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## Development Of Educational Institutions In Colonial Manipur (1891-1947)

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### **Abstract:**

*Education is one of the most important factors in the developmental process of a nation. Colonial education (specially the western education) reached Manipur in the late 19<sup>th</sup> century just after the occupation of Manipur by the British. Significant changes took place in the field of education as a result of colonization. This paper attempt to bring out the phases of development of educational institutions during the colonial period (1891-1947) and when these new institutions evolve, outright changes and how this education impacted upon the people.*

**Key words:** administration; colonial; education; history; development

### **1.Introduction**

Education in the broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In a technical sense, it is the process by which society deliberately transmits its accumulated knowledge, skills and values From one generation to another. It has more than one perspective viz philosophical, sociological and psychological 1 prominent writer, educationist, historians and scholars observed their views on the development of education. Whitehead says, “The only object of education is the development of complete life”. John Dewey (1859-1952) believed that learning was active and schooling unnecessarily long and restrictive, the idea that children came to school to do things and live in a community which gave them real, guided experiences which fostered their capacity to contribute to the society. Generally, education is the provision of an effective preparation for adult life as a fully autonomous citizen, and the conditions require changes in social ethos and arrangements which lie beyond the school.

Writing the history of Indian education in the nineteenth and early twentieth century rose above the level of textbooks, intermittent and of mixed quality and solely stress on the western education that emerged with the expansion of British rule in the colonies. The introduction of western education or colonial education and its development claimed to be controversial and widely divergent interpretations have been offered from contrasting ideological perspectives. The British imperial education policy was highly contended during the colonial era and remains a contentious issue amongst many contemporary historians and a critical review of the historiography of the subject is long overdue.<sup>2</sup> Ruth Jonathan also explained about the influenced by the education by economic and social-political circumstance, and by the findings and fashions of educational theory. Some questions, however, cannot ,by their nature, be definitively settled, and recur with changing emphasis as society continues to reappraise the fundamental questions of what constitutes the good life for individuals and what social arrangements and institutions may most justly promote the well-being of the community now and in the future.

The British colonial education policy started in India in 1813, in the intention to promote both oriental culture and western science but they employed the strategy of emotional and intellectual colonization in India and to consolidate the political colonization.<sup>3</sup> Educational historians traditionally cited Sir Chales Wood's educational despatch of 1854 as the most important influence on the shaping of British education policy in India in the second half of the nineteenth century knowledge i.e. The arts, science, philosophy, and literature of Europe, from the primary school to the university, using both English and the vernacular languages. Philip Curtin

<sup>1</sup>Bhattacharya Srinibas, 'Foundations of education', (New Delhi: Atlantic publishers and Distributors, 1996.3)

<sup>2</sup> Whitehead Clive, 'The historiography of British Imperial education policy, part I: India', History of Education, 34,no.3 (2005): 315

<sup>3</sup> [http://www.indianetzone.com/6/promotion\\_western\\_education\\_british\\_india..htm](http://www.indianetzone.com/6/promotion_western_education_british_india..htm) (retrived on July 5, 2010)

claimed that nothing in the whole imperial effort had as great an effect on the world as the introduction of western education on the other hand Frenchman, Joseph Chailley and Samir Amin Syed Nurullah and J.P.Naik, Dr M.E.Chamberlain etc proclaimed the negativism, that created the problem of the natives education, distressing problem which cannot be evaded and involves a conflict between interest and conscience, the destruction of traditional or indigenous culture and consciousness. Mahatma Gandhi also believed the concept of western education as 'simply a knowledge of letters' that inherited from the British aimed at increasing knowledge but not wisdom, and intelligence but not the intellect But Hobsbawm, R.P.Singh, Professor Aparna Basu, etc observed that many historians have countered both in positivism, the methodology traditionally employed by most mainline historians which assumes that the facts will speak for themselves and the traditional bias of conventional historians in favour of the evidence of top level or official decision makers.<sup>4</sup> Above all, The Charter Act of 1833 made domination over the indigenous education of India by announcing English to be the official language and the formulation of Macaulay's "Minute" in February 1835 precisely wore the mask of general welfare and also broadcast under the banner of educational advancement. This can be clarified from the says by Macaulay "We must do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in taste, in opinions, words and intellect"<sup>5</sup> Education in India was subordinated to social economic and political system of those period<sup>6</sup> and monopolized to the groups of highest order in the caste hierarchy system and also to the religious section, In greater part of the 19<sup>th</sup> and early 20<sup>th</sup> centuries, Gurukuls system of education was prevalent.<sup>7</sup> Early education in India commenced under the supervision of a guru, teaching the traditional elements such as religions, mathematics, logic at early Hindu and Buddhist centers' of learning such as Taxila and Nalanda before the common era. Islamic education became ingrained with the establishment of the Islamic empires in India in the middle ages while the coming of the Europeans later brought western education to colonial India. A series of measures continuing throughout the early half of the 20th century ultimately laid the foundation of education in the Republic of India.<sup>8</sup> The British territorial expansionist motive was come closer towards Manipur and facilitated by signing the treaty of Anglo-Manipuri in 14<sup>th</sup> September 1762 to keep relation with the Manipuri.<sup>9</sup> They took the advantages to intrude into Manipur with the proposal of Maharaja Gambhir Singh to displace Burmese from the land of Manipur. The invasion of Manipur by Burma in 1819 and their occupation of the country for seven years (Seven Years Devastation's 1819-1826) made a watershed event in the history of Manipur.<sup>10</sup> During that time Manipur was a small independent princely state. It lies in the north eastern part of India surrounded by the Indian neighboring states Nagaland to the north, Mizoram to the south, Assam to the west and it also borders with Myanmar (Burma) to the east. Its total geographical area is about 22,356 square km. of which about 2230 square km. covers in the valley<sup>11</sup> and constitutes about 0.7 percent of the total geographical area of the Indian Union. In 1835, the British established their Political Agency office in Manipur. Manipur lost its monarchy and became a native state after the Anglo-Manipuri War of 1891. Since then, they could easily introduce the western education over the state of Manipur as an extension of propagating from India.

