

## An Analysis of the Transformation of Higher Education in Manipur from 1980 to 2001

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### ABSTRACT

Higher education is important to Manipur because it provides a diversified pool of people with the knowledge and skills to advance socioeconomically. Furthermore, it promotes cultural awareness and revives social values. Higher education also fosters interethnic harmony and creates a knowledge-based society. As the global economy evolves, Manipur must provide its people with additional educational opportunities to grow and flourish. Students enter, leave, and re-enter the education system. Students with different socioeconomic and educational backgrounds enroll in different schools, introducing a variety of learning demands into each classroom. Manipur University has contributed to higher education in the region. All colleges are connected. This study examines numerous parameters to evaluate higher education expansion in Manipur. The book covers the development of many institutions and organizations over decades.

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### Growth of Colleges and University in Manipur

The building of Dhanamanjuri College in Imphal satisfied Manipur's long-held higher education dream. On August 6, 1946, this college was founded. The college is named after Princess Dhanamanjuri Devi, daughter of Manipur's king Sir Churachand Maharaj. The donor gave Rs.10,000 entirely for the college's start. First college of its kind in our state. The college develops due to the Governing Body's authentic impact. The initiative engaged Manipur youth learners. The college was affiliated with Calcutta University till Intermediate. Gauhati University became the college's affiliate in 1948. Gauhati University graduated its first arts students in 1950. Imphal's Jawaharlal Nehru University Centre of Post-Graduate Studies opened in 1972. After changing its name to Manipur University, the college's affiliation was transferred again in 1980.

D.M. College's foundation was a milestone in Manipur's higher education history. The rapid development of its progress system was a good sign for higher education in the state. The school improved and became a residential college. It quickly moved toward the universally accepted college

standard. After government-led renovations, D.M. College will be Manipur's finest government Science and Arts college with a wide range of facilities. Academic buildings, teacher apartments, student dormitories, a playground, gymnasium hall, indoor stadium, library, athletic and common room, and social organizations are all part of a residential college. This institution started out ahead of its competitors. The D.M. College emulated college life and academics. The college has a common auditorium for student performances and cultural events. Furthermore, students participate in seminars, symposia, quizzes, debates, and constitutional annual magazine paper publication.

The college's students' union organizes co-curricular activities under faculty supervision. The college management, staff, and student unions organize subject clubs, debating organizations, and theatrical groups. Other institutions have outdoor and indoor game facilities. Other than D.M. College, the colleges were privately sponsored, both aided and unaided. Locals erected Imphal College (1952-53), Manipur College (1958), Oriental College, and Modern College (1963). These colleges were founded to meet the state's growing higher education needs. The opening of these colleges helped develop higher education in Manipur.

The D.M. College was the state's only school until 1951-52. At Imphal College, the first private intermediate college, Shri Laishram Achou Singh was Principal in 1952-1953. The school offered evening classes. The working class benefited from the 1953-54 conversion of D.M. College, Manipur's only government college, into a day college. Manipur College began modestly in 1958. These educational institutions had considerable land for expansion but inadequate architectural infrastructure. Private organizations in Manipur helped develop higher education throughout the Second Five Year Plan. In 1963-1964, several projects were launched to build new educational institutions, including the Oriental and Modern Colleges in Imphal. Two other schools were founded in Thoubal and Moirang at the same time. The first hill region arts college was founded in Churachandpur, Manipur South District, in 1964-65.

The only college offering Arts and Science is D.M. College. The college recently added B.T., B.Com., and post-graduate extension programs. The B.T. program began in 1959, followed by post-graduate classes in 1962. Imphal College, Manipur College, and Oriental College offer arts and science undergraduate programs. These institutions are assisted colleges since they got ad hoc support. Modern College, Moirang College, Thoubal College, Seilmat Christian College, and Churachandpur were unaided hill district colleges. The state's first women's college opened in 1965-66. Shri Hidangmayum

Dwejamani Deva Sharma donated Rs. 1 lakh in memory of his mother, Smt. Ghanapriya Devi. Ghanapriya Women's College was named after Smt. Ghanapriya Devi and approved by the Manipur government. Nambol Sanoi College and Maharaja Bodhachandra College were founded as private schools in 1966 and 1969, respectively. Between 1960 and 1970, the number of colleges increased to 12. This statistic excludes the D.M. College and G.P. Women's College, two government-affiliated institutions. According to the Planning Commission, 41,936 Manipur residents were 16–20 years old. This age group has 15.62% higher education, according to the source.<sup>1</sup>

