CHAPTER II

GENERAL BACKGROUND OF
ELEMENTARY EDUCATION IN MANIPUR
WITH SPECIAL REFERENCE TO THE ELEMENTARY
SCHOOLS UNDER STUDY

This Chapter is divided into two sections. Sections I deals with the general background of the elementary education in Manipur and Section II with the structure of Schools under study.

Section I

GENERAL BACKGROUND OF
ELEMENTARY EDUCATION IN MANIPUR

This section describes the general background of elementary education in Manipur in terms of the following aspects:

1. A brief account of Manipur.
2. Brief history of development of Elementary Education in Manipur.
3. Habitation served by primary education facilities.
4. School building.
5. Numbers of teachers.
6. Teachers’ qualification.
7. Enrolment size and enrolment ratio.
8. Teacher-pupil ratio.
10. Library facilities.
11. Income and expenditure.
12. Playground facilities.
15. Free text-books to Pupils.
16. Provision for work-experience/SUPW.
17. Educational finance

(1) A Brief Account of Manipur.

Manipur is situated in the north-eastern corner of India. It is bounded on the north by the hills of Nagaland, on the south by the chin hills of Mizoram, on the east by upper Myanmar, and on the west by Cachar District of Assam. The state is situated in between 23°50'N and 25°41'N latitude and 93°2' E and 94°47' E longitude. The Tropic of Cancer passes to the south of Manipur at a distance of about 38 kilometers from its southern boundary. The Imphal valley is a plateau with an elevation of about 2600ft. above the sea level. The state has a total area of 22,356 square kilometers. The central plain or the Imphal valley covers a small area of 1,834 square kilometers while the hills surrounding the central plain cover the remaining area of 20,513 square kilometers. The hills of Manipur cover more than nine tenth of its total area.

According to 2001 Census of India, the total population of Manipur is 23,88,634 comprising of 12,07,388 males and 11,81,296 females, and the literacy rate is 68.87% (77.87% Males and 59.70% females).

The Manipuri language is known as the “Meitei Lol”, which means the language of the “Meiteis”. It is the official language and the lingua franca of
Manipur. The Manipuri Language is taught right from primary up to the University level. There are 29 tribal communities.

With regard to religion, the Meiteis are followers of Gaudiya Vaishnavism. Notwithstanding their profession of Vaishnava Hinduism they retain pre-Hindu religion, beliefs and practices. They perform all sorts of Hindu festivals. Temples are important agencies where the religious activities are performed. In every village, there is a temple where the Hindu gods and goddesses are worshipped. Birth, marriage, death, etc., ceremonies are performed in accordance with the Hindu manners and customs.

As regards the economic life, over 70% of the people of Manipur are directly dependent on agriculture. There are no large scale industries. Only the traditional cottage industries fill the industrial scene of Manipur. Handloom and handicrafts are the important cottage industries both in the valley and the hills. She depends largely on goods produced from outside the state. The export side consist of a few agricultural and forest produces as well as some handloom goods.

Regarding transport and communication, Manipur depends on roads. The National Highway 39 and 53 passing through Mao and Jiribam respectively are the two important roads connecting Manipur with the rest of the country. They are the most important lifeline of Manipur. Manipur is linked other parts of India with air service via Guwahati and Calcutta. There is a Radio Station and a Television Centre. In regard to rainfall, the average rainfall in Manipur is 200 cm. The Tamenglong District receives the highest rainfall with an average annual rainfall of 400 cm, while Imphal in the central valley has 140 cm. The Ukhrul District has an average annual rainfall of 180 cm. The climate is neither too hot nor too cool. The valley on the average has a temperature of 26°C and in the hills it is found to be 24°C.

On the administrative side, Manipur became a full-fledged state of the Indian Union on the 21st of January, 1972. At present, she has 60 members in the State Legislative Assembly; 2 members in the Lok Sabha and 1 member in Rajya Sabha. There are 9 districts in Manipur. They are: Imphal West, Imphal East, Bishnupur, Thoubal, Chandel, Churachandpur, Senapati, Tamenglong and Ukhrul.
(2) History of the Development of Elementary Education in Manipur.

