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A STRUCTURAL ANALYSIS OF LITERACY DYNAMICS AND EDUCATIONAL SHIFTS: A CASE STUDY IN BISHNUPUR DISTRICT, MANIPUR

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ABSTRACT

Literacy is an instrument for individual development in terms of critical thinking, confidence, skills, self-reliance, learning and communication. It enlightens the ignorance offering the right way to achieve their dreams in life by improving problem solving capability and identifying oneself full potential. The study is aiming to find out the literacy trending in rural and urban of Bishnupur district and identifying significant changes. It examines gender gap in literacy rate of the district including both scheduled Castes and Scheduled Tribes literacy trend and also the sub-divisional variation within the district. This study focuses on census 1951-2011 and primary data through sample survey to analyse literacy trending and variations among male-female, rural-urban and sub-divisions of the Bishnupur district. It is found out that the district has large gap of male and female literacy rate but improving rural-urban disparity. The regional educational expansion matches population growth with adequate staffing but suffers from spatial inequalities, weak oversight, and severe public school infrastructural deficits. This drives a dual pattern in household choice: families fund expensive private schooling through grade 12 for superior quality, and then revert to public higher education due to a total lack of private tertiary options in the district.

KEYWORDS: Literacy Rate, Disparities, Evaluation, RTE Act, Prosperous and Development

1. INTRODUCTION

Education serves as a primary vehicle for expanding knowledge accessibility and broadening intellectual horizons. As one of Manipur's highly populated regions, Bishnupur District experienced a major educational transformation following its administrative designation as a distinct district. This structural shift is reflected in its historical data: the district's literacy rate rose significantly from a nominal 30.09% in 1961 to 75.85% by 2011. Beyond administrative changes, the broader socio-economic framework of Manipur has heavily influenced these educational outcomes. Accordingly, this study provides a segmented analysis of literacy within Bishnupur District, focusing on variations across rural-urban, male-female, and Scheduled Caste (SC) /

Scheduled Tribe (ST) demographics.

Data published by the National Sample Survey Office reveals a stark regional disparity in Indian education, with Kerala recording the country's highest literacy levels and Bihar registering the lowest (NSSO 2021) ¹. In the year of independence, India has literacy rate of only 12 percent with large numbers of illiterates due to shortage of education facilities. The structural evolution of Indian educational policy reached a critical milestone in 1988 with the inception of the National Literacy Mission, which built upon the administrative foundations laid in the 1950s. Grounded in the premise that development is intrinsically linked to literacy, the mission sought to optimize localized educational access by targeting

uneducated demographics among the youth (Dharmendra and Chauhan, 2024) ². Tilak (2002) investigates past and present educational directives in India, aiming to measure advancements in instructional quality and the realization of universal basic schooling ³. The intersection of household poverty and structural educational deficits—manifested through insufficient rural schools and teaching faculties—remains the primary determinant of suppressed literacy rates and hindered academic progress among disadvantaged youth (Kingdon 2007) ⁴. A significant literacy gap persists between genders in India, primarily because entrenched cultural restrictions and limited familial permission for female education disproportionately impede the academic advancement of girls (Muralidharan and Prakash 2017) ⁵. The correlation between gender-disaggregated enrollment and regional literacy rates is not static; rather, this relationship is heavily contingent upon the specific geographic locality (Sonia 2017) ⁶. The structural disparities between male and female literacy rates across different territories contracted post-Saakshar Bharat Mission. The program's targeted focus on rural women and underserved socio-economic factions successfully advanced regional literacy acquisition, culminating in a higher overall literacy rate (Kaur 2019) ⁷. Digital integration in education significantly improves academic outcomes, particularly in marginalized areas, by serving as a resilient mechanism that bridges learning deficits caused by social disruptions and public health crises (Agarwal 2020) ⁸. Access to higher education remains predominantly concentrated among urban populations, with approximately 20% of urban students actively enrolled in tertiary institutions such as colleges and universities (Marchang, 2013) ^[9]. There is slow development in school education in the hills of Manipur due to lack of trained teacher and teacher education in the hill areas (Singh and Kashung, 2022) ¹⁰. To ensure equitable access to foundational learning, state agencies must escalate fiscal allocations toward upgrading scholastic infrastructure across all student demographics (Priyanka, 2018) ¹¹.

