Manipur, like other States of India, was slow in accepting western education because of its own tradition and rich cultural heritage. People were not keen in establishing formal schools, imposed by the British rulers, of the western type for which not a single school was established till 1885.

However, various efforts were made by three English Political Agents for the introduction of formal education in the State.

The first effort was made by Captain Gordon during the period from 1835 to 1844. The second effort was made by W.E. Nuthall in 1872. The third and fourth efforts were made by James Johnstone during the period from 1877 to 1885.

The first two efforts made by the two Political Agents were fruitless due to orthodoxy of the society and lack of

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encouragement from the Maharaja and his Durbar Members. Even in writing a book the King's Permission was sought; if not he was sunned in the Bazar. The third effort was also turned down on the same ground.

These three fruitless efforts reflected that the intellectual outlook of western education had not yet taken roots even among the administrators. So, upto 1877 there was no school imparting western education for which Brown, the then Political Agent, like Macaulay, bluntly criticised the reluctancy of the society causes by illiteracy of the people and the Durbar members.

The fourth effort made in 1885 came out successful. The school was named after James Johnstone. Thus, formal education was introduced with the establishment of Middle English School in Manipur. The school was developed after the Anglo-Manipur War of 1891 with 113 students having 57 percent of attendance.

Chandrakirti Singh, the Maharaja of Manipur and his Durbar

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6 Brown R., op.cit.

Members provided land\textsuperscript{8}, and finance\textsuperscript{9} for the maintenance of the school. The Political Agent took the responsibility of purchasing text books and stationary.

The Johnstone School secured Grant-in-aid from three Heads of Accounts - State Government, Imperial Fund and Miscellaneous. The State Government of Manipur constructed the school building, provided a lump sum grant of rupees three hundred sixty and a recurring grant of rupees thirty per month. Both the grants increased gradually according to the needs of the school in latter years. In addition, the State borne all expenses whenever required by the school.

The State Government, acting as the Managing Committee of the school, got a lump sum grant-in-aid of rupees three hundred sixty from the Imperial Fund\textsuperscript{10}. Help was also extended by the State Governments of Assam and Bengal in maintaining the school under Miscellaneous Head of Account.

AGENCIES

After the establishment of Johnstone School, various agencies made several attempts for the establishment of schools.

\textsuperscript{8}\textit{Ibid} p.5.

\textsuperscript{9}\textit{Dun E.W., op.cit.}

\textsuperscript{10}\textit{Th. Mangoljao Singh, op.cit.}, Vol. I., pp.7,8 and 11.
both in hills and valley areas of Manipur. The State Government, the Christian Missionaries and the voluntary organisations were the agencies that made notable contribution for the advancement of education in the State.

**State Government**

The Government of Manipur established one Lower Primary School at Sekma for village children in 1892, one at Mao for hills in 1893\(^{11}\) and another one at Tera for Imphal dwelling children in 1894. In 1894 the Government made another attempt for the establishment of one school at Thangmeiband, Imphal town. The attempt was failed due to lack of consciousness of the local people. All the furniture of the school was stollen at night just before the inauguration of the school\(^{12}\). The school had to start in the next year. After this more Government schools came into existence and the number of schools was increased gradually in the state.

**Missionaries**

Of the missionaries, William Pettigrew of the American Baptist Mission, and the North East India General Mission

\(^{11}\)Ibid. p.8 .

\(^{12}\)Ibid. p.10 .
made efforts for the establishment of schools both in valley and hills. In 1894, William Pettigrew in his individual capacity, requested permission for establishing one mission school at Imphal area. His request was rejected on ground of religion. However, his request for establishing one Lower Primary School was accepted and therefore, the school was established at Imphal in the same year.

In 1896 William Pettigrew established another Lower Primary School at Ukhrul, the east hill district of Manipur. He did not receive favourable response from the hill peoples too. At the beginning the hill tribes did not allow their children to go to school. He, however, persuaded the hill people and twentyone students attended the school.

