

School and Teacher Education in the Hill Districts of Manipur

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ABSTRACT The present paper is an attempt to find out the present status on the number of schools, teachers, enrolment of students and status of trained and untrained in the hill districts of Manipur. Also in the second part it studies the growth and development of teacher education institutes in the region. Descriptive method and historical method are partly employed for the study by using primary and secondary data. The study observed that there was a slow pace but upward trend of growth and development of school education and teacher education institutes. Presence of large backlog of untrained teachers and few teacher educations institute in the entire hill districts was another captivating finding of the study. The paper also highlighted some suggestions for the improvement of quality education in the hill districts.

INTRODUCTION

The development of a nation is greatly influenced by the quality of education that is being given to its citizens. The effectiveness of a nation's education system is significantly affected by the quality of its teachers. Qualities of teachers reckon upon the quality of teacher education, which is the backbone for quality education, where it plays a crucial role in shaping the quality of school education. A child taught by a good teacher gains 1.5 grade-level equivalents, while a child taught by a bad teacher only gets half an academic year's worth (Hanushek 2011). The professional qualifications of the teachers had a significantly positive association with the performance of the students (NCERT 2017). Good teacher quality is increasingly being seen as imperative to meet the changing social and educational aspirations and the demands of the global knowledge economy. As a result, teacher education is getting more attention in the policy space (Sharma 2019). For these reasons, teacher education has been repeatedly emphasised in the National Policies of Education of 1968 and 1986, POA (1992) and in the latest National Education Policy of 2020. Also, various commissions and committees on education from time to time have articulated the need for quality teacher education for quality school education in the country.

The spatial and numerical expansion of schooling facilities at primary and secondary levels over the last decade has resulted in a corresponding increase in the enrolment of students

and has led to the demand for qualified and trained teachers for quality school education. But the quality of school education provided in hill districts are at stake, mainly due to non-availability of well-qualified and trained teachers in the rural tribal areas (Kengoo 2011). Teacher education is a pressing issue and requires attention for improving the quality of education being offered in schools (NCE 2015). However, teacher education has remained a neglected sector as reported in joint review mission on centrally sponsored schemes for teacher education (MHRD 2015). The report by the Justice Verma Committee (MHRD 2012) has recommended the need to open more teacher education institutes in northeast India. The present study will explore the present status of school education in terms of numbers of schools, teachers and number of students enrolled and the present status of teacher education institute in the hill districts of Manipur.

Manipur and Hill District School Education

The tiny state of Manipur is situated in the north-eastern part of India. It has a total land area of 22,327 sq.km, with ninety-two percent of the area in the hill areas and eight percent in the valley. The state has a total population of around 2,855,794, wherein 57.2 percent lives in the valleys and the remaining 42.8 percent lives in the hill region (Census of India 2011). There are 16 districts in the state, and the hills consist of ten districts, namely, Chandel, Churachandpur, Kangpokpi, Kamjong, Noney, Senapati, Tamenlong,

Tengnoupal, Pherzawl and Ukhrul, while the valley consists of six districts, namely, Bishnupur, Imphal East, Imphal West, Jiribam, Kakching, and Thoubal (Manipur Gazette 2016). The inhabitants of the state comprise mainly of Meities, Meitei Pangals and Tribals in some pocketed areas and others groups in Valley Districts, and 33 recognised tribes, which are broadly, classified into Naga and Kuki in the hill districts (Census of India 2011).

The educational system of the Valleys and Hills districts of Manipur were greatly influenced with the arrival of British India government in the state. Primary schools were started by Major General W.E. Nuthall in 1872 followed by James Johnstone in 1885 at Imphal (Jamini 2017). In the hills, the Christian missionaries played an important and pioneering role for the introduction and spreading of education Kengoo (2011). The first school in hill was opened at Ukhrul by Western missionary William Pettegrew (Dena 2015). Also the district benefited as the first government high school to be opened in the district with effect from 4th March, 1952 (Guite 1991). The government of Manipur, after its merge into India, became to get the benefit of free and compulsory education provided by the Article 45 of the constitution. As a result, there has been rapid expansion in primary education in Manipur (Jamini 2017).

