Chapter V

EDUCATIONAL ADMINISTRATION

As education is a State subject, it is necessary that States should have their educational administration. In this connection Education Commission (1964-66) says, "The State Education Departments are the principal agencies to prepare and implement educational policies."\(^1\) The Cabinet may decide many things but it can be only implemented by the department of education. Unfortunately no adequate attention has been paid so far to the development of the education departments on proper lines. Education Commission says, "Their structure designed during the British period for limited purposes, continues to be substantially unchanged even to this date. Their procedure and programmes are still largely traditional and the outlook of their officers is more often than not, rigid and conservative."\(^2\) It is true that there has been some expansion in the Education Departments of the States. But most of this expansion has been on traditional lines and has not implied any qualitative change in their functioning. Moreover, even the numerical expansion has not kept pace with the demands made by the expansion in the number of educational institutions, their enrolments, or total educational expenditure. In some States, according to the Education Commission, "Programmes of retrenchment in the strength of education departments have been carried out even when the expansion of educational facilities was in full swing. The State Education Departments as continuing at present will not be in a position to

\(^1\) Education Commission (1964-66), Ministry of Education, Government of India

\(^2\) Ibid.
assume responsibility for the complex and difficult programme of educational reconstruction outlined in this report. It is, therefore, necessary to accord priority to programmes for the improvement of educational administration at the State level. The Secondary Education Commission (1952-53) describes the present administrative set-up of education, "The present administrative set-up is that in all the States there is a Directorate of Education working under the direct control of a minister who has a Secretary to assist him at the Secretariat level and a director of education as the executive head of the department responsible for offering technical advice to the minister in all educational matters and for carrying out the policy of the Department." Besides this, the education department should coordinate different departments. The Commission observes, "The Ministry of Agriculture, the Ministry of Industry and Commerce, the Ministry of Transport and Communications and Ministry of Labour, both at centre and States have under their control schools of different types which cater for the needs of this age group. It has often happened that these different Departments are not in touch with one another's activities nor is the Education Department in a position to coordinate them with a view to increasing efficiency and securing economy of effort." It seems, therefore, necessary that there should be a co-ordinating agency, and that problems of a similar nature pertaining to more than one Ministry or Department should be discussed by them thoroughly and a concerted programme of education should be formulated.


After independence, education has made rapid progress in Manipur. According to the pamphlet published by the Directorate of Education (E.A.P.I.), "The Government expenditure on education in 1947 was Rs 175403 i.e. Rs 0.32 per head of population. In 1965-66 the total Government expenditure amounted to Rs 2,05,65,030, i.e. Rs 22.43 per head of population while in 1971 it rose to Rs 5,15,36,589 i.e. Rs 48.40 per head. No statistics of literacy percentage is available in respect of Manipur of 1947 but in 1951 only 12.58% of the population of Manipur was literate. After ten years in 1961, this figure grew more than double when 20.40% of the whole population became literate. The percentage of literacy went up from 30 to 32.3 in 1971." The literacy is a must to eradicate the evils of society. Primary Education is an opening chapter in this respect. According to article 45 of the Constitution of India, that the State shall strive, to provide free and compulsory education for all children up to the age of 14 years. This was to have been achieved by 1960. "But in view of immense difficulties involved such as the lack of adequate resources, tremendous increase in the population, resistance in the education of girls, large number of children of the backward classes, general poverty of the people and the illiteracy and apathy of parents, etc. it was not possible for the country as a whole to make adequate progress in primary education and the Constitutional directives have remained unfulfilled." In the field of primary education the number of the schools in 1947 was 278 including 24 schools for girls. In 1965-66 the number of schools rose to 2402 including 269 for the girls and thus there was

5. Education in Manipur, Directorate of Education (1972), Imphal
an overall increase of 9.4 times and an increase of 12.2 times for girls schools.

