

CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Quality education is an important requirement today in education at all levels. School education, especially secondary school is a valuable stage for students' development. It is an important phase in students' life to prepare for adult roles. This stage of education is linked with vocational education of students and their career. Secondary education is imparted by different types of schools in India, i.e. Govt. Secondary schools, Govt. Aided secondary schools and Private Un-aided secondary schools. The present scenario of education at secondary school level reveals that private un-aided secondary schools are better in terms of quality, and facilities. As a result, more and more parent prefers to enroll their wards in private un-aided secondary schools. The private un-aided secondary schools are consistently performing better in examination as compared to govt. and private aided schools even in whole of India (Krishnan, 2012). In Manipur state, the consecutive five years top rankers of Board Examination in Manipur are from Private un-aided secondary school (BSEM Exam, 2014). As the private un-aided schools are better, there has been continuous increased in the number of these schools year after year at a faster rate in Manipur. The situation is true as well for the other parts of the country.

Due to the Liberalization Policy in 1990, international un-aided private schools and many more private un-aided schools have been established in India and these schools are affiliated to either CBSE or state Boards. 'The 1990's liberalization policy gave further impetus to private un-aided schools (Sujatha and Rani, 2011). More private un-aided secondary schools have started in India and its number has increased up to 36.02% as compare to 31.03% of government secondary schools (Statistics of Schools Education, MHRD, 2011). Numbers of private un-aided secondary schools continue to increase up to 37.49% as compared to 34.04% of govt. secondary schools (DISE, 2013-14, NUEPA). As it can be seen from all Five year plans in India, secondary education sector did not receive due financial allocation in comparison to primary and higher education. An analysis of financial allocations to different levels of education in Five Year Plans shows that secondary education in first five year plan received 13

per cent, which increased to 25 per cent in VI Plan. In the subsequent Plans, the total allocation to secondary education started declining and in the IX plan it remained to 10.5 per cent. The decline continued up to X Five Year Plan. It was duly realized by the Central Advisory Board of Education committee in 2004 that recommended for expansion and allocation of more financial resources to secondary education. During the XI Five-Year Plan, Secondary Education was accorded a relatively higher priority in the development agenda of the country. Government of India has always been allotting low financial provision in almost all the budgets to secondary education and due to it, quality of education is hampered.

According to the Universalisation of Secondary Education, the vision of the secondary education is to “*Provide high quality secondary education to all India adolescent girls and boys up to age of 16 by 2015 and up to age of 18 by 2020*”. To achieve this vision of secondary education, numbers of secondary schools have to increase in India. Only government secondary schools may find difficult to enroll all the students who have passed out from primary stage as numbers of pass out students have increased after the implementation of SSA in India. Thus, numbers of secondary schools have increased in both government as well as private un-aided sector. It can be seen that numbers of un-aided private secondary schools were 46474 (36.2%) as compared to 40220 (31.3%) of Government secondary schools (Statistics of School Education, 2010-11, MHRD) in India (table-1 below). In terms of students’ enrollment in un-aided private secondary schools in India, it was 28.04% in 2012-13 and 30.98% in 2013-14; whereas in Govt. secondary schools in India, it was 38.16 % in 2012-13 and 37.33% in 2013-14, (DISE, NUEPA, 2012-13, 2013-14). It can be observed that 2.94% of students have increased in private un-aided secondary schools and in govt. secondary schools 0.83% was decreased from the 2012 to 2014 in India.

Secondary schools have increased at all India level in general and particularly in Manipur. The total numbers of un-aided secondary schools were 191 schools as compared to 196 government schools in the year of 1998. But the numbers of un-aided private secondary schools have even increased to 467 as compare to 224 government secondary schools in 2012 in Manipur, (Board of Secondary Education, Manipur, 2012). Government secondary schools have started declining in quality education. These schools have problems of passing percentage at the Board