Related Review

Kengoo (2011) carried out a research on the present status of school education in the state, and revealed that the quality of school education in the hill district of the state is at stake mainly due to non-availability of trained teachers. Singh and Devi (2013) in their research article show that the quality of teacher education is directly linked with the result of the quality school education. Teachers need continuing education to cope with the changes that are happening in society. Devi (2014) conducted a study on the present status of teacher education in the state. The study reveals lack of efficient means of teacher learning resources and teaching aids. MHRD's (2015) Joint Review Mission on the Sponsored Scheme of Teacher Education reported the lack of staff and infrastructure both in the College of Teacher Education and District Institute of Education and Training. Neihisial (2016) reported that in the hills of Manipur, elementary school teachers encoun-

tered enormous problems in relation to different aspects of education that impede their competence and growth in teaching learning activities. Gowramma and Gangmei (2017), in their research articles have cited that currently there is paucity of talented faculty with disciplinary specialisation and lack of physical facilities.

Objectives of the Study

The following goals were the focus of the current study:

1. To trace the present status of numbers of schools, teachers and students enrolled in hill districts of Manipur.
2. To find out the present status of trained and untrained teachers in hill districts of Manipur.
3. To study the growth and development of teacher education institutes in hill districts of Manipur.

Delimitation

The study was confined to schools and teacher education institutes in the hill districts of Manipur. Distance mode teacher education programmes were not covered in this study.

METHODOLOGY

Descriptive method and historical method are partly employed in conducting the present study. For the study, the investigator used a self-made questionnaire for the collection of primary data. Secondary sources of data from Census records, Directorate of Education (S), DISE data, documents, books, reports and thesis, etc. are also used.

RESULTS

Present Status of Schools, Teachers and Number of Students Enrolled in Hill Districts

According to Unified District Information System for Education's (U-DISE) 2019 report, in Manipur state there are four thousand, six-hundred and sixty three (4,663) schools from primary to higher secondary, operated by forty-five thousand, three hundred and twenty one (45,321)

teachers for six lakh, forty four thousand, two hundred and sixty three (6,44,263) enrolled students in the state. For the hill districts of Manipur, there are 2,644 schools, which are run by 19,792 teachers for 2,69,210 enrolled students from primary to higher secondary schools.

Table 1 portrays the number of schools, teachers and students enrolment from primary to higher secondary schools in the hill districts from 2012 to 2019. The number of schools and teachers has been increasing steadily since 2012 onwards but the student enrolment table has shown a decrease from 2,92,610 students in 2012 to 2,69,210 students in 2019.

Present Status of Trained and Untrained Teachers in Hill Districts

Table 2 reveals the number of trained and untrained teachers of hill districts from 2012 to 2019. The number of untrained teachers in hill districts in 2012 was 13,590, wherein more than seventy-eight percent were untrained teachers. But slowly a number of trained teachers have constantly been increasing from 21.85 percent in 2012 to 70.70 percent in 2019. The reason for increase in trained teachers as per of findings are strict implementation of RTE Act of 2009 on recruitment policy and the instruction given by the Ministry of Human

Resource Development (MHRD) for compulsory online registration with the National Institute of Open Schooling (NIOS) for distance learning in Diploma in Elementary Education course for the untrained teachers teaching in elementary school (Directorate of Education S 2017). Even though the number of the untrained teacher is decreasing, still nearly about thirty percent of the teachers presently working in the hill districts schools are without any professional training, which is a worrisome thing.

Growth and Development of Teacher Education in Hill Districts of Manipur

Even though teacher education is undoubtedly an important part of the entire system of education, teacher training in Manipur has not been at the level of other advanced states in the country. The genesis of the teacher education programme in Manipur started in 1906, when 20 primary school teachers attended 4 months of training for methods of teaching organised by the Department of Education. After 1947, the state government began to focus more on teacher training, when a Normal Training Institute in Imphal, for primary and middle school teachers was opened in 1952-53 (Jamini 2017). In 1956, the Normal Training Institute was substituted by Basic Training Institute (B.T.I) for the purpose of train-

Table 1: Numbers of schools, teachers and students enrolment in Hill Districts, 2012-2019

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
No. of schools	2567	2598	2712	2517	2692	2684	2681	2644
No. of teachers	17391	17085	17357	18669	18419	19685	19632	19792
No. of students	292610	298372	271776	265339	253085	267107	271217	269210

