CHAPTER VIII

CONCLUSIONS

Formal education in Manipur was started in 1885 with the establishment of one middle English school at Imphal town. Since then the number of schools had been gradually increased to 2283 in 1961. The total number of teachers upto 1961 were 7677 for primary schools. The total number of enrolment for classes from A to VIII by 1961 was 164171 with a cohort of 54497 in class A.

Following the career of 54497 fresh entrants for a period of ten years starting from 1961 to 1970, 27986 were promoted to class B in 1962, 21373 to class I in 1963, 16701 to class II in 1964, 13206 to class III in 1965, 12534 to class IV in 1966, 11341 to class V in 1967 and 9316 to class VI in 1968. Following the statistical figure, out of 9316 students 8429 were promoted to class VII in 1969. However, the number of enrolled students were 10111 in class VII which exceeds the number of passed students. It clearly shows that stagnation starts from class VII onwards. It continued upto class VIII in 1970 where the number of students enrolled were 11509. The number of enrolment in class VIII exceeds the number of students enrolled in class VII. Out of this enrolment only 6257 have completed the primary course. So, out of the cohort
of 54497 students, 51626 have dropped out of the primary course during the period under study.

In Imphal town the career of 2927 fresh entrants have been followed for the same period and for the same course. Out of this cohort only 1505 were promoted to class B in 1962, 1149 to class I in 1963, 898 to class II in 1964, 733 to class III in 1965, 696 to class IV in 1966, 629 to class V in 1967 and 597 to class VI in 1968. However, the number of students enrolled were 3717 in class VI in this year. It exceeds the number of promoted students. It shows that stagnation in Imphal town starts from class VI onwards. Of the total number of 3717 students 3539 were promoted to class VII in 1969. Again out of the total number of 3538 students 1924 were promoted to class VIII in 1970. However, in 1970, 3785 students were enrolled which exceeded the former number of enrolment in class VII in 1969. Of the total number of 3785 students only 2058 were promoted to class IX. So, out of the cohort of 2927 fresh entrants 869 students drops out of the primary course during the period under study.

The method of estimating the extent of dropout includes subtraction of the number of students enrolled at class VIII in 1970 from that of the enrolment in class A in 1961. The difference denotes the extent. When the difference is divided by the number of enrolment in the different classes and multiply the result by 100, its rate of dropout is found out.

Following the cohort the rate of dropout in 1961 in class
* is 48.38, 24.72 in class B in 1962, 20.83 in class I in 1963, 18.05 in class II in 1964, 13.55 in class III in 1965, 12.41 in class IV in 1966, 18.14 in class V in 1967 and 3.83 in class VI in 1968. In 1969 in class VII stagnation is clearly seen. The rate of stagnation is 3.86. The rate of dropout in class VIII in 1970 is 46.06. On the whole the rate of dropout decreases from class A to class VI and by class VIII the rate increases.

For boys the rate of dropout is 49.13 in class A in 1961, 22.69 in class B in 1962, 21.64 in class I in 1963, 11.62 in class II in 1964, 11.93 in class III in 1965, 11.76 in class IV in 1966, 18.55 in class V in 1967 and 4.26 in class VI in 1968. Stagnation is clearly seen in class VII. So, the rate of stagnation is 2.55 in 1969. The rate of dropout in class VIII in 1970 is 44.38.

Of the cohort the rate of dropout for girls is 88.39 in class A in 1961, 27.90 in class B in 1962, 19.5 in class I in 1963, 39.05 in class II in 1964, 16.96 in class III in 1965, 13.67 in class IV in 1966, 17.36 in class V in 1967, and 2.99 in class VI in 1968. Stagnation is clearly seen at class VII in 1969. So, the rate of stagnation is 6.55 in this class during this year. The rate of dropout is 49.28 in 1970 in class VIII.

Regarding the total amount of expenditure out of Rs.2192414.30 in class A in 1961 a sum of Rupees 1066537.55 has been wasted; Rs.277018.60 against Rs.1172333.50 in class B in 1962; Rs.168425.60 against Rs.770496.65 in class I in 1963;
Rs.132574.40 against the Rs.636976.15 in class II in 1964; Rs.  
Rs.19567.30 against the Rs.583309.05 in class III in 1965;  
Rs.80467.85 against Rs.845418.30 in class IV in 1966;  
Rs.155925 against Rs.873257 in class V in 1967; Rs.280381.80  
against Rs.1570863.90 in class VI in 1968; Rs.278908.60 against  
Rs.1562351.70 in class VII in 1969 and Rs.963636.95 against  
Rs.2111671.30 in class VIII in 1970. The total wasted money  
following the cohort in class A upto class VIII for the years  
from 1961 to 1970 is Rs.3987185.35 against Rs.12319091.  