Enrolment in primary schools, i.e. from Classes I to V in 1947 was 15,800 which rose to 1,20,000 in 1965. This includes an enrolment of 1700 girls in 1947 and 43,000 girls in 1965. The percentage of school going children in the age group 6-11 rose from 20.2 of the child population of that age group in 1947 to 88.2 in 1965. Similar percentage for the girls have risen from 2.1 to 31.6 during this period. In 1947, there were 507 teachers in the primary schools but in 1965-66 the total number of primary teachers was 6425. Out of this, 1972 teachers consisting 29.12% of the total number were trained. (The figures are supplied by the Directorate of Education and it differs from my collection from the primary sources). So it is disheartening to report that more than 25 years have elapsed since the adoption of the Constitution and we could not achieve the target for the age group 6-11 as yet and what to say of the 6-14 age group. The main factors for the slow progress in this respect was the apathy of the administration. Moreover, there were financial hurdles.

Importance school level administration

"Educational administration is the process of integrating the efforts of personnel and of utilizing appropriate materials in such a way as to promote efficiency the development of human qualities. It is concerned not only with the development of children and youth but also with the growth of adults and particularly
with the growth of school personnel."^7

The Department of Education is responsible for the general, teacher education and technical education. The professional education is administered by other departments of the State viz., agriculture education by the Department of Agriculture, medical by the department of Medical, Health and Family Planning Services, Vocational Education by the department of Industries and through Industrial Training Institute, etc.

The administration of education in the State is under the charge of a Minister of Education who is assisted by the Department of Education like other States. At the Secretariat level, a Secretary, Joint Secretary and Under Secretary assist the Minister in looking after the Department of Education.

The Director of Education is the executive head of the Directorate of Education. He is the over-all incharge of education at all levels in the State. The functions of the Director of Education as Head of the Department are as follows:

(i) to supervise and control in all matters relating to establishment and administration of educational institutions of all categories and offices of the subordinate officers,

(ii) to draw up and plans schemes and to implement them,

(iii) to draw up policy programme and educational improvement, and

(iv) to issue direction to subordinate offices for the implementation of educational schemes and improvement of educational standards at all levels of education.

7. Education Commission (1964–66)
In the direction of work at the headquarters, the Director is assisted by "five Deputy Directors of Education viz., the Deputy Director of Education (Elementary), the Deputy Director of Education (Secondary), the Deputy Director of Education (Physical Education), the Deputy Director of Education (Science and Technical) and the Deputy Director of Education (Women Programme), one Inspector of Schools (Hindi), one Guidance officer who is assisted by one Psychologist and one Technical Assistant, one Deputy Inspector of Schools (Literacy) and one Deputy Inspector (Planning and Statistics) who is assisted by 6 Sub-Inspectors (Statistics) and one Progress Assistant. There is one Curator in charge of the State Museum who is assisted by his staff and a State institute of education in the control of Director, S.R.O. and Assistants." The administrative set-up and the functions of the Department of Education is shown in Diagrams and different headings.

Middle School Education

In the directive principles of the State policy it has been stated clearly under Article 45, "Lower secondary education or middle education is the link between primary education and secondary education. Ordinarily it was proposed through directive principles of State policy to introduce compulsion in the age group of 6-14. But due to the paucity of funds, initially 6-11 years of age groups was covered under the compulsory education." The number of schools providing middle stage education (classes VI-VIII) in Manipur was 13

8. Educational Administration, Directorate of Education (1972)
9. Indian Constitution
in 1947 which rose to 306 in 1965-66. The total enrolment in the middle classes in 1947 was 1360 and this rose to 25000 in 1965. The percentage of school-going children in the age group 11-14 has increased from 3.7% of the child population of this age group to 41.3% in 1965. The total number of teachers for the middle classes was 76 in 1947 and this rose to 1366 in 1965-66. The trained teachers constituted 12.6% of this number. In 1946-47 the expenditure on elementary education (classes I-VIII) was Rs 115460 and this expenditure rose to Rs 96,43,000 in 1965-66.

Secondary Education

"Secondary education has to utilise the resources of creative energy in the students for making them to appreciate cultural heritage, to cultivate rich interests, to contribute to the development of heritage." In the State of Manipur the expansion of secondary education has been tremendous. The total enrolment in secondary schools in 1947 was 3705. This rose to about 40,000 in 1965-66. Thus the number of the pupils has increased by more than 10 times during this period. The number of high schools in 1947 was 6 but in 1965-66 the number of secondary schools rose 108.

