

**A COMPARATIVE STUDY ON THE ACADEMIC ACHIEVEMENTS BETWEEN THE STUDENTS OF GOVERNMENT AND PRIVATE HIGHER SECONDARY SCHOOLS IN IMPHAL WEST DISTRICT OF MANIPUR****Voice of Research**

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Abstract

The quality of input and processing in the teaching-learning process will decide the degree of output of the educational system. Examination result is also the output/outcome of the teaching-learning process. The quality of a school is also decided by the academic achievement of students in the public examination, as the public examination is the platform for competition at state level. The degree of teaching efficiency of teachers in the formal system of education can also be measured with the academic achievement of the students. Now, the position of government institutions is not at desirable level in the view of public, as compared to the academic achievement of private schools in the public examination of the state. So, People like to send their wards to the reputed institutions only, where more position holders and pass percentage are producing in the public examination. Therefore, the article tries to study and to find out the reasons of the different academic achievements of students between the government and private higher secondary schools in the district of Imphal West of Manipur State during 2008-2010. And the article also tries to find out some of the suggestive measures for the improvement of higher secondary education in the said district on the basis of opinion given by the principals of the reputed institutions.

key words : *academic achievement, type of schools, evaluation, teaching-learning process*

Introduction : As it has been prevalent, the educational system in the state and all over India as well, is virtually segregated into public educational system and private educational system. Moreover, it has been observed, in the past many years, that the academic achievement of the private school students has been outshining the performance in the public system of education in all respects. From earlier studies, we could also mention innumerable factors like inadequate infrastructures, facilities, and teachers, socio-economic problems of the student's family, lack of knowledge regarding the benefits of academic success at higher secondary education level and many more among others. Broadly speaking, these problems have also been varying according to geographic and demographic of the states.

Academic achievement can also be described as the overall accomplishments in all academic disciplines e.g. class, extracurricular activities like sports, behavior, art, culture etc. And when it is discussed at the higher secondary education level, it is somewhat restricted to the marks being scored or their academic performance in the board examinations.

Now, in this era when academic achievement, at the higher secondary education level, plays a decisive role in determining the career of students, and ultimately, in the overall development of the society, and the state at large, it is of utmost importance to study the current status of academic achievements in Manipur.

However, on a brighter side, the overall academic performance has been on the rise in Manipur. Along with it, there has also been a widening gap between the percentage of

achievement in academics amongst the students of the private schools and the public schools. This needs to be studied and addressed, to rectify the various factors that have been behind this cause.

Development of Higher Secondary Education in Manipur :

The development of western educational system was slow in Manipur. In 1900, there was only one middle school and 17 primary schools. A department for education was set up only in 1910. And before 1906, the provision for secondary education was zero. It was only in 1921 that High School was developed by upgrading the middle school and got affiliation from Calcutta University. However, the school could accommodate only the first and second divisioners. Hence, there were necessities for establishing more high schools and in 1931, a private school was established, which was named as Sir Churchand Singh High school as he donated a large amount of land and money for the development of the school. Another school was established in 1932 in the name of Princess Tombisana Devi, which was renamed as Tombisana School. The progress of secondary education in Manipur got a setback with the outbreak of World War-II (1936-1945). It was only after India achieved Independence that the secondary schools expanded. During this era, the Board of Secondary Education Manipur was set up as well. In 1947-48 there were 6 (six) high schools and 13 (Thirteen) middle schools in Manipur. And its demand has been climbing drastically after 1949. In 1985-1986, Higher Secondary Schools in the state was a mere eight in number. But, it drastically rose to 22 (twenty two) in 1987-1988. In



Manipur, the Higher Secondary Education are of two types: the first category has two years course i.e. Class IX, X and the second category has two years course i.e. two years course (10+2): Class XI and XII. The Secondary Board of Education Manipur was established in 1972 and under its jurisdiction came all the High and Higher Secondary Schools of the state. This board conducted Higher Secondary School Leaving certificate until 1992. But, after the passing of the Manipur Higher Secondary Education Act-1992 by the government of Manipur, from the date the act comes in to force to exercise its jurisdiction over 10+2 stage of education imparted in different higher secondary schools in Manipur under the recommendations of state education commission in 1992 in the following functions: (a) recognition and de-recognition (b) prescription curriculum (c) conduct of examinations (d) Publication of examination results etc. The council consists of the chairman, Controller of examinations, Secretary, Deputy Secretary (academic) and Deputy Secretary (administration). In 1993, the scheme of 1986 Continuous and Comprehensive Evaluation (CCE) was introduced. The syllabus and textbook were revised in every five years.