With the advent of the Britishers in early 19th century, the indigenous system of education was gradually replaced by the Western systems of education. It was for the first time in Manipur that the then Political Agent in Manipur Major General W.E. Nuthal established a primary school in Imphal. But the school could not function properly for want of people support. The people looked askance at the new system; they feared that the introduction of English education would take away their freedom and rights. Parents did not send their children to the English School. No school could flourish in Manipur for a pretty long time. It was only in 1885 that a Middle English School was set up by Sir James Johnstone, the foundation of the formal systems of education in Manipur began to lay. In 1891 the Anglo-Manipur war broke out thereby causing a setback to the lonely School. The School was closed down in 1892, but reopened in 1893 with 117 children on the rolls and daily attendance rate of 40%. Since then the Western education system has been prevailing in this soil.

In 1893-94, two Lower Primary schools were set up by the State Government, one at Sekmai (Valley) and another at Mao (hill). By 1894-96, local people began taking interest in the education of their children, and five more Lower Primary Schools were opened during 1895-96( 3 in Imphal and 2 in rural area). The attendance rate was about 60%. In 1896-97, Rev. William Pettigrew opened an L.P. School in Ukhrul with 21 boys and one Girls L.P. School was also opened in Imphal with 12 girls for the first time in 1899. Since all the schools were run by the state, the expenditure was borne by the Government.

By 1906-07, the numbers of L.P. School opened rose to 60 (52 in the valley and 8 in the hills). The Johnstone M.E. School was upgraded upto class VII. More Upper Primary Schools were opened during the regime of Maharaja Churchand Singh(1907-1941). Himself educated outside Manipur, the Maharaja took keen interest in the promotion of English education in Manipur. It was under his patronage that the Johnstone School was formally recognized as a High School by the Calcutta University in 1921. It remained the only High School in Manipur having classes V to X till 1930. Under his guidance Manipuri started being taught as a language subject in L.P. Schools from the year 1909-10 and was gradually introduced in higher classes and as and when books were got translated from
Bengali into Manipuri. Before this, the medium of instruction was in Bengali. By 1924 Manipuri was recognized by the Calcutta University up to Matriculate standard. With the detachment of classes III and IV from the Johnstone High School, the need was felt to open some Upper Primary School having classes III and IV in 1916-17, State Government opened three Upper Primary Schools in the valley. Two Upper Primary Schools were started in the hills in 1929-30.

In those days the State Government used to bear the cost of construction of school building and some residential quarters for teachers within the Imphal area, while local people looked after the maintenance of schools. In the rural areas, especially in the hills, the local people took the responsibility of construction and repair work of the school buildings and sometimes residential quarters for teachers.

There were altogether 210 Lower Primary School during the period 1931-41. Most of the primary schools in the valley were sponsored by the State, but in the hills majority of the schools were run by the missionaries. At that time, there were 59 primary schools run by the American Baptist with 589 boys and 277 girls on the rolls, and 23 primary schools run by the North East India Missionaries with 450 boys and 35 girls in the hills areas of Manipur. Owing to the intervention of World War II, very few schools were opened during the period 1945-49. Only in 1949-50, 164 more primary schools and 54 middle schools were opened. During the period 1963-64 there were 2206 primary schools, of these, 1602 governments, 308 aided, and 296 private. During this year there were 314 middle schools (153 government, 37 aided and 124 private). By 1980-81 the number of primary schools were 2860 and Middle Schools 425.

(3) Habitation Served by Primary Education Facilities.

The elementary education is divided into two stages: Primary School having classes I-V and Upper Primary School classes VI-VIII. As per the Sixth All India Educational Survey in 1993, of the rural inhabitant in the State, 73.88% are served by primary schooling facilities within their habitation. The remaining 26.12% rural habitations are having primary school facilities upto 1 km. The percentages of habitation having within habitation are 73.9; upto a distance of 1km 13.9; and beyond 1km. 12.2 respectively. In 1993, the percentages of
habitations having upper primary schooling facilities within the habitation are 21.3; upto a distance of 3 km. 45.5; and beyond 3 km. 33.2 respectively.

