

CHAPTER – IV

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION

This chapter presents the analysis and interpretation of data as per the objectives for the study. The data from various sources were obtained by in-depth interviews, observations, group discussion sessions, and from school official documents. These data, recorded in the form of field reports were content analyzed as per the objectives. For a meaningful and logical presentation, the whole chapter has been presented in three sections viz., (1) Section-I: Human Resource Management, (2) Section-II: Finance Management, and (3) Section- III: Material Management. The three categories of private un-aided schools as per geographical locations i.e. urban region, rural region, and hilly region are presented under these three sections and the problems and suggestions to overcome these problems are also presented there.

SECTION-I

4.1.0 HUMAN RESOURCE MANAGEMENT (HRM)

Schools can function effectively when they are equipped with required numbers of qualified, devoted and well trained teaching and non-teaching staff. Human resources in schools may include the members of management committee, principals, teaching and non-teaching staffs. It is important for the schools to manage these human resources for providing quality education to the students. In schools, principals play a vital role for managing the human resources for achieving the mission of the schools. Managing human resources in schools means selecting qualified and competent staffs, analyze their abilities, arrange need-based staff development activities, assign specific tasks to the staffs, provide suitable feedback to staffs, give reasonable guidance as and when they require and create healthy working environment in schools. When school principals manage these areas of human resources effectively, schools may function smoothly and achieve the vision, mission and objectives of establishing the schools. Here below, the details of private un-aided schools in Manipur with regard to these aspects of HRM are presented.

4.1.1 HRM IN UN-AIDED PRIVATE SECONDARY SCHOOLS

It is the responsibility of the School Management Committee members of private un-aided schools to manage the human resources of their schools for achieving the mission of their schools. It is necessary to understand the management of human resources in these schools and learn the complications to enhance their effectiveness. The data collected from the 48 sample schools (20 urban, 12 rural and 16 hilly un-aided private secondary schools) on the areas of human resource management are analyzed here and presented. The main areas of HRM in schools are; recruitment of teachers, use of service rules, staff development activities, assign the appropriate schools' tasks, task specification to the teachers, feedbacks and motivation to the staff members etc. In order to understand these components of HRM in schools, the in-depth interviews of 48 Secretaries, 48 School Principals, 96 Senior Teachers and the 48 group discussion sessions with secretaries and principals from the sampled schools of all the regions were conducted to collect data. These data were analyzed as the components of HRM.

4.1.1.1 TEACHERS' RECRUITMENT

Teacher is one of the most important pillars for the successful functioning of any school. Therefore recruitment of competent teachers is an important function of School Management Committee (SMC). In order to study the recruitment of teachers in the sample schools, researcher collected the data from the sampled schools (20 urban, 12 rural and 16 hilly un-aided private secondary schools) through in-depth interview with school Secretaries, school Principals and senior teachers about the process of advertisement of teachers' vacant posts, process of conducting interview, formation of selection committee to interview candidates, and issue of appointment letter to the selected teachers by the schools. The data about the process and problems that were collected by group discussion sessions were corroborated in the data presentation and discussions.

1. IDENTIFICATION OF VACANT TEACHING POSTS

It is a common scenario that can be observed in schools irrespective of the types of management that many teaching posts are vacant. SMC do not fill up them urgently and it takes a long time to fill up vacant positions. Generally SMC and principals come to know about vacant teaching posts in their schools when teachers leave their

schools with prior information or no information. In order to know how principals of urban, rural and hilly private un-aided secondary schools follow different methods, researcher personally visited the sample schools of all three regions and conducted in-depth interviews with school secretaries, school principals and in later phase Group discussion sessions about the process of identifying vacant teaching posts in these schools. The data have been tabulated after content analysis of field notes. Frequencies of different occurring have been counted and tabulated in the table below.

Table no. 4.1: Procedure of Finding out Numbers & Nature of Vacant Teaching Posts as responded by Secretaries and Principals

Procedures of finding vacant teaching posts in schools	Urban	Rural	Hill
1. Teachers Leave jobs and informed Principal	16 (80%)	12(100%)	07(43.75%)
2. No vacancy since long (7 yrs)	03 (15%)	---	----
3. When new Class/division Aided in school	01 (05%)	----	----
4. Teachers remain absent for many days	-----	----	09(56.25%)
Total	20(100%)	12(100%)	16(100%)

It can be seen from the table No. 4.1 that majority of the urban (80%) and rural (100%) private un-aided SMC and principals come to know about the vacant teaching posts in their schools only when teachers leave their schools by submitting resignation letters to school office. It can be observed here that in all the rural areas' schools, this was the procedure. However, in the hilly region, most of the school authorities come to know about the vacant teaching post only when teachers remained absent for many days without any intimations to the schools (56.25%) and later on principals confirmed with such teachers about their discontinuation of jobs in the schools. In case of 43.75% of the hilly region schools, the teachers inform the school office while leaving their jobs. These schools have faced problems when teachers remained absent for longer duration. Schools authorities said that they could include in the schools' service rules that teachers have to take permission from school principals before they have taken such a long leave from schools and leave jobs. Further, it can be seen from the table that, three of the urban schools (15%) reported that they do not have any vacancy of teaching positions in their schools since last seven years and one school reported that they identify the vacant teaching positions when their school started new divisions of some classes in their school. It can be said here that schools come to

know about the vacant teaching positions when teachers resigns and inform the schools formally. Schools face problems when teachers suddenly left schools without any intimation. School secretaries and principals suggested that schools' service rules need to be revised i.e. teachers shall have to take permission from SMC or inform before they take long leaves.

2. METHODS OF ADVERTISEMENT FOR VACANT TEACHING POSTS

In order to fill up the vacant teaching posts, SMCs resorted to different ways of advertisement and even no advertisement. As the private schools are located in different regions and have different environment, they might have used different methods of advertisement of vacant teaching posts. The data has been tabulated after the analysis of field notes. Frequency has been counted for different contents that emerged from the collected data are presented here.

Table no. 4.2: Methods of Advertisement for Vacant Teaching Posts

Methods of advertisement	Urban		Rural		Hill	
	Secretary/Principal	Teacher	Secretary / Principal	Teacher	Secretary / Principal	Teacher
1. Local News Papers only	05 (25%)	12 (30%)	04(33.33%)	06(25%)	01(6.25%)	06(18.75%)
2. Local News Papers & Personal Contacts	11 (55%)	---	-----	----	09(56.25%)	10(31.25%)
3. Personal Contact only	04 (20%)	28 (70%)	08(66.67%)	18(75%)	06 (37.50%)	16 (50%)
Total	20(100%)	40 (100%)	12 (100%)	24(100%)	16(100%)	32(100%)

It can be noted from the table No.4.2 that SMC members of urban private un-aided secondary schools mostly (55%) adopted both local news papers and personal contacts for advertisement and 25% of them adopted only news papers as the only means to advertise. The SMC of rural private un-aided schools (66%) adopted personal contacts as their method of advertisement. The hill region schools adopted (56%) both local news papers and personal contacts as their method of advertisement to get candidates for teaching positions. As responded by the senior teachers, personal contacts was the main way of advertising and getting candidates for teaching positions across the regions (urban-70, rural 75%, and hill 50%). Although there is an

observable difference in the responses among the schools of different regions as per SMC responses and teachers, it can be said that personal contacts is one of the main ways of advertising vacant positions and news papers are the second most used means of advertising. Only local news paper is not much useful for advertisement of teaching vacant posts and therefore school principals suggested personal contacts for selecting the required numbers of teachers in sample schools.

3. APPOINTMENT OF SELECTION COMMITTEE MEMBERS FOR TEACHERS' RECRUITMENT

Appointments of teachers are generally made by following the inevitable process of interviewing them by a selection committee. Selection committee is formed by the SMC and is generally constituted of school principal, secretary, and expert/s in subject matter. In this regard, the responses collected from school principals and secretaries of schools from different regions were collected and presented in the table below.

Table no. 4.3: Constitution of Selection Committee for Teachers' Recruitment as Responded by Secretaries and Principals

Constitution of Selection Committee for teachers' recruitment	Urban	Rural	Hill
1. Secretary only	02(10%)	07(58.33%)	04 (25%)
2. Secretary, principal, subject expert (senior teacher)	02 (10%)	-----	05(31.25%)
3. Secretary and Principal	13 (65%)	04(33.33%)	07(43.75%)
4. Principal & senior teacher	03 (15%)	-----	----
5. Principal only	-----	01(8.33%)	-----
Total	20(100%)	12(100%)	16(100%)

It can be seen from the table No.4.3 that around 50% of urban, rural and hilly private un-aided school teachers were selected by the team of schools secretary and principal. In rural school mostly the Secretary (58%) of the concerned school select teachers by interviews. It was only in one rural school where teachers were selected by the school Principal only and no committee was formed for this purpose. In the urban schools, the school principals and senior teachers formed the selection committees. Although diversity can be observed in the formation of committees, it is mostly the Principals

and Secretaries constituted the committees. Subject experts as a requirement was least felt by the private un-aided schools to form a selection committee in all the regions of Manipur. It is not advisable for school to select teachers only by an individual i.e. principal or secretary of school. Competent teachers' selection can be made by a team comprise of principal, subject expert and experienced representative of SMC.

4. PROCESS OF TEACHERS' INTERVIEWS FOR RECRUITMENT

Schools authorities give advertisement in news papers and even contact them personally for vacant teaching posts. Candidates apply as per the advertisement of schools. School authorities carry out scrutiny of the candidates and inform about the date, time, and place of interview by the schools. The data collected about the process of interview from the sample schools by in-depth interviews with schools principals, secretaries, and senior teachers are studied and re-studied for content analysis. The data were categorized as per the emerging themes and tabulated. Frequencies were counted and its percentage calculated. The data have been presented in table below.

Table no. 4. 4: Process of Conducting Teachers' Interview in Schools as responded by Principals/Secretaries, Teachers of Schools

Process of Teachers' interview	Urban		Rural		Hill	
	Principal/Secretary	Teacher	Principal/Secretary	Teacher	Principal/Secretary	Teacher
Process of communication						
1. Communication to candidate through Telephone	11(55%)	22 (55%)	12 (100%)	24(100%)	16(100%)	32(100%)
2. Inform to candidate by call letter	09 (45%)	18 (45%)	----	-----	----	-----
Gap Between Advertisement and Date of Interview						
1. One Week Gap	09(45%)	17(42.5%)	---	-----	03(18.75%)	06(18.75%)
2. One to three weeks Gap	07 (35%)	05 (12.5%)	04(33.33%)	08 (33.33%)	07(43.75%)	14(43.75%)
3. Walk-in Interview of teachers	04 (20%)	18 (45%)	08(66.67%)	16(66.67%)	06(37.50%)	12(37.50%)
Teachers' Selection						
1. Interview only	18 (90%)	36 (90%)	12 (100%)	24(100%)	09(56.25%)	18(56.25%)
2. Demonstration & Interview	02 (10%)	04 (10%)	-----	-----	07(43.75%)	14(43.75%)
Total	20(100%)	40(100%)	12(100%)	24(100%)	16(100%)	32(100%)

It can be seen from the above table no. 4.4 that 100% of rural and hill schools inform candidates by telephone calls. However, the urban schools not only call the candidates

(55%) but inform them by issuing call letters (45%). About the time gap between advertisements and dates of interviews, it was found that most of the rural schools take at least one week and even more than a week to conduct interviews. In rural schools, mostly they conduct walk in interviews and the hill schools take a mixed mode that is 43.75% take more than a week time, 37.50% conducts walk in interviews and only 18.75% conduct interviews within a week time.

Most of the urban and rural schools, teachers were selected through personal interviews only (100% in rural and 90% in Urban schools). However, in hill schools, the schools have adopted not only interviews (56.25%) but also demonstration lessons by the candidates (43.75%). Principals said that they could conduct the teachers' interview in simpler process and it is efficient. But hill school authorities have believed that demonstration in the class helped them to check different aspects of teaching competencies and therefore they have adopted this process at the time of selection of teachers in schools. Telephone is used for better and faster communication by schools to the applicants for teachers' interviews as interview call letter is a time consuming activity. In urgent cases, School authorities conduct more walk-in interviews. Many SMC suggested that Candidates' demonstration lesson followed by personal interviews can be a better way to select competent teachers.

5. GUIDELINE FOR SELECTION COMMITTEE MEMBERS IN INTERVIEWS

The in-depth interview conducted with principals/secretaries and senior teachers revealed that in none of the un-aided private schools, schools authorities have provided any guidelines to any committee members. On further probing it was found that as all the members are from the school itself, they know their school requirements. However, it was found that principal just tell the members about the number of teachers and the subject specialization needed by the schools before starting the process. It is always better to give clear guidelines to the selection committee members for selecting teachers whether the members are from same school or invited members. However, the Manipur Secondary School Board prescribes only require number of teachers and basic qualification of teachers as norm.

6. METHODS OF CONDUCTING TEACHERS' INTERVIEWS

Generally school authorities plan the schedule of teachers' interview in advance and inform candidates about their interviews. In case of the un-aided private schools of Manipur, the schools under study from urban, rural and hilly regions conduct interviews as per the data presented in table No. 4.5.

Table no. 4.5: Method of Conducting Interview for Recruitment of Teachers as Responded by Principals and Secretaries

Conduct of Interviews as per school subjects	Urban	Rural	Hill
1. All the subjects together	17 (85%)	05(41.67%)	12(75%)
2. Individual subject wise	03 (15%)	07 (58.33%)	04(25%)
Total	20(100%)	12(100%)	16(100%)

The responses of school principals and secretaries presented above reveal that urban area schools and hill areas schools mostly conduct their interviews to select teachers by conducting the interviews for all teachers at the same time by the same committees. But the rural areas schools conduct their interviews to select teachers' subject-wise (58.33%) and only 41.67% of sampled schools conduct their interviews by the same committees for all school subjects. As responded by the school authorities across areas, the process of conducting interviews for all subjects together saves time and therefore that process is preferred by them. More specifically, it was mentioned by the rural schools that they conduct teachers' interview on different subjects but the hilly and urban schools did it together because of less number of applicants for the different subjects in the schools. They also consider the availability of candidates and suitability of their time. Non availability of trained school subjects' teachers has been one of the major problems for all schools of Manipur. Therefore, school authorities select required numbers of teachers as per their requirements. Secretaries and principals expected to have more teachers' training institution in Manipur to produce more train teachers and the problem can be resolved. For managing schools, school authorities have selected un-trained fresh graduate candidates as regular teachers in their schools.

7. APPOINTMENT LETTERS ISSUED TO THE SELECTED CANDIDATES

Appointment letter is one of the important documents issued by schools to the selected candidates. In the appointment letters of schools across areas, it was found that some norms are mentioned and that are to be followed by the teachers while

working in their schools. The researcher collected data from the sampled of urban, rural and hilly un-aided private secondary schools, he also collected few appointment letters issued to teachers and also group discussion was conducted at schools with secretary, principal, and senior teachers of each sample school about the appointment letter. The data has been tabulated after content analysis of the field reports of in-depth interviews, Group Discussion and appointment letters. The data have been presented in the table No. 4.6 below.

Table no. 4.6: Issue of Appointment Letters, Joining Reports, Matters in Appointment Letters, and Time Taken to Join Service by Selected Candidates

Matters in the Appointment Letters	Urban		Rural		Hill	
	Secretary & Principal	Teacher	Secretary & Principal	Teacher	Secretary & Principal	Teacher
Issue of appointment letters and joining report submission						
1. Issue of appointment letter by schools	20 (100%)	40 (100%)	12(100%)	24(100%)	16(100%)	32(100%)
2. Joining letter submission to school office	20 (100%)	40 (100%)	12(100%)	24(100%)	16(100%)	32(100%)
Matters in the appointment letter						
1. Consolidate/fixed salary	15 (75%)	30 (75%)	01(8%)	02(8%)	-----	-----
2. Probation period 2 yrs	04 (20%)	08 (20%)	-----	-----	----	----
3. Regularized after five years (1yr observation)	01 (05%)	02 (05%)	-----	-----	-----	----
4. Salary, Probation period, Date of joining	-----				9(56.25%)	18(56.25%)
5. Simple joining letter	-----		11(92%)	22(92%)	7(43.75%)	14(43.75)
Gap of joining from date of interview						
1. Joined immediately	08 (40%)	10 (25%)	03 (25%)	06 (25%)	----	-----
2. 1 week	10 (50%)	16 (40%)	-----	-----	15(93.75%)	31(93.75%)
3. 1 to 2 weeks	02 (10%)	14 (35%)	09 (75%)	18(75%)	01(6.25%)	01(6.25%)
Total	20(100%)	40(100%)	12(100%)	24(100%)	16(100%)	32(100%)

The above table no.4.6 reveals that in all the sample schools of urban, rural and hilly un-aided private secondary schools, appointment letters are issued to candidates and they are asked to give joining reports. Most of the rural schools (92%) issue just a simple appointment letter stating that s/he is selected as a teacher and shall report to duty on certain date. Only in case of the rural school (8%) they issue a letter stating

that a fixed salary will be paid to the candidate and shall join immediately. In case of the hill schools, 57% state that they issue a letter stating the salary, period of probation and date of joining and 43% responded that they issue a simple letter that s/he has been selected and report duty immediately. In case of urban schools, the secretaries and principals responded that they state clearly that s/he has been selected as a teacher in their schools on a fixed amount of salary (15 school i.e., 75%) and in case of 4 schools (20%) they state that s/he has been selected as a teacher on probation for two years and shall join the duty immediately. Only in case of one urban school, it was found that the candidate is selected as a teacher on probation for one year and his/her service shall be regularized after one year on the basis of performance.

After the appointment letters were given to the selected candidates, they were allowed to join the schools in different dates. Majority of school principals of urban and hilly schools have given one to two weeks time to join the schools because they had to relief from previous schools where they were serving. However, around 34% of urban and rural schools have instructed to the selected teachers to join the schools immediately after their interviews were over and they had joined to the schools. Many of the teachers were fresh graduates and therefore they could join to the schools immediately. Majority of rural sample schools have issued simple joining letters to the selected teachers in which only joining date is mentioned. Most of them have joined to schools after a week from the date of interviews. Majority of urban and hill schools have issued appointment letters to teachers with information of date of joining, salary, and probation periods. Many of the selected teachers in urban and rural school were informed to report immediately to schools and fresh graduate candidates have joined. SMCs suggested that they shall issue an appointment letter with all the details mentioned to selected candidates. So that they know what they have to do in schools after they join.

8. TRAVELLING ALLOWANCE FOR MEMBERS OF INTERVIEW COMMITTEE

It was observed from the responses of the sample schools of all three regions that their schools have no such financial provision as travelling allowance to the members of teachers' selection committee. As all the members of teachers' selection committee

were from the same schools itself, no travelling allowance was ever paid. Schools authorities have not invited any members for teachers' selection in their schools because they said internal team members were competent for the teachers' selection.

9. WAITING LIST: It was observed from the responses of sample school principals of three regions that their schools did not keep the waiting list of the candidates appeared for interviews because number of candidates usually was less than the posts and there has been a shortage of trained candidates in the state of Manipur. Generally all the candidates who come for interviews get selected as per the requirements of schools in all the three regions.

4. 1.1.2 STAFF DEVELOPMENT PROGRAMS

It is very important to keep the teachers updated in their subject content, methods and approaches of teaching and motivated to give their best. To do so, principals have to find the areas of staff development, and organize the programs as per need. In order to understand this process, data were collected by conducting in-depth interviews with principals and senior teachers of urban, rural and hilly areas private un-aided secondary schools. The data collected were content analyzed and presented below.

1. AREAS IDENTIFIED FOR STAFF DEVELOPMENT ACTIVITIES IN SCHOOLS

Teacher is like a lamp and only a burning lamp can lit the other lamp. A teacher therefore has to be a person who is always in learning mode. Learning for him has to be continuous. If the SMC learn this very requirement, they can sustain the growth and development of their school. To keep the quality of school going, principals have to identify training needs of teachers and arrange teachers' development activity either in school or out of schools. The researcher conducted in-depth interviews with sample school principals and senior teachers of urban, rural and hilly areas private un-aided secondary schools for staff development activities. The responses given by principals and teachers were content analyzed, coded, categorized, and tabulated in table No. 4.7 below.

Table no.4.7: Areas Identified for Staff Development Activities in Schools

Identified areas for staff development	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Teaching methods, Teaching Skills & lesson planning.	13(65%)	32(80%)	10(83.33%)	20(83.33%)	----	-----
2. Evaluation & Preparing good question paper	03((15%)	02(05%)	----	----	5(31.25%)	10(31.25%)
3. Attitude of the teachers (personality & morale)	03(15%)	04(10%)	----	----	---	----
4. Teaching Methodology & Use of ICT in teaching-learning	-----	-----	-----	----	10(62.50%)	20(62.5%)
5. No staff development need	01(05%)	02(05%)	02(16.67%)	4 (16.67%)	01(06.25%)	02(06.25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no. 4.7 that in majority of the urban (65% by principals and 80% by teachers) and rural schools (83% both by teacher and principals), the need of training their staff was on teaching methods, teaching skills and lesson planning. The hill region schools (62% both by principals and teachers) have responded that teaching methodology and ICT skills were the main requirements of training for their staffs. Only very few of the urban and hill region principals and teachers felt that their teachers need training in personality development and preparing of good question papers. It can be said here that irrespective of regions, the main requirements of training was teaching methods and skills of teaching including training in use of ICT. Few sample school principals do not plan any staff development activity in their schools. However, principals and teachers have felt the need of staff development and they felt it to be done. They also suggested that they have to send teachers outstation for staff development.

2. NORMS FOR THE STAFFS ATTAINING OUTSTATION WORKSHOPS

The data collected regarding norms that are followed to send teachers for staff development activities are content analyzed and the emerging categories are presented below in table No. 4.8.

Table no. 4.8: Norms for the Staffs Attaining Workshops Outstation

Norms in practice for staffs attaining staff development activity outstation	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Less teaching experience, untrained teachers and interested	08(40%)	16(40%)	06(50%)	12(50%)	----	----
2. Principals nominate directly on the spot the teachers for outstation staff development	02(10%)	04(10%)	----	----	----	----
3. Seniority of Teachers	----	-----	04(33.33%)	08(33.33%)	02(12.50%)	04(12.50%)
4. Staffs are not at all send for outstation training	10(50%)	20 (50%)	02(16.67%)	04(16.67%)	14(87.50%)	28(87.50%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no.4.8 that 40% principals and teachers of urban, 50% principals and teachers of rural areas said that they send their staff for out station training if they are found to be inexperienced and are not trained professionally. But in case of hill region schools, the principals and teachers (87.50 %) said that they do not send their staff for any training out of station. Similarly, 50% of the urban schools also do not send their teachers for training out station. So it can be said that region wise different norms are followed by the schools for sending teachers for staff development. Although many staff development programs are generally organized by SCERT, Manipur, and other national level agencies like NCERT, and CBSC, a large number of urban and hill private schools are not taking the benefit. School principals have suggested that they need to see that their staffs are sent for training programs and there shall be some school policy about this.

3. FREQUENCY OF ORGANIZING STAFF DEVELOPMENT ACTIVITIES IN SCHOOLS

Staff development activity is an important role of any school for quality improvement. In this regard, the data collected from the sample un-aided private school are content analyzed and presented in the table below in table No. 4.9.

Table no. 4.9: Frequency of Organizing Staff Development Activity in Schools as responded by Principals and Senior Teachers

Numbers of Staff development activity at the schools	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Once in a year for two days	04 (20%)	08(20%)	-----	----	03(18.75%)	06(18.75%)
2. Two times in a year	04 (20%)	08(20%)	----	-----	---	----
3. Once in a year for one day	---	----	---	---	08(50.00%)	16(50.00%)
4. When it is needed by the staffs	01(05%)	02(05%)	-----	-----	02(12.50%)	04(12.50%)
5. Almost no staff development activity at school	01(05%)	02(05%)	02(16.67%)	04(16.67%)	01(06.25%)	02(06.25%)
6. Outstation staff development activities	10(50%)	20(50%)	10(83.33%)	20(83.33%)	02(12.50%)	04(12.50%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the table above that 40% of urban and 68.75% hilly un-aided private secondary schools organize staff development activities at least once or twice a year in their school itself but rural un-aided schools did not arrange any such staff development activities in their schools. It is noteworthy here that such activities are of very short duration and generally they are organized at the beginning of the session and in the middle of the academic year. It is mainly because the school principals do not want the academic activities to be disturbed. Another point that emerged from the table is that 50% of urban schools and 83% of rural school principals and teachers have responded that they organize out of station staff development activities for their teachers. Principals of these schools said that organizing staff development activities inside the schools depend on the availability of invited resource persons and most of the staff development activities were executed as per the schedule of schools. The principals of hill region schools said that it is better to organize the workshop inside schools because of the hilly terrain and it is easier to invite experts from outside than sending staff members outstation. It was also found that few schools irrespective of regions have conducted less number of staff development activities. The principals of these schools further expressed that they want to plan out for staff development activities in coming years in their schools. It is essential to organize staff development activities either inside or outstation depending on required areas of staff development. School's quality will be at stake if teachers are not trained with the modern teaching learning methods and other areas of teaching. Principals said that staff development is

not getting its due priority and their schools need to train their staff on regular basis both in and out station.

4. EXPERTS INVITED FOR STAFF DEVELOPMENT ACTIVITIES

In order to conduct staff development programs, schools use to invite experts in the field or areas in which staff development is needed. In this regard the responses of principals/secretaries and senior teachers were collected by in-depth interviews and the field notes prepared were content analyzed and the data were categorized as per the themes. The details of data have been presented in table no. 4.10 below.

Table no. 4.10: Experts Invited for Staff Development Activity at Schools as Responded by Principals and Senior Teachers

Experts invited at school for Staff development Programs	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. From outside :						
a) SCERT, Govt. B.Ed. College	06 (30%)	12 (30%)	----	----	----	----
b) Christian missionary (USA)	----	----	----	----	04(25%)	08(25%)
c) DEO, Experience Principals	----	----	---	---	04(25%)	08(25%)
2. From Within the schools:						
Secretary, Educational Advisor, and school Principals	03 (15%)	06(15%)	----	----	05(31.25%)	10(31.25%)
3. No staff development activity	01(05%)	02(05%)	02(16.67%)	04(16.67%)	01(06.25%)	02(06.25%)
4. Outstation activity	10(50%)	20(50%)	10(83.33%)	20(83.33%)	02(12.5%)	04(12.50%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from the above given table no. 4.10 that 30% of the urban schools organize their staff development programs by inviting experts from SCERT of Manipur and nearby B.Ed. colleges. The hilly region private schools (50%) invite experts from Christian missionary from USA and the local DEO and experienced principals from schools. The rural schools were found to send their staff out station for staff development and they have no idea as to from where experts can be called for staff development. It was told by the school principals of urban and hill regions that their schools have all the facilities to organize such activities and therefore they do not send their staff out station. It is further observed that few schools that organize staff development program in their school itself by inviting their own secretaries/principals

or the educational advisors of their schools. It can be said here that mostly the urban and rural school organize staff development activities for their teachers by sending them out station and inviting experts from SCERT and B.Ed. colleges. Principals of rural and urban school felt that as their schools have meager facility to organize staff development activities they send their teachers for attaining outstation staff development activities.

5. LEAVE PROVISIONS FOR STAFF TO ATTEND OUTSTATION WORKSHOPS

Schools teachers need leave facilities for attending workshops that are conducted outstation. Thus, researcher has collected the data from the sample schools of urban, rural and hilly un-aided private secondary schools through personal interview with principals and teachers to identify the leave facilities for teachers. The data were content analyzed, categorized and tabulated as per emerging themes in table No. 4.11.

Table no. 4.11: Leave of Staff for Attaining Outstation Workshops

Leave provisions for the staffs to attend outstation programs	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Teachers are given duty leave	10 (50%)	20(50%)	10(83.33%)	20(83.33%)	02(12.5%)	04(12.5%)
2. Staffs are not send outstation	10(50%)	20(50%)	2(16.67%)	4(16.67%)	14(87.5%)	28 (87.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The above table reveals that majority of the rural teachers (83.33%) were given duty leave when they went for participating outstation staff development activities. It can further be noted that only 50% of urban schools are given duty leave to attend such programs and 50% of the schools do not have such provisions. In the hill region schools, very few of the schools (12.5%) send their teachers on duty leave for out station programs. Most of the hill region schools do not have provisions of sending teachers for out station programs. Principals of sample schools said that when teachers went out and interacted with experts as well as different teaching community members, they gain new knowledge from other teachers and that acquired knowledge could be used in the schools. It can be concluded here that only the rural and urban

schools have the provisions of duty leave for teachers and this provision is very meager in hill region schools as their teachers are asked to attend in house programs. Principals of hill region schools said that this is the decision of their SMC and certainly their teachers shall go and attend out station staff development programs and they shall place it before their school authorities to make some provisions about it.

6. STAFFS SHARING OUTSTATION WORKSHOPS' EXPERIENCE

When teachers come back from outstation workshops, generally they share their experiences with other colleagues in their schools. The school principals make such arrangements for the trained teachers. In this regard the data collected from the principals, secretaries and teachers was analyzed by its contents and categorized. The data have been presented in the table 4.12 below.

