Chapter VIII

A CRITICAL APPRAISALS OF THE PROBLEMS OF EDUCATION IN THE HILL AREAS OF MANIPUR AND SUGGESTIONS FOR THEIR REMEDIAL MEASURES
In the foregoing chapters, attempts have been made to trace the development of education in the hill areas of Manipur, right from the pre-historic time till 1985, in its historical perspective. In the first three chapters, the backgrounds of the land and the people—geographical, socio-economic, political and religious were given and in chapter IV and V efforts have been made in tracing how the modern education came to be introduced in the hill areas and how far it has developed. Here the rich diversity of the tribals in their culture, dialect and other backgrounds on the one hand and the close proximity of some tribes but claiming differences pose a lot of problems in the study, but in such areas general gleaning has been made. Certainly there are more than 29 tribes scattering in the hill terrains of Manipur with a sprinkle of tribal population in the Imphal valley here and there.

The entire hill area of the state, for the sake of convenience of our study, is divided into two regions—the Naga inhabited region and the Zomi (Chin-Kuki-Mizo) inhabited region. The former comprises of the Ukhrul District, the Tamenglong District, the Senapati District and partly the Chandel District and the latter consists of the Churachandpur District, the Sadar Hills and partly the Chandel District.

In regards the concept of modern education, there is
nothing to be confused, without exception, all tribals including inhabitants of the remotest corners have been well convinced that they all have to look to education for solution of their problems.

But for making real progress in the process of the development of education in the hill areas of Manipur, three colossal impediments on the way have to be first overcome. They are: (i) the difficulty of access, (ii) the traditional, primitive mode of occupation of the hill people, i.e. agrobased economy in the method of shifting cultivation and (iii) the problem of language.

Regarding the impediments on the way of development of education in the tribal areas, the Kothari Education Commission too, rightly made suggestion of three gigantic tasks: firstly, development of communication, secondly, transformation of the present system of shifting cultivation into a developing agricultural economy, including care of forests, improved systems of shifting cultivation, settled cultivation and pasture; and thirdly, development of a system of education related to the scheme of economic and social development and responsive to the cultural and economic needs of the people.¹

¹ The Indian Education Commission Report, 1964-66, p. 140
The hill people of this part of the land, being adapted well to their traditional habitation on the hill tops and slopes, still settle even today on the tops and slopes of the hills. So this geographical barrier has become too big a problem in communication. This problem still remains unovercome. Just for illustration, the communication between the state capital, Imphal and Tamenglong, the District Headquarters is a fair weather road, very frequently cut off during rainy seasons every year. The two Inter-state Highways, Tipaimukh Road and the Manipur Cachar Road are of recent developments.

Moreover, the pattern of settlement in a very scattering manner, sparsely populated, poses still further problem in providing the facility of education of 1,343 schools out of the entire state's figure, 2,679 Primary Schools is no small an achievement, as in 1985. The Middle Schools numbering in the hills 235 out of the state's total 440 and the High Schools again numbering 117 out of the state's total 358 as in 1985 are the achievements highly commendable. Out of the 28 Colleges in the entire state, 6 colleges are in the hills.

The agro-based economy of the hill area and the educational development are intimately very much relative. In this pertinent score of relationship between education and economy,
Prof. N.K. Das Gupta has rightly pointed out in his study on the Problems of Tribal Education and the Santhals (1963) as,
"A good economy is the most prominent and determining factor for full-fledged development of the material aspect of man's life. No scheme of education, therefore, can be contemplated without considering the economic structure of the community."² All the economic activities of the tribals were around their outdated, traditional method of shifting cultivation.

