

EDUCATION AT PRIMARY LEVEL IN UKHRUL DISTRICT

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Abstract

The study focussed on the problems faced in the primary schools and give feasible solution to the obstacles in the primary schools in Ukhrul. The objectives included to suggest ways and means methods and measures to strengthen the primary education in Ukhrul and to appraise asses and evaluate the primary education in Ukhrul. The tools like observation, historical method, interview and collections of information and ideas from various groups and organisation and individuals. It was concluded that in order to have better schools in primary schools, all members of the community including the students should join hands to solve the problems of that particular district.

Keywords: *Ukhrul, education, Manipur, teachers, primary school*

Manipur is situated in extreme corner of the North Eastern states of India. It has an area of 22,356 square kilometres of which one tenth is valley area and the rest constitutes the valley areas! The state is situated between 93°58E and 94°45E longitude and between 23°53N and 25°45N latitude. It is bounded on the North by Nagaland, on the east by a foreign country called Burma (Myanmar) on the south by Mizoram and Chin hills of Burma, on the west by Cachar districts of Assam. Now in 2020 Manipur has 16 districts while in 1991, Manipur has only eight districts. Earlier 5 district were in the hill inhabited by the tribals of Manipur. But now at present ten districts were in the hill, inhabited by the tribals. While the remaining six were in the valley inhabited by the meities.

The Tribes: The state has 31 tribes of which two tribes were not recognised by the government. The recognised tribes were Ailmol, Anal, Angami, Chiru, Chothe, Gangte, Hmar, Kabui, Kacha Naga, Koirao, Koirang, Kom, Lamgang, MArAm, Mao, Mizo, Maring, Mayon, Paite, Purum, Ralte, Sema, Simte, Salhte, Tangkhul, THadou, Vaiphei and Zou. The unrecognised tribes were Tarao and Thangal.

List of the scheduled tribes of Manipur: Nagas: 1. Ailmol, 2. Anal, 3. Angami, 4. Chiru, 5. Chothe, 6. Koirang, 7. Kairao, 8. Maram/Thangal, 9. Lamkang, 10. Zeliang – Pumei – Rongmei – Rong – Kaccha Naga – Zemi – Liangmei, 11. Kom, 12. Tarao – Mayon, 13. Mao – Paomei, 14. Maring, 15. Purum, 16. Sema. Kukichin: 1. Zou, 2. Simte, 3. Gangte, 4. Any Mizo, 5. Hmar, 6. Thadou – Ralte, 7. Paite, 8. Vaiphei – Salhte

The tribes of Manipur were broadly categories as the Nagas and Kuki chin tribes. The Tangkhuls inhabited in the east districts of Manipur now recently it has got two districts Ukhrul and Kamjong districts. But the present studies will be only till 2011 that is before the division of two districts. UKhrul is a small town in the state of Manipur. It is the home town of the Tangkhul Naga tribes. It is the administrative headquarter of Ukhrul District. It has a population of about 1,83,998 according to 2011 census of which 98718 are males and 89,280 are females. It has a density of 40 person per square km. Ukhrul is 4544 square kilometres. Its literacy rate is 76.95%. UKhrul is 84 kilometres away from Inphal town. It has about 213 villages according to 2011 census of India.

Modern education was first imparted by the western missionaries among the missionaries, William Pettigrew of the American Baptist Mission (Pettigrew W. 25 years

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P.15) made efforts to establish schools both in valley and hill districts of Manipur but later he was suggest to work in the hills. So he come to Ukhrul in 1896. William established one school in 1896 as the first school in Ukhrul William Pettigrew spread Christianity along with education as he taught and spread mission in Ukhrul people began to like his mission and converted to Christianity. Slowly people started learning and later on the demand increased for seeking admission in the schools. As a result many schools were established.

Western education has brought about tremendous changes in the Tangkhul Naga societies. It has dispelled the darkness caused by ignorance in the societies earlier, before the coming of the education in the society, people were dirty and live an unhygienic life but with the coming of education it has opened up their minds and developed physically, mentally and spiritually. It has helped the people to live in more pleasant way.

Objectives

The present study focus on the problems faced in the primary schools and give feasible solution to the obstacles in the primary schools in Ukhrul. It will study- To suggest ways and means methods and measures to strengthen the primary education in Ukhrul; To appraise asses and evaluate the primary education in Ukhrul.

