

# FROM THE EDITOR-IN-CHIEF

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The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our nation. This policy proposes the revision and revamping of all aspects of the existing education structure, including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education including the Agenda 4 Quality Education of the United Nations Sustainable Development Goals while building up on India's traditions and value systems.

Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development. Providing universal access to quality education is the key to India's continued ascent, and leadership on global stage in terms of economic growth, social justice and equality, scientific advancement, national integration and cultural preservation. Universal high-quality education is the essential for developing and maximizing our country's rich talents and resources. It is estimated that India will have the largest population of youths in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine our future.

The most perceptible feature of the NEP 2020 is curtailment of dropout rates and ensuring universal access to education at all levels apart from holistic, integrated, enjoyable and engaging learning. Restructuring school curriculum and pedagogy in a new 5+3+3+4 design, reduction in curriculum content to enhance essential learning and critical thinking are also striking characteristic of the new policy.

Implementation of NEP 2020 in letter and spirit in Manipur is an uphill task though hectic consultations and preparations have already been started by the stake holders during the outbreak of Covid-19 pandemic. Paradigm Shift in the NEP 2020 differs from its predecessors of 1968 and 1986 policies in many ways. Translation of the visions and ambitions of the policy makers contained in the NEP 2020 and transforming the educational landscape of the State for quality education will certainly fulfill what Swami Vivekananda said – "Man Making and Nation Building".

A handwritten signature in black ink, which appears to be 'B. Singh', followed by a long horizontal line extending to the right.

(Heisnam Balkrisna Singh)

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# NATIONAL EDUCATION POLICY 2020

## Sine Qua Non for Higher Education in Manipur

*"If we teach today as we taught yesterday, we rob our children of tomorrow"*  
- John Dewey, American Philosopher, and Educationist, (1859-1952)



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In today's 21st century, change can be said to be the only constant. Perspectives and expectations of education are also changing. The 21st century education sets the students to succeed in a so called VUCA world where more than half of their future jobs don't even exist yet. There are essential rules for 21st century education - learning should be student-centric, collaborative, contextual, and integrated with society. Education is expected to incorporate core competencies such as collaboration, digital literacy, critical thinking, and problem-solving. As India is striving towards development and advancing the capabilities at the global level, it is also imperative to reinvigorate the rich cultural heritage and cultural ethos and direct the existing demographic dividend towards a modern and futuristic approach. Against this background, the Union Government recently approved a broad-based and futuristic National Education Policy 2020. The new policy is the ambitious and revolutionary policy of 21st century education.

Initiation of the new policy began with the formation of the Subramanian committee in 2015 followed by the constitution of the Committee for Draft NEP headed by Dr. K. Kasturirangan. The draft NEP 2019 was submitted to Union Minister Shri Ramesh Pokhriyal on 31st May 2019. The draft was released for hectic consultation among various stakeholders. After nation-wide consultations with more than 2 lakhs suggestions, the final version was approved by the Union Cabinet on 29 July,

2020. The policy was built on the foundational pillars of Access, Equity, Quality, Affordability, and Accountability with a focus on "Learning –how – to – learn". The policy was designed to align with the Agenda 4 Quality Education of the United Nations Sustainable Development Goals.

In the higher education sector, providing more academic and administrative freedom for colleges and universities, consolidation of fragmented regulators at the central level, and a more liberal education system are major positive reforms. Several provisions in the policy will require immense consultations and preparations, while some of the provisions are already in various stages of implementation. A great multidimensional change is expected in the higher education sector of Manipur with the implementation of NEP 2020.

### Paradigm Shift

The NEP 2020 differs from its predecessors of 1968 and 1986 policies in many ways. The new policy proposes the introduction of the semester system in the school education system to provide a flexible and modular-based assessment. In the higher education sector, the policy proposes restructuring the higher education institutes. There will be three types of HEIs – (a) Research-intensive Universities, that place equal emphasis on teaching and research, (b) Teaching-intensive Universities those that place greater emphasis on teaching but still conduct significant research, and (c) Autonomous degree-granting College (AC) that

is a large multidisciplinary institution of higher learning that grants undergraduate degrees and is primarily focused on undergraduate teaching. In the long run, “Every College should be either Constituent Colleges or Autonomous Degree-Granting College” with the elimination of the affiliated college concept (MHRD, 2020).

The NEP also proposes the restructuring of degree programmes with permissible multiple entry and exit points in the following levels:

(a) 3-Year or 4 Year Degree Courses – e.g. B.A./B.Sc.(Research) or B.A./B.Sc.B.Ed.

1. 1st Year – Certificate
2. 2nd Year – Diploma
3. 3rd Year – Degree
4. 4th Year – B.A./B.Sc. (Research) or others.

(b) 1-Year M.A./M.Sc. Or 2-Year M.A./M.Sc. Or Integrated 5-year Bachelor/Master’s Programme

(c) Ph.D. shall require either a Master’s degree or a 4-year Bachelor’s degree with Research.

An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that credits can be shared between institutes. Prior to the approval of the NEP, the HRD Ministry already designated DigiLocker as the sole National Academic Depository (NAD) in April 2020. The MHRD also directed UGC to ensure the transfer of academic awards, creation of student accounts, and procedure of verification with DigiLocker.

Under the new policy, the M.Phil programme has been discontinued to lighten the burden on institutes and scholars to put more focus on the quality of research. The NEP 2020 highly envisioned the introduction of Liberal Arts Education to adapt to the global level. Single-discipline institutes need to close down or transform to multidisciplinary institutes by 2030.

The NEP 2020 shifted the focus from rote learning to the overall holistic development of the learners in both the school and higher education sectors. Reforms initiated in the higher education covers various areas of Quality Universities and Colleges, Institutional Restructuring and Consolidation, Shift towards Holistic Education with less Rote Learning, Internationalisation, Teacher Education, Professional Education, Promoting High-Quality Research, etc. It would not be possible to discuss all the aspects of NEP 2020 vis-à-vis higher education in Manipur in this article. Selected important issues, opportunities, and challenges are discussed in the following sections.

## Status of Higher Education in Manipur

Higher education in Manipur has experienced steady expansion accompanied by diversification in several sectors in the last few decades. HEIs in the state are under different regulatory authorities and can be grouped into following categories.

**Table 1: Categories of Higher Education Institutes in Manipur**

Type of Institute	Representative Examples
Central General University	Manipur Central University, Indira Gandhi National Tribal University, etc.
Central Professional University	Central Agriculture University, National Sports University, etc.
State General University	Dhanamanjuri University,
State Professional University	Manipur University of Culture, Manipur Technical University,
Private General University	Sangai International University, Manipur International University, Bir Tikendrajit University, etc.
Institute of National Importance	National Institute of Technology, Indian Institute of Information Technology
Central Government Autonomous Professional Institutes	Institute of Bioresources and Sustainable Development, Regional Institute of Medical Sciences

State Government Autonomous Professional Institute	Jawaharlal Nehru Institute of Medical Sciences
Autonomous General College	Oriental College
Government General Colleges	Imphal Colleges, Modern College, Thoubal College, Churachandpur College, etc.
Government Aided General College	Don Bosco College, Naorem Birahari College, Pravabati College, etc.
Private General College	Ng. Mani College, Damdei Christian College, Mt. Everest College, Rayburn College, etc.
Private Professional College	SAIRAM, FEEDS, Trinity Teachers Training College, etc.

The lack of a single effective academic regulatory body of the HEIs in the state contributes to the fragmentation of higher education in the state. Unplanned growth in the higher education sector creates challenges in maintaining and enhancing quality. Though a plethora of higher education institutes are there, course options in General institutes are very limited and common. Conventional courses opened in various General Government, Aided and Private Colleges make them redundant. Almost all graduate courses are running the old semester system with traditional subjects. Most of the higher education institutes in Manipur fare below-par average in the NAAC and NIRF rankings. Improvement and modernization in these institutes are pertinent to maintain the standard. Implementation of Learning Outcome-based education and the introduction of Liberal Arts education, curricular and institutional restructuring in these institutes under the new policy are highly warranted to progress forward.

Imparting education is for knowledge gain, but it should also address economic growth. The major concern in the higher education sector of Manipur is the level of employability of graduates and postgraduates. The employability level of general graduates in India is far from satisfaction with only

48%, 47%, and 34% of B.A., B.Com and B.Sc are employable respectively in 2020 (Wheebox, 2020). According to India Skill Report 2020, graduates hired by top sectors in India belonged to banking, financial services and insurance (BFSI), BPO, KTO and ITes, Software, Hardware, and Manufacturing in the year 2019 and 2020. The report also cited that there would be increasing demands for data science and analysis, digital marketing, robotics process automation, human-centric design, and compliance in the next five years in the industry. For the last five years, no states from the North East region could include in the top three states of India with the maximum supply of employable talent (Wheebox, 2020). This scenario indirectly reflects the quality and orientation of our institutes. Industry-academia partnership for employability training and skill development at higher education level is at a nascent stage in Manipur. Among the students also, awareness for schemes like National Apprenticeship Promotion Scheme (NAPS) is not encouraging. The existing employability status calls for the drastic change in course curricula and coordination between various stakeholders to face the new challenges of the 21st century. The new policy encourages a shift from summative assessment to formative assessment and testing of higher-order skills. It would lay more stress on meaningful learning rather than rote learning. The introduction of CBCS will empower the students to break from traditional career paths. Students will be exposed to vocational skills, digital literacy, and behavioural competency. The establishment of the National Committee for the Integration of Vocational Education (NCIVE) will help in instilling a sense of entrepreneurship to the students. When fully implemented, the new policy can help in unshackling the low employability and unemployment issues from the state.

## Compartmentalization of Discipline

Public and administrative attention to teacher recruitment is mainly focused on the recruitment process. Except at the university level, recruitment for college teachers rarely gave attention to subject specialization to broad discipline such as political science, economics, botany, etc. Teacher having



multidisciplinary knowledge is preferable but de facto expert in the entire domain is hard to find. Every subject is not static but enriched with new ideas and interpretations in various sub-disciplines with time. The shortage of teachers for teaching specialized papers in Honours graduate and Postgraduate courses is linked with this existing system of teacher recruitment. Moreover, the available vacancies do not have the luxury to accommodate all specializations. Consequently, a department in a college may have faculties with similar specialization. For instance, most of the teachers in the botany department belong to Ecology specialization. The casualty is those who cannot get up-to-date quality knowledge. Scrutiny of the situation gave compartmentalization of disciplines as one of the causes. While there is a push and pull for teachers who can teach econometrics, molecular biology, bio-informatics, psychology, to name a few, in one college, there are surplus teachers in another department or college. With the introduction of NEP 2020, hopefully, this situation can be addressed to some extent. The introduction of the Choice Based Credit System and Credit Transfer between different institutes will make it possible to provide the best of the teaching to our students.

## Opportunities of Manipur

Implementation of NEP 2020 in Manipur will bring a profound positive change in the education sector in the state. Out of various probabilities, few achievable targets are discussed here.

## Gross Enrolment Ratio

The NEP 2020 targets to increase the Gross Enrolment Ratio of the country to 50%. Compared to the national level and other states, Manipur fares better in the index. According to the All India Survey on Higher Education reports, the

overall GER for all the students in 2018-19 is 33.7 against the National average of 26.3 (MHRD, 2019a). Even in the component-wise breakup, both male and female populations of Manipur have higher GER than the national-level ratio. The Gender Parity Index of Manipur in overall category in 2018-19 is 1.01 while all India level is 1.00. As the enrolment level in higher education in the state is in a favourable position, prospects of achieving the expected target are very high.

## Internationalization of Higher Education

The ambitious plan of the NEP 2020 includes promoting India as “Vishwa Guru”, the global destination for higher education. The state of Manipur has some advantages considering its geographical locations. Its proximity to various South-East Asian countries makes the state a potential site for educational tourism. It is the program where participants travel to a location with the primary purpose of engaging in a learning experience directly related to the location (Bodger, 1998) and can be linked with Life-Long Learning experiences enshrined in SDG and NEP 2020. This notion of tourism is not new but existed for millennia with a popular form of student-exchange program. This approach needs to be encouraged not only to serve as an education service provider but as a means of raising academic standards (Smith, 2013). The Manipur University of Culture and National Sports University can play a significant role by providing various courses in

**Table 2: Thrust areas for research according to EQUIP (MHRD, 2019b)**

National/State Missions	Industry Relevance	Import Substitution	Social Sciences and Humanities
Energy Security & Efficiency	Information & Communication Technology (IoT, Artificial Intelligence)	Manufacturing Technology	
Environment and Climate	Nano Technology	Security and Defence	
Healthcare Technology	Advanced Materials		
Water Resources			
Sustainable Habitat			

culture, heritage, and sports while the rest of the institutes can target in their respective domains.

## Research Facilities

The NEP 2020 envisions the establishment of a National Research Foundation (NRF) for competitive funding of research in all disciplines. As per the EQUIP report of the MHRD, the National Research Foundation will be a Commission by an Act of Parliament and will aim at achieving excellence in knowledge creation, people, and R&I infrastructure (MHRD, 2019b). NRF will support R&I activities through NRF R&I Grants. For direct funding, outstanding research proposals from researchers of all Centres of Excellence, Institution's Innovation and Research Council, research institutions, HEIs, and schools, both public and private will be eligible. Thrust areas for the NRF suggested by the EQUIP is as follows:

Though research and innovations should be part of the HEIs, the situation is critical in Manipur. Infrastructural limitation, poor laboratory conditions, and lack of funding mechanism hindered the enthusiasm of many good teachers. The establishment of NRF under NEP 2020 will provide a window of opportunity and truly benefit the researchers in Manipur. A good liaison between researchers and government departments will create a vibrant R&I ecosystem in the HEIs of the state.

## Challenges expected in Manipur

Implementation of the NEP 2020 will be an uphill task in the resource-scarce state of Manipur. Some expected and emerging challenges are discussed here.

## Governance of HEIs

The NEP 2020 recommended establishment of a Board of Governors (BoG) consisting of a group of highly qualified, competent, and dedicated individuals with proven capabilities with a strong sense of commitment. The BoG will be a major partner in the development of the Institutional Development Plan that covers faculty welfare, curriculum, and syllabi framing and monitoring

the progress of the institution. Governance of this body will be regulated in a "light but tight" and the facilitative manner by a National Higher Education Regulatory Authority. Maintaining a balance between different bodies along with full offline and online disclosure of all relevant documents including financial transactions and procedures might be uncomfortable in the initial stage considering the current attitude.

## Curricular Reforms

Rote learning has already been ingrained into the higher education system in Manipur. This system was the need of the pre-Independence era where the aim of the education was the creation of a pool of subordinate workforces for the colonial regime. This system persists even in the post-independence era. Most of the graduate and postgraduate examinations are designed in a manner that students need to memorize things, thereby affecting quality and comprehension. The NEP 2020 tries to address the problem of rote learning by reimagining education as holistic learning and personality development with skill. Transforming the existing curriculum structure to holistic arts education to ensure well-rounded development may not be possible overnight. Restructuring and refining the pedagogy for new courses, along with the introduction of course options need to be implemented in step-wise target-based approaches. In the new structure, students need to be provided for internships with local industrial units, social institutions, entrepreneurial units, research institutes, etc. to improve their employability options and practical ability. Apart from setting the milestone and coordinating with various units, changing the mindset of various stakeholders is one of the key considerations for the success of this aspect.

## Role of Teachers

Successful implementation of NEP 2020 depends on the role of teachers who can face the challenges of time. The transformation from current inflexible and rudderless to progressive, flexible, multidisciplinary, and skill-based systems

will depend much on empowering the teachers. The concept that “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant”, enshrined in the Kothari Commission (Commission, 1966) remains unchanged in NEP 2020. Various schemes and initiatives were there to motivate faculty at all India level. However, faculty motivation in terms of teaching, research, and service remain far lower than the expected level. The NEP lays thrust on resolving these factors to ensure that each faculty member is happy, enthusiastic, engaged, and motivated towards advancing her/his students, institution, and profession (MHRD, 2020). From the past, faculty development was an inherent part of the education system. The concept of faculty development programme changed in the 1990s from capacity-building of faculty as a scholar towards training to improve the teaching-learning experience of students. However, general perception towards faculty development programme implemented through Human Resource Development Centre (formerly Academic Staff College) and The Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) remained unchanged over the years. Faculty development initiatives remained limited to Orientation and Refresher Courses, mainly as essential criteria for the Performance-Based Appraisal System (PBAS) of the teachers (Snehi, 2019). The majority of the course attendee is junior teachers. Many senior teachers taking leadership roles in their respective institutes are conspicuous by avoidance from these courses.