In the primitive mode of shifting cultivation, there has been extensive deforestation causing large scale denudation of the hill tops and slopes, thus leading to undesirable ecological imbalances and loss of fertility of the region. This continuance of primitive mode of land-use offers very little scope for introduction of modern technology. This along with the loss of fertility has led to such low productivity that the jhumias live in near famine conditions persistently. This land-use system is labour-intensive with low technology, which results in low productivity. Further, there is no scope for development of sources of subsidiary income for jhumias. Besides these which are directly related to Agriculture, there are other aspects which adversely affect social welfare; the public health, education, communication and such other basic facilities are

² DAs Gupta, N.K.: Problems of Tribal Education and the Santhals, (1963), published by Bharatya Adimjati sevak Sangh, p.57
difficult to develop when there is no permanent settlement."³

For the real improvement of the development of education in the hill areas of Manipur, until and unless the wasteful practice of land-use is completely stopped and permanent method of cultivation is properly introduced, there is no prospect of improvement in the tribal economy. At the same time attitude developed with the hill people towards introducing other alternative methods or trades of occupation replacing their old, outdated, shifting method of jhum cultivation is immediately required to be changed completely, otherwise chances of immediate improvement of their economic condition are remote. Until the said attitude is changed, the Government's Schemes and Projects as measures for assistance to the hill people can not be put to task successfully.

In regards to the problem of language, it is a very complicate one. It is all the more complicate in the Naga belt region because within the same tribe too their dialects are still diversified from village to village. Besides this, there are twenty-nine recognised tribes, each tribe speaking a dialect which is different from the dialects spoken by the other tribes.

The difference is more marked among the Naga dialects than among the Zomi (Chin-Kuki-Mizo) dialects. The Naga tribes, for instance, cannot communicate among themselves in their dialects. The Tangkhul does not understand the Mao dialect; the Mao does not understand the Kabui dialect; the Kabui does understand the Tangkhul dialect. In order to communicate among themselves they have to use either Manipuri or Hindi or English whereas with the Zomi tribes the case is different. The Zomi tribes can perfectly communicate among themselves, each tribe speaking its own dialect. The Gangte understands all other dialects, the Hmar understands the Gangte dialect and other Zomi dialects, the Paite understand the Gangte, the Hmar, the Thadou, etc. of the Zomi dialect, and so on.

In the midst of such difficulties in the language problem, the Government takes some steps in attempting to develop tribal languages in the state by introducing mother tongue as medium of instruction in five a bit major languages out of the 29 tribes from Class 'A' to 'V' like the Hmar, the Mizo, the Paite, the Tangkhul and the Thadou languages, since 1985.

Most of them have adopted the Roman scripts as their alphabets by selecting them as to suit their language and the nenerical figures of English, but some minor tribes have not evolved any alphabets for putting their language in writing.
As for critical appraisal of the development of education in the hill areas of Manipur, it would be worthwhile here to deal with stage by stage.

**Primary Education**

Manipur has not yet been able to reach the national goal of the enforcement of compulsory and free education to all children up to 14 years of age on universal basis. But from the facts and figures which have been discussed in the foregoing chapters, one may conclude that Manipur and its hill areas are not lagging behind in the provision of Primary school. So far as the figures available in 1985 with the Government there were 1,343 Primary Schools in the five hill districts of Manipur and the district-wise break-up of distribution of Primary schools was as follows: In Senapati District - 354, in Tamenglong - 180, in Churachandpur 396, in Chandel - 213 and Ukhrul - 200. In addition to those Primary Schools run by the Government, there were a good number of Primary schools run by the various Christian Missions. For instance, the Lower Primary schools, the Upper Primary schools, the Junior Basic schools and Middle schools run by the Independent Church of India (ICI) belong to a section of the Hmar community only totalled 51, in 1985. Hence, in the hill areas of Manipur too, in terms of quantitative account, the provision of education at Primary school level has been seen well growing but in closer
observation it can be seen that the existing provision of the education facility has not been properly distributed so as to serve the rural and tribal habitations. It is observed that schools are established at random without considering and seeing as to whether they are properly located or not. Thus the mushroom growth of schools under the pretext of providing universal facilities of education needs to be checked. Even the existing Primary schools can be redistributed by seeing the locality, catchment area, population and distance from one school to another school.

It would be appropriate, instead of an outright attempt just to increase the number of schools, to see that the existing schools are maintained, equipped with staff and material properly and supervised from time to time. To strive for qualitative improvement of education the first and foremost task is to provide adequate and competent supervisory services and prompt and timely actions are taken after proper verification of the cases according to the findings and reports of the supervisions and inspections. For real improvement of education, very effective system of recruitment of teachers is to be evolved and the same should be strictly followed. There should not be any loopholes of chances of nepotism, favouratism and gratification through money and gifts in the system of recruitment of
teachers and to infuse competitive spirit in the minds of the teachers, a number of promotion avenues on the basis of merit, category by category along with increment in pay would be of great help for bringing about qualitative improvement. In one's service career, remaining to do the same thing without any promotion must be, naturally, listless, dull and monotonous. And to draw talents to the teaching profession, the pay scales should be made most attractive. Experience shows that teaching profession serves as either a transit camp for job seekers or a last resort for the frustrated job seekers.

