

**ACTIVITY REPORT**  
**21<sup>st</sup>-22<sup>nd</sup> November,2017**

**The Repercussion of Conflict Management: State of Pandemonium and Academic Uncertainty**

A Two-Day National Seminar on "The Repercussion of Conflict Management: State of Pandemonium and Academic Uncertainty" was held at the Conference Hall of S. Kula Women's College, Nambol, Manipur on the 21<sup>st</sup> and 22<sup>nd</sup> of November, 2017. It was sponsored by the UGC and organised by the Human Rights Study Centre, of this College.

- Prof. Khagendra Singh Vice-Chancellor, Manipur University of Culture inaugurated the function as Chief Guest.
  - 13 resource persons presented their research papers in three technical sessions
  - 83 delegates including 12 from other Northeast regions participated the conference
- The Conference ended successfully with the Valedictory function.



Co-ordinator  
Human Rights Studies Centre  
S. Kula Women's College



OFFICE OF THE PRINCIPAL  
**S. KULA WOMEN'S COLLEGE**  
Kongkhapat, Nambol, Manipur- 795134  
Affiliated to Manipur University


aeskUlwUmeNskolej  
Email: [skwcollege@gmail.com](mailto:skwcollege@gmail.com)  
Phone: 0385-2453428 & 2453465  
Website: [www.skwomenscollege.ac.in](http://www.skwomenscollege.ac.in)  
A "College with Potential for Excellence"  
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**NOTICE**

**Nambol, the 13<sup>th</sup> November 2017**

Notice is hereby circulated to all teaching and non-teaching staff of this college that a Two-day National Seminar on the theme "The Repercussion of Conflict Management: State of Pandemonium and Academic Uncertainty" is to be held on 20-21 November, 2017. All the staff are requested to attend the Seminar on time. Members of the organising committee are to ensure that the programme is conducted successfully.

  
**(Dr. N. Joykumar Singh)**  
Principal,  
S. Kula Women's College  
Nambol, Manipur.

**PROGRAMME**  
**UGC sponsored Two-Day National Seminar**  
 THE REPERCUSSION OF CONFLICT MANAGEMENT:  
 STATE OF PANDEMONIUM AND ACADEMIC UNCERTAINTY  
 20 & 21 November 2017

Inaugural function – 10.30 a.m  
 S. Kula Women's College, Nambol, Manipur

<b>Dr. L. Muhindro Meetei</b> Convener Organizing Committee	Keynote Address State of Pandemonium and Academic Uncertainty in Manipur	Time:- 11.00
<b>Prof. Jyotiraj Pathak</b> Head, Deptt. of Political Science Bodoland University, Assam	Panel speaker Special Invitee	11.10

LUNCHEON (1.30 -2.00 p. m)

Technical Session – I 20 November 2017 Time: 2.20 pm		
<b>Dr. Dhanabir Laishram</b> Faculty Member Indira Gandhi National Tribal University		Moderator
RESOURCE PERSONS		
Sl	Paper reader	Theme
1	<b>Dr. Ruolkhumzo</b> Asso. Prof. Deptt. of Political Science Manipur University	Ethnic Conflict in Manipur and its Impact on Academic Atmosphere: A Case Study of Kuki-Naga Conflict of 1990'S.
2	<b>Dr. Mangoljao Maibam</b> Asst. Prof. Deptt. of Political Science N.G College, Imphal	Alternative Arrangement and its Impacts on Ethnic Relations and Education in Manipur
3	<b>Rajkumar Bobichand</b> Deputy Director of Free Press School of Journalism.	Reflections on Peace Processes and Ethnic Conflicts in Manipur
4	<b>Dr. P. Dhaneshwari Devi</b> Postdoct. Fellow, ICSSR, New Delhi Asst. Prof. Department of Anthropology, Kha Manipur College, Kakching, Manipur	Repercussion of Social Chaos and Unrest on Academic Atmosphere in Manipur
5	<b>N. Bineshkumar Singh</b> Assistant Professor, RK Sanatombi Devi College of Education, Imphal	Insurgency and Education: A Case of Manipur
QUESTION HOUR		

Technical Session – II 22 November 2017 Time:- 11 a.m-1.00 p.m		
<b>Dr. L. Birendrakumar Singh</b> NAAC Peer Team		Moderator

RESOURCE PERSONS			
Sl	Paper reader	Theme	Allotted
1	<b>Khaidem Chaobi Devi</b> Asst. Prof. Deptt. of English Thambal Maric College, Oinam	A Review on the State of Pandemonium and Academic Chaos in Manipur	
2	<b>Dr. Mutum Gunamani</b> Officer on Special Duty, SERT, Manipur	A study on Uncertainty caused by Gender Discrimination Prevalent in School Education in Manipur	
3	<b>I. Kunjabati Devi</b> Head, Department of Education Narem Birahari College, Khundrakpam, Manipur	Death Anxiety, Conflict and Education in Manipur	
4	<b>Ch. Rameshwor</b> Asst. Prof. Department of Geography S. Kula Women's College, Manipur	The Impact of Conflict situation in Education: A Retrospective perspective	

LUNCHEON (1.30 – 2.00 p. m)

Technical Session – III

22 November 2017 Time:- 2.00 p.m. 3.45. p m			
<b>Prof. S. Mangi Singh</b> Department of Political Science Manipur University		Moderator	
1	<b>Dr. Deepika Manohar Dutta</b> Senior Fellow ICSSR, New Delhi Jawaharlal Nehru University	State of Academic Atmosphere in Manipur: Inevitable Pandemonium	
2	<b>Dr. Meenaxi Chaterjee</b> Post Doctoral Fellow Assam University Silchar	Issues and challenges in Higher Education in Conflict Situation	
3	<b>M. Surjit Singh</b> Head, Department of Education S. Kula Women's College, Manipur	Academic Uncertainty in Conflict States: The Experience of Manipur	

QUESTION HOUR

Tea Break

VALEDICTORY FUNCTION 04.00 p.m – 04.30 p.m	
<b>Dr. L. Birendrakumar Singh</b> NAAC Peer Team	Chief Guest
<b>Dr. N. Joykumar Singh</b> Principal, SKWC	Guest of Honour
<b>Shri N. Ibomcha Singh</b> President, GB, SKWC	President

RAPPOREUR'S REPORTS

**Dr. I. Dinamani Singh,**

Program Officer, NSS, Unit -I &, Asst. Prof. Deptt. of English

**Certificate Distribution**

*Proceedings of the National Seminar on*

# **THE REPERCUSSION OF CONFLICT MANAGEMENT: STATE OF PANDEMONIUM AND ACADEMIC UNCERTAINTY**



L. Muhindro  
PUBLICATION CELL  
S. Kula Women's College, Nambol, Manipur

**Proceeding of the National Seminar**  
**THE REPERCUSSION OF CONFLICT MANAGEMENT:**  
**STATE OF PANDEMONIUM AND ACADEMIC**  
**UNCERTAINTY**

Held on 20 & 21 November 2017  
Held at S. Kula Women's College, Nambol, Manipur

**L. Muhindro**



**Publication Cell**

Teachers' Forum S. Kula Women's College, Manipur

Website: [www.skwomenscollege.ac.in](http://www.skwomenscollege.ac.in)