Table no. 4.12: Staffs Sharing Outstation Experience as Responded by Principals and Teachers

Sharing of experiences by the staff after outstation staff development programs	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Shared their experience at the schools immediately after coming back	10 (50%)	20(50%)	10(83.33%)	20 (83.33%)	02 (12.5%)	04(12.5%)
2. Shared experiences during workshops in their schools	10(50%)	20(50%)	2(16.67%)	04(16.67%)	14(87.5%)	28(87.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be noted from the above table no. 4.12 that half of the urban and 83% of rural un-aided private secondary schools have the arrangements to organize some meetings to see that the competencies and skills acquired by the teachers from any staff development program is shared with the colleagues immediately after they come back. But in hill region schools, this is hardly a practice because only 12.5% of them send their teachers for outstation training. Principals of these schools said that such sharing of experience helped to the other staff members for their development. However, 50% of urban, 16.67% of rural and 87.5% of hilly un-aided private schools

teachers attaining staff development activities inside their own schools and share their knowledge among the staff members in some formal workshops organized in their schools. It can be said that sharing of knowledge and skills among the schools in all the three regions is a common practice. Principals of all the sample schools believe that sharing new knowledge gained from seminar or workshops is essential. But they have not been able to do so as they have a busy schedule throughout the year. They suggest that it shall be mandatory for each staff to share among other colleagues in the school. As principals, they shall have to find time for it.

7. ENCOURAGEMENT TO TEACHERS FOR STAFF DEVELOPMENT

School teachers are generally reluctant to go for any staff development program unless it is linked to any gain; immediate or remote. In this regard, the school principals have a major role to play. The data collected from the principals, secretaries and teachers was analyzed by its contents and categorized. The data have been presented in the table 4.13 below.

Table no. 4.13: Encourage from Management Staff Development

Encouragement to staff	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Encourage from secretary Principal	19(95%)	38(95%)	10(83.33%)	20(83.33%)	15(93.75%)	30(93.75%)
2. No/Less Encouragement	01(05%)	02(05%)	02(16.67%)	04 (16.67%)	01(06.25%)	02(06.25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from the table above that irrespective of regions, the private un-aided schools are found to provide encouragement to teachers by their principals and secretaries to attend staff development programs. Only in very few of the sampled schools, it was found that teachers are not provided any such encouragement. On further enquiry, it was revealed by the principals that encouragement and incentives are essential for teachers and they will see to it that they do the same for their teachers. Principals said that as on today, there is no financial gain to teachers for attending seminars and workshops. However, they suggest that teachers' promotion and salary shall be linked to staff development activities of teachers.

4.1.1.3 TASKS DISTRIBUTION AMONG THE SCHOOLS' TEACHERS

Schools are formal organizations. They are established with its specific vision, mission and objectives. In order to achieve the vision and missions of the schools, numbers of activities are planned by schools authorities. Schools principals need to distribute the schools' planned activities to the staff members for the attainment of goals and their smooth functioning. In a planned manner, school organizations recruit their staff for different activities/task to be performed by them. In order to know and understand this management process, the researcher collected the data from the sampled schools of urban, rural and hilly un-aided private secondary schools through in-depth interviews with principals and senior teachers about the details of tasks' distribution to teachers, problems they have faced during and after the tasks assigned to them. Data was also collected about any kind of policy that is followed while tasks were assigned and any guidance was given to staffs by the principals in carrying out their tasks. The responses given by schools principals and teachers were content analyzed, coded, categorized, and tabulated in the following tables.

1. POLICY OF TASKS DISTRIBUTION AMONG SCHOOLS' TEACHERS

Schools teachers have performed number of tasks in the schools and usually these tasks are assigned by the schools principals. One of the main duties of schools' principals is to understand what kind of tasks are in the schools and how these tasks have to be distributed to staff members. He plays an important role for assigning & completion of these schools tasks by the staffs. Therefore, investigator collected the data from the sample of schools of urban, rural and hilly un-aided schools through in-depth interviews with principals and senior teachers to understand how a school principal distributed works to staffs and followed certain policy for tasks distribution. The data has been tabulated after content analysis of field notes, emerging contents were noted, frequency has been counted, percentages calculated and presented in the table below.

Table no. 4.14: Policy for Task Distribution of School Teachers

Policies of Task Distribution among staff	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Considered nature of the tasks	05 (25%)	10 (25%)	-----	-----	-----	-----
2. Experience & ability of staff	05(25%)	10 (25%)	06 (50%)	12(50%)	10(62.5%)	20 (62.5%)
3. Choice is given to staff to select the tasks	03 (15%)	02 (05%)	-----	-----	03(18.75%)	06(18.75%)
4. Allotted tasks on the spot	07 (35%)	18(45%)	06 (50%)	12(50%)	03(18.75%)	06 (18.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The table 4.14 reveals that in the urban, rural and hilly un-aided private secondary schools tasks are allotted by following some policies of task distribution; nature of the tasks 25% schools of urban areas only, experience and ability is considered by 25% of urban school, 50% of rural schools and 62.5% of hill region schools. It can further be noted that only in few urban schools (15%) and hill schools (18.75%) choice is given to the staff for choosing a task to be performed by them. In none of the rural schools choice is given or nature of the task is considered while allotting a task to teacher. In hill schools also nature of task is not considered by the principals in allotting a task. However, it is also observed that many schools (35% urban, 45% rural and 18.75% hill region) allotted task on the spot without any such considerations. The principals on further probing said that they have to resort to such task allocations mainly because of urgency of the situation. It was also said that although they would like to follow the practice of teachers' consultations in giving them task, to carry out the school works, they are compelled to do. Teachers also said that they have found some problems of overlapping of tasks. In all the sample schools of urban, rural and hilly areas, it was noted by the researcher that schools do not have any written documents except teaching time table. On this, the principals said that verbal instructions are easier and it could change as per the needs of the schools. Therefore they follow the practice of verbal instruction for allotment of tasks. It can be said here that the private un-aided schools of Manipur irrespective of areas of their location, follow the process of allotting tasks by considering the experience and ability of the teachers and many time they give tasks "on the spot" without much deliberations about it. Principal shall have

written policy for tasks distribution to teachers and all the teachers shall be aware of it. However, certain emergency situations cannot be avoided and to allotted tasks on situations also certain policy shall be formulated by the schools to avoid task overload on certain members.

2. GUIDELINES PROVIDED TO STAFF FOR PERFORMING SCHOOLS' TASKS

Schools generally develop certain guidelines to facilitate teachers' task performance. In this regard, the data collected from respondents was analyzed and presented in table below.

Table no.4.15: Guidelines Provided to Teachers for Performing Schools' Task as Responded by Principals and Teachers

Areas	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Basic instructions given personally	09(45%)	18 (45%)	-----	-----	02 (12.5%)	04 (12.5%)
2. When teachers meet principals during free time	06 (30%)	10 (25%)	10(83.33%)	20(83.33%)	14(87.5%)	28 (87.5%)
3. Almost no guidance given	05(25%)	12 (30%)	02(16.67%)	04(16.67%)	-----	-----
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

Table No. 4.15 reveals that in many of urban areas (45%) schools, there is the provision of guidelines to be provided by the principal personally to teachers. But in rural (83.33%) and hill areas (87%), the guidelines are provided face to face to the teachers as and when they face certain problems to carry out their tasks. It can be further observed that in few of the urban and rural schools, there was almost no such provision of providing any guidelines to teachers to carry out their tasks. It can be said here that most of the un-aided schools have the provisions of providing guidelines to teachers to carry out their tasks as per their needs and difficulties they face in carrying out their tasks. Principals felt that their school teachers can find out their ways to solve their problems. If they face any difficult to solve the problems, principals are ready to help them.

3. PROBLEMS FACE BY SCHOOL AUTHORITIES IN TASK DISTRIBUTION

Distribution of tasks is an essential task of school principals. In this context, it is essential to understand about the problems encountered in the un-aided schools while distributing tasks among their teachers. The data about this was collected from the respondents of the study and have been analyzed by their contents and tabulated after categorization. The data has been presented in table No.4.16 below.

Table no. 4.16: Problems faced by Schools in Tasks Distribution

Problems of task distribution	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. No problems in task distribution to staffs	14 (70%)	16 (40%)	12(100%)	20(83.33%)	16(100%)	22(68.75%)
2. Problems of overlapping of tasks	06 (30%)	24 (60%)	-----	04(16.66%)	-----	10(31.25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The above table no. 4.16 reveals that most of the urban (70% as stated by principals and 40% as stated by teachers), rural 100% as stated by principals and 83.33% as stated by teachers), and hilly (100% as stated by principals and 68.75% as stated by teachers) of un-aided private secondary schools do not face any problem in task distribution. Only few of the urban schools (30% as stated by principals and 60% as stated by teachers) face certain problems like overlapping of tasks among teachers when it is distributed. Few teachers of rural and hill region private un-aided schools also have stated that they face the problem of overlapping although the principals deny the same. In conclusion, it can be said that majority of schools do not face any problem of task distribution among teachers although few teachers say that they face the problems of overlapping of tasks among themselves. Principals and teachers discuss together to find the ways to resolve their problems. Cooperation among teachers and principals is required for smooth functioning of schools.

4. PROCESS FOLLOWED TO SOLVE THE PROBLEMS OF TASKS OVERLAPPING

As stated above, few schools face the problems of task overlapping among teachers. On further enquiry, it was revealed by the principals and teachers as to how they solve such problems. The data about this was collected from all the respondents and content analyzed, categorized and presented in the table No. 4.17 below.

Table no. 4.17: Process Followed to Resolve the Problems of Overlapping of Tasks

Process of solving problems of task overlapping	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. With the guidance of principals	17(85%)	18(45%)	12(100%)	12(100%)	16(100%)	10(31.25%)
2. Priority of the tasks	-----	04(10%)	-----	-----	---	----
3. With the help of senior teachers	-----	12(30%)	-----	-----	---	----
4. Little difficulty in solving the problem	03(15%)	06(15%)	-----	-----	---	----
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen that majority of the schools irrespective of regions, solve the task overlapping with principals' help. However few of the urban school respondents said that they solve the problems by seeing to its priority and solve it. Few other urban schools respondents (15%) said that they find it difficult to solve in few cases and it lingers. In conclusion it can be said here that many of the private un-aided schools solve the problem of task overlapping by the principals directly. Principals said that task overlapping is a real problem and can be resolved by making teachers to understand their roles in schools' efficacy. Their pro-activeness is warranted. However, proper policy of task analysis and distribution is a must.

4.1.1.4. TASK SPECIFICATION OF TEACHERS

In schools, SMCs appoint required number of teachers with needed subject specializations. Teachers can contribute optimally when they get appropriate tasks from the schools principals as per their potentials and interests. It is a complicated work to allocate the tasks by taking into consideration the potentials and interests of the staff always. In many cases, it can happen that schools although interested to recruit staffs, do not get them with appropriate number and qualifications. Therefore the principals are forced to give certain tasks to teachers even if they are not suitable to carry out the tasks. In such cases, the teaching-learning process not only gets a setback but the teachers also get de-motivated and frustrated. In order to understand how school principals have done the tasks specification clear and allocate schools tasks to all the staff members is therefore is an important area to understand. To collect data about this process, the investigator interviewed school principals and

senior teachers of all the three areas about schools' task specification for teachers, different tasks specification among staffs and problems faced due to lack of task specification among the staff members of schools. The responses given by principals and teachers of these schools analyzed, coded, categorized, and presented below.

1. TEACHERS' TASK TO TEACH AS PER THEIR SUBJECT SPECIALIZATION

In secondary schools, it is essential that teachers teach the subject/s in which they are specialized (having a bachelor or master degree). It guaranteed the content mastery in case of the teacher and thereby learning is maximized among learners. The data collected from the school principals and teachers through in-depth interviews about teachers' qualifications and the subjects they are given for teaching have been analyzed and presented in table No. 4.18 below.

Table no. 4.18: Teachers' Teaching subjects and their Subject Specialization

Teaching the Subject/s in different Classes	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Teachers given to teach both their specialized subjects and other subjects	16(80%)	32(80%)	09(75%)	18(75%)	14(85.5%)	28(85.5%)
2. Teaching only their specialized subjects	04(20%)	08(20%)	03(25%)	06(25%)	02 (12.5%)	04(12.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The data presented in the table above reveals that majority of school teachers of un-aided private schools irrespective of areas (80% in urban areas, 75% in rural areas, and 85.5% in hill areas) in Manipur have been assigned the subjects other than their specialization to teach. On further enquiry, it was found that teachers have been teaching many subjects viz., English, Social Science, General Knowledge, and Morale Science without proper qualifications. Principals of these schools said that teachers have to complete the number of prescribed periods per week and therefore they are allowed to teach their main subjects in secondary section and other subjects without specialization in lower classes. In such scenario, some teachers have difficulties of teaching to the classes other than their specialize subjects. However, around 20% to 25% of teachers have taught their specialize subjects in schools of urban and rural areas and only about 12% teachers teach their subject specialization in hilly area schools. However, on further enquiry, the teachers said that in their schools, teachers have been teaching up to their satisfaction and they are happy. Principals of these

schools believe that teachers can teach better when they teach specialize subjects and they shall look into this aspects of managing their staff. It can be said here that majority of teachers irrespective of their subject specialization, have been given other subjects to teach by the schools irrespective of areas of their location.

2. ALLOTTMENT OF WORKS TO TEACHING & NON TEACHING STAFFS

In order to see that all the works of the schools are done effectively, the principals are solely responsible. In order to do the work in time and do it efficiently, many times non-teaching works are also given to teaching staffs. To understand this part of HRM, the researcher interviewed the sample schools principals and senior teachers of the sampled schools. The data has been tabulated after a content analysis and the data have been presented in table No. 4.19 below.

Table no. 4.19: Non-Teaching Work Allocation to Teachers

Work allocation between teaching & non-teaching staffs	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Non-teaching work is not allotted to teachers	19(95%)	34(85%)	10(83.33%)	18(83.33%)	14(87.5%)	24(75%)
2. Allocate the tasks to teachers when it is very urgent	01(05%)	06 (15%)	02(16.66%)	06(16.66%)	02(12.5%)	08(25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

Table No. 4.19 reveals that teachers in most of the un-aided private schools across areas of their location have not been allotted non-teaching works. Only in very few of the schools (5% to 25%) have the practice of giving only urgent works that are of non-teaching in nature to teachers across areas of location. On enquiry, the school principals said that some teachers were assigned examination works and some documents preparation works that were urgently needed by Manipur School Board. However, teachers have replied that many times they were given the tasks of preparing and maintaining students' profiles, tuition fees collection and sending the reminder to the parents of their students. Principals have further stated that they shall try to give minimum non-teaching works to their teachers.

3. PROBLEMS FACED FOR TASK AMBIGUITY

In the above paragraph, it was found that few schools irrespective of areas allocate non-teaching works to their teachers. On enquiry as to what are the related problems of such tasks, the principals and senior teachers said different things and the same were analyzed as per the contents and the data were tabulated below in table. 4.20.

Table no. 4.20: Problems Faced due to Tasks Ambiguity

Problems due to the ambiguity of tasks	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Quality work suffers	02(10%)	-----	09(75%)	----	5(31.25%)	----
2. Full justification is not made to one's works	-----	16 (40%)	-----	18(75%)	-----	10(31.25%)
3. No Problem	18(90%)	24 (60%)	03(25%)	06(25%)	11(68.75%)	22(68.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no 4.20 that majority of the principals and teachers of urban (90%) and hilly (68.75%) un-aided private secondary schools did not perceive any problems if non-teaching works are given to teachers. But, principals and teachers of rural un-aided private schools (75%) perceived problems regarding quality of teaching works in case non-teaching works given to teachers. In case of non-teaching-tasks given to teachers, principals felt that quality of teaching will suffer and teachers felt that they cannot do full justice to their teaching works. It can be said that few schools give non-teaching works to teachers and as a result of that quality of teaching works suffers in private un-aided schools irrespective of areas.

4. PROCESS TO SOLVE THE PROBLEMS OF TASKS AMBIGUITY

In the paragraph above, it is stated that there are tasks of non-teaching staff given to teachers and teachers are not given subjects as per their specialization. In such instances, how the problems are sorted out and the tasks are managed is very important to understand. In this regard, the data were collected from the principals and teachers of the sampled schools and content analyzed. The details have been in table No. 4.21 below.

Table no. 4.21: Process to Resolve the Problems Task Ambiguity

Solving the problems of tasks ambiguity	Urban		Rural		Hill	
	Principals	Teachers	Principals	Teachers	Principals	Teachers
1. Share work load with other colleagues with principals' consent	02(10%)	04(10%)	09(75%)	18(75%)	05(31.25%)	10(31.25%)
2. Just perform one's duty	-----	12(30%)	----	-----	----	-----
3. No problem	18(90%)	24(60%)	03(25%)	06(25%)	11(68.75%)	22(68.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table that around 90% teachers of urban schools and 68.75% of hill region schools have no such problems of tasks ambiguity and those few urban schools having such problems; they meet their principals to resolve it amicably. In the rural (75%) and hilly (31.25%) un-aided private schools such problems are mostly resolved by meeting their principals. However, around 30% of urban un-aided private schools teachers say that they just go on performing the allotted tasks. It can be concluded here that most of the school teachers have no problem in doing tasks that are not a part of their duty. May be some of them in rural areas do it by meeting their principals and resolve it. Principals call teachers and many a time teachers went to principals for solving their problems. Principals reallocated the tasks to other teachers who are interested, experienced, and capable to performing.

4.1.1.5 SERVICE RULES FOR STAFFS IN SCHOOLS

Schools organization can develop better and faster when schools have used basic service rules. In order to understand the available basic service rules practiced in the sample schools, researcher collected data from the urban, rural and hilly un-aided secondary schools through personal interview with schools principals and senior teaches of the sample schools about the available service rules, used of service rules, and problems of using service rules. The responses from principals and teachers through interviews were coded, categorized, and mentioned in the following tables.

1. SCHOOL SERVICE RULES FOR STAFFS

Schools are formal organizations and some basic rules and regulations are required for their smooth functioning. The staff members can perform their duties better when they understood the available service rules and schools' expectations from them. Private un-aided schools may have different set of service rules for their staff as they

are not totally guided by state board rules to get work done from staff. These rules are formed by SMC for their own schools regarding working conditions, salary, and duties hour in schools etc. Here below, the data collected from the sample schools to understand the service rules and its enforcement have been presented after content analyzed and tabulated.

Table no. 4.22: Availability of Schools' Service Rule for Staffs

Nature of school service rules	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Service rule book available	10(50%)	20(50%)	-----	-----	03(18.75%)	06(18.75%)
2. Service rule cited in the joining letter	04(20%)	08(20%)	01(08%)	02(08%)	06(37.5%)	12(37.5%)
3. Service rules given verbally while joining service	06(30%)	12(30%)	11(92%)	22(92%)	07(43.75%)	14(43.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no.4.22 that all urban, rural and hilly un-aided private secondary schools have service rules. The service book in hard copy is available to teachers in 50% of urban and only in 18.75% of hilly un-aided private schools, but 92% of principals and 92% of teachers of rural sample schools have responded that no written service rules book is available rather the teachers are intimated about it verbally by the Principals while joining the school as teachers. In the hill schools, 37.5% of the schools cite the rules about service in the appointment letters and 43.75% of the schools give the knowledge about service rules to teachers while joining the schools. In the urban schools also this is found to be a practice in case of 30% of the schools. On further enquiry, it was found that service rules were different from one school another. However, some of the main and common points of service rules were;

- a. Causal Leave (CL), types of CL (Own marriage 10 days, death of family member 7 days), and three time late in the school will be equal to one CL,
- b. Leave without Pay (LWP) deduction of salary as penalty,
- c. Extra ordinary EL for 60 days after completion of three years,
- d. Probation period (2yrs to 5yrs),
- e. EPF (Employees' Provident Fund)

- f. Confirmation of service,
- g. Conduct of teachers, and
- h. Staff cannot go outside the school campus during working hour.

Principals of these schools have replied that they believe in providing clear information to all the staff members in order to maintain healthy working environment in the schools for the entire staff members. An analysis of the appointment letters issued to teachers revealed that the appointment letters contain the following.

- a. Due date of joining,
- b. Consolidate salary,
- c. Probation period and CL (casual's leaves)

Principals said that by mentioning some of these rules on appointment letters, they believe that it helps them to avoid misunderstanding between teachers and SMC. It helps them to manage their schools properly. It can be said here that only 50% of urban private schools have written rule book and other schools of rural and hill schools provide these rules either verbally or in the appointment letters of teachers.

2. DIFFICULTIES IN FOLLOWING SCHOOLS' SERVICE RULES BY STAFFS

Service book rule clarity and its implementation in true sense are essential for any school. When principals implement them, many staff members might face certain difficulties to follow the service rules. In this regard, researcher collected the data from the sample schools of urban, rural and hilly un-aided private schools through in-depth interviews with principals and senior teachers to study the difficulty of using service rules in schools. The data have been tabulated after content analysis, and presented in the table below.

Table no. 4.23: Difficulties Experienced by Teachers to Follow Service Rules

Difficulty to follow Service Rule	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. No difficulty to follow Service rules	15(75%)	28 (70%)	-----	-----	06 (37.5%)	12 (37.5%)
2. Face difficulty to follow service rules	05(25%)	12 (30%)	12(100%)	24(100%)	10 (62.5%)	20 (62.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no. 4.23 that all the rural schools' staff have difficulties to follow service rules as responded by both teachers and principals. But most of the urban schools (75%) have no difficulty in following service rules. Majority of hill school teachers and principals (62.5%) responded that they experience difficulties in following service rules. It may be because the rural and hill schools mostly give service rules verbally and they do not have written rule book.

3. ACTION TAKEN ON STAFFS WHO DO NOT FOLLOW SERVICE RULES

Principals follow the available service rules of their schools to manage their staffs. Therefore, schools principals need to bring awareness about the schools service rules among all the staff members. This ensures that teachers are aware of service rules. It facilitates actions if any to be taken on staff members who do not comply with the service rules. Data about this were collected from the sample schools of urban, rural and hilly un-aided private secondary schools through in-depth interviews with school principals and teachers. The data were tabulated after content analysis and presented in the table below.

Table no.4.24: Action Taken on Staffs Who Don't Follow Service Rules

Action taken	Urban		Rural		Hill	
	Principals	Teachers	Principals	Teachers	Principals	Teachers
1. Terminated from schools	03 (15%)	04 (10%)	---	----	01(6.25%)	02 (6.25%)
2. Fined of Rs. 50/ per day	01(05%)	02 (05%)	----	----	----	----
3. No Serious actions taken	16 (80%)	34 (85%)	11 (91.67%)	(91.67%)	15 (93.75%)	30 (93.75%)
4. Just give warning	---	----	01(8.33%)	02(8.33%)	----	----
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The above table no. 4.24 reveals that majority of urban, rural and hilly school principals have not taken any serious actions on the teachers who have not followed the service rules of their schools. Principals said that making the teachers realize about the value of students' life was more important than taking actions against the teachers. Therefore they have not taken any serious actions against teachers who have not followed the service rules. Such action was more in practice among the hill schools (93.75%), rural schools (91.67%) and urban school (80 to 85%). However, principals and teachers of few schools of rural areas say that they just give some warnings to teachers for not following service rules and leave them. But some schools of urban (10%) and hill schools (6.25%) have taken serious action like terminating the

service of teachers for not following service rules. Also in some urban schools, the actions taken against teachers were giving them a penalty of Rs.50/- for breaking or not complying service rules. On further enquiry, it was found that some schools of urban areas have asked teachers to take CL compulsorily when they were found coming late to schools. However, only in one of the rural school, principal has given warning to the teachers because teachers have not followed service rules. It can be said here that urban schools have taken stringent action like terminating the service of teachers in few cases and most of the schools have been taking mild action against teachers like giving them warning, asking them to take CL, and give a penalty of 50 rupees. Majority of the school-principals have replied that they would like to manage their schools with mutual understanding between school authorities and staffs.

4.1.1.6 TEACHERS' MOTIVATION IN SCHOOLS

Teachers' motivation is an essential requirement for making teachers to do what they are capable to do. It is the principal who can nurture the motivation levels of teachers and sustain the same for quality education. Schools principals can find new ways of motivating teachers. If teachers do something praiseworthy, time shall not lapsed to recognize them. In the same manner, if teachers do something to be condemned, time shall not be taken to do it rightly at the right place. In order to carry out this essential task, principal has to be capable enough to recognize the work done by teachers and that too for the progress of the school. In this venture, the school principals follow many ways and here below an attempt has been made to understand this process by collecting the needed data from the principals and teachers of sample schools by in-depth interviews and analyzing them and categorize them in qualitative approach.

1. RECOGNIZATION OF TEACHERS' INNOVATIONS

In schools, teachers perform many tasks for students as well as for schools' development. Therefore school principals need to recognize any new ideas and innovative works of teachers for strengthening it. Teachers are motivated when their ideas are approved and used it for the development of the schools. In order to study the teachers' innovation and how it got recognized by school principals, researcher collected data through in-depth interviews with school principals and senior teachers of urban, rural and hilly private un-aided secondary schools. The data have been tabulated after a content analysis and presented in the table below.

Table no. 4.25: Schools Authorities Recognize Teacher's Innovations

Recognition of Teacher's Innovation in different areas	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Improvement of library facility	04(20%)	10(25%)	04(33.33%)	08(33.33%)	---	----
2. Co- curricular activities	03(15%)	06(15%)	-----	-----	----	--
3. Equipments of Science laboratory	04(20%)	08(20%)	-----	-----	----	-----
4. Formation of staff clubs	-----	-----	01(8.33%)	02 (8.33%)	----	----
5. Facilitate Staff development and students' discipline	04(20%)	06(15%)	----	----	11 (68.75%)	22(68.75%)
6. School did not recognized innovations of teacher	05(25%)	10 (25%)	07(58.34%)	14(58.34%)	05(31.25%)	10(31.25%)
Total	20(100%)	40(100%)	12(100%)	24(100%)	16(100%)	32(100%)

It can be seen from the above table that a large number of schools did not recognize the teachers' innovations in their schools (58.34% in rural areas, 31.25% in hill areas and 25% in urban areas). This is in fact a serious problem that teachers are not recognized for their innovative works. However, in many of the urban (20%) and rural (33.33%) schools, teachers are recognized for their innovative works in the libraries. About 15-20% schools of urban areas have been recognizing their teachers for doing innovative works in the areas of co-curricular activities and in science laboratories. Most of the schools of hill areas (68.75%) have said that they have been recognizing the innovative works of teachers in the areas of staff development and maintaining discipline among the students. Teachers of hill areas are not recognized for any works in library, laboratories, or any staff club etc. It can be concluded here that the schools irrespective of areas have not recognized their teachers and they do not take it seriously. However, the schools of urban areas are recognizing the innovative works of teachers in the areas of libraries, laboratories and staff development. It was recognized by principals that the teachers shall be recognized for their works and they feel that they shall do it promptly.

2. AWARDS GIVEN TO TEACHERS BY SCHOOL AUTHORITIES

Award in any form is a welcome thing for any individual. Schools also have the provisions of awarding teachers and other personnel for their meaningful contributions. It keeps them motivating to do good works for school. In this regard,

many schools award their teachers for their sincerity, regularity, punctuality and for their students' performance in public examinations. In this context, data was collected from the sample schools by conducting in-depth interviews with the school principals, secretaries and senior teachers. The data was studied for content analysis and after that it was categorized and tabulated. The details can be seen from table No. 4.26 below.

Table no. 4.26: Awards Given to Teachers by School Authorities

Awards given to teachers for their attainments	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Effective Teaching i.e., if their students get 80% marks and Rank 1 to 15 in Board Exam	12(60%)	24(60%)	03(25%)	06(25%)	05(31.25%)	10(31.25%)
2. Most Regular Teacher	04(20%)	06(15%)	----	----	----	----
3. Not yet Started	04(20%)	10(25%)	09 (75%)	18(75%)	11(68.75%)	22 (68.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The table above reveals that 60% of urban schools, 25% of rural schools, and 31.25% of hill region schools have the provision of awarding teachers when their students secure rank/s in board examinations or get more than 80% marks. The urban schools (20%) in particular have the provision of awarding the most regular teachers of their schools. However, majority of rural schools (75%) and hill schools (68.75%) have not started to have any such awards for their teachers. On further enquiry for such a situation, it was found that the school authorities think that it is a duty of their teachers to be punctual and teach well to students. So, they do not think it is needed to award teachers in this manner. The school principals further said that there is a need to institute certain awards for teachers of their schools to keep them working sincerely.

3. WORKING ENVIRONMENT IN THE SCHOOLS

School principals play an important role for creating healthy working environment in their schools. Teachers' productivity can be enhanced when schools maintained healthy working environment. In this context, it is important to understand the nature of environment that are existing in private un-aided schools of Manipur and the efforts made by school authorities to create and maintain such an environment. Data

regarding this was collected from the principals and senior teachers of schools and were tabulated after carrying out content analysis. The details can be seen from table 4.27.

Table no. 4.27: Prevalence of Working Environment in Schools

Working environment	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Very good conducive working environment	17(85%)	34(85%)	10(83.33%)	20(83.33%)	13(81.25%)	26(81.25%)
2. Less/Non-conductive working environment	03(15%)	06(15%)	2(16.67%)	04(16.67%)	03(18.75%)	06(18.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no. 4.27 that majority of the urban (85%), rural (83.33%) and hilly (81.25%) private un-aided secondary schools have maintained good working environment as responded by teachers and principals. However few schools irrespective of areas (15% to 18%) do not have a conducive working environment in their schools. On further questioning, principals of these schools said that sometimes there were differences of opinions among the staff members and such situations have created a little difficult situation among the staff members in the schools. But principals have said that such situations are manageable and there is no problem. Such an attitude of principal itself is a problem and principals could resolve such situation by resolving conflict and make them understand about the purpose of working in the schools and their role as teachers. It can be managed well if there are certain policies formulated by SMC and the same communicated to the staff.

