CHAPTER – VII

SUMMARY AND CONCLUSION

7.0 Introduction

The present study on “Status and problems of primary education in Tamenglong and Ukhrul Districts” has been analyzed thoroughly.

In the first chapter, the background of the study which includes a description of the study in terms mainly of its objectives, need and significant and importance of primary education were presented.

In the second chapter the development of primary education in Manipur especially in the two districts till 2011 was briefly studied.

The third chapter constituted a brief review of related literatures done, so as to analyze the various aspects of the status and problems of primary education in the country as well as in some other countries of the world

1. In the fourth chapter, the method and procedure adopted for the study was described.
2. In the fifth chapter, analysis and interpretation of the data was presented.
3. In the sixth chapter major findings and suggestions were given.
4. In the seventh chapter, summary and conclusion has been made.

Education is an important human activity. It was born with the birth of human race. So it will continue to function as long as the human race lives. The boundaries of education are as wide as those lives. Its implication is rich and varied. Education is able to instill in the child a
sense of majority and responsibility by bringing in him desire changes according to his needs and demand of the changing society, of which he is integral part. Thus education develops the individual like a flower which distribute its fragrance all over the environment. In this sense, education is that conducive process which drags a person from darkness, poverty and misery by developing this individuality in all aspect—physical, mental, emotional and social. On the other hand, education develops to the full personality of an individual in all fields and aspects making him intelligent, learned, bold, courageous and progressing string good character. Much in the same way on the other hand with the growth and development of the individual, the society also develops to higher and higher levels of attainment.

Primary education constitutes very important part of the entire structure of education. It is the foundation which the whole life of an individual is built. It is at this stage that the child starts going to formal institution. Primary education is preceded by pre-school or nursery education and is followed by secondary education. The education which the child receives from a formal institution provides the foundation for physical, mental, emotional, intellectual and social development.

The vision of education for India is contained in Article 45 of its constitution: “free and compulsory education for all children until they complete the age of 14”. According to Dr. Kothari “The destiny of India is being shaped in the classroom. Thus, there is no denying the fact that the nation’s strength rest on the strong foundation of primary education. It is primary education that helps in eradication of adult literacy and makes the most significant contribution of the efficient functioning of our
democracy.” And primary education is the basic requirements which can help our nation achieve its aims and objectives.

Primary education is considered as a base of the educational pyramid-superstructure of system. It is the primary education which lays strong foundation for the child physical intellectual, emotional and social development. Hence, primary education deserves the highest priority not only on grounds social justice and democracy but also for raising the competence of the general masses.

7.1 Profile of Manipur

Manipur is one of the Border States in the North Eastern part of the country having an international boundary of about 352 kms. long stretch of land with Myanmar in the southeast. It is bounded by Nagaland in the North, Assam in the West and Mizoram in the south. It has a total area of 2,329sq kms. It lies between 23.8°N to 25.7°N latitude and 93.5°E to 94.8°E longitude. The capital of Manipur is Imphal, it lies in an oval-shaped valley of approximately 700 square miles (2,000 km) surrounded by blue mountains and is at an elevation of 790 meters above the sea level. Manipur is also a mountainous state where the landscape is dominated by lofty peaks extremely rugged hills, step gradients and many other mountainous features. The presence of the mountain ranges not only prevents the cold winds from the north from reaching the valley but also acts as a barrier to the cyclonic storms originating from the Bay of Bengal.
7.2 Administrative Set up

Manipur was an Independent princely State till 1891. After the Indian Independence in 1947, the Princely State of Manipur merged with Indian Union as a part C State on October 15, 1949 and became a full-fledged State of India on 21 January 1972 with a Legislative Assembly of 60 seats. The state has divided into 9-revenue districts viz. Imphal East, Imphal West, Bishnupur District, Chandel District, Senapati District, Thoubal District, Tamenglong District and Ukhrul District. Manipur has a two-tier Panchayati Raj system Gram Panchayat at the village level and the Zila Parishad at the District level.