E mail: [skwcollege@gmail.com](mailto:skwcollege@gmail.com)

This publication is outcome of National Seminar sponsored by UGC, on the theme "**The Repercussion of Conflict Management: State of Pandemonium and Academic Uncertainty**" with other *Sub theme* - Ethnic divide and trust deficit in contemporary as outcome of India's appeasement policy; Impact of conflict management and academic insecurity in India's northeast; Revisiting on the responsibility of stakeholders for academic free-zone; Contemporary issues that fuel tussle on different ethnic groups; Organised by Human Rights Studies Centre, S. Kula Women's College, Nambol in collaboration with Social Welfare and Development Centre, Imphal, held on 20 & 21 November 2017 at the conference hall of the college

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*Opinion express and interpretations in the papers are those of the individual (authors) and do not represent the views of the editor and publishers.*

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 Proceeding of the National Seminar
 

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25. <b>Y. Surajkumar Singh</b>	Runner



## Proceeding of the National Seminar

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### PROGRAMME

**UGC sponsored Two-Day National Seminar**  
 THE REPERCUSSION OF CONFLICT MANAGEMENT:  
 STATE OF PANDEMONIUM AND ACADEMIC  
 UNCERTAINTY  
 20 & 21 November 2017

Inaugural function – 10.30 a.m  
 S. Kula Women's College, Nambol, Manipur

**Prof. N. Khagendra Singh**

Vice Chancellor, Manipur University of Culture

**Prof. Jyotiraj Pathak**

Head, Deptt. of Political Science, Bodoland University

**Prof. Ksh. Rajendra**

Head, Deptt. of Sociology, Manipur University

**Dr. Dhanabir Laishram**

Former Faculty Member, Manipur University

**Dr. N. Joykumar Singh**

Principal, S. Kula Women's College

**Shri. N. Ibomcha Singh**

President, Governing Body, SKWC

Have kindly consented to grace the function as Chief  
 Guest, Guests of Honour and President Respectively

<b>Dr. L. Muhindro Meetei</b> Convener Organizing Committee	Keynote Address State of Pandemonium and Academic Uncertainty in Manipur	Time:- 11.00
<b>Prof. Jyotiraj Pathak</b> Head, Deptt. of Political Science Bodoland University, Assam	Panel speaker Special Invitee	11.10
<b>Dr. Ch. Sarjubala Devi</b> Asst. Prof. NERIE, NCERT, Shillong	Panel speaker Special Invitee	11.30
<b>Speech of dignitaries on the dais</b>		

## Proceeding of the National Seminar

LUNCHEON (1.30 -2.00 p. m)

Technical Session – I

20 November 2017

Time: 2.20 pm

<b>Dr. Dhanabir Laishram</b>			
Faculty Member Indira Gandhi National Tribal University		Moderator	
RESOURCE PERSONS			
Sl	Paper reader	Theme	
1	<b>Dr. Ruolkhumzo</b> Asso. Prof. Deptt. of Political Science Manipur University	Ethnic Conflict in Manipur and its Impact on Academic Atmosphere: A Case Study of Kuki- Naga Conflict of 1990'S.	
2	<b>Dr. Mangoljao Maibam</b> Asst. Prof. Deptt. of Political Science N.G College, Imphal	Alternative Arrangement and its Impacts on Ethnic Relations and Education in Manipur	
3	<b>Rajkumar Bobichand</b> Deputy Director of Free Press School of Journalism.	Reflections on Peace Processes and Ethnic Conflicts in Manipur	
4	<b>Dr. P. Dhaneshwari Devi</b> <i>Postdoct. Fellow, ICSSR, New Delhi</i> Asst. Prof. Department of Anthropology, Kha Manipur College, Kakching, Manipur	Repercussion of Social Chaos and Unrest on Academic Atmosphere in Manipur	
5	<b>N. Bineshkumar Singh</b> Assistant Professor, RK Sanatombi Devi College of Education, Imphal	Insurgency and Education: A Case of Manipur	
QUESTION HOUR			

Technical Session – II

**22\* November 2017 Time:- 11 a.m-1.00 p.m**

<b>Dr. L. Birendrakumar Singh</b>			
NAAC Peer Team		Moderator	
RESOURCE PERSONS			
Sl	Paper reader	Theme	Allotted
1	<b>Khaidem Chaobi Devi</b> Asst. Prof. Deptt. of English	A Review on the State of Pandemonium and	

\*Due to Bandh call by CORCOM all the programme of 21 was rescheduled on 22 November 2017

*The Repercussion Of Conflict Management:  
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## Proceeding of the National Seminar

	Thambal Maric College, Oinam	Academic Chaos in Manipur	
2	<b>Dr. Mutum Gunamani</b> Officer on Special Duty, SERT, Manipur	A study on Uncertainty caused by Gender Discrimination Prevalent in School Education in Manipur	
3	<b>I. Kunjabati Devi</b> Head, Department of Education Narem Birahari College, Khundrakpam, Manipur	Death Anxiety, Conflict and Education in Manipur	
4	<b>Ch. Rameshwar</b> Asst. Prof. Department of Geography S. Kula Women's College, Manipur	The Impact of Conflict situation in Education: A Retrospective perspective	

LUNCHEON (1.30 – 2.00 p. m)

Technical Session – III

<b>22 November 2017 Time:- 2.00 p.m. 3.45. p m</b>			
<b>Prof. S. Mangi Singh</b> Department of Political Science Manipur University		Moderator	
1	<b>Dr. Deepika Manohar Dutta</b> Senior Fellow ICSSR, New Delhi <i>Jawaharlal Nehru University</i>	State of Academic Atmosphere in Manipur: Inevitable Pandemonium	
2	<b>Dr. Meenaxi Chatterjee</b> Post Doctoral Fellow Assam University Silchar	Issues and challenges in Higher Education in Conflict Situation	
3	<b>M. Surjit Singh</b> Head, Department of Education S. Kula Women's College, Manipur	Academic Uncertainty in Conflict States: The Experience of Manipur	
QUESTION HOUR			
Tea Break			

*The Repercussion Of Conflict Management:  
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VALEDICTORY FUNCTION 04.00 p.m – 04.30 p.m	
<b>Dr. L. Birendrakumar Singh</b> NAAC Peer Team	Chief Guest
<b>Dr. N. Joykumar Singh</b> Principal, SKWC	Guest of Honour
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RAPPORTEUR'S REPORTS

**Dr. I. Dinamani Singh,**  
Program Officer, NSS, Unit -I &, Asst. Prof. Deptt. of English

**Proposed recommendation by convener**

**Certificate Distribution**

## Invitation

### Valedictory Function

UGC Sponsored National Seminar on  
**THE REPERCUSSION OF CONFLICT MANAGEMENT: STATE  
OF PANDEMONIUM AND ACADEMIC UNCERTAINTY**

At The conference Hall of the college  
Organized by Human Rights Studies Centre, SKWC  
In collaboration with  
Social Welfare and Development Centre, Imphal  
**\*22<sup>nd</sup> November 2017**  
At.12.30 p.m

