

Editorial

Tuesday, June 18, 2019

Remembering the great Uprising

The state observed the Great June Uprising and Unity Day, and the massive turnout at Kekrupat attending the memorial service and paying floral tributes by people from different walks of life from various communities reinforced the fact that the people of Manipur, with its diverse inhabitants and cultural mix, still believes in the spirit of unity, and despite setbacks and disappointments, are ready to go to lengths to preserve and protect its unique identity as portrayed by the variety of cultures, traditions, customs and beliefs.

Everybody knows the genesis of the historic uprising. 18 years has been passed and still the concept of Nagalim/ Greater Nagaland, Kukiland, Mizoland, Meetei/Meiteland still is a tool disrespecting the martyrs who had sacrificed their lives for Mother Manipur. While the rest of the world is coming to the realization that much more can be achieved with greater ease and efficiency with the integration and cooperation of different countries and their particular expertise and resources especially, but not limited to the fields of science and technology and even security and administration, the situation back home presents a diametrically opposite approach to the future.

While the demand itself is a serious threat to the future of the state as it exists at present in terms of its physical features, a far more treacherous and sinister outcome will be the mutual bitterness and suspicious attitudes of the communities that will eventually develop which will be almost impossible to get rid of. While the grievances and the concerns of the people in these parts of the state against the administration may very well be genuine, there is no denying the fact that the demand for a separate statehood entails a complex and insidious work of a few politically motivated and self-seeking individuals in the garb of righteous leaders and philanthropists. The question everyone in the state, especially those thousands rallying behind the leaders needs to ask, rather ponder over is: will the granting of a separate state be the ultimate solution to all their grievances and woes? Is there any certainty or assurance that there will not be further outcry or agitation for further demarcation or separation by the numerous sub-groups? Has it been established that the elected representatives of the various communities and regions of the state have tried their level best to address these complaints and fell short by way of the state government failing to cooperate or provide the required resources despite their due shares being in the possession of the government? Are the demands for these numerous separate states or administrative units even plausible?

The intrinsic protective feeling is certainly not something unique to the people of this state. It is rather the universal feeling and one that has caused many a great epic battles and induced acts of heroism and sacrifices. The threat to one's own space and liberty, whether personal or social, has always evoked reactions ranging from the passively defensive to the more aggressive and violent.

The spontaneous reaction of the collective society on that eventful day in 2001 which saw the unrestrained outpouring of the frustrations of the Manipuris is no different. It would be prudent for us all to ponder over the issue without preconceived notions or personal feelings, and to try and understand the facts as they are. The aspirations of the different communities to better their own kinds is understandable, but if and when that aspiration starts to infringe on the right and liberty of another community or the rest of the communities as the case may be, then differences and suspicions are bound to develop amongst the communities.

There is also the bigger threat of the political system feeding on the concerns of these different groups to its advantage, and what was at first a credible issue, even if only from the point of view of a particular community without delving further into the legality or the practical aspect and its impact on the entire social setup, such genuine concerns almost always gets tainted with political overtures, making the whole process a farce and drama, played out to the interest of the very few who are orchestrating such social disruptions. Ultimately, the issue gets sidelined, or more seriously, gets diverted, eventually betraying the hopes and support of the very people who are made to suffer the consequences.

The final step - resorting to brute force and irrational violence to subdue and suffocate the rational curiosity and dissenting voice of the society. The only way out of such undesirable situations, and indeed the most effective means of preventing the very fomentation of such divisive ideas is for the people to put a decisive, just and impartial Government which have the political will and the guts to implement even the most unpopular and drastic measures for the good of the society, state or the country- an impossible expectation?

Lets' make June 18 observance a meaningful one.

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Twin effects of Political and Financial Crisis

By - Dr. Sougajam Priyokumar Meitei

On the present issue of Manipur, following the removal of key portfolios from two cabinets, people are frequently asking whether it is merely a family matter, temporary hiccup or a temporary suicide? The two ministers have been charged in an order stating that a huge amounts were withdrawn while model code of conducts were in force. Counter charges were also come out through media. Now, the question is, in this serious dilemma, how the financial crisis incurring an overdraft of 274 crores is related to intra-ruling-parties revolts. As an immediate effect, RBI has banned the state from all kinds of transaction since the state has crossed the limits of ways and means advancement. This is not a temporary hiccup because it may