The total amount of money wasted, following the cohort,  
for boys for classes from A to VIII during the period under study  
is Rs.2088350.80 against Rs. 7877122.70. The wasted money for  
the respective years from 1961 to 1970, following the cohort  
from class A to VIII are Rs.640662.75 against Rs.1327388.80,  
Rs.161067.05 against Rs.715062.30, Rs.109736.20 against Rs.476  
Rs.476761.25, Rs.44072.80 against Rs.362443.60, Rs.31669.90  
against Rs.395012.70, Rs.57534.85 against Rs.554843.70,  
Rs.92169 against Rs.567721, Rs.169125.85 against Rs.1041397.10,  
Rs.170590.05 against Rs.1050117.90 and Rs.61722.32 against  
Rs.1386374.80.  

The total amount of money wasted following the cohort, for  
girls for classes from A to VIII for the period under study is  
Rs.1556204.07 out of Rs.4399548.30. The wasted money for the  
respective years from 1961 to 1970 along with respective classes  
from A to VIII, of the cohort are Rs.425874.78 against Rs.865025.46,  
Rs.115951.52 against Rs.457271.24, Rs.58689.40 against Rs.293735.40,
Rs.80349.20 against Rs.232112, Rs.1987.65 against Rs.188296.72, Rs.22933 against Rs.290574.60, Rs.63756 against Rs.305536, Rs.110446.10 against Rs.529466.80, Rs.106927.85 against Rs.512233.80 and Rs.351914.65 against Rs.725296.45.

In Imphal town the total amount of money wasted for classes from A to VIII for the period under study, following the cohort, is Rs.692094.05 out of the total of Rs.2250021.20. The wasted money for the respective years from 1961 to 1970 for classes from A to VIII, following the cohort are Rs.57207.05 against Rs.117753.20, Rs.14912.85 against Rs.63044.45, Rs.9048.55 against Rs.41421.45, Rs.5874 against Rs.31968.80, Rs.1634 30 against Rs.32376.60, Rs.4519.15 against Rs.46945.20, Rs.2464 against Rs.48433, Rs.30014.35 against Rs.626760.55, Rs.249549.80 against Rs.546846.30 and Rs.316869.95 against Rs.694471.80.

The total wasted money for boys in Imphal town for the period under study, following the cohort, is Rs.283516.15 against Rs.1479493. The wasted money for the respective years from 1961 to 1970 along with the respective classes from A to VIII, of the cohort, are Rs.34396.65 against Rs.71327.80, Rs.8671.25 against Rs.38455.05, Rs.5912.20 against Rs.25631.55, Rs.1815.60 against Rs.19473.20, Rs.839.25 against Rs.21908.35, Rs.4586.60 against Rs.32173.65, Rs.1232 against Rs.31493, Rs.14332.70 against Rs.415479.70, Rs.12670.65 against Rs.367603.10 and Rs.199259.30 against Rs.455947.90.

The total wasted money for girls for Imphal town for the
period under study, following the cohort, is Rs.186011.10 out of Rs.770528.25. The wasted amount for the respective years from 1961 to 1970 for the respective classes from class A to VIII of the cohort are Rs.22810.40 against Rs.46425.40, Rs.6241.60 against Rs.24589.45, Rs.3136.35 against Rs.15789.90, Rs.4058.40 against Rs.12495.60, Rs.795.05 against Rs.10468.30, Rs.1078.20 against Rs.14771.55, Rs.1309 against Rs.16940, Rs.15681.65 against Rs.211280.85, Rs.13288.70 against Rs.179243.20 and Rs.117610.70 against Rs.238524.

The causes of dropout are examined under three areas: pupil area, family area, and school area. The hypothesis of each area has been examined and tested. Both direct and indirect methods have been used for identifying the causes. Frequency Distribution method has been employed for determining the relative importance. Twentyfive causes have been found out under the Direct Method. The first important five causes are poverty, frequent transfer, repeated failure in the examination, negligence of parents, and for reasons not known to the parents. Its respective percentages are 26.13, 14.17, 13.26, 11.70 and 10.92. These percentages are the combined result of the frequent responses given by dropouts, dropouts' parents and guardians, stayins, stayins' parents' and guardians and teachers.

The area concentrated is for 133 schools of Imphal town. Fourtyone questions are set in the Interview Schedule for Dropouts. Two dropouts from each of the 133 schools have responded
the questionnaire. These responses are converted to simple frequencies which is again converted to percentages. Of the total 21.804 percent of the students drops out due to poverty, 26 percent due to change of residence, 9.774 percent each due to craze for mission schools and failure in the examination, 6.391 percent each due to broken home, irregular attendance, backwardness in education, unfavourable school environment and neglected child, 3.383 each due to much domestic work, parents' illness, parents' indifference towards education, abnormality of students and over age.