At present, the total number of higher Secondary Schools in the state of Manipur is 112, out of which 27 are belonged to government and 85 are private higher secondary schools. District wise distribution of Govt. Hr. Sec. schools is given below: (i) Bisenpur District-03, (ii) Chandel District-00, (iii) Churachanpur District-00, (iv) Imphal-East District-04, (v) Imphal-West District-10, (vi) Senapati District-01, (vii) Tamenglong District-03, (viii) Thoubal District-06, and (ix) Ukhrul District-01, Total number of Govt. Hr. Sec. School-27 (Twenty seven). @Source: (1) Devi Jamini (1993): Education in Manipur, Rai Pravina Brothers, Manipur. and (2) Directorate of Education (Schools), Govt. of Manipur-2009-10

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 higher Secondary 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, there academic achievement at higher secondary level is of outmost significant to them and society alike.

The academic success of the student at the higher secondary level contributes immensely to the overall development of the society, and State in a broader sense. However, the main concern, today, is the widening gap between the rates of academic achievements of the some of the reputed Government Schools. In the past, Government schools like Johnstone and Churachand Higher secondary schools has been a benchmark in producing quality students and academic results. But with the passing of time, the private system of education has been outperforming their counterpart in every possible ways with the exception of a few of the

Government schools, the rest has been continuously showing a very poor pass percentage for many years. On the other hand, the mushrooming private system of education has been excelling to leave behind the tradition of educational system. This is not a healthy sign for the students and for the society. It is not only ruins the future of the students of the public schools but is also augmenting the socio-economic rift 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, because 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 attitude of parents towards their children education negligence of girl child education, socio-economic problems and also the 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 government has been earnestly putting in efforts toward the education with various educational scheme and reforms; it is worth revisiting and re-examining 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, an investigation was selected in this area in order to find out the actual difference on the academic achievement between government and private at higher secondary level exam of Manipur (2008-2010) within urban area of Imphal west to find out the causes and its remedial measures for more improvement.

Review of related literatures :

1. Arora, Reeta: "The role parent-child and the teacher student relationship in the academic achievement of higher Secondary School students of both sexes". Major findings: (a) No significant relationship existed between educational achievement of students and parent child relationship. (b) Educational standard of students and teacher student relationship were found to be significantly related. (2) Desai, SD.(1979), Ph.D., Edu., MSU. : A study of classroom Ethos, pupils' motivation and academic achievement, The major findings: (a) The level of classroom climate was positively related of pupils motivation and their academic achievement. (c) Pupils' academic motivation were positively related to their academic achievement (d) Socio-economic status has no relationship with pupils' classroom climate or pupil's motivation or with academic achievement.(e) Non-academic achievement had no relationship with classroom climate and



pupils motivation. (f) Boys were higher than girls in the level of classroom climate, pupils academic motivation and pupils academic achievement (g) Boys' School and higher mean scores of classroom climate, pupils motivation and academic achievement than mixed and girl's school.(3) Reddy I.V.R: "Academic adjustment in relation to scholastic Achievement of Secondary School pupils- A longitudinal Study". Findings: (a) Academic adjustment was significantly related to scholastic performance.(b) Mental ability and scholastic performance were moderately related.(c) Beyond the necessary level of ability any increment is mental ability was not directly to the increase adjustment level. (d) The attitude to self-learning, achievement, parents, teachers and press were positively related to academic adjustment and scholastic performance. (e) The order of birth and size of the family were not related to academic adjustment or to scholastic performance. (4). Thillagavathi (1990) M. Phil. Edn., Annamalai University: A Study on "Academic achievement in relation to intelligence, creativities, and anxiety". The major Findings :(a) Out of the 400 Subjects of the sample, 19.25% were high achievers, 60.75% were average achievers and 20 % were low achievers. (b) The high achievers secured comparatively higher main score than the average and the low achievers in creativities (c) The high achievers belonged to the low-level anxiety group and low achievers belong to high-level anxiety group. Anxiety had only a negative influence on academic achievement. (5). Vamadevappa (2004): Indian Educational Abstracts NCERT A study on the "impact of parented envelopment on academic achievement". The major findings: (a) There is positive and significant relationship between parental involvement and academic achievement. (b) There is significant difference in the achievement score of boys and girls of higher parental involvement.(c) There is significant difference in achievement scores of boys and girls of low parental group. (d) There is significant difference between high achievers and low achievers with respect to parental involvement. (e) There is significant difference between boys and girls in the academic achievements.