4. OPEN & FREE DISCUSSION IN STAFF MEETING OF SCHOOLS

Staff meetings may be regularly conducted in schools, in which staff members are given opportunities to express their ideas about the schools and their problems. It depends on school principals as to how they conduct staff meetings. Participative management shall be the order in a school. In such meeting, every individual teacher of school can contribute and share their new ideas for school development openly and freely. In order to understand environment of staff meetings in urban, rural and hilly private un-aided schools, researcher has collected the data from the sample schools of

urban, rural and hilly un-aided secondary schools through in-depth interviews with school principals and senior teachers. The data has been tabulated after content analysis and categorized and tabulated in table no. 4.28.

Table no. 4.28: Conduction of Staff Meeting

Staff meeting conduction	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Open & free discussion in Staff meeting	17(85%)	34(85%)	10(83.33%)	20(83.33%)	13(81.25%)	26(81.25%)
2. Discussion is free & open but ideas are rarely implemented in schools	03(15%)	06(15%)	2(16.67%)	04(16.67%)	03(18.75%)	06(18.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the above table no. 4.28 that most of urban (85%), rural (83.33%) and hilly (81.25%) private un-aided secondary schools principals have conducted regular staff meetings and in the meetings, principals have initiated the agendas to the members of staffs meeting for open discussion. They discuss the agendas proposed by the principals and take the final resolutions. However, around 16% of urban, 16.67% of rural and 18.75% of hilly un-aided private schools principals allow the teachers to discuss the agendas freely but there is no guarantee that the final outcomes from the staff meeting will be implemented in the schools. The principals of these schools stated that teachers' ideas may be very good for the schools but ultimate decisions shall be that of the school management committee (SMC) members. Principals follow the instructions given by the SMC for the development of the schools. In few schools, teachers' ideas get discussed in the staff meeting but ideas seldom put into practice. As per the school principals, teachers' ideas are discussed in the staff meeting, principals assure its implementation but finally the SMC takes the final decision. School principals need to convey the importance of teachers' ideas for the development of students and schools and shall ensure participative management.

5. PROVISION FOR FURTHER STUDIES FOR STAFFS

Learning is a lifelong process and teachers have to do continuous learning for updating their knowledge and make better academic contribution. Teachers' interest in learning new knowledge is essential and schools shall provide such provisions to teachers for updating knowledge through further studies. In order to find out such facility for further studies of teachers in urban, rural and hilly private un-aided schools, researcher interviewed schools principals and senior teachers. The data have been content analyzed and categorized as per the themes and presented below in table no. 4.29 below.

Table no. 4.29: Provision for Further Studies for Staffs

Provision for further Study for teachers	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Teachers have facilities for further studies	05(25%)	12(30%)	----	----	01(6.25%)	02(6.25%)
2. Completed Master degree (4 teachers)	01(0.5%)	-----	----	-----	----	----
3. Staff have no facility for further study	14 (70%)	28 (70%)	12(100%)	24(100%)	15(93.75%)	30(93.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The above table reveals that in majority of schools (70% to 100%) irrespective of areas where they are located has no facility to provide opportunities to staff for any further studies. However in few schools of urban areas, some four teachers have pursued higher education during their teaching career in the respective schools. Only in very few schools of urban areas and in one school of hilly areas however, provision is there for staff to pursue higher studies and that majority of the urban, rural and hilly private un-aided schools have no facility for further studies to the teachers. Principals of these schools stated that their teachers were more engaged in the schools activities and therefore teachers did not get much free time for further study. If teachers were interested to join further study through distance learning mode then they may join but without hampering the schools duties. In schools, where teachers have been able to complete higher education, teachers of these schools said that they were satisfied with the facility offered to them by their schools and due to such facility they could complete their dream of further study. The principals of these schools replied that teachers need continuous updating of their knowledge therefore their schools have

given such opportunity to the teachers. Overall, it can be said that in most of the un-aided private schools in Manipur, teacher are not given the provision of further studies by the school authorities. It shall be initiated by the schools as said by principals of all the schools.

4.1.1.7 PROCESS OF COMMUNICATION IN THE SCHOOLS

Inter-staff communication; both vertical and horizontal are needed for knowing each other among the school staffs and for smooth functioning of a school. Therefore, it is the responsibility of the school authority to see that proper communication is there in their school. In schools, a message is passed on from either secretary or principal to staff members and it must be received correctly by staff members. Many a time school development is affected due to the communication barrier among the employees and school authorities and also among the staff within the schools. The data with regard to this aspect of management were collected from sampled school principals, secretaries and senior teachers and content analyzed. Here below the details about this are presented.

1. COMMUNICATION BETWEEN SCHOOL SECRETARY AND PRINCIPAL

Communication is one of the back bones of school organization. It plays an important role for smooth functioning of school. In school, management committee members need to follow an effective communication process with principals for each and every point of their schools. The school's progress can be grossly affected in case of certain barriers in communication between principal and SMC. The communication process followed between the SMC and principal were analyzed and presented here in table No. 4.30 below.

Table no. 4.30: Communication between School Secretary and Principal

Communication between School Secretary and Principal	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Communicate through phone	12(60%)	12(60%)	08(66.67%)	16(66.67%)	07(43.75%)	07(43.75%)
2. Communicate through Circular	08 (40%)	08 (40%)	04(33.33%)	08(33.33%)	09 (56.25%)	09(56.25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

The data presented above in table No. 4.30 reveals that majority of schools in urban areas (60%) and rural areas (66.67%), communication between the school secretaries and principals take place through land line phone and mobile phone. But in case of hill areas, the communication between both secretaries and principals take place mainly (56.25%) through written document/hard copy. However, communication through hard copy is also an important means of communication between school secretaries and principals in urban and rural areas schools. It may be because this is a traditional and reliable means of communication. On further enquiry, school secretaries said that it gives a clear message to all and there is no chance of miscommunication between them for performing any schools' task in any manner than written.

2. COMMUNICATION BETWEEN SECRETARY AND TEACHERS

It is a common practice that in private un-aided schools, the SMCs directly communicate with teachers for certain important works of their schools. The school principals are even bypassed by the SMCs. As can be seen in staff recruitment, in many schools, the SMCs directly appoint their staff and principals are even not consulted for that matter. In this regard, how the communication between these two are taking place in un-aided private school gain importance. Data about this was content analyzed and presented here in table No. 4.31 below.

Table no. 4.31: Communication between School Secretary and Teacher

Communication between Secretary and teachers	Urban		Rural		Hill	
	Secretary	Teacher	Secretary	Teacher	Secretary	Teacher
1. Through Principal to Secretary only	12 (60%)	24(60%)	04(33.33%)	08 (33.33%)	04(25%)	08 (25%)
2. Direct communication	08 (40%)	16 (40%)	8 (66.67%)	16 (66.67%)	06 (37.5%)	12 (37.5%)
3. Teachers meet secretary with prior permission	----	----	----	----	06 (37.5%)	12 (37.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the table no. 4.31 that the urban (60%), rural (33.33%) and hilly (25%) un-aided private schools secretaries have made a provision for school teachers to communicate with them through school principals. Secretaries of these schools said that first of all teachers have to share their matters with their principals

and then only teachers could meet them in case it is not resolved. School secretaries use to listen to the teachers' demands, suggestions, and problems and find out the solutions of the problems of teachers. However, in 40% of urban, 66.67% of rural and 37.5% of hilly private un-aided schools, secretaries have given permission to the teachers to contact them directly without any permission in advance. Similarly, 37% of hilly schools secretaries have given permission to the school teachers for direct meeting with them but teachers have to confirm in advance the availability of the school secretaries at the schools' office. In this way teachers could meet the school secretaries at their schools. It can be said here that school secretaries have a dominant role to play in school management of private un-aided schools of Manipur as they establish more of direct communication with their school teachers.

3. COMMUNICATION BETWEEN PRINCIPAL AND TEACHERS IN SCHOOLS

Principal of any school is the administrative head. S/he has to play an important role for communication of any message with teachers of his/her school. Principal needs to communicate clearly to the teachers so that there is less chance of misunderstandings about the intended message. Teachers also have to communicate with their principal for any message related to their jobs, school related matters and even their personal wellbeing. The data collected about principals and teachers communication in school set up was content analyzed and presented here below.

Table no. 4.32: Communication between Principal and Teachers of Schools

Communication between Principal and Teachers	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Fixed staff meeting on last Saturday of month & If urgent , issue notice	03(15%)	06 (15%)	----	-----	-----	----
2. Issue notice for any communication to be made	11 (55%)	22(55%)	02 (16.7%)	04 (16.7%)	06 (37.5%)	12 (37.5%)
3. Communicate verbally	06 (30%)	12(30%)	10 (83.33%)	20(83.33%)	10 (62.5%)	20 (62.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from the table no.4.32 that in most of the hill (62.5%) and rural (88.33%) schools, communication between principals and teachers take place verbally and it is one of the strong means of communication. Whereas in urban schools, the communication between principals and teachers take place through different means as

listed in the first column of the table i.e., month end Saturday meeting, issue of notices, and verbal communication between both. These schools principals stated that it was simple and easy means of communication in the organization therefore they have used it. It can be said here that irrespective of schools where they are located, communication between principals and teachers is taking place mainly through written notices and also verbally. Principals said that there is no problem in communication process between them and their teachers.

4.1.1.8 INCENTIVES & SALARY FOR TEACHERS IN SCHOOLS

Institution provides salary to its staffs which is a monetary reward for the kind of services staff members render at their institutions. In the educational institution, teachers render their services in the form of academic and non-academic activities at different levels and in return they receive monetary reward in the form of salary. Other incentives provided to teachers are in the form of promotion, recognition of their services in terms of giving certificates and praiseworthy words in different forums, and giving certain work facilities. In different un-aided private secondary schools in Manipur that are providing different salary packages to teachers are usually having headings like Basic, HRA, TA, and DA etc. Data was collected from the sample schools secretaries, principals and teachers through in-depth interviews related to criteria of salary, increment, bonus etc. and in latter phases Group Discussion was conducted with schools secretary and Principal of each sample school about the salary of teachers. The responses given by secretaries, principals and teachers of these schools are analyzed, coded, categorized, and presented below.

1. CRITERIA FOR PROVIDING SALARY TO STAFF

At the time of advertisement of vacant teaching post/s, usually schools authorities advertize the approximate salary to be given but few schools also mention the basic pay scale and other provisions to be provided. As there are different procedures of giving/fixing teachers' salaries in the private un-aided schools, the main thrust here is to understand as to how teachers' salary is being fixed in these schools. Data about this was collected from the sample schools' secretaries, principals and senior teachers through in-depth interviews. Followed by this, Group Discussion was conducted with school secretary and principal of each sample school related to teachers' salary. The data were categorized as the emerging themes and tabulated. Frequencies were

counted and its percentage calculated. The data have been presented in table.4.33 below.

Table no. 4.33: Procedures Followed for Fixation of Teachers' Salary

Criteria of Providing Salary to Teachers	Urban		Rural		Hill	
	Secretary / Principal	Teacher	Secretary /Principal	Teacher	Secretary / Principal	Teacher
1. Teaching experience and level of post	40(100%)	40(100%)	12(100%)	24(100%)	16 (100%)	32(100%)
2. Consolidated salary	19(95%)	38(95%)	12(100%)	24(100%)	14(87.5%)	28(87.5%)
3. Followed Basic salary prepared by school (Rs. 6000/-) (Rs. 17,000/ in hilly)	1(05%)	02(05%)	----	----	02(12.5%)	04(12.5%)
4. Satisfaction of staff with their salary						
a)Satisfied	---	30(75%)	---	18 (75%)	---	08(25%)
b)Not satisfied	----	10(25%)	----	04(25%)	---	24(75%)
5. Regularity of getting salary						
a)Regular	14(70%)	28(70%)	11(91.67%)	22(91.67%)	10(62.25%)	20(62.25%)
b) Not regular	06(30%)	12(30%)	01(8.33%)	02(8.33%)	06(37.5%)	12(37.5%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the table no. 4.33 that secretaries, principals and teachers (100%) of urban, rural and hilly un-aided private secondary schools have responded that their school offered salary to the teachers on the basis of their teaching experience and level of the post to which they are appointed. According to secretaries, principals and teachers of the sampled schools, 95% in urban, 100% in rural and 87.5% in hilly schools, teachers are given a consolidate salary that is decided for the teachers in Manipur by the SSC Board. It was taken into consideration by the SMCs and also as per the source of schools finance, they offer the salary to teachers. However, SMCs in 5% of urban areas and 12.5% of hilly areas schools offer the basic salary to the teachers. The secretaries of these schools have replied that their schools have sufficient sources of finance therefore they have given reasonable salary to their teachers. It can further be seen that 75% of urban and rural teachers are satisfied with the salary given to them by their schools and 25% of teachers are not satisfied with their salaries. The reverse is the case with hill region schools that 75% of their teachers are less happy with their salary and only 25% are happy with their salaries. About the regularity of salary disbursement, it was found that in 70% of urban, 91%

of rural and 62% of hilly schools, salaries to teachers are disbursed regularly as responded by principals, secretaries, and teachers. Only few of the schools (30% in urban, 8.33% in rural and 37.5% in hilly) stated that teachers' salary is disbursed irregularly by their schools. It can be stated here that teachers' salary in most of the schools are fixed on the basis of their qualifications and experiences. Most of the teachers are given consolidated salaries as decided by Manipur SSC Board and the teachers in majority are satisfied with the salary given to them although it is given on irregular basis in some schools. Payment of salary to teachers is one of the major expenses and the principals and secretaries said that they have been trying to pay the teachers regularly. However in certain cases there have been problems and they suggest that they shall regularize the disbursement of salary.

2. CRITERIA FOR PROVIDING INCENTIVES TO TEACHERS

Monetary reward is one of the most powerful stimuli to teachers for motivating them for better performance in school. In order to understand about incentives given to teachers, data collected from the sample school principals and teachers through in-depth interviews were content analyzed, categorized as per the emerging themes and tabulated. The data have been presented in table.4.34 below.

Table no. 4.34: Criteria for Providing Incentives to Teachers

Criteria for Providing Incentive	Urban		Rural		Hilly	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Produce Ranker in the Board Exam: Rank 1st -15 th or 80% marks in Board Exam. Rs.500/- to Rs.5000/-)	17(85%)	34(85%)	03(25%)	06(25%)	01(6.25%)	2(6.25%)
2. 100% attendances by teachers at school (Rs. 500/-)	01(05%)	02(05%)	---	----	----	----
3. No incentive given	02(10%)	04(10%)	09 (75%)	18(75%)	15(93.75%)	30(93.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

Table no. 4.34 reveals that majority of urban principals and teachers (85%) said that they have the provision of giving incentives to the teachers if their students obtained

rank 1 to 15 in Board examinations by obtaining 80% marks in their subjects. But only 25% of rural and 6.25% of hilly schools is offering such incentives to teachers. Such incentive ranges from Rs.500 to Rs. 5000/- across the schools. There is another kind of incentive that is offered in urban schools only i.e. 100% attendance at school by teachers. Teachers who have not used any CL throughout the academic session were eligible to receive this kind of incentive from the schools and an amount of Rs.500/- is given to them. However, majority of hill schools and rural schools (75% in rural, and 93.75% in hilly) have offered meager incentive or even no incentive for teachers' sincerity and devotion for their jobs. It can be said here that most of the urban schools have certain provision of incentives for the good teachers but in rural and hill areas such incentives are almost absent. School principals have understood the importance of incentives for their teachers however due to lacks of school sources of finance it is difficult to arrange incentives for their teachers. They suggest that they shall plan it in the coming years.

3. INCREMENT OF SALARY OF TEACHERS

The respondents; secretaries, principals and teachers of all sample schools of urban, rural and hilly private un-aided secondary schools said that their schools offer an increment of Rs. 200/- to Rs. 300/- each year to the teachers. Schools secretaries said that they have considered the sources and availability of finance and mostly give an increment of Rs. 300 every year to all teachers. In few of the schools, mostly the hill schools and urban schools, regular scale is given to teachers and the increment is as per sixth pay i.e., 3% of basic salary every year.

4. BONUS FACILITY IN SCHOOLS

All the respondents of the three areas; urban, rural and hilly said that in their schools, there is no bonus system in practice. Therefore in none of the urban, rural and hilly un-aided private secondary schools of Manipur, staff members get any bonus from their schools. Secretaries of the sample schools said that they have to consider the school financial viability for such a provision and therefore, it is not possible. Secretaries and principals felt that it is not essential to give bonus to teachers.

5. OTHER FACILITIES FOR STAFF IN SCHOOLS

In addition to the above provisions for teachers in a school, several other provisions can be made for teachers to keep their motivation level high and make them to work

efficiently for the excellence of a school. In this regard, data was collected from the sample school principals and teachers through in-depth interviews and analyzed qualitatively. Meaningful categories were arrived at. The data as per categories were tabulated and presented in table no.4.35 below.

Table no.4.35: Other Facilities Provided to Staffs by Schools

Facilities provided to teachers	Urban		Rural		Hilly	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Bus Service in urban schools only. One term fee for Staff's child in urban and rural	04(20%)	08(20%)	6 (50%)	12 (50%)	---	---
2. Rs. 25,000/ Teacher's Welfare Association	01(05%)	2(05%)	----	----	----	---
3. Teacher used 1 CL gets Rs 3000/, used 2 CL gets Rs.2500/, used 3 CL get as Rs. 1500/	01(05%)	2(05%)	-----	----	----	----
4. Lap top to the Subject Heads (HOD)	01(05%)	02(05%)	----	-----		
5. Free quarters for outstation teachers	----	-----	----	----	08 (50%)	16(50%)
6. No Provision for any Facility	13(65%)	26(65%)	06 (50%)	12(50%)	08 (50%)	16(50%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from the table no. 4.35 that 65% of urban, 50% of rural and also 50% of hill region un-aided private secondary schools' principals and teachers responded that their schools do not provide any facilities to the teachers. The other schools respondents said that schools of hill areas (50%) provide free residential facilities to their teachers. In very few schools (5%) of urban areas, the school principal is provided with Laptop facility to subject heads (Physics, Biology and Chemistry Dept.). In 20% of urban schools and 50% of rural schools, the teachers are provided with the facility of exemption of one term tuition fees for their children and free bus service for them to commute from school to home. These tuition fee and bus service facilities are not found to be there among the hill region private schools. In one school of urban area a unique facility is provided by the SMC to the teachers i.e. the school has a "staff welfare fund". From this fund, SMC sanction Rs.25, 000/- each year to the staff welfare association. Principal of the school stated that this amount is managed by the members of staff association only for their development. Another

facility in one of the urban school is that teachers are given Rs.3000/- if only 1 CL was used, Rs.2500/- if 2 CL was used and Rs. 1500/- if 3 CL was used in a year. Teachers who have not used even a single CL in an academic session are offered Rs.3500/- each year. Such facilities make teachers to be regular in school. It can be said here that in almost half of the un-aided private schools there is no other facilities for teachers. In the other half of the schools, some provisions like fee exemptions for wards of teachers, free bus service to commute from school to home, and residential facilities are available for teachers. Extra incentives give teachers a boost to be regular and sincere in their duties. However, principals feel that managing these facilities objectively is problem and to bring transparency, the school shall form a committee in their schools to decide about these matters.

4.1.1.9 FEEDBACK GIVEN TO TEACHERS

It is a natural tendency in all individuals to get recognition for the efforts put by them. It strengthens their zeal and motivation to work further. In schools, teachers are assigned different works and they carry out them as expected. Also, teachers on their own initiate many works to see that children develop their personality and innate potentialities are nurtured. When these efforts are recognized by school authority viz., principals and SMC, teachers get the moral boosting to do further works. In this perspective, the data was collected by the researcher from the sample school principals and teachers through in-depth interviews to find out the feedback process, nature of feedback, guideline given to teachers for bringing objectivity in providing feedback etc. The responses given by secretaries, principals and teachers of these schools were analyzed, coded, categorized, and presented below.

1. NATURE OF FEEDBACK GIVEN TO TEACHERS

Schools principals take rounds while the classes are on. They can supervise by entering any class and can guide the teachers. They can also check the notebook of any student as to how their study is progressing and how the home assignments and practical are being checked by teachers. This work is taken seriously by many of the principals in the private schools. The researcher on interviewing the teachers and principals found the following as presented in table no. 4.36 below.

Table no. 4.36: Nature of Feedback to Schools' Teachers

Nature of Feedback for Teachers in Schools	Urban		Rural		Hilly	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Appreciate good teaching of teachers	16 (80%)	32 (80%)	07(58.33%)	14(58.33%)	12(75%)	24(75%)
2. Appreciate teachers on good performance of students	02 (10%)	04 (10%)	----	-----	03(18.75%)	06(18.75%)
3. No feedback system	02(10%)	04(10%)	05(41.67%)	10(41.67%)	01(6.25%)	02(6.25%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from the table no. 4.36 that majority of schools principals and teachers (80% in urban, 58% in rural and 75% in hill) of un-aided private secondary schools have responded that their school principals appreciate good teaching by their teachers in their class rooms. Further, it can be seen that in 10% of urban and 18.75% of hilly schools, principals appreciate teachers for the good performance of their students and also for the up to date home assignments done by students. Principals of these schools said that examination results of the students was one of the quality indicators of teachers' work in the class and evaluating the randomly selected students' note books could identify the regularity and quality work of teachers. However, schools principals and teachers (10% in urban, 41.67% in rural and 6.25% in hill) have said that in their schools, the practice of providing feedback by principal is not yet practiced. It was seen that more number of rural schools principals have not given any feedback to their teachers as compared with urban and hilly schools. It can be said here that class room visit by principal and appreciating teachers for their good teaching is a predominant practice in un-aided private schools of Manipur. Principals of the sample schools suggested that giving feedback to teachers is essential and they shall make it a practice to visit classrooms when teachers teach and give feed back to teachers immediately.

2. GUIDANCE BY PRINCIPALS TO TEACHERS FOR IMPROVEMENT

Teachers perform different activities in school and in the process may face many difficulties and also commit mistake. In this process, principals have a role to improve the teachers in carrying out their duties as expected of them. This in fact is a part of

supervisory duty of principals and monitoring the school's activities. Principals generally meet individual teachers to guide them. They also give discourse in staff meeting for their improvement. The main thrust here is to understand this process. Data was collected from sample school principals and senior teachers through in-depth interviews to find out the nature of guidance provided by school principals. The data were categorized as per the emerging themes and tabulated. The data have been presented in table. No 4.37 below.

Table no. 4.37: Principals' Guidance to Teachers

Guidance given to Teachers by their principals	Urban		Rural		Hill	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Call teachers individually & provide guidance	18(90%)	32(80%)	02(16.67%)	04(16.67%)	08(50%)	16 (50%)
2. No guidance to any teacher	02(10%)	08(20%)	10(83.33%)	20(83.33%)	08(50%)	16(50%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be observed from the table no.4.37 that in majority of urban schools, principals call teachers individually to their office and provide them needed guidance as per requirements as said by 90% principals and 80% teachers of urban un-aided private schools. However in majority of rural schools, the principals (83%) and teachers (83%) said that in their schools there is no such provision of principals calling teachers to their office and provide guidance rather no guidance is provided by principals to teachers. In the hill region un-aided private schools, it was seen that in 50% of the schools, principals provide individual guidance and in 50% of the schools, there is no such provision was said by principals and teachers. It can be said here that urban school principals mainly go for individual guidance to teachers, half of hill region school principals provide individual guidance to teachers and the other half do not. In rural schools, there is no such provision of individual guidance in 83% of schools. School principals of rural areas suggested that this provision is a must for teachers' improvement and need to place it in their daily activities. The other schools in urban and hill areas also agreed to this system of managing.

3. FEEDBACK TO NON-PERFORMING TEACHERS

Teachers are expected to perform different kinds of activities in the schools and schools principals need to provide suitable feedback according to the individual teacher's performance. To find out the different types of feedbacks given to teachers,

data was collected from sample school principals and teachers through in-depth interviews to find out nature of feedbacks given to those teachers who do not perform school activity properly and those who perform it properly. The data were categorized as per the emerging themes and tabulated. Frequencies were counted and its percentage calculated. The data have been presented in table. No 4.38 below.

Table no. 4.38: Feedback to Non-performing Teachers

Feedback to Teachers Who do Not Perform Activity Properly	Urban		Rural		Hilly	
	Principal	Teacher	Principal	Teacher	Principal	Teacher
1. Warning given to teachers	02 (10%)	04(10%)	03(25%)	06 (25%)	07(43.75%)	10(31.25%)
2. Chance given to teachers for improvement	13 (65%)	26(65%)	----	----	----	----
3. No feedback given	05(25%)	10 (25%)	09 (75%)	18 (75%)	09(56.25%)	22(68.75%)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It has seen from the table no.4.38 that school principals and teachers (10% in urban, 25% in rural) have warned to the teachers who did not perform properly the school activities given to them. In hilly schools, principals (43.75%) and teachers (31.25%) have different responses in terms of giving warning to the teachers by the schools principals. Similarly, there is difference of responses of no action taken by the principals (56.25%) and teachers (68.75%) in the hilly sample schools. Only in the urban sample schools, principals and teachers (65%) have given chances to the teachers for improvement of their performance in the schools activities given to them. However, majority of the rural school principals (75%) and 25% of urban school principals and teachers have not taken any serious actions against those teachers who have not performed the schools activities properly. Principals of these schools stated that teachers are free to do their work by different means but their main aim is to complete the assigned tasks with satisfactory level. Principals and secretaries said that feedback is essential and should be given to teachers for satisfactory performance and otherwise.

4. RECOGNIZATION OF GOOD PERFORMANCE OF TEACHERS

It is an important duty of the school principal to understand and recognize teachers' good performance in the schools. There are many ways that school principals do this work. In the private un-aided schools, there may be typical ways to do this work. The

data about this was collected from the sample school principals and senior teachers through in-depth interviews. The data recorded in field reports were categorized as per the emerging themes and tabulated. The detail of this has been presented in table. No 4.39 below.

Table no. 4.39: Recognition of Teachers' Good Performance

Recognition of Teacher's Good Performance	Urban		Rural		Hill	
	Principals	Teacher	Principal	Teacher	Principal	Teacher
1. Announce teacher's name in staff meeting	17(85%)	34(85%)	04(33.33%)	04(16.67%)	02 (12.5%)	04(12.5%)
2. Announce Teacher's name in annual day of the school	02(10%)	04 (10%)	-----	-----	----	----
3. Allow to continue another 5 more years	01(5%)	02 (05%)	-----	-----	----	----
4. Less or no recognition of teacher's activities	-----	-----	08(66.67%)	20(83.33%)	14(87.5%)	28 (87.5)
Total	20 (100%)	40 (100%)	12 (100%)	24 (100%)	16 (100%)	32 (100%)

It can be seen from table no. 4.39 that majority of urban school principals recognize their staff in the staff meetings for their good performances as said by urban school teachers (85%) and urban school principals (85%). This is practiced only in one-third of rural private schools (responded by (33.33% principals and 16.67% teacher) and only 12.5% of hill region un-aided private schools (as said by 12.5% principals and teachers). In the rural and hill region un-aided private schools, there is almost no recognition of teachers for their good works as said by 66.67% principals and 83.33% teachers of rural schools and 87.5% teachers and principals of hill region schools. In one of the urban schools it was found that their teachers were asked to continue in service for another five years. Few schools of urban areas also have the provision that their principals declare the names of good performing teachers in the annual day of their schools. It can be said here that the urban schools mostly recognize their staff's good works in the staff meetings and annual day but many of the rural and hill region schools have no such provisions of recognizing staffs' good work. Principals suggested that teachers' reorganization can be done without spending money from schools. Principals can announce in the schools assembly name of teachers who sincerely perform school tasks.

CONCLUSION

From the detailed analysis of data about HRM of private un-aided schools, the following conclusions are derived about recruitment, staff development, tasks distribution, tasks specification, service rules, motivation, incentives and salary, communication and feedbacks.

A. RECRUITMENT

1. School authorities come to know about the vacant teaching positions when teachers resigned and inform school formally or when their schools start new divisions. The problems experienced by SMCs are that many teachers leave schools without informing them and also go on long leave with no communication. The SMCs felt that such a problem can be managed by having stringent service rules and official permission shall be a must if one goes on leave.
2. Personal contacts are one of the main ways and news papers are the second most used means of advertising vacant positions. The problems experienced by Principals/Secretaries are that newspaper advertisement is not helpful and therefore the solution is that they resort to personal contacts.
3. Principals and secretaries constituted the committees for selection of teachers. Subject experts as a requirement was least felt by the selection committees in all the regions. The problem experienced by principals is that subject expert is not included in the selection committee to recruit teachers. However, secretaries felt that they can select competent teachers without subject experts in the selection committee.
4. Telephone calls and interview call letters were used as the main means of communication to the candidates for their interviews. Interview call letters take more time to reach to the candidates and does not provide certainty that it reaches the candidates. Principals use telephone for better communication to the applicants.
5. Most of the schools follow walk-in interview as a procedure to save time. Many of the schools also follow the personal interview with demonstration lesson for selecting teachers. Secretaries and principals said that availability of trained subject teachers is a problem that they have experienced in this process. To overcome such a situation, SMCs allowed the section committee

members to arrange the interview according to the convenient time of the candidates.

