CHAPTER I

INTRODUCTION
1.1.0 MANIPUR: THE LAND AND THE PEOPLE:

Manipur, 'the land of jewel', is situated at the northeastern corner of India bordering Myanmar (Burma). The state lies between latitudes 23.83°N and 25.68°N and longitudes 93.03°East and 94.78° East. It is almost rectangular in shape with a precious little valley in the middle surrounded by sprawling hills on all sides. The total area of the state is 22,327 sq. km., of which approximately nine-tenths are occupied by hills. But more than two-thirds of the population of the state live in the valley. This fertile valley is 50 kilometres long and 30 kilometres broad. It appears to be the bed of an old lake, a remnant of which occupies the south east corner of the basin and is known as the Loktak Lake, which is 12 kilometres long and 8 kilometres broad. The climate of the state is quite pleasant. The hills and valleys are always covered with beautiful flowers and greenery throughout the whole year. The emerald green valley is thickly populated and is very fertile.

According to 1991 census, the population of Manipur was 18,26,714 (provisional). The major section of the population in Manipur is of Meiteis who stay mostly in the valley and practise Vaishnavite religion.
Besides the Meiteis, Muslims, Sikhs, Jains, Buddhists, Christians who are mostly tribals, and followers of the old religious system of Sanamahi and that of the Kabui, are also in the population. The 29 principal hill tribes occupy the hill areas. They have their distinct individual cultures, dress, customs, habits and languages. Most of them follow Christianity as their religion.

The linguistic situation in the state is quite complex. Manipuri has been recognised as the official language of the state. It is the mother tongue of the people inhabiting the valley. It also serves as a link language among different hill tribes living in the hills. The language belongs to Tibeto-Burmese group and has a lot of Sanskrit, Hindi and Bengali words mixed in its vocabulary. It is taught upto the postgraduate and research levels in Manipur University and it is also taught as a subject upto the graduate level in Gauhati University. Besides, it has been recognised by the Sahitya Academy of New Delhi for literary awards. The language is used as the medium of instruction upto class X in the schools of the valley and is taught as a compulsory second language in the hills.
Besides Manipuri, there are 29 principal independent hill dialects used by the hill people. The five hill dialects out of these 29 are being used as the medium of instruction upto class V. It has been decided as a policy by the State Government to develop and introduce other hill dialects gradually as the medium of instruction at this stage.

The total Literacy Rate of Manipur according to 1991 census (provisional) is 60.96 per cent and is higher than the National Rate. The Literacy rate of males is 72.98 per cent whereas that of females is 48.64 per cent.¹

1.2.0 HISTORICAL BACKGROUND OF MANIPUR:

The early history of Manipur is lost in the midst of antiquity. History of Manipur prior to 1714 is not based on any authentic records. It may be divided into two parts, viz., (i) the Puranic age prior to 8th century A.D. and, (ii) the period from 8th century to 18th century. Manipur Puranas are replete with

1. Census of India, 1991 - Manipur (Provisional); Director of Census Operations, Manipur.
stories like the creation of earth, Rasa dance of Shiva, the advent of Poireiton, legends of Pakhangba, Nongpok Ningthou and Pantholbi, and Khamba and Thobl.

The history of the period 8th century to 18th century A.D. has been reconstructed on the basis of evidences from excavations, coins and inscriptions on copper plates. Another important point to be kept in view is that while there are some evidences of a well-developed civilisation thriving on the valley little is known about the growth of civilisation in the hills. The known history of Manipur is primarily the history of the Meiteis.  

The State Royal Chronicles called 'Cheitharol Kumbaba', which maintains an account of major events like accession, death of kings etc., traced the beginning of the history of Manipur with the accession of Pakhangba on the throne of Manipur in 33 A.D.  


3. The Report of the Fifth All India Educational Survey, Manipur; State Survey Unit, Directorate of Education(S), Manipur, 1986-87; p.5.
Round about 700 A.D. King Konthouba ruled Manipur. During his time a great man 'Poireiton' entered Manipur from the west. Possibly 'Poireiton' was the missionary who brought Aryan culture to Manipur in that early period.

Kyamba ruled Manipur in the middle of the 15th century A.D. He struck coins and went out for conquest. At that time the Indo-Gangetic plains were under the rule of the Muslims and many Brahmans came over to Manipur during that period.

In 1709 A.D. Pamheiba ascended the throne with the title of Garib Niwaz. He adopted Vaishnavism as the state religion. He had a revolutionary outlook and the zeal of a conqueror. He had in him the rare combination of the material qualities of a Kshetriya and the humility of a Vaishnava. It is said that when he was a mere toddler his mother had to remove him stealthily from the palace and put him under the care of a Naga chief to save his life.

The glorious reign of Garib Niwaz came to a tragic end with his assassination along with his eldest son Shyamshai and other principal courtiers at the
hands of his younger son Ajitshai. After the death of Garib Niwaz, Manipur became very weak due to the struggle for throne. The first formal agreement between the Government of Manipur and the British Government was signed in 1762 which was ratified in 1763 with some modifications.

Jai Singh ascended the throne in 1759. He built the temple of Govindaji in his palace. His daughter Sijalairoibi is said to have had high spiritual attainments. She gave a concrete shape to an extremely devotional form of dance conceived by her father, the famous 'Rasa' dance of Manipur.

Raja Jai Singh put in his best efforts to effect a spiritual and economic upliftment of Manipur. His activities won him regard from all. The transplantation method of growing paddy was introduced during his time. In 1798 his son Labanya Chandra succeeded him.

After Jai Singh's abdication internecine feuds weakened Manipur to such an extent that all the three claimants Chaurajit, Gambhir Singh and Marjit to the throne had to flee their territory and take refuge in Cachar which they occupied and divided among themselves.
During the first Anglo-Burmese War (1824-26) Gambhir Singh regained Manipur and ascended the throne in 1825.