The importance of the role of teacher in the process of education can never be exaggerated, hence, for the purpose of improvement of the standard of education in the state as well as in the hill areas, the quality of teachers should be first improved. For this, in-service and pre-service training in teaching should be seriously conducted and those learnt in the training should be put into practice. It is a general complaint of the trained teachers that there is no facility of equipments in their schools for putting what they have acquired in their trainings. This is a clear indication of the fact that in the entire state as well as in the hill areas, in quantitative terms the development of education appears to be quite impressive but in qualitative terms a lot of rooms for improvement are left at all levels.
If improvement is to be attempted at all, it has to be started with Primary education. All the drawbacks and weaknesses of the education in the state, if studied delving deep into the root-causes, would be found to have started right from the Primary school stage. If enough moral teachings are imbued into the minds of children at their Primary education stage, they would find it difficult to go deviating from it. Hence knowing this fact fully well, the Primary education stage, the foundation of the structure of education, should be given enough attention by the authority at the helm of affairs, by the teachers and the parents alike.

Regarding the Primary education in the hills, the recommendation of the survey committee of the National Council of Educational Research and Training in their report, 1972-73 still consists of many valid suggestions for the improvements of the development. For the physical development, the school building and its campus have to be improved. It is a common sight of the Primary school buildings in the hills with torn up walls and without compound fencings. A relative problem with this is that no post of Chowkidar or grade IV has been attached or sanctioned for the Primary schools. Hence, naturally the Primary schools of the hill areas in most cases serve as refuge or shelter for stray cattles, especially in the rainy seasons. Under such condition of maintenance, one can imagine easily that a healthy
atmosphere for any academic pursuit of a desirable standard can never be attained. Hence, it is desirable that apart from building grants, Grade IV posts would be sanctioned for each of the Primary schools. At the same time, all the substandard school building should be remodelled according to a uniformed type, of course, according to the size of population of the catchment area.

One of the pertinent problems for the proper development of Primary education in the hills is that of posting and transfer of teachers. Because of the hardships and difficulties in communication and transport facilities, most of the teachers do not like to be posted, especially, in the schools situated in the far flung areas where no modern amenities of life are available. The common complaint of those schools, very often heard of, is the irregularity of the school activities. The concerned teachers, too, face a lot of problems, they have to go to the District Education office for drawing their salaries every month. Supposing if the distance is three days walk, to get their pay a week's time is required for going and coming, then plus with other general holidays including sundays, hardly 18 days are left for school activities in a month. Especially for the Primary education level, such persistent irregularities are very harmful. So for effecting real improvement of Primary education, taking stock of the situations - staff positions,
performances of the concerned teachers, attendance of the students, teaching and equipments and materials, etc. is to be done regularly.

Another problem which may be pointed here is the preparation, try-out and evaluation of text books. As recommended by the Education Commission, 1964-66, the state Government has been taking the responsibility in this regard. In five languages of the 29 tribes, text books have been written for classes, from A to V as a means of developing tribal languages. In this regard, for accelerating the progress in the development of languages, as seen prevalent in the neighbouring states like Nagaland and Assam, in each tribal language in which text books are introduced, language officers who will serve as the link and coordinating in-charge may be appointed, so that there can be proper linkage between education system and the cultures of the tribals.

Middle School Education

The nature of problems at the stage of Middle schools and Primary schools is similar in many respects. At present, there are 235 Middle Schools are scattering over 1,114 villages in the five hill districts, which means about 4 villages have one Middle school at average. This may not be a very bad state of
affairs in view of the density of population in the hills. But, as a means of providing equal facilities of education, the existing number of Middle schools may be redistributed, and, at least minimum requirements of the strength of staff are given to each Middle school. Very acute problem with the Middle schools is that teachers for mathematics and science subjects are always rare from amongst the concerned tribes. Hence in posting and transfer of teachers, this factor has to be seen carefully. Such kind of inadequacies deteriorates the quality of education and many students happen to lose their interests in their studies. So at the stage of Middle school the problems of drop-outs, have been looming in a very large proportion which can be seen from the figures of students belonging to Scheduled tribes for two consecutive sessions, 1977-78 and 1978-79 at the Primary and Middle school levels.