A community donation of Rs. 80,000/- helped develop the Kha-Manipur College in Kakching in 1966-67. A new hostel at Sheimlet College in Churachandpur was completed recently. This facility can house 60 hostellers and offers boarding, lodging, and a common room. College funding came from the University Grants Commission. The same year, Thoubal College began construction and added 10 P.U. Arts and 8 B.A. disciplines. Imphal College, Modern College, and Manipur College received "Recurring grant-in-aid" funding in 1969–70, while the other four colleges received ad-hoc grants. Sheimlet College merged with Churachandpur College, which was created, this year. G.P. Women's College offered English, Education, and Political Science honours in 1970-71. The college added a scientific track to Pre-University classes. Nine privately held colleges received a 90% deficit grant, while two received a non-recurring grant. Science colleges received a stipend for scientific equipment.

Thus, by 1970-71, the state had 12 colleges, one in the hills and the rest in the valley. Due to its dense population and several towns, including the state capital, the valley has many colleges. The rise of educational institutions in Manipur indicates the growing need for advanced learning. Maharaja Bodhachandra, Y.K., and N.G. Colleges received a non-recurring award of Rs.20,000/- this year. Moirang, Thoubal, and Churachandpur Colleges received pre-university class funding this year. Educational excursions were funded by Rs. 25,000/- for 11 aided and 3 unaided colleges. The U.G.C. and Central Government gave Rs. 10,000/- and Rs. 20,500/- to improve library resources in 3 government institutions and 9 aided colleges, respectively. D.M. College of Arts and Commerce split from Science in 1975. Manipur has 19 colleges in 1976-77. In 1980-81, the state had 24 colleges.<sup>2</sup>

College students make up 1:180 of Manipur's population, compared to 1:300 in Assam and 1:350 throughout India. Thus, Manipur has a higher literacy rate than Assam and the nation. Limited job

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<sup>1</sup> Th. Mangoljao Singh, *Western Education in Manipur*, Vol.III (1986), p.43.

<sup>2</sup> *Statistical Handbook of Manipur*, 1992, Directorate of Economics and Statistics, Government of Manipur, Imphal, 1983, p.30.

prospects have led to a rise in high school enrollment and college enrollment. This presents issues for established colleges in admissions and education, as there are no pre-established mechanisms to manage the influx. In 1946-47, D.M. College enrolled 68 students. The student population grew to almost 3,000 by 1975. The college needed to expand by creating Arts and Commerce departments due to its rapid expansion. Thus, D.M. College of Arts and Commerce and D.M. College of Science were founded on a shared site.

Private colleges like Imphal College, Manipur College, and Oriental College have had similar enrollment issues in arts and science. Voluntary organizations helped found the second women's college. The establishment occurred in 1969-70. Between 1969-70 and 1980-81, voluntary organizations established at least one private college in the state year. Most institutions are in valleys. Tamenglong has no private colleges.

Despite existing constraints, hill region institutions must be prioritized. Once, most institutions were owned by state-sponsored voluntary organizations. Recently, the government has taken over most of these institutions. Previously, all Manipur colleges were connected with Gauhati University. They're all involved with Manipur University. Most of these schools teach and test in English. Few schools offer Honours programs in certain subjects. Most colleges offer Honours courses. Exams at the end of the term are used for evaluation. All schools administer preliminary assessments before final exams. Current preliminary testing before final examination system implementation is faster than before. Despite the rise of government and private schools, D.M. schools remain the state's top schools. The D.M. College in Imphal is the state's largest college, offering 26 undergraduate courses, according to the N.C.E.R.T. Survey Report. That school offers various honors programs. G.P. Women's College and Ideal Girls' College in Imphal are government-affiliated women's colleges. Most colleges are co-educational. In 1987, Manipur University eliminated +2 (Pre-University) programmes, which were afterwards incorporated into 10+2. Thus, 13 government colleges discontinued +2 courses that year. Few colleges provide +2 courses. An unexpected increase in students passing the Board of Secondary Education's H.S.L.C. Examination in 1991 put strain on existing Higher Secondary Schools' capacity to accommodate the overwhelming demand for Class XI admission. Government colleges in rural and hilly areas, which had abandoned +2 programmes, had to handle a large influx of Class XI applicants. Thus, higher education in Manipur would prioritize consolidation to improve quality and meet societal needs.