After the first Anglo-Burmese war agriculture and cottage industry had been completely ruined. Gambhir Singh and later Nar Singh had to start almost from the scratch.

Through a resolution in 1833 the British Government agreed to extend help to Manipur in case of aggression by Burma and also to honour its territorial claims provided the King allowed certain concessions which he having no other alternative, readily did.

Manipur forces helped the British during the Sepoy Mutiny in 1857 and in recognition of that Chandra Kriti Singh, the then ruler of Manipur, was presented a sword of honour, a belt and a dress. In recognition of another service to the British he was decorated with K.C.S.I.

Chandra Kriti Singh was deeply religious. He was also interested in mechanical arts of various kinds. An English middle school was established in Manipur in 1885 at the instance of the then Political Agent Col. Johnstone. Earlier a primary school is also reported to have been opened which was later on closed down.
After the death of Chandra Kriti Singh in 1886 Surachandra, his eldest son, ascended the throne. He did not have a reputation for bravery. One night, when attacked by two of his brothers he took refuge in the residency, and declared his intention to retire to Brindaban. His brother Kulachandra usurped the throne with the help of Senapati Bir Tikendrajit. Another important personality of the time was Thangal General who, along with Bir Tikendrajit played a significant part in the political history of Manipur. Surachandra sought British help but was refused. The Government of India issued their final orders in February 1891 which were to the following effect:

(i) that the Senapati (Tikendrajit) should be removed from Manipur;

(ii) that the Jubraj, i.e. Kulachandra, should be recognised and that the ex-Rajah should not be restored;

(iii) that the Chief Commissioner should visit Manipur and make known on the spot the decision of the Governor General.

Mr. Quinton, the Chief Commissioner of Assam, was to communicate and implement these decision. He
was instructed to arrest Tikendrajit. He proceeded to Imphal with 400 soldiers under Col. Skene. Mr. Grimwood, the Political Agent, met him before he reached Imphal and was told of the plan to hold a Durbar where Tikendrajit could be arrested. Mr. Grimwood advised to the contrary but had to respect the instructions of his superior. This resulted in an open clash between the palace and the Residency. Five British officers including Quinton and Grimwood, invited to the palace for negotiations, were executed and then followed the Manipur War in which Manipur lost her independence and was occupied by the British. The curtain was drawn on this struggle with the execution of the two great patriots Tikendrajit and Thangal General to the sobbing of thousands of women in white who had gathered in the hope that in line with Manipur tradition the execution might be stayed, but that was not to be and the two brave soldiers of freedom rode into history. Manipur became one of the many protectorates of the British in India on September 18, 1891 when Churachand a minor was made the Rajah of Manipur. The local government was to be run by a Superintendent and a Political Agent during the minority of the Rajah with full authority to introduce reforms provided they did not offend local customs and traditions and did not interfere with the local
existing institutions. Churachand was crowned in 1908. He abdicated in favour of his eldest son Bodh Chandra Singh in September, 1941 and left for Nabadwip where he died in November, 1941.

During the Second World War Manipur was attacked by the combined forces of Japan and the Indian National Army. The British stoutly defended the frontiers of their empire but the fire of freedom fanned by the I.N.A. engulfed the whole of the country. Manipur did not remain immune to it and political leaders started demanding a representative government. In 1947 the Maharajah set up a committee to frame a constitution and an elected government was formed with the Maharaja's younger brother M.K.Priyobrata Singh as the Chief Minister. Manipur joined the Indian Union on 15th October, 1949 as a part of 'C' state administered by a Chief Commissioner. In 1956 Manipur became a centrally administered Union Territory under a Chief Commissioner. The Manipur Territorial Council was inaugurated in August, 1957. Later on the Territorial Council was replaced by a Legislative Assembly and finally in January, 1972, Manipur acquired the status of a full-fledged state
in the Union of India.\(^4\)

**1.3.0 GEOGRAPHICAL BACKGROUND OF MANIPUR**

The Manipur state is bounded on the north by Nagaland, on the south by Mizoram and Myanmar (Burma), on the east by Myanmar and on the west by Assam. According to 1985 Statistical Handbook of Manipur, the total geographical area of Manipur is 22,327 sq.km. The oval shaped central plain has an area of about 1,765 sq.km. and is situated in the middle. The elevated land-mass consisting of Meghalaya, Nagaland, Manipur and Mizoram forms a solid block joining the massive Himalayas in Arunachal Pradesh and separated from it by the Brahmaputra valley. The only significant depression in this conglomeration of hill ranges and plateaus is the fertile valley of Manipur 50 km. long and 30 km. broad. It appears to be the bed of an old lake, a remnant of which occupies the south-east corner of the basin and is known as the Loktal lake 12 km. long and 8 km. broad. It is a centripetal drainage and is finally drained into the Imphal river by the south-flowing Khordak

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river. A broad, shallow expanse of water, it is covered with aquatic vegetation.

According to 1985 Statistical report the altitude of Imphal above M.S.L. is 790 metres. The hill ranges on either side of the valley run practically to the same height, a little over 2,500 metres and have flat rolling tops. On the eastern side is the Patkai range, on the western is the Barail range and in the south-eastern region is the Arakan Yoma range. The highest peak in Manipur is Tenipu (9,824 ft.) in the Manipur North district.

The rivers in the valley have their sources in the hills lying to the north and the north-east of the valley. The most important of these is the river Imphal which flows through the state capital Imphal and later on joins river Chindwin in Myanmar. The other rivers are: (i) Irii river, (ii) Thoubal river, (iii) Nambul river, (iv) Nambol river.

The most important of hill rivers is the Barak river originating in the Mao-Maram area in the Manipur North District. It crosses the Bhutan range and passing through Cachar joins the old bed of the Brahmaputra.
In the eastern hills the important one is the Lokchao which flows into the Kabo valley.

