
Influence of Education on the Youth of Manipur in the Post Independence Era

Naorem Chinglemba Singh¹, Dr. M. Thamarai Manalan²

¹Ph.D Research Scholar, Department of History, Annamalai University - 608002

²Assistant Professor (On deputation), Department of History, Rani Anna Government College (W) Tirunelveli-627008

How to cite this article: Naorem Chinglemba Singh, M. Thamarai Manalan (2024). Influence of Education on the Youth of Manipur in the Post Independence Era. *Library Progress International*, 44(3), 23073-23078

Abstract:

Education has played a big role in shaping the social, political, and economic landscape of Manipur, especially among the youth of Manipur. As the state transformed from a monarchic society into a democratic system under the Indian government, education became the center to empowerment of its people. Education has empowered Manipur youth, opening pathways to employment and entrepreneurship, and enabling social mobility, particularly for the women. However, the influence of education in Manipur is not without its challenges. The state's long-standing insurgency, rooted in ethnic conflict and political discontent, has led to instability, severely affecting the education sector itself. Strikes, bandhs (shutdowns), and blockades have disrupted schooling and strained economic resources. Moreover, the underdeveloped infrastructure has limited access to quality education in rural areas. The youth of Manipur have demonstrated resilience, using education as a vehicle to navigate the complexities of their social-political landscape despite the challenges. Education has fostered a new generation of thinkers, activists, and entrepreneurs in Manipur. Thus, education's play a big role in change and continuously shaping the future of Manipur's youth, even in the face of adversity. In this paper the researcher aims to find the benefits and drawbacks of education for Manipur's youth following independence and also to understand Manipur's socioeconomic development since its independence.

Keywords: Education, Youth, Developments, Manipur.

1. Introduction

The foundation of all societal development is education. People become more conscious as a result of education, which enables them to understand their freedom and rights. Since the introduction of schooling, there have been significant changes, particularly in the poorest state, the Northeast. The state of Manipur in northeastern India has seen substantial changes since attaining its independence, especially in the field of education. Because of their education, young people in Manipur have distinct goals, perspectives, and social positions.

Looking back to the history of education, the writing of Indian education history during the late 19th and early 20th centuries progressed beyond the level of textbooks, which were scarce, of varying quality, and limited to the education of the west that followed the expansion of British dominion over the colonies. The introduction of western education, or the evolution of colonial education, has been described as controversial, with opposing ideological perspectives providing drastically different explanations for its adoption. Several contemporary historians still vigorously argue about the British imperial education policy that was implemented throughout the colonial era. A comprehensive examination of the topic's history is long overdue.

Indian education was subjected to the British colonial education scheme in 1813 with the aim of promoting both western science and eastern culture. However, they also employed an intellectual and emotional colonialism strategy there in order to reinforce political colonization. Early Indian education was conducted under the supervision of a guru and covered traditional disciplines like logic, mathematics, and religions prior to the common era in places like Taxila and Nalanda, which were important Hindu and Buddhist learning sites. Islamic education became profoundly ingrained in India throughout the Middle Ages when the Islamic empires were founded there, and when the Europeans arrived, colonial India eventually gained Western education. Ultimately, the Republic of India's educational system was founded by a series of decisions made in the early 20th century.

On September 14, 1762, the Anglo-Manipuri Treaty, which was signed to maintain relations with the Manipuri, brought the British government's goal of territorial expansion one step closer to Manipur. Seizing the opportunity, the Burmese invaded Manipur on the advice of Maharaja Gambhir Singh in an attempt to drive them out. A watershed in the history of the area was created by the Burmese invasion of Manipur in 1819 and the seven-year occupation that followed (known as the Seven Years of Devastation, 1819–1826). At the time, Manipur was a small, independent princely state. It is situated in northeastern India and is bordered to the north by Burma, sometimes known as Myanmar, to the east by Assam, to the south by Mizoram, and to the west by Nagaland. The valley takes up about 2230 square kilometers of its total geographic area, which is approximately 22,356 square kilometers. This represents about 0.7% of the total land area of the Indian Union. In 1835, the British established a Political Agency office in Manipur. Following the Anglo-Manipuri War of 1891, Manipur lost its monarchy and became a local state. As a continuation of their work in India, they could then easily distribute western education throughout the state of Manipur.

