210	224	223	38	46	64	32	40	42
Manipur	2772	2572	2574	443	631	796	387	582	659

Sources: SAM 1992, p.52 & 2001, p.70, (High/Higher Sec) p.72-3 SAM & SAM 2004 p.106

The progress in the growth of primary education has been far from satisfactory. In 1993, there were as many as 355 villages⁵ (Table 14.2), mostly in the hill districts of Senapati, Churachandpur, Chandel and Imphal (reportedly, areas that are inhabited by the Pangans), which did not even have primary schools.

District	Total No. of villages	Village not having Schools With							
		Primary		Upper Primary		Secondary		Hr. Secondary	
		No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
Senapati	516	135	26.16	406	78.68	463	93.60	510	98.84
Tamenglong	193	14	7.25	136	70.47	179	93.75	192	99.48
Churachandpur	502	104	20.72	395	78.69	466	92.83	502	100.00
Chandel	293	43	14.68	231	78.84	280	95.56	291	99.32
Imphal	323	40	12.38	195	60.37	239	73.99	300	92.88
Bishnupur	45	5	11.11	15	33.33	28	62.22	45	100.00
Thoubal	87	5	5.75	38	43.68	54	62.07	85	97.80
Ukhrul	231	9	3.90	161	69.70	201	87.01	230	99.57
Manipur	2190	355	16.21	1577	72.01	1930	88.13	2155	98.40

Source: Sixth All India Education Survey, State Level Report for Manipur, June 1997 Table: SV 43 in N. Mohendro Singh, (2002), Development Experience in Manipur, Institute of Development Studies Wangkhei Ningthem Pukhri Mapal: Manipur, p. 99.

² Before the attainment of statehood, Manipur was administered under 'Territorial Council'. Primary schools were kept under this council. (Until 1971 Manipur was under the Union Territory as a part 'C' state, and become a full-fledged state in 1972 after the *North Eastern states Re-Organisation* in 1972).

³ Ashikho Henia, 'A Study of The Growth and Development of Education in Manipur (1947-68)' *Ph. D. Thesis (unpublished)*, ZHCEs, Jawaharlal Nehru University, New Delhi, 1986.

⁴ L. Leiren Singh, 'Universalization of Elementary Education in the Hill Areas of Manipur' in M. Horam (2001). *Rising Manipur: Including Other North Eastern States* (New Delhi: Manas). P. 204.

⁵ Singh. Op. Cit., L.

As per the 1990-91 Census there were 804 primary schools in the state under the hill district councils. The break-up shows that 130 schools were in Tamenglong, 162 in Churachandpur, 156 in Ukhrul, 226 in Senapati (70 in Senapati and 156 in Kangpokpi) and 130 in Chandel district. But the total number of this category of schools in the hill areas of Manipur decreased from 804 to 779 in 1996-97⁶. Presently, there are 2552 primary schools, 51 per cent of which are in the hills.

Table 14.3: Number of Schools Belonging to Different Categories, 2004-05

S. No.	District	Primary Schools	Upper Primary Schools	Secondary Schools	Higher Secondary Schools	Total No. of Schools	Degrees Colleges having Classes XI & XII
1	Bishnupur	216	64	48	7	335	4
2	Chandel	204	49	22	1	276	2
3	Churachandpur	268	106	70	5	449	3
4	Imphal East	336	93	81	13	523	9
5	Imphal West	384	184	133	51	752	6
6	Senapati	399	98	48	10	555	3
7	Tamenglong	208	46	18	4	276	1
8	Thoubal	314	86	84	14	498	6
9	Ukhrul	223	68	36	7	334	1
	Manipur	2552	794	540	112	3998	35

Source: Annual Plan Proposal 2006-07, GoM.

Table 14.4: Total No. Of Schools In Manipur Per Lakh Population

Distts/State/Year	Primary Schools			Middle Schools			Secondary Schools		
	1989	1999	2002	1989	1999	2002	1989	1999	2002
Senapati	182	99	104	32	24	24	13	13	16
Tamenglong	242	194	193	38	39	43	17	20	21
Churachandpur	234	116	118	43	34	45	27	34	35
Chandel	320	167	168	27	27	42	11	15	19
Imphal (U)	109	89	87	17	26	34	22	28	32
Bishnupur	131	104	108	18	25	32	21	24	28
Thoubal	111	89	90	20	20	24	21	25	29
Ukhrul	192	159	158	35	33	45	29	28	30
Manipur	151	108	110	24	26	34	21	24	28

Source: SAM 1992, 1998, 2002 & 2004 p.106

The growth of schools equipped with requisite facilities has not kept pace with the growth of population in the state. The number of primary schools per lakh population continues to be higher in the hill districts, on account of low population density and the geographical dispersal of settlements.

The number of middle schools per lakh of population in the state as a whole declined over the decade. There was a clear difference between the growth of these schools in the hills and that in the valley: except Thoubal, all other valley areas witnessed a relatively higher growth in the number of middle schools. In the hill districts, except Tamenglong, there was a sharp decline everywhere. This has to be seen in the context of Imphal and Bishnupur, which are now home to a large share of the state's population. High schools, show only a marginal

⁶ Singh, Op. Cit., p.204.

decline in numbers in Ukhrul district and in the state as a whole. Imphal, followed by Churachandpur and Senapati, have the highest share of schools of the state.

District	1999	2002
Senapati	11.05	13.48
Tamenglong	8.28	6.93
Churachandpur	12.14	11.09
Chandel	7.09	6.98
Imphal (U)	27.94	32.25
Bishnupur	9.41	8.37
Thoubal	13.81	12.91
Ukhrul	10.26	7.98
Manipur	100.00	100.00

Source: SAM 2004 p.106

The distance between schools and residential areas is an important factor in determining the access to school education. In this respect, the record of Manipur is at best fair⁷ in comparison with other North Eastern states. One very notable feature of the education scenario in Manipur is that a high percentage of total villages either have a primary school within the village itself or within 2 km (Table 14.6).

State	Total number of Villages with Primary Schools	Number			Percentage		
		Within Village	Beyond 2 km	Less than 2 Km Outside the Village	Within Village	Beyond 2 km	Less than 2 Km Outside the Village
Arunachal Pradesh	3237	1134	1656	447	35.03	51.16	13.81
Assam	31803	22297	618	8888	70.11	1.94	27.95
Manipur	2614	2151	184	279	82.29	7.04	10.67
Meghalaya	5337	3350	773	1214	62.77	14.48	22.75
Mizoram	616	579	29	8	93.99	4.71	1.30
Nagaland	997	955	9	33	95.79	0.90	3.31
Tripura	6300	2388	781	3131	37.90	12.40	49.70

Source: Fifth AIES, 1986-7, NCERT in NCAER, East India Human Development Report, Oxford University Press, p.114.