In 1947, there were 111 teachers only in the secondary schools but in 1965-66 the total number of secondary school teachers rose to 1298. The Government expenditure on secondary education was Rs 28,891 in 1946-47, but it rose to Rs 46,81,000 in 1965-66. Thus the cost per pupil per annum at this level was Rs 7.88 in 1946-47.

which rose to Rs 117.00 in 1965-66.

Higher Education

There is a general feeling in India that the situation in higher education is unsatisfactory and even alarming in some ways that the average standards have been falling, and that the rapid expansion has resulted in lowering the quality. Education Commission (1964-66) says, "The examination results, the reports of Public Service Commission, the view of employers and the assessment of the teachers themselves, the results of research done - all seem to support this conclusion." 11

In 1947, there was only one Intermediate college with the enrolment of 66 students including 3 girls. In 1965, there were 10 colleges including including two government colleges, one for the boys and the other for girls with the total enrolment of over 14,000 students including 3500 girls. In D.M. College there were 7 teachers in 1947 while in 1965-66 their number was 218. It grew 31 times more during 19 years. The expenditure of the government was Rs 12700 in 1947 and this rose to Rs 10,03,600 in 1965-66.

Professional Education

"It is the task of planners and the educators to foresee the needs of Industry and to provide the appropriate training programmes on an adequate scale and at the required levels of quality." 12

There was no professional college in 1947 but in 1965 there were 5 colleges imparting professional education, viz. B.T. College, Law College, Dance Academy, Fine Arts and Classical Music.

### Table 5.1

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>455</td>
<td>887</td>
<td>1821</td>
<td>2441</td>
<td>2508</td>
<td>2508</td>
</tr>
<tr>
<td>Middle</td>
<td>71</td>
<td>85</td>
<td>313</td>
<td>300</td>
<td>383</td>
<td>383</td>
</tr>
<tr>
<td>Secondary</td>
<td>11</td>
<td>20</td>
<td>57</td>
<td>118</td>
<td>123</td>
<td>123</td>
</tr>
<tr>
<td>Primary</td>
<td>30,231</td>
<td>29,491</td>
<td>80,991</td>
<td>101,383</td>
<td>1,33,183</td>
<td>1,45,200</td>
</tr>
<tr>
<td>Middle</td>
<td>4,862</td>
<td>5,087</td>
<td>14,882</td>
<td>25,288</td>
<td>32,692</td>
<td>36,700</td>
</tr>
<tr>
<td>Secondary</td>
<td>1,418</td>
<td>2,580</td>
<td>5,650</td>
<td>13,557</td>
<td>16,363</td>
<td>17,900</td>
</tr>
</tbody>
</table>

All the villages of Manipur have been served by Basic primary and Junior Basic Schools. Education is free upto class VIII for the boys and upto Matriculation for the girls. For Scheduled Tribes and Scheduled Castes, education is free upto the degree standard. In 1972, there were 16 colleges including two government colleges. For the technical education Rs 20 lakhs were earmarked during 4th plan.

**Educational Administration**

In recent years there has been rapid growth of Education Department at the Directorate level and it is doubtful that the Director has got an effective control over his subordinates. In the
Seminar of Educationists on Educational Problems in Manipur the following defects were brought out of the administration by the delegates.

(i) irregular inspection of the schools by the Inspectors and Deputy Inspectors,

(ii) concentration of the officers in the valley and the neglect of the hill schools,

(iii) lack of organisation of the Directorate of Education on account of hazardous growth, and

(iv) untrained education officers.

The above mentioned defects are also cited by the Education Commission (1964-66) "At present the Directorate has grown big and there is not enough delegation of powers to district level. The time of the Director of Education, therefore, is so taken up with the personnel administration and trivial details that he has no time for his principal responsibility of providing leadership in educational development."* Besides this there are other defects mentioned by the Education Commission related to the personnel and service conditions. Education Commission says, "The major weaknesses of the existing organisation of the State Education Departments are largely related to personnel. These include : shortage of personnel at the higher level : lack of specialized staff : unsatisfactory remuneration and the conditions of service; unsatisfactory methods of recruitment; inadequate provision of inservice education; and inadequate staffing."** These defects also exist in Manipur and they have been discussed in Chapter VI and VIII.