The cornerstone of all progress is education. Since the beginning of civilization, the most seriously impacted groups have included children, the poorest populations, and the educational sector. Both qualitative and quantitative methodologies were used in the study's execution to gain an understanding. It has been discovered that conflict drives students out of the state rather than harming their education.

As a result of colonization, the sector of education saw substantial changes. The study highlights the stage at which educational institutions developed during the colonial era (1891-1947). Manipur has seen rapid changes over this time, including adjustments to the administrative structure and alterations in people's attitudes and lifestyles. Aside from all of this, Manipur's institutions have changed and improved people's lives.

2.Objectives and Methodology

Manipur which is in the northeastern India has gone through a significant change since the independence specially in the lives of Manipur youths. The present study aims to determine the benefits and drawbacks of education for Manipur's youth following independence and also to understand Manipur's socioeconomic development since its independence.

To achieve the previously described objectives, secondary data was employed. However, the main emphasis was on the secondary data that were obtained from different public sources, such as the Directorate of Economics and Statistics (DES), the Registrar General and Census Commissioner (RGCC), and the National Sample Survey Organization (NSSO). The data on literacy rate, enrolment rate, drop-out rate, etc. came from the NSS 50th Round (1993–1994) Report No. 409, 55th Round (1999–00) Report No. 458, 61st Round (2004–05) Report No. 515 (1), and 66th (2009–10) Round Report No. 537. DES (2010) provided information on institutional infrastructures, gender-specific educational status, rural-urban literacy rates, and institution kinds.

3.Education in Manipur

Over the past 20 years, there has been a discernible increase in the literacy rate when compared to the national average, especially in rural areas. Manipur's population has demonstrated a strong desire to pursue higher education despite the state's inadequate road and communication systems. In particular, in rural regions, women are outperforming males in education.

In the final stages of its independence, Manipur had a considerably lower literacy rate than the rest of the nation. It then continued to rise, reaching 80% in 2011 from 13% (13 literates per 100 persons) in 1951. Higher than the national average, the state's literacy rate has increased. Since English instruction is now available in these

places, the growth rate of educational development in the state's rural and tribal regions has increased significantly over the last 10 years.

The impact of education has benefited the people of Manipur greatly, particularly the younger generation. The youth were actively participating in the struggle for their rights and they become more aware and participate in state politics. The young people began to have big goals and realized that what they had was insufficient and that they still had more to learn. They started to argue that they needed a better education because just going to school was not enough for them. Higher education was put into place with the assistance of the government and the enthusiastic involvement of the few educated individuals.

3.1. Development of higher education

Only after the Second World War did the people of Manipur realize the importance of pursuing higher education. On August 6, 1946, Dhanamanjuri College was founded in Imphal, largely satisfying the long-standing aspiration of the people of Manipur for higher education. A new era of expansion for the state's higher education system began in 1946 with the establishment of D. M. College. Over the roughly fifty years since its founding, the system has undergone considerable advancements. There were seventy-two graduate and undergraduate students in 2010–11. There has been an increase in enrolment of students in colleges, this includes girl's students, SC and ST etc. However, the total number of enrolled students in 2010–11 was just 35,182—20672 male students and 14,500 female students. The drop in enrolment may have been caused by students' increased interest in vocational studies after graduating from +2. Thus, priority is given to vocational education above general education.