The North East India General Missionaries came to Manipur in 1932. They established one mission middle English School at old Churachandpur for the hill tribes of that locality. The missionaries like the American Baptist missionaries, at first, did not preach christianity directly but did it in an indirect way Luspaí language in place of Manipuri was taught to the students of the school. Consequently, when the school tried to introduce Manipuri as the medium of instruction it took a long time. This Mission School unlike

\[13^{\text{Ibid. p. 11.}}\]
\[14^{\text{Ibid. p. 9.}}\]
\[15^{\text{Ibid. p. 15.}}\]
the American Missionaries did not follow Manipur State Curriculum for which it did not get any grant-in-aid from the State. Later on the Government forced the school to accept the State Curriculum and thereby grant-in-aid was extended to the school.

The total number of students run by the American Missionary upto 1932 was fifty eight out of which fiftyone were lower primary and six upper primary, and one middle English School. The total number of schools run by the North East India General Mission was twenty-four out of which only one was middle English School and twenty-three were lower primary. In all, the total number of schools run by the missionaries were eightytwo.\textsuperscript{16}

\textbf{Voluntary contributions}

Voluntary contributions were made by Dr. Ningthoujam Leiren Singh, Nongmaithem Gopal Muhori Singh, Chourajit Paul, Damudor Paul, and Rajkumar Tolchou Singh in terms of cash and kind in the establishment of schools in Manipur. They made individual efforts by establishing schools during the period from 1931 to 1941.

\textsuperscript{16}Ibid. pp. 77 and 83.
The two brothers, Chourajit Paul and Damudor Paul established the Ramlal Paul Middle English School at Imphal in the name of their deceased father in 1934. In the same year, Rajkumar Thambalsana Singh established one school in the name of his father Maharaja Narasingha but was closed in 1939 due to poor attendance of the students. In 1937 Rajkumar Tolchou Singh established the Polytechnique Middle English School at Kanchipur, Langthabal.

Various voluntary organisations contributed to the development of education in the state. In 1935 the Manipuri Muslims of Minuthong area of Imphal town jointly established the Pheija Middle English Madrassa for the Muslim children of that locality.

In rural and hill areas like Nambol, Kakching and Ukhrul, schools were established by voluntary organisations. In 1937 the Nambol Bazar Board members established the Nambol Middle English School for the children of Nambol and her neighbouring villages. In the same year, the Basic Training Institutes, one each of Kakching and Ukhrul, had come into existence. The local people of Kakching and Ukhrul constructed school building, hostels, and supplied other equipment of craftwork to the institutes freely.

Thus, by the end of 1962 the total number of Primary Schools were increased to 2178 including 265 Basic Schools.\(^{17}\)

with an enrolment of 1,29,808 students. Out of the total number of 2178 schools 50 were managed by the State Government, 1488 by the local boards, 48 by the Municipal Boards, 309 were Government aided and 283 were unaided.

The total number of middle schools was also increased to 308 with an enrolment of 24,363 students in 1962. No Senior Basic School was established till 1962. Of the 308 middle schools 143 schools were managed by the District Board, nine by the Municipal Board, and 156 by private bodies. Of the 156 schools run by the private bodies thirty-eight were Government aided schools and 118 were unaided. There was no middle school managed by the State Government.

SCHOOL ADMINISTRATION

Education was under the direct administration of the Political Agent. He consulted a School Committee consisting of three members. Two members of the school committee were

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18 Ibid. p.179.
21 Ibid. p. 179.
22 Ibid.
23 Education in India(1962-1963), op.cit., p. 84.
24 Ibid.
nominated from amongst the members of the Manipur State Durbar. The Political Agent was the Secretary of the Committee. This system of administration continued till the Maharaja had undertaken the school administration on May 15, 1907\textsuperscript{25}.

In 1948 the State Legislative Assembly was constituted under the Manipur Constitution Act 1947 and an Education Minister was elected by the State Legislative Assembly. During the time the administration of education was divided into two-one for valley and other for hills. The valley education was under the Minister of Education while education in hills was under the Hill Minister\textsuperscript{26}. This system of administration was again changed with the merger of Manipur into the Indian Union on October 15, 1949\textsuperscript{27}. Prior to this merger all the schools in Manipur were under the instruction of D.P.I. of Assam. From 1950 onwards the Chief Commissioner of Manipur took the charge of D.P.I.

The merger of Manipur into the Indian Union brought the abolition of the Legislative Assembly. The Minister of Education and Hills' Minister were replaced by the Assistants.


\textsuperscript{28}Th. Mangoljao Singh, \textit{op. cit.} Vol II, p. 18.
to the Chief Commissioner Nos. II and IV respectively. Later on both the valley and hill education was kept under one Assistant Secretary to the Government of Manipur 29.