Changing the educational environment creates new pressure from expanding access, changing paradigms of teaching-learning, pedagogical techniques, and technological innovations. These pressures demand scientific faculty development to face the emerging scenario. Moreover, the Higher education landscape is continuously changing. The change is accelerated by the introduction of technology-driven tools. In this context,

faculties need to evolve and innovate themselves to meet these changing needs. Administrators and governing bodies will need to encourage the initiative as sensible facilitators. The NEP 2020 demands shifting the teaching paradigm from a teacher-centric to a learner-centric paradigm. It needs to emphasize that the concept should change towards ‘how students learn’ as the core concept. Teachers are expected to understand how learners learn in the new social milieu. Changing the role of teachers by adapting to the social constructivist approach to exercise real-world-related authentic tasks and internship programme may be one of the approaches (Vygotsky, 1980). Motivating the teacher and making them prepared for the NEP 2020 will be a continuous process. According to the new policy, excellent teachers will be further incentivized through appropriate rewards, promotions, recognitions, and movement into institutional leadership (MHRD, 2020). “Excellent faculty with high academic and service credentials as well as demonstrated leadership and management skills will be identified early and trained through a ladder of leadership positions” (MHRD, 2020). Moreover, the EQUIP emphasizes to build the capacity of faculty to take up academic leadership positions by covering 400 faculties per year to create a pool of 2000 potential academic leaders in the period of 2019-24 (MHRD, 2019b). On the other hand, NEP 2020 warned that faculty not delivering on basic norms will be held accountable (MHRD, 2020). Teachers and educational administrators in our state need to prepare for these groundbreaking changes. The success of NEP 2020 lies in the integral involvement and participation of concerned stakeholders.

## Professional Education

Targeting interdisciplinary and critical thinking, the NEP 2020 envisages that professional education should become an integral part of the overall higher education system. All existing standalone professional education institutions covering technical universities, agricultural institutes etc need to transform to multidisciplinary institutions by 2030. Options are there - either by opening



new departments or by operating in clusters. The opening of new departments is possible when adequate infrastructural and human resources could be provided, in addition to the already existing ones.

There is an unprecedented change in the teacher education landscape under NEP 2020. Teacher education requires multidisciplinary inputs and education. As such, all teacher education programmes are to be conducted within composite multidisciplinary institutes. Consequently, all stand-alone teacher education institutes will be required to convert to multidisciplinary institutions by 2030 or cease operations. The 4-year integrated B.Ed. (B.A., B.Ed., B.Sc., B.Ed. or B.Com, B.Ed.) will become the minimal degree qualification for school teachers by 2030. Out of the estimated 6,800 B.Ed. colleges in India, many are private institutes. The situation is similar in Manipur, where D.M. College of Teachers' Education is the only government-run full-fledged providing B.Ed and M.Ed. courses while the rest are private colleges. There are efforts to open Integrated Teachers Education Programme on a pilot basis in 5(five) selected colleges in Manipur. Meanwhile, the fates of private B.Ed. institutes in the state remain uncertain vis-a-vis transformation of these institutes into multidisciplinary ones by opening new courses or form cluster institutes will depend on their resource and capabilities. The situation is similar to the fate of professional institutes. The existing public-private partnership model in higher education proposed by the Pawar Committee (2012) of UGC did not include the concept of the cluster between public and private institutes. Addressing these impending crises will be a challenging one in the near future.

## **Technology-Enabled Education**

Accelerated technological advancement brought a profound impact on the teaching-learning process. Taxonomy for the Technological Domain is now introduced in addition to the traditional taxonomy of the cognitive domain, affective domain, and psychomotor domain (Tomei, 2005). It is expected that the importance of technology-

driven education will become more pronounced in the post-Covid scenario. In this background, the NEP 2020, by acknowledging that the relationship between technology and education is bi-directional, will stimulate technology to play an important role in the improvement of educational processes and outcomes. An autonomous National Educational Technology Forum will be set up to provide a platform for enhancing learning, assessment, planning, administration, etc. for both school and higher education. Technology Use and Integration are expected to link with the activities of the NRF.

It is a fact that teaching will go tech in the post-Covid era, which may vary in degree of implementation. It is to be noted that mere use of Zoom App, Cisco Webex, Google Meet, or WhatsApp for communication with student does not amount to using the full capabilities of e-learning. Online and digital education demands that students have access to capable computing devices and reliable network services. Benefits of technology-enabled education need to distribute equally to every nook and corner of the state. In earnest, we should try to stop Matthew Effect in our education system. (A Matthew Effect will occur when people who are most able to benefit from the introduction of technology are those who have already benefitted the most). The vision of the NEP is to bridge the divide between haves and have-nots. In contrary, the opposite may happen if the disadvantaged sections could not have access to the basic infrastructure and gadgets. A separate state-level policy might be needed to ensure the benefits.

Technology enhances education. Technology is the container, not the content, in most of the cases. When there is complete coordination between technologists and teachers, then good content can be created for blended and personalized learning experience. In addition, orientation in domain knowledge, re-skilling, and exposure to the technological domain would be part of the teachers' training programme in the future. There is marked progress in the participation of teachers from Manipur in programs such as SWAYAM, MOOCs, e-Sodh Sindhu, etc. However,

deployment of cloud computing, AI, MOOCs, Augmented Reality, Virtual Labs in our education system might be beyond the comprehension of some of the stakeholders. There is a lot to be done for materializing this concept to the full extent.

## Are we prepared?

The answer is YES. State government authorities are working in tandem with central bodies and educational institutes to implement NEP 2020 in a phase-wise manner. Meanwhile, several key points of the policy is being targeted, for instance, the Academic Bank of Credit by December, 2020, 4-Year Degree Programme in Central Universities from 2021-22 session, 4 Year Degree Programme in State Universities from 2022, and the Common Entrance Test from February-March, 2021, etc. At present, several sensitization programs and workshops at individual institute levels and university level are being conducted. State-level Task Force for NEP 2020 may come out in the days to come for setting the target areas in this aspect.

As the NEP 2020 is aligned with the Sustainable Development Goal of the United Nations, the

priority area of the Higher Education Department in Manipur may intersect with the above. The priority areas may be selected by categorizing relevant issues into short-term achievable and long term perspectives. Probable priority areas are highlighted here.

Reforms in the higher education system in Manipur are long overdue. Various academicians and NGOs have initiated the move for quality education for the past many years. The NEP 2020 provides new hope and impetus to the move for quality education in the state. Successful implementation of NEP 2020 is not only about the success of government policy but for transforming the perspectives of young minds to the 21st century. If our youths and students need to face the challenges of time, they have to prepare for the future. The NEP 2020 provides an agenda for the futuristic education system. It is our solemn duty and responsibilities as an academician, entrepreneurs, administrators, and citizens of this country to work unitedly to make our children prepare for the future by learning how to learn for the times to come.

**Table 3 : SDG, NEP 2020 and probable priority areas of higher education**

Sustainable Development Goals	NEP 2020	Priority Area of Higher Education Department in Manipur
<b>SDG 4.3</b> Equal Access to Affordable Technical and Vocational Education, and to provide lifelong learning opportunities for youth and adults.	<ul style="list-style-type: none"> <li>Vocational education at a younger age</li> <li>Coding will begin from as early as 6th standard National Education Technology Forum</li> <li>Open and Distance Learning</li> <li>Online Courses</li> </ul>	<ul style="list-style-type: none"> <li>Vocational Education at all undergraduate and postgraduate courses</li> <li>Education Technology Cell</li> </ul>
<b>SDG 4.4</b> Increase the number of people with relevant skills for employment, decent jobs, and entrepreneurship	<ul style="list-style-type: none"> <li>Multiple Exit Points</li> <li>GER for higher education to be at 50% by 2035</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Exit Points in Undergraduate Courses.</li> <li>Multiple Entry Points in Undergraduate Courses.</li> <li>Targeting GER at five years basis.</li> </ul>
<b>SDG 4.5</b> Eliminate Discrimination in Education (gender, persons with disabilities, indigenous peoples, etc)	<ul style="list-style-type: none"> <li>To bridge the Digital Divide by setting new units</li> </ul>	<ul style="list-style-type: none"> <li>Reducing discrimination and disparity in persons with disabilities.</li> <li>Overcoming Geographical barrier. Bridging the divide by digital means.</li> </ul>

# GEARING UP FOR IMPLEMENTATION OF NEP 2020 IN HIGHER EDUCATION IN MANIPUR



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The twenty-ninth of July 2020 marks an important day in the history of Indian Education as the Union Cabinet chaired by hon'ble Prime Minister Shri Narendra Modi approved the National Education Policy (NEP) 2020. The new policy aims to pave way for transformational reforms in school and higher education systems in the country. This policy will replace the 34-year old National Policy on Education (NPE), 1986.

## Unprecedented Consultations

*NEP 2020 has been formulated after an unprecedented process of consultation that involved nearly over 2 lakh suggestions from 2.5 lakhs Gram Panchayats, 6600 Blocks, 6000 ULBs, 676 Districts. The MHRD initiated an unprecedented collaborative, inclusive, and highly participatory consultation process from January 2015.*

*In May 2016, 'Committee for Evolution of the New Education Policy' under the Chairmanship of Late Shri T.S.R. Subramanian, Former Cabinet Secretary, submitted its report. Based on this, the Ministry prepared 'Some Inputs for the Draft National Education Policy, 2016'.*

*In June 2017 a 'Committee for the Draft National Education Policy' was constituted under the Chairmanship of eminent scientist Dr. K. Kasturirangan, which submitted the Draft National Education Policy, 2019 to the Hon'ble Human Resource Development Minister on 31st May, 2019. The Draft National Education Policy 2019 was*

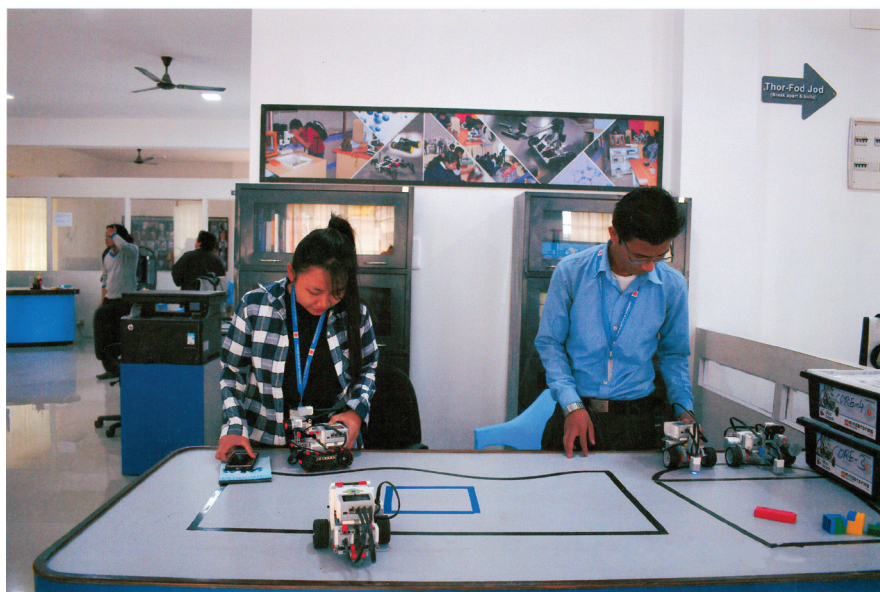
*uploaded on MHRD's website and at 'MyGov Innovate' portal eliciting views/suggestions/comments of stakeholders, including public.*

## Some of the key highlights of NEP 2020 in the field of Higher Education are briefly stated as follows:

- Gross Enrollment Ratio in higher education including vocational education to be raised to 50 % by 2035 (26.3 % in 2018).
- The policy envisages broad based, multi-disciplinary, holistic Under-Graduate education with flexible curricula, creative combinations of subjects, integration of vocational education and multiple entry and exit points with appropriate certification. UG education can be of 3 or 4 years with multiple exit options and appropriate certification within this period.
- Academic Bank of Credit (ABC) to be established to facilitate Transfer of Credits
- Multidisciplinary Education and Research Universities (MERUs), at par with IITs, IIMs, to be set up as models of best multidisciplinary education of global standards in the country.
- National Research Foundation will be created as an apex body for fostering a strong research culture and building research capacity across higher education.
- Higher Education Commission of India



(HECI) will be set up as a single overarching umbrella body for the entire higher education, excluding medical and legal education. HECI to have four independent verticals - National Higher Education Regulatory Council (NHERC) for regulation, General Education Council (GEC) for standard setting, Higher Education Grants Council (HEGC) for funding, and



National Accreditation Council (NAC) for accreditation. Public and private higher education institutions will be governed by the same set of norms for regulation, accreditation and academic standards.

- Affiliation of colleges is to be phased out in 15 years and a stage-wise mechanism is to be established for granting graded autonomy to colleges. Over a period of time, it is envisaged that every college would develop into either an Autonomous degree-granting College, or a constituent college of a university.

Consequent to the approval of NEP 2020, the Department of Higher and Technical Education, Government of Manipur has taken up the following steps towards effective outreach and implementation of the same:

Organization of consultative meetings: The Department has held a series of consultative meetings to sensitize the stakeholders of higher education with the new provisions provided in the National Education Policy, 2020:

- a) The officers of Higher and Technical Education Department were part of the two-day extensive consultative meetings held at the Conference Hall of the Samagra

Shiksha Abhiyan on 6th August 2020 and 11th August 2020, chaired by Shri Th Radheshyam, Hon'ble Minister (Education), Manipur. The

sessions stressed on the need to understand each and every provision of the NEP thoroughly for effective implementation of the same in our educational institutions. The

important provisions of the Policy were highlighted by the speakers and the officers of the Department were provided with first hand introduction to the new policy.

- b) The Heads of the Central Higher Education Institutions and State Universities met on 18th August, 2020 to discuss the important provisions of NEP and also to assess preparedness of the institutions to implement the same. The institutions who took part in the consultation included Manipur University, Central Agricultural University, National Sports University, Institute of Bio-resource and Sustainable Development, Indira Gandhi Tribal University (Regional Centre), National Institute of Technology, Indian Institute of Information Technology, Manipur Technical University and Dhanamanjuri University. The consultation stressed on the crucial role

of the Central Institutes of Higher Learning and the State Universities in implementation of the Policy effectively in the state. Every Head of the Institution who took part in the meeting agreed to organize consultative meetings on the Policy at the Institution level.

- c) On 24th and 25th August, 2020, the Principals of the Government and Government Aided colleges came together to discuss the provisions of the NEP and the steps to be taken up for effective implementation of the same on at the Conference Hall of the Directorate of University and Higher Education, Manipur. The Principals welcomed the new and innovative provisions of the Policy and expressed confidence that the same can be implemented without much difficulty in the colleges of the State. They have also decided to organize consultative meetings on the policy at the College level to sensitize the teachers, students and parents on the policy.
- d) As decided, the Universities and Colleges of the State have started organizing consultative meetings and sensitization programmes on the NEP, 2020 at the Institution level. The response of the teachers in the first round of consultations was found overwhelming.
- e) More consultative meetings for other stakeholders such as students, parents and general public are also in the offing.

Constitution of a State level Task Force to suggest a roadmap and timeline for implementation of NEP: The State Government is in the process of constituting a State level Task Force comprising of eminent educationists, resource persons and retired bureaucrats among others to suggest a detailed roadmap and appropriate timeline for implementation of the NEP 2020. Sub-Committees will also be constituted at the level of the Department to provide additional inputs to the State Task Force.

Implementation of NEP in phased manner: As mandated in the NEP, the Policy is to be

implemented in a phased manner over a period of some 20 years from now. The Department is taking up measures to implement those provisions which may be done so at the present situation. Implementation of the Policy is expected to be started from the current academic session itself after the consultation sessions are completed. New Directives from the Ministry of Education, Government of India on the implementation of the Policy is also expected very soon.

Guiding Principles for Implementation of NEP 2020 First, implementation of the spirit and intent of the Policy will be the most critical matter.

Second, it is important to implement the policy initiatives in a phased manner, as each policy point has several steps, each of which requires the previous step to be implemented successfully.

Third, prioritization will be important in ensuring optimal sequencing of policy points, and that the most critical and urgent actions are taken up first, thereby enabling a strong base.

Fourth, comprehensiveness in implementation will be key; as this Policy is interconnected and holistic, only a full-fledged implementation, and not a piecemeal one, will ensure that the desired objectives are achieved.

Fifth, since education is a concurrent subject, it will need careful planning, joint monitoring, and collaborative implementation between the Centre and States. Sixth, timely infusion of requisite resources - human, infrastructural, and financial - at the Central and State levels will be crucial for the satisfactory execution of the Policy.

