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THE ACADEMIC ACHIEVEMENTS BETWEEN THE STUDENTS OF PRIVATE AND GOVERNMENT HIGH SCHOOLS WITHIN IMPHAL EAST DISTRICT: A COMPARATIVE STUDY

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Abstract

Academic achievement is one the important aspects of education as it is the result or output of school education system. It will decide the quality as well as of education being provided within the institution. In order to know the total quality of school education being provided at high level can be decided with the exam result of High School Leaving Examination. The study will examine the level of academic achievement based on HSLC during 2019 to 2022 and related remedial measures will be suggested for further improvement among the High schools within Imphal east District.

Keywords: Academic Achievement, School Education, Remedial Measures.

INTRODUCTION: In today's 21st century, various changes from the socio-economic, political, cultural, science and technology, etc. have brought about large impacts on the educational system. With the view of the modern educational system, today, education in India as well as in our state, have virtually segregated into public and private educational systems. And there are mushrooming up of Private and Public Secondary Schools, in the past ten years. But the academic achievement and performance of Private and Govt. School students, has been widening a gap. Factors like inadequate infrastructure, facilities and lack of trained teacher, geographic location, demography of places, transport and communication etc. has been drastically brought difference in the academic performance between public and private schools in our state.

Modern system of education demands a comprehensive education i.e., scholastic and non-scholastic area of children. But in our state, the method of evaluation is based on traditional philosophy emplacing on scholastic area only (academic achievement). Generally, it refers to the child achievement in academic fields like Maths, Science, language and Social Sciences, which are based on the different tests like written test, oral test, practical test i.e., marks scored on these related subjects totally neglecting non-academic area. However, academic achievement at the Higher Secondary Level plays an important role in determining the career of the students, ultimately in the overall development of the society and state, at large. It is of utmost importance to study the current status of the academic achievements of Manipur as it plays the foundation to the growth and development of the state as well.

Though, on a brighter side, the overall academic performance has been on the rise in Manipur. But, along with it, there has also been a widening gap between the percentage of academic achievements amongst the student of the private schools and the public schools. This needs to be studied and addressed, so as to rectify the various factors that have been behind this cause. And at a time, when the National and the state, together, are focusing on the educational sector through various schemes, it is worth studying if the past factors have been addressed to successfully. If it has been, there ought to be a change in the academic performance of public school's vis-a-vis the academic performance of private schools, with respect to the past performance.

JUSTIFICATION OF THE STUDY: As it has been commonly observed in the past, there still exist a clear demarcation between the academic performance of the students of public schools and private schools at the High School Level. Since the academic performance at this level is considered to be the initial frontier to the career that a student is likely to choose in the future, their academic achievement at the High School level is of outmost significance to them and the society as well.

Thus, in many ways, the academic success of the students at the High School Level contributes immensely to the overall development of the society, and state in a broader sense. But the main concern today is the widening gap between the rate of academic achievements of the public schools and the private schools. But with the passing of time, the private system of EDUCATION has been outperforming their counterpart in every possible way with the exception of a few of the Government schools; the rest has been continuously showing a very poor pass percentage for many years. While on the other hand, the mushrooming private system of education has been excelling to leave behind the tradition form of educational system. This, in a way is not a healthy sign for the students and for the society. It not only ruins the future of the students of the public schools but is also augmenting the socio-economic rift



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between the students, in the present, which likely is to take shape of an inferior and a superior class in the future. Thus, segregating the society into different classes, as a result of the varying academic performances.

In many of the studies that has been done in the past, we have learned about various factors like the negligence of parents towards their children education, negligence of girl child education, socio-economic problems and also lack of knowledge about the benefits of academic achievement in some of the remotest corner of the state. But, of all the reasons, some of the most unfortunate ones had been the lack of proper educational infrastructure in some places, lack of facilities and unavailability of teachers and study materials, and to top it all, the negligence attitude of the teachers of Government Schools.