Frequency percentage of the causes given by the dropouts' parents and guardians are also worked out. It is responded by 266 parents and guardians of the 266 dropouts of the 133 schools. Of the total 33.458 percent drops out due to economic backwardness of the family, 23.684 percent due to change of residence, 14.284 percent due to reasons not known to the parents, 9.398 percent each due to irregular attendance and unfavourable school environment, 4.887 each due to illness of pupils and abnormality of the students.

Out of 266 stayins only 260 have responded the questionnaire schedule for stayins. Their responses are converted into percentages. Of the total 34.615 percent drops out due to transfer, 23.846 percent due to failure in the examination, 20 percent due to poverty, 6.154 percent due to death of the pupils and 3.077 percent each due to illness of the pupils, illness of the parents,
marriage, change of home and lack of interest in education.

Responses given by 266 stayins' parents and guardians states that 12.030 percent drops out due each to poverty, transfer, and for reasons not known to the parents, 8.271 percent due each to lack of guidance, marriage, failure in the examination, establishment of mission schools and negligence of parents, 3.759 percent due each to irregular attendance, low standard of instruction, excessive engagement in house-hold duties, change of home, undesirable circumstantial factor and for being a private school.

Responses given by 266 teachers, two teachers from each 133 schools, states that 1.880 percent drops out due to illness of the students, 18.798 percent due to reasons not known to the school, 14.286 percent due to poverty, 9.398 percent each due repeated failure in the examination, academic backwardness and parents' negligence, 5.263 percent each due broken home, low educational status of the family, unfavourable environment, frequent transfer of the students, under age of the pupils, establishment of various school in the same locality and change of home.

The causes examined under school variable are various. The hypothesis of each cause is tested and found the following. First, the older a school the lower is the rate of dropout. Second, the rate of dropout is highest in girls' schools in comparison to that of the boys and coeducational schools. Third, there is relation between the size of the school and the rate of dropout.
Fourth, physical facilities did not cause in leading the students to dropout from educational career. Fifth, there is no relation between teacher-pupil ratio and the rate of dropout. Sixth, the rate of dropout is higher in the schools managed by the government than that of the privately managed schools. Seventh, the rate is higher in the day-shift schools than the morning shift schools. Eighth, there is relationship between the availability of teaching aids and the rate of dropout. Ninth, teachers' age and qualification and rate of dropout are highly correlated to each other. Teachers' experience and income of the teachers are negatively correlated to each other. There is little correlation between the rate of dropout and the distance of teachers' residence. Twelfth, social participation of the teachers are related to the rate of dropout. Thirteenth, cocurricular activities are not related to the rate of dropout. Fourteenth, fees and funds charged sometimes causes the students to dropout.

The causes examined under pupil variable are eighth. First, academic performance of stayins is better than that of the dropouts. Second, stayins are more regular in attendance than those of the dropouts. Third, more dropouts than stayins are not admitted under age to class A. Fourth, there is no relation between the rate of dropout and the age of children at the time of admission to class A. Fifth, the classmates and friends of the stayins engage more in educationally relevant activities than those of the dropouts. Stayins perceived their teachers more kind than those of the dropouts. Teaching ability of teachers as
perceived by dropouts and stayins has no relation to the increasing rate of dropout. Sixth, stayins are more rewarded and punished than those of the dropouts on educationally relevant activities by their parents. Seventh, stayins hold more leadership assignments in the school than those of the dropouts. Eighth, the parents of stayins considers education more important than those of the dropouts.

The causes examined under family variable are fourteen. First, more dropouts comes from bigger size families than these of the stayins. Economic condition of the dropouts' family is also unsound. Second, more dropouts have more family siblings than those of the stayins. Third, more dropouts than stayins comes from homes which have suffered the lost of one or both parents or the parents divorced or lives separately. More dropouts are adopted ones than those of the stayins. Fourth, larger proportion of stayins comes from nuclear families than those of dropouts. Fifth, the caste structure of the society does not cause the students to dropout. Sixth, occupational pattern of stayins' parents are better than those of the dropouts. People engaged in white collared jobs and weaving are more interested in educating their children than those parents engaging in business, artisans, mechanics, blacksmith, labourer, and other natural employment, politicians, laymen, agriculturists and carpentry. Seventh, there is positive relation between the educational status of the parents and rate of dropout. The number of illiterate members in the family of dropouts is more
than those of the stayins. Eighth, the annual income of the families of the stayins is higher than that of the dropouts. Ninth, the parents of the stayins are younger in age than those of the dropouts' parents. Tenth, the parents of the stayins are more satisfied with the academic performance of their children than those of the dropouts' parents. Eleventh, parents of stayins found more dissatisfaction with the provision of physical facilities in the schools than those of the parents of dropouts. Twelfth, the parents of stayins are more dissatisfied with the social influence than those of the parents of dropouts. Fourteenth, the parents of dropouts perceived the burden of education more heavier than those of the parents of stayins.