*Education Commission (1964-66)

**Ibid.
There is a reasonable growth in educational sphere. The government does not take much interest in pre-primary education. Like primary schools, there should also be pre-primary schools. But primary, middle and higher secondary education shows rapid growth on the whole as it is mentioned in the beginning of this Chapter. The Primary, Middle and Higher Secondary education have shown growth in enrolment ratio of boys (88.2) and girls (31.6) at primary level, at middle level (41.3%) and secondary level it was 10 times more. The teacher-pupil ratio at all stages has increased. The number of higher secondary schools has increased near about 20 times from 1947 and it was 6 at that time. The number of colleges has increased from 1 to 12. The number of professional college was nil at the base year and it has risen to 14. In this way State Educational Administration has grown up from time to time. The total expenditure on all items of the State Government has been increasing during the past years. The total amount spent on education has also increased.

The administrative pattern of Manipur is shown in Diagram 1.
Diagram 1

Organisational Set-up of Education in Manipur

Education Minister

Deputy Education Minister

Implementation

Advisory Bodies

Manipur State Social Welfare Advisory Board

District Education Advisory Committee

Manipur State Council for Women Education

Administrative

Executive

Secretary

Director of Education

Under Secretary

Inspection

Direction
The following are the items of work dealt with by the Director of Education:

(a) Educational Schemes both Plan and Non-Plan
(b) Supervision/Direction of Sub-ordinate Officers
(c) Policy Programme on education improvements
(d) Tribal Welfare schemes on educational development
(e) Social, Adult and Women's Educational and Social Welfare
(f) Establishment of training institutes, colleges, deputation of teachers, etc.
(g) Selection of candidates for B.E./Overseers' Course, etc.
(h) Stipends, scholarship, etc. of State and Central Government
(i) Physical Education Scheme and Activities
(j) N.C.C.
(k) Audio-visual Education
(l) Educational and Vocational Guidance
(m) Primary School Leaving Certificate and Middle School Leaving Certificate Examination
(n) High School Leaving Certificate Examination, All India Higher Secondary Examination, Textbooks, Syllabus
(o) Expenditure, sanction, control etc. of the Department, Preparation of Budget (both Plan and Non-Plan), Budget Review of the Department
(p) Public School, Sainik School — conduct of Examinations
(q) Kala Akademi
(r) University Centre
(s) Board of Secondary Education, Manipur
(t) Museum and Library
(u) Science and Technical Education
(v) Collection and compilation of educational statistics, and submission of reports to Government of India and to various State Governments and various Departments of the Government
There are units in the Directorate of Education and they are managed by five Deputy Directors as follows:

**Deputy Director of Physical Education**

It includes head of office and drawing and disbursing officer, office establishment of the Education Directorate, Training Institute, Central and Children Library, Non-Plan Budget Accounts, Audit objection, Pension cases, office furniture, Store, Stationery, etc.

He has to organise physical education, organisation of Inter College Meets, Coaching camps for various games and athletics. His aim is to attend physical efficiency drive. There is a Sports Council giving grant to Sports Club and Associations. It is also looked after by him. Besides this, he looks after six units of N.C.C., Welfare programme of student youth students' excursions, University Education, Grant-in-aid to colleges and B.T. College.

**Secondary Education**

He deals with Secondary Education Grant-in-aid, Recognition of School and extension, High School Leaving Certificate Examination, Appointment of staff, Matters relating to maintenance of service records, purchase of furniture, science and other equipment, Extension of Grant-in-aid to private schools, Appointment of Lecturers and etc.
Deputy Director of Elementary Education

He deals with elementary education. The matters like appointment of staff, maintenance of service record, purchase of furniture, extension of grant-in-aid and other functions are similar to the Deputy Director of Service of Schools.

Deputy Director of Science and Technology

He deals with Science Education, i.e., Training on Teaching of Science for Elementary School Teachers, Science Talent Search Scheme, Purchase of Scientific equipment, Non-recurring grant for purchase of Science Equipment, Summer Institute, Technical Education, Scholarships, Grant-in-aid to Adim Jati Siksha Ashram, Deputation of Teachers, Arrangement of Practical Training and matters relating to the All India Council of Technical Education.

Besides, it prepares five years plan, Annual Schemes of control of expenditure, coordination and implementation of plan schemes, collection of Education Statistics, Supply of statistical information, organisation of conferences and seminar and preparation of administrative report.