Manipur gets rainfall from the monsoon winds from June to September. The amount of rainfall varies a good deal even though the geographical area is not very large. Imphal gets an average rainfall of 1,413 mm, Tamenglong 4,017 mm and Ukhrul 1,799 mm. Average annual rainfall (1984) is 2077.7 mm. The valley has all the three seasons - summer, rainy and winter - like the north India plains, while some of the hills do not have any hot season at all.

About one-fourth of the area of Manipur is under forests which are mostly of a mixed type with poor timber value. Bamboo occupies about 1,000 sq. miles and has a rich potential for development, particularly along the Barak in the west and on the Myanmar border. The age-old practice of jhooming cultivation by certain tribes has stripped hills of forests. Now an effort is being made to convert them into bamboo forests. Compared to the area under forests the revenue is rather low because of inaccessibility, expensive technique of extraction and management and jhooming.
Mineral resources in Manipur have not yet been exploited. Copper, nickel, coal, talc, chromite and asbestos are found but not much is known about their deposits. Lime-stone is the major mineral rock being used for the local lime industry. Salt is another important mineral which is found mainly in the eastern and southern corners of the valley near the foothills in the form of brine wells and springs. Chances of getting large quantities of rock-salt can also not be ruled out.5

1.4.0 SOCIO-CULTURAL BACKGROUND OF MANIPUR

Monarchy reigned supreme for centuries in Manipur. All the senior posts were distributed among the male members of the royal family. All the land in Manipur belonged to the Rajah who could give and take it at his sweet will. Every male member of the society above the age of 16 years, irrespective of caste and creed was required to serve the state for 10 out of every 40 days. No remuneration was paid for this service which was called Lallup. It was finally abolished in 1892 and was replaced by an annual tax Rs. 21 per house in the valley.

5. Ibid., pp.2,3.
The Meiteis form the majority of the population. They are Kshatriyas and wear the sacred thread. Among the Kshatriyas there is a class known as Rajkumars. They are the descendents of the rulers of Manipur and enjoyed certain privileges in pre-1891 days. The Brahmins form another section of the Hindu community in Manipur. They are not local in the strict sense of the term. Their ancestors came mostly from Bengal. Their marriage are mostly confined to their own caste but the caste rules are not very rigidly observed. They still enjoy a high position in Manipuri society.

The Schedule caste (Dhobi, Loi, Namasadra, Muchi or Ravidas, Patni and Yaitthobi) form a very small percentage of the local population. They stay mostly in the rural areas of the valley. They have little or no social intercourse with the Meiteis or Brahmins. They are mostly poor and depend upon casual labour for their living.

The Christians represent the second largest community. They live mostly in the hills. They are divided into various tribes each with its own language, customs and traditions. The psycho-social-cultural gap between the hill and the valley peoples is quite marked.
The Muslims form the third largest group. Relatively their number is very small. They came mostly from Sylhet and Cachar and settle down in the valley. They have adopted Manipuri as their mother-tongue. Jains, Sikhs and other unclassified groups are also found in Manipur but their number is again very small.

Women in Manipur, both in the valley and the hills, enjoy a good deal of freedom. They are hard working and do all types of manual work. Buying and selling is mostly done by women.

Among the Meiteis, marriages are mostly settled by the guardians but very often the boy and the girl reach an understanding before involving the guardians. The existence of polygamy is a real stumbling block in raising the social status of women. Divorce and marriage of widows are not tabooed in the society. The institution of prostitution is non-existent in Manipur.

The Meiteis have been great lovers of art and nature. They celebrate so many festivals all the year round and enjoyed singing, dancing and games. They have their own indigenous games and sports. They say that Polo originated in Manipur. Important Hindu festivals like 'Durga Puja', 'Diwali', 'Holi', etc. are
observed with great flourish. 'Yaoshang' (Doljatra) is their most important festival. Festivals of the old faith such as 'Lai Haraoba' and 'Cheiraoba' are also celebrated.

The valley people have evolved a pattern of living in which it is difficult to separate art from life. Art performance and religious ceremony are so magnificently intermingled that it is difficult to distinguish one from the other. Some of the well-known Manipuri dances are the Lai Haraoba dance, Maha Ras, Vasanta Ras and Kartal Cholom. Till date these dances have retained their pristine beauty and rich content owing to the fact that these have been the outcome of a deeply religious faith with a strict discipline in their performance. Intimately connected with religion and society of the Meiteis the dance lives through as a vital part of their lives and spiritual existence.

Tribal dances and festivals were also associated with religion. Each tribe had its own characteristic festivals and dances. Their festivals and dances were organised to invoke gods or expiate sins. Now, with the increasing influence of Christianity and the abandonment of the old faiths a fusion is emerging, the
exact nature of which can be understood only after a deeper psycho-social probing of the tribal life.

Manipuri literature is greatly influenced by the Sanskrit literature. It is almost as old as the Aryan and the Dravidian literature. Amaiba Loisang (Department of Royal Scholars) had been encouraging poets and scholars for centuries. All the earlier works were written in the Manipuri script. But at some stage probably with the coming of Vaishnavism, Manipuri language switched over to the Bengali script. The greatest of the Manipuri romances 'Khamba-Thoibi' has been resuscitated by poet Hijam Angahal in seven volumes. Manipuri literature is now fairly rich in content in the form of ballads, songs, narratives and spiritual poems, dramas, novels, short stories, etc. written on a variety of themes. Literary criticism, linguistics and Indology are also growing rapidly in Manipur.

This development has not taken place in any of the tribal languages so far. It is only under the Christian influence that written forms of major tribal languages have now evolved. They have adopted the Roman script and have developed some literature in the form of text-books and translations of religious books
like the Bible. With the growing modernisation of the speakers each of the languages is likely to develop further in time to come.

The major language of the state is Manipuri written in the Bengali script. It belongs to the Tibeto-Burmese sub-family of the great Tibeto-Chinese speech family. It is the state language of Manipur. It is understood by almost all the inhabitants of Manipur. It is also lingua franca of the state. The only medium of communication between different tribes is Manipuri. It is a medium of instruction and examination upto the high school stage. It is also recognised as a subject of study upto the secondary stage by the Assam, West Bengal and Delhi Board of Secondary Education. It is also available at the degree level in Gauhati, Calcutta and Dibrugarh university and at the post-graduate level in Manipur University.