Examinations even though majority of these schools have adequate facilities. Similar problems were observed in private aided secondary schools in Manipur, the problems are inadequate number of professionally trained teachers, lack of infrastructure, library facility, improper planning, and inadequate fund (Jamini.2006). Panda (1985) has found out similar problems of inadequate infrastructure, lack of professionally trained teachers, inadequate facilities of audio-visual aids, inadequate facilities of library, and lack of good relation of principals with the staff members in school are the reasons for poor quality education. As the government secondary schools and private aided secondary schools have such kinds of problems, may be similar problems are faced in the un-aided private secondary schools of Manipur. The problems might be related to the process of recruitment of staffs, inadequate infrastructure, lack of staff development activity, lack of source of finance and improper planning of income especially in the un-aided private secondary schools of Manipur. If such types of problems exist in un-aided secondary schools then quality of education is going to be affected and achieving the vision of universalization of secondary education with quality may be difficult in India. Therefore, it becomes imperative that secondary school principals and management committee members of such schools need to realize and understand knowledge and skills of School Management of secondary school so that they can manage their schools properly and achieve the goal of universalization of secondary education with quality.

1.1 SCHOOL MANAGEMENT

School management is to make the optimum use of the human and material resources of the school system for the fulfillment of the objectives of the school. The human resources included students, staffs, parents, community, members of educational Board, management committee of the school. The material resources included school plant, instructional aides and equipments. School management follows some processes of planning, organizing, staffing, co-coordinating, budgeting, and evaluating to manage school. The brief about these processes are mentioned below;

- i) **Planning:** Planning is the conscious determination of future course of action. It includes forecasting and fixing goals, collecting and comparing data, selecting best alternative and decision making, formulating policies, procedures and programs.

- ii) **Organization:** It is the process of dividing work into convenient tasks or duties, assigning tasks, delegating authority and responsibility, and fixing accountability.
- iii) **Staffing:** It involves manning the various positions created by the organization. It includes preparing inventory of personnel available and identifying the gap between manpower required and available, identifying the sources from where people will be selected, selecting people, training and developing them for achieving the objectives of the school organization.
- iv) **Coordination:** It includes the co-ordination of all educational activities of a school that involves all the persons, materials and ideas, knowledge and principles. The manager has to interweave them as to achieve a common objective and to have a single effect.
- v) **Budgeting:** This includes preparation of budget of the school and proper financial allocations to all the sections of the school programs and proper utilization of the money, finding out the main source of finance for the school.
- vi) **Evaluating:** The manager has to evaluate school activities from time to time, laying down standards, evaluating performance, find out reasons for deviation, and taking corrective measures.

With understanding of this knowledge of school management, and following the managerial process, a secondary school can be managed effectively by principal and management committee.

1.2 MANAGEMENT PROBLEMS OF SECONDARY SCHOOLS

There is no organization without problem. But solving problems, turning problems into opportunities, and avoiding problems can lead to success. The Secondary schools might be facing different management problems. How the schools manage them and progress is worth understanding. Some of the management problems faced by the secondary schools' management are presented below:

i) Recruitment of Teachers: Perhaps the most important management issue in the education sector is teachers' recruitment. Common problems in teacher recruitment in India are lack of objectivity, transparency, shortage of candidates with needed professional qualifications. Several factors lead to a mismatch between the supply and demand of secondary school teachers: shortfalls in recruitment; inflexible norms for the deployment of teachers in government and aided schools; teachers' reluctance to

work in rural areas; and the politicization of teacher transfers. When transfers occur in the middle of the year, with no replacement for the rest of the year, there is enormous disruption in students' learning. Rural secondary schools are disadvantaged because teachers are often reluctant to work in rural areas. States typically have clear rules and specifications for transfer, although weak enforcement mechanisms.

ii) **Lack of Quality Teachers in Secondary Schools:** Teachers' pre-service education at the secondary level suffers from poor standards, accreditation and monitoring, outdated pedagogical approaches, inadequate supplies of basic teaching and learning materials (including ICTs). This is a critical issue facing the country as it proposes a massive expansion of secondary education which will require well trained teachers.

