



Wastage and Stagnation of Government Primary Schools in Manipur

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Abstract:

*The paper is an attempt to study the causes of wastage and stagnation in Government primary schools in the urban areas of Imphal east district of Manipur. **Objectives of the study:** The objective of the present study is to study the present status of primary education in Manipur and find out the causes of wastage and stagnation of Government primary school in the urban areas of Imphal east district of Manipur. **Methods:** The investigator adopted Descriptive survey method. **Samples:** For the present study, the investigator was selected 13 schools from urban areas of the study area in order to collect the required information. **Results:** This paper concludes that most of the Government Elementary schools in the urban areas of Imphal East district faced the problems of wastage and stagnation.*

Keywords: Causes, Wastage, Stagnation, Primary education

1. Introduction

Primary education is known also as elementary education which is meant for the children of age group 6- 14 years covering from classes I - VIII. It has two stages i.e. primary stage from classes I - V and upper primary stage comprising of classes VI to VIII. Primary education plays a very important role not only in the socialization of a child but also in his physical and mental growth. After entering into the Primary School, the children get their first lessons in discipline and hard work. The foundation of a good citizenship training laid during the formative stage in the Primary Schools, helps the child in the later stage.

Considering the importance of primary education, the Government of India made provisions for the Universalisation of Elementary Education. Article 45 of the Indian Constitution states, "the State shall endeavour to provide Free and Compulsory Education for all children upto the age of 14 years within ten years from the date on which the Constitution comes into force".

The role of Universalisation of Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. With the formulation of NPE, India initiated a wide range of programmes for achieving the goal of UEE through several schematic and programme interventions.

The Sarva Shiksha Abhiyan (SSA) is being implemented as India's main programme for Universalisation of Elementary Education (UEE). Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children. SSA provides for a variety of interventions, including inter alia, opening and construction of new schools, additional teachers, regular teacher in-service training and academic resource support to ensure free textbooks, uniforms and free support for improving learning outcomes.

2. Modern education in Manipur

The modern education was introduced in Manipur in the later part of the 19th Century. The first effort to establish one school was made by Captain Gordon in Manipur in the beginning of the nineteenth Century during the period from 1835 to 1844. He sowed the seed of English education by organizing an elementary school. However, due to untimely death of Captain Gordon, the seed could not germinate and it decayed without beginning any fruit.

The second effort was made by major general W.F. Nutgall, the then political agent by establishing a school at Imphal in 1872 with English language as the medium of instruction. But the school could not function properly due to the lack of local co-operation for the encouragement of modern education in the state.

The third effort was made by James Johnston, the then political agent during the period from 1883. The efforts made by these Political Agents were fruitless because of the orthodoxy against the Britishers in Manipur Society and lack of encouragement from the Maharaja and his Burbar Members. The Manipur were interested in their traditional education. They Wanted to continue the educational programmers in accordance with the needs and traditions of the land the education system was consisted of literacy, physical education, health and hygiene, games and indigenous medicines, etc and above all this, the people disliked the tradition, language, customs, religion and way of life of the Britishers during this period.

The fourth effort was also made by James Johnstone in 1885 since the days have been changed and the constant approach of Sir James Johnstone, the Maharaja of Manipur Maharaj Chandrakeerti gave his consent for establishing an English school in the state. The Maharaja allotted a plot of land for construction of the school. Thus, Sir James Johnstone successfully established an English School at the heart of the Imphal city in the year 1885 the school was named after him and it became to be knowa as Johnstone Middle English School, This school is known as the first modern education in the state. The educational system by yet time was spread through Bengali script and Bengali language was also taught. The total enrolment of students in the school were 113 in the year 1893, having 57 percent of attendance. During the year 1893-94, two Lower Primary school were established, One in Sekmai and another at Mao Thana. During the year 1894-95, Pettigrew L.P. School, Tere L.P. School Phoijing L.P. School was established. In the year 1896-97, Ukhrul L.P. School was established in the year 1897-98; Regiment, 4th L.P. School and Assam Rifles L.P. School were established. In 1894, a school was tried to establish at Thoubal but owing to poor attendance and certain circumstances, it was closed down and finally, it was established successfully in the year 1894-98-In the year 1898-99, Ningthoukhong L.P. School and Thanga L.P. School was established in 1899-1900, Moirangkhom L.P. (Girls') School was established and enrolled 12 girl students.

In 1990, the number of Primary School reached 14 and the enrolment of the Students were 988. In 1921-23, there were 97 Primary School in the state. In the year 1934-35, there was 217 Primary School, out of which 123 were in the hill areas and 94 were in the valley. Out of the 123 Primary School in the hills areas, 59 were missionary school. In the year 1947, the number of Primary School reached to 278 with an enrolment of 25, 400 students. By 1960-61, the total number of Primary School (JB and UJB) were 1,660 with an enrolment of 1,06,322 students and the number of teachers were 4305. By 1998-99 the total numbers of all types of Primary School were 2,572, out of which 2,033 were Government School and 539 were Aided/Unaided Scholl.

As per the National Policy on Education 1986, a target had been set for the Universalisation of Elementary Education for children in the age-group of 6-14 years. Under this policy, three aspects of elementary education, (a) universal access and enrolment (b) universal retention of children upto 14 years of age, and (c) substantial improvement in the quality of education are to be achieved. Several programme of nutrition support to elementary education like Mid-day scheme and promotion of girls'

education were also undertaken in the state. Under Mid-day scheme, the state is providing 3kgs of rice per month to all the students of class I-V reading Government and Government aided schools. Under the scheme of Expanded Operation Black Board of the Government of India, minimum teaching learning like teachers equipment, teaching learning materials, games materials, play materials, books for library, furniture etc were procured for upper primary schools of the state.