This has been the scenarios in the past, but today when the state as well as the central govt. has been earnestly putting in effort towards the education with various educational schemes and reforms; it is worth revisiting and reexamining if public schools has managed to narrow down the widening gap of academic achievement when compared to that of the private schools, or thus the rift still exist despite of all the efforts put in by the government. And also, if the past factor still continues to exist.

Therefore, the investigation selects this topic in order to find out the actual difference on the academic achievement between government and private at the High School Leaving Certificate Examination of Manipur (2019-2021) within Khurai Assembly Constituency of Imphal East District, Manipur, to find out the causes and its remedial measures for more improvement.

STATEMENT OF THE PROBLEM: The present study can be stated as given below: **“THE ACADEMIC ACHIEVEMENTS BETWEEN THE STUDENTS OF PRIVATE AND GOVERNMENT HIGH SCHOOLS WITHIN IMPHAL EAST DISTRICT: A COMPARATIVE STUDY”**

DEFINITION OF KEY WORDS USED

- A. **Academic Achievement:** The level of actual accomplishment or proficiency one has achieved in an academic area, as opposed to one’s potential based on examination result at HSLC.
- B. **Student:** Those students (appeared) in Class X at the High School Leaving Certificate Examination, Manipur.
- C. **Private High Schools:** High Schools, which are under management of the private individuals without any aid from the Government.
- D. **Government High Schools:** High Schools, which are under management of the Government.
- E. **Khurai Assembly Constituency:** A constituency in the Imphal East District of Manipur.

OBJECTIVES OF THE STUDY

1. To compare the overall HSLC academic achievements of the students in terms of Enrolment, Appeared, Pass out and Sex Wise at HSLC Examination in Manipur during 2019 to 2021.
2. To compare the overall HSLC academic achievements of the students of Private and Government Schools within Khurai Assembly Constituency of Imphal East District during 2019 to 2021.
3. To find out the related problems and their suggestive measures for more academic achievement.

HYPOTHESIS OF THE STUDY: In order to achieve the objectives of the study, the followings were tested:

1. There is a significant overall level of academic achievement of the students in respect of enrollment, appeared, pass out and Sex Wise at HSLC examination in Manipur during 2019 to 2021.
2. There is a significant difference between the overall HSLC academic achievements of the students of private and government within Khurai Assembly Constituency of Imphal East District, during 2019 to 2021.

DELIMITATION OF THE STUDY

1. The present study was limited only to the High/Higher Schools in the Khurai Assembly Constituency of Imphal East District, Manipur.
2. Only areas of High School Leaving Certificate Examination results of Government and Private Schools within Khurai Assembly Constituency of Imphal East District, Manipur are concerned.
3. The study was not related with non-academic achievement.
4. That study was confined to a period of 3 (three) years (2019 to 2021) of the Academic Achievement of the students in the High School Leaving Certificate Examination of Manipur within the Khurai Assembly Constituency of Imphal East District, Manipur.



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REVIEW OF RELATED LITERATURES

(1). SATYANANDAM, B.D. (1969): A Study of Socio-Economic Status and Academic Achievement Government College of Education Kurnool. The study aimed to find out:

(i). Whether there was significant difference in the academic achievement of children belonging to various economic and educational backgrounds; (ii). Whether low economic background caused any setback in the learning process of the subjects; (iii). Whether sex had any bearing on the learning; (iv). Whether the educational level of parents have any influence upon the achievement levels of pupils.