Relative importance of the causes of dropouts given by the three agencies are also ascertained. These agencies are head-teachers, inspecting staff and the teacher-educators. Altogether 133 head-teachers, 70 inspecting officers and 30 teacher-educators have responded the five point scale questionnaire consisting of 75 causes. After initial processing of the 75 causes and sorting out into common pattern the number of causes are 65. Finally, after merging of minor causes into some slightly broader causes and rejecting those causes which are related into the problem in most indirect and remote way the total number of causes remained are 40. The percentage frequency of teachers against each cause is computed. Then the causes are arranged in descending order.
Opinions given by three agencies are varied. There is no objective or established order of importance of the causes. So, the only scientific method is to obtain a common order of ranks based on the ranks assigned by the different agencies or group of judges.

The opinionnaires are then analysed. The itemwise quantified average ratings are computed for each set of judges or respondents. Ranks are given to each item on the basis of quantified average ratings separately for each set of judges. The ranks thus obtained indicates the relative importance of the causes according to each set of judge. After obtaining the three sets of ranks a new set of ranks is assigned to the causes based on the average of the ranks. This newly given common rank is the final rank order of the causes. Prior to this the concordance or agreement among the three sets of judges are examined with the help of Concordance Test. And, the 'Co-efficient of Concordance' is tested for significance. The common rank order is accepted only if the 'Concordance Coefficient' comes out significant. Therefore, this test makes it possible to an established and agreed order based on the community agreement among the various sets of judges. The common rank order is established after testing the order.

The value of 'W' is 0.629. It is the degree of agreement among the three sets of 40 ranks. This value is tested by 'F'. The value of 'F' is 3.3879. Hence, the established rank order is highly significant for 39 df and 78 df.
The Mean value of possible rank-correlation coefficients among the three sets of judgements, applying the formula,
\[ R = \frac{mw - \frac{1}{m}}{m - 1} \], is 0.445. For verifying the level of significance for the value of \( R \), the formula of 't' is applied. It is found very significant.

The significance of rank Correlation Coefficients for the three sets of ranks are found out by 't' \(_1\), 't' \(_2\) and 't' \(_3\). The value of 't' \(_1\) is 3.273, 't' \(_2\) is 2.336 and 't' \(_3\) is 4.309. All the values are found highly significant. The values of \( R(Hd.T.I) \) and \( R(I.TE) \) are highly significant at (.01) level while \( R(Hd.T.TE) \) is highly significant at (.05) level. These results shows that there are very good agreement between any two sets of judges and also a general or community agreement among all the three sets of judges as indicated by the Concordance Coefficient.

Out of 40 causes of dropout 20 causes belongs to the socio-economic category, 17 causes to Educational and 3 causes to Miscellaneous. The relative ranking of the broad category based on the average ranks of the cluster of causes belonging to each category shows that Socio-economic causes are the most important causes of dropout. Educational causes are the second and Miscellaneous causes are the third.

Out of the lists of these causes the first five most important economic causes according to common rank order are:
(a) desire to secure a job immediately, (b) broken home, (c) poor social environment, (d) parents are alive but children lives with their relatives and (e) parents need their help to supplement family income.

The first five most important educational causes of dropout according to the rank order are: (a) their parents are not satisfied with the physical facilities and standard of instruction, (b) many teaching posts remained unfilled for a long time because of frequent transfer and wrong placement, (c) the school has a large number of inexperienced, unqualified and untrained teachers, (d) teachers do not take interest in educating them, and (e) the teachers do not assign to pupils' leadership positions which they deserve.

There are only three causes of dropout under miscellaneous category. The graded causes in order of importance are: (a) company with bad children, (b) poor health and illness, and (c) physical handicapness.

The first five most important causes of dropout given by the teachers are graded in order of importance under the broad categories. Under socio-economic causes, desire to secure a job immediately is the first important cause. Second, parents are alive but children lives with their relatives. Third, broken home. Fourth, parents needs their help to supplement family income. Fifth, needed at home to look after the youngsters.

Under the educational causes repeated failure in the
examination is the first most important cause. Second, unkind the incompetent teacher. Third, their parents are not satisfied with the physical facilities and standard of instruction. Fourth, many teaching posts remain unfilled for a long time because the teachers are transferred frequently and wrongly placed. Fifth, the school has a large number of inexperienced, unqualified and untrained teachers.

Under the miscellaneous category causes of dropout are: 
(a) poor health and illness of pupils, and (b) physical handicapness.

The first five most important causes of dropout as given by the inspecting officers are graded in order of importance under each broad category. Under the socio-economic category the causes are: (a) first, poor social environment. Second, there is lack of community participation in school activities and vice versa. Third, excessive engagement in domestic work. Fourth, broken home. Fifth, desire to secure a job immediately.