With this regards, the number of Government Elementary school in Manipur reached to 2299 under Directorate of Education (S), 1523 schools in primary (I-V) and 776 schools in Upper Primary (VI-VIII).

The number of students enrolls at the primary stage i.e. Class I-V raised from 324231 in 2012-13 to 471629 in 2013-14. However, the numbers of enrollment decrease to 318189 in 2016-17. Out of which, the number of boys was 163570 and 154619 was girls. In case of Middle/Upper Primary, the number of enrollment was 137415 in 2013-14 while 144419 in 2016-17 including 72552 boys and 71867 girls. The main reason for decreasing student's enrolment is due to causes of wastage and stagnation in the elementary school stage.

3. Objectives of the study

- 1.To study the present status of primary education in Manipur.
- 2.To find out the causes of wastage and stagnation of Government primary schools in the urban areas of Imphal East district of Manipur

4. Methods of the study

The investigator adopted Descriptive survey method for the present study.

5. Population of the study

In the present study all the Heads of the Government primary schools in the urban areas of Imphal East district of Manipur was considered as population of the study.

6. Samples of the study

There were a total of 278 Government primary schools in Imphal East district in the year 2008-09 (information collected from Education in Manipur 2014, Directorate of Economics and Statistics, Government of Manipur). Out of which 13 schools from urban areas of the study area were selected purposively in order to collect the required information of the present study.

7. Delimitation of the study

- 1.The study was confined to urban areas of Imphal East district of Manipur.
- 2.Only those primary schools (Class 1-V) and upper primary school (Class VI-VIII).

8. Result and Discussion

Failure in class or repetition of classes by pupils leaving of the schools before completing the primary course may be due to several reasons. Some of the reasons observed in the present study are presented in Table 1.

Table 1: Causes of Wastage and Stagnation in Government Primary School

Sl. No	Causes	Percentage
1.	Economic backwardness of parents	47%
2.	Heavy curriculum	
3.	Irregular attendance	
4.	Education on the part of parents	
5.	Lack of interest in children	
6	Physical weakness of students	

7	Defective education systems	20%
8	Defective pattern of examination	
9	Unsuitable atmosphere and conditions	
10	Irregular attendance of teachers	33%
11	Inadequate teaching aids	
12	Poor condition of school building	
13	Environment of the school	
14	Lack of effective inspection and supervision	

Source: Field Survey

The above table reflects that 47% of the respondents responded that the major causes of wastage and stagnation in Government primary schools are due to economic backwardness of parents, education on the part of parents, irregular attendance, heavy curriculum as well as lack of interest in children. Economic backwardness of parents is one of the main causes of wastage and stagnation in primary school students. It is usually linked with the family background, income, parental educational and occupational status. The level of parent's education is linked to their child's intellectual level and with the academic demands and pressure exerted upon the children. Children with low socio-economic status often lack the financial and educational support and the responsibilities of the parents are limited to meet children's basic needs and engaged their children various activities. As a result, they are facing problems in various circumstances of life that in turn affect their school attendance also. This is very common to the poor families.

Heavy curriculum and no one will help them and provide cognitive resources that enable them to support and facilitate their children's learning. During the last decades the curriculum of Primary education is unsuitable in as much as it neither develops the creative and constructive faculty of the child nor provides the opportunity for practical education because of these lack of interest among the children to attend classes.

The table also depicts that 33% of the respondents responded that the causes of wastage and stagnation in Government primary schools in Manipur are due to irregular attendance of teachers, poor condition of school building poorly, equipped, inadequate teaching aids, lack of effective inspection and supervision while 20% of the respondents responded due to physical weakness of students, defective education systems, defective pattern of examination and unsuitable atmosphere and conditions. Mostly parents who enrolled their children in Government primary schools are from lower socio-economic background. Probably they cannot able to give healthy food to their children which sustain long hour in the classroom. Hungry child is less likely to attend school and even if he/she does, the child is not able to concentrate their studies. The mid-day meal scheme can help in reducing physical weakness and psychological deprivations.

9. Conclusion

It was found that 47% teachers reveals the major causes of wastage and stagnation in Government primary schools are economic backwardness of parents, education on the part of parents, Irregular attendance, heavy curriculum and lack of interest in children. 33% reveals that due to irregular attendance of teachers, poor condition of school building poorly, equipped, inadequate teaching aids, Lack of effective inspection and supervision are the factors which causes wastage and stagnation in Government primary schools students followed by 20% physical weakness of students, defective education systems, and defective pattern of examination, unsuitable atmosphere and conditions.

For reducing wastage and stagnation in primary schools successful implementation of Universalisation of Elementary Education, Mid-day meal scheme is the need of the hour. Besides these there should be some vocational courses in the primary school for getting encouragement of learning from the poor

parents and backward groups. A part time educational programme should also be organized in the primary school according to need of the local area for solving the problem of wastage and stagnation in primary education.

The Headmasters/Headmistress should look into the efficiency, regularity and good teaching methods of the teachers as well as the regularity of student. Efforts should also be made to provide adequate facilities of teaching, appointment of well-trained and qualified teachers in each school.

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