Research Design

The study will apply the research method and tools like observation, historical method, interview and collections of information and ideas from various groups and organisation and individuals. Some research works had been done in the similar field, like Dr. Chipem Francis had written an articles entitled “Education in Ukhrul” which gives good suggestion for the improvement of education in Ukhrul other two articles (Rev Fr.) Veolo Francis Zingkhai on the Topic “Education in the Tangkhul Land” (A critique with purpose) another one has written by Dr. Sina on the topic “Refining education in the tribal district of Manipur”. These were presented in the local seminars. The present writers has submitted a Ph.D thesis entitle “Educations of the tribals in Manipur. A study of development practice and problems with special reference to Ukhrul District” the present paper is an abstract of the thesis.

Poonan Minakumary wrote a thesis entitled. “The development of pre-primary education in Manipur with special reference to valley Imphal and town” this study had shown many things about the efforts of the government and others organisations regarding the development of crech centres Anganwadis, nursery and other pre-primary centres in the valley and Imphal town. This work had also revealed various problems on the way to its development.

Lukram Bimola (1993) in her thesis entitled “an investigation in the problems of teachers education in Manipur deals with various problems of teachers education in Manipur. The study also pointed out the weakness on the part of the government for not encouraging the teachers in taking training and suggested that more teacher training should be taken.

Salan Irane (1991 in her work “Catholic education in Manipur” studies on the land and people, Christian mission in India, catholic mission in North-east India, arrival of catholic missionaries in Manipur, system of education prevalent at the advent of missionaries in Manipur with its introducing part. It also revealed that the catholic aims

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of education is to equalise the standard of living between the poor and the rich through education. They provide free education, scholarships and other possible help to the poor people as they wanted to eradicate the illiteracy even among the poor peoples. The importance of missionary activities and its educational learning.

In the prevailing primary schools in Ukhrul Districts there are many problems which we shall discussed below – Language problems specially in the primary class student face a lot of problems mainly due to language, because the teacher in the schools did not speak their mother tongue specially teachers of Science and Mathematics and also Hindi subjects. In those subject local teachers are not generally available. So the concept were not clear among the student from the beginning.

Methods of teaching the teacher mostly practice the old teaching method which were already outdated modern innovated technology teaching aids are beyond the reach of our schools. Teachers were hardly attended the refresher course even if they attend it is only in the writing (so to say in the papers) practically is all the same, as such old method is the only option.

Curriculum not related with real life – The curriculum meant for the hill people were not related with their real life, experience and activities that the people merely get by heart and study the material literally. So they are not much benefited and also were forgotten easily. The curriculum provided to them does not cater the vast interest of many young students.

Bias recruitment of teachers- Teachers are recruited without taking into consideration their capability of teaching and interest in teaching profession during the time of recruitment. As a result many teacher are not dedicated in their profession.

Communication- In most of the villages in Ukhrul areas, road communication is one of the biggest problem till today. In some villages it is not even Jeepable. It so happened in 2017 in Khayang Village that the pastor of the village who was ill was carried out by the people walking on foot for three days to reach Ukhrul. The road are not pliable. Even this year 2020 one boy was sick and they have to carry out walking the whole day and night on foot to reach Ukhrul and the boy died on the way. Such incident happened due to bad communication which was very sad incident. So in such condition it will be hard for development in any field.

Supervision and inspection: Inspection is a co-operative endeavour in which all the teachers participate and where the inspector are the educational leaders and act as stimulator guide and consultants in their efforts to improve instruction and not as a critics or a dictator. The inspector can assist the teacher in his professional problems regarding teaching method, the programme and also encourage to undergo in service training program me.

Teaching Aids: Teaching along with some aids is more effective that lecture with no teaching aids. Nowadays there are many modern teaching aids used in classroom is advanced countries like power points, computer etc. which will help teaching more effective. But such aids are beyond the reach of our primary schools.

Lack of infrastructure: Many primary schools in Ukhrul do not have, necessary infrastructure, such as proper toilets, playground, library etc. as such even the basic need are yet to meet in our primary schools.

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Failure in Administration: The headmaster needs different skills in administering the schools. He should also be an expert in dealing with the students as well as the teachers in the school. He must have a long working experience in the school. The problem in the primary starts when an experienced head take the chair in schools.