Deputy Director of Women Education

She deals with Women Education and Social Welfare, Girls Education and moreover, the similar jobs like other Deputy Directors. The other officers, who are in Directorate, are guidance officers, Inspectors of Schools (Hindi), Psychologist, Deputy Inspector of Audio-visual Education and etc.
Inspectorate

The Inspector of Schools/District Education Officers are the Head of the Offices. In the Inspection work they assist the Director in inspecting Secondary Schools, in running the administration of Secondary Schools in the District and Zones, in supervising the work of the Deputy Inspectors of Schools and maintaining service records of all the staff under them. The District Education Officers/Inspectors of Schools are overall in charge of school education in the districts and zones. They are assisted by the Deputy Inspectors of Schools who inspect the elementary schools and supervise the work of Assistant Inspectors of Schools. The Assistant Inspectors of Schools are responsible for inspection of primary schools under them.

There are 40 Assistant Inspectors, 11 Deputy Inspectors and 10 Inspectors of Schools/District Education Officers in the State at present who are expected to do inspection, supervision and administrative work in the schools.

The total number of primary and middle schools is 2897. In order to provide an effective supervision, appointment of additional Assistant Inspectors and Deputy Inspectors is to be made to check malpractices such as irregular attendance of teachers, absenteeism in the teachers, irregular payment of salaries to teachers which have been noticed in the schools and in the teachers recently owing to the topographical difficulties and peculiar conditions prevailing in the State one Assistant Inspector for every 25 schools needs to be appointed for good inspection work. On the basis of this norm, about 63 additional Assistant Inspectors required to be appointed.
as 40 are working at present. Moreover, in order to strengthen the administrative units in the State, 15 additional Deputy Inspectors of Schools are required as 11 are working at present (Table 5.2). At present inspection is done single handed by the Inspectors. There is need to appoint subject supervisors for major subjects, at the district headquarters in order to have comprehensive inspection and supervision of the schools and to improve the quality of inspection and supervision.

### Table 5.2

**Additional requirements of Inspecting Officers for Primary and Middle Schools**

<table>
<thead>
<tr>
<th>District/Zone</th>
<th>No. of Blocks</th>
<th>No. of Primary Schools</th>
<th>No. of Middle Schools</th>
<th>Inspecting Officers</th>
<th>Additional Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imphal West</td>
<td>2</td>
<td>369</td>
<td>62</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Imphal East</td>
<td>1</td>
<td>298</td>
<td>41</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Jiribam</td>
<td>1</td>
<td>72</td>
<td>7</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bishenpur</td>
<td>1</td>
<td>236</td>
<td>31</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Thoubal</td>
<td>1</td>
<td>368</td>
<td>43</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Tengnopal</td>
<td>3</td>
<td>169</td>
<td>23</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Ukhrul</td>
<td>5</td>
<td>224</td>
<td>50</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Mao and Sadar Hills</td>
<td>3</td>
<td>341</td>
<td>40</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Tamenglong</td>
<td>4</td>
<td>174</td>
<td>26</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Churachandpur</td>
<td>5</td>
<td>268</td>
<td>55</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total:** 26 2519 378 40 11 63 15

Source: Directorate of Education, Government of Manipur, Imphal
Advisory Bodies and Institutions

The State has constituted advisory bodies to advise the Department of Education and the State Government for the development of Education. The State has also established institutions/bodies for the development and promotion of education. These are discussed below.

(A) State Council for Women Education:

The functions of the Council are mentioned below:

(a) To advise Government on issues relating to the education of girls at school level and of adult women.

(b) To suggest policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women.

(c) To suggest measures for utilising to the best voluntary effort in the field of education on girls and women.

(d) To suggest suitable measures for educating public opinion in favour of the education of girls and women.

(e) To assess the progress achieved from time to time and suggest measures for evaluation of work done/being done.

(f) To recommend collection of specific data on problems relating to the education of girls and women, and/or seminars as may be deemed necessary from time to time.

