

Editorial

Wednesday, June 26, 2019

There is no need to confuse in the report about signing of the peace deal between NSCN-IM and GOI

A news item carried yesterday in Imphal Times regarding the signing of the peace agreement between the NSCN-IM and the GOI has received several questions regarding the credibility of the news item. Some question about the source some call it "a fake news" and some even said that nothing such happened.

Well if one recalled, a newspaper based in Guwahati called "Seven Sisters' Post" had published a news story saying that the Government of India may likely conclude the talk by granting a "Supra State" for the NSCN-IM. The report was based on leaked document at which after receiving criticism and opposition to such an agreement the Indian authority had finally denied of any such arrangement.

Later, in 2015 June 15, Imphal Times produce a news story about the NSCN-IM putting up 8 point demand for solution of the Vex Naga Issue. The eight point demand by the NSCN-IM was published in this newspaper on that edition of 2015. As per Imphal Times report the 8 points were the preambles of the frame work agreement. The report too was flatly denied by the then interlocutor of the peace talk RN Ravi while talking to press.

Imphal Times again published news story while NSCN-IM preparing 50 points demands to ink with the GOI plus 18 more points that has to be implemented. All those report are denied later. Interestingly, no proper clarification or refusal of the news report came from the NSCN-IM authority but from the Indian authority.

Everyone knows the there should be some points of agreement if the vex Naga issue is settled and nobody are let know about the content of the agreement. People also now know that the government is working out to conclude the peace talk.

Accord, framework, unique history, interlocutor, sovereignty, contiguous, collective leadership- terms the people of the state, and more of those of other states in the North Eastern part of the country have been trying to make head or tail of for too long.

The so called Naga accord, entered on August 3 of 2015 again after 44 years when, on November 11, 1975, then Nagaland Governor L P Singh signed

what came to be known as the "Shillong Accord" with six representatives of the Naga rebels in the capital of Meghalaya. Any rationally thinking individual would naturally start questioning what four decades of talking and dialogues have done to change the previous state of affairs or 'status quo ante'. It is also incomprehensible, and remains to be seen, as to how the government of India would step outside the constitution of the country to negotiate terms with the NSCN-IM rebels as per their demands. This clearly indicates that the 'collective leadership' of the NSCN-IM had made the representatives of the Indian government, either through coercion or conviction, to recognise 'Nagas' as a separate entity parallel to the 'Indian' entity. It would prove rather unfortunate and myopic, not to mention catastrophic, if the Government of India or its Interlocutor who is by definition a person who takes part in formal discussion of conversation, sometimes as a go-between, decides to wrap up the protracted issue without giving due consideration to the concerns of those whose rights and realms stand to be violated. Further, it would be interesting to sit back and watch how the Indian government would concede to granting 'sovereignty' to one of its subject states. Perhaps it would prove to be a blessing in disguise for other groups waiting and watching in the wings- even if it would lead to the beginning of the disintegration of the erstwhile Indian republic.

Every part and member constituting the present Indian subcontinent has their own peculiar and diverse history. It would be plain narcissistic to claim a particular region or state's history as 'unique' and nothing more- period. It is high time to take a cold hard look into the facts and accept the obvious reality.

The cloud of secrecy engulfing the contents of the peace accord needs to blown away and the details be revealed before things take a nasty and unfortunate turn which will negate all efforts- if any were really made. To prevaricate on the issue will only prolong the suffering and insecurity of the people in the region. It would invariably lead to fomenting distrust and suspicion amongst the different communities coexisting in the region for centuries. It is time for the Government of India to come clean and put an end to the stalling game. It is also time for all of us to come together and make sincere effort to solve our problems instead of delegating it to a third party whose interests and understandings of our way of life is limited.

Or otherwise, media will depend on source which may sometimes denied by the authority.

Yesterday news report was based on the report appeared at certain sections of media houses based in North east India. Some even put down their report, but Imphal Times believes that the govt. of India may have signed the 8 point agreement as Imphal Times source had already revealed that there is no other solution than accepting the proposal of the NSCN-IM if a solution has to be brought.