2. OBJECTIVES OF THE STUDY

1. To identify the literacy trending in rural and urban of Bishnupur district since 1951 to the present and identifying significant changes.

2. To examine scheduled Castes and Scheduled Tribes literacy trend showing rural-urban variation within the district.
3. To trace the educational structure and facilities available in the district.

3. METHODOLOGY

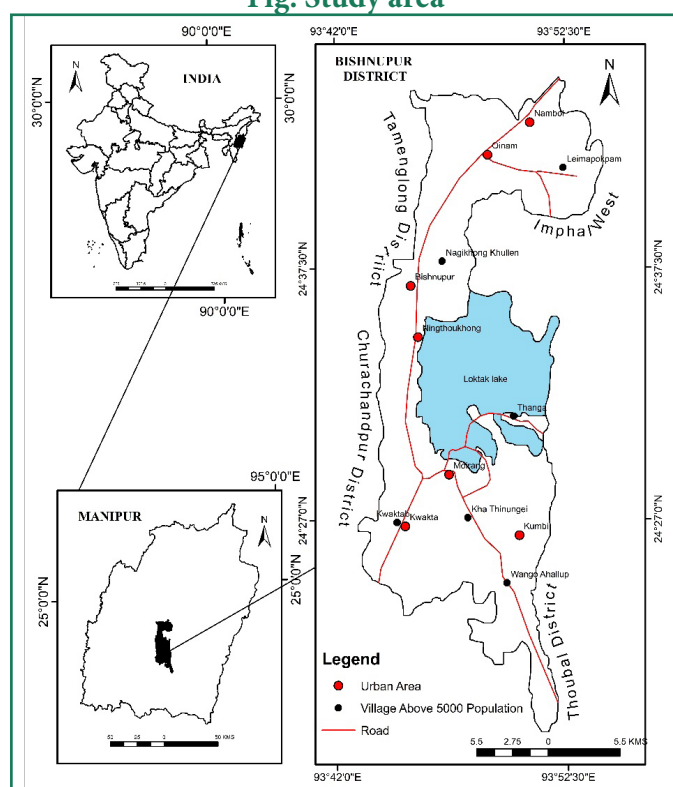
The methodology of the study is designed to provide a thorough and systematic analysis of literacy trend and composition in Bishnupur district. The study examines through mixed methods approach including both quantitative factors like male, female, rural, urban, SC and ST from reputed sources such as census of India and economic survey of Manipur; and qualitative elements analysing demographic figure, socio-economic factors and environmental conditions from survey data as well. The data used in the study are collected from primary and secondary sources. This study looks literacy on some perspectives such as distribution among social category, gender gaps, variation between districts in the state. These variables are selected for analysing changes in literacy rate decadal which is focused from 1951 to 2011. Statistical techniques are utilised in generating results from the data gathered primary and secondary sources. Random stratified sampling technique is applied for primary data collection to determine the regional literacy rate, a total sample size of 391 participants is established using Cochran's formula of the total household population of 46,580; $n_o = Z^2 \cdot p \cdot (1-p) / E^2$, where (n_o) represents the required sample size, (Z) denotes the standard normal deviation, (p) signifies the projected population proportion, and (E) indicates the allowable margin of error. This sample was subsequently stratified between rural and urban sectors in 70:30 ratios.

4. BACKGROUND OF THE STUDY

Bishnupur, a centrally located district in Manipur, India, features a unique terrain predominantly composed of fertile plains and vast water bodies. As a region renowned for its vibrant culture, deep-rooted traditions, historical significance, and striking natural beauty, it also serves as the exclusive habitat for the endangered Sangai (Brow-Antlered Deer), which is the official state animal. Recognizing that literacy is the fundamental catalyst for regional progress, both the Government of India and the state government actively prioritize education to unlock

human resource potential and spark widespread developmental growth. This shared vision is driven by key educational initiatives such as the Mid-Day Meal Scheme in primary schools, the Right to Free Education, and the structural reforms of the National Education Policy 2020. Furthermore, targeted government programs designed for ST, SC, OBC, and Minority communities provide essential resources—including financial scholarships, higher education reservations, and digital learning tools—with the ultimate goal of dismantling social and gender disparities across the district.