## 2.Educational Development

### 2.1.Pre-colonial Period

In the pre-colonial period of Manipur, the Meities had their own system of education, which gives more emphasis to the practical education than that of the theoretical knowledge.<sup>12</sup> The capital Kangla was the centre for all literary and intellectual activities of Manipur for centuries. The Pandit (Maichou) Loisang, (the Department of Scholars) was the main center of the intellectual life of the kingdom.

Manipur being a small kingdom, surrounded by bigger kingdoms always remains in a unsettled situation due to uneven invasion by the different kingdom particularly Burma In order to meet such situation the Meities had to learn the education of warfare and military activities. Every member of the society particularly the males' possessed military skill and therefore utmost priority was given more to military education than the pursuits of excellence of the mind. The people and the rulers both were concerned more with military activities than that of the formal education. Even though there was no public military school people learned their military skill from the skilled persons, probably the common people took that education from their elders' one so their homes were the institutions of their education. The king also encouraged and patronized men of courage and of athletic ability to join various state affairs and athletic competitions which demanded high standard of martial skills, viz Polo, Horse racing, Thang Ta ( a war of sword and spear), Boat race,

<sup>4</sup> Clive, op.cit., 316

<sup>6</sup> *History of British Rule and Colonization in India://britishedu.htm* (retrived on July 5 , 2010)

<sup>6</sup> Anitha.B.K, Village, Caste and Education, (New Delhi: Rawat publications, 2000,24)

<sup>7</sup> Dr. Raina M.K., Development of Education (New Delhi: Maxford books publication, 2006,3)

<sup>8</sup> From Wikipedia, the free encyclopedia://History\_of\_education\_in\_India.htm (retrived on July 5, 2010)

<sup>9</sup> Sanajaoba Naorem, Manipur Treaties and Documents (1110-1971) Vol.I, (New Delhi: Mittal Publications, 1993,15)

<sup>10</sup> Joykumar Singh Naorem, Colonialism to Democracy: A History of Manipur, 1891-1972 (Guwahati: Spectrum Publications, 2002,3)

<sup>11</sup> Iboongohal Singh Lairenmayum, Intrduction to Manipur (Imphal: Publisher, Shri S. Ibochaoba Singh, 1987,1)

<sup>12</sup> Shanti Devi Maimom, Development of Education in Manipur (New Delhi: Rajesh Publications, 2001,8)

Mukna (Wrestling) etc. Men showing merit in any of the skills were rewarded with high posts in administration and married to daughters of the royal family. It was also compulsory or every able bodied male above the age of sixteen years irrespective of caste and creed to attend lallup.

Besides, the Meities are endowed artistic qualities of high order. The arts form also act as a mean of education. Various forms of arts that help in promoting the growth of education amongst the people are singing and dancing, an example is the Rasa Dance depicting the Hindu mythological story of love between Radha and Krishna which is believed to be traced its original art form of pre-Hindu dance called Lai Haraoba, Wari Taba (traditional practice of listening of stories by the adults) and Lairik Taba ( traditional practice of telling stories by one man and interpreting by another man and listening by the adults).<sup>13</sup> It contributed a ways of knowledge of the sacred lore's and imparts the idea of religiosity as well as moral lessons of the triumph of good over evil are also part and parcel of it. People in their old age indulge in such activities in a cherished manner. It not only gives them recreation but also good moral education.

The youths got training in many arts and crafts in their own family, like the traditional blacksmith, potter, the goldsmith, the oil pressurer, the bell metal worker and others manufactured different articles required by the people Similarly, Medical study was also confined within the families who practiced the art of curing of the diseases by applying various herbal medicines. Weaving was done specially by the female section in every house as a domestic activity, each and every family, high or low, rich or poor has at least one loom to weave cloth for their family. Girls in their pre-adolescence period generally help their mother in their weaving routines and she learns the whole operation. This art was an essential qualification for a good bride. In the early days knowledge of weaving of the girl was asked in selecting a bride and the weaving equipments were regarded as essential items of a bride's wealth. The tribal people also possess the traditional system of education through the village Morungs or the dormitories in the form of training in martial arts and warfare, handicrafts, creative arts, custom and traditions, morality and discipline.<sup>14</sup> Their objective was to produce and all round individual, a tribal warrior, a committed member of the village community with full knowledge of the creative arts, dance and music, well versed in the tradition and folklore of his tribe, clan and village.