Presently, about 60 per cent habitations have primary schools, with the Chandel and Churachandpur having a corresponding figure of 50 per cent. Ukhrul is the only hill district that has a figure comparable to the valley districts like Imphal and Thoubal.

⁷ Ibid. 104

S. No.	District	Total numbers of habitations	Number of habitations having schooling facilities at					
			Primary Stage			Upper Primary Stage		
			Within them	Within one km but not within them	Beyond one km	Within them	Within three km but not within them	Beyond three km
1	Bishnupur	186	126	46	14	48	124	14
2	Chandel	481	237	94	150	63	139	279
3	Churachandpur	662	340	63	259	124	167	371
4	Imphal East	490	300	143	47	121	318	51
5	Imphal West	267	196	52	19	78	168	21
6	Senapati	748	433	121	194	113	330	305
7	Tamenglong	360	249	41	70	72	86	202
8	Thoubal	297	220	67	10	88	178	31
9	Ukhrul	328	242	64	22	90	109	129
	Manipur	3819	2343	691	785	797	1619	1403

(III). Availability of School Buildings and Ancillary Facilities

The position in this regard in Manipur is grim. In 1993, over one-fifth of the primary schools had no building and over two-fifth of the schools were housed in *kutcha* buildings. Sixty per cent of middle schools too were either without buildings or in *kutcha* buildings (Table 14.8).

District/State	Schools			Teachers			Students		
	Total	Buildingless	Percentage	Total	Buildingless	Percentage	Total	Buildingless	Percentage
Senapati	592	66	11.15	3080	113	3.67	44931	2253	5.01
Tamenglong	316	85	26.90	1284	165	12.85	17141	2441	14.24
Churachandpur	566	135	23.85	2960	266	8.99	45918	4372	9.52
Chandel	349	69	19.77	1449	143	9.87	17597	1995	11.34
Imphal	1227	39	3.18	10594	94	0.89	173863	837	0.48
Bishnupur	335	6	1.79	2428	16	0.66	42065	148	0.35
Thoubal	511	22	4.31	3762	66	1.75	70198	914	1.30
Ukhrul	344	44	12.79	1876	69	3.68	25540	884	3.46
Manipur	4240	466	10.99	27433	932	3.40	437263	13944	3.19

Source: Sixth AIES June 1997. ; for Buildingless NIC, Manipur S.U., Imphal, , Development Experience in Manipur, Institute of Development Studies Wangkhei Ningthem pukhri Mapal: Manipur, p. 98, 100.

The provision of facilities like drinking water and toilets is equally dismal, as may be seen in Table 14.9.

District/State	No. of Schools		No. of Teachers		No. of Students		Schools Having Ancillary Infrastructure	
	1993	2002(P)	1993	2002(P)	1993	2002(P)	Percentage Schools with Drinking	Percentage Schools with Lavatory
Senapati	592	547	3080	3134	44931	61512	27.00	10.00
Tamenglong	316	286	1284	1400	17141	32466	7.00	3.00
Churachandpur	566	451	2960	3525	45918	55974	34.00	15.00
Chandel	349	282	1449	995	17597	26174	16.00	7.00
Imphal	1227	1287	10594	12404	173863	242772	28.00	31.00
Bishnupur	335	328	2428	2325	42065	60695	16.00	22.00
Thoubal	511	519	3762	3867	70198	100682	27.00	34.00
Ukhrul	344	329	1876	1849	25540	34501	16.00	9.00
Manipur	4240	4029	27433	29528	437263	614776	24.00	20.00

Source: Compiled from the state Report on Sixth AIES June 1997 in N. Mohendro Singh, (2002), Development Experience in Manipur, Institute of Development Studies Wangkhei Ningthem Pukhri Mapal: Manipur, p. 98. & SAM 2004(p.106)

(IV). Surge in Enrolment

With the increase in the number of primary schools, the enrolment of students in Manipur also increased. The detailed enrolment figures for different stages of schooling based on Census 2001 figures and the number of schools at each stage are given below (Table 14.10).

Districts/State	Primary		Middle (VI-VIII)		High (IX-X)		Higher (XI-XII)		Total	
	1991	2001	1991	2001	1991	2001	1991	2001	1991	2001
Senapati	26845	29057	6413	10230	3164	4513	73	716	36495	44516
Tamenglong	13714	18130	2560	3263	1103	1694	147	877	17524	23764
Churachandpur	25220	25610	6093	8918	3325	4897	0-	891	34638	40316
Chandel	12456	17714	2589	3107	1144	1895	0-	0-	16189	22716
Imphal (U)	102300	102932	35353	54590	22003	30604	2985	6201	162641	197327
Bishnupur	24916	27056	7720	12817	5332	6990	940	1796	38908	48659
Thoubal	44230	44736	13674	23440	9023	11435	316	1737	67243	81348
Ukhrul	14338	20345	3256	4835	1606	2652	13	602	19213	28434
Manipur	264019	285580	77658	121200	46700	64680	4474	15620	392851	487080

Source: DES

There are far more children in primary schools and their number declines progressively as we move to higher levels. The primary school enrolment rate in the northeastern region is at least 90 per cent⁸.

⁸ Ibid. p. 103.

District	Primary Schools			Upper Primary Schools			Secondary Schools			Higher Secondary Schools			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Bishnupur	8025	8490	16515	7755	6411	14166	7832	7509	15341	2233	1989	4222	25845	24399	50244
Chandel	5861	5394	11255	4660	4147	8807	4643	3833	8476	250	172	422	15414	13546	28960
Churachandpur	5993	5575	11568	6859	6253	13112	12009	10483	22492	2090	1722	3812	26951	24033	50984
Imphal East	11253	11564	22817	9266	8615	17881	10396	10671	21067	4500	5599	10099	35415	36449	71864
Imphal West	11048	12006	23054	20369	18933	39302	25441	24919	50360	14261	10935	25196	71119	66793	137912
Senapati	14284	13087	27371	7944	7211	15155	7798	6215	14013	3779	2993	6772	33805	29506	63311
Tamenglong	11902	9953	21855	4808	4197	9005	4043	3236	7279	928	657	1585	21681	18043	39724
Thoubal	11998	13154	25152	10327	8766	19093	14420	14113	28533	3879	2969	6848	40624	39002	79626
Ukhrul	7401	7175	14576	6855	6557	13412	5400	5235	10635	2323	2297	4620	21979	21264	43243
Manipur	87765	86398	174163	78843	71090	149933	91982	86214	178196	34243	29333	63576	292833	273035	565868

Source: Department of Education, GoM

Category	Primary (I-V)	GER	Upper Primary (VI-VIII)	GER
	Enrolment		Enrolment	
Boys	184559	148.83	64218	80.76
Girls	172240	144.85	60692	80.14
Total	356799	146.88	124910	80.46

Source: Department of Education, GoM

(V). State Literacy Rate

An increase in the literacy rate in Manipur is a consequence of the rapid expansion of primary education in the state over the years.