The investigator has made reviews of related literature from different sources, which include survey of research in education, Indian educational abstracts, dissertations, and doctrinal thesis on "Academic study on the related literature / Reviews gives the investigator a deep insight in developing the objectives and finding in the present study. It can be concluded that no one have been conducted the same topic of the study before as it is the new area of study. This is not conducted before by any one.

Statement of the problem : The study can be stated as given below: "A comparative study on the academic achievements between the students of government and private Higher Secondary Schools in Imphal West district of Manipur"

Definition of the key words used : Academic achievement: Academic achievement is defined as a measure of knowl-

edge gained from formal education usually indicated by test scores, grade points, average, and degrees. It refers to a child's performance in academic areas. It can also be described as the overall accomplishment in all academic disciplines. Examples: class, Co-curricular activities likes sports, behavior, Art, cultures etc.

Student : Those student (appeared) studying in class XII at Higher Secondary School within Imphal west district.

Higher Secondary School : School where Class XI and XII students are studied.

Private School : School run by the private individuals without any aid from the Government.

Govt. School : Schools run by the Government.

Imphal west district : A. District of Manipur.

Objectives : The objectives of the study were stated as below:

1. To compare the overall academic achievement of the boy and girl students of Manipur at Higher Secondary School leaving Certificate Examination during 2008-2010.
2. To compare the academic achievement at Higher Secondary School Examination of Manipur between boy and girl students of Higher Secondary Schools in Imphal West District during 2008-2010.
3. To compare the academic achievements of the students of Private and Govt. at Higher Secondary School leaving Certificate Examination in Imphal West District during 2008-2010.
4. To compare the School-wise academic achievement at Higher Secondary School examination of Manipur in of Imphal West District during 2008-2010.
5. To find out the related problems and their suggestive measures for more academic achievement.

Hypothesis : In order to achieve the objectives of the study, following hypothesis were formulated:

1. There are different the overall academic achievements of all students (Sex-wise) of Manipur at Higher Secondary School leaving Certificate Examination (2008-2010).
2. There is difference between the academic achievements of boy and girl students of the schools in Imphal west district during 2008-2010 at Higher Secondary School leaving Certificate Examination
3. There is difference between the academic achievements of the students of private and government schools at Higher Secondary School leaving Certificate Examination in Imphal west district during 2008-2010.
4. There are different academic achievements of students among different schools at Higher Secondary School leaving Certificate Examination, Manipur during 2008-2010.

Delimitation : (a) The present study was limited only on the Higher Secondary Schools of Imphal west district of Manipur. (b) Only areas of Higher Secondary Schools Leaving Certificate Examination results of government and



pristudy is not related with non-academic achievement. (d) The study is confined to a period of 3 years (2008-2010) of the academic achievement of high school leaving certificate examination of Manipur within Imphal west district.

Population and Sample of the study : The population of the study was constituted by total numbers of students of government and private Higher Secondary School within Imphal West district, (Manipur). In the present study, the number of government and private higher secondary schools within Imphal west district, the investigator selected only two reputed government schools and two reputed private schools through purposive random sampling technique respectively. (1) Reputed government higher secondary schools:(a) John Stone Higher Secondary School, Imphal, (b) T.G Higher Secondary School, Imphal. (2) Reputed pri-

private higher secondary schools: (a) Brajalal Institute of Sciences, Imphal, (b) Herbert School, Imphal.

Tool used : Exam results of the higher secondary school level examination of Manipur (2008-2010) were used as the tool in order to find out the differences on the academic achievement of the students of government and private of Higher Secondary schools. The investigator collected examination results and other related official records from the Council of Higher Secondary Education, Manipur.

