



## Problems of Elementary Education in Senapati District Of Manipur, India.

**Dr. Keithellakpam Bidyalakshmi**

Assistant Professor, M.A. (Education), M.Ed, Ph.D(Education)  
R.K. Sanatombi Devi College of Education. Heirangoithong  
Awang Maibam Liekai P.O Singjamei- 795008, Imphal, Manipur,  
India

### ABSTRACT

The present paper attempts to study the status and prevailing condition of Elementary Education in Senapati district of Manipur. Descriptive-Survey was used as the methodology of the study. In the study, 10 primary school of which 5 each from private and government were selected through random sampling technique. A self-made questionnaire was employed as the tool of the study with Mean percentage as the statistical technique in order to collect, analyze the data. From the study, it came to draw that Elementary Education is the beginning of education. Even though there were many Government primary schools it was not that developed and properly maintained. Many defects existed as compare to private schools. So, it is the right time for the government to take serious initiative for the development and proper functioning of Elementary Education in the district as well as in the State as a whole.

### KEYWORDS

Education, Elementary Education, Teachers.

### INTRODUCTION

Education is one of the primary needs of human beings and where there is education, there is civilization. It is a process of human enlightenment and empowerment for the achievement of higher and higher quality of life. The welfare and progress of a nation depends on the quality of education prevailing in the country. In a democratic set up, the role of education becomes particularly important since democracy can function effectively only if there is an active participation by the people and this participation comes only through education. On the other hand, primary education is the backbone of educational pattern of a country. Any system of education can never be successful so long as it does not have a sound primary education system, primary education laid the deep foundation of the special scheme for the development of the child commensurate with his growing age. It is a potent factor for the development of a child's personality. At this stage, the child starts interacting with his environment that helped to attain and achieve better and higher quality life in his future endeavours. From this view, our national leaders have always been making constant efforts for mass education in our country. The Education Commission (1964-66) carefully pointed out that, "destiny of India is being shared in her classroom." According to Article 45 of Indian Constitution, the state would strive for free and compulsory primary education upto the age of 14 years for all children.

Primary education plays a significant role in the development of a country. It is very essential to provide at least minimum level of education to all the people. But the literacy percentage is very low in India at present. For providing at least minimum level of education in Article 45 had provided to all children upto the elementary level. The realization of this production had, become necessary for developing countries in view of the tremendous technological development of the world. However, inspite of the various efforts, the constitutional directives could not be fulfilled till now because of many problems. In different countries, primary education is called Elementary Education or Fundamental Education. In India, we use three terms for it i.e. Basic education, Elementary education and primary education. With the failure of Basic education, it is now called mostly primary education. In accordance with our constitution the primary education is to be provided in the school i.e. of 8 (eight) years duration for the age group of children 6-14 years. In some states, the upper primary is

also called middle school education. Primary education plays a very important role not only in the socialization of a child but also in his physical and mental growth. It is very clear that primary education is the backbone of educational pattern of a country. Any system of education can never be successful so long as it does not have a sound and smooth primary education system. Primary education lays the deep foundation of the education system of a country. But still the goal of Universalization of primary education has always remained un-reached and unachieved. As the primary schools are still facing many problems such as wastage and stagnation, problems of non-enrolment, lack of physical and human resources, lack of competent teachers, problems of organization and administration, problems of infrastructure etc. There is always a difference in construction, management, way of teaching, administration compare to hills and the valley. Till today, hill areas are facing many problems regarding education. If the education system is continuous like this, then the state will never develop and it will take another century to reach the desire level.

### STATEMENT OF THE PROBLEM

Problems of Elementary Education in Senapati District of Manipur, India.

### OBJECTIVES OF THE STUDY

1. To find out the problems faced by the students in Primary schools.
2. To find out the problems faced by the teachers in Primary schools.
3. To find out the shortage of the necessary infrastructure of the selected primary schools.
4. To find out the lack of trained teachers in primary schools.

### HYPOTHESES OF THE STUDY

1. There exists the problems faced by the students in primary schools.
2. There exists the problems faced by the teachers in primary schools.
3. There exists the shortage of the necessary infrastructure in the selected primary schools.
4. There is a lack of trained teachers in primary schools.

### METHODOLOGY

For the present study, descriptive survey method is employed.

**SAMPLE**

In the present study, 10 primary schools with 5 each from the private and government is selected through a random sampling technique.

**TOOLS**

For this study, a self-made questionnaire is employed as the tool giving weightage of '1' for 'Yes' and '0' for 'No' respectively.

**STATISTICAL TECHNIQUE**

Mean Percentage is used as a statistical technique in order to compare, analyze all the relevant data.

**ANALYSIS AND INTERPRETATION**

**Table – 1**

**PROBLEMS RELATED TO THE STUDENTS**

SL. NO.	PROBLEM	YES (%)	NO (%)
1.	Is there library facility in your school ?	50	50
2.	Do you get water supply in the school compound ?	50	50
3.	Does the school provide transport facility to the students ?	0	100
4.	Does the school provide computer class ?	0	100
5.	Are the classrooms of the school proper lighted and well ventilated ?	20	80
6.	Does your school have proper playground ?	90	10
7.	Do the teachers are attending class regularly ?	100	0
	Total	44.28	55.71

Table-1 shows the various problems faced by the students in different primary schools. According to the opinion collected from 10 primary schools, all the students faced different problems like library problem, water problem and proper lighted and ventilated problem. But, all the primary schools faced common problem in transport and computer facilities which are not provided by the schools. Therefore, the hypothesis is accepted.

