

Chapter: V

EDUCATION PROFILE

Last chapter discussed economic dimension of Thadou and in end part of the chapter we found how the community's economic autonomy and affluence is under threat with present impoverishment and more subsistence. To know about other related problem of Thadou, this chapter is going to focus on education profile and attempts to find out similarity and difference between early education and present education profile of Thadou in a comparative perspective.

Gordon Marshal (2004) defines education as a philosophical as well as a sociological concept, denoting ideology, curricula and pedagogical technique of inculcation and management of knowledge and social reproduction of personality and culture. In practice sociology of education is mostly concerned with schooling, and especially mass schooling of modern industrial society.¹

Thadou and Indigenous Education

Gangumei Kamei (2002) content that among tribal people who inhabit in hilly tracts of the eastern Himalaya, traditional education was imparted through their dormitory, in form of training in martial art and welfare, handicraft, creative art, custom and tradition, morality and discipline. Objective of traditional and tribal education was to produce an all-rounder individual, a tribal warrior, a committed member of village community with full knowledge of creative art, dance and music, well versed in tradition and folklore of

¹ Marshall. 'Dictionary of Sociology', p. 183.

his tribe, clan and village. Thus, in traditional tribal society, despite absence of literacy, social and moral fibre of people was sustained.²

Similarly, among many tribes of Northeast India, Thadou-Kuki have their own traditional form of informal education which centered on family and youth dormitory. In earlier day, family acts as an important educational institution for child in order to learn to live and socialise in society. It is family that teach them language, sense of right and wrong, social norm, etiquette and to socialise in society etc. When they reach year of understanding that is youth, they enter social institution called *Som* (youth dormitory). *Som* is remarkable traditional social an institution which means bachelor dormitory where all unmarried young men of village sleep together at night. It serves as an institution wherein young people receive non-formal traditional education like (i) Handicraft (ii) Technique of war (iii) Tradition (iv) Story (v) Song (vi) Dance (vii) Discipline (viii) Social etiquette etc. Unlike youth dormitory system of some Naga tribes and Mizo, the Thadou has no separate dormitory house. Boy of village form separate group and select a house having unmarried lady. They remain in the house as long as there are unmarried girls. In case the *Som* girl of the family got married the dormitory is reliable to be shifted to another house which has unmarried girl. In this way youth dormitory is not confine to one particular house. They are at liberty to shift the dormitory if they want to at any time.

The *Som* boys generally consist of group of friends of the same age group. Each group of the young boys after finding proper place called *Som-in*, select a potential and capable person to be the leader of the *Som*. Selected leader is called *Som-upa* meaning dormitory

² Gangmumei Kamei. 2002. 'Ethnicity and Social Change: An Anthology of Essays'. Majorkhul, Imphal: Pouganglu Gangmei, pp. 137-38.

leader. Som-upa serves as a guide and teacher to its Som members.³ Likewise when leader got married, senior most Som boy becomes Som-upa.

With advent of British and subsequent introduction of formal education system in hill of Manipur, traditional Som system of informal education has become out of date. Paokhohao Haokip puts: “Today traditional Som has disappeared as it is not practicable. However, it can be contended that it has now been replaced by modern formal educational institution like school, college, university, boarding house and hostel”.⁴ However, at first people were strongly against Christianity and education and it takes very long for them to accept it.

Formal Education

Captian Gordon⁵ and Major General W.E. Nuthall (1872)⁶ were the first two people to have introduced western system of education in Manipur. James Johnstone, the then political agent established the first Middle English School at Imphal in 1885. The school was known as Johnstone Middle English School.⁷ Thereafter three more schools were established- one Lower- primary school was established at Sekmai in 1892 and in Mao in 1893, the first school ever established for hill area of state of Manipur and another at

³ Paokhohao Haokip. 2013. ‘Reinculcating Traditional Values of the Kukis with Special Reference to Lom and Som’, in Thongkholal Haokip (ed.): ‘The Kukis of North East India: Politic and Culture’. Delhi: Bookwell. p.182.

⁴ Haokip. ‘Reinculcating Traditional Values of the Kukis’, p.183.

⁵ R. Brown. 1975/1873. ‘Statistical Account of Manipur’. Delhi: ShankaranPrakashan, p. 42.

⁶ E.W. Dunn. 1975/1891. ‘Gazetteer of Manipur’, Delhi: Vivek Publishing House, p. 26.

⁷ Manilei Serto. 2004. ‘Education and social Change Among the Kom Tribe of Manipur’, Unpublished Ph.D. Department of Education, Manipur University, p.148.