Analysis and Interpretation of Data: The analysis and interpretation of the result had been presented in the view of four hypothesis namely:

Hypothesis-1: To find out the overall academic achievement of the students of Higher Secondary Examination in Manipur (2008-2010):

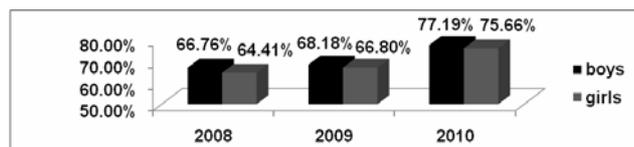
Table : 1

Showing the overall academic achievement of the students of Higher Secondary Examination during 2008-2010.

Year	No. of enrolled Candidates			No. of appeared Candidates			No. of passed Candidates			Sex wise Pass %		Overall
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
2008	8,355	6858	15,213	8181	6772	14,953	5462	4362	9,824	66.76%	64.41%	65.70%
2009	9,836	8573	18,409	9699	8483	18,182	6613	5667	12,280	68.18%	66.80%	67.54%
2010	10,122	8943	19,065	9968	8851	18,819	7694	6697	14,391	77.19%	75.66%	76.47%

Showing the overall academic achievement of the students of Higher Secondary Examination in Manipur during 2008-2010.

Figure 1



Showing the overall sex-wise academic achievement of the students of Higher Secondary Examination during 2008-2010.

Figure 2

Interpretation : The table No. 1 reveals the year wise and sex wise academic achievement of the students of Manipur conducted by Council of Higher Secondary education, Manipur during 2008-2010. It shows the number of candidates passed and overall passes percentage. It also reveals separately of boys and Girls appeared and their pass percentage. It is noticed that the pass percentage was lowest in 2008 and highest in 2010. It means that the academic achievement is increasing year by year. In 2008 the lowest number of students 14953 appeared for the examination and the pass percentage was also the lowest only, (65.70 %).

In 2010, the highest of the students (18,819) appeared for the examination and the pass percentage was also the highest 76.47 %. It is also noticed that the number of students appeared in the XIIth examination was increasing year by year. With the increasing number of students appearing in the examination pass percentage is also increasing. From the tables and figures given above, it is noticed that the number of boy candidates and girl candidates somewhat played an equal roll in increasing the pass percentage. However, the number of boy candidates appearing in the examination is greater than that of the girl candidates.

Again Table No: 2 reveals the year wise overall academic achievement of sex wise students of XIIth examination in Imphal West District. It is noticed that the overall pass percentage is increasing each year as far as pass percentage of boys and girls also, the highest pass percentage of boys is in 2010 (77.19 %) and the lowest pass percentage of boys is in 2008 (66.76%). As far as the highest pass percentage of girls is in 2010 with 75.66 % and the lowest pass percentage of girls is found in 2008 with 64.41%.

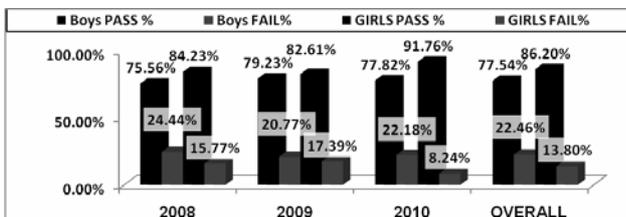
Conclusion : It can be concluded that the overall average academic achievement of all the students of XIIth examination in Manipur in 2008-2010 is found as 76.47 %. It is therefore the first hypothesis of the study that "There are different the academic achievements of the students of XIIth examination in Manipur during 2008-2010" is accepted as the different overall academic achievement are found in different years namely: (1) 65.70% in 2008, (2) 67.54% in 2009, and (3) 76.47% in 2010. As far as sex-wise comparison, (a) boys at 66.76% and girls at 64.41% in 2008, (b) boys at 68.18% and girls at 66.80% in 2009, and (c). boys at 77.19% and girls at 75.66% in 2010,



Hypothesis-2 : To compare the academic achievement of boy and girl students of the schools in Imphal west district during 2008-2010 at Hr. Sec. School leaving Certificate Examination:

Table : 2
Showing the comparison the academic achievements between boys and girls students of Hr. Sec. Schools in Imphal west district (2008-2010)

YEAR	BOYS		GIRLS	
	PASS %	FAIL%	PASS %	FAIL%
2008	75.56%	24.44 %	84.23%	15.77%
2009	79.23%	20.77 %	82.61%	17.39 %
2010	77.82 %	22.18 %	91.76 %	08.24%
OVERALL	77.54 %	22.46 %	86.20 %	13.80 %