The study yielded the following findings: (i). The children of graduate parents performed far better than the children of matriculate parents. (ii). The children of upper economic strata and lower economic strata differed very significantly. (iii). The upper and middle economic groups differed significantly. (iv). The middle and the lower economic groups did not differ significantly. However, the middle economic group was better than the lower economic group. (v). Sex had no bearing upon the achievement level. **(2). AGGARWAL, S.K. (1975): A Psycho-Social Study of Academic Under-Achievement at Secondary School Level in the State of Rajasthan. Ph.D., Edu., Raj. U., The objectives of the investigation were:** (i). To identify the relationship between personality and academic achievement. (ii). To find out the relationship between the values of students and their academic achievement. (iii). To study the relationship between parent's values and academic achievement. (iv). To study the relationship between the socio-economic status of the family and academic achievement. (v). To study the influence rural-urban residence on academic achievement. **The major findings of the investigation were:**(1). The under achievement were comparatively less emotional mature, less calm, less placid, less prone to getting into difficulties and less able to face reality and possessed less ego strength than the over achievers. (ii). The rural achievers in comparison to urban over-achievers were relatively more outgoing, warmer hearted, easier going, more participating, more trustful, more adaptive and more social. The urban achievers were relatively more tense, more driven, over wrought and more frustrated. (iii). The over-achievers had stronger educational, social, humanistic values than the under achievers, but on the remaining three values materialistic, religious and personal – the two groups were alike. (3). **CHAUDHARI, V.P. JAIN (1975): Factors Contributing to Academic Under-Achievement. Ph.D., Psy., Nag. U. The objectives of the study were to make a critical study of the factors contributing to academic achievement. It was assumed that the factors contributing to academic under-achievement, viz., study habits, personality structure and environmental conditions were inter-related. The major findings of the study were:** (i). The study habits of achievers differed significantly from under-achievers. (ii). A co-relation between the study habits scores and the index of achievement was quite high in the case of the male candidates. (iii). Achievement motivation of bright achievers was higher than that of bright under achievers. (iv). Dull achievers had low achievement motivation than bright under achievers. Difference in the mean score of n-achievement two groups was sharper in the case of boys than in girls. (v). There was a negative correlation between anxiety and achiever index (critical ratio). Achievers who had high level of achievement motivation had minimum anxiety whereas dull achievers with low level of achievement had high level of anxiety. (4). **DANDAPANI, S Studied of the effect of a Group Guidance programme upon the Academic Achievement of High School Under achievers, Ph.D. Edu., Mys. U., at 1976. The study was undertaken with the objectives:** (i). To find out the effectiveness of a programme of group guidance and academic counselling on academic achievement among high school underachievers in comparison to control groups of non-counselled underachievers and normal achievers, and To examine the relative effectiveness of the programme on underachievers belonging to families of professional class, merchant class and clerical class groups. **The major findings of the study were** (i). Academic Achievement of the counselled underachievers was significantly greater than that of non-counselled underachievers. (ii). There was no difference in the academic achievement of the non-counselled underachievers and non-counselled normal achievers. (iii). There was no difference in the academic achievement of under-achievers of merchant class and clerical class families; the underachievers of professional class families differed significantly from the other two groups, (5). **L. JOYSHREE DEVI (2007): An Analytical Study on the Academic Achievement of the Students of Higher Secondary Schools Examination of Manipur during 2000-2006. M.Phil. Edu. Objectives:** (i). To focus the academic achievement of the students of Higher Secondary School Examination of Manipur during 2000-2006. (ii). To show the academic achievement of the students of Sciences, Arts, Commerce and Vocational Streams of the Higher Secondary Schools Examination during 2000-2006. (iii). To find the sex-wise academic achievement of the students of the Higher Secondary Schools Examination of Manipur during 2000-2006. **Main Findings:** (i). One of the main findings of the study is that the academic achievement of students of Higher Secondary Examination was very high in the academic year 2000 i.e., 72.86% and the lowest is 29.52% in 2003. (ii). The academic achievement of female students of Higher Secondary Examination is 72.89% in the 2000 and the lowest is 33.12% in 2004. (iii). The highest academic achievement of male students of Higher Secondary Examination is 72.89% in the academic year 2000 and the lowest is 31.38% in 2003.

Conclusion: It can be concluded that the topic of the study was not conducted before by anyone as the topic of the study is the new area of the study.

METHODS AND PROCEDURES OF THE STUDY: The research method adopted for the present study was decided as descriptive cum survey method.