**Dr. L. Birendrakumar Singh**  
NAAC Peer Team Member

**Dr. N. Joykumar Singh**  
Principal, S. Kula Women's College

**Shri. N. Ibomcha Singh**  
President, Governing Body, SKWC

Have kindly consented to grace the function as Chief  
Guest, Guests of Honour and President Respectively

\*Due to Bandh call by CORCOM all the programme of 21 was rescheduled on 22 November 2017

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*The Repercussion Of Conflict Management:  
State Of Pandemonium And Academic Uncertainty  
Held on 20&21 November 2017*

## Foreword

I am glad to learn that the Human Rights Studies Centre of the College is being organised a UGC sponsored national seminar on "The repercussion of conflict management: State of pandemonium and academic uncertainty" on 20<sup>th</sup> and 21<sup>th</sup> November, 2017. This is indeed very nascent issue in the present context. Due to various factor we are in a sorry state that there is inability to maintain proper academic calendar. The frequent bandhs, strikes and boycotts are the main hindrances in maintaining proper academic calendar. The most disturbing situation is the lack of proper academic atmosphere in the colleges and attitude of both teachers and students. If there are boycott of classes or a half-holiday, both students and teachers seem to enjoy and take advantage of the situations. They do not come to the colleges on these days. Even departments/faculties are closed. Another disheartening situation is that if some sections or groups of people threatened to call a bandh on a particular day only few students and teachers come to the colleges and few departments/faculties are opened on such days even it is call off or postponed in the last minute. There are also lack of students' knowledge and skills necessary to cope with the demands of their courses. Discipline, commitment and basic knowledge etc. are lacking. Therefore it is not surprising that many parents send their children outside the State for their further studies.

It is right time to discuss the matter in this august house with a view to review academic uncertainty that prevails in the state. I am sure this seminar will conclude with a fruitful result and insights on this enduring issue.

**(Dr. N. Joykumar Singh)**

Principal, SKWC &  
Chairman,

## Contents

### **1. State of Pandemonium and Academic Uncertainty in Manipur**

Dr. L. Muhindro, Convener organising committee

16-34

This paper is attempted to examine the impact of pandemonium on contemporary educational train in Manipur in particular. Often, disturbance on educational institutions, incessant conflict in between state and non-state actors, inter and intra ethnic conflicts and other social chaos cannot assure a peaceful academic atmosphere. It is generally presumed that, many parents have uncertainty for their wards to pursue education in the state. Entire analysis is based on empirical method through available primary and secondary data.

### **2. Ethnic Conflict in Manipur and its Impact on Academic Atmosphere: A Case Study of Kuki-Naga Conflict of 1990'S.**

Dr. Ruolkhumzo, Asst. Prof. (Sr3) Department of Political Science, Manipur University

35 - 44

Ethnic conflicts and tensions have become a common problem for both develop and developing countries of the world. In Indian context ethnicity happens to be the source of a series of major problems. Ethnic conflict in India has increased tremendously since the beginning of the 1990's. The North East India also witnessed several incidents of violence between ethnic groups over identity, ownership of land etc. leading to loss of life, property, displacement of people which have severe impact on the educational attainment of the students. The children's lives and there are never the same. The Kuki-Naga conflict of 1990's was also one of them. The main focus of the paper was to bring out the factors

responsible for the Kuki-Naga clashes of 1990; to analyze the problems of peace initiatives; to highlight its impact on the educational attainment of the students of the affected people.

### **3. Alternative Arrangement and its Impacts on Ethnic Relations and Education in Manipur**

*Dr. Mangoljao Maibam, Assist. Prof. Deptt. of Political Science, N.G College, Imphal*

45-46

Manipur is a multi-ethnic state. Since pre-historical times, this place was a trade route and a trijunction passage for many civilisations of China, South and South-East Asian countries. Even today Manipur is the most important state of North-East India in fulfilling India's dream of Act East Policy, Trans Asian Highway, Mekong Ganga Project, etc. Many different ethnic Nagas also settle in Manipur. The Nagas has a long struggle for their so-called independence/sovereignty. The prolonged vexed Naga problem which has a long history of sixty years till now, has also slowly and steadily affected the Naga population viz-a-viz other ethnic groups/communities of Manipur. Ever since the outbreak of the Naga political struggle, many Accords/Agreements were signed between the Government of India (GOI) and the Nagas. The paper is a humble approach to study and analyse the above-mentioned facts especially Alternative Arrangement and Framework Agreement, and their effects on the ethnic relations in the north-east India especially in Manipur.

### **4. Reflections on Peace Processes and Ethnic Conflicts in Manipur**

47- 64

*Rajkumar Bobichand, Deputy Director of Free Press School of Journalism*

A number of "peace processes" are being carried out by the Government of India (GOI) in India's Northeast region with

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## Proceeding of the National Seminar

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armed opposition groups. One of the “peace processes” is the peace talk between GOI and Isak-Muivah faction of National Socialist Council of Nagaland – NSCN (IM) affecting neighbouring states beyond Nagaland while Manipur-India conflict has been protracted for about 68 years after the “coerced merger” of Manipur to Dominion India. Closely linked to this is the ethnic conflict in the multi-ethnic Manipur. NSCN (IM) claims about two-thirds of Manipur's territory as their exclusive domain thereby demanding to establish a separate political and administrative structures and institutions for the Nagas. Now, the tension emerging out of claims for ethnic exclusive state/area or homelands may reach a flashpoint anytime when the patience and resilience of the people, particularly majority Meitei who believe in coexistence, cross its limit and India's appeasement policy towards the NSCN (IM) becomes a reality. This paper analyses the root causes and the dynamics of ethnic conflict in Manipur using reflective analysis.

### **5. Repercussion of Social Chaos and Unrest on Academic Atmosphere in Manipur**

*Dr. P. Dhaneshwari Devi, Postdoctoral Fellow, ICSSR, New Delhi and Asst. Prof. Department of Anthropology, Kha Manipur College, Kakching, Manipur*

65-78

Her paper attempted to insight the impact of social chaos on students' life in particular. In various movements students are sometime using as a medium of pressurising the authority. Indeed, many schools in the state have been facing various disturbances as a result of conflict situation. Non-Manipuris do not prefer to visit Manipur by seeing this diabolic issues. Empirical methods based on the contemporary issues and available literatures are employed for this analysis. It's very depressing to learn that students in Manipur are deprived of education despite so many holidays and festivals besides so



many public bandhs/general strikes, curfews, and economic blockade. The finding shows that thousands of students have prefer to study outside the state due to the prevailing conditions.

### **6. Insurgency and Education: A Case of Manipur**

*N. Bineshkumar Singh, Assistant Professor, RK Sanatombi Devi College of Education, Imphal* 79-88

Insurgency means an organized movement that goes against the government. They fought for counterinsurgency warfare, protection for own ethnic groups and brining political and economic changing are some actions undermining by the insurgents. Their rebel is against the government by demanding different purposes. His paper attempted to find out the meaning of insurgency and the effects of insurgency on education. It also tries to find the measures to solve the problem of insurgency. Frequent threatening, kidnapping or ransom demands from teacher's leads to closure of schools or suspension of classes. Thus, it is concluded that overall education system was affected by the insurgency. The different stackholders must organize different activities of sports, dance and music, awareness programs for the drugs addicts, skill development of vocational training programs to divert the minds of youths and it will ultimately help in reducing the insurgency.