(4) School Building

Out of 3031 primary schools, 292(9.63%) are functioning in pucca buildings, 807 (26.62%) in partly pucca buildings, 1279 (42.20%) in kachcha buildings and the remaining 653 (21.54%) in thatched huts/tents and open space. The corresponding percentages in rural area schools are 8.96, 44.29 and 24.24 respectively; and in urban area 13.61, 50.79, 29.93 respectively. In the upper primary schools, out of 702 schools 65(8.97%) schools are functioning in pucca buildings, 210(29.92%) in partly pucca buildings, 376(53.56%) in kachcha buildings and the remaining 53 (7.55%) in thatched huts. The corresponding percentage in rural area school are 7.55, 27.52, 55.76 and 1.37 percent respectively.

(5) Number of Teachers

It has been estimated that there are about 13749 full time teachers working in the primary schools. Out of these, 22.70% teachers are working on temporary basis and 4.71% on ad-hoc basis. The corresponding percentage of female teachers are 18.45%, 76.18% and 5.37% respectively. In the upper primary schools, out of estimated 7,369 full-time teachers, 19.46% teachers are working as permanent teachers, 75.71% teachers and 4.83% as ad-hoc teachers. The corresponding percentage of female teachers are 16.49, 79.92 and 17.09, 76.82, and 6.09 respectively.

(6) Teachers' Qualification

The teachers whose academic qualifications are upto matriculate constitute 53.36% of total teachers at primary stage. And the percentage of teachers having academic qualifications of Higher Secondary passed and graduate and above are 23.19 and 23.45 respectively. At the upper primary stage of education, the teachers having academic qualifications upto Secondary, Higher Secondary, Graduate and above and any other qualification constitute 12.07%, 20.16%, 67.65% and 0.12% respectively. The percentage of trained teachers in primary schools is 44.48 and in upper primary schools 34.63.
(7) Enrolment size

There are 1,51,269 (78,664 boys and 72,605 girls) pupils in primary schools of which 79.26% are in rural areas. There are 3698 (2.44%) scheduled castes and 56,773 (37.53%) scheduled tribes pupils primary schools. At the upper primary school stage, the enrolment size is 1,08,856 (59,272 boys and 49,584 girls) pupils, of which 69.52% are in rural areas. There are 3198 (2.94%) scheduled castes and 42,422 (38.97%) Scheduled Tribes pupils.

(8) Enrolment Ratio

The gross enrolment ratio for primary schools is 113.40 (for boys 118.84 and for girls 107.00). This ratio for schools in rural areas is 113.64 (for boys 120.10 and for girls 107.00). For upper primary schools, the gross enrolment ratio is 77.50 (for boys 82.13 and for girls 72.78). This ratio in rural areas is 66.44 (71.75 for boys and 61.03 for girls). The age specific enrolment ratio for primary schools for the age-group 6 to 10 years is 98.98. The age specific enrolment ratio for boys and girls are 103.90 and 93.93 respectively. The corresponding ratio for rural and urban areas are 100.84 and 94.13 respectively. For upper primary schools, the age specific ratio for the age-group 11 to below 14 is 90.38 (93.91 for boys and 85.39 for girls. The corresponding ratio in rural areas is 74.67 (80.09 for boys and 69.13 for girls).

(9) Teacher-pupil Ratio

The teacher-pupil ratio in primary school is 1:14. Primary Schools (aided) has more higher ratio 1:16 to that of other management schools. The ratio in the upper primary schools is 1:15; and in the case of private Aided Schools it is 1:21.

(10) Repeaters Rate

The repeater rate for the class I-V for the state as a whole is 5.08%. For rural and urban area the rates are 5.40% and 4.23% respectively. Boys student has higher percentage of 5.25% to that of girl 4.88%. At the upper primary stage, the rate is 3.54%. For rural and urban area the rates are 3.63% and 3.40% respectively.
(11) Library

Out of 3031 primary schools, only 1556 (51.34%) having library facilities and out of 702 upper primary schools, only 492 of them have library facilities.

(12) Playground Facilities

At the primary school stage, 1494 (49.29%) have playground, of which 714 have playground exclusively for the schools, 932 schools have playground facilities within the school premises. The playground facilities of 1181 schools are in usable condition and another 620 school have adequate playground facilities.

At the upper primary stage, out of 701 schools, 499(71.08%) schools have playground facilities. 307 upper primary schools have playground exclusively for the schools. The playground of 415 schools are in usable condition and another 240 upper primary schools have adequate facilities. 356 upper primary schools have playground facilities within the school premises.