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Population & Sample of the study: Whole teachers of secondary schools in Imphal East District, Manipur constituted the population of the study. In the present study, the investigation was selected 3 (three) Government High Schools and 3 (three) Private High Schools through random sampling technique respectively.

The schools were as follows:

(a) GOVERNMENT HIGH SCHOOLS

1. Khurai Sajor Leikai High School, Lamlong
2. Lamphel High School, Top Khongnangmakhong
3. Top Dusara High School, Moirangkampu

(b) PRIVATE HIGH SCHOOLS

1. Bal Vidya Mandir, Kongpal
2. Young Pioneers' English School, Khurai
3. North Eastern English School, Kongpal

TOOLS TO BE USED: Examination results of the High School Leaving Certificate Examination of Manipur (2019-2021) was collected from the Board of Secondary Education Manipur, was used as the tool in order to find out the academic achievements of the students of Private and Government High Schools within Khurai Assembly Constituency of Imphal East District of Manipur.

STATISTICAL TECHNIQUE: For the proper interpretation and analysis of the collected data in view of the hypothesis of the study, the following statistical techniques was used:

1. Percentage and
2. Graphical representations

ANALYSIS AND INTERPRETATION OF COLLECTED DATA:

Group – (A): To compare the overall academic achievements of the students in terms of enrolment, Appeared, Pass Out at HSLC examination in Manipur during 2019 to 2021.

TABLE NO: 1: COMPARATIVE STATEMENT OF THE HSLC EXAMINATION RESULTS OF MANIPUR FOR THE YEARS 2019 TO 2021

YEA R	NO OF CANDIDATES ENROLLED			NO OF CANDIDATES APPEARED			NO OF CANDIDATES PASSED			SEX-WISE PASS %		OVERA LL PASS %
	MAL E	FEMA LE	TOTA L	MAL E	FEMA LE	TOTA L	MAL E	FEMA LE	TOTA L	MAL E	FEMA LE	
2019	14041	13935	27976	13888	13796	27684	8699	6989	15688	55.45	44.54	56.66 %
2020	14264	13290	27554	14093	13188	27281	9338	7239	16577	56.33	43.66	60.76 %
2021	18819	16756	35575	18458	16485	34943	13869	10856	24725	56.09	43.90	70.75 %

FIGURE NO: 1: COMPARATIVE STATEMENT OF THE HSLC EXAMINATION RESULTS OF MANIPUR FOR THE YEARS 2019 TO 2021

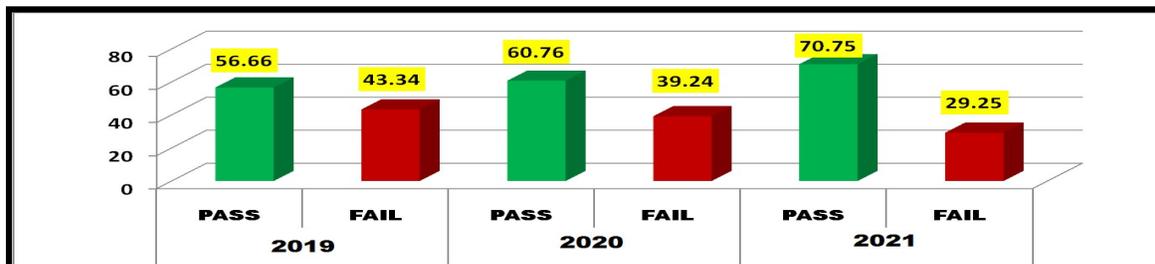
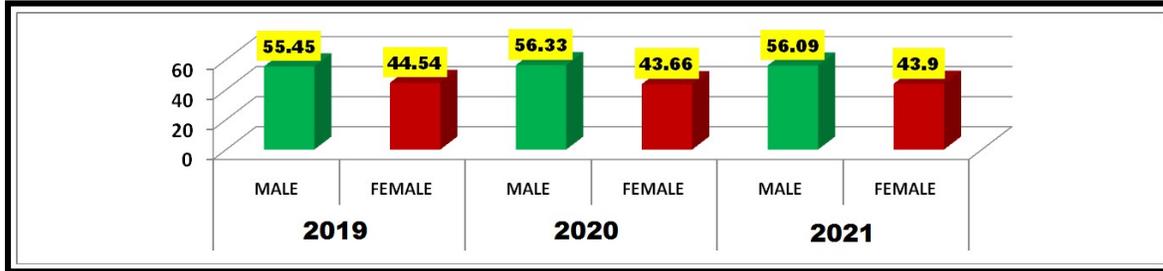


