

Inequality in Educational Attainment Among the Social Groups of Manipur

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Abstract : Inequalities in educational attainment among the social groups have been extensively studied from various perspectives in different field in numerous countries. This paper examines the regional differentials in educational attainment in Manipur by using composite index. The results implied that the earliest imprint of modern and traditional educational institutions in the valley areas and the regions around the area, once within the ambit of the missionary had achieved a high score index than the other region in the state. On the contrary, the study also attempts to figure out the inequality in educational attainment among the social groups by using Gini's coefficient. It turns out that certain social groups in the state have been privileged, whereas some of them are deprived of achieving the education.

Introduction

In the present times, education has become the only key to open a society in the modern world, upward mobility and socio-economic and cultural development of a country or region. It is the most important single input to convert the human resources into human capital, for economic development, technological progress and innovation, social justice and equal opportunities anywhere around the world (Reddy, 2008; Singha, 2010; Gill, 2005 *et al*). Manipur has a long history of teaching and learning. However, in older times, teaching and learning had been confined to survival economic and martial skills. There had been no formal system and scientific tradition in the region. During the British conquest, the modern education system was introduced in valley areas and the Christian missionaries brought in

the same system in some part of hilly regions in the state. After Independence formal education (modern) was extended to all sections of the society, although there are still widespread disparities in terms of educational attainments and infrastructure facilities across the state. But, traditional skills survived, but its teach-learning tradition gradually has weaned away. Till date, both the modern system and traditional art of teaching and learning went side by side. The study is an attempt to find out the inequality in educational attainment in formal education among the different social groups of Manipur.

The Study Area

The state of Manipur lies between 93°03'E and 94°78'E longitudes and 23°68'N and 25°85'N latitudes (Horam and Rizvi, 1998). It is situated in the easternmost part of the North-Eastern hilly

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region of India. It is a landlocked isolated hilly state, having a distinct geographical entity. It is almost rectangular in shape with a valley encircled by hill ranges. This small valley spreads over an area of 2007 km² which is about nine per cent of the total area of the state. The total area of the state is 22,327 km² making only 0.68 per cent of the total area of the Indian Union. As such, it is one of the smallest states in India. In terms of population, in 2011, the state has recorded 2,721,756 persons. This population size of the state is just 0.22 per cent of the total population of the country. The average elevation of the valley is 790 meters above the mean sea level. The hilly region comprises five districts namely Senapati, Tamenglong, Churhandpur, Chandel and Urkhul, while the districts of Bishnupur, Thoubal, Imphal West and Imphal East are situated in the valley. The nine districts of the state comprise 38 sub-divisions, 34 development blocks (9 community development blocks in valley and 25 tribal development blocks in the hills), 33 towns and 2,391 villages.

Objectives

The main objective of this study is to find out regional differential in educational attainment in the state. In this study an attempt is made to examine the social groups that are deprived of or in the privileged position with respect to educational attainment.

Database and Methodology

The present study is based on primary source data. An extensive field survey of educational levels among the social groups have been conducted with a detailed questionnaire from each sub-division of the state. The field work was conducted during June 20, 2013 to 31 August, 2013.

Apart from percentage of persons who have been only literate (informally) and educated at certain level, it was intended to know the relative position of different districts/sub-divisions in terms of overall educational attainment by devising some single measure or index. The variables were made scale free so that the magnitude of their values does not deter comparison of units of observation or influence values of index in favour of variables having large values.

However, generally all variables are not equally important in their contribution to the index representing the overall situation of a multi criteria construct as in the case at hand. It leads to the problem of assigning weights to constituent variables. There are also a number of methods (Stillwell, Seaver and Edwards 1981; Zionts 1989; Zopounidis and Doumpos 2002) to derive weights for variables objectively as well as subjectively. More cautious approach was used to derive weights for different levels of educational attainment. The

approach adopted is a variant of 'expert opinion' approach. In the present analysis, education is considered affecting all spheres of life. It is why it is thought judiciously to carry out a very small opinion survey of 82 people, half men and half women, from all walks of life regarding how people (adult men and women) assess different levels of education inter alia during field survey to collect information on educational standards of different socio-cultural groups in Manipur.