In 1964, Manipur's post-graduate education history began when the D. M. College opened a P.G. centre with just three disciplines. The J.N.U. Centre of P.G. education was founded in 1971. With the establishment of Manipur institution in Imphal in 1980, the people's long-cherished ambition of having their own institution was fulfilled. Since Manipur University was renamed Central University in accordance with the Manipur University Act, 2005, the academic environment there has significantly improved. Despite its late start, Manipur University has come a long way. Under five schools of studies—the School of Humanities, the School of Human and Environmental Sciences, the School of Life Science, the School of Mathematical and Physical Sciences, and the School of Social Sciences—it currently contains 27 departments. A diploma programmed, a curriculum for remote learning administered by IGNOU Centre, and numerous more options are available. P.G. students, research scholars, and university instructors have all increased dramatically in number. Manipur's higher education system is still in its infancy and is growing rapidly, hence it has a number of problems and is lacking in both quantity and quality. The current study examined the historical development of the higher education system in Manipur as well as its current state in order to determine the system's strong and weak points.

3.2. Benefits of education among the youths of Manipur

It is obvious that the introduction of education to the state of Manipur has aided in its development in a number of ways. One of the state's common developments has been workforce development. Education has had a significant impact on people specially the youths by providing them with the knowledge, skills, and abilities. This led to the rise of more educated and skilled youth workforce, which take up the job in teaching, healthcare, government services, and other sectors. People's participation has grown daily and has aided in the state's economic development. People worked harder and participated in government activities more actively. A workforce with a higher level of education may draw in business, generate employment, and promote Manipur's economic development. Education also helps in the development of infrastructure in Manipur. Infrastructure investments in education not only increase access to high-quality education but also stimulate the economy by building new buildings, creating employment, and offering support services.

With the improvement in the education system and the quality of the education, Manipur's youth benefit from education by gaining information that enable them to actively engage in social and political life. Promoting gender equality and women's empowerment requires education. Women in Manipur were granted equal rights to participate in society on both a social and economic level by guaranteeing education. Since independence,

women's engagement in social, political, and economic spheres has increased in the state. Through education, women were able to confront and overcome social taboos around topics like as early marriage, dowries, and domestic abuse. Women began to demand protection from these societal ills and claim their rights as more of them gained education. Furthermore, educated women broke the cycle of dependency and illiteracy by serving as role models for the following generation. In Manipur, education has played a key role in safeguarding cultural heritage. Indigenous art, music, dance, and literature are now promoted on campus through educational institutions. Additionally, it has aided in maintaining Manipur's identity. In order to encourage the next generation to practice and stay true to their roots, many young people have taken up writing and documenting the history of indigenous cultures.

In Manipur, education facilitates acceptance and usage of new technology, particularly among the younger population. People who are equipped with the necessary technical skills enhance the state's technological competitiveness and economy. In addition, young Manipuri's educated by technology improvement have developed new innovations that aid in the state's development. The young people in Manipur are engaging in entrepreneurship and learning how to launch their own businesses using cutting edge technology. They managed to learn how to take advantage of the job prospects. They could come up with creative answers for any problems. Another significant step made for the state's development is population control. Poverty in the state has decreased as a result of population management based on the strength of the state. More individuals were working in a variety of fields, particularly the youth who made up the core of the community. Education is the means by which people gained knowledge about it. Development within the state couldn't be accomplished without education.

4. Government policies implemented for the development of Manipur after Independence

Since the independence the Government of India has implemented several policies in order to develop the state Manipur and some of the Important are mentioned below:

4.1. EDUCATIONAL AND EMPWERMMENT POLICIES AND SCHEME: Some of the important educational policies of Manipur are –

1. MDM scheme.
2. Sarva Shiksha Abhiyan.
3. Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
4. Model School.
5. Girls' Hostel Scheme.
6. Right to education (RTE).
7. Samagra shiksha scheme.
8. Sukanya samriddhi scheme.
9. One- Stop center scheme.
10. Ujjawala scheme.
11. Pradhan Mantri Matritva Vandana yojana.

The Indian government is putting all of these programmes into action in an effort to advance the nation. It aids in the acquisition of knowledge and skills that young children need to function in the rapidly changing society. It gives young people and girls the confidence to advocate for their rights and take care of their own needs.

4.2. PUBLIC EMPLOYMENT POLICIES: Pradhan mantra jan Dhan yojana, Pradhan mantra kaushal vikas yojana, MGNREGA, Pradhan Mantri employment generation programme, Pradhan Mantri Mudra yojana, Pradhan Mantri Rojgar Pratsashan Yojana.