Tera-Keithel in 1895.⁸In 6 February, 1894 William Pettigrew, an American Baptist Missionary came to Manipur and established one Lower Primary School at Moirangkhom known as Pettigrew School and another at Phoijing followed by one more school at Moirang in 1895. Subsequently, many more primary schools were established.

Among tribes of Manipur, genesis of modern education goes to Christian Missionaries William Pettigrew. In 1896, Pettigrew started one Lower Primary School at Ukhrul with an enrolment of 20 boys which was later upgraded to a Middle English School in 1906.⁹At first tribes were reluctant to send their children to school. However gradually with Pettigrew effort school was attended by both Naga and Kuki. First few people among Thadou-Kuki who received modern education and consequently got converted in Ukhrul Baptist Mission School are *Pu Jamkithang Sithou, Pu Pakho Sithou, Pu Seilut Singson, Pu Tongul Gangte, Pu Helkhup Chongloi, Mr. Dengkhup, Mr. Thangneilal, Mr. Teba Kilong. Mr. Longkhobel Kilong* etc.¹⁰ Non-formal education was imparted through Sunday schools and evening schools, where Madame Pettigrew taught girls not only to read and write but also on sanitation, cleanliness and vocational training like sewing, embroidery, knitting, gardening etc. Though the people were not quick to respond at first, they have now made tremendous progress in the field of education. Today Thadou- Kuki language is included in curricular syllabus of Manipur as Modern Indian language (MIL) from Class IX till B.A. (TDC) level in state of Manipur.

⁸ Serto. 2004. 'Education and social Change', p. 148.

⁹ L. Leiren Singh. 1996. 'Reverend William Pettigrew and Modern Education in Manipur', in Pettigrew Centenary Celebration Committee (ed.): 'Rev. William Pettigrew: A Pioneer Missionary of Manipur'. Imphal: Fraternal Green Cross, Chingmeirong East, p. 8.

¹⁰ Kuki Baptist Convention. 1958- 2008. Souvenir, Imphal: Souvenir Committee, KBC, Golden Jubilee Celebration, 2008, p. 6.

Literature

The earliest ethnography on Thadou was published in 1857 by Lieut. R. Stewart in Journal of Asiatic Society of Bengal entitled “*A Slight Notice of the Grammer of Thadou or New Kuki Language.*” Dr. C.A. Grierson (1904) in ‘*Linguistic Survey of India*’ Vol. II, part III includes Thadou Language as under Tibeto-Burman family. Other important work includes T. C. Hudson’s (1906) ‘*Thadou Grammar*’, William Shaw (1929), ‘*Notes on the Thadou-Kukis*’ provide detail ethnographic account of Thadou. Dr. M. S. Thirumalai published a series of book in 1971 regards to Thadou language: *Thadou Phonetic Reader, English- Thadou Glossary, Review of Adoption and Adaptation for Thadou Language, Some Aspect of Negation of Indian Languages including Thadou* and Shree Kishan’s (1980) work ‘*Thadou: A Grammatical Sketch.*’¹¹

Among Thadou-Kuki, Pu Ngulhao Thomsong was the first to show the way to Thadou Literature. In 1922, he edited *Thadou Pathen La* by listing all contributors at end of every song translated. In 1926 he wrote ‘*Thadou Primer*’ (*Lekha Bul Simpatbu*) and in 1928, with help of Dr. G.G. Crosier and Mrs. Crosier, he translated New Testament Bible into Thadou- Kuki which later published by Bible Society of India in 1942. Again in 1929, he published *Thu Kidong le Donbut* (question and answer) after which followed some more vernacular books and Bible translation.¹²

Before focusing on education awareness among Thadou, it would be appropriate to discuss on present educational institution in Manipur. So, a brief description (table and

¹¹ M.S. Thirumalai. 2014. ‘Linguistic Characteristic of Oral Literature in Thadou-Kuki: ATibeto-Burman Pre- Literature Language’, kukiforum.com/2007/07/linguistic-characteristics-of-oral-literature-in-thadou-kuki/ (accessed on 17th June 2013).

¹² Thirumalai. Linguistic Characteristic of Oral Literature in Thadou-Kuki.

interpretation), number of educational institution- government, aided as well as un-aided and also literacy rate of schedule tribes of Manipur are discussed now.

Education Institution and Manipur

The state of Manipur at present has 1853 primary schools, 246 junior high school, 259 high school and 50 higher secondary schools belonging to central and state government including schools under autonomous district council (ADC) in hill area of Manipur.¹³ The table shows number of educational institution (school) during 2010- 2011 excluding aided and unaided schools.

