CHAPTER I

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Manipur has been variously described as “a flower on lofty heights” and “a little paradise on earth”. Manipur is situated on the eastern frontier of India. It is bounded on the east by Myanmar (Burma), on the north by the state of Nagaland, on the west by Assam and on the south by the state of Mizoram and Myanmar. Manipur lies between 23.83° N 25.68° N latitudes and between 93.03° E and 94.78° E longitudes. It has an area of 22,327 sq.kms\(^1\). Physically Manipur comprises of two parts the hills and the valley. In the early days of history, the present state of Manipur was called different names by the neighboring states. The country inhabited by the Manipuris is, by the Burmese called ‘Kathe’, which term they equally apply to the people; by the inhabitants of Cachar it is named ‘Moglei’, by those of Assam, ‘Meklee’. And by the Shans, or those who inhabit the country east of the Ningthee or Khyendwen River, it is known as Cassey, of which term the Burmese word Kathe is a corruption\(^2\).

But in Rennell’s Memoir and maps of India and in all Achitson’s treaties, Manipur is referred as ‘Mecklay’\(^3\). The valley is at the centre surrounded by hills on all sides. The hills cover about 9/10 of the total area of the state. Manipur valley is about 790 meters above the sea level. The hill ranges are higher on the north and gradually diminish in height as they reach the southern part of Manipur. The valley itself slopes down towards south. The soil of Manipur is fertile. The climate in the Manipur valley is not torrid as it lies on a higher altitude. The hills are still higher and therefore cooler. The climatic condition of Manipur is moderate.

The total population of the State as per 2001 provisional census is 23, 88,634. Out of which 12, 07,338 are males and 1,181,296 are females. The populations in the hills mainly consist of various Tribes.

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The density of population is 107 per sq. km. Sex ratio of the state is 978 females per 1000 males. Imphal is the capital city of Manipur. There are 9 (nine) districts in the state- five in the hills and four in the valley. The five hill districts are Chandel, Churachandpur, Tamenglong, Senapati, and Ukhrul and the other four districts in the valley are Bishnupur, Imphal East, Imphal West and Thoubal.

Manipuris have a distinctive culture of their own which finds expressions in manifold creative activities not only in the fields of dance, music and other performing arts but also in the field of games and sports. The salubrious climate and healthy natural environment made the people robust and energetic. Manipuris have a very long tradition of playing different types of games and sports.

The itinerant wars with Burma and the competitive edge amongst the small kingdoms of Manipur became a springboard for its martial arts. In time these have become an integral part of its cultural ethos. Tracing its history back to the 33 AD, the lively game of Sagol Kangjei can be seen as the mother of modern polo. The pana-style polo of Manipur is played by the famous Manipuri pony (not more than 4.5" tall) and involves 7 players on each side. This particular version of polo is swifter than the modern game played in International arenas. Players use a cane stick with an angled wooden striking head and the ball is made of bamboo root.

The important rivers of Manipur are, Imphal River, Thoubal River, Kongba River, Arong River and Nambul River in the valley and the Barak River in the hill area. There are many lakes in Manipur. Loktak Lake is the biggest fresh water lake in the North Eastern Region and it plays an important role in the economy life of the people of the state⁴. It is 8 miles from north - west to south – west and 5 miles broad at its greatest breadth from east to west. Its edges are swampy or are floating beds of reeds and aquatic plants⁵.

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⁴ DIPR, Manipur, Introduction to Manipur, Souvenir NESF 2003-04, pp.5-10
The main food crop of the people of Manipur is rice. Naturally, the Manipuris are of tough and strong body structure. They can enjoy and play all kinds of games. They are very much interested in games and sports and martial arts too.

HISTORICAL BACKGROUND

The history of Manipur starts very late in comparison with other countries. According to some historians, Kangba was the first king of Manipur about whom the chronicles give some details. He belonged to Mangang clan which was the precursor of Ningthouja clan. He was born at Koubru Hills in North-west of Manipur Valley. He was the son of Thangja Lila Pakhangba who finds mention in several tradition and texts including Pakhangba Phambal. Kangba married Leima Taretynu of the Chenglei clan. His capital was at Kanga-mung or Kanga –pung. His period was in the stage of the civilization of the food gatherers in the way of life. The reign of king Kangba was regarded as pre-history period.

The historical king of Manipur began from Nongda Lairen Pakhangba. He ascended the throne in 33 A.D. In Manipuri month now called Kalen. It roughly corresponds to the English month of May. According to the Royal Chronicle, he ascended the throne in the 3,135th of the Kaliyuga. Evidently, the Royal Chronicle is speaking in terms of Kalyabda – an era prevalent throughout India before the advent of the Shaka era. Kalyabda began in February 3,102 B.C. Therefore Kalyabda will mean 33 A.D. That is why we place the accession of Pakhangba in 33 A.D. There is another reason. The Royal Chronicle also says that the Shaka era began in the 45th year of Pakhangba’s reign, since he ascended the throne in 33 A.D. It thus approximately the 45th year of his reign would mean 78 A.D. There is a difference of 78 years between the Christian era and the Shaka era. From this angle also Pakhangba ascended the throne in 33 A.D.

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Manipur was ruled by several independent chiefs before the reign of Nongda Lairen Pakhangba. There were seven chiefs before the reign of Nongda Lairen Pakhangba. There were seven clans, the Ningthouja (Mangang), Luwang, Angom, Khuman, Moirang, Kha-Nganba (Khaba and Nganba) and Sareng-Leishangthem (Chengei).

Pakhangba was truly the maker of Manipur. He was the first coroneted historical ruler who founded a new dynasty called Ningthouja, and the progenitor of a clan of the same name which was gradually evolved into the Meitei society, state and nation. Definitely at the coronation of the new king, the chiefs of the three major clans Puleiromba of Angom clan, Langba and Langnaiba of Luwang clan and Apanba of the Mangangs had already accepted his suzerainty over their clans⁹. There was a series of warfare between the Ningthouja clan and the remaining clans for supremacy.

Ultimately the more powerful Ningthouja clan overpowered them and absorbed them to the Ningthouja clan. In the 15th century there was a unified kingdom in the valley of Manipur under the political umbrella of the Ningthouja king.

It is said that Physical Education has been imparted to the youths of Manipur in a systematic way since the reign of King Nongda Lairen Pakhangba (33 A.D.). Various games & sports were also started playing during the time of King Pakhangba. Since then, there were also existence of military education / skills and physical activities among the people of succeeding generation. It was also essential to protect themselves from the invaders of the neighboring regions of the state. Many games and sports were also evolved during the various stages of the kings of Manipur. Naturally games and sports were developed and invented stage by stage. Therefore, the long periods starting from Nongda Leiren Pakhangba to the time of Maharajah Bodhchandra Singhajee, various types of games and sports were developed and introduced into the Manipuri society (indigenous games and foreign games)¹⁰.

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⁹ Gangmumei Kabui, History of Manipur, p.86.
From the historical perspective, Manipur was an independent princely state up to 1891. After British occupation, many changes were brought with the introduction of western education. Many types of foreign games were also introduced into the soil of Manipur.

The modern pioneers of Manipur in the field of Physical education, games and sports were, Sir James Johnstone, KCSI, Reverend William Pettigrew, Sir ChuraChand Singhjee KCSI, CBE, and Maharajah Bodhchandra Singhjee. They contributed a lot to the development of physical education, games and sports in Manipur.

Manipur came under the British rule as a princely state in 1891. The princely state was merged into the Indian Union on October 15, 1949 and was made a part ‘C’ state under a Chief Commissioner. In 1950-51, an Advisory form of Government was introduced. In 1957, this was replaced by a Territorial Council of 30 elected and 2 nominated members. Later in 1963, a Legislative Assembly of 30 elected and 3 nominated members was established under the union Territory Act, 1963, the status of administration was raised from Chief Commissioner Level to Lt. Governor with effect from December 19, 1969.

Manipur became a full-fledged state on the 21st January 1972. The Assembly Constituencies were delimitd in 1972 into 60 seats, out of which 19 are reserved seats for scheduled Tribes and one seat for scheduled Cast and the rest is for general. The state is represented in the Lok Sabha by two members and by one member in the Rajya Sabha11.

The recorded history of kingship started from 33 A.D. which marked the coronation of Pakhangba. After Pakhangba a series of kings ruled over the kingdom of Manipur. The independence and sovereignty of Manipur remained uninterrupted until the Burmese invaded and occupied it for approximately seven years in the first quarter of the 19th century (1819 – 1826). Then came British Paramountcy in 1891.

11 Annual Administration Report, 1988-89, DIPR, GOM.
Manipur regained independence along with the rest of India in 1947. When the Constitution of India came into force on 26 January 1950 Manipur became a part C State under a Chief Commissioner. Manipur became a full-fledged State on the 21st January 1972 with a Legislative Assembly of 60 members. The people of Manipur belong to the Indo-Mongoloid group.