## Contextual Information on Manipur University

Manipur University was founded after considerable educational advances after World War II. Manipur's higher education institutes grew in the mid-20th century. The first Manipur college opened in 1946. Gauhati University later established other general education undergraduate colleges. During that time, Manipur graduates usually studied abroad. Many requests for a Manipur university have been made since 1959. In its 1964 report, the Wadia Committee suggested that the North Eastern Hill University be located in Imphal and founded on D.M. College, the region's largest and most established college. The Manipur government established a post-graduate center in D.M. College. This result disappointed state residents. The UGC has received a proposal from Manipur to build a post-graduate university centre in Imphal. This center would extend Gauhati University, to which all Manipur colleges are attached. The University Grants Commission appointed Prof. M.V. Mathur, Director of the Asian Institute of Educational Planning and Administration in New Delhi, to chair a seven-member group. This committee investigated the situation. The Committee visited Imphal in April 1968 to assess university building needs. The Committee noted the significant growth of higher education in the state over the past twenty years and believed that a systematic development of higher education facilities in accordance with local needs would benefit the region and the nation.”<sup>3</sup>

A complete review of Manipur's resources suggests strategically improving D.M. College's departments. This idea seeks to provide high-quality post-graduate education by hiring part-time qualified instructors from other private universities. They also suggested a temporary university center. Manipur inhabitants and the state government advocated for a comprehensive university. The Jawaharlal Nehru University in New Delhi agreed to open a post-graduate studies center in Imphal to meet the need. In 1971, Jawaharlal Nehru University built the Centre of Post-Graduate Studies at Imphal at the request of the Indian government.<sup>4</sup>

The Jawaharlal Nehru University Centre was a major step toward creating a university in Manipur. The JNU Center was founded to provide advanced learning resources and lay the groundwork for a Manipur university. This Center established in 1971 in the D.M. College Youth Hostel. The Center was run by Kolkata's Jadavpur University professor Asim Kumar Dutta. The Center began post-graduate programs on September 24, 1972. The school was shifted to Canchipur Basic Training

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<sup>3</sup> Mathur Committee Report (1969).

<sup>4</sup> University Grants Commission, Letter No. F.5-27/74 (P.59), 16<sup>th</sup> December 1975, addressed to the Registrar, J.N. University, New Delhi.

Institute of Education. The Manipur government has set aside 317.31 acres for a post-graduate center. It located at the foot of Langthabal hill. The college sits on the western side of National Highway 39 in southern Imphal City. The Centre took over D.M. College's English, History, Mathematics, and Economics post-graduate departments. The institution offers Political Science, Manipuri Language and Literature, and Applied Biology M.A.s. At the Centre's establishment, 7 Divisions employed 37 educators. Few teachers were appointed through the approved process; the others were deputed or part-time. There were 37 instructors: 13 on deputation, 8 contractual, 4 part-time, and 10 regular. The first M.A., M.Sc. students in Mathematics, Economics, Political Science, Manipuri, and Applied Biology graduated in 1974. The Post-graduate Centre has eight departments at the end of the 5th Five Year Plan: Physics, Chemistry, Mathematics, Life Sciences (previously Applied Biology), Economics, Political Science, History, English, Manipuri, and Hindi. Schools contain many departments. English, Hindi, and Manipuri are taught at Language School. The Social Sciences School provides Economics, History, and Politics. Lastly, the School of Sciences offers Mathematics, Chemistry, Physics, and Life Sciences. The last eight divisions fit at BTI. But the Physics and Chemistry Divisions still have their own blocks. Language laboratory block construction is complete, and libraries are added. Other teacher quarters were built throughout the Plan. Boys' dormitory development began throughout the Plan and ended early in the 6th Plan. University Grants Commission authorized 75 5th Plan faculty seats. Professor Asim Kumar Dutta in 1971-72, Dr. D. Shrinivasachari in 1973, Professor C.N. Chakravati in 1973-74, Dr. H.L. Sarkar from November 1974, and former Indian Administrative Service officer Mr. H. Ranbir Singh directed the P.G. Centre.