(13) Drinking Water, Urinal and Lavatory Facilities

Out of 1,51,269 pupils in 303 Primary School, 26,813 (17.73%) pupils get drinking water facilities, 37,795 (24.99%) pupils have urinals facilities and 22,107 (14.61%) pupils have lavatory facilities. At the Upper Primary School stage, out of 1,08,856 pupils in 702 school, 50,244 (46.16%) pupils have drinking water facilities, 68,764 (63.17%) pupils have urinal facilities and 55,600 (51.08%) pupils have lavatory facilities, 11,072(7.32%) girls in Primary and 40,811(37.49%) in upper Primary get urinal facilities.

(14) Availability of Backward and Furniture

3031 Primary Schools in the State have 11,061 sections of which 8,608 (86.86%) have usable blackboards and the remaining 2453 (13.14%) sections are in shortage of blackboard. 7872(71.69%) sections have furniture for teachers, 7666 (69.31%) sections have adequate furniture and 406 (3.67%) no mats/furniture for pupils. Out of 4948 sections of 702 Upper Primary Schools, 4548 (91.92%) sections have usable blackboard; 4548 sections do not usable blackboards; 4044 (81.73%) sections have adequate furniture, for 836 (16.9%) sections have inadequate furniture and 82 (1.66%) sections have no mate/furniture for pupils.
(15) Free Text-Books to Pupils

The number of schools having the free text-book scheme are 10 Primary and 16 Upper Schools. The number of beneficiaries are 129 (71 boys and 58 girls) in Primary Schools and 503 (277 boys and 226 girls) upper Primary Schools.

(16) Provision for Work-Experience/SUPW

1991 Primary Schools (65.69%) and 572 (8.48%) Upper Primary Schools have the provision for work-experience or SUPW activities.

(17) Educational Finance

The total expenditure on government and private aided schools in 1992-93 from primary to higher secondary schools is Rs. 82,30,12,568 of which Rs. 77.20.65.22(93.82%) is recurring expenditure. The expenditure on non-recurring side is Rs. 5,09,47,346 (6.19%). The expenditure on salaries of teaching staff constitute 91.49%, salaries on non-teaching staff 4.94%, library 0.10%, consumable articles for laboratories 0.14%, expenditure on rent 0.01%, maintenance 0.66%, games and sports 0.09%, contingency 0.26% and their items 2.31% of the total recurring expenditure of Rs. 777.20,65,222. On the other hand, the expenditure on construction of building constitute 38.39%, office equipment 3.66%, furniture 4.38%, laboratory 3.59%, land 0.10%, games and sports 1.06% and other items 48.82% of the total non-recurring expenditure of Rs. 5,09,47,346.

Conclusion:- From the above data it is observed that since the reopening of the only Johnstone Middle English school in 1893 after the end of the Anglo-Manipuri War, there has been remarkable development in the field of Primary education in Manipur. In 1893-94, there were 2 Lower Primary Schools and the number rose to 7 in 1895-96 with the establishment of 5 more school, 3 in Imphal and 2 in rural areas. By 1906-07, the number of Lower Primary Schools opened rose to 60. The Johnstone Middle English School was upgraded up to class VII standard. By 1993 there were 3031 Primary Schools having classes I-V and 702 Upper Primary School having classes VI-VIII. The data given above indicates that the entire States has been served by primary schooling facilities. Almost all the Primary Schools are situated within walking distances of children,
though 78.7% children of Upper Primary Schools are compelled to go to school up to a distances of 3km. or its beyond. The number of pucca building is very low; it is only 9.63% in the case of Primary Schools and 8.97% in the conduct of Upper Primary School. The total numbers of teachers in the elementary schools is 21,118, of which 13,749 belong to Primary Schools and 7,369 to Upper Primary Schools. The figure is for 3,733 elementary schools (3031 for Primary Schools and 702 for Upper Primary School). When we calculate the average number of teacher per school, it is 6 teachers per school. The number of trained teacher is also low. More than half of the total teachers are untrained ones and the academic qualifications of the majority of the teachers are also up to matriculate. The teacher-pupils ratio 1:14 in Primary Schools and 1:15 in Upper Primary School are very small. As a result, there is high chance of increasing the cost of education. We need to examine this important aspect. The data shows that there is not much educational wastage in elementary education as the stagnation rate is not high. With regard to library facilities, about half of the elementary schools are not having this facilities. It is also found that there is no adequate provision for school playground, drinking water, urinal and lavatory facilities. Shortage of blackboards and furniture is also found in the elementary schools. Considering the poor economic condition of the rural people, the number of elementary schools enjoying the free textbooks scheme is low. The expenditure on salary and allowances of teaching and non-teaching staff constitute 96.43% of the total recurring costs. The cost incurred on library (0.10%) and games and sports (0.09%) in the recurring cost and games and sports 1.06%, in the non-recurring are very low. In the non-recurring costs, the costs spent on “other items” 48.82% seems to be very higher than any other costs incurred on other items.

