



Status of Education in Manipur

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Abstract

“This article discuss to the status of education in Manipur, the poor condition of functioning educational institute and its causes. It compares the adopted educational policies and the activities taken up by the concerned primary and secondary stakeholders in the state. Besides, this article explored the unique-negate forms of providing education, where the students are deprived from the Constitutional rights, ‘Right to Education’ in the state.”

Keywords: education; policy; errors: teacher; conflicts; student.

Introduction

Status of Education: The status of education is flexible in nature; so it can change anytime, unlike manmade human status, which had the rigid structure with stratified hierarchical order which is based on birth. However, in the classless society, education can lift up the status of a person according to the attainment of educational qualification with the standard of earning in livelihood. The richer a person, the higher status a person attained in society. Likewise, the standard of education have also numerous status based on how the state run the educational institution in the country. Reputed educational institute is looked up by the society and moreover, this educational institute produced high quality of human resource while on the other hand, the low grade educational institute produced quantity number of human resources which

endanger the socio-economic of the society. The status of education differs from state to state and from country to country. Development depends upon how the state provides education to the people and how the state played the role in shaping the education sector. Education is considered as the investment of human resource and most of the developed countries have attained the benefits of investing in education. The quality of providing education in the past and present stages depicts the status of development at present and future generations. The status of education is divided into different hierarchical steps such as excellent, outstanding, good, average and poor.

The better in quality of imparting education, the higher in attainment of educational status and the faster in development take place, which depend upon the condition of the specific state. Education is the most important driver to deliver development when it is driven in the right direction. Whereas education which is driven in the narrow lane without aim to achieve the status of vertical position is difficult to bring development and it confuses the driver to which direction to go in order to deliver socio-economic development. System in education is one of the main ingredients in education sector to trigger the status of education at high level. According to Bhatia (2012), "The education system is the catalyst that translates creativity into innovation. And when you have innovation, you have entrepreneurship, you have development of business. This can only happen if the education system gets inclined with the needs of the economy, the perennial question of 'who pays' is bridged and then mobility between all the sectors happens smoothly." (The Times of India, New Delhi, Friday 8, 2012:7).

Scope of Education: The status of education in Manipur is unique, when we compared to other states of the country as well as to different countries. Due to political instability in the state, instead of integrating and promoting the education system in the state, the system of education is fragmented and it disrupts the environment of educational institute very badly. The upcoming generation has uncertain future because the state failed to provide quality education to build a better state and nation for tomorrows' generation. The dearly implemented educational policies were not much effective and it collide the adopted policies. To give a meaningful definition upon the pursuing education, from the foundation level of pursuing knowledge will depict the future scope of a person in climbing the stage of higher education whereas imparting low level of education during the foundation level of learning and providing the best quality of education

in the stage of higher education could not lead to a successful academic career, because a person could not adapt to the high quality of imparting education. Thus, it resulted in failure of a person's educational career in higher stage.

To bring all-round development in the state, education should provide firm foundation with quality training at the stage of primary level so as to be able to adapt the highly specialize streams of education during the stage of pursuing higher education. However, in the olden days people do not accept the idea of learning education and the enrolment of students were very low but that period has passed. Today, education is the fundamental rights of every citizens and every person shows an eagerness to learn education. Education has been defined in different terms and ideas of its relation to individual and social issues of the society. It is widely accepted that education is the pathway to bring socio-economic progress in a society. Thus, it enables to remove backwardness and poverty, if the right kind of education is provided.

Autonomous Educational Councils: Ministry of Human Resource Development (MHRD), Government of India, is the apex body to look into the situation of education in the country. Besides, there are numerous educational councils under MHRD, and there are also specific states and central departments of education in the country such as; State Board of School Education (State level), State Board of Secondary Education (State level), State Council of Higher Secondary Education (State level), Indian Council of School Education (National level), Central Board of Secondary Education (National level), National Council of Educational Research and Training (National level), University Grant Commission (UGC), etc. Out of which, National Accreditation and Assessment Council (National level) is one of the apex body in grading the status of Universities and Colleges in the country.

These councils adopted various steps and schemes to promote education and to universalize the elementary education in the country. The autonomous educational departments framed the syllabus and adopted the policies according to the objective of the specific educational council. In general, they aim to strengthen the system of education and provide quality education according to the global social relevance. Apart from the States and Union governments initiatives, various NGOs, foreign organizations, private organizations, corporate social

responsibility, etc. are extending their hand to tackle the problems of basic education in the country.