Table 14.13: Literacy Rate Of Manipur (Excluding 0-6 Years Of Age), 1981, 1991 And 2001, District Level.

Districts/State/Year	Total			Male			Female		
	1981	1991	2001	1981	1991	2001	1981	1991	2001
Senapati	31.03	46.04	51.44	41.08	65.26	58.48	20.20	36.13	44.03
Tamenglong	36.38	50.16	50.96	46.44	59.92	59.17	26.06	39.68	42.05
Churachandpur	44.85	58.17	61.03	52.99	66.38	67.28	36.09	49.30	54.40
Chandel	34.23	46.68	48.24	42.71	57.39	54.88	25.16	34.80	41.49
Imphal (U)	43.28	70.53	63.68	56.68	82.64	72.48	29.77	58.06	54.74
Bishnupur	NA	54.94	54.10	NA	68.59	64.47	NA	41.13	43.67
Thoubal	NA	52.47	51.65	NA	68.33	63.79	NA	36.31	39.43
Ukhrul	41.99	62.54	62.19	52.09	72.11	68.34	30.99	51.57	55.47
Manipur	41.35	59.89	57.41	53.29	71.63	65.89	29.06	47.60	48.63

Source: Figures for 1981 from the Statistical Handbook of Manipur 1985, Directorate of Economics & Statistics Government of Manipur Imphal, pp.54-55; and for 1991 and 2001 from the Statistical Handbook of Manipur, 2002, Directorate of Economic & Statistics, Government of Manipur, p. 287-289. Census 2001

The period, 1981-2001 saw a rise in the literacy rate in all the districts of Manipur as can be seen in Table 14.13. During the period, 1991-2001, there was a massive increase in the literacy rate in Churachandpur and Bishnupur. There was a disparity between the rates of literacy for males and females with the female literacy rates being below those for males in all the districts. However, Imphal, Bishnupur, Ukhrul and Churachandpur can boast of high female literacy rates. Senapati and Ukhrul have the smallest gaps in male – female literacy levels.

Though there is a rise in literacy rate in male category of Senapati district in the period 1981-2001, the district experience a decline in male literacy rate during the decade 1991-2001.

Most of the northeastern states have a literacy rate above the national average, as is seen in Table 14.14.

State	All Areas		
	Total	Male	Female
Arunachal Pradesh	54.74	64.07	44.24
Nagaland	67.11	71.77	61.92
Manipur	68.87	77.87	59.70
Mizoram	88.49	90.96	86.13
Tripura	73.66	81.47	65.41
Meghalaya	63.31	66.14	60.41
Assam	64.28	71.93	56.03

Source: Census of India, 2001 East India Human Development Report, Nat. Council of Applied Eco. Research, 2004. pp-113

Compared to the other states in the Northeast the gender disparity in literacy rate (Table 14.14) was highest in Manipur.

(VI). Dropout Rate

In Manipur the school dropout rate was very high at the initial stage, and continues to be above the all-India average (Table 14.15). The average years of schooling at the primary level in the northeastern states was extremely low with Manipur recording the highest rates of 3.43 years. As in the case of dropouts, gender disparity in respect of mean years of schooling was also significant in the region⁹.

There are two sets of factors that can explain such high drop out rates in the region: one, the social background¹⁰ and two, structural constraints. Poverty-induced child labour as well as the abysmal condition of schools and poor quality of teachers result in the high drop out rates. A time-tested method of lowering the dropout rate is to strengthen the mid-day meal scheme.

	Classes I-V	Classes I-VIII
Boys	25.92	35.43
Girls	25.24	30.08
Total	25.6	32.59

Source: Department of Education, Manipur

(VII). Teacher-Pupil Ratio

Pupil-teacher ratio in the northeastern states is quite satisfactory in relation to the general norm of 30 pupils per teacher as the optimum as may be seen in Table 14.16. As against this norm in Manipur, the ratio was as low as 14 pupils per teacher.

⁹ 'East India Human Development Report' National Council of Applied Economic Research, Oxford, University Press, (2004). P.104.

¹⁰ Social background includes caste, tribe, income and poverty, child labour, rural and urban disparities, etc

Table 14.16: State Wise Pupil-Teacher Ratio At Primary Level (Rural, Urban, And All Areas)

State	1986-7*			1993-4**			2002-03
	Rural	Urban	All Areas	Rural	Urban	All Areas	All Areas
Arunachal Pradesh	34	31	34	28	20	27	27
Assam	37	30	36	35	31	35	28
Manipur	16	18	17	14	13	14	21
Meghalaya	35	51	37	23	25	24	22
Mizoram	29	24	27	25	21	23	19
Nagaland	19	30	20	12	11	12	12
Tripura	36	42	36	23	24	23	23

Source: Proposals for Annual Plan, 2005, GoM

Arunachal Pradesh	27
Assam	28
Manipur	21
Meghalaya	22
Mizoram	19
Nagaland	12
Tripura	23

Primary school children received less attention from teachers than higher levels, However, as we shall see below (Table 14.18), the average figures hide a sorry tale of the skewed distribution of these teachers, with a high proportion of them concentrated in the better developed areas resulting in a falling teacher–pupil ratio in the less developed region.

In the hill regions classrooms were less congested at the primary and middle levels than in the valley, but this pattern changes dramatically at the secondary level. We must consider the prevailing phenomenon of absentee teachers and ‘putting-out’ jobs to proxy teachers in government schools. Furthermore, the percentage of single teacher schools was estimated to be 19. According to the Sixth All India Education Survey, 58 per cent of all school teachers were untrained. Regrettably, teaching as a profession does not attract qualified and committed people, especially at the school level where few in-service incentives are provided. The more qualified teachers find work either in the state capitals, or in better developed regions outside the state.

Table 14.18: Teacher-Pupil Ratio, 1990, 1998 & 2002, District Level

Districts/State	Primary			Middle			Secondary		
	1990	1998	2002	1990	1998	2002	1990	1998	2002
Senapati	1:18	1:20	1:23	1:10	1:17	1:15	1:19	1:27	1:21
Tamenglong	1:18	1:21	1:29	1:10	1:15	1:14	1:13	1:26	1:21
Churachandpur	1:18	1:18	1:19	1:13	1:10	1:12	1:18	1:22	1:17
Chandel	1:14	1:19	1:26	1:14	1:18	1:25	1:23	1:22	1:28
Imphal (U)	1:19	1:16	1:15	1:23	1:23	1:20	1:18	1:22	1:21
Bishnupur	1:23	1:22	1:33	1:29	1:26	1:23	1:21	1:20	1:22
Thoubal	1:20	1:23	1:25	1:18	1:23	1:29	1:21	1:21	1:25
Ukhrul	1:16	1:18	1:21	1:9	1:12	1:15	1:11	1:20	1:18
Manipur	1:19	1:19	1:22	1:16	1:20	1:19	1:18	1:22	1:21

Sources: Figures for 1989-90 from the SAM 1992, p. 77; and for 1997-98 from SAM 1998, p.67 & SAM 2004 p.125.