7.3 Profile of Hill Areas

The hill areas occupied about 91% of the total area where one third of the total population is concentrated in the areas. In the hill areas, it is predominantly inhabited by different tribal groups. Though, there are numbers of tribal’s live in the hill areas of the state, it is classified only two main groups namely: (i) the Nagas and (ii) the Kuki-chin-mizos. The naga tribal’s are such as the Zemi’s, the Liangmei’s, the Rongmei’s, and the Kabui’s which they live in Tamenglong Districts. The Mao’s, the Maram’s, the Thangal’s and the Poumai’s live in the Senapati Districts. The Tangkhuls live in the Ukhrul Districts. theMaring’s, the Mayon’s, the Monsang’s, the Lamkang’s, and the Anal’s live in Chandel Districts. On the other hand the Kuki-chin-mizo tribes have their maximum concentration in the Chandel districts and Churachandpur districts. At present, there are 29 recognized tribes in Manipur.
7.4 Profile of Ukhrul

Ukhrul district is bounded by Mayanmar in the east, Chandel district in the south, Imphal east and Senapati districts in the west and Nagaland in the North. Ukhrul district is the home of the Tangkhuls. Linguistically, they belong to a large language family called Sino-Tibetan, within that family to the sub-family Tibeto-Burman. The earliest home of the Tangkhuls was the upper reaches of Huang Ho and Yangtze Rivers which lies in the Zinjiang province of China.

Ukhrul District was first marked out as a sub-division in 1919 by the then British India. Later it was upgraded to the district in the year 1969 by the government of India. The district now has 5(five) sub-divisions which are co-terminus with the 5(five) development blocks. According to the latest reports of 2011 census the literacy rate of Ukhrul District were 81.87 compared to 73.10 of 2001

7.5 Profile of Tamenglong

Tamenglong is located along the western boundary of the state. It is bounded by Nagaland state in the North, Senapati district in the Northeast, churachandpur district in the south and by Imphal West district and Assam state in the West. Tamenglong is inhabited by majority Zeliangrong Naga tribe (comprising of Rongmei, Liangmei, Zemei and Pumei) and Kukis, besides minority Hmars, Chirus and Khasis. Racially or physically and linguistically Zeliangrongs are Tibeto-Burman (Indo-Mongoloid) of Sino-Tibetan family of the Mongolian race. Based on history it is assumed that Mongoloid groups including Zeliangrong Nagas inhabited the upper course of the Yangtze and Howang Ho rivers in China in the prehistoric times.
It was known as Manipur West District in 1983, it was renamed as Tamenglong District. There are 4 (four) sub-divisions in the district, they are Nungba, Tamenglong Tousem and Tamei. According to an official census of 2011 the literacy rate if Tamenglong were 70.40 compared to 59.30 of 2001.

### 7.6 Importance of Education

In the primitive system of tribal community education was only confined to some specific purposes. It aimed at forming character, aptitudes, skills and moral qualities of individuals for their benefits by means of educating themselves through a kind of symbolic process, rather than scientific and continual process. Life in the family was considered the only opportunity for learning. In this way parents care for teaching and making lessons from their own knowledge and concepts through observing seasonal changes and the other day-to-day natural process. So, natural institution and education form a very important part of learning up to the present day to some extent especially in tribal areas.

It is clear that education can produce desirable changes not only in structural aspects of the society but also in the functional aspects for better changes in the society. However in a modern society change is so rapid that the educational system has to keep abreast with the latest development. Therefore it is imperative to adopt dynamic policy and infra-structure of education for bringing suitable education system of the tribal people and for the nation as whole.
7.7 Needs and significances of the study

Primary education occupies an important place in the educational system of a developing nation. It can be considered as the foundation stone for the whole educational process. The first stage at which a child receives formal education is at the primary level. It is at this stage where the young and impressionable minds of children are moulded to become active and beneficial members of society and hence due importance should be given to education during this formative stage. Along with the progress of human society, the need for an effective primary education is highly felt for the development of society and nation.

On referring to the statistic of primary education in Manipur, it is apparent that there is regional imbalance between the hills and valley areas. It is observed that there is an inter-district disparity in respect of enrolment, accessibility of school to children, infrastructural facilities, availability of qualified teacher, attendance and drop out-rate. In this regard, it is urgently needed to conduct a systematic and analytical study on various issue of primary education in the hill districts of Manipur, particularly in Ukhrul and Tamenglong hill districts where it has been neglected by the government. The phenomenon of primary education in the hill districts as mentioned above demand for a close study into the existing primary education in the hill areas of the state.

7.8 Development of Primary Education in Manipur

In Manipur, the seed of primary education was so sown between 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 Manipur.
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.

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 trend of development of primary schools, students’ enrolment and number of teachers can be seen in the following chart and graph.

**Graph 7.1 Showing the number of primary schools in Manipur**

![Graph 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 7.2 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.

**Graph 7.3 Showing the number Students enrolment in Manipur**

![Students enrolment graph]

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.