Manipur At a Glance

Manipur is a state which is situated in north eastern parts of India. According to census of India (2001), the total population of Manipur is 22,93,896 persons, out of which 15,80,083 persons are Meiteis (Manipuri) with some outsiders like Nepali, Bengali, Behari, etc. which formed majority, and the remaining minority consists of 7,13,813 persons of tribals. The state consists of three major groups and religions; Meiteis, Nagas, Kuki-Chin-Mizos and Hindu, Christianity and Muslim. There are nine districts divided into two distinct landscapes: Imphal East, Imphal West, Bishnupur, Thoubal are the valley districts, dominated by Meiteis, whereas Ukhrul, Senapati, Tamenglong, Chandel are the hill districts, inhabited by Nagas, and Churachandpur hill district is populated by Kuki-Chin-Mizo tribes.

Education System in Manipur

A separate Department of Education was created for the first time in Manipur on 20th January 1950. The Department of Education retained the power of supervision, inspection, framing of curriculum, syllabi and selection of textbooks. Before the creation of separate state university in 1980, the colleges of the state were affiliated to Universities in Assam and Kolkata. Manipur University was upgraded to Manipur Central University in the year 2005. At present, there are four major Departments of Education in the state namely: (i) Department of Education (University and Higher Education), (ii) Department of Education (School), (iii) State Council of Educational Research and Training, Government of Manipur, and (iv) Department of Adult Education.

Imphal, the capital of Manipur serves as the main hub of the state. Administrative work related to education, socio-economics and politics are carried out in Imphal and the community services are administered from Imphal. Many young boys and girls from different districts and villages come to Imphal to get better education but due to unstable governance of the state and unpredictable frequent occurrences of conflicts from various directions disrupt the daily routine of academic activities' and indiscipline is very much prevalent in government-run schools and colleges.

Literacy Rate in Manipur

The literacy rate of the state is very impressive when we compared with other states of the country. But when it draws closer to the quality of education, it is not impressive due to the low status of educational institutes run either by the state government or private. Manipur had a total literacy rate of 60.96 percent (72.98 percent males and 48.64 percent females) in 1991, and increased to 66.53 percent (80.33 percent males and 60.53 percent females) in 2001. According to the census of India 2001 (table 1.1), among the nine districts of Manipur, Imphal West held the top position by acquiring a total literacy rate of 80.61 percent (89.10 percent males and 72.24 percent females), followed by literacy rates of 75.38 percent (86.44 percent males and 66.30 percent females) in Imphal East, 73.12 percent (80.13 percent males and 65.41 percent females) in Ukhrul, 68.59 percent (62.25 percent males and 61.09 percent females) by Thoubal, 66.90 percent (80.50 percent males and 55.34 percent females) by Bishnupur and the remaining four hill districts, Churachandpur, Senapati, Tamenglong and Chandel districts had a total literacy rates of 71.96 percent, 60.60 percent, 59.33 percent, 56.86 percent, respectively, in 2001. Literacy rate in Senapati, Tamenglong and Chandel districts were lower than the average of national literacy rate against 65 percent in 2001.

Table 1.1

District-wise Literacy Rate (Percentage) in Manipur during 1991 & 2001

Sl.No	Districts	1991			2001		
		Males	Females	Total	Males	Females	Total
1.	Imphal East	80.65	54.99	68.05	86.44	66.30	75.38
2.	Imphal West	84.63	61.12	73.01	89.10	72.24	80.61
3.	Bishnupur	68.59	41.13	54.94	62.25	61.09	68.59
4.	Thoubal	68.33	36.31	52.47	80.50	55.34	66.90
5.	Chandel	57.39	34.80	46.68	63.77	47.88	56.86
6.	Churachandpur	66.38	49.30	58.17	76.70	63.13	71.96
7.	Senapati	55.26	36.13	46.04	66.98	52.13	60.60
8.	Tamenglong	59.92	39.68	50.16	67.13	49.29	59.33
9.	Ukhrul	72.11	51.57	62.54	80.13	65.41	73.12

Source: Registrar General of India, Govt. of India, Census of India 2001. New Delhi.

