CHAPTER VI

MAJOR FINDINGS AND SUGGESTIONS

6.0 Introduction

In this chapter the discussions of the findings and their implications are presented. The findings are based not only on the analysis of the data collected through questionnaire on the fifth chapter, but also on the data collected through documentary materials organized and presented in the third chapter.

The findings of the study can be divided into two parts. The first part is headmasters and the second part is teachers which are based on the following objectives of the study:

(i) To study the development of primary education in Ukhrul and Tamenglong districts of Manipur.

(ii) To find out the status of primary education with respect to:
    a. Physical facilities available in primary level
    b. Enrolment patterns in different school
    c. Profile of primary school teachers

(iii) To find out the following problems of primary education:
    a. Academic
    b. Administration
    c. Finance

(iv) To find out the problems of teachers.

(v) To suggest measures for improvement of primary education in the district under study.
In Manipur, the first seed of primary education was sown during 1872 – 1886. Pioneers like Maj. General W.F. Nuthal, Sir James Johnstone and Rev. William Pettigrew contributed towards the growth and development of primary education in the state.

In 1885, the first Middle English School was established in Manipur by James Johnstone, with the permission of Maharaja Chandrakirti Singh. In 1892, one Lower Primary School was established at Sekmai and Mao in 1893 for the hill people and for the valley at Tera Keithel in 1895. An attempt was made by the government to establish a school at Thangmeiband in Imphal, but it was not able to materialize. In 1894 William Pettigrew, an American Baptist Missionary established one Lower Primary School at Moirangkhom which was also known as Pettigrew school. Thus, in 1894 two schools were established, one at Moirangkhom and another at Phoijong. In 1895, one more school was added at Moirang which increased to eight.

Primary education in Manipur was very slow for a long time because of the aversion of the local people towards Western (English) education. It was only in 1931-32 that 83 lower primary schools, 10 madrasahs, 3 sanskrit tols and a Girls’ L.P. school were established in Manipur. Since primary education was not made free at that time, fees were collected from the students. The attendance of students was poor and not very encouraging.

The trend of development of primary education did not make much progress in Manipur before 1972. But after the attainment of
statehood in 1972 some progress of primary school has taken place in the state. Primary school in the hill areas of Manipur are under the control of the respective hill district councils. The development of primary education in the hill areas is still below average. Despite the concerted effort made by the government of Manipur, the progress of primary education has been hampered due to various problems prevalent in the hill areas of the state, like rural underdevelopment, rough hill terrains, no proper road approachable to the villages, scattered villages far and wide, frequent insurgent activities in the hill areas under study, low level of literacy among the hill masses. School condition is almost neglected by the state government. Therefore, special emphasis should be given to the removal of various problems on primary education in the hill areas of Manipur.

The introduction of free and compulsory education in the field of primary education after the Indian independence gave a strong impetus towards the progress of primary education in Manipur. The trend of development of primary schools, students’ enrolment and number of teachers can be seen in the following chart and graph.

**Graph 6.1 Showing the number of primary schools in Manipur**

Sources:
(i) Statistical Abstract Manipur, 2000-01, 2005-06, 2008-09
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11
The above graph showed that number of primary schools in the state had been increasing till 1990 – 91. However, it went down during 2000-01 due to unavailability of students in the schools.

**Graph 6.2 Showing the number of Teacher in Manipur**

![Graph showing the number of teachers in Manipur]

Sources:  
(i) Statistical Abstract Manipur, 2000-01, 2005-06, 2008-09  
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11

The above graph indicated that the number of primary schools teachers increased continuously till 1990-91 but thereafter the number of teachers had been reduced every year till 2002. So, the study assumed that it may be due to non-replacement of retired teachers.

**Figure 6.1 Showing the number Students enrolment in Manipur**

![Graph showing the number of students enrolment in Manipur]

Sources:  
(iii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11
From the above graph it is seen that the enrolment of students in the state had been on the rise throughout the period.

### 6.2 Development of Primary Schools in Ukhrul and Tamenglong Districts

Christian organization saw the seeds of education in Tamenglong district in the early part of the 20th century. First primary school was established at Sempang Village in 1925 by the Christian organization. Later on primary schools were established by church and Christian organization in the district. After the achievement of Indian Independence almost all the existing primary schools were taken by the state government. However, there was no tangible progress of primary education in the district before getting its statehood.