The Gauhati University had trouble administering exams in 1980-81 due to demonstrations. Urgency prompted the Manipur government to establish an independent university. This was done to protect the academic progress of many undergraduate students in Manipur, who were stuck due to their affiliation with Gauhati University, which included all colleges and technical schools. The Manipur State Legislative Assembly passed a bill to create Manipur University. This produced the Manipur University Act, 1980 (Act No. 8 of 1980). The Act was passed on June 5, 1980, and Manipur University celebrates its Foundation Day. The foundation of Manipur University has addressed the people's educational and research demands, meeting their long-held hopes. Shri H. Ranbir Singh (IAS Retd.), Director of the P.G. Centre in Canchipur, became Acting Vice-Chancellor of the newly constituted University. He became Vice-Chancellor on June 20, 1980, in addition to his P.G. Centre Director duties. According to the Manipur University Act, many ordinances and regulations were passed to

affiliate all existing institutions, including professional ones, and monitor academic program exams. Professor T. Rathor became the University's first vice-chancellor on December 1, 1980. Manipur University took over the Jawaharlal Nehru Centre of Postgraduate Studies on April 1, 1981. On that day, the Manipur University Act of 1980's post-graduate education and research requirements took effect.<sup>5</sup>

Upon the transition to the Jawaharlal Nehru University, Centre of Post-graduate Studies, various resources such as buildings, equipment, chemicals, vehicles, furniture, and other assets valued at approximately Rs.75 lakh were transferred and thereafter became the property of Manipur University. A total of 69 teaching staff members and 77 non-teaching staff members were transferred to Manipur University. The all of the assets belonging to the Jawaharlal Nehru University Centre were transferred to the recently created Manipur University.

The university's post-graduate classes had nearly twice as many students as the Jawaharlal Nehru University Centre of Post-graduate Classes. The University has increased seats to serve the state's population and respond to the Jawaharlal Nehru University Centre's decision to discontinue the semester system. Student selection has been based on admission test and degree exam performance. The 1980-81-founded Manipur University, financed by the University Grants Commission, ICAR, and CSIR, has attracted many research professionals from diverse fields. The State Government funds many junior research fellowships across departments to support research. The founding of a university in Manipur symbolizes a new era in higher education. A university in Imphal was finally established, fulfilling a communal dream.

### **College Teaching Population from 1947 to 2001:**

Seven male college lecturers taught in 1946–47. Female professors were few in colleges in 1955-1956, whereas 39 male lecturers were employed. Between 1946 and 1960-61, college teacher recruitment increased. However, teacher employment increased in 1965-66. There were 274 teachers in that year, including 14 female teachers. Between 1965-66 and 1985-86, male and female educator recruitment and hiring increased. The number of girls was only 25% of the male equivalent. However, college professors dropped from 1229 in 1985-86 to 1088 in 1990-91, a negative growth rate of 11.88 percent. The number of college lecturers increased by 2.5 times in 1995-1996. Most of these academics were women—85.40 percent (976). The start of women's education was delayed, slowing development

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<sup>5</sup> Manipur University Annual Report (1980-81), pp. 6-7.

Women in Manipur did not dominate higher education until the 1960s. In 1951, 1971, 1981, and 1991, there were 7, 243, 2385, 7712, and 16,597 female students. Additionally, 4 female teachers were employed in 1961, 35 in 1971, 234 in 1981, and 339 in 1991. Girls' schooling is clearly inadequate. Before 1956, Manipur colleges had no female teachers. Over the past five decades, female teachers and students have been disproportionately underrepresented. Thus, to boost female college enrolment, we must continue to promote their participation. The administration has maintained the teacher-student ratio despite a large enrolment increase. Colleges had 36 students per instructor in 1990-91, two times more than Indian institutions' 1:17 ratio. Currently, 15.70% of all institutions employ part-time teachers, with a 1:5 ratio in 2002-2003.

Valley districts have a high concentration of colleges. About 78% of the State's colleges were in Jiribam, Thoubal, and Bishnupur's Imphal West and East valley districts in 1996-97. The Imphal West district has 24 colleges, including junior colleges, out of 69. This district has nearly one-third of the colleges. Imphal East, which includes Jiribam, has 13 institutions, including a junior college. It ranks second in college distribution, with over one-sixth of the total. Senapati, Churachandpur, and Chandel have more colleges, 6 (8.70%), 5 (7.25%), and 3 (4.35%). The steep districts of Ukhrul and Tamenglong have only one college.

The College Development Council assumes a significant role in overseeing the execution of the National Education Policy within higher educational institutions. The process of separating pre-university classes from degree colleges has already been initiated. As a result, the D.M. College of Science has introduced postgraduate courses in many topics since the academic year 1995-96. The academic disciplines of Life Sciences, Mathematics, and Anthropology.