The erstwhile princely state of Manipur is a jewel of land with its bounteous vistas of untrammeled beauty and ancient traditions. Set in a oval valley amongst smoky blue hills, it is the home of the Meitei who dominate the populace, which is an admixture of Naga and Kuki-Chin Mizo groups amongst other colorful communities. The serenity of these pristine and isolated environs has permeated the lifestyle of these people with a lavish hand, allowing him to live for centuries in harmony.

The Manipuri’s inspiration arises from the wondrous balance of the flora and fauna that abound in its environments. Almost 70 per cent of the land is under forest cover. The stunning combination of wet forest, temperate forest and pine forest sustain a host of rare and endemic plant and animal life. Some of the world’s rarest orchids spring from the fertile soil. Denizens of the forest include the rare hillock gibbon, the snow leopard and slow Loris amongst a galaxy of other rare fauna. Indigenous to Manipuri’s rich natural heritage is the Sangai - the dancing deer, the rarest of creatures that is facing extinction. Manipur is reputed for its tradition of the arts. Even the state’s martial arts are recognized for their almost poetic traditions. The economic and fluid movements of the spear dance (Ta Khousarol) and sword fight (Thang Yannaba) have a sinuous beauty. This playful, sports loving community is reputed for its indigenous version of Sagol Kangjei or polo (it was the first place in India to have evolved this sports of king), the Mukna Kangjei – (wrestle ling – hockey) Yubi – Lakpi, a form of rugby played with a greased coconut.
INDIGENOUS GAMES:

SAGOL KANGJEI\(^{12}\) (Manipuri Polo) Manipur is considered as the real home of Polo. The Manipuri Puranas trace it to be the mythological age when it was played by the gods. This game is also believed to have been played on the occasion of recognizing Laishna as the wife of King Pakhangba of Manipur, who ascended the throne in 33 A.D. The game is said to have flourished during the reigns of King Kyamba (1467-1508) and King Khagemba (1597-1652). It was during the reign of Khagemba that this game was played at the present Polo Ground in 1606. King Chandrakirti (1850-1886) was a great patron of polo and in his time the game spread to other countries of the world. It was introduced into British India in 1865 when the two teams consisting of Manipuris visited Calcutta and played an exhibition match there. The game in the modern form was played at Silcher where the first polo club was started. The game is played on the horse back with seven players a side. Mounted players hit the ball to the goal. The stick is made of cane having a narrow wooden head fixed on it. The ball about 14 inches in circumference is made of bamboo root and is usually light. The Manipuris play on ponies which are not more than 4 feet 6 inches in height. The ancient game is still played in Imphal and in the villages. It is accelerating to see people in their sixties and seventies riding the ponies at full gallop and playing the game with gusto. The game is now played in 2 (two) styles namely Manipuri style and International style\(^{13}\).

KHONG KANGJEI\(^ {14}\) (Manipuri Hockey) This is locally called “Hockey on foot”. This like polo was a very popular game of the Manipuris. This is played with seven players a side, each equipped with a cane stick about 4 ft. in length made in the form of a modern hockey stick. The game is started with a throw of a ball at the centre of the field about 200 × 80 yards in area. A player is allowed to carry the ball made of bamboo root in any manner he likes. He can even kick the ball but he has to score the goal only by hitting it with his stick.

\(^{12}\) Introduction to Manipur, DIPR, XVIII NESF, Souvenir, p.9.
\(^{13}\) Ibid. p.9.
\(^{14}\) Ibid. p.9
A goal is scored when the ball crosses the goal line fully, there being no goal post. Players often encounters may develop into a trial of strength which is indigenously known as Mukna (wrestling). Khong Kangjei is a game which requires much physical stamina, speed and agility. Tournaments among panas (administrative units) were held under royal patronage. We often find stories of the game being played before the king.

**YUBI-LAKPI**<sup>15</sup> (Manipuri Rugby) Yubi means coconut and lakpi means snatching. The game is played between two sides each consisting of seven players in a field about 45.72 × 18.29 meters in area. The game starts with the throwing of a greased coconut at one end of the field. At the other end of the field is a rectangular space 4.5 × 3 meter. There is an area inside the field with the central portion of the goal line as one of its side which is called the box area. The players attempt to carry the coconut into the box and pass the goal line against the opponents. Beyond the goal line there sits the Ningthou (King) in the earlier days or judge as at present to which the coconut is offered. In order to score a goal, a player carrying the coconut has to enter the box area not from the sides but from the front of the box and cross the goal line. In earlier times, it was a game of one verses all. It has some similarity to the modern game of rugby. This game is still very popular among the Manipuri's and at present, new rules have been framed for the conduct of the game.

**KANG SANABA**<sup>16</sup>: It is a game played on the mud floor of big out-houses. It consists of hitting the target fixed on the floor with hard and smooth oblong shaped flat instrument known as “Kang”. The tradition of this game is very old. It is mentioned in the epic of Khamba and Thoibi. This particular game is played strictly during the period between the Manipuri New Year’s Day and Rath Yatra Festival. The presiding deity of the game is said to be “Panthoibi” the Manipuri counterpart of Durga, the goddess of war and destroyer of the enemies of the gods.

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<sup>15</sup> Ibid. p.9  
<sup>16</sup> Ibid. p.10
MUKNA\textsuperscript{17} (Manipuri Wrestling): The game is the Manipuri style of wrestling played between two male competitors for trial of strength by skill and physical force. Manipuri wrestlers wear white turbans (Kokyet) and customary costumes. The game is generally played on the day of Lei-Haraoba (worship of Sylvan Deity) before the Deity as a part of the ceremonial function and the function cannot be completed without this game. It is popular in Manipur as a manly and prestigious game. The game had royal patronage in the past.

BOAT RACE\textsuperscript{18} (Hiyang Tannaba): This sports still arouses great enthusiasm among the people. The competing boats, two in number carry symbols of dragons, known as "Chinglai". Seventeen rowers on each boat of the race is to trap the competing boat near the bank as it moves forward and win the race.

WOOLAobi\textsuperscript{19} (Woolaobi) is an outdoor game mainly played by the female /girls. Meetei Mythology believes that Umang Lai Taret (seven deities' seven sisters) play this game on the courtyard of the temple of Umang Lai Lairembi.

Numbers of the participants were not fixed but divided the participants into two groups (size now as per agreement). Players are divided as, (i) Raiders (Attackers) (ii) Defenders (Avoiders).

Say “woo” without stopping as long as they can continue and try to touch the avoiders. If a raider fails to say “woo” or out of breath, Raider is out. This process goes on till avoiders are out or surrender.

If a raider fails to say “woo” or out of breath, Raider is out. Points are counted on the elimination of Raiders / Defenders. If the raiders are tired they declare for change. Now time limit is decided for change. The outline principle of woo-laobi is very much similar to that of Kabaddi in India.

\textsuperscript{17} Ibid. p.10
\textsuperscript{18} Ibid. p.10
\textsuperscript{19} Ibid. p.10
The ground (court) is not marked; normally the open space available within the premises of the house or temple is used for the game. This game is very much like by the girls it became a source of talent in Kabaddi.

**MARTIAL ART**²⁰ (Sarat Sarat): The highly skilled martial art tradition is a direct legacy of Manipur's prolonged battles with the forces of the neighboring kingdoms. Long and incessant wars motivated the people to the battle-craft into a work of art flourished in the past under the royal patronage of the Maharajas. The Manipuri martial art of fighting with spears, swords, sticks and axes still continues to be popular among youths.

**ARAMBAI HUNBA**²¹: People of Manipur are very fond of riding horse specially those who are in the village near the breathing areas. Since the ponies are available easily, the young boys get the chance of riding ponies without saddle on horse back. Sometimes they ride horse using a rope in place of a regular bridle throwing branches of small tree in place of Arambai. This practice held the Manipur Arambai force as a martial art which was very much required during the advance and withdrawal of forces. This art was very popular as an indigenous game of the youth of Manipur. This game is displayed even now during the festival "Kwak Jatra" after Durga Puja.

**EVOLUTION OF MODERN GAMES IN MANIPUR**

Sir Churachand Singh, K.C.S.I., C.B.E., the Maharaja of Manipur (1891-1941) was the pioneer of the modern sports movement in Manipur. It was under his initiative Hockey, Cricket, Athletics, Badminton, Tennis, Tennikoit, etc., were introduced and popularized in Manipur. He freely distributed sports goods to the schools and donated generously all types of sporting items not only in Manipur but also in Assam. In 1935, he sent a Cricket team to Shillong which played matches

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²⁰ Ibid. p.10
²¹ Ibid. p.10
against the European Clubs there. He was also the founder President of the Assam Olympic Association. He sent a contingent of sportspersons from Manipur at the first Assam Olympic Games held at Jorhat in 1940. Manipur was the champion team, winning most of the events including hockey. He groomed many promising sportspersons under his personal supervision at the nicely maintained playground at his palace compound.