In addition to Manipuri there are as many as 29 recognised tribal dialects in Manipur, the total number of whose speakers is less than the half of those whose mother-tongue is Manipuri.6

6. Ibid., pp.6,7.
1.5.0 EDUCATIONAL DEVELOPMENT OF MANIPUR

There is no evidence of any organised system of education during the ancient and medieval period. Manipuri Kings, in spite of their constant preoccupation with military exploits, were great patrons of art and learning as is evinced by the ancient literature in subjects like history, astronomy, medicine, moral instruction, etc. Learning of Sanskrit was popular in earlier ages and was imparted through the indigenous schools called "chols".

Before 1885 formal schooling on the western model was unknown in Manipur. Only indigenous education consisting of literacy, physical education, health and hygiene, games and indigenous medicines etc. was conducted by pandits or Maichous. 7 The foundations of the present system of education in Manipur were laid by Col. Johnstone in 1885 by establishing an English Middle School. Earlier two primary schools were started by Captain Gordon and W.F. Nuthal but they did not continue for long. The then rulers of Manipur were reluctant

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to allow the introduction of English education in Manipur. 8

Later on in 1945, Maharani Dhanamanjuri Devi took keen interest in spreading western education in Manipur. A college was started through her generous aid at Imphal. It was called as D.M. College after the name of the Queen. 9

The progress of education in Manipur before 1948 can be viewed at a glance from the Table No. 1.1

Table No. 1.1

<table>
<thead>
<tr>
<th>Year</th>
<th>Colleges</th>
<th>High School</th>
<th>Middle School</th>
<th>Primary School</th>
<th>Special School</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901-02</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>17</td>
<td>-</td>
</tr>
<tr>
<td>1921-23</td>
<td>-</td>
<td>1</td>
<td>3</td>
<td>97</td>
<td>-</td>
</tr>
<tr>
<td>1936-37</td>
<td>-</td>
<td>5</td>
<td>6</td>
<td>215</td>
<td>-</td>
</tr>
<tr>
<td>1947-48</td>
<td>1</td>
<td>6</td>
<td>13</td>
<td>278</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Survey report of Education in Manipur conducted by NCERT, 1972-73, p.8.


The total enrolment in 1947-48 was 60 in colleges, 3,705 in high schools, 1,560 in middle schools and 25,400 in primary schools.

The Darbar Members were functioning as Head of the Education Department. There was no separate establishment of Education. The Darbar Member was assisted in his day to day work by the Deputy Inspector of Schools. As a matter of fact there was only one Deputy Inspector in Manipur with two Sub-Inspectors of Schools and two Inspecting Pandits. The last word on any matter of policy, planning and finance laid with the Maharajah. In brief administration of Education was completely centralised. ¹⁰

During the decade 1947-56, the administrative set up and the expansion of educational institutions in Manipur after her accession to Indian Union in 1949 on 15th October, 1949 more or less changed due to changing political set up and the resultant administrative reorganisation. The old order was no more and the new

¹⁰. Progress of General Education in Manipur during the last 40 years after Independence, issued by Directorate of Education (Schools), Manipur, published by Prajatantra supplement, 15th August, 1988, page-5.
education was in the process of evolution. A full-fledged Legislative Assembly of 40 elected members was set up only after the lapse of British Paramountcy. On 15th August, 1947 the Education Minister became Head of Education Department. The Assembly was dissolved while Manipur was finally integrated into the Union of India on 15th January, 1950. Manipur became a Chief Commissioner's province (Part-C state) in term of State Merger Order in 1950. After the dissolution of Legislative Assembly a significant change took place in political set up in Manipur. For progressive realisation of the democratic ideals of a National Government through association a people's representatives with the administration of the state, a Council of Advisers was appointed for Manipur by the Government of India on April 14, 1953 in terms of the Manipur "Council of Advisers" Orders 1953. The Advisory Regime continued upto 1957.

The above mentioned changes in political set up brought a remarkable change in the set up of educational administration and expansion of educational institutions as given below:
Administrative Set Up (Assembly Regime) 1947-50

The Maharaja
Chief Minister
Education Minister
Deputy Inspector of Schools
Sub-Inspector of Schools
Inspecting Pandits

Chief Commissioner's Regime
Chief Commissioner
Adviser (Education)
Inspector of Schools
Deputy Inspector of Schools
Sub-Inspector of Schools

Institutions: (1947-56)

Table 1.2

<table>
<thead>
<tr>
<th>Description of Schools</th>
<th>No. of pupils</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>398</td>
<td>881</td>
</tr>
<tr>
<td>Middle</td>
<td>65</td>
<td>256</td>
</tr>
<tr>
<td>High School</td>
<td>8</td>
<td>145</td>
</tr>
<tr>
<td>College</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

During the Second decade 1957-67, the Territorial Council of Manipur came into existence from the 15th August, 1957 under the Territorial Council Act, 1956. After establishment of the Territorial Council the Manipur Administration and the Territorial Council exercised control over the educational activities of the state. All the government schools were placed under the council and hence two administrative units - one under the council and other Administration came into existence. The expansion of education was tremendously accelerated. In other words it may be stated that educational explosion took place during the regime of Territorial Council.