These hard facts remain hidden behind the seemingly impressive figures for the literacy level and also account for the high dropout rate in Manipur, as compared to India. 65 per cent of

the children who enroll for class 1 never reach class 5 and 71 per cent do not make it to class 8.

(VIII) Number of Teachers in Primary Schools

District	Primary Schools According to Number of Teachers*								Schools Having Female Teachers
	0	1	2	3	4	5	> 5	Total	
Bishnupur	0	39	86	36	17	14	24	216	133
Chandel	1	44	65	41	27	16	10	204	132
Churachandpur	0	85	77	50	33	12	11	268	137
Imphal East	2	67	76	80	22	27	62	336	195
Imphal West	2	42	80	79	41	31	109	384	291
Senapati	2	65	142	82	52	30	26	399	202
Tamenglong	2	44	29	43	30	27	33	208	115
Thoubal	5	43	91	58	44	21	52	314	143
Ukhrul	5	46	67	52	32	11	10	223	116
Manipur	19	475	713	521	298	189	337	2552	1464

Note: *: Teachers include para-teachers also but exclude part-time teachers.
Source: Annual Plan Proposal, GoM

Several primary schools have a single teacher, especially in Churachandpur, where such schools constitute 32 per cent of the total, as compared to the state average of 18 per cent.

Table 14.20: Distribution of males and females across educational categories in Manipur

General Education	Illiterate	Literate (NFEC/AEC, TLC, others)	Literate below primary	Primary	Middle	Secondary	Higher secondary	Graduate and above	Total
Rural									
Male	29.44	1.64	12.86	13.41	19.51	12.61	6.65	3.87	100
Female	41.02	1.89	14.02	13.5	15.13	8.09	4.31	2.05	100
Total	35.07	1.76	13.43	13.45	17.38	10.41	5.51	2.99	100
Urban									
Male	14.99	1.90	13.95	11.24	16.25	14.81	12.85	14.01	100
Female	25.03	2.69	11.83	12.01	16.19	13.20	8.78	10.27	100
Total	19.92	2.29	12.91	11.62	16.22	14.02	10.85	12.17	100

In the tables from 14.20 to 14.26b are based on our calculations from unit level data from the NSS, 55th Round. Table 14.20 shows the distribution of males and females across educational categories for rural and urban areas in Manipur. The data in the two tables shows that in 1999-2000, in rural Manipur, approximately 29 per cent males are illiterate as compared with 41 per cent of the women. The educational profile of the state can be studied in detail by cross-tabulating it with other important demographic variables discussed earlier in this chapter.

1. Education and household type

The quality of district-level data is uneven. For rural Manipur (Table 14.21), the illiteracy rates for agricultural labour are the highest (approximately 46 per cent), followed by agriculture self-employed or cultivators (approximately 39 per cent).

Table 14.21: Education and Household Type in Manipur

General Education	Illiterate	Literate (NFEC/AEC, TLC, Others)	Literate Below Primary	Primary	Middle	Secondary	Higher Secondary	Graduate and Above	Total
Rural									
Non-agri (self-emp)	29.95	4.01	14.17	10.96	45.82	0.73	15.27	12.00	100.00
Agri labour	45.82	0.73	15.27	12.00	16.73	5.45	3.64	0.36	100.00
Other labour	37.25	3.92	13.73	13.73	13.73	7.84	5.88	3.92	100.00
Agri (self-emp)	38.86	1.53	13.82	14.52	17.33	9.49	3.59	0.87	100.00
Others	21.87	1.64	11.25	11.76	17.95	13.27	11.50	10.75	100.00
Total	35.07	1.76	13.43	13.45	17.38	10.41	5.51	2.99	100.00
Urban									
Self-emp	23.47	2.58	14.59	12.82	16.55	12.01	8.14	9.84	100.00
Salaried class	15.48	1.78	12.22	9.70	14.96	15.78	14.15	15.93	100.00
Casual lab	27.07	2.76	11.05	14.36	19.89	15.47	6.08	3.31	100.00
Others	18.88	2.81	9.95	11.99	17.35	14.80	12.24	11.99	100.00
Total	19.92	2.29	12.91	11.62	16.22	14.02	10.85	12.17	100.00

2. Education by social group:

Table 14.22: Education by Social Group in Manipur

General education	Illiterate	Literate (NFEC/AEC, TLC, others)	Literate below primary	Primary	Middle	Secondary	Higher secondary	Graduate and above	Total
Rural									
ST	40.24	1.85	13.17	14.97	16.87	8.51	2.91	1.48	100.00
SC	25.57	0.00	10.23	14.77	25.00	14.20	8.52	1.70	100.00
OBC	32.58	8.60	11.58	9.55	18.55	12.17	8.95	5.73	100.00
Others	29.12	2.86	15.99	13.62	15.79	11.85	7.01	3.75	100.00
TOTAL	35.07	1.76	13.43	13.45	17.38	10.41	5.51	2.99	100.00
Urban									
ST	14.32	6.17	11.89	18.28	21.37	15.20	7.49	5.29	100.00
SC	37.04	0.00	16.67	9.26	12.96	11.11	5.56	7.41	100.00
OBC	20.51	0.68	12.42	8.96	17.11	13.16	10.56	16.62	100.00
Others	20.44	3.04	13.73	12.71	13.42	14.82	12.64	9.20	100.00
Total	19.92	2.29	12.91	11.62	16.22	14.02	10.85	12.17	100.00

For this cross-tabulation, the district-level data is not uniform. However, for rural Manipur (Table 14.22), the highest proportion of STs report themselves as illiterate (40 per cent). As compared with this, 25 per cent of SCs and 29 per cent of others reported themselves as illiterate. However, at the graduate degree and higher level of education, there are higher proportions of OBCs and Others (6 and 4 per cent, respectively) than SCs and STs. The social group that has uniformly better educational outcomes is the others group, which broadly constitutes the upper castes.