**Summary:** It has been described above a brief account of Manipur with reference to the development of elementary education and certain physical and human capacities provided to the system. In the next Section II, the structure of the schools under study is discussed.
Section-II

STRUCTURE OF SCHOOLS

This section deals with age, location, size, number of teaching and non-teaching staff, actual enrolment and estimated enrolment capacity, teacher-pupil ratio, the courses of studies offered, teaching-learning process, working days and hours, examination, management, library, teaching aids, and other facilities: drinking water, lavatory, playground and electricity. Such as examination of the structure of the schools would not only help us to a great extent in determining the costs for supply of education but also in understanding the manner in which how the schools are operating efficiently or inefficiently.

Bheigya Bondhu Jr.High School

The Bheigya Bodhu Jr. High School was established in 1978. The school is situated at Telipati, Imphal, in the Imphal East District. The school building was a semi-pucca one with 7 rooms. The size of the school building was 45ft. in breadth and 100ft in length, whereas the classroom size was 18x20ft. It had evening shift for class I-VIII: 10.30 a.m. to 3,30 p.m. The total number of teacher was 12, of which 6 of them were trained teachers. The total enrolment size for classes I-VIII during the period 1992-1999 was 1260. The average teacher-pupil ratio for classes I-VIII during the 8 years period was 1:13.

Jai Hindi Jr. High School

This school was set up in 1950 at Mantripukhri about 4 k.m. from Imphal on the National Highway No.39, Imphal-Dimapur Road. The school is situated in the Imphal West District. The building of the school was a semi-pucca having 10 rooms with an area of 1200x240 ft. The size of the rooms was 18x20ft. The school was operating from 10.30 a.m. to 3.30 p.m. The number of teaching staffs was 8 and 5 of them were trained ones. The total number of pupils for classes I-VIII during the 8 years periods was 1224. The average teacher-pupil ratio was 1:19.

Khwai Jr. High School

The Khwai Jr. High School established in 1952 is situated at Uripok, Imphal, in the West District. The school had a semi-pucca building having 6 rooms
with an area of 60ft. in breadth and 70ft. in length; and with a class size of 18x20ft. It had double shifts: morning and evening. During the period 1992-99, the enrolment size for classes I-VIII was 1995. The strength of the teaching staff was 19, of which, 10 teachers were trained ones. The average teacher-pupil ratio was 1:13.

Lady Early Girls' Jr. High School

The school was set up in 1991 at Babupara in the heart of Imphal city in the Imphal West district. It was also a semi-pucca building with an area of 80x110ft. The school had 8 rooms with a class size of 18x20 ft. The overall enrolment capacity of the school for classes I-VIII during 1992-99 was estimated at 1920. There were 8 teachers in the morning staff and 1 chowkidar in the non-teaching staff. The number of trained teacher was 5. The average teacher pupil ratio over the 8 years period was 1:16.

Laijing Ningthou Jr. High School

The Laijing Ningthou Jr. High School was established in 1982 at Thangmeiband, Imphal, in the Imphal West District. The school building was a semi-pucca one with an area of 80ft. in breadth and 100 ft. length. It had 8 rooms with a classroom size of 18x20ft. It had double shifts. There were 10 teachers and 6 of them were trained teachers. The actual enrolment size for classes I-VIII during 1992-99 was 977. The average teacher-pupil ratio was 1:12.