The American Baptist Missionaries were the first to introduced modern education in Ukhrul district. On February 19th 1897, Rev. William Pettigrew established the first Mission School at Ukhrul with 20 boys from Ukhrul and 11 boys from Hundung Village.\(^{17}\) His endless efforts in the fields of education and mission work made many people to realize the importance of education in the district which enabled him to set up eight more primary schools by 1906 where the number of students rose to eighty.\(^{18}\) The progress in the growth of primary education had been far from satisfactory till 1947. After which primary education in the district steadily progressed but noticeable development came into being only after the attainment of its statehood in 1972.

The development of primary schools in the subsequent years is shown in the following graph:
Graph 6.3 Showing the number of primary school in the two districts

Sources:  
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11

Graph 2.4 showed that the trend of development in primary school in Ukhrul district is steadily increasing whereas in Tamenglong district the number of primary school is fluctuating time to time.

Graph 6.4 Showing the number of students enrolment in the two Districts.

Sources:  
(iii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11

The above graph indicated that the enrolment of students in Tamenglong is increasing rapidly whereas the enrolment of students in Ukhrul district was encouraging in the year 2000 but suddenly it went down to 13761 in the year 2005. Thereafter, the enrolment in the district is
steadily progressing. In this regard it is assumed that the sudden decreasing of students’ enrolment may be due to establishment of many private schools in the district.

**Graph 6.5  Showing the number of teachers in the two districts**

![Graph showing the number of teachers in the two districts](image)

Sources:  
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11

### 6.3 Sample of the Study

The selected sample schools for the present study from the two districts are shown separately in the following tables:

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Table 6.2 Ukhrul District
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6.4 Objective 2. Findings related to the status of Primary Education

6.4.1 General Information

6.4.1.1 Headmasters Qualification

Figure: 6.2 Showing the Qualification of Headmasters

The Study revealed that 56.25% of the headmasters were B.A., 12.5% were B.Sc., 6.25% are B.Com., 12.5% are qualified B. Ed., 10% are M.A., 2.5% were M.Sc. and there are none in the category of M.Com. Therefore, the highest qualification possessed by the headmasters is M.A. whereas the lowest qualification is B.A. where the maximum number of headmasters falls in this category.

6.4.1.2 Teaching experience of the headmasters/headmistress

The study found out that 42.5% of the headmasters had 20-30 years of experience, 33.75% of the headmasters had an experience for 15-20 years, 8.75% had 5-10 years teaching experience; similarly 8.75% also had an experienced of 10-15 years and 6.25% had 30 years and above teaching experience. Hence, nearly half of the headmasters i.e. 42.5% have teaching experience for 20-30 years.
6.4.1.3 Types of management

The study revealed that in both the districts (Ukhrul and Tamenglong) majority of the primary schools are govt schools (87.5%) and 12.5% are aided and private primary school.

6.4.1.4 Number of trained and Untrained Teacher

The study also revealed that 147 primary teachers are found to be trained and 253 teachers are untrained out of 400 primary school teachers. Therefore, there is an urgent need in giving training to the teachers to enhance the teaching skills and techniques to impart quality education in the areas under study.

6.4.1.5 Types of School

The study found out that all the schools (govt. aided and private) are co-education type only.

6.5 Objective 2 (a) Findings related to Physical facilities

6.5.1 Own Land

The study revealed that majority of the schools (90%) under study has their own land whereas some of the schools were not having their own land. Besides the study also found out that maximum number of the schools possessed average size in terms of school compound, very few of them had a large compound besides, majority of the schools did not have playground facilities.

6.5.2 School Building
The present study found out that almost all the primary school (90%) had their own school buildings, out of which 40.25% were made of thatch come wooden type of construction, whereas 32.5% were RCC type and 27.25% were Assam type but most of the primary school building conditions were unsatisfactory and need repair.

6.5.3 Separate Classroom

The study found out that almost all the schools (89%) in the two districts had provision for having separate classroom at the primary level for students; however the classroom being partitioned were found to be quite unsatisfactory because the partitioned were made of bamboo and rough wood blank with holes in it. This gives a lot of noise disturbances coming from the other classroom. This leads to half hazard learning teaching and tension for students and teachers in both the classes.