In 1957 the Territorial Council was formed 30. The Council took the charge of school administration on January 4, 1958. With the enactment of the Union Territories Act 1963, the elected Territorial Council was converted into the Territorial Assembly and education was placed under the control of the popular Ministry since 1963.

**Directorate of Education**

The Directorate of Education is at the highest laddor of the departmental organization of the school administration. Initially it was established as a small education cell in the style of Education office in 1910. The Education office was under one Honorary Inspector of Schools. Its staff consisted of one Deputy Inspector, two Inspecting Pandits who were later known as Sub-inspectors in 1912. In 1950, the name of the office was changed into the Inspectorate of schools and its staff strength was increased. One Inspector of Schools, One Deputy Inspector and three sub-Inspectors constituted for school administration in valley areas. For hill areas, there were one Sub-Inspector, three Assistant Sub-Inspectors -

29Ibid. p.7.

30L.Iboongohal Singh, op.cit., p.45.
one Inspecting Maulavi for Madrassas and one D.D.K. for Primary and Middle school. In 1951, one Deputy Inspector for hills was appointed. The total number of Deputy Inspectors was two – one for valley and other for hills.

On April 12, 1958 the Inspectorate of Schools was graded upto the Directorate of Education. The Department consisted of one Director-cum-Secretary, one Deputy Director, one Inspector of Schools, one Special Officer for Planning and Statistics, four Deputy Inspectors – one each for valley, tribal, administration and Hindi, one A.V.O., one Director of Youth Welfare, one F.A. and Assistant Inspectors. In 1960 the post for Deputy Inspector for administration was abolished and in its place one post of Under Secretary, Education was created.

By 1962 the staff strength of Education Directorate and the Inspectorate of Schools (physical) were one Director, two Deputy Directors, one Principal Education Officer, four Inspectors, one Deputy Inspector for audio-visual aids, eleven Deputy Inspectors, forty Assistant Inspectors, one Assistant Inspector for audio-visual aids and D.D.K. 31.

All Primary Schools in Manipur were under the direct supervision of the Deputy Inspectors. The normal functions of a Deputy Inspector were to (i) calculate school grants, (ii) make enquiry, (iii) submit confidential reports on the ---

the works of teachers, (iv) audit accounts of aided and Government schools (v) check up the dead stock register maintained in schools, (vi) submit a large set of periodical returns, statistical or otherwise, and (vii) make proposal to higher authorities on problems like Transfers, posting of teachers and establishment of schools.\(^{32}\)

Departmental (Educational) Administrative ladder prevalent upto 1962\(^{33}\) is given in table I.

**TABLE I**

DEPARTMENTAL EDUCATIONAL ADMINISTRATIVE LADDER UPTO 1962

<table>
<thead>
<tr>
<th>DIRECTOR</th>
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<tbody>
<tr>
<td>DEPUTY DIRECTOR(G)</td>
</tr>
<tr>
<td>INSPECTOR OF SCHOOLS</td>
</tr>
<tr>
<td>D.I.(V) D.I.(H) D.I.(Hindi)</td>
</tr>
<tr>
<td>NINE A.I.S.</td>
</tr>
</tbody>
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Inspection and Supervision

There were no regular Inspectors for the schools in Manipur. During the years from 1897 to 1903, William Pittigrew as an Honarary Inspector inspected all the schools in the State for three times in a year and at least one round for every school in the valley. In 1899 there were two inspecting Pandits for the Lower Primary Schools in valley. The D.P.I. inspected the schools in 1900 and the Inspector of schools Assam in 1909 and 1926. Sometimes, the Chief Commissioner of Assam inspected the schools. His inspection in Johnstone High School in 1913 brought a correction in the wrong method of teaching. The Deputy Inspectors, Sub-Inspectors and Education Member of the Manipur State Sarbar inspected the schools frequently.

For the hill areas, the Political Agent, President of the Durbar and Sub-Divisional Officers inspected the schools. In 1912 one Headmaster of Churachandpur Upper Primary School was utilized as Sub-Inspector for the hills. The Deputy Inspector of Schools, for the first time, inspected the schools in the hills only in 1949. In 1956, the Government of Manipur instructed the Deputy Inspectors to tour the schools in the hills for at least 144 days for every year and stay there for at least thirtysix days.