FIGURE NO: 2: SEX WISE COMPARATIVE STATEMENT OF THE HSLC EXAMINATION RESULTS OF MANIPUR FOR THE YEARS 2019 TO 2021.



INTERPRETATION: Table No. 1 reveals the year-wise and sex-wise academic achievement of the class X students conducted by the Board of Secondary Education Manipur during 2019-2021. It shows the number of candidates appeared, numbers of candidates passed and overall pass percentage. It also reveals separately of boys and girls appeared and their pass percentage. In the three years 2019, 2020 & 2021, the highest number of students enrolled was in the year 2021 with a total number of 35575 students and the lowest number was in the year 2020 with 27554 students.

Along with this, the number of male students and the female students enrolled was also highest in the year 2021 with 18819 male and 16756 female students, while the lowest male students enrolled was in the year 2019 with 14041 students and that of the female in the year 2020 with 13290 students.

The total no. of appeared candidates was also highest in the year 2021 with 34943 students out of which 18458 are males and 16485 are females. The lowest number of students appeared was in the year 2020 with 27281 out of which 14093 are male and 13188 are female students.

With the highest number of students appeared in the year 2021, the number of students passed was also highest in the said year with a total of 24725 (70.75%) students among this 13869 (75.13%) were male candidates and 10856 (65.85%) were female candidates. In 2019, 15688 (56.66%) students were passed out of 27684, which is the lowest pass percentage during the three years 2019-2020. The highest Pass out was in 2021 with 24725 out which 138943 and 10856 are male and female students.

From the table, it came to learn that the number of male candidates in the enrolment, appearing and passing the examination was higher than that of girls in the academic year 2019, 2020 and 2021. Fig. No. 1 reveals the overall pass percentage of students during the HSLC Examinations 2019-2021. From the table we know that the overall pass percentage was also increasing year by year from 2019 to 2021. Likewise, the sex-wise pass percentage of both male and female was also increasing year by year from 2019 to 2021.

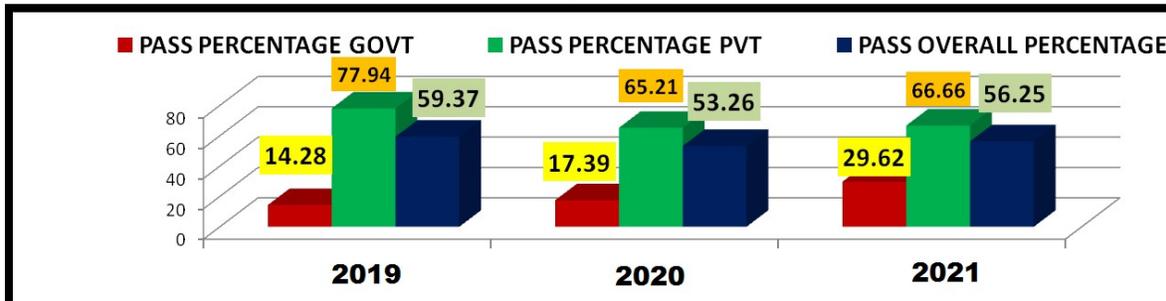
CONCLUSION: It can be concluded that the first hypothesis that was constructed for testing “There is a significant overall level of academic achievement of the students in respect of enrollment, appeared, pass out and Sex Wise at HSLC examination in Manipur during 2019 to 2021” is accepted as the overall level of academic achievement of the students in respect of enrollment, appeared, pass out and Sex Wise at HSLC examination in Manipur during 2019 to 2021 is significantly high and increasing year by year during 2019 to 2021. The overall pass percentage comes out as 56.60% in 2019, 60.67% in 2020 and 70.75% in 2021.