Table 5.1
District wise no. of Government schools in Manipur, 2010- 2011

District	Primary	Junior High School	High School	Higher Secondary	Total Number
Imphal East	244	29	35	6	314
Imphal West	212	42	42	22	318
Bishnupur	113	21	27	4	165
Thoubal	188	26	42	7	263
Churachandpur	223	37	34	4	298
Senapati	343	39	23	2	407
Tamenglong	214	25	16	5	260
Chandel	159	7	13	3	182
Ukhrul	187	19	39	4	249
Total	1883	245	271	57	2456

Source: List of School, General Education, 2010- 2011, Planning and Statistic Section, Director of Education (S), GOM, pp. 3- 87.

Growth in primary education is far from satisfactory as some villages do not have minimum amenity. Consequent rise in number of educational institution in hill is promoting education among tribes under autonomous district council. Of total 1883 government primary school, 896 are under autonomous district council- 129 from

¹³ List of Schools, General Education. 2010- 2011. Planning and Statistic Section, Director of Education (S), Government of Manipur, pp. 3- 87

Chandel district, 170 from Churachandpur district, 272 from Senapati district, 168 from Tamenglong district and remaining 157 from Ukhrul district. Remaining 987 come under state government primary school and is under state education department with majority located four valley districts. Number of junior high school in the districts is 245 including 2 ashram schools in Senapati and Tamenglong district. Number of high school in the district is a little higher than junior primary school numbering 271 including two ashram schools in Senapati and Tamenglong district and 1 CBSE (JNV) in Ukhrul district. Number of higher secondary school is comparatively less compared to other schools. Off total number of 57 government higher secondary school in the state 14 are CBSE schools. Besides, these schools a few number of aided and un-aided state government schools also are seen. Table demonstrates number of government aided schools in Manipur.

Table 5.2
District wise list of state aided school

District	Primary	Junior High School	High School	Higher Secondary	Total Number
Imphal East	43	14	27	–	84
Imphal West	65	16	26	–	107
Bishnupur	34	15	10	–	59
Thoubal	13	3	12	–	28
Churachandpur	39	25	3	–	67
Senapati	71	10	7	–	88
Tamenglong	27	1	–	–	28
Chandel	40	5	–	–	45
Ukhrul	33	2	2	–	37
Total	365	91	87	–	543

Source: List of Schools, General Education, 2010- 2011, Government of Manipur

From table it is understood, number of aided primary school is 365, junior high schools are 91 and high schools are 87. No state government aided higher secondary school is found in the state. The table illustrates the number of un- aided schools in the state.

Table 5.3
District wise list of recognised un-aided schools

District	Primary	Junior High School	High School	Higher Secondary	Total Number
Imphal East	23	73	80	11	187
Imphal West	24	54	87	31	196
Bishnupur	6	21	34	–	61
Thoubal	22	25	52	4	103
Churachandpur	18	50	37	6	111
Senapati	22	54	45	15	136
Tamenglong	10	19	10	1	40
Chandel	5	42	19	–	66
Ukhrul	7	41	19	2	67
Total	137	379	383	70	969

Source: List of schools, General Education, 2010- 2011, Government of Manipur.

The above table reveals over-all number of un-aided school in the state is 969 with 137 un- aided primary school, 379 un-aided junior high school, 383 un-aided high school and 70 un-aided higher secondary school recognised by state government.

The total number of student enrolment in different stages of schools during 2000- 01 is 6, 19,139 out of which 2, 53,706 students are Scheduled Tribes and the average strength of teachers is 30,487 respectively.¹⁴

As a result of the rise in the number of school there is a consequent rise in the number of colleges in the state. From only one college (D.M) in 1946 Manipur at present has 73 colleges imparted through two Universities viz., Manipur University established in 13 October, 1980, Central Agricultural University established in 26 January, 1993. The Manipur University has 72 affiliated colleges/professional colleges in different streams and one constituent college i.e., Manipur Institute of Technology.

¹⁴ Statistical Year Book, Manipur. 2013. Directorate of Economics and Statistics, Imphal: Government of Manipur, pp. 115- 127.

Table 5.4
Strength of higher educational institution in Manipur, 2009

Category	Government	Aided	Private	Sub Total
Colleges imparting general education	25	07	25	57
Teachers Training	02	-	04	06
Law	01	-	02	03
Technical Education	03	-	-	03
Medical Science	01	-	-	01
Institute of Cooperative Management	-	-	01	01
Art College	-	01	-	01
Sub Total	32	08	32	72

Source: Administrative report 2008-09, Govt. of Manipur.p. 273

There are 34 government management colleges including two women colleges, two teacher training colleges, one Medical (RIMS), one Law College, one college of Technology, one Government Polytechnic, one Dance College, DOEACC and Institute of Cooperative Management. The number of government aided colleges is 8. There are 18 permanently affiliated colleges including 3 women colleges, 1 law college. The number of private affiliated colleges is 7 including 1 girls' college and 1 law college. The number of permitted private colleges is 6 including 3 colleges teachers education. Most of these colleges are located in the four valley districts. Out of the total of 73 colleges only 18 colleges are located in the five hill districts viz., 4 government colleges, 5 permanently affiliated colleges, 1 private affiliated college, and 2 permitted private colleges and 3 government aided college is found in the hill districts.

