CHAPTER IV

EDUCATION

PRESENT STATUS OF EDUCATION

From out of small beginnings of education brought into the state solely by the pioneering work of the missionary William Pettigrew, education in the state has made only slow progress especially considering a century that has gone by. Although it might appear to be significant in some ways, the progress made in this state cannot compare with that of many other states in India.

Table 1: Literacy Percentage

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Area</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>India</td>
<td>64.13</td>
<td>39.29</td>
<td>51.71</td>
</tr>
<tr>
<td>2.</td>
<td>Manipur State</td>
<td>71.63</td>
<td>47.60</td>
<td>59.61</td>
</tr>
<tr>
<td>3.</td>
<td>Imphal District</td>
<td>82.80</td>
<td>58.32</td>
<td>70.56</td>
</tr>
<tr>
<td>4.</td>
<td>Thoubal District</td>
<td>68.33</td>
<td>36.31</td>
<td>52.32</td>
</tr>
<tr>
<td>5.</td>
<td>Bishnupur District</td>
<td>68.59</td>
<td>41.13</td>
<td>54.86</td>
</tr>
<tr>
<td>6.</td>
<td>Ukhrul District</td>
<td>72.11</td>
<td>51.57</td>
<td>61.84</td>
</tr>
<tr>
<td>7.</td>
<td>Senapati District</td>
<td>55.26</td>
<td>36.13</td>
<td>45.69</td>
</tr>
<tr>
<td>8.</td>
<td>Churachandpur District</td>
<td>66.38</td>
<td>49.30</td>
<td>57.84</td>
</tr>
<tr>
<td>9.</td>
<td>Tamenglong District</td>
<td>59.92</td>
<td>39.68</td>
<td>49.80</td>
</tr>
<tr>
<td>10.</td>
<td>Chandel District</td>
<td>57.39</td>
<td>34.80</td>
<td>46.09</td>
</tr>
</tbody>
</table>

----------------------------------------------

<table>
<thead>
<tr>
<th>Area</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley</td>
<td>77.14</td>
<td>50.31</td>
<td>63.72</td>
</tr>
<tr>
<td>Hill</td>
<td>61.95</td>
<td>42.52</td>
<td>52.24</td>
</tr>
</tbody>
</table>
Table 1. above gives data of the percentage of literacy in various districts of Manipur compared to that of the whole India and the percentage of male and female in the population.

It will be seen that the percentage females is lower than that of male in the entire state and in keeping with the all India position.

However, within the state of Manipur, Ukhrul district comes only second to Imphal district. This probably reflects the impact of Christianity on education in Ukhrul, where it was first introduced by Pettigrew and more conductive situation that prevails there, than in other districts of Manipur.

At present, the number of Lower Secondary schools in Manipur are 501 and Higher Secondary schools are 55. Out of these, 191 are Government High schools and 41 are Higher Secondary Schools respectively. There are 62 affiliated Colleges under Manipur University, of which 28 Colleges are under Government management including 3
Colleges; Teacher education, viz; D.M. College of Teacher Education (formerly PGT College) and Hindi Teachers Training College and one Law college (LMS) Law College). There are six aided Colleges and twentyeight privately managed Colleges including 3 Law Colleges and 1 College of Physical Education.¹

All the institutions come under the jurisdiction of the Ministry of Education of the Manipur Government. The entire strength of the student Population at present is 1,73,496 students in High School and 33,449 in the Higher Secondary Schools and 32,352 students in Colleges.

¹: Education Statistics Education At A Glance 1996-97, Education Directorate (S) Govt. of Manipur, Imphal.
The Table II: Given below shows the actual strength of Schools :-

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Management</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.</td>
<td>12360</td>
<td>8133</td>
<td>20495</td>
</tr>
<tr>
<td>Hr/Sc</td>
<td>Aided</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13</td>
<td>unaided</td>
<td>7426</td>
<td>5460</td>
<td>12956</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Management</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.</td>
<td>26703</td>
<td>25619</td>
<td>52322</td>
</tr>
<tr>
<td>High/S</td>
<td>Aided</td>
<td>10682</td>
<td>10825</td>
<td>21507</td>
</tr>
<tr>
<td>13</td>
<td>Unaided</td>
<td>54200</td>
<td>45467</td>
<td>99667</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Management</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.</td>
<td>26227</td>
<td>21601</td>
<td>47828</td>
</tr>
<tr>
<td>Jr. H/S</td>
<td>Aided</td>
<td>6727</td>
<td>6882</td>
<td>13609</td>
</tr>
<tr>
<td>13</td>
<td>Unaided</td>
<td>29411</td>
<td>22403</td>
<td>51814</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Management</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt.</td>
<td>65048</td>
<td>62722</td>
<td>12777</td>
</tr>
<tr>
<td>Prim.</td>
<td>Aided</td>
<td>16387</td>
<td>14958</td>
<td>31345</td>
</tr>
<tr>
<td>School</td>
<td>Unaided</td>
<td>3317</td>
<td>2907</td>
<td>6224</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>130338</td>
<td>118075</td>
<td>248413</td>
<td></td>
</tr>
</tbody>
</table>
Table - III

The number of institutions, 1996-97

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Types of Institution</th>
<th>Govt.</th>
<th>Aided</th>
<th>Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Higher Sec. Schools</td>
<td>41</td>
<td>-</td>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>2.</td>
<td>High Schools</td>
<td>191</td>
<td>98</td>
<td>212</td>
<td>501</td>
</tr>
<tr>
<td>3.</td>
<td>Junior High Schools</td>
<td>307</td>
<td>87</td>
<td>163</td>
<td>557</td>
</tr>
<tr>
<td>4.</td>
<td>Primary Schools</td>
<td>2040</td>
<td>418</td>
<td>56</td>
<td>2514</td>
</tr>
<tr>
<td>5.</td>
<td>Total</td>
<td>2579</td>
<td>603</td>
<td>445</td>
<td>3627</td>
</tr>
</tbody>
</table>

TABLE - IV

Number of teachers, 1996-97

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Type of Institution</th>
<th>Govt.</th>
<th>Aided</th>
<th>Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hr. Sec./s</td>
<td>1364</td>
<td>-</td>
<td>343</td>
<td>1707</td>
</tr>
<tr>
<td>2.</td>
<td>High /s</td>
<td>3822</td>
<td>1189</td>
<td>3773</td>
<td>8784</td>
</tr>
<tr>
<td>3.</td>
<td>Jr. High /s</td>
<td>3542</td>
<td>772</td>
<td>1802</td>
<td>6116</td>
</tr>
<tr>
<td>4.</td>
<td>Primary /s</td>
<td>7427</td>
<td>1325</td>
<td>336</td>
<td>9088</td>
</tr>
<tr>
<td>5.</td>
<td>Total</td>
<td>16155</td>
<td>3286</td>
<td>6254</td>
<td>25695</td>
</tr>
</tbody>
</table>

Sources: Education statistics schools Education At a Glance 1996-97, Education Directorate (S) Govt. of Manipur Imphal.
TABLE - V

Progress of Higher Education in Manipur, (1947-48 TO 1997-98)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Colleges</th>
<th>Enrollement</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947-48</td>
<td>1</td>
<td>60</td>
<td>7</td>
</tr>
<tr>
<td>1958-59</td>
<td>2</td>
<td>1,824</td>
<td>50</td>
</tr>
<tr>
<td>1970-71</td>
<td>12</td>
<td>10,145</td>
<td>368</td>
</tr>
<tr>
<td>1977-78</td>
<td>21</td>
<td>16,385</td>
<td>716</td>
</tr>
<tr>
<td>1989-90</td>
<td>52</td>
<td>43,071</td>
<td>2,255</td>
</tr>
<tr>
<td>1997-98</td>
<td>62</td>
<td>32,352*</td>
<td>1,412**</td>
</tr>
</tbody>
</table>

*Excluding Students 1+2 Stage
**Government College Teacher only.