Fig. Study area



5. ANALYSIS AND FINDINGS

5.1. Literacy trending in the district.

In Bishnupur district, the determination of the effective literacy rate is confined to individuals aged seven and older, as early childhood developmental limitations preclude formal educational engagement for the zero-to-six age cohort. Historically, the district's educational foundation was highly constrained, with the 1961 census recording a baseline literacy rate of just 30.19%. This early metric highlighted a profound gender disparity, as male literacy stood at 46.14%, whereas female literacy languished at a mere 14.39%. Prior to 1981, overall literacy consistently failed to cross the 50% threshold. This stagnation

was primarily driven by a systemic lack of awareness regarding the socio-economic benefits of education, coupled with minimal public investment, deficient institutional infrastructure, a scarcity of learning centers, and inadequate academic guidance. The year 1981 marked a vital inflection point in the district's demographic history; the literacy rate underwent a notable shift, building upon the 43.28% recorded in 1971 to register a revised trajectory that laid the groundwork for rapid expansion. Following this period, the district achieved an accelerated growth momentum, expanding at a robust rate of approximately 10% in each subsequent decade. This sustained upward trend ultimately culminated in a total literacy rate of 75.85% by 2011, at which point the metrics had progressed to 85.11% for males and 66.68% for females.

The demographic trajectory of rural literacy in Bishnupur district experienced a marginal setback during the early post-independence era, contracting from 30.19% in 1961 to 29.01% in 1971, a decline of roughly one percentage point. Following this initial contraction, the rural sector registered sustained positive growth over the next four decades, eventually peaking at 73.60% by the 2011 census. On average, rural literacy metrics expanded at a steady rate of approximately 10% per decade. However, the most pronounced acceleration occurred between 1991 (45.39%) and 2001 (63.86%), marking an unprecedented decadal surge of 18.47 percentage points.

Formal tracking of urban literacy metrics in the district only commenced in 1971, establishing an initial baseline of 43.95%, as the region possessed no officially designated urban localities prior to this period. The urban educational sector experienced its most significant milestone between 1981 and 1991, where literacy rates climbed from 47.65% to 62.09%, yielding a substantial surplus of 14.44%. Historically, a profound developmental imbalance characterized the region, culminating in a wide 16.70% gap between urban and rural literacy rates in 1991. Although urban centers have consistently maintained a higher proportion of literate individuals relative to rural hinterlands throughout the recorded timeline, targeted educational interventions and rural development schemes have progressively narrowed

this developmental divide, shrinking the urban-rural literacy disparity to just 6% by 2011.

A comparative evaluation reveals that Bishnupur district's educational achievement occupies a mid-tier position relative to broader geographical benchmarks. The district reached its pinnacle literacy rate of 75.85% during the 2011 census. When contextualized nationally, this achievement marginally outperformed the pan-Indian average of 74.04%, yet it fell short of the aggregate state literacy benchmark of 79.21%. (National: 74.04%) < (Bishnupur District: 75.85%) < [State (Manipur): 79.21%].

Longitudinal analysis indicates that the district's educational growth has historically trailed the state-level average by a consistent deficit of approximately 4 percentage points. The sole anomaly to this trend occurred during the 1981 census, where Bishnupur's literacy rate atypically surpassed the state aggregate by a margin of 1.93 percentage points. Furthermore, the internal demographics of the district are characterized by stark structural disparities that have persisted across all recorded timelines. These inequalities are manifested in two distinct