4.3. THE INDUSTRIAL AND INVESTMENT POLICY OF MANIPUR, 2013 (IIPM, 2013): The government of Manipur aims to stimulate industrial growth by attracting private investment and enhancing the investment environment by reducing barriers to expansion and competitiveness. The investment climate has a significant impact on growth and outcomes for societal betterment. The introduction of this policy by the State Government includes a number of components, including incentives, enhanced market connections, better market

infrastructure, increased investor confidence, and a supply of high-quality power and credit from banks and financial institutions. From this policy the existing youths of Manipur will be benefited the most.

4.4. HEALTH, PUBLIC DISTRIBUTION, FARMER'S WELFARE, AGRICULTURE: Ayushman Bharat Programme, National Health Mission, national Rural Health Mission, Urban Health Mission, National Food security Act (NFSA), Minimum Support Price (MSP), National Mission for Sustainable Agriculture, Pradhan Mantri Krishi Sinchaye Yojana, Pradhan Mantri Fasal Bima yojana.

5. Challenges

Following independence, Manipur has experienced significant development. Institutions of higher learning have changed as technology has advanced. Despite all of its progress, Manipur continues to encounter obstacles and setbacks. Poor infrastructure, disparities in educational opportunities and quality, and brain drain from inside the state are just a few of the problems Manipur still faces. To address these concerns, policymakers, educators, and the community at large will need to put in persistent effort. Investments in education, career development, and skill training are essential for maximizing Manipur's youth potential and fostering inclusive growth.

One of Manipur's primary issues is the proliferation of insurgent groups fighting for autonomy or independence. The state has been beset by decades of conflict and revolt, which has left the people uneasy and unstable. Besides this issue they also faced ethnic tension with numerous ethnic groups, each with its own cultural identity and goals, Manipur is a diversified state. The state's already precarious social fabric has been made worse by ethnic tensions, which have frequently led to disputes and acts of violence. The extended enforcement of AFSPA in Manipur has been one of a highly debated issues in the region. Because many ordinary people regard the military presence as an occupation force, AFSPA has caused a great deal of resentment among people. Ten civilians were killed in Malom in 2000, which led to Irom Sharmila's famous hunger strike. These kinds of events represent the deep resentment against state policies. By encouraging more young people to join militant organizations, these acts have contributed to the insurgency.

Manipur is confronted with a multitude of economic challenges, such as elevated rates of joblessness, restricted infrastructural advancement, and a deficiency in industry expansion. These challenges are compounded by drug trafficking. Because of the state's heavy reliance on agriculture and lack of economic diversification, Manipur's youth have little opportunities. Manipur is susceptible to the proliferation of illicit substances and drug trafficking due to its porous border with Myanmar. Transit lines have been used to smuggle drugs like heroin and methamphetamine into the state, which has resulted in addiction problems and related socioeconomic difficulties. This type of illicit work is usually done by young individuals because there aren't many employment opportunities.

Manipur is confronted with deficiencies in its infrastructure, such as inadequate road connectivity, a dearth of healthcare facilities, and restricted educational opportunities. Even after recognizing all of these difficulties, the Manipur government did little to help the people of Manipur. These shortfalls have hampered the state's overall growth and negatively affected the citizens' quality of life.

6. Conclusions

Education in Manipur has been expanding more quickly than it has across the country since the independence. Conflict incidents have also reached a deadlock at the same period. The overall growth rate of education in the State is quite amazing, even though the growth of higher education is somewhat slower than that of school education due to the high cost of private higher education and the inadequate infrastructure for it.

Employment possibilities for educated youth who have returned from outside the state should be provided if the necessary actions are not taken immediately. If not, these knowledgeable adults and/or children can get upset, which could result in a lot of unfavorable arguments and violent crimes in the state. India is experiencing the same thing. For this reason, the nation's excellent postsecondary education system and job-creation initiatives merit further attention.

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