

**“Development Of Primary Education In Manipur With Special Reference To
Bishnupur District Between 1984-93”
Running Title: Development Of Primary Education**

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Abstract

This article aims to document the evolution of basic education in Manipur, specifically in the Bishnupur area, across time. It is also an attempt to illustrate the pivotal role that a variety of local and international players, as well as institutions, played in bringing modern education to a little kingdom such as Manipur. Primary education does, in fact, have a fundamental impact on a child's or student's character and personality development. It gives a person a way to define their preferences and goals and provides a range of possibilities to consider for their next educational path.

Keywords: Primary Education, Loishang, Pathsala, Sanskrit, Western Education, Kangla, Moirangkhom, Tera, World War.

Introduction:

The three "R's" of reading, writing, and math are taught to children in elementary school, which is the first educational level. The individual obtains these after going through certain formal school-based experiences. Furthermore, a child's social development is enhanced and encouraged by living in society. The foundational knowledge and abilities necessary for a child's mental and behavioral growth are taught in primary education. Elementary education in the modern day differs from traditional ideas of classroom instruction. Five "R," five "H," and five "I's" are understood to be characteristics of elementary education development. These qualities are essentially necessary for teaching others.

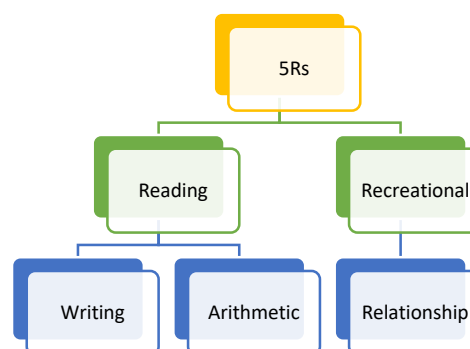


Fig.1. Diagrammatical representation of the 5 Rs

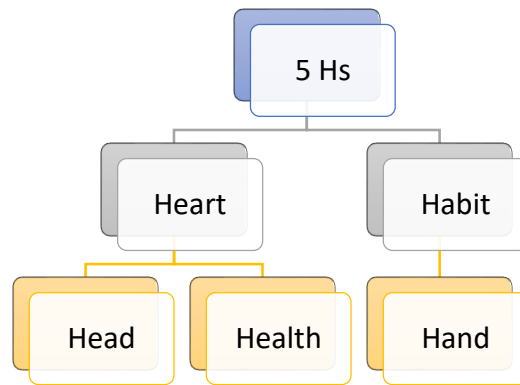


Fig.2. Diagrammatical representation of the 5 Hs

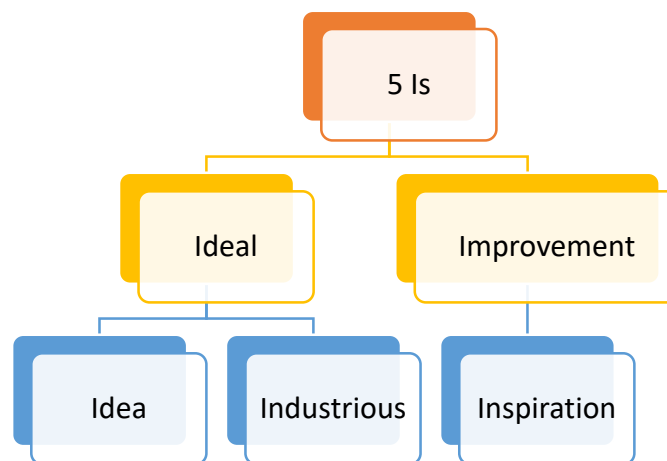


Fig.3. Diagrammatical representation of the 5Is

The progress of primary education in each given region or stage depends heavily on the aforementioned elements. To provide fundamental education and enable kids to imbibe effectively, efficiently, and curiously, every primary school must first identify and follow these components.