iii) **Declined Students' Enrolment and Number of Secondary Schools in Govt. and Private-aided schools:** The enrolment of students in government and private-aided schools is declining because of the low quality of education in schools. The parents who can pay send their wards to private schools are sending their children to private aided schools. And it is found that government schools have students only from the downtrodden sections of the society specifically those who cannot pay for the education of their children in private schools. The data indicate that there were 1,52,049 recognized secondary (secondary and senior secondary) institutions in the country in 2004-05 (MHRD Selected Educational Statistics 2004-05). Trends indicate that the increase in government institutions from 26.54 percent in 1973-74 to 33.12 percent in 2004-05 is lower as compared to the increase in private unaided institutions from 5.59 percent to 29.60 percent in the corresponding period. It further seems that the government is absolving itself from its responsibility of managing secondary education. The share of private-aided secondary school has also decreased considerably from 57.02 percent in 1973-74 to 29.35 percent in 2004-05. This is because a majority of state governments have stopped providing grants-in-aid to newer private institutions after 1990 (NUEPA studies 1991-2001). Again, the management of secondary education institutions by local bodies including municipalities and Panchayati Raj Institutions has also decreased from 10.85 percent to 7.93 percent in the above-mentioned period. Private-aided institutions or those receiving grants-in-aid are governed by the same well-defined rules as government

institutions in terms of administration and financial allocations. Education provided in government and government-aided schools is free of charges and often produce poor quality. Planning and managing better quality secondary education in the present circumstances is a matter of serious concern for educational planners and administrators.

iv) **Supervisory Problems in Secondary Schools in India:** Studies conducted by NUEPA on administration of school education – first from 1973 to 1981, and again from 1991 to 2001 found that district education officers were not able to visit the required number of senior secondary schools as per norm for inspection and supervision. Even when a school is visited by inspecting officers, they hardly observe academic aspects of school. They devote their time on administrative and financial aspects and, as a result, inspection is limited to the principal's office. Therefore, schools lack in respect of supervisory help and support for teaching and learning process, resulting in low quality of education.

1.3 DEVELOPMENT OF PRIVATE UN-AIDED SECONDARY SCHOOLS IN INDIA

The role and share of different education providers is much different in case of secondary education in India. Private participation in providing secondary education has a long tradition in India, dating back to pre-independence period. Secondary education was largely managed by the private agencies but was being funded by the government under grand- in- aid system. The basic philosophy behind the grand-in-aid system was to motivate the local effort and cooperation in managing secondary education. Over the year, state governments have given grants and finance almost all the expenditures of private aided schools. Consequently, private managements have established large number of institutions with corresponding numbers of teachers and students. The following table no. 1.1 represents the growth of secondary schools by types of management in India from 1973 to 2011.

**Table No. 1.1: Growth of Secondary Schools by Types of Management in India
in %**

Year	Govt.	Private Aided	Private un-aided
1973-74	37.4	57.00	5.6
1985-86	45.94	43.98	10.08
1990-91	44.05	43.63	12.33
1991-92	43.51	43.37	13.13
1992-93	43.82	41.77	14.42
1993-94	43.03	37.80	15.17
1994-95	45.32	37.84	16.85
1995-96	45.02	36.62	18.36
1996-97	45.70	36.19	18.10
1997-98	39.20	34.85	19.40
1998-99	38.82	34.12	20.68
2001-02	42.45	33.99	23.56
2005-06	31.93	27.78	31.08
2006-07	30.73	27.19	33.38
2007-08	30.23	26.11	34.63
2009-10	31.66	23.94	36.06
2010-11	31.03	24.00	36.02

Sources: Selected Educational Statistics (2005-2011, MHRD), Govt. of India.

The above table no.1.1 revealed that at national level, during 1973-2006, the private aided and government secondary schools were the majority compare to un-aided secondary schools. While 2005-06 was a significant transitional phase among the government, private aided and un-aided private secondary schools in India. From this phase private un-aided secondary schools have increased till 2011 as compared to government and private aided secondary schools in India. This period was the time when Indian government has declined sanction for secondary education and on other hand privatization was promoted at the school education all over the country. Quality of government secondary education was also affected and many parents have preferred private un-aided secondary schools. This phenomenon leads to increase in un-aided private secondary schools. In 2011, there were 36.02% of un-aided private

secondary schools established as compare to government secondary schools that was 31.03% of total secondary schools in India.