**7.9 Development of primary schools in Ukhrul and Tamenglong Districts**

Christian organisation 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 organisation. Later on primary schools were established by church and Christian organisation 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 19\textsuperscript{th} 1897, Rev. William Pettigrew established the first Mission School at Ukhrul with 20 boys from Ukhrul and 11 boys from Hundung Village. 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. 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:

\textbf{Graph 7.4 Showing the number of primary school in the two districts}

\begin{center}
\includegraphics[width=\textwidth]{graph7_4.png}
\end{center}

\textbf{Sources:}
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur, 2010-11
Graph 7.4 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 7.5 Showing the number of students enrolment in the two Districts.**

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.

Sources:  
(iii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11
Graph 7.6 Showing the number of teachers in the two districts

Sources (i) Statistical Abstract Manipur, 2000-01, 2005-06, 2008-9
(ii) Planning & Statistics Section Directorate of Education (S) Govt. of Manipur. 2010-11

7.10 Review of Related Literature

A review of related literature conducted by different researches in India and abroad showed that primary education in India after Independence was increased at a tremendous rate. The rapid rate of expansion is seen not only in the growth of institutions but also in the number of students enrolled in these institutions. Number of studies conducted revealed that though the number of primary schools increased the conditions of buildings, furniture and equipment was unsatisfactory in almost all the primary schools. The rapid expansion, which has not been accompanied by the necessary resources, has lowering the academic standards. Since independence, the methods and procedures of supervision and inspection have not undergone much change. The administrative work of the inspecting officers had increased without any corresponding increase in the strength of staff.

Thus, the study was mean to highlight the development, status and problems of primary education in Tamenglong and Ukhrul Districts. Hence, the different views of many authors and researchers were taken into
consideration in order to get a true picture of primary education in different aspects and areas.

7.11 Method and Procedure

The present study was a descriptive survey type. Questionnaire cum interview schedule was used as a tool for gathering data. The study was an analytical study and their problem was critically examined and highlighted.

7.12 Statement of the Problem

The problem under study is stated as “Status and Problems of primary Education in Ukhrul and Tamenglong Districts of Manipur”.

7.13 Operational Definition of the term used

Primary school education is most often referred to as elementary school, which is usually composed of grades one through six. The main purpose of primary education is to give children a strong foundation in the basics of general curriculum, with an emphasis on reading and math.

Status - the relative position or standing of things or especially persons in a society.

Problem - A matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome.

Primary Education - It is the first stage of compulsory education. Primary education in Manipur refers to lower levels of classes I - V.
7.14 Objectives of the Study

1. To study the development of primary education in Ukhrul and Tamenglong districts of Manipur.

2. 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

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

4. To find out the problems of teachers.

5. To suggest measures for improvement of primary education in the district under study.

7.15 Research Questions

1. What is the progress of primary Education in Ukhrul and Tamenglong Districts of Manipur?

2. What is the status of physical facilities at primary level?

3. What is the enrolment pattern of primary school?

4. What are the major problems of physical facilities, academic, administration and finance?

5. What are the main problems of primary teachers?

6. What are the suggestions for improvement of primary education in the two districts?
7.16 Population

It refers to any collection of a specified group of human and non-human entities such as objects, educational institutions, time units, geographical areas, etc. Some statistician calls it universe. The population of the study consisted of all the government primary schools, aided primary schools, and private primary schools and all the headmasers/headmistress and the teachers in Tamenglong and Ukhrul districts of Manipur.

Table: 7.1 Showing the population of the study.

<table>
<thead>
<tr>
<th>SL.No.</th>
<th>Name of the districts</th>
<th>Govt. P/S</th>
<th>Govt. Aided P/S</th>
<th>Private P/S</th>
<th>Total no. of P/S</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukhrul</td>
<td>225</td>
<td>33</td>
<td>6</td>
<td>264</td>
<td>592</td>
</tr>
<tr>
<td>2</td>
<td>Tamenglong</td>
<td>224</td>
<td>25</td>
<td>9</td>
<td>258</td>
<td>709</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>449</td>
<td>58</td>
<td>15</td>
<td>522</td>
<td>1,301</td>
</tr>
</tbody>
</table>


(ii) Department of Education (s) Government of Manipur (2008)
Sample means the utilization of a limited of items presenting the population. The process of selection is called sampling and it is of various types, and one of those is random sampling which will be used in the present study.

Table: 7.2 Showing the sample of the study

<table>
<thead>
<tr>
<th>Districts</th>
<th>Govt. primary schools</th>
<th>Govt. Aided Primary schools</th>
<th>Private primary schools</th>
<th>Total no. of schools</th>
<th>No. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ukhrul</td>
<td>32</td>
<td>6</td>
<td>2</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>32</td>
<td>6</td>
<td>2</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>12</td>
<td>4</td>
<td>80</td>
<td>400</td>
</tr>
</tbody>
</table>

The sample of the study was randomly selected from the two districts based on the availability of the populations of the schools and teachers.