On the other hand, education was monopolized by the groups of the highest order in the caste hierarchy system and also had the religious section. Before 1885, there was no formal schooling in the state, a type of Gurukuls system of education was imparted by the Maichous (the priest Scholars) and Pandits, to the royal princes, to nobility and to selected commoners on their respective residences. Educating indigenious literacy, physical education, health and hygiene, games and indigenious medicines etc For instance, prince Naothingkhong (663-763 AD) was sent to the house of Luwang Ningthou Punshiba to learn the art of royalty and administration as well as to receive education in different art.<sup>15</sup>

Unfortunately, in the quarter of the 18<sup>th</sup> century during Meidingu (King) Pamheiba (Aka, Maharaja Garibaniwaj), the king accepted Hinduism as a Royal religion in place of the original Meitei faith of Sannamahi and ordered the burning of all religious scriptures related to Sannamahi, which is still remembered as "Puya Meithaba" in the history of Manipur. A number of Hindu Brahmins from Bengal replaced the Meitei Maichous in the Loisang and temples, and with time, Bengali script and language were introduced in the kingdom.

## 2.2. Colonial Period

### 2.1.1. Valley

After establishment of British Political Agents office in 1835, Bengali was the medium of instruction in religious rites and education during those days in the state, even though Captain Gordon the political Agent of Manipur firstly introduced their western education (a formal education system) by opening a primary school in the state at Langthabal in 1837 on the trial basis but that was not successful due to lack of encouragement from the people of Manipur. <sup>16</sup> Again in 1872, a vernacular school was established for the first time in Manipur on the suggestion of the Political Agent, Major General W.F.Nuthall with the support of Bengal government. Besides, the literary work began to carry out independently of the king's patronage, even the king and his Assembly had a strong political influence and control over educating the citizen.

But it was also closed down due to the lack of pupils in the year 1877; Dr.G.H.Damant published the Manipuri Script for the first time in the Asiatic Society of Bengal. In 1885, a Middle English school called Johnstone Middle English School was opened by the then political Agents Sir James Johnstone at Imphal with the permission of Maharaja Sir Chandra Kirti Singh K.C.S.I. Since then education

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Lallup was a feudal service rendered by an adult subject to the king for ten days out of every forty .The service might be in the form of military duties or development work like the construction of roads and bridges or working in the king's estate etc and those who rendered lallup service did not pay any revenue, Royal families were exempted from its duties. Moreover, any person married in royal family was free from it.

Lai Haraoba is connected with the worship of Umang Lais (Sylvan deities) of the whole state. It represents the Meitei concept of creation of the world and the making of the human body.

<sup>13</sup> Shanti ,op.cit.,11.

<sup>14</sup> Shanti .op.cit,9.

<sup>15</sup> Ibid, 8.

<sup>16</sup> Dr. Long Jomba, a 'Western Education in Manipur and Assam', in a daily Manipuri Newspaper of Manipur, Naharolghouthang, January 28 (2010): 2.

has been making gradual progress into the state.<sup>17</sup> In order to attract the will of the masses, they further opened more school with the provision of free education.<sup>18</sup> Administration report of Manipur verified that the establishment of primary schools was spread towards Singjamei, Phojing, Tera, Thangmeiband and Moirang in the valley of Manipur in the year 1895-96.<sup>19</sup> Table.1.shows a complete list of schools established during the period 1885-1900. cited in Th Mangoljao Singh,Western Education in Manipur, Vol-I &II,(1989):11,14,16,18. And Administration Report of the Political Agency, Manipur, 1892-93. Gradually the schools spread towards villages and further in the hills region. The total number of schools was 178, out of which 100 schools were in the valley (Table 2) like lower primary schools, upper primary schools, middle English schools, high school, college ,madrassa and tol, vocational and technical schools etc. The details of the schools are discussed below.

- **Lower primary school**

There were 76 lower primary schools including 6 girls' primary schools in the state. In the year 1892-93, the first lower primary school was established at Singjamei<sup>20</sup> and subsequent efforts were made by the then Government to open more schools in the suitable villages in the valley and at Mao Thana of Manipur, in the next year 1893-94 another school was opened at Thoubal but unfortunately it was closed down due to lack of support from the people towards modern education. Immediately after the Anglo-Manipuri War in the year 1892-93, the number of established schools was only two in the state, out of which one was lower primary school and another was Middle English school but was yet to establish any schools in the hills region. The total numbers of students (boys) in the lower primary schools and upper primary schools were only 113 but the exact number of boys was not indicated. During that time the women flock never participated inschooling and the Government invested only Rs.916.00 for education in the valley of Manipur as the initial financial provision into the state. The first lower primary Hindi School was opened in the year 1933 and teaching of English were introduced in lower primary schools.