6. In all sample schools, there were no specific guidelines from schools authorities to the selection committee members for selection of teachers. Secretaries told that members of selection committee are from the same schools and they are well aware of the basic guidelines to be used for teachers' interviews.
7. Schools in all the three areas have the practice of issuing appointment letters and ask them to join immediately. The appointment letters contain information like date of joining, salary, number of casual leaves in a year. However, the problems faced by the schools are that selected candidates do not join in time. SMCs inform to candidates to join immediately after their interviews.
8. It was found that none of the schools maintain any waiting list of the selected candidates. As the trained candidates are not easily available, selection committee members appointed teachers even if they are untrained.

B. STAFF DEVELOPMENT PROGRAMS

9. Principals and teachers together identify the main requirements of staffs' training; teaching methods and skills of teaching and use of ICT in all the three areas. In some schools, this is not done by principals and they feel it necessary to be done.
10. Schools in all three areas use different norms for sending teachers outstation training activities. In spite of following different norms for staffs to attain outstation activities, many teachers find difficulties for attaining staff development activities organized by SCERT, and NCERT, CBSC. SMC members need to have more provisions and need to encourage their teachers for attaining outstation staff development activities.
11. Mostly urban and hilly schools arranged staff development activities for inexperienced and un-trained teachers either outstation or inside the schools for one or two days in year. Principals use to invite experts from SCERT of Manipur and faculty members of B.Ed. colleges, and Christian missionary from USA for conducting training inside the schools. The sample schools have sufficient facilities for organizing such activity but hill schools find difficulty to send staffs outstation programs. They feel that they can organize more in

house training in their schools. Few school principals irrespective of regions have organized less number of staff development activities but they expressed that they want to plan outstation staff development activities in coming years in their schools.

12. More rural and urban schools have the provisions of duty leave for teachers and this provision is very meager in hill region schools.
13. After attending out-station programs, sharing knowledge and skills among colleagues in schools in all the three regions is a common practice.

C. TASKS DISTRIBUTION AMONG THE SCHOOLS' TEACHERS

14. Most of sample schools irrespective of areas of their location, follow the process of allotting tasks by considering the experience and ability of the teachers but sometime they give tasks "on the spot" because of urgency of the situation.
15. Guidelines are provided to teachers to carry out their tasks as per their needs and difficulties. But few teachers have faced problem of not getting sufficient guidelines from their principals. The principals of these schools felt that their teachers are experienced and are capable to perform their tasks independently.
16. Most of the principals do not face any problem of task distribution among teachers although few teachers have faced problems of tasks overlapping. Such problems are solved by sharing their overlapping tasks with senior teachers.

D. TASK SPECIFICATION OF TEACHERS

17. Majority of teachers irrespective of their subject specializations, have been given other subjects to teach by their principals. Teachers find difficulty to do justice and teaching quality suffers. Principals said that they do not have choice but they feel that senior and experienced teachers shall be chosen to take up such tasks.
18. Few schools principals give non-teaching works to teachers and as a result of that quality of teaching works suffer in schools. School principals said that during crisis, they have to do it to manage the schools. But they feel that such tasks shall be done by non-teaching staffs.

19. Most of the school teachers have no problem in doing tasks that are not a part of their duties as they felt that they have to support the school management.

E. SERVICE RULES FOR STAFFS IN SCHOOLS

20. Fifty percent of the urban private schools have written rule book and but rural and hill areas' schools provide these rules either verbally or in the appointment letters of teachers. It was suggested by principals that SMC shall provide specific service rules to teachers to avoid problems.
21. In urban areas, school authorities have taken stringent action on teachers who do not follow schools' service rules. But in other areas, schools are managed by creating mutual understanding between school authorities and staffs.

F. TEACHERS' MOTIVATION IN SCHOOL

22. Most of urban and hill areas school principals recognized their teachers' innovative works. Rural school principals do not recognize their teachers' innovation. Principals shall listen to their teachers' innovative ideas and recognize them so that they can bring positive change in schools.
23. Most of urban school principals have given awards to teachers for their contributions. Majority of rural and hilly schools have not started award system for their teachers. School authorities think that it is a duty of their teachers to be punctual and teach well to students. So, they do not think it is needed to award teachers.
24. Majority of school principals in all areas have maintained good working environment in their schools. Principals sometimes experience that there are differences of opinions among the staff members on certain matters and such situations have created difficult situation among the staff members for maintaining good working environment in their schools. Principals said that it is their duty to resolve such differences of opinions among teachers.
25. Most of the school principals have allowed their teachers for open discussion in staff meetings. Principals said that their teachers' ideas may be good for the schools but ultimate decisions were taken by the SMC members and that decisions are to be followed by school principals.
26. Few sample school authorities have offered facilities for further study to their school teachers. But most of sample schools have not given such opportunity

to their teachers. The Secretaries and principals felt that they shall provide provision for further study to their teachers.

G.PROCESS OF COMMUNICATION IN SCHOOLS

27. Communication between secretaries and principals is mostly through phone calls. They are also communicated through hard copy between them as it gives clear message to all and can be preserved.
28. School secretaries have a dominant role to play in school management. They establish more of direct communication with teachers. Most of teachers are not permitted to communicate directly to school secretaries. There shall be no barrier of communication in schools between teachers and school secretaries as viewed by them.
29. Irrespective of schools in different locations, communication between principals and teachers take place mainly through written notices and also verbally. Principals said verbal communication is an easy and faster means of communication.

H. INCENTIVES & SALARY OF TEACHERS IN SCHOOLS

30. Teachers' salary in most of the schools is fixed by SSC Board on the basis of their qualifications and experiences. Majority of teachers are satisfied with the salary although it is given on irregular basis in some of the schools. Principals experience crisis of finance in their schools and there by teachers' salary is not given timely. They suggest that SMC shall ensure sufficient finance for smooth functioning of schools.
31. Most of the urban school principals have certain provision of incentives for the good teachers but in rural and hill areas, such incentives are almost absent. Principals face this problem due to lack of schools finance and it is difficult to provide more incentives to teachers. Principals of schools having no such provision said that they would plan such incentives for their teachers in future.
32. In few of the schools, mostly hill and urban schools, regular scale is given to all teachers and the increment is as per Sixth Pay Commission i.e., 3% of basic salary every year. But most of the teachers in all sample schools are given consolidate salary. SMCs said that it is due to lack of sources of finance.
33. In all three areas, there is no bonus facility for teachers. Principals felt positively about such facility to be given to teachers but due to shortage of

schools' finance, school authorities find it difficult to provide bonus to their teachers.

34. Almost half of sample schools do not have additional facilities for teachers. In the other half of the schools, some provisions like tuition fee exemptions for children of teachers, free bus service to commute from school to home, and residential facilities are available for outstation teachers.

I. FEEDBACK GIVEN TO TEACHERS

35. Sample school principals give feedbacks to their teachers after visiting and observe the classes. Few principals do not provide feedback to their teachers in any forms. They would plan it their teachers in the coming years as suggested by them.
36. Around half of urban and hilly school principals provided guidance to their teachers individually. Whereas majority of rural school principals do not provide guidance to their teachers. School authorities and principals shall try to provide suitable feedback to their teachers for their encouragement.
37. Majority of the rural school principals and few of urban school principals do not take any serious actions against teachers who do not perform school activities properly. Principals said that their teachers shall perform their work up to satisfactory level and in case of non-performance suitable actions shall be taken.
38. Most of the urban school principals have recognized their staffs' good works by announcing teachers' names in the staff meetings and schools' annual day. Principals of rural and hill region schools have no such provisions of recognizing staffs' good work. All the principals agreed that it is better to recognize the good works of teachers in schools to enhance the motivation of teachers.

SECTION – II

4.2.1.0 FINANCE MANAGEMENT

Finance is one the most important domains for smooth functioning of any school especially the private un-aided schools. Private un-aided schools do not receive any financial grant/aid from Govt. Thus, it is necessary to understand about the management of finance of un-aided private schools. What are the sources of schools finance? How does it plan for each year's budget? How long term financial plan is made? And, how plans are implemented to achieve the objectives and mission of school? Here below, the details of finance management related to such questions of private un-aided schools in Manipur is presented.

4.2.1.1 BUDGET PREPARATION IN UN-AIDED PRIVATE SCHOOLS

Private un-aided schools are established with specific missions and in order to achieve the missions, SMC members need to do systematic schools' finance planning. Therefore, data were collected from the secretaries and principals of 48 sample schools through in-depth interviews to understand the process of school finance. In-depth interview was followed by group discussions with both the school secretary and principal of respective schools. The field notes were prepared after the in-depth interviews and group discussions. All the field notes were content analyzed and data were coded, tabulated and presented below in Table No. 4.40.

Table No. 4.40: Process of School Budget Preparation

Budget provision in schools	Urban		Rural		Urban	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Budget is prepared in different headings	15(75%)	06(30%)	05(41.67%)	05(41.67%)	10 (62.5%)	02 (12.5%)
2. Budget is prepared depend on Priority	05(25%)	-----	07(58.33%)	-----	06 (37.5%)	-----
3. Principals not involved in budget preparation	-----	14(70%)	-----	07(58.33%)	-----	14 (87.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from table no. 4.40 that in most of the private un-aided schools, the secretaries (75% in urban areas, 62% in hilly areas and 41.67% in rural areas) said that they prepare schools' budget as per the headings that are generally followed

every year. This was also said by very few of the school principals who are involved in budget preparation (30% in urban areas, 41.67% in rural areas, and 12.5% in hilly areas). It is noted from the table that in most of the schools irrespective of areas, school principals are not involved in budget preparation (70% in urban areas, 58.33% in rural areas, and 87.5% in hilly areas). They are asked to prepare tentative school budget and submitted to the School Management Committee. After the principals submitted the tentative school budgets to SMC, the SMC meet and finalize the budget submitted by principals. It is also observed that urban schools budgets are planned more on different headings than the hilly and rural schools. It can be said here that the school budgets are prepared by the SMCs and mostly the school principals are not involved in budgeting. It is generally prepared by the school secretaries by following the budget headings that are generally followed every year. Only in few schools, it is found that budget is prepared by looking into certain priorities areas of the school. It is due to crucial financial resources, the SMC directly prepare budget and depends little on principals.

4.2.1.2 BASES OF BUDGETING

It is necessary to consider the various requirements of a school when budget is prepared by the SMC members. On the basis of requirements, budgets are finalized for a fiscal year. It is also essential to consider the deficit of previous year. Further a budget depends on the experience and wisdom of persons in budget preparation. Here below an attempt has been made to understand as to how these budgetary bases work in preparing budget of un-aided private schools. The data about this have been collected from the sample schools' secretaries and principals through in-depth interviews and group discussions and presented below after content analysis and coding the data from the field notes.

1. FINANCIAL NEEDS IN SCHOOL

SMC members need to have a detail finance requirements of their schools. The principal is the person who is supposed to have this clear understanding of the school finance requirements. So, what are the expected expenditure and miscellaneous expenditure of schools for the year is supposed be provided by him. The data about this have been presented in table no. 4.41 below.

Table no. 4.41: Financial Requirements as basis of School Budget

Financial requirements as basis for budgeting	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Financial requirements as assessed by School principals	15(75%)	06(30%)	05(41.67%)	05(41.67%)	07(43.75%)	2(12.5%)
2. No considerations of financial requirements and assessment by principals	05 (25%)	-----	7 (58.33%)	-----	09(56.25%)	-----
3. Principals not involved in budget preparation	-----	14 (70%)	-----	7 (58.33%)	-----	14(87.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be seen from above table no. 4.41 that for preparation of school budgets in rural (41.67%) and hilly region (43.75%), schools consider the financial requirements as assessed by the principal as the basis and in urban schools it is also one of the important criteria as stated by 75% of the school secretaries. In majority of rural and hilly region schools, financial requirements are not considered by them to prepare school budgets. It is noted that school principals are not even asked to carry out any such task of financial requirements for their schools (70% in urban areas, 58.33% in rural areas and 87.5% in hilly areas). On further enquiry, it was stated by the secretaries that they could plan and manage schools' finance better without asking school principals. It was noted that principals are not asked about the financial requirements and SMC felt that it is not needed.

2. CONSIDER FINANCIAL DEFICIT OF LAST YEAR

SMC members consider previous year financial deficit to avoid further financial deficits in any budgetary heads. So, proper estimation of expenditure in a head of budget is essential to prepare a sound budget. Data about this have been presented in table no. 4.42 below.

Table no.4.42: Considered Previous Year Financial Deficit in Current School Budget

Consider previous year deficit for current year budget	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Consider previous year deficit	15(75%)	03(15%)	05(41.67%)	03(25%)	07(43.75%)	02(12.5%)
2. No consideration of previous year deficit	05(25%)	03 (15%)	07 (58.33%)	02(16.67%)	09(56.25%)	----
3. Cannot say as not involved in budget preparation	-----	14 (70%)	-----	7 (58.33%)	-----	14(87.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be seen from the above given table no. 4.42 that majority of urban schools consider previous deficit in budget preparation as said by 75% of schools secretaries. They said that it helps the SMC members in thinking about better preparation for current school budget. This was also supported by the participating principals (15% of urban, 25% of rural and 12% of hill). But in many of the schools, mainly in rural and hilly regions, the school secretaries said that they do not consider last year deficit to prepare budget for the current year as responded by one-fourth of urban school secretaries, 58.33% of rural school secretaries and 56.25% of hilly region school secretaries. They said that their schools have limited sources of finance and sometime financial irregularity occurred in schools. Therefore, many times SMC members have managed the schools budgets with the available schools finance. It is also noted that majority of sample schools principals (70% in urban, 58% in rural and 87% in hill) were not involved in the schools budgets preparation by the schools authorities. As per the schools secretaries, it is the duty of the schools principals to implement the school budgets which are planned by them and s/he is not a party in the budget preparation and to say about the deficits. They only consider the deficit and need of overcoming the same in the ensuing budget. School secretaries said that that they try to look into deficit of last year and the budgetary heads that are followed to prepare budgets.

3. PERSONS INVOLVE IN BUDGET PREPARATION

It is the responsibility of SMC members to decide the person/s to be involved in schools budget preparation. Systematic planning of budget is possible when people with experience and knowledge are involved. In this regard, data collected from the sample schools secretaries and schools principals through in-depth interviews and group discussion was conducted. The data were categorized as per the contents and tabulated. Frequencies were counted and its percentage calculated. The data have been presented in table.4.43 below.

Table no.4.43: Persons Involve in School-budget Preparation

Persons Involved in Schools Budget Preparation	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Only SMC members	14 (70%)	-----	7 (58.33%)	----	14 (87.5%)	-----
2. SMC asks Principal to submit tentative budget	06 (30%)	06 (30%)	5(41.66%)	5(41.66%)	02 (12.5%)	02 (12.5%)
3. Principals are not involved	-----	14 (70%)	-----	7 (58.33%)	-----	14(87.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from the above table no. 4.43 that in majority of the un-aided private schools of Manipur irrespective of geographical location, budgets are prepared by the SMC member only (70% urban, 58.33% rural and 87.5% hill). However, in few schools secretaries and principals said that principals of the schools are asked to submit a draft budget (30% urban, 41% rural and 12.5% hill) and the SMC considers the same to prepare the final budget for the year. Schools secretaries of these schools said that principals are the actual implementer of the budgets and therefore their suggestive schools' budgets are also important for the final preparation of the budgets. But majority of the school principals (70% -urban, 58.33% -rural and 87.5% - hill) were not involved in the schools' budget preparation. It can be said here that school financial budgets are prepared mainly by SMCs without involving school principals in most of the schools irrespective of geographical locations. However, in some school principals are asked to submit their provisional budgets and that is considered by the SMC to consider for its finalization. School authorities can include few experts on budget preparation they would guide in different areas and better preparation of school budget.

4.2.1.4 SOURCES OF SCHOOL FINANCE

In order to generate finance, school collect fees from students, donations from people in terms of charity, investment and interests from deposits, and earning from renting resources etc. How the fees are collected, how donations and by other means money is raised, how financial irregularities if any are solved are the basic thrust of finance management. The data collected data from the sample school secretaries and principals through in-depth interviews and group discussions are analyzed and presented here.

1. TUTION FEES AND OTHER SOURCES OF FINANCE

Various sources are tapped by schools for generating finance. Here below the data regarding this has been presented.

Table no. 4.44: Tuition Fees and other Sources of Schools' Finance

Sources of Finance	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Tuition Fees	11(55%)	11(55%)	10(83.33%)	10(83.33%)	09 (56.25%)	09(56.25%)
2. Tuition Fees & Donation	06 (30%)	06 (30%)	01 (8.33%)	01 (8.33%)	07 (43.75%)	07(43.75%)
3. Tuition fees & Loan from Bank	03(15%)	03(15%)	01(8.33%)	01 (8.33%)	-----	-----
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from the above table no. 4.44 that all the schools collect tuition fees from students and that is one of the major sources. Little more than half of the urban and hill region school secretaries said that they collected only tuition fees from students and that is the only resource (55% of urban and 56.25% of hill). But the rural school secretaries said that this is the only resource collected in their schools (83.33%). There are few school secretaries and principals (30% of urban, 8.33% of rural and 43.75% of hill) of un-aided private sample schools who get schools' finance from not only students' fees but also donation from the society members. It has seen that hilly schools have received three to five hundred dollar as donation every three months from the Christian missionaries. In one of the rural schools, which is managed by an NGO, gets some fund from NGO because the NGO received fund from the Ministry of Social Welfare Govt. of India. Similarly, in urban schools also, local

volunteers have donated some amount to schools. On the other hand, around 8.33% in rural and 15% in urban Schools Management Committee members' have taken Loan from the local Bank apart from student tuition fees. Schools authorities said that they have taken loan from local Banks when new schools building were constructed and sometime to meet financial deficits. It can be said here that most of the private un-aided schools get their financial resources from tuition fees and only some of them collect finance from donations and loan from banks.

2. COLLECTION OF TUITION FEES

As students tuition fees is the main sources of schools' finance, it is important to collect fees regularly by the schools authorities. Each sample schools may adopt different ways to collect the students' tuition fees. The data about this have been tabulated after content analysis of the field reports of in-depth interviews and presented in the table No. 4.45 below.

Table no. 4.45: Process of Tuition Fees Collection at Schools

Process of tuition fee collection at schools	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Tuition Fees Collected monthly at schools	13 (65%)	13 (65%)	12(100%)	12(100%)	16(100%)	16(100%)
2. Tuition Fees deposited to Bank Quarterly	07 (35%)	07 (35%)	----	-----	----	-----
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

The data presented in table no. 4.45 reveals that most of the schools in all over Manipur collect tuition fees from students on monthly basis (65% urban areas, 100% rural areas and hill areas) as said by both secretaries and principals. Only in 35% of the urban schools, tuition fees are collected on quarterly basis. It is also seen that schools have allowed the parents to pay their wards' tuition fees by paying at the school office or Bank. On further enquiry, many of the school secretaries said that many parents have found inconvenient to pay their wards' tuition fees on time at the schools so alternative arrangement is made that they can pay their wards' tuition fees at the bank. However, the principals and secretaries (100%) of rural and hilly schools said that students' tuition fees are collected at the schools office each month. None of the rural and hilly schools have the facility of paying students tuition fees at the Bank, because in rural and hilly area bank facilities are very poor. It can be said here that in

most of the private un-aided schools of Manipur, tuition fees are collected on monthly basis and directly at the school office.

3. PROBLEM OF SOURCES OF SCHOOL FINANCE

Private un-aided schools dependent on the students' tuition fee as the main source of income for school. Other sources are the interest earned from deposits, donations from charitable organizations and other sources like bank loan etc. It is the responsibility of the SMC members to see that school has sufficient financial resources. So, how the un-aided private schools ensure finance and manage their schools is important to understand. The collected data about this have been presented here below in table no. 4.46.

Table no. 4.46: Problem of Sources of School Finance

Problem Sources of School Finance	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Irregular payment of tuition fees	14 (70%)	17(85%)	09(75%)	12(100%)	09 (56.25%)	14(87.5%)
2. Loan received lately from bank	03(15%)	----	01(8.33%)	-----	-----	-----
3. No Problem of sources of school finance	03(15%)	03(15%)	02 (16.67%)	-----	07 (43.75%)	02(12.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be noted from the table no. 4.46 that in majority of the un-aided private schools, there has been irregular payment of fees by students' parents as said by 70% secretaries of urban areas, 75% secretaries of rural areas and 87.5% secretaries of hill areas. This view was also supported by majority of the principals from the respective schools. Few of the secretaries also said that their schools apply for Bank loans but that is also received very late by them (15% in urban areas, 8.33% in rural areas, and in hill areas there is no such instance). Few of the schools in all the areas said that they have no problem of financial resources in their schools (15% in urban areas, 16.67% in rural areas, and 43.75% in hill areas as said by their secretaries. It can be said that most of the schools irrespective of areas have the problem of tuition fees collection from the students' parents. The Bank loans applied by them are not

received in time and only few schools said that they do not have any financial problem.

4. SOLUTION OF FINANCIAL PROBLEMS

Financial irregularity is a major problem in many of the schools. SMC has to find out the means to solve problems related to any financial irregularities. Data from the sample school secretaries and principals through in-depth interviews were collected about the solutions of problems related to school financial irregularity. Group discussions were also conducted with them about the solution of financial irregularity. The data were categorized and the themes were codified and tabulated. The data have been presented in table.no.4.47 below.

Table no. 4.47: Solving the Schools Financial Problems

Solving the problems of School finance	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Send reminder circular to parents for late payment of tuition fees	06 (30%)	06(30%)	06 (50%)	9(75%)	09(56.25%)	14(87.5%)
2. Reminder letters sent to parents that exam admit card will not be issued if parents do not pay due tuition fees.	05 (25%)	05 (25%)	----	----	---	---
3. Send reminder letter to banks to release their loan amount on time	03 (15%)	-----	01(8.33%)	----	---	--
4. Secretaries' personal finance and schools reserved fund use in emergencies	03 (15%)	----	----	----	---	---
5. Staff salary is delayed	-----	06(30%)	03 (25%)	03 (25%)	----	----
6. Schools have well managed the schools' finance	03 (15%)	03 (15%)	2(16.67%)	-----	07(43.75%)	02(12.5%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be seen from the table no. 4.47 that few urban, rural and hilly private un-aided schools have no financial problems as said by the school secretaries (15% of urban, 16.67% of rural and 43.75% of hill region schools). However many of the schools have faced financial problems due to irregularity of students' tuition fees and late release of loans by local banks. In urban un-aided private schools, 30% secretaries

and principals, in rural schools, 50% secretaries and 75% of principals, and in hilly schools, 56.75% of secretaries and 87.5% of principals have stated that they have sent reminders letters to parents for payment of their children's tuition fees in time. It has also been noted that only in the urban schools, principals have sent reminder letters to parents with the remarks that their wards will not be issued examination admit card if parent do not pay their tuition fees on time. However, in rural and hill schools, principals have sent reminder letters to the parents for payment of tuition on time. Few urban areas and rural school secretaries have sent reminder letters to bank and request them to release their loans in time and hilly schools have not taken any loan from the bank. School secretaries (15%) of urban schools have used their personal finance and school reserve funds whenever their schools faced any financial uncertainty. In rural (25%) and urban (30%) areas' schools, secretaries and principals have delayed the payments of salaries to staffs in case of financial crunch. More hilly school secretaries (43.75%), urban school secretaries (15%) and 16.67% of rural schools have managed the schools' budget with the existing schools' finance. However, it can be said that most of the un-aided private sample schools have faced financial problems. Rural schools and hill region schools mainly followed the process of reminding parents for tuition fees and examination fees payments on time. The urban schools have been also following these means and also certain other means like use of reserve fund and personal money by the secretaries.

4.2.1.5 PROBLEM REGARDING SCHOOL BUDGETING

Budget preparation is one of the main tasks of SMC members. It is an annual activity and has to be done carefully as per the needs of the schools. As per the budget, money is collected/generated and spends. It needs the intelligent and foresightedness of the secretaries, president and all members involved in the process. Here below, the problems faced by un-aided private schools in Manipur are presented for understanding this process. Data from the sample of urban, rural and hilly un-aided private secondary schools were collected to study the budgeting problems by in-depth interviews and group discussions with the secretaries and principals of the sample schools. The responses were content analyzed, coded, categorized, and tabulated in the following tables.

1. PROBLEMS OF BUDGET PREPARATION AND ITS PROBABLE SOLUTIONS

Un-aided private schools face financial problems due to improper budgeting. If all the requirements of a school are met properly in a financial year, then only one can say that the budget was prepared well. If a school faces lot of financial problems to carry out its tasks, then one can say that the school budget was improper. To prepare a proper budget, experience and wisdom are essential requirements for the personnel viz., the secretary, president, principal, and the SMC members. Here, the researcher has presented the problems that are faced by the un-aided private schools of Manipur with regard to budget preparation. Further, how the problems can be solved, are also presented from the perspectives of secretaries and principals of the sample schools.

Table no. 4.48: Problems of Schools' Budget Preparation and its Solutions

Problems of Schools Budgets	Solution of Schools Budget	Urban		Rural		Hill	
		Secretary	Principal	Secretary	Principal	Secretary	Principal
1. No problem during budgeting as they have all qualified and experience members	----	03 (15%)	03(15%)	2(16.67%)	----	7(43.75%)	02(12.5%)
2. Shortage of schools finance & difficult to allocate finance in different headings	Experts on budget are needed; and allocate finance on need base (priority)	11 (55%)	03(15%)	-----	-----	----	-----
	Decided staffs salary less; Take up priority bases of works of school	-----	-----	09 (75%)	5(41.66%)	-----	-----
	Try to plan the budget with existing schools' finance; Looking for sources of finance from donor	-----	----	-----	-----	9 (56.25%)	-----
3. Deficit of previous years	Secretary contribute personal finance	03 (15%)	-----	-----	-----	----	-----
	Look for loan from private bank with low interest	03 (15%)	-----	1(8.33%)	-----	----	-----
4. Not involved in budget preparation		----	14 (70%)	-----	7(58.33%)	-----	14(85.75%)
Total		20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from the table no.4.48 that few schools in urban, rural and hill region have no problem during school budget preparation as said by their secretaries (15% -urban, 16.67% in rural and 43.75% - hill) un-aided private secondary schools. However, majority of schools across Manipur irrespective their regions have been facing problems during budget preparation. It was mainly because the inadequate amount of funds available with their schools and they find it difficult to allocate the limited funds in different headings. These schools secretaries and principals said that their SMC members are not qualified and experienced in budget preparation (said by 55% of secretaries and 15% principals of urban areas, 71% secretaries and 41.66% principals of rural areas, and 56.25% of secretaries of hill areas). These people perceived that they face the budgeting problems because their people are not only inexperienced but also they have lack of financial resources. The urban school secretaries and principals said that they can solve the budgeting problems by having experts in their budgeting process and shall prioritize their needs. Rural schools have said that they solve their budgeting problems by allocating their limited resources and take up school works on priority basis. The hill region schools secretaries have said that they can solve their budgeting problems by using their limited resources and shall look for donors. Few urban school secretaries said that they have a deficit budget and shall come forward with their personal resources to finance schools during crisis and some rural schools secretaries said that they shall go for bank loans to prepare sound budget. It can be said here that many of the schools face the problems of budgeting because of inexperienced people in the SMC and they find it difficult to prepare budget because of limited resources across regions in Manipur.

2. PROBLEMS AFTER SCHOOL BUDGETING AND IT'S SOLUTIONS

SMC members need to plan the schools budgets minutely with experience & knowledgeable persons to avoid budget problems of schools as revealed above. As it was further found that there are some pertinent problems during budgeting in all the un-aided schools in different regions, here an attempt has been made to understand as to what are the problems faced after the budget is prepared i.e., during implementation. Data was collected from the sample schools secretaries and schools principals through in-depth interviews. Further group discussions with them were held about probable solutions for smooth implementation of school budget. The responses

given by principals and secretaries were content analyzed, coded, categorized, and tabulated in table No. 4.49 below.

Table no. 4.49: Problems in Implementation of School Budget and Solutions

Problems After Schools Budgeting	Solution after budgeting	Urban		Rural		Hill	
		Secretary	Principal	Secretary	Principal	Secretary	Principal
1. No problem after budgeting	----	03 (15%)	03(15%)	02(16.67%)	-----	07(43.75%)	02(12.5%)
2. Minor expenses are not included in the budget.	Need to maintain all the bills/vouchers and need budget re-appropriation	08 (40%)	03(15%)	----	02(16.67%)	---	----
3. Excess expenditure beyond budget; irregular collection of fees; drop out of students without paying fees; Payment of staffs salary sometimes delayed,	Proper estimation of expenses and allocation accordingly. Strict implement of budget; Send a circular to parent for regular fees; Issued certificate after clear due of tuition fees	09 (45%)	09 (45%)	07(58.33%)	07 (58.33%)	09(56.25%)	9(56.25%)
	Collection of fees half yearly with some concession	----	05(25%)	03(25%)	03 (25%)	----	5(31.25%)
Total		20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from table no. 4.49 that schools secretaries (15% urban, 16.67%-rural and 43.75% hill) of un-aided private secondary schools said that their schools did not face any problems after school budgets for its implementation. SMC members plan the school budgets by having the main headings and allocate the available finance resources. As per the responses of secretaries, these schools have sufficient school finance and have no problem. However, majority of un-aided private schools have been facing the problems of finance after the school budgets are planned by the school authorities. Many of the urban un-aided schools (as said by 40% of secretaries and 15% of principals) have the problem of non-allocation of finance for small expenses and they face the problem of adjusting such expenses. They said that there should be some budgetary provisions of adjusting such bills or some miscellaneous headings find a place in budget. Such small vouchers and bill are to be maintained by

them and especially they make efforts for such bills to be re-appropriated. This was the case with few rural schools as said by the school principals (16.67%). Another major problem as said by both secretaries and principals from all regions is that they spend more amount than the allocated budget (45% secretaries and principals of urban areas, 58.33% of the secretaries and principals of rural areas, and 56.25% of secretaries and principals of hill areas schools). Such a problem, they said can be solved only by implementing the budget strictly and proper estimation of the expenses and allocation of budget accordingly. Irrespective of schools' areas of location, the secretaries and principals said that post budgetary problems can be solved amicably by collection of fees regularly. Delayed payment of salary to staffs and checking students' dropouts are also important means to ensure sound finance. It can be said that only in case few schools of urban areas, post budget have no problem. But in case of majority of schools in all areas, collection of finance from different sources can only solve their problems. Another problem in many of the schools is the justified allocation of finance in different headings of budget.