In the year 1942, Assam sent a contingent of a Volleyball team and two athletes namely: Shri R.K. Madhuryyajit Singh of Manipur and Dr. Talimaren Ao, better known as Dr. T.Ao of Nagaland to participate in the Indian Olympic Games in Lahore.

Shri R.K. Madhuryyajit Singh of Manipur was the Captain of the contingent. That was the beginning of Manipur participating in the National Games.

In 1920 Shri Phoni Mukherjee, a Bengali settled in Manipur, along with a few local youths formed the Manipur Town Club. It was under the banner of this club that organized tournaments mainly football and hockey were taken up at Kalimai ground (at present 1st Bn. Manipur Rifles ground). At his initiative, Manipur participated in the Bidhumukhi Knock-out Football Tournament at Lumding in Assam in 1933 and won it. The entire expense of participation in the said tournament was borne by Maharaja Churachand Singh. Nine Cup, Jaber Memorial and under five feet tournament were some of the football competitions conducted by Manipur Town Club between 1935 to 1941. Yakairol Hockey Cup donated by Dr. N. Leiren Singh was also run regularly by Town Club during the same period.

With the amalgamation of the Manipur Olympic Association and the Manipur Sports Association (Estd 1948) under a new name, All Manipur Sports Association, the latter became the sole controlling body of all sporting activities in Manipur. The annual Olympics Games was then continued by the All Manipur Sports Association under a new name Manipur State Games since 1955.
The most memorable achievement of the AMSA was the successful organization of the Sir Churachand Singhaji Memorial Gold Centered Shield Football Tournament in 1975 at Imphal Polo ground in commemoration of the Silver Jubilee year of the tournament where many teams from Calcutta took part in the said tournament. The Shield was donated by His Highness, Maharaja Bodhachandra Singh in 1950 in memory of his late father, Maharaja Churachand Singh. This is the only major tournament of football in Manipur now being organized by the All Manipur Football Association since 1977.

SPORTS MOVEMENT IN MANIPUR

The success of Manipuris in the sports arena was the culmination of a long and sustained sports movement made by the people of Manipur from generation to generation. Endowed with muscular and agile bodies the people of Manipur fondly nourished a variety of indigenous games some of which greatly influenced our youths in adapting themselves to the newly introduced modern games. The salubrious climate and availability of nutritious foods are other natural ingredients for making the Manipuris fine sports persons.

Sagol Kangjei is now regularly played and popularized under the care of two state level organizations namely, All Manipur Polo Association (1955) and Manipur Horse Riding and Polo Association (1977). The Government of Manipur in collaboration with the above two associations successfully organized an International polo tournament at the historic Imphal Polo ground (Mapal Kangjeibuing) in 1991.

No, wonder, it was mainly the polo players who formed the bulk of the Manipuri Cavalry that devastated northern Burma during the campaigns of Garibniwaz, king of Manipur (1709-48)22.

Football was the first among the modern games introduced by the British into Manipur at the fag end of the 19th century. It was at the Paltan ground

22 S.Lokeshwar Singh, 5th National Games Souvenir pp, 14,15,16
formerly known as Manung Kangjeibung near Kangla fort that the British Indian sepoys started playing this game for the first time in Manipur. Rev. William Pettigrew, the then teacher of the Johnstone School introduced the game to his students in 1899. At the turn of century a football team of Johnstone School was formed followed by a second one known as Maharaj team under the patronage of His Highness, Sir Churachand Singh K.C.S.I., C.B.E. the Maharaja of Manipur.

No organized tournaments were conducted prior to the First World War except frequent friendly matches among the Paltan Team, the Johnston School team and the Maharaja team. The Paltan team was composed of some British officers and Gurkha sepoys. The players of those days played bare footed. However, some of the players of the Paltan team played with their boots on.

The great pioneering works of Shri S. Indramani Singh\textsuperscript{23} in the field of body building, weight lifting, gymnastic, boxing etc. from around the year 1950 will ever be remembered by future generations. He also founded the Manipur Man Building Institute in 1953 with the help of other sports promoters – Shri L. Manaobi Singh and Shri S. Ghambhir Singh had organized a sports extravaganza at Imphal in 1955, featuring Mr. and Miss Manipur contest in addition to much of the disciplines of modern Olympic Games. A team of well trained boxers from Calcutta was invited for an exhibition bout with the local boxers during the sports meet. The activities of the institute faded away mainly due to the opposition from the All Manipur Sports Association, the then controlling body of Sports and Games in Manipur.

A great landmark in the history of Sports movement in Manipur is the rapid process of decentralization of sports administration breaking away one after another from the nucleus body, All Manipur Sports Association from the late seventies onwards and forming various state level sports associations affiliated to its corresponding apex federations at the National Level. However, the All

\textsuperscript{23}Oja Indramani( A brief Life Sketch) Publication Oja Indramani Trust, Lei Ingkhol, Imphal 2000.
Manipur Sports Association still remains as the sole heir to all the assets and properties pertaining to it without its former sports activities.

Manipur Women’s Football Association formed in 1976 and affiliated to the Women’s Football Association of India is now under the aegis of the All Manipur Football Association since 1991 as per directive from the FIFA. The strong and sturdy women footballers from Manipur earned a big name by representing 9 of its players at the 13th Bangkok Asiad Women’s Football Team of India.

Within decades of its formation in 1976 the Manipur Hockey Association produced two Olympians – Shri P. Nilakamal Singh (1984) and Shri Ksh Thoiba Singh (1988) and World Cupper Shri L. Tiken Singh (1986). In the Women’s front, also Ksh. Tinggongleima Chanu and W. Surjalata Devi were the silver medalists in the 13th Bangkok Asiad Women’s Hockey Championship, 1998.

Another spectacular achievement of the sports persons of Manipur is their outstanding performances both in the National and International levels in events like Arm Wrestling, Sepak Takraw, Veteran Athletics, Trampoline, Taekwondo, Wu-Shu, Boxing and Fencing, etc.

Arjuna Awardee from Manipur Miss Kunjarani Devi becomes a household name in India by her consistent performances in Weight lifting for more than a decade in International competitions. She is also a recipient of the Rajiv Gandhi Khel Award of 1996. Former Mr. India Shri N. Maipak Singh24 participated in the Mr. Universe contest in Paris in 1972 and secured the 8th position in World ranking. Lastly, everyone has heard of Ng. Dingko Singh, the boxing gold medalist in the 13th edition of the Asian Games held in Bangkok.

Although Cricket was played in Manipur along side with other modern games at the turn of the century with a very good encouragement form the late Maharaja Churachand Singh as mentioned earlier, the game lacks its popularity

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24S. Lokeshwar Singh, Sports Movement in Manipur, Souvenir’ 5th National Games 99, p17.
and thrust among the youths of Manipur until it was made popular afresh, thanks to the good T.V. coverage of Test matches on the small screen since the eighties. Now days young cricketers utilized every available space in their surroundings as cricket grounds. Cricketers from Manipur will now be getting the much awaited opportunities for exposer to big matches consequent upon the granting of associate membership of Manipur Cricket Association to the Board of Cricket Control in India in 1998.

The role of Youth Affairs and Sports Department of Manipur in tapping young talented players and grooming them to be fine sports persons at the school level is highly commendable. At the initiative of Shri Th. Modhu Singh, the then Director of the Sports Department, Manipur hosted the All India Schools Games Autumn Meet in 1972 and Winter Meet in 1975. The YAS, Department, Manipur is also giving financial assistance to the state level sports organizations for participation in the National and International Level Tournaments. This Department is also giving incentive sports awards to the National and International Achievers every year. Thanks to this Department. Manipur school teams were participating regularly in the Subroto Football Cup and J.N Hockey Tournaments held in Delhi every year.

Sports movement at the collegiate level began with the participation of the colleges of Manipur in the Guwahati University annual Sports Festival since 1955\textsuperscript{25}. Outstanding sports persons from Manipur used to represent Guwahati University annual Sports Festival since 1955. Outstanding sports persons from Manipur used to represent Guwahati University at the Inter Varsity Tournaments until the foundation of the Manipur University in 1980. The Director of Education (U), Manipur successfully organized annual inter college sports festivals from 1988 to 1990 but discontinued since then. The Manipur University Sports Board is now confined to its activities mainly organizing tournaments in a few selective disciplines with the help of affiliated colleges of Manipur.

\textsuperscript{25} Ibid. p.18
The Sports Authority of India with its North Eastern Zone Head Quarter stationed at Takayel Pat, Imphal is also playing a very significant role in shaping and trimming the talented sports persons by inducting them at SAI hostel and giving regular training programmes under the qualified coaches. In fact, many distinguished sports persons who are now either playing or serving in various units elsewhere in India are the products of SAI hostel.

