Chapter VIII

CONCLUSIONS AND SUGGESTIONS

With the advent of modern civilization, certain questions arise why Manipur is economically backward, what are the links between the past and the present, how the past has helped in its progress and how it has become an obstacle in the way of progress. This is also to be considered how education has modernized them on the one hand, and on the other what problems it has created for the people of the valley and the hills and how different agencies of education have helped them to remove illiteracy, ignorance and poverty. These are some of the problems which have aroused my interest in the study of Manipur.

It is said that in ancient times education was part of culture and culture was part of education. But due to the introduction of western type of education in our country, the wind of change started blowing. The people preferred western education because it gave them prestige employment and it was the system of education introduced by the rulers.

The British introduced western education to meet the demand of justice and to introduce reforms in the State.

After the Manipur war when the new system of Government was to be introduced all the 2nd grade, 3rd grade officers including the L.P. school teachers and Patwaries (Amins) were to be brought from Assam and Bengal as the Manipuris were completely lacking in English education. As stated earlier, education of
an average Manipuri was military training, physical exercise and dancing and singing. Learning 3R's was a secondary thing and English education was strictly prohibited as impure. By that time Manipuris entertained some idea of inferiority complex. But if those officers showed any superiority complex they were severely assaulted by the local people. When the Manipuris became educated they removed the non-Manipuris to make room for the local people as it was not their custom and habit to be ordered by the equal. Knowing this mentality of the Manipuris the European rulers also tried to do what the local people wanted as far as practicable during their suzerainty of about 50 years in making rules of administration for the State of Manipur. "He should exercise those powers with due regard for the customs and traditions of the Manipuris, should endeavour to interfere as little as possible with existing institutions in so far as they may be compatible with peace and good order." At the same time Manipuris never forget that they are Indians. They take Delhi as their ancestral home. Every year thousands of Manipuris go on pilgrimage in different parts of India. Many Indians from other parts of India - Hindus and Mahomedans came to and settled in Manipur. India is the lens and Manipur is the focus of the same camera of their mother country India.

The economy of Manipur was agricultural based on personal needs. An ordinary man requires three things, house, bread and cloths and the economy was geared round it. Even today in Manipur, every person has land to meet requirement bread and house and a handloom to meet the requirement of cloth. In this sense Manipur was self-sufficient.
When western education was introduced and people were exposed to modern civilization, it craved the desire for machine-made goods like bicycle, radio, wristwatch and synthetic garments.

After completing education, it was the desire of most of the educated youths to get a white collar jobs. The existing capacity of courses such as blacksmithy, carpentry, moulder, sheetmetal, fitting, building construction, turner, cane and bamboo is underutilized. This indicates that education has not been related to productivity.

Education by missionaries changed the way of life of tribals in the hills. They took western education and became westernized in their behaviour. They are more free and well behaved. They are free from prejudice and welcome the outsiders. Even at the social level, they have a mixing with others; while before the introduction of modern education, they were not free from it. Even Nagas advised Manipuri soldier not to help the British as they were under their suzerainty. The songs and dances have the effect of modern education. They are very near to the western songs and dances. Their dress and way of living is very much nearer to western way of life. Most of the tribals after western education are in Indian Foreign Service and Indian Administrative services. Most of them are occupying important position in the government. They have social intercourse with outsiders because of their free mixing of missionaries.

In the valley missionaries could not play an effective role and there were no converts in Meitheis, but effect of western education was there.
Culture and new education came closer in the sense that even after receiving it the people did not give up their way of life. They continued to enjoy songs and dances, festivals and literature but reaped the harvest of western education. Whatever was good in it, they tried to take. How far they could do it, it is difficult to assess. They could change the way of life by joining the white collar jobs. They were tired by the ills of agricultural society. The new education craved the desire for change. It brought political awakening in the people and they started asserting the political representation of the people. The first effect of western education was on joint family system. The young man and woman prefer to live separately. The marriage institutions improved the family on the one hand, on the other it created lust for sex. Earlier a man was having 3 to 4 wives but now he prefers only one and the girls on account of education do not like a person having any wife. One man for one woman is the present attitude.

Due to new education, mechanization has started taking place. Every one has a bicycle at least. If he has more money, he will go for a scooter or a car. It elevates his social status. The good dress, wristwatch, and vehicles have become part of social life. These things have nothing to do with the necessity of an individual. A clerk is having a scooter for enjoyment, not for his official use. A teacher is having a car, not because of his necessity but for going here and there. Every body is wearing wrist watch but every body comes late. Every body wears synthetic clothes but he may not have rice to eat in his house. A labourer
is going to field or workshop by wearing synthetic clothes. It is because of his new education.

On the other hand education created the following problems:

(1) Craze for white collar jobs and shunning manual labour.

(2) Love for money without hard work.

(3) To earn the huge profit without maintaining quality and without doing the work.