### **7. A Review on the State of Pandemonium and Academic Chaos in Manipur**

*Khaidem Chaobi Devi, Asst. Prof. Deptt. of English, Thambal Maric College, Oinam* 89-106

This paper has attempted to insight the academic chaos in the prevailing uncertainty of Manipur. Indeed, the paper has a reviewed various matter in relating to academic insecurity.

Unfortunately, the academic atmosphere is often disturbed by many factors and one of the factors is conflict situation which we are facing in day to day life in Manipur. The most visible pandemonium that has been affect in the academic atmosphere may be of frequent bandh and blocked. It is witnessed that there have been ethnic and religious conflicts in Assam, Jammu and Kashmir and Punjab. In Manipur, there have been conflicts between government and people or government and civil society or government and insurgency etc. resulting into bandh, strikes, rallies and road and economic blockades. Further, all these create tensions among the students, scholars and teachers in Manipur.

#### **8. A study on Uncertainty caused by Gender Discrimination Prevalent in School Education in Manipur**

*Dr. Mutum Gunamani, Officer on Special Duty, SERT, Manipur* 107-114

Gender inequality or discrimination is one of the issues happening in classroom transaction and this issue may be prevalent in text books; and at the same time, teachers are also using different gender biased language in favour of male as result of which gender discrimination occurs in schools and it causes not only gender disparity it causes uncertainty in the society. Several methodologies and approaches were offered in NCF-2005. These were expected to be adopted in the schools but these were found only partially implemented at the Elementary stage in Manipur. In order to carry out the investigation, questionnaires are administered to the school principals, teachers and students. In addition, the Heads/Principals are also consulted by the investigator in relation to teaching/learning process and their administration. We found some discrepancies in methods of teaching, approaches and techniques. And we found some stereotypes

in the text books too which are the causes of chaos and uncertainty in Manipur.

### **9. Death Anxiety, Conflict and Education in Manipur**

*I. Kunjabati Devi, Head, Department of Education, Narem Birahari College, Khundrakpam, Manipur* 115-129

Indeed, many institutes in the state have been facing various disturbances as a result of conflict situation. The major challenges in the state includes the great political divides, the inability to provide basic necessities like electricity and water, the dismal economic growth, the failure to create employment opportunities and non-existence of a just and capable government. Manipur being a conflict zone, thousands of security forces personnel and their large camps coexist with hundreds of cadres of over 32 armed groups creating uncertainty and fear among the people. Indeed, tolerability seems to decline and protests are coming up against every kind of odds. Probably, since last a decade, students have protested against these interruptions by various militant organizations. In this context the present paper attempted to analyse quantum of death anxiety.

### **10. The Impact of Conflict situation in Education: A Retrospective perspective**

*Ch. Rameshwar, Asst. Prof. Department of Geography, S. Kula Women's College, Manipur* 130-152

This paper attempts to analyse higher education in Manipur, in particular to the issues and challenges that they have been facing in the conflict situation. In this context Education, with the changing of time the subject has been define to be more sensitive issue by think tanks of the world. So sensitive that today it is considered to be more important than "Right to Life". Private institutions to some extent had ensured its own

sustainable management and development in terms of performance for better academic activities than Government institution. In addition, the aim of education also shall include about discipline, morality, manner and etiquette apart from general education in making a well decorated feature. It is also focused on academic insecurity in Manipur due to conflict situation in the region. Education should be given to all the people in order to bring a society with peaceful life and stability with developed society. We should emphasis in education for a better situation. In Manipur, education has been growing at a faster rate than that of national level.

### **11. State of Academic Atmosphere in Manipur: Inevitable Pandemonium**

*Dr. Deepika Manohar Dutta, Senior Fellow ICSSR, New Delhi, Jawaharlal  
Nehru University*

153-154

This paper is attempted to examine the impact of inevitable pandemonium on contemporary educational train in Manipur in particular. Entire analysis is based on empirical method through available primary and secondary data. Significantly, only some colleges are known to have regular attendance of students and teachers. There is inability to maintain proper academic calendar. The frequent bandhs, strikes and boycotts are the main hindrances in maintaining proper academic calendar. The most disturbing situation is the lack of proper academic atmosphere in the colleges and attitude of both teachers and students. It is generally presumed that, many parents have uncertainty for their wards to pursue education in the state. Often, disturbance on educational institutions, incessant conflict in between state and non-state actors, inter and intra ethnic conflicts and other social chaos cannot assure a peaceful academic atmosphere.

## **12. Issues and challenges in Higher Education in Conflict**

### **Situation**

*Dr. Meenaxi Chaterjee, Post Doctoral Fellow, Assam University Silchar* 155

Higher educational institutes can also collaborate with firms and industries like the utilization of available technologies and expertise to influence and give a proper direction to various skills which are on demand. College development council, Academic Staff Colleges and allied institutes can also ensure constant training for professional development programmes of high quality for the teachers and the staff. Education is not gained only from books. Books are just tried and tested medium for the dissemination of knowledge. The present study is aimed at analysis and to highlight the status of higher education institution of the North-East which is comprising of seven states – Assam, Nagaland, Manipur, Arunachal Pradesh, Mizoram, and Tripura - a region poorly connected to the Indian mainland by a small corridor, and surrounded by many countries such as Bhutan, Myanmar, Bangladesh and China. The Higher Educational Institutes of this region are in the process of gradual development towards excellence.

## **13. Academic Uncertainty in Conflict States: The Experience of Manipur**

*M. Surjit Singh, Head, Department of Education, S. Kula Women's College, Manipur* 156 -168

Education plays a vital role in the overall development of a child. It gives shape and structure to children's lives and instills community values, promotes justice and respect for human rights and enhances peace, stability and interdependence. This paper attempts to analyse higher education in Manipur, in particular to the issues and challenges that they have been facing in the conflict situation. In this context Education, with the changing of time the subject has been define to be more

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sensitive issue by think tanks of the world. So sensitive that today it is considered to be more important than "Right to Life". Private institutions to some extent had ensured its own sustainable management and development in terms of performance for better academic activities than Government institution. In addition, the aim of education also shall include about discipline, morality, manner and etiquette apart from general education in making a well decorated feature.