Impact of Literacy Rate: The census of India, (2001), depicted that four valley districts and two hill districts of the state attained literacy rate above the national level whereas the remaining three hill districts attained below the average. However, high literacy rate in the state does not drive economic development because the method of imparting education was not relevant to the global competitive education and it lead to high rate of educated unemployed persons in the state. The state has limited number of professional and vocational educational institutes. Moreover, the system of imparting education in general colleges are out-dated and the environment of education is polluted by numerous stakeholders in the state. Since the state failed to provide constructive education, students are starving of quality education and it leads to wider burden to the economy of the state.

Situation of Education in Manipur

Educational Institute: A brief glance of education system in the past was quite reasonable according to the condition of imparting education in the state. There was very little discrepancy in education sector unlike, the present stage where education sector is polluted by numerous stakeholders. Unlike the past decades, the state of education rarely produces quality educated person at present. According to the Saren Neken, in an article in the local daily news, Hueiyen Lanpao, on February 21, 2012, states, “The root of all deteriorating quality education in Manipur is government’s apathy towards the education sector. Before some decades, government school could successfully produce good students. Reputed Doctors, head of departments, engineers, police officers, etc. who are either retiring or retired from services now mostly hailed from government schools. Johnstone school, Jurachand school, Ram Lal Paul school, Thamphasana Girl school, Raja Dumbra school, Ch Iboyaima School, Anand Sing Academy etc. were highly reputed years ago. How have the government educational institutions deteriorated in quality to a great extent? This is mostly due to corruption, favoritism and nepotism in selection of teachers. As the teachers were without knowledge, experience and dedication, government schools failed to produce good students.” (Retrieved February 22, 2012 from http://epao.net/epPageExtractor.asp?src=education.Go_Private_but_Good_Private.html..)

According to the higher education in north eastern region states, National Assessment Accreditation Council (NAAC), Quality Assessment Analysis Report (2004), Manipur University attained ‘B’ status which scores between (70-75), it showed Manipur University was

far behind in competition. The Report of University and Higher Education in Manipur (2004), Part I-II, also acknowledged the facts of unfair system of administration in education department of the state. It has become the usual activities which is suppose to promote education and mould the students to become a bright future as well as to expand socio-economic development through their attained skills but it reversely impact the societies and become the assets of economic burden in the state.

Sarva Shiksha Abhiyan: To sum up some of the major problems in education from primary to higher levels of education in the state, it has been witnessing as fun as well as very scary. To start from the bottom stage of education, the Central Government adopted the policy of universalization in Elementary Education which means, to provide free and compulsory education to the children from the age of 6-14 years, but it was not effective. In order to substantiate the policy, the Union Government again introduced Sarva Shiksha Abhiyan (SSA) in partnership with the state government to promote education in the country, with its goal Education for All (EFA). According to the guidelines of SSA, SSA is promoting through the Village Education Committee (VEC), headed by the specific village Chief/Headman, it is followed by the School Management and Development Committee (SMDC), headed by school headmaster or senior teacher, and School Management Committee (SMC), which is headed by the head of the district council. Likewise, joint ventures with state governments and the particular village establish SSA. The adopted policy was also not much affective in the state. It created chaos in Manipur by misusing the allocated fund and other materials which is supposed to be distributed free of cost to those who are admitted in SSA School. The title of the article written by Zingkhai and Asung was published in a local daily newspaper, The Sangai Express, on July 28, 2011, and it states, “SMC in Manipur – School Management Committee or State Managed Corruption?” (Retrieved July 30, 2011, from http://e-pao.net/epPageExtractor.asp?src=education.School_Management_Committee_or_State_Managed_Corruption.html).

Three officials of the Department of Education (School) in Manipur have been accused of involving in illegal sales of SSA textbooks in three districts of the state Chandel, Thoubal and Ukhrul. One of them was a high ranking officer of Deputy Inspector of School (in-charge). The local daily, Hueiyen News Service, on March 20, 2012, publicized that, “According to a statement issued by Principal Secretary in-charge of School Education, Dr. J. Suresh Babu

today, the three officials who have been suspended are NS Moheru Maring, Md Ziauddin and AS Solomon. NS Moheru Maring is a Primary teacher in Ayapurel Govt. Junior High School under Chandel district, Md Ziauddin is a Science Graduate Teacher in Lamlong Khullen Govt. Junior High School under Chandel district and AS Solomon is in-charge of Deputy Inspection of School, ZEO Ukhurul. In connection with the suspension, Dr. Suresh informed that on receiving information about text books meant for free distribution to students under SSA being sold in the market, an inquiry was conducted to confirm the matter and found that the three officials are involved in illegal sale of the SSA text books.” (Retrieved March 21, 2012, from url <http://e-pao.net/GP.asp?src=6..210312.mar12>).