(4) It has made the young people rude and disrespectful to the elders.

(5) The youth started believing in cheap enjoyments.

(6) Life has no mission and made them arrogant.

(7) The educated youths are scared of hard work. They believe in short cuts of life.

(8) There is lack of character building in the new educational system.

(9) The new education has made them job conscious.

(10) Migration of rural youths towards cities for better life.

On this account production is going down.

Thus there is a need for coordination between culture, education and the economy of the State.
Suggestions

The curricula for the schools in Manipur should be so framed as to meet the emotional aspirations of the people along with the needs that have arisen with the spread of new education there. For this the cultural and traditional aspects of the region will have to be taken into account. For instance, while framing the syllabus, proper provision should be made for imparting education to the pupils about songs, festivals, people, literature and history of the state as well as of the country. The educational system has to be based on the recognition of the reality that the people of the state are linked with a rich cultural past on the one hand, and on the other they are imbibing the spirit of modernism which the western education has brought them into contact with. The coordination of the two elements - the old and the new - in the educational system of the state will, to a very considerable extent, generate the spirit of tolerance among the pupils of the state for others, for this coordination will enable them to know about the new lights in which the modern education is presenting the human life without arousing the spirit of antagonism, as there will be sufficient scope for the development of the native culture and tradition. This respect to their local way of life, culture and tradition will generate the spirit of tolerance for the culture, religion and the way of life of other people. This can also be instrumental in creating a sense not only of self-respect but also of respect for others.

Thus the cultural activities of the people of Manipur should be made an integral part of the curricula. Besides
generating a sense of identity, these cultural activities will make the formal education interesting to the pupil, as they will make them feel the colourfulness of life and provide a continuity between their informal social atmosphere of their home and society on the one hand, and the formal atmosphere of the educational institutions on the other.

But the darker side of the older culture should not be lost sight of. An indiscriminate emphasis on the cultural aspect in the educational curricula may negate the very purpose of modern, liberal education, for it can tend the pupil towards a narrow way of thinking and thus generate the evils of parochialism and dogmatism. Therefore the elements of superstition, regionalism, dogmatism and the like should be discouraged. Thus the cultural heritage of Manipur can be made the basis of emotional integration on the one hand, and of understanding the people of other parts of the country and also of their way of life on the other.

Like culture, the economic aspect of a region needs be taken into account in the educational scheme of the particular region. The special features of the economy of a region should find reflection in its educational system. In the fast-changing world of today, no educational system can be of much real meaning and significance if it ignores the economic aspect of human life. As Manipur is situated in a remote corner of the country and as its economy is conditioned by the limited communication and other facilities, special attention has to be paid to the gearing together of its economy and education. In this connection it may be noted that the colourful costumes of Manipur are a part of its
culture and also of its economy. If the handicraft potential of the state is properly and systematically exploited, it can be an important source of foreign exchange to the country as also of adding to the revenue of the state. Moreover, it shall provide employment to the people of the state, which will ultimately contribute to the rise in their standard of living. Education, by being related to the socio-economic life of the state, can play an important role in the fulfilment of this goal. It can be done by reducing the gap between the content and the purpose of education. This objective can be achieved by making the basic education a part of the larger educational system of the state. The emphasis should be on training the child from all angles. The pre-primary education should be given its due recognition by the authorities. As such schools are non-existent in Manipur, the talent of the children remains untrained at this juncture of their life. Pre-primary schools, based on the playway method, shall meet a vital demand of the state.

Besides, the quality of education needs an upliftment. It should not remain confined to merely drilling of instruction; it should also build the character of the students and arouse the sense of discipline and patriotism in them. This will help them in becoming aware of the needs of the state on the one hand, and of the country on the other, and also enable them to contribute to the betterment of the community as a whole. In this regard, an urgent need of the day is the discouragement of copying in the examinations. This objective can be achieved by adopting the system of programme learning material in which lessons should be
divided in several units according to the objectives of teaching.

The government has to recognize the special role that it is required to perform in the development of education in Manipur. During the British days the missionaries played a key role in the spread of education, specially in the hills and among the tribal. Now the vacuum is to be filled up by the governmental agencies, i.e., the education department. The education department is therefore required not only to implement the official schemes of education but also to work with a missionary zeal in removing ignorance, poverty and illiteracy of the people. The officials should have some specific target and inspire the teachers for attaining that goal. For example, students can be used to spread the family planning message to the different parts of the state, who can also become an agency of moral check on the parents. The services of the missionary agencies from India can also be made use of in this connection. Agencies like the Ramkrishna Mission, Arya Samaj and Brahma Samaj can be very helpful for the fulfilment of this goal.