The experts have been requested to assign a rank to the six levels of educational attainments i.e. Literate without Education Level; Below Primary, Primary, Middle School; Marticulation and Higher Secondary; Non-Technical Diploma or Certificate Not Equal to Degree; Technical Diploma or Certificate not equal to Degree and Graduate and above. The rank must be given from 0 to 10 considering how strongly they feel about skills, utility to society and capability to take correct or better decision in family, community and societal matters by those who have attained these levels of education. Means of the ranks given by these people (Appendix-II) are added together and individual means of ranks are divided by the sum of means of ranks given to different levels of education so that sum of weight per convention is unity (1.0):

In order to make values of educational attainment free of scale

so that they may be added after applying their respective weights, method given below is employed:

$$\omega_j = \frac{\varpi_j}{\sum \varpi_j}$$

Where,

- ϖ_j is mean rank of educational level j;
- $\sum \varpi_j$ is sum of all level of educational levels;
- ω_j is the weight that is associated with educational level j;
- $j = 1, 2, 3, \dots, m$;
- $m =$ total number of educational levels

In order to make values of educational attainment free of scale so that they may be added after applying their respective weights, method given below is employed:

$$\sigma_i = \frac{X_i - Min}{Max - Min}$$

Where,

- X_i are values of educational level x;
- Min is minimum value of variable X_i ; and
- Max is maximum value of variable X_i .
- σ_i are standardised values of educational level x; and
- $i = 1, 2, 3, \dots, n$;
- $n =$ total number of units of observation.

Hence,

$$C_i = \text{Composite index of educational level}$$

$$CI_i = \sum_{i,j}^m \omega_j \sigma_{i,j};$$

In order to workout inequality in educational attainment by ethnic/social groups (non-scheduled population, scheduled castes, scheduled tribes, Muslims and Christians), following form of Gini's coefficient has been used:

Where,

$$I_{in} = \frac{\rho_{ij} I_j}{\frac{1}{m} \sum_j^m I_j} - 1$$

I_{in} is index of inequality, ρ_j is percentage proportion of population of group j, I_j is index of educational attainment of group j and m is number of groups in which a population is divided. If index of inequality is one (1.00) or close to it, the group is not deprived, a group is deprived, if its value is negative, a positive value certainly indicates privileged position of a group in respect of educational achievement.

For the purpose of study, one sample village was surveyed each from 38 sub-divisions of the state and three sample urban towns which it differs in the population size i.e., Low, Medium and High. A simple random sample of households head has been interviewed with structure questioners in open-end questions. In this, a total of 1044 sample households have been chosen for in-depth interviewed on questions related with educational

achievements. Out of these total households, 6,095 respondents have responded on this regard. Furthermore, the respondents have also been given the assurance that these data they will be used for the purpose of the research and the identities of the respondents will be confidential. The objectives are to determine the respondents' satisfaction and dissatisfaction on education attainments in Manipur.

Profile of Respondents

Social Groups

Table 1 shows the religious groups of the respondents. Of these 1044 sample households, 466 (44.64 per cent) have been scheduled tribes; 351 (33.62 per cent) of the have been caste Hindu; 132 (12.64 per cent) are scheduled castes; 84 households which comprise of 8.05 per cent have been Muslims and 11 households that make only 1.05 per cent is formed "Other" i.e. religion not stated. Out of 6095 respondents, 3027 (49.67 per cent) have been scheduled tribes; 1750 (28.71 per cent) have been caste Hindu; 713 (11.70 per cent) have been responded from scheduled castes, while 539 (8.84 per cent) have been Muslim respondents and 66 (1.08) are responded from Other religious groups.