At this point of time, leaving behind the necessary parts of educational institutes in the state and to take a look into the illegal activities taken up by the primary stakeholder of the concerned department lead to double burden for the school children. It can be called a lawless state of education which is because of the content of black sheep among the department in order to get greedy personal benefits. It is not a wondrous happening but this kind of illegal activity and allied activities in education are very much common in the state while most of the persons who indulged in these types of illegal activities are gone unreported and unpunished. Even though seeing the factual condition, the state is helpless to take down these types of notorious behavior taken up by the servant of the state government department because the innocent people do not have the power to arrest and punish the culprit where power and money played a significant role to get justice in the state.

Errors in Textbooks: Never ending problem arises in the education sector of the state. A particular teacher teaches a particular subject with wrong explanation of the meaning of the particular line, words, stanza and paragraph written in the textbook. In fact, it was the duty of a teacher to omit the basic errors of the printing mistakes and make it clear to avoid problems in teaching, but by ignoring the mistakes, a teacher continues to teach the content with many errors in the textbook. When it comes to the printed textbook for school children, the author of a book, the negligence of a concerned department and the carelessness of a teacher or unqualified teacher creates confusion in imparting education. Sometimes, printing errors can occur since no one is perfect but a printed book should be reviewed by experts to avoid the error before a book is ready to use. Besides, if a teacher is not able to detect the error content in

the text book, he/she is not fit to be a teacher in that particular subject and class. It also shows that the concerned department had no concern about their own departmental activities.

Fortunately one of the parents of the student, Seram Neken, reported in the local daily newspaper, Hueiyen Lanpao, on September 22, 2011, he states that, “The Class-I English text book currently prescribed for students under the Board of Secondary Education, Manipur, has lots of mistakes ranging from spelling errors to grammatical irregularities. English-I text book, in its page numbers 8, 20, 40 and 42 have spelling errors such as “a oval” for “an oval”, “Figures” for “Fingers” , “Next” for “Nest” and “You” for “Your”. Question marks (?) are put where it should be – such as: “This is equal on all sides? (English-I text book, page no. 8, Unit-I for Class-I, Manipur Board) and “What a beautiful flower ?” (page no.45). At page number 56 of the book, a picture of a boy with his finger pointing to a house says that “This is my home.” It should be “This is my house.” as home is not a concrete noun. There are also lot of mistakes in putting articles a, an and the before words. English conversation book has also lot of mistakes such as “How many brothers have you ?” instead of “How many brothers do you have” ? (English conversation text book, page 7, lesson no. 4 of class-I). At page 8, it is written as “How many brothers has he ?” and “How many sisters has he ?”. It should be written as “How many brothers to you have ?” and “How many sisters to you have ?”. It is wrongly written at page no.13 as “What do taste with, Peter” and answer is written as “I taste with my tongue.” The question should be “What do you taste with, Peter ?” Many mistakes of such nature remain in these kid’s text book, not only for class-I. It is not uncommon the text books for lower classes prescribed by the authority contain lots of avoidable errors.” (Retrieved September 23, 2011, from http://e-pao.net/epPageExtraction.asp?src=education.Kidding_the_kid_lessons.html).

This type of problems frequently occur in the state, either in private run educational institute or state government run educational institute. It also pertained in different types of textbooks and the incapability of the teacher to handle their concerned subject is evident by the literate parents of the students. However, the illiterate parents are not able to make out the mistakes but the educated parents who give importance to their children’s education faced the mistakes and corrections were made by them instead of the teacher.

Contract Teacher: The state government is not able to provide required necessary needs to the existing government run educational institutes and instead of promoting the downtrodden existing government school, the state government upgraded some high schools to higher secondary by placing newly recruited teaching and non-teaching staffs on contract basis with paltry monthly salary moreover, the monthly salary was also not paid on time. The regular teachers were careless and negligent in their duties. Besides, they got their monthly salary easily and they even earned extra income by taking up other activities. When it comes to the newly recruited two hundred (200) staffs on contract basis in the year 2009, they were placed in different parts of the newly upgraded higher secondary schools in the state. Due to unequal treatment, they broke down their patient in performing their duties that serves better than regular teacher. Their contract term was also terminated by 2012. Therefore, the contract basis staffs have been demanding their pending salary and the extension of their contract term till 2013.