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Curriculum

The Curriculum for the Primary course in Manipur was in the pattern of Assam\textsuperscript{36} and Calcutta\textsuperscript{37} with slight modifications. It continued up to 1927. In the year 1927 the Education Standing Committee was constituted under the Chairmanship of Education Member. The committee recommended text books for the prescribed curriculum in schools.

On April 3, 1933 the Education Standing Committee made proposal for the introduction of History and Geography of Manipur as text books in Upper Primary course\textsuperscript{38}. The proposal was accepted by the Maharaja on March 3, 1934\textsuperscript{39}. English was taught at class II from 1933 onwards.

In the hill areas of Manipur agriculture was introduced in Primary Course. In 1933 the Sub-Divisional Officer of the Ukhrul Sub-Division introduced the subject in the Primary schools of the Sub-Division. The policy was mainly to attract the interest of the parents to send their children to school. In the same way physical education training, Boys' Scouts and aesthetic education were introduced from 1907 to 1931.

\textsuperscript{36}Proceedings of the Manipur State Durbar, March 5, 1930.

\textsuperscript{37}Administrative Report of the Political Agency in Manipur, 1929; p.25.

\textsuperscript{38}Proceedings of the Manipur State Durbar held on 31st January, 1934, 33rd Sitting, Part I, Routin, Sixth Resolution.

\textsuperscript{39}Maharaja's Memo No. 1593 P I-II, 3rd March 1934.
All the schools in Manipur did not follow the same curriculum. Those Mission Schools and local schools which were not following state curriculum were not given recognition by the Government in 1952. After this all schools existed in Manipur followed the State Curriculum.

In 1958 the task of framing syllabus for schools were entrusted to the Superintendent of the Basic Training Institute and suggestions from Inspecting Officers in matter of syllabus framing were also invited.

**Medium of Instruction**

Manipuri as the medium of instruction and script were abolished by Political Agent, A. Porteons in 1893\(^40\). It was replaced by Bengali and Bengali scripts from Class 'A' onwards\(^41\). It was the main reason why the Manipuri were reluctant towards the introduction of western education in the state.

In 1902 the Government of Manipur tried to introduce Manipuri as the medium of instruction. The efforts of the Government had to face troubles due to two obvious reasons. First, when the State Government re-introduced Manipuri as the medium of instruction there were no published text books.

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\(^40\) Administrative Report of the Political Agency of Manipur from 1893-94.

in Manipuri. Secondly, introduction of Bengali had been mainly brought by the wrong policy of the Government of Manipur to introduce a foreign language to the small children by abolishing their own mother tongue. Thus, the attempt of the Government was failed and Bengali was re-introduced as the Script and medium of instruction. Consequently all the classes which remained closed due to sudden change of governmental policy and non-availability of text books in Manipuri were resumed in the same year.

On 15th May 1907 Maharaja Churachand Singh amended the policy of the medium of instruction. Accordingly, the Manipur State Durbar resolved to adopt mother tongue as the medium of instruction in the Lower Primary Schools. Therefore, Bengali literature was also translated into Manipuri but through Bengali Script from 1909 onwards. Text books on Manipuri were also written for classes 'A' and 'B'. From the year 1914 Manipuri medium was learnt through Bengali Script for other classes also. From 1924 onwards Manipuri was accepted as the vernacular language in matriculation examination by the Calcutta University.

Examinations

There were two types of examination in Manipur - External and Internal. External examination was competitive scholarship examination taken each at the end of Lower Primary, Upper Primary and Middle School Course. Its purpose
was to select the meritorious students for awarding scholarship.
The internal examinations were promotion examinations which
were usually conducted at the end of its academic session.
Other internal examinations like weekly, quarterly and mid-
term were also conducted. For instances, for the Lower Primary
Class II, weekly examinations were held for every Saturday on
alternate subjects. And for the Upper Primary and Middle School
Course, internal examinations were taken at the end of every
third, sixth and ninth month for every academic session.
Marks secured by each student was recorded and hung on the
walls of their respective classes. In 1943 both the examina-
tions in the Lower Primary Course were taken by viva-voce due
to the outbreak of World War II.