It will be seen from the above Table that higher education in Manipur has made rapid strides especially in the nineties. But at the moment of writing this investigation the students seeking admission have far outstripped the capacity of colleges to absorb all of them and there has been agitation in the state over this inadequacy. This Pressure has been worse for Graduate courses offered by the Manipur University also. In order to relieve the pressure of admission in the Manipur University, Post graduate courses are opened in the D.M. college.
College of Science in the subject of Botany, Zoology, Anthropology and Mathematics from the academic session 1996-97. A Commerce College was opened in 1996 by detaching Commerce classes of D.M College. In the year 1996, the post graduate Training College was also upgraded as a full-fledged College of Teacher Education and renamed as D.M. College of Teacher Education.

For the diversification of the course in Higher Education, Vocational courses were introduced in 4 Colleges as sponsored by the UGC. Approval of the UGC is awaited for 5 more colleges for opening vocational courses. With the introduction of these vocational courses, many students would be able to choose gainful profession and get themselves self-employed in different trades.

In order to enable deserving students to complete in all the All India Civil Services Examinations, the Department of Higher Education gives scholarships and also arranges coaching classes.  

Technical and Professional Education

The first technical institute in Manipur was "Adimjati Technical Institute. "This institute was affiliated to the state council for Technical Education, Assam. Later, this was renamed as Government Polytechnic, Imphal, and it was taken over by the Government of Manipur in 1972. This institute offers courses in Civil, Electrical, Mechanical, Electronic Engineering, Telecommunication and Pharmacy. Another Polytechnic named as Community Polytechnic was established in 1986 and has been conducting and implementing rural development programmes such as Manpower development, Dissemination of Information and Socio-economic Survey etc. in the villages.

Other notable professional institutions were also established such as LMS Law College for Law education, Regional Institute of Medical Sciences (formally RMC) for medical education, Manipur Agriculture college, now merged with the Central Agricultural University, Government Music College, College of Fine Arts, J.N.U. Dance Academy, Co-operative Traning College, etc. with the development of education in all its different sectors, it is hoped a new era of progress and prosperity will be ushered in the state of Manipur. 3

3. ibid. P 40.
Structure of Education in Manipur State

The educational system in Manipur state follows the national pattern of 10 + 2 + 3. The first 10 years of school education are broadly divided into 3 sections viz:

1. Primary Classes 1 - V
2. Upper Primary / middle Classes VI - VIII
3. Secondary Classes IX - X

However, these sections are not watertight compartments. The Primary Section may be an independent Unit of a primary school or may be an integral part of a Junior High School (Having upto Class VIII). In the same way, the Secondary may have primary and upper primary sections as its integral part or parts.

An important feature is that there are a number of schools having only classes I and II such schools are known as Lower Primary schools. Besides, there are some schools having pre-primary classes, called nursery or KG of 1 or 2 Years duration, such pre-primary classes are generally found in private schools, particularly high fee-charging schools.
1. High Schools, having:
   (i) IX - X
   (ii) VI - X
   (iii) I - X
   (iv) Nursery / KG - X

2. Junior High Schools having:
   (i) VI - VIII
   (ii) I - VIII
   (iii) Nursery/K.G. - VIII

3. Lower Primary Schools having
   (i) I - V
   (ii) Nursery/K.G. - V

4. Lower Primary Schools having
   (i) I-II
   (ii) Nursery / K.G. - II

The +2 stage is attached both to the schools and the colleges. When it is attached to the schools it is called Higher Secondary Course and when attached to the colleges, it is called Pre-University course. The two courses have different syllabi and separate examining boards. 4

With the recommendation of National Policy of Education (NPE) 86, 19 High Schools have been upgraded to Higher Secondary Schools during 1986-87, to bring +2 stage gradually under the school system in addition to the 8 already in existence and also simultaneously delink the Pre-University Courses from 13 Colleges. However, this was strongly opposed by the section of students who prefer to go to college directly. As a result, the Government had to stop further upgradation of High Schools. After completion of +2 stage, the students can join +3 course or any other professional line. After completion of 3 years degree course, there is a provision for Post Graduate studies in various fields in the University of Manipur. It also provides course for M. Phil, Ph.D, besides Bachelor of Education (B.Ed) and Bachelor of Law (L.L.L.B) courses etc.\(^5\)

After the attainment of Statehood, the subject of Primary Education has been transferred to Jilla Parishad/District Councils, and the administrative functions of the Primary schools in the hills Districts have been transferred to Autonomous Hill Districts Council.

On a large scale, during 1978 - 79, 682 Aided Primary Schools, 92 Aided Jr. High Schools and 107 Aided H/Hr. Sec. Schools were taken over by the Government

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5. "Thakhaigee Chephong" 1997 P. 19
with 3761 different categories of teaching and non-teaching staff. Along with this, 8 Navodaya Vidyalayas have been opened in all districts of Manipur. The schools are under Central Government management and the expenditure on infrastructure, staff and students are borne by the central Government.

1. The scheme implemented under India Government's Centrally sponsored scheme of updating of school education has been attempted by introducing modern subjects such as Computer Science of all Higher Secondary Schools since 1993-94, only 10 schools have been covered so far viz:

1. T.G. Hr. Sec. School.
2. Jiribam Hr. Sec. School
3. Chaoyaima Hr. Sec. School
4. Moirang Multipurpose Hr. Sc. School
5. Nipadama Hr. Sec. School
6. Nambol Leiren Hr. Sec. School
7. Wabajai Hr. Sec. School
8. Bishenpur Hr. Sec. School
9. Mao - Maram Hr. School
10. Johnstone Hr. Sec. School
Under North Eastern Council (N.E.C.s) project on school computerisation, the scheme of computer education has also been introduced in four schools since 1995 - 96 by installing computers and starting computer classes from Cl. IX. The scheme is cent percent financed by N.E.C. The schools covered are:

1. C.C. Hr. Sec. School
2. Ramlal Paul Hr. Sec. School
3. Eureka H/School

ADMINISTRATION

Formal education in Manipur commenced with the coming of the Christian missionaries in the late 19th Century. They, in the initial years, made active efforts to spread primary and middle education. There was no separate Inspector of Schools as of today. William Pettigrew himself was the Inspector of Schools. For years, Mr. Pettigrew was Head teacher, "head everthing". He was the Honorary Inspector of schools for all Manipur. From 1895-1903, Mr. Pettigrew, in his

6. Ibid. p.20
7. Pettigrew William; Forty years in Assam, Manipur, March 1934 Edited by Jonah M. SOLO & K. Mahangthei 1986, pp. 13,15
capacity as Superintendent, established state schools in various parts of the capital and in different sections of the valley, secured and appointed teachers, arranged the curriculum with the help of Manipuri teacher who had been educated in lower Assam and the many textbooks needed. He visited the valley twice a year on inspection tours. 8

Prior to 1950, there was no separate Education Department in Manipur. A separate department was created for the first time in Manipur on 20th January, 1950 with Shri T. Kipgen as Asst. Secretary to the Government of Manipur. He was responsible for all the educational policies and programmes with regard to all types of schools in both hills and plains. In the year 1951 - 52, a new set up in the general administration of the then Union Territory of Manipur came into existence with the setting up of the Territorial Council. Till 1960, the Manipur administration and the Territorial Council had full control over the educational activities of the State. In 1960 when the Imphal Municipality was established, a third agency appeared on the educational scene. Since then, a part of primary

8. Ibid P. 15
education, particularly in the municipal areas was transferred to this local body. It also continued to maintain some high schools and exercised control over non-goverment institutions in the matter of inspection, recognition and grant-in-aid. 9

At present, the administrative machinery for providing educational administration in the state is divided into 3 levels.

