The People's Chronicle Regd. No. MANENG/2012/45461 Vol VII, Issue 278

04

Anti-drug campaign in smugglers' haven

IKE in the past few years, awareness events in the form of cycle rally or foot march, poster campaign, painting competition and seminar remain the main highlights of observance of the International Day Against Drug Abuse and Illicit Trafficking under different themes – all aimed at drawing maximum attention of both the vulnerable youngsters and the policy makers. The awareness programmes centring on prominent citizens, NGO activists and health officials exhorting the younger lots at educational institutions and public places to stay away from psychotropic drugs and other items that cause health issues indicate that everybody is keen to contribute his/her mite in shielding the future pillars of the society from the drug menace. Every year the observance is marked by public meetings among target groups vulnerable to drug abuse and HIV, seminars on drug abuse and trafficking, workshops to evolve new coordinated strategies for supply reduction and demand reduction by various enforcement agencies and NGOs, display and distribution of banners, posters and pamphlets. By changing the observance theme this year to 'Health for justice, justice for health', the United Nations has rung out the message that addressing the drug problems is inevitable for ensuring healthy upbringing of the youngsters and to involve them in productive activities. The theme calls for effective responses to the global drug problem, make accountable institutions of criminal justice, health and social services towards realisation of sustainable development goals. Though the drug problem is a global health and social issue, the day's observance in Manipur is very significant on account of the tiny border state still having substantial number of injecting drug users.

In fact, regular seizures of heroin, brown sugar and WY tablets and misuse of various prescription drugs such as sedatives and cough syrups containing addictive stimulants are grim reminders about thriving illegal drug trade and presence of unscrupulous elements for whom increasing their bank balance with easy, quick and evil money is a way of life. Seizure of drugs from ordinary citizens and small time traders to politicians and police officers also suggest that drug trafficking and related criminal activities represent one of the most potent threats to the gullible youth, undermines the rule of law and democratic governance. To these people, those who get perished due to drug use are expendable ones and would be easily replaced by others as long as the drug supply chain could be sustained. Being a border state used as one of the routes for pushing in narcotic drugs from or into Myanmar, the fight against illegal drug trade will always be an uphill task in Manipur. If the battle is to be won, policy makers should not only formulate state's own drug policy but translate the same into effective mechanism to check drug smuggling and save the youth from falling prey to drug addiction. Strenuous efforts must be made by all stakeholders involved to win the battle against traffickers for drug trafficking, if allowed to flourish will ultimately lead to decadence of the society, embolden the drug dealers to abet violence and organised crimes, venture into arms and human trafficking, and corrupt law enforcement agencies, not to speak of the policy makers. It needs no reminding that if drug money and corruption becomes synonymous then the fight against drug trafficking can never be won.



olicy makers are constantly making decisions in the present, against the background of a past and in the name of a future. As George W. Wallis (1970) argued, the time of politics is a 'time of transition' in which political players lay the foundations of tomorrow or forgo doing so. The proposed draft National Education Policy, 2019 fits well into Wallis' proposition of India's political decision in shaping what hails as the essence of the idea of Indian civilization and Indian nationalism. The draft has socio-cultural-political implications, especially, for North-East India. Identities—region, religion, language, caste, ethnicity are major issues in the socio-political life of contemporary Indian politics. In the new proposed NEP, there is clear articulation of identity assertion and attempts to create new hierarchies of inequality through ideological hegemony transacted through the medium of school education.

The systematic exclusion of the socio-cultural life and the history of the people of North-East India from national education policies and nationalised school textbooks can be attributed to India's chronopolitics, i.e. the exclusivist political decision Union of India had with North–East India at the time of India's independence. Even after 70 years of India's independence, the socio-cultural traditions and the Mongloid phenotypes of North-East people have not found a place in the acceptable common imaginary racial-cultural mould of Arvan phénotypes. Post-Independent India began the task of constructing nationalised school textbooks to

build a cohesive strong Indian nation. This stands true especially in case of construction of nationalised school history textbooks. The idea of a nation assumes that nationals share a common past, present and future and it's fundamentally cultural, social; and political uniting a community. More importantly, it serves to remake and reinforce the collective personality of the nation in each generation. Identity formation on such shared values is inclusive for the in-group, while simultaneously, has the capacity to shut out groups whose social-cultural values fall outside the reference frame of cultural mould of the in-group. Shutting out of North-East India is particularly felt in the present proosed draft NEP 2019.