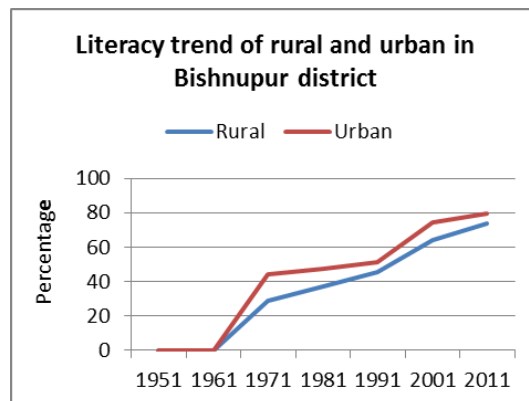
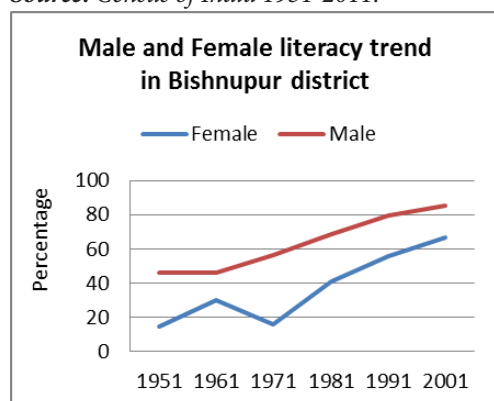
dimensions: Gender Disparity; Male literacy levels have consistently and substantially outpaced female educational attainment. And Spatial Disparity; Urban centers have unceasingly maintained higher literacy percentages relative to their rural counterparts.

Empirical observations indicate that Bishnupur district currently exhibits a moderately high literacy rate, reflecting a profound demographic transformation from the severely depressed literacy baselines recorded in 1961. This contemporary educational profile is predominantly driven by the district's younger generation and its male population. This upward trajectory is primarily the byproduct of synchronized interventions from both the public sector and private enterprises. Notably, widespread grassroots mobilization by private individuals has led to a rapid proliferation of schools, successfully extending educational accessibility to the most remote corners of the district. However, this horizontal expansion of educational infrastructure does not automatically correlate with vertical improvements in standards. A critical evaluation reveals that a high rate of institutional growth has failed to guarantee the maintenance of quality education across both state-run and private institutions.

Table 5.1: Literacy trend in Bishnupur district 1951-2011.

Year	Rural literacy in P.C	Urban literacy in P.C	Rural- Urban differences in P.C	Male literacy in P.C	Female literacy in P.C	Male- Female differences in P.C	Total literacy in P.C Bishnupur
1951	-	-	-	-	-	-	-
1961	30.19	-	-	46.14	14.39	31.75	30.19
1971	29.01	43.95	14.94	45.97	15.92	30.05	31.10
1981	36.84	47.65	10.81	56.68	29.77	26.91	43.28
1991	45.39	62.09	16.70	68.59	41.13	27.46	54.94
2001	63.86	74.31	10.45	79.61	55.66	23.95	67.63
2011	73.63	79.64	6.01	85.11	66.68	18.43	75.85

Source: Census of India 1951-2011.



5.2. Scheduled Castes literacy trends.

The demographic footprint of Scheduled Castes (SC) within Bishnupur represents a small segment of the local population, constituting roughly 7% of the total district populace as of the 2011 census. Prior to 1971, localized data regarding Scheduled Caste literacy is officially absent because the region was administratively subsumed under the larger Manipur Central district. Following the implementation of administrative re-organizations—notably the attainment of full statehood for Manipur in 1972 and the subsequent establishment of Bishnupur as an independent district in 1983—SC educational tracking observed a strong, positive trajectory. Driven by overlapping social, political, and economic transformations, SC literacy metrics experienced a profound evolution, climbing from a low baseline of 27% in 1971 to an impressive 74.43% by 2011. The most radical acceleration took place immediately following the district's administrative autonomy, with literacy rates surging by an unprecedented 28 percentage points between 1981 and 1991. While the overall progress remains high, a spatial comparison indicates an internal developmental divide: (i) The Urban-Rural Gap: Urban centers have unceasingly outpaced rural zones in academic attainment, maintaining an average literacy advantage of approximately 20 percentage points across every single census enumeration since 1971. (ii) Aggregate Contribution: By 2011, literate individuals from the Scheduled Caste community accounted for 6.87% of the total literate pool within the district.

Table 5.2: Demographic Analysis of Scheduled Caste (SC) Literacy Dynamics in Bishnupur District

Years	Rural	Urban	Total percentage	Percentage to total district population
1951	-	-	-	-
1961	-	-	-	-
1971	25.35	46.45	27.00	-
1981	26.21	46.42	32.12	2.41
1991	55.66	67.32	59.09	3.65
2001	61.01	80.13	70.50	5.21
2011	65.52	87.91	74.43	6.87

Source: Census of India 1951-2011.