1) Secretarial Level
2) Directorate Level
3) Field Level 10

In the Secretarial level, Commissioner, Education (sometimes Secretary Education) is in over all charge of the department and involved himself with policy formulation, planning evaluation, etc. He has of course to obtain approval of the Ministers of the Department on all important matters. He is assisted by one Deputy Secretary and two Under Secretaries. One of the Under Secretaries looks after the School Education and the

10. ibid.
other University and collegiate Education besides state
council of Educational Research & Training (SCERT)
Adult and Technical Education.

Directorate Level: At present, the Department of
Education has 5 Directorates:

1) Directorate of Education (U)
2) Directorate of Education (S)
3) Directorate of Technical Education
4) Directorate of SCERT & NFE (Non formal Educational)
5) Directorate of Adult Education.

The directorate (U) deals with the University and
colleigate education. And the directorate (S) deals
with the schools education from primary to higher
secondary. The duties and responsibilities of the main
functionaries in the Directorate at Headquarters level
are 1) Directorate of Education (S) overall supervision
and control of the Directorate as Head of the
Department. 2) Additional Director of Education
(Valley) - Administration of School education in the
valley 3) Additional Director of Education (Hills). 4)
Additional Director of Education (Planning) –
Educational Planning and statistics (one of the
additional Directors is declared as the Head of office
of the Directorate 5) Senior Accounts officer/overall
supervision in the accounts/budget matters of the
Department and Drawing and Disbursing Officer of the
Directorate.

Duties and responsibilities of various Officers at
the field level (Districts/ Zones) are given below:

1) Inspector of schools/District Education officer—
overall inspection and supervision of schools up to
Higher Secondary in their respective Zone/District,
Inspectors are appointed for the valley while ZEOs
are for the hills.

2) Deputy Inspector of Schools – Inspection and
supervision of schools in respect of areas allotted
by the Inspector ZEO concerned, Drawing and
Disbursing Officer in the Zone.

3) Asstt. Inspector of Schools – Inspection and
supervision in the areas allotted and assisted the
D.I. Concerned.
4) District Science - Supervision in respect of Science Education. Directorate of SCERT State Council of Education, Research & Training & NFE (Non - Formal Education):- The Directorate deals with teacher training programme, educational research for quality improvement review and preparation of school curriculum and text - books etc.11

The Government of Manipur has got a well organised set up for effective administration and implementation of educational plans in the state as detailed above. However, in practice, there is no actual realisation of what it is intended for. The whole machinery has not been functioning effectively. For example, the teachers in the Government Schools are not happy with the Government of Manipur with the way in which the Government is managing the schools. Teachers are transferred so frequently without considering the condition of the school and the teacher concerned to be transferred. There are two conditions in transferring the teacher from one school to another(1) whenever the

Government felt the need of more teachers in a particular school, some teachers will be transferred to that school from elsewhere and (2) the other conditions of transferring the teacher is, when a particular teacher requests for a transfer. She/he has to move the Government (to the Directorate, through Minister, etc) Such transfer is usually against the wishes of the other teacher who is to be exchanged. In the case of the first condition, the schools are left without filling up the vacancies for a long time. Most of the teachers prefer to be in the valley than in the hills. As a result, the posting of teachers is not done on sound basis. Consequently, there are schools with surplus teachers and also schools that are short of teachers for example it was published in our local paper "The Imphal Free Press" Nov. 4, 1997, there were 9 teachers for 2 students at Kamjong High School in Ukhrul District. In addition to that, the Education Directorate has recently despatched another teacher on adhoc basis to the same school which was discovered by National Students Union of India (NSUI), Manipur. In another case, the Sekmaiijing Primary school was found to have only six teachers to manage 307 students, while
there was just one teacher for 68 students in the Ingourok Primary School. In another similar case, the ’Chingtham Leikai Popular Junior high school had nine teachers including 2 physical instructors for 21 students. 12

The schools specially in the hill areas suffer much due to irregularities of the teachers, teachers from outside are hardly found in the station. Recently, the Zonal Education Officer, Kakching has called for explanations from three senior primary school teachers for their persistent absence from duty without permission.

The three teachers, including the Head Pandit and Assistant Pandit of Sekmaiijing Khunou Komiakhong Mamang L.P. School and head mistress of the Hiyanglam Girls L.P. School, are called for explanation with relevant documents within 10 days. NSUI, Manipur has claimed credit for bringing such condition out to the notice of the authorities about these three teachers.13

This is just a few of the examples. There are many number of similar cases. The students out of their helplessness made strong appeal to the Government but the Government turned a deaf ear to such cry. There are number of school Inspectors for each zone, but it is found that most of the School Inspectors are not inspecting the school. Or even if they inspect the schools, they are not able to point out the true condition of the schools teachers due to the fear of man and due to the interference of the politicians. There is too much politicalisation and favouritism in the Government management of education. Justice is hardly done due to the interference of the politicians and the corruption prevailing in the state. Anyone can be bribed easily for anything. However, this section will be dealt separately elsewhere.

Another defective management in Education Department is the system of grant-in-aid. Only about 25 to 75% of the staff required in a school is approved by the Government for calculating grant. The amount thus received as grant is shared by all the members of the staff. Sometimes it is alleged that, the school
managing Committee deducts some fair amount from such
grants on one or other pretext. This sort of providing
quarter or half meal cannot be of any help for healthy
growth. 14

Many private schools are established in view of
getting grant - in - aid from the Government. These
schools are still worse because they pay very poor
salary to the teachers. In such schools, naturally, the
teachers will be less qualified, inexperienced and the
teacher hardly stays for more than a year in the same
school. There are many private schools/mission schools
where the teachers are paid very less.

Apathy of the Government

The state Government of Manipur and who are in the
helm of administration are not interested in the
welfare of the people, particularly in the welfare of
the hill areas. The Government officers are least
interested whether schools are run in the way they
should. The school Inspectors and the Directors hardly
go to the villages and see the actual condition. The

ministers hardly bother to check the activities of the schools rather they add more problems by appointing unqualified teachers for their personal gains specially during the time of elections in order to win more votes.

In addition to this, the existing District Councils have made things more confounded and defective, because the District Councils have no financial executive and administrative powers. It is under the control of the Deputy Commissioner of the District.

APPOINTMENT AND TRANSFER OF TEACHERS

According to the Recruitment Rules of the Department of Education, Government of Manipur, Lecturers and Principals of Higher Secondary Schools are selected by the Manipur Public Service Commission. Appointments to the posts of other categories of teachers are made on the recommendation of a Departmental Promotion Committee. Whenever there are vacancies, the Directorate of Education is required to invite names of suitable teachers from the Employment Exchange.
The following table shows the quota fixed for direct recruitment/promotion for different categories of post of teachers/inspecting staff in Manipur.\textsuperscript{15}

**Mode of Recruitment of Teacher in Manipur\textsuperscript{16}**

<table>
<thead>
<tr>
<th>Categories of post</th>
<th>Mode of Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principals H.S.S.</td>
<td>:- By promotion 100%</td>
</tr>
<tr>
<td>2. Vice-Principal, HSS, Head master High school.</td>
<td>:- By Promotion 100%</td>
</tr>
<tr>
<td>3. Lecturers H.S.S.</td>
<td>:- i) Direct 75%</td>
</tr>
<tr>
<td></td>
<td>ii) By promotion 25%</td>
</tr>
<tr>
<td>4. Asst. H.M.S. H.S.,H.M. Tr. H.S.</td>
<td>:- By promotion 100%</td>
</tr>
<tr>
<td>5. Graduate Teachers</td>
<td>:- Direct 50%</td>
</tr>
<tr>
<td>Un-trained.</td>
<td>:- i) By promotion 50%</td>
</tr>
<tr>
<td>ii) Direct promotion 50%</td>
<td></td>
</tr>
<tr>
<td>6. Under Graduate Teacher</td>
<td>:- By promotion 50%</td>
</tr>
<tr>
<td>7. Matric Untrained/Non-Matric.</td>
<td>:- By promotion 50%</td>
</tr>
</tbody>
</table>

\textsuperscript{15} Education in Manipur Towards a New Education order Report - 1, 1991 P. 58.