Rural and Urban

In Table 2, the distribution of households of respondents is shown by residence (rural/urban). Of the total 1044 households 710 i.e. 68.01

Table 1. Distribution of Sample Households by Religion*

Religion	No. of Households	% of HH	Member of Households	% of Member of Households
Scheduled Castes (Hindu)	132	12.64	713	11.7
Caste Hindu (Hindu)	351	33.62	1750	28.71
Scheduled Tribes (Christian)	466	44.64	3027	49.67
Muslim	84	8.05	539	8.84
Others	11	1.05	66	1.08
Total	1044	100.00	6095	100.00

*Excluding 0-6 year's age groups.

per cent have been residents of rural areas; while only 334 households making 31.99 per cent of the sample households have been residing in cities and towns. As far as number of respondents by residence is concerned (excluding children aged up to 4 years), 4310 (70.71 per cent) respondents have been residents from rural areas, while 1785 (29.29 per cent) have been residents of cities and towns.

Location: Terrain Types

Geographically, Manipur can be classified into hill and valley regions. People settle in various parts of the state with different degree of concentration over space. The nature of roads accessibility, communication

system, distribution of educational infrastructural facilities is not similar in various parts of the state. That is why, to have better understanding in the spatial disparities of education in wider range of the study areas the settlements regions are re-classified into three types, such as Hill, Slope (foothill) and Valley regions and the data is gathered from these different physical terrains of the state, as shown in Table 3.

Out of the total, 282 households have been interviewed from Hill region which comprise 27.01 per cent of the total households, 167 from Slope which makes 16.00 per cent of the households and the largest of 595

Table 2. Distribution of Sample Households by Residence*

Residence	No. of Households	% of HH	Member of Households	% of Member of Households
Rural	710	68.01	4310	70.71
Urban	334	31.99	1785	29.29
Total	1044	100.00	6095	100.00

*Excluding 0-6 year's age groups.

households that represent 56.99 per cent of the households have been interviewed from Valley region of the state. In the case of number of respondents, 1986 (32.58 per cent) have been recorded from the Hill; 954 (15.65 per cent) have been surveyed from Slope, while the maximum of 3155 respondents (51.77 per cent) have been collected from Valley part of the state.

Educational Attainment Levels of the Respondents

The index of educational levels achieved by the respondents in sub-division level is revealed in Figure 1. The high score in the index of educational attainment is observed in 13 sub-divisions and it is mostly confined in and around the central valley districts, which to some extent two districts extend the southern and one district in the northern part of the state. Out of these 13 sub-divisions, 11 sub-divisions adjoin their boundaries forming one large contiguous region while two districts are observed in two separate part of the state, one in the north and the other one in

east. Imphal, the capital of the state is located in the valley and the seat of power of erstwhile sovereign kingdom of Manipur. As such, most of modern and traditional educational institutions has established on this region. Consequently, rural population of this region has scored high on the index of educational level while the hill sub-divisions which come under this category had been the focus of missionary activity from the very beginning and number of new educational institutions has set up by the state government.

On the contrary, the medium level of educational attainment has been observed in 15 sub-divisions. Of these 15, 4 sub-divisions have noticed at valley part of the state and remaining 11 sub-divisions are noted on hill and they are seen in four parts of the state that is, 2 in southwestern, 3 in southeastern, 3 in northeastern and 3 in northern part of Manipur. The educational level of this region can again be attributed to the work of missionaries and the closeness to

Table 3. Distribution of Sample Households by Terrain Type*

Terrain	No. of Households	% of Households	Member of Households	% of Member of Households
Hill	282	27.01	1986	32.58
Slope	167	16.00	954	15.65
Valley	595	56.99	3155	51.77
Total	1044	100.00	6095	100.00

*Excluding 0-6 year's age groups.

the seat of power.

Low score on the index of educational attainment is observed in 10 sub-divisions. Out of 10 sub-divisions, 8 sub-divisions are observed on hill and these regions have a very rugged topography and were not accessible to missionaries. Therefore, this region lagged behind from other regions, while 2 sub-divisions which are seen under low score from the valley have been

surveyed from extremely rural areas of the sub-divisions.