The role of the sports movement committee under the stewardship of Shri R.K. Ranendrajit Singh26 is worth mentioning in the history of sports movement in Manipur. But, for his timely protest rally at Imphal and a mass social service campaign at the present stadium compound in 1980 for the preservation of the Khuman Lampak Sports Complex rather than allotting it for residential and other purposes during the Janata Regime, Manipur might not have materialized in conducting the 5th National Games at such a beautiful sports complex where the venues of as many as thirteen disciplines are located at very close proximity within walking distance from one another.

In fine, it may well be concluded that having given the adequate infrastructural facilities for sports, scientific training, good sponsorship and timely exposure to competitive sports, the Manipuris have inherited such rich sporting heritage will definitely bring laurels to the country more particularly in those games comparable to their body structure.

MANIPUR IN THE NATIONAL AND INTERNATIONAL ARENA

Manipur at present occupies a prominent place in the field of Games and Sports in the country. The state of Manipur has produced a number of National & International players and 7 (Seven) Arjuna Awardees and 7 (Seven) Olympians27.

Around 50028 sportspersons of Manipur are at present, either playing or employed in various teams, clubs, institutions, outside Manipur in various

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26 Ibid, p.18.
27 Souvenir XX NESF 2006 Kohima, p. 98,99
28 Ibid. p.98,99
LOCATION MAP OF MANIPUR

SENAPATI

TAMENGLONG

UKHRUL

IMPHAL (E&W)

BISHNUPUR

THOUBAL

CHURACHANDPUR

CHANDEL

kilometres
Khuman Lampak Sports Complex, Imphal – Manipur

(A Unique Sports Complex in Asia)

Source: Manipur Remote Sensing Applications Centre
disciplines like Football, Hockey, Weight Lifting, Taekwondo, Archery, Boxing, Gymnastics, Fencing, Athletics, Wu-Shu, Fencing and Adventure Sports etc. for an economically backward state like Manipur, Games & Sports is becoming an avenue for employment at different sectors at present.

The Seven Arjuna Awardees are:

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<thead>
<tr>
<th>Sl.No</th>
<th>Name of Player</th>
<th>Discipline</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Km. N. Kunjarani Devi</td>
<td>Weight Lifting</td>
<td>1990</td>
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<tr>
<td>2.</td>
<td>Shri Ng. Dingko Singh</td>
<td>Boxing</td>
<td>1998</td>
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<tr>
<td>4.</td>
<td>Km. W.Surjalata Devi</td>
<td>Hockey</td>
<td>2004</td>
</tr>
<tr>
<td>5.</td>
<td>Km. Th.Sanamacha Chanu</td>
<td>Weight Lifting</td>
<td>2000</td>
</tr>
<tr>
<td>7.</td>
<td>Km. L. Anita Chanu</td>
<td>Judo</td>
<td>2005</td>
</tr>
</tbody>
</table>

The (Seven) Olympians are:

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Name of Players</th>
<th>Discipline</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Shri P. Nilakamal</td>
<td>Hockey</td>
<td>1984 Los Angeles</td>
</tr>
<tr>
<td>2.</td>
<td>Shri Ksh. Thoiba Singh</td>
<td>Hockey</td>
<td>1988 Seoul</td>
</tr>
<tr>
<td>3.</td>
<td>Shri Ng. Dingko Singh</td>
<td>Boxing</td>
<td>2000 Sydney</td>
</tr>
<tr>
<td>4.</td>
<td>Shri S.Suresh Singh</td>
<td>Boxing</td>
<td>2000 Sydney</td>
</tr>
<tr>
<td>5.</td>
<td>Km. Th. Sanamacha Chanu</td>
<td>Weight Lifting</td>
<td>2000 &amp; 2004</td>
</tr>
<tr>
<td>6.</td>
<td>Km. N.Kunjarani Devi</td>
<td>Weight Lifting</td>
<td>2004 Athens</td>
</tr>
</tbody>
</table>

29 Ibid. p.98,99
30 Ibid. p.98,99
The medals won by Manipur in the recent National Games\textsuperscript{31} (New format) are given below:

<table>
<thead>
<tr>
<th>No. &amp; Place of Hosting</th>
<th>Position</th>
<th>Gold</th>
<th>Silver</th>
<th>Bronze</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1\textsuperscript{st} National Games, Delhi, 1985</td>
<td>14\textsuperscript{th}</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2\textsuperscript{nd} National Games, Kerala, 1987</td>
<td>14\textsuperscript{th}</td>
<td>3</td>
<td>3</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>3\textsuperscript{rd} National Games, Maharashtra 1994</td>
<td>9\textsuperscript{th}</td>
<td>13</td>
<td>11</td>
<td>18</td>
<td>42</td>
</tr>
<tr>
<td>4\textsuperscript{th} National Games, Karnataka, 1997</td>
<td>9\textsuperscript{th}</td>
<td>15</td>
<td>10</td>
<td>17</td>
<td>42</td>
</tr>
<tr>
<td>5\textsuperscript{th} National Games, Imphal, 1999</td>
<td>1\textsuperscript{st}</td>
<td>49</td>
<td>24</td>
<td>39</td>
<td>112</td>
</tr>
<tr>
<td>31\textsuperscript{st} National Games, Punjab, 2001</td>
<td>3\textsuperscript{rd}</td>
<td>30</td>
<td>17</td>
<td>18</td>
<td>65</td>
</tr>
<tr>
<td>32\textsuperscript{nd} National Games, Hyderabad, 2002</td>
<td>4\textsuperscript{th}</td>
<td>38</td>
<td>24</td>
<td>31</td>
<td>93</td>
</tr>
<tr>
<td>33\textsuperscript{rd} National Games, Guwahati, 2007</td>
<td>2\textsuperscript{nd}</td>
<td>51</td>
<td>32</td>
<td>40</td>
<td>123</td>
</tr>
</tbody>
</table>

Further, it is very clearly seen from the above table that the performance of the state has considerably increased after the modern infrastructure and facilities are installed at Imphal. Hence, The Department of Youth Affairs and Sports proposes to develop District Sports Complexes, which consist of maximum facilities and infrastructure in all districts of the state in a phased manner.

**MANIPUR OLYMPIC ASSOCIATION**

Olympic movement in Manipur began with the formation of the Manipur Olympic Association was formed for the first time in 1942\textsuperscript{32}. Maharaj Bodhachandra Singhaji and R.K. Madhuryajit Singh were the President and the Secretary respectively. The State Olympic Games organized from 1947 to 1954 (i.e. 1\textsuperscript{st} Game to 8\textsuperscript{th} Games). Then the Games were organized in the name of State Games held from 1955 to 1958 in collaboration with the All Manipur Sports Association. The Games were continued up to 1963. During the period 9 Games were organized. Then the Olympic Association was functioning for some time.

\textsuperscript{31} Ibid. p.99

\textsuperscript{32} Ibid. p.99
Again, the Manipur Olympic Association was revived in the year 1976 on 24th November. However, there were two parties clamming the genuine Olympic Association. One party belongs to AMSA and the other was the existing Olympic group. In order to solve the situation, under the supervision of Shri Rishang Keishing, the then Chief Minister of Manipur held a joint meeting of the parties and formed the existing Association on 28th January, 1977 with Shri R.K. Madhuryyajit Singh and Shri B.C. Singh as President and Secretary respectively.

The Manipur Olympic Association was registered on 27th April, 1979 and affiliated to the Indian Olympic Association in the same year in 1979.

After a lull of six years due to the World War II, the Manipur Olympic Association was formed with the following members in the year 1947\(^3\)

\[
\begin{array}{|c|c|c|}
\hline
1 & Maharajkumar Lokendrajit Singh & President \\
2 & R.K. Madhuryyajit Singh & Secretary Organizing \\
3 & Nongmeithem Rebati Singh & Secy. Sports \\
4 & Ch. Bendhar Singh & Member \\
5 & AK. Manihar Singh & Do \\
6 & N. Binoj Singh & Do \\
7 & S. Biren Singh & Do \\
8 & Ng. Mohendro Singh & Do \\
9 & Angom Sanatomba & Do \\
10 & C.O. 4th Assam Rifles & Do \\
\hline
\end{array}
\]

After the inception of the Manipur Olympic Association (MOA), various state level associations were formed and Manipur had since acquired exposure and position in many National and International arena in various disciplines.

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\(^32\) Souvenir XX NESF 2006 Kohima, p. 98.

\(^{33}\) Source, MOA, Imphal.
HISTORY OF PHYSICAL EDUCATION AND SPORTS IN INDIA:

Physical education existed in the Indian society in one form or the other, but had never been considered as a part and parcel of school curriculum. No doubt, the English are the sports loving people and education but while in India, as rulers, they also never paid any attention to the inclusion of physical education in the school programme. In 1833, The Government of India shouldered the responsibility of Education and in 1870\textsuperscript{34}, the subject of Education was made a state subject – only the centre retained the supervisory powers. Surprisingly enough, physical education was given no place in the school programme. For the first time it was the Indian Education Commission in 1882 that recommended, “Physical training be promoted in the interest of the youth by the encouragement of native games, gymnastics, drill and other exercises suited to each class of school”. This spurred the interest in the school children to take physical activities as enjoyable activities. In 1894, the question of making Physical Education as a compulsory subject was considered but no definite policy came out of this. Western games especially, cricket, were becoming very popular on voluntary basis.