The administrative set up of education was as given below:

Chief Commissioner (1957-67)

Secretary Education (Administration) Chairman(Council)
Director of Education
Inspector of Schools
Deputy Inspector of Schools

Chief Executive Officer
Principal Officer
Inspector of Schools
Deputy Inspector of Schools
Sub-Inspector of Schools
In 1963 the Territorial Council was replaced by the Territorial Assembly having 30 elected members and two nominated members. The Chief Minister was also looking after education. The administrative set up was as below:

Chief Minister  
Secretary Education  
Director of Education  
Inspector of Schools/Deputy Director of Education  
Deputy Inspector  
Sub-Inspector

Institutions: (1957-67)

Table 1.3

<table>
<thead>
<tr>
<th>Description of school</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>2</td>
<td>1,540</td>
</tr>
<tr>
<td>High/HR. Secondary</td>
<td>42</td>
<td>15,602</td>
</tr>
<tr>
<td>Middle</td>
<td>138</td>
<td>13,059</td>
</tr>
<tr>
<td>Primary</td>
<td>-1,103</td>
<td>81,929</td>
</tr>
<tr>
<td>Total</td>
<td>1,295</td>
<td>1,12,130</td>
</tr>
</tbody>
</table>

Source: Prajatantra Supplement, 15th August 1988, p. 5
Tuition fees for classes III-VI was exempted for all pupils irrespective of tribes/castes. Re-imbursement of tuition fees for SC/ST students of classes VII-X by the Department was introduced. Tripura system of grant-in-aid was also introduced.

During the third decade 1968-77, the pace of progress of Education was again enhanced after Manipur became a full-fledged state in 1972. The Board of Secondary Education, Manipur was established in 1972. The centre of post-graduate studies under the Jawaharlal Nehru University was set up during the same year. A Post-Graduate Training College for training of Graduates and Post-Graduate teachers was started.

For academic improvement, the State Institute of Education was established. During this decade, administrative set up of general education was overhauled. Higher education was placed under one Director and the School Education under another Director. The administrative set up was as below:
Minister (Education)
Secretary Education

Director of Education (University)
  Additional Director(U)
  Deputy Director of Education(U)
  College Development Officer

Director of Education (Schools)
  Hill Valley Planning
  District Education Officer/Deputy Director of Education/Inspector of Schools
  Deputy Inspectors of Schools
  Assistant Inspectors of Schools

All the Government Primary schools in the hill areas were transferred to the Hill Autonomous District Council.

Institutions: (1968-77) Table 1.4

<table>
<thead>
<tr>
<th>Description of schools</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>8,173</td>
<td>322</td>
</tr>
<tr>
<td>High/Higher Secondary</td>
<td>34,634</td>
<td>1,763</td>
</tr>
<tr>
<td>Middle</td>
<td>37,081</td>
<td>1,735</td>
</tr>
<tr>
<td>Primary</td>
<td>1,25,956</td>
<td>6,294</td>
</tr>
<tr>
<td>Total</td>
<td>2,15,834</td>
<td>10,114</td>
</tr>
</tbody>
</table>

During the 4th decade 1978-87 remarkable changes took place in respect of administrative set up, restructuring and improvement of education and consolidation and expansion of educational institutions.

The Department of Education was bifurcated into four Departments viz., (i) Directorate of Education (University), (ii) Directorate of Education (Schools), (iii) Directorate of Sports and Youth Affairs, and (iv) Directorate of Social Welfare and Arts and Culture. In addition to this Adult Education and S.I.E., S.I.E.T. have been placed direct under the Secretary Education. In January, 1989, S.I.E. and S.I.E.T. were merged into S.C.E.R.T. with the departments like Teacher's Training, Population Education, Science Education curriculum.

The new curriculum and syllabus developed under the guidelines of NCERT were introduced in the schools. The Text Books were also introduced. In the light of the new curriculum and syllabus the courses of in-service teachers training were modified. Following the introduction of N.P.E. the said curriculum and syllabus were again replaced by another new ones. Massive in-service teachers training to the tune of at least 2,000 teachers was taken up every year to enable them to cope
with the new concept of education envisaged in the N.P.E. To enhance the training facilities for secondary school teachers, correspondence-cum-contact course leading to B.Ed. degree was opened by opening one centre in collaboration with Regional College of Education, Bhubaneswar in 1980.

A large number of aided schools and colleges have been taken over by the government. In their place many private schools were given grant-in-aid. In addition to this a good number of primary schools were upgraded as junior high schools. In order to provide them adequate number of teachers the government created a big number of posts of Post-graduate, Graduate and Matriculate teachers.

Improvement of infra-structure of the schools was remarkable. Under 8th Finance Commission Award construction of buildings for 1,604 primary schools was taken up in addition to normal construction programme under State Plan Provision. 19 High Schools were upgraded as Higher Secondary schools with appointment of 261 lecturers.

During this decade out of 29 dialects 5 dialects viz., (1) Hmar, (2) Paite, (3) Lushai, (4) Tangkhul and
(5) Thadou/Kuki were recognised by the government for use as medium of instruction and examination in classes I-V for the children belonging to these dialects. New text books written in the version of the said 5 dialects have been introduced. 11

**Institutions:** Table 1.5

<table>
<thead>
<tr>
<th>Description of schools</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>College</td>
<td>21</td>
<td>16,352</td>
</tr>
<tr>
<td>High/Higher Secondary</td>
<td>236</td>
<td>62,337</td>
</tr>
<tr>
<td>Middle</td>
<td>283</td>
<td>44,019</td>
</tr>
<tr>
<td>Primary</td>
<td>3,467</td>
<td>2,03,744</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,107</strong></td>
<td><strong>3,26,452</strong></td>
</tr>
</tbody>
</table>

Source: Prajatantra Supplement, 15th August, 1988, p.5

Basically, the Annual Plan 1988-89 is a continuation of the implementation of the New Education

11. Progress of General Education in Manipur during the last 40 years after Independence; Issued by Directorate of Education(S), Manipur, published by Prajatantra - Supplement, 15th August, 1988, pp. 5,6. Table 1.1, 1.2, 1.3, 1.4, 1.5. Sources - Ibid.
Policy. There are 26 government colleges, one University and 6 private aided colleges for which a minimum level of infrastructure including staff members for maintenance of quality and standards have not been provided. Such accumulated deficiencies could not be eliminated immediately. A beginning had been made to consolidate and to improve facilities therein in a 3-year phase as given below:

(i) Strengthening of college education in accordance with the requirement of both teaching and supporting staff under the new system of education.