Ethnic Differentials in Educational Attainment by Respondents

A cursory examination of Figures 2, 3, 4 and 5 and Table 1 indicates that there are wide ranging differentials in educational attainments by ethnic groups in Manipur across sub-divisions. These differentials are worked out

Table 4. Educational Levels in Manipur, 2012

Sl. No.	Sub-Divisions	Index of Education	Sl. No.	Sub-Divisions	Index of Education
1.	Tipaimukh	0.200	20.	Kamjong Chassad	0.176
2.	Thanlon	0.199	21.	Pungyar Phaisat	0.175
3.	Churachandpur North	0.292	22.	Ukhrul South	0.282
4.	Churachandpur	0.161	23.	Nambol	0.183
5.	Singhat	0.289	24.	Bishnupur	0.115
6.	Machi	0.203	25.	Moirang	0.145
7.	Tengnoupal	0.125	26.	Tamenglong West	0.146
8.	Chandel	0.216	27.	Tamenglong North	0.099
9.	Chakpikarong	0.096	28.	Tamenglong	0.092
10.	Jiribam	0.095	29.	Nungba	0.300
11.	Sawombung	0.359	30.	Sadar Hill West	0.217
12.	Porompat	0.289	31.	Saitu Gamphazol	0.357
13.	Keirao Bitra	0.183	32.	Sadar Hill East	0.150
14.	Lamshang	0.236	33.	Mao-Maram	0.323
15.	Patsoi	0.237	34.	Paomata	0.174
16.	Lamphelpat	0.229	35.	Purul	0.164
17.	Wangoi	0.259	36.	Lilong	0.178
18.	Ukhrul North	0.115	37.	Thoubal	0.348
19.	Ukhrul Central	0.189	38.	Kakching	0.186

Source: Based on survey data

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Figure 1. Educational Levels in Manupur, 2012

using method of index of inequality as discussed earlier. The values of inequality or differentials for four ethnic groups of caste Hindus, scheduled castes, scheduled tribes and Muslims have been pooled together and mean and standard deviation have been computed. As theoretically expected, mean turned out as zero, while value of standard deviation has been 0.708294. This standard deviation value has been divided into half and addition as well as subtraction of this half standard deviation has defined various levels of privilege and deprivation.

In spite of a share of second highest numbers in the sample (28.71 per cent), the caste Hindus have turned out the largest beneficiary of education. Out of 38 sub-divisions of the state, twenty or 52.63 per cent are found highly privileged and in only two marginally deprived. In 36 out of 38 or 94.74 per cent sub-divisions they are found in all the categories of privileged in attainment of education. On the other hand, the ethnic group that makes an overwhelming majority in the sample (49.66 per cent) that is, scheduled tribes show a mixed pattern with a strong tendency towards privilege. They show an extremely privileged position in educational attainment in 3(7.89 per cent) sub-divisions, a highly privileged position in 8(21.05 per cent) subdivisions, in 14(36.84 per cent) sub-divisions they are

privileged, in 9(23.68 per cent) sub-divisions. Scheduled castes are on the other hand marginally privileged in terms of educational attainment, while they are marginally deprived in this respect in only 4(10.58 per cent) sub-divisions.

In contrast to caste Hindus and scheduled tribes, scheduled castes that form 11.70 per cent are found deprived in educational attainment in all the 38 sub-divisions of the state. They are marginally deprived in 12(31.58 per cent) sub-divisions, deprived in 19(50.00 per cent) sub-divisions and highly deprived in 7(18.42 per cent) sub-divisions. Deprivation in terms of educational attainment is more striking in the case of Muslims who despite having their presence in 33 sub-divisions are represented only in 8.85 per cent of all the respondents in the total sample. It needs emphasis that in all the sub-divisions of their presence, they are educationally deprived. In 17(51.52 per cent) of sub-divisions of their presence they are highly deprived, in 13 (39.39 per cent) sub-divisions, they are deprived and in only three (03), they are marginally deprived.