\textsuperscript{16} Ibid.
<table>
<thead>
<tr>
<th>Categories of post</th>
<th>Mode of Recruitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Sankrit Adhyapak.</td>
<td>Direct 100%</td>
</tr>
<tr>
<td>9. Physical Education Teacher</td>
<td>Direct 100%</td>
</tr>
<tr>
<td>10. Music Instructor / Teacher</td>
<td>Direct 75%</td>
</tr>
<tr>
<td>11. Craft Instructor</td>
<td>By promotion 25%</td>
</tr>
</tbody>
</table>

Though there are Recruitment Rules (RR), very often, the recruitment of the teachers is done without referring to Recruitment Rules, and selection procedures are not followed. Even the minimum qualifications prescribed for different posts are not followed, instead unqualified teachers were selected or appointed because Recruitment rules at the time of appointment did not apply. It is always dominated by financial backing of the candidate as to how much one can pay as bribe. This is the main reason for the poor quality of teachers and low standard of education in Manipur.

Besides, there is a lot of political interference in the matter of recruitment, postings, transfer and promotion. All these are done mostly through the back door with the connivance of politicians.
Maladministration in the state education department bears a large part of the responsibility for the failure of the education system in the state, according to the National Student Union of India (NSUI) Manipur.

Alleging a large number of fake appointment of teacher in the department over the years, the NSUI, in a statement released to the Press, contended that the funds allocated to the department had been wasted in paying the salaries of these teachers, leaving little for development of school and school infra structure.

The NSUI also alleged large scale corruption among the administrative staff of the department, saying palms had to be greased to get anything done. There have been cases where applications for withdrawal of GP funds submitted by teachers have remained unprocessed for a year as enough bribe was not paid, it claimed. The release, which said an NSUI team recently visited several school in Bishnupur District was highly critical of the neglect suffered by these schools, saying most of them lacked the most basic infra structure, including furniture and toilets. Several school buildings were in need of repair while some did not have enough class rooms.
The school visited included Ningthoukhong Mamang Junior High School, Ningthoukhong Girls High School, Thinungei Girls L.P. School and the Luwangsbangbam L.P. School.\(^{17}\) There is a scheme called District Institute of Education and Training (DIET) which was introduced in 1989 in Imphal, under the National Policy of Education (NPE). Its main function is for training of pre-service prospective teachers for Elementary Schools.

There were around 200 pre-service trained teachers under this scheme of NPS in the year 1996. But most of them did not take it seriously because the Government did not show any preference for them at the time of recruitment of teachers.\(^{18}\)

There are many pre-service trained teachers, who are ready for the teaching job, but the Government does not recognise this qualification at the time of appointment. The preference always goes to the candidates who have good political backing. Therefore, this scheme became defunct. But in the matter of

\(^{17}\) The Imphal Free Press Dt. 8 December 1997. p.1.

\(^{18}\) Interview with the DIET Principal, L. Brajendra Singh on 20-5-1996.
postings of teachers those belonging to influential political parties will always find suitable posting according to their own choice. Most of the teachers want to remain in the valley without being transferred for years together. While some teachers remain in the remote places with much hardship for many years with no prospect of a transfer.

Promotion and seniority is also not maintained according to the Recruitment Rules. There are many unfair means, abetted by politicians in this matter too, and many are promoted superseding her/his senior colleagues.

STAFF POSITION

Most of the government schools in Manipur faced the problem of the lack of adequate staffs. The management of the Government regarding the Government schools teachers is far from satisfactory. The schools suffer much due to inavailability of the required teaching staff. There are schools with shortage of teachers and schools with surplus of teachers. Most of the schools faced with shortage of teachers, specially in the hill areas, because most of the teachers do not want to go to hilly places due to various inconviniences. There is also frequent transfer system in Manipur, in most of the cases, the resourceful teachers manage to get their
posting done to places convenient to them. The teachers who are posted in the hilly areas either do not wish to stay there and get themselves transferred to the valley or they are generally absent from their post for long durations. The frequent transfer of teachers has been connected with serious corruption apart from being a means of harassment to the teachers. This seriously affects the students.

It is quite obvious that the posting of teachers is done without any sound basis. There is no equity of distribution of teachers according to subjects so that even where there are surplus teachers there is none to handle certain subjects. There is no proper staffing norms for teachers in Manipur, as pointed out by the State Education Commission Manipur, in 1992 in the book "Towards a new Education Order" according to this book, the District Council of Tamenglong has written saying that it has 406 teachers, though according to staffing pattern of primary schools, it requires 910 teachers for the existing 130 primary schools under the Council but no creation of additional posts is made by the Government till now.19

According to the information furnished, the classwise enrolment for the last 5 years in the primary schools in the said Council is as given below.

TABLE VI

Pupil Enrolment in Schools of District Council,
Tamenglong.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I - A</td>
<td>1697</td>
<td>1679</td>
<td>1620</td>
<td>1694</td>
<td>1324</td>
</tr>
<tr>
<td>I - B</td>
<td>1697</td>
<td>1697</td>
<td>1620</td>
<td>1693</td>
<td>1324</td>
</tr>
<tr>
<td>II</td>
<td>1173</td>
<td>973</td>
<td>641</td>
<td>817</td>
<td>684</td>
</tr>
<tr>
<td>III</td>
<td>606</td>
<td>406</td>
<td>200</td>
<td>319</td>
<td>204</td>
</tr>
<tr>
<td>IV</td>
<td>407</td>
<td>207</td>
<td>129</td>
<td>161</td>
<td>92</td>
</tr>
<tr>
<td>V</td>
<td>221</td>
<td>121</td>
<td>60</td>
<td>94</td>
<td>39</td>
</tr>
</tbody>
</table>

Total: 5801 5083 4270 4778 3647

It is evident from this information that the requirement of 910 teachers has been calculated on the basis that every primary school (I - V) has six classes.

and each class must have a teacher so that 130 schools require $130 \times 6 = 780$ teachers + 130 headmasters one for each school $(780 + 130 = 910)$ or one additional teachers for each. No consideration about the teacher-pupil ratio or of the prescribed norms appears to have been made. The above table shows that in 1990, there were only 39 pupils enrolled in class-V. This indicates that out of the 130 schools at least 91 schools did not have a single pupil in that class. Similarly, in the case with classes I and III in many schools. Therefore, it is clear enough that there is hardly any justification for sanctioning a post for a class which does not have a single pupil. There is no justification for appointment of a separate headmaster or an additional teacher for each school irrespective of the number of children in the school. The present teacher-pupil ratio is 1:9 for the District. If the proposed posts are created, the ratio will come to 1:4. Moreover, over the years the number of students has gone down in the District. There are already some schools with surplus teachers for want of adequate number of students. It will be appropriate to transfer such teachers to schools where there are shortages.
A conducive teacher pupil ratio is important not only from the point of view of optimum utilisation of the meagre resources in the state but also from the point of view of efficient utilisation of the teachers. Whereas over-worked teachers adversely affect the quality of education and reduce the retention capacity of schools. Under-worked teachers also adversely affect the educational process. Therefore, it is essential to work out optimal norms for fixing teachers strength in schools.\(^{20}\)

One of the examples pointed out by the State Education Commission, Manipur is that in a school called Gandhi Memorial High school, Churachandpur, there were 24 teachers for only 70 students actually attending (Classes A - X) which works out to a teacher - pupil ratio of just 1 : 3. In like manner, there are many other schools which are having surplus teachers, yet there is mismatch of supply of teachers with reference to the subjects/classes to be taught in the school. Therefore, the surplus of teachers in the schools does not solve the problem of lack of adequate

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\(^{20}\) Education in Manipur towards a new Education order Report-II. pp. 36 - 37.
teachers. In many of the schools, teachers are supplied without considering the required subject teachers. For example, Science graduate teachers are being posted to certain school but there will be no one to teach Maths, because none of them will be BSC(Royal).