Much improvement is required in educational administration in Manipur for the promotion of the literacy programme. As 3/4 of Manipur is hilly area, an inspector cannot supervise more than one school in a day. On an average, an inspector can visit at the most 25 schools in a month. It is therefore desirable that an inspector should be allotted only a limited area covered by the schools so that he can make an effective inspection of the schools under him. Effective supervision will lead to the stoppage of malpractices such as irregular attendance of teachers at the school, lack of the preparation of their lessons and irregular payment of salaries.
For this it is needful that some necessary offices be shifted to the hill areas where the officers should be provided with the necessary facilities as incentives. Due provision should be made for the education of their children. The haphazard growth of the directorate of education should be checked, otherwise it may not be possible for the director to have effective control over his staff. There should be balance between the administrative officer and his clerical staff. When an officer is appointed, with him one assistant should also be appointed. There is a need of more effective service from the 4th grade employees, and the negligence on their part should not be used as a pretext for delay in the work of the directorate. The untrained education officers should be trained. For it one state staff training college may be opened, to train the education officers and the educational assistants. The recruitment rules should be properly framed. For the post of Director of Education, B.T. degree or some advanced training in educational administration and planning should be essential besides a degree in a school subject.

The backlog of untrained teachers like undergraduate/matriculate deserves the drawing of attention of educational administrators. Even though a large number of teachers are untrained and it is needful that they are trained on a priority basis, yet admission need not be confined to those only who are working.

The government should stop immediately the recruitment of untrained teachers.
The problem of untrained undergraduate/matriculate teachers is acute at this stage too. There are about 6000 undergraduate/matriculate teachers and matric teachers who need to be trained. Of these about 5000 are working in primary schools and the remaining in middle and secondary schools. For them too a crash programme is the only solution. This programme shall have to be split into two parts, (i) for those who are matriculates/undergraduates and (ii) for those who are undermatrics.

For the first group, in which approximately 1000 teachers are there, three centres may be established to take up the crash programme extending up to a period of about 3 years. In each course about 100 students may be admitted at a time and each batch may be called to the centre four times for twelve weeks each time. Thus each centre will be able to train about 300 teachers. Of the four visits to the centre by each trainee the first two may be devoted to content only and the remaining two to the content and methodology both. The practice teaching side of the course and methodology can be taken care of by supervising their teaching in actual classes in the school.

For the other group who are undermatrics, where about 5000 teachers are to be trained the requirements can be as given below:

For this purpose centres may be set up for a period of three years and these may be well distributed over the state. Each year four courses each of 12 weeks' duration may be arranged at each centre. Every centre may be allowed to admit 125 trainees in each batch. Every untrained teacher may be required to undergo training in three courses which may be so arranged that a teacher attends
The first course for every teacher should be devoted completely to content teaching. The second and third may be devoted to content and methodology both. Arrangements for supervised practice teaching may be made either in the teachers' regular institutions or in a nearby institution, where he can go without disturbing his own routine.

To make this programme successful there may be some pre-conditions as noted below:

(1) Recruitment of untrained teachers may be stopped immediately.

(2) The training institutions may admit freshers so that after one session about 400 trained teachers will be available for appointment. So there will be difficulty only for one year.

If due attention is given to this programme, it shall clear the backlog of undergraduate/matriculate teachers but the future needs should be properly pre-planned.

Graduate untrained teachers

The number of such teachers is 1500 at present. Added to this are those who are working in unaided schools and under normal condition the proportion of untrained teachers is likely to be higher there.

The other reason is of failures in the B.T. examination of large number of candidates and thus it may be rated as 'Reverse
Thus in the final analysis, the sequence ends in a vicious circle. An untrained graduate is recruited as a teacher, is sent for training in due course and continues to be untrained.

For this purpose there is also need of crash programme for removing the backlog in training of the teachers. Under this programme, training lasting about three years, summer-cum-correspondence type of course may be arranged to train all these teachers. In this course there shall be a compact programme for about 12 weeks which has to be at the training centre, viz., Regional College of Education, Bhubaneswar. The rest of the course shall be completed through correspondence lessons and assignments and supervised practice teaching. All this can be done right at the place where he is teaching regularly.

These contact programmes have to be so arranged that four batches comprising about 100 to 125 trainees each can come to the training centre in one year, and so twelve batches in three years and mutual adjustment may be done for science, mathematics and English subjects, and such teachers should be sent only during vocational programmes.

If this programme is accepted in principle then two pre-requisites may also be defined. Recruitment of untrained teachers may be stopped fortwith unless it is necessary in the case of post-graduate teachers in science.

The Education and Economic development should be well knitted in Manipur. Education should gear round the Economy. The
economy should help in promotion of education. The economic backwardness can only be removed through right type of education. Natural resources are to be tapped and geared round the economy and education. The agriculture and cottage industries should get due place in school curriculum to meet the unemployment problem and the survival of Manipur very much depends on cottage industries. For getting raw materials at cheap rates, the cheap transport of railway is a must. Manipur could be a good tourist attraction and for that 5 stars hotels are to be constructed in Manipur. Inner line permit should also be lifted to make the movement of tourists easy.