CHAPTER - I

1.1 Introduction
1.2 Objectives of higher education
   1.2. (i) Objectives of higher education in India
   1.2. (ii) Objectives of higher education in Manipur
1.3 Significance of the study
1.4 Objectives of the present study
1.5 Statement of the problems
1.6 Definition of the terms used
   (i) Growth
   (ii) Higher Education
1.7 Scope of the study
1.1 Introduction

The Manipur University was established in June, 1980 by an Act of the Manipur Legislature (Act No. 8 of 1980). The campus of the University is situated at Canchipur, a historic place at a distance of 8 kms from Imphal, the Capital of Manipur. The campus has an area of 134.897 hectares 333.33 acres of land. It is well connected with the city by a national highway and other roads. The Manipur University has its territorial jurisdiction over the whole of the State of Manipur. It is the only University in the State to cater to the ever increasing need for higher education and research.

The higher educational institution in Manipur is recent origin. In fact, it has developed in the last part of the 19th century. The first institution of higher education was established in 1946 due to the pressure of students who have completed the high school or secondary stage of education. The name of college is Dhanamanjuri College. In the beginning, it was an intermediate college established on the initiative of some local enthusiastic. Later on, it was taken-over by the Government. During the establishment of the college, students strength were very poor, only 60 students could get higher education in Manipur.

This college had been playing a very significant role in the history of higher education in Manipur. It is a co-educational institution. After few years many college was established. At that time, there was no post-graduate studies course in Manipur. In the year 1972, a post-graduate studies was established at Imphal. It was running for some time in the office building of the Directorate of Education at D.M. College campus and it was shifted later on to a building at Canchipur, Imphal.

Till 1980, Manipur had no University of her own. So, all the institutions of higher education were affiliated to Gauhati University.
Manipur University Act was passed by the Manipur Legislative Assembly under the Act of Manipur University set up on 5th June, 1980. The Jawaharlal Nehru University, Centre of Post-graduate Studies at Canchipur was merged into Manipur University on 1st April, 1980 has accelerated the progress and development of higher education in Manipur.

Higher education is at the apex stage of the educational pyramid. The availability of appropriate and adequate vitality of its moral, spiritual and cultural values depend largely on the quality of higher education. To follow the broad guidelines of the National Policy on Education, the Department of Higher and Technical Education is striving to consolidate and improve the teaching-learning environment in the state. Despite serious handicaps due to paucity of funds, planned efforts are being made and need to make essential facilities and infrastructure available to the Manipur University and the colleges in Manipur.

There had been a rapid expansion of higher education in the state since 1980s. With the mushrooming growth, the quality of higher education seems to have declined rapidly in recent years, causing anxiety and concern among the people. The State Government have therefore constituted a Higher Education Commission in March 2003 to look into the whole range of problems and issues in higher education and to recommend appropriate policy initiatives and concrete measures for rectification and improvement.

1.2 The objectives of higher education

Higher education being the apex of the educational pyramid provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues of humanity. It aims to promoting

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1 Dr. Jamini. Education in Manipur p.79-81
National progress, a sense of good citizenship and culture, and to strengthen National integration under the motto-education bestows the 6 (six) H’s – The components of 6 ‘H’s are mentioned below:

(i) A Good Hand,
(ii) A Good Head,
(iii) A Good Heart,
(iv) A Good Health,
(v) A Good Humanity and
(vi) A Good Harmony to mankind.\(^3\)

These qualities are basically needed for imparting education to the individuals.

1.2 (i) Objectives of higher education in India

The aims and objectives of higher education in India are modified by adding some elements of Indian culture after the transfer of power from the Britishers to the Indians.

According to Indian Education Commission 1964-66, the aims and objectives of higher education are –

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the truth and to interpret the old knowledge and beliefs in the light of new needs and discoveries.

2. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interest, attitudes, moral and intellectual values.

3. To provide society with competent men and women trained in Agriculture, Arts and Medicine, Science and Technology and various other professions who will also be cultivated individuals with a sense of social purpose.