The external or competitive scholarship examinations
were not conducted by the same body for all classes. This
examination of the Lower Primary Course in valley area was
conducted by the Government of Manipur. In the hills, this
examination was conducted by the President of the Manipur
State Durbar along with the Sub-Divisional Officers of the
Sub-Divisions. In both the regions the examination was taken
at Class II. The Upper Primary Competitive Examinations were
taken at the end of Class IV. And the Middle School Scholar-
ship examination was taken at the end of Class VI

 Resolution No. 9, Manipur State Durbar, December 18, 1940.
high schools$^{43}$.  

Scholarship

There was no uniformity in awarding scholarship in the Primary Course of Manipur. In 1918 five scholarships were opened to all$^{44}$. They were first, for Lower Primary; second, Upper Primary; third, Middle Course; fourth, village boys$^+$ and fifth, Girls.$^/$In 1940 the number of scholarship was reduced to three$^{45}$. The special scholarship for village boys was not in practice till 1940 while the scholarship for Girls was awarded. The number of scholarship, again, increased to eleven in 1947. Out of eleven scholarships, eight were general, two were for village boys and one for girls. This structure of awarding scholarship continued upto 1962. 

The nature and amount of scholarship varied from class to class and from year to year. In 1896 the amount of scholarship in the Lower Primary Course varied in between rupees two and three. The first student was awarded rupees three for two years and other seven first divisioners were given a

$^{43}$Resolution No. 4, Ibid., April 2, 1941.  
$^{44}$Resolution No. 19, Ibid., May 1st 1918.  
$^+$Generally, a 'Lowai' OR 'village boy' was a student if his parents or guardians had resided outside Imphal but in Manipur for a period of at least two years prior to the date of scholarship examination (Resolution No.15, Manipur State Durbar, April 30, 1941).  
$^{45}$Resolution No. 9, Ibid. December 18, 1940.
consolation scholarship of rupees two each for the same period. This system of giving scholarship for two years continuously was abolished in 1923 and the period was fixed at one year. In 1947 scholarship was awarded to four students.

In the Upper Primary Course Scholarship was given to five students. In 1940 a scholarship of rupees seven was awarded to the first two first divisioners for a period of four years.46

Scholarships for middle schools were given according to the result of the Class VI annual examination. This system was abolished in 1942. Scholarships in this stage were given according to the result of the M.E. Scholarship examination. This scholarship was to be enjoyed up to Class VIII.

The special scholarship for Girls was given up to Class V. It continued up to 1935.47 However, the Girl students were not satisfied in this scholarship. The students of the Tamphasana Girls' High School, therefore, applied for giving a scholarship of rupees three per month from Class VI to X. The application, though refuted at the first instant, was accepted by the Durbar in March 1939.48 Thus, the scholarship:

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46Resolution No. 12, Ibid, 29th May, 1940.

47Resolution No. 6, Ibid, 10th April and Resolution No 14 of the Manipur State Durbar, March 22, 1939.

48Resolution No. 6, Ibid, April 10, 1939 and Resolution No. 14 Ibid, 22nd March 1939.
from Class VI to X was awarded from July 1st, 1947. This scholarship continued up to 1962 although there were changes and modifications in the nature and amount of giving scholarship.

Free Education

Lower Primary education was free in Manipur. However, during 1913-14 the State Government charged tuition fees for the first time from the Lower Primary School goers. The reason was that during the period 'force labour' or 'Pothang Beggar' was removed. Accordingly, the State Government was to borne all expenses for carriages of Government employees. It affected annual fund position of the Government. In order to meet the expenses the State Government charged tuition fee from the Lower Primary School goers at the rate of six paise per student for the valley and three paise for the hills. For the Upper Primary Classes the fee was fixed at the rate of twentyfive paise per student in Class III and thirty five paise for Class IV.

This imposition of the tuition fee caused the students of the Lower Primary and Upper Primary Schools to drop out from educational career. In order to check the dropout the Government removed the order and distributed stationary,


50 Th. Mangoljao Singh, op.cit., Vol II; p. 53.
books and slates to the Lower Primary Students.

Middle and High School education was not free. The idea of taking tuition fee in Middle School was, for the first time stimulated by the Bengali Gentlemen in the private Bengali Middle School of Imphal town. For that school the tuition fee was fixed at the rate of one rupee per boy and fifty paise per girl for every month\(^{51}\).