S.No.	Name Of The School	Type Of The Institutions	Year Of Establishment
1.	Johnstone	Middle English School	1885-86
2.	Singjamei	Lower Primary School	1892-93
3.	Mao Thana	„	1893-94
4.	Pettigrew	„	1894-95
5.	Tera	„	1894-95
6.	Phojing	„	1894-95
7.	Thangmeiband	„	1895-96
8.	Moirang	„	1895-96
9.	Ukhrul	„	1896-97
10.	Regiment,4th Assam Rifles	„	1897-98
11.	Thoubal	„	1897-98
12.	Ningthoukhong	„	1898-99
13.	Thanga	„	1898-99
14.	Moirangkhom	„,(girls)	1899-1900

Table 1: Schools Established In Manipur During 1885-1900

- **Upper primary school**

There were 7 upper primary schools in the state. The first Upper Primary School was opened in 1903; during this year another first Bengali school for the children of Bengalis clerks, other state servants and foreigners who are employing in state was also opened at Mantripukhri near Imphal. It got an additional small grant from the local govt. and from the Bengali community. In the year 1920, different communities of pupils were found studied in this school viz Manipuri Hindu, Manipuri Mahammedans, Hill boys, Bengalis, Gurkhas, Hindustanis, Punjabis and Assamese, It was also provisionally recognized on 1<sup>st</sup> Jan 1937 by the Calcutta University. It was managed by a committee of members of whom 2 were nominated by the Darbar, one by the political Agent and one by the commandant of 4<sup>th</sup> Assam Rifles. It receives a grant of Rs 40 per month from the state, Rs 27 pm from central fund and Rs 20 pm from Imphal town fund. Among which The Lady Earle Girls School was also maintained with the governmental grant and assisted from the private subscriptions.<sup>21</sup> Besides, the efficiency of the students enrolled in the schools of the state were unequal, pupils resided at Imphal are more generally

<sup>17</sup> Shanti, op.cit., 3.

<sup>18</sup> Lieut. Colonel,H.St.P.Maxwell ,Administration Report of the Political Agency, Manipur, 1895-96 (Shillong: printed at the Assam secretariat printing office, May 19,1896,12)

<sup>19</sup> Ibid.

<sup>20</sup> Porteous A., Administration Report of the Political Agency, Manipur, 1892-93 (Shillong: Printed at the Eastern Bengal and Assam Secretariat printing office, 1893,11)

<sup>21</sup> McCall A.G, Administration Report of the Manipur State, 1929-30, (Imphal: State printing press, 1930,27)

sharper and intelligent than those living in the mafassil. It was calculated from the states result of upper primary examination.<sup>22</sup>

- **Madrassa and Tol**

Out of 178 schools there were only 10 madrassas and 3 Tols found to be existed in the state. The first Muslim school (madrassa) was established at Lilong in the year 1907, by introducing a curriculum of Arabic, Urdu and Persian.<sup>23</sup> The established institutions were found to close after its establishment and some schools were also upgraded into higher institutions and shifted from one place to another due to the circumstance or the worst law and order of the state. In 1943, Faizia Middle English Madrassa which was in the British Reserve was occupied by military and shifted to Kheragao lower primary madrassa school house. It was because of the operation enforced by the British forces to resist the rebellions of the people.

- **Middle English school**

Johnstone Middle School was the only first introduced school found existed at the capital Imphal in destroyed state just after the occupation of Manipur by the British. The medium of instruction in such school was Bengali but the old Manipuri character which was still in use in parts of the valley and that the Bengali character had not yet entirely ousted it.<sup>24</sup> By 1<sup>st</sup> June 1892, the Johnstone Middle English

School was again reopened in a temporary building as the former had been destroyed. The number of students was only 113 on 31<sup>st</sup> March 1893 and the daily attendance of the students was only 57%. The total expenditure on the school was Rs.916 towards which the state government contributed Rs.360 and Rs.360 from the Imperial Fund; altogether they received Rs720 as grants for the school.<sup>25</sup> During 1935 another two unaided Boys Middle English schools namely Ramlal Pal and Narsingh were opened. The complete picture of the number of schools in the valley can be visualized in the Table 2.

Schools	1892		1901		1911		1921		1931		1940		1946	
	V	H	V	H	V	H	V	H	V	H	V	H	V	H
Pathsalas												32		50
LPS	1		14		60	8	62	20	64	47	70	28	70	23
UPS					1		3		3	4	3	2	7	3
Madrassa					4		9		10	4	10	NA	10	NA
Tol					1		2		3		3		3	
GPS			1				1		1		4		6	
MES	1		1		2	1	1	1	1	1	2	1	NA	2
HS							1		2		2		4	
Sus-Total	2		16		68	9	79	21	84	56	94	63	100	78
Total	2		16		77		100		140		157		178	
Grand Total	178													

Table 2: Number Of Schools In Manipur (1892 To 1946)  
Sources: Respective Administration Reports Of Manipur State

<sup>22</sup> Major J. Shakespear, Administration Report of the Political Agency, Manipur, 1904-05 (Shillong: printed at the Assam secretariat printing office, June 7, 1905, 15)

<sup>23</sup> Davis A.W, Administration Report of the Manipur State, 1907-08, (Shillong: Printed at the Eastern Bengal and Assam Secretariat printing office, June 8, 1908, 8)

<sup>24</sup> Porteous A, Administration Report of the Manipur Political Agency, 1893-94 (Shillong: Printed at the Eastern Bengal and Assam Secretariat printing office, June 4, 1894, 12)

<sup>25</sup> Shanti, op.cit., 19.