Primary education strives to achieve the following goals and objectives:

1. The primary school's objectives include teaching students the fundamentals of geography, history, nature study, handicrafts, drawing, and other subjects in addition to the three Rs: reading, writing, and math.
2. Getting the learning tools—numeracy, reading, and normal skill—that are necessary.
3. A development of their basic mathematical operations knowledge, which will allow them to solve problems freely in their individual capacities as members of the community.
4. Information gained via experiments, research, and observation in the social and scientific sciences.
5. Develop hygienic habits and a healthy lifestyle by learning about personal and environmental hygiene.
6. The cultivation of artistic endeavors and self-learning habits, as well as the development of creative and aesthetic vision.
7. The growth of cooperative habits in the home, classroom, and community, which promote qualities of the character and personality such as initiative, leadership, kindness, and honesty.
8. Planning and execution abilities are developed through practical, socially beneficial labor, and manual skill development.
9. Physical strength and teamwork are developed via activities and sports
10. Getting an extensive general education that includes social sciences, science, math, language, and productive employment that is socially beneficial.

Primary Education in Manipur before and after the 19th century:

Those were the days before organized education. But unofficially, Maiba Loishang, Pandit Loisang, and Pana Loishang fulfilled the school's objectives. Kangla was an excellent learning environment; young people attending Lallup at Kangla and other lists had the chance to pick up manners of Sarit Sarak, the various

departments, where they learned how to attack and defend themselves from more experienced members. To a certain extent, every Guru's home served as a school.

The late 19th century saw the introduction of a modern education system to Manipur; this was the state of affairs when the British arrived in Manipur. The goal of Sir James Johnstone's visit to Manipur was to introduce English education to the region. Prior to his untimely death, Capt. Gordon had planted the seed of English education by setting up a primary school at the start of the 19th century, but it never took root. Establishing an English school presented numerous challenges for Sir James Johnstone because the concept needed to be accepted by the public. The reason for this was the fear that the people had of losing their customs, language, and religion. Meitei Mayek was the script used by the Meiteis who ruled the Kingdom of Manipur. It so happened that Sir Johnstone's projected school would also be approved for establishment by Maharaj Chandrakirti Singh (1831–1886), the ruler of Manipur at the time.

Willingly, Sir Johnstone went to the Thangal General in an attempt to win the monarch over. Finally, thanks to the Thangal General's persuasiveness, the monarch approved the school's founding and provided land and structures for it. In Manipur, the English School was founded in 1885 and named after him at the Residency compound. Subsequently, Manipur witnessed a slow but steady increase in the scope of Western education. Although there was no school in the Bishnupur district in 1885, it might be considered a significant turning point in the history of education in modern Manipuri.

The Pathsalas at Mao Thana hill and Sekmai village were opened by the government the next year. The school in Sekmai village was shut down permanently after around two years of operation due to low student attendance. Another Pathsala was attempted at Thoubal village in 1894, but it suffered the same fate as Sekmai Pathsala. In 1894, Rev. W. Pettigrew, an American Baptist missionary, visited Manipur. He promptly went about putting the necessary plans in place to evangelize the people with Western-style literacy. He started attending private tuition classes, where the only students were offspring of government employees. However, such effort could not satisfy him. He subsequently named an ideal school Moirangkhom in Imphal after himself after consulting with state authorities. He composed an English-Bengali-Manipuri dictionary, among other books, and established a Manipuri grammar. In his school, he was a Manipuri teacher.

But after two years, he was instructed to leave Imphal or cease his missionary work by the State Superintendent since it was against the law to preach among Hindus. In all, the valley had nine (9) schools until he moved from Imphal to Ukhrul in 1896. Thirteen schools were created in all: the Johnstons Middle Elementary School, four elementary schools in the village (one each at Foiching (Phoijing village), Moirang, Bishnupur, and Thoubal), and one each at Moirangkhom, Thangmeiband, Tera Keithel, and Khurai in Imphal. Indeed, a significant breakthrough in elementary education started at the beginning of the 20th century. The number of primary schools rose from 9 to 52 in 1906, with two of them being located in Mantripukhri for the education of non-Manipuris from neighboring States and one for the education of Bengali and other State employees.