Table I

SHOWING THE FIGURES OF STUDENTS BELONGING TO TRIBALS

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary School</th>
<th>Middle School</th>
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<tbody>
<tr>
<td>1977-78</td>
<td>92,307</td>
<td>16,964</td>
</tr>
<tr>
<td>1978-79</td>
<td>58,249</td>
<td>16,428</td>
</tr>
</tbody>
</table>

| Difference | 34,058         | 536           |
This table clearly illustrates a very sharp decline at the strength of students belonging to tribals for the two consecutive years. The difference covers drop-outs and wastage. So from the data of the illustration table, very sharp fall at the level of Primary school for the two consecutive years was taking place. The reasons for this drawback may be many, yet one of them is the poor and bad shaped state of affairs in the maintenance and management of the existing institutions, Primary schools and Middle schools of the hill districts. In order to set things right in this regard, a number of measures has to be taken, it would be necessary to strengthen the inspection and supervisory works, mending of the loopholes in time and creating and restoring the desirable atmosphere for academic pursuit. Financial allocation for the development of the school building, campuses, teaching aid materials etc. has to be enhanced in the budget.

**High School Education**

In the context of high school or secondary education in the hills of Manipur, according to 1985-86 statistical figures, there are 119 High schools, imparting high school education to the students numbering 28,044, spreading over 114 villages in the hill districts. In quantitative terms, the number of institutions is not unimpressive, though there should not be just
a sheer complacency. Explanation is a must according to the growth of the population, yet it should not take place at the cost of quality.

So far as the progress and development of high school education of the hill areas in qualitative terms is concerned, if we go by the results of the High School Leaving Certificate Examinations as a measuring yardstick, the hill areas still remain not far from Zero point. The table of High school-wise result of the High School Leaving Examinations, taking two high schools each from the five hill districts for two consecutive years will be an ample illustration of the existing sorry state of affairs as below.

**Table II**

**SHOWING THE SCHOOL-WISE HS LC EXAMINATION RESULT OF SOME HIGH SCHOOLS OF THE HILL DISTRICTS FOR THE YEAR, 1983 AND 1984**

<table>
<thead>
<tr>
<th>District</th>
<th>H/S</th>
<th>No. of appeared</th>
<th>No. of passed Division</th>
<th>Total</th>
<th>P.C.</th>
<th>Year of pass</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>III Com.</td>
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<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
<td>(6)</td>
<td>(7)</td>
</tr>
<tr>
<td>1. Ukhrul i) Kamjong H/S</td>
<td>50</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td></td>
<td>36</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>ii) Shangshak H/S</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>10.0</td>
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<td>(2)</td>
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<tr>
<td>2. Tamenglong</td>
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<tr>
<td>i) Langmei H/S</td>
<td>67</td>
<td>-</td>
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<td>-</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>21</td>
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<td>Nil</td>
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<td>ii) Longpi H/S</td>
<td>11</td>
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<td>-</td>
<td>-</td>
<td>Nil</td>
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<td></td>
<td>16</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>3. Senapati :</td>
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<tr>
<td>i) Laii H/S</td>
<td>16</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>-</td>
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<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>ii) Paomata H/S</td>
<td>40</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8</td>
<td>9</td>
</tr>
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<td></td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Nil</td>
</tr>
<tr>
<td>4. Churachandpur :</td>
<td></td>
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<tr>
<td>i) Pherzol H/S</td>
<td>23</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Nil</td>
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<td></td>
<td>12</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>Nil</td>
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<tr>
<td>ii) Thangkhai H/S</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Nil</td>
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<td>21</td>
<td>-</td>
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<td>-</td>
<td>Nil</td>
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<tr>
<td>5. Chandel :</td>
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</tr>
<tr>
<td>i) Chakpikarong H/S</td>
<td>60</td>
<td>-</td>
<td>2</td>
<td>18</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>77</td>
<td>-</td>
<td>1</td>
<td>24</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>ii) Liwachenning H/S</td>
<td>49</td>
<td>-</td>
<td>4</td>
<td>10</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>-</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>24</td>
</tr>
</tbody>
</table>