6.5.4 Classroom Condition

The investigator found out that 52.5% of the schools were provided 4(four) seated wooden benches and desks for students whereas there were primary schools which provided 8-10 seated long wooden benches and desks for primary students, which creates great inconveniences towards students due to overcrowded seating arrangement. Besides, no proper electricity connection and ventilations facility in the classroom was also found. Hence, quality education has been greatly affected.
6.5.5 Staff Room Furniture

Figure: 6.3 Showing Staff Room Furniture

Majority of the primary schools (80.75%) in the two districts under study had staff rooms. With reference to provision of furniture in the staff room, the above figure showed that 75.5% were provided ordinary wooden benches and tables, 47.75% were provided plastic chairs and 41.75% were provided almirah in the staff room.

6.5.6 School Library

The findings of the study showed that all primary schools in the two districts (Ukhrul & Tamenglong) under study did not have library facilities in the school premises. This indicates that improvement towards quality primary education cannot be made until and unless students are made encouraged early toward library reading habits.

6.6 Objective 2 (b) Findings related to Enrolment Patterns

6.6.1 Minimum Age for Admission

The study revealed that in all the schools, minimum age for admission was 5 years of age and the admission was done normally in the
month of January and February in which the headmasters and senior teachers were involved for admission.

6.6.2 Enrolment Status

The study showed that enrolment of a student’s at primary schools in the two districts (Ukhrul & Tamenglong) under study were not found to be uniform in all the schools. There is discrepancy in terms of enrolment of students under govt. Aided and private school. Surprisingly majority of the schools (77.5%) have increased over the years. Reasonably due to availability of facilities such as free tuition fees, good result, management etc.

6.7 Objective 2 (c) Findings related to Profile of Primary School Teachers

6.7.1 Teachers Qualification

Figure: 6.4 Showing the qualification of teachers

The above figure showed that 66.25% of the teachers were B.A. 23.25% of the primary teachers were qualified class XII, 4.5% are B.Sc., 2.75% possessed B. Ed, 1.75% were B.Com. 1.5% were M.A. degree
holders but the study did not find any M.Sc and M.Com teachers at primary level.

6.7.2 Teaching Experience of the Teachers

Regarding teaching experience, the investigator also found out that 41% of the teachers had teaching experience of 0-5 years, 27% had an experience of 6-10 years, 16.25% had an experience of 11-15 years, 9.5% had 16-20 years and 6.25% had an experience of 21-25 years. This showed that teacher do not lack of teaching experience, on the other hand they need to go for training programme from time to time to improve their teaching skill, so as to improve quality education in the two districts.

6.7.3 Nature of Post

The study projected that majority of the primary schools (90.5%) were permanently appointed type whereas 9.5% were found to be private/part timer type of teachers.

6.7.4 In-service Training Facilities

The investigator found that maximum number of the schools provided in-service training facilities for the teachers whereas 27% of the schools did not have such facilities for the teachers.

6.7.5 Trained and Untrained Teachers

The investigator found out that in the two districts, 62% of the primary school teachers were untrained and 38% were trained teachers. In the case of untrained teacher’s category, they are needed to be sent for training measures urgently.
6.7.6 Satisfaction over Teaching Profession

The investigator found out that majority (89.25%) of the primary teachers was satisfied with their profession however, 10.75% teachers were not satisfied with their profession due to frequent transfer and irregularity of monthly salary.

6.7.7 Recruitment of Teachers

Figure: 6.5 Showing the Recruitment of Teachers

![Pie chart showing recruitment sources]

The above figure showed that 54.5% of the teachers were recruited through written exam conducted by the state govt., 36% of the teachers were appointed through interview and 9.5% of the teachers were appointed through political pressure without interview. However, it was found that most of the teachers were not satisfied with the present recruitment process.
6.8 Objective 3 (a) Findings related to Problems of Primary Education

6.8.1 Physical Facilities

6.8.1.1 School Compound

The study revealed that majority of the primary schools (87.5%) were faced problems with regard to school compound. They mentioned that the available school compound was not adequate for organizing co-curricular activities especially during sports week.

6.8.1.2 School Building

The findings of the study showed that majority of the primary schools (85%) were not satisfied with the school buildings. Most of the schools faced problems greatly during rainy season, especially, those schools made of thatch and wooden blank type. Similarly Assam type school buildings also faced problems due to leakage of water as the roof were not repaired or replaced on time by the state govt. They showed apathy attitude towards the schools in the hill areas.

6.8.1.3 Library

The investigator found out that 100% of the primary schools in the two districts did not have library. In order to promote reading habits among the students establishment of library in the school is essential.

6.8.1.4 Classroom Facilities

The findings of the study revealed that the available facilities in the classroom such as, benches, desks and blackboards had no quality and inadequate. It is also revealed that there was no proper ventilators and electricity in the classroom. Moreover, schools which are made of thatch
and wooden blank containing mud floor are most troublesome to students during rainy season.