Under the educational category the causes of dropout are: 
first, parents are dissatisfied with the physical facilities and standard of instruction. Second, the school has a large number of inexperienced, unqualified, and untrained teachers. Third, many teaching posts remained unfilled for a long time because they are frequently transferred and wrongly placed. Fourth, the teachers do not assign to pupils' leadership positions which they deserve. Fifth, heterogeneity in age composition.
Under the miscellaneous category the causes of dropout are: first, company with bad children. Second, poor health and frequent illness of pupils. Third, physical handicapness.

The first five most important causes of dropout as given by the teacher-educators are graded in order of importance under each broad category. Under socio-economic category excessive engagement in domestic work is the first most important causes of dropout. Second, desire to secure a job immediately. Third, parents are alive but children lives with their relatives. Fourth, poor social environment. Fifth, their parents belongs to low caste or engages in low occupation.

Under the educational category the causes of dropout are: teachers do not take interest in educating the pupils. Second, many teaching posts remained unfilled for a long time because they are transferred frequently and wrongly placed. Third, the teachers do not assign to pupils' leadership positions which they deserve. Fourth, the school has high pupil-teacher ratio, defective system of examination, liberalised promotion rules, poor physical facilities and no encouragement for co-curricular activities by giving promotion examination and others. Fifth, parents are not satisfied with the physical facilities and standard of instruction.

Under the miscellaneous category the causes of dropout are: company with bad children. Second, poor health and illness. Third, physical handicapness.
The causes present in common within the most important five causes under each broad category as perceived by all the three different agencies are as given below:

Among the socio-economic causes, the desire to secure a job immediately is the only cause common to the three judges. Of the educational cause, the parents' dissatisfaction with the physical facilities and standard of instruction is the first cause. Second, many teaching posts remained unfilled for a long time because the teachers are transferred frequently and wrongly placed. These are the only two causes common under the educational cause of dropout. Of the miscellaneous causes poor health is the first cause. Second, physical handicapness. Third, company with bad children. These are the only three causes common under the miscellaneous cause of dropout. There is complete unanimity among all the three sets of judges to the contribution of the six major causes of dropout.

SUGGESTIONS

In curing the child from the danger of dropping out due to these socio-economic, educational and miscellaneous causes certain measures are adopted. Bold and immediate steps are to be taken up for eradicating this dangerous disease. Moreover, the victims who have been attacked and suffered from this disease must be given an outlet to acquire more knowledge. And, those who are at the margin of suffering from this disease must
be cured by injecting or prescribing the right type of medicine.

As a first remedial measure compulsory education must be introduced in the State. The State Government of Manipur is to frame legislations for introducing compulsory primary education and provide adequate measures to deal with this problem. This introduction is required particularly in the rural and hill areas of Manipur.

Although the system of free education prevails in the State free text books are not given to the poor and needy students. Provision for large scale intensive programmes like free supply of text books and stationery, free uniforms, attendance scholarships and school feeding programmes for the children of the weaker sections of the community be taken up to combat the problem. This provision was also discussed in the Commonwealth Seminar on Universal Primary Education held in Dacca, Bangladesh from December 3rd to 14th December, 1979 by the Ministry of Education of the Government of India. The National Council of Education Research and Training, New Delhi, has also submitted a Report in 1972 concerning the problem. So, the Government of Manipur is to take action on the lines recommended by the NCER and T for the State.

The school library in the State are only in name. It must be well equipped. A full time librarian in each and every school must be appointed. The students must be motivated to
go to library and utilise the equipments. Reading habits must be created by providing reading facility in the Library. If the text books are freely available then even the poorest student will be able to continue his or her study. Providing this facility will solve a fraction of the socio-economic factor for students' dropout. Above all the State needs a good library. The present library in the State is poorly equipped.

Launching programmes on free mid-day meals will serve double purpose. First, it will be helpful in solving the low socio-economic conditions of the parents. The parents who are unable to provide free mid-day meals to their children will no longer suffer. The poor child will have an attraction for the meals. The parents will thereby compell their child to attend school. Second, providing this facility will enable the Government to fulfil the provision of the Constitution for universal free and compulsory education. Implementing this scheme will be helpful in reducing the increasing rate of dropout. Thereby, the percentage rate of literacy may be increased.

Provision for better supervision of the schools be given. Frequent inspection of the schools must be made by the inspecting staff of the Directorate of Education, Imphal, Inspectorate of Schools of the four Zones and the District Education Offices of the six districts of Manipur. In inspecting the schools the
gap between the inspector and the teachers must be bridged by exchanging ideas and thoughts. Whatever the inspector has noted down must not be kept on only in black and white. Practical implementation for the betterment of the school is highly essential.