Group – (B): TO COMPARE THE OVERALL ACADEMIC ACHIEVEMENT OF THE STUDENTS OF PRIVATE AND GOVERNMENT SCHOOLS AT HSLC EXAMINATION WITHIN KHURAI ASSEMBLY CONSTITUENCY OF IMPHAL EAST DISTRICT DURING, 2019 TO 2021.

TABLE NO: 2: THE ACADEMIC ACHIEVEMENT OF STUDENTS OF GOVERNMENT AND PRIVATE HIGH SCHOOLS WITHIN KHURAI A/C DURING 2019 TO 2021.

YEAR	NO OF CANDIDATES APPEARED			NO OF CANDIDATES PASSED			PASS PERCENTAGE		PASS OVERALL PERCENTAGE
	GOVT	PVT	TOTAL	GOVT	PVT	TOTAL	GOVT	PVT	
2019	28	68	96	04	53	57	14.28	77.94	59.37
2020	23	69	92	04	45	49	17.39	65.21	53.26
2021	27	69	96	08	46	54	29.62	66.66	56.25

FIGURE NO. 3: THE ACADEMIC ACHIEVEMENT OF STUDENTS OF GOVERNMENT AND PRIVATE HIGH SCHOOLS WITHIN KHURAI ASSEMBLY CONSTITUENCY DURING 2019 TO 2021



INTERPRETATION: Table No. 2 reveals the academic achievements of students of Class X from Government and Private schools of Khurai Assembly Constituency, Imphal East, Manipur. The academic achievement of students from Government schools is very deplorable comparing to that of the Private schools.

The students appeared in the class X examination in Government School is quite low comparing to that of Private Schools. Their pass percentages are also very low i.e., 14.28%, 17.39%, 29.62% respectively in the years 2019, 2020 and 2021.

In the case of Private High Schools, their pass percentages are 77.94%, 65.21%, 66.66% respectively in the three years. The overall pass percentage is higher in Khurai Assembly Constituency with 59.37% in 2009 comparing to that of the overall pass percentage of the Board of Secondary Education, Manipur. But in the latter two years 2020 and 2021, the overall pass percentage in the said Assembly is lower than that of the overall pass percentage of Board of Secondary Education Manipur.

The pass percentage of Private Schools is highly commendable. The overall pass percentage of the Government High Schools in the three years is 20.43% and that of the Private High School is 69.93%. From the table, we learn that there is a remarkable difference in the academic achievement of Government and Private Schools.

CONCLUSION: it can be concluded that the overall academic achievements of Private and Government Schools within Khurai Assembly Constituency during 2019 to 2021 is 69.93% and 20.43% respectively. It is therefore, the 2nd hypothesis of the present study that was constructed for testing “There is a significant difference between the overall academic achievements of the students of Private and Government Schools at the High School Leaving Certificate Examination within Khurai Assembly Constituency of Imphal East District, during 2019 to 2021.” Is accepted as the academic achievements of Private and Government Schools are quite different.

MAIN FINDINGS OF THE STUDY: In the light of the analysis and interpretation of the study of the academic achievement of Class X students of the Private and Government Schools within Khurai Assembly Constituency, during 2019 to 2021, the investigator made the following main findings of the study:

- 1) The overall academic achievements of Private and Government Schools within Khurai Assembly Constituency during 2009 to 2011 is 69.93% and 20.43% respectively. It is therefore, the **First hypothesis** of the present study that was constructed for testing that “There is a significant difference between the overall HSLC academic achievements of the students of Private and Government Schools within Khurai Assembly Constituency of Imphal East District, during 2019 to 2011” Is accepted as the academic achievements of Private and Government Schools are quite different.
- 2) The **2nd hypothesis** of the present study that was constructed for testing “There is a significant difference in the HSLC academic achievement between the boys and the girls within Khurai Assembly Constituency of Imphal East District, during 2019 to 2021” is accepted as the academic achievement of Male and Female candidates are quite different as the overall pass percentage of male candidates is 63.55% whereas the overall pass percentage of female candidates is 49.37% during 2009 to 2011 in Khurai Assembly Constituency.