Literacy Rate of Major Scheduled Tribes

Looking at the average literacy rate, the Thadou-Kuki has just 57.1 % (2001 census) the second lowest with a gap of 22.7 % as against the Hmar which has the highest literacy rate among major scheduled tribe of Manipur. A depiction of literacy rate among the major scheduled of 2001 census is given below:

Table 5.5
Literacy rate among scheduled tribes, 2001

Sl. No.	Name of Scheduled Tribe	Total	Male	Female
1	Anal	73.9	81.6	66.5
2	Hmar	79.8	84.3	75.2
3	Kabui	63.9	72.5	55.2
4	Kacha Naga	58.7	67.1	50.0
5	Kom	63.9	70.0	57.8
6	Maring	53.1	63.4	42.3
7	Any Mizo (Lushai) tribes	74.0	79.8	68.0
8	Paite	79.0	85.2	72.8
9	Simte	67.3	76.2	58.3
10	Tangkhul	72.7	79.4	65.9
11	Thadou	57.1	64.5	49.6
12	Vaiphei	59.8	67.7	51.7
13	Zou	61.6	70.2	53.0
14	All Scheduled Tribes	65.9	73.2	58.4

Source: Census of India, 2001, p.3

Of the thirteen major STs, Hmar has recorded the highest literacy of 79.8 percent, followed by Paite (79%), Any Mizo (Lushai) tribes (74%), Anal (73.9%), and Tangkhul (72.7%). On the contrary literacy rate is less than 50 percent among Maring (53.1%), Thadou (57.1%), Kacha Naga (58.7%), and Vaiphei (59.8%). The highest gender gap in literacy has been recorded among Maring. With 63.4 percent male and 42.3 percent female literacy, the Maring females are lagging behind by 21.1 percentage points. The gender gap is the lowest at 9.1 percentage points among Hmar.

The preceding table also shows that Thadous has a lower literacy rate compared to other major tribes of the state except the Maring. Looking at the ratio of literacy, female literacy rate is lesser than that of the male. The literacy rate among the major tribes of the state is 65.9 %, of which, 73.2% constitutes are male literates and 58.4% female literates. On the other hand, the literacy rate for the state as a whole is 70.5 %, with 80.3 % male and 60.5 % female literates. Since Thadou society is patriarchal in nature importance may have been given to the male. However, compared to the level of literacy rate there is

evidence that the number of employees in both central and state government service is quite high.

Educational Institution in Sadar-Hill Area

Thadou-Kuki population is mostly concentrated in Sadar hills sub-division of Senapati district where most of the villages are located in remote areas. Thus in spite of the Indian and state government effort for free and compulsory education to the age of 14 years, there are still many villages in the remote areas which do not even have primary school facilities which resulted in their backwardness and further isolation. Of total number of 2456 schools in Manipur at present, only 400 government schools (mostly primary schools) is found in Sadar-Hills sub-division of Senapati district as against number of 623 village. And of total of 72 colleges/ professional college (Govt., aided and un-aided college) only three colleges is found in Sadar-Hills. The table shows number of educational institution (school/ college) during 2010-2011 including aided and unaided.

Table 5.6
Government School and College in Sadar Hills Sub-Division of Senapati district, Manipur, 2013

School/College	Primary	Junior High School	High School	Higher Secondary	Total	College
Government	230	21	13	1	265	1
Aided	58	7	2	—	67	—
Unaided	9	27	27	5	68	2
Total	297	55	42	6	400	3

Source: (1) List of Schools, General Education, 2010- 2011, Planning and Statistic Section, Director of Education (S), GOM, pp. 3- 87

(2) Source: Administrative Report 2008-09, Govt. of Manipur. p.273

The preceding table shows that of the total of 400 schools mostly primary schools, 40 primary schools are under education department, 190 primary schools under Autonomous District Council, 21 junior high school and 13 government high schools and 1 higher secondary school. Besides there are also 2 aided high schools, 7 aided junior high school, 58 aided primary schools. There are 9 unaided primary schools, 27 unaided junior high schools including, 27 unaided high schools and 5 unaided higher secondary schools. As regards to the number of colleges there is only 1 government college in Motbung village (Presidency College) and 1 permanently affiliated college in Kanglatongbi (Damdei Christian College) for both Science and Arts stream and 1 permanently affiliated college in Kangui (Kangui Mission College) for only Art stream.