Private organizations for physical education like gymnasia, vyayam scholar, Akhadas and Kreena Mandal contributed appreciably to the spread of traditional interest in developmental and conditioning activities like Dands, Baitakhs, yogic exercises, vigorous folk dances, wrestling, lathi fight, exercises with light apparatus and indigenous games like kho-kho, Atyapatya. It is heartening to note that some of the princely states also promoted some games especially polo, hockey, cricket etc.

Whatever the programme of physical education existed in pre-independence days, it was carried on by the ex-servicemen reemployed by school authorities. They imparted military drill and P.T. exercises to the children and often prepared the children as scouts for school ceremonies and inspection days. The out-standing development of scientific Physical Education in India in

\textsuperscript{34} K.L.Kamlesh and M.S.Sangra, Principles ans History of Physical Education. Prakash Brothers, p.137.
Pre-Independence days goes to the Y.M.C.A. College of Physical Education, Madras (Channei) founded in 1920 by Mr. H.C.Buck. Since its inception this college has been working tirelessly to promote the systematic physical education in India. In 1931, the Government College of Physical Education, Hyderabad and in 1932, Christian College of Physical Education, Lucknow were established. In 1938, came into existence another Training Institute of Physical Education “Kandivalli” (Mumbai). In 1914, Vaidya Brothers founded Shri Hanuman Vyayam Prasark Mandal, Amravati, basically to serve the cause of Physical Education in India. In 1924, this institution started a five-week summer course for young man and women in indigenous activities. A youth completing this course was awarded “Vyayam Visharad”. The L.C.P.E. (Lakshmi Bai College of Physical Education) (Now Deemed University) was opened at Gwalior (M.P.) on the recommendations of Central Board of Physical Education and Recreation (C.A.B.P.E.R.). This is the only Physical Education Institute being run by Central Government. Here in 1946 at the time of All India Physical Education Conference, National Association of Physical Education and Recreation of India was formed. The Mandel team gave numerous demonstrations of activities in Europe and Middle East and in 1936 at Olympic Games in Berlin and in 1949 at the second Lingiad at Stockholm.

The Indian sports in the world arena came early even before independence. India participated in Olympic Games for the first time in 1900 held at Paris. The participation was only in athletics event. It is thrilling to note that an Indian athlete Norman Pritchand won a silver medal in 200 M. race. In 1920, in Antwerp Games, four athletes and two wrestlers took part. However, the first official entry in Olympic Games came only in 1928 with the Indian Olympic Association (IOA) formed in 1927, with Sir Dorab Tata as its President. In 1928 Amsterdam Olympic, India participated in hockey and won gold. In 1932, Los Angeles and 1936, Berlin Olympic also India won hockey gold. In 1936,
besides hockey, India participated in Weight lifting and Wrestling. It is noteworthy to mention that India scored the goals against its opponent’s event in terms of dozens. Even today the names of Dhyan Chand and K.D.Babu who excelled themselves in hockey are associated with Indian hockey, and have become legendary names. Even after independence, India won Olympic hockey title in 1948, London, 1952, Helsinki, 1956, Melbourne and 1980, Moscow. India’s win was continuous from 1928 to 1956. But, the Indian domination in the World hockey playing in natural surface has retarded since the introduction of artificial surface – Astroturf. A time has come, today to match with other countries even in artificial surface.

In the domestic arena Beighton Cup (Calcutta) was started in 1895 and Aga Khan Cup (Bombay) in 1896. With the formation of the Indian Hockey Federation in 1925, at Gwalior, the continuous efforts for the up-liftment of the game of hockey are being carried out. The Inter Provincial Championship that was introduced on the basis of once every two years till 1944 has now become an Inter state affair and the championship is held every year.

The All India Football Federation (AIFF) was formed in 1937 and it becomes an affiliated unit of IOA (International Olympic Association). The National Football Championship for Santosh Trophy was inaugurated in 1941 and, the oldest leading tournaments, such as Durand Cup (1888), IFA Shield (1891), Rovers Cup (1893) and DCM tournament (1945) are still enjoying the status of leading football tournaments of the Country.

The Junior National Football Championship for Dr. B.C.Roy Trophy named after the football loving former Chief Minister of West Bengal was introduced in 1962 by AIFF, and is still continuing every year for the age group under 19. Further, the Sub Junior Football Championship for Iqbal Hussian Trophy was also introduced in 1977.

Subroto Mukherjee Cup known as “Little Durand”, the Inter State School Football Championship was started in 1960. And, since the formation of the
School Games Federation of India in 1964, it has been organizing all major
disciplines every year at the school level. The Inter University Football Tournament
for the Ashutosh Mukherjee Memorial Challenge Shield introduced in 1941-42
at Calcutta has been continuing regularly every year.

In the International arena, the Indian Football team participated in London
Olympics (1948) under the captaincy of T.Ao\textsuperscript{38}. In 1952, Helsinki Olympic, India
participated under captaincy of Sailen Manna. It is indeed a landmark in the
history of Indian football to note that the Indian football team under the captaincy
of Samar Mukherjee reached Semi final in 1956 Olympics (Australia); and finally
it got the fourth position loosing by 0-3 against Bulgaria. In 1960, Rome Olympics,
India participated under the captainship of P.K. Bannerjee. Since 1964 India has
been trying hard in the qualifying rounds to get a final berth in the Olympics.
India’s early win in Asian Games Football in 1951 (New Delhi) and 1962
(Djakarta) opened another chapter in Indian Football.

India is now advancing, slowly but surely, towards the path of other
advanced countries. The keen and dedicated initiative by late Prof. K.D.Sondhi
who was the member of International Olympic Committee (IOC) and the President
of the Amateur Athletic Federation of India cannot be over-emphasized. With
the birth of Asian Games Federation at Patiala House, New Delhi in February
1949, the foundation stone of Asian Games was laid. Over and above that the
Asian Games Motto “Ever Onward” was adopted with the patronage of the first
Prime Minister of India, Late Pandit Jawaharlal Nehru, the first Asian Games
was held in March 1951 at New Delhi. Eleven countries, viz, Afghanistan, Burma,
Sri Lanka, Philippines, Singapore, Indonesia, Iran, Japan, Malaysia, Thailand and
host India took part in the first Games. Competitions were held in 6 (six)
disciplines- Athletics, Basketball, Cycling, Football, Swimming and Weight lifting.
Since then, Asian Games are organized every year after a gap of 4 (four) years
adjusting its timing in such a way that there is a gap of two years between it
and the Olympic Games. In addition, there has been an increase of the number of
disciplines in the subsequent Games.

\textsuperscript{38}ibid, p.11.
When the 9th Asian Games returned to its birthplace in 1982 under the patronage of Smt. Indira Gandhi, the then Prime Minister of India, this country took a grand leap. Besides holding the Games in 20 disciplines, the launching of INSAT -1A with a view to making live coverage of the Games over and above the linking of State capitals with the National T.V. Network was a chapter in the history of Indian Sports. It is very much encouraged to note that a number of Indian participants returned with flying colours from the games held so far.

The first National Games was introduced in 1924\textsuperscript{39} with a view to developing and promoting Olympic movement and amateur sports in this country. It was made a 2 year affair, and it continued so far for a number of years. In 1979, the 25th National Games was held at Hyderabad. After that there was a gap of 6 years till the reintroduction of the National Games in 1985 at New Delhi with a few formats. This National Games may be referred to as the New Edition of the National Games. So far four Games have been organized since 1985:-

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>New Delhi</td>
</tr>
<tr>
<td>1987</td>
<td>Kerala</td>
</tr>
<tr>
<td>1994</td>
<td>Maharashtra</td>
</tr>
<tr>
<td>1997</td>
<td>Karnataka</td>
</tr>
<tr>
<td>1999</td>
<td>Imphal</td>
</tr>
<tr>
<td>2001</td>
<td>Punjab</td>
</tr>
<tr>
<td>2002</td>
<td>Hyderabad</td>
</tr>
<tr>
<td>2007</td>
<td>Guwahati, Assam</td>
</tr>
</tbody>
</table>

The 5th National Games hosted at Imphal, the Capital city of Manipur from 14 to 25th Feb, 1999 will be a rare distinction in the North East. A small state with little resources but advancing in sports producing internationals and Olympians is making a new history in sports. Almost all the stadia are situated side by side in

\textsuperscript{39}Ibid, p. 12.
Khuman Lampak Sport Complex. It is a rare kind not only in India but in Asia. The idea of holding National Games by IOA, (Indian Olympic Association) on a coordinated effort but with the National Sport Federations, helped accelerate the progress of India sports. Though the broad aim of the National Games are the development and advancement of amateur sports in the country, it also has played its constructive role in bringing national integrity, harmony and understanding. With the days of ‘Purdah’ having gone women folk in large numbers are in the limelight in the present day sports. In almost all the disciplines, women are participating in the World Class Meets and Games P.T.Usha, Kunjarani, Maleswari, Jyotirmoyee, Sikdar, Basamma, Sunita Rani, Rosa Kutty, Sania Mirja and Mary Kom etc. are the women Sports persons for which India holds her head high. Besides, winning a silver medal by the Indian women hockey team in the 13th Asiad at Bangkok is a new feather in India’s cap.