1.4 MANAGEMENT PROBLEMS OF PRIVATE UN-AIDED SECONDARY SCHOOLS IN INDIA

Private un-aided secondary schools are managed by their own management committee. Government does not provide any kind of financial assistance to these schools except recognition. In India, states Boards have formed certain norms for proper functioning of all secondary schools in their states. But, it may be difficult to say whether un-aided private secondary schools have followed strictly the norms prepared by state Boards. Some norms are regarding: i) Recruiting professionally qualified teachers; ii) Put up advertisement for vacant posts; iii) Number of teachers need to be appointed according to the total number of students; and iv) Physical facilities etc.

Un-aided private schools may face problems of managing the schools when such norms are not followed. The problems usually found with un-aided private secondary schools are: recruitment of untrained teachers, teacher teaches other subjects than their specialized subject, required numbers of teachers are not appointed and even rules are deviated in appointing teachers. Therefore, overall management of the school becomes difficult. Another important aspect of un-aided private secondary school is the source of finance. In these schools, students' tuition fee is the main source of finance and it needs to be planned and managed properly. It is observed that in private un-aided schools, tuition fee charged is not similar amount to all schools and school management committee decides the amount of tuition fee of to be collected. The fee amount is sometimes negotiable. Some schools may or may not even plan their school budget and there is less chance to know by parents how schools have utilized the amounts collected from their children in the form of tuition fee. Management of finance at these schools is an important domain. These schools usually have scarcity of finance and due to financial problem, school finds difficult to purchase equipments for laboratory, books for library, and other materials for co-curricular activities. When these schools have such kind of difficulties of finance, definitely, quality of education is going to be affected. Therefore, these problems

especially at un-aided private secondary schools need to be studied and find better solution for providing quality education.

1.5 REASONS FOR GROWING NUMBER OF PRIVATE UN-AIDED SECONDARY SCHOOLS IN INDIA

From the data presented in table no. 1.1 it is seen that private un-aided secondary schools have increased as compared to government and private aided secondary schools in India. Various researches (Jimenez and Cox, 1990; Govinda and Varghese, 1993; Tooley, 2000; Kingdon 1995; Baird, 2009; etc.) drew attention regarding deterioration of quality of education in government and government aided schools. The government schools started facing severe financial problems which undermined the provision of educational services. Four key constraints have emerged from the international conference on public-private partnerships in secondary education in India. The constraints are; (i) insufficient and uneven distribution of school infrastructure; (ii) lack of trained teachers and inefficient teacher deployment; (iii) sub-optimal use of the private sector to expand enrollment capacity and to achieve social objectives; and (iv) insufficient open schooling opportunities for those who have left the formal system (World Bank Group, 2011). The dilapidating condition of school buildings, poorly maintained physical facilities etc. were not able to meet the growing educational needs. Therefore, the perception of the people about the quality of education provided in government schools also has changed over the years. Now, private un-aided secondary school has become almost a kind of the last resort not only for rich people but equally so for many a poor and marginalized people, all alike (Sujatha and Rani, 2011). This has resulted in increase of demand for private un-aided schools in the country. ‘A significant feature of educational development from 1980s has been the unprecedented growth of private un-aided schools’ (Ayyar, 2011). According to Baird (2009) ‘private schooling in India is demand-driven. Parents choose private school education because they believe that these schools provide better education and future opportunities for their children than the government schools. Private schools exist because parents demand them. Krishnan (2002) also reflects the same view that the examination results at all levels of un-aided private schools, notwithstanding the stringent regulations of the governmental authorities, are far superior to the results of the government maintained schools.

Decline government sanction toward secondary education lead increased un- aided secondary schools in India. Quality in the govt. aided and Govt. schools have declined as compared to the un-aided private secondary schools. The doubling of the share of private un-aided schools indicates that parents are willing to pay for education that is perceived to be of good quality. The factors underlying this perception includes better English teaching, better monitoring and supervision of students' performance, better attention, attendance and accountability of teachers. Only those who can afford to pay apparently opt for these schools and their average enrolment is much lower than that in the aided and government schools. It has observed that in some of the states there have been steep rising of un-aided private secondary schools as compared to other states, and numbers of un-aided secondary schools in these states are; 7431 in Andhra Pradesh, 7242 in Utter Pradesh, 6858 in Rajasthan, and 5354 in Karnataka. But these states have large population and large area. However, in some of the North Eastern states of India where population size and areas are small, still numbers of un-aided private secondary schools have increased. The total numbers of un-aided secondary schools is; 396 in Manipur, 193 in Assam, 239 in Meghalaya, 36 in Tripura, 218 in Nagaland, and 165 in Mizoram. Out of these states, Manipur has shown the maximum numbers of private un-aided secondary schools in India, (Statistics of Schools Education 2010- 11, Table. no.A2, MHRD). Most of the parents enrolled their wards in un-aided private schools as these schools have better education as compared to government schools in Manipur. In the Board examination result, the top 10 secondary schools belong to mostly private un-aided schools. Un-aided private secondary schools have shown consecutively that over the last five years they have better examination results in Board Examinations (Board of Secondary Education Examination Result, 2009- 2014).