4. To strive, to promote equality and social justice and to reduce social cultural differences through diffusion of education.

5. Lastly, to foster in teacher and students and through them in society generally the attitudes and values for developing this good life in individuals and society.⁴

According to Robbin Commission, the objectives of higher education are given as follows:

1. Instruction in skills, suitable to play a part on division of labour.

2. Promotion of the general powers of the mid so as to produce not more specialists but cultivated men and women.

3. Advancement of learning through research.

4. Transmission of common culture and common standards of citizenship.⁵

1.2 (ii) Objectives of higher education in Manipur

In the light of the above aims and objectives, the Manipur University laid down certain aims and objectives of its own (Manipur University Act, 1980). According to the Act, the aims and objectives of the Manipur University are to disseminate and advance knowledge, wisdom, and

⁵ Education in Manipur. Edited Dr. Jamini Devi. P.81.
understanding by teaching and research and by the example and influence of its corporate life, and, in particular, to promote the following objectives:

(a) To foster the composite culture of India and establish such departments or institutions as may be required for the study and development of languages, arts and culture of India, and in particular those of the north eastern region of the country;

(b) To promote an awareness of the rich cultural tradition of Manipur which is a national heritage and is an example of a happy blending of the cultures of both India and Southeast Asia; and provide for the study of the culture of Manipur in this wider context;

(c) To take special measures to facilitate students and teachers from all over India to join the University and participate in its academic programmes;

(d) To promote in the students and teachers an awareness and understanding of the social needs of the country and of the Northeastern region of India in particular and prepare them for fulfilling such needs;

(e) To make special provision for integrated courses in humanities, science and technology in the educational programmes of the University;

(f) To take appropriate measures for promoting interdisciplinary studies in the University;

(g) To establish such departments or institutions as may be necessary for the study of languages, literature and life of foreign countries with a
view to inculcating in the students a world perspective and international understanding.

(h) To promote a spirit of humanism, of tolerance, of social justice and fellowship of faiths, of reason and a spirit of free enquiry in the search of truth, and a scientific approach to the problems of society.

The Manipur University is a teaching-cum-affiliating University and at present there are 23 (twenty three) full-fledged postgraduate departments.\(^6\)

The aims and objectives of higher education should be very wide and dynamic. The colleges and universities of today must work not only for promotion and dissemination of knowledge but also for generation of knowledge. They should seek to provide not dry and inert knowledge, but meaningful and vibrant wisdom. They must promote humanism, reasoning, tolerance, adventure, critical thinking and search for truth. They are expected to achieve new knowledge, understanding, good leadership qualities, social justice and equality for their students and teachers. They have to involve themselves in the nation-building and man-making activities of the society. They need to engage themselves in an incessant endeavour for gaining excellence in all works of life.

Higher education should aim at socialization and democratization in true sense of the terms and in all aspects and dimensions. Equalization of educational opportunity should not be a distant vision or a constitutional provision, but a true fact and great reality even at this stage. Dr. Radhakrishnan has aptly observed that the true end of education is not the acquisition of technical skills, though they are essential in modern society.

\(^6\) The 5\(^{th}\) Annual Report 1985, Manipur University, Canchipur. P.1-2.
One must have that superior outlook, which goes beyond information and technical skills. True higher education should aim at deepening our insights, widening our horizons and creating a scientific outlook.

According to UNESCO Report on World Education (1973, p.75) such socialization or equalization of educational opportunity does not mean nominal equality and the same treatment for everyone, it means making certain that each individual receives a suitable education at a pace and through method adopted to his particular person. Similarly, democratization of education would be possible if we succeed in shaking off the dogmas of conventional pedagogy, if free and permanent dialogue is set up within the educational process, if this enhances individual awareness of life, if learners are guided towards self-education and in short, change from objects into subjects. Education particularly at the higher education stage is all the more democratic when it takes the form of a free search, a conquest, a creative act, instead of being, as if so often, is something given or a present.