5.3. Scheduled Tribe literacy trends.

Demographic data reveals that Scheduled Tribe (ST)

literacy lags significantly behind both Scheduled Caste (SC) metrics and the overall district average. From a critically depressed baseline of 12% in 1971, ST literacy expanded steadily, registering consistent decadal gains of roughly 20% between 1981 and 2001, before ultimately reaching 65% by 2011. A stark spatial divide persists within this cohort, as urban ST literacy rates are more than double those found in rural areas. This extreme polarization stems from the fact that the vast majority of the ST population remains concentrated in marginalized, peripheral rural zones, while only a small, highly educated segment resides in urban centers. Consequently, by 2011, ST literate individuals accounted for a mere 1.02% of the district's cumulative 75.85% literacy rate. Despite these enduring disparities relative to the SC and general populations, the ST community has demonstrated measurable academic advancement. To accelerate this upward trend and foster holistic development, a series of targeted public policies are actively being deployed across the district. Key institutional mechanisms driving this transformation include (i) Digital Inclusion: Grassroots technological upskilling via the Pradhan Mantri Gramin Digital Saksharta Abhiyan (PMGDISHA). (ii) Affirmative Action: Mandated structural reservations and merit-cum-means scholarship frameworks in higher education. (iii) Nutritional and Structural Support: Student retention initiatives such as primary school nutritional backing under the PM-POSHAN (Mid-Day Meal) scheme.

Table 5.3: Educational Trajectory of Scheduled Tribes (ST) in Bishnupur.

Years	Rural	Urban	Total percentage	Percentage to total district population
1951	-	-	-	-
1961	-	-	-	-
1971	12.12	-	12.12	0.06
1981	17.85	-	17.85	0.20
1991	27.34	77.00	32.00	0.50
2001	46.46	85.23	52.00	0.70
2011	50.71	92.00	65.00	1.02

Source: Census of India 1951-2011.

5.4. Educator and pupil ratio in different educational institutions in the district.

Global development relies fundamentally on education, which forms the bedrock of human

knowledge, innovation, and skills while cultivating social values essential for community prosperity. Within the study area, the institutional framework spans primary schools through specialized higher education and vocational centers. Basic education infrastructure remains the largest sector, with pre-primary and high schools totaling 307 in 2011 and shifting slightly to 310 by 2021. Notably, this sector saw its teacher-to-student ratio improve from 1:25 to 1:15 over the decade. Higher secondary options also expanded, with the number of institutions offering arts and science streams doubling from four to eight between 2011 and 2021. This expansion addresses a

historical challenge from the early 2010s, when a lack of quality local secondary options forced students to migrate to Imphal or out of the state for schooling. At the tertiary level, colleges maintain an excellent, highly proportionate faculty-to-student ratio of 1:9. Specialized education remains centralized, featuring only one Law College in Bishnupur town (serving 88 students with 12 educators in 2021), alongside one B.Ed. and one DIET center. Enrollment in these teacher training centers has risen sharply, driven by updated statutory mandates requiring professional certifications for all educators from nursery to secondary levels.

Table 5.5: Comparing Statistics of Educational institutions in Bishnupur district, Between 2011 and 2021.

Institution types	Year							
	2011				2021			
	Total	Teacher	Student	Ratio of teacher and student	Total	Teacher	Student	Ratio of teacher and student
Pre-primary and High school	307	2242	55033	1:25	310	3046	43497	1:15
Higher secondary school	4	173	1912	1:11	8	399	4182	1:10
College	8	675	5836	1:9	7	735	6453	1:9
Law college	1	8	46	1:6	1	12	88	1:7
B.Ed./DIET	2	21	448	1:21	3	16	536	1:16

Source: ZEO office Bishnupur district.

5.5. Access to Primary School

The distribution of sample respondents across the three surveyed blocks (Bishnupur, Moirang, and Nambol) reveals significant insight into the physical accessibility of primary education facilities. Out of the 391 total respondents surveyed across the region, a clear majority benefit from close spatial proximity to primary schools. Cumulatively, 281 respondents (71.87%) report that a primary school is located within a 3 km radius of their household, aligning comfortably with standard localized educational access benchmarks.