Finally, careful analysis and review of the linkages between multiple parallel implementation steps will be necessary in order to ensure effective dovetailing of all initiatives. This will also include early investment in some of the specific actions (such as the setting up of early childhood care and education infrastructure) that will be imperative to ensuring a strong base and a smooth progression for all subsequent programmes

# NATIONAL EDUCATION POLICY, 2020

## AN UPDATE



T. Ranjit Singh, IAS,  
Commissioner-cum-Secretary,  
(Education-Schools & AE),  
Government of Manipur

The National Education Policy 2020 (NEP-2020) was approved by the Union Cabinet of India on 29 July 2020 and it outlines the vision of India's new education system. The vision of NEP envisions an India-centric education system that contributes directly to transforming our nation sustainably into an equitable and vibrant knowledge society by providing high-quality education to all. The policy aims at making "India a global knowledge superpower". The new policy replaces the previous National Policy on Education, 1986 and it came after a gap of 34 years. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040.

The NEP-2020 is an attempt to address most of the grievances of the education system, which have been pending for decades. This is certainly a historic moment for all the stakeholders involved, be it the teachers, students or parents. The foundational principles of NEP are "Access, Equity, Quality, Affordability and Accountability" and will transform India into a "vibrant knowledge hub". The policy believes that the education system should develop good human beings with rational thinking, compassion, empathy, courage, resilience, scientific temper, creative imagination and ethical values. This new policy aims at universalization of education in India with a 100% gross enrolment ratio by 2030 for

school education and 50% by 2025 for higher education. One very important reform amongst other reforms is that the 10+2 structure in the schooling system has been replaced by a 5+3+3+4 structure. The change in this structure is proposed in the policy considering the fact that 85% of a child's cumulative brain development occurs prior to the age of 6. The NEP announced by Ministry of Education is a welcome move for the entire nation. It emphasizes on holistic multidisciplinary education for future nation's stakeholders.

### Some of the Major Highlights/features of the NEP-2020

*The current '10+2' structure covering ages 6-18 to be replaced by a new Pedagogical and Curricular Structure of '5+3+3+4' corresponding to ages 3-18. This restructuring will make the education system more viable.*

*Class 10 and 12 Board Exams will be conducted as usual, but the exams will be made easier by allowing students to take exams twice a year. The exam will have two parts, Objective and Descriptive.*

*Universal standards of learning and regulations in public and private schools.*

*Vocational Education and coding will be introduced from Class 6.*

*Focus on the curriculum to core concepts.*

*Universalization of education from Early Childhood Care Education (ECCE) to Secondary Level.*

*New National Curriculum Framework for Early Childhood Educator (ECE), schools, teachers and adult students.*



*Open Schooling System to bring two crore 'Out Of School Children' back into the mainstream.*

*Deployment of counsellors and social workers to improve student's mental health.*

*The Midday Meal Scheme will be extended to include breakfasts. More focus will be given to students' health, particularly mental health, through the deployment of counsellors and social workers.*

*Mother tongue to be instated as medium of instruction: The NEP has directed focus on students' mother tongue as the medium of instruction even as it sticks to the 'three language formula' but also mandates that no language would be imposed on anyone.*

*The NEP has taken measures to have a holistic outlook in this regard. It is important to note that education is a continuous process and that is why it is essential to put more emphasis on connecting education to the environment. The recognition of the importance of life skills was long overdue and the NEP has given more attention to developing life skills in the educational process.*

*The new education policy will create an independent regulatory body called the State School Regulatory Authority to oversee all the key areas. The NEP aims to provide pre-primary education to all by 2025 and compulsory school education for all children in the age group of 3-18 years by 2030.*

*No hard separation of arts and sciences - The new education policy aims to give students increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports and vocational subjects.*

*India will be promoted as a global study destination providing premium education at affordable costs. An International Students Office at each institution hosting foreign students will be set up.*

*In every education institution, there shall be counselling systems for handling stress and emotional adjustments. Efforts will be made to incentivize the merit of students belonging to SC, ST, OBC etc.*

**"10 + 2" structure will be replaced with "5+3+3+4" model. This will be implemented as follows:**

**Foundational Stage:** This is further subdivided into two parts: 3 years of preschool or anganwadi, followed by classes 1 and 2 in primary

school. This will cover children of ages 3-8 years. The focus of studies will be in activity-based learning.

**Preparatory Stage:** Classes 3 to 5, which will cover the ages of 8-11 years. It will gradually introduce subjects like speaking, reading, writing, physical education, languages, art, science and mathematics.

**Middle Stage:** Classes 6 to 8, covering children between ages 11 and 14. It will introduce students to the more abstract concepts in subjects of mathematics, sciences, social sciences, arts and humanities.

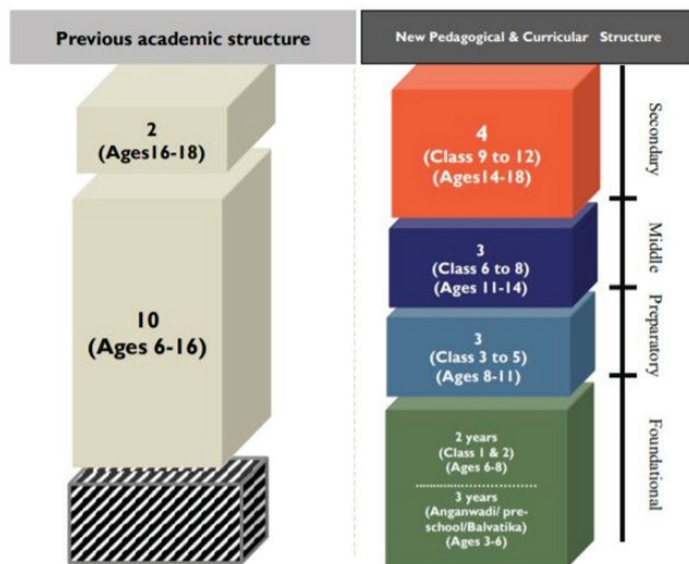
**Secondary Stage:** Classes 9 to 12, covering the ages of 14-19 years. It is again subdivided into two parts: classes 9 and 10 covering the first phase while classes 11 and 12 covering the second phase. These 4 years of study are intended to inculcate multidisciplinary study, coupled with depth and critical thinking. Multiple options of subjects will be provided.

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) will be developed by NCERT in two parts (0-3 and 3-8). Various reports indicate that a large proportion of students currently in elementary school have not attained foundational literacy and numeracy (the ability to read and comprehend basic text and basic calculation). So, the priority of the education system will be to achieve universal foundational literacy and numeracy in primary school by 2025.

Special education zones will be set up for socio-economically disadvantaged groups which are broadly categorized on gender identities (transgender included), socio-economic identities (SC, ST, OBC, minorities) and geographical identities. It also reiterates aim to increase the public investment in the Education sector to reach 6% of GDP at the earliest.

## **Vocational Education**

Vocational education will be integrated into all schools and higher education institutions in a phased manner over the next decade. By 2025,



at least 50% of learners through the school and higher education system shall have exposure to vocational education. Vocational education to be introduced in schools from Class 6 and will include internships as well.

‘Lok Vidya’, i.e., important vocational knowledge developed in India, will be made accessible to students. The HRD Ministry, which has since been named as Ministry of Education, would constitute a National Committee for the Integration of Vocational Education (NCIVE). Further, skill education is given prime importance in school and higher education. It is to be induced at school level from pre-school to class 12th and it aims to empower each student in one vocational skill.

## Curriculum of School Education

The NEP aims to reduce the curriculum content to its core essentials for each subject, focussing on key concepts and ideas for encouraging critical thinking and inquiry-based, discovery-based, and more analysis-based learning. It also states that there will be no hard separation among ‘curricular’, ‘extra-curricular’, or ‘co-curricular’ areas, among ‘arts’, ‘humanities’, and ‘sciences’, or between ‘vocational’ or ‘academic’ streams. During grades 6-8, students will be required to take a course, which will provide hands-on experience of a

number of important vocational crafts as well. The policy besides reducing the curriculum also allows the students to be more “inter-disciplinary” and “multi-lingual”. One example given was “If a student wants to pursue fashion studies with physics, or if one wants to learn bakery with chemistry, they’ll be allowed to do so.” Report cards will be “holistic”, offering information about the student’s skills.

There is a provision for vocational training along with internships during school. Holistic development and a wide choice of subjects and with no hard separation among different subjects and disciplines will be the hallmark of the new system of curriculum. A very important and potentially game-changing policy initiative is the inclusion of vocational courses in the school curriculum.

## Teacher Education equipped with latest technology & Reforming Training of Teachers

Teachers are integral to the education system and without improving the way teachers are trained, it will be difficult to improve the quality of education.

Emphasis on strengthening and transparency of the teacher recruitment process.

The NEP puts forward many policy changes when it comes to teachers and teacher education. To become a teacher, a 4-year Bachelor of Education will be the minimum requirement needed by 2030. The teacher recruitment process will also be strengthened and made transparent. The National Council for Teacher Education (NCTE) will frame a National Curriculum Framework for Teacher Education by 2021 and a National Professional Standards for Teachers by 2022. The policy aims to ensure that all students at all levels of school education are taught by passionate, motivated, highly qualified, professionally trained and well equipped teachers.

The policy not only aims to transform education but also to improve the skills of those facilitating that education – teachers. In order to ensure that the policy seeks to institute a large number of merit-based scholarships across the country for studying quality four-year integrated B.Ed programmes. It also states that teacher eligibility tests (TETs) will be strengthened to inculcate better test material and the scores of the same will be taken into account for recruitment purposes. Teachers will also be offered local, regional, state, national and international workshops as well as online teacher development modules so that they are able to improve their skills and knowledge and will be expected to participate in at least 50 hours of such continuous professional development opportunities in a year. The teachers will be expected to avoid participating in activities such as electioneering, so that they are able to better devote their time to teaching.

The initiative of digital India and current crisis of COVID-19 pandemic has been the motive behind the need and creation of digital libraries, digital content, digital pedagogy and classrooms, online teaching and learning of different languages in NEP-2020. The policy gives details of integrating technology through a dedicated unit for planning and development of digital infrastructure, digital content and capacity building of institutes in technology to look after the e-education needs of both school and higher education and to make India a digitally empowered society and knowledge economy. There are several initiatives that are introduced specifically for training of teachers in school and higher education. One is to train them in digital technology with the help of nationwide agencies and centers in each district. It also mentions higher remuneration for the teachers to attract best talents to the industry.

### **Changes to Examinations & Focus on Multilingualism in Schools**

The policy also aims to promote multilingualism and a learning of native languages. There will also be reforms to the assessment system. According to the policy, board exams will be made ‘easier’, testing ‘primarily core capacities/competencies’ rather than rote learning. There will also be

the possibility of taking the board exams twice in a year, once for the main exam and once for improvement, if a student so wishes. In addition, the NEP will implement standardised school exams to be taken in grades 3, 5 and 8 in order to track progress of education throughout school years rather than just at the end. One of the biggest changes the NEP seeks to bring about is a focus on languages in school.

### **The 3-Language Formula in the NEP-2020**

The policy will also implement the three-language formula, but with some flexibility and without imposing any language on a State. Essentially, it means that students will learn three languages, based on the states, regions and the choice of the students themselves, as long as at least two of the three languages are native to India.

The NEP-2020 has ‘emphasised’ on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond. The Policy recommends that all students will learn three languages in their school under the ‘formula’. At least two of the three languages should be native to India. The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation. Sanskrit and foreign languages will also be given emphasis. The policy also states that no language will be imposed on the students.

### **Positive aspects of NEP 2020**

As stated above, the existing 10+2 structure will be replaced by 5+3+3+4 structure which will focus on the formative years of learning of a student.

NCERT has been given the job to design and develop the National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE). This will be for children within eight years of age. There will be a formation of National Book Promotion Policy in India.

Under this new education policy, National

Mission on Foundational Literacy and Numeracy by the Education Ministry will be set up soon.

Emphasis has been given on setting up Gender Inclusion Fund and Special Education Zones. This will be beneficial for underprivileged people.

Bal Bhavans will be established in every state. This will be a boarding school where the students can take part in art, play or career-related activities.

The public and private academic bodies will be guided by the same list of accreditation and regulation rules.

Online education will be promoted so that the students can be prepared for pandemic situations.

## Adult Education

The new NEP-2020 sets the ambitious target of 100% literacy by 2030 and it depends largely on the success of adult education programs. In India, the non literates are mostly women and members of socially and economically disadvantaged groups. Fully literate and educated workforce will naturally lead to a huge increase in productivity and a more enlightened nation, with corresponding increases in health, justice and equality and much higher per capita income and GDP. Several steps have already been taken over the past three decades towards improving access to adult education and learning including National Literacy Mission (1988-2009), Sakshar Bharat (2009-2017) and the most recent one is “Padhna Likhna Abhiyaan”.

To achieve the target of 100% literacy by 2030, we need to have a robust and effective system of Adult Education. Successful voluntary based literacy programs will not only result in growth of literacy among adults in society but also result in increased demand for education for all children in the society as well as greater community contribution towards positive social change. The new policy addresses these requirements effectively. It plugs the existing loopholes by an outstanding curriculum framework which encompasses foundational literacy and numeracy; critical life skills; vocational skills development; basic education and continuing education. The abilities to attend basic literacy and obtain livelihood is the fundamental right of any

individual. Adult Education must be viewed as an essential prerogative for the development of the country. Overall analysis of the policy shows that the measures planned to address this issue are judiciously formulated. It is a much awaited step taken at right time.

## Challenges and Criticisms

Despite the aforesaid positive aspects and brighter sides of the newly announced NEP-2020, there have been few instances where certain criticisms have been raised from some quarters:

Even though the policy says that “no language will be imposed on any student”, it is not clear to what extent a student will be able to choose a particular language.

The policy has also been criticised due to the legal complexities surrounding the applicability of two operative policies namely “The Right to Education Act, 2009” and the “New Education Policy, 2020”.

One of the most important neglected points is the policy of no exams till the 7th or 8th standard. This policy has been criticized for impacting learning outcomes in the absence of exams at the school level.

The free breakfast scheme proposed though a sound move will increase the fiscal burden and add on to already inefficient mid-day-meal scheme.

Regarding the suggestion to spend 6% of the GDP on education, given the low tax-GDP ratio and current slowdown condition, the implementation expenditure of 6% GDP in the education sector seems difficult, especially during the COVID-19 Pandemic and thereafter.

There seems to be a mismatch in the skill imparted in educational institutions and jobs available. This important issue has been largely ignored in the policy. The execution of all the provisions of NEP will require a huge budget. Especially, there is insufficient discussion on new-age technologies like Artificial Intelligence, Cyber Security, etc. when these fields are set to dominate world knowledge and job space.

Language seems to be a negative factor in the



National Education Policy 2020. India has the problem of a disturbing teacher and student ratio. So introducing mother languages in academic institutions for each subject is a problem. This is simply because finding a competent teacher is a challenge at times. And now the challenge is to bring study material in mother languages.

## **NEP-2020 & Preparedness in Schools Education**

Immediately after announcement of the New NEP-2020 by the Union Cabinet, the State Government has taken up the following follow-up action to expedite implementation of NEP-2020:-

Sufficient copies of the NEP-2020 Booklet published by the Ministry of Human Resource Development (now designated as Ministry of Education), Government of India have been printed and the same has been distributed to all concerned Stakeholders and their feedbacks and suggestions have been sought and are being compiled.

Series of brainstorming sessions, discussions and meetings have already been organised on NEP with concerned Stakeholders, experts, various Student's organizations of both hills and valley districts and concerned officers/officials of Education-S Department such as ZEOs, Principals of Higher Secondary Schools etc. under the direct supervision of Hon'ble Education Minister, Manipur.

Separate teams of ZEOs and responsible Officers of the Directorate had been formed and they were advised to study the NEP-2020 thoroughly and they were assigned different themes/topics and they have given PPT presentations, which was followed by threadbare discussion and deliberation.

ECCE: The State Government has since initiated a step by co-locating nearby Anganwadi Centres in consultation with the Social Welfare Department, which are in close proximity to the identified schools under "School Fagathansi Mission" (SFM). The recruitment/engagement of 120 teachers for Pre-Primary education on contract basis @ 2 teachers per AC with

Government approval is currently under process as per the SFM. Besides, Anganwadi Workers, Primary teachers teaching Grade-I & II also may be recommended for training of ECCE. Besides, 237 (two hundred and thirty seven) schools (176-Valley and 61-Hills) which were amalgamated to nearby schools on 12th June, 2020 may be used as institutions for opening ECCE at initial stage. All proposed institutions for ECCE need to have a well-ventilated, well-designed, child friendly and well-constructed buildings with an enriched environment.

In addition, locally available seasonal fruits are recommended for breakfast in schools.