Apart from these Government schools, there are aided School/Colleges which suffer under the present system of grant in aid which pays for about 25 to 75% of the staff required in a school. This is the method adopted by the Government for calculation of grant. The amount received as grant is shared by all the members of the staff. Even the alloted amount of money is not paid on time for months together. The teacher has to go without being paid, this is a great injustice on the part of the Government. When the teachers are paid very less and irregularly, it is like providing quarter or half meal, which cannot be of any help for the healthy growth. Due to lack of funds, there are not enough teachers in aided schools and colleges because they do not receive the salary they deserve according to their work load and their efficiency goes down. So, the student suffers as a result.
There are many other private schools too, established with the hope of getting Government grant or conversion by the Government in the future. These schools are still worse. Teachers are not paid at all or if paid they are paid nominally. The teachers of such institutions are mostly raw and inexperienced. There are other English medium private schools which attract a good number of students. These schools charge high fees from the students, but the teachers are not well paid. However, the work load for the teachers is too heavy compared to those of the Government teachers. As a result, the teachers have the tendency to migrate from school to school. Yet, as long as they serve in such schools, no teacher dare to neglect his/her duties for fear of the school authorities. The efficiency of teaching is kept up. As a result, they can produce good results, the students are taught properly unlike in the other Government schools and private schools, when the outcome of results is compared among these different types of schools mentioned above. Thus, it will be seen that the blame for the sorry state of education in Government Schools cannot be laid on anyone of the parties concerned. The Government administration or
teacher-pupil imbalance or mismatch with teachers or students. They are all interlinked. But in the case of private mission schools, such argument is hardly found valid because they simply bring forth bright students, good results in the examination with much lesser salary being paid to the teachers. One should, therefore, ponder deeply why there is so much of difference. One should not just go headlong blaming this or that for this deteriorating condition of educational system in Manipur. The present plight of our educational system needs drastic transformation to save our future generation.

This question throws us back to the socio-political condition of Maniour. Man from the highest official of the Government to the lowest employees had succumbed to greed and to getting rich and his conscience to do right has been benumbed and there is no fear of God in him. He uses his god as a means to achieve his selfish ends. It is the author's conviction that most mission schools do better because they are basically motivated by their trust in a righteous God whom they must satisfy by their deeds.
PRIVATE TUITION EXPLOITATION

There is yet another vicious circle involving teachers and the taught which is this :-

Sending Children for private tuition is a common phenomena in Manipur. Starting from nursery Class even those students from prestigious private schools run after private tuition, before or after the school hours. And it is found that the students who take tuition from their respective class teachers usually score higher aggregate. Those students who cannot afford to take tuition either fail or remain behind. It is also found that some teachers do not teach properly in the school in order to get more students for private tuition. The private tuition class has become more or less like another classrooms containing around 10 students per shift in the case of lower Classes, just for 1 hour with Rs. 100/- per head.

There are also many tutorial and coaching institutions for classes 9 to 12. Coaching is given in all subjects. The teachers of Maths and Science
subjects start their tutorial Class from 5 am or 6 a.m. tutoring in relay batches of students, ranging usually for 10 to 20 students per shift. Most of the parents are unable to teach these subjects so there is a high demand for tuition for these particular subjects (Science & Maths.)

The teachers engage actively in tuition from early morning. Therefore, during the regular school hours they are tired and cannot perform their duties properly. Parents instead of checking the prevailing condition in the system or school, simply rush for tuition, spending a lot of money. In most of the cases, parents send their children for tuition far away from home every day paying for transport from their dwindling resources. While doing so, parents simply have a blind hope and do not bother to know what is taking place on the way to and from tuition and in the tuition class. Many children fell into the hands of bad company and gradually indulge in bad habits like taking drugs, drinks, smoking, stealing, etc. Creating new social evils with serious consequences.
INFRA-STRUCTURE

The quality of education depends upon several factors. Very often, the concepts of quality of education is misunderstood. When one talks about the quality of education, it is only about the quality of teachers and teaching process, learning materials and quality of pupils, evaluation, etc. Infra-structural facilities in schools are not even being considered. Library, class-rooms, laboratories, Teachers' common rooms, Examination halls, etc. are some vital infra-structural facilities every school must have.

Absence or inadequacy of even the minimum essential physical facilities and other teaching learning aids in Government schools is a serious handicap in raising the standard of school education. Only 2.8% government schools have "Pucca buildings". 23.8% have partly pucca buildings". The rest of the schools are either in "Kucha" buildings or in thatch huts. Out of about 2100 Government Primary Schools, only about 500 are Pucca or partly Pucca. Out of about 300 Junior Government High Schools, only about 100 schools
are either Pucca or Partly Pucca. In the case of Government High Schools out of 180, more than one third are in Kucha buildings. 21

Table - VII

The number of Government Schools with various types of buildings during 1989 - 90 is given below :-

<table>
<thead>
<tr>
<th>Area</th>
<th>Pucca.</th>
<th>Partly.</th>
<th>Kucha</th>
<th>Tabular.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Rural</td>
<td>36</td>
<td>335</td>
<td>854</td>
<td>610</td>
<td>1855</td>
</tr>
<tr>
<td>School. Urban</td>
<td>16</td>
<td>89</td>
<td>142</td>
<td>32</td>
<td>279</td>
</tr>
<tr>
<td>Total</td>
<td>52</td>
<td>424</td>
<td>996</td>
<td>642</td>
<td>2114</td>
</tr>
<tr>
<td>Jr. High Rural</td>
<td>9</td>
<td>76</td>
<td>139</td>
<td>23</td>
<td>247</td>
</tr>
<tr>
<td>Schools. Urban</td>
<td>1</td>
<td>17</td>
<td>21</td>
<td>3</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>93</td>
<td>160</td>
<td>26</td>
<td>289</td>
</tr>
<tr>
<td>High Rural</td>
<td>4</td>
<td>59</td>
<td>48</td>
<td>x</td>
<td>111</td>
</tr>
<tr>
<td>Schools. Urban</td>
<td>6</td>
<td>40</td>
<td>25</td>
<td>x</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>99</td>
<td>73</td>
<td>x</td>
<td>182</td>
</tr>
<tr>
<td>Higher Sec. Rural</td>
<td>x</td>
<td>x</td>
<td>6</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Schools. Urban</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>x</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>5</td>
<td>20</td>
<td>x</td>
<td>27</td>
</tr>
</tbody>
</table>


Source: - Directorate of Education (School) Manipur 1992
In the rural area, though there are office records of the buildings in existence, most of the buildings are dilapidated. There is no facility for the Chowkidars to take care of the property as a result furniture and other materials provided to the schools are lost. Several class rooms are turned into cattle-shed before and after school hours. The present condition of the school buildings need urgent improvement from the grass root level. The condition is still worse in the hill areas of Manipur. The Survey Committee of the National Council of Educational Research and Training in their Report 1972 - 73 made many valid suggestion for the improvement of the school buildings. It said the school buildings and its compound have to be improved. It is common sight of the primary school buildings in the hills with torn up walls and without compound fencings. The post of Chowkider or Grade - IV has to be sanctioned for the Primary and Junior High schools. At the same time, all the sub-standard schools should be remodelled according to the population of the catchment. 22

The other standing school buildings are also not furnished as it should be such as class rooms, staff rooms, office rooms, etc. There is lack of adequate furniture for students and teachers. Schools have no library and laboratory rooms.