4.2.1.6 AUTONOMY OF USING SCHOOL FINANCE

Private un-aided schools can progress when its finance is used properly by following the guidelines available in the schools. In managing the finance, whether the SMC has given any freedom i.e., use money the way a principal wants to use for school. To understand this very problem, data were collected from the sample schools' secretaries and principals through in-depth interviews and group discussions. The data collected are analyzed and presented under different sub-headings here below.

1. GUIDELINES FOR PRINCIPAL TO USE SCHOOLS' FINANCE

SMCs in many schools prepare some guidelines for the use of finance by their principals. Here an attempt has been made as to what guidelines are there in place for such matters. Data was collected data from the sample schools secretaries and principals through in-depth interviews and group discussions to find out the provision of using the schools' finance by the principals. The data were analyzed and presented in table.4.50 below.

Table no. 4.50: Provision for Principals using Schools' Finance

Provision for principals to use Schools finance	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. Principal can use school money without permission of SMC	05(25%)	05(25%)	2(16.67%)	02(16.67%)	04(25%)	04(25%)
2. Principal can use school money with permission of SMC	15(75%)	15(75%)	10(83.33%)	10(83.33%)	12(75%)	12(75%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be observed from table no. 4.50 that across Manipur in un-aided private secondary schools in different areas, the schools in large majority have the provisions for the school principals to use money of the schools with the due permission of the SMC (75% urban and hill areas, and 83.33% rural). But in some of the schools the principals can use of schools' finance without the permission from the SMC (25% in case of urban and hill areas and 16.67% in case of rural areas). On further enquiry it was found that principals are the main users of money and it is these people who have to see that all requirements of the schools are fulfilled. Moreover, the SMCs also do not come in the way of school finance use but acts as facilitators. It can be said here that school principals in almost all the schools irrespective of their areas can use school financial resources and there is absolutely no problem. Schools management committee members think that principals are the right persons to take the correct decisions of their school finance and they shall be given certain power to facilitate academic development of students where finance is needed.

2. GUIDELINES FOR USING SCHOOLS' FINANCE BY PRINCIPALS

SMC members may have guidelines for the school principals for using schools' finance. Schools finance may be used either by principals or management members for the development of schools. Data collected about such guidelines are presented here below as said by principals and secretaries.

Table no. 4.51: Guideline for Using Schools' Finance to Principals

Guideline for Principal to Use School Finance	Urban		Rural		Hill	
	Secretary	Principal	Secretary	Principal	Secretary	Principal
1. No Specific guidelines given to principals	15(75%)	15(75%)	10 (83.33%)	10 (83.33%)	12(75%)	12(75%)
2. Instruction to use only as per main heading	05 (25%)	05 (25%)	2(16.67%)	2(16.67%)	04 (25%)	04 (25%)
Total	20 (100%)	20 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)

It can be noted from table no. 4.51 that majority of sample schools secretaries and principals (75% -both urban and hill, 83.33% - rural) of un-aided private secondary schools said that in their schools there is no specific guidelines in place for the principals for using the schools' finance. However, on further enquiry school principals stated that they have less freedom to use schools' finance as per the requirements of their schools. It was also observed that few sample schools secretaries and principals (25% - urban, 16.67% - rural and 25% - hill) stated that principals are given basic instructions from the SMC for using schools' finance. These principals have used schools' finance as per the instructions mentioned in the main headings of the school budget. It can be said here that guidelines for using school finance are not available in clear cut terms for the principals. It is necessary for school principals to get clear guidelines for using finance and implementation of their school budgets from SMC.

4.2.1.7AUDIT OF SCHOOLS' FINANCE

Schools of any type are public organizations. Private schools collect money from the public and spend for the cause it is collected. The government schools get financial grants for schools and manage it. In both the case, the finance records need auditing by government accredited auditors to see that money is spent for the right cause for which it allotted. To do it properly, it needs proper maintenance of records regarding finance by the school office. These financial records are required to be audited by both an external auditor and an internal auditor each year. It is therefore pertinent to understand as to how un-aided private schools carry out this important task. Data regarding the auditing process was collected from the sample school secretaries, principals and the head clerks. The data have been presented here after their analysis.

Table no. 4.52: Audit of Schools' Finance

Audit by Internal/ External	Urban			Rural			Hill		
	Secretary	Principal	Head Clerk	Secretary	Principal	Head Clerk	Secretary	Principal	Head Clerk
1.Internal	12(100%)	12(100%)	12(100%)	12(100%)	12(100%)	12(100%)	9(56.25%)	9(56.25%)	9(56.25%)
2.External	---	---	---	---	--	---	07(43.75%)	07(43.75%)	07(43.75%)
Total	20 (100%)	20 (100%)	20 (100%)	12 (100%)	12 (100%)	12 (100%)	16 (100%)	16 (100%)	16 (100%)

It can be seen from the table no. 4.52 that all the urban school secretaries, principals and head clerks of urban un-aided sample schools said that their schools auditing have been done yearly and internally. The auditors usually come to the schools in the month of February and check all financial documents and certify that all the transactions are as per rules. However, schools secretaries, principals and head clerks of all the rural schools stated that auditing works have been done internally and they feel that it is not essential. There is less difference of sources of school finance and school finance used for the development of students and they themselves take care of the same. It can be seen in sample hill un-aided private schools that external auditors come in the month of February and audit all the schools financial documents as said by secretaries, principals and head clerks of 43.75% hill region schools. The school principals of these sample schools said that financial records are maintained properly by them and even minute expenditure in the schools are listed. Majority of sample hill un-aided schools' secretaries, principals and head clerks (56.25%) stated that auditing is done internally in their schools for last several years. According to them, auditing has less impact on the schools' finance management and need not be done. It can be said here that majority of the schools carry out auditing process by the internal auditors and only few hill sample schools have external auditors although they think that it is not essential. Principals and secretaries suggested that auditing is not essential but they do it internally.

CONCLUSION

From the detailed analysis of data about finance of private un-aided schools, the following conclusions are derived about process of budgeting, sources of school finance, problems of schools budgets, solution of school budgeting problems, autonomy of using schools' finance and audit.

A. BUDGET PREPARATION

1. Most of sample school budgets are prepared by the SMCs by following the budget headings of every year. However most of school principals are not involved in school budgeting. Few school secretaries do not plan school budgets on different headings and they manage it by giving priority of the schools' work. Few school principals are asked to prepared tentative school budgets and submit it to SMC.

B. BASES OF BUDGETING

2. Majority of school principals are not even asked to carry out any task of school financial requirements for their schools. School secretaries felt that they can plan and manage school finance better without asking school principals.
3. Most of sample school secretaries have considered previous deficit in budget while current school budgets are prepared. Most of rural and hilly school secretaries have not considered last year deficit to prepare current year school budgets. Secretaries of these schools experienced that there is no difference of considering previous year financial deficit in current budgeting and their schools have limited sources of finance. Therefore, they manage school finance with the available source of finance.
4. School financial budgets are prepared mainly by SMC without involving school principals in most of the schools irrespective of geographical locations. Only few principals are asked to submit their provisional budgets and that is considered by the SMC to consider for its finalization. School principals and other persons who have more knowledge on budget can be included in schools' budget preparation as suggested by secretaries.

C. SOURCES OF SCHOOL FINANCE

5. Most of sample private un-aided schools get their financial resources from tuition fees and only some of them collect finance from donations and loan from banks. SMC members also have sources of schools finance in the form donation from the members of society.
6. Most of private un-aided schools have collected students' tuition fees on monthly basis and directly at the school office. In few urban schools, tuition fees are paid at Banks.

7. Most of the schools irrespective of areas have the problem of tuition fees collection and bank loans applied by them are not received in time. Only few schools said that they do not have any financial problem. Secretaries and principals of urban, rural and hill schools mainly followed the process of reminding parents for in time payments of tuition fees and examination fees. In urban schools, certain other means like use of reserve fund and personal money by the secretaries are used for managing school finance.

D. PROBLEM REGARDING BUDGETING

8. Many of sample schools face problems in school budgeting because of inexperienced people in the SMC and they find it difficult to prepare budget because of limited resources in schools across regions. To manage such financial problems, SMC members shall invite experience persons who have knowledge of budget preparation, priority of the school expenses can be given, and looking for loan with low interest rate, use of school secretaries' personal finance can be considered.
9. Few schools of urban and hilly areas do not face school budgets problem after the school budgets are planned. But majority of rural school face problems of schools budgets after it is planned. These problems can be solve by collecting regular tuition fees, justified allocation of finance in different headings of budget, delay of staffs salary, checking students dropout, and maintain all vouchers of every expenses.

E. AUTONOMY OF USING SCHOOL FINANCE

10. School principals in almost all the schools irrespective of their areas can use school financial resources with permission from schools authority and there is absolutely no problem. Majority of school principals do not have freedom to use school finance.
11. SMC members have not given clear cut guidelines for using schools' finance to school principals. School secretary felt that principals have to use schools' finance as per the need of schools and permission from them.

F. AUDIT OF SCHOOLS FINANCE

12. Majority of the schools carry out auditing process by internal member only but only in few hill areas' schools external auditing is done. Most of rural sample school principals think that auditing is not essential in their schools as they are using the schools' finance for the development of schools.

SECTION - III

4.3.1.0 MATERIAL MANAGEMENT

Quality of a school depends on the infrastructural facilities that it poses and use for the benefit of students and teachers. This process has to be a well planned and managed as per schools' vision and mission. In un-aided private schools, it is the duty of the SMC members to procure, use and organize material facilities as per the guidelines given by the Board of Secondary School, Manipur. In the day to day activity, a principal plays an important role to manage and use the available materials and facilities in the schools with the help of school teachers for better learning of students. So, in reality, it depends on the school principals' managerial ability to manage the available materials and facilities effectively to achieve the mission and objectives of his/her school. Here below, the details of Materials Management in secondary schools of Manipur are presented.

4.3.1.1 AMBIT OF MATERIAL MANAGEMENT IN UN-AIDED SCHOOLS

Under the material management, a school can have different facilities that it creates for the smooth functioning of school and achievement of its vision, mission and objectives. Schools in India, range from very well-equipped to ill-equipped. There are schools having anything that you can imagine and there are schools not having even a place/building pucca/kuchha for the children to seat and learn. However, the private un-aided schools are the better lot as children from the economically better ups are generally enrolled. They pay for their education and to draw children to schools for admissions, schools make all the efforts to develop better infrastructural facilities. To study these aspects of management, the ambit of material management was explored by the researcher. He could find that under the ambit of material management of a school, that too un-aided schools, the aspects can be school building, classrooms, computer laboratory, science laboratory, lavatory, drinking water facility, sports equipments and facilities, staff rooms, principal's room, office and canteen etc. To develop these facilities and manage them is the main responsibility of the SMC members of un-aided private schools. The physical facilities needed to be developed have to be as per the guidelines given by the Board of Secondary Schools, Manipur. However, school principal has a main role to play in this regard. To understand this process of management, data were collected from the 48 sample schools (20 urban, 12

rural and 16 hilly un-aided private secondary schools) on the different areas of material management by in-depth interviews and group discussions. These data were analyzed as per the components of material management and presented here.

4.3.1.2 SCHOOLS BUILDING

Schools are required to have a suitable location with proper architectural design; having adequate number of classrooms with all needed facilities in place, laboratories with all needed facilities in place, playground, sports materials, facilities for drinking water, lavatories, and office for principal and staff. The building should be such that create an attraction to the students and help in their learning. The researcher use observation as a technique and as mentioned above, interviews and discussions to collect data. The field notes and responses given by schools principals and secretaries were content analyzed, coded, categorized, tabulated and presented here below.

1. LOCATION & DESIGN OF SCHOOL BUILDING

Schools' location & design of building are important factors need to be decided by schools management committee members before its construction. Students' learning may be disturbed by surroundings of the schools. About these, the data from the sample schools have been presented in the table no. 4.53 below.

Table no.4.53: Location & Design of School Building

Sr. no.	Location & Design of School Building	Urban	Rural	Hill
		Secretary / Principal	Secretary/ Principal	Secretary / Principal
1.	School buildings are well designed & are located in populous area	05(25%)	-----	-----
2.	School buildings are well designed & in suitable locations	15(75%)	12(100%)	14 (87.5%)
3.	School building designs are less systematic and not located in suitable place	----	----	02 (12.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the table no. 4.53 that 25% of urban un-aided private secondary schools buildings are well designed but are located at populous areas in the city and towns. These schools are mostly surrounded with residential buildings. It is observed by the investigator and also very clear from the responses of the secretaries and principals that these schools were established some 25 years ago. That time the surrounding was not overcrowded as it has been now. However, majority of the urban

un-aided schools (75% in urban, 100% in rural and 87.5% in hill areas) are constructed at the suitable locations and have well designed school buildings as per the norms mentioned in the Schools recognition rules, Manipur Board (Rule no. 8.0). It was also observed that these schools were surrounded with greenery and in a calm and quiet atmosphere. Further, it can be seen that 12.05% of hilly areas schools are not located properly and the building designs are also not good enough for school as per school board parameters as said by secretaries and principals. They said that their schools designs are less systematic and schools are at the side of hills. It was observed by the researcher that in some school buildings, large cracks have developed over years and therefore, schools authorities have planned to shift the schools to new locations. Principals of these schools have stated that as it can be said that large number of schools building are systematically designed with suitable locations and only few hilly sample schools are situated at hill areas with unsystematic design of schools buildings and have developed cracks over year. It is observed that in the hilly terrain, large areas for school buildings construction are not easily available and therefore as per the local educational need these schools are established by the SMC.

2. AREA FOR CONSTRUCTION AND EXPANSION OF SCHOOL BUILDINGS

School requires sufficient land areas (0.62 acre for single storey and 0.50 acre for double storey buildings) for its buildings, playground and organizing co-curricular activities. Such schools buildings are to be constructed as per the guidelines given by the Board of Secondary Education, Manipur. For data collection, observations of the sample schools was done and later on in-depth interviews and group discussion were conducted with schools secretaries and principals about the adequacy of areas of school buildings and its expansion. The data has been tabulated after analysis. Frequency has been counted, percentages calculated and presented in the table no.4.54 below.

**Table no. 4.54: Area of Construction of School Buildings and Expansion
Facilities**

Sr. no.	Area for construction of schools' building & its expansion	Urban	Rural	Hill
		Secretary /Principal	Secretary / Principal	Secretary / Principal
1.	School have sufficient area for schools building & Its expansion	15 (75%)	08(66.67%)	12 (75%)
2.	Schools have small area for its expansion	05(25%)	04(33.33%)	04 (25%)
Total :		20(100%)	12(100%)	16(100%)

It can be observed from the above table no. 4.54 that in un-aided private schools (75% in urban, 66.67% in rural and 75% in hill areas) had sufficient area for the construction of school buildings and provisions for their expansion in future as said by secretaries and principals. These schools have sufficient areas as per the norms mentioned in the rules no. 6.0 (about land areas of school) by Secondary Education Board, Manipur. It can be observed that these schools have enough space for the further expansion as well as conducting different co-curricular activities inside their campus. However, few schools (25% in urban, 33.33% in rural and 25% in hill areas) have responded that their schools have small areas and further expansion of school buildings is not possible as said by secretaries and principals. They said that these schools have already constructed required number of classrooms and no space available. These schools are established long ago. Such case is there for 5 urban school buildings constructed 25 years ago and in populous area with small areas for playgrounds and no chance of expansion. School secretaries stated that they have understood the norms of the Board and have established as per the needs of education in the local areas. It can be said that majority of the sample schools have sufficient areas inside the school campuses and areas for future expansion are also available.

3. SCHOOLS' BUILDING CONSTRUCTION

Schools building construction may be completed at once or gradually. It depends on the planning of the members of SMC and schools' financial condition. In this regard, data were collected through observation of all the sample schools and from in-depth interviews with schools secretaries and principals. The data has been tabulated after content analysis of field notes. Frequency has been counted, percentages calculated and presented in the table no.4.55 below.

Table no. 4.55: Construction Process of the School Buildings

Sr. no.	Process of School Building Construction	Urban	Rural	Hill
		Secretary / Principal	Secretary / Principal	Secretary / Principal
1.	Constructed at a stretch	14(70%)	06(50%)	13 (81%)
2.	Gradually constructed over a period of time	06(30%)	06(50%)	03 (19%)
Total:		20(100%)	12(100%)	16(100%)

It can be seen from the table no.4.55 that majority of the private un-aided schools were constructed at a stretch as said by secretaries and principals of 70% in urban areas, 50% in rural areas, and 81% in hill areas). Rest of the schools i.e., 30% in urban areas, 50% in rural areas, and 19% schools in hill areas were constructed in different phases. This was because of lack of finance. The SMC of these schools had already the school plan but the expected number of classrooms with the available sources of schools' finance could not be constructed. It was also expressed by the secretaries of these schools that the school has developed gradually as per the increment of students' enrollment. So, there was no need to construct the whole school building at once. As the permission was obtained by the schools from their Board of Education to start the next class, the schools have gone on adding classes to the existing buildings. It can be said that majority of urban and hilly schools constructed their buildings at a stretch but half of the rural un-aided schools constructed their school over a period time as per students' enrolment.

4. CONDITION OF SCHOOLS BUILDINGS

School buildings need proper maintenance to keep it in good condition. It is important for students' and staffs' safety. It is in fact a primary need for transacting proper education. In this context, the data were collected from the sample schools by observations, in-depth interviews, and group discussions. The data collected were analyzed and presented below in table no. 4.56 below.

Table no. 4.56: Condition of School Buildings

Sr. no.	Condition of school Buildings	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Concrete and good condition	10(50%)	06 (50%)	06 (37.5%)
2.	Partially concrete and good condition	09(45%)	4 (33.33%)	05(31.25%)
3.	Wooden wall, need better maintenance	01(0.5%)	2 (16.67%)	05 (31.25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the above table no.4.56 that 50% of urban and rural un-aided private secondary schools buildings were constructed with concrete and they are in good conditions. Out of the total sample of 16 hill region schools, only 37.5% of school buildings were constructed with concrete and in good conditions. The walls, floor, doors and windows were well maintained in these schools. School principals stated that they procured the required materials for school buildings and then school buildings were constructed. It can be also observed that 45% schools in urban areas, 33.33% schools in rural areas, and 31.25% schools in hilly areas were partially concrete and ceilings were covered with aluminum tin. These school floors were made up of simple plaster. In one of the urban schools, building was constructed by the wooden wall. Even in the rural schools, 16.67% buildings and in hilly schools, 31.25% of the school buildings were constructed by woods. These schools need proper maintenance. The school principals of these schools stated that school buildings quality depend on the materials locally available and affordability of the same by school management. Woods were easily available in the local area and that is why SMC have used the woods in the school buildings. The school principals however felt that it can be replaced by proper buildings. It can be said here that more urban and rural school buildings are concrete and well maintained but few sample school buildings of rural and hill areas are constructed with wood and that need proper constructions as said by secretaries and principals.

5. USE OF SCHOOLS' BUILDINGS

School buildings can be used in various ways by the school authorities for students' and staff development. Data collected from the sample schools through observation and interviews with school secretaries and principals about the optimum use of their school building are tabulated after content analysis and presented in the table no.4.57 below.

Table no. 4.57: Use of School Buildings

Sr. no.	Use of School Buildings	Urban	Rural	Hill
		Principal	Principal	Principal
1.	School buildings used in morning & afternoon shift classes	05 (25%)	02(16%)	-----
2.	Only morning shift class	14(70%)	10 (84%)	13(81%)
3.	School buildings used morning shift class, Tuition in afternoon and Board examination & competitive exam centre on Sundays	01(0.5%)	-----	----
4.	Morning shift class, Tuition in afternoon,	-----	-----	02(12.5%)
5.	Classes in morning and NOS center at afternoon	----	-----	01(6.25%)
Total:		20(100%)	12(100%)	16(100%)

Table no. 4.57 above presents that principals (25% - urban and 16% rural) of un-aided private secondary school buildings said that their school buildings are used in morning shift (1st shift) and then in the afternoon shift (2nd shift) on every working day. On further enquiry, they said that in these schools, large numbers of students are enrolled and therefore SMCs have decided that lower classes i.e. classes I to V are in the 1st shift and from VI to X classes are in the 2nd shift. It can be noted that none of the hilly school buildings were used for morning and afternoon shifts. It is because the numbers of students enrolled are managed in one shift only. Majority of the school principals (70% in urban, 84% in rural and 81% in hill) stated that their schools are mainly used for teaching learning purposes and they therefore used the school-building for regular classes only and that too in morning time. Out of all the regions, it can be seen that only one of the urban sample schools have been using the school-building for multiple purposes like morning shift for regular classes, tuition classes in the afternoon, and competitive exams on Sunday/holidays, and Board examination centre every year. It can also be observed that 12.5% of hilly school buildings are used for morning classes and tuition classes in the same building in the afternoon. One of the hilly school buildings is used for regular classes and it has been used as NOS (National Open School) centre. The school principal stated that his school building was utilized by other local students who were interested in learning through NOS. It can be said that in few sample schools, buildings are used for taking tuition classes, Board exam centre, competitive examinations center and NOS centre after their regular classes.

4.3.1.3 CLASS ROOMS

Schools need sufficient number of classrooms according to the number of students enrolled in each sections of the same class. Sufficient numbers of classrooms are not only enough but adequate furniture, floor, size, ventilation, light, and blackboard etc. are also important in the classrooms for better learning. In this regard, data collected from the sample schools through observation and interviews with sample school principals and secretaries are presented here.

1. ADEQUACY OF CLASSROOMS

Adequate number of classrooms in school is essential for better learning. It is basic minimum facility needed in a school. Countrywide, it is a general notion that private un-un-aided schools are well equipped with number of classrooms. In fact it is the duty of SMC to see that adequate numbers of classrooms are constructed in their schools. Data about this were collected by the researcher from the sample schools by observation of classrooms of each sample schools and in-depth interviews with school principals about such facilities. The data are presented in the table no.4.58 below.

Table no. 4.58: Number of Classrooms in Schools

Sr. No.	Number of Classrooms	Urban	Rural	Hill
		Principal	Principal	Principal
1.	10 Class rooms	---	03 (25%)	06 (38%)
2.	11 Class rooms	----	02 (17%)	-----
3.	12 class rooms	05 (25%)	03 (25%)	02 (12%)
4.	13 Class rooms	-----	01 (.08%)	----
5.	14 class rooms	03 (15%)	03 (25%)	----
6.	15 class rooms	02 (10%)	-----	04 (25%)
7.	16 class rooms	02 (10%)	-----	----
8.	18 class rooms	03 (15%)	-----	04 (25%)
9.	19 class rooms	03 (15%)	-----	----
10.	22 class rooms	02 (10%)	-----	----
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no.4.58 that 25% of urban un-aided private schools have 19 to 22 classrooms which are sufficient according to the number of students enrolled in these schools as said by their secretaries and principals. In the hilly regions, 50% and in urban regions, 35% of schools have 15 to 18 class rooms and are as per the number of students in their schools. It is also observed that only 25% of urban schools have a minimum 12 class rooms, which is the minimum number of classrooms in the un-aided urban sample schools. In the rural sample schools (50.08%) have from 12 to

14 classrooms and are as per the numbers of students enrolled in these schools. It was seen that 25% of rural and 38% of hilly un-aided private sample schools have 10 classrooms. In these schools mostly single section in each class was found and therefore classrooms are less in number. It can be said that most of the sample schools have sufficient numbers of class rooms as per the number of students in each school.

2. CONDITION OF THE CLASSROOMS

It was found that all the un-aided private schools in Manipur had adequate number of classrooms in their schools as per their requirements. But another aspect is the condition of the classrooms. A good classroom shall have a blackboard, chalk-duster, light facility, ventilation, good seating arrangement for students, table and chair for teacher etc. Data were collected from the sample schools by observation and interviews with school principals and secretaries. The analyses of data done by frequency counting, field reports content analysis are presented in the table no.4.59 below.

Table no. 4.59: Condition of Classrooms

Sr. No.	Condition of Classrooms & furniture	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Good condition of classrooms	19(95%)	10(83.33%)	11(68.75%)
2.	Classrooms conditions not good	01(0.5%)	02(16.67%)	05(31.25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the above table no. 4.59 that in majority of urban, rural and hilly un-aided private schools (95% - urban, 83.33% - rural and 68.75% - hill), classrooms were neat and clean, well maintained. The blackboards were in good conditions, chalks and dusters were in place, well ventilated, natural light available, seating arrangements was good, space in the classroom for teachers' movement was there, and chairs and tables for teachers in good conditions. School principals of these schools have stated that their classrooms are maintained regularly. It has observed only in one of the un-aided sample private urban schools that the walls, windows and classrooms floor were not clean. Similarly in rural (16.67%) and hilly (31.25%) un-aided private schools needed better classrooms. The walls windows, classrooms floors were not neat and clean. The principals of these schools said that proposals are submitted to the SMC for repair and maintenance of the classrooms. It can be said

here that majority of un-aided private schools of Manipur have classrooms with good conditions.

3. CONDITIONS OF FURNITURE IN CLASSROOMS

Any school classrooms need good tables, chairs, benches, and blackboards in good conditions. It is the duty of the school principals for maintaining these materials in the classrooms regularly for students' study and safety. The data collected by observation of each sample schools and later through interviews with school principals and secretaries about the maintenance of the furniture in the class rooms are presented here in the table no.4.60 below.

Table no. 4. 60: Conditions of Furniture in Classrooms

Sr. No.	Condition of Furniture in Classrooms	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Furniture are adequate , and in good condition in class rooms	19 (95%)	07 (58%)	12 (75%)
2.	Furniture are inadequate and not so good condition in classrooms	01(0.5%)	05 (42%)	04 (25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.60 that in majority of urban (95%), rural (58%) and hilly (75%) areas un-aided private sample schools; the classrooms have furniture in good conditions and are adequate. As observed, the tables, benches, desks in the classrooms are made of fine quality woods. Principals have responded that good quality woods are easily available in local areas of Manipur and therefore SMC members have brought the wooden furniture made of good quality woods. It was also observed by the investigator that the numbers of urban schools have better furniture facilities inside the classrooms as compared with the hilly and rural schools. The school principals responded that they have done regular repairing for the defective furniture in their schools and thereby furniture was well maintained in all the classrooms. Only in one the schools of urban areas poor quality, ill maintained furniture was seen. Similarly, in rural (42%) and hilly (25%) areas, sample schools' classroom tables, desks are not in good condition. Principals of these schools have agreed for repair and maintenance of the furniture in their schools. It can be said that majority of sample schools' classrooms are equipped with good quality of furniture and in good conditions.

4.3.1.4 SCHOOLS' LIBRARY

Library is one of the important facilities needed in any school. It is a place for students and teachers to have access to different sources of knowledge; books, journals, newspapers, encyclopedia, and on line resources. School library requires sufficient numbers of books, magazines, and reference materials etc. for the staff as well as students. Investigator has observed all the sample schools' library and conducted interviews with school principals about the facilities, adequacy about number of books available in their libraries. The responses given by school principals were content analyzed, coded, categorized, and tabulated and here below.

1. ARRANGEMENT OF BOOKS IN SCHOOL LIBRARIES

School library may have books of different kinds; reference books, text books, and journals. But these books are required to keep systematically in the schools' library to have easy access by users. There may be different sections to keep these books, so that it is easy to locate by students and teachers. In this regards data collected by observation and interview with sample school principals have been presented below.

Table no.4.61: Arrangement of Books in Schools' Library

Sr. No.	Different sections in library	Urban	Rural	Hill
		Principal/Librarian	Principal/Librarian	Principal/Librarian
1.	Library has different sections for different types of books	10 (50%)	04 (33%)	13 (81.25%)
2.	No section available in library	10 (50%)	-----	03 (18.75%)
3.	Meager library facility	----	08 (67%)	-----
Total:		20(100%)	12(100%)	16(100%)

The above table reveals that 50% libraries of urban, 33% of rural, and 81.25% of hilly areas un-aided private schools have books placed in different sections; Science and Environment, Social Studies, Mathematics, Indian Languages, English, Art and Craft, Magazines and Journals etc. However 50% of libraries in urban sample schools and 18.75% libraries of hilly areas un-aided schools have no such provisions. All the books are mixed up. It was observed that majority of rural sample school libraries (67%) had meager library facilities. The books are kept in simple cupboards. It was observed that most of the sample schools irrespective of areas have not appointed qualified librarian. Principals said that qualified librarians are difficult to get and therefore they have assigned the duty of librarian to one of the teachers among the

staffs who manage the library. School principals shall have to think for systematic arrangement of books available in their schools and they said that qualified librarian shall be appointed.