In conclusion, it is re-iterated that the quality of teaching is one of the primary agendas of the policy. What needs to be done now according to experts from various fields that there is a need for a comprehensive roadmap of implementation as previous policies also promised things that could not be fulfilled to the desired level. The NEP aims to provide best education system rooted in Indian ethos and to transform India into a Global Knowledge Superpower. Needless to say, the new National Education Policy is undoubtedly a progressive and ambitious policy, which majority of the people have welcomed and accepted.

Education is a concurrent subject and the implementation of the policy proposals largely depends on further regulations by both States and the Centre. Collaboration among all the stakeholders for meticulous action plan is strongly recommended for successful implementation. To achieve the 100% literacy target by 2030, special emphasis should also be given to Adult Education. Now, the pertinent question to be raised at this juncture is: "How the new NEP-2020 will bring significant improvement in the existing education system in the Country?". It is the need of the hour that Education Department takes the initiatives and lead role for effective implementation of the NEP-2020 in consultation with all concerned Stakeholders. This new Policy will definitely bring a sea change and all round improvement in the Education sector once it is fully implemented, for which all of us have to wait and see.

# NATIONAL EDUCATION POLICY 2020

## SCHOOL'S PERSPECTIVE



L. Nandakumar Singh  
Director Education(S),  
SPD/Samagra Shiksha & Chairman, BOSEM

Nothing is stable except the thing called “Change”. Gone were the days where the National Educational Policy of 1968, 1986 modified in 1992 were more relevant to our society. The New Education Policy 2020 announced at 4 p.m. on Wednesday, the 29th July, 2020 aims to make India a global knowledge superpower. It was formulated with a vision of transforming India to have more relevancy of global change by aligning itself with Sustainable Development Goal of 2030.

Education is fundamental for achieving full human potential, developing an equitable and joint society leading to promotion of national development. Making “Quality education accessible for all” is the best way forward for developing and maximising our country’s rich talent and resources for the good of the individuals, the society, the country and the world at large. At a time when leading economies like Europe, US, South Korea, Japan are aging, India holds the advantage of having increased working population. India will have the highest youth population in the world over the next decade and our ability to provide high quality education to the youths will determine the future of our country.

Principles of NEP 2020: The principles of NEP 2020 emphasize on recognizing, identifying and testing the unique capabilities of each student for promotion of holistic development of the student. NEP 2020 stresses on the need to achieve fundamental literacy and numeracy by Grade 3. There should be flexibility, multi disciplinary and holistic approach towards education to ensure

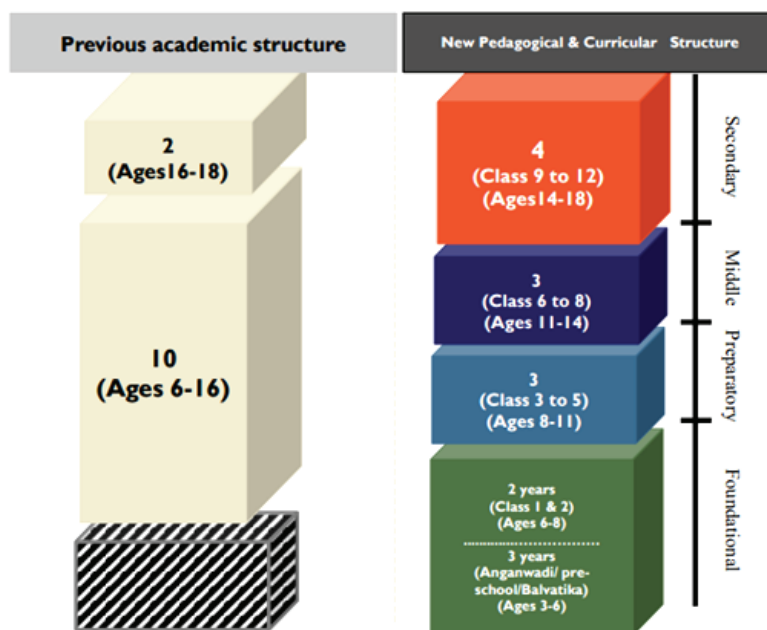
that there is unity and integrity of all knowledge. Conceptual understanding, creativity, critical thinking, respect for diversity and local context is the focus under NEP 2020. Synergy in curriculum across all level of education, formative assessment, life skills with extensive use of technology are also important aspects under this policy. So this NEP 2020 will be a regulatory framework through sustained extensive research and continuous review which is still rooted in the rich culture of our Nation.

Vision of NEP 2020: NEP 2020 envisions an education system rooted in Indian ethos not only in thought but also in spirit, intellect and deeds which will help the nation transform into a global knowledge superpower. The curriculum and pedagogy of our institutions should help students in the development of great sense of respect towards the Fundamental Duties and Constitutional values. NEP 2020 will help in the development of knowledge, skills, and values for sustainable development of an individual.

Taking this opportunity, I would like to highlight some salient features of New Education Policy 2020 from School’s perspective.

Ensure Universal Access at All Levels of schooling from pre-primary school to Grade 12: NEP 2020 aims to achieve 100% Gross Enrolment Ratio (GER) in school education by 2030.

The current 10+2 system to be replaced by a new 5+3+3+4 curricular structure corresponding to 3-8 years (foundational stage), 8-11 (preparatory), 11-14 (middle), and 14-18 (secondary) respectively.



one year to finalise NCF (National Curriculum Framework) based on NEP 2020 and 2 years for change of textbooks. Hence, it is expected that the entire NCERT textbooks will be changed by 2023.

Training of current Anganwadi workers/teachers: those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme. These programmes may be run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their current work.

The detail structure is explained in the chart.

In this regard, it is pertinent to iterate that in recognition of the importance of early childhood care and education, the Department of Education (Schools) has already initiated such a Integrated/ composite school structure starting from Pre-nursery/ foundation in some schools under the School Fagathansi Mission.

**Early Childhood Care Education:** NEP 2020 emphasises on the criticality of the early years to ensure quality early childhood care and education for all children between 3-6 years by 2025.

The children in the ages of 3-5 will be catered to by the current system of anganwadis and pre-schools, and age 5-6 will be included with the schooling system in a seamless integrated manner.

A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT. The planning and implementation of early childhood education will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

It is worth mentioning that, recently NCERT has issued a notification stating that it will take

### New Curricular and Pedagogical Structure: The new system will cover four stages

- Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8),
- Preparatory Stage (Grades 3-5, covering ages 8-11)
- Middle Stage (Grades 6-8, covering ages 11-14), and
- Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18).

Students will have increased flexibility and choice of subjects so that they choose their own paths according to their talents and interests. There will be no rigid separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams. The objective is to give equal emphasis on all subjects-science, social sciences, art, languages, sports, mathematics - with integration of vocational and academic streams in school.

Attaining Foundational Literacy and Numeracy: A National Mission on Foundational Literacy and Numeracy will be set-up on priority to focus on early language and mathematical skills from Grades 1 to 3 by 2025. Strategies include: developing school readiness through interim 3-month play-based school preparation module for all Grade 1 students; increased focus on reading, writing, speaking, counting, arithmetic, and mathematical thinking; continuous assessment and adaptive testing; national repository of high-quality resources on foundational literacy and numeracy; filling teacher vacancies; peer-tutoring and volunteer activities; setting up school libraries in every village. A National Book Promotion Policy will be formulated, and initiatives to ensure the availability, accessibility, quality, and readership of books across geographies, languages, levels, and genres will be undertaken.

On the curricular side, there will be an increased focus on foundational literacy and numeracy - and generally, on reading, writing, speaking, counting, arithmetic, and mathematical thinking - throughout the preparatory and middle school curriculum, with a robust system of continuous formative/adaptive assessment to track and thereby individualize and ensure each student's learning.

Multilingualism and the power of language: NEP 2020 lays great emphasis on promoting multilingualism so that children know and learn about the rich and vast array of languages of their country. The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/ mother tongue /local language/regional language. Every student in the country will participate in a fun project/activity on 'The Languages of India', sometime in Grades 6-8, such as, under the 'Ek Bharat Shrestha Bharat' initiative.

Sanskrit will be offered at all levels of school and higher education as an important, enriching option for students, including as an option in the three-language formula.

Foreign languages, such as Korean, Japanese, Thai, French, German, Spanish, Portuguese, and

Russian, will also be offered at the secondary level.

Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed, for use by students with hearing impairment.

Assessment Reforms: There will be a shift from summative assessment to regular and formative assessment, which is more competency-based, promotes learning and development, and tests higher-order skills, such as analysis, critical thinking, and conceptual clarity.

Board exams for Grades 10 and 12 will be continued, but be reformed to eliminate the need for taking coaching classes. Board exams will be redesigned to encourage holistic development; and will also be made 'easier', by testing core capacities/competencies.

All students will be allowed to take Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired.

All students will take school examinations in Grades 3, 5, and 8 which will be conducted by the appropriate authority.

A new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), will be set up as a standard-setting body for setting norms, standards, and guidelines for student assessment and evaluation for all recognized school boards of India, guiding the State Achievement Survey (SAS) and undertaking the National Achievement Survey (NAS), monitoring achievement of learning outcomes and encouraging and helping school boards to shift their assessment patterns towards meeting the skill requirements of the 21st century.

Equitable and inclusive education: NEP 2020 aims to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth or background. Special emphasis will be given on Socially and Economically Disadvantaged Groups (SEDGs) which include: gender identities (particularly female and transgender individuals),



socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from villages, small towns, and aspirational districts), disabilities (including learning disabilities), and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, victims of or children of victims of trafficking, orphans including child beggars in urban areas, and the urban poor).

Every State/District will be encouraged to establish “Bal Bhavans” as a special daytime boarding school, to participate in art-related, career-related, and playrelated activities. The unutilized capacity of school infrastructure will be used to promote social, intellectual, and volunteer activities for the community and to promote social cohesion during non-teaching / schooling hours and may be used as a “Samajik Chetna Kendra”.

Teacher recruitment and career path: Teachers will be recruited through robust, transparent processes. Promotions will be merit-based, and a mechanism for multi-source periodic performance appraisals will be put in place. Progression paths to become educational administrators or teacher educators will be available for the teachers.

A common National Professional Standards for Teachers (NPST) will be developed by 2022, by the National Council for Teacher Education, in consultation with NCERT, SCERTs, teachers from across levels and regions, expert bodies in vocational education, and higher education institutions etc.

Standard-setting and Accreditation for School Education: Regulation and operations of schools will be carried out by separate bodies to eliminate conflicts of interest. It is envisaged to have clear, separate systems for policy making, regulation, operations and academic matters. To ensure that all schools follow certain minimal professional and quality standards, States/UTs

will set up independent, State-wide body, State School Standards Authority (SSSA). Transparent public self-disclosure of all the basic regulatory information, as laid down by the SSSA, will be used extensively for public oversight and accountability. The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through consultations with all stakeholders.

Public and private schools will be assessed and accredited on the same criteria, benchmarks, and processes, emphasizing online and offline public disclosure and transparency, so as to ensure that public-spirited private schools are encouraged.

Vocational Education: By 2025, at least 50% of learners through the school and higher education system shall have exposure to vocational education. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Every child to learn at least one vocation and exposed to several more. Exposure to Vocational Education will be started from grade 6, instead of grade 9.

My wish: It is high time for all stakeholders to understand NEP 2020 and make programmes and plans based on it. The understanding and the need for change can be started from inside the classroom where the exact teaching learning process is taking place in reality. Only then the whole idea of translating the policy into reality may be achieved.

# LAMYANBA IRAWAT'S IDEAS ON COLONIAL MANIPUR SOCIETY AND ECONOMY

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Manipur during the first half of the 20th century, particularly the three decades between 1910 and 1940, faced several gripping socio-economic and religio-cultural problems. Colonialism brought bourgeois concept of the property leading to the introduction of 'Patta system' and conversion of traditional community sources of livelihood like forest, fishery, grazing fields, etc. as state property. Several new taxes, payable only in cash set into motion the operation of money economy with its devastating social and economic impacts. The new dispensation came up with extensive rules and regulations defining the quantum of punishments for tax defaulters like fines, auctioning of property and sometimes even with corporeal punishments. The traditional Manipur society, thus, had been rapidly restructured in modern lines with its associated conflicts and other forms of stress and strains comparable to many other similarly situated societies across the world.

The state also experienced a most pervasive form of socio-cultural oppression during the 1st half of the 20th century. Even though 'Pothang' a form of 'corvee' and 'slavery' were supposed to have been abolished immediately after the British occupation of the state, in reality, the system continued in disguised forms. 'Yairek Santry (Guards for touring officials), 'Amin chakthak (Free food for the officials),' Chandan Shenkhai

(Contributions for the supply of chandan to the Manipuri Hindus)' etc are some of the most important extortions extracted by various religio-cultural authorities of the state. Political Agent J. Shakespeare wrote that the 'leeches' as he called the village Chowkidars were enabled to levy contributions far over the normal requirements and they 'retained the surplus'. The most painful and oppressive system, however, was that of 'Mangba and Sengba (Pollution and Purity)'. The Maharaja and the Brahma Sabha in collusion with the local Brahmins could excommunicate any person of their choice on flimsy grounds and the victims could be purified only after payment of the 'Prayaschit fee'. The system became so misused and in fact, it became a social menace during the 1st half of the 20th century.



Because of the severe socio-economic and religio-cultural problems Irawat and a few of his colleagues—Lalita Madhop Sharma, Banka Bihari Sharma, etc, began to launch a systematic campaign against various social problems. Broadly, there were two main trends of such reactions. The first trend, usually known as the 'Sanamahism Movement' had semi-revivalistic character and was led by Naorem Phullo

Singh of Cachar. Naorem Phullo, a Meitei faced the hard realities of minority Meitei community at Cachar. The gripping economic problems of the Meitei peasantry, along with the religious as well as the cultural arrogance of the high caste Hindus in

Cachar, had chocked the Cachari Meiteis. Phullo, who was working as an Assistant Sub-Inspector in the Railway police, resigned from his job and embarked on programmes of socio-economic regeneration of the Meiteis. He founded the Apokpa Marup at Cachar in 1930 and tried not only to revive the worship of traditional Gods such as Pakhangba, Sanamahi, and Leimaren but also emphasized the relevance of the traditional Meitei religion for the moral, social and economic upliftment of the Meiteis. Gangmumei Kamei wrote that they devoted themselves to the discovery of the ancient manuscripts or puyas, popularisation of the Meitei script and pre-Hindu Meitei religious beliefs. He further wrote that the group attempted to desanskritise Manipuri history, opposed the theories of Manipur connected with Mahabharata and in fact, the myth of the Aryan origin of the Meiteis had been debunked. Phullo was quite concerned with the Poverty of the people. In his writing entitled “Meiteigi Shel Chatnaba Lambi” (Reasons for the poverty of the Meiteis), Phullo strongly argued that Hinduism followed by the Meiteis involved numerous ceremonies, rites, and extremely expensive rituals. He also attacked the excessive exploitative character of the Brahmins. This aspect of the Apokpa Marup appealed to the problem-ridden Manipuri masses and though the Marup was formally established in Manipur in 1945, its impact was not altogether absent in Manipur during the 1930s. Even though the movement had a stunted growth during its formative years due to oppositions from the king as well as the Brahmins and the educated middle class, in 1974-75, its membership was 88,000.

In contrast to this, Lamyamba Irawat and a few other vaishnavite educated elites of Manipur valley took a different path. Although Irawat and his associates wanted to reform Manipuri Society, they were very keen to preserve the ethos of Hinduism which they had imbibed. They genuinely believed that Meitei society could be regenerated by rectifying the ills in Hinduism itself. Pandit Atombabu Sharma (1889-1963), one of the pioneer thinker and social reformer of the time, embarked on the difficult task of translating original Hindu

texts such as Bhagavad Gita, Rig Veda, Gita Govinda, Srimad Bhagavata and some classic philosophical texts on Gaudiya Vaishnavism. Reference in the contemporary issues of ‘Yakairol’ and ‘Lalit Manjuri Patrika’ reveals that several write-ups discussed the intricacies of ‘Shastra,’ ‘Nityachar’ and ‘achar’. The purpose of such a move, obviously, was to instill a new spirit in the decaying Hinduism in Manipur. These people also realised that, unless the Brahmins as a whole changed their basic character, there was a possibility of the decline of Hinduism in Manipur. In an article, “Matam Asida Manipurgi Wakhal” (Social psyche of contemporary Manipur), Gokulchandra Singh wrote that the Brahmins of Manipur whose numbers were about 4000, were degenerated, obtaining their livelihood by working as Pujari, gambling and arbitrary extortions from the people. He suggested that, in the changed social situation, when everyone was trying to have a better life, the Brahmins should no longer confine themselves in the traditional ritual jobs but also take up productive works in agriculture and modern education. The same line of argument was put forward in a write up in ‘Yakairol’, which pointed out that while the general Meiteis were struggling for higher education, the Brahmins did not go beyond the level of reading scriptures. It was further pointed out that unless the Brahmins take up proper formal education, their condition would gradually deteriorate. In a handwritten pamphlet, Haujikki Amang Aseng Amasung Madudagi Kannaba Upai (The problem of Mangba and Sengba and the means to solve it), Irawat (1896-1951), stated that the legitimacy given by the religious authority to the evil system was precisely because of the wrong interpretation of Hinduism. He, therefore, argued that since the socio-economic problems of Manipur could not be solved without first putting an end to ‘Mangba’ and ‘Sengba’, people should study the original religious texts. He suggested the following measures to solve the problem: (i) the system of Mangba and Sengba should be reviewed from the framework of Bhagavata religion, (ii) the teachings of Chaitanya Prabhu should be strictly followed, (iii) Lord Krishna should be worshipped with firm devotion, (iv) the citizens of the state

should devote themselves to the rigorous study of religious texts, and (v) the people of the place should intelligently identify their social world and mix only with the socially and religiously accepted people. All these features clearly show that the early social workers firmly believed that the evils could be rooted out by reforming Hinduism.