New schools started to establish in 1930, following the transfer of responsibility for education from His Highness Maharaja to Sir R.K. Baskar in 1939. By the end of 1940, there were 87 elementary schools nationwide, up from 77 in 1939. There were pauses in the rule of Maharaja Budhachandra. Manipur emerged as a significant theater in World War II, spanning from 1941 until 1944. Imphal was completely occupied by the military during the conflict, and all of the city's schools were closed permanently. The school could not function well, not even in the village. There was a total halt to the growth of education between 1941 and 1944.

In Manipur's later educational history, the Second World War marked a sea change. Manipur's people encountered people from other nations during the conflict, and they realized how behind in terms of education they were. The public had a profound awakening in regards to education. Soon after the war ended, it was progressively restored. Numerous individuals from all around the State started to ask for schools, and the government complied by implementing favorable measures. Schools were also founded by private entities and individuals. It caused a sharp rise in the number of primary schools, from 87 in 1944 to 91 in 1945, with an overall enrolment of 12,673 as opposed to 8,399 for the year before, or a gain of around 51%.

In short, the total number of primary schools existed prior to independence was 96 including L.P. Schools, 70 Boys' L.P. Schools, 6 Girls' L.P. Schools, 3 Jols and 10 Madrassas. The total number of teachers for all these schools was 245 including matriculates, 18 Maulavis and 6 Sanskrit Pandits¹.

The current study's objectives are:

- (i) To examine the evolution of primary education in the State of Manipur's Bishnupur district from 1984 to 1993 is one of the study's goals.
- (ii) To make recommendations for some actions that the State should take to enhance primary education.
- (iii) Researching the district of Bishnupur's elementary schooling advancement.
- (iv) Investigating the issues with the district of Bishnupur's elementary education system.
- (v) Acquire knowledge of the issues the school is facing with efficient instruction and learning.
- (vi) To make recommendations for actions to address the issues with first-grade education development.
- (vii) To develop useful suggestions to enhance instruction in the classroom in the district of Bishnupur.
- (viii) To offer recommendations for fundamental education reform in the State of Manipur.

In order to comply with Article 45 of the Indian Constitution, which mandates free and compulsory education for all children until the age of 14 (fourteen), the majority of State Governments and Union Territory Administrations have passed laws pertaining to mandatory primary education. These Acts give relevant governments and administrations the authority to impose mandatory education in certain fields. Manipur has not yet passed a law requiring primary education. The State shall endeavor to provide free and compulsory elementary education to all children up to the age of 14 (fourteen) years, as per Article 45 of the Indian Constitution. This would have been accomplished by 1960, but due to a number of obstacles, including inadequate funding, a sharp rise in the number of people opposing girls' education, a sizable proportion of children in the lower socioeconomic classes, widespread poverty and parent illiteracy, a lack of qualified teachers, Manipur's weak administrative structure, a lack of long-term planning for the state's educational system, a dearth of furniture, and the low status of women, it was not possible to make sufficient progress in primary education. As a result, the constitutional mandate has not been satisfied.

Primary Education in Bishnupur District:

In 1984, the total count of primary schools within Bishnupur district amounted to 238. By 1993, this had increased to 251. There has been a notable increase in the quantity of schools, educators, and students at the primary level of education within the district subsequent to 1983. The examination of primary education encompasses both qualitative and quantitative methodologies. Given the importance of basic education, the investigator was persuaded to do this kind of research in the Bishnupur district.

Within the district, there are 251 elementary schools. There is a total of 189 government-run educational institutions. Within this particular district, there exist a total of 166 Government Co-educational institutions, with 13 specifically catering to females and 10 exclusively serving boys. The collective student population throughout all communities amounts to 20,167, with a subset of 10,779 being male students. In addition, there are 159 students from Scheduled Tribes and 403 students from Scheduled Castes (both male and female).