Madan Mohon Jr. High School

This Junior high School was established in 1956 at Kshetrigao in Imphal East District. The school building was a semi-pucca one having the area of 80x90 ft. The size of each classroom was 16x20 ft. The school had double shifts. There were 11 teachers and one chowkidar. Six teachers were trained ones. The total enrolment size of the school for classes I-VIII during the period 1992-99 was 1163. The average teacher-pupil ratio during the period was 1:13.

Modern Jr. High School

This school was set up in 1962 at Bamon Leikai Imphal, in the Imphal East District. It was a semi-pucca building with an area of 80x100ft. It had double shifts. In the teaching staff there were 18 teachers and 1 chowkidar in the non-teaching staff. Out of the 18 teachers, 10 teachers were trained ones. The overall
enrolment size of the school for classes I-VIII during 1992-99 was 1692. The average teacher pupil ratio during the period was 1:12.

Moirangkhom Jr. High School

The Moirangkhom Jr. High School was established in 1898 at Moirangkhom, Imphal, in the Imphal West District. It was a semi-pucca school having an area of 70x100ft. The number of room was 8 with a class size of 18x20 ft. It had double shifts. There are 19 teachers, of these, 11 of them were trained teachers. The total enrolment size of the school for classes I -VIII for 8 years was 1989. The average teacher-pupil ratio during the period was 1:13.

Naorem Babu Jr. High School

This Junior High School was set up in 1945 at Khongman in the Imphal East District. The school building was a semi-pucca one with an area of 50 ft. in breadth and 150 ft. in length. It had 9 rooms with a classroom size of 20x20 ft. The school had only evening shift. The number of teacher was 13 and 8 of them were trained teachers. The enrolment size of the school for classes I-VII for 8 years was 1695. The average teacher-pupil ratio during the period was 1:16.

Naoremthong Jr. High School

It was established in the 1945 at Uripok, Imphal, in the Imphal West District. The school building was a semi-pucca one having 7 rooms. The area of the building was 70ft. in breadth and 90 ft. in length. The size of each class was 18x20 ft. The school had double shifts. The total number of teacher was 15, of these, 8 of them were trained teachers. The enrolment size of the school for classes I-VIII during 1992-99 was 1735. The average teacher-pupil ratio for the 8 years period was 1:14.

New Lambuland Jr. High School

The New Lambuland Jr. High School was set up in 1958 at New Checkon, Imphal, in the Imphal East District. The school had a semi-pucca of 18x20ft in each room. The school had only evening shift. The number of teachers was 12 and 7 of them were trained teachers. The enrolment size of the school for classes I-VIII during the period was 1096. The average teacher-pupil ratio during the period was 1:11.

This school was established in 1958 at Thambalkhong Ningthem Chaibi in the Imphal East District. The size of the school building was 85 ft. breadth and 120 ft. in length. It was a semi-pucca building having 9 rooms with a classroom of 18x20 ft. It had only evening shift. Out of the 12 teachers, 8 of them were trained teachers. The total enrolment size of the school was 1220 during the period 1992-99 for classes I-VIII. The average -pupil ratio during the period was 1:13.

Thambalkhong Jr. High School

This was established in 1961 at Thambalkhong in the Imphal East District. It was a semi-pucca building with an area of 85 ft. in breadth and 100 ft. in length. It had 9 rooms with an area of 18x20 ft in each classroom. The school had 11 teachers in the teaching staff. Six-teachers were trained ones. The enrolment size of the school for class I-VIII during the period was 1043. The average teacher-pupil ratio during the 8 years period was 1:12.

Thamchet Girl's Jr. School

Thamchet Jr. High School was set up in 1966 at Nongmeipung, Imphal, in the Imphal East district. It was a semi-pucca building having 7 rooms. The size of the school building was 80 ft in breadth and 100 ft in length. The size of each classroom was 18x20 ft. There were 7 teachers in this school, of which, 5 of them were trained teachers. The enrolment size of the school for classes I-VIII during the 1992-99 was 828. The average teacher pupil ratio during the period was 1:15.

All the sample schools follows the prescribed curriculum and syllabus. The subject included in the curriculum for classes I-VIII were as follows.