Source: Unified District Information System for education (U-DISE)

Table 2: Status of trained and untrained teachers in Hill District, 2012-2019

Year	Trained teachers and under going training	Untrained teachers	Total	% of trained teachers and undergoing	% of untrained teachers
2012-13	3801	13590	17391	21.85	78.15
2013-14	4613	12472	17085	27.01	72.99
2014-15	4902	12455	17357	28.24	71.76
2015-16	7081	11588	18669	37.93	62.07
2016-17	7359	11060	18419	39.95	60.05
2017-18	8148	11537	19685	41.39	58.61
2018-19	12479	7153	19632	63.56	36.44
2019-20	13994	5798	19792	70.70	29.30

Source: Unified District Information System for education (U-DISE)

ing elementary school. In 1960, to cope with the need for training of teachers, three (3) more Basic Training Institutes were opened at Canchipur, Kakching and Ukhrul, for clearing off the backlog of untrained teachers (Bimala 1993). Thus for the first time, an elementary teacher education institute was open in the hill district at Ukhrul. As far as the training of secondary school teachers is concerned, it was done by opening a Bachelor of Teaching (B.T.) section in the D.M. College in 1959 (Mutum 2016). Along with B.T. Section, there were C.T. (Certificate in Teaching) classes in the composite D.M. College, Imphal. The B.T. classes at D.M. College were converted into full-fledged Training College Post-Graduate Training College (P.G.T.) in 1972 (Mutum 2016). The college was affiliated to Gauhati University. Later on the affiliation was transferred to Manipur University in 1980 (Bimala 1993).

In 1973, for the purpose of qualitative and quantitative improvement of school education, the Government of Manipur established the State Institute of Education, to look into the matter of school curriculum and training of teachers (Mutum 2016). The State Institute of Education was upgraded to the State Council of Educational Research and Training (SCERT) Manipur in 1989. In addition, in accordance with the National Education Policy of 1986, the State Council for Education Research and Training (SCERT) established the District Institute of Education and Training (DIET) at the Imphal Centre by repurposing the original Basic Training College (BTC) in 1991 (Mutum 2016).

District Institute of Education and Training (DIET) in Hill Districts

At present the state has nine District Institutes of Education and Training (DIETs) under

the management of the State Government, five of which are in the hill districts. The functioning of DIETs is under the care of state SCERT. In 1992, the first DIETs in the hill districts were opened at Churchandpur, followed by Senapati district in 1997 and Chandel, Tamei and Ukhrul in 2002. The NCTE gave recognition in the year 2005. Prior to 2005, the DIET institute was meant only for training the untrained in-service teachers. Each institute has an intake capacity of 50 seats for pre-service and 80 for in-service teacher-trainees.

Table 3 shows the numbers of trainees enrolled and passed out from 2009-2011 to 2018-2020. There was no intake for new trainees in 2010, 2011 and 2014. The total enrolment of candidates is 287 in 2009-2011, which increases to 314 in 2012-2014, which further increases to 380 in 2013-2015 but decreases to 249 in 2015-2017. The number of passed out candidates was 75.95 percent in 2009-2011, 74.84 percent in 2012-2014 but increases to 90.26 percent in 2013-2015. Since then the pass out percentage has been above ninety percent. For 2018-2020, the result is not available since the final year examination is yet to be conducted.

Secondary Teacher Education Institute in Hill Districts

At present there are fifteen (15) College of Teacher Education (CTE) institutes meant for training secondary school teachers, recognised by the National Council for Teacher Education (NCTE) in the state. The College of Teacher Education (CTE) institute in the Hill District is still new, as two institutes, the Bethany Christian Institute from the Churachanpur District and the Mount Everest College of Teacher Education, from Senapati District under private management,

Table 3: D.El.Ed trainees' registration and passed out data for Hill Districts from 2009-2018