The University Grants Commission (UGC) has requested ideas from colleges under Section 2(1) of the UGC Act to include vocational disciplines to undergraduate programmes. The University invites suitable colleges to propose. Since 1996-97, 17 colleges have offered vocational studies in numerous trades, resulting in this result. In 2002–2003, the State Government approved vocational programs in 20 government institutions, 5 government-aided colleges, and 4 private colleges. These vocational



programs were funded by the University Grants Commission (UGC) during the Ninth Five-Year Plan. Manipur University offers non-credit vocational education degree courses.<sup>6</sup>

The table presented below displays the comprehensive count of colleges and universities included in the dataset obtained by the researcher. The data encompasses institutions falling under the categories of Government, Government Aided, and Private Colleges in the region of Manipur.

**Table No.1**

Sl.No.	Colleges/University	No.
1.	Central University	1
2.	Affiliated Government colleges	25
3.	Affiliated Government aided colleges	7
4.	Affiliated Private colleges	26
Grand Total:		59

The following table indicates District-wise distribution of colleges including professional institutions of Governments, Aided and Private colleges:

**Table No. 2**

Sl.No.	Districts	Affiliated colleges	Total
1.	Imphal East	15	15
2.	Imphal West	22	22
3.	Thoubal	09	09
4.	Bishnupur	08	08
5.	Churachandpur	07	07
6.	Senapati	06	06
7.	Chandel	03	03
8.	Tamenglong	01	01
9.	Ukhrul	01	01
Total :			72

<sup>6</sup> College Statistics, College Development Council, Manipur University, 1992-93 & 1995-96.

Source: Consolidation form for numerical data of colleges and university in Manipur, College Development Council, Government of Manipur.

The following table shows the number of distribution of colleges region-wise urban, rural and hills area.

**Table No.3**

Sl.No.	Region	Category	No. of colleges
1.	Valley	Urban	15
2.	"	Rural	38
3.	Hills		19
		Total	72

The subsequent table presents the distribution of colleges in Manipur according to districts. The presented table displays data pertaining to the aggregate count of educational institutions, encompassing professional establishments, as well as the population-to-college ratio within specific regions.

**Table No. 4**

District	Area Sq.km.	Population 2001	Govt College	Aided College	Private College	Total No. of College	Population per College	Area per College Sq.m.
<b>(a) Valley</b>								
1. Imphal East		393780	4	4	7	15	28127	35
2. Imphal West	1228	439532	14	2	6	22	20930	35
3. Thoubal	514	366341	4	1	4	9	40709	57
4. Bishnupur	496	205907	3	1	4	8	22878	55
Valley Total	2238	1405560	25	8	21	54	26520	42
<b>(b) Hills</b>								
1.Churachandpur	4570	228707	2	X	5	7	32672	653
2. Senapati	3271	379214	2	X	4	6	63202	545
3. Chandel	3313	122714	1	X	2	3	40904	1104
4. Ukhrul	4544	140946	1	X	X	1	140946	4544
5.Tamenglong	4391	111493	1	X	X	1	111493	4391

Hill Total	20089	983074	7	X	11	18	54615	1116
State Total	22327	2388634	32	8	32	72	33643	314

Source: Consolidation from numerical data of college of Manipur for the year 2002-2003, College Development Council, Manipur University.

The presented table provides information regarding the count of colleges that have been acknowledged under Section 2(f) and 12(b) of the UGC Act, 1956 in the state of Manipur, specifically within the jurisdiction of Manipur University. In our State, there exists a total of 41 colleges that have been granted recognition under Section 2(f) and 12(b) of the relevant legislation.

**Table No. 5**

Sl.No.	District	Under Section 2(f)	Under Section 2(f) and 12(b)
1.	Imphal West	01	13
2.	Imphal East	-	06
3.	Thoubal	-	07
4.	Bishnupur	-	07
5.	Churachandpur	-	02
6.	Senapati	-	02
7.	Chandel	-	02
8.	Ukhrul	-	01
9.	Tamenglong	-	01
Total		01	41

Source: “Consolidation form for numerical data of colleges recognized in Manipur for the year 2002-2003”. Manipur University, Canchipur, Imphal

### Teachers in different institution in Manipur

The presented table illustrates the count of educators employed at the university and government colleges, with the exclusion of private colleges, in the region of Manipur over the period spanning from 1980 to 2001.