3. Education by religious community:

Table 14.23: Education by religious community in Manipur

General education	Not literate	Literate (NFEC/AEC, TLC, others)	Literate below primary	Primary	Middle	Secondary	Higher secondary	Graduate and above	Total
Rural									
Hindu	27.21	1.75	13.64	12.80	18.16	13.32	8.53	4.59	100.00
Islam	66.03	1.92	13.46	3.85	8.97	1.92	1.92	1.92	100.00
Christianity	40.27	2.04	13.39	14.84	16.88	8.44	2.69	1.45	100.00
Others	27.54	0.29	13.04	13.33	20.87	11.59	8.70	4.64	100.00
Total	35.07	1.76	13.43	13.45	17.38	10.41	5.51	2.99	100.00
Urban									
Hindu	20.76	1.84	12.74	11.03	16.01	13.63	11.08	12.91	100.00
Islam	23.21	0.60	17.86	13.10	10.71	18.45	10.12	5.95	
Christianity	13.15	6.58	12.47	18.59	21.54	14.29	7.94	5.44	100.00
Others	20.88	1.23	12.46	8.07	14.56	14.04	12.46	16.32	100.00
Total	19.92	2.29	12.91	11.62	16.22	14.02	10.85	12.17	100.00

The data on rural Manipur (Table 14.23) indicates sharp differences across religious groups in educational attainment. While only 27 per cent of Hindus are illiterate, approximately 66 per cent of Muslims are illiterate. Forty per cent Christians are illiterate.

Technical education

Technical education is not very widespread in Manipur.

The data in the following tables 14.24a & 14.24b suggests that technical education remains restricted to urban centers.

1. Technical education by sex

Table 14.24a: Rural Manipur

Technical education	Nil	Tech degree: agri, engg, tech, med	Engg/tech	Medicine	Other subjects	Total
Male	97.62	1.58	0.40	0.10	0.30	100.00
Female	98.53	1.21	0.00	0.10	0.16	100.00
Total	98.07	1.40	0.20	0.10	0.23	100.00

Table 14.24b: Urban Manipur

Technical education	Nil	Agri, engg, Med	AGRI (diploma)	Engg (diploma)	Medicine (diploma)	Crafts	Other subjects	Total
Male	96.15	0.80	0.06	1.03	0.23	0.00	1.72	100.00
Female	97.56	0.18	0.00	0.12	0.06	0.24	1.85	100.00
Total	96.84	0.50	0.03	0.58	0.15	0.12	1.78	100.00

2. Technical education by social group

The data in the tables 14.25a and 14.25b show that there are overwhelming proportions across all social groups that have no technical education.

Table 14.25a: Rural Manipur

Technical education	Nil	Tech degree: agri, engg, tech, med	Engg/tech	Medicine	Other subjects	Total
ST	99.58	0.05	0.11	0.11	0.16	100.00
SC	100.00	0.00	0.00	0.00	0.00	100.00
OBC	98.93	0.24	0.36	0.24	0.24	100.00
Others	94.20	5.11	0.29	0.00	0.39	100.00
TOTAL	98.07	1.40	0.20	0.10	0.23	100.00

Table 14.25b: Urban Manipur

Technical education	Nil	Agri, engg, med	Agri (diploma)	Engg (diploma)	Medicine (diploma)	Crafts	Other subjects	Total
ST	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
SC	100.00	0.00	0.00	0.00	0.00	0.00	0.00	100.00
OBC	94.39	0.86	0.06	0.80	0.31	0.25	3.33	100.00
Others	98.68	0.23	0.00	0.54	0.00	0.00	0.54	100.00
Total	96.84	0.50	0.03	0.58	0.15	0.12	1.78	100.00

3. Technical education by household type

The data in table 14.26a for rural Manipur indicates that small proportions of agricultural labour and agricultural self-employed categories report any technical degree. The data on urban Manipur in table 14.26b indicates that the salaried section has a greater presence in technical education, relatively speaking, with approximately 3 per cent share in agricultural, engineering and medical courses and other subjects combined.

Table 14.26a: Rural Manipur

Technical education	Nil	Tech degree: agri, engg, tech, med	Engg/ tech	Medicine	Other subjects	Total
Non-agri (self-emp)	98.13	1.33	0.27	0.00	0.27	100
Agri labour	96.74	3.26	0.00	0.00	0.00	100
Other labour	100.00	0.00	0.00	0.00	0.00	100
Agri (self-emp)	98.40	1.40	0.08	0.04	0.08	100
Others	97.35	0.88	0.63	0.38	0.76	100
TOTAL	98.07	1.40	0.20	0.10	0.23	100

Table 14.26b: Urban Manipur

Technical education	Nil	agri, engg, medicine	Agri (diploma)	Engg (diploma)	Medicine (diploma)	Crafts	Other subjects	Total
Self-emp	97.30	0.00	0.00	0.41	0.20	0.00	2.09	100
Salaried class	96.08	1.04	0.07	0.96	0.00	0.22	1.63	100
Casual lab	100.00	0.00	0.00	0.00	0.00	0.22	1.63	100
Others	96.70	0.25	0.00	0.25	0.51	0.25	2.03	100
Total	96.84	0.50	0.03	0.58	0.15	0.12	1.78	100

14.2 Overview of the State Plan Document on Education (Ninth & Tenth Plan)

In pursuance of the National Policy on Education, 1986, the Government of India set universal elementary education by 1995 as its goal. The Ninth Plan (1997-2002) set a target for the additional enrolment of 8500 children in classes I-V (for the age group 6-11 years) and of children in classes- VI-VIII (for the age group 11-14 years). By the end of the Ninth Plan it is estimated that 96.5 per cent (for the age group 6 -11 years) and 82.5 pr cent (for the age group 11-14 years) of the respective enrolment targets were achieved. During the Ninth Plan period, the department could not provide any new schools to the school-less villages. However, 272 classrooms for 126 schools were constructed during 1997-99 @ Rs.1.075 lakhs per room.

At the national level a new education policy/approach was adopted under the centrally sponsored scheme (CSS) of Sarva Shiksha Abhiyan (SSA), 2002. Under this programme all children are required to complete five years of primary schooling by 2007 and eight years of schooling by 2010. The approach of the Tenth Plan to general education is based mainly on the national objectives envisaged in the new education policy and the new strategies under SSA. Under the National Programme of Nutrition Support to primary education, commonly

known as the mid-day-meal scheme, the department claimed to provide 3 kg. of rice per student per month to the students of classes I-V in 2997 government and aided schools with primary classes¹¹.

The prime objective of university and higher education during the Ninth Plan (1997-2002) and the Tenth Plan (2002-2007) for Manipur is to bring about rapid, qualitative improvement in higher education in the state. Presently, there are 70 colleges, of which 28 are government, seven are private (aided) and 32 private colleges. This includes two government postgraduate colleges — one science and law college — seven girls' colleges (two government and five private) and one government commerce college. The quality of education imparted at these institutions is far below the required standard, due to the factors discussed below.

The number of secondary schools is not adequate to accommodate the large number of students who pass high school or class 10. Some government colleges were compelled to re-introduce XI and XII classes despite the National Policy on Education (1986) directive that the colleges affiliated to the university must de-link from the +2 stages.¹² This resulted in a low teacher-pupil ratio.