The State Council for women education was constituted in 1967 and reconstituted in 1972. There is no separate staff for the Council. There is an honorary Chairman. The Deputy Director of Education (Women Programme) acts as ex-officio Secretary of the Council.
(B) Manipur Council for Child Welfare:

The Council was constituted in 1964. Its main functions are as below:

1. To organise and open Balwadis in different localities.
2. To organise camps at local level and to participate in camps at interstate and national levels.
3. To coordinate the activities of local child welfare agencies etc.

(C) A Committee consisting of a President, three Vice-Presidents, one General Secretary, one Asstt. Secretary, one Treasurer and six members is responsible for the advisory functions of the Council. This Committee also controls finances. All important decisions are taken by this Committee through meetings held at least once in a month.

(D) Educational Advisory Committee:

The State has constituted a Committee to advise the Government on matters of educational reforms in the Hill District of Manipur. The Committee assists and advises the Government in regard to educational development of Hill Districts concerned and in particular with reference to the following:

1. For recommending within the allocated amount, the grants-in-aid to be given to different non-official institutions.
2. To recommend recognition or de-recognition of non-government educational institutions.
3. To recommend any other measure which in the opinion of the Committee, helps further the objectives of a balanced educational development of the districts.
The Education Minister is the Chairman of the Committee consisting of other sixteen members. Besides this, there are the Educational Advisory Committee for Manipur Central District (Jiribam and Tengnoupal), North East, South and West Districts consisting of local public men to advise the Government for the development of education of the concerned areas.

Besides, there are other institutions like Manipur State Sports Council, State Museum, Central Library, Board of Secondary Education, Board of Primary and Middle School Leaving Certificates, Manipur State Kala Akademi, Manipur Hindi Prachar Sabha, Manipur Hindi Parishad and Manipur Rastra Bhasha Prachar Samiti, which are promoting the cost of education. The expansion of art, culture and literature very much depend on their functioning. If they do not function properly it may cause much harm in the field of education.

Educational Planning

The Educational Planning is done by the Director of Education, Manipur. The unit of planning and statistics is under the charge of the Deputy Director, Education Science and Technical. He is assisted by one Deputy Inspector of Planning and Statistics who in his turn, is again assisted by two Lower Division Clerks in all matters of planning work and by one Progress Assistant in the preparation of reports. There are six Sub-Inspectors (Statistics) who assist in collection and compilation of Statistics. There is no educational planning cell at the District level. District Development Plans for education were prepared in 1967-68, on the basis of the Second All India Educational Survey. It has been stated that the recommendations have not been strictly adhered to on account of
various reasons and no follow-up action has been taken.

So far educational planning has been done only at the Directorate level. Although social education programmes are primarily prepared by the Manipur State Welfare Board, the schemes are examined by the Education Department and necessary additions and alterations are made before incorporation in the plans.

Universalisation of elementary education has been given top priority to achieve the Constitutional directive in the educational planning of the State. During the First Five Year Plan, against the Plan outlay of Rs 17.6 (lakhs), Rs 16.24 (lakhs) was spent. During the Second Plan out of the Plan outlay of Rs 7.6 (lakhs), Rs 67.61 (lakhs) was spent. The Third Plan outlay was Rs 111.83 (lakhs) but the expenditure excluding expenditure on educational buildings was Rs 113.47 (lakhs). The Fourth Plan outlay is Rs 428.00 (lakhs). The total expenditure likely to be incurred during the Fourth Plan was estimated to be Rs 448.30 (lakhs).

Expenditure of Education

The total educational expenditure in 1971-72 was Rs 5,15,36,589.01. Next to communication the largest outlay in Manipur's Fourth Five Year Plan goes to general education with a provision of Rs 408 lakhs and this accounts for 12.5% of the entire State's Fourth Plan.

Sectorwise educational actual expenditure in the State in the last three years is given in Table 5.3. It is quite explicit that the expenditure on education is on the increase. The percentage of expenditure on education in the State has varied from years to
year during the last four years. It was 22.91 in 1968-69 which slightly declined in 1969-70. In 1970-71 the percentage of expenditure increased while it declined again in 1971-72 (Table 5.4).