Surprise visits by the inspectors are highly suggestable. It is only when surprise visits are made the inspectors can know the number of teachers who are negligent and dutiful in performing their duties. Sometimes the inspectors are to correct the wrong teaching methods if it is found in teaching the class. This type of visit is suggestible particularly in the lower primary schools. However, the existing distance between the school and the educational administrators as well as the community has to be reduced.

Provision for attaching hostels by identifying suitable schools of rural and hill areas and reimbursing part of the expenditure of inmates would help more students staying back in schools. For Imphal town one hostel can be constructed for the Kakhulong lower primary and the Kakhulong Junior high school. Most of the students in these two schools are children of migrant parents coming from far places of Manipur. Most of the parents are rickshaw drivers, sweepers, shopkeepers and small scale business. Providing this facility will help the parents a lot in earning their livelihood and in maintaining school expenses of their children.

The local schools must be well looked after by the
government. The attractiveness of the local schools can be brought by three agencies, viz., the parents, the teachers and the government. The parents must understand that keeping the child neat and clean is not meant entirely for the parents of the mission school going children. Proper responsibility for their child must be taken by the parents. Whatever efforts the parents paid to the mission schools be given to the local schools, the craze for mission schools will be died down gradually.

Second, if the teachers teach well and look after the students properly there will be no gap between the two types of schools. By teaching it does not simply mean teaching school text books. It includes everything – what the school can teach a child – a well developed personality having good discipline, a perfect man or woman and a perfect citizen. In this respect co-operation from the teachers is highly essential. Action and re-orientation programmes can be taken up by the government in order to bridge up the gap. The State Government is to look into the laboratory facilities and science equipments provided in these schools. A norm must be kept in the existing schools.

Inspite of encouraging the establishment of too much deficient schools at Imphal town more facilities should have been given to the established ones. At the time of giving recognition to the schools the Government must consider the site of the school, playground, equipments for co-curricular activities
and the staff strength of the school. Once the school is recognised then the same type of facilities should be provided to the school. Special reference can be made to the rural and hill areas where educational facilities are by no means evenly distributed. The inspecting staff and the head masters of the schools are to look into this matter.

Dissatisfactions are expressed by the teachers of the primary schools regarding construction of curriculum. It must be framed in relation to life, needs and aspirations of the people. It should aim to make an instrument of social change. The dichotomy between work and education is unnatural and should be broken. A Curriculum Construction Committee at the State level must be appointed. The Committee is to deal with curriculum construction of the various stages of education starting from lower primary onwards. It must be decentralised according to the needs and life situations of children in diverse geographical, cultural and socio-economic aspects of the State. It must be framed on the lines of the National Council of Education and Research Training, New Delhi, in addition to certain local modifications. In such a land where agriculture is the main occupation, agriculture must be introduced in the school curriculum. Advance action regarding sending some teachers for training in agriculture to other States may be taken up.

 Modifications in curriculum is to be made particularly in Social Studies. The purpose of social studies includes an
understanding of human relationships, knowledge of the 
environment, dedication to the basic principles and values of 
the Manipur society. It also includes a commitment to partici­
pate in the process through which the Manipuri society is 
maintained and improved. It should provide an understanding 
of man's way of living, his basic needs, the activities in 
which he engages himself to meet his needs — social, economic, 
cultural and political and the institutions he has developed. 
In short, it should provide a fairly good analytical knowledge 
of man's social and physical environment. The syllabus must 
be framed in accordance with the Draft Syllabus for Social Studies 
For Classes I to XI prescribed by the NCERT.

Introduction of Work-experience in the school curriculum 
will be highly beneficial. It may help in reducing the increasing 
rate of dropout. The purpose is not only vocationalisation of 
education but also to equip with the skills of the child. 
Introduction of agriculture, craft, carpentry, tailoring, 
embroidery, weaving, knitting, etc., in all the schools will be 
beneficial in order to meet the socio-economic needs of the 
society which is one of the most important factors for students 
dropout in the State. The Review Committee on the Curriculum for 
the ten year school (1977), popularly known as the Ishwarbhai 
Patel Committee, also recommended the introduction of socially 
useful productive work and social services in all stages of 
school education.

Suitable programmes of community education and the use of
mass media like radio and film strip shows of educational value should be provided to the primary school children. Practical implementation of this provision is highly suggestible. It will be fruitful only when the government, the headmasters and the teachers are cooperative. The implementation should be angled from an open mind, well cultured and sacrificing spirit. It will be more valuable if it is introduced in the schools of rural and hill areas of Manipur. Providing this facility by rotation system will save heavy expenses of the government. It should be conducted by a mobile team of the Department of Education. Its efficient functioning should be looked after by an officer appointed for that purpose. He should be under the supervision of the Joint Director or Director of Education.

Variations in the implementation of the school curriculum should be removed. Except in some selected schools subjects like sewing, knitting, and carpentry are not included in school curriculum. Inclusion of these subjects in the school curriculum is particularly good for the dropouts. It must be introduced right from Class II or III.