Until their demand is met, they will refrain from their duties in upcoming 2012 board examinations, of class (X & XII). The Sangai Express, on February 16, 2012, released that, “All Manipur Hills DPC Contract Basis Lecturers’ Association has threatened to boycott the upcoming class X and XII examination if its demand for release of 15 months pending salary amount and service extension is not honored. Association spokesperson Salam Bimolchand Singh said a total of 200 Lecturers were recruited on contract basis in November 2009 for different Government higher secondary schools in Manipur.” (Retrieved February 17, 2012, from url <http://www.thesangaiexpress.com/sangaiexpressnews.php?newsid=13208>). To take a closer look into the newly upgraded higher secondary schools, the schools were added with only recruited contract basis staffs whereas extension of school buildings, equipments, appointment of Principal or vice-Principal, library, hostel, toilet, drinking water, etc were not provided. It remained as it was without improvement of the particular school. The contract staffs did not remain for the full academic year in their specific school due to non-payment of monthly salary and were involved in other activities to earn their daily livelihood as well as for their family. Moreover, enrolments of students were also very low in these schools.

Private Run Educational Institute: Private run educational institutes outshine and gave somewhat better education in the state. But the private educational institutes in the state is

running without limitation in many ways such as high fees, excessive intake of student, lack of educational equipments, lack of infrastructures, paltry salary, commercialization, emergence of educational institute without standardization, etc. Seeing the factual situation in commercialization of private run educational institution, Vice-President, Md. Abdul Haque, of one of the apex student bodies in the state of All Manipur Students 'Union (AMSU), on January 12, 2012, at local daily newspaper, The Sangai Express, states that, "AMSU received complaints from guardians against complete commercialization of education by charging exorbitant admission fees at their own whims. Acting on the guardians' complaints, AMSU conducted a survey on private schools. During the survey, it was found that many private schools were multiplying the admission fees by adding many unreasonable fees like building fee, maintenance fee, Pujah fee, Science lab fee and library fee for pre-nursery class, etc. These schools were also collecting extra fees called re-admission fee. Moreover, the schools have been providing textbooks, exercise books, school bags and uniforms at their respective schools at extra prices thereby, fully commercializing education. Demanding that the private schools should immediately stop exploitation of students and their parents in such harsh manner, Abdul Haque said that all private schools should comply with the admission fee rates fixed by the Government which are Rs 870 for Pre-Nursery to KG, Rs 1070 for Classes I-VIII and Rs 1170 for classes IX and X with effect from January 16. Any one who does not agree with these admission fee rates may lodge complaint at the AMSU head-office." (Retrieved January 13, 2012, from url <http://e-pao.net/GP.asp?src=3..130112.jan12>).

There was incidence of sudden derecognition of school in Imphal. A private run Diligent Public School, Moirang (Imphal) was established in the year 2004, by Phairembam Nobin, and the school was recognized by Board of Secondary Education, Manipur (BOSEM), in the year 2009. The school has the strength of 1200 students. Due to land disputes of the school that was on lease or private owned, all of a sudden, the derecognized notice was given to the owner of the Diligent Public School by the Secretary of BOSEM and the order was also published in the local daily news, on March 17, 2012. The students of the school were also debarred from appearing class (X) standard examination. Reacting to the derecognition of the school, All Manipur Private School Welfare Association (AMPSWA), staffs and students of the school protested against the termination order. The Sangai Express, on March 22, 2012, released that, "Guahati High Court, Imphal Bench has passed a limited interim order that the impugned order

of BOSEM issue on 17/02/12 should not affect the class IX and X students of Diligent Public School who had already been admitted before issuing the impugned order.” (Retrieved March 23, 2012, from url <http://e-pao.net/GP.asp?src=18..230312.mar12>).