2. NUMBER OF BOOKS, MAGAZINES AVAILABLE IN SCHOOLS' LIBRARY

About number of books and journals available in school libraries, the researcher studied the library books procurement records and visit the libraries to collect data. He also interviewed the librarians and principals about the library and data collected about the number of books in the libraries are presented below.

Table no.4.62: Number of Books Available in School Library

Sr. No.	Numbers of books available in library	Urban	Rural	Hill
		Principal/Librarian	Principal/Librarian	Principal/Librarian
1	Books more than 500 & 5 to 6 magazines	05 (25%)	01 (8.3%)	07(43.75%)
2	Books from 150 to 500 and 4 to 5 magazines	05 (25%)	03 (25%)	03 (18.75%)
3	Less than 150 books only and few magazines	10(50%)	-----	06 (37.5%)
4	Non-availability of facility in library	-----	08 (67%)	-----
Total:		20(100%)	12(100%)	16(100%)

Data presented in the table no. 4.62 reveals that only 25% libraries of urban areas' schools 43.75% of hill areas' schools, and 8.3% of rural schools have more than 500 books and subscribing 5 to 6 journals for their libraries. Investigator also observed that only 25% - urban, 25% - rural and 18.75% -hill areas' schools have 150 to 500 books and 4 to 5 journals subscribing for their schools. The magazines viz., Competition Success Review, Junior Science Refresher, India Today, and Reader Digest are subscribed by most of these schools. It is also observed that 50% libraries of urban and 37.5% of hilly areas have less than 150 books and few magazines. In these school libraries, magazines are available in few numbers. It was also seen that 67% of the rural schools have almost no library facility. On further enquiry, it was found that these rural sample schools had financial difficulties and therefore books are not procured by them for libraries. It can be said that majority of schools of rural areas are managed without books and magazines, half of urban schools are managed with meager facilities of books and journals in libraries. All hill region schools have libraries but with some having good facilities and some having moderate to meager

books and journals facilities in them. SMC members shall have to manage their schools finance and allow school principals to buy sufficient numbers of books for library in their schools.

3. USE OF MODERN TECHNOLOGY IN SCHOOL LIBRARIES

Technology is one of the essential parts in the modern era of education. Today's schools need to have modern technological facility in libraries for the students and staffs to be up to date in knowledge. Such facilities are; computers, internet connectivity, online access to journals and books, Xerox machine, printer etc. Data about this was collected from the schools' libraries, librarians, and principals and presented below.

Table no. 4. 63: Use of Modern Technology in School Library

Sr. No.	Technology use in Library	Urban	Rural	Hill
		Principal/librarian	Principal/librarian	Principal/librarian
1	Computer and internet available in Library and are used	03 (15%)	-----	02 (12.5%)
2	Computer and internet facilities not available and not used in library	17 (85%)	12 (100%)	14 (87.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be seen from the table no. 4.63 that majority of the school libraries (85% -urban and 87.5% -hilly) un-aided private secondary schools have no computer and internet facilities in their libraries. Principals of these schools said that to avail internet facility, schools' libraries need computer facility and electric connection. Most of these schools lacked such facility for the school libraries. These schools therefore had no modern facility in their libraries. Only 15% of urban and 12.5% of hilly schools libraries is having the modern technology facility in their libraries. Principals of these schools responded that their schools have the facility of computer, electric power supply regularly and therefore, internet facility is provided in their libraries. Investigator has observed the all the sample rural schools libraries (100%), there is no modern technology in their libraries. It was said by these school principals that they have preferred to buy more books rather than internet facility for their libraries. It can be said that majority of the un-aided private secondary schools have no modern technological facilities in their libraries. SMC and principals of rural and hilly schools

shall have to find the ways like use of solar energy to have regular electric power supply and computer facility in their schools for using internet facility. Principals of rural schools suggested that their libraries shall have to be modernized.

4. USE OF SCHOOL LIBRARIES BY STAFFS AND STUDENTS

School library is not just a place to gather books and journals but to make use of these resources for students' learning. How these resources are used by the students and teachers are presented here below. In this regard, investigator collected the data by observing the sample schools libraries and later interviewed schools principals about the use of library by staff members and students. The data collected through observations and interview has been tabulated after content analysis in table no. 4.64.

Table no.4.64: Use of School Library by Staffs and Students

Sr. No.	Use of School Libraries by staff & students	Urban	Rural	Hill
		Principal/Librarian	Principal/Librarian	Principal/Librarian
1	Library is used by staffs only	10 (50%)	-----	06 (37.5%)
2	Library is used by staffs and students	10(50%)	04(33%)	10 (62.5%)
3	No library facility	----	08 (67%)	-----
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.64 that 50% of urban school libraries and 37.5% of hill school libraries are used by the teachers only. In these school libraries, less numbers of books are available as responded by school principals. Therefore teachers have used the books as reference materials and students do not get much chance to use these books. It can also be seen that libraries (50% - urban, 33% - rural and 62.5% - hill) of un-aided private schools are used by the teachers and students. In these schools libraries, varieties of books are available, thus teachers as well as students have used for their reading. Principals of these schools responded that schools libraries are mainly for the students and teachers. So the books in the libraries are utilized properly by them. On the other hand, 67% libraries of rural un-aided private schools have no library facility. In these schools, some textbooks are available in the staff rooms which are mainly used by the subject teachers whenever they have their classes. Principals stated that their schools' finance play an important role for having good library facility in schools. It can be said here that most un-aided private rural schools are the one having no library facilities. The schools that have library

facilities in urban and hill areas are mostly used by teachers. Only in half of urban areas schools, 67% of hill region schools and one-third of rural un-aided private schools are using school libraries for teachers and students both.

5. CIRCULATION OF BOOKS AMONG USERS

As has been presented above, many school libraries have different types of books and magazines but the most important part is how these books are used by teachers and students. The data collected through observations and interviews have been tabulated about the circulation of books and magazines among its users and presented in the table no.4.65 below.

Table no. 4.65: Circulation Books Among Users

Sr. No.	Circulation of Books	Urban	Rural	Hill
		Principal/Librarian	Principal/Librarian	Principal/Librarian
1	Non issue of books from library	10 (50%)	-----	06 (37.5%)
2	Books are issued from library	10(50%)	04(33%)	10 (62.5%)
3	No library facilities	-----	08 (67%)	-----
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.65 that 50% of urban sample school libraries and 37.5% of hill areas school libraries do not issue books either to the students or to the teachers. The principals of these schools said that teachers come to library and refer the materials. Students have their regular periods in their school time tables. So they come to the library as per their time table and read books and magazines. Principals responded that their main aim is to use library books maximally by the students and teachers. In another 50% of urban school libraries, 33% of rural school libraries, and 62.5% of hill areas school libraries, the books and magazines are not only referred by teachers and students but also they are issued to them. However, it was seen that 67% of rural schools have no provision of libraries in their schools and therefore no question of books issued or not issued. Financial constraint is the main problem as said by principals in these schools. It can be said here that almost in fifty percent of the schools, books are in circulation among the users but in many schools of rural areas this is not possible because of non existence of libraries there.

6. LIBRARY PERIOD IN SCHOOL TIME TABLES

Schools generally give one period free time to children to spend their time in school library. This period is generally taken care of by the librarian and sometimes the teacher concerned come along with students to guide them in referring books and other learning materials in the libraries. How the un-aided private schools have been practicing their library period or they do not have it at all is enquired here. The researcher collected the data from the school principals and analyzed them by applying content analysis and the details are presented below in table no. 4.66.

Table no.4.66: Library Period in Schools Time Table

Sr. No.	Classes conducted in Library	Urban	Rural	Hill
		Principal/Librarian	Principal/Librarian	Principal/Librarian
1	Separate period for Library	11 (55%)	04(33%)	09 (56.25%)
2	No period for library classes	09 (45%)	08 (67%)	07 (43.75%)
Total:		20(100%)	12(100%)	16(100%)

The above table no. 4.66 reveals that in the sample school libraries (55% - urban, 33% - rural and 56.25% - hill) of un-aided private secondary schools have allotted a period for library in the regular school time table. Principals stated that library period in the regular time could help the students to have free time to nurture their reading habits and also do in-depth study in their areas of interests. Interview data suggests that at least one period is provided to each class for library consultation. The schools librarians guided the students during this period. It can be also observed that 67% of rural school libraries, 45% of urban school libraries, and 43% of hill areas school libraries do not have library period in the school time tables. It can be said here that almost 50% un-aided schools across Manipur have no library periods for the school children. Principals have suggested that they shall have to have separate library periods in their regular time table and nurture the reading habits of children.

4.3.1.5 COMPUTER FACILITY IN SCHOOLS

In modern era computer knowledge is essential for students as well as staffs of any schools organization. When students have less knowledge of computer, they may find difficult to cope up in modern world. Investigator has observed all the sample schools of urban, rural and hilly un-aided private secondary school to study about need of computers, numbers of computers, conditions of computers and their maintenance,

computer laboratory facility and how the computers are used by students as well as staffs. The responses given by schools principals were content analyzed, coded, categorized, and tabulated in the following tables.

1. AVAILABILITY OF COMPUTERS IN SCHOOLS

Computers are essential for quality teaching-learning and office management. School principals shall have to identify the importance of computers in one's school. Students and teachers can acquire computer knowledge when computer facilities in the schools are provided. So, availability of computers itself is a question in schools. Data about this was collected from the sample school principals through interviews and observation of all the sample schools. The data collected through observations and interviews are tabulated after content analysis. Frequency has been counted, percentages calculated and presented in the table no.4.67 below.

Table no. 4. 67: Availability of Computers in Schools

Sr. no.	Availability of computers	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Adequate number of Computers available in school	16 (80%)	03(25%)	06 (38%)
2.	Few Computers available in school	02 (10%)	05 (42%)	-----
3.	No computer facility available	02(10%)	04 (33%)	10 (62.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.67 that large majority (80%) of urban schools, one-fourth of rural schools, and 38% of hill areas un-aided private schools have adequate number of computers in their schools as responded by their principals. Many of the rural schools (42%) and few of the urban schools (10%) have only few computers as said by their school principals. It can be also be observed that large majority of hill areas un-aided schools (62%) have no computers at all in their schools as responded by principals of those schools. Also this was the situation in some of the rural and urban schools. It can be said here that large majority of urban schools have adequate number of computers and large majority of hill areas un-aided private schools have no computers. Principals have suggested that their SMC members shall have to arrange more sources of finance for buying adequate number of computers in their schools.

2. NUMBER OF COMPUTERS AVAILABLE IN SCHOOLS

Schools need to have sufficient number of computers according to the number of students enrolled in schools. They can get an opportunity to learn when schools have adequate number of computers. In this regard, investigator has collected data from the sample school of principals through interview. The data collected through observations and in-depth interviews are tabulated after a content analysis. Frequency has been counted, percentages calculated and presented in the table no.4.68 below.

Table no. 4.68: Number of Computers Available in Schools

Sr. no.	Number of computers available in schools	Urban	Rural	Hill
		Principal	Principal	Principal
1.	35 to 50 computers	04 (20%)	----	-----
2.	20 to 34 computers	05 (25%)	-----	-----
3.	05 to 19 computers	05 (25%)	02(16.6%)	01 (06.3%)
4.	15 computers	----	-----	02 (12.5%)
5.	12 computers	-----	-----	01 (06.3%)
6.	10 computers	----	-----	02 (12.5%)
7.	less than 04 computers	04 (20%)	06 (50%)	-----
8.	No computers facility	02(10%)	04 (34%)	10 (62.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the table no.4.68 that 45% of urban un-aided private secondary schools have 20 to 50 computers. The principals of these schools replied that number of computers is arranged as per the number of students enrolled in the schools. The number of computers is proportionate with number of students. Another 25% of urban schools have 5 to 19 computers. It has observed that un-aided urban schools have more computer systems as compared to un-aided private rural and hilly areas' schools. Only 20% of urban and 50% of rural schools have less than 4 computer systems. In these schools computer systems are not proportionate with number of students. Principals stated that they would like to provide knowledge of computer to their students and also encourage teachers to teach with computers but due to the financial difficulties, they have found it difficult to buy more computer systems. In 16.6% of rural schools and 6.3% of hilly schools, 5 to 19 computer systems are found. In 31.25% of hilly schools, 10 to 15 computer systems are found. These many computers are needed to adjust with numbers of students in their schools. It has observed that 62.5% of hilly schools do not have computer facility as compared with 34% - rural and 10% urban schools. The principals of these schools stated that

they have to think about the lack of electric power facility and ensure schools' financial feasibility before demanding computers to the schools management committee.

3. MAINTENANCE OF COMPUTERS IN SCHOOLS

It is the duty of school principals for arranging the maintenance of computer systems available in their schools. Therefore, investigator has observed all the computer systems of sample schools and interviewed school principals as to how they maintain their computer systems. The data collected through observations and interviews have been tabulated after content analysis. Frequency has been counted, percentages calculated and presented in the table no.4.69 below.

Table no. 4.69: Maintenance of Computers

Sr. no.	Maintenance of computers	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Maintained yearly	15 (75%)	02(17%)	04 (25%)
2.	Maintained as and when needed	03 (15%)	06 (50%)	02 (12.5%)
3.	No computers facility in schools	02(10%)	04 (34%)	10 (62.5%)
Total:		20(100%)	12(100%)	16(100%)

Table no. 4.69 reveals that 75% of the urban, 17% of rural and 25% of hilly un-aided private secondary schools have been maintaining computer systems yearly. It was done by either schools' computer teachers or a computer hardware specialist hired from outside on yearly basis. Computer teachers are appointed in most of the sample schools but in some schools, teachers who have some knowledge of computer have also assigned as computer teachers and they only maintain computers of their schools. Such a system of computer maintenance was seen in 15% urban, 50% rural and 12.5% hilly un-aided private schools where they do computer maintenance as and when needed and no contractual plan on yearly basis. They also call computer experts from nearby city when needed. But there are 10% urban, 34% rural and 62.5% hilly areas un-aided private schools where no computer system could be found. The principals of these schools stated that they have to ensure the schools' financials feasibility and regularity of electric power supply and go for buying computers for their schools. It can be said here that most urban un-aided private schools have computers and they have some procedures in place for their maintenance. Rural un-aided private schools mostly have no computers because of financial difficulties and lack of electricity in

their schools. The rural un-aided private schools are between the two i.e., majority of them have computers but maintenance is poor.

4. USE OF COMPUTERS BY STUDENTS AND STAFF S

Just having computers in school is not the parameter about its effectiveness but how they are used by students and staffs is the main point. Therefore, to understand about the use of computers in private un-aided schools, data were collected from the sample schools through observation and interviews with schools principals. The data collected through observations and interview have been tabulated and presented in the table no.4.70 below.

Table no. 4.70: Use of Computers by Staffs & Students

Sr. no.	Use of Computers by Staff & Students	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Both students & staff use regularly	18 (90%)	03 (25%)	6(37.5%)
2.	Only used by students regularly	-----	05 (42%)	-----
3.	No computers facilities in schools	02 (10%)	04 (34%)	10 (62.5%)
Total:		20(100%)	12(100%)	16(100%)

Table no. 4.70 above reveals that most of the un-aided private schools of urban areas (90%) and many of hilly areas (37.5%) and few of the rural areas (25%) secondary schools have been using computers by students and teachers regularly. In rural areas (42%) un-aided private schools allow only their students to use computers facilities. In these schools, numbers of computers are less and therefore, computer teachers carry out demonstration of functioning of computer system to the students and ask students to get divided into small groups for each computer system and study or practice. However, 10% in urban, 34% in rural and 62% in hilly un-aided private schools do not have computers facilities. Principals of these schools stated that they need to buy more computer systems, schools needed sufficient sources of schools finance and especially rural and hilly schools need to have continuous electric power supply for proper functioning of computer systems. It can be said that most of the urban schools, many of hill region schools and few of rural areas schools have the provision of computers to be used regularly by teachers and students.

4.3.1.6 SCIENCE LABORATORY FACILITY

Science laboratory is an important physical facility in any secondary school. It gives a place to the students for performing science practical activities and they may learn better from the activities of science laboratory. Science teachers may prepare a list of the requirements of the materials and equipments of science laboratory and submit it to school principals. It is the duty of principals for arranging the required science laboratory materials. Science teachers utilize the available science materials in laboratory for better learning of students. How is the science laboratories equipped? How are they functioning are important questions that are addressed here. The researcher visited all sample schools' science labs and observed the science materials and equipments, quality of science materials and its maintenance. Interviews were also conducted with the sample school principals related to the purchases and use of the materials in the science labs. The responses given by school principals and observation field notes were content analyzed, coded, categorized, and tabulated to understand the situation and use of science laboratories.

1. DEMAND REGISTER FOR PURCHASING SCIENCE EQUIPMENTS

It is seen that all the secondary schools have the practice of maintaining a demand register for the materials and equipments to be purchased for science laboratories. These demands are placed by science teachers of the schools' concerned. Then it becomes the duty of school principals to procure the materials and equipments for their schools. In this regards, the data collected through observations and interviews have been tabulated after content analysis and presented in the table no.4.71 below.

Table no. 4.71: Demand Register for Science Equipments

Sr. No.	Demand of Science Equipments in Schools	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Science demand registered maintained	05 (25%)	----	04(25%)
2.	Science demand registered not maintained	09 (45%)	-----	04(25%)
3.	No Science Laboratory in schools	06(30%)	12(100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.71 that only 25% of urban and 25% of hilly un-aided private secondary schools have been maintaining the demand register for purchasing science materials and equipments. Principals of these schools stated that as

they have higher secondary section in their schools, they have prepared demand registers for science materials and equipments. However, another 45% of urban and 25% hilly schools principals have purchased the science materials and equipments but do not maintained registers. Principals of these schools stated that they have discussed with science teachers verbally and bought the required materials. They do not feel the maintenance of science demand register for their schools. It is also observed that none of the rural schools, 50% of hilly and 30% of urban un-aided private schools have science laboratories. As these schools do not have science laboratories, the principals have bought some science materials in the form of teaching aids, which were kept inside the staff rooms and science teachers have been using them whenever they have science periods. Principals stated that their schools need to have separate science laboratory in their schools and it needs sufficient sources of finance. It has been seen that most of the sample un-aided private schools have not maintained the demand register for purchasing science materials and equipments. It is useful to maintain a record book for science equipments and materials which help in need analysis for coming years.

2. SCIENCE LABORATORY EQUIPMENTS AVAILABILITY

In schools, science laboratory equipments and materials shall be adequately available. Deficiency leads to inefficiency of practical works. Investigator personally observed all the science laboratory equipments and materials of sample schools and later he conducted interviews with school principals about how they manage the materials and equipments of science laboratory in their schools. The data collected through observations and interviews are tabulated after content analysis of each field report. The details about the same have been presented in the table no.4.72 below.

Table no. 4.72: Science Equipments and Materials Availability

Sr. No.	Availability of Science Equipments and Materials	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Sufficient	05 (25%)	----	04 (25%)
2.	In-sufficient	09 (45%)	----	04 (25%)
3.	No Science Laboratory	06 (30%)	12 (100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no.4.72 that rural un-aided private schools have no science laboratory in their schools and there by availability of equipments and

materials does not arise. Such was the case in 50% of hill region schools and 30% of urban region schools. Out of the 70% schools of urban areas, only in 25% of these schools and out of the 50% schools in hilly areas having science laboratories, only in 25% of these schools had sufficient science equipments and materials. As these schools are with higher secondary sections, students of secondary section are also allowed for practical works in the science laboratory. These schools have purchased the required number of equipments and materials as per the strength of the students. The rest of the schools i.e., 45% of urban and 25% of hilly un-aided private schools have inadequate science materials and equipments. The science materials are not proportionate with the number of students in these schools. As the science materials are less, science teachers use to demonstrate the materials to their students when they had regular science periods. On further enquiry, principals of these schools stated that their schools require sufficient sources of finance to have good science laboratory. It can be said that most the un-aided private sample schools do not have sufficient science materials except some urban and hilly schools.

3. QUALITY OF SCIENCE EQUIPMENTS IN SCHOOLS

Schools may have science laboratory facility with sufficient numbers of equipments but qualities of the equipments are important for their objective results, students' safety and durability. It is the responsibility of the school principals to see that quality materials and equipments are purchased. In this regards, investigator observed all the science materials and equipments of the sample schools and conducted interviews with school principals to know as to how he managed to purchase quality science materials. The data collected through observations and interview has been tabulated after content analysis of the field reports. The data are presented in the table no.4.73 below.

Table no.4.73: Quality of Science Equipments in Schools

Sr. no	Qualities of Science Equipments in schools	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Qualities of equipments are good	14(70%)	---	08 (50%)
2.	No Science Laboratory	06 (30%)	12 (100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be seen from the above table no.4.73 that 70% of urban and 50% of hilly un-aided private secondary schools have good quality science materials and equipments. Principals said that they have purchased better quality of science materials. In the science laboratories, varieties of science equipments are observed viz., magnet bars, compound microscopes, chemicals in bottles, etc. Principal of these schools stated that they have bought the science materials and equipments after the discussion with the school science teachers and therefore, qualities of the materials are good. It has also observed that 100% of rural, 50% of hilly and 30% of urban sample schools of have no science laboratories. As these schools do not have science laboratory, the principals have bought some science materials in the form of teaching aids, which are kept in the staff rooms. These materials are mostly charts and some models which are medium range quality. Principals of these schools have stated that, in order to have a separate science laboratory, their schools need to have sufficient sources of finance. It can be said that urban un-aided sample schools have better quality of science equipments as compared to hill un-aided private sample schools.

4. MAINTENANCE OF SCIENCE EQUIPMENTS

Schools may have good quality of science materials and equipments but it needs regular maintenance. School principals need to instruct science teachers for proper maintenance of science materials and equipments. The investigator observed the science materials and later conducted interview with sample school principals about the maintenance of the science materials and equipments. The data collected through observations and interviews are tabulated after content analysis of the field reports. Frequency has been counted, percentages calculated and presented in the table no.4.74 below.

Table no.4.74: Maintenance of Science Equipments

Sr. No.	Maintenance of Science Equipments	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Maintained by lab assistant and science teacher	05 (25%)	----	04 (25%)
2.	Maintained by Science teacher only (no lab. asst.)	09 (45%)	-----	04 (25%)
3.	No Science Laboratory	06(30%)	12(100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

Table no. 4.74 above revealed that 25% of urban and 25% of hilly un-aided private sample schools have maintained the science materials and equipments by the lab

assistants and science teachers. These schools are the higher secondary schools having separate laboratories available in their schools with laboratory assistants. However, 45% of urban and 25% of hilly sample schools' science laboratories are maintained by science teachers only. It is observed that these schools have scarcity of materials and it was easy to maintain by the science teachers. On the other hand, 100% of rural, 50% of hill and 30% of urban sample un-aided private schools have no science laboratories. But these schools have bought some science materials i.e. charts and models which are kept in the staff rooms and science teachers only look after these materials. It can be said that 25% of urban and hilly un-aided private sample schools have maintained science equipments by laboratory assistants and teachers. In some schools science materials and equipments are maintained by the schools science teachers only. School principals have assured that they would do proper maintenance of the science equipments and materials.

5. USE OF SCHOOLS' SCIENCE LABORATORY

It is duty of principals and science teachers to see that science materials and laboratories are put to proper use. Science laboratories are meaningful when the science materials and equipments are used by the students. To find out the use of science laboratories in the sample schools, the investigator observed the science laboratories and later he conducted interviews with sample schools principals about how his science teachers' using the materials and equipments of science. The data collected through observations and interviews are tabulated after content analysis of field reports. Frequency has been counted, percentages calculated and presented in the table no.4.75 below.

Table no.4.75: Use of Schools' Science Laboratory

Sr. No.	Use of Schools' Science Laboratory	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Use science lab. as per schools time table	14(70%)	---	08 (50%)
2.	No Science laboratory	06 (30%)	12(100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the above table no. 4.75 that 70% urban and 50% of hilly un-aided private secondary schools' science laboratories are used by students under the guidance of the science teachers during regular schools' time table. Science teachers in these schools usually demonstrate the practical activities to the students inside the

science laboratories, later some students were given opportunity to do the similar activities in the subsequent science periods. These are the sample urban and hilly un-aided private schools which are with higher secondary sections. In these schools, science teachers conducted science experiments with the students related to curriculum. However, 100% of rural, (50%) of hilly 30% in urban private un-aided schools did not have any separate science laboratories but science teachers used the charts and models inside the classrooms during the science periods. Principals stated that they have given opportunity to the students to acquaint with science materials and learn. It can be said that sample schools science laboratories are used by the students under the guidance of science teachers in the respective sample schools having science laboratories.

6. SPACE IN SCIENCE LABORATORY

Science laboratory shall have space enough that all the students of class can do their practical at the same time. So the tables, tools, basins, and equipments have to be arranged in science laboratories accordingly. The investigator observed all the science laboratories of sample schools from this perspective and also he conducted interviews with school principals about the space available inside the labs. The data collected through observations and interviews have been tabulated and presented in the table no.4.76 below.

Table no. 4.76: Space Adequacy in Science Laboratories

Sr. No.	Space Adequacy in Science Laboratory	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Enough space available inside science laboratory	05 (25%)	----	04 (25%)
2.	Less space available inside the lab.	09 (45%)	-----	04 (25%)
3.	No Science Laboratory in schools	06 (30%)	12(100%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.76 that 25% of urban and 25% of hilly un-aided private schools have appropriate size of science laboratories as per the prescribed size by the Manipur Secondary School Board (minimum size of the room, 18' X 20'). These schools have higher secondary sections also and therefore, secondary science practical are conducted in separate Physics, Chemistry and Biology laboratories. However, 45% of urban and 25% hilly private un-aided secondary schools have small size of rooms as science laboratory. In these schools, science teachers usually

demonstrate the science practical to the students and later, teachers formed small groups for performing the science practical inside the laboratories under the guidance of the teachers (as said by their principals). Principals stated that as science room are small and materials are also less, they allowed the science teachers to manage the practical in this manner. On the other hand, 100% of rural, 50% in hilly and 30% urban sample schools do not have science laboratories. Principals stated that they have purchased some charts and models which are used by science teachers whenever they have their periods. Principals of these schools said that their schools need sufficient sources of finance for science laboratory and materials, equipments. It can be said that only few sample schools have sufficient space in their science laboratories. Principals suggested that SMC members shall find more sources of finance for science laboratory and its equipments in their schools.

4.3.1.7 AVAILABILITY OF TEACHING LEARNING MATERIALS

Students learn better when teachers use relevant teaching aids for different topics to teach. Thus, schools need to have sufficient numbers and varieties of teaching aids so that teachers can use them. Different types of teaching aids are; maps, charts, working models, globe, computers, LCD projector, Over head projector, internet facilities, microscope, and different chemicals in science laboratory. Teachers can equip with these kinds of teaching learning materials for better teaching in the classrooms. In this regard, researcher observed the teaching learning materials available in the sample schools and later conducted interviews with schools principals about the varieties of teaching aids, qualities, and numbers of teaching aids, how the teachings aids are used by the teachers etc. The responses given by schools principals and observation of the researcher in field notes were analyzed and presented below.

1. TEACHING AIDS AVAILABLE IN SCHOOL

It is the responsibility of school principals for arranging suitable teaching aids and teachers shall use appropriately the available teaching aids in their classes. Teachings aids available at the sample schools were observed and later conducted interviews with school principals related to teaching aids. The detail about this has been presented in the table no.4.77 below.

Table no. 4.77: Teaching Aids Available in Schools

Sr. no.	Teaching Aids available	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Different teaching Aids :Maps, Charts and models available in schools in all subjects; LCD projectors; (no LCD in Rural schools)	04 (20%)	05 (42%)	02 (12.5%)
2.	Few teaching aids available in school subjects	16 (80%)	07(58%)	14(87.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.77 that majority of urban (80%), rural (58%) and hilly (87.5%) areas un-aided private secondary schools have less teaching aids as said by their principals. In these schools few maps and simple charts are available. The principals of these schools responded that they would buy more teaching aids in future in different subjects after the discussion with subjects teachers. There are different types of teaching aids available in 20% schools of urban areas, 42% schools of rural areas and 12.5% schools of hilly areas. The different types of teaching aids available in these schools are; maps, charts, globe, models and LCD projectors. The urban and hilly areas un-aided private schools have separate room for audio visual aids with LCD projector facilities. Audio visual rooms are used by their teachers whenever they have class and need to use such gadgets. But rural un-aided private schools do not have the facilities of LCD projector and separate rooms for audio visuals. Principals of rural schools stated that they would need more sources of schools finance to arrange a separate room for audio visual and LCD projectors in their schools. It can be said that majority of the sample un-aided private schools irrespective of areas lack proper teaching aids. Only few schools of urban areas have sufficient teaching aids. School principals felt that they shall have to arrange more teaching aids in different subjects for better learning.

2. QUALITY AND RELEVANCE OF TEACHING AIDS IN SCHOOLS

Schools may have adequate number of teaching aids but the most important part is quality and relevance of teaching aids for better learning by the students. The investigator observed the available teaching aids in all the sample schools and conducted interviews with principals about how they have purchased quality and relevant teaching aids for their schools. The data collected through observations and interviews have been presented below in table no.4.78.