Showing the comparison the academic achievements between boys & girls students of Hr. Sec. Schools in Imphal West District (2008-10)

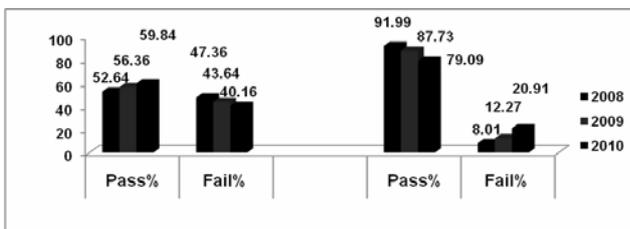
Figure 3

Interpretation : With reference to the table no: 2 and Figure no: 3 shows that the academic achievements of girls is higher than that of the academic achievements of boys in all years namely 2008 to 2010. The highest pass percentage of girls is found in the year 2010 with 91.76 % and lowest is in the year 2009 with 82.61 % only, whereas, the highest pass percentage of boys is found in the year 2009 with 79.23% and lowest is in the year 2008 with 75.56 % . Conclusion: It can be concluded that the overall average academic achievement the girl students of Hr Sec. Schools is higher than that of boys at XIIth examination in Imphal west district. It is therefore the second hypothesis of the present study that “There is difference between the academic achievements of boy and girl students of the schools in Imphal west district during 2008-2010 at Higher Secondary School leaving Certificate Examination” is accepted as there is difference between the overall academic achievement of boy and girl students of Higher Secondary Schools located in Imphal west district during 2008-2010.

Hypothesis-3 : To compare the academic achievement of the students of Govt. and Private Schools at Higher Secondary Certificate Examination in Imphal West District during 2008-2010:

Table 3
Comparison of academic achievement between the Govt. and Private Hr. Sec. Schools in Imphal West District (2008-2010).

Year	Government Higher Secondary Schools					Private Higher Secondary Schools				
	Appeared	Passed	%	Fail	Fail %	Appeared	Passed	%	Failed	failed%
2008	872	459	52.64	413	47.36	549	505	91.99	44	08.01
2009	944	532	56.36	412	43.64	554	486	87.73	108	12.27
2010	976	584	59.84	392	40.16	507	401	79.09	106	20.91
Overall	2792	1575	56.41	1217	43.59	1610	1392	86.46	258	13.54



Comparison of academic achievement between the Govt. and Private Higher secondary schools.

Figure 4

Interpretation : With reference to table no: 3 and Figure no: 4 shows that the academic achievements of Private Hr. Sec. Schools is higher than that of the academic achievements of Government Hr. Sec. Schools within the Imphal West District. The highest pass percentage of Govt. Schools is found in the year 2010 with 59.84% and lowest is in the year 2008 with 52.62% only, whereas, the highest pass percentage of private Schools is found in the year 2008 with

91.99% and lowest is in the year 2010 with 79.09%. All the results in all years of private schools are higher than the results of government schools. It shows that private are more good than government schools in Imphal west district of Manipur.

Conclusion : It is therefore the third hypothesis of the present study that “There is a difference between the overall academic achievement of the students of government and private schools at Higher Secondary School leaving Certificate Examination within urban area of Imphal west district during 2008-2010 ” is accepted as there is difference between the levels of academic achievement of students between of private and government schools.

Hypothesis-4 : To compare the School wise academic achievement of the students at Higher Secondary School level exam of Manipur within Imphal West District (2008-2010):



Table No. 4
School wise academic achievement at Higher Secondary
School level exam (2008-2010).

Year	Name of the School	Total Pass %	Total Failed %
2008	1. Herbert Hr. Sec. School	98.84	01.16
	2. Brajalal School	85.71	14.29
	3. TG Hr. Sec. School	63.45	36.55
	4. John Stone Hr. Sec. School	38.96	61.04
2009	1. Herbert Hr. Sec. School	99.64	00.36
	2. Brajalal School	88.33	11.67
	3. TG Hr. Sec. School	60.54	39.46
	4. John Stone Hr. Sec. School	50.26	49.74
2010	1. Herbert Hr. Sec. School	99.63	00.97
	2. Brajalal School	99.13	00.87
	3. TG Hr. Sec. School	77.42	22.58
	4. John Stone Hr. Sec. School	39.20	60.80