(ii) Construction of more class-rooms, laboratory rooms, students' common rooms, cycle sheds, extension of library buildings, administrative buildings etc.

(iii) More books for college libraries particularly for the new T.D.C.

(iv) Students' welfare activities, such as, educational excursions, subject field works, inter-college sports festivals, inter-college debating competitions, observances of National Days, Patriots' Day, purchase of games and sports equipments, musical instruments, etc.
Unlike earlier years, the department provided handsome amount of state matching share for lifting U.G.C. grants during 1988-89. 21 colleges have been able to lift U.G.C. grants for construction of buildings, purchase of books, furniture, science equipments etc. during the year under review. As part of National Policy on Education, conferment of 4 autonomous colleges was proposed. But no much headway could be achieved. A Research Cell for dissemination of knowledge is in the process of establishment during the year. Grant in aid to Manipur University and 6 private colleges are extended for their developmental purposes, such as, construction of buildings, purchase of books, equipments, furniture etc. Pre-service training centre for ST/SC is continuing under the development.\(^{12}\)

The annual Plan 1989-90 is proposed for an outlay of Rs.330 lakhs. Salient features are given below:

(i) Consolidation and Expansion of facilities:
   (a) Creation of posts of lecturers - 250
   (b) Supporting staff - 200

\(^{12}\) Draft Annual Plan 1989-90, Review and outline Vol.-I; published by Planning Department, Government of Manipur, pp.57,58.
(c) Construction of buildings - 20 lab rooms and 20 class rooms

(d) Purchase of books, equipments, furniture - 26 colleges

(e) Students' welfare for 26 colleges

(f) Purchase of vehicles for colleges - 5

(ii) Strengthening of Education Directorate - 36 posts

(iii) U.G.C. matching share to 21 colleges

(iv) Autonomous college - 4

(v) Staff Training College establishment - 1

(vi) Establishment of Research Cell - 1

(vii) Establishment of State Council for higher education - 1

(viii) Grant-in-aid to Manipur University and 6 colleges to continue

(ix) Continuation of pre-service training centre

The basic approach of the 7th Plan is to increase both quantitative and qualitative aspects of education. Under the quantitative programme, educational facili-
ties have been enhanced by opening schools in the schoolless villages, by upgrading single teacher schools as 2 teachers schools and high schools as Higher Secondary schools over and above the existing Higher Secondary schools. To meet the requirement of teachers in these schools 244 Matriculate teachers have been appointed during the previous four years of the 7th Plan period. More than 2,000 teachers were imparted training to enable them to adapt to the changing situation arising from the introduction of New Policy of Education. Competitive Examinations have been conducted at the end of Class V and VIII. A common examination has also been conducted for all students of class IX and this will be a regular feature.

The quantum of supply of library books to the schools has adequately been increased. In order to improve Science and Mathematics education all high schools and junior high schools have been provided Science teachers at the rate of 4 Science teachers for each high school and 2 Science teachers for each junior high schools. The Government is also taking necessary action for obtaining financial assistance from the Centre for improvement of Science Education. In order to provide adequate amenities to all primary schools
the Government has implemented the first phase of operation Black-Board during 1987-88 and the second phase will be implemented this year in the state by providing adequate facilities like good building, furniture, drinking water, toilet, games materials etc.

Following the introduction of New Policy of Education Hindi is being taught as a compulsory subject from class III onwards and as such a big number of Hindi Teachers will be required. The appointment of these teachers will be done with financial assistance from the Centre. Moreover Hindi Sangsthan/organisation particularly in the Hill areas are also required to be given financial assistance for the promotion of Hindi Education. During 1985-89 the Government opened 184 primary schools in 184 school-less villages, 154 in the Hill areas and 30 in the valley. 184 Matriculate Teachers have been appointed in these schools. The Government have also upgraded 60 single teacher schools as 2 teacher schools and 60 teachers have been appointed. 344 Matriculate teachers have so far been appointed as against the target of appointment of 800 Matriculate teachers during the 7th Five Year Plan. In order to provide additional teachers to the grant-in-aid schools 602 posts (148 Graduate, 20 Under-graduate,
434 Matriculates) were created and the same were allotted to the 602 aided schools during the previous 4 years of the 7th Plan period. Under quality drive programme for Junior High school 240 Science Graduate teachers have been appointed as against the target of 1,400 Graduate teachers both Science and Arts of the 7th Plan period. All the Junior high schools have at least 2 Science Graduate teachers each and no additional Science graduate teachers will be required for these schools. However a good number of Arts graduate teachers is still required for these schools.

The target of enrolment of additional children in the primary and middle, in other words Elementary schools for the year 1985-90 is 53,300. During the previous three years of the 7th Plan period 42,300 additional students were enrolled in these schools. During the previous 3 years of the 7th Plan 28.55 lakhs were utilised for improvement of infrastructure like furniture and teaching aids in the Elementary schools. During the 1988-89, Rs. 12.00 lakhs are being utilised for further improvement of infra-structure for these schools. During the previous 3 years Rs. 190 lakhs were spent for construction/extension/improvement of school buildings. The works are being continued with
Rs. 80.00 lakhs in this year. There is a programme to open school administrative units at the Sub-Divisional Head-quarters. As yet, out of 29 Sub-Divisional Head-quarters only 3 have been provided administrative units.

Under the expansion of educational facilities the government have upgraded 19 High schools as Higher secondary schools (15 in valley and 4 in the Hills) to open XI and XII classes in these schools so that the Pre-University classes could be de-linked from Degree College thereby effecting the introduction of 10+2+3 system of Education in the state. 261 lecturers had been appointed for running Science, Arts and Commerce streams in these schools. The target of the government for upgradation of High schools as Higher secondary schools is 75 at the rate of 1 Higher secondary school for every 4 High schools. Consolidation of the up-graded schools is being taken up in this year with additional class-rooms at the rate of 4 rooms for each of the schools having Arts and Science streams and 2 rooms for each of schools having only Arts stream. Out of 27 Higher secondary schools 19 have Arts, Science and Commerce streams. The Science laboratory are to be provided with adequate equipments, tools and furniture and therefore their Science laboratory had been
improved. Similarly Library facilities had also been enhanced.