Even though the majority of the social activists and other educated elites ignored the question of the economic underdevelopment of the state, there was a slightly broader perception regarding the socio-economic regeneration of Manipur, at least with some of them. This was discernible more clearly in the case of Irawat, who realised that a more fundamental problem of the state was that of 'Poverty' and this, according to him was because of the peculiar colonial economic policies. In an article "Haujik Tougadaba Karino" (What is to be done now), Irawat argued that increasing use of the 'imported cloth' and 'imported salt' were the crucial factors for the drain of wealth. He pleaded for the use of Manipuri handloom cloth and locally produced salt so that the outflow of money could be stopped. While pointing out the process of how the outside traders had amassed a huge amount of profit, he suggested that local people should also take up a trade and other commercial activities. In another article "Meiteigi Maruoiba Awatpa" (Some important shortcomings of the Meiteis), Irawat wrote that the gradual impoverishment of the state was because of the excess of imports over exports. While identifying 21 articles which were imported into the state, he pointed out that only two local products were exported. Therefore, he strongly pleaded for the replacement of the outside traders by local people. Irawat, thus, perceived some of the problems created by colonialism, though his analysis at this stage was not very comprehensive.

There were a few other educated personalities who had given thoughts to the problems and possibilities of economic development of Manipur. A Dorendrajit Singh in a perceptive write up entitled 'Lalon Eetikki Waa' (ideas on trade and commerce), wrote that the Meiteis find it extremely difficult to compete with the banias in trade. In line with the trend of the establishment of industries

in other parts of the country, under the impact of Swadeshi movement, he suggested that the Meiteis should also establish industries in Manipur. S. Krishna Mohon Singh also published an interesting paper entitled "Manipurgi Houjikmak Kannaba" (Issues of immediate relevance to Manipur) in Lalit Manjuri Patrika. While highlighting some of the genuine socio-economic problems of the place, he wrote that the society had been disturbed by a strong sense of insecurity of life and property arising out of an increasing trend of theft and burglary. He argued that such situations developed from an acute problem of unemployment and stated that the trend might be compounded if educated students do not get proper and well-placed jobs. While suggesting effective measures to develop trade and industries, he underlined the indispensability of strong initiatives from the local Manipuris as 'Capital' was mostly in the hands of the outside traders. Finally, he appealed for a positive role of the government as 'the function of the government (was) not merely to rule' but also to improve the economy of the state. He also insisted that a bank should be established to mobilise fund from different sources. Ksh. Bijoychandra Singh, a Meitei from Dacca also published an interesting paper entitled "Manipur Machassingi Phibam" (The financial position of the Meiteis). While elaborating the process of how the local people had wasted their resources through the purchase of the intruding consumer items like betel nuts, cigarettes, and clothes he gave a penetrating analysis of the local people's dependence on the Mahajans at least for six months in a year. He pointed out that, the people accepted advances from the Mahajans with a promise to give them back cheaper crops at the harvest time. Khoimacha Singh, a social worker in an article entitled, "Eikhoida Lakkadaba Bankinggi Maramda Kharadang" (views on the coming of banks), strongly urged for the establishment of banks as they are crucial institutions for the state's economy to grow. Thus, it is clear that many of the educated elites were able to see some of the broad dynamics of the economic problems created by the colonialism. They were, however, incapable of concretizing such ideas into comprehensive theories and programmes of action.



Even in the three annual sessions of the Nikhil Manipuri Mahasabha held in 1934 (Imphal), 1936 (Silchar), 1937 (Mandalay) and 1938 (Chinga) religio-cultural problems and economic issues attracted the attention of the delegates. Whereas religio-cultural issues continued to be a major theme of discussions in all the four sessions, economic issues came up very prominently in the Silchar and the Mandalay. In the Silchar session, most of the resolutions were either moved or seconded either by Irawat, Lalitmadhop or Banka Bihari Sharma. To safeguard Vaishnav way of life, the conference unanimously resolved to request the Maharaja to act as the religious authority in Manipur. It was also agreed upon that the Brahmins should improve their Shastric knowledge by studying upto 'Adya' standard and 'Gaura Dharma Pracharini Shaba' was to be urgently established in Manipur.

At the Silchar session of the Mahasabha altogether 15 resolutions were adopted. Lamyamba Irawat after tendering resignation from the prestigious post of member Sadar Panchayat Court plunged himself in the organizational activities of the Mahasabha. In the conference, Banka Bihari Sharma and Irawat moved most of the resolutions. There was a slight shift in the focus of the Mahasabha with economic issues attracting the main attention. While reiterating earlier demands of the establishment of Gaur Dharma Pracharini Shabha the resolutions focused on the economic issues confronting the Manipuris, particularly in Assam and Burma. It was resolved to approach the Shipping and the Railway authorities in Burma and Assam to provide employments to Manipuris settled in Assam and Burma. It was also resolved to request the concerned authorities to permit Manipuris in Burma in establishing trade links with other places in India. In religio-cultural matters, the conference decided to request the King to allow the common Manipuri people to inter dine with the Gonok Brahmins so that the social distance between the two communities could be bridged. Since many Manipuri females faced adverse social and ritual problems on getting

married to Brahmins, it was strongly urged that such inter-caste marriages should as far as possible be discouraged.

At the Mandalay session, while addressing the delegates, Irawat dwelt extensively on the eroding status of Vaishnavism among the Burmese Manipuris and openly criticised the Manipuri Brahmins of Burma for their failure in spreading the tenets of the religion. He also questioned the so-called contradiction between English education and religion and pointed out that Vaishnav texts relating to Nityachar should be prescribed and taught right from the primary school levels. In dealing with the economic issues, he referred to the Sastriac-Dictum Banijya Baste Lakshmi and argued that if there was a shortage of fund, people could pull their resources together and attempt to start business enterprises. He criticised the indulgent nature of the Manipuris and pointed out that 'Strength lies in unity'. The conference also took note of the pathetic economic conditions of the Manipuri people and resolved to approach the Burmese authority to reserve jobs for the Manipuris in different departments. It was further decided that the local Manipuris should be permitted to carry on trading activities with other places in India without any restriction. Lalita Madhop, Banka Bihari Sharma, N. Thanin Singh, and Irawat were instrumental in preparing the draft resolutions. Given the necessity to regulate the religious life of the comparatively small community, a Gaur Dharma Pracharini Sabha was re-solved to be established. One of the significant resolutions adopted in the Chinga session among others was for the reconstitution of the Brahma Sabha. Another related resolution was the demand for increasing the number of Sanskrit Institutions of the state for providing education particularly the Shastric knowledge of the Brahmins.

# JANA NETA HIJAM IRAWAT AND HIS POLITICAL MOVEMENT

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“The philosophers have only interpreted the world, in various  
ways. The point, however, is to change it”  
- Karl Marx-

**I**t is a simple but strong quotation from the German philosopher's “Theses on Feuerbach”. And to change the world a confrontation with exploiters is inevitable if one is to work for the exploited and deprived section of the population. Jana Neta Hijam Irawat Singh (1896-1951), started confronting oppression from his school days while he was studying at Johnstone School, Imphal.

In 1913, at 17 years of age, Jana Neta Irawat left Manipur for higher studies to Dacca (Dhaka), East Bengal, capital of present day Bangladesh. He accompanied his cousin brother and was admitted to Pogose School in Dacca. The expenditure for his studies was borne by his uncle and aunty because he became an orphan in his childhood.

Pogose School, the first private school in Bangladesh, was founded on 12th June, 1848 by an Armenian merchant Nicholas Pogose, who was an alumni of Dacca Collegiate School, the first school in Bangladesh. Apart from Irawat, the school's other famous alumni are Praphullo Chandra Ghosh, first Chief Minister of West Bengal, Aatur Rahman Khan, Chief Minister of East Pakistan and Prime Minister of Bangladesh, Aghorenath



Chattopadhyay, Principal of Nizam's College in Hyderabad with a Doctorate from Edinburgh University, also father of freedom fighter Sorojini Naidu, Sir Krishna Govinda Gupta KCSI.

Irawat witnessed the freedom struggle from the British Rule during his stay in Dacca, the centre of violent agitation during that period.

A Bengali Organisation, Anushilan Samiti (Bodybuilding Society), that existed during that time propagated revolutionary violence as the means to end British Rule in India. Threat posed by the activities of Anushilan Samiti in Bengal, along with the threats of Ghadarite uprising in Punjab led to the passage of The Defence of India Act 1915.

In Bengal, the Act enabled preventive detention, internment without trial, transportation and execution of large number of radical young revolutionaries linked to the Anushilan Samiti. The measures by the British Raj crushed the East Bengal branch of the organisation. Hundreds of youths and students who were sympathetic and supported Anushilan Samiti left Dacca to further the freedom movement in rural Bengal and neighbouring provinces.

In 1915, Irawat left Pogose School and Dacca and worked for some months in Tripura. He was in wilderness according to Nripen Dutta, a Manipuri writer and activist of Tripura, in his book "Hijam Irawat" written in Bengali. Irawat came to Tripura through Sylhet and Brahmanbaria districts in the then East Bengal and participated in some local movements particularly among the Manipuri communities.

After a sojourn in Tripura, Irawat returned to his native Manipur but as a changed youth with a firm determination to serve the people and the nation. He engaged himself in organising youth groups and sports teams in various part of Imphal valley. Not only in the field of games and sports, Irawat organised study circles through his close

friends. In the field of literature, Irawat published "Sheidam Sheirang" a book of poem as text for students. In 1922, Irawat published the first Manipuri magazine titled, "Meitei Chanu". Irawat's substantial contribution in the field of education, literature, theatre and sports became perceptive to the whole Manipuri society.

The Dacca experienced enlightened Irawat and he replicated some of the ingredients of the Anushilan Samiti in organising the people, particularly the youths of Manipur along the same lines. It was a basic foundation for his future movements.

Irawat became magistrate in 1927, after his marriage with Khomdonsana, the niece of Maharaja Churachand Singh. Subsequently he became a member of the Sadar Panchayat. He used his new position in order to work among the people, study their problem and organise them, a task which he found impossible through any other channels under the exploitative feudal regime of the Maharaja of Manipur. He found a new tactic to organise people in such a situation.

He humbly approached the Maharaja to patronise in the formation of socio-religious platform, "Nikhil Hindu Manipuri Mahasabha", for mobilising Manipuris inside and outside the state. The Maharaja accepted the proposal and became the first President of the organisation. Irawat was the second in command in the new setup.

Irawat's influence in the socio-religious organisation became stronger and strengthened with his new tactics and felt the time was ripe to convert it from its original purpose into a political force. His campaign soon gathered momentum and he became the Vice President of the organisation at its Mandalay Session in 1937. Irawat was elected as the President at the Chinga session of the Organisation on 30th December, 1938. On the occasion, the word Hindu was dropped and it



came to be known as “Nikhil Manipur Mahasabha” and became the first political platform of the then princely state of Manipur.

The formation of “Nikhil Manipur Mahasabha” was a big challenge to the authorities of the Maharaja and the British government in Manipur. Sharp conflicts with the authorities made Irawat resign from the government service to wholeheartedly work for the cause of people.

Undeterred by all the conflicts and pressure, Irawat went on to organise the historic May Day celebration on 1st May 1939 in Imphal in disguise. He also established connection with the radical group in the Congress party in Surma Valley through N. Kunjo Singh, an activist of Digboi Oilfield strike, who happened to be a follower of M.N Roy.

The path Irawat had seen during his school days in Dacca became a reality after 23 years.

Irawat was arrested in January 1940 after the 12 December, 1939 “Nupi Lan” for sedation and sent to various jails with rigorous punishment. He was transferred to Sylhet Central Jail, where he was steered as communist leader before enrolling in the party. After serving a sentence of three years he came out of the jail on 29th March, 1943.

He attended the founding 1st Congress of the Communist Party at Bombay (Mumbai), in 1943 as a special invitee. At the Congress itself he applied for party membership. In the application it was mentioned, “Comrades, I have applied for the membership of the great Communist Party and I shall be considered as revolutionary privileged if I am accepted as a member. I shall pledge my whole time and energy for the work of the party for implementing the patriotic policy of the party in action”.

Since Irawat was not allowed to return to his homeland after his release from the jail, he was assigned by the party to stay in Cachar and

work among the peasants, particularly among the Manipuris. He was elected as the President of Surma Valley Kisan Sabha. Nothing could assert the ever rising popularity of Irawat. He was set up as candidate for the Assam Legislative Assembly elections in 1946 from Cachar constituency but lost the election to the Indian National Congress candidate by a small margin.

The ban on Irawat’s entry to Manipur was lifted on 28 February 1946 and a new chapter of his movement started with his return to his native state. He was elected as the President of Manipur Krishak Sabha at Nambol Conference on 16th May 1946. He contested the 1948 Manipur Assembly elections from Utlou Constituency as a Krishak Sabha candidate and won the election with huge margin. But he was served with a notice by the leadership of the Communist Party for his candidature as a Krishak Sabha member, because Krishak Sabha was not a political party. He also failed to establish Communist Party in Manipur after his return to Manipur. Irawat issued a self-criticism to the party leadership and rank and file members. Then with his help the Communist Party was established in Manipur on 23rd August 1948 at the residence of Takhellambam Ibotombi Singh of Hodam Leirak, Imphal. Soon after the establishment of the party the government banned his party and Krishak Sabha and he with his followers went underground on 21st September 1948. In September 1950, he went to Burma (Myanmar).

Irawat, the unquestionable leader of Manipur and its neighbouring States, and regarded as a legendary freedom fighter, passed away in Tangbo Sedo, a remote village in the foothills of Anggo range of Burma (Myanmar) on 26th September 1951.



# THE SUPERCOP'S WAR AGAINST DRUGS

H. Balkrisna Singh, MCS  
Director, IPR

**D**r. Sarangthem Ibomcha Singh, Superintendent of Police (SP), Thoubal District was handed the Chief Minister's Trophy for Anti-drug Campaign by Manipur Chief Minister N Biren Singh during the celebration of the 74th Independence Day at the 1st Battalion Manipur Rifles Parade Ground on 15th August 2020. Dr. Ibomcha was among three cops who received the Chief Minister's Trophy for Anti-drug Campaign.

Ibomcha had last year busted two brown sugar labs at Moijing Awang Leikai and Sada Khumbi village and seized more than 200 kilograms of brown sugar. Above this, 40 lakhs of WY tablets worth Rs. 400 crore were also seized in one of the largest drug busts in the North-East. In an exclusive interview, Dr. Ibomcha talks about why he was awarded CM's Trophy for Anti-Drug Campaign and also the challenges faced by the State Police in maintaining law and order.



Photo: Okendro Sanasam

## What motivated you to join the Manipur Police Service?

My late beloved mother encouraged and motivated me to join the Manipur Police Service. I becoming a police officer was her dream. But, she could not see it as she passed away a year before I was selected as an MPS.

## Congratulations to you for the Chief Minister's Trophy for Anti-drug Campaign recently. Please share the incident of the arrest of drug peddlers which prompted the State Home Department to recognize your extraordinary courage and achievement?

Thank you very much. I was awarded CM's Trophy for Anti-Drug Campaign, 2020 mainly

for the following achievements. Firstly, it was one of the biggest seizures in North East India. My Police team seized 40 lakhs of WY tablets along with the arrest of eight accused persons including one Myanmar International drug lord, and four Tripuris at Phouden Keirambi on 24th August 2019. Secondly, my team busted one illegal brown sugar manufacturing unit at MoijingAwang Leikai along with the arrest of two accused persons and seizure of 184.5549 kgs. of brown sugar and equipment used in the manufacturing on 17th August 2019. Thirdly, busted one illegal brown sugar manufacturing unit at Sada Khumbi Village along with the seizure of 41.293 kgs of brown sugar and equipment used in the manufacturing on 2nd December 2019. Two accused persons were arrested.