In the States, following the directives of the National Federations, the states Associations are the custodian of their respective games. The role of the Government towards the upliftment of sports cannot be ignored. With the creation of a separate Department of Sports in the former ministry of Education at the centre and now in the Ministry of Human Resources Development and the creation of Department of sports in the states, the healthy development and promotion of sports in the country is streamlining. Under a policy, the Central Government bears financial burdens for the participation in International Meet/ Games, fixes criteria, and extends awards to the medalist. With the introduction of Arjuna Awards 1961, distinguished sports persons are honoured on the recommendation of the National Sports Federation. Today, the distinguished coaches are also honoured with the introduction of Dronacharya Award. Such encouragement and incentives to the sports persons have ensured the social recognition, security and prestigious of the sports persons- things that had never happen in the past.

India is a vast country with a large population. The country expects a large number of top sports persons of world class. The government of India recognized the importance of Games and Sports in modern world and offered all the
necessary financial and other requirements. The I.O.A and the national federation are no doubt making sincere steps to attend high result. But compared to the input, the outputs are not all satisfactory.

The aim that education set to provide should embrace not only the mental but also the physical wellbeing of the child. The one is inconceivable without the other. If education is to ensure harmonious growth of the body, mind and soul its influence has to commence right from childhood. Education experience should help in the conscious release of the vital energy of the child. As discipline comes easier to a child not yet in its teens, education should catch them young and inculcate their interest in sports, athletic and team games which generate the self confidence, team spirit and respect for the other person's point of view, so essential for a democratic way of life. We cannot teach citizenship character, honesty, morality, and discipline through lectures or through some other examination subjects. Direct participation of the children in sports is essential to their normal development. It is nature's way to enrich one physically, mentally and spiritually too.

The inclusion of physical education as a compulsory curricular and examination subject by the Board of Secondary Education, Manipur in the Schools of the state is only a very modest beginning, but we cannot afford to rest there and must strive to implement the programme successfully.

Considerable importance has been given to games and sports in our education institutions in recent years. Large sums of money are set apart for the promotion of games and sports in the State's Five Year Plans. Boys and girls of this state by thousands enjoy the thrill of participating in various games. This is because boys and girls playing games find out only enjoyment and fun but also find opportunity to improve their bodily health, physique and vigor. Besides, games and sports activities fulfill several other functions such as development of good character, excellent social ideals, team spirit etc. All the above are the concern of education but none of which can be so successfully accomplished by any educational process except through a good programmed
of physical education where games and sports are given an important place. In class room a child has many opportunities to learn good social and mental traits such as cooperation, discipline etc. However, in a class room much time is spent on talking of their value and very little opportunity for exercising these qualities can be provided. While participating in sports and games all these qualities are unconsciously practiced by the child and it is done with a spontaneous and native interest. Educationists have recognized enormous importance of play in the child’s life. Sports have distinctive values to contribute to the life of individuals. There are plenty of social, moral and spiritual potentialities in sports, in sports one subordinates oneself to fit into a team, and cooperate for the common objective of the team. Nothing makes for better social training than the experience of a joint effort in team games where all are working towards a common goal. There are several occasions in a game where players have to depend entirely on him and make quick decision to act quickly. If he fails he may regret but the same opportunity will never come back to him and he cannot shift the blame on others. Thus this is a very valuable training ground where children learning to accept individual responsibility although working as a member of a team in a joint effort. In games and sports as in life, one experiences victory and defeat. Playing to win and learning to obey laws, winning graciously and with humility and losing courageously are the characteristics of the best in the games and sports. What matters in sports is not whether we win or lose but how we played the game. Sports and games are ways of life. Participation in games and sports will help the children to come and play confidently the greatest game called life. If a person gives up in sports that person will never come up in life. School children can be easily trained to become better persons through well organized programmes of games and sports.

One of the greatest needs of the day is discipline amongst our students population. Our boys and girls have to learn discipline in their lives so that they add power to lead a clean life profitably to them and to the society. The best method to teach discipline is through sports and games where disciplines are manifested and participants unconsciously acquired this. There is a tendency
among certain sections that discipline can be forced on the individuals externally through military training. The discipline that is forced on individual will last only for a short period.

One of the valuable elements in play is the sense of achievement. The need for success and achievement is one of the fundamentals and nothing satisfies more than the success which follows a conscious effort. The value of success is very little if it is easy. Games and sports offer a good opportunity which is within the reach of a large number of children to achieve success. To be able to do something effectively and successfully satisfies the ego of our youngsters.

Equally, significant potential of sports is its contribution to mental and emotional health of our children besides physical health. Individuals need a sense of worth, a belief in themselves and acceptance of themselves by others to be mentally healthy. The development of skill and its accompanying sense of achievement is possible through sports and can meet these needs in our children. All healthy children need a sense of belonging, of being a part of a group, being a member of a club. All these add to the development of a healthy personality. The benefits gained through games and sports are of great importance in our boys and girls. Unfortunately, in our state it is limited to a few selected and fortunate ones who are good enough to be in the school/club teams. We ignore the fact that the less able participants have the same need and hope and they should also have the same opportunity to play.

Schools are the nurtures from which future sports man and sports women are to be groomed and developed. Sportsmen of tomorrow are students of today if they are not nursed and developed in sports today they will not be available to participate in National and International competitions. Games and sports programmes should reach the beginners, the average ones and the experts. When that happens our schools will lay real foundation for a healthy nation.

Surveying the field of physical education and sports in our state today one cannot help feeling disconcerted to some extent that our progress has not
been as rapid as we could have wished. We still find storage of essential facilities, like playing fields, auditoria slandered sports equipment and so on. Above all these, there is an unfortunate absence of a coordinated approach to the training and building of sports talent. Financial resources every one is aware, are scarce, but it is an open question weather we are making attempts to pool and harness the available resources for the purpose. This is a matter of cooperative endeavor where in addition to government, all sports loving and sports conscious organizations and members of enlightened public have to put their heads together and get a move on with all the contemplated and formulated plan of action. Sportsmen and sportswomen of tomorrow are students of today.

Man Strives for physical education and mental excellence from time immemorial. A sound mind in a sound body, ("Orandum est ut Sit, Mens sana in corpore sano"). This dictum of ancient Greek ideal defined the dimension of ancient physical education. It is a part of education. The potentialities of an individual can develop through various activities of life. Empowerment of man can be developed in three dimensions – the cognitive, the effective and the psychomotor domains. Physical Education and Sports is neither drill-mastership nor skill-mastership; It has attained a stature where multi-disciplinary thoughts and experiences fuse into inter-disciplinary academic field where physical education and sports can no longer remain technician but has got to be professional and academician studying and venturing into the different areas of Pedagogy, Anthropology, Philosophy, History, Sociology, Physiology, Bio-mechanics, Kinesiology, Ergonomics, Psychology, Economics, and Management of Sports. Adapted physical education ,Physiotherapy and sports medicine, Yogic practice including Yoga therapy, curriculum studies, Movement and recreation studies, Research, Innovation and Instrumentation etc with a view to making it a truly man-making science. Modern education aims at the development of the individuals in the above domains. Human growth and developments play a vital role in the education of an individual. Growth is cellular; while development is progressive and organizational. Education is a process of human development, which calls for physical education. Physical education may
be defined as education through big-muscle play activity such as sports, exercises and dances where education's objectives may be achieved in parts. By big-muscle activity is meant activities, which involve the large muscles of the trunk, upper torso and legs as opposed to muscles of the extremities. It is frequently referred to as gross motor activities. Like education, the physical education product must be determined.

The Secondary Education Commission of India Reports observes. "Physical Education is an indispensable part of all health programmes. Its various activities should be so planned as to develop the physical and mental health of the students, cultivate recreational interest and skills and promote the spirits of work, sportsmanship and respect for others. Physical education is, therefore, much more than mere drill or a series of regulated exercises. It includes all forms of physical activities and games which promote the development of the body and mind".

The National Policy on Education 1986 (modified in 1992) stresses the importance of sports and physical education in unequivocal terms.