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CONCLUSION:

The academic achievement of the students of High School Leaving Certificate Examination can speak in volumes about the status of students in our society. The academic achievements reflect the society. There is a great awareness for the need of quality education in the recent times and thus copying is reduced due to the restrictions imposed by various organizations. However, the same strictness is not imposed in all the examination centres. There are still centres where invigilators write the answers on the black board and help the students in various ways. It is possible to remove this disparity only with the help of students and civil organizations. The Government should take up necessary measures and steps to have a uniform system of examination and remove the disparity between the hills and valley schools. It is cry of the time to take up strong measures for the good educational system in the Government School.

FACTORS OF ACADEMIC ACHIEVEMENTS

(a): Some of the reasons for the decreasing number of students in High School are

1. The present law and order situation is not conducive for a good education.
2. Number of CBSE affiliated schools are increasing.
3. The limited number of seats available in the good schools.
4. Lack of quality education in the state.
5. Lack of sincere teachers and qualified teachers in the state.
6. Poor standard of text books. Delay in making the text books available to students.
7. Delay in the examination results.
8. Lot of mal-practices in the HSLC Examination.
9. Poor infrastructure of school buildings and no facilities such as Laboratory, Library, playground etc.

(b) The reasons for low academic achievement of Government Schools are

1. Corruption in selection and appointment of teachers.
2. Lack of supervision by Govt. authorities.
3. No dedication of teachers and lack of competition among students.
4. Ignorance of parents and students.
5. Lack of professional teachers.
6. Improper teaching methods, not systematic and regular. No in-service training to update their knowledge.

(c). The reasons for the better academic achievement of Private Schools are

1. Teachers are more dutiful.
2. There is a better interaction among the students, teachers and school authorities.
3. Teachers and students are properly motivated.
4. There is a better infrastructure and good administration.
5. There is a good spirit of competition.
6. School authorities keep a strict supervision on the teachers and students.
7. Teachers are devoted, dedicated, systematic, punctual, regular and professionals.
8. It is well managed and the students belong to the upper layer which has sufficient opportunities.
9. There is a good co-operation of students and teacher with the head of the institution.
10. There are regular tests and examinations conducted. No corruption in appointing teachers and selection of good students at the time of admission.

SUGGESTIONS FOR REMEDIAL MEASURES

Maintain academic calendar and impose schools to follow.

1. Frequent inspection of the school
2. Well-built infrastructure and regular attendance of teachers and students.
3. To give full support to the schools from the side of the Government.
4. To have common question papers for all the classes.
5. To promote good relationship among teachers, parents and students.
6. There should be effective teaching methods and aids.
7. There should be no interference from any unwanted elements.
8. The modification of text books to be in the same pattern as CBSE.
9. There should be orientation programme for the teachers and students.
10. There should be efficient administration so as to bring about academic excellence for the students.



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11. Set up many free coaching centres in the urban and rural areas and examination must be conducted under strict supervision.
12. Periodical exams should be encouraged.
13. Question setters should be teacher teaching the subject and under marking should be avoided.
14. The number of students in a class should not be more than 50.
15. Education should be free zone and no political interference in education.
16. Education should be considered as essential service and freed from bandhs and strikes.
17. Text books should be made available in time and changes in the syllabus should be notified well in advance.
18. Co-curricular activities should be encouraged.
19. There should be Parent-Teacher association in every school.
20. Timely evaluation of students' performance and qualified teachers should be appointed for evaluation of answer scripts.
21. Government should support the schools for the development of infrastructure.
22. To maintain discipline, punctuality and regularity of students.
23. Workshops, seminars and orientation programme should be conducted for the teachers.
24. Moral Science should be taught in the schools.

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