Source: Academic Section, Board of secondary Education, Manipur
The above table is a clear exposure of the extent of attainment of quality in the high school education of the hill areas. Most of the high schools of the hills cut a sorry figure continually at the results of the High School Leaving Certificate Examinations for the last 10 years. In this context, it may be pointed out that the Directorate of Education (Schools), Government of Manipur had given even warnings to the High schools of the hill areas in 1985 for withdrawing recognitions if such a poor show of performances is repeated. This sorry state of affairs prevailing in the hill area educational scene is known by all, hence many students' welfare organisations have felt concerned. Among them, the Siasins 'Pawlpi, the Paite students' Welfare Organisation, has even made attempts to take some steps by calling public opinions and suggestions, but till today no concrete steps or actions have been taken in this direction. In this connection, the suggestions made by the Paite Students' Welfare Organisation are found quite in consistent with the suggestions made by one of the eminent educational planners of India, J.P. Naik, which were to have Planning Boards or Committees at various levels, National level, State level, District level, Sub-division level, Village level and the concerned school level. In that way, the deficiencies, drawbacks, loopholes may be immediately detected and mending steps may be taken in time. Now according to the prevailing
situation, the local people seem not to have any say; consequently
they neglect their parts to play, resulting in worsening the
conditions.

Further, the persisting and glaring maladies at the stage
of high school education may be pointed out as follows and side
by side the remedial measures suggested.

(1) Inadequate staffing is a general feature of the hill area
High schools. Here, the Government is highly responsible to pro-
vide sufficient staff to the High schools. Many High schools
in the hills are run only in name. The term, 'utilisation' of
one's service in the school other than the school for which he/
she is appointed originally should be completely stopped. There
should not be under staffed schools.

(2) The problem of irregularity or absentism of the teachers
affects the quality of high school education adversely in a very
large proportion. The usual lame excuses that the teachers are
drawing salaries from District Education office should be removed
by introducing better system of payment of salaries. Staff quar-
ters should be, as far as possible within the area of the school
complex. In case village school committee is formed, headmaster
of the High school should, in the interest of the smooth running
and for continuity, leave the station only with the permission
of the village school committee. High Schools running classes without the official headmasters are not an uncommon case in the interior hills.

(3) Dearth of dedicated teachers is a tragedy with the High schools in the Hill area. Since failing of the standard of education is in the cognizance of any intelligentsia, the profession of teaching is viewed as unesteemed job, so the job of teaching has become the last field for as many a job seekers. Not only that, the profession serves as a training ground or as a transit camp for many, after serving as a teacher they will try another jobs. Hence, in order to get good and dedicated teachers, the job should be made more lucrative than what it is today. For the real improvement of the standard of education, the best talents in the country should be pooled to the teaching profession.

(4) Another problem closely related to the point above is the recruitment system. The present system of recruitment of teachers based on two hours written examination and 10 minutes personal interview is not good enough for selection of the right type of persons for teaching. So in order to get good and dedicated talents in the profession, there should be pre-service training course for one year duration and those who could have got good grades should get preference in the recruitment for appointments.
It may not be too much to say that the highest demand in teaching profession which is dedication is found nil of majority of teachers today, especially in the hill areas. But this is not something to be surprised, in this present world of materialistic outlook of the people, all the charms of the profession have gone alongside with the current of modern civilisation, eroding its social status. So the falling of standard in education is directly or indirectly the responsibility of all, the Government, the general public, the teachers and the students.

(5) Library facility: Most of the High Schools do not have library worthy of the name. For real improvement of the standard of education, provision of Library with a trained hand should be given to each of the High schools.