**Manipur has been facing the problem of drugs due to its geographical location over the decades. How can we stop drug peddling and addiction in our society?**

To completely stop drug peddling and addiction in our society will be a big challenge to all of us. But, it can be reduced considerably if our people, police, and other agencies work together with sincerity and dedication. To make the people fully aware of the menace of drugs is also equally important.

**What do you think would be the best way the state police can serve the people to bring peace and tranquility?**

The best way the state police can serve the people to bring peace and tranquility is to make the people have faith and trust in the police and our actions.

**You joined government service as an academician and later joined Manipur Police Service in 2007. Don't you regret quitting the job of teaching, considered to be a noble profession? If not, why?**

So far, I don't regret quitting the job of teaching, which is a very noble profession.

Because, I still feel that I am a teacher, an armed teacher. That is why I have been mainly focusing on giving awareness to the people, teaching my junior officers, and correcting the people who took wrong paths.

**What's the greatest challenge of a Superintendent of Police in the context of your current posting in Thoubal District?**

My greatest challenge as SP Thoubal is to prevent the consumption of drugs by the youths including students by preventing drug smuggling and peddling in the District to save my people from the jaws of drugs.

**Can you highlight some of the challenges or problems being faced by the State Police generally in maintaining law and order?**

There are many challenges faced by the State Police generally in maintaining law and order. Some sections of the people think only for themselves and resort to different evil deeds like drug business, looting, etc. which affect the human generation. To make them aware of the menace of drugs is a big challenge. Secondly, there is a lack of knowledge of laws among the general public. They take laws in their hands and resort to unlawful activities like mob lynching, damage to public properties, etc.

to sensitize them is also a big challenge. Lastly, to enhance people's participation in Police-Public activities and to increase the cooperation of the people to the police are also equally important.

**What are your priorities in restoring law and order in Thoubal District?**

Firstly, to establish a strong Police-Public relationship for better cooperation from the public. The public should become our eyes and ears. Secondly, to stop the problem of drugs as much as possible, and lastly to give maximum efforts to punish the criminals as per law.

**Trust Deficit is the greatest obstacle towards re-establishing the confidence of the masses. What do you think every policeman should strive to bring back the trust and confidence of the public?**

This is true. If people cannot trust us and our activities, it will be very difficult in the policing. So, all of us should strive to bring back the trust and confidence of the public only after which we should be able to maintain law and order.

**The role of police in controlling crimes in society is accorded top priority. What's your strategy or initiative in the containment of criminal incidents within your district?**

I always believe "prevention is better than cure". We do not intend to punish anybody. So, my way of policing to contain crimes is to give awareness to the people about the ill effects of crimes and also about the long hands of laws of the land.



1. Awarded Police Medal for Gallantry by President of India (15th August, 2012).
2. Awarded CM Gallantry Medal by Chief Minister of Manipur (13th August 2011).
3. Awarded MACR Child Rights Award by Chief Minister of Manipur(2017)
4. Chief Minister's Trophy for Community Service by Chief Minister of Manipur (15th August, 2018)
5. Commendation Certificate with Disc of DGP, Manipur (2010).
6. Commendation Certificate with Disc of DG. Assam Rifles (2016).
7. Police (Special) Duty Medal with 2nd Bar to the medal.
8. Appreciation/Commendation Letters (As on 20 06.2020)- 68 nos. Of Appreciation Letters including from CM, DsGP. CEO-Manipur, ADsGP. IsGP. Manipur, DIsGP, Brigadiers etc.





## NONGPOK SEKMAI POLICE STATION

BEST POLICE STATION IN INDIA

**N**ongpok Sekmai Police Station was established on 8th April 2015 as one of the seven Police Stations of Thoubal District under Sub-Divisional Police Officer, Yairipok. It is located at 24°38'58.6" N, 94°05'42.5" E on the Easternmost side of Thoubal District bordering Kamjong District on the East, Thoubal Police Station on the West, Yairipok Police Station on the North, Heirolk Police Station on the South. It covers 47 (Forty seven) villages with a population of about 10,000. The campus

of Nongpok Sekmai Police Station has an area of 2.26 acres and is well fenced. It has 1- Inspector as Officer in-Charge, 2- Sub-Inspectors, 4- Assistant Sub-Inspectors, 5- Head Constables, 25- Police Constables, 1- Women Sub-Inspector, 8- Women Police Constables and 39- Village Defense Force personnel altogether 85 officers and personnel. Nongpok Sekmai Police Station is also a child friendly Police Centre with a separate building for children, suitably decorated and with toys etc. with proper place for playing. It has waiting shed,





badminton court, volleyball court etc.

Officer In-Charge, Nongpok Sekmai Police Station Inspector Keisam Premkumar Mangang was born on 01-02-1980 at Yaripok Bishnunaha, Thoubal District. He joined as Asst. Sub-Inspector of Manipur on 29-12-2000 with first posting in Churachandpur District but attached to Manipur Police Football Team. When he was attached to Manipur Police Football Team, under his captaincy Manipur Police Football Team won the All India Sport Meet Football Trophy in 2006 at Sikkim. He was promoted to Sub-Inspector in June 2008

and as Inspector in January, 2019. He joined as Officer In-Charge, Nongpok Sekmai Police Station on 05-09-2019. He is a very sincere, dedicated, hard working officer. He always maintains good relationship with the public and prompt to the grievances of the public. So, Nongpok Sekmai Police Station has got support from the public.

Nongpok Sekmai Police Station has been awarded Union Home Minister's Trophy for Best Police Station in the Country vide Joint Director & Conference Secretary, Intelligence Bureau, Ministry of Home Affairs. Government of India D.O. No. 10/Police(L)/2017(21 >-4555 dated 24<sup>th</sup> November 2020. The Union Home Minister Shri Amit Shah has virtually presented the Trophy to Inspector Keisam Premkumar Mangang, Officer In-Charge, Nongpok Sekmai Police

Station on 2nd December 2020 during the DGsP/IGsP Conference, 2020 at the Conference venue (Subsidiary Intelligence Bureau (MHA) Govt, of India, Near Officer's Club, Lamphelpat, Imphal West District). It is a prestigious, unprecedented achievement and recognition given to Nongpok Sekmai Police Station. During the inspection on 10th October 2020 by a team of Ministry of Home Affairs, various parameters were checked. This is possible due to sincere efforts of Officer In-Charge, Nongpok Sekmai Police Station Inspector Keisam Premkumar Mangang and his team under the strict guidance of Superintendent of Police, Thoubal District Dr. S. Ibomcha Singh, MPS and under the supervision of senior officers of Manipur Police Department under the able leadership of Director General of Police, Manipur Shri L.M. Khaute, IPS and over all supervision of Hon'ble Chief Minister of Manipur Shri N. Biren Singh who is also Home Minister of Manipur.



# THE WORLD'S LARGEST DEMOCRACY

## AND THE IDEA OF 'ONE NATION, ONE ELECTION'

***"The ballot is stronger than the bullet." - Abraham Lincoln***



Shri M. Asnikumar Singh

Elections are perhaps the most vital organ of a democracy. It is what gives life and meaning to the very idea of Democratic values and practice. It ensures the electorate has the power to remind and if required, punish (by voting them out of power) governments of pre poll promises and duties. However, in a hugely populated country like ours holding elections is certainly not a piece of cake. In the context of our country's political heritage, the idea and practice of electing a government has always been significant.

The idea of 'One nation, One election' which our Hon'ble Prime Minister recently stressed for, is something that has huge precedence and merits of its own. This notion is about synchronising the country's election cycle in a manner so that elections to the State Assemblies and the Lok Sabha can be held simultaneously; in a synchronised and coordinated form i.e voters cast their votes for both State Assemblies and the Lok Sabha on a single day, at the same time. In its core, this idea anticipates a system where elections to all the state assemblies and the Lok Sabha will have to be held simultaneously. Although, bringing this concept into practice will require restructuring of election laws as well as the country's election recurrence/cycle, it is an idea which can no longer be ignored or put aside if we truly have a desire to move forward as a nation. Elections for its merits creates huge hindrance to the very idea and practice of development, when not held simultaneously(which is currently the practice in India).

As with any idea that is presented to be implemented in political practice, in a humongous scale, the idea of 'One Nation, One Election' is not without its fair share of challenges.

The synchronisation is a major hindrance, when the traditions and conventions that the Indian parliamentary system follows is taken into account. There is always a possibility of a countrywide mid-term elections( as the government is accountable to the lower house and it is possible that the government falls before completing its term). But, as an observation citizen, I cannot help but feel this challenge will not cause much trouble moving forward, as the Indian voter is a much mature one now than he/she was a decade ago. The voting trends in this decade have shown that citizens have voted for development and nation building rather than falling into the political traps of divisiveness.

Hence, the idea of instability of the central government is something which isn't bound to arise in the future.

The second challenge/obstacle concerns itself with the political parties and the difficulty in convincing and bringing all parties together on the idea. But the fact remains that, the idea, if brought into practice will remove a huge burden from the government exchequer as well as remove various hindrances to government functioning. Parties, understandably have their own agendas but those that oppose to the idea that is unequivocally aiding the nation(both in its growth and functioning) seriously need to have a look within their own ethical and patriotic base, if there is any.

The third challenge, is a matter of perspective. In my view, it is not necessarily an obstacle. For holding simultaneous elections, the machinery requirement(EVMs and VVPATs) will double as the ECI has to provide two sets (one each for Legislative Assembly election and Lok Sabha

Election). But we all know this something which the ECI(with 70 years experience of conducting free and fair elections in the world's largest democracy) is more than equipped to handle.

The fourth challenge is something that concerns itself with regional parties. Critics argue that holding simultaneous elections will be a major hindrance to the aspirations, relevance and expansion of regional parties. They stress on the point that regional parties will not be able to compete with national parties in terms of election expenditure. Well, the very fact that critics focus on election expenditures while justifying their claims show how out of touch they are with reality.

### **The Advantages of simultaneous elections are many**

The biggest and perhaps the most obvious advantage of holding simultaneous elections is the fact that it would hugely lighten the strain on the Government's exchequer. Due to frequent elections, a lot of money and man power is used and simultaneous elections would help saving the same. Also, the voter turnout will increase if elections are held simultaneously. The bottom line is that it will help in keeping a check on poll expenses, party expenses and also save public money. Also, it will go a long way in reducing the burden on administration and security forces.

Single, common electoral roll: a common electoral roll will conserve an enormous amount of effort and expenditure as we all know preparation of separate voters list cause duplication of the effort and the obvious high expenditure of the exercise.

If implemented into proper practice, it is also supposed to solve the problem of governance(on part of those who are in power). For short term political gains from a particular election, those in power avoid taking a harsh long term decision which can ultimately help the country in the longer run. The very idea of 'One nation, One election' negates this very practice of politicians avoiding long term decisions.

It will certainly provide more time to all the stakeholders; political parties, Election

Commission of India (ECI), paramilitary forces, civilians for the preparation of elections once in five years.

The fifth and certainly the most important advantage of simultaneous elections is ensuring timely implementation of the government policies and also ensuring that the administrative apparatus is engaged in developmental activities rather than electioneering. A country can only move forward when its parts are functioning at their most effective/optimal level. When the administrative apparatus of a rapidly developing country like ours is engaged in electioneering all year round, development takes a back seat. And India, as a nation cannot afford this if it is keep up with the pace of other rapidly developing nations.

### **Opposition and 'One Nation, One Election'**

As is the case with whatever the Prime Minister says, the opposition and critics always find a way to criticise it, based on their biased and unfounded predisposition. But criticism on a noble and genuinely sensible idea like 'One nation, one election' is baffling, baseless and frankly speaking, daft. Perhaps, the criticism of the Prime Minister's propagation of an idea such as this stems from the opposition's fear that their increasing irrelevance will manifest into oblivion, if this idea is put into actual practice.

A great man once said, "Democracy is of the people, for the people and by the people". The world's largest democracy prides itself with being the torchbearer and an example for others to adopt the idea and practice. But what good are we if we cannot adapt and evolve with time as a democracy; take steps that ensures an ease of burden on its people as well as the governments they elect. 'One Nation, One election' is an idea whose time has come to be put into practice. Those who stand against it, invariably in some form or other stand against this nation moving forward.

*(Writer is founder Secy of Manipur Thinkers Forum, an independent think tank, Chairman MDS, also State Spokesperson of BJP Manipur Unit )*



## MINISTER AWANGBOW NEWMAI INAUGURATES TENGNOUNPAL FOREST DIVISION COMPLEX



Forest, Environment and Climate Change Minister Shri Awangbow Newmai inaugurated Tengnoupal Forest Division Complex in presence of Shri D. Korunghthang, MLA, Tengnoupal AC; Shri MH Khan, Additional Chief Secretary Forest, Environment and Climate Change; Shri Kercilhouvi Angami, Principal Chief Conservator of Forests and Head of Forest Force (PCCF and HoFF) and other Forest officers on 28th September, 2020.

Shri Awangbow Newmai instructed the officers to focus to raise awareness among the general public regarding the various activities of the department. He opined that public lack clarity especially in the hills regarding the activities of the department.

Thanking the village authorities for giving land to construct the Tengnoupal Forest Division Complex, Minister Awangbow said that from now onwards the department must target on raising awareness to the public before implementing any project or programme. Hoping that the newly

inaugurated complex will help the officers in smooth functioning of their work, he appealed to the public to cooperate with the department as the officers are working for the welfare of the people of the State.

He said collective participation is needed for safeguarding the eco-system, which is also the basic principle of the Forest department.

Smt. Dr. L. Jeecelee, DFO, Tengnoupal Division presented a presentation on achievements and activities of the division, which is spread across 1553.75 sq km. She informed that the division is also indulged in other activities like rescue of wild animals, curbing the wildlife forest offences and awareness/sensitization programmes.

Appealing for strengthening the staff of the Tengnoupal Forest Division to the Ministerial team, she said at present the division has 18 field staff out of the sanctioned strength of 32. She also appealed for construction of a DFO quarter, staff quarters and to provide vehicles for patrolling.



## FISHERY MINISTER SHRI S. RAJEN RELEASES FIVE LAKHS FISH FINGERLINGS INTO LOKTAK LAKE AND KANGLAPAT



Fishery Minister Shri S. Rajen Singh has released five lakhs of fish fingerlings into Loktak lake and kanglapat in connection with the observance of Loktak Day on 31st October, 2020.

Speaking to media Shri Rajen Singh said that the government maintained fish farms in the state have been strictly surveyed during the past few days. There have been many farms which are found not maintaining properly. New initiatives have been taken up to improve and upgrade the Government maintained fish farms. Additional funds will be sought from the funding agencies like North Eastern Council (NEC) in order to meet the current requirement. In this regard concerned fishery officials have been instructed to take up necessary actions, he added.

Shri Rajen said that most of the celebrations and occasions of the state has been suspended due to the pandemic of COVID-19. Ningol Chakouba Festival is also approaching. It may not be celebrated at the large scale in the state because of the Pandemic. But as a tradition, while celebrating the festival most of the people of the state prefers fish as major dish of the day. Minister assured that the Government will make fish available at a lower price as compared to the past as a token of love and respect to our ladies of the state.

Speaking about the unprofessional conducts in the fishery department, Shri Rajen Singh said that the previous director of Fishery Department is under scanner by the Vigilance Department for the mismanagement of departmental fund during his tenure. There will be justice, he added.

During his interaction with the media, minister also appreciated the role taken by the members of Community Owned Fish Hatchery and Seed Farm, Toubul for their dedicated service and producing more fish products. The ministerial team also includes Chairman,

Manipur Pollution Control Board, Shri L. Radhakishwor Singh, MLA, Thanga A.C, Shri T. Robindro Singh, Director Fishery, Shri Gojendro Singh, officials and staffs of Fishery Department.