affect in disbursing the state employees payment regularly. Meanwhile, it may be recalled that state is not yet able to implement seventh pay scale, in spite of that, owing to the current financial condition, state employees are now in a very critical point. Financial problem is now coupled with political shakes. Tensions are now on raise among state cabinet holders. On a report released from the government officials, it is considered as merely differences in opinion, almost about to settle in few days and there is no resolution of changing leader. However, people are not yet clear and asking a series of questions - why charges and counter charges in high level platforms, was there not any preventive mechanism for this

chronic illness of overdraft, was that actually happened the withdrawal of huge amounts during model code of conducts, whether the three member committee led by Principal Secy. V Vumlanmang will be able to find out the actual story. Experts feel that it should be investigated in accordance with the commission of enquiry act, 1952, led by a ret. judge. Therefore, public are not expecting any concrete outcomes from the presently formed three member committee led by Principal Secretary, People of Manipur are so unfortunate that we are boarded in the same sinking boat because our leaders think all problems as temporary and closes the chapter by temporary solutions. It is often questionable whether the functions of state accounts finance dept, officials are completely paralyzed

and failed. Now, the issue is not simply differences in opinion, it is as magnified as a big crisis indulging to central leaders. Some experts felt, is it because of power mongers or Mafias, some sort of organised group who directly involve in brokering and enforcing illegal transaction. Something like as, no matter the problem is or having a black sheep in a family, all members get embarrassed and suffers, but parents or guardian should be responsible. Similarly government is responsible to detect it, to resolve it. Opinion may differ among family members, but the leaders should be in a position to settle it with amicable solutions before it turns into a big devastating turmoil.

MIND MAPPING

By :- Md. Nasir Khan

Learning is an ultimate need a human being and formal education plays the major role in the process though we agreed learning is happening around in all walks of life. Right from our mother's womb learning is taking place. "If you put your hand over your mouth and speak, that's very similar to the situation the fetus is in," says cognitive neuroscientist Eino Partanen of the University of Helsinki. "You can hear the rhythm of speech, rhythm of music, and so on."

Our misperception is learning happens right from the day a child attends school. Learning begins right from the mother's womb and began practical learning right from the moment a child is born; that's how a child began to cry. When a baby enters the real world, it faces a change in environment. The womb is a warm, silent and comfortable place for the baby whereas the outside world is cold and strange for the baby. This is a major reason behind the newborn's cry. Furthermore, when the baby lives in a womb, it didn't need to use its own lungs to breathe, now in the outside world, the baby has to breathe on its own. This process is difficult for the baby, that's why it cries. Actually, crying is good for the baby as due to crying the lungs get activated. Due to crying the amniotic fluid in lungs is removed.

Many philosophers and educationist have introduced some best form of learning procedures however there are many unnatural and unscientific forms of learning process going on in our classrooms. Let us look at how we practically introduced Ais for apple to our child. In maximum of the English medium schools A is for apple is the most common, popular and undeniable introduction of learning worldwide just after completion of alphabets. Here lies an error. Why should we begin a child's learning with an instructional thinking process? A child's mind is an open space, unlimited and unimaginable; they can think in whatever way they wish to. Instructional thinking kills creativity. Freedom to think freely and independently empowers their mental ability and thereby enabled them to multiply their neurons connectivity and activate both chambers of the brain. How much we try some way or the other way we commit the same mistake of limiting our child to think.

Limiting the Unlimited Thinking Power

Aahl is a small boy of age 3 two years ago and her mother is Shabnam. They lived in a small village. He attends a local school in playground and began learning alphabets and numbers. After learning few sounds of letters he

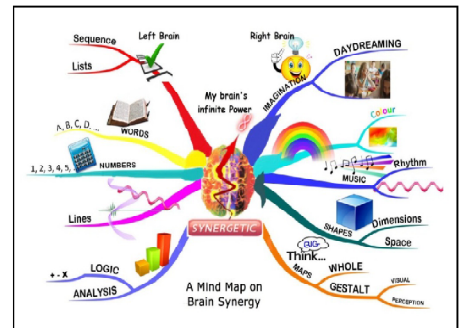
began his imagination of forming words. He would play shouting A for apa, ama ...and so on ... The mother cried A is for apple not apa! Master Aahl would scribbles on the wall exploring his imagination with charcoal, crayons and pencil. Happy and satisfied with his work he would call his mother, "Mama mama look what I have drawn...his mom was furious seeing the newly painted wall dirty and would say".... Aahl stop scribbling on the wall, you are making it dirty baby."