6.8.1.5 Staff Room

The investigators found out that maximum number of the primary schools in the two districts under study were unsatisfactory towards provision of furniture’s and other facilities in the staff room.

6.8.1.6 Facilities Available in the School

The present study revealed that there was no computer sets, Xerox machine and reading room in all the primary schools in the two districts. Therefore, the school faced great problem to keep up with the latest technological development in the society.

6.9 Objective 3 (b) Findings related to Academic

6.9.1 Curriculum

The investigator found out that 33.75% of the schools were not satisfied with the present curriculum. They revealed that the existing curriculum is not based to the needs of the students. The study also found that majority (94.75%) of the teachers did not involve in framing curriculum.

6.9.2 Teaching aids in the School

The study also found out that 84.75% of the schools did not have enough teaching aids. Majority of the teachers did not use teaching aids like, readymade pictures, cassette player, compact disk and audio-visual aids in the two districts.
6.9.3 Examination and Evaluation

The study found out that varied examination and evaluation is carried out by different schools in the two districts. Some schools conducted weekly test, monthly test whereas some schools conducted half yearly and annual examination only. All the schools were found maintaining progress report for the students and majority (95.75%) of the primary schools under study were used marking system of evaluation i.e. students are awarded out of 100 marks per subject. However, 31.25% of the teachers were still facing problems while evaluating student’s performance due to poor performance of the students.

6.9.4 Co-curricular Activities

The investigator found out that annual games and sports week is the only co-curricular activity being organized by the primary schools in the two districts at present. The study also revealed that 75.5% of the schools did not have their own playground. And the investigator found that 92.5% of the schools did not have sufficient sports materials for students. Due to the above inadequate facilities as well as lack of liberal financial assistance from the govt. and managing committee the school faced enormous problem in organizing various co-curricular activities for students.

6.10 Objective 3 (c) Findings related to Administration

6.10.1 School Administration

The study found out that 43.75% of headmasters faced problems due to lack of competent teachers, 38.75% of the school headmasters was overburdened with official-work due to lack of office clerk, 17.5% of the
school headmasters faced problems due to lack of co-operation from the parents.

The investigator also found that the main prevalent problems of administration were: absence of physical instructor, improper buildings, non-availability of teacher’s quarter and library and lack of transparency from the managing committee in all the primary schools of the two districts.

6.11 Objective 3 (d) Findings related to Finance

6.11.1 Financial Sources

The study revealed that the state government is the main financial sources of financial assistance for government and aided primary schools whereas in the case of private primary school, a fee is the only source of financial assistance in the two districts.

6.11.2 Income

The findings of the study revealed that the amount of financial assistance from the state government was too less to manage for the school and very irregular.
6.11.3 Monthly Salary

Figure: 6.6 Showing regularities of teachers monthly Salary

The above figure showed that 61.75% of the teachers got their monthly salary after 4-5 months, 24% of the teachers got after 6-7 months, 7.75% of the teachers got after 2-3 months, 3.25% of the teacher got after 10-12 months and 2% of the teachers got after one year and only 1.25% of the teachers received their salary on time.

According to the respondents the main financial problem faced by the schools are less amount of financial assistance from the govt. and untimely released of monthly salary.

6.12 Objective 4 Findings related to the Problems of Primary School Teachers in the two Districts Under Study

6.12.1 Staff Room

The findings of the study revealed that the present condition of the staff rooms were not comfortable and available furniture have no quality and not sufficient.
6.12.2 Textbooks

The investigator also found out that available textbooks are not based on the needs of the students and the contents are too vast for the students.

6.12.3 Books and Magazines

The study found out that there was not enough teachers guide books, reference books, journals, textbooks, news papers and magazines for the teachers in the schools.

6.12.4 Teachers Quarter

The findings of the study found out that there was no teacher’s quarter in the two districts. And the study also revealed that 28% of the teachers are staying in rented house.

Therefore, the main problems of primary school faced by the teachers were shortage of teacher, irregularity of monthly salary, lack of good infrastructure, transfer of teacher in the middle of the session, poor performance of the students and lack of seriousness from the parents were the main problem faced by the teachers in the two districts.