Leading theorists of nationalism such as E.Gellner (1983), Anthony Smith (1992) emphasized the role of language and mass education for fostering nationalism as one common language as language is tied to a nation's history in several aspects. French linguist Saussur's (1915) emphasis on more deeply important role of language in identity formation is pertinent in linking the idea of common national language and national ism that all social-cultural meanings are produced within language. The ideological handiwork of the proposed draft NEP of making Hindi as a compulsory language in school education was well understood by sections of Indian population. Without losing time, the leading political parties of Tamil Nadu spearheaded the protest against the proposal of Hindi as compulsory language in the proposed NEP followed by widespread public protest from south India. Alarmed by widespread public protest and the decision of making a political mandate to boycott Hindi and the new draft NEP by the ruling AIADMK of Tamil Nadu, compelled the committee of the draft NEP to quickly remove Hindi from the proposed draft. The protest also sensitised the public conscience on other important issues.

In the aftermath of the protest, interestingly, in Chapter 4 of the revised proposed draft, one notices repeated references to Tamil, Telugu, Kannada, Malayalam and Odia as India's classical languages wherein

India's rich literatures are locked. The draft further positions the mystifying status of Sanskrit language not only as a language but also a great repository of knowledge and signifier of India's cultural unity. Quoting Anand,s discourse on 'Sanskrit, English and Dalit'(1999), it can be recalled that Sanskrit, in India's glorious past (ancient period) worked like a sacred code language access to which was determined by one's birth into certain caste and gender. It was a language in which all the rules of society (Manu), Grammar(Panini), Statecraft (Kautilaya), mathematics (Aryabhatata), performing arts (Matyashtra) etc. were written. Hence, it was the language of metaphysics and exclusivity. Emeritus sociologist Oommen (1997) connects the language of Sanskrit with the Aryan race who migrated to India some 3500 years ago not only as a culturally distinct people who evolved as a distinct religion(Hinduism) and Language (Sanskrit) but also a whole new scheme of social life (Varna or colour-based stratification), which were at variance with those of the original inhabitants—the Dravidians (the people of South India). Strangely, in contemporary India, what is hailed as truly national is essentially Aryan, a race transforming itself into a nation into its new found home. Thankfully, majority society of North-East was not influenced by this process and is relatively free from the social structure based on caste hierarchy (varna) and caste related atrocities. True, it's the fundamental role of education to socialize young children about their country's rich languages and the treasures these languages contain. However, it's ironic to note that draft policy of a national in nature intentionally/unintentionally does not have a reference to the rich socio-cultural traditions of North-East India having vast diversity of languages. More than 50% of India's experiential diversity in ethnicity, customs and traditions, language, belief and practices, attires, cuisines is nestled in North-East India. Tribal communities constitute the bulk of the population in the states of Arunachal Pradesh, Meghalaya, Nagaland and Mizoram. Article 350

to be instructed in mother tongue.

Draft National Education Policy (NEP), 2019 and jingoistic nationalism

From the Aryan–Sanskritic perpective, North-East India occupies an inferior position of cultural periphery. In fact, contributions of North–East India towards India's history and civilization has not received due recognition from mainstream political masters, scholars and academics. This is ironic especially in the backdrop of excellent accounts the British left on the life, culture and history of the people of North-East India. The omission is mainly owing to the exclusivist scholarly practices of mainstream India and a lack of assertion from state representatives and local intelligentsia. Not to forget, "Indology", i.e. the study of India and its disciplinary development owes deeply to the British Orientalists who studied ancient cultural and philosophical traditions of India, Sanskrit language and its sacred texts. These narratives continue to influence mainstream political leaders and academics in understanding India's social-cultural tradition. Hence, the social cultural tradition of North-East India is beyond the narratives of Indology. This is most noticeable in NCERT school textbooks of history and sociology in particular. By considering the past, it sounds natural for policy makers to make such a policy draft in the present in the name of a future. However, the emphasis of the proposed policy on select languages and the socio-cultural traditions of few select communities of India as representing great Indian cultures and civilizations is parochial, elitist and hegemonic. The whole attempt underlines the relationship between centrality and periphery. The North-East community must collectively protest against such an attempt.