Teaching on science should be started from primary classes ownwards as prescribed in the 'In the Service of the Nations Children' by the NCERT. Text books on science should be written for primary classes. Science kits should be provided to all the schools of Imphal town, rural and hill areas of Manipur with teachers trained under this scheme. One teacher trained under this scheme should be appointed in every school. It is found that
in some schools of Imphal town the science kits given to the schools for practical implementation have been kept just as a school treasure. The teachers trained under this scheme should be well advised for proper and practical utilisation of the kits in the classroom. Otherwise the value of imparting training to these teachers will become useless. Meanwhile the students will have no practical knowledge of science. Demonstration kits on Physics, Chemistry, and Biology should be provided and demonstrated in the middle schools. The Mathematics teacher should be trained for the new mathematics course. They should also be trained in using improvised equipments for survey work as part of their training.

Providing a roving lecturer with a van and a technician for each community will create more curiosity on the part of the children to know how scientific things work. The van should contain projectors, tape recorders, and some demonstration equipments to be shown to the students. The lecturer should be a good scientist. He is to know Meitoilon or Manipuri language and some tribal dialects. He is to move from school to school, show films, talk to children, demonstrate experiments to them and answer their queries.

'Continuation education Classes' should be conducted by the State Government in consultation with the NCERT for imparting education to the dropouts. The syllabus and curriculum should be framed separately from those of the formally educated children.
The period of study should be from ten months to one year. The classes be conducted in the evening so that children after working in the fields, wage-labouring, shop-keeping, carpentry, tailoring, etc., can attend the class. Course completion Certificate is to be given by the Officer in-charge of the Directorate of Education. The Certificate is to be recognised by all the Departments of the State. Thereby, the problem of job consciousness, which is the most important cause under socio-economic factor, will be partly solved. The programme is to be undertaken by the selected teachers under one programme Executive Officer of the Department. These teachers should be given remuneration since they are to know in addition to their normal works. Evaluation be made after every two or three months. Discussions among the teachers should be held for execution of the programmes. An experiment on this line can be conducted in some selected areas. The experiment should be modelled on the line of the experiment conducted in the five villages of Maharastra, namely: Gargoti, Nithan, Nangargaon, Turumbe and Saravade with certain modifications to suit local conditions.

Pre-vocational training like sewing, tailoring, knitting, cooking, nutrition, interior decoration, sculpture, painting, minor repairs of the house, etc., should be introduced for dropout girls. These dropout girls should also be allowed to join the above courses prescribed for the dropouts. No sex discrimination should be made.
School hours should be adjusted for those children who are excessively engaged in domestic works. A realistic measure to cope with this situation, specially in rural and hill areas, will be the introduction of 'Three Hour Schooling' so that they can do domestic work after attending schools. The Interim Report of the Working Group on Universalisation of Elementary Education of the Ministry of Education, Government of India also endorsed this introduction for children studying upto Class V. For those who have completed Class V but cannot continue to study further on a full time basis 'Continuation classes' are to be organised. Special programmes for such children is to be initiated. Evening classes for 'working children' should be introduced in Manipur.

Introduction of non-formal education for the dropouts is highly essential. The Central Advisory Board of Education at its Sessions held in November, 1974 and 1975 also considered that more reliance on formal education cannot cover all the educational needs in India. The formal education is disproportionate both to the growing quantitative requirements and to the increasing demands for a greater relevance of education. The Board, therefore, recommended for the introduction of non-formal education, multiple entry and part-time education. This recommendation of the Board is required for solving the problem of dropout. Formal and non-formal education should be corelated and integrated to each other. Thus, non-formal ways of imparting and acquiring education should be developed for
all categories of learners at all levels of education.

Teachers should be encouraged to contact parents of the students. The teacher-parent relation must be sound and cordial. Parents' Day must be observed in the schools so that better understanding can take place. Progress Report for every child in every school must be given to the parents so that they can know whether the child is attending classes regularly or progressing well.

In order to check truancy one Attendance Officer for the children of all schools must be appointed. The roll-calls must also be conducted at least twice a day. The first roll-call must be before starting the first period and the other must be after recreation. This system must be introduced in all the schools of Manipur.

Apart from the cause of truancy the general cause of non-attendance of children are: first, helping in the economic endeavours of the family at a very early stage. For them attending a full time school is a luxury. Second, inability to adjust the formal school timings in the economic pursuits. Third, inability to attend school due to ill-health and dropout. For the first two reasons introduction of non-formal schools will serve the purpose. For the third reason there should be provision in the formal school to take them back into the school after the lapse of one or two years.
Attendance must be made compulsory except on unavoidable circumstances. In part fulfilment of the compulsory attendance a system of monitoring of attendance should be taken up by the assistant inspectors. They are to submit every quarter attendance returns in respect of all the schools to the Attendance Officer and the Attendance Officer again are to give the report to the District Education Officers in case of the six Districts and to the Zonal Inspectors in case of the four Zones. The purpose is for computerisation and immediate feed back to the educational authorities in the State.