Conflicts: Conflicts and violence become norms in the state. Manipur state is one of the most problematic states in the country. Conflict arises for many reasons but it arises especially, when the two parties disagree with each other to get the interest of a party and denied the attention of the other party. In the case of Manipur, conflict occurred frequently from numerous directions. The state is also known for the consistent of highest number of militant groups especially, in the capital of the state Imphal, and other valley districts where administrative works and development works are taken place. The consequences of conflicts deteriorated the environment of education in the state. Unwanted activity taken up by a state government was counter attacked by the civil organizations and this led to confusion and hatred between the innocent people and the state government. The unfortunate incident on July 23, 2009, where a fake encounter was reported by the Manipur Police Commando said to have claimed the lives of two innocent people (a reformed militant and a young pregnant housewife). State government took the stand, it was an encounter but the people of the state justified it as a fake encounter. Reacting to the incident, the three apex student bodies of the state, All Manipur Students Union (AMSU), Manipur Students Federation (MSF), and Kangleipak Students Association (KSA), formed an organization (Apunba Lup) for the cause to protest and demand the resignation of the present Chief Minister of the state, Okram Ibobi Singh. The Apunba Lup also demanded for justice and to punish the guilty.

The Apunba Lup brings out a notice to close down all the private educational institutes indefinitely with effect from September 9, 2009. The closure of educational institutes in the state created problems on the educational career of the students. It also led to problems for the teachers who were not getting paid of their monthly salary as the parents and guardians refused to pay the monthly school fees of their children's. The national student's organizations, All India Students' Federation (AISF), National Students' Union of India (NSUI) and the student's organizations in the state Democratic Students' Alliance of Manipur (DSAM), All Tribal Students' Union, Manipur (ATSUM), and Kuki Students' Organization (KSO) convened and appealed to boycott the agitation of closing schools and to protest in other democratic ways.

Some of the central government runs schools in the state and other schools were reopened by taking up normal classes with tight security but the Apunba Lup warned those educational institutes, parents and guardians with dire consequences if they continued the normal educational activities before the Apunba Lup declared the notice to reopen the educational institutes in the state.

On the other hand, the state government notified the government recognized private run educational institutes to reopen normally or else the particular educational institute will be derecognize by the concerned department of the state. The private run educational institutes had no option and they were confused and scare of which orders to follow. At that juncture, the effect causes flexible academic calendar, unfinished syllabus, pending of the annual examination and some educational institutes were also burned down by the protester of the Apunba Lup. After the four months of shutting down the educational institutes in four valley districts of the state, it came to an end by signing the agreement of Memorandum of Understanding (MoU) between the Apunba Lup and the state government. Lastly, the educational institute in the state reopened and resumed the normal class from 11 January 2010. The incident was exposed by The Tehelka Magazine, Vol 6, Issue 48, 5 December 2009, states, “Thousands of students in Manipur are boycotting schools to protest the fake encounter exposed by Tehelka. They say the right to life is more important than the right to education and alleged that the state does not guarantee them the right to life.” (Retrieved February 12, 2010, from url http://www.tehelka.com/story_main43.asp?filename=Ne051209incoldblood.asp). The state has very scant regard for education, the Indian Constitutional Rights like ‘Right to Life’ and ‘Right to Education’ do not have the value, it is just like an ordinary words written in the white paper that can be destroy any time for the cause of personal satisfaction.

Conflict arises due to the unstable governance of the state. To point out some agencies that triggered conflict and violence between the different groups of the state: the state government and civil organization, state departments and state government, state government and militant groups (monetary demand and extortion), state dominant led Meiteis government and minority tribals (inequality), state government and student organizations, state government employees and state government, militant groups and social organizations, dominant student bodies (Meiteis) and minority student bodies (tribals), politician and bureaucrat, politician and social

organizations, educational institute and militant groups (monetary demand), student bodies and concerned higher authority (funds misuse), competitive examination appearing candidates and concerned department (absence of merit), educated unemployed and state government, state bureaucrats, political leader (politicization of education) versus students and student bodies, etc. These types of conflicts are very much prevalent by agitating and protesting in many ways like bandhs, strikes, etc. until they met their specific demand.