**Sample selection of the institutions:** The investigator randomly selected 80 primary schools from the total no. of population i.e. 522. (32 Government primary schools each from the two districts), (six government aided primary schools each from the two districts) and (two private primary schools each from the two districts).

**Sample selection of the Headmasters:** All the headmasters/headmistress of the selected sample schools was included for the present study i.e. 64 headmasters from the government primary schools, 12 headmasters from the Aided primary schools and 4 headmasters from the private school.
Sample selection of the Teachers: Pertaining with sample selection of the teachers, the investigator randomly selected 400 primary school teachers for the present study, which is comprises of 320 teachers from the government primary school, 60 teachers from the aided primary school and 20 teachers from the private school.

7.18 Development of Tools

In order to obtain information the investigator employed the following tools:

7.19 Questionnaire

A questionnaire is one of the most important and extensive used in the field of research purposes. As it indicates that it is a device for securing information by administering a set of questions to the respondent. Questionnaires were entirely constructed by the investigator keeping in mind the objectives of the study for obtaining exact information of primary education in the two districts.

1. A separate set of questionnaire was developed for headmaster/headmistress and,

2. A set of questionnaire was developed for teachers for Collection of data.

Questionnaires for the headmasters were sub-divided covering different areas namely: general information, physical facilities, enrolment pattern, academic, administration and finance. Similarly, questionnaires for the teachers were also sub-divided covering different areas namely: general information, physical facilities, profile of teachers, academic, administration and finance. The questions contained both open and close
types in order to collect relevant data or exact information required for the study.

### 7.20 Interview schedule

An interview is in a sense of oral questionnaire a kind of discussion between the interviewer and interviewee. In this study the investigator also developed an interview schedule for the inspectors of schools for the two districts under study in order to acquire necessary information about the status and problems of primary education of the two hill districts of Manipur.

### 7.21 Try out

To ascertain its suitability, the questionnaires were first tried out and administered to the headmaster/headmistress of three (3) primary schools each in the two districts and three teachers each from the six primary schools i.e. eighteen (18) teachers from the two districts (Tamenglong and Ukhrul districts). When the responses were received they were analyzed and it was found that the tools were ready with minor modifications, after which the modified tools was used for the final data collection.

### 7.22 Data Collection

The data were collected through primary and secondary sources. The main primary or firsthand information was obtained through administering Questionnaires to the Headmasters and teachers. The investigator also collected information through interviewing to the inspector of schools of the two districts under study.
7.23 Analysis and Interpretation of data

The data collected through the questionnaire, interview schedule, primary and secondary sources were analyzed in the fifth chapter. Percentage was used as a statistical technique for analysing the data.

7.24 Major findings Related to the Status of Primary Education in the two districts

7.24.1 Physical Facilities

1. The present study found out that almost all the primary school (90%) had their own school buildings but most of the primary school building conditions were unsatisfactory and need repair.

2. The study found out that almost all the schools (89%) in the two districts had provision for having separate classroom. However, the classrooms being partitioned were found to be quite unsatisfactory because the partitioned were made of bamboo and rough wood blank with holes in it. Besides, no proper electricity connection and ventilations facility in the classroom was also found. Hence, quality education has been greatly affected.

3. 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.
7.24.2 Enrolment Patterns

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.

7.25 Findings Related to the Problems of Primary Education

7.25.1 Academic

1. The investigator found out that 33.75% of the schools were not satisfied with the present curriculum.

2. 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.

3. 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. The study also revealed that 75.5% of the schools did not have their own playground, 92.5% of the schools did not have sufficient sports materials for students.

7.25.2 Administration

1. 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.
2. 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.

7.25.3 Finance

1. 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.

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

7.26 Findings Related to the Problems of Teachers

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

2. The findings of the study found out that there was no teacher’s quarter in the two districts.

3. The main problems of primary teachers were shortage of teacher, irregularity of monthly salary, lack of good infrastructure, transferring 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.
7.27 Suggestions for improvement of Primary Education in the Districts under study

Based on the above findings the investigator suggests the following measures for improvement of primary education in the two districts of Manipur:

7.27.1 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.

7.27.2 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.

7.27.3 Teacher’s profile and their problems

1. There should be in-service training for all the teachers.
2. All the primary school teachers 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 examination and have transparency.
9. Appointment of school clerk and teachers for Hindi is urgently needed.

7.27.4 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.

7.27.5 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 built 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 should have transparency.
5. Monthly salary of the teacher must be paid regularly.

**7.28 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.

**7.29 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.
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