Table - VIII

<table>
<thead>
<tr>
<th>District</th>
<th>Pucca</th>
<th>Partly</th>
<th>Kucha buildings</th>
<th>Tabular</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taanglong.</td>
<td>38</td>
<td>x</td>
<td>x</td>
<td>92</td>
<td>130</td>
</tr>
<tr>
<td>Churachandpur.</td>
<td>67</td>
<td>44</td>
<td>16</td>
<td>35</td>
<td>162</td>
</tr>
<tr>
<td>Ukhrul.</td>
<td>16</td>
<td>28</td>
<td>112</td>
<td>x</td>
<td>156</td>
</tr>
<tr>
<td>Senapati.</td>
<td></td>
<td>11</td>
<td>59</td>
<td>x</td>
<td>70</td>
</tr>
<tr>
<td>Chandel.</td>
<td></td>
<td>41</td>
<td>67</td>
<td>22</td>
<td>139</td>
</tr>
<tr>
<td>Sadar Hills</td>
<td>94</td>
<td>17</td>
<td>24</td>
<td>21</td>
<td>156</td>
</tr>
</tbody>
</table>

(Kangpoki)

Most of the buildings which were constructed in those days are now found damaged due to the poor workmanship and quality of construction materials. Most of these schools need urgent repair.

The following are some of the schools found out by National students' Union of India, Manipur recently, which need immediate repairing. They are Potsangbam Boys L.P. Schools, Leishiphung L.P. school in Kangpokpi, it has no school building of its own but only a hired buildings of non-governmental organisations.

Sangaiiprou L.P. School is damaged badly, it needs urgent repair and Sapam Leirak L.P. School is in the same condition. Kamjong High School in Ukhrul District, Chingtham Leikai Popular Junior High School, the Lamjau L.P. School, Liangmeidong Higher Secondary School, Takyel Khongbal Girls' L.P. School, Thongju Part-II L.P. School, Maimom Leikai L.P. School, Thongju Khongnangkhong L.P. School Tongai J.B. school, South Lousing J.B. School, Chingmang Jr. High School etc. are also in the same condition.
The student body has sought the urgent attention of the education department of the state to the deficiencies of these schools and demanded immediate re-appraisal of its current policies. In response to this notice, the Chief Minister of Manipur promised to take appropriate steps to rectify the situation of the Kamjong High School. At present, only 4 students are studying in classes IX and X in that school whereas 171 students are studying at Kamjong Aided School in the same locality.23

Another problem is the facilities such as electrification, drinking water, and toilets, etc. Most of the schools do not have toilet facilities and drinking water and some schools have common toilet for both boys and girls. Inspite of heavy rainfall in the state, the toilets in the schools are just deplorable. There is no proper ventilation and drainage arrangements. As far as location of the schools is concerned, rural schools or the hill schools are situated in clean and healthy surroundings. But the schools in the Urban areas are situated in crowded unhygienic places.

Efficient and mastery of teachers and students over the subjects largely depends on the Library with adequate books and located in a proper building. School library being an integral part of education is essential for the efficient functioning of every school. In Manipur, the position of library is far from satisfactory. Most of the schools do not have library facility particularly in the hills areas, even the colleges also do not have sufficient number of books.

According to V survey for Manipur during 1986 - 87, only 7.18% Primary Schools had library in them (6.13% and 14.17% in rural and Urban areas respectively). At the Junior High School stage, 81.65% of the schools were reported having library in them, but the number of schools having more than 200 books in their Library was very small.

At the High School stage, 90.46% of 363 High Schools had library facility in them. But only 14.85% of the Schools in rural areas and 20.90% of these in Urban
areas were having more than 500 books in the library respectively. In the case of primary stage, they do not have library facility at all.

Table No. IX

Schools without library, Play-ground and teaching aids (1989-90).

<table>
<thead>
<tr>
<th></th>
<th>Without</th>
<th>Without</th>
<th>Without teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Library.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aids.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pry.</td>
<td></td>
<td>1</td>
<td>119</td>
<td>360</td>
<td>1413</td>
<td>1009</td>
<td>161</td>
<td>163</td>
<td>1335</td>
<td>934</td>
<td>119</td>
<td>387</td>
</tr>
<tr>
<td>School</td>
<td>934</td>
<td>119</td>
<td>360</td>
<td>1413</td>
<td>1009</td>
<td>161</td>
<td>163</td>
<td>1335</td>
<td>934</td>
<td>119</td>
<td>387</td>
<td>1440</td>
</tr>
<tr>
<td>Jr. H/Si</td>
<td>31</td>
<td>7</td>
<td>22</td>
<td>60</td>
<td>63</td>
<td>-</td>
<td>7</td>
<td>70</td>
<td>-</td>
<td>-</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>High</td>
<td></td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>School</td>
<td>-</td>
<td>23</td>
<td>16</td>
<td>39</td>
<td>1</td>
<td>25</td>
<td>16</td>
<td>42</td>
<td>-</td>
<td>-</td>
<td>102</td>
<td>102</td>
</tr>
<tr>
<td>Hr. Sec.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>965</td>
<td>149</td>
<td>398</td>
<td>1512</td>
<td>1084</td>
<td>186</td>
<td>186</td>
<td>1456</td>
<td>934</td>
<td>119</td>
<td>531</td>
<td>1584</td>
</tr>
</tbody>
</table>


The above table shows that Government has taken an effort for the provision of library facilities. But the present condition of library in the state is far from adequate as can be seen from Table given above. Most of the schools are without library facilities specially in rural areas. Even in the Urban areas, there are even fewer schools with this facility. It is also found that books supplied to the libraries are of less utility value. In the case of hill areas, books received from the Government are in Manipuri script whereas the students are mostly used to Roman script. Though the figures given in the table above depict the survey for 1986-87, with the coming of new schools now, most of them do not have proper library facilities. Addition of schools has instead of improving the conditions has only worsened it.

As a result of poor library facility, students have not developed the taste for reading extra books or acquiring more knowledge. They are confined to the knowledge of classroom teaching alone. The teachers themselves do not make use of the available facilities in some cases. The backwardness of the people has also contributed to state of affairs.
Most of the teachers in the rural areas are outdated because they are not in touch with the current information. The school teachers in the hill areas like Chandel, Ukhrul, Tamenglong, etc. Complained that they do not receive any periodicals such as weekly, monthly, fortnightly or annual magazines. In the absence of new knowledge, the teachers themself become fossilised.

SCIENCE LABORATORY AND FURNITURE

Science and Laboratory equipement for High/Higher Secondary Schools had been covered under the Centrally approved scheme of Science and the Mathematics Education. The Scheme was taken up during the 7th plan and will continue in to the 8th Plan also. No additional fund may be earmarked for supply of the said equipment and furniture for High/Higher Secondary schools. However, the Department have to meet the wear and tear expenditure and hence some amount may be earmarked. 25

So far in most of the schools in the hill areas and rural area, there is no such facilities given. There is no separate rooms for science Laboratory. Of course, in urban schools and colleges, such facilities are provided by the Government.

In this state, there is great need in the schools for adequate class-room furniture. Taking the annual requirement at Rs. 5.00 lakhs for supply of these articles, the state Government had earmarked a sum of Rs. 4.00 lakhs for furniture and Rs. 1.75 lakhs for equipment for the year 1994-95.  

But so far, no such supply has been made to any schools and there is shortage of essential furniture in many schools and some do not yet have benches, desks, black-board, almirah, etc.

GAMES AND SPORTS

The compulsory physical Educational Programme has been introduced in educational institutions and arrangements for implementing the programmes have been made. As a result, there are now a number of trained physical instructors in schools appointed by the Government. But many schools do not have physical facilities such as play-ground rooms for indoor games even though there is plenty of land in rural areas. Only 57.3% schools have play-grounds at primary stage. There are many play-grounds whose size are below

26. Ibid.
standard. A comprehensive survey committee of Education in Manipur, NCERT, gives report that 92% Primary, 93% Middle and 96% Secondary School play - grounds are owned by the respective management. In all 5.9% play - grounds are on a rent free basis. There are also many schools which share a common play - ground both in rural as well as urban places.27

The scheme of 'Operation Blackboard (O.B.)' was initiated by the Government of India in 1987-1988 in order to bring about a qualitative improvement in the Primary school System.

The scheme lays down the minimum level of facilities to be provided in all primary schools including the new ones to be opened in future.