There is also a shortage of teaching staff in colleges. According to the UGC guidelines, the total number of teachers required is 1906 against 1310 sanctioned posts; and the required non-teaching staff is 1265 against 931 sanctioned posts. The Tenth Plan proposed the creation of 596 additional posts for lecturers and 334 posts for non-teaching staff¹³.

(I). Technical Education

The development of technical education in Manipur is lagging far behind that of other states (See Chapter-XII). The state has only one polytechnic for imparting diploma courses in civil, electrical, mechanical and electronic engineering and that too without adequate staff and infrastructure like buildings and equipment. The government polytechnic trains 150 students each year against the intake capacity of 180. A diploma course in pharmacy was started in the government polytechnic with 30 seats and an engineering college (Government College of Technology) was started during the Annual Plan (1998-99) for conducting 33 courses in civil, computer science, electronic and communication engineering with an intake capacity of 30 each. Presently, institutions set up to provide scientific and technical education are grossly inadequate, and medical, engineering and agricultural colleges and universities have failed to meet the very high demand for admission to their courses. The approved outlay for the Tenth Plan (2000-07) was Rs.1776.50 lakhs¹⁴.

(II). Adult Education

During the last part of the Ninth Plan period there was a revised financial parameters and norms of financial assistance of schemes implemented under the National Literacy Mission (NLM). The schemes of the earlier Rural Functional Literacy Projects were subsumed under the Total Literacy Campaign (TLC). In order to take up TLC in the State, State Literacy Mission Authority (SLMA) at the State level and District Literacy Societies (DLSs) at the District level were to be constituted and registered. Composite

¹¹ For detailed information see Draft Annual Plan (2003-2004) Proposals (Write-Up) Volume-1, Planning Department April 2003, Government of Manipur. P. 64.

¹² Ibid. P. 61.

¹³ Ibid. p. 62.

¹⁴ Ibid. p. 70-71.

Project proposal for TLC and Post Literacy Programme(PLP) was formulated and approved by PAC (NLM). A lot of time was consumed in the process. During this process no fund was released by the Government of India to the Department for the programme leading to its poor performance. The objective of the Ninth Plan to eradicate illiteracy among young persons in the age group, 15-35 years could not be translated into actual performance due to the shortage of funds from the central funding agency. The Tenth Plan (2002-2007) seeks to fulfill the main objectives of and residual targets under the Ninth Plan¹⁵.

However, as the Department has constituted and registered the State Literacy Mission Authority (SLMA) and District Literacy Society (DLS) during the tenth Plan period, Government of India released adequate fund for the implementation of Total Literacy Campaign (TLC) for eradication of illiteracy for 2, 58, 300 adult illiterates and for taking up of Post Literacy Programme (PLP) for retention of literacy for neo-literates. Out of the 9 Districts, 8 have completed the Total Literacy Campaign (TLC) with 1,55,030 neo-literates and one district (Tamenglong) is in the final stages of completion of TLC. Seven districts (Imphal East, Imphal West, Bishnupur, Senapati, Ukhrul, Chandel and Churachandpur) have entered PLP and Thoubal District is also ready to start Post Literacy Programme (PLP) as it has completed the Total Literacy Campaign (TLC).

Physical achievements of the Total Literacy campaign (TLC) up to August, 2006 are shown as in the table below:

Table 14.27: Physical Achievement of Total Literacy Campaign (TLC)

Sl. No.	District	Target	Survey	Enrolment	Persons completed Primer		
					I	II	III
1	Bishnupur	20300	20819	20300	20300	18464	13419
2	Chandel	18200	18912	18600	18400	11486	10211
3	Churachandpur	20200	20664	20213	20051	17682	15108
4	Imphal East	32000	33028	32200	32200	30601	20930
5	Imphal West	30000	30300	30300	30200	29526	18026
6	Senapati	67000	66560	66560	66560	62682	39086
7	Tamenglong	16000	16120	16027	14821	6715	
8	Thoubal	39400	41500	40000	40000	28192	26534
9	Ukhrul	15000	15045	15000	15000	12963	11716
	Grand Total:	258100	262848	259100	257532	218311	155030

(III). Expenditure on Education in State Budgets and Plans

The Tenth Plan accords high priority to elementary education.

Table 14.28: Break-up of the proposed Draft Annual Plan 2006-07 (in Rs. Lakh)

S. No.	Name of Scheme	SSA	Class	Mid-day Meal	Grants to Grant in aid Schools	Remuneration of Part Time Lecturer	Other Programmes	Total
1.	Elementary Education	1048.00	NA	1331.00	702.00	NA	116.00	3197.00
2.	Secondary Education	NA	42.50	NA	169.00	195.00	130.50	537.00
3.	Language Development	NA	NA	NA	NA	NA	34.00	34.00
4.	General	NA	NA	NA	NA	NA	17.00	17.00
	Total	1048.00	42.50	1331.00	871.00	195.00	297.50	3785.00

Source: Annual Plan (2006-07) Proposals, Volume-I, Government of Manipur, Planning Department, December, 2005, p.99

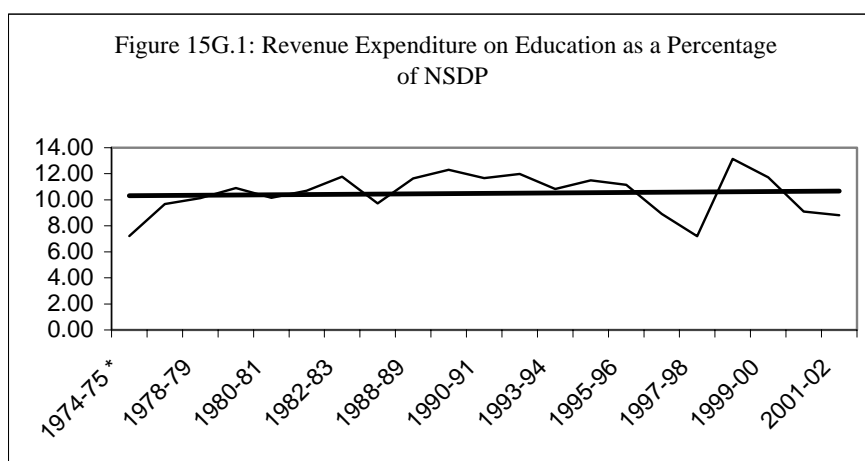
¹⁵ Ibid. p. 69.