Chapter 6 of the proposed draft discuses equitable and inclusive education for children hailing from different disadvantaged groups, while it fails to address challenges of providing continuous learning opportunity to children in conflict affected areas such as Manipur and other parts of North-East India. Manipur is often gripped by a series of violent uprisngs, bringing enormous challenges to the education system. Loss of the of Indian constitution recognizes the fundamental right for tribal children through violent public eruptions

are frequent in the state. Guidelines for continuing education in times of emergency and post-emergency have been clearly directed by Article 28.1 of the UN Convention wherein the article states that state parties must recognise the right of the child to education with a view to achieving this right progressively and on the basis of equal opportunity, directing the state to intervene as and when children's educational rights are violated. The UN convention is indeed a backbone of Right to Education (RtE) Act 2010. Even after RtE has become an Act for almost a decade. several provisions of RtE norms are not implemented on the ground. Rather than analyzing the etiology of what went wrong in widespread state wise failure in achieving RtE goal within the stipulated time, the proposed draft focuses on educational output alone, which indeed surpasses RtE Act. RtE Act, like adult suffrage has the potential for social transformation. Unfortunately, RtE has taken a backseat in the proposed draft. The new proposed draft also shows enough evidence of destroying India's federal structure of educational governance by introducing Rashtriya Shiksa Aayog as addressed in Chapter 23 that concentrates all powers to the Union government for managing and evaluating India's school education system. These few observations are just a tip of an iceberg of the new proposed draft NEP.

The political parties and people of South India could foresee the connection of Wallis' proposition of the time of politics in the proposed new draft NEP by BJP led Government and the political gains Hindi language could serve against non-Hindi speaking population in India in the long run. Hence, they collectively protested against such attempts by the ruling governing elites In the same spirit, the political leadership, local intelligentsia and the general public of North-East India must collectively voice against the socio-cultural-linguistic exclusion of North-East India from the proposed new draft NEP 2019 before it's too late.

(The writer in is mem-ber faculty of National Institute of Advanced Studies, IISc, Bangalore).

A retired civil servant's tireless quest to preserve rural heritage

VISHAV

Ven after giving almost 40 years of his → life to government service, retired civil servant S.K. Misra felt his work was still not complete. The former bureaucrat felt that the experience he had gained and the reputation he had built could be better used for public service. Thus began his second innings.

After he retired as the Principal Secretary to former Prime Minister Chandra Shekhar in the early 1990s, Misra continued his work in the fields of conservation and restoration of e, rurai development, women empov erment and community engagement. Standing strong at 87, the Padma Bhushan recipient heads the Indian Trust for Rural Heritage and Development (ITRHD), a non-governmental organisation set up in 2011 that works in villages with strong, often endangered, heritage traditions with projects spread across eight states. "I could never think of total retirement or sitting idle. I felt that the experience that I had gained, I should put that experience to social purpose. I am 87-years-old now and I still can't think of just relaxing," Misra, who also served as tourism, civil aviation and agriculture secretary in the union government and was also principal secretary to three Haryana chief



heritage, birthed ITRHD.

INTACH was primarily urban oriented and was concerned only with conservation. The new NGO, formed in collaboration with a number of distinguished persons from different walks of life, was concerned with conservation of rural heritage and also rural development along with community involvement," he said.

Founded with the aim of helping create sustainable viability for heritage while also focusing on its potential as a resource for overall development, his NGO concentrates on infrastructure development, primary education,

to restore an extraordinary 700-year-old monument, the Dargah of Sheikh Musa - a medieval Sufi saint.