Table No.1

Class	All Communities			Schedule Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-primary	1,692	1,405	3,097	31	31	62	21	21	42
Class-I(A)	1,364	1,223	2,587	12	12	24	18	14	32
Class-KB)	18,585	1,641	3,499	52	24	76	14	9	23
Class-II	1,941	1,609	3,550	20	41	61	14	10	24
Class-III	1,585	1,290	2,875	39	36	75	7	10	17
Class-IV	1,245	923	2,168	27	28	55	8	5	13
Class-V	1,094	1,297	2,391	28	22	50	4	4	8
TOTAL:-	10,779	9,383	20,167	209	194	403	86	73	159

¹Souvenir: Development of Modern system of Education in Manipur and contribution of Sir James Johnstone - Dr. Jamini Devi.

Within the context of these primary educational institutions, there exists a total of 524 instructors who have undergone formal training, while an additional 256 educators lack such formal training. There are an aggregate of 83 female instructors that have received training, whereas 124 female teachers have not received any training. There is a total of five teachers belonging to the Scheduled Caste, out of whom four are trained and one is untrained. There is a lack of female teachers in the district. For Scheduled Tribe (ST) the total number of trained teachers are 8, including 1 female. There are just three male ST teachers who lack formal training.

Aided Schools:

There are a total of 41 Aided Primary schools located in the Bishnupur region, all of which function as co-educational institutions. There is a lack of educational institutions specifically catering to the educational needs of the Scheduled Caste population. The district encompasses a total of 41 Aided Primary Schools, which collectively accommodate a student population of 4166, representing various communities. Among the total number of individuals, specifically 2103 are identified as males, while 2063 are classified as females. The overall count of students belonging to the Scheduled Tribes (ST) category is 85, however the subset of female students within this category amounts to only 42. The data clearly indicates that the enrollment of pupils from Scheduled Caste (SC) and Scheduled Tribe (ST) populations in elementary schools within this district is lower compared to students from the General community. Therefore, it is imperative to prioritize the qualitative improvement of primary schools in socioeconomically disadvantaged areas, particularly those belonging to Scheduled Tribes (ST) and socially excluded (SE) groups.

A class-wise number of learners studying in Aided-schools is given in the following table

Table No.2

Class	All Communities			Schedule Caste			Scheduled Tribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Pre-primary	336	376	712	4	2	6	8	9	17
Class-I(A)	266	246	512	4	4	8	7	6	13
Class-KB)	235	355	590	3	1	4	12	14	26
Class-II	328	291	619	5	6	11	7	6	13
Class-III	380	238	618	-	-	-	4	3	7
Class-IV	334	226	560	-	-	-	3	3	6
Class-V	224	331	555	8	6	14	1	2	3
TOTAL:-	2,103	2,063	4,166	24	19	43	43	42	85

The primary schools in this district are staffed by a total of 188 teachers. Out of the total number, 33 individuals have received training, with 3 of them being female teachers. Of the 155 teachers working in the district, 47 were SC women teachers and the remainder are trained teachers. There are a limited number of male teachers who have received specialized training in the field of science and technology (ST), specifically amounting to four individuals. The total count of unskilled teachers is seven, consisting of four males and three females.

Private (Unaided) Schools:

There exists a limited quantity of 26 private primary schools. There are a total of 26 schools, of which 23 are co-educational and the remaining 3 are exclusively for girls. The combined enrollment of the institutions under consideration amounts to 5180 students, comprising 2726 male students and 2454 female students. There is a total of 30 students enrolled at SC, comprising both male and female individuals.

A class-wise number of students in Private schools is given in the following table

Table No.3

Class	All		Communities		Schedule Caste			ScheduledTribe		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
Pre-primary	309	257	566	8	4	12	42	21	63	
Class-I(A)	451	366	817	3	3	6	41	16	57	
Class-I(B)	406	363	769	5	3	8	41	20	61	
Class-II	394	355	749	2	2	4	32	22	54	
Class-III	435	408	843	—	—	—	41	33	74	
Class-IV	391	386	777	—	—	—	29	18	47	
Class-V	340	319	659	—	—	—	32	17	49	
TOTAL:-	2,726	2,454	5,180	18	12	30	258	147	405	

There are only 7 trained teachers in private primary schools of Bishnupur district. The schools are run by 108 teachers, out of these 101 untrained teachers including 42 female teachers. There are 3 ST (male) and 3 SC (female) teachers.