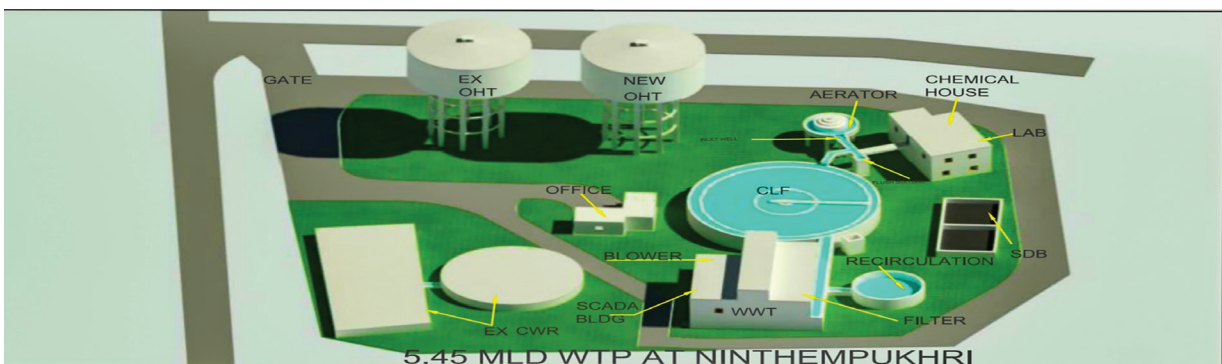
## MINISTER HENRY LAYS FOUNDATION STONE OF WATER SUPPLY SCHEME



Minister for MAHUD, Social Welfare Shri Okram Henry said that the government is committed to provide potable water to every household of the State. This was stated by him at the foundation stone laying ceremony for Ningthem Pukhri Water Supply Scheme (NDB) 5.45 MLD capacity and Overhead Tank Reservoir at Wangkhei Ningthem Pukhri Mapal Community Hall on 24th, October, 2020.

Speaking on the occasion, Minister said that the government is trying its best to provide drinking water 24x7 to every house of the State soon. Necessary steps are being taken up by the

PHE department in this regard, he added. The Minister appreciated Prime Minister Narendra Modi and Chief Minister N.Biren Singh for laying of foundation stone of Manipur Water Supply project recently. He urged the PHE department and local club to closely monitor and ensure that SOPs are being maintained by the workers during the construction of Ningthem Pukhri Water Supply scheme. He stated that beautification work of Ningthem Pukhri Mapal would be undertaken soon under Tourism department. The Minister sought people's support and cooperation for the completion of the project on time.





## SATELLITE TAGGED AMUR FALCONS

HAVE PUT MANIPUR IN THE GLOBAL MAP OF WILDLIFE CONSERVATION EFFORTS: FOREST MINISTER



Forest, Environment and Climate Change Minister Shri Awangbow Newmai said that the successful return of the two satellite tagged Amur Falcons – Irang and Chiuluan have put Manipur in the global map of wildlife conservation efforts.

He said it is a proud moment for the Forest Department and State that the Amur Falcons have returned back after completing its marathon journey to its roosting site in Puching village in Tamenglong district, the village where it was tagged with satellite transmitters and released last year.

Addressing the mediapersons at his New Secretariat office, Minister Awangbow Newmai said that the success story of the satellite tagging of the Amur Falcons have ignited hope that the other wildlife projects like Hornbill project, Tiger project among others can also be a successful projects. He assured that more conservation efforts will be carried out for the migratory birds and other endangered animals in the State.

He informed that after completion of 361 days Chiuluan bird reached Puching village on October 26, 2020 from where it was satellite tagged and released last year. Meanwhile Irang

arrived in Puching village on October 27, 2020. The two Amur Falcons named Puching and Irang were satellite tagged by experts of the Wildlife Institute of India (WII) along with the officials of the Tamenglong Forest Division on October 31 2019. Three more birds namely Barak, Phalong and Chiuluan were satellite tagged and released on November 1 2019.

Minister Awangbow Newmai said the two satellite tagged Amur Falcons were traced for five days before it got disappeared. He said the satellite tagged Barak was successfully traced till May 29, 2020 before it disappeared likely in a cyclone on its migratory route. Stating that Manipur has set a successful example in the global conservation map, he said the State has shown the effort to protect and provide safe bases to the migratory bird Amur Falcons. He credited the NGOs including Rainforest Club Tamenglong, local people, district administration and media for their involvement in raising awareness regarding protection and conservation of the Amur Falcons which migrate in number of lakhs during mid-October in Tamenglong district.

The birds, known locally as ‘Akhoipuina’ or ‘Ahoipuina’ in Rongmei dialect roost in the villages of Tamenglong along the Barak river and its tributaries. The birds then migrate to South Africa for which they fly non-stop over the Arabian Sea for five days, he added.

Dr. AK Joshi, PCCF, Wildlife said that the Forest Department started the work on conservation of the Amur Falcons in Manipur in 2015, whereas the conservation work started in Nagaland in 2012 after a uproar following hunting of large number of the birds. He said that the Amur Falcons start their journey from their breeding ground in North China/Siberia/Northern Mangolian region after that they cross over to Myanmar and arrive in North East India for resting and roosting before they make long flight to Southern Africa.



## FIVE MLAs SWORN IN AS MINISTERS

**H**on'ble Governor of Manipur Dr Najma Heptulla administered the oath of office and secrecy to five MLAs as Ministers for the State of Manipur on 24th September, 2020.

The five MLAs who took oath are Shri Sorokhaibam Rajen Singh, Shri Thokchom Satyabrata Singh, Shri Oinam Lukhoi Singh(ex MLA) Shri Vungagin Valte and Okram Henry Singh(ex MLA) in a ceremony held at Raj Bhavan , Imphal.



Chief Minister Shri N Biren Singh, Deputy Speaker Shri Kh. Robindro Singh, MLA Shri H Dingo Singh, MLA Shri Md. Ashab Uddin, top police and civil officials among others were present in the swearing in ceremony



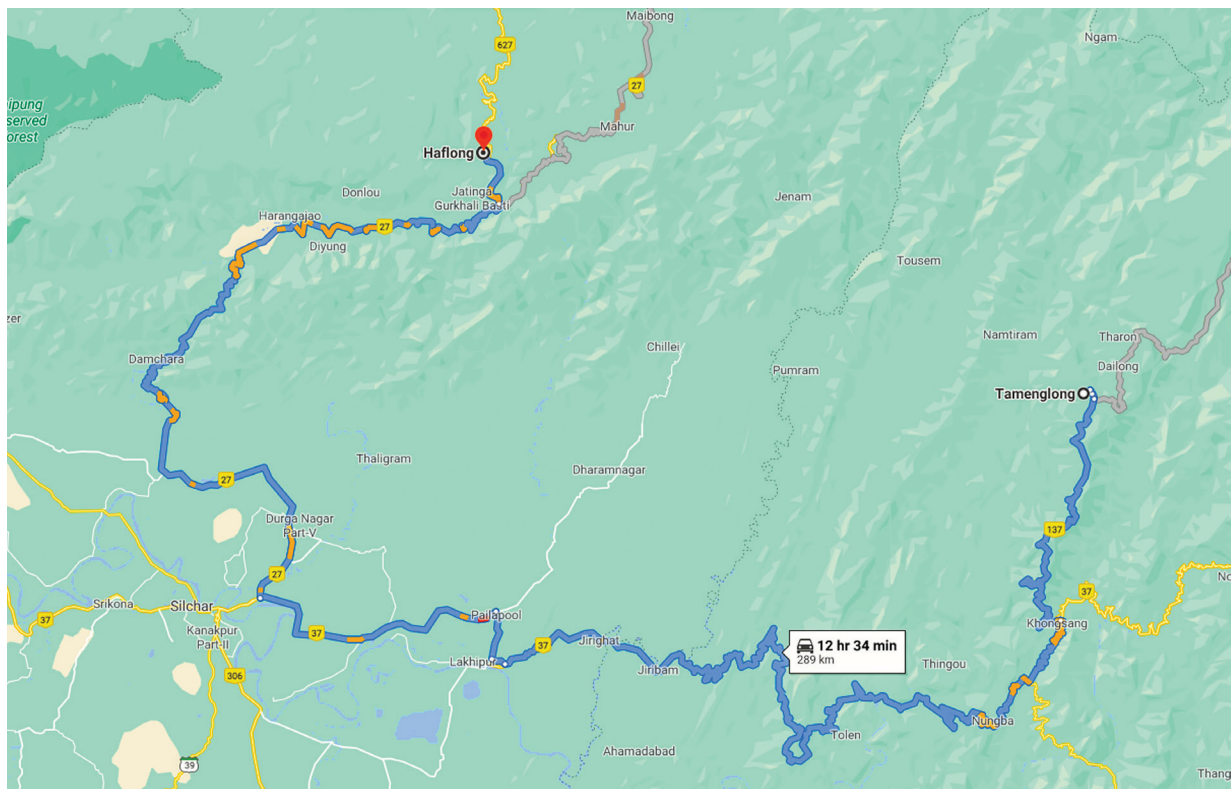
# BJP LED GOVERNMENT SECURES FIVE MORE MLAs IN ITS KITTY

The BJP led Government in Manipur has added five more MLAs in its kitty as a result of success achieved by four BJP candidates in the recently concluded Bye-Election, 2020 and verdict of Hon'ble High Court of Manipur in favour of a BJP candidate in Kakching Assembly Constituency. The successful BJP candidates in the Bye-Election held in the first week of November, 2020 are (i) Shri Oinam Lukhoi Singh from 22-Wangoi A/C, (ii) Shri Paonam Brojen Singh from 34-Wangjing Tentha A/C and (iii) Shri Ngamthang Haokip from 51-Saitu A/C. However in the run-up to the Bye-Elections 2020, BJP has added two more MLAs into its account with the election of one unopposed BJP candidate Shri Ginsuanhau Zou from 60-Singhat A/C and another BJP candidate of the 11th Manipur Legislative Assembly Elections 2017 in 37-Kakching A/C, Shri Mayanglangbam Rameshwar Singh by virtue of the High Court of Manipur's verdict declaring election of Y. Surchandra from Kakching A/C as null and void.



# TAMENGLONG-HAFLONG NATIONAL HIGHWAY

11 VILLAGES OF TAMENGLONG DONATE LAND TO GOVERNMENT



**S**hri Awangbow Newmai, Minister of Forest, Environment & Climate Change and Sericulture expressed gratitude to the 11 villages of Tamenglong and Tousem sub-divisions, Tamenglong district for voluntarily offering land to the Government for the construction of Tamenglong-Haflong National Highway.

Speaking to DIPR at his New Secretariat office, Minister Awangbow Newmai said that the representatives of the village authority of the 11 villages have given in writing their willingness to offer land to the Government without any compensation. He said the village authority representatives have conveyed that they want to contribute in the growth and development process of the State.

Stating that the villagers of Tamenglong and Tousem sub-divisions have set an example to the State that people want development without any hindrance, the Minister said that this is the first of its kind in the State that people have not demanded compensation in exchange of property to the Government.

The Minister said the construction of the Tamenglong-Haflong National Highway will begin by the year end. He also thanked the National Highways and Infrastructure Development Corporation Ltd (NHIDCL) which will execute the construction of the National Highway.

It may be mentioned that villagers of Namtiram, Phellong, Azuram, Chramram, Mandeu, Tousem, Phoklong, Katangnam and Katiang under Tousem sub-division and Dailong and Old Tamenglong under Tamenglong sub-division have submitted in writing to the Government offering land for the construction of the proposed National Highway.





## WORKS MINISTER LAID FOUNDATION STONE FOR MOTBUNG BAILEY BRIDGE

**W**orks Minister Shri Thongam Biswajit Singh laid the foundation stone of Motbung Bailey Bridge over Imphal River at Motbung, Kangpokpi District on 11 December and assured completion of the project by 2022. The foundation stone laying ceremony was organised by the Public Works Department, Manipur.

Addressing the foundation stone laying ceremony, the Minister said the bridge connects National Highway 2 to Pukhao Kanglatongbi and is a major connectivity point for the surrounding villages. He also assured to take up work on the 21 km long road connecting the highway to Pukhao Kanglatongbi at the earliest. Shri Biswajit expressed his belief that the engineers will supervise the construction work of the bridge ensuring quality maintenance and timely completion of the bridge. The reconstruction of the bridge will improve connectivity from the national highway to villages like Thingsat, N Khobung, Ballot and N. Chaljang located on the eastern side of the river. It may be

mentioned that the old bridge was washed away by flood in 2015.

PHED Minister Shri L Dikho said that to bring development in the state it is necessary to maintain peace. Bandhs and blockades cause huge loss of revenue, he said adding that if we continue with the bandh, blockade culture, we can never see progress. Shri Dikho also assured to look into the provision of drinking water in the area by taking up necessary measures for the welfare of the people. Saitu MLA Shri Ngamthang Haokip said the area is inhabited by different communities and that the bridge is important for connectivity in the area. He said it is the responsibility of the people of the area to ensure that there is no disturbance during the construction work period.

The project will also include construction of Abutment, wing walls, retaining walls. The foundation stone laying programme was also attended by ADC members, Chief Engineer, Buildings, PWD Shri N Noren, village chiefs among others.





## CM INAUGURATES ARTIFICIAL FOOTBALL TURF AT LANGJING ACHOUBA

Chief Minister Shri N. Biren Singh inaugurated an Artificial Football Turf at Langjing Achouba, Imphal West and also handed over the football turf to the Department of Youth Affairs and Sports on December 12. The football turf was constructed by the Water Resources Department with a cost of Rupees ten crores.

Shri N. Biren Singh said that development in the field of sports and games is one of the ways to make youths of the State healthy and disciplined. Adding that motivating youths to play games and sports by providing proper playgrounds would be much helpful in making our society a drug addiction free, he stressed on the needs of preserving playgrounds. He maintained that the State Government had much concern about the development of sports sector and was working out to give grants to local sport clubs to ease a little of the financial constraint they faced to maintain the clubs. Stating that cash incentives of Rupees 50 Lakhs each had been awarded to NEROCA and TRAU earlier for participating in I-League, he added that the Government was planning to hand over cash incentive of same amount to KRYPHSA Football Club.

Shri N. Biren further said that the State Government had identified places in 16 districts of the state to construct hockey grounds. He also added that the Government would try to construct gallery and changing room for the football turf inaugurated today.

Youth Affairs and Sports and Water Resources Minister Shri Latpao Haokip informed the gathering that the State Government had made a proposal to the Centre for construction of Mini Stadiums in 32 Sub Divisions of the State of which four each at Valley Districts and Hill Districts had been selected and foundation stones for the same would be laid soon, he added.

Education, Fisheries and CADA Minister Shri Sorokhaibam Rajen Singh, MLA Patsoi Assembly Constituency (AC) Km. Akoijam Mirabai, MLA Sagolband AC Shri R.K. Imo, MLA Keirao AC Shri L. Rameshwor, Chief Secretary Dr. Rajesh Kumar, Principal Secretary (Health) Shri Vumlunmang Vualnam, Commissioner (Power) Shri Kh. Raghumani, Secretary to Chief Minister Shri Ningthoujam Geoffrey, Officials of Youth Affairs and Sports Department and Water Resources Department and other sports persons also attended the function.



## TEN CHILDREN REPATRIATED FROM KERALA

A total of ten children comprising of nine girls belonging to Imphal East District and a boy belonging to Thoubal District on repatriation from Calicut, Kerala arrived at Imphal in November 2020. The children were escorted by eight officials belonging to Kerala State including the Special Juvenile Police Unit, Kozhikode, District Child Protection Unit, Kozhikode and two volunteers of the state.

Out of the ten children, nine children were found to be inmates of Ciesco Girls Home and the boy was an inmate of Calicut Orphanage. They were repatriated back to the state vide order of the Child Welfare Committee, Kozhikode, Kerala.

Minister for Social Welfare Shri Henry Okram applauded Director (Social Welfare) Shri Ng. Uttam, other officials of the department and others concerned for their efforts in bringing back those children to the State safely and handing over the children to their parents. The Minister also thanked the Kerala Government for their priceless support on repatriation of the children from Calicut, Kerala to Imphal.

On reaching the state, the children along with their escorts were taken to IIIT, Mantripukhri and conducted COVID-19 testing. After COVID-19 Testing, they were produced before the Child Welfare Committee (CWC), Imphal East & Child



Welfare Committee (CWC) Thoubal District along with the officials of SCPS, District Child Protection Unit (DCPU) Imphal East and Thoubal District of Social Welfare Department, Government of Manipur at the Conference Hall of Directorate Office of Social Welfare Department.

After receiving the children formally from the custody of the escorts/officials from Kerala State, the particulars of the children were cross-checked and verified. They were handed over to their respective parents after observing due formalities by, Director (Social Welfare) Shri Ngangom Uttam Singh, Deputy Director (WP) Smt. Binobala Nongmeikapam, and officials of SCPS, DCPU of Child Protection Services (CPS) along with Child Welfare Committees (CWCs) Imphal East & Thoubal District. The parents and children were given proper advice on precautionary measures to be observed in connection with COVID- 19.

It is appealed to the general public that no child be sent to other States on the pretext of giving free education and shelter by any organisation/ individual. If any individual/organisation approaches a family/guardian offering free education or shelter, it is requested to contact the Child Welfare Committee (CWC), District Child Protection Unit (DCPU) or Child Line-1098 for guidance and verification. If the Child needs Care and Protection, he/she shall be kept in a Child Care Institute/Children Homes of his/her respective district in the State after producing before the concerned Child Welfare Committee (CWC). It may be noted that a Child's own family is the best and safest place for overall development and growth of the child.