Note:

Pathsalas-	Village school
LPS-	Lower primary school
UPS-	Upper primary school
Madrassa-	Muslim school
Tol-	Sanskrit language school
GPS-	Girl primary school
MES-	Middle English School
HS-	High school
V-	Valley
H-	Hill

- **High school**

During the colonial period there were only four high schools in the valley. After the Johnstone High School and One high school called Manipuri Institution was opened in Imphal in the year 1932. It received state aid of 50% sharing both from the valleys and Hills budget. 50% seat capacity of this school was reserved for hill boys. It was renamed as a Churachand Institution on 1<sup>st</sup> march 1934 and managed by a committee of 6 of whom one is nominated by the Darbar. In the year 1938-39 a capitation grant of Rs1 per hill tribe students per month was sanctioned from the hill budget. By 1944, its building was occupied by the army and shifted to Modonmohan lower primary school. The third high school was established in 1932 at Uripok called "Govinda Tumpusthi" and registered in the Calcutta University in the following year by changing its name as Your High School. In 1936, this school was renamed as Tombisana High School in the name of Maharaja Churachand's daughter.<sup>26</sup> It was again reopened on 27-4-45 at Uripok after a long period of closure and moved back into its own residence on 1-3-46. The school was managed by a committee of 7 members including 2 Darbar nominees. The number of students' boys and girls in the valley of all the established institutions can be seen in Table.3 except the Tols and Madrasas are accounted.

- **College**

D.M (Dhanamanjuri) College was the only college existed during the colonial Manipur. It was firstly established at a hall of Johnstone School on 6<sup>th</sup> August 1946 and the number of students enrolled in the intermediate arts was 60 with 2 girls' students.<sup>27</sup>

- **Women Education**

In the early British rule Girls were not enrolled because none of the girls' schools were properly established. The first girl school was established in 1898 but unfortunately only two girls were attended so it had to be closed. In the year 1899 a girl's lower primary school was established in the valley and firstly started educating by the Manipuri girls.<sup>28</sup> There were only 6 girls' primary schools during the colonial period in the state. By 1935, the Sagolband Girls aided school was opened and managed by a private committee of 7 members. During this year itself an unaided high school named Manipur Girls high school was opened in Imphal and renamed as Tamphasana Girls High school, It had been found taking over by the State with effect from 1<sup>st</sup> June 1946. This school was the fourth and first girl high school started in the palace during the period of Maharaja Churachand and in May 1935 and shifted in its present building constructed at the personal expense of His Highness the Maharaja of Manipur on 1<sup>st</sup> April 1936. This school was named after Sreemati Tamphasana Devi, His Highness deceased daughter. On Feb 1936, the director of Public Instructions of Assam granted provisional recognition by this school allowing enrolment of classes from III to ix and the state allowed grant-in-aid of Rs 100 per month from June 1937. It was managed by a committee of 12 members appointed by His Highness, There were 2 Darbar members on this committee Maharaja was its founder and its committee resolution were subject to his approval. It became a state school. The committee was dissolved and its management was taken over by the state govt. His Highness the Maharaja provisionally recognized upto 1946 and granted permanent recognition on 10-1-47 by the University of Calcutta. It was reopened after 3 years of closure of May' 1945.

<sup>26</sup>Jomba (a) op.cit.,2.

<sup>27</sup> Dr.Jomba Long (b), 'Western Education in Manipur and Assam', Naharolghithoudang: a daily Manipuri newspaper of Manipur, February 4 (2010):2.

<sup>28</sup> Jomba (a) op.cit. 2.

Year			Pathsalas	LPS	UPS	MES	MVS	HS	MMES	Sub Total	Total	Grand Total
1892	Valley	Boys		*		*				113	113	113
		Girls										
	Hill	Boys										
		Girls										
1901	Valley	Boys		1328		73				1401	1425	1425
		Girls		24						24		
	Hill	Boys										
		Girls										
1911	Valley	Boys		4239	50	315		227		4831	4854	5086
		Girls		22		1				23		
	Hill	Boys		159		61				220	232	
		Girls		1		11				12		
1921	Valley	Boys		5563	138	99		156		5956	5997	6558
		Girls		21			22			43		
	Hill	Boys		481					76	557	561	
		Girls		4						4		
1931	Valley	Boys		7528	361	170		325		8384	8438	8985
		Girls		45		9				54		
	Hill	Boys		NA	40			12	460	512	547	
		Girls		NA				35	35	35		
1940	Valley	Boys		4250		139				4389	45066	47757
		Girls		117						117		
	Hill	Boys	811	1301	164					2176	2691	
		Girls	15	395	5					415		
1946	Valley	Boys		1204	1043			2172		15255	16441	20317
		Girls		379	16		641	150		1186		
	Hill	Boys	1588	1558	368	411				3525	3876	
		Girls	105	132	39	75				351		

Table 3: Number Of Students In The Schools (1892 To 1946)

Sources: Respective Administration Reports Of Manipur State (1892-1946)

\*Total Number Of Students' Indicated But Not For LPS And MES

Note:

Pathsalas- Village School

LPS- Lower primary school

UPS- Upper primary school

MES- Middle English School

MVS- Middle Vernacular School

HS- High school

MMES- Missionary Middle English School

### 2.2.2.Hills

The hills education of Manipur spread from the valley and progressed steadily Mr. Pettigrew's settlement of amongst the tribal was one of the greatest contributions for imparting western education in the hills, out of 178 schools, 78 schools were distributed in the hills, 50 pathshalas (village school), 23 lower primary schools, 3 upper primary schools, and 2 Middle English schools, There were no high schools in the hills. The pathshalas were found to establish only in the hill region. In 1940-41 the numbers of pathshalas was 32 and increased to 50 during 1946-47. The number of students (boys and girls) who enrolled the pathshalas in the year 1940-41 were 811 and 15 and increased to 1588 and 105 at the end of the colonial rule (1946-47) Table 3.