Table no. 4.78: Quality & Relevance of Teaching Aids

Sr. no.	Quality & Relevance of Teaching Aids	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Good quality and relevant teaching aids	13 (65%)	05 (42%)	08(50%)
2.	Medium quality & relevant teaching aides	02 (10%)	07(58%)	08 (50%)
3.	Teachings are relevant but less quality in materials	05 (25%)	-----	-----
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.78 that 65% of urban, 42% of rural and 50% of hilly areas un-aided private secondary schools have good quality and relevant of teaching aids as said by their principals. Relevant and quality teaching aids were more in urban schools as compared to rural and hilly areas' schools. The principals of these schools stated that they have bought quality teaching aids which are long lasting and teachers could use comfortably in the class. However, rural (58%), hill (50%) and urban (10%) un-aided private schools have medium range quality teaching aids and are relevant. On further probing, these school principals responded that they bought more varieties of charts for different subjects, so that, more number of teachers can use them in their classes. On the other hand, 25% of urban un-aided private schools have relevant teaching aids but are of poor quality. Principals stated that their schools have poor quality teaching aids but they think that varieties and relevant teaching aids were more useful to their students. They need to buy such teaching aids due to the poor financial conditions of their schools. It can be said that urban sample schools have better quality teachings aids as compare with rural and hilly sample schools. Principals said that their teachers can prepare suitable teaching aids and they can guide and encourage their students to prepare different teaching gadgets that can be used by them in the coming years.

3. MAINTENANCE OF TEACHING AIDS IN SCHOOLS

Schools can have number of teaching aids in different subjects but maintaining these teaching aids in the schools are also an important duty of schools. Researcher has observed all the teaching aids in sample schools and interviewed the principals as to how they have maintained teaching aids in their schools. The data collected through

observations and interviews have been tabulated after content analysis. The data about maintenance have been presented in the table no.4.79 below.

Table no. 4.79: Maintenance of Teaching Aids

Sr. no.	Maintenance of Teaching aids	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Teaching aids are kept and maintained at library and laboratory	09 (45%)	-----	08(50%)
2.	Maintained teaching aids in staff rooms	-----	07(58%)	-----
3.	Poor maintenance of teaching aids	11(55%)	05 (42%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.79 that 45% of urban and 50% of hilly areas un-aided private secondary schools have well maintained the teaching aids. Maps were folded and kept in wrapper. Charts were laminated and hanged on the stand. Models were kept inside the laboratories. Teachers have used them whenever they need according to their subjects. However, majority of the rural (58%) un-aided private schools have kept the teaching aids inside their staff rooms. Principals said that teachers were more comfortable to get these teachings aids like maps, charts in their staff room. Another 55% of urban, 50% of hilly, and 42% of rural sample schools have not maintained properly the teaching aids. In these schools, teaching aids were kept in haphazard ways and maps were just folded and kept inside the staff rooms. Principals stated that they have to buy stands for hanging the charts and racks for keeping the folded maps inside the staff rooms. It can be said that in some urban and hilly sample schools, teaching aids are maintained systematically but the rural sample schools need to improve maintenance of teaching aids.

4.3.1.8 SPORTS FACILITIES

It is the responsibility of the SMC members and principals for arranging the sports facilities in the schools. Physical education teachers shall have to raise awareness of the students about the importance of physical health in life through sports and how it helps in better learning. Opportunities are to be given to all the students for playing different sports. Data were collected from the sample schools of urban, rural and hilly areas un-aided private secondary schools through observations and interviews with principals to study the sports facilities. The responses given by schools principals and data collected by observation were content analyzed and presented below.

1. DEMAND REGISTER FOR PURCHASING SPORTS MATERIALS

Schools principals shall have to ask to physical education teachers for the requirement of sports materials each year. Therefore, it is the duty of the physical education teacher to submit the list of required sports items to the principals. Schools maintain a register for recording the purchase of any sports materials for school. The researcher interviewed the sample schools principals about the maintenance of the sports demand register in their schools. The data collected through interviews have been content analyzed and presented in the table no.4.80 below.

Table no. 4.80: Maintenance of Demand Register for Purchasing Sports Materials

Sr. no.	Demand register for purchasing sports materials	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Maintain demand register for purchasing sports materials	08 (40%)	03 (25%)	04(25%)
2.	No demand register is maintained for purchasing sport materials	12 (60%)	09 (75%)	12(75%)
Total:		20(100%)	12(100%)	16(100%)

It can be seen from table no. 4.80 that 40% of urban, 25% of rural and 25% of hilly areas un-aided private secondary schools have maintained demand register for purchasing sports materials. More proportion of schools of urban areas maintained sports demand registers than rural and hilly areas schools. Principal of these schools stated that their schools' physical education teachers have maintained the sports demand register of purchasing sports materials. Physical education teachers have listed sports materials required each year in that register and submit it to their principals. It has been observed that majority of the sample (60% - urban, 75% - rural and 75% - hill areas) un-aided private schools have not maintained the demand registers. Physical education teachers of these schools verbally discussed with their principals for purchasing sports materials. They have managed without maintaining any demand register. Principals of these schools said that it is advisable to maintain demand register for purchasing sports materials. It can be said that majority of the private un-aided schools do not maintain any demand register to purchase sports materials. Principals felt that it is advisable to have a demand register for sports which can be maintain by physical education teachers or school office.

2. NEED ANALYSIS OF SPORTS MATERIALS

School need sports materials for providing games and sports facilities to students. To procure and maintain them is essential for any school. How schools procure sports material is essential to be understood. Here therefore, the data regarding this have been collected by interviewing the principals and presented below after content analyzing them.

Table no. 4.81: Need Analysis to Purchase Sports Materials

Sr. no.	Need Analysis	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Need analysis done	17(85%)	03 (25%)	07(43.75%)
2.	No Need analysis done	03(15%)	09 (75%)	09(56.25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no.4.81 that majority of the un-aided private urban schools (85%) go for need analysis of sports materials required in their schools as said by their principals. It also reveals that majority of the rural areas (75%) and hill areas (56.25%) private un-aided schools do not do any such need analysis of sports materials in their schools. In these schools, physical education teachers proposed tentatively the sports materials needed in their schools to principals and then purchased them. It can be said that majority of sample urban schools go for need analysis of sports materials before purchasing them. But the rural and hill areas schools are not following such a process.

3. DEMAND AND APPROVAL OF SPORTS MATERIALS FROM SCHOOLS

Schools generally purchase the needed sports materials as demanded by the games and sports teachers. To purchase the sports materials, schools ask for the demand list and then see the cost and quality of the materials before ordering them for purchase. In this regard, what is the procedure followed, and what is the situations in un-aided private schools, was the thrust here? The data regarding this was collected from the principals through in-depth interviews and is presented here below.

Table no. 4. 82: Demand and Approval of Sports Materials to Purchase

Sr. no.	Demand and Approval of Sports Materials by SMC	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Demanded sports materials and approved to purchase	12 (60%)	03 (25%)	06 (37.5%)
2.	Demand sports materials but no approval	08 (40%)	09 (75%)	10 (62.5%)
Total:		20(100%)	12(100%)	16(100%)

In majority (60%) of the urban private un-aided private schools, the schools get the demand lists of sports materials from teachers and approve the same to be purchased (Table No. 4.82). However, in majority of the rural (75%) and hill (62%) areas private un-aided schools, the demand list of sports materials are obtained from sports teachers but are not approved for purchase. It was mainly because; there have been financial constraints in the schools of these areas. It can be said that one-fourth of private schools of rural areas and almost one-third of hill areas have purchased the materials as demanded by sports teachers.

4. ADEQUACY OF SPORTS MATERIALS

Adequacy of sports materials can be judged by taking into consideration the number of students in the schools and the number of sports materials with variety. In order to understand the adequacy of numbers of sports items, researcher observed all the sports items of sample schools and later interviewed principals about the sufficiency of sports items in their schools. The data collected through interview has been content analyzed and presented in the table no.4.83 below.

Table no. 4.83: Adequacy of Sports Materials

Sr. no.	Adequacy of Sports Materials Available in Schools	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Adequate sports materials in schools	12(60%)	02(17%)	06(37.5%)
2.	In-adequate sports materials in schools	08(40%)	10(83%)	10(62.5%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.83 that 60% of urban, 17% of rural and 37.5% of hilly areas un-aided private secondary schools have purchased adequate number of sports materials as needed in their schools. The sports materials like footballs, volley balls, chess, table tennis and badminton are available and were proportionate with the numbers of students. The urban area schools are better up than the rural and hill areas

schools. On the other hand, schools principals of urban (40%), rural (83%) and hill areas (62%) schools have responded that their schools have in-adequacy of sports materials. This was also observed by the researcher. In these schools, only few sports materials like volley ball, chess, and carom were purchased by the schools due to their poor financial conditions. These problems have been discussed with the schools authorities before they purchased the sports items. It can be said that more urban sample schools have adequate number of sports materials compared with rural and hilly sample schools.

4. QUALITY OF SPORTS MATERIALS

Schools may have sufficient numbers of sports materials but it may not signify the quality. Therefore, researcher has observed all the sports items available in the sample schools and later he interviewed principals about quality of sports materials. The data collected through interview has been tabulated after content analysis of field reports. The data have been presented in the table no.4.84 below.

Table no. 4. 84: Quality of Sports Materials

Sr. no.	Quality of Sports Materials	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Sports materials are of good quality	16 (80%)	05 (42%)	07(43.75%)
2.	Sports materials are of poor quality	04 (20%)	07 (58%)	09 (56.25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no.4.84 that urban schools (80%) have purchased good quality sports items. But only 42% of rural schools and 43.75% of hilly schools have purchased good quality sports materials. Principals of these schools stated that they bought quality sports products which were more comfortable, durable and safety for students when used. However, 20% of urban, 58% of rural and 56.25% of hilly areas un-aided private schools have purchased the poor quality of sports materials. Principals of these schools said that they bought more sports items with less quality so that maximum number of students could play. It can be said that majority of urban sample schools purchased quality sports materials than the sample schools of rural and hilly areas.

5. PLAYGROUND

Playground is an essential physical facility of schools. Schools need to have reasonable size of playground as prescribed by the Board, so that all students can play different sports. It also needs to be maintained properly. The researcher visited the playgrounds, and also interviewed the principals about the play ground and its management. The data so collected have been tabulated and presented below in table no.4.85.

Table no. 4.85: Size of the Playground and Maintenance

Sr. no.	Size of the Playground and maintenance	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Big playground and well maintained (Football, volley ball)	08 (40%)	04 (33%)	04(25%)
2.	Medium size playground (indoor games, TT, badminton) and well maintained	07 (35%)	03 (25%)	08 (50%)
3.	Small playground well maintained	05(25%)	05(42%)	04(25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the table no. 4.85 that 40% -urban, 33% - rural and 25% -hill areas schools have big playground and well maintained. These were as per the Manipur Board norm that is a playground of 3.75 acres is available in each school. In these schools, playgrounds of Football, Volley ball, Basket ball are available. Principals of these schools stated that their students have got optimum chance of playing varieties of sports items. However, there are 35% of urban, 25% of rural and 50% of hilly areas un-aided private schools which had medium size playground that well maintained. Most of the Principals of the schools said that they have in-door games facilities for their students as their schools had smaller size of playgrounds. Principals stated that their students have used most of these sports items during sports periods. On the other hand, 25% of urban, 42% of rural and 25% of hill areas schools have small playgrounds which are less than one acre. However, these grounds are also clean and nicely maintained. In order to provide the recreational sports activities, more indoor games are arranged for students. The sports items like chess, table tennis, and carom are found. Principals also said that they have used nearby clubs' playgrounds during schools' annual day, and sports day because their schools have smaller playground. It can be said that majority of sample un-aided private schools

have small playground. They have managed the indoor games and sports facilities. All the playgrounds were well maintained.

4.3.1.9 DRINKING WATER FACILITY

School management committee and principals have to arrange continuous drinking water facility in their school campuses. Hygienic drinking water facility is one of the important facilities to be provided in the schools. Thus, researcher visited and observed the drinking water facility in all the sample schools and later interviewed with sample school principals about the drinking water facilities, hygiene level of water, regularity of water facility, and maintenance of water purifiers. The responses given by schools principals and observations were content analyzed, coded, categorized, and tabulated in the following tables.

1. SOURCES OF DRINKING WATER FACILITY

It is the duty of the schools management committee members to arrange sources of drinking facility. It is one of the basic requirements of any school. The data about this was collected through observation and interviews have been presented in the table no.4.86 below.

Table no. 4.86: Sources of Drinking Water Facility

Sr. no.	Sources of Drinking water facility	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Supply by Municipality/panchayat	19 (95%)	09(75%)	14 (87.5%)
2.	Supply by Municipality/panchayat & Rainwater Harvesting	01 (0.5%)	-----	01 (06.25%)
3.	Drinking water facility from small pond inside schools campus	-----	03(25%)	-----
4.	Tube Well	-----	-----	01 (06.25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from table no. 4.86 that most of the schools irrespective of their location in different areas had the supply of drinking water by Municipalities or local panchayats as observed by the researcher and also said by the principals (95% - urban, 75% -rural and 87.5% -hill areas). In order to avoid scarcity of water in the schools, most of these schools had separate water storage/tanks were available inside the school campuses. Investigator has observed “Rain water harvesting system” in one of the urban schools and another one in hilly schools. Principals of these two schools have also responded that as Manipur received more rainfall during monsoon season

each year, rain water was stored in a tank constructed for this purpose i.e., “rain water harvesting system”. On the other hand, 25% of rural private un-aided schools had small ponds inside school. It was also found that one of the hill areas schools had Tube well and it was used by students to get drinking water. It can be said that majority of un-aided private schools had the municipalities or panchayat (local Govt.) as the suppliers of drinking water in their schools. However, few schools had also rain water harvesting plant and tube wells in their schools as sources of drinking water.

2. HYGIENE OF DRINKING WATER AVAILABLE IN SCHOOLS

Hygienic drinking water facility is more important than simply drinking water facility available in the schools. Thus, investigator has observed all the sample schools’ drinking water facilities and conducted interviews with school principals about the hygienic drinking water facilities in their schools. The data collected through observation and interviews have been analyzed and presented in table below.

Table no. 4.87: Hygienic of Drinking Water Available in Schools

Sr. no.	Hygienic of Water Available in Schools	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Simple water purifier(filter) water is used	05 (25%)	08(70%)	08 (50%)
2.	R.O. Plants used in schools	11(55%)	-----	----
3.	Less hygienic water facility in schools (tap water)	04 (20%)	04(30%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be seen from the table no. 4.87 that majority of urban schools (55%) have installed R.O. plant for hygienic drinking water inside the schools. R.O. plant could not be found in any of the sample schools of rural and hilly areas. Another 25% of urban, 70% of rural and 50% of hilly sample schools have used simple water filter for making the water more hygienic. In these schools, separate drinking water facility is available for staff members and students. It was also observed from the sample schools that most of the students have brought their drinking water bottle from home. But these students also used schools’ drinking water facility when they finished their home water. There were 20% of urban, 30% of rural and 50% of hilly areas un-aided private schools that were also using direct tap water from schools’ water tanks or a water container available inside their schools. These sources of water in these cases were not much hygienic. So, almost in 50% of hill areas schools, 30% of rural areas

schools and 20% of urban areas schools, hygienic water is a problem. Principals stated that they have already sent a request demand to the SMCs for purchasing water purifier. It can be said that only few sample schools have installed water purification systems and majority of the sample schools have used simple water filters for drinking water.

3. REGULARITY OF DRINKING WATER SUPPLY IN SCHOOLS

Scarcity of drinking water creates problems for all in a school. Therefore, investigator observed drinking water facilities available in the sample schools and conducted interviews with schools principals about the regularity of drinking water supply in their schools. The data collected through observation and interviews has been presented in the table no.4.88 below.

Table no. 4. 88: Regularity of Drinking Water Supply in Schools

Sr. no.	Regularity of Drinking Water Supply Facility	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Drinking water supply regularly	17 (85%)	08(70%)	12(75%)
2.	Irregular supply of drinking water	03 (15%)	04(30%)	04(25%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the table no. 4.88 that majority of the sample schools i.e., 85% in urban areas, 70% in rural areas and 75% in hill areas have regular drinking water supply facilities in their schools. In these schools, water storage tanks are also available in their campuses and small water ponds are found in rural areas schools. This has also helped for continuous water supply to the schools and no scarcity of drinking water was experienced in these schools. However, 15% of urban, 30% of rural and 25% of hilly areas schools had scarcity of drinking water and they have faced erratic supply of water in their schools as said by their principals. However, in such situations, the principals said that they immediately arrange drinking water facility through private aqua drinking suppliers. It can be said that most of the sample schools do not have drinking water problems. Only in few of the schools, drinking water problem was noticed but are managed by the schools immediately.

4. MAINTENANCE OF WATER PURIFIER OF SCHOOLS

Large majority of schools had supply of water from municipalities and panchayats. But many of these schools had also installed water purifiers in their schools. This is essential to have pure drinking water. Therefore, investigator has observed all the

water purifiers of all the sample schools and interviewed schools principals about the maintenance of the water purifiers in their schools. The data collected through observation and interviews has been tabulated and presented below in the table no.4.89.

Table no. 4.89: Maintenance of Water Purifier in Schools

Sr. no.	Maintenance of water Purifier	Urban	Rural	Hill
		Principal	Principal	Principal
1.	Maintained water Purifier (R.O. Plant).	11(55%)	-----	----
2.	Maintained water filter	05(25%)	08(70%)	08 (50%)
3.	Almost no maintenance	04(20%)	04(30%)	08 (50%)
Total:		20(100%)	12(100%)	16(100%)

It can be observed from the table no. 4.89 that 55% of urban un-aided private secondary schools principals have installed R.O. plants in their schools. They have made financial provisions for maintenance of these plants. None of the rural and hill areas schools had any such system of water purifier. The simple system of water purification that they have i.e., 25% of urban areas schools, 80% of rural areas schools and 50% of hilly areas private un-aided schools had the provision of maintaining the water filter. The other schools i.e., 20% of urban, 30% of rural and 50% of hilly areas had no water purifying system. Principals of these schools stated that they would plan for water purifier in their schools so that the students and staff members can get purified water. It can be said that all the sample schools have maintained the water purifiers as and when required and these schools do not face any problem of maintaining water purifiers.

CONCLUSION

From the detailed analysis of data about materials management of private un-aided schools, the following conclusions are derived about location and schools building, condition and number of classrooms, library facility, science laboratories, sports facilities, teaching aids, and drinking water facilities.

A. SCHOOLS BUILDING

1. Most of sample school buildings are systematically designed with suitable locations and only few hilly sample schools are situated at hill areas with unsystematic design of school buildings. SMC have planned to relocate the

school building having debility conditions to a new area. Hill schools face problem of large areas availability for school buildings construction therefore as per the local educational needs, schools are established.

2. Majority of the sample schools have sufficient areas for school for future expansion. Most of the schools have sufficient number of classrooms and laboratories. These schools have no problems of space.
3. Majority of urban and hill schools constructed their buildings at a stretch but half of the rural un-aided schools constructed their school over a period time as per students' enrolment. Secretaries experience that school buildings construction depend on the sources of school finance, requirement of class rooms and permission from Manipur Board.
4. Most of urban and rural school buildings are concrete and well maintained but only few sample school buildings of rural and hill areas are constructed with wood and that need proper maintenance. Secretaries and principals felt that their schools are constructed by the materials available in their local areas i.e. woods are easily available with low cost therefore they have used wooden materials in their schools.
5. Few school buildings are used for taking tuition classes, board exam centre, competitive examinations center and NOS centre after their regular classes. Secretaries and principals of these sample schools felt that their school buildings shall be used at the optimum level for the development of the students and society.

B. CLASS ROOMS

6. Most of the sample schools have sufficient number of class rooms as per the number of students enrolled in each school. The class rooms are in good conditions. Almost all the class rooms are well ventilated. Only few sample schools need proper maintenance of the class rooms and its walls need painting.
7. Majority of sample schools' classrooms are equipped with quality wooden furniture and in good conditions. Furniture in these schools is mostly made of local woods which are easily available. In few sample schools, furniture needs proper maintenance.

C. LIBRARY

8. Most of the sample schools irrespective of areas have not appointed qualified librarian. Qualified librarians are difficult to get and therefore principals have

assigned the duty of librarian to one of the teachers who can manage the library.

9. Majority of rural sample schools had financial difficulties and therefore books are not procured. Half of urban schools are managed with meager facilities of books and journals in their libraries. Majority of hill region schools have libraries but with some having good facilities and some having moderate to meager books and journals facilities in them. Principals of rural sample schools have purchased few textbooks and reference books which are used by teachers.
10. Majority of the un-aided private secondary schools have no modern technological facilities in their libraries. Only few urban sample schools have internet facility. School principals have face problems of lack of electric power and computers system in their schools therefore internet facility is difficult to avail in their schools. SMC and principals of these schools shall have to find some means to overcome these problems.
11. Most of the rural schools only few textbooks in their libraries and are available in staff rooms which are used by teachers. In urban and hill areas, libraries are mostly used by teachers and students. Principals expressed that library books are available for teachers and students and it shall be used at optimum level by them.
12. Almost fifty percent of the school books are in circulation among the users but in many schools of rural areas this is not possible because of non-existence of libraries. Principals of rural sample schools said that they would buy some more books and keep these books in a room and ask students and teachers to use it maximally. They said that a teacher will be asked to manage the library and the student shall develop study habits.
13. Most of urban and hill schools have separate library periods. But majority of rural sample schools do not have any library period as these schools have no library facility. Principals suggest that they would include library period in their school time table in future.

D. COMPUTER FACILITY IN SCHOOLS

14. Majority of urban schools have adequate number of computers and majority of hill areas schools have no computers. Principals experience inadequate numbers of computer facilities in rural, and hill sample schools. It is due to

lack of electric power facility and schools' financial constraints that create problem for purchasing computers by the SMC. SMC need to find more source of school finance and shall buy adequate number of computers for schools.

15. Most of urban private school computers are maintained yearly. It is done by the outside computer experts. Qualified computer teachers are appointed in most of the sample schools. Rural and hilly school computers lack of maintenance. Principals suggest plan to buy more computers within the existing school finance and proper maintenance of the available computer systems.
16. Most of the urban schools, many of hill schools and few of rural areas schools have provision of computers to be used regularly by teachers and students. Principals expressed that computer facility shall be utilize by teachers as well as students.

E. SCIENCE LABORATORY FACILITY

17. Most of the sample un-aided private schools have not maintained the demand register for purchasing science materials and equipments. Principals have discussed with science teachers verbally about required science materials and buy it. They suggest that they shall maintain a demand registers.
18. Most the un-aided private sample schools have inadequate science materials except some urban and hilly schools. As the science materials are less in these schools, principals have instructed the science teachers to share the equipments among students under their guidance. Rural and hilly sample schools principals have purchased some science charts and model as their schools do not have adequate science materials and laboratories. Science teachers use these materials in their class.
19. Urban un-aided sample schools have better quality of science equipments as compare with hill un-aided private sample schools. Urban school principals express that they discuss with science teachers before purchasing any science materials and equipments therefore most of these equipments and materials are good quality.
20. Some urban and hilly un-aided private sample schools have maintained science equipments by laboratory assistants and science teachers.
21. Sample schools science laboratories are used by the students under the guidance of science teachers. Science teachers do the demonstration in the

science laboratory by using the equipments and materials and later students use it under the guidance of science teachers.

22. Only few sample schools have sufficient space in their science laboratories. Principals instructed to science teachers to form small groups for using science materials and equipments because of in-adequate space inside science labs. Most of sample schools in which science laboratories are not available, science teachers use the charts and models in the class rooms to teach science.

F. AVAILABILITY OF TEACHING LEARNING MATERIALS

23. Majority of the sample un-aided private schools irrespective of areas lack proper teaching aids. Only few schools of urban areas have sufficient teaching aids. Principals felt that they shall have to buy more teaching aids so that teachers can use them for quality teaching in different subjects.
24. Urban sample schools have better quality teachings aids as compared with rural and hilly sample schools. Principals have expressed that they have purchased meaningful teaching aids rather than quality of teaching aids.
25. In some urban and hilly sample schools, teaching aids are maintained systematically but the rural sample schools need to improve maintenance of teaching aids. Principals have given assurance to buy stand for hanging maps, charts and racks for systematic arrangement of teaching aids.

G. SPORTS FACILITIES

26. Majority of the private un-aided schools did not maintain any demand register to purchase sports materials. Principals of sample schools discussed with physical education teachers verbally before purchase of any sports material and therefore they do not maintain any sports demand register.
27. Majority of sample urban schools go for need analysis of sports materials before purchasing them. But rural and hill areas schools are not following such practice. Principals and physical education teachers purchased only few main sports materials which are used frequently by students. They therefore felt no need of doing need analysis. However, they suggest that need analysis shall be done for buying sports materials.
28. Urban school principal have sanctioned the demand of sports materials by physical education teachers but most of rural and hill areas schools principals do not sanction the demanded by physical education teachers as these schools

do not have adequate financial facility for sports. Physical education teachers manage with few sports materials available in their schools.

29. More urban sample schools have adequate number of sports materials compared with rural and hilly sample schools. Principals of rural and hilly sample schools have purchased such sports material which can be used in groups like football, crickets, volley ball etc. They felt to provide games facilities to their students.
30. Majority of urban sample schools purchased quality sports materials than the sample schools of rural and hilly areas. Principals expressed that they have purchased less quality sports materials that too also useful in groups. It has happened due to the lack of schools sources of finance. They have felt to provide some sports materials to their students therefore they purchased sports material with less quality.
31. Majority of sample un-aided private schools have small and well maintained playground therefore they have managed with many indoor games and sports facilities. Principals face problems in organizing annual sports activities inside their schools and they had to arrange their annual sports day in some other playground nearby.

H. DRINKING WATER FACILITY

32. Majority of un-aided private schools have the municipalities or panchayat (local Govt.) as the suppliers of drinking water in their schools. However, few schools have also rain water harvesting plant, ponds and tube wells in their schools as sources of drinking water. Principals have expressed that rain water harvesting is possible due to more rain during rainy season in Manipur.
33. Only few urban sample schools have installed water purification systems and majority of the sample schools have used simple water filters for drinking water. Principals have said that they shall buy water purifiers for their schools.
34. Most of the sample schools do not have drinking water problems. Only in few of the schools, drinking water problem was noticed but principals have managed by private drinking water suppliers.
35. All the sample schools have maintained the water purifiers as and when required and do not experience any problem of maintaining water purifiers.

4.4.0 DISCUSSION OF THE RESULTS OF THE STUDY

Discussion of results on HRM, Finance Management and Material Management of un-aided private schools in three regions of Manipur is present here. The discussion is made on the basis of literature available in this area, experience of the researcher in the field and the logic to accept something as acceptable. On the basis of that the findings are derived.

4.4.1 HRM PROBLEMS AND ITS SOLUTIONS

Detail discussion on HRM with different areas of it are: recruitment of staffs, staff development activities, tasks distribution among teachers, task specification, use of school service rules, incentive and salary, teachers' motivation, communication process followed, and feedback followed in schools.

A. Recruitment

1. SMCs and principals experienced that many teachers leave schools without informing them and also go on long leave with no communication. In some situations, principals have made a confirmation from teachers who were on long leave over phone calls. It was also found in the study of Febellow (1986) that teachers in Zila Parishad schools used to remain regularly absent and leave school. It may be because of service condition and low salary, teachers may be leaving schools. In order to manage such problem, principal shall discuss the problem with teachers and members of SMC. SMCs shall decide to have stringent service rules like teachers shall give one month notice to school or pay one month salary to school if s/he wants to leave school immediately. Principals and SMC feel that they shall create good working environment in their schools and teachers shall feel free to express their problems to them.
2. School Principals/Secretaries experienced that newspaper advertisement is not much helpful for appointment of vacant teaching positions therefore they have used personal contacts for selection of teachers. It is successful for selection of required number of teachers in their schools. Principals prefer to select local candidates through personal contacts because it is easy to contact and communicate with them.
3. Teachers' selection committee is constituted mostly by principal, secretary and subject experts as a requirement. But it was least felt that in selection committees all these members are there. In rural schools, only secretary

appoints teachers. It was also found in the study of Panda (1985) that majority of the managing committee members of rural areas private schools were illiterate and inactive. In order to appoint competent school teachers, a team of educated and active members shall be formed and the team can consist of secretary, principal, subject experts.

4. It was found from this study that principals/and secretaries experienced that interview call letters take more time to reach to the candidates and do not provide certainty that it reaches the candidates. Therefore principals use telephone for better communication to the applicants for interviews. In order to communicate to the applicants, e-mail and sending message through mobile phone can also be used as better communication method. Nowadays most of applicants have mobile with internet facility. SMC and principals can also conduct telephonic or Skype interviews with the candidates.
5. It was found that lack of trained subject teachers is one of the main problems in all three regions of Manipur. Similarly, it was found in the study of Pati (1992) that inadequate numbers of teachers and lack of professional qualifications among the teachers in the schools. It was also found in the study of Reddy (1996) that Government and Z.P. schools did not have sufficient number of teachers and hence schools are not functioning properly. Nowadays, lack of train subject teachers is common problems in present schools in all types of school under different types of managements. To overcome the problem of train teachers, SMCs allowed the section committee members to select fresh graduates as per the requirement of teachers in their schools. More facilities and motivation can be provided by SMC and principals to attract young candidate in teaching profession.
6. In the un-aided schools no specific guidelines from schools authorities are given to the selection committee members for selection of teachers. As the members of selection committee are from the same school and they are well aware of the basic guidelines to be used for teachers' interviews, SMC feels it redundant. It was revealed in the study of Mbugua (2012) that deputy head teachers had faced challenges like unclear guidelines about their specific roles in administration of the school. SMC and Board can give specific written guideline for appointment of school teachers. Manipur board has mentioned only the numbers of require subject teachers as per the enrollment of students.

