Chapter 5

Conclusion

*Proverbs 4:7, “Wisdom is supreme; therefore get wisdom. Though it cost all you have, get understanding.” (Holy Bible, New International Version)*

*“Education is the key to unlock the golden door of freedom.” (George Washington Carver)*

The genesis of education among Tangkhul Naga community was not introduced by the Indian government. The disadvantage of indigenous Tangkhul community was indicated as the artificial boundary of Manipur state in North-East India was formed after India attained her independence on 15 August 1947. Education was introduced by a British Missionary in Ukhrul as a ‘formal education’ or we can call as ‘western education’. Before the British invaded Tangkhul Naga hill region, they were unaware of formal education. A main intention in introduction of formal education was to convert the animistic people to Christianity. After the Indian independence, the western missionaries left India and Indian government occupied Naga country without the consent of the people and took up the administration of education. Until the arrival of Western Christian missionary there was no formal educational institutes like schools or colleges in Ukhrul district. Western Christian missionary arrived in Ukhrul village in the year 1896, and thereafter, the schools were set up. However, the Tangkhuls did not welcome the schools at the first stage but in the present competitive world the perception upon education is changing from day to day, it has become the necessary needs for the people to learn education. Education has been acknowledged as a fundamental right. Education has been defined in different terms and ideology according to the condition of individual and society in order to bring social change. It is
widely accepted that education is a pathway to social and economic progress in a society; it is also believe in enabling to change backwardness and poverty. But it is not to a large extent for the Tangkhul community because the educations attained by the Tangkhuls are confined in same courses that are not much relevant in global education in order to bring economic development.

The concerned Union Government Departments, UGC under the MHRD made the broad policy framework and allocated the finance according to the estimated budgets of the central run universities and other higher educational institutes in different parts of the states and union territories of the country. The state run universities and other educational institutes are depending upon the autonomous state policy and budget allocation. It is the responsibility of the state to maintain the guidelines of centrally adopted rules and regulations, to perform the provision of academic activities and in order to bring educational development equally in different sections of societies since, the country is formed with plural society. The study of the status of educational institutes in Ukhrul shows that, the state government has failed to provide required financial support and is incapable of implementing the rules and regulations laid down by the UGC (Delhi), CHSEM (Manipur) and other autonomous educational council of India. Due to the failures of providing quality education in the state run and central run educational institutes that are situated in tribal hill districts are severely affected from the infamous dominant Meiteis administered educational administration in the state. Vidyasagar (2007) states, “As part of the systemic crisis, this governance crisis refers to the range of political, socio, social economic and administrative systems that are in place to adjust the development and management of resources and provision of services to different communities of society. In other word it is a systemic crisis, and thus, not confined to one or more sectors as such. Obviously, the problems such as scarce and inadequate supply of educational infrastructure, inequitable distribution due to incompatible policy decisions affected the content and quantity of supply to the stakeholders. Improving the quality of this service delivery, improving reliability and equity in distribution were undeniable factors and advocating for transfer of existing centralized systems to localized clients.’ (Vidyasager 2007,pp,100-101). It must be stated that the problem of education among the Tangkhuls in Ukhrul district is manifestation of carving out of a artificial nation-state formation from a colonial territory. The feelings that the Tangkhuls are articulating and also being vented by the Meiteis themselves vis a vis the Hindu majority Indian nation-state. The
problems of lack of infrastructural facilities or want of well trained teachers are not manifestation of a systemic deficiency. They are at best operational inefficiency. The problem of ethnic conflict and issue of right to self-determination are at the roots of the malaise.

The Tangkhul students need to make serious and sincere efforts to realize that there are no short cut to success, wealth, fame and happiness in life, no matters where the person is situated and under whatever circumstances he/she may be. The present Minister of Ministry of Human Resource Development (2011), Kapil Sibal states, “Education is investment in the genius of human mind – unlike investment in land, capital, finance or technology. For, it is the human mind that will increase productivity of land, generate capital, and develop technology. It is only through education, leading to shared knowledge, will we be able to resolve the challenges that confront the global community in the 21st century.”(The Times of India, New Delhi, 14 November 2011.p,7). The education system of the Tangkhul society is mainly based on Social Sciences. Hence, the Tangkhuls are more developed socially as compared with the economic status of the society. Economically, from the hierarchical point of view, the Tangkhuls are way behind from the rest of the world, country, north-east states and Manipur state. If education is to bring economic development in the society, almost all the students have to take up the different kinds of courses in professionals, vocational, research, etc. rather than the numbers of students going after social sciences. Change requires constructive learning and thus, education plays the major role to bring progress in the society. The Tangkhuls are deeply in need of educational freedom. The community at large and student in particular are responsible in achieving economic freedom in order to release the chain of fixed educational opportunity. First and foremost, one should be educated and also the educated person should take up a responsible mindset upon the society. No stakeholder is too small to transform the education system of Tangkhul today; every person has their own parts to play in building the healthy educational environment.

According to the scenario of education among Tangkhul community, one of the Tangkhul, Indian Administrative Officer (IAS), who is presently working as a Principal Secretary (works & transport), Government of Manipur, Ramnganing Muivah (2011) states, “I believe education is the key to improve our life. Education is the key to Human Capital and it is the engine of nation building. Our people urgently need quality education; our human capital needs to be developed.
If we have quality education and human capital, even our land Ukhrul—which is land-locked, can be developed. Human capital is at the heart of the matter. For nearly 17 years I have lived outside Manipur. My thoughts often goes back to Ukhrul – especially when I travelled abroad and saw the amazing infrastructures, beautiful roads, comfortable houses, centers of excellence; and I wonder – Why can’t we also develop our land – Ukhrul. I realize that no foreigners or outsiders will come and develop our land. It has never happen in history – anywhere. It is up to us to build our land. What we need is investment in human capital – Education. The quality of the education of the children of today will determine the quality of life in Ukhrul tomorrow.” (Muivah 2011.p,11).

Above all misfortunes faced by the Tangkhul community in the state. In particular term, the hard core issue of education in the district can be revive through the formation of firm stands among the numerous societal stakeholders and students in order to bring educational revolution in Tangkhul society. It can be called education as an investment when education does not confined in particular stream but it should be specialized in every sectors. In result, the high literacy rate will able to generate economic development in the context of Tangkhul community. The problems of education among the community will vanished slowly and the challenges will arise to compete the global education. The Founder-Chairman of Infosys Technologies Limited, N R Narayana Murthy (2009), states, “Of course, the mindset one works with is also quite critical. It matters greatly whether one believes that ability is inherent or that it can be developed. The former view, a fixed mindset, creates a tendency to avoid challenges, to ignore useful negative feedback and leads people to plateau early and not achieve their full potential. The latter view, a growth mindset, leads to a tendency to embrace challenges, to learn from criticism and enables people to reach ever-higher level of achievement.” (Murthy 2009.p,7).