Classes I-II

i) First language

ii) Mathematics

iii) Environmental Studies (Local Studies and Nature Study)

iv) Socially Useful Productive Work (SUPW)
v) Health Education, Games and Creative Activities (Music, Dancing 7 Painting)

Classes III-V

First Language

ii) Second Language

iii) Mathematics

iv) Environmental Studies

v) Environmental Studies

vi) SUPW

vii) Health Education; Games and Creative Activities

Classes VI-VIII

i) First Language

ii) Second Language

iii) Third Language

iv) Mathematics

v) Social Science (Geography, History, Civics)

vi) Science

vii) The Arts

viii) SUPW

ix) Physical Education, Games, Health Education and Supervised Study.

Teaching-Learning Process

The teaching-learning process is very important in order to produce the maximum output in the light of the curriculum objectives. In this study, teaching-learning process is viewed from two angles: first, the way in which how the curriculum is implemented by the schools under study and secondly, how the teaching-learning process takes places. With regard to the implementation of the curriculum, it was observed that almost all the sample schools neglected the
teaching of some subjects included in the prescribed courses of studies, such as Socially Useful Productive Works (SUPW) Health Education, Physical Education, Games and Creative Activities. These subjects were treated as minor subject by the schools because of the fact that they were not included in the matriculation examination scheme. However, Work-Experience (SUPW) is included in the matriculation examination as non-credit subject. As a result, it seems, the schools paid little or no attention to these subjects. What the school paid a little more attentions to those compulsory subjects included in the matriculation examination, namely Language, Mathematics, Environmental Studies and Science. In this way, about half of the prescribed subjects were not partly or fully implemented.

It was observed that the methods of teaching adopted were the traditional one in which the teaching-learning activities took place only through books. As no practical approach was adopted in the entire teaching-learning process, the pupils remained confined within the four walls of classroom for hours. It may be mentioned here that out of 175 teachers for 14 schools, 91 (52%) of them were trained ones. But, as reported by the teachers, the teachers never applied the knowledge and skills which they acquired from their training to the teaching-learning process. It was also reported that co-curriculum activities were hardly carried out throught the year.

Working Days and Hours.

According to the prescribed norm, there should be a minimum of 240 working days in a year, out of which, 200 days were the maximum and 150 minimum for instruction, 20 days for examination; and 20 days for morning-assembly and recess. The working hours in days inclusive morning-assembly and recess were 3 hours for classes I-III, 4 hours for classes III-V; and 5 hours for classes VI-VIII. Out of which 1 hour was to be devoted to morning-assembly and recess in a day.

In this study, out of 14 schools, 9 of them had double shifts, one in the morning and the other in the evening, and 5 had only evening shifts. This arrangement is made for want of adequate classrooms. According to the school time-table, the morning shifts started from 6.30 a.m. and continued upto 9.30 a.m. in the winter and from 6 a.m. to 9 a.m. in the summer. What the schools call
“evening shift” started from 10.30 a.m. and continued up to 3.30 p.m. in all seasons. In the morning shifts, classes I-II were operated and in the evening shift classes III-VIII. The school hours of the 5 schools having evening shift for classes I-VIII started from 10 a.m. and continued up to 3 p.m. In these five schools, classes I-II were operated for 3 hours (i.e. from 10 a.m. to 1 p.m.) classes III-V for 4 hours (i.e. from 10 a.m. to 2 p.m.) the rest classes VI-VIII 5 hours (i.e., 10a.m. to 3 p.m.). Similarly, in the schools having evening shift for classes III-VIII given above, the school hour for classes III-V was for 4 hours (i.e. 10.30 a.m. to 2.20 p.m.). Every year the new academic session in all the schools started from the first week of February and continued up to the first week of November. The annual final examination was conducted in the last of week of November. Thus, the total working months for the teaching and learning activities was about 9 months in a year.

Examination

In all the schools under study examination was conducted only one or two times in a year. According to the prescribed guidelines, “In the elementary classes “continuous system of evaluation” should be introduced. The evaluation should be integrated with the process of learning and a system of continuous recording of the process and development of each child on the basis of observation, oral test as well as written should be done”. It was however, observed that not a single school followed the prescribed guidelines. There was written examination at the end of six month or one year.

It may be mentioned here that the researcher could not study the number of pupils appeared and passed in the school final examination for every class and year due to limited time and resources. But an attempt was made as a case study to analyse the input-output ratio in the case of those pupils who got enrolled in 1992-93 and where to complete the course in 1999-2000 or reach a particular class in a particular year.