Keynote speech

**State of Pandemonium and Academic Uncertainty in Manipur**

Dr. L. Muhindro

*This paper is attempted to examine the impact of pandemonium on contemporary educational train in Manipur in particular. Often, disturbance on educational institutions, incessant conflict in between state and non-state actors, inter and intra ethnic conflicts and other social chaos cannot assure a peaceful academic atmosphere. It is generally presumed that, many parents have uncertainty for their wards to pursue education in the state. Entire analysis is based on empirical method through available primary and secondary data.*

**Prelude**

There has been a continuous engagement on the part of the state to address issues and crisis in Northeast but it has remained unresolved till date due to its complexities and cross cutting issues prevailing in the region, particularly in the state of Manipur. Human rights seem to handle by state and non-state actors. It is known to all that Manipur was coercively merged with Indian union by 1949.<sup>1</sup> Manipur has a history of more than 2000 years as an independent kingdom till the British annexed it in 1891. (Jhalajit, 1998) It however, also enjoyed the status of Princely States under British dominion like hundreds of territorial monarchical regions in Indian sub-continent. Imperial power under colonial rule though, followed a superficial non-interference policy also in this one of the isolated corners of northeast region. (Upadhyay, 1995) The self-determination movement in Manipur has been lingering since

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the forceful merger of a Manipur to India in 1949. In spite of many attempts, the movement could not be completely suppressed with the military might. In return the security forces have killed thousands of people in the name of national security. In fact, law and order situation is one of the key factors for slow pace of development. So, it is very much necessary to understand the insurgency problems in the State which has given birth to various problems in socio-economic development. (Raile, 2012) There are number of insurgency groups including ethnic based insurgency. It is true that given the multifaceted issues, it is extremely difficult on the part of the state to come up with a solution which is acceptable to all ethnic groups.

Significantly, only some colleges are known to have regular attendance of students and teachers. The rest are largely without regular attendance except few missionary colleges, but packed with students during admission and examination time. However all the institutes have been suffered the conflict situation of the state. There is inability to maintain proper academic calendar. The frequent bandhs, strikes and boycotts are the main hindrances in maintaining proper academic calendar. <sup>2</sup> The most disturbing situation is the lack of proper academic atmosphere in the colleges and attitude of both teachers and students. If there are boycott of classes or a half-holiday, both students and teachers seem to enjoy and take advantage of the situations. They do not come to the colleges on these days.<sup>3</sup> Even departments/faculties are closed. Another disheartening situation is that if some sections or groups of people threatened to call a bandh on a particular day only few students and teachers come to the colleges and few departments/faculties are opened on such days even it is call off or postponed in the last minute.



**Insecure Academic Affairs**

Both teachers and students feel insecure and are in favour of a strong action to eliminate fear.<sup>4</sup> They point out that the majority of young people want to study outside the State, even though proper education facilities are available within the State. They ask, what is the point of having such facilities when the atmosphere is not conducive for studies?"<sup>5</sup> We work hard but we suffer a lot as our academic sessions get disturbed due to constant shutdown and disturbances", the students complain. They point out that most of the students who study outside the State do well. The reason is that they are able to study in a free and peaceful atmosphere. Students here yearn for the same atmosphere within the state. One or either form of conflict or social chaos relay as news in the state implies that law and order as well as social order is out of normal. It is believed that many outsiders do not prefer to visit Manipur by seeing the incessant conflict. No one can assure that what will be or what unwanted appearance will be in the next moment. That any organisation may call bandh/general strike with immediate effect that hampers all the normal procedures of society. Significantly the protestors usually announced not to disturb academic atmosphere, how is it possible, logically the answer is a big 'NO'. Moreover, all the civil organisations and students' bodies are also seemingly handling authority in the sense that they 'order' command not to do or to confess their (to be confirmed culprits) fault, or action oriented versions are publicised. Sometimes, such organisation acts as law enforcing agency. They pick up culprits, settle the issue and even advice them not to repeat again. One can observe that the state authority is also generally in mute. But the argument is to think why and how such organisation used to use power or handling unauthorised power is very open secret that one or either powered group may be of state or non-state actors supported or backed

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them to follow the path whatever they expose. It doesn't claim on whether it is good or bad but the offshoot is due to conflict situation of the state.

Insurgent movements had been emerged for sovereignty or to avail pre-merger status. To deplete or eliminate such movement, the Armed Forces (Special Powers) Act 1958, (AFSPA) has been executing till today. Interestingly, political executives and chief of the armed forces and elite groups often observed that only the 'political dialogue should resolve the issue of armed conflict'. Violation of human rights cases like threaten, abduction, extra-judicial killing, fake surrender and extortion are not a new one. Thus the people of the land have been suffering a lot and looking for their protectors. Consciously or unconsciously they are in dilemma as they have psycho-fear cause of gun culture. Egreteau argues that Manipur is the best example of 'an ethnically torn-out state that has slipped into criminality and indiscriminate violence'. In fact, it is true that even insurgency movement in the state follow the lines of ethnicity. Manipur is one of the most disturbed states and has the highest number of insurgent groups.<sup>6</sup> Indeed, S.K. Sinha (Former Governor of Assam) remarked that so many insurgency outfits have mushroomed in the Northeast since independence that almost all the letters of the Roman alphabet have been used to name them and this is very true even in the case of small state like Manipur. (Raile, 2012)

Now the state is riddled with multiple conflicts wherein most of the conflict are in such a way that there are conflicts within conflict and so on to the point that even trying to understand a conflict has become quite impossible. The ethnic conflicts in Manipur emerged right from the historical times when hordes of migrants move into the region from its eastern borders. (Kashung, 2009) The wars intensified with the British policy to settle the migrant Kuki tribes next to the Naga

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settlements so as to create a buffer between the Naga and the Meitei population. (Ibid) But the ethnic conflict intensified in the early 1970s, with Kuki-Naga clashes in which hundreds of people were killed, thousands of homes and villages were destroyed,<sup>7</sup> and many people were displaced among both the communities. (Shimray, 2001) The economic and, no less, psychological impacts of disruption and human loss are believed to have affected the education of children. After the Kuki-Naga clash, there were the Meitei-Pangan (Manipuri Muslims) riots in Imphal valley killing many innocent lives. During 1970s there was conflict between the Kuki groups and the majority Thadou groups due to aggression perpetrated within the Kukis. The Hmar, Paites and other minority tribes claimed separate identities for themselves distinct from the Thadou dominant majority groups who held the Kuki identity. (Raile *op cit.*)

### **Research Query**

The prime focus of the analysis is to review the subsequent effect of pandemonium in the context of academic affairs in the state. That disturbance from various quarters and the contemporary social chaos are witness of the day to day life. Why many parents are very insecure and prefer their wards to send outside the state for further study? How disturbances on educational institutions correlate incessant conflict of state and non-state actors, ethnic conflicts and other social chaos? Logically, being a conflict state, many of us seem to face unpleasant bandh blockade and social chaos that eventually affect normal order and coercively habituated the context.

### **Methodology**

It is based on empirical analysis through available secondary and primary data. The following methods are

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employed but by and large it is more emphasized on empirical methods based on the contemporary issues. The entire Manipur districts makes the universe of the study i.e. both the 5 district in the hill and 4 districts in the valley. The population size is 200 samples while it was targeted 250. Interview with the respondents and other concerned members were carried out. As such some selected cases are identified from different institutes located in different districts including private, govt.-aided, and government colleges. Regarding participant and non-participant observation, it may be treated that both the methods are employed in the sense that as researcher is being a local person or as a Manipuri all the appearances are personal experience as just like participant and non-participant mode. Besides all the available relevant primary and secondary sources of information both published and unpublished were reviewed, and analyzed. In this connection, the various reports of the CBOs and NGOs and other research papers, journals, unpublished research monographs, government documents, reports, news papers also discussed. Interview with key informants (KIs) during the field work after informing them about the research and the necessity were also conducted. The list of KIs includes from different sections of the society as well as parents, teachers, students and other civil societies. Besides, it incorporates concerned officials, women social workers, NGOs from each district in order to get information.