Sports and physical education are integral part of the learning process, and will be included in the evaluation of performance. A nationwide infrastructure for physical Education, games and sports will be built into the educational edifice. The infrastructure will consist of playfield, equipments, coaches, and teachers of physical education as part of the school improvement programme. Available open spaces in urban areas will be reserved for playground, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports – related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.

It is neither possible nor feasible to build -up every individual student as an able sports person. But it is very much possible to develop everyone as a fit healthy citizen within one's limitation through meticulously drawn-up compulsory
physical education and sports programme for the mass. Besides having sound health they become mentally more balance and malleable. It should be emphasized that only healthy children are likely to be happy children and future asset of the nation. If we can produce healthy citizens champion will automatically come out as added bonus.

1.1. Statement of the problem

i. The problem under study – Contribution of Physical Education in the Development of Sports in Manipur (1980 – 2006) has so far remained a neglected area of research works.

ii. The existing scenario in the National as well as Manipuris context calls for concerted research work in the relative field.

iii. There is dearth of research work and material documents for systematic studies on the proposed field of study for contemporary studies.

iv. There is the need for co-ordination of physical education and general education for physical fitness and mental resources.

v. The present study will give useful product and benefit to the players, managers, coaches, policy makers, and those who are in the field of Physical Education and sports achievements of activities both horizontal and vertical.

vi. To expose harmonious development between physical education and achievements of games and sports particularly in the context of Manipur and India.

vii. To investigate the causes for low performance of sportspersons and to suggest remedies for high tech sports and physical education management operations in the State.

viii. To find out and evaluates a comparative study of the performances of the sportspersons of the State with the performance of sportspersons of advanced countries.
1.2. Significance of the study

The present studies contemplate a through investigation into the problem and suggest ways and means for effective and scientific approaches, methods and techniques in both theory and practice. Though some outstanding players of Manipur brought laurels in different sports activities, they do not get minimum facilities to stimulate their operational skills in the field of their specialization. Some of them fail to afford the required exposure in the discipline. Physical Education and Games and Sports were introduced in the curriculum of the schools and college but adequate text books, reference work and infrastructure remain a big challenge.

The present study will give direction and contribution to the following areas:

i. The study will help establish a history of Physical Education and relative development of games and sports in Manipur.

ii. It will give perspective resource for the lovers of games and sports and physical education in the state.

iii. The present work will explore and exploit thrush areas in the field of physical education, games and sports in the State.

iv. It will be a reference work for the researchers in the field.

13.5 Purpose of study

The purpose of the study is to prepare a ground work in the form of a history of Physical Education and contribution of physical education in the development of sports of Manipur for the period from 1980 - 2006. It will make a purposeful and meaningful study within its compass, the various aspects of physical education and sports movements accelerated in the State from time to time. It will also examine the contributions made by the sports institutions in the state towards the promotion of sports activities in the state and elsewhere.
1.4 Hypothesis

A hypothesis is a tentative generalization the validity of which is mainly to be tested. It is the focal basis for further investigation. The hypothesis of the research is set to enable to judge the total result of the direction and impact of physical education in the development and promotion of disciplines of games and sports in Manipur, a leading star of sports in India. The problem remains unattended so far to the extent it is desired. It is assumed that the higher the scale of the standards of physical education, the better for the achievements of sportspersons.

1.5 Delimitation

The present study is delimited within the parameter of “Contribution of Physical Education in the Development of Games & Sports in Manipur” from 1980 to 2006. It also covered studies on various aspects of curriculum development in related field and effective implementation of the findings in the educational Institutions and NGO’s of Manipur.

The Scope covers the following:-


ii. Implementation of Physical Education and Games & Sports programmes in the educational institutions of Manipur.

iii. From Elementary Schools to High /Higher Secondary Schools.

iv. From College level to University level.

v. From recognized State level Associations / Organizations of Manipur.

vi. The present study is confined to games and sports which are mainly affiliated to Manipur Olympic Association (MOA) and the other leading games outside the preview of MOA, which have good flavour and potential among the sports fans and the public in general.
1.6. Limitation

The scope of the present study is limited within the state of Manipur in respect of “Contribution of Physical Education in the Development Games & Sports in Manipur” based on authentic available data covering the period from 1980 – 2006. The study is extended to the National Games of 2007 held at Guwahati because of the postponement of the schedule of the game.

Definitions and explanation of the terms used:

Physical Education may be defined as education through big muscles play activity such as sports, exercise, and dance where education’s objective may be achieved in part. By big muscles activity is meant which involve the large muscles on the trunk, upper torso and legs as opposed to muscle of the extremities. It is frequently referred to as gross motor activity. Like education, the physical education product must be determined.

The word “Education” itself in modern time is an all round development of all the faculties of a person. It is a means, the device or the method which can make a person’s life efficient with an understanding in life. Aristotle says, “The roots of education are bitter but the fruits are sweet”. Indeed, it is a ceaseless effort to become an educated person, and with that effort a fruit will be attained at last, so sweet and useful to a person. On the other hand, education itself is the acquisition of the art of knowledge. And, to earn the knowledge we may venture different ways and devices just to get it. Hoarse Man has mentioned education as, “A human being is not in any proper sense a human being till he is educated”.

When, we come to the field of Games and Sports, It is an indispensible one to a human being. Without Games and Sports, a man is not to be counted as a man. It is said that even the small creatures, birds and animals have their games and sports in their ways of lives. Calves used to run round their mother cows here and there for nothing. And birds also used to soar high up in the sky
and dive down so swiftly for no other purpose. For human beings also, games and sports have been considered as an unavoidable one in everybody's lives. Without it a man's life is not in perfection.

Further, Games and Sports bring us a discipline, a mind of fraternity and International understanding. It also gives us pleasure and entertainment in life making us happy and pleasurable with a life force to carry out all the activities in life. Here we can remember a proverb out of all the activities in life. "All work and no play make Jack a dull boy". Man cannot go only with the works in life. He needs recreation, pleasure, and entertainment. To give an encouragement in the journey of life with spirit we need these things. Thus, games and sports are just like wires of electrification. Through them only, the education can be trained and achieved.

In modern times, seeing the importance of games and sports, health education is now considered as an essential part of education. And as such it has become a subject in the syllabus in schools and other educational institutions.

Physical education and sports are so closely related that they cannot be separated. The separation of one from the other will ultimately lead to an incomplete Physical education. A sport is a means for physical education. One can never accept perfect physical education without games and sports. They are co-existent. Indeed, the life-blood of perfect physical education is games and sports. We must not forget that the mingling of the two makes the perfect meaning of physical education.

Physical education ranges a wide area of activities. It extends from hunting for good food including activities for survival against natural catastrophes to leisure time activities, sports, games and exercise of various sports. Thus physical education is to be known as education of the whole man imparted and learnt through physical activities. It should not be considered as a mere waste of time in games and sports, outings and leisure time pursuits.\(^{40}\)

According to Williams (1994) "Physical Education is the sum total of man’s physical experience selected as to kind and conducted as to outcome"

According to Barrow (1983) Physical Education will have a meaningful individual’s purpose when it is related to the totality of the individual.

J.P. Thomas stated that Physical Education should aim at the development of personality of the child and achieving perfection in body, mind and spirit.

M.L. Kamlesh⁴¹ has highlighted the silent features of Physical Education as in the following:-

1) Physical Education is essentially education, for it is a means through which the body, the soul and the intellect get moving efficiently and diligently.

2) In Physical Education, the medium of education is "big muscle" or "large muscle" activity. No person can acquire wholesome experiences unless he engages in activity programmes which are selective as well as elective and have values other than physical alone.

3) No worthwhile outcomes shall acquire unless the individual can learn to swim unless he gets into water.

4) Physical, mental, intellectual, spiritual and social aspects of a "wholesome" personality are interrelated and compartmentalized.

5) These aims and objectives of physical education resemble with those of education with only the differences that physical education lays stress on physical activities.

Physical education is perhaps the only unique discipline concerned with human development which uses “physical activity” as the medicine. It is more natural in its structure than any other education worth the name. Play-way in education is incomparable.

⁴¹K.L.Kamlesh and M.S.Sangral, Principles ans History of Physical Education. Prakash Brothers.
A broad conception of physical education is given by the Central Advisory Board of Physical Education and Recreation in the following way.

"Physical Education is education. It is education through physical activities for the development of the total personality of the child for its fullness and perfection in body, mind and spirit. Immediately, it is concerned with the development of physical fitness. In striving for such fitness, however, physical education has necessarily to train the child's mental, moral and social qualities arouse its awareness of environment and develop, alertness, presence of mind, resourcefulness, discipline, co-operation and the spirit of respect, sympathy and generosity towards other qualities, that are essential for a healthy and well adjusted life in a free and democratic world. Physical education can thus make a very valuable contribution to our National life"\(^{42}\).

In fact, Physical education is a complete education having diverse activities and programme for the all round development of the individuals.