Current Educational Status of Six Sample Village

In order to analyse the educational status of the Thadous of Manipur, it shall be appropriate to assess the status of educational institution of the six sample villages:

**Table 5.7
Distribution of Government Schools and Colleges in study village**

School/College	Primary	Junior High School	High School	Higher Secondary	Total	College
Government	2	1	1	1	5	1
Aided	1	-	-	1	2	-
Unaided	2	1	5	-	8	-
Total	5	2	6	2	15	1

Fieldwork reveals that of the six sample villages, 5 primary schools, 2 junior high schools, 6 high schools and 2 higher secondary schools are available within the six sample

villages with only 1 college. Of these 3 primary schools are available in three villages while 4 junior high/ middle schools are available within one village, 6 high school in two sample villages and 2 higher secondary schools are available in one village and 1 college within one village only. Of the six sample village two villages are even without primary educational facilities.

Village Motbung have three state government run educational institutions, viz. one Government aided UJB School under state education department from class 1- V called Hoinei Primary School with three teachers, Government High School and Government Presidency College. Besides there are also three unaided government recognised high school schools called Baptist English High School, Shalom Academy (with hostel facilities) and Apex Christian High School (with hostel facilities) and three Junior High School called Educational Training School (with hostel facilities), Sen Royal Academy and Mount Senai. This unaided educational institution fulfills the educational needs of the villager and neighbouring village children's up to high school level. Beside this the Government High School established in 1957 within the village also served the educational needs of mostly the poor families. The school has around 40 faculties with an enrolment of 360 students in 2013 mostly from the village and neighboring villages. The medium of instruction in all the schools is English. After completion of the high school level the students usually go to Imphal or outside the state or neighboring colleges for post-matriculation studies since the village has no higher secondary School. For degree level, Presidency College established in 1973 within the village served the purpose of most of the students within the village and outside the village. The number of student for the session 2013 to present is 1543 in both science and arts stream with 63 faculties 29

male and 34 females working in various departments. Most of the teachers in the college are Manipuris, besides there are a few Kukis including Thadou working in the academic or as non-teaching faculty in the college. The medium of teaching is English. However, due to poor attendance and irregularity of the teachers everyone prefers to go to Damdei Christian College, a private government recognised college which is 3 km away from village or Imphal colleges and some outside the state.

Village T. Moulbung on the other hand has only one Government Lower Primary School within the village. The school was however attended by only few sections of the village children who are probably within the age group of 5- 10 years. The medium of teaching is mostly Thadou and English. The enrollment rate for the year 2013 was 18 students. The village though small in numbers holds high value to educate their sons/daughters. They make use of the neighbouring Keithelmanbi village which is about 5 km away from the village to meet their educational needs up to higher secondary level. For graduation, the students mostly go to Imphal or other places suitable to them.

There is only one Lower Primary School in Chalva village established in 1956 from Class-1 to 8. The school has 13 teachers, four from the village itself including the head master. The school has been recently upgraded to class IX level. The enrollment rate for the year 2012 was 272 but it decreased the following year that is 2013 with only 203 students. This drop in number is the result of the establishment of one private school in the nearby village. The medium of instruction is English. For High school and college education they mostly go to Kangpokpi town (Kanggui) which is more than 20 km by staying in rented house or hostels or .

Village Govajang have no educational institution neither Government nor private school. The nearest educational institution for this village is Chalwa primary school which is about 5km. from the village. For higher education they mostly go to Kangui town (within the same block) for high school and college education which is more than 25-30 km. or whatever place is suitable to them.

Village Saikul on the other hand has one state government Higher Secondary School called Thangtong Higher Secondary School. It also has one state government aided school called Golden Primary School from class 1 to V with an enrollment of 50 students in 2013. Besides, there are two un-aided High School called Christian English School and Lhungkhosat Memorial English School with one Model English Higher Secondary School in the art stream. This institution can fulfill the educational needs of the villagers only up to Higher Secondary level. The medium of instruction in all the educational institution is English. Majority of the students are Thadou-Kuki from within the village or outside the village. For college education, they usually go to colleges in Imphal located 34 km south of the village.

S. Bolkot village too has no educational facilities neither private nor government. For education they usually go to Motbung or Saikul village by staying in school hostels or rented house.

School Structure

The structure of schools and college in the sample village is divided into: kutchha, Semi pucca and Pucca. Government owned and aided primary/junior high schools have

kutchha structure while private run primary schools have semi pucca structure. Most of the high/higher secondary/college whether government or private recognised have semi pucca structure.