Higher education should thus seek to achieve accomplishment and promote adventure of ideas as well our individual and national life.\(^7\)

1.3 Significance of the study

The significance of the present study is that factor which hurldes into the progress of higher education in Manipur. The higher educations in Manipur in terms of both physical and academic infrastructural upliftment are really shocking in comparison with that of other neighbouring states of the country. Since 1980 there has been a rapid expansion of higher education in the state. Before 1978-79 proliferation of educational institutions would be checked and maintained quality control. During

\(^7\) Dynamics of Higher Education in India. Edited Jaganath Mohanty, p.106-107.
1978-79 along with the establishment of a University of its own, as many as
19 private aided colleges were taken over by the government, and later on in
1996 two more private colleges were taken over by the government.

It is widely believed that the single most important indicator of
country's future will be the state of its higher education. The first Prime
Minister of India, Pandit Jawaharlal Nehru who laid the foundation of the
process of India's modernization, declared that all is well with the
University, all would be well with the nation.

Higher education holds the key for the destiny of the nation. All key
positions in the society are in the hands of the educated people. Higher
education makes a person more knowledgeable. It develops the ability for
critical thinking and love for innovations and changes. Thus the key role is
assigned to higher education. Here the need is felt for investigating the
development of higher education.

The state was one of the first to start university education with a
sizable number of affiliated colleges owned by private agencies. The post-
establishment of university period saw the expansion of higher education
with the starting of very large affiliated colleges in private sector. This
expansion has occurred without careful plan. The number of colleges
increased from 25 in the year 1980 and 58 colleges in the year 2003 for
general education, at present in two decades. With the expansion of colleges
and university, the problems of university administration have assumed
complex dimensions. More recently the demand of aided and private
affiliated colleges for parity with government owned colleges has resulted in
the government taking-over the responsibility for payment of salary to the
staff in private institutions. As a result of all those interconnected and
interacting forces the arena of higher education is passing through a critical
period in its history. The establishment of more and more Arts and Science Colleges become inevitable in the State of Manipur.

The findings of the present study will give a full picture of the historical development of higher education, the types of higher education, problems, the courses offered by higher educational institutions and the system of administration, supervision and financing of higher education in Manipur.

The higher education constitutes a very important part of the effective structure of education because it is an end stage of formal education. The education which he receives there provides the foundation of his physical, mental, emotional, moral, intellectual, politically, and socio-economic and culturally development. This stage is also known as a maturity stage in the sense of full acquisition of knowledge and skulls. Sound higher education gives a fill up to live peacefully. Higher education deserves the highest priority not only on grounds of social justice and democracy but for increasing national development and productivity.

The proper development of higher education in this state both valley and hill districts of Manipur is essentially required.

Therefore, the Investigator took up his research work on it to study “The Growth of Higher Education in Manipur (1980-2001)”.

1.4 Objectives of the present study

The main objectives of the present study are :

(i) To trace the origin and development of higher education in Manipur.

(ii) To assess the pace of progress of higher education during the period from 1980 to 2001.
(iii) To analyse the student enrolment, staff position, academic performance and physical facilities of various higher educational institutions.

(iv) To find the courses offered in higher educations.

(v) To find out the system of administration, management and financing of higher education.

(vi) To identify the problems of higher education and to suggest remedies for improvement.

1.5 Statement of the problems

The study undertaken by the Investigator is “The Growth of Higher Education in Manipur (1980 to 2001)”.

1.6 Definition of the terms used

(i) Growth.

In the present study the term “growth” refers to study of two decadal period of the development of higher educational institution since 1980 to 2001.

(ii) Higher Education

It means education after the secondary stage. It covers the stages of Pre-University, Degree, Post-graduate and Research courses. The present status refers from degree level to post-graduate level for general education of affiliated college, government colleges, government aided colleges, private colleges, private permitted colleges and Manipur University.
1.7 Scope of the study

The present study is restricted to the general education from degree level up to post-graduate stage in Manipur. The study concentrates on the period between 1980 to 2001 for the purpose of tracing the development of higher education in Manipur.