Under quality drive programme 220 Science graduate teachers and 130 Arts graduate teachers have been appointed for high schools as against the target of 500 graduate teachers. During 1989-90 the department will endeavour to achieve the target of enrolment of additional children in the age group 6-14. Implementation of the new curriculum and syllabus prepared after N.P.E. in all the classes of Elementary Education will be completed. Operation Black-Board will cover all the remaining Blocks/Districts. Under this programme infrastructure of the primary schools will be improved. Along with this, quality drive programme will also be enhanced by imparting training to more teachers, supply of more learning materials and introduction of Public examination at the end of class VIII. The infrastructure available in the existing high schools are still inadequate. The Department will have to improve them. The facilities for education at +2 stage will be enhanced. The construction of office buildings of the Directorate is to be geared up. Mobility of Inspecting Offices will have to be enhanced by providing vehicles.
The extension of office building of the subordinate offices will have to be taken up to provide adequate accommodation.

The state is running 6 State Adult Education Projects (SAEPs) with state fund and 6 Rural Functional Literacy Projects (RFLPs) with Central fund. In 1985-90 (7th Plan) the two programmes are to cover 4,33,547 illiterate adults (2,36,605 males and 1,96,942 females) in the age group 15-35. Out of the total illiterate population mentioned above, nearly 1,00,000 persons have been made literate till date and the remaining 3,33,500 illiterates are to be covered in the year ending 1989-90. But it will hardly be possible to cover the illiterate population of 3,33,500 within the two years, and with the fund. Nearly another one lakh may be made literate in the year ending 1989-90. So the department is planning to cover the remaining 2,33,500 illiterates (1,16,750 illiterates to be increased by way of drop-outs and others) during the period of 1990-95.

There has been very little improvement of Technical Education in Manipur during the last ten years largely due to shortage of fund. Building construction
remained incomplete and new programmes could not be implemented. There are less class rooms, shortage of teachers, equipments, tools and plants, hostel and teachers' quarters. The plan for 1989-90 gives a new thrust to technical education.

The curriculum and syllabus is now revised as per norms of the All India Council of Technical Education. But up till now there is no change of staff structure, building and equipment. New courses are being introduced and workshop and laboratories are being updated in line with New National Policy on Education. The following courses have been recommended by the T.T.I.I., Eastern Region, Calcutta as per the guidelines of A.I.C.T.E.:

(i) Electronics,
(ii) Textile design and Dress making,
(iii) Architecture,
(iv) Computer technology, and
(v) Medical Laboratory Technology.

In the light of the above consideration of the programme to be taken up for the A.P. 1989-90 are given below:
(i) Strengthening of Direction and Administration,
(ii) Expansion and development of Government Polytechnic, Imphal.
(iii) Establishment of Girls' wing in the Government Polytechnic, Imphal.  

New Plans of teacher education B.Ed. Summer-cum-correspondence course has been abolished since 1988. State Institute of Education and State Institute of Educational Technology have been recently merged into State Council of Educational Research and Training (SCERT). Under SCERT there will be a department of teachers training which will organise, control and supervise the District Institute of Educational Training (D.I.E.T.) which are to be started at the headquarters of every district for the training of Elementary school teachers in compliance with the provision made in the National Policy of Education (N.P.E.), 1986.

13. DRAFT ANNUAL PLAN 1989-90, Review and Outline, Vol.-I; Published by Planning Department, Government of Manipur, pp.57-63.
1.5.1 TEACHER EDUCATION INSTITUTIONS

There are different types of teacher training institutions for the professional education of teachers at different levels. In other words there are four Basic Training Institutes for the training of Primary school teachers. They conduct a one year course for the Primary school teachers. The candidates admitted to these institutions are already in-service. Most of them are qualified as having passed class X examinations. These institutions are known as B.T.I. (Basic Training Institute) or Junior Basic Training - Imphal number I, II and B.T.I. Kakching and B.T.I. Ukhrul. For the training of middle school teachers there is only one Basic Training College(B.T.C.) known as Senior Basic Training located at Imphal. It conducts a one-year course for the junior high school/ middle school teachers. Minimum qualification for admission to such institutes is High School Leaving Certificate. Besides, there is one H.T.T.I. (Hindi Teachers Training Institute) for the training of Hindi teachers of primary and middle level. There is only one Hindi Teachers Training College (H.T.T.C.) for the training of Hindi teachers of secondary stage. There is only one College of Education in the state, located at Imphal. It is
known as the Post-Graduate Training College or P.G.T.C. This is run by the State Government of Manipur. Recently, another centre for conducting summer-cum-correspondence B.Ed. course in Manipur has been set up at Imphal by S.I.E. (1980). It is a part of Regional College of Education, Bhubaneswar of Orissa. It conducts a two-year summer-cum-correspondence course leading to the degree of B.Ed. of Utkal University.

All the above-mentioned institutions admit the teachers who are already in-service or who are deputed by the state government. The teachers training institutions like B.T.I., B.T.C. and H.T.T.I., H.T.T.C. are controlled by the State Education Department as far as their academic as well as administrative aspects are concerned. The Post Graduate Training College is affiliated to Manipur University which controls its academic side and awards degrees to the trainees who have passed B.T. examinations conducted by the University. The Hindi Teachers Training College prepares the candidates for the degree in Hindi teaching awarded by the Central Institute of Hindi, Agra. The B.Ed. summer-cum-correspondence course is under the academic control of Regional College of Education, Bhubaneswar and Utkal University, Orissa.
So far no provision for systemic in-service education of teachers could be made in the state except a few seminars and workshops conducted by SIE in a sporadic manner and no teacher training institution has been started under private sector. In short the condition of teacher education is far from being satisfactory in this state. The agencies connected with education of teachers in Manipur are the government of Manipur, Manipur University, the State Education Department of Manipur and the Regional College of Education, Bhubaneswar.