The aim, objective and goals of physical education proposed by Book Walter are reproduced here.

(Wholesome development of human personality)

<table>
<thead>
<tr>
<th>Objective</th>
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<tbody>
<tr>
<td>1: Health</td>
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<tr>
<td>(Organic fitness &amp; Neuromuscular development)</td>
</tr>
<tr>
<td>Cardio vascular, endurance</td>
</tr>
<tr>
<td>Muscular strength, improved</td>
</tr>
<tr>
<td>Posture, stamina, ability to do Stunts, ability to swim and Ability to dance, etc.</td>
</tr>
<tr>
<td>2: Worthy use of Leisure Goals (outcomes)</td>
</tr>
<tr>
<td>Good sportsmanship</td>
</tr>
<tr>
<td>knowledge of essential foundations of games &amp; Knowledge of his physical Conditions</td>
</tr>
<tr>
<td>3: Ethical character</td>
</tr>
<tr>
<td>Passion control appreciation attitudes</td>
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<tr>
<td>ideals to make ethical character.</td>
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</tbody>
</table>

According to J.B. Nash the objectives of Physical Education are:-

<table>
<thead>
<tr>
<th>Objectives</th>
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<tr>
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<td>3</td>
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<tr>
<td>4</td>
</tr>
<tr>
<td>Organic development (Physical power &amp; Result of training through big muscle activity)</td>
</tr>
<tr>
<td>Neuromuscular Development (cortical control over the motor mechanism)</td>
</tr>
<tr>
<td>Interpretive Development (power of judgment ability to critically interpret &amp; face situation).</td>
</tr>
<tr>
<td>Emotional Development (drive for action confidence, success &amp; sense of belonging)</td>
</tr>
</tbody>
</table>

Summarizing the objectives of physical education given above, M.L.Kamlesh, has stated that the aim of physical education pertains to physical development, motor development, mental development and social development.

**Contribution:** Act of contributing in the field of physical education and sports.

There are many definitions of physical education given by experts in physical education. But there are some common elements in their definitions.

The renowned physical educationist, Jeses Feiring Williams has stated as “Physical education is the sum of man’s physical activities selected as to kind, and conducted as to outcomes”

“When mind and body were thought of as two separate entities, physical education was obviously an education of the physical, in similar fashion mental education made its own exclusive demand. But with new understanding of the nature of the human organism in which wholeness of the individual is the outstanding fact, physical education becomes education through the physical. With this view operative, physical education, group behaviors, mental learning, and other intellectual, social, emotional, and aesthetic outcomes”.

Harold M. Barrow, “Physical Education may be defined as education through big muscles play activity such as sports, exercise, and dance, where

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education's objectives may be achieved in part. This product is a physically educated person. This value should be one of many values of the liberally educated person, and it has meaning only when it is related to the totality of the individual's life.

According to Edward Hitch Cock\textsuperscript{45} a pioneer in research and the first President of American Association for the Advancement of Physical Education (AAAPE) has expressed, "Physical Education as understood, is such a cultivation of power and capabilities of student as well enable him to maintain his bodily conditions in the best working order providing at the same time for the greatest efficiency of his intellectual and spiritual life. "Plato's view on physical education as follows: "The conduct of a man in his exercises is a very important test of his character; and those who establish a system of education in music and gymnastic are not educated by the propose of applying the one to improvement of the soul and the other to that of the body. They introduce both mainly for the sake of the soul".

Voltmer and Esslinger suggested, "Physical Education is the process by which changes in the individual are brought about through his movement experiences".

Dubley Sergent suggested, "Physical Education should aim to improve the mass of students and to give them as much health, strength and stamina as possible to enable them to perform the duties that award them after they leave the college".

Bucher Charles A\textsuperscript{46} considered that. "Physical Education is an integral part of total education process and has its aim, the development of physically, mentally, emotionally, and socially fit citizen through the medium of physical activities which has been selected with a view to realizing these outcomes".

Rosalind Cassidy stated that “Physical Education is the sum of changes in the individual caused by experiences centered in motor activity”.

J.B. Nash, Stated, “Physical Education is that phase of the whole field of Education that deals with big muscles activity and their related responses.”

J.F. William contends that Physical Education is the sum of man’s Physical activities selected as to the kind and conducted as to outcomes.

J.P Thomas sums up that Physical Education is Education through Physical activities for the development of total personality of the child and its fulfillment and perfection in body, mind and spirit.

**Development:** Development is a progressive and organizational aspect of human development having its continuous dynamic process in an individual.

**Games:** Where the movement of the body changes from one action to another action as in the case of games like football, basketball, hockey etc. In these games all of a sudden certain movements are done to outwit the opponent. They require more elaborate organization and strategies based on intense competition.

**Sports:** An aphetic form of disport (from disporter to carry). The term is first known as a substantive in the 15th Centuary in translation from the Latin lusus naturae, “sport of nature”. In the 15th Centuary it denoted a pleasant pastime or diversion. In the 14th Centuary “to sport” was already used as a reflexive verb in the sense of “to amuse oneself”. By the 16th Centuary sports denoted athletic contests. Gradually sport has come to be applied to a wide variety of activities, especially those carried on in the open air, such as Hunting (all forms), fishing (see Angling) shooting, Coursing, Mountaineering, Under water
swimming, Swimming, Skipping, Skating, Tobogganing, Cycling, Equestrian. The term also covers Athletics (field and track), Field running, Cross-country running, Rowing, Yachting, Horse-racing, Grey Hound Racing, and Archery. In the 20th Century it has become increasing possible to pursue some sports indoors.\(^{47}\)

**Play:** Play has been described in a number of ways, for the true meaning of play is not all clear. Perhaps the most common definition of play is actually a contrast, with play defined as the opposite of work. As work is considered utilitarian – effort applied to some useful purpose – play is considered non-utilitarian; play serves no useful purpose, at least as we currently define "useful purpose". Not only is play non-utilitarian, but it also is pursued simply for its own sake. It is auto teleic too. That is, the pleasure of play is in performing the activity. Performance itself serves as the purpose of play. Because of this quality, play offers a type of freedom not available as part of the workday world.

"At the same time, Play can be defined without contrasting it to work". Stephen Miller has defined play and its importance in terms of the relative importance of means and ends. "In play the means is more important than the end results. This can also be rephrased using the term 'process' and 'product'. In play, the process is more important than the product. Klaus Meier suggests that play has two aspects makes play different than work; the auto teleic aspects-pleasure in the doing – does not necessarily contrast to work, for it can be pleasurable in and of itself. Meier gives the crux of play, however, when he states, "The prize of play is play itself".

A third way of defining play is that of Sigmund Freud, who suggested that the opposite of play is reality. Play is unreality, different from the real world. As such, play is an escape from reality.

To understand the relationship among play, games, and sports, we can use a diagram suggested by Guttman in which contrasting terms show the elements forming each term, beginning with play\(^48\).

![Diagram of play, spontaneous, organized (games), non-competitive, competitive (contests), intellectual, physical (sports)]

*Fig: The relationship between play and sport adapted from Guttmann.*

Guttman uses the definition of play as "any known utilitarian activity performed for its own sake", and then sub-divides play into two categories, spontaneous and organized\(^49\).

Organized play is called "games", and to Guttman "games symbolize the willing surrender of absolute spontaneity for the sake of playful order". He further divides games into competitive and non-competitive games, with competitive games called contests. He then divides contests into two categories, intellectual and physical, with the physical contests called sports. According to Guttman, this gives a final definition of sports as "playful contests which include an important measure of physical skill".

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Indeed, as Harper and others point out, the word athletics comes from a Greek word that means to contend for a prize. John W. Loy\textsuperscript{60} has placed play, sport, and athletics on a continuum running from the utilitarian and instrumental to non utilitarian and expressive. He defines work and play as entirely separate categories or sets (though actually they can interact or cross over). He places games as a subset of play, and then notes sports as a subset of games. That is, a sport will always be a game, but a game will not always be a sport. Play can be described as an opposite of work or as an emphasis on process (the joy of participation). Games can be described as an organized form of play, and sport as games with a primarily physical interest. All of these concepts are very complex.

James Keating has described the distinction between sport and athletics as follows.

"In essence, sport is a kind of diversion which has for its direct and immediate end, fun, pleasure, and delight and which is dominated by a spirit of moderation and generosity. Athletics, on the other hand, is essentially a competition activity, which has for its end. Victory in the contest and which is characterized by a spirit of dedication, sacrifice and intensity.

The present research attempts to make a study of the contribution to the development of games in Manipur. It is contemplated that the development of games and sports can be successfully accelerated without the proper development of physical education which is inevitably the foundation of sports. The priority consideration is sports through physical education. The vital role

of sports is vested to the player's ability to develop and achieved his or her excellence in the competition. Physical Education standers and the paradigms control the spectacular performance of sports and sports persons. The more physical education advances, the better and higher achievements.