(6) Building, furniture and other teaching aid materials: Most of the High schools in the hill areas are found in dilapidating condition and not maintained as they should be. The buildings of the High schools, as a centre of national growth, should receive enough attention of the Government for proper and lively maintenance. All the buildings of the High schools should be furnished as they should be, like class rooms, staff rooms and office rooms. And teaching aid materials like Globe, physical, political maps and science subject equipments should be supplied sufficiently to each High School.
Collegiate or Higher Education in the Hills

In regards to the facility of collegiate education in the hills, each of the hill districts has been covered as follows: 1 college in the Ukhrul district, namely Pettigrew College, 2 colleges in the Senapati district, namely, Hill College at Tadubi and Presidency College at Motbung, Sadar Hills, 2 colleges in the Churachandpur district, namely, Churachandpur College and Lamka college, both in Churachandpur and 1 Government aided College in the Chandel district, namely, United College and 4 more colleges run as Private colleges namely, South-East College at Komlathabi in the Chandel District, P.Y. College at Sagang, Churachandpur district, Tamenglong college at Tamenglong and Damdiai Christian College at Damdiai, Sadar Hills.

In terms of quantitative development, the progress is quite impressive, but in quality it would not be wrong to say that not a single college among the 10 colleges imparting higher education is satisfactory. A very simple evidence of the prevailing condition may be gathered from a common man's point of view which is revealed by his expression, out of sheer ignorance about the working of the colleges. According to him, the government service as a Lecturer is the best as lecturer does not have to do any work at the college. This sheer expression clearly shows the prevailing situation of the higher educational
scene in the hill areas. Whereas the high schools during the first
decade immediately following the year of integration of Manipur
into the Indian Union, in 1949, were counted on fingers in the
hill areas, within hardly three decades ago, 10 colleges could
have come up in the hill areas. This is not at all a slow pro-
gress. But, so far as quality is concerned a lot is left to be
done. It may not be too wrong to suggest that instead of opening
more colleges in the hill areas, to nurture the existing ones to
flourish into perfect maturity would be much more dividend for
the sake of qualitative improvement. If real improvement in the
standard of higher education is to be effected, the first step
must be surveying the present situation, identifying the parti-
cular problems, mending the loopholes and giving proper surveil-
lance. Laxity in the discipline has been rampaging all around
not only amongst the students but also amongst the college
staffs. So here the old saying, 'Stitch in time saves nine',
can be aptly applied. The present situation should not be let
loose further. It is high time to take necessary measures in
generating a true and desirable academic atmosphere in the hill
colleges. For this purpose, those people who are at the helm of
affairs in the education administration, in the institutions
and the affected ones are directly responsible to play their
respective parts. Orderliness is the most significant prere-
quisite for the successful implementation of all educational
programmes. The intrinsic and real purpose of the existence
of the whole department is ultimately nothing else but to provide a desirable facility for conducting a successful acts of teaching and learning. Consequently, failure of the work within the four walls of the class room of the institutions is not only the failure of the concerned teacher or of the institution but also of the whole department. In short, one concrete step which can be suggested is that the department should set right every section of its functionaries to function as in orderly manner as assigned each of them.

\[\text{Here, a problem of adoption of unfair means in the examinations can not be just skipped over while the question of the standard of education is discussed. This problem is rampaging not only in the areas but also in the entire state or the country. This unfair practice in the examinations adversely affects the standard of education right at its root. Until and unless, this malpractice is eliminated from the system of education, all sorts of efforts for the improvement of education will become only a farce.}\]

This malpractice, adoption of unfair means in the examination is a gigantic problem which can not be curbed at one level only. That the malpractice is rampaging is looming in large proportion when public and university examinations are held. This shows that this malpractice is not adopted only in those
examinations but in all the examinations right from Primary school it has been the practice of the students. Hence, resounding and united efforts should be made to infuse moral instructions in the minds of the students at all levels and at the breach of the moral codes, uniformity as far as possible should be maintained in meting out disciplinary measures against the culprits. It would be most expedient that any student expelled by one institution should not get any chance in other institution too, for curbing this undesirable affairs, such kind of cases should be maintained in all the institutions. When such period of penalty is over, circular of information for records should be given to all the institutions. As there is a close link between qualification and job requirements many a student attempt to pass the examinations by hook or by crook. All these loopholes in the education system cause the standard of education falling down and down.

For redressing of all these weaknesses, all intelligencia should involve directly or indirectly in the task. Of course the authority in the Government who are at the helm of affairs, the concerned teachers and the students are to be concerned more directly.