Table 14.29: Tenth Plan 2002-07 in Manipur (Rs. in lakh)

S. No.	Major Heads	Tenth Plan 2002-07 Projected Outlay	AP 2002-03	AP 2003-04	AP 2004-05	AP 2005-06		AP 2006-07
			Actual Expenditure	Actual Expenditure	Actual Expenditure	Agreed Outlay	Anticipated Expenditure	Agreed Outlay
1.	Elementary Education	7435.00	704.58	1062.63	2012.55	2959.50	2959.50	3197.00
2.	Adult Education	748.00	9.70	57.57	63.88	107.00	107.00	80.00
3.	Secondary Education	3480.00	328.41	386.08	3548.60	450.78	450.78	534.50
4.	Language Development	50.00	6.73	0.64	26.77	14.00	14.00	34.00
5.	General	200.00	3.44	35.48	85.51	16.00	16.00	17.00
6.	Higher Education	6516.00	302.27	777.00	4145.65	6137.00	6137.00	2357.60
7.	SCERT	1287.00	95.23	78.29	62.30	146.30	146.30	161.25
	Total	19716	1450.36	2397.69	9945.26	9830.58	9830.58	6381.35

Source: Annual Plan (2006-07) Proposals, Volume-II, Government of Manipur, Planning Department, December, 2005, p. 3.

The state government spends roughly 8 to 12 per cent of its state income on education, which is not adequate given the small income base of the state.



The lack of financial resources for education and disparities in resources allocated across different sectors is a big problem. While centrally-sponsored institutions receive regular support through the NEC, state-sponsored institutions are starved off funds despite their importance.

The size of the budget's revenue expenditure is high relative to NSDP for all northeastern states, as is the expenditure on education relative to NSDP, largely on account of low NSDP (Table 14.30).

Except Assam, all the other northeastern states spend more than the all-India average per capita expenditure, because of the geographical and demographic specificities of the region. Mizoram's efforts have borne fruit by way of high literacy, and Manipur ranks fifth in the region in terms of per capita expenditure on education.

State/UTs.	Year	Budget (Revenue) to N. S.D.P.	Budget Exp. On Education (Revenue) to N. S.D.P.	Budget of Education and Training (Rev.) to N.S.D.P.
Arunachal Pradesh	2000-01	57.10	8.45	10.09
Assam	2001-02	30.26	8.57	9.49
Manipur	2001-02	44.98	8.32	9.37
Meghalaya	2001-02	36.97	5.99	6.59
Mizoram	1999-00	69.44	10.95	12.36
Nagaland	1999-00	50.66	6.37	6.99
Sikkim	2001-02	95.17	13.59	14.77
Tripura	2000-01	37.86	8.87	9.68
All States	2002-03	31.26	3.28	3.98

Source: Government of India, Ministry of Human Resource Development (Department of Secondary & Higher Education) Planning & Monitoring Unit New Delhi, (2002), Analysis of Budgeted Expenditure on Education 2000-01 to 2002-03, p.15.

Elementary education has the highest share followed by secondary education. However, university and higher education receive a higher share of the education budget at the expense of technical education.

State	2000-01 (Actuals)	2001-02 (RE)	2002-03(BE)	Per Capita Expenditure on Education and Training on Revenue Account
Arunachal Pradesh	17.68	15.60	17.04	1472.08
Assam	32.32	31.36	35.20	778.52
Manipur	23.59	20.82	20.04	1116.58
Meghalaya	21.46	17.84	17.72	1004.54
Mizoram	17.82	17.71	18.88	2043.66
Nagaland	14.92	11.99	14.48	1065.07
Sikkim	15.42	15.53	8.15	2179.30
Tripura	25.57	24.95	25.37	1389.57
All States	14.42	13.17	12.72	803.17

Source: Government of India, Ministry of Human Resource Development (Department of Secondary & Higher Education) Planning & Monitoring Unit New Delhi, (2002), Analysis of Budgeted Expenditure on Education 2000-01 to 2002-03, p.13.

Table 14.32: Budgetary Expenditure On Education According To Heads Of Charges (Revenue Account) For 2001-02 And 2002-03 As Percentage Of Total Expenditure On Education.

	Year	Arunachal Pradesh	Assam	Manipur	Meghalaya	Mizoram	Nagaland	Sikkim	Tripura	All States
Elementary Education	2001-02 (RE)	62.23	60.30	47.72	53.58	55.88	81.80	62.31	49.21	50.14
	2002-03 (BE)	61.56	60.70	49.34	54.19	51.65	63.94	57.46	50.27	49.30
Secondary Education	2001-02 (RE)	25.81	24.43	27.08	26.70	23.40		31.02	35.57	31.07
	2002-03 (BE)	26.63	25.54	25.56	26.17	23.10	21.64	35.85	34.81	31.26
Adult Education	2001-02 (RE)	1.09	0.36	0.76	0.86	0.69	0.38	0.01	4.59	0.48
	2002-03 (BE)	1.12	0.33	0.79	0.88	0.73	0.30	0.00	4.57	0.46
Univ. & Higher Edu.	2001-02 (RE)	8.99	12.08	19.52	12.31	8.79	8.84	2.88	4.79	12.77
	2002-03 (BE)	8.93	10.86	19.55	12.01	10.33	6.78	2.68	4.72	12.56
Technical Education	2001-02 (RE)		1.23	1.30	2.82	3.78	4.57	0.58	0.94	3.95
	2002-03 (BE)		1.10	1.12	2.83	6.38	3.92	0.73	0.93	4.00
Physical Education	2001-02 (RE)	0.51	0.31	1.83	0.00	0.27			2.65	0.08
	2002-03 (BE)	0.43	0.25	1.87	0.00	0.34			2.57	0.07
General Education	2001-02 (RE)	1.37	0.30	1.65	3.71	1.42		3.19	1.89	0.93
	2002-03 (BE)	1.32	0.32	1.65	3.90	1.48		3.21	1.84	1.79
Language Development	2001-02 (RE)		0.99	0.13	0.01	5.77	4.41	0.02	0.35	0.57
	2002-03 (BE)		0.90	0.12	0.01	5.98	3.42	0.06	0.29	0.56

Source: for 2001-02 from Government of India, Ministry of Human Resource Development (Department of Secondary & Higher Education) Planning & Monitoring Unit New Delhi, (2002), Analysis of Budgeted Expenditure on Education 2000-01 to 2002-03, p.78. - P. 81.

(IV). Educated Unemployed

One of the most disturbing features of Manipur is its inability to provide adequate work to its vast army of educated young people. According to the data provided by the Directorate of Employment, Imphal, the number of persons on the live register in employment exchanges as on 31.3.2002 was 4.10 lakhs. The maximum number of unemployed is in the age group 30-40 years.¹⁶ (See Chapter – XII for a more detailed discussion.)