Management

All the schools had under the administrative control of one headmaster. The Headmaster had no administrative and financial powers. They were not even the reporting authorities against the dereliction of duty of teachers because of various reasons known to them. On the management side of the State Department
of Education, it was reported school inspection and supervision was a very rare phenomenon. It was once in a blue moon. And the inspection was a perfunctory one as the inspecting staff paid much attention to the attendance of teachers only, not to the problems of the schools. It indicates that the schools seem to be operating in a very haphazard manner.

Library

Library was almost non-existent in all the schools. It was reported that the government occasionally provided very few books to the schools, but the books were not of much use to the pupils as they were not prescribed text-books. The schools also hardly purchased books for library.

Teaching Aids

Among the teaching aids, blackboards, chalk and duster were the only teaching aids used by all the schools. No other teaching aids observed. Some teaching aids like Science Kits and musical instruments provided to some of the schools under Centrally Sponsored scheme “Operation Blackboard” had little or no room for utilization in the teaching-learning activity. Teaching aids were hardly used by the schools. As stated earlier, the text-book was the only teaching aid through which the entire teaching-learning process took place throughout the year.

Attendance of Pupils and Teachers

As per available data, the attendance of pupils was found to be irregular, whereas the teachers’ attendance was regular.

Other Facilities

Every school had the facilities for drinking water, lavatory, and playground. But the problem of non-availability of safe drinking water was found in all the schools. It was also found that in most schools the lavatories were not properly maintained and the playground was not purposely utilized. Out of the 14 schools, only two of them had the facilities for electricity.

Summary: It was found from the above data that lack of adequate classrooms was a basic problem to most of the schools thereby compelling 9 schools to operate classes in double shifts. There was no problem of shortage of
teachers. Every school on an average had 13 teachers for classes I-VIII. Regarding the training of teachers, 48% of the teachers were untrained ones. The enrolment size during the period 1992-99 for classes I-VIII was much less than the estimated enrolment capacity almost in all the schools. The teacher-pupil ratio for 8 years for classes I-VIII in each school was also small. As a result, there is always the possibility of increasing unit costs, the details of which are being discussed in Chapter III.

It is found from the above data that so far as the school time table is concerned, it is commensurate with the prescribed norm of 3, 4, and 5 hours for classes I-II, III-V, VI-VIII respectively. But it was very difficult to determine accurately the workload actually taken as no record was maintained by every school for the days on which the classes were met and the days on which the hours as planned in the school time-table utilized.

It is also found that 50% of the subjects included in the prescribed curriculum had not been implemented because of the fact cited earlier. Moreover, co-curricular activities were hardly carried out. With regard to the methods of teaching, no practical activities were performed in the entire teaching-learning process. One hundred per cent emphasis was laid on theory, i.e. teaching through books. Although more than half of the total number of teachers were trained ones, they never applied the knowledge and skills which they acquired from their training to the actual classroom teaching.

Examination was a one or two shots affair at the end of six month or course. The prescribed guidelines of evaluation i.e. "continuous system of evaluation" were not followed by all the schools. The management of education seems to be taken place in a very disorderly manner. School inspection and supervision by the inspecting staff of the State Department of Education was almost absent. The headmaster had also no administrative power to control over the teachers. We strongly feel that the schools are just like the boats without sailors. No doubt, there was provision for providing books to the school library, but not a single school maintained the school library meaningfully. No other teaching aids were hardly used except the blackboard. The basic facilities like drinking water, lavatory and playground were made available to all the schools but there were problems of non-availability of safe drinking water, lack of
maintenance of lavatory and proper utilization of school playground.

Thus, we may draw a conclusion here in the light of the above discussion that under-utilization of the available physical and human capacities is a basic problem to all the schools under study.

Summary: It has been examined above the structure of the schools under review in relation to the age, location, size, teachers, enrolment, courses offered, teaching-learning process, working days and hours, examination, management, library and other facilities. The conclusion from this analysis is drawn in Chapter IV. The next Chapter III analyses the expenditure incurred on the sample schools and the per pupil unit costs.
Notes and References:

The sources of data are from the following documents:

1) *The Sixth All India Educational Survey*, Manipur State, Survey Unit, Directorate of Education (S) Government of Manipur.


6) Ibid, pp. 8-10.

7) Ibid., p.8.