"In the Maluti village in Jharkhand, there is a unique heritage site with 62 terra-cotta temples. There were 108 temples and now only 62 remain – all in one village,

While Misra took the initiative to conserve and protect these unique monuments in 2011, the Jharkhand government in 2015 agreed to fund the entire project with a budget of Rs 7 crore. The work is going on and we hope to complete it by end of this year," the former bureaucrat said. "In addition, the state government has also entrusted a project of conserving a historical jail in Ranchi which housed freedom fighters of the tribe called Munda. After restoration, it is to be converted into a tribal museum," he added. Started late last year, the project is expected to be completed by 2019 end. In Uttar Pradesh's Azamgarh district, Mis-ra's NGO is working on an initiative to preserve the heritage of an "unusual cluster of historical creativity" of three villages - Nizamabad Mubarakpur and Hariharpur. (The feature is part of a positive-journalism project of IANS and Frank Islam Foundation Vishav can be contacted at vishav@ians.in). TO BE CONTD... ber into group of two: 92-20-23-68-83-15-89, replace the numbers by the letters, you will get: NB - BO - BC - SH -HC – AE – HN all you need to do converting this initials into some popular faces, place or things (it's up to you to decide). Who can you think of these initials? Perhaps; NB for Nongthombam Biren! Now you'll need to assign an action and prop to each person you have. Nongthombam Biren's prop and action combining would be becoming Manipur's Chief Minister. Similarly you can create your own person, place or things etc combining the letters and combine action and prop to help you remember better. This way you may convert NB - BO - BC - SH - HC - AE - HN into Nongthombam Biren - Barack Obama- Before Christ- Saddam Hussein-Hillary Clinton-Albert Einstein- Hiroshima Nagasaki. Now all of a sudden numbers become meaningful. You would enjoy playing this memory games by adding life into them and take on to the personality or place, time or things of your own. Memory Skills can be had from our Brain Training Session. You are just a click away! (The writer is a Mind Map Trainer and director of Manipur Creative School. He is also a recipient of Global Teacher Award-2018. He can be reached at thinq.nasir@gmail.com, www. essgroupofschools.com).



ministers, told IANS in an interview.

He added that other officers who gain experience should not just hang up their boots after retirement, but should continue to work "as there are so many areas where work needs to be done and where their experience could be utilised".

After retirement, Misra served as the chairman of Indian National Trust for Art and Cultural Heritage (INTACH), the biggest NGO in the country concerned with restoration of heritage, for almost 10 years. But, the need for an organisation focusing solely on rural

skill development, emp loyment generation, and development of rural tourism.

"In all our projects, the goal is not only to preserve important heritage assets for their own meaning and value, but to help the impoverished rural communities that own them to learn how to successfully manage previously unrecognized heritage resources, in the process achieving self-sufficiency, improved living conditions, and a new sense of pride as owners of these special and most precious parts of our culture," Misra said.

While in Jharkhand, ITRHD is working on restoration of 17th century terracotta temples and restoration of a historic jail, in Haryana's Mewat district, it has undertaken a project

Memory skills: Making your head strong

Continued from previous issue MD. NASIR **KHAN**

To b Sleep: This is the time the brain software is updated. It erases the less important parts of memories and simultaneously strengthens areas that you need or want to remember. During sleep your brain also rehearses some of the tougher parts of whatever you're trying to learn, going over and over neural patterns to deepen and strengthen them. Lack of sleep means you're operating with a brain that's got little metabolic toxins floating around in it. Poisons that make it so you can't think very clearly. In fact, getting too little sleep doesn't just make you do worse on memory, too little sleep, over too long of a time, can also be associated with all sorts of nasty conditions, including headaches, depression, heart disease, diabetes, and just plain dying earlier. It would be an all time wise step if you could follow the sleep duration recommendations provided by Nation Sleep Foun-dation. www.sleepfoundation. org / www.sleep.org https://www.sleepfounda-

tion.org/press-release/nation-al-sleep-foundation-recommends-new-sleep-times

Memory Principles: Imagination; Association; Together they

= MEMORY or You can say IAM Imagination and Association are the two pillars in which

Memory techniques are based. The more you effectively utilise them using colours, pictures, words, numbers, the better your memory. Before you continue with any of the memory techniques you need to first build your self confidence. Say aloud to vourself 'MY MEMORY IS VERY GOOD' frequently and regularly. Regularly meditate and do the same before you try to memorise a piece of information. This will supercharge your brain and spark your memory. By meditating you are cleaning toxins in your brain giving more space between neurons. It erases the less important parts of memory and simultaneously strengthens areas that you want to remember.