Principals feel that Manipur Board shall provide the guidelines for teachers' eligibility criteria for secondary schools.

7. It was found that newly selected candidates do not join in time to schools, because they have to relief from the previous schools. Principals usually give more time to them for joining in their schools. It was also found that many of fresh graduates selected as teachers join immediately after their interviews. In few rural sample schools authorities have selected mostly local candidates so that they could understand about the schools and they can deal with students and solve their problems easily.
8. None of the sample schools in all three regions maintain any waiting list of the selected candidates. This is because candidates are not available in Manipur. Also as the trained candidates are not easily available, selection committee members selected untrained candidates as regular teachers because SMC and principals have to manage their schools.

B. STAFF DEVELOPMENT PROGRAMS

9. Most of sample schools principals have identified the areas for staff development activities. SMC and principals shall identify the areas of pedagogy and plan for staff development activities and implement systematically. Most of the selected teachers are un-trained and therefore they need staff development activities for better curriculum transaction.
10. Different norms for sending staffs to attain outstation training programs are followed but many teachers find difficulties for attaining them. It was also found that teachers in all the areas preferred to attain programs organized by SCERT. Hill SMC/principals felt that due to hilly terrain, it is more convenient for schools to organize staff training inside schools rather sending their teachers outstation.
11. Few school principals irrespective of regions have conducted few number of staff development activities. School principals have expressed that their schools do not have much facility to organize staff training inside their schools. It was found in the study of Pari (1992) that principals did not have sufficient funds to organizing such activities in their schools. It was found in the study of Adeolu (2011) that many principals sponsored teachers to attend seminars/workshops and conferences that were organized by the Ministry of Education and professional

associations. They have also organized in-house seminars for teachers on term basis to improve their capacities for job performance. Nakpodia (2010) found that performance of trained personnel in Nigeria schools affects the students' academic performance positively. It was also suggested that un-trained teachers should be advised to do post-graduate diploma in education and send them for trainings, workshops, seminars and conferences to expose them to the latest pedagogical skills to help the students in their academic performance. Researcher felt that staff development activities is a continuous activities to be organize either in-house or outstation. Teachers' learning is a lifelong process.

C. TASKS DISTRIBUTION AMONG THE SCHOOLS' TEACHERS

12. Principals have faced problems of tasks assigning to teachers when some urgent works come to the schools. Teachers have faced problems of overlapping of tasks when principals assign school tasks to them on urgent situations. Principals have solved such problems by discussion and asked senior teachers and teachers to cooperate. It may be because many of the principals are untrained in school administration and as Subudhi (1990) found that trained principals were better than untrained principals in college administration in terms of accountability to work, interpersonal relation, communication, motivation skills, decision making, resolve conflicts, and monitoring supervision, these principals need professional training.
13. It is found that teachers have faced problems of carrying out their tasks because sufficient guidelines from their principals are not given to them. But the principals of these schools felt that their teachers are experienced and are capable to perform their tasks independently. In the study of Shah (2012), it was revealed that supervisor's consistency of behavior toward subordinates, showing concern for their career progression, team oriented and cooperative approach can influence employees' attitude in a way that they enjoy their jobs and also wish to spend their career in the organization they were attached with. Researcher felt that, it is the duty of principals to give appropriate guidance to their teachers whenever they have any difficulty to perform any given school tasks.

D. TASK SPECIFICATION OF TEACHERS

14. Majority of teachers irrespective of their subject specialization, have been given other subjects to teach by the school principals. Teachers find difficulty in

carrying out such works. Principals said that they have to manage their schools with the number of teachers available in schools. They have allotted other subjects' periods to their teachers as per number of periods to be assigned to them and due to lack of subject specialized teachers. Researcher felt that school principals shall encourage senior and experience teachers, capable and interested teachers to take up such multiple tasks for solving their teachers' problems. However, such a system will affect school quality.

15. Few sample school principals give non-teaching works to their teachers and as a result of that quality of teaching works suffer in schools. Few teachers of rural areas just perform the tasks as given by their principals. Principals have assigned these tasks to their teachers that they can also perform some of these tasks like announcing about fees collection in the class, sending circulars to parents, examination duty, and submission of school official documents to the Board. Investigator felt many of these tasks are a part of teachers and shall be carried out by them. A system can run only with the co-operation of all members.

E. SERVICE RULES FOR STAFFS IN SCHOOLS

16. Most of sample schools do not have any written rules books, only few urban schools have written service rule books. Principals face problems of following service rule strictly for teachers. Most of the service rules are instructed verbally to teachers by either secretary or principals. Principals find convenient to instruct the school service rules to their teachers. Researcher felt that Manipur Board shall prepare a common written school service rules and make it available to all schools.
17. Few schools authorities have taken stringent action on teachers who did not follow school service rules. The challenge of principals is that they have to manage their schools by using the available service rules. Researcher felt that principals can manage their schools by creating mutual understanding between school authorities and staffs and there can be a sense of belongingness among teachers for schools.

F. EACHERS' MOTIVATION IN SCHOOLS

18. Most of rural school principals do not recognize their teachers' innovation and they do not take it seriously. Majority of rural and hilly schools have not yet started award/recognition system for their teachers. School authorities think that

it is the duty of their teachers to be punctual and teach well to students. So, they do not think it is needed to award teachers. Muhammad (2012) study revealed that teachers perceived their motivational level affected by the rewards and incentives. Their self confidence, relationship with their colleagues, teaching qualities are positive boosted. Researcher felt that it is an important duty of school principals to recognize teachers' innovative ideas for better performance in schools.

19. Principals sometimes experienced that there are difference of opinions among the staff members and such situations create a little difficult situation among the staff members for maintaining good working environment in schools. It was found that for resolving such differences of opinions among teachers, principal listen to their teachers' ideas and call individually, discuss the matter and resolve them.
20. It was found that most of the school principals allow staff members for open discussion in staff meetings. Teachers said that their ideas are discussed in the staff meetings but rarely implemented in the schools. Principals said their teachers' ideas may be good for the schools but ultimate decisions are taken by the SMC members and that decisions are to be followed by school principals. SMC members and principals shall listen to teachers' ideas and if their ideas are useful for schools then it shall be approved. Teachers will be motivated when their ideas are used by school authorities.
21. Most of sample schools have not given opportunity to their teachers for further studies. Principals said that their teachers are so engaged with school routine works and they do not get much time for their further studies. They can be allowed to join their further studies through distance learning if they are interested that too also without disturbing schools' regular schedule works. It was found in the study of Nyenwe (2012) that teacher's quality is affected by his qualification, teaching experience, teacher punctuality, teacher's regularity and teacher relevance. SMC and principals shall provide more provision for further studies to their teachers because they need consistent updating of their learning and ultimately their new knowledge is going to help students.

G. PROCESS OF COMMUNICATION IN THE SCHOOLS

22. Secretaries and principals most of time use telephonic communication and they also use hard copy communication among them for better communication.

Telephonic communication is much faster and easy to communicate to each other.

23. Secretaries establish more of direct communication with their school teachers. But most of the teachers are not permitted to communicate directly to school secretaries. Secretaries said that teachers first of all have to meet their principals for any matter and if principals find difficult to resolve teachers' problems then they shall pass it to school secretaries for final decision. Therefore, teachers are not permitted to communicate directly to school secretaries.
24. Principals and teachers are mainly communicating through written notices and they also use verbal communication. Principals said verbal communication is an easy and faster means of communication to all members in schools but sometimes it lead to miscommunication among the staff members therefore they believe in sending written circular to teachers.

H. INCENTIVES & SALARY OF TEACHERS IN SCHOOLS

25. Majority of teachers are satisfied with the salaries which are mostly in consolidated form. Although it is given on irregular basis in some schools. In the study of Panda (1985), it was found that staff of govt. schools got the prescribed salary whereas the teachers of private schools did not get the prescribed salary. Pati (1992) found that majority of teachers get regular salary from their schools. Apart from salary, in the present study, few school authorities have given awards to teachers based on their contribution to the students' achievements. Teachers believe in providing education selflessly. Shah (2012) revealed that when employees feel a sense of accomplishment due to nature of job and specifically when they were satisfied with rewards and recognition and performance based awards was given periodically which contribute considerably towards the job satisfaction, teachers do well. So, SMC shall give more reorganization to teachers for better performance of their school work.
26. In rural and hill areas incentives are almost absent. Principals say that their schools lack finance. It is difficult to provide incentives to all teachers of schools when schools have insufficient finance. SMC members and principals said that they would like to plan for giving incentives to their teachers in future. Investigator felt that principals and SMC can even give morale encourage to their teachers and it cost nothing.

27. Bonus facility is not practiced in all three areas. Secretaries and principals said that they shall provide such facility to teachers but due to shortage of schools' finance, it is not possible. They are still looking forward for such facility for teachers. It was also found in the study of Nyenwe (2012) that teachers require incentives to perform better. It was also found in the study of Shah (2012) that there was bonus as such for teachers in many schools. In schools of Manipur, only the annual increment is given, however, performance based rewards was given periodically which contribute considerably towards the job satisfaction.
28. Almost half of sample schools do not have any facility for teachers like housing, travel, no tuition fees for wards etc. However other half of the schools, some provisions like tuition fee exemption for children of teachers, free bus service to commute from school to home, and residential facilities are available for outstation teachers in hill schools. Febellow (1986) found that teachers were dissatisfied regarding the prevailing physical facilities of their schools. It was also found in Bert (2012) that teachers' turnover rate was decreased after they established of new facility for teachers. It means that teachers can contribute more to schools when they get better physical facilities. It was also found in the study of Reddy (1996) that private un-aided Christian schools are better in terms of standard of education and general facilities, accommodation, teaching facilities and functioning of schools etc.... provided in schools. Researcher felt that teachers shall get the entire basic requirements in school campus and these facilities shall lead for retention of teachers.

I. FEEDBACK GIVEN TO TEACHERS

29. Most of sample school principals do not practice written feedback in their schools. Few principals have not even started proving feedback to their teachers in any forms. They are not much familiarized with such process for teachers. They have suggested that appropriate feedbacks to their teachers be given on time. Few school principals have not provided much guidance and not taken any serious actions against to their teachers who have not performed the schools activities properly. Principals believe in giving freedom to their teachers to perform school tasks at satisfactory level and taking action is not main solution for completing assigned tasks to them. As found by Muhammad (2012) that the majority of the teachers view that motivational factor like good relationships with

their colleague, and feedback on academic performance affect the motivational level of teachers.

30. Principals of rural and hill region schools do not have provisions of recognizing staffs' good work. Principals agreed that they would start recognition of teachers' efforts and give more emphasis on their teachers' work performance. It is better to recognize the good works of teachers in schools by principals for proper management of schools.

4.4.2 FINANCE MANAGEMENT PROBLEMS AND ITS SOLUTIONS

The detail discussion on areas of finance management are: process of school budgeting, sources of school finance, problems of budget preparation, and problems after implementation of school budgeting, autonomy of principals using schools' finance and auditing.

G. BUDGET PREPARATION IN UN-AIDED PRIVATE SCHOOLS

1. Few sample school secretaries do not plan school budgets on different headings. Secretaries said that their schools have limited sources of finance and they have experienced that there is no need of school budgets with different headings. Therefore, they manage their schools' finance by giving priority to the school works. Researcher observed that all SMC members voiced the need to plan the major headings of budget of school finance by considering limited source of school finance. It can give a guideline for implementation of planned school budget.

H. BASES OF BUDGETING

2. Most of rural and hilly school secretaries have not considered previous year's financial deficit to prepare current year school budgets. They have experienced that there is no need of considering previous year financial deficit in current budgeting and as their schools have limited sources of finance, financial irregularity is not possible. Therefore, they manage school finance with the available sources of finance for the requirements of schools. It is found in the study of Subudhi (1990) that trained principals were better than un-trained principals in finance management, i.e. budgeting, costing and accounting. As the SMC members are also not experts, it is suggested that they shall consider last year budget and they shall discuss with school

principals about the needs of schools because they are the real implementer of school budget.

3. School financial budgets are prepared mainly by SMCs without involving school principals. Majority of school principals are not even asked to carry out any school financial requirements for their schools. School secretaries felt that principals are more concern about academic development of students rather school financial management therefore they are not part of school budgets preparation. SMC believe that they can plan and manage school finance better without asking school principals. School principals and other persons who have more knowledge on budget can be included in schools' budget preparation to avoid major deficit and better school budget planning. It was found in Peter (2009) study that parental involvement had positive influence on financial management outcomes. Parental participation in the schools functioning had positive impact on schools administration and schools' financial accountability and transparency. Ajileye (2011) also recommended that school budgets should be prepared by both senior teaching staff and administrators but not by the school head alone and schools administrator allow all the participants to contribute effectively during the budget preparation. Similarly, in the study of Fidelis (2012), it was found that involvement of sectional heads and heads of departments in budget preparation leads to effective budgeting. Researcher felt that schools budgets preparation needs more knowledgeable persons of budgeting. Schools can also involve parents to prepare a good budget.

I. SOURCES OF SCHOOL FINANCE

4. Most of sample private un-aided schools get their financial resources from students' tuition fees and only some of them collect finance from donations and loan from banks. Fidelis (2012) also found that the major sources of revenue come from tuition fees, levies from parent teachers association (PTA). SMC members shall find more sources of schools' finance in the form of donation from the members of society.
5. Most of the schools irrespective of areas have the problem of tuition fees collection and bank loans are not received in time. In order to overcome such financial irregularity in their schools, secretaries and principals have taken up

some ways like sending reminder circular to the parents for paying the tuition on time, sent circular with the late fine for tuition fee per day, issued the examination admit cards to the students after the clearance of the tuition fees dues in the schools office, used schools reserved fund and used schools' secretaries personal finance, and delayed payment of staffs' salary. These were the ways they have used for managing the schools financial problems.

J. PROBLEMS REGARDING SCHOOL BUDGETING

6. Many of sample schools face problems of school budgeting. It is mainly because of in-experienced members in the SMC and they find it difficult to prepare budget because of limited resources in schools across regions. It was found in the study of Panda (1985) that majority of the managing committee members of rural areas private schools were illiterate and inactive. Similarly, it was found in the study of Fidelis (2012) that the problem of secondary schools finance management was associated with inadequate funding of schools and delay in the payment of salary. Most of the sample schools authorities have found out ways to overcome the problems of school budgeting and the ways are: including experience persons on schools budgeting, budgets were planned by considering priority of schools, budgets are planned with available schools finance and looking forward for donation from the members of society, looking for loan from private banks with low interest rates, used schools' reserved fund for managing the schools finance.
7. Majority of sample school secretaries face problems of schools budgets after it is planned. The problems are excessive use of school finance beyond planned school budgets, minor expenses are not included in school budget, irregularity of students' tuition fees, not maintain all vouchers of every expense. Fidelis (2012) found that schools principals have practices in managing the available funds; receipts were issued for any money collected and principals spend the fund in line with planned objectives. It shows that schools finance is manageable with the available sources of school finance but it depends on the skill or capacity of schools authorities and principals at the time of planning and executing the planned schools budgets. SMC members can solve these problems of implementation of schools' budgets by collecting regular students tuition fees, justified allocation of finance in different headings of budget,

delay of staffs salary, checking students dropout, maintain all vouchers of every expenses.

K. AUTONOMY OF USING SCHOOL FINANCE

8. Majority of school principals do not have freedom to use schools' finance on their own. Principals can use school finance without any difficulty after the permission granted from school management committee. SMC members said that they are supreme authority of school finance in un-aided private schools. But as the principals have no freedom to use school finance, a lot of problems arise to meet certain exigencies in the schools. Principals shall have freedom to use school finance within the planned school budgets and principals need to maintain details planning and vouchers even for minor expenditure. Principals are also using school finance for the development of schools.
9. Most of school principals do not get clear cut guidelines for using school finance from school management committee members. They have to use schools finance as per the need of schools and sanctioned by school management committee members. SMC members said that they are the highest decision making for the development of schools and even school's financial matter. Researcher felt that SMC members are required to provide details of planning and ways of implementation of school finance to school principals. Mutual understanding and cooperation among principals and members of school authorities is needed for the development of schools.

L. AUDIT OF SCHOOLS FINANCE

10. Few sample school principals think audit it is not essential for their schools as they are using the schools' finance for the development of the students and schools. But auditing is one of main function of school finance management. It was mentioned in the study of Ajileye (2011) that there should be regular budget review and auditing in the schools. There is a dire need to provide training to schools administrators in finance management. However, it is agreed that regular auditing is required for all the sample un-aided private schools for proper monitoring of school finance.

4.4.3 MATERIAL MANAGEMENT PROBLEMS AND ITS SOLUTIONS

The detail discussion about the material management are; location and design of school buildings, number of classrooms, availability of library, science laboratories, computer facilities, sports facility, teaching aids, and hygiene drinking water facility in the schools' campus. The discussion of the results is presented here below.

I. SCHOOL BUILDINGS

1. Locations of few sample school buildings are not at the suitable places and these school's buildings are designed unsystematically. Cracks are developed in one of sample schools. For safety of students, SMC members have planned to relocate this school building to a new area. Most of the hill school management committee members face problem of non-availability of large areas for construction of school buildings. Therefore they have constructed school buildings in small areas as per the need of locality. These schools have less number of students with single section in each class. SMC shall find the suitable location before school building construction. Manipur Board shall verify the location of school before its approval and grant the permission to schools.
2. Few schools are constructed with sufficient number of classrooms in the limited areas and these schools do not have any chance for future expansion. Principals of these schools have managed their classes with the existing number of classrooms and these schools have mostly single sections in each class. SMC members shall follow the school recognition rules of Manipur Board.
3. SMC members of few sample un-aided schools have constructed their school buildings over a period time. School buildings are constructed as per students' enrolment, sources of school finance, requirement of classrooms and permission from Manipur Board as said by secretaries of schools. Schools need to construct buildings with required physical facilities because it plays a supportive role for better learning to students. Robert (2007) found that students' behavior appears directly correlated with the academic spaces like classrooms, laboratories, library, and physical surroundings. Thus, schools need to have all required physical facilities for better curriculum transaction to students.

4. Few sample school buildings are constructed with wood materials. Secretaries said that their school buildings are constructed by the materials available in their local areas i.e. woods are easily available with low cost therefore they have used wooden materials in their school buildings. It has observed that these buildings need proper maintenance. It was found in the study of Febellow (1986) that municipal high schools' physical facilities were in bad shape, there was no furniture, dilapidated school buildings. School buildings are needed proper maintenance however, sample school secretaries have given assurance for proper maintenance of their schools.
5. Most of sample school buildings are used for regular teaching activities and only few sample school buildings are used for teaching as well as other activities like using for tuition classes, board examination centre, competitive exams on Sundays, and centre for NOS. Secretaries and principals believe that their school buildings shall be used at the optimum level for the development of students and society.

J. CLASSROOMS

6. Almost all the sample schools have sufficient number of classrooms but only in few sample schools, need of proper maintenance of rooms and its walls is essential. SMC members have planned for maintaining the existing class rooms in their schools.
7. It was found that in few sample schools, furniture in classrooms is not in good conditions and need proper maintenance. Principals have agreed that they would plan to do the needful for maintenance of their schools' furniture.

K. SCHOOLS' LIBRARY

8. Most of the sample schools irrespective of areas have not appointed qualified librarian. School principals said that qualified librarians are not available and therefore, for managing school library, they have assigned the duty of library to one of the teachers among the staffs who can manage the library.
9. Majority of sample schools had financial deficiency for purchasing books for library and therefore books are not procured by them for libraries. It was found in the study of Panda (1985) that both private and government schools were

lacking in library facilities. In order to manage library, sample school principals have purchased few textbooks and reference books which are kept inside staff rooms and these books are used mostly by teachers. Circulation of books is also less in these school libraries due to less number of books. Few school principals keep a regular period of library in their regular time table and they felt that students come and use these library books.

10. Majority of the un-aided private secondary schools have no modern technological facilities in their libraries. School principals have face problems of lack of electric power and computers system in their schools. Therefore internet facility is difficult to avail in their schools. Few school principals have purchased few books for library rather having internet facility in their school library. It was found in the study of Karla (2012) that teachers have used electronic and printed materials but rely heavily on online content and resources and teachers did not always rely on the schools' library to provide the support that was available. SMC shall have to find the alternative ways for sources of electric power and arrange finance so that their schools can have the facility of internet which can be used both by teachers and students.

L. COMPUTER FACILITY IN SCHOOLS

11. Most of sample schools have inadequate number of computers and in some of the schools computer facility totally not there. Principals experience inadequate numbers of computer facilities due to lack of electric power facility and schools' financial feasibility. Those schools especially in urban areas, having computers have appointed qualified computer teachers. Mostly these teachers teach theory in the class. In few schools, computer teachers take up regular practical classes in laboratory. Principals said that they would like to give experience of computer to their students. Researcher felt that present students need to have knowledge of computer, therefore, SMC members shall find out more sources of finance for purchasing computers and alternative sources of power supply for computer system i.e. solar plate.
12. Few of sample schools have provision of computers to be used regularly by teachers and students. These sample school principals expressed that computer facility at their schools shall be utilize by teachers as well as students.

13. In rural and hilly schools, computer systems are lacking maintenance. Principals shall have to instruct to computer teachers for proper maintenance of computers in their schools. Principals shall plan to buy few computers within the existing school finance so that teachers and students can use computers in their schools.

M. SCIENCE LABORATORY FACILITY

14. Most of the sample un-aided private schools have not maintained the demand register for purchasing science materials and equipments. School principals have discussed about science materials with science teachers verbally and buy it. Researcher felt that necessity of maintaining a demand register as a record of science equipments and materials in schools.
15. Most of un-aided private sample schools do not have separate science laboratories and sizes of the laboratories are also small. Inadequate science materials are available in science labs except some urban and hilly schools. Principals of these sample schools have instructed to their science teachers to share science equipments and use it among students under their guidance so that students get experience about science. In order to give science knowledge to students, school principals have also purchased some science materials in the form charts and models and science teachers use these materials in class while they teach. Researcher felt that it is the duty of SMC to provide the requirement and facility of science laboratory to their schools. They shall arrange science laboratory as per the guideline given by the Manipur Board for science laboratory.
16. Few sample schools are with higher secondary sections, thus sufficient science equipments are available in laboratories and maintained it by laboratory assistant. But most of sample schools, science labs are maintained by science teachers. In these schools science materials are also less therefore science teachers can take care easily.

N. AVAILABILITY OF TEACHING LEARNING MATERIALS

17. Majority of the sample un-aided private schools irrespective of areas lack proper teaching aids. It was also found in the study of Pati (1992) that schools have inadequate provision of for audio visual aids in their schools. Only few

schools have quality teaching aids. Principals said that they purchased variety of teaching aids with medium quality so that different teachers can use it in classroom teachings. School principals can allow teachers and students to prepare different types of teaching aids in the form of activities in schools. This would help in learning of students and schools can have varieties of teaching aids.

18. Most of sample schools do not maintained the available teaching aids. Principals have given assurance to buy stand for hanging maps, charts and racks for systematic arrangement of teaching aids. It is the duty of school principals and subject teachers for maintaining any types of available teaching aids in schools.

O. SPORTS FACILITIES

19. Majority of the private un-aided schools do not maintain any demand register to purchase sports materials. Principals have discussed about sports materials with physical education teachers verbally before they purchase any sports materials and therefore they do not maintain any sports demand register. It is better to maintain a record book of sports which help in monitoring the demand of the materials each year.
20. Few sample school principals do not even do need analysis of sports materials before they purchase any sports materials. Principals and physical education teachers have decided to purchase only few main sports materials which are used frequently by students. Therefore there is no need analysis in these schools.
21. Most of rural and hill areas school principals do not sanction all the sports materials demanded by teachers. School principals expressed that their schools need to have more financials facility for sports. As Pati (1992) found that school heads experienced insufficient funds for organizing co-curricular activities in their schools, similarly here also, the principals find it difficult to purchase needed sports materials. Sample school principals instructed to physical education teachers to buy sports materials which can be used in group and teachers have managed with the few sports materials available in their schools.

22. Majority of sample un-aided private schools have small size playgrounds. As the playgrounds are small, these school principals have purchased more of indoor games and sports facilities so that their students can play. They have organized their school annual sports activities in nearby playground of neighboring schools because organizing annual sports day is difficult in small playgrounds. SMC members shall have the require size of playground as per the norm given by Manipur Board. It is the accountability of Manipur Board for verification of playground of the schools before the permission is grand for schools.

P. DRINKING WATER FACILITY

23. Few schools have rain water harvesting plant, ponds and tube wells in their schools as sources of drinking water. Principals have expressed that rain water harvesting is possible due to more rain during rainy season in Manipur. These sources of water give continuous water supply to schools.

24. Only few urban sample schools have installed water purification systems and majority of the sample schools have used simple water filters for drinking water. Water purification plants are maintained regularly.

4.5.0 CONCLUSION

In this chapter, investigator has analyzed and interpreted the data collected from the 48 sample private un-aided schools from urban, rural and hilly areas by using observation, in-depth interviews with school secretaries, principals and senior teachers. Group discussions were also held with the schools' management committee and school principals. The data collected by the investigator from the sample schools were coded and categorized into different themes under the three headings on human resource management, finance, and material management. The theme wise categorized data were counted by it occurrences, calculated its percentage and interpreted. In the areas of human resource management of the urban, rural and hilly un-aided private secondary schools, researchers has analyzed and interpreted about the recruitment of teachers, interview process, staff development activities, issuing of appointment letters, schools service rules, tasks distribution and assignment, communication process and providing suitable feedback from the schools authorities to the teachers. In another area of schools finance management, investigator has

analyzed and interpreted about the process of budget preparation, sources of schools finance, persons involved in schools budget preparation, difficulties faced during and after the schools budgets were planned, and found out the probable solutions for problems of schools budgets by the school's authorities. In the area on material management, researcher has analyzed and interpreted about the suitable schools' location, design of buildings, stages of schools building construction, condition of schools buildings and utility of the schools building. Apart from schools buildings, researchers has observed, analyzed and interpreted about the appropriate numbers of classrooms, condition of classrooms, furniture, floor, classrooms' walls, library facility, science laboratory, computer laboratory, sports facilities and drinking water facilities in the schools' campus. Such analysis helped in finding how the schools authorities managed the private un-aided sample schools.

Researcher has done discussion of the present study. It can be concluded on human resource management are: SMC come to know from teachers' resignation letters in the schools office and when teachers remain absent for long duration from the schools without leave. After they identified the actual teaching vacant posts, advertisement was put in local news papers, and they also use personal contacts. Interviews are arranged and candidates and interviews conducted mostly by secretaries/ and principals. In few cases selection committees have been appointed. In many cases, fresh graduate candidates are selected as teachers. It was found that only in few schools, written schools service rules are available and followed. Majority of secretaries or principals have verbally instructed schools service rules to the selected candidates. Staff development activities are organized either inside the schools or send the appointed teacher outstation. Principals have distributed schools tasks to the staff members based on interest and abilities. Teachers have taught other than their subject specialization in the schools and found difficulty to provide quality work to the schools. In few schools, teachers have shown good work performance and they were awarded from schools authorities. Majority of the schools authorities have provided suitable feedbacks to the teachers.

In the discussion on finance management of the sample schools, it was found that the main source of schools finance was students' tuition fees in the un-aided private schools. In some sample schools, they have not only students' tuition fees as a source

of finance but also they receive donation from the community. Most of the sample schools have irregularity of the receiving students' tuition fees from the parents. SMCs have taken up some steps to make it regular. SMC members have instructed to the schools principals to send reminder letter to the parents with the fine of late payment of tuition fees, payment of tuition fees with concession. Most of the sample schools authorities have planned schools budgets and principals were not involved in the schools budget preparation directly. Only few sample schools have sufficient sources of finance and able to manage the schools finance by the schools authorities. Most of the teachers of sample schools received regular salary. It has also observed that all the sample schools did not have any bonus systems but regular increments were given to all the teachers.

About material management, it can be concluded that majority of the sample schools were at the suitable location, well designed schools buildings, appropriate numbers of classrooms as per the number students enrolled. Only few sample schools were constructed in the populous areas but these schools were also having well designed and have suitable number of classrooms. Most of the sample schools buildings were constructed with concrete materials, walls and floor were well maintained. Few sample schools were constructed with wooden wall and these schools need to have better maintenance. All the sample schools buildings were used for teaching learning purpose but only in few schools, buildings were used for teaching learning as well as tuition classes, centre for National Open School and centre for competitive examinations. In all the sample schools, only few schools libraries have sufficient numbers of books, magazine and books which were kept at different sections. Majority of sample schools authorities have not appointed qualified librarians and in order to manage the library, principals assigned the library duty to one of the teachers of the same school. Only in few sample schools, they have science laboratory with sufficient equipments and materials inside the lab. Students of the same schools allowed for practical work under the guidance of the science teachers. In some sample schools, sufficient number of computers system and qualified computer teachers were appointed. Most of the sample schools have small playground in their schools but in these schools mostly indoor sports items were purchased. Only few sample schools have a separate audio visual aids room with LCD facilities but most of the sample schools have maps, charts, and models as teaching aids in the schools. All the sample

schools have regular drinking water facilities. In some schools rain water harvesting system, small ponds, and wells were found in the schools as sources of water. Majority of sample schools have used simple water filter for purification of water and only in few sample schools have installed R.O. plant for hygienic drinking water.