The following table (5) shows the number of institutions

Table No.5

Types of education	Boys	Girls	Co-education	Total
Government	10	13	166	189
Aided	—	1	40	41
Unaided	—	—	21	21
Grand Total	10	14	227	251

The following table shows the total number of primary schools, Government Aided and Unaided in the district of Bishnupur from the year 1984 to 1993.

Table No.6: Number Of Institutions

Year	No. of Institutions			Total
	Government.	Aided	Unaided	
1984-85	195	39	4	238
1985-86	190	39	8	237
1986-87	190	39	8	237
1987-88	190	39	8	237
1988-89	189	39	8	236
1989-90	189	39	8	236
1990-91	189	41	24	254
1991-92	189	41	21	251
1992-93	189	41	21	251

The following data shows the total number of primary teachers in the schools of Governments, Aided and Unaided from the year 1984-93².

² Source: "Consolidation Form for Numerical Data of School Education at Imphal Director of Education IS) Government of -Manipur and the Bishnupur District level for the year 1984- 93. Inspector of Schools. Zone-IV"

Table No.7: Number Of Teachers

Years	Government			Aided			Unaided		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1984-85	629	124	753	125	14	139	-	-	-
1985-86	617	140	757	104	19	123	35	7	42
1986-87	599	150	749	82	22	104	14	13	27
1987-88	615	150	765	76	14	90	14	13	27
1988-89	615	150	765	76	14	90	14	13	27
1989-90	616	154	770	76	14	90	15	13	28
1990-91	618	154	772	78	14	92	66	42	108
1991-92	605	231	836	114	40	154	70	53	123
1992-93	573	207	780	138	50	188	56	55	111

The following table indicates number of students in primary schools of Governments, Aided and Unaided from the year 1984-93³.

Table No. 8: Number Of Students

Years	Government			Aided			Unaided		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1984-85	1984-85	10,210	6,320	16,530	2,370	1,610	3,980	625	440
1985-86	1985-86	8,980	6,300	15,290	2,082	1,598	3,680	530	446
1986-87	1986-87	8,840	6,200	15,040	2,050	1,570	3,620	520	440
1987-88	1987-88	9,180	6,440	15,620	2,130	1,630	3,760	540	450
1988-89	1988-89	9,370	6,580	15,950	2,170	1,660	3,830	550	460
1989-90	1989-90	8,717	6,938	15,655	2,028	1,736	3,764	507	484
1990-91	1990-91	8,702	7,052	15,754	2,115	1,699	3,814	578	472
1991-92	1991-92	8,186	7,913	16,099	1,702	1,734	3,436	1,303	1,328
1992-93	1992-93	7,490	7,380	14,870	1,552	1,618	3,170	1,190	1,240

Conclusion:

The current study's significance lies in the possibility that the factors impeding primary education advancement could differ among the nation's states. Solutions from other parts of the nation might not be appropriate for the issues Manipur's elementary schools, particularly those in the Bishnupur area, are facing. A crucial component of the efficient educational system is elementary education. At this point, the youngster begins attending a formal school and receiving formal education. His foundation for physical, mental, emotional, intellectual, and social development is laid by the education he receives there. Good primary education serves as a foundation for good secondary and tertiary education. Not only is elementary education important for promoting social justice and democracy, but it also helps boost national productivity.

Since primary education represents the last stage of official schooling for most residents of the Bishnupur villages, its appropriate development is practically necessary in this Manipur valley area. With the appropriate expansion and improvement of basic education, the issue of dropouts, pushouts, and repeaters has become increasingly concerning. In order to help achieve the Government of India's goal of 100% literacy by 1995, certain significant actions would need to be taken to clear the path for the appropriate growth of elementary education.

Aside from being mandated by the constitution, elementary education is essential for promoting mass literacy, which is necessary for economic growth, social structure modernization, and the smooth operation of democratic institutions. Furthermore, it is a crucial first step toward giving all of its citizens equitable access to opportunities.

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