With the effort of Britisher the first lower primary school in the hill was established at Mao Thana of Manipur by 31<sup>st</sup> march 1895. By 1907, a new scheme of compulsory education was introduced in the hills especially amongst Nagas i.e. 2 boys should be sent from each big villages to Ukhrul School for a year. But that scheme was found to be unsuccessful, even if the concerned villagers were punished for disobedience of the orders by the authority. The reason of failure was the rise in food prices.<sup>29</sup>

Ukhrul School was also funded in co-operation with states grant-in-aid with American Baptist Mission Society (ABMS) in 1913. The school was controlled by the mission so<sup>30</sup> the state grant-in-aid given to the Ukhrul School was withdrawn by the president Manipur State Darbar in 1921-22 as per the new rule. It also opened schools for non-Christians and Christians alike in 1931 but the non-Christians were not compelled to attend classes at which religious institution was imparted. The most credible contribution of this mission was organizing 14 night LPS during the year .And all the schools under the control of this Mission were also following the state teaching curricula. Moreover, Schools were continuously sprung up in the southern and northern hills of Manipur, North Eastern area of Ukhrul, North West area in Sardar hills and Tamenglong sub-division etc. The first primary Regimental school was opened in the year 1895, for the sake of gorkhali children.<sup>31</sup>

By 1932, this mission received a grant-in-aid for its schools from the state amounting to Rs1683/5/. Unfortunately, the missionary Mr. Brock was forced to withdraw to Imphal by the British Troops during the operation. But with the opening of the road he reestablished himself again at Kangpokpi and the mission resumed its work. By 1924, The hills people in the North-East area and southwest area of kalian range adjoining to Lushai Hills division were found remain spasmodic in education. This was supported by the sub-divisional officer. Actually Lushai language was sought by the Kukis rather than Manipuri. Therefore, Lushai was taught in the mission institutions<sup>32</sup> in the North West sub-division Kukis vested interest on education and Kabuis were declining.<sup>33</sup> In spite of the effort many schools in the hill of Manipur were closed down due to lack of attendance or submitted no return from the school or difficult circumstances. Schools at the Lushai border were one of the examples for decreasing the number of schools. The saved money from those closing schools was used in the increment of the number of scholarships for hill boys, to receive better tuition and supervision when they held at Imphal.<sup>34</sup>

Scholarships of small amount were assisted by the state to the merit students for his or her higher further studies. It was also increased from time to time accordingly to their standard. The actual expenditure expended for the hill in 1940-41 was Rs.23, 777.00. The details are highlighted in Table 5.

The North East India General Mission Society (NEIGMS) maintained schools of which south west areas Tinsougal Pheijol was the most prosperous school.<sup>35</sup> Besides, Lushai methods of teaching were becoming more popular in the west of churachandpur sub-division but the enthusiasm of Kukis were less in the North West area. In the year 1931, a Bible school was opened at Churachandpur by the NEIGMS. By 1936, the hills LPS were widespread into various region viz In the sadar sub-division, Chinga (mixed), Chothe, Kuki, Mao, Maram, Maring, Kabuis, Prum and Kom. In the Tamanglong sub-division, Tamanglong (mixed), Kuki, Kabui and Kacha Naga. For Ukhrul sub-division, Tangkhul, Kuki, Maring, Anal and Ukhrul (mixed). At the same time the SDO of Ukhrul had included practical agriculture as one of the subjects in the curriculum of the Ukhrul LPS. The number of hill schools can be seen in Table 2. It was revealed that the NEIGMS had not taught Manipuri in all its schools .they only taught Lushai language and English. After all, Lushai language was not a state language therefore, this policy was then changed as the strong objection of using foreign language and exclusion of Manipuri in the hill institutions by the king.<sup>36</sup> Thus, the Darbar took a resolution on 20<sup>th</sup> May 1931 and stated that unequivocally education in the hill must be imparted through the medium of Manipuri written in Bengali characters. For this purpose text books were provided and gradually Manipuri became the lingua-franca throughout the hills of the state.

By 1931, Education in the hills was still somewhat in a rudimentary stage of development. The hills people themselves were very spasmodic both in their recognition of and desire for education, So, the hills people directed towards valley for education. For

29 Lieut. Colonel, J. Shakespear, Administration Report of the Political Agency, Manipur, 1906-07 (Shillong: Printed at the Eastern Bengal and Assam Secretariat printing office, May 30, 1907, 9)

30 Mullan C.S, Administration Report of the Manipur State, 1921-22, (Imphal: State printing press, 1922, 16)

31 Government of Manipur, Annual Report on the Native States and Frontier Tribes of Assam, 1897-98 (Shillong: printed at the Assam secretariat printing office, 1898, 12)