Table 5.8
Structure of school and college

Category	Primary school	Junior high school	High school	Higher secondary	College	Total
Kutchha	2 (40.0)	1 (50.0)	-	-	-	3 (18.75)
Semi pucca	3 (60.0)	1 (50.0)	5 (83.33)	2 (100)	1 (100)	12 (75.0)
Pucca	-	-	1 (16.66)	-	-	1 (6.25)
Total	5	2	6	2	1	16

Of the available schools and college in the sample villages, 75 % have semi pucca, 18.75 % are kutchha and the rest have 6.25 % have pucca structure. Only one pucca structure is found in privately run higher secondary school.

Availability of class classroom

The number of classrooms in school as well as college in the sample villages is divided into less than five, 5-10, 10-15 and 15 or more.

Table5.9
Availability of number of classroom

Category	Primary school (F=5)	Junior high school (F=2)	High school (F=6)	Higher secondary (F=2)	College (F=1)	Total (F=16)
Less than five	3 (60.0)	-	-	-	-	3 (18.75)
5-10	2 (40.0)	2 (100)	2 (3.33)	-	-	6 (37.5)
10-15	-	-	4 (66.66)	1 (50.0)	-	5 (31.25)
15 or more	-	-	-	1 (50.0)	1 (100)	2 (12.5)

The data shows that in the sample villages 18.75% schools have less than five classrooms, 37.5% schools have between 5-10 classrooms, while 31.25% schools have between 10-15 classrooms. The remaining 12.5 % in college and 1 higher secondary school in both the science and arts stream have more than 15 classrooms each.

Sanitation Facility

Sanitation facility in schools and college in the sample village includes toilet and safe drinking water. To determine sanitary facilities in educational institution in the sample village the following Table is drawn:

Table5.10
Sanitation and drinking water facility

Category	Primary	Junior high school	High school	Higher secondary	College	Total
Toilet	3 (75.0)	1 (50.0)	6 (66.66)	2 (66.66)	1 (100)	13 (68.42)
Drinking water	1 (25.0)	1 (50.0)	3 (33.33)	1 (33.33)	–	6 (31.57)

The table reveals that 68.42 of % schools and college in the sample villages have toilet facilities while 37.5% of the schools have drinking water facilities. This clearly shows the poor coverage of the total sanitation.

From the above discussion, it is seen that out of the six villages only Saikul and Motbung village has facilities for higher education. Looking at educational enrollment rate and performance in class-x, class-xii and degree level of government, aided and private undertaking in Saikul and Motbung village for the last five years reveals that though the enrollment rate i.e. student appearing for class-x, class xii and Degree exams is less in private run institution yet the students performances is quite satisfying on the contrary. The few government run schools for higher education in the hill areas exists only as

formalities with no regular classes and poor standard of teaching though the teachers are highly qualified. This resulted in rise in number of private schools and colleges in the state. In almost all the schools mentioned above the females outnumber the male students which show that today parents are becoming equally concerned with educating the girls along with boys.

Literacy Rate

The main objective of the universalisation of elementary education by means of establishing a number of educational institutions under different management in the hill areas of Manipur, among other things is to increase the percentage of literacy among the people¹⁵ which have a significant bearing on the socio-economic development of communities. The overall literacy rate of the respondent households in the six villages is 79.51 per cent by incorporating all those who can read and write. The extent of literacy rate among the Thadou of Manipur represented by the six sample village is shown in the following table:

Table 5.11
Literacy status

Sl. No.	Category	Motbung	T.Moulbung	Chalva	Govajang	Saikul	Bolkot	Total
1	Male	127 (48.28)	129 (52.22)	157 (54.51)	114 (47.31)	140 (52.1)	138 (57.5)	805 (52.1)
2	Female	136 (51.71)	118 (47.77)	131 (45.48)	127 (52.69)	129 (47.95)	102 (42.5)	743 (47.99)
Total		263	247	288	241	269	240	1548

The data presented above show that the overall literacy of males in the six villages is 52.1%, a little higher than the female literacy of 47.99%. Village Motbung and Govajang

¹⁵ Singh, 'Reverend William Pettigrew and Education in Manipur', p. 205.

have female literacy higher than the male literacy rate. While in the other four villages the number of literate is higher among the male than the female. Literacy rate of respondent household in the villages is higher than literacy rate of Thadou (57.1 %), district (65.9 %) and the state (70.5 %) as of 2001¹⁶ census by incorporating all those who can read and write. Like state and district as a whole, male literacy rate is higher than female.

Educational Level

To understand educational level in the six villages, the following table is formulated which is categorised into illiterate, Primary level, Upper Primary School, High School, Higher Secondary level, Graduate level, Post-graduate level.