**Table – 2**

**PROBLEMS RELATED TO THE TEACHERS**

SL. NO.	PROBLEM	YES (%)	NO (%)
1.	Do the teachers adopt lesson plan?	90	10
2.	Do teacher give homework or assignment regularly to the students?	80	20
3.	Are the teachers able to cover their syllabus in time?	80	20
4.	Do you face the problem of shortage of teachers?	100	0
5.	Do the students co-operate with their teachers while learning their lessons ?	100	0
6.	Are the teachers attending class regularly?	100	0
7.	Is there good relationship among the teachers, staff, students and principal/headmaster?	100	0
8.	Do teachers and non-teaching staffs get salary regularly ?	50	50
9.	Does your school conduct staff meeting?	100	0
10.	Are the parents satisfied in the teaching process provided by the school ?	100	0
	Total	90	10

Table-2 shows, the various problems faced by the teachers in primary schools. According to the data collection, mostly the teachers suffer from salary problem, some teachers cannot give regular assignment and cannot finish syllabus in time.

**Therefore, the hypothesis is accepted.**

**Table – 3**

**PROBLEMS RELATED TO INFRASTRUCTURE**

SL. NO.	PROBLEM	YES (%)	NO (%)
1.	Does the school conduct co-curriculum activities ?	100	0
2.	Does the school provide medical check-up facilities to the school ?	20	80
3.	Is the sanitary facility provided by your school satisfactory?	50	50
4.	Does the school provide separate toilet facility to both teachers and students ?	100	0
5.	Do you get financial help from the central and state government.	50	50
6.	Does your inspector of your school visit your school regularly?	100	0
7.	Does the area where your school has established been a friendly environment?	100	0
8.	Are the classrooms of the school sufficient for the students?	100	0
9.	Are local people involved in your school management?	100	0
10.	Do bands and strike affect the academic atmosphere of your school?	100	0
	Total	82	18

Table-3 shows regarding the infrastructure problems faced by the schools such as medical check-up facilities, sanitary facilities, lack of financial help from the government etc. For the infrastructure facilities all the schools are enjoying to the desirable level. Therefore, the hypothesis is rejected.

**Table – 4**

**NUMBER OF TRAINED AND UNTRAINED TEACHERS**

SL. NO.	NAME OF THE SCHOOL	TRAINED TEACHER	UNTRAINED TEACHERS	TOTAL
1.	Diamond English High School.	01	14	15
2.	Elite Higher Secondary School.	03	13	16
3.	Kids Foundation School.	02	08	10
4.	J.N. Public School.	03	07	10
5.	Lighthouse English School.	0	16	16
6.	Salem Academy Junior High School.	04	13	17
7.	S.H. Model English School.	02	16	18
8.	Chingmang Government High School.	01	05	06
9.	Orphanage UJB School.	0	07	07
10.	Kalapahar Government Junior High School.	03	10	13
	Total	19	109	128

Table-4 shows the total number of teachers working in 10 schools is 128 of which 19 are trained and 109 are untrained teachers respectively. It shows that number of untrained teachers are more than the trained teachers. It means that most of the schools have more untrained teacher than the trained teachers. Therefore, the hypothesis is accepted.

**CONCLUSION**

Elementary education is the foundation of the formal system of education. If a child has a proper or deep rooted foundation then, half work of a child is done. It is the beginning of education. Even the constitution of India give this right and Article 45 was inserted which ensure free and compulsory education till the children complete 14 years of age. Each and every child has the right to get education. In Manipur, primary schools were tremendously increased for the 2-3 decades but so it does not reach the desired level. At present, there are many private and government primary schools. Even though there are many government primary schools in the Senapa-

ti district, it is not that developed and properly maintained. There are many defects compare to private schools. That is why parents preferred to send their wards to private schools than government schools inspite of the expensiveness. If the government schools are not properly maintained and develop, then many poor children will not get proper education as their parents cannot afford private school. If there is no proper education for each and every child, then there would be no development in the society as well as in the State. That is why government must take initiative steps for the development and proper functioning of elementary education in Senapati district of Manipur.

#### **SUGGESTION FOR IMPROVEMENT**

1. Inorder to have a smooth functioning of the primary schools, salaries has to be paid on time.
2. Adult literacy programme should be given towards their parents by means of radio, T.V., informal discussion, seminar etc.
3. As game and sport is also a part of co-curricular activities in the field of education, the school must encourage and provide a sufficient material so that the students will get all round development in the teaching-learning process.
4. Most of the school faced lack of trained teachers. Inorder to improve the teaching skill of the teachers and the government should organize seminar or short term course for the teachers.
5. For the improvement of infrastructure of primary schools, the government need to invest more or pay more attention towards the primary schools.
6. Inorder to have sufficient teachers in primary schools, the government must recruit more qualified teachers.
7. For the effective and value education, education system should be made free zone.
8. Inorder to have a quality education in the State, educational curriculum should be made in such a way that students should take more initiative part.
9. The school must provide a cheap transport facility so that it would be more convenient for the students to go for school.

#### **REFERENCE**

1. Buch. M.B. : Fifth Survey of Educational Research, 1988-92 Abstracts Volume II, NCERT, Sri Aurobindo Marg, New Delhi.
2. Chaube, S.P. : History of Problem of Indian Education, Vinod Pustak Mandir Agra, 1970.
3. Jamini, Dr. : Education in Manipur, Rai Pravina Brothers, Sagolband Road, Tera Bazar, Imphal.