Letters, Feedback and Suggestions to 'Imphal Times' can be sent to our e-mail : imphaltimes@gmail.com. For advertisement kindly contact: - 0385-2452159 (O). For time being readers can reach the office at Cell Phone No. 9862860745 for any purpose.

Good Teaching for better Learning



By: Sanjenbam Jugeshwor Singh Faculty, NIELIT Imphal.

About 3000BC, with the advent of writing, education became more conscious or self-reflecting with specialized occupation such as scribe and astronomer requiring particular skills and knowledge. Philosophy in ancient Greece led to questions of educational method entering national discourse. In the medieval era, COMENIUS in DOHEMIA wanted all children to learn. In his "The World in Pictures" he created an illustrated textbook of things, children would be familiar with in everyday life and used it to teach children. The Prussian education system was a system of mandatory education dating to the early 19th century. Parts of Prussian education system have served as models for the Education system in a number of other countries including Japan and United states. The Prussian model required classroom management skills to be incorporated into the teaching process. In compulsory education Laws, children are required to attend school at certain age. There is a saying "No Atom Bomb or long range missile is required to destroy a community/society, simply destroying education is enough to do that". So to establish a good & quality system of Education we need a good teaching-learning process. Then what is teaching method to inculcate good education to our children? A teaching method comprises the principles and methods used by teachers to enable students learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learners. For a particular teaching method to be appropriate and efficient, it has to be in relation with the characteristic of the learners and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school, the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and the original thought enhances creativity. The approaches for teaching can be

broadly classified into "Teacher Centered and Student Centered". In Teacher-Centered-Approach to learning, teachers are the main authority figures. Students are viewed as "Empty Vessel", whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information on to their students. In this model, teaching and assessment are viewed as two separate entities. Students learning is measured through objectively scored tests and assessment. In Students-Centered Approach to learning, also teachers are the authority figures. In this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate students learning and overall comprehension of materials. Students learning is measured through both formal and informal forms of assessment, including group projects, students' portfolios and class participation. Teaching and assessment are connected: students learning is continuously measured during teachers' instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization or combinations of these.

Methods of instruction or teaching methods may be; lecturing, demonstration, collaborating (classroom discussion, debriefing and classroom action research). The lecture method is just one of several teaching methods, though in schools it's usually considered the primary one. The lecture method is convenient for the Institution and cost efficient, especially with larger classroom sizes. This is why, lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once. Lecturing lets Professor address the most people at once, in the most general manner while still conveying the information that they feel is most important according to the lesson plan. While the lecture method gives the instructor or teacher chances to expose students to unpublished or readily available material, the students plays a passive role which may hinder learning. While this method facilitates large class communication, the lecturer must make constant and conscious effort to become aware of students problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the

instructor has effective writing and speaking skills.

In fact a teacher should possess a good artistic character also, in addition to know the subject matter well i.e he/she should be well qualified. At the same time a teacher should be able to act like a hero, a good father, a good brother, a good mother, a good leader, a good comedian etc. Sometimes, it is said that "A teacher should be qualified person but all qualified persons cannot be successful teacher". At the same time, he/she should have the aptitude of teaching. If he/she become a teacher just only for salary sake without having teaching aptitude and quality of being a teacher then he/she will become OJA SILLA (teacher who bring a piece of written paper and simply copy on the board, in Manipuri sila silage takpaaja) which will help to collapse the education system instead of building quality education. If I am not mistaken, this is what actually happening in most of the Manipur Government's educational establishments. In case of Private Institutions, most of their students are taking private tuitions and it has become like a culture in Manipur. The question at this moment is; why students need tuition in all the subjects of respective classes? Does it mean that they are not taught properly in their respective schools? If this is the case; what is the need of sending our students in these Schools? If this is the trend, then our children can appear the exams without attending the school because the system seems to indicate that students are not in the helms of proper teaching-learning process in these private schools. Rather they will write better in the examination after taking tuition even they don't attend the school, this is what many people opined.