Table 5.12
Level of education

Sl. No.	Level of Education	Name of village						Total
		Motbung	T.Moulbung	Chalva	Govajang	Saikul	Bolkot	
1	Illiterates	56 (14.1)	78 (19.54)	66 (16.54)	76 (19.1)	62 (15.53)	61 (15.28)	399 (20.49)
2	Primary	43 (13.47)	54 (16.61)	49 (13.84)	44 (13.88)	47 (14.19)	52 (17.27)	289 (14.84)
3	Junior High School	57 (17.86)	62 (19.1)	68 (19.21)	56 (17.66)	54 (16.31)	49 (16.27)	346 (17.77)
4	High School	55 (17.24)	57 (17.53)	71 (20.1)	51 (16.1)	59 (17.82)	65 (21.59)	358 (18.38)
5	Higher Secondary	67 (21.1)	48 (14.76)	57 (16.10)	62 (19.55)	68 (20.54)	44 (14.61)	346 (17.77)
6	Graduate	35 (10.97)	24 (7.38)	39 (11.1)	25 (7.88)	34 (10.27)	28 (9.31)	185 (9.51)
7	Post Graduate	6 (1.88)	2 (0.61)	4 (1.69)	3 (0.94)	7 (2.11)	2 (0.66)	24 (1.23)
Total		319	325	354	317	331	301	1947

¹⁶ Census of India. 2001. Government of India, Ministry of Home Affairs, p. 3.

It is clear from the above data that one-fifth of the population is illiterate while most of the people have upper primary and high/secondary level of education. Level of education in six villages is divided into the primary level (14.84 %), junior high school level (17.77 %), high school (18.38 %), higher secondary school level (17.77 %), graduate level (9.51%) and post graduate level (2.66 %).

The level of education mostly halted at higher secondary level. The percentage of post graduate level is very low. The possible reason is that after graduation most of the students opt for jobs. Still there are a numbers of school dropouts after completing primary education to help in the economic pursuit of the family. Further there are few who after completion of high school and higher secondary school discontinued education mainly due to financial difficulties, since the number of government colleges in the hill areas are very less. The trend shows that despite the low level of literacy rates in graduate and post graduate level there is possibility of higher growth of educational attainment since the people are now more conscious about the importance of education.

Distribution of male and female population of the study villages in relation to their level of education:

Table 5.13
Level of education among male member

Sl.No.	Level of Education	Name of village						Total
		Motbung	T.Moulbung	Chalva	Govajang	Saikul	Bolkot	
1	Illiterate	31 (20.94)	21 (14.0)	29 (15.59)	34 (22.97)	37 (20.91)	21 (13.21)	173 (17.87)
2	Primary	17 (11.48)	25 (16.66)	22 (11.82)	21 (14.18)	25 (14.12)	29 (18.23)	139 (14.35)
3	Junior High School	25 (16.89)	28 (18.66)	37 (19.89)	25 (16.89)	26 (14.68)	27 (16.98)	168 (17.35)
4	High School	24 (16.21)	31 (20.66)	40 (21.5)	22 (14.86)	29 (16.38)	36 (22.64)	182 (18.59)
5	Higher Secondary	28 (18.91)	28 (18.66)	34 (18.27)	30 (20.27)	35 (19.77)	25 (15.72)	180 (18.59)
6	Graduate	19 (12.83)	16 (10.66)	21 (11.29)	14 (9.45)	20 (11.29)	19 (11.94)	109 (11.26)
7	Post Graduate	4 (2.71)	1 (0.66)	3 (1.61)	2 (1.35)	5 (2.82)	2 (1.25)	17 (1.75)
Total		148	150	186	148	177	159	968

The data reveals that the overall illiteracy rate among the male population is 17.84 %. Of the total male literates the highest percentage is found in high/higher school level with 18.59 % closely followed by 17.35 % at the junior high school level. The gap between the number of high/higher school and post graduate level literates is 16.1 %.

Table 5.14
Level of education among female member

Sl. No.	Level of Education	Name of village						Total
		Motbung	T.Moulbung	Chalva	Govajang	Saikul	Bolkot	
1	Illiterates	25 (14.61)	57 (32.57)	37 (22.1)	42 (24.85)	25 (16.23)	40 (27.58)	226 (23.1)
2	Primary	26 (15.21)	29 (16.57)	27 (16.1)	23 (13.61)	22 (14.28)	23 (16.19)	150 (15.32)
3	Junior High School	32 (18.71)	34 (19.42)	31 (18.45)	31 (18.34)	28 (18.18)	22 (15.49)	178 (18.18)
4	High School	31 (18.12)	26 (14.85)	31 (18.45)	29 (17.15)	30 (19.48)	29 (20.42)	176 (17.97)
5	Higher Secondary	39 (22.81)	20 (11.42)	23 (13.69)	32 (18.93)	33 (21.42)	19 (13.38)	166 (16.95)
6	Graduate	16 (9.35)	8 (4.57)	18 (10.71)	11 (6.51)	14 (9.1)	9 (6.33)	76 (7.76)
7	Post Graduate	2 (1.16)	1 (0.57)	1 (0.59)	1 (0.59)	2 (1.29)	–	7 (0.71)
Total		171	175	168	169	154	142	979