1.6 MANIPUR STATE AND ITS EDUCATIONAL MANAGEMENT

Manipur state is a small and beautiful land in the eastern most corner of India. Before independence, Manipur was a tiny princely state till since 1891 and on January 21st 1972 it got the status of a full-fledged state. It has an area of 22,327sq.km. The rectangular vessel – like valley which comprises of an area of 2,327sq.km is surrounded by hills in all sides like a wall. Geographically, Manipur lies between 93°83'E to 94°8'E longitude and 23°83'N to 25°68'N latitude. It is surrounded on the north by Nagaland, on the south by Mizoram and on the west by Assam, and on the

east by Myanmar (Burma). Geographically Manipur is divided into two main regions; i) the Manipur Valley ii) The Manipur Hill. The state comprises of 9 districts, out of these, 4 are in valley region, 5 are in hill region. The population of Manipur state is 27,21,756 according to 2011 census. The literacy rate in this population is 78% (Census Report, 2011). Manipur is the 3rd highest in literacy after Mizoram and Tripura states in North East India.

Manipur has a long history in the development of its educational administrative structure. In the first decade of independence (1947-56), there was a lot of changes in administrative set up and expansion of educational institutions in Manipur. This was due to changing political set-up in administrative reorganization. On the 15th August 1947, the Education Minister became the Head of Education Department. In the 2nd decade (1957-1967), all the government schools were placed under the Council and hence, two administrative units, one under the Council and another under administration came into existence. In the 3rd decade (1968-1977) the establishment of a Board of Secondary Education took place. In the 4th decade (1978-87), the Department of Education was bifurcated into 4 divisions: the Directorate of Education (U-Higher Education), Directorate of Education (S-School), Directorate of Adult Education and State Council of Educational Research and Training. At the Directorate level, the Director of Education (S-School) is assisted by two Additional Directors one is for valley and another one for hill region. There are 13 Zonal Education Officers in Manipur; 6 are in hill districts, and another 7 are in valley districts. The administration of education in districts/zones is run by Zonal Education Officers (ZEOs), with the assistance of Deputy Inspectors of schools and supportive staffs. Educational inspectors inspect the schools and recommend to schools for development (Department of Education(s), Administrative Report, 2012-13).

1.7 DEVELOPMENT OF EDUCATION IN THE STATE OF MANIPUR

In 1900, only one middle school and 17 primary schools were there in Manipur. Before 1906, there was no facility of imparting secondary education in Manipur. The necessity of giving secondary education was felt when the only middle school which was established in 1885, could not open avenues of higher studies to its large number of students. In 1910, the Department of Education was established in Manipur. The facility for giving secondary education to the students was made by upgrading the