The 3(three) components of the O.B. Scheme are:

1. Provision of at least two all weather rooms with deep verandah along with separate toilet facilities for boys and girls.

2. Provision of at least two teachers as far as possible, one of them, a woman, in every primary school.

3. Provision of essential teaching and learning materials including blackboards, map, charts, a small library, toys, games and sport materials and some equipment for work-experience.\textsuperscript{28}

As per the recast Annual Plan 1993-94 and 1994-95 under this scheme, primary schools are provided with teaching/learning materials, games materials and musical instruments. The Govt. bears expenditure for replacement of damaged articles and contingent expenditure. At least, a sum of Rs. 500/- may be earmarked for each Primary School per year for the purpose. For the year 1993-94, a sum Rs. 10 lakhs was proposed and in the year 1994-95, a sum of Rs. 50 lakhs was proposed.\textsuperscript{29}

\textsuperscript{28} OP.Cit. Education in Manipur 1992 pp. 19-20

But it is found that, the Primary Schools did receive for some years the sport equipments under this scheme but since around 1992, this supply has stopped till today, whereas the Government has its budget every year. There is no implementation of this scheme at Present in Manipur.

**CURRICULUM**

The school curriculum in Manipur is comparable to All India standard. But the problem is its implementation. To complete the course there are not enough working days because of the frequent strike, bandhs, festivals, etc. It is difficult for the teachers to complete the course with proper teaching to the students.

In the Private schools, the number of the students is so much and very often the number of teachers is not sufficient. Because of the increase in the work load, teachers find it difficult to complete the syllabus. This is another factor that seriously affects education
in the state. Yet another problem is the competence of teachers to handle latest advances made in various fields of knowledge such as Modern maths, Computer Science, Telecommunication, Electronics, etc.

Many modern methods of imparting knowledge are available that will not make a student a mere mug pot committing lessons by heart and reproducing them like a parrot. These modern methods will elicit the latent talents of a student. But such methods are not introduced in the curriculum in all schools and so the standard of education suffers. The teachers main concern is to cover the course. As a result, vast majority of average students are left without understanding what is being taught. They just manage to get promotion to the next higher class. As a result, many students do not have good foundation for important subjects such as maths, science, language, etc. At present in Manipur, we have quantity but not quality in education.

In the educational sphere of this state, malpractices such as copying in the examination, impersonation, bribery are rampant. The seriousness of
the problem is not being fully realised by the powers that be, most examinations are held where students are "allowed" to copy in the examination centres freely. This is a great blow to honesty and integrity and character in our youth. The most underserving boy or girl relying in freedom to copy, is sure of a pass and so does not care to study the lessons or attend classes. The real studious, hard working students are thoroughly discouraged because their honest labours fall flat when a copyist scores higher marks than what they got. This is a tragedy of errors.

This social evil has its repercussion in the socio-Political progress of this state leading to corruption in public life, it is these declivers who will come to power by hook or by crook.

This state of affairs extends to bribery and impersonation. Degrees can be bought in the market without any one having to go through the portals of an educational institution. The dignity of learning is eroded irrepairably.
THE ROLE OF CATHOLIC CHURCH IN THE FIELD OF EDUCATION

Formal education was first brought by the Baptist Missionary William Pettigrew in Manipur but was soon followed by the Catholics. One well-known aspect of the activity of Catholic church in Manipur is education. It is in this field that the Catholic Church in Manipur has contributed substantially to the society. As far as the present state of educational institutions are concerned, the Catholic schools are the most prestigious schools in the state. Most of the parents clamour for admission of their children into the well known Catholic schools such as Don Bosco, Little Flower, St. Joseph's, Nirmala Bass etc. in Imphal. They know that the future of their children is assured. Admission in other school is sought when they cannot get admission in Catholic schools. Since the coming of Missionaries, that is the coming of Christianity, the tribal people and people of Manipur in general have been awakened to the importance of modern education. Inspite of meagre income of the tribal people in Manipur, they do not mind to spend whatever good education for their children might cost, for they know
it is the best investment for the future of their children. There are many others schools in Manipur apart from mission schools both in the hill as well as in the valley but why people rush to the mission schools particularly to the Catholic schools. The reason is not far to seek. These Catholic schools provide quality education. The qualities of these schools has been tested and proved for many years in the state H.S.L.C. Examination.

The basic ideas for catholic education in general are spelt out in the Church's document, Vatican Council II. In its decree on Christian Education, the council first recognised the paramount importance of education in the life of men and the ever growing influence it has on the social progress of the age. For her part, Holy Mother Church, in order to fulfill the mandate she received from her Founder to announce the mystery of salvation to all men and to renew all things in Christ, is under an obligation to promote the welfare of the whole life of man, including the life of this world in so far as it is related to his heavenly vocation. She has, therefore, a part to play in the sacred synod to
promulgate some fundamental principles concerning Christian education especially in regard to schools. These principles are to be adopted to the different local circumstances by episcopal coferences. The council also says "All men of whatever race condition or age, in virtue of their dignity as human persons, have an inalienable right to education. This education should be suitable, particular destiny of the individuals and adopted to their ability, sex and nationality/national cultural traditions and should be conductive to promote true unity and peace in the world. The Catholic Church believes that the task of imparting education belongs primarily to the family, but it requires the help of society as a whole. The church feels that it is her duty to impart education to her children and to all people for the promotion of a well-balanced perfection of human personality. 30

The ultimate aim is to bring salvation to mankind, revealing the life of Christ to those who believe and willing to follow him. The church serves as an agent to promote an individual into perfection in all walks of life. The Catholic schools imparts spiritual education

based on the gospel, such as charity, preservation of liberty of conscience. The schools see that the students are skilled in the art of education in accordance with the discoveries of modern times.

The Christian mission schools keep their door open to any child of any community who seek education. Christianity is a universal religion and therefore Christian Mission activities are open to all.

The mission school try their best to provide adequate facilities to the students as far as possible. Most of the Catholic mission schools have good buildings, proper furniture adequate laboratory, library and play fields. The missionaries firmly believed that unless proper surrounding is provided for the child to feel at ease in the school premises, nothing can be taught to the child and even if the teaching goes on nothing may be retained.\(^{31}\) None of the priest takes salary for himself out of school funds for his labours. All of it is ploughed back sacrificially into the up keep and improvement of the

school funds are fully utilised and not squandered in pilfering and dishonest dealings. What a contrast it is in the way government schools are run? How can ever be the standard of Government run schools improved?

The notable work of the Catholic mission schools in their care for the poor, Orphans and the helpless ones and help those cannot afford to go to school by providing proper education free of cost. The residential form of school education given in some catholic schools train students in community life, peaceful co-existance and building of sound character.

Thus, they fulfill the UN declaration and the Preamble refereed to in page. If the Catholic Schools can do, surely Government managed schools can also do. Inspite of the excellent performance in education and work of charity, the Catholic schools is often criticised for charging high fees and discrimination in admission. Because of the rush for admission in catholic schools being few, it is true, they cannot take everyone who wants admission. Here, unavoidably, discrimination creeps in when catholics known to the administration or very influential person alike appears as agents to get admission.
Therefore, Catholic students are prefered to other and equal treatment to all the communities and religions is not kept. They do take care of the poor and needy children, but their ultimate aim is to convert the wards into catholic faith imparting christian faith through education.

In recent years, much opposition has been raised against catholoic schools by the valley people. This has brought much discouragement to the missionaries. Who feel that their efforts are not worth the trouble because of what they have to face in the form of opposition from the people mainly from them who could not get admission for their children and their resentment.