32 Crawford C.G, Administration Report of the Manipur State, 1924-25, (Imphal, State printing press, 1925, 17)

33 McCall A.G, Administration Report of the Manipur State, 1927-28, (Imphal: State printing press, 1928, 20)

34 Higgins J.C, Administration Report of the Manipur State, 1911-12, (Calcutta: Thacker, Spink & Co, 1912, 10)

35 McCall A.G, Administration Report of the Manipur State, 1928-29, (Imphal: State printing press, 1929, 23)

36 Captain C.W.L. Harvey, Administration Report of the Manipur State, 1931-32, (Imphal: State printing press, 1932, 18)



instance, it is mentioned under the report that a special accommodation were allowed for 30 hill boys in the valleys Upper Primary School at Moirangkhom.<sup>37</sup>

### 3. New Developed Subjects For Education

During the colonial rule the Britisher started to introduce new subjects in the school curriculum to enhance the knowledge of new thought to the Manipuris from different angles. Apart from the formal learning they encouraged vocational and technical education to the students of Manipur. In the year 1906, a new subject of physical education, Gymnastics had been added and taught, it was firstly instructed by a naik from 16<sup>th</sup> Rajputs Rifles. In 1911, Gymnastics was introduced in Middle English school and upper primary schools and equipped the gymnastic apparatus for such schools. By 1928, the gymnasium was rebuilt with a corrugated iron roof instead of thatch.<sup>38</sup> During this year the first Sanskrit Tol for the children of Brahmins was also opened. Sanskrit was taught in this Tol in the upper classes, an order was issued by the Calcutta University in the year 1928 that geography should be taught as an optional subject in the high school. Thus, Arambam Ibungohal was deputed for training in order to teach the said subject,

In addition, Boys scout movement was started some two or three years before and made good progress during the year 1927-28. An expedition camp was undertaken successfully under the arrangement of His Highness R.K. Bodh Chandra Singh. The technical course too comes in the state; the first nurse training school was established by the missionary in the year 1936.

As a new venture Canchipur Polytechnic School was opened by Sjt. A.C. Singh of Imphal with the help of local subscription. A committee of 5 heads as President Maharaja Kumar Priyobrata Singh and the state made a grant-in-aid of Rs 30 pm to the school. In this school classes of weaving, basket making and tailoring as well as general subjects were held for the students. In 1944 some more subjects had been added i.e. Carpentry and envelope making and further added Dying, Dance and Mridanga. In 1945, new vocational subject of weaving and embroidery was imparted especially in the girl school.

### 4. Educational Administration

The educational administration during the Maharajas' rule was the direct responsibility of the Manipur State Durbar. In the State Durbar there was a member in charge of education. He was the responsible for the schools in the valley of Manipur. There was no separate department of education. The work of inspection and supervision was done by the British Officials and most particularly by the Political Agent himself during the tour. In 1897-98, Rev. Pettigrew, an American Baptist Missionary acted as honorary Inspector of schools. As advised by him an Inspecting Pundit was appointed in order to visit and inspect all the primary schools in the valley and in 1899-1900 one more Inspecting Pundit was again appointed. This was the binning of the education department in the state. In the year 1904, the first Manipuri text books were introduced in the primary schools. Instruction in all schools was circulated in Manipuri at the same time Bengali was being taught as an extra language. However, during 1907, all the schools in the valley of Manipur were under the general control of the education member of the Manipur State Darbar whereas all the hills schools are under the control of the vice-president of the State Darbar. Then, the Department of Education of the state came into existence in the year 1910 with a Deputy Inspector of schools and two Inspecting Pundits.<sup>39</sup> The administrative machinery of education department was divided into two parts –one of the hills and other in the valley. The administrative machinery of education in the valley of Manipur was organized as a separate system. The structural set up for education department during the 20<sup>th</sup> century can be seen in Figure 1.

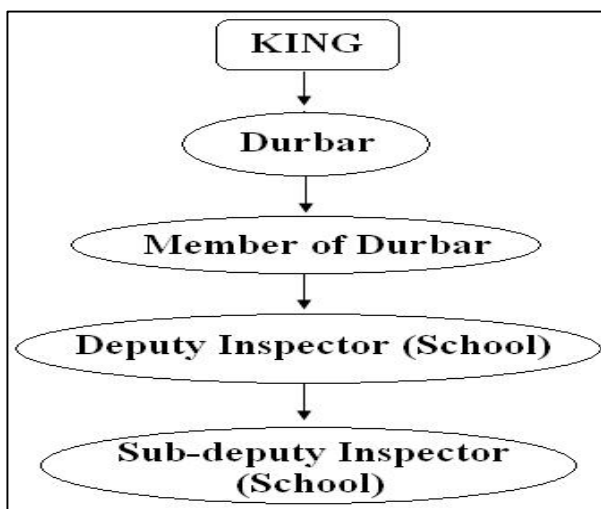


Figure 1: Structure Of Education Department In Colonial Period

<sup>37</sup> Ibid, 16.

<sup>38</sup> Higgins, op.cit., 11.

<sup>39</sup> N.C.E.R.T: The Indian Year Book of Education (1961).

The Government also started charges some amount of schools Fees from the students at the rate of Rs1 per month for boys and 8 annas for girls, inspite of receiving grant-in-aid from both the state government and Imperial Fund to the schools and of other available assistance from the other sources.