S. No.	Districts	2009-11		2012-14		2013-15		2015-17		2016-18		2017-19		2018-20	
		Reg	Pass	Reg	Pass	Reg	Pass	Reg	Pass	Reg	Pass	Reg	Pass	Reg	Pass
1.	Chandel 2002	34	25	62	45	69	60	50	45	41	37	43	40	47	NA
2.	Churachanpur 1992	45	38	51	35	72	63	50	47	72	63	49	48	50	NA
3.	Senapati 1997	70	52	80	61	80	75	50	42	50	48	44	43	47	NA
4.	Tamenglong 2002	45	36	72	51	79	75	49	47	42	34	41	39	46	NA
5.	Ukhrul 2002	93	67	49	43	80	70	50	45	43	43	50	50	49	NA
	Total	287	218	314	235	380	343	249	226	248	225	227	210	239	NA
	Pass %		75.95		74.84		90.26		90.76		90.72		92.51		

Source: SCERT, Government of Manipur

Table 4: Secondary teacher education in Hill Districts

S. No.	Name of institute	NCTE Recg. Year	Management	Affiliating body	Intake	2018-20		2019-21		2020-22	
						Reg	Pass	Reg	Pass	Reg	Pass
1.	Bethany Christian Institute, Ccpur	2018	Private	Manipur University	100	100	98	100	100	100	NA
2.	Mt.Everest College of Teacher Education, Senapati	2018	Private	Manipur University	100	100	95	100	98	100	NA
3.	TC College of Teacher Education, Kangpokpi	2019	Private	Manipur University	100	NA		100	97	100	NA

Source: Exam Controller, Manipur University

were recognised by NCTE in 2018 with a capacity of 100 trainees. They were the first institute to be opened in the hill district. The NCTE also recognised TC College of Teacher Education, Kangpokpi, with a capacity of 100 students in 2019. Thus at present there are three College of Teacher Education institutes in the hill districts, with 300 as an intake capacity. Table 4 presents the secondary teacher education institute with number of students enrolled and pass out trainees. All the three institutes are managed and run by private registered societies. Till now altogether 800 teacher trainees both pre-service and in-service have registered, the first batch appears for the final examination in 2020 with a pass percentage crossing ninety-five percent and above in both the colleges.

DISCUSSION

As per of the findings, the number of schools, teachers as well as students has increased tremendously. This increase and development arises mainly due to the intervention of the government through free educational schemes, establishment of schools in tribal remote areas and reservation policy (Marchang 2013). The present study reveals that the number of trained increasing from year to year. The RTE Act of 2009 plays a crucial role in the increase of number of schools, teachers, and students as well as trained teachers. The Act makes professional training of teacher as mandatory for recruitment of teachers, which has helped the schools in providing quality education to the students. The Education Directorate- School, (Directorate of Education S2017) in-

struction for compulsory distance learning for untrained elementary teachers has also boosted an increase of trained teachers in the state. The Ministry of Human Resource Development (MHRD 2012) in its joint review report mentioned clearly the lack of Teacher Education institutes in the state. There is a slow growth of Teacher Education institutes in the state, mainly in the Valley districts but the growth in the hill districts is still low. Unified District Information System for Education's (U-DISE 2019) revealed that the number of trained teachers in the hill district is increasing as compared with before the introduction of RTE Act, 2009. But still good number of 5798 untrained teachers are still present in the hill districts schools (U-DISE 2019). Providing in-service training to teachers and setting up more Teacher Training Institute in the hill districts also recruitment of teachers both in private and government need to be monitored, so that only trained candidates are recruited.

CONCLUSION

A significant progress of school education was observed in the entire hill districts of Manipur in the recent past decades. With an increase in number of schools, teachers and students, there is an upward trend of growth and development in school education in hill districts. Quantitatively it is improving, but the question of quality of school education remains. It can be observed in the study that teacher education institutes in the hill districts are poor as compared to their counterparts in other parts of the country. A good number of untrained teachers are present in the school

of hill districts. The presence of such a huge number of untrained teachers will hamper the quality of school education. Problems of large numbers of backlog of untrained teachers and the new demands for trained teachers can only be solved, by opening more teacher education in the hill districts. The state government needs to seriously implement the suggestion given by Justice Verma's commission report of 2012, for both quantitative and qualitative development of school education in hill districts of Manipur.

RECOMMENDATIONS

Considering the prevailing situation the paper suggests that for the future recruitment of teachers making professional degree as the compulsory criteria besides academic qualification for the appointment of teachers in school both in private and government schools. For in-service teachers who are without any professional training, online or distance learning should be pursued in a given specific period. Most importantly the concerned governments need to open more teacher education institutions in the hill districts, so that more pre-service teachers can be trained.

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