Provision should be made for health check up of the students by the medical officer for at least once a fortnight or once a month in all the schools. Programmes for visiting the number of schools a day be made by the medical officer. The entire work of medical check up of the students should not be given to the lady health visitors only. They are to be assisted by the medical officers whenever need arises. Adequate medical facilities should be provided to the students so that they can be prevented from diseases like small pox, tetanus, polio, diptheria, tuberculosis, dihoria, etc. First aid medical box should be given to all the schools irrespective of lower primary, middle, junior basic, UJB, and junior high schools. It should be given to the government, aided, unaided and private schools. Its functioning should be checked up for every half yearly or yearly.

Mass education programme through radio, posters, film strips
and demonstrations should be launched to create health and nutrition awareness. Basic instructions in nutrition education should be imparted to all the schools. The Ministry of Information and Broadcasting may publicise it with the instruction of the Ministry of Education and Social Welfare. They are to direct to State Governments to perform it. The Directorate of Education of Manipur should be directly responsible for launching the programme.

In-service education to teachers either in a training institution or through radio should be given. Teachers should be encouraged for writing text books according to up-to-date curriculum and syllabus. The books should be written in such a way that the materials present can motivate the minds of the students for acquiring adequate knowledge in science and humanity.

The target of the Working Group on Universalisation of Elementary Education during the Sixth Plan (1978-83) is to enrol an additional number of children of 3.20 crore: 2.20 crore in classes from I to V and 1.00 crore in classes from VI to VIII. The Working Group felt that it will be possible to enrol 220 lakhs of children in classes from I to V: 100 lakhs in full time schools and 120 lakhs in part-time classes, while at the middle school stage an additional 100 lakhs of children could be enrolled: 60 lakhs in full-time schools; and 40 lakhs in part-time education. However, universalisation of elementary education for primary stage will not be very fruitful unless the problem of dropout is solved. More enrolment with mere dropouts will be meaningless.
The Government of India, therefore, is to take up immediate and strong actions for eradicating the problem of dropout.

In Manipur, the universalisation of education can be attained only when compulsory education is introduced and other provisions like free school uniforms, free text books, free mid-day meals, better supervision, sound teacher-pupil and teacher-parent relations, appointment of Attendance Officer, identification of habitations needing educational facilities and their provision, projection of population of school-going children over the next five year plan and its reflection in education plan, creating climate through mass media to encourage enrolment and attendance, providing differentiated curricula, encouraging parent-education, permitting multi-point entry and adjustment of duration to suit local conditions etcetera are given.

Doing away with promotion examination with regular periodical evaluation like three monthly, six monthly and nine monthly may be helpful in checking the increasing rate of dropout.

All the headmasters of schools be instructed to keep the school atmosphere attractive. Its functioning can be carried out only when there is co-operation among the staff members and the headmaster. In this connection introduction of the basic pattern of education as in the Uripok Boys' Junior High School, Imphal, will create the school atmosphere more attractive. It will enable both the students and the teachers to participate in community life like cleanliness, health, sanitation, literacy, beautification,
road construction, irrigation, child care and work in the field. The school atmosphere should be physical as well as psychological. Keeping the school premises neat and clean does not involve much cost.

The State Government of Manipur should undertake effective measures for protecting the health, safety and welfare of working children below the age of 14. The measures should cover working hours and conditions, rest, wages, leave, health, education, prevention of cruelty hazards to and exploitation of children in employment or under apprenticeship training.

The efforts to reduce dropout should be concentrated at classes A and B or IA and IB of the present class structure. Because it is in these classes that the extent of dropout is highest. The rate may be reduced if children are taught through play way methods. Hence, competent teachers are to be recruited for teaching play-way method in these classes.

Admission should not be opened throughout the year for all classes. Restriction on fresh admissions to class IA to the first two or three months of the academic session will be helpful in solving the heterogeneity in age composition.

Special classes in and out of school hours or during vacations are necessary for the weaker students. School hours are to be adjusted to the time schedule of their parents. Project works and work-experience are to be introduced as soon
possible. It can be introduced through the professions in which
the parents are employed or through major occupations in the
areas concerned. This experience has to be supplemented with
systematised instruction at the school stage. An immediate
but long planned action are to be taken up for checking and
eliminating the increasing rate of dropout.

Further research work need to be undertaken on this
problem of dropout at the other stages of education - high,
higher secondary, college, and university. This problem need
to be studied seriously for all the stages of education,
including primary stage, not only at the State level but at
the national level too.