Demonstrating, which is also called the coaching style or lecture cum demonstration method, is the process of teaching through examples or experiments. The framework mixes the instruction strategies of information imparting and showing how. For example, a science teacher may teach an idea by performing an experiment for students. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstration are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information conveyed through demonstration become personally relatable. Demonstration helps to raise student's interest and reinforced memory retention

because they provide connections between facts and real world application of those facts. Lectures on the other hand are often geared more towards factual presentation than connective learning. One of the advantage of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. This leads to the activation of several of the learners senses creating more opportunities for learning. This method can be effective in teaching Math, Science and Art but it can prove ineffective in a classroom setting that calls for the accommodation of learners' individual need. Collaboration allows students to actively participate in the learning process by talking with each other opinions. Collaboration establishes a personal connection between students and topic of study and it helps students think in a less personally biased way. Group projects and discussion are examples of this teaching method. Teachers may employ collaboration to assess student's abilities to work as a team, leadership skills or presentation abilities. One example of this teaching is classroom discussion. It is also a democratic way of handling a class where each student is given equal opportunity to interact and put forth their views. Debriefing refers to conversational session that revolve around the sharing and examining of information after a specific event has taken place. Depending on the situation, debriefing can serve a variety of purposes. It takes into consideration the experiences and facilitates reflection and feedback. Debriefing may involve feedback to the students or among the students but this is not the intent. Classroom Action Research is a method of finding out what works best in your classroom so that you can improve student learning.

Newer teaching methods may incorporate television, radio, internet, multimedia and other modern device called smart classroom. Some educators believe that the use of technology, while facilitating learning to some degree is not a substitute for educational method that encourage critical thinking and a desire to learn. Inquiry learning is another modern teaching method. A popular teaching method that is being used by a vast majority of teachers in hand on activities. Hands on activities are that require movement, talking and listening, it activates multiple area of the brain. "The more parts of your brain you use, the more likely you are to retain information" say Judy Dodge, author of 25 Quick Formative Assessment for a Differentiated Classroom.

Writer can be reached to: jugeshwor7@gmail.com Or WhatsApp's No: 9612891339.

'Nationalising Losses, Privatising Profits Has Become Govt Policy': BMS President



By: Akhil Kumar

Courtesy The Wire

Saji Narayanan C.K., the national president of the RSS-affiliate trade union Bharatiya Mazdoor Sangh (BMS), talks about disinvestment from public sector undertakings, jobless growth, labour code bills, privatisation and more in an interview with The Wire.

This interview has been lightly edited for clarity.

Excerpts:

Many labour reforms have been planned for the second term of the Narendra Modi government. The other ten central trade unions have released a charter of demands. Does the BMS endorse it?

The demands are almost similar. The government wants to consolidate nearly 44 labour laws in the country, at the central sphere. They want to bring four labour codes. We welcome this, codification and simplification has been a long pending demand of the trade unions. So, it's a welcome thing because we have 50-year-old labour laws in the country.

The consultation process for the labour code on wages has been completed and that has been sent

to the parliament. There are some minor discrepancies to which we objected, still, the labour code on wages and social security are very historic and revolutionary. Through these, the last worker in the country will be benefited by minimum wages and 14 social security benefits.

In spite of some small differences, we agreed to the draft labour code on wages. It should be passed by the parliament at the earliest. We have objections on many provisions of the labour code on social security, so we have asked the government not to pass it.

You have often spoken about jobless growth. It is also amply clear from the NSSO data that there's a problem of unemployment, enough jobs are not being created. There's also confusion about the GDP numbers. Would you still endorse

the Modi government's claims of generating employment?

The government is sincerely trying to create jobs but it doesn't make any difference because their efforts in creating jobs is not a viable way of employment generation. Employment generation should be focussed on labour-intensive sectors. For example, the largest job-generating sector is agriculture and it's in a crisis.

The second one is micro and small industries, it's also in crisis. The textile industry is in a crisis. Similarly, the *beedi* industry, they are also in a crisis. So, all the job-intensive sectors are in crisis right now. Unless and until those job-intensive sectors are rejuvenated or improved, job generation will still be a problem.

(To be Contd)