

EDUCATION POLICY AND DEVELOPMENT IN HISTORICAL PERSPECTIVE-THE CASE OF SINGAPORE

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The first school opened in Singapore was the 'Free-School (1834) after the foundation of Singapore in 1819 (by Sir Stamford Raffle). The school had the English and Malay as a medium of instruction for school going children. It was viewed that these medium of instruction could internalize the western and oriental socio-cultural norms in the personality of the children of the total societal community. The English was recognized as a tool for the education of science, needed for societal development in the 19th century. For the purpose of oriental education and the production of well skilled teachers, the Teacher's Training was Started in 1878, which took the responsibility of moral, religious and linguistic training of the teachers. It was thought that the trained teachers could safeguard the physical, moral and intellectual responsibility of children in society. It was the time when the societal composition of Singapore was becoming heterogeneous in nature. Christian missionary came in Singapore and established English medium of schools and provided the societal services like medicine and health care for the needed people in Singapore. The societal movement in country was towards the commercialization. This movement required a certain kind of skilled development that rested on the medium of English education. The Singapore was developed as a free trading entrepot in south east Asia. The steamship was under operation and the link of Singapore was widened through the connection of various countries of world. The commercialization demanded the professional skill development that was only possible through the English medium of schools. The upper class of society especially the merchants of Singapore became apathetic towards the education of Malay medium of schools and stopped to donate the money to Malay schools. It resulted into the closing of many Malay Schools in Singapore whereas the Chinese, Tamil medium of schools were not under the sponsorship of British authority. Still the Malay, Chinese and Tamil Schools were running in Singapore by the efforts and responsibility of the community leaders.

Emerging Trends in Development Research, Vol. I, No. 1 & 2, January-July, 1994.

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The varying nature of occupational demands produced the professional middle stratum who strengthened its position through the specialization in various fields e.g. legal, medicine and technical fields. This was a kind of new group in Singapore who took the responsibility to link the people and government. The members of these groups got the employment opportunity in government and private sectors and developed a new kind of social mobility different from their Asiatic and Western counterparts.

Japanese occupied Singapore in 1942 and introduced a new kind of education system that was nationalistic in nature. They made the primary education compulsory for all school going children. All schools observed the flag raising ceremony and physical education. The existing schools came into the direct control of government and teachers were instructed to participate in the Common Youth Activities along with the children. It was the first step which facilitated the intermingling and understanding of the societal values, motivation and attitude of different ethnic groups in the country. Educational institutions were forced to participate in the welfare activities and to have the first hand knowledge about the need of people. Technical education was encouraged in school to meet the demand of country. English education was discouraged to sweep the influence of western values from society, but it was not so easy to do so. A common language "Nippon go" was introduced to integrate the total society and for the inculcation of strong national feelings in people. Society was well knitted through the governmental and semigovernmental machinery and voluntary services. As a whole the operational programme boosted the nationalistic sentiments in the mind of people and made the people conscious for their moral and social rights in Singaporean society.

The cumulative result of education had been observed at the time of second British occupation (1946-1958) of Singapore. People demanded the civil rights in society. They jointly stand in the front of British authority under the banner of different political parties, labour unions and youth organizations. They launched a nationwide demonstration to get their equal human rights in Singapore. Various educational institutions were utilized for this purpose. Mention can be made of Chinese medium of schools where curriculum, teaching method and teachers were taken from China and communistic patterns were followed. British authority realized the social situation and adopted the soft policy to take the people in their favour. A ten years programme (1947) was launched and Mandarin, Malay, Tamil and English languages were declared as official languages. It was a time when the status of Singapore was promoted as a state. Education system was reorganized for the encouragement of civil loyalty through the scrutinized curriculum, text book and teaching facilities in the state. The Primary education was made compulsory, training colleges were opened and different 'Educational Councils' were formed to study the difficulties of the Chinese, Malay and Tamil medium of schools. A bilingual policy was worked

out for teaching the courses in schools and grant in aid was made available to most of the government sponsored schools. An All Party Committee (1956) was framed for the recommendation of educational objective in Singapore whose findings were implemented later on in the society.