Shabnam's concern was more on the dirty wall but not on the child's imagination and his cognitive motor skills. Aahl is a healthy and sporting child. He loves to jump down from his bed and so does he. His mother would always stop him from doing so, as she is concern of him getting injury and advised not to jump down. Aahl is inquisitive by nature...he would always have dozens of questions to ask...Mama why is the stars seen only at night? Where does Spiderman live? Why is sunflower yellow? How is Hulk so healthy? When can I meet Shiva (cartoon)...?

Shabnam: Aahl stop asking stupid questions. Read your books one day you should become a doctor. Present day Aahl have stop imagining new ideas, stops asking questions, does not dream anymore to meet Shiva, his favourite cartoon character, and day by day the curiosity in him was dying.

He sometimes tried drawing a flower in his notebook and on the wall, tried asking questions to his mom however he stops his hands nor does words comes out from his mouth with a fear that his mother will feel bad. He stops looking up in the sky nor did he questions where Spiderman lives. A creative boy Aahl was; with a freedom to think on its own without limitations. He is now an idle boy who thinks many times before he develops his independent thinking. He has no choice but to follow the instructions, the instructions of his mother and that of his teacher. When asked what would he be when grown up, he looked at his mom and unwillingly replied; My mom says I should be a good doctor.

Let us look at the character Aahl in the short story above; his thinking was independent, imaginative and full of energy. He has the life in his own world; today he is waiting for instructions to come, instructions from his mother, teacher or any



elders. There was in him, rhythm, imagination, daydreaming, colours as well as spatial awareness which are all characters of the right hemisphere of the brain linked with creativity. Yes it's true that Shiva, his cartoon character doesn't exist, nor does the Spiderman and the Hulk. There is better way to let him understand the facts, not by shutting his mouth. As he grow up he would discover his potential and prove to be one, successful and promising but now he would stop the quest and may probably end up a doctor. Is this the right education we look for? This way there are millions of students who were less creative, less intelligent by the time they began the formal education. Is there a way out to bring back them to their original life, original thinking, original creativity, original independent thinking?

.....YES!
.....HOW?

A child named Anthony Peter "Tony" Buzan (ĒbuDzYn/), popularly known as Tony Buzan later, was born on June 2, 1942 in Palmers Green, Enfield, Middlesex, London, England. As he grew up and attends university the volume of academic work has increased and his brain is starting to buckle under the strain of all the thinking, creativity, memory, problem-solving, analysis and writing required. Like other fellow friends, he began to experience not only diminishing returns but accelerating non-returns. The more he took notes and studied, the worse paradoxically, he seemed to do! In his second year at university, Tony Buzan strode purposefully into the library, and asked the librarian where he could find a book on his brain and how to use it. She (the librarian) immediately directed him to the medical section of the library! When he explained that he did not wish to operate on his brain, but to use it, he was politely informed that there were no such books. He left the library in astonishment.

Right from the day he left the library young Tony began to study every area of knowledge he felt would help shed light on the basic question he have:

How do I learn how to learn?
What is the nature of my thinking?
What are the best techniques for memorising?
What are the best techniques for creative thinking?
What are the best current techniques for reading?
What are the best current techniques for thinking in general?
Is there a possibility of developing new thinking techniques or one master technique?
As a consequence of these questions Mr. Tony Buzan began to study psychology, the neuro-physiology of the brain, semantics, neuro-linguistics, information theory, memory and mnemonic techniques, perception, creative thinking and the general sciences. He finally realised that the human brain functioned more effectively and efficiently if its various physical aspects and intellectual skills were allowed to work harmoniously with each other, rather than being divided. Little by little an overall architecture began to emerge, and as it did, he began to coach, as a hobby, pupils who have been described as 'learning disabled', 'hopeless', 'dyslexic', 'backward', and 'delinquent'. All these so called 'failures' very rapidly changed into good students, a number of them rising to the top of their respective classes. His findings on importance of the use of colours, symbols, pictures and key words gave him satisfying results. Say for example, combining the two cortical skills of words and colours transformed his note-taking. The simple addition of two colours in his note improved his memory of those notes by more than 100 per cent, and perhaps even more importantly, made him begin to enjoy what he was doing. By early 1970s artificial intelligence had arrived and he managed to own a megabyte computer and then he decided to write a series of books based on his research: *An Encyclopedia of the Brain and Its Use*. He started in 1971 and as he did so an image on the horizon became ever clearer - it was the growing concept of Radiant Thinking and Mind Mapping®.