Synaesthesia/sensuality: This refers directly to your memory senses. Everything you experience, learn, and enjoy is delivered to your brain via your senses that is - vision, hearing, smell, taste, touch and spatial awareness of your body and its movement (known as kinaesthesia)

MOVEMENT: In the entire mnemonic image, movement contributes a giant range of possibilities for your brain to 'link in' and

Make your mental picture outstanding by adding rhythm and variation of rhythm. ASSOCIATION: Suppose you wish

to remember your shopping list: butter, ice-cream, milk, soap, calculator, light bulb, perfume, candles and cookbook; make sure that you associate or link it to something stable in your mental environment. Peg-system is such a technique that will suit to remember it: for example 1=tie, 2=hen, 3=home, 4=ear, 5=owl, 6=shoe, 7=egg, 8=UFO, 9=bee, 10=dosa. By linking butter with tie and creating an association you can easily remember it. Similarly, link ice-cream with hen, milk with home and so on.

SEXUALITY: Virtually you and and others too have the perfect memory in this area. All you need is to use it for your memory. The power of opposite attraction

needs no explanation! HUMOUR: Humour helps your brain relaxed. Have fun with your memory, make your mental images funnier, and make it outstanding. Say, you are trying picturized a mango tree and a monkey; let the tree grow from the monkey's tail and monkey is as large as an elephant. Isn't outstanding?

IMAGINATION: Remember what thus remember. Always make the Einstein, the great brain of all times, once said, 'Imagination

Age group	Sleep range in hours
New born (0-3 months)	14-17
Infants (4-11 months)	12-15
Toddlers (1-2 years)	11-14
Preschoolers (3-5 years)	10-13
School age children (6-13 years)	9-11
Teenagers (14-17 years)	8-10
Younger adults (18-25 years)	7-9
Adults (26-64 years)	7-9
Older adults (65+ years)	7-8

is more important than knowledge". It was imagination that gives birth to evolution. Imagination is limitless and while doing so you are activating your independent thinking process, making you more creative.

NUMBER: It helps your memory to be more specific as it brings order to your thoughts.

SYMBOLISM: You all know the logo of your local club, it tells a story and connects to, and represents something larger than the image itself. Traffics signals codes and symbols like $\mathbb{R}, \theta, \infty$ etc may also be used.

COLOUR: Colour stimulates your brain and use of colour is more memorable and fun.

Order and/or sequence: It al lows immediate reference and increases your brain's possibilities for 'random accesses. It allows

sorting by category etc.

POSITIVITY: Positive and pleasant images are better for memory in most cases. Certain negative images may create unpleasant feelings and your brain may block to return to such images

EXAGGERATION: While imagining, exaggerate the size, sound and the shapes. The better you exaggerate, the more you memorise it and that's how movies like King Kong, Transformers etc, and the cartoon character HULK, stay alive in the mind's eye, remains in our memory and they became popular. Application of Memory Princi-

ples: To memorise a story, summary, essays, long answers, your notes, a presentation, or even a whole text-books of any subjects, first you need to draw a Mind Map using key words; by linking

of time. As much as possible try using the above Tony Buzan's Memory Principles. Remember the logic or rather the facts: Healthy Food: Healthy Body; Healthy Body: Healthy Brain; so physically fit = brain fit. Look at the slogan: GF, GB; JF, JB which stands for 'good food, good brain; junk food, junk brain'. Your brain is the prime recipient of the food you eat; make sure the food you eat is of the highest nutritional quality. Furthermore, many scientific studies have shown that when your brain is fed the 'food' of friendship, affection and love, it flowers and flourishes. Make sure that you get and give ample oses of all

Memory Tools : Mnemonics, Acronyms, Link Systems, Peg Systems, The Number-Shape System, The Alphabet System, The Memory Room, Memory/ Mind Palace, The Name-Face System, The Journey Method, Memorising a Deck of playing cards, Memorising Numbers, memorising Binary Numbers, Memorising a Room full of People, Dominic System, Remembering Historical Dates, are few of the many memory techniques you can quickly learn by practical brain training.

Let us take an example to suport one of these tools : Suppose A, 2=B, 3=C, 4=D, 5=E, 6=S, 7=G, 8=H, 9=N, 0=O, you are asked to remember the this 14 you to develop Memory Matrices associative words you are there to digit numbers: 92202368831589; like little to BIG, colour grouping, memorise it within a short period now convert these 14 digit numdigit numbers: 92202368831589;