Singapore became internally independent in 1959. At that time, there were wide economic gaps among different social groups. Unemployment was acute in state. Educational frame-work was not oriented towards employment opportunity. People were divided under the different sectional loyalties. Singapore government took the educational responsibility in its hand and implemented the bilingual policy in schools. Schools were instructed to teach a second language and each pupil have to learn one more language apart from his mother tongue. Curricula were framed to match the nature of employment opportunity. In this connection vocational and technical institutes were opened. The education was made available according to the aptitude of students. A new experiment had been done in the field of education through the establishment of integrated schools (1959) in Singapore. Integrated schools were established with the view that it would provide the chances of intermingling of various ethnic groups-students at the time of extra-curricular activities. Integrated schools controlled and supervised the two or three types of medium of schools, running in one compound under the headship of one principal. Along the education expansion, the employment opportunity for new generation was worked out through the establishment of industries in public and private sectors in society. The demand of economic development was also met through the merger of Singapore in Malay-Federation (1963-65) by which another dimension of employment was opened. Malaysia needed the skilled people as workers in different social sector i.e. industrial and non-agricultural fields. Singapore was also in need of workers in the form of non-skilled cheap wage labour in the area of construction work. Along these the educated professional groups were engaged in the various specialized fields e.g. banking, legal, commercial and industrial sectors.

Singapore became sovereign nation state in 1965. After the independence, different innovative schemes which were worked out before the sovereignty, were totally implemented in society. In the field of curricula method and teaching, a well integrated scheme was launched. The curricula seek out the expertise in education and were made universal for all the school going students belonging to any medium of instruction. The uniformity of contents were maintained in all the official text books, prescribed for the primary level of education. Examinations were controlled by the one centralized institution. Trained teachers and various educational aids were provided in all types of schools. Mention can be made of Educational Television Service (1967) which cover and facilitate the students and teachers in governing the various curriculum subjects, education for living (1974) was introduced in schools which cover the civics, geography and history subjects. At the secondary level of education, differential streams

AQUATIC RESOURCES AND FISHING METHODS IN KAMRUP DISTRICT OF ASSAM

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The present paper deals with the vast and varied aquatic resources and methods of fishing used in these resources with special reference to Kamrup district of Assam. The data were collected through empirical observations made in riverine resource-River Brahmaputra and lacustrine resources-Dipar and Dighali beels during January 1987 to December 1987. The Dipar beel represents a live beel which is connected through functional channels (river Bharalu & Khanajan) while Dighali beel was taken as an example of a dead beel. A major part of information about these aquatic resources was gathered from records of "Central Inland Fisheries Research Centre" Gauhati, Assam Fisheries Development Corporation' Government of Assam. The paper is divided into two sections. Section I introduces the locale of the study with a brief description of vast and varied aquatic resources in Kamrup district of Assam. Section II takes a note of major methods of fishing in these aquatic resources.

I

The locale of study:

Assam, the largest of seven North-Eastern states of the Indian Sub-continent, nestling between the Eastern-Himalayan foot hills and Patkai range. The state consists essentially of the two valleys viz., the Brahmaputra valley on the North and Barak valley in the South. The Kamrup district is situated in Brahmaputra valley.

The mighty Brahmaputra meanders its course through the district cutting it into two parts North and South. The North Kamrup is about twice the size of the South, while the North is, on the whole plain, the South Kamrup is broken up by hills. Again North Kamrup as subjected to revenges of flood but South is relatively free from floods.

Aquatic Resources

The mighty Brahmaputra and its major tributaries, the river Barak, the flood-plain and tectonic lakes locally called beels, the swamps or wetlands

Emerging Trends in Development Research, Vol. I, No. 1 & 2, January-July, 1994.

of education were worked out. The oriented courses were divided into Arts, science and Technical streams and courses were offered, according to the aptitude of students. An Advisory Committee" on curriculum development was set up (1970) which has responsibility to revise and evaluate the performance of courses. The total courses were set up in such a way to meet the future need of the society. The total educational machinery of government was made well connected. The teachers of Singapore are considered as civil servants. They take professional training in the Teachers-Training College (1973). Teachers are considered as a tool for the nation-building who have a special prestige and status in the society. After the appointment their promotion and salaries are increased according to their academic skill and performance. The higher education is also controlled.

Durkhiem (1956: 60-90) reveals that historical analysis is essential to understand the educational system which occurred in the relation of total societal system. Through the historical analysis one can understand the system of morality, language, religion and sciences, which are social things and formed the collective nature. The sociological interest is to discover the social facts; in a comparative time span of the varying nature of family pattern, corporation, nation and community. In the same context Parsons T. (1955: 182-214) stressed that education facilitate, specific types of norms in society and is a source of modernity. Education provides the chances of achievement pattern in society and opens the door for professional to share the power, prestige and wealth opportunity. Education also provide the linguistic uniformity which leads the community beyond the ethnic basis and language policy reduces the communicational barriers along the opportunity of upward mobility of an individual in society. The education is a basic source for the extension of the equality of opportunity and citizenship. It strengthens the associational trends, specially through the encouragement of law, medicine and technology which has effect on the stratification and occupational system. This types of academic compliance is transforming the structure of modern Singapore.

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