Table 5.3

Educational expenditure in the last three years (1969-70, 1970-71 and 1971-72)

<table>
<thead>
<tr>
<th>Sectors of Education</th>
<th>Actual Expenditure during</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) University</td>
<td>23,64,179.40</td>
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<tr>
<td>(b) Secondary Schools</td>
<td>51,89,915.24</td>
</tr>
<tr>
<td>(c) Primary</td>
<td>1,93,01,742.12</td>
</tr>
<tr>
<td>(d) Special</td>
<td>8,98,313.72</td>
</tr>
<tr>
<td>(e) Direction</td>
<td>15,99,452.92</td>
</tr>
<tr>
<td>(f) Scholarships</td>
<td>4,40,000.00</td>
</tr>
<tr>
<td>(g) Direction(Tribal Areas)</td>
<td>4,78,270.52</td>
</tr>
<tr>
<td>(h) Scholarships</td>
<td>26,56,086.11</td>
</tr>
<tr>
<td>(i) N.C.C. Organisation</td>
<td>6,18,245.10</td>
</tr>
<tr>
<td>Education (Non-Plan)</td>
<td>3,45,46,205.13</td>
</tr>
<tr>
<td>Plan expenditure-V alley</td>
<td>17,25,882.73</td>
</tr>
<tr>
<td>Plan expenditure-Hill</td>
<td>4,44,200.00</td>
</tr>
<tr>
<td>Total Plan Expenditure</td>
<td>21,70,082.73</td>
</tr>
<tr>
<td>Total Education (Plan and Non-Plan)</td>
<td>3,67,16,287.86</td>
</tr>
</tbody>
</table>

From the above table we conclude that the expenditure in the year 1969-70 was 35,46,205.13 and it was raised to 4,25,24,319.26 in the year 1970-71, again we see a trend of rise in
the year 1971 and 1972. It means the Government has paid due attention for the expansion of education.

The Plan expenditure for valley in the year 1960-70 was 17,25,882.73 and it was nearly double in the year 1970-71 and i.e. 33,21,112.48. It indicates that development work in the valley was satisfactory but again in the year 1971-72 we note a trend of falling of the expenditure and it is 26,02,738.37.

In the hills we note that the expenses went on multiplying year by year. In the year 1969 and 1970, the expenditure incurred on the hill education was 4,44,200.00 and in the year 1970-71 it went up three times nearly. The amount was 12,12,603.40. It shows that government paid due attention in the hills. Again in the year 1971-72 double of the amount was spent in the hills and it shares equally with the valley. In area, the valley is \( \frac{1}{8} \) of the total area of Manipur but as there is no excess to the hills, the development is slow and thus to share the equal amount to the valley has been justified.

The total plan expenditure also shows a trend of rise which is clearly indicated in the Table 5.3. The total expenditure on education Plan and Non-Plan also shows the same trend of rise during the last three years.
Table 5.4

Total Expenditure and Expenditure on Education (Plan and Non-Plan)

(Figures in brackets indicates percentages for Manipur)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>284.48</td>
<td>411.62</td>
<td>562.10</td>
<td>802.16</td>
</tr>
<tr>
<td>Non-Plan</td>
<td>1252.51</td>
<td>1294.02</td>
<td>1481.95</td>
<td>1886.40</td>
</tr>
<tr>
<td>Total</td>
<td>1536.99</td>
<td>1705.64</td>
<td>2044.05</td>
<td>2688.65</td>
</tr>
<tr>
<td>On Education Plan</td>
<td>13.86</td>
<td>21.70</td>
<td>19.97</td>
<td>59.10</td>
</tr>
<tr>
<td>Non-Plan</td>
<td>338.27</td>
<td>345.46</td>
<td>450.62</td>
<td>463.60</td>
</tr>
<tr>
<td>Total</td>
<td>352.13</td>
<td>367.16</td>
<td>470.59</td>
<td>522.78</td>
</tr>
<tr>
<td>On Education</td>
<td>(22.91%)</td>
<td>(21.52%)</td>
<td>(23.02%)</td>
<td>(10.16%)</td>
</tr>
</tbody>
</table>

The total plan expenditure along with non-plan expenditure does not show in a definite trend. On the other hand, there are fluctuations in the total expenditure. In the year 1968-69, the total expenditure was 22.91%, while in 1969-70, it was reduced to 21.52%. Again in 1970-71, there was a rise and it was 23.02%. In the year 1971-72, it went down and it was only 19.16%.