### **Pandemonium in the State**

State terrorism, particularly against the people is carried out in an organized and systematic way. Armed forces are given sweeping powers by the AFSPA.<sup>8</sup> The befitting instance may be brutal rape and murder of Manorama Devi in the night of 10-11 July 2004, by Assam Rifles.<sup>9</sup> Since then series of agitations that heavily disturb not only the students but also

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other normal order which is instances of social chaos that lingering the minds of all. Subsequently, mass sit-in-protest demonstration was held in every nook and corner of the state even demonstrated at the Delhi demanding complete lifting of AFSPA from Manipur and fitting punishment.<sup>10</sup> People including young students belonging to various communities took part in the demonstration, general strike.<sup>11</sup> Question associating with this context is how the students can be sidelining or bifurcating from such social turmoil as being a student who study in this conflict region. Participating on the agitation is another matter but the mental disturbance shall be compulsion even if the quantum of effect is different. Student groups as collectively or individually (School) involved demanding their rights. Police personnel had to resort to firing rubber bullets and tear gas shells to disperse a large group of students. The students were proceeding towards the residence of MLA for surrendering their text books when the security forces intercepted them at Wangoo Sagang.<sup>12</sup> The Oriental College Students' Union has also strongly condemned use of force by security personnel and detention of some of the college students who have gone to surrender their text books to Governor protesting against imposition of AFSPA. To express their resentment against the indifferent attitude of the State Govt towards the public demand for revocation of black laws from Manipur, students of different institutes boycotted their classes. Mention may be made that no one can forget self-immolation of MSF leader for removal of AFSPA.<sup>13</sup>

### **a) Non-state actors and responsibility**

Most of the student point out that the majority of young people want to study outside the State, even though proper education facilities are available within the State. They ask, what is the point of having such facilities when the atmosphere is not conducive for studies? "We work hard but

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we suffer a lot as our academic sessions get disturbed due to constant shutdown and disturbances".<sup>14</sup> They point out that most of the students who study outside the State do well. Parents Guardians joint meeting discussed the issue of extortion and take a definite decision on not entertaining any monetary demands from private schools from the academic session of 2010 onwards. Educational institutions continue to be targets of some militant organizations and continue to disturb the functioning of premier educational institutes in the state.<sup>15</sup> Expressing their anger, teachers and students took to the street and demanded freeing of education from disturbances. In many instances, students and teachers protests against non-state actors for their coercive monetary demands.<sup>16</sup> The students carried placards which read "Stop monetary demand", "Make education a free zone" and "Save students' life" etc. Such monetary demand certainly brought uncertainty in the academic atmosphere of the school and rather develop a psycho fare to parents.

Beyond this outlook some armed opposition group like KYKL, (Kanglei Yaol Kanna Lup) has taken up social afflictions such as fighting corruption, drug trafficking and sub-standard education practices. Accusing Education Department officials of indulging in rampant corruption, KYKL has proclaimed that it would resume collection of tax from educational institutions, including private schools.<sup>17</sup> They stated that it ceased tax collection drives from educational institutions with the expectation that there would be marked improvement in the educational scenario. However, contrary to the expectation there is no sign of positive development in the education sector as Education Department officials are only interested in amassing personal wealth out of huge amount of fund meant for uplifting standard of education in the State. KYKL, however, affirmed that its focus on promoting quality education will not be compromised under any circumstance.<sup>18</sup> It is evident that

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unfair means during examinations are rampant, with parents and relatives assisting candidates and invigilators and teachers helping their students in order to get good results.<sup>19</sup> On 27 February 2006, in Imphal, the KYKL tried to control corruption by imposing certain rules. In a statement, the outfit stated that during the examination period there should be no bandhs, blockades or general strikes. The Special Task Force of the ONK has been given the license to open fire at anyone who violated the guidelines.<sup>20</sup>

### **b) Impact of Fake Encounter to academic affairs**

One of the most disturbances to the academic atmosphere in the state may of the case of fake encounter on 23 July 2009 at Kwairambandh Bazar in the Imphal City, where Chunkham Sanjit and a pregnant woman Rabina Devi were shot death on the spot.<sup>21</sup> The evident of the extra judicial killing was very cleared when the Tehelka Megazine reported it along with series of photo that had taken during the incident.<sup>22</sup> Although the CBI charged them with the non-bail able offence of murder, none were arrested, and on September 27, the chief judicial magistrate granted them bail, despite the opposition of the CBI. Significantly, in the aftermath the incident brought a social chaos and turmoil as the matter was very open and the chain struggle was hampered all the business in the state including educational institutes. The All Manipur Student's Union (AMSU)<sup>23</sup> announced class boycott infinitely starting from September 9 to all schools stating that there is no value of study in the prevailing lawless situation where there no life security. AMSU took the decision to boycott classes indefinitely,<sup>24</sup> thinking that it would be batter to ensure life security first in the state where there is no security. The AMSU observed that the prevailing situation where people are living under a government enforcing "marital law" and "dictatorship", where people are killing by

the state actors and no one could tell when will die, there is no meaning of remaining in the class. What is the value of education when people are killing whenever they like, the statement asked.<sup>25</sup>

### **C) Mental disturb and class boycott**

Different opinions were coming up for making educational institutions a free zone. By seeing the long run confrontations in between the authority and agitators parents have psycho fear in regard of indefinite class boycott. <sup>26</sup> That such indefinite class boycott calls at a time when the annual examinations are due to be held are objectionable and should be withdrawn. They expressed apprehension that if this trend continues, then there would be no hope for development in Manipuri society.<sup>27</sup> It is also to be considered that smooth conduct of classes in the schools have been greatly affected in the academic session due to various disturbances and so care should be taken to recover the loss. Furthermore, they observed that it is time to think over and discuss together how far boycott of classes would encourage the students to take part in the public agitation.<sup>28</sup> Over the matter of long run class boycott different organisations have urged both the parties to break the deadlock and come up with a consensus benefiting the future of our society.<sup>29</sup> The joint statement urged the agitating students that the aim and aspirations of the students unions agitating against the ongoing state sponsored terrorism deserve full solidarity from the public.<sup>30</sup> During these critical phases many of the parents, guardians, teachers and general public are of the opinion that ongoing form of protest might be against the welfare of the people as due to the prolonged boycott of students' education.<sup>31</sup>

Such long run class boycott and deaf ear nature of government developed another counter-product amongst



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the civil societies and NGOs and Institutional authorities in the sense that founders, principals and teachers of private schools and guardians were resolved to reopen schools and resume class.<sup>32</sup> The ATSUM (All Tribal Students Union Manipur) had appealed to AMSU, MSF and all civil society organizations as well as the state government not to disturb the normal functioning of educational institutions. ATSUM stated that 'the ongoing class boycott imposed upon educational institutions across the state have greatly impeded the continuous progress of the educational needs of the deserving students and have corresponding effect upon the lives of the people.'<sup>33</sup> ATSUM reiterated their principle stand "exemption of Educational Institution" in any kind of agitation. DESAM opined that there is no sign of class boycott at schools in the other districts. Classes are going on as usual. Class boycott cannot be organised at the schools in the hill districts. Now the three student bodies are saying that the Board and the Council must not go ahead with the process of conducting examinations. Joseph Hmar asked, "Does this mean, like the students of the valley losing an academic year, that the students of the hill districts should also lose an academic year?".<sup>34</sup> It may be noted that every long run agitation has its counter products that eventually develop inter and intra conflicts and dismantle the purpose.