In 1941 tuition fees for Middle and High School Students were at the rate of one rupee, one rupee and twentyfive paise, one rupee and fifty paise, two ruppes, two rupees and fifty paise and three rupees for Classes V, VI, VII, VIII, IX and X respectively\(^{52}\). The rate was effected from 1942\(^{53}\).

No tuition fees upto Class VI were taken from the scheduled tribes and the scheduled caste students from 1950 while that of the general students from 1958 onwards. The tuition fees for the scheduled tribes and the scheduled caste students for classes from VIII to X were reimbursed from 1958 and for the general students the reimbursement was from Class VIII which effected from the year 1959. However, the private schools were not free from tuition fee. But free education in Manipur meant free tuition fee only.

\(^{51}\)Administrative Report of the Political Agencies in Manipur, 1903-04; p.6.

\(^{52}\)Resolution No. 1, Manipur State Durbar, May 7, 1941

\(^{53}\)Resolution No. 10, Ibid, July 30, 1941.
Conclusion

Although Primary education had been expanded from one school in 1885 to 2178 schools in 1962 the progress of education was not rapid. The major causes for the slow progress in Primary education were lack of consciousness, social taleoos, abolition of Manipuri medium and script, frequent changes of administrative system, lack of inspection and supervision, late implementation of the First Five Year Plan and shortage of fund.

The establishment of one middle school took a period of 50 years from 1835 to 1885. The stealing of school furniture before inauguration and sunning of writers in the bazar for writing a book without the permission of the king were evident that the people as well as the ruler had indifferent attitude towards education. Regarding the other factors both material and administrative, the funds for education were not sanctioned according to the ratio of the population. And no Act or Rules were framed for introducing free and compulsory primary education along with the implementation of First Five Year Plan. Moreover, the First Five Year Plan was implemented in the state after a gap of two years.

The frequent changes of administrative machinery brought instability in school administration. During the period from 1835 to 1962, administrative machinery was changed for five times. And Education office was established after twentyfive
years of functioning the school administrative. Moreover, due
to lack of inspection and supervision in both the valley and
the hills schools were "not properly distributed and scattered
so as to serve all rural and tribal habitations".54

There was no uniformity in the progress of education for
both the regions of Manipur valley and hills. Education in
the hills could not at par with the valley. The reasons are
obvious. First, hill education was not under the Education
Minister but under the Hill Minister. Secondly, the appoint­
ment of the Deputy Inspector for hills was not on merits.
Thirdly, difficult terrain and bad communication. Moreover,
the people are scattered here and there. For every five and
six villages of the hills only one school was established.
Finally, the hill people had least interest towards education.
And any pressure for establishment of school was temporary.
After the establishment of the schools for about two years
their wish to sending their children to school was redirected
for earning bread and butter. Consequently, most of the schools
in the hills could not exist more than two or three years.
This absence of uniformity within the state naturally created
a gap of about seventeen decades in the progress of education
between Manipur and India.

The other factor that slows down the progress of education
was the abolition of mother tongue as the medium of instruction

54B.C.Roy ; op.cit., p. 6.
at the beginning of the introduction of English. The medium of English instruction was determined not by the people of the soil but by the administrators who were foreigners to the Manipuris. Thus, the introduction of foreign language as to medium of instruction at the primary school level definitely thwarted the development of education as a whole in Manipur.

Another important factor for the slow progress of Primary education in Manipur was the negligence of the problem of dropout. Dropout is generally caused by factors like enrolment of children regardless of age, heterogeneity of intial cohort, heavy syllabus, poverty, low income of the parents, broken home and imposition of tuition fee. Administrative factor played a greater role to cause dropout during the period before 1961.

Examining the rate of dropout of the primary course for the next preceding period on study reveals that dropout itself was a problem. Applying the initial cohort method the rate of dropout for classes from I to VI for the period from 1955-56 to 1960-61 was 44.81. It was 50.5 for girls and 39.11 for boys. Thus, the rate of dropout for girls was higher than that of the boys.

As the rate of dropout was high it would be of immense importance to study the problem for the complete period of primary course. The years 1961 and 1962 are taken as the base years and 1971 as the course completion year for finding its accurate results. Analysis of the causes of dropouts by applying various methods would definitely help in finding out the remedial measures for reducing the rate of dropouts not only for Manipur but for India also.