Interpretation : With reference to table no: 4 shows that the following results:

1. The highest academic achievements is found at Herbert School in all years 2008 to 2010 among four schools, the descending order of exam result of Herbert school is: (a) 99.63% in 2009, (b) 99.63% in 2010, and 98.84% in 2008 respectively.
2. The Second highest of academic achievements is found at Brajalal Institute of Sciences. The descending order of exam result of Brajalal School is: (a) 99.13% in 2010, (b) 88.33% in 2009, and 85.71% in 2008 respectively.
3. The third highest of academic achievements is found at TG Hr. Sec. School. The descending order of exam result is: (a) 99.13% in 2010, (b) 88.33% in 2009, and 85.71% in 2008 respectively.
4. The lowest academic achievement is found at John Stone Hr. Sec. School. The descending order of exam result is: (a) 63.45% in 2008, (b) 50.26% in 2009, and 39.20% in 2010 respectively as the failed % is very high in such school in all years.
5. The best school in terms of academic achievements is found with Herbert School in all years 2008-2010, the worst school in terms of academic achievements is found at John Stone Hr. Sec. School (Highest-63.45% and Lowest-39.20%) in all years.
6. Conclusion: It can be concluded that the fourth hypothesis of the present study that "There are different academic achievements of different schools in Imphal West District at Higher Secondary School leaving Certificate Examination, Manipur during 2008-2010" is accepted as there is difference between the school wise academic achievements at Higher Secondary School leaving Certificate Examination, Manipur during 2008-2010.

Main Findings :

The overall average academic achievement of all the students of XIIth examination in Imphal West District in 2008-2010 is found as 76.47%. So, the first hypothesis of the study that "There are different the academic achievements of the students at Higher Secondary School leaving Certifi-

cate Examination in Manipur during 2008-2010" is accepted as the different overall academic achievements are found in different years namely: (1) 65.70% in 2008, (2) 67.54% in 2009, and (3) 76.47% in 2010. As far as sex-wise comparison, (a) boys at 66.76% and girls at 64.41% in 2008, (b) boys at 68.18% and girls at 66.80% in 2009, and (c). boys at 77.19% and girls at 75.66% in 2010.

The overall average academic achievement the girl students of Hr Sec. Schools is higher than that of boys at XIIth examination in Imphal west district. So, the second hypothesis of the study that "There is difference between the academic achievements of boy and girl students of the schools in Imphal west district during 2008-2010 at Higher Secondary School leaving Certificate Examination" is accepted as there is difference between the overall academic achievement of boy and girl students of Higher Secondary Schools located in Imphal west district during 2008-2010.

The third hypothesis of the present study that "There is a difference between the overall academic achievement of the students of government and private schools at Higher Secondary School leaving Certificate Examination within urban area of Imphal west district during 2008-2010" is accepted as there is difference between the levels of academic achievement of students between of private and government schools. The academic achievements of Private Hr. Sec. Schools is higher than that of the academic achievements of Government Hr. Sec. Schools within the Imphal West District. (a) The highest pass percentage of Govt. Schools is found in the year 2010 with 59.84% and lowest is in the year 2008 with 52.62% only, (b) whereas, the highest pass percentage of private Schools is found in the year 2008 with 91.99% and lowest is in the year 2010 with 79.09%. (c) All the results in all years of private schools are higher than the results of government schools. It shows that private schools are better than government schools in Imphal west district of Manipur.

The fourth hypothesis of the present study that "There are different academic achievements of different schools in Imphal West District at Higher Secondary School leaving Certificate Examination, Manipur during 2008-2010" is accepted as there is difference between the school wise academic achievements at Higher Secondary School leaving Certificate Examination, Manipur during 2008-2010. (1) The highest academic achievements is found at Herbert School in all years 2008 to 2010 among four schools, (2) The Second highest of academic achievements is found at Brajalal Institute of Sciences. (3) The third highest of academic achievements is found at TG Hr. Sec. School. (4) The lowest academic achievement is found at John Stone Hr. Sec. School. The failed % is very high in such school in all years and (4) The best school in terms of academic achievements is found with Herbert School in all years 2008-2010, the worst school in terms of academic achievements is found at John Stone Hr. Sec. School (Highest-63.45% and Lowest-39.20%) in all years.