## CHIEF MINISTER, MANIPUR, MEMBER OF PARLIAMENT RAJYA SABHA AND OTHER MINISTERS PAYING TRIBUTE AT THE OBSERVANCE OF NUPILAL, 2020





## E-WASTES COLLECTED AND HANDED OVER IN IMPHAL EAST DISTRICT

E-wastes of offices located in Imphal East DC's office complex were collected and handed over for recycling at Panchayat Hall, DC's office complex on 29th December 2020. The programme was organized in pursuance of a Notification dated 22nd December 2020 issued by Smt. Kh. Diana Devi, Deputy Commissioner of Imphal East District in fulfillment of the E-Waste (Management) Rules, 2016 and Hon'ble National Green Tribunal's order dated 02-9-2019 in O.A No.512 of 2018 with regard to monitoring and compliance of E-Waste (Management) Rules in Imphal East District. Collection and handover programme of e-wastes of the offices located within the district headquarter to KARO SAMBHAV was held by the Deputy Commissioner, Imphal East in presence of Shri Shamim Ahmad Shah, ADC, Imphal East and Head of Offices whose offices are located within the premises of DC's office at Porompat.

E-wastes consisting of computer parts, and other related electronic gazettes were collected

from SDO/Sawombung, District Information Officer, Imphal East, Block Development Offices of Sawombung and Kshetrigao, Chief Executive Officer, Imphal East Zilla Parishad and Director, RD & PR, Manipur. The collected wastes were handed over to Shri Neilangam Gangmei, Manipur State Coordinator, KARO SAMBHAV for further disposal or recycling.

Speaking on the occasion, Khumanthem Diana Devi, DC, Imphal East emphasized on the need for proper collection and disposal of the e-wastes generated through KARO SAMBHAV which is a Producer Responsible Organization under Extended Producer Responsibility. She encouraged all the District Level Officers to comply with the guidelines of the E-Waste (Management) Rules, 2016 by identifying collection sites at their offices and handover the same to KARO SAMBHAV for further proper disposal or recycling. She also instructed all DLOs to spread awareness about the guidelines of E-Waste (Management) Rules, 2016 among their staff.



# KHUMANTHEM RATANKUMAR SINGH

## AN ENTREPRENEUR WITH A DIFFERENCE

H. Balkrisna Singh, MCS  
Director, IPR



Manipur is a land of handlooms and handicrafts. The industrial growth in the State takes place gradually with the initiative of the State Government and entrepreneurship spirit and skill of the local people. The geographical isolation, transport bottlenecks and lackadaisical attitude of the successive governments are the stumbling blocks for a robust industrial growth.

The establishment of Central Institute of Plastics Engineering Technology (CIPET), Imphal in 1988 is a landmark event in fostering the growth of plastics and allied industry in the region by providing knowledge and information in the areas of polymer engineering and technology. Towards the end, the Centre offers academic, vocational and entrepreneurship development programmes to empower and provide employment opportunities to the youth of this region. During the past three decades, CIPET has been creating job placements to thousands of trainees outside

Manipur. However, the much needed spurt in the growth of plastic manufacturing industry in the State is invisible.

In the beginning of twenty first century, an ex-CIPET trainee put his hand in plastics manufacturing industry in Manipur. Shri Khumanthem Ratankumar Singh, a youth with full of determination and vision have ventured into an unconventional business by manufacturing plastic mugs and bottle caps with the help of CIPET, Imphal with a meagre investment of Rs. 10,000 only. He also looked after the marketing of his newly launched products in local markets. In acknowledgement of his StartUp, the Directorate of Commerce & Industries, Government of Manipur allotted him a work shed in Industrial Estate, Takyelpat for manufacturing of FRP (Fibre-Reinforced Plastic) products.

Ratankumar was born in February 1977 at Yairipok Yambem Leikai and brought up in a poor

family. After graduation (Chemistry Honours) from Imphal College in 1998, he was trained in CIPET, Imphal and completed PGD-PPT in 2000 successfully.

ethical principle of doing business and serving the poor and needy. In his tiny unit of boat making, he employs around 65 skilled workers and 25 semi-skilled workers and paid them well. But his small team of 90 persons are generating job as well as

livelihood to hundreds of families inhabited around the Loktak lake. He also plans to employ around 200 persons in future while diversifying and up scaling his business.

“To succeed in any business, one should not wait, start early and plan accordingly. If you have the will and clarity of vision, any business can be started without money, financial institutions are always ready to



After acquiring vast knowledge in the field of FRP products, he built a unique vision of manufacturing fibre made bathroom doors, fibre glass dust bins, fibre glass sculpture of portraits, wall and ceiling decorative items, septic tanks, plastic water storage tanks, fibre glass portable toilets, etc. Later, he indulged in an innovative work of making passenger and fishing boats to save felling of trees used in making boats. His eco-friendly model of fibre glass boats gained instant popularity particularly in Loktak lake and other tourist spots due to the design and cost factors. Ratankumar believes in



render assistance any time depending upon one's efforts and determination”, said Ratankumar.



**GOVERNMENT OF MANIPUR**  
**DIRECTORATE OF INFORMATION & PUBLIC RELATIONS**

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**NOTIFICATION**

**Imphal, the 29th October, 2020**

No.6/14/2020-DIPR : The Department of Information & Public Relations (DIPR), Government of Manipur serves as the single window for information and communication for the State Government including all government departments, public sector enterprises and autonomous bodies. It highlights policies, programmes, projects, welfare schemes and new initiatives taken by the Government in the media. The department regularly releases information about various activities of the government not only through its Press Releases but also through its social media platforms including twitter handle @DiprManipur, a Whatsapp group- DIPR MANIPUR AND MEDIA and also Facebook and YouTube as well. In recent years, media has seen an exponential growth both in terms of scale as well as diversity. The growth of digital, online and social media, the pressure of 'Breaking News', the 24x7 news rush are all trends which have made imperative that the responses of the Government keep pace with the demands of the media. New trends in the media and ever evolving media platforms also call for changed responses from the government for effective communication and outreach.

The COVID-19 pandemic has posed a severe threat to the economy of the country. To overcome these testing times, Hon'ble PM Shri Narendra Modi has come up with Atmanirbhar Bharat Abhiyan that promotes local economy. Atmanirbhar Bharat Abhiyan is a special economic package with the aim of making the country independent against the tough competition in the supply chain and to help empowering the poor, labourers, migrants who have been adversely affected by COVID-19. Demonstrating that India rises upto the challenges of pandemic and uncovers opportunities of being self reliant.

Announced in May 2020, it is a special economic package of Rs 20 lakh crore (equivalent to 10% of India's GDP). Some of schemes announced in the Atmanirbhar Bharat Abhiyan are:

- Pradhan Mantri Matsya Sampada Yojana (PMMSY)
- Scheme for Formalisation of Micro Food Processing Enterprises (FME)
- PM Garib Kalyan Yojana
- Agri Infrastructure Fund
- Affordable Rental Housing Complexes (ARHCs) Scheme
- National Foundational Literacy and Numeracy Mission
- Privatization of Public Sector Enterprise (PSEs)
- Pradhan Mantri Street Vendor's Atma Nirbhar Nidhi Scheme
- Animal Husbandry Infrastructure Development Fund

In view of various activities being undertaken by the government departments to boost up the economy during the post covid period, an imperative need arises to highlight the activities and achievements of the State Government in media as well as social media platforms. Accordingly, the following draft comprehensive Communication Plan is prepared.

The Communication Plan is based on the following guiding principles:



- i. Visibility: To maintain a strong two-way communication relationship with stakeholders, it is important that the Government is visible in all forms of media as much as possible.
- ii. Repetition: Wherever possible a repetitive schedule will be devised for placement of important information to ensure that it receives public consideration.
- iii. Value: Ensuring that a message has a reasonable level of value for the recipient is paramount to gain public attention and interest. While Government operating procedures hold little value to the public but how those procedures affect the people, daily lives of people are very important for them. People should know about the execution of development projects, welfare measures/schemes and new initiatives taken up by the Government for their welfare and how their lives are going to get impacted by the same.
- iv. Variety: To ensure that information is received by the public at large, it needs to be placed in several communication nodes simultaneously. The more the communication modes (website, newspapers, electronic media outlets, direct mail, social media, etc.) the wider its coverage will be.
- v. Feedback: It is important that feedback on issues concerning the public is encouraged and processed. People feel enthused and encouraged when their feedback is received and responded to positively and effectively.
- vi. Response: To ensure that the Government Departments respond to the public issues raised in the media in a timely and appropriate manner.
- vii. Credibility: To build credibility and a positive reputation, information must be true, fair and consistent. Credible information, which is simply communicated and from a user perspective holds great value for the public.

#### KEY COMPONENTS OF THE COMMUNICATION PLAN

1. Issuance of Press Notes regarding the new initiatives / schemes of the Government for circulation to local print and electronic media, online news portals, social media platforms such as Twitter, Facebook, WhatsApp, YouTube, etc. The concerned department shall provide the materials of the press briefs to the DIPR and the DIPR, Manipur take the responsibility of releasing it to print and electronic media including social media.
2. Each and every Government department shall upload important information about specific schemes / initiatives, photos and video footages of success stories, best practices, etc. in their official websites so that general public, government officials, media persons and media agencies are aware of the status of the implementation.
3. All Government departments should increasingly look towards leveraging electronic and online media to widen the scope and import of information dissemination. This will enable greater citizen engagement given their enormous reach. The important modes of communication to be tapped include:-
  - i. Radio- Radio continues to be a preferred and handy means of information especially in the rural areas of Manipur. Under the new strategy, Radio will be used as one of the key media component for dissemination of information by the Government.
  - ii. TV and local Cable networks - Television including Doordarshan and local cable networks enjoy wider viewership in the State. These will also be used to play a more important role in the overall media mix.

- iii. Social Media - Social Media has of late emerged as one of the major influencers of the public opinion. Its speed and ease of transmission has made it very popular. DIPR will strengthen its social media reach for dissemination of information and monitoring of misinformation.
- iv. Online News Portals – With the dwindling print media, Online Media has gained ground. Most print media have online editions. Many publications have totally shifted to online mode. In addition, there are many online only portals. Most of the people now use their mobile phones to get access to news through these news portals instead of relying on newspapers or publications. These too shall be focused on by the government departments.
4. Feature articles on the implementation of schemes, benefits accrued to the public, success stories / best practices are to be prepared in consultation with stake holders and publish through media. All Government departments shall share information regarding the implementation of schemes and programmes and success stories to the DIPR, Manipur for proper dissemination to the public through local print and electronic media and social media as well.
5. Video documentaries highlighting the activities and achievements of the schemes from the perspectives of the implementing government department and beneficiaries are to be made regularly and broadcast in electronic media through the DIPR, Manipur.
6. Short videos can be made exclusively for social media for effective awareness of general public.

#### USE OF SPECIAL MEANS OF COMMUNICATION TO PROMOTE THE ACTIVITIES OF THE GOVERNMENT AND REACH OUT TO THE PEOPLE

- i. Press Conferences : Holding Press Conferences by the Government departments in order to disseminate the position of the government on various issues is of utmost importance. This activity shall be increased both in size and scope.
- ii. Documentaries, Interviews, Talk Shows, Coffee Table Books, Events: DIPR will actively support the individual departments in various means of communication including making documentaries, Talk Shows and Interviews of successful beneficiaries (entrepreneurs) in local print and electronic media, publication of Coffee Table Book and information booklets of Government's achievements (IEC) or in participation/sponsoring of high visibility events.

This Communication Plan is notified in pursuance of letter No.1/1/2018-IPR(Misc)(Pt.) dated 29-10-2020 issued by Secretariat: IPR Department, Government of Manipur and decision taken in the meeting of Economic Task Force held on 27-10-2020.

By orders etc.  
Sd/-  
(H. Balkrisna Singh)  
Director  
Information & Public Relations, Manipur  
Government of Manipur

***The above Communication Plan is prepared by the Directorate of Information & Public Relations, Manipur for compliance by all the State Government Departments constituted under Economic Task Force for implementation of income generating activities as provided under Atmanirbhar Bharat Programme for a self reliant India***

## LIST OF GENERAL HOLIDAYS FOR 2021 (SAKA) 1942 & 1943 FOR GOVERNMENT OF MANIPUR

SL No.	Name of Festival	No. of Day	Gregorian Calendar	National Calendar	Manipuri Calendar	Days
1.	New Year's Day	1	1 January	11 Pousa	17 Poinu	Friday
2.	Imoinu Iratpa	1	25 January	5 Magha	12 Wakching	Monday
3.	Republic Day/Gaan-Ngai	1	26 January	6 Magha	13 Wakching	Tuesday
4.	Lui-Ngai-Ni	1	15 February	26 Magha	4 Phairen	Monday
5.	Yaoshang 2nd Day	1	29 March	8 Cheitra	16 Lamta	Monday
6.	Good Friday	1	2 April	12 Cheitra	20 Lamta	Friday
7.	Sajibu Nongmapanba (Cheiraoba)	1	13 April	23 Cheitra	1 Sajibu	Tuesday
8.	Cheiraoba	1	14 April	24 Cheitra	2 Sajibu	Wednesday
9.	Khongjom Day	1	23 April	3 Vaisakha	11 Sajibu	Friday
10.	May Day	1	1 May	11 Vaisakha	20 Sajibu	Saturday
11.	Idul-Fitr	1	14 May	24 Vaisakha	3 Kalen	Friday
12.	Kang (Rathajatra)	1	12 July	21 Ashadha	2 Ingen	Monday
13.	Idul Zuha	1	21 July	30 Ashadha	12 Ingen	Wednesday
14.	Patriot's Day	1	13 August	22 Shraavan	5 Thawan	Friday
15.	Janma Ashtami	1	30 August	8 Bhadra	23 Thawan	Monday
16.	Jananeta Irawat Birthday	1	30 September	8 Ashvina	24 Langban	Thursday
17.	Gandhi Jayanti	1	2 October	10 Ashvina	26 Langban	Saturday
18.	Mera Chaoren Houba of Lainingthou Sanamahi	1	7 October	15 Ashvina	1 Mera	Thursday
19.	Durga Ashtami	1	13 October	21 Ashvina	8 Mera	Wednesday
20.	Milad-un-Nabi	1	19 October	27 Ashvina	14 Mera	Tuesday
21.	Mera Houchongba	1	20 October	28 Ashvina	15 Mera	Wednesday
22.	Kut	1	1 November	10 Kartika	26 Mera	Monday
23.	Diwali (Deepavali)	1	4 November	13 Kartika	30 Mera	Thursday
24.	Ningol Chakkouba	1	6 November	15 Kartika	2 Hiyangei	Saturday
25.	Christmas	1	25 December	4 Pousa	21 Poinu	Saturday

25 days

### Festivals falling on 2nd Saturday & Sundays

1.	Death Anniversary of (L) Maharaja Gambhir Singh	9 January	2nd Saturday
2.	Yaoshang (Doljatra)	28 March	Sunday
3.	Independence Day	15 August	Sunday
4.	Nupi Lal	12 December	Sunday

N.B:- Festival at Sl. No.2, 12, & 15 may be replaced in respect of the Hill Districts and the Manipur Bhawans, Kolkata, Delhi and Guwahati by Holidays of the local importance after taking prior approval of the Government by 30th January, 2021. The above three festivals may, however, be included as Restricted Holidays in the Hill Districts and the Manipur Bhawans.





# **NATIONAL HEALTH MISSION**

## **GOVERNMENT OF MANIPUR**

### **ANNOUNCEMENT**

- TrueNat test for COVID-19, is a confirmatory test with quick results (within 1-2 hours).
- TrueNat testing of the following categories of persons can be done at IRL, Lamphelpat, District Hospital Senapati, District Hospital Tamenglong and District Hospital Ukhrul on payment basis @ Rs. 2400/test:
  - Inmates of paid Quarantine Centres
  - Persons from other States coming on a short trip less than 3 days' stay for urgent task
  - Other urgent cases (to be decided on case to case basis by State Government)

**TrueNat testing will be done free of cost for the following categories of persons:**

- Symptomatic cases
- Frontline workers in the COVID-19 related duties
- Persons below poverty line (BPL) on submission of income certificate from an SDO

**For further information, contact the respective Lab in-charge as follows:**

- a) IRL, Lamphelpat : Dr. Shashi, Lab in-charge  
Mobile No: 9862278197
- b) Senapati, DH : Dr L. Maunching, Lab in-charge  
Mobile No: 7005149834
- c) Tamenglong, DH : Dr Lourembam Sanjoy Singh, Lab in-charge  
Mobile No: 8553004752
- d) Ukhrul, DH : Dr Hongprachan Hungyo, Lab in-charge  
Mobile No: 9862113621