existing middle schools into a high school in 1921 and affiliating it to Calcutta University. This has opened for the first time, a new chapter in the history of secondary education in Manipur. However, the schools could accommodate only the students who secured first or second division. There was no opportunity for the rest of the students to continue their further higher studies. Therefore, the necessity for establishing more secondary schools was felt by people at large. In 1931, a private school was established and it was named after the then Maharaja Sir Churachand Singh who donated a large sum of money for development of the school. Once again, in 1932, another high school was established at Imphal under the initiative of some local people. This school was named after the princess Tombisana Devi in 1936 as she donated a large amount of money for the construction of the school building. In 1934-35, there were 3 high schools for boys and 1 high school for girls. The enrolment in the schools was 770 students with 37 teachers. The outbreak of the Second World War (1939-1945) struck a heavy blow on the progress of secondary education in Manipur. All the educational institutions were closed and were occupied by the military personnel. It was only after the end of the War that all the schools could reopen. New schools were set up and the educational atmosphere was build up once again in Manipur. In 1947, there were 6 schools with 3,705 students and numbers of schools have increased to 132 in 1972. During the five year plan, the expansion rate was accelerated. By 1979-80, the numbers of secondary schools in Manipur rose up to 165 with 70,740 students and 3,228 teachers (Jamini, 2006). In the year 2013, the numbers of secondary schools have increased up to 924 with 74,192 students (RMSA, Manipur, 2013). But new approach on “Education For All” under Sarva Sikshan Abhiyan (SSA) has been adopted at national Level and under its programme all children must complete five years of schooling by 2007 and eight years schooling by 2020 in Manipur.

1.8 DEVELOPMENT OF PRIVATE UN-AIDED SECONDARY SCHOOLS IN MANIPUR

In the year 1980 Board of Secondary School Manipur has permitted to establish Private un-aided secondary schools in Manipur. But, every school, except government schools, shall be managed by a duly constituted managing committee where representatives of the teachers and the guardians shall be well represented. The school should be of non-proprietary character and its constitution is such that it does not vest

control in a single individual or members of a family and the aim of the management should be to impart quality education to the children and not to earn any profit (Manipur Secondary School Act 1972, Board of Secondary Schools Manipur). Private un-aided secondary schools have started established in Manipur. These private un-aided secondary schools of Manipur are formed a managing committee in their respective schools as per the guide line given by Board of Secondary Education Manipur. The following table no. 1.2 shows the growth of secondary schools in Manipur with different types of management, Government secondary schools, Government aided secondary schools and private un-aided secondary schools since 1980.

Table No.1.2: Decade-wise Growth of Secondary Schools by Different Managements in Manipur Since 1980

Year	Govt. School	Private Aided school	Private Un-Aided school
Till 1980	165	55	40
1981-1990	43	18	101
1991-2000	07	06	145
2001-2012	09	06	181
Total	224	85	467

Source: Board of Secondary Education, Manipur (2012)

The above table no. 1.2 presents the growth of un-aided private secondary schools in Manipur. There were only 40 un-aided private secondary schools in the year 1980. The numbers of un-aided private secondary schools have increased every year since then and by 2012 there were 467 un-aided secondary schools. This positive decadal growth of un-aided private secondary schools indicated that demand for un-aided secondary schools in Manipur have been in increasing mode. It is because most of the parents prefer to enroll their children to private un-aided secondary schools. In the Board examination results, private un-aided secondary schools have been showing better result than other schools. Almost all the top ten schools in the Board examination result belong to private un-aided secondary schools every year (Board of Secondary Education Manipur, 2014). Numbers of government secondary schools have decreased from 43 in 1990 to 09 in 2012. It could be due to numbers of factors responsible for reducing numbers. Most of the parents have enrolled their children in

private school as they believe that quality education is provided in private un-aided schools. So the government schools have been vanishing gradually from the scenario of secondary schools in Manipur.

1.9 MANAGEMENT PROBLEMS OF PRIVATE UN-AIDED SECONDARY SCHOOLS OF MANIPUR

Private un-aided secondary schools are managed by its managing committee and no funding from government granted or received. In such secondary schools, recruitment of staffs, deciding salary, fee structure, budget preparation and overall management is done by the school managing committee only and there is no any financial assistant from government but the schools are recognized by the government. Such schools are on the rise in Manipur from 40 in 1980 to 467 in 2012 (Board Secondary Education Manipur). The management committee and principal of each private un-aided secondary school in Manipur need to manage the schools; they appoint qualified and trained teachers, utilization of the schools infrastructure and its educational materials, manage the finance of the schools, see that quality of education improve and plan overall development of school. When these aspects of schools are not managed properly by school managing committee and principal, development of the schools may be hampered. It is observed that private secondary schools in Manipur are facing the problems like inadequate number of professionally trained teachers, lack of infrastructure, library facility, improper planning, and inadequate fund (Jamini, 2006). The principals of the school have not managed the schools properly due to lack