**Table No. 6**

Year	University		College for general education	
	M	F	M	F
1980-81	-	-	881	234
1984-85	117	9	888	338
1989-90	141	14	761	322
1990-91	135	13	765	260
1991-92	140	15	832	278
1991-93	141	19	832	278
1993-94	167	22	1,483	760
1994-95	164	30	1,499	760
1995-96	164	32	1,639	902
1996-97	160	31	1,686	1,009
1997-98	188	36	1,811	1,087
1998-99	158	31	1,811	1,087
1999-2000	156	30	1,763	1,087
2000-2001	159	30	765	502

Source: *Ibid.*, 1980-2001.

Table 7 presents the categorization of colleges in Manipur based on their year of foundation. According to the data presented in the table, it can be observed that there was a total of eight colleges in existence prior to the year 1960. The table reveals that during the years 1960 and 2003, there were a total of 72 colleges.

**Table No. 7**

Sl.No.	Category	No. of Colleges
1.	1960 and before	8
2.	1996 – 1970	13
3.	1971 – 1980	14
4.	1981 – 1990	25
5.	1991 – 2000	10
6.	2001 – 2003	02

Total:	72
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Table 8 presents data on the teaching staff's capacity in government, aided, affiliated private institutions, and authorised private colleges connected with Manipur University for the years 2002 and 2003.

**Table No. 8**

Sl.No.	Colleges	Regular	Part-time	Total
1.	Government colleges	1392	523	1915
2.	Government Aided Colleges	595	15	610
3.	Affiliated Private Colleges	1028	45	1073
4.	Permitted Private Colleges	189	14	203
5.	Grand total	3204	597	3801

### Conclusion:

The development of higher education in Manipur is still ongoing. The institution faces several pedagogical challenges at both the undergraduate and postgraduate levels. In the past, the undergraduate colleges in Manipur were connected with Gauhati University. The former Postgraduate Centre of Jawaharlal Nehru University has been consolidated into Manipur University. The primary aim is to uphold a superior level of tertiary education at both the bachelor's and master's levels, while concurrently attaining a balanced alignment between domestic and global standards. The development of newly acquired government colleges and universities necessitates the installation of physical infrastructure, including buildings, libraries, laboratories, dormitories, staff quarters, and other necessary amenities. The matter of choosing a suitable medium of teaching comes as a result of the insufficient progress in the development of regional languages at present.

One notable concern that emerges pertains to the matter of inefficiency, particularly in the context of pervasive underutilization and joblessness among highly qualified individuals. The matter under consideration concerns the implementation of a student support scheme. The matter of aiding research attempts within the framework of specific contextual circumstances. The present problem concerns the arrangement of diverse types of professional training, alongside other associated concerns.

The matter under consideration pertains to the difficulty of selecting individuals who possess the requisite qualifications and substantial experience. The matter concerning financial affairs. Universities and colleges encounter substantial financial challenges as a result of the various expensive resources they necessitate, yet their sources of income remain relatively constrained. The total cash collected from student fees and contributions is insufficient to cover more than half of the expenses incurred by both private and government-aided colleges.

To ensure the establishment and preservation of its reputation, Manipur University must consistently maintain a high standard of academic rigor from its beginning. Ensuring the adherence to this standard is of utmost importance throughout both undergraduate and postgraduate levels. The admission procedure ought to be constrained and diversified over a range of courses, while also accounting for the human resource needs of the State. There exists a necessity to implement diverse professional courses that are customised to address the special needs of the local population. Furthermore, it is imperative to mitigate the perpetuation of conventional educational programmes that exacerbate the issue of joblessness. The provision of sufficient infrastructure, encompassing various facilities such as buildings, staff quarters, libraries, laboratories, workshops, dormitories, playgrounds, and gymnasias, is necessary for both affiliated schools and the University. The process of transitioning from English to a regional language should be executed in a gradual and carefully planned manner to safeguard the integrity of higher education. The problem of wastage in many manifestations can be efficiently mitigated by the implementation of a discerning admissions procedure grounded in merit and the equitable distribution of students throughout a broad range of professional disciplines that correspond with their aptitudes and individual inclinations.

The facilitation of research can be enhanced by aligning it with the abilities and interests of persons in regard to specific situations. It is advisable to introduce a comprehensive array of professional courses in the domains of agriculture, forestry, indigenous system medicine, oil technology, communication technology, and space physics. In order to enhance the societal welfare, it is imperative that universities or institutions of higher education do not operate in isolation, but rather actively engage in contributing to the benefit of the community.

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