The success of any educational reform depends on the quality of teacher which, in turn, depends to a large extent, on the quality of the teacher education programme. For a long time, teacher education has been the weakest link of the educational system in the whole of India. In the North-Eastern states, teacher education still remains very backward quantitatively as well as qualitatively. The state of Manipur is no exception to this rule. In the secondary stage of education (high and higher secondary schools) out of the 5,172 teachers working in 1984-85 only 1,855 teachers are trained. The percentage of trained teachers in the secondary stage of education is 36% only. It
means that there is a problem of backlog of untrained teachers in the state. In the existing training colleges, there is no provision for pre-service training for the prospective teachers who are graduates and post-graduates. In the training colleges, only the deputed teachers, who are already in-service, are allowed to be admitted on the basis of seniority in service. The absence of rational policy of recruitment of teachers and the outmoded training programmes existing in the state are the causes of mass failure in the teacher training examinations thereby contributing to the serious wastage and stagnation in the teacher education. Besides, in the existing programme of teacher education, there is no proper linkage between what is practised in the training colleges and the working of the teachers in the actual classroom situation in the schools.

So far the system of pre-service of the teachers cannot be operated in the state of Manipur in a systematic manner. So, teacher education in the state is limited to mainly in-service education of teachers.

New plans of teacher education B.Ed. summer-cum correspondence course has been abolished since 1988.
S.I.E. and S.I.E.T. have been recently merged into S.C.E.R.T. Under S.C.E.R.T. there will be a department of teachers training which will organise, control and supervise the D.I.E.Ts. which are to be started at the headquarters of every district for the training of elementary school teachers in compliance with the provision made in National Policy on Education, 1986.

1.6.0 NEED OF THE STUDY

The introduction of 10+2+3 pattern of education with an eye to vocationalisation at +2 stage necessitated a lot of curricular changes in the secondary stage of education in Manipur. The three language formula, socially useful productive work (SUPW) and environmental studies have been already introduced at the school stage.

Over and above, National Policy on Education, 1986(NPE) has envisaged a multifaceted approach to the overhauling of the training of school teachers. Creation of new objectives of teachers education occupies an important place in the new policy. The N.E.P. envisages a qualitative organisation of the school curriculum under the National curricular framework with a
common core and a high degree of flexibility in terms of providing locally relevant learning experiences to the learners and making use of local resources. There will be integration and flexibility in the methods of instruction and evaluation by replacing the traditional approaches. The N.P.E. also highlighted the importance of the so-called non-scholastic curricular areas like work experience, Art education, health and physical education for the all-round development of the personality of the child. With the changes in the educational structure and the new strategy for teacher education envisaged, there is a need for the study of the nature of the problems of secondary teacher education in the state of Manipur in order to fill up the lacunae in the teacher education in the society.

1.6.1 STATEMENT OF THE PROBLEM

This study aims at investigating into the problems of teacher education at the secondary stage and also to make necessary recommendations and suggestions for the solution of such problems with a view to making teacher education an effective measure to implement the educational changes and to help cater to the present social needs of the people living in the state of
Manipur. Hence the title of the present study is stated as "An Investigation into the Problems of Teacher-Education in Manipur (at secondary stage)".

1.6.2 Objectives of the Study

This study has the following objectives:

(i) To investigate into the historical development of teacher education in Manipur from its very inception along with the factors and forces that have affected such a process of development.

(ii) To investigate into the existing teacher education curricula in the light of the changes envisaged in the N.E.P.

(iii) To investigate into the nature of problems faced by pre-service education of teachers at secondary level and to suggest the measures for improvement and further development of teacher education in Manipur.

(iv) To investigate into the problems of in-service education of teachers in Manipur and to suggest the measures to improve upon the conditions of in-service education of teachers in the state.
1.7.0 DEFINITION OF THE TERMS USED

1.7.1 TEACHER EDUCATION

In this study, the term teacher education has been used in the sense of education and training necessary for recruitment of teachers for joining the teaching profession after undergoing a full-fledged regular course prescribed for this purpose. The term includes both the pre-service education of teachers leading to a certificate or degree in teaching and it also includes the in-service training received by the teachers through short-term courses, extension service, seminars, workshops, summer institutions, etc.

1.7.2 PRE-SERVICE TEACHER EDUCATION

By pre-service education of teachers is meant the training or education received by a person leading to a certificate, diploma or degree (by way of a licence granted to him by the education authorities on the basis of his competence and professional preparation) to work as a teacher in a recognised educational institution. In the context of Manipur, it may mean the training given to the teachers already in-service which entitles them to get certificate, diploma, or degree in teaching from a prescribed authority.
1.7.3 IN-SERVICE EDUCATION OF TEACHERS

In-service education of teachers has a special meaning. It includes the courses leading to the furthering of the knowledge and skills of a teacher for following his profession in a more efficient manner even after he has already obtained diploma or certificate or degree in teaching. In other words a teacher is given opportunity to increase his knowledge, improve professional skills continously and continually through short term courses, seminars, workshops, extension services and activities from time to time.

1.7.4 MEANING OF TEACHER

In this study, a teacher means a person who has been appointed to do the teaching work by the competent authority, both public and private on the basis of his/her qualifications and competence. This term covers the male and female teachers serving in the government, aided and private, secondary and higher secondary schools of Manipur.
1.8.0 DELIMITATION OF THE STUDY

This study will cover only the teacher training institutions meant for the training of secondary school teachers located at Imphal. The reason is that almost all the teacher training institutions for the training of teachers are concentrated mainly in this capital city of the state. The respondents of the present investigation are also selected from the Imphal area only.