**The problems of Government Hr. Sec. Schools in Imphal West District of Manipur :**

Number of CBSC affiliated schools is increasing in the state.
Limited number seat capacities are available in the good schools.
Lack of sincere and qualified teachers in the schools.
Poor quality of text books so far available in the state.
Poor infrastructure of library facility,
Lack of computer education and Internet connectivity facilities in the schools.
Lack of adequate Teaching Aids of different subjects.
Lack of uninterrupted power supply in the schools.
Many teachers and staffs are computer illiterate.
Centralization of power for the administration and management of the schools.
Many schools buildings of government are old one.
No transport facility from and to the schools.
Lack of programme from school side to community for better relationship.
Lack quality control at the time admission of students.
No semester system/ CCA is implemented at all.
No competitive academic environment in the government schools.
Backlog of untrained teachers in the schools.

Reasons for good academic achievement of the students of Private Hr. Sec. Schools:

Teachers are more dedicated and dutiful than government teachers.
At the time admission, good students are selected on merit-cum-entrance basis.
Qualified teachers are appointed by the management committee of the school.
Adequate infrastructures of all kinds are available in the reputed private schools.
Good and strict administration and management are found.
There is the spirit of competition among the students and teachers.
Most of the teachers are very supportive to the students.
There is good cooperation among the principal, teachers, students and parents.
Regular evaluations are conducted in the form of CCE and Variety of co-curricular activities are organized through the year.
There is academic plan at the appropriate time of all activities.
Transport facilities are found in the form of van and bus service.
Management is very active always for the functioning of institution.
It takes less time to solve any problem through the help of management.

Common remedial measures for further improvement of Hr. Sec. schools in Manipur:

To prepare and maintain the academic calendar focusing all activities at right time.
At the time admission, special care should be taken up.
Regular and frequent inspection to the schools by the concerned authorities.

Updating of all necessary infrastructures in each school.
To give the financial support from government side to the schools irrespective of govt. and private.
To develop the better relationships between the schools and community.
At the time of teacher appointment computer knowledge should be compulsory qualification.
To impart with good teaching methods in the teaching-learning process.
Computer literacy programme for teachers and students should be arranged soon to utilize the PowerPoint and internet in the classroom.
To modify the text books from time to time and to make available to market in time for the quality as per NCERT.
To include the practical oriented syllabus.
To follow CCE pattern in evaluation process.
To develop blue print of the examination question.
To fix the students-teacher ratio not more than 50.
To organize the various co-curricular activities to nourish different talents of students
Formation of parent-teacher association in each school.
To make education sector under essential service to be freed from any obstacles.
To maintain discipline, punctuality and regularity among the students.
To organize the workshops, seminars, and orientations programmes for teachers.
Value education should be taught in the schools.
Transport facility should be arranged at all.
Academic environment should be made in the school campus.
Authority should arrange the availability uninterrupted power supply in the campus.
Concerned authority should look after to train all untrained teachers soon.
School buildings should be renovated.

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The majority of students (4 001 470) studied in government schools under the auspices of the Office of the Basic Education Commission (OBEC), Ministry of Education. Another 1 001 969 students were in private schools; 15 034 enrolled in university demonstration schools; and 543 295 were in primary schools organized by other government agencies. Such predictions are highly contingent on the distinction between academic and vocational programs, and employers' preferences for different types of qualifications. Upper secondary education is the final stage of secondary education in most OECD countries. In many larger school districts, students are placed in schools via a lottery. At the high school level, many districts in larger metropolitan areas offer special schools with competitive enrollment based on students' GPAs, artistic portfolios, or test scores. Some private schools will try to help all the students they admit, but extra resources may come at an additional cost. Other private schools quietly recommend that children with learning disabilities look elsewhere for special education. Academic programs and class sizes. Public schools must follow state guidelines that outline teaching standards and testing procedures. In theory, this creates a certain amount of quality control over academic subjects like reading and mathematics. University studies. Learn vocabulary, terms and more with flashcards, games and other study tools. For example, if the students need 180 credits, they might take two modules of 60 credits each, and their ____ might be worth another 60 credits. graduate. [completed their bachelor's degree]. When they have ____d, students become graduates. graduate. When they have graduated, students become ____s. postgraduate studies. If they want to continue their university education, students can begin _____. master's degree. The first stage of this would be a ____, and after that they can do a PhD. PhD (doctor of philosophy). [the highest university degree]. The first stage of this would be a maste