6.13 Objective 5 Suggestions for improvement of Primary Education in the Districts under study

The investigator suggests measures for improvement on primary education in the two districts based on physical facilities available in the primary level, enrolment pattern, academic, administration, finance and problems of the teachers though the investigator felt that improvement is needed to give quality education in the two districts of Manipur.
Based on the above findings the investigator suggests the following measures for improvement of primary education in the two districts of Manipur:

6.13.1 Physical facilities

1. Standard size of compound for each school should be provided.
2. RCC type of buildings with proper partitioning of classroom should be constructed for every school.
3. Adequate and proper furniture facilities should be provided in the classroom and staff room.
4. Enough classrooms should be provided and size of the classroom should be extended in order to avoid overcrowded.
5. The entire classroom should be well ventilated and lighted properly.
6. Proper teaching staff’s room should be provided with adequate furniture facilities.
7. One large hall should be provided for organizing any kind of programme in the school.
8. Playground for the children should be provided to all the school.
9. Library, reading room, Computer set, audio-visual aids equipments and Xerox machine should be made available at the earliest.
10. Latest books and magazines, news papers, teacher’s reference books should be provided.
6.13.2 Enrolment Patterns

1. Minimum age of admission should be 5 years of age in all the schools.
2. Procedure of admission should be based on first come first serve.
3. The admission should be in the month of January and uniform in all the schools.
4. Admission in the middle of the session should not be allowed.
5. Admission should not based on any kind of category and reasons
6. The over all in-charge of admission should be handled by the office clerk.
7. 100% of the primary school should give quota for physically handicapped children.

6.13.3 Teacher’s profile and their problems

1. There should be in-service training for all the teachers.
2. All the primary school teacher should be trained.
3. All the primary school teacher should take not less than 4(four) periods in a day.
4. Duration of a period should be not less than 35 minutes.
5. Teachers should not be given too much extra duties beyond the working hours of the day.
6. Lesson plan should be made compulsory to all the primary school teachers.
7. Provision of Teachers quarter in the two districts is highly felt to avoid irregularities.
8. Recruitment of teachers should be based on competitive exam and made transparent.
9. Appointment of school clerk and teachers for Hindi is urgently needed.

6.13.4 Academic
1. Practical based curriculum is needed and experienced teacher should involve while framing curriculum.
2. Curriculum for primary school should be based on child-centred and activity centred.
3. The curriculum needs to be revised after every 5 years.
4. The curriculum must be based to the needs and requirements of the students.
5. Textbooks contents should not be too vast.
6. Completion of syllabus on time should be made compulsory to all the teachers.
7. Adequate teaching aids should be made available in all the primary schools in the two districts.
8. Headmasters should always give an advice to the teachers on method of teaching.
9. Too much of test and exam should be minimized whereas monthly test should be made compulsory.
10. Grading system of evaluation should be adopted
11. Progress report should be prepared by the concerned class teacher
12. Parents/guardians must give quality time to their children
13. Physical instructor should be appointed.
14. Co-curricular activities should be made compulsory and necessary sports materials must be provided.

6.13.5 Administration
1. Regular inspection from the concerned authority at least once in a year is required.
2. School programme and activities should be well planned before the session.
3. Time to time interaction between the teachers and school managing committee is a must.
4. Staff meeting should be conducted regularly in order to build good relationship and discuss the problems of the students.
5. Parents and teachers meeting should organize every year.
6. Yearly academic calendar should be maintained.
7. Conducting time to time performance appraisal is encouraged.
8. Problems of the teachers and the students should be attended timely.

6.13.6 Finance
1. Schools account should be audited on half yearly basis to be more transparent and to avoid mismanagement.
2. Amount of financial assistance should increase every year and financial assistance should be on regular basis.
3. Scholarship for the students should be made available to all the school.
4. Utilisation of school funds must be kept transparent
5. Monthly salary of the teacher should be paid regularly

**6.14 Suggestion for Further Research**

The present study was confined only in Ukhrul and Tamenglong Districts of Manipur. It is observed that related studies may be conducted by other researchers in these areas. Further studies related to these areas may be:

1. Comparative studies on primary education between valley and hill districts of Manipur.
2. A study on the trends of primary education in different hill districts of Manipur.
3. A study on the administration of primary education in Ukhrul and Tamenglong districts of Manipur.
4. A study on the attitude of the parents towards primary education in Ukhrul and Tamenglong districts of Manipur.

**6.14 Conclusion**

The study has highlighted and enabled us to understand the status and various problems of primary education in the two districts of Manipur. Anticipating that, the outcome of the study may be useful for the two districts and strengthen the quality of education in the state and for the country as a whole.