14.3 Policy Issues and Recommendations

The non-availability of adequate financial resources has stalled growth in the educational sector both in qualitative and quantitative terms¹⁷. The intra-regional inequality in the physical infrastructure, quality and number of teachers, and poverty of parents has resulted in wide variations in the level of literacy, drop out rates and quality of education between the hill areas and the valley. A large section of the tribal population as well as the minorities in the valley (for example, the Pangans) continue to suffer from economic, social and educational deprivation. In effect, education in Manipur has played an important role in the creation of a tribal elite comprising bureaucrats, contractors, businessmen and politicians.

Some specific recommendations for providing qualitative education to all sections of society are given below:

(I). Universal Primary Education, Mid-day Meals and Other Support

A massive enrolment drive should be launched in those districts where enrolment at the primary stage of education has declined. Presently, apart from free mid day meals for all children, the government also provides free textbooks, attendance scholarships and special

¹⁶ Government of Manipur, 'White Paper on Manipur State Finance Department (As laid before the state legislature)' Imphal, July 2002.

¹⁷ Ibid.

scholarship for SC/ST female students. This should now be extended to all primary school goers. Special programmes for disabled children must be creatively designed and implemented.

The provision of mid-day meals and school bags should be universally provided at the primary and upper primary levels. Special remedial courses and other programmes at the fifth and eighth class levels should be provided to improve students' performance and increase their retention in school at these levels.

(II). Strengthening of School Infrastructure

School buildings must be constructed both through funds available for education for the hill areas, as well as under other schemes such as the Sarva Shiksha Abhiyaan, Jawahar Rozgar Yojna, tribal welfare schemes, etc. Teachers' quarters must be constructed in the interior hill areas of Manipur.

Repair of the existing government schools and college buildings and replacement of basic facilities like tables, chairs, etc. thus deserves to be given immediate attention.

Hostel facilities for colleges and schools at the middle and secondary levels must be provided, especially in areas with dispersed low-density habitations. Also, single teacher schools need to be established where boarding schools are not feasible. Anganwadis and non-formal education centers should be set up with a view to recruit learners in the formal system.

(III). Provision of Adequate Qualified Teaching Staff With the Required Language Skills

The state government must ensure the provision of adequate teaching staff with requisite qualification. As a first step STs and SCs must be immediately appointed in the teaching staff of colleges and universities based on the reservation policy of the state government.

Most teaching posts of the government's secondary schools in the hill areas are occupied by Manipuri speaking valley people, leading to a communication problem. Teachers also experience problems in settling down in the hill villages. As a result they begin to hire proxy teachers from the hills to work as substitutes, which has now become a common practice in Manipur. The possibility of replacing teachers from the valley with local or hill people has should be done after a proper assessment of their qualifications.

We were told that corruption is prevalent in the appointment of teaching staff right from the primary to higher level. Therefore, a body to regulate appointments should be set up. Appointments of teaching faculty for government colleges is done through examinations conducted by the Manipur Public Services Commission (MPSC).

(IV). Provision of Training, Improved Working Conditions and Accountability of Teaching Staff

Offer of incentives like revised pay scales, fellowships and increments for more qualified teachers, etc. along with greater accountability and disciplinary action against erring teachers can promote professionalism.

Only 20 per cent of the teachers are trained at the primary level. Most teachers are not qualified or trained. Teachers must be trained at regular intervals, for which, SCERT should be the nodal agency. These sessions should be held in a camp mode, and the help of the

Madhya Pradesh based Eklavya organization may be taken that had very successfully carried out a Teachers Training Programme in the Sciences and Social Sciences. NGOs can play a vital role in the areas of training and capacity building. The community's control over teachers should be strengthened.

(V). Medium of Instruction at Different Educational Levels

In our considered view, English should remain the medium of instruction at the middle and higher levels. In the Manipur Hills, there are 33 recognised tribes who speak 33 dialects. Thus, the task of providing primary education in the mother tongue is a difficult one. The five major dialects of Hmar, Paite, Tangkhul, Lushai, Thadou (Kuki), are presently used as the medium of instruction in primary schools in the hill areas of Manipur. The script for these tribal dialects will have to remain Roman since these languages have no native script.

(VI). Dispersal of Basic Educational Infrastructure

As mentioned earlier, apart from one technical university, Manipur has only one university for higher education (Manipur University) whose departments are located in Imphal. Students from hill communities find it difficult to continue their higher education in the valley colleges. It is therefore, imperative to set up a few departments/Centres in some of the hill district headquarters as has been done in the state of Meghalaya.

At present there is only one Government College in the hill districts of Chandel, Ukhrul and Tamenglong. There are two Government Colleges in the hill districts of Senapati and Churachandpur. In the valley, there are four Government Colleges in Thoubal district, three each in Imphal East and Bishnupur districts. And there are eight Government Colleges in Imphal West district. There is a Government Law College in Imphal East district. Two Teachers' Training Colleges (Government) are in Imphal West district. Even this number is unable to absorb all the students who pass out from secondary schools. Therefore, the establishment of one or more college in every hill district at the Sub-Division level should fill a basic requirement of the state.

(VII). Enhancement of State's Education Budgets

There are two Central Universities in Manipur. The state's education budget on elementary education, particularly on the capital account, should be increased. The Centre should provide this support to Manipur over the next two Five Year Plans at the rate of Rs 100 crores per year for educational infrastructure development.

(VIII) The State is unable to fully utilize the SSA funds because of its inability to provide the 10 per cent contribution required from the state government. Recently, the Planning Commission proposed that the states' contribution be raised to 50 per cent, but this will prove disastrous for states like Manipur. This requirement of 10 per cent contribution for SSA may be dispensed with for 10 years, up to 2016, on account of the state's precarious finances and its status as a special category state.

(IX). Provision of Adequate Employment Opportunities

This has been discussed at length in Chapter-XII.

(X) Vocational Education

To tackle the problems of educational unemployment, the state requires basic change in the education pattern, especially at secondary level with emphasis on vocationalization, particularly in the emerging areas of computer skills, IT services. New innovative job oriented technical courses need to be introduced. Similarly, the state should identify emerging scenario in service sector and introduce vocational education stream in the school at least. The demand pattern has to be identified on the basis of applied research on sub-sectoral activities in tertiary sector according the North East Region. The following areas have rich potential in Vocational and Technical Education: Dress designing, nursing, paramedics, hotel management, welding, automobile repair, etc.

(XI) Other Recommendations

The absence of a rational, relevant, uniform and appropriate curriculum in schools and colleges persists. Recently, the state board of secondary education implemented the NCERT courses and UGC guidelines on higher education, and introduced a three-year degree course and revised university syllabus. The examination system too is in dire need of reform and standardization.

The state government must devolve adequate powers and funds to local bodies. The relationship between the state education authorities and district council authorities is often far from cordial resulting in lack of coordination and effective management. Accordingly, there is an urgent need for a proper division of powers and functions so as to avoid overlapping of power and authority. The experiences of Mizoram in this regard may be studied.