When disaggregated by administrative block, distinctive structural variations emerge: Nambol Block demonstrates the highest localized school density or geographic accessibility in the study area. Out of 144 respondents in this block, an overwhelming 92.36% (133 respondents) live within 3 km of a primary school, with 42 households located within less than 1 km. Long-distance commuting is extremely rare here, with only 3 households reporting a distance exceeding 6 km.

Moirang Block displays a similar trend of high spatial accessibility. Approximately 81.03% (94 respondents) of its 116 total surveyed population reside within the 1 to 3 km bracket, indicating a reliable, centrally distributed cluster of primary education options.

Bishnupur Block presents a contrasting profile. Only 41.22% (54 respondents) definitively confirmed a primary school within 3 km. Crucially, Bishnupur also accounts for the highest volume of mid-range travel requirements, with 16 households reporting a distance of 4 to 6 km and 3 households traveling 7 to 9 km.

Non-Response and Data Gaps A notable anomaly in the dataset is the “No response” category, which accounts for 20.97% (82 respondents) of the total sample. This limitation is heavily concentrated within the Bishnupur block, where 44.27% (58 respondents) did not report their distance. This high rate of non-response in Bishnupur may point to underlying factors such as a lack of awareness among guardians, shifting residential patterns, or ambiguous school catchments

that warrant closer qualitative examination.

Table 5.5: Distribution of Access to Primary School

Block	Distance of Primary School					
	within 1 km	1 to 3 km	4 to 6 km	7 to 9 km	10 + km	No response
Bishnupur	28	26	16	3	0	58
Moirang	35	59	1	0	1	20
Nambol	42	91	4	2	1	4
Total	105	176	21	5	2	82

Source: Field Survey

5.6 Access to Secondary School

The survey data evaluating household distances to secondary schools highlights a clear expansion in travel thresholds compared to primary schooling

Table 5.6: Distribution of Access to Secondary School

Block	Distance of Secondary School									
	within 1 km	1 to 3 km	3 to 5	5 to 7	7 to 9	9 to 11	11 to 13	13 to 15	15 + km	No response
Bishnupur	11	17	17	26	6	2	1	0	0	63
Moirang	22	39	1	18	10	6	2	1	0	19
Nambol	1	63	35	43	3	3	3	2	4	5
Total	34	119	53	87	19	11	6	3	4	87

Source: Field Survey

5.7. Knowledge of RTE Act

Table (5.7) presents the level of public awareness regarding the Right to Education (RTE) Act across the surveyed regions. Evaluating community familiarity with this regulatory framework is essential, as legal awareness directly influences a community's ability to demand accountability and utilize educational provisions. Out of the 391 total respondents surveyed across the region, a substantial majority—309 individuals or 79.03%—affirmed their knowledge of the Act, indicating a generally high baseline of legal literacy regarding educational rights.

Despite the promising overall average, a closer examination of individual administrative blocks reveals stark disparities in awareness levels: Nambol Block demonstrates an exceptional and near-universal rate of regulatory awareness. Out of 144 respondents, an overwhelming 98.61% (142 individuals) reported being aware of the RTE Act, while a negligible 1.39% (only 2 individuals) expressed no knowledge. This near-total awareness suggests highly effective institutional dissemination, strong community

levels. Accumulatively, only about 8% of the total sample (34 households) lives within an immediate 1 km radius, whereas the largest concentration of active responses is found in the 1 to 3 km bracket (119 households) and the 5 to 7 km bracket (87 households). At the block level, Nambol exhibits the highest aggregate response rate but highlights severe accessibility challenges for a minority, recording all 4 of the study's instances of travel distances exceeding 15 km. Conversely, Moirang reflects stronger localized placement, with 52.58% of its block respondents situated within 3 km of a school. Bishnupur continues to present a major empirical limitation due to its exceptionally high non-response rate, with 63 out of the total 87 unrecorded instances originating solely from this area.

networks, or higher overall adult literacy rates within this specific block. Moirang Block also exhibits a robust awareness profile well above the mid-point, with 77.59% (90 respondents) confirming knowledge of the Act. Conversely, less than a quarter of the local sample (22.41% or 26 individuals) remained unaware of these statutory provisions. Bishnupur Block displays the lowest level of legal literacy among the surveyed areas, presenting a sharp contrast to Nambol. In Bishnupur, only 58.78% (77 respondents) were familiar with the RTE Act, while a significant 41.22% (54 respondents) lacked any knowledge of it. This substantial gap reveals localized deficiencies in public awareness campaigns or community outreach, highlighting Bishnupur as a critical area requiring targeted policy intervention.