The conflicts never end and it resulted in flexible academic calendar and uncertain future career. There is no respect on education in the state which is the most important factor for human being to build the society, state and nation in today's generation as well as future generation. Apart from conflicts, the state failed to provide quality education and the environment of education is polluted by the concerned primary and secondary stakeholder which ranges from the highest level of political godfather down to the departments of education. Therefore, students are migrating outside the state each year to pursue better quality education. The local daily newspaper, Morung Express, on October 04, 2009, publicized that, "It appears now the large number of students from Manipur will seek admission outside the state next year. The frequent bandhs and social unrest in the state have tremendously affected the state's academic atmosphere. There has been no respite in Manipur particularly in the state capital regarding the social impasse triggered by the July 23 fakes encounter. The biggest worry among the people is the closure of educational institutes since September 9 by three influential organizations of the state." (Retrieved October 05, 2009, from url <http://tangkhul.com/modules.php?name=News&file=article&sid=5472>).

Role of Student Bodies: Due to the insincerity in running the government run educational institute in the state such as loose administration, untrained teacher, unqualified teacher, lack of teacher, lack of enthusiasm, lack of modern educational equipments, lack of infrastructures, absence of teacher without proper channel, proxy system of teacher, teacher involved in extra activities to earn extra income, absence of Principal or Headmaster, etc. Negligence of the head of a particular educational institute was followed by the teaching staff, non-teaching staff and counter negligence by students and practice unfair means during examination. Seeing the activities, a local daily newspaper, The Sangai Express, on March 20, 2012, released that, "All Manipur Students' Union (AMSU) has urged all Government employed lecturers and teachers

including that of MU to immediately stop teaching at privately run institutes including coaching centres. Addressing media persons, General Secretary of AMSU Dipanjit Ningthoujam lamented that most of the Government teachers and lecturers have taught at private institutes with the sole aiming of earning more. This uncalled for attitude of the teachers had dismayed and dampened the moral of the students studying in government institutes, he said. Dipanjit said this trend is nothing but a step towards the ending of government school and colleges. Urging the teachers to immediately stop such practice, AMSU also had drawn the attention of the Government authority for taking up necessary action against them.” (Retrieved March 21, 2012, from url <http://e-pao.net/GP.asp?src=27..210312.mar12>). Drawing the monthly salary was the first priority of the government appointees teaching and non-teaching staffs.

On the other hand, lack of necessary educational infrastructures are the irregularity of power supply (3-6 hours a day), absence or unhygienic water supply, unhygienic environment of the educational institute premises, outdated academic syllabus, laboratory without equipment or equipment unusable, etc. which contradicts the sets of guideline directed by University Grant Commission (UGC). One of the apex student bodies in the state Democratic Students’ Alliance of Manipur (DESAM), agitated against the authority concerned for failing to provide the necessities in higher educational institute of the state, a local daily newspaper, The Sangai Express reported on April 02, 2012, it states, “Contending that the Directorate and State’s Department of Education have failed to live upto expectation of the student community, Angamba also pointed out that civic amenities such as provision of hygienic drinking water or regular power supply could not be ensured for practical studies, inspite of such facilities considered essential elements in a semester system of education. On other hindrance faced by the students, he mentioned dilapidated toilets in many of the colleges and absence of updating academic curriculum by the authority concerned (Manipur University).” (Retrieved April 03, 2012, from url <http://e-pao.net/GP.asp?src=8..030412.apr12>). Since the concerned department failed to inspect and tackle the problems of higher educational institutes in the state, DESAM is all set to conduct the inspection drive in all the colleges to monitor the problems of educational institute and other educational activities in the state. Above all, the students are the victims and faced the most uncertain academic career in their future.

Conclusion

Manipur is a plural society with a mix of many distinct groups. The problem of education has been very much prevalent in the state day after day, month after month and year after year. Smooth running of educational institute is a far cry. The crisis of education in the state has many agencies; the blame starts from the highest level of political leader, they direct the blame upon the negligence of the concerned department while they were the leaders who appointed the employee in the concerned department, the concerned department blame each other within their own department, teacher blame the concerned leader of a state government and irregularity of student, student blames teacher, concerned department and the leaders of the state government, and the State government blame a concerned department of the Union government for allocating limited finance in education sector. Likewise, the blames never end, it goes on and on. Action against the guilty person has rarely happened since most of them are involved directly or indirectly in downgrading the system of education in the state. The few Good Samaritan could not reform the falling system of education without the support from the state bureaucrat and political godfather. Therefore, the status of education in the state is very far behind from the rest of the states in the country where educational technology played a significant role in global competitive education which lead forth to socio-economic development in the society.

Reference: which are in the specific paragraphs from where the author is quoted.