### **Observatory remarks**

Most of the students preferred study outside the State, even though proper education facilities are available within the State.<sup>35</sup> Some students responded that we suffer a lot as our academic sessions get disturbed due to unexpected existence or social chaoses. It is also witnessed that most of the students who study outside can get more advantage as they have a free and peaceful atmosphere. Indeed social chaos, bandh and blockade are very infamous term in this conflict

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ridden state. If one to ask a common man there is no doubt that the culture of bandh will be first thing on the mind. It is also presumable by the prevailing odds that many organizations, in the name of fighting for justice and drawing the attention of the Government, threatens to call bandh, blockade or strikes without taking into account its significance and impact on the society. Things have come to such a point where a few people can form an organization or association just to call bandh. Besides, it should calculate that the lost amount can be earned in future while the time factor for the students that lost during bandh or any other else can not regain. Students are deprived of their daily classes and Government who loses precious hours which in turn can be calculated into lakhs of rupees. DS Sharma, renowned economist and political analyst observed that bandh, blockade, general strike etc. are all species of a family of collective extremist actions – ranging from peaceful means to violence – resorted to by a bandh of disenchanting people, after losing patience at their continued lot.<sup>36</sup>

When education is the foundation of every society and children's are considered to be the pillar of the nation and the future of the society, whatsoever the matter, the academic career of the student should be protected and if needed, we ought to surrender our opinions or strategies if it is going to affect the delicate thinking's of our children. Children's are the hope of the present and the future of the society, and the behaviour of every child symbolize the background of their brought-ups. The academic atmosphere in Manipur is quite disturbing because of frequent social chaos. The situation is alarming and if we do not check this, our academic atmosphere will deteriorate soon. According to Smith, (2003) "there are number of ways in which state education can add to tension or fuel conflict. These include system of governance, particularly as they relate to participation and policies on such

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things as the language of instruction, access, curriculum content, and pedagogy. It is necessary to ensure that the provision of education is consistent with human rights principles and practices". In a study carried out by Misao (2012) it is confirmed that 'impact of insurgency on the education is equally felt by all the members of the society, however, the male youth that is both low and high whereas it is comparatively low among the female youth. The level of impact is comparatively lowest among the post graduate youth and highest among the high school youth.

### **Conclusion**

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It may conclude by remembering the saying 'Even during the times of conflicts, efforts should be made to provide education because education has a crucial preventive and rehabilitative part to play in fulfilling the needs and rights of children in conflict and post-conflict situations.' It is said, due to paucity of land resource there has been intense competition among the different ethnic groups to gain control over them. All these phenomena have been influencing academic uncertainty. If we look introspectively in the history or social revolt, educational institution is never used a medium of protest. Taking the advantage of conflict what we are experiencing in Manipur is very unpredictable one that young minds are misguided to join agitation of any kind. It is to be reviewed that why are student always used as a medium of protest by different organisations. Subsequently uncertainty is developed to all the guardians and parents. The circumstances compelled them to feel alternate arrangement for their wards to get freedom study in a peaceful academic atmosphere. Parent whether rich or poor, are forced to send their wards outside the State for further studies. Besides, it's very depressing to learn that students in Manipur are deprived of education despite so many holidays and festivals in addition to often social chaos. Early investments in education protects children from the most damaging aspects of conflict and play a significant role in building peace, restoring countries to a positive development path and breaking the cycle of violence. All possible efforts should be made to maintain education system during conflict. Civil societies should also play an important role in ensuring the children of their basic right. Conflicts sometimes become unavoidable, but that should not hamper the educational atmosphere of the children.

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### Notes

- <sup>1</sup> Manipur was coercively merged with Indian union w.e.f. 15 October 1949. A telegram was sent to Sardar Patel by the then governor of Assam, Sri Prakasa Rakesh, P. Meitei, "AFSPA, 1958 And The Jeevan Reddy Review Committee" (Online) available at: [http://www.e-pao.net/AFSPA\\_1958\\_and\\_The\\_Jeevan\\_Reddy\\_Committee](http://www.e-pao.net/AFSPA_1958_and_The_Jeevan_Reddy_Committee), accessed on 22 April 2010
- <sup>2</sup> Samungou Singh, N., A View on the Present Higher Education System of Manipur <http://www.e->

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A\\_View\\_on\\_the\\_Present\\_Higher\\_Education\\_System\\_of\\_Manipur.  
html..](http://pao.net/epPageExtractor.asp?src=education.A_View_on_the_Present_Higher_Education_System_of_Manipur.html)

<sup>3</sup> Ibid.,

<sup>4</sup> With insurgency jeopardising students' academic life, almost all sections of Manipuris are craving for an end to insurgency and gun culture in the State. ANI, Academia in Manipur crave for insurgent-free State, Imphal, 15 June 2007, (Online) available at:

<http://news.webindia123.com/news/articles/India/20070615/688537.html>, accessed on 22 May 2013

<sup>5</sup> Ibid.,

<sup>6</sup> There are 33 active insurgency groups operating in the state. Out of thirty three, five armed groups fell under the POTA (Prevention of Terrorism Act) as a result; they are labelled as "terrorist organization". They are People's Liberation Army (PLA), (KCP), (PREPAK), (UNLF), Kanglei Yawol Kunna Lup (KYKL). Incidentally, all these five groups belonged to Meitei base insurgency.

<sup>7</sup> During the period of Kuki-Naga clashes the Kuki population living in Chandel, Senapati, Tamenglong and Ukhrul districts were compelled to flee to the Churachandpur district, displacing school children from one place to another, disturbing their academic schedule. (Shimray 2001: 3674-77)

<sup>8</sup> COHR, *Human Rights Violation in Manipur*, (Imphal: COHR), 2005.

<sup>9</sup> On 12 July 2004, the home department of the government of Manipur appointed a commission of inquiry presided over by a retired district and session judge, C. Upendra Singh, as per section 3 of the Commission of Inquiry Act 1952. However, the Assam Rifles challenged the authority of the commission (writ petitions [c] nos. 5817 & 6187 of 2004), The Gauhati High Court endorsed section 6 of the AFSPA on 23 June 2005, and thereby denied the possibility that Manorama's killers would be brought to justice.