Table 5.7 Distribution of Knowledge of RTE Act

Block	Knowledge of RTE Act?	
	Yes	No
Bishnupur	77 (58.78)	54 (41.22)
Moirang	90 (77.59)	26 (22.41)

Nambol	142 (98.61)	2 (1.39)
Total	309 (79.03)	82 (20.97)

Source: Field Survey

5.8 Monitoring mechanism in educational institutions

Table (5.8) provides an empirical breakdown of the structural monitoring and evaluation (M&E) mechanisms operational across the target blocks, alongside the frequency intervals of these oversight activities. Tracking the consistency of administrative inspections offers important context for understanding systemic accountability and compliance under the Right to Education (RTE) framework. Out of the 32 total active observations across the region, 16 instances (50%) positively confirm the presence of regular monitoring mechanisms, while 16 instances (50%) explicitly show a lack of structured evaluation or fall under ambiguous operational intervals.

When administrative oversight is active, its frequency varies notably across the regional administrative blocks:

Bishnupur Block: Out of the 7 discrete institutional observations recorded for this block, 4 instances reflect an intensive monthly monitoring framework. The remaining structured surveillance is highly spread out, with 1 instance occurring half-yearly, 1 annually, and 1 recorded under a lack of any routine mechanism ("No").

Moirang Block: Displays the highest total volume of proactive systemic oversight. Out of 10 observations, 6 institutions undergo monthly reviews, 1 is inspected half-yearly, and 2 are evaluated on an annual basis. Only 1 instance explicitly registered an absence of institutional verification.

Nambol Block: Exhibits a highly polarized administrative structure. While 6 instances highlight robust monthly monitoring, there are zero recorded occurrences of mid-year reviews (quarterly or half-yearly). Crucially, Nambol registers the highest baseline of absolute administrative silence or tracking friction, with 4 instances explicitly confirming an absence of evaluation framework.

Table 5.8: Distribution of Monitoring and Evaluation Mechanism of Education Institution

Block	Monitoring and Evaluation Mechanism		Interval			
			Yes	No	Monthly	Quarterly
Bishnupur	4	0	1	1	1	1
Moirang	6	0	1	2	1	2
Nambol	6	0	0	1	1	4
Total	16	0	2	4	3	7

Source: Field Survey

6. FINDINGS

The study shows that regional educational growth mirrors population trends with functional staffing ratios, yet suffers from spatial imbalances and acute infrastructural deficiencies, particularly in government-operated campuses. Institutional quality is further constrained by legacy modules, limited digital penetration, and lax evaluation protocols. This environment shapes a distinct pattern in household educational choices: private schooling is favored through grade 12 for quality assurance despite high costs, whereas public colleges are utilized for higher education by default due to a lack of private tertiary alternatives in the district. Ultimately, sustainable improvement in regional educational standards depends on structured government planning and rigorous institutional reform.

7. CONCLUSION

The literacy rate of Bishnupur district, Manipur is increasing rapidly from 1981 onwards due to multifaceted approaches through socio-economic, cultural and modern political changes. This is the result from robust government planning and policies, community's endeavours and private initiatives. In the journey of progress, many challenges like rural-urban and gender disparity still exist within the district. It is highly required to explore more on innovative strategies in bringing literacy upward to its highest. Gender gap, rural and urban disparities in education is diminishing dramatically over the last two decades. Many facilities for basic education are engaged both in rural and urban areas but deeper problems of quality education, dropout rate, infrastructures, qualified teachers and co-curriculum activities are still big issues in the district.

In order to attain higher and better quality education system to meet the future goals of developed region, the district has to give much efforts to breakthrough the challenging issues facing today. Strengthening teacher's training, acceptable teacher's salary in private institutions, maintaining proper infrastructures and modern teaching gadgets will be helpful in this competitive world ensuring a powerful future of the district.

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