Here, again, this situation in Manipur is taken advantage of by the insurgents to extort huge sums of money from the management of catholic schools. They don't care for the maintenance of the high standard of the catholic schools (for that matter other schools also) and have brought up a new socio - political problem upon the people of Manipur which directly impinges upon the state of education in the state.
ETHICS OF TEACHING

In recent years in the world, in India, some landmark decisions were taken in regard to the ethics of the teaching profession, and of the rapport between Government teacher, students and parents. These are presented in the following pages for information and to make a proposal that in this state these very pertinent resolutions are given effect to. Every teacher must be given this code on his appointment and told that his future performance will be evaluated and rewarded suitably on the merits of his/her fulfilling these objectives. A periodic evaluation process must also be devise and scores maintained in the service records of the teachers for suitable rewards, such as advance increments, promotion etc.

The national Policy on Education approved by parliament of India in May 1986 stated that teachers associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct.
The National level association of teachers met under the auspices of National Council of Education Research and Training (NCERT) at Hyderabad in November 1986 and prepared a draft code of professional Ethics for teachers (CPET) which may be adopted by them.

The National level association of teachers could prepare a code of professional Ethics for teachers and see to its "Observance".32

The objectives are:

1. To realise the need for a Code of Professional ethics for teachers (CPET) for maintaining the integrity of the teaching profession, and enhancement of its prestige by curbing any professional misconduct.

2. Promote awareness among teachers of the possible dimensions of worthy professional conduct in relation to student, Parents/guardians, management, administration, professional organisations, society and nation.

All Professionals have a written and an unwritten code of conduct or an ethical code. Every profession or job is as important as the other. Learning and teaching are mutual and complementary, learning is perpetual, especially in the fast growing era of knowledge in today's world.

The spirit behind such code is to accept the idea of catering to the needs of the society, its well being and promoting understanding among people and various nations. Mutual dependence, co-operation and realisation of rights and duties and privileges availing on the increase with growing global consciousness.

Teachers as any other professional have similar responsibilities, even more, because what they teach should be useful tomorrow, not only to the individual but to the society at large.

Teachers being learned and conscious members of society, need to have a brief and simple code of professional conduct. No doubt anything limited to words would be inadequate and unclear, but the clear thinking and right actions of teachers certainly help realise the spirit of the code.
A person who chooses teaching as a career, assumes the obligation to conduct himself at all times in accordance with the highest standards of the teaching profession, aiming at quality and excellence in his work and conduct, setting an example to command respect of the pupils, the parents, his colleagues and the society at large. Teaching in its true sense, does not merely mean instructing but influencing well. The teachers duty is not merely to impart knowledge in specific subjects, but also to help children grow into stature, develop suitable attitudes and unfold their personality. In this responsible task, the personal example of the teachers matters most.

The status of teachers in ancient time Indian society was very high. He was the legendary "Guru" the dispenser of knowledge. There was no challenge to his authority as scholar, with the decline in authority and the adverse conditions prevailing during the middle ages, his value and position was shaken. Teaching became secular and practical instead of religious and scholarly. The explosion of knowledge today is having its impact and the teachers have to acquire knowledge and training in precise skills and scientific methods to do full justice to their task. A profession sets up its own standards and has also a strong professional organisation of its own. Teachers like members of any
other professions, undergo relevant training and profess to know their specialised fields better. Education has become essential for modern living and has been declared compulsory for the young hopefuls. 33

Adherence to the code is a condition for membership or entry into a profession. This long felt need was given concrete shape at a meeting held at UNESCO house in Paris May 1964 under the chairmanship of Mr. William Carr, the then Secretary General of WCOTP, with the recommendation of the establishment of a code of ethics for teachers, which, those entering the profession would agree to follow, either acceptable on a world scale or appropriately reflecting differences in the circumstances of different countries is essential. The need for a code was again stressed by the UNESCO/ ILO recommendation concerning the status of teachers which declared that codes ethics or the conduct should be established by the teachers organisations since such codes greatly contribute to ensuring the prestige of the profession and the exercise of professional duties in accordance with agreed principles.

Teaching is a profession. It is a form of public service which requires expert knowledge and specialised skills, acquired and maintained through vigorous and continuing study; it calls also for a sense of personal and corporate responsibility for the education and welfare of the pupils.

The Education Commission (India, 1964-1966) declared among other things that one function of teachers organisation is to establish a professional code of conduct for its members and to ensure that it is followed.\(^3^4\) UN Declaration of the Right of the Child (Principal) and Article 54 of the Indian Constitution.

The dawn of independence brought hopes, aspiration and expectations in the mind of India people that the dream of building a prosperous and welfare oriented states was close at hand. There is now a new hope and a renewed resolution in the minds of all concerned that a re-organisation and subsequent value-orientation of the educational system is a prerequisite for the development of a democratic, socialistic, secular India committed to social justice. We put our faith in the teaching community as nation.

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34. Ibid.
builder and hope that teachers would strive to give to teaching, profession the respect that is due to it by playing the role of guides and active agent of social-economic changes. In order to express this commitment of teachers to the nation, it is deemed essential to have a specific code of ethics for teachers.

A code of professioned Ethics for teachers of India.

Draft developed at a workshop of National level Teachers' Associations held at Hyderabad from 24 to 26 November, 1986, sponsored by the Department of Teacher Education NCERT. 35

Preamble:

We the teacher of India,

1. Believing that education should be directed to allround Development of human personality and the creative and productive abilities of all citizens for the intellectual, social, political, economic, scientific, moral and spiritual advancement of the country.

2. Recognising the fundamental right of every child to be provided with fullest possible and equal educational opportunities based of social justice without discrimination on grounds of religion, caste, creed, region, sex, social origin, political opinion or economic condition.

3. Requiring that government should make sufficient financial allocation for providing the necessary infrastructure, equipment, adequate and qualified staff and all facilities and amenities conducive to imparting education in an atmosphere of freedom and creativity.

4. Reaffirming our resolve to strengthen through education, national consciousness and identity, sense of patriotism, a pride in our rich cultural heritage and a determination to defend the unity and integrity of India.

5. Reiterating our firm belief in the fundamental principles of democracy, socialism and secularism enshrined in our constitution and rededicating ourselves to strengthen them through education.

6. Pledging to foster through education international understanding and world peace.
7. Determine to organise teaching as a profession requiring expert knowledge specialised skills and a sense of individual and collective responsibility for the welfare of the students on our charge.

8. Committed to self direction and self discipline have resolved to adopt this code of professional ethics and enforce it on ourselves voluntarily to practise our profession according to the highest ethical standards.

Teachers in Relation to students:

1. The teachers shall treat all students with love and affection and be just and impartial to all, irrespective of caste, creed, sex, status, religion, language and place of birth.

2. The teacher shall help the students in their intellectual, physical, social, emotional and moral development and character.

3. The teacher shall promote scientific temper and a spirit of enquiring, creative self-expression and aesthetic sense among the students and encourage them to question and satisfy their curiosity.
4. The teacher should develop in the students respect for mutual work and workers.

5. The teacher shall enable the students to appreciate our rich cultural heritage and unity in its diversity.

6. The teacher shall be mindful of the individual needs and differences of students and their socio-cultural backgrounds and adopt his/her teaching accordingly.

7. The teachers are not to accept additional remuneration for coaching or tutoring his/her own students.

8. Speak and act with students with respect and shall not divulge confidential information about students except to those who are legitimately entitled to it.

9. The teacher should inculcate a sense of love for the motherland and universal brotherhood among students.

10. The teacher should set a standard of dress, speech and behaviour worthy of examples to the students.
Teacher in relation to Parents / guardians:

1. The teacher shall seek to establish friendly and co-operative relation with parents / guardians.
2. The teacher shall strive to promote cordially between the educational institution and the home.
3. The teacher should be receptive to view points in regards to educational needs of their children.
4. The teacher should not make known any information given by parents regarding home conditions or concerning their own children to any except to those legitimately entitled to it.
5. The teacher shall provide information to parents regarding the attainments and failures of their children.
6. The teacher shall not say or do anything which will tend to undermine the students confidence in their parents or guardians.
7. Seek to involve parents in school improvement programme.
8. Strive to promote effective parent- teacher association.