Figure 2 depicts regional patterns of privilege and deprivation in educational attainment of caste Hindus. Their region of extreme privilege is mainly concentrated in the valley and adjoining hilly tract except for a large isolated sub-division in extreme south-east. The region of high privilege is quite

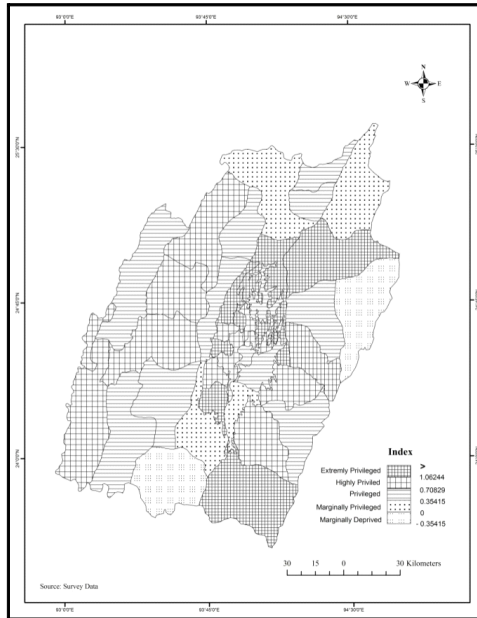


Figure 2. Differentials in Educational Attainment among Caste Hindu, Manipur, 2012

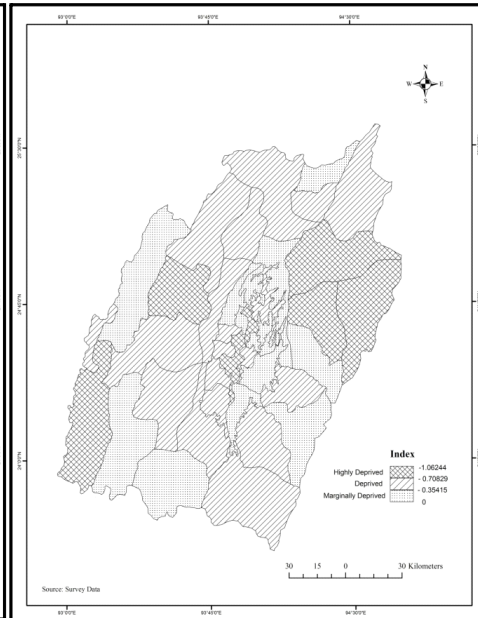


Figure 3. Differentials in Educational Attainment among Schedule Caste, Manipur, 2012

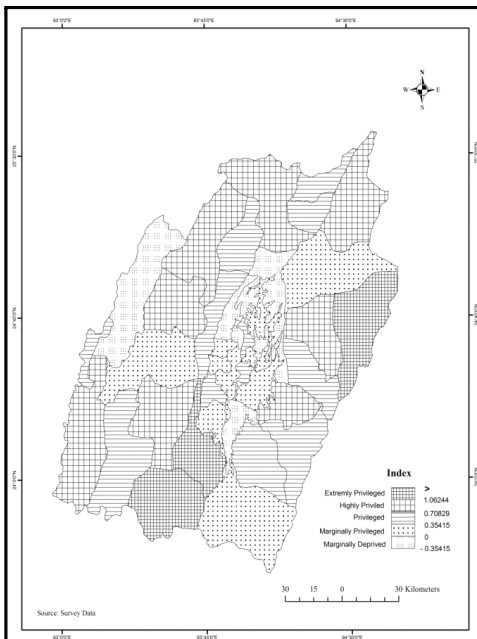


Figure 4. Differentials in Educational Attainment among Schedule Tribe, Manipur, 2012