<sup>10</sup> Staff reporter, Sit-in-protest staged; bandh, strike called, The Sangai Express, 31 August 2004

<sup>11</sup> General strike: In support of the ongoing mass agitation being spearheaded by 32 organisations for withdrawal of Armed Forces Special Powers Act from Manipur, The Sangai Express, 31 August 2004

<sup>12</sup> The Imphal Free Press, 1 September 2004

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- <sup>13</sup> Pebam Chittaranjan Mangang who suicide on the day light by self-immolation on 15 August 2004 at Bishnupur Bazar, demanding such AFSPA that (extraordinarily) violate human rights of the people of state, Poknapham, 15 August 2004
- <sup>14</sup> With insurgency jeopardising students' academic life, almost all sections of Manipuris are craving for an end to insurgency and gun culture in the State. Both teachers and students feel insecure and are in favour of a strong action to eliminate fear. ANI, 2007, Academia in Manipur crave for insurgent-free State, (Online) available at: <http://news.webindia123.com/news/articles/India/20070615/688537.html>, accessed on 13 June 2013
- <sup>15</sup> Some unknown persons fired at the Catholic School in Canchipur located near Manipur University, ANI, Educational institution continue to be victims of militancy in Manipur, Asian News India, 17 May 2008, (Online) available at: <http://www.dailyindia.com/show/440204.php> accessed on 12 June 2012
- <sup>16</sup> For instance Students and teachers of Little Master English Higher Secondary School, Samurou took out a protest rally appealing to KCP-MC (Lamyamba Khuman) to withdraw the monetary demand served by the outfit to the school. The Sangai Express, 2 Jun 2013
- <sup>17</sup> Poknapham, Manipuri local daily, and leading local newspapers published in Manipur 22-12-2012
- <sup>18</sup> They alleged Indian government that success of India's sinister ploy has gradually led to the present generation of Manipur unable to decide their own future. Our Staff Reporter, The Sangai Express, 22-Dec-2012
- <sup>19</sup> This in the long run affects the education. Competition between private schools and government schools, and among these as well, leads students to make notes, copy from others, and have teachers solving questions to get their students a good grade and better results for the schools. Better the result the more popular the school is the credo underlying this market driven corruption, since schools with better results attract higher enrolments. Government schools cannot compete with private schools, and a large majority of their students failed in HSLC and HSSLC examinations.
- <sup>20</sup> All the leading local newspapers published in Manipur for under this statement of KYKL, 27 February 2006

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- <sup>21</sup> It was very open secrete, the Chief Minister (CM) of the state O. Ibobi Singh has placed the report on the floor of the Assembly. As per the report of the CM who alleged encounter and recovered of a 9mm revolver from the deceased, people were also have confused but did not confident on the version of the CM that it is the normal procedure of the government and state actors.
- <sup>22</sup> In the report of Tehelka, it was clearly mentioned that according to the official version of Sanjit's encounter death at 10:30am on July 23, a team of MPC personnel was conducting frisking operations in Imphal's Khwairambandh Keithel market. They saw a suspicious youth coming from the direction of the Uripok locality. When asked to stop, the version goes; the youth suddenly pulled out a gun and ran away, firing at the public in a bid to evade the police. It also claimed that a 9mm Mauser pistol was recovered. Usually, such official versions of encounters are difficult to disprove though everyone may know them to be false. But in an almost unprecedented coincidence, in Chungkham Sanjit's case, a local photographer rushed to the scene and managed to shoot a minute-by-minute account of the alleged 'encounter'. The photographs (shown in preceding pages) clearly reveal that, contrary to the official version, Ch. Sanjit was, in fact, standing calmly as the police commandos frisked him and spoke to him. He was escorted inside the storeroom of the pharmacy. He was shot point blank inside and his dead body was brought out. The photographer, fearing for his safety, does not dare publish these pictures in Manipur. Tehelka Magazine, Vol. 6, Issue 31, Dated August 08, 2009
- <sup>23</sup> Huiyen News Service, AMSU announces indefinite class boycott from today, The Hueiyen Lanpao, 6 September 2009
- <sup>24</sup> AMSU well understand the loss to be suffered by the class boycott and also the impact of bandh, blockade etc. to the people. But considering for the security of the students in particular and for the people of the state in general, the decision has been taken, said the statement appealing the parents, guardians and other to bear with the body and extend support. (Online) available at:  
<http://manipurallianceforchildrights.blogspot.in/2009/09/amsu-announces-indefinite-class-boycott.html>, accessed on 22 July 2012



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- <sup>25</sup> Huiyen News Service, AMSU announces indefinite class boycott from today, *The Huiyen Lanpao*, 6 September 2009
- <sup>26</sup> It has been denounced on the occasion of 4th Private School Day which was observed by All Manipur Recognised Private School Welfare Association at MDU hall, Yaiskul Police lane. *The Sangai Express*, Imphal, September 10, 2009
- <sup>27</sup> Ibid.
- <sup>28</sup> Ibid.
- <sup>29</sup> In a joint statement, nine organisations including Linux Manipur; Don Bosco Imphal Alumni; Khoibu Students' Union, Delhi; Kuki Students' Organization, Delhi; Naga Students' Union, Delhi; International Manipuri Progressive Forum, UK; Little Flower Alumni; Manipur Youth Foundation; Zillai Yahooogroups (International) have appealed to all to support education and lift the class boycott and find other ways and means. *Hueiyen News Service, End class boycott deadlock: Bodies, the Hueiyen Lanpao*, Imphal, 30 October 2019
- <sup>30</sup> Stating that any democratic protest has its own momentum and can ebb away slowly on its own as its driving force wane gradually, the statement observed that many incidents have happened and many protests and strikes have been gone through but the government, especially unaccountable ones, knows surely that it is not going to last. *Hueiyen News Service, End class boycott deadlock: Bodies, the Hueiyen Lanpao*, Imphal, 30 October 2019
- <sup>31</sup> Epao Net (Online) available at: <http://www.e-pao.net/GP.asp?src=20..301009.oct09>, accessed on 22 My 2012.
- <sup>32</sup> *Hueiyen News Service, Class boycott will hurt state integrity, (Private schools demand deadlock resolved by Nov 19; classes to resume from Nov 20) the Hueiyen Lanpao*, 15 November 2009.
- <sup>33</sup> *Hueiyen News Service, ATSUM urges for end to class boycott stir, The Hueiyen Lanpao*, Imphal, September 19, 2009,
- <sup>34</sup> *Hueiyen News Service ATSUM, DESAM oppose class boycott, Public meeting called on October 21 to discuss class boycott issue, Hueiyen Lanpao*, Imphal, 22 October 2009, also available at: <http://e-pao.net/GP.asp?src=16..171009.oct09>
- <sup>35</sup> In such a pandemonium all the stakeholders feel insecure and are in favour of a strong action to eliminate all disturbances on academic atmosphere.

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- <sup>36</sup> D.S. Sharma, God help Manipur from bandh, blockade & general strike, (Online) available at: [http://www.e-pao.net/epSubPageExtractor.asp?src=news\\_section.opinions.Politics\\_and\\_Governance.God\\_help\\_Manipur\\_from\\_bandh](http://www.e-pao.net/epSubPageExtractor.asp?src=news_section.opinions.Politics_and_Governance.God_help_Manipur_from_bandh), accessed on 27 May 2013

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