Manipuri became a recognized vernacular for the matriculation examination and taught in all the classes regularly. The pupils were found difficult to make speedy progress for not having suitable books. Its introduction in the high school entailed the question of introducing Arts courses in Manipuri for the University examination. It also need vast suitable Manipuri literature<sup>40</sup> to meet such question or to solve many other problems in connection with the public instruction in Manipur, the Darbar sanctioned for the formation of a standing committee in education matters, with the education member of Darbar as chairman during the year 1927-28 the committee had been started and proved its value.<sup>41</sup> The committee has successfully translated the foreign books into the vernacular for the adoption in the curricula of the state schools. Though both the ABMS and NEIGMS maintained due course for the hills institution the inspection of hills school was handover to the president Manipur State Darbar and the sub-divisional officers in the year 1927.

By 1930, under the report, His Highness the Maharaja held charge of the education Dept. under him there were chief executive officers (Deputy Inspector of school in the valley and was assisted by 2 sub-inspectors) In the year 1932-33, Sjt.Sougaijam Somorendra Singh B.A. Additional Member of the state Darbar officiated as Member in charge in absence of His Highness from the state. When His Highness came he again held charge. Further Sjt.R.K.Dhaskar Singh ordinary member of Darbar replaced the position of Maharaja from 17<sup>th</sup> Jan 1935.

By 1944-45, Sjt. W.Yumjao Singh Member, Manipur State Darbar was the in charge of education department up to March 2, 1945 and Sjt.M.Radhamohan Singh B.A.offg. Member Manipur State Darbar was replaced for the rest of the year under report. Then Sjt.L.Thagoi Singh B.A. continued to officiate as Deputy Inspector of school. During the ongoing year some schools were destroyed and some were in military occupation. So the schools had to carry on in private houses which were being paid by the state. The state was going ahead with task of refurbishing and rehabilitating such and often affected schools and many school-buildings needed reconstruction or repair.

The actual total expenditure that the Government invested was just Rs.916.00 for education of the valley of Manipur as the initial financial provision into the state. It was increased to Rs.60, 570.00 in the year 1940-41. The population of 1891 was 1,35,782 and increased to 5,12,127 of whom 3,43,694 were for the valley in 1941. With compared to the number of population and the amount of investment in the state during the colonial period became very minimum, the investment ratio per person just increased from Rs.0.0067 to Rs.0.1762 in six decades. It does not reach even 20 paise per person thus we can understand that the British education was not in favor of the state but it's a motive of exploitation .However, it gave some positive aspect, gradual development of state's human resources, An inevitable quality to be possessed by every individual for his upliftment was taught by them, this would be the only incredible gift given to the state Manipur by the colonizer. The established institutions during the colonial rule were not all run directly from the state budget. Much of the schools were found to be funded collectively with some organizations, villages' contributions and state. The detail expenditure pattern of the state is highlighted in the following Table 5.

Year	Total expenditure (Rs)	
	Valley	Hill
1892-93	916	
1901-02	15,557	
1911-12	29,877	
1921-22	55,935	
1931-32	55,105	15,668
1940-41	60,570	23,777
1946-47	N.A	15,725

Table 5: Expenditure Incurred On Education In Manipur (1892-1946)  
Source: Respective Administration Report Of Manipur State

On the one hand the expenditure incurred for the hills institutions were directly or indirectly finance by the missionary organizations like the American Baptist Mission Society and North-East India General Mission Society and partly funded from the state budget. These two societies played a vital role in wide spreading education in the hill villages of Manipur.

## 5. Conclusion

During the colonial rule, the introduced western educational institutions in Manipur by the Britishers made changed the informal system of education into a formal one. At the end of colonization the total number of schools in the state was 178. The institutions were pathsalas, lower primary schools, upper primary schools, madrassas, Tols, girls' primary schools, Middle English schools, high schools, college, Vocational and technical schools. There were no pathsalas in the valley and high schools in the hills. The total

<sup>40</sup> McCall, op.cit.,19.

<sup>41</sup> Ibid, 20.

strength of students reached to 47757 in 1941 and drastically decreased to 20,317 in 1946. The reason for decreasing the rate of enrollment the names of students in the institutions might be caused by the chaos, rebellion, freedom struggle movement for Manipur against the colonizers.

Besides, though much tried or imposed good educational policy to attract the masses by the British for propagating their education in the state. The people were suspicious towards the intentions of the alien rulers therefore, discouraged their efforts. Moreover, there were general apathy towards the English education and Manipuris considered it as unclean and polluting. In the hills too there were uneasy feeling of adopting new alien's education in the villages converting the vernaculars into English medium. Therefore, people did not encourage the motives of consolidating the political colonization in the state but the state enforced their necessary action for extension of western education in good hopes in the midst of confusion of mixing languages.

The expenditure incurred was Rs.60, 570.00 in the valley and Rs.23, 777.00 in the hills during the year 1940-41. The investment ratio per person by the state at the end of colonial rule is Rs.0.1762, which was increased from Rs.0.0067. It means that the British education was not in favor of the state but it's a motive of exploitation. In Manipur, the main purpose of educating students by the colonialist was just to serve employment in the state office so that they could assist in the work of Britishers. It is a fact and we can clarify it from the Administration report of 1904-05 that those first 4 students (boys) who had been received or given employment in the state were in the Political Agents office, in the state Engineer's office, in the state office and as a village school master. Thus, their main intention for education is for the intellectual colonization in order to consolidate their political colonization.

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