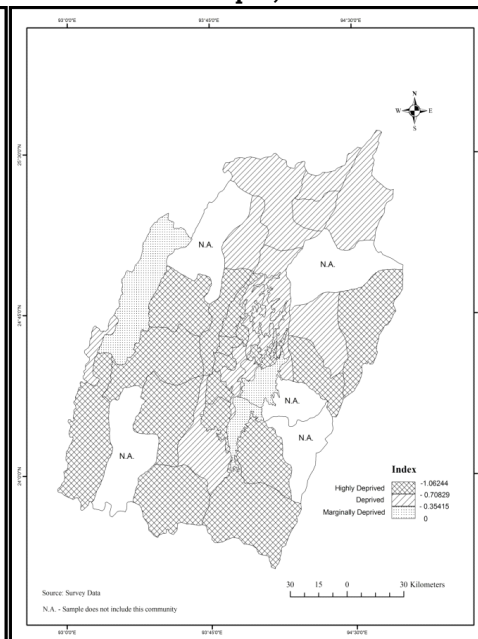


Figure 4. Differentials in Educational Attainment among Muslim, Manipur, 2012

extensive from north to south in the hilly tract on the western and eastern part of the state. The privileged position of caste Hindus is found in several isolated pockets. Two regions of their privileged position are found in extreme north and south-west. A little extensive region of this level flanks the valley on its western side. Three isolated pockets are in the middle and south-eastern hilly tracts, while one on the middle-western part of the state. The level of marginally privileged educational attainment by caste Hindus is observed in isolated form in hilly tract in the north and south of the valley. They are marginally deprived in educational attainment in only two isolated pockets, one in the extreme south and the other in the north-western margin of the state.

Level of marginal deprivation in attainment of education by scheduled castes makes two extensive regions; one from valley extends into adjoining hilly tracts on the eastern side (Figure 3). Another is observed in the south-western part of Manipur. A quite significant region of this level of deprivation is observed in the northern part of the valley. The two main isolated instances are observed in the extreme north and middle-western part. Scheduled castes are extensively deprived over space. An extensive region wherein scheduled castes are deprived extends from extreme south-

eastern part of the state towards extreme west and extreme north. High deprivation of scheduled castes forms a very extensive region in the hilly tract of northwestern part of the state. The other region forms north to south in the valley. In addition to these, there are two major isolated instances in the middle-west and south-west.

Differentials in level of educational attainment by scheduled tribes across space in Manipur are shown in Fig. 4. The region of their extreme privilege is prominent in southern part of the state extending between the valley and the southern boundary of the state. An isolated pocket of this level is also observed on the northeastern part of the state. Level of high privilege in educational attainment by scheduled tribes is quite widespread and makes a prominent region in the western and northern part. In north-east and south-west, isolated pockets of this region are found disconnected by regions of privilege or marginal privilege. On the western flank of the valley only two isolated pockets are observed of high privilege. There are three main regions wherein scheduled tribes are found to be privileged in attainment of education. One small region is in the extreme north, one large region is on the western flank of the valley and another in the eastern hills towards south. A large isolated pocket is found in south-west. Other small pockets are scattered all over the

hilly tract. Marginally privileged areas of scheduled tribes are mostly concentrated in the valley except for two large isolated instances in the north-west and south-east. Similarly, scheduled castes have marginally deprived pockets mostly in valley except one isolate instance in middle-west. It is interesting to note that in valley, they could not have attained a position of privilege. It may be due to their low proportion and dominance of caste Hindus therein.

Muslims are marginally deprived in the eastern hills flanked by the valley and in the middle-western part of the state (Figure 5). They are deprived or disadvantaged in large areas. An extensive region of this level of Muslims is in the northern hilly tract. It is an insurgency affected area, may be Muslims out of precaution do not send their children to educational institutions besides low economic status that requires all the members of household to work in order to earn two square meals. Except this large region wherein Muslims are deprived to attain a remarkable educational level, a number of isolated instances are observed, largely concentrated in valley where they are in substantial number and also in two isolated instances, one on the eastern side of the valley and the other in the south of the valley. The most prominent region of highly deprived covers an extensive area starting

from south-east, extending towards west and north and a large part of eastern valley. Another region of high Muslim educational deprivation is formed by two sub-divisions on the middle-eastern part of the state.

As a whole, it appears that caste Hindus are highly privileged over space and magnitude in Manipur followed by scheduled tribes. It appears, the advantage of early acceptance of modern education, especially by the scheduled tribes due to the efforts of Missionaries have their imprint on the attainment of education by different ethnic groups. Muslims in the state are not prominent either politically or economically in the state; therefore, like the country as a whole their position with respect to educational attainment is low.

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