Random distribution of teacher- Teachers in primary schools are distributed randomly in some schools which are situated in town most teacher wanted to be posted there in the remote area where there is no proper transportation the teachers are mostly absent and are transferred soon. The primary schools in many schools, in remote area are run by single teacher to mention the name of the school Sawamphung Primary School but now the only teacher is retired so it has no teacher rite now. No replacement was sent till today (2020) the village is bordering Burma.

Lack of co-curricular activities- The student needs to be developed both physically and mentally while they are learning. As such a lot of co-curricular activities are essential in schools. But the primary schools in Ukhrul do not give importance to the co-curricular activities.

Pre-conceptions of people that subject like Mathematics and Science are difficult subject- From time immemorial the tribal people have the conception that Mathematics and Science subjects are very difficult subject that many cannot take up as such many people. As such many people were afraid to offer this subject. This is a wrong concept which need correction thus, intellectuals should convince the students by telling them from the primary level that they are easy subjects if they are interested.

To much impartance given to private tuition by the people- Students and parents given too much impartance to private tuition which make education more expensive. It also make the teacher give less interest in classroom teaching.

Irregularity of teachers attendance- The teacher who were not from the concerned village and were posted especially in the extreme remote area, were found absent very often because of lack of good communication and other problem coupled with many inconveniences due to lack of all basic needs. Even the local teachers were found absent often teachers in the villages were engage with work both in the family and society.

Many problems has already loaded in the educational fields in Ukhrul district from the beginning of education. To make it worse pandemic at present stage has made the education almost full stop. In fact for the primary school it is full stop. Many new countless problem has arise due to lockdown and Covid-19. The fear of spreading the Covid-19 has made the people stop going for tuition and schools. Some of the major problem face at the recent scenario are cited.

Educational Institutions are completely close down specially the primary school even if is open no parents would sent their children for fear of the Covid-19; No private tuition centre were available for the primary class. As such for the poor people education were completely stop, because they cannot engage teachers in their home for tutoring their children; Teacher of private school face financial problem because the schools were close down. As such no tuition fees were collected which means no salary for the teachers; Problem in conducting online classes due to lack of high technological gadgets in the rural areas; Covid-19 hit hard to the students whose parents are illiterate. They cannot monitor their children. Also they are have no money many student were lose and crush as they cannot effort to buy mobile phone; Online classes cannot replace the

actual classroom. More over online classes are almost impossible for primary classes; Most of the children in primary class were enjoying whole year as holiday which is actually a doom for their studies; Competitive spirit of the children in studies were diminishing. Higher authority need to reconsider the present situation and bring out a concrete solution to their present problem face by many children in the state.

Suggestion: Teachers being the greatest source of knowledge, should also play the biggest role in imparting knowledge in the schools. Thus teachers must be highly equipped. Teachers who are committed and having great interest in teaching profession must take up teaching job; Inspection from the higher authorities should come often in the schools. Various local student organisations may also inspect the schools and inform the higher authority or suggest the headmasters, point out the weaknesses found in his administration; Distribution of teachers randomly is a big problem, in some schools teachers outnumber the students, on the other few teachers are available for many students, teachers specially in maths and science subjects are not available in many villages specially in remote areas, so well distribution of teachers is essential; Higher authorities like politicians and other concern big officers should look into the needs of the higher secondary Schools regarding their shortage in infrastructure and equipments in the various higher secondary schools; Curriculum in this stage should cater to the wide range of interest of the young generation. Thus existing curriculum need to be reformed; Spirit of competitiveness should be created among the students by organising interschool competition in sport, drawing, debate, mathematics quiz etc. prize should be given to motivate the participants; Headmasters of higher secondary schools need to be given training in administration; Teaching learning in the classroom need to be modernised, e.g. teaching aids may be used to make teaching more interesting, teaching should be more interactive and more enjoyable by making the education, the child centred education; The conception of people that science and maths subjects are difficult subjects need to be corrected, by teaching subject matter in simple method; Teacher recruitment should be done fairly according to their qualification and experience; Parents of the students and social organisations should join hands in solving the problems of education at the higher secondary levels.

Conclusion:

In order to have better schools in primary schools, all members of the community including the students should join hands to solve the problems of that particular district.

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