The above table shows that the percentage of illiterate females is higher with 23.1 % compared to the male illiteracy rate with a gap of 5.26 %. Of the six villages the female illiteracy is especially high in T.Moulbung village with 32.57 % and lowest in Motbung village with 14.61 %. The average illiterate's female in the six villages is 20 % and above. Unlike the male the highest literacy level among the female is in the junior high school level followed by high/higher school level and with 15.32 % at the primary. Similar to their male counter parts the literacy level is very low in the graduate and post graduate level.

Dropout among Sample Population

To determine level of dropout rate in different level of education in sample village it is divided into primary, junior high school, high school, higher secondary and under graduate. The following table shows the dropout pattern of students of sample village:

Table 5.15
Class wise dropout

Sl. No.	Level of Education	Motbung	T.Moulbung	Chalva	Lhunjang	Saikul	Bolkot	Total
1	Primary School	5 (5.68)	1 (11.11)	5 (9.43)	2 (33.33)	2 (3.92)	2 (9.1)	17 (7.42)
2	Junior High School	8 (9.1)	3 (33.33)	15 (28.31)	3 (50.0)	2 (3.92)	4 (18.18)	35 (15.28)
3	High school	24 (27.27)	1 (11.11)	11 (20.75)	1 (16.66)	13 (25.49)	11 (50.0)	61 (26.63)
4	Higher Secondary School	36 (40.91)	2 (22.22)	17 (32.1)	-	25 (49.1)	5 (22.72)	85 (37.11)
5	Under Graduate Level	15 (17.1)	2 (22.22)	5 (9.43)	-	9 (17.64)	-	31 (13.53)
Total		88	9	53	6	51	22	229

The table shows that almost four-tenth (37.11 per cent) drop out at higher secondary school, over two-tenth (26.63 per cent) at high school, over one-tenth each at the junior high school and under graduate level and a few (7.42 per cent) primary schools.

The dropout rate is highest in the higher secondary schools in almost all the villages except village T.Moulbung where it is highest in the junior high school. Again it is lowest in the primary schools except that of village Lhunjang where the dropout rate is lowest in the high school. The reason and cause of student drop out at different levels are further depicted in following table:

Table 5.16
Causes of dropout

Sl. No.	Level of Education	Motbung	T.Moulbung	Chalva	Govajang	Saikul	Bolkot	Total
1	Ignorance	7 (6.42)	2 (6.45)	2 (4.1)	4 (9.75)	3 (7.14)	3 (9.1)	21 (7.1)
2	Poverty	16 (14.67)	9 (29.1)	9 (18.36)	5 (12.19)	6 (14.28)	11 (33.33)	56 (18.79)
3	Failure in exam	15 (13.76)	2 (6.45)	3 (6.12)	4 (9.75)	3 (7.14)	2 (6.1)	29 (9.73)
4	Getting job	23 (21.11)	-	12 (24.48)	5 (12.19)	9 (21.42)	1 (3.1)	50 (16.77)
5	Not interested	17 (15.59)	5 (16.12)	4 (8.16)	2 (4.87)	2 (4.76)	3 (9.1)	33 (11.1)
6	Marriage	31 (28.44)	13 (41.93)	19 (38.77)	18 (43.91)	15 (35.71)	13 (39.39)	109 (36.57)
Total		109	31	49	41	42	33	298

The data show that primary reason for drop-out are due to marriage (36.57 per cent), poverty (18.79 per cent), getting jobs (16.77 per cent), not interested in further studies (11.1 per cent), failure in examination (9.73 per cent), and ignorance of the parent (7.1 per cent). The dropout rate due to marriage and poverty is more prominent than the others.

Conclusion

In spite of a few educational institution especially higher education as compared to valley area most villagers are literate by incorporating all those who can just read and write using Roman script except for a few aged people. However, poor educational infrastructure of existing educational institution, remoteness of village and poverty among Thadou resulted in wide variation in level and quality of education and dropout rate between hill area and valley. It can thus generally be concluded that geographical and economic barriers stand on way of educational attainment of Thadou. Besides this,

the next chapter is likely to harp upon socio-cultural milieu of Thadou with an objective to understand nature and feature of more related problems.