

## A comparative study of literacy rate of North Tripura, Unakoti and Barak Valley of Assam

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### **Abstract:**

*The literacy rate of any community is the barometer of the situation of education in any society. Manipuris both in the study areas found a viable percentage of literacy rate even though in a remote arrear of both the state. Right from the number of person who can write his or her name correctly and upto the higher level of degrees given by the Universities of different state and central Universities. So, literacy rate high means the entrance in the educational institution in multidimensional way.*

### **Keywords:**

*Skill labour, Human Development, Education Miracle, Economic Miracle, Education.*

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## INTRODUCTION

Literacy is one of the indicators of human development. Assuming other factors is developed but due to some reasons the literacy is pushed in the background for instance this will be one of unbalanced human development. Other resources of development can be meaningfully utilized only with the help of human capital.

There are a number of convincing examples of overriding importance of development. 85% of national wealth of Japan is derived from human resources, 13% from physical resources and only 2% from natural resources. Skilled and qualified Indians who migrate to the United Kingdom for gainful activities constitute 2% of the total population of the Kingdom and they contribute 5% to the Gross Domestic Product. The Government of United Kingdom is all set to prepare new atmosphere and easy system to attract rare skills and talents from around the world. There are more than 91,000 Indians working in the U.K. in different fields. Similarly, 55,000 from South Africa, 51,000 from Australia, 48,000 from China, 36,000 from Pakistan, 34,000 from U.S.A., 24,000 from Germany, 20,000 from New Zealand and 20,000 from Philippines are working in United Kingdom. Skilled human resources of any origin are attracted to add value to the economy and fill in the skill-gaps. In most of the South East Asian countries human and social capital accounts for more - than 80% of the national wealth. The "Education Miracle" behind the "Economic Miracle" in these countries conveys the message on the strong relationship between education and economy. Of course, the two are mutually interdependent and reinforcing. Income-factor for better education is well known as much as education-factor for better economy. Thus investment in education is considered the best long term input. It does not pay immediately. However, in view of its intrinsic values and externality, the social sector is receiving better attention in terms of higher resource allocation.

It is increasingly recognized that only "education" is not enough. Right type of education, - so called 'quality-education' which enriches us with better foundation of human knowledge, professional skills, ever-enlarging vision and enterprising spirit, - is very demanding and calls for integrated approach of education, healthcare and better nutrition. In a way, the question of "food-security" comes into the picture. The task is really difficult and equally challenging. Because we are going to give a new content, a new spirit, a new vision and a truly different set of outlook. We are going to unlock, initiate, develop and enrich the inner core of mind and brain. Interestingly they are not visible. We experience the different forms of manifestations' of mind. When society changes, social mind also changes and individual mind needs to be empowered and sensitized accordingly. This is the aim of education.

Thus the concept of mere "literacy" is no longer valid and relevant. It is the quality of education that is more important. Every system of education has three purposes. It must have potential to meet (a) personal and parental expectation, (b) societal expectation and (c) national expectation.

Personal rate of return to investment in education should not be the only consideration. For both all round development and inclusive growth, the social rate of return is equally important. This is where we suffer. When society is sick and sinking, what is the use of personal prosperity? One may be literate; but not necessarily "educated". Real education is different from "literacy". Educated man should have enough strength of integrated response to the challenges of life.

Long term and continuous education is the need of the hour. A young man requires better parenting through pro-active policy of education in order to equip himself to pass through successfully 5 (five) challenging but inevitable "transitions" of life; namely (1) Learning, (2) Working, (3) Staying healthy, (4) Forming families and (5) Exercising citizenship (World Development Report, 2007). It is absolutely clear that no society can advance without well-planned and well-designed educational networking. Education is essentially a long term input for development. Investment in right type of education is a long term investment.

The literacy rate of Manipuri's (Meiteis) in the three districts is fairly high with 83% in Karimganj, 85% in Hailakandi 84% in Cachar as against 63.25 of Assam. It is higher than district literacy rates of 66.24%, 59.64% and 67.82% of Karimganj, Hailakandi and Cachar respectively.

But the real picture is otherwise in the sense that the literacy rate of Manipuris (Meities) calculated taking into account only those above matriculation is meaningfully low. It is only 21.50% in Karimganj, 33.89% in Hailakandi and 39.79% in Cachar, - much: lower than state average and also national average.

In other words, the proportion of persons getting higher education and technical education is very low.

The proportion of the persons getting lower education is inordinately high. This lower literacy rate explains the negligible percentage of Manipuris holding in high positions in multidimensional way. This also explains a high proportion of employment in defense services. Of course, a good number of Manipuri's are found in lower teaching positions. The most important implication is that due to lack of higher technical and professional education, Manipuri's are not coming forward to undertake competitive commercial enterprises. They hardly approach financial institutions for credit support, except for a few government sponsored schemes. They, it appears, are not fully prepared to take the risk of a bigger step. The social and economic atmosphere remains visibly restricted to a few local activities of short-term nature and immediate concern.

Table No - 03

A. Literacy Rate of Manipuri's (Meiteis) in Barak Valley.

Name of District	Literacy Rate		
	Male	Female	Combine
Karimganj	60.5	39.25	83.09
Hailakandi	61.36	38.63	84.09
Cachar	61.25	37.25	84.07
		Average	83.75

Source : Field Survey Table No - 02

B. Literacy Rate above HSLC onwards.

District	Literacy Rate
Karimganj	21.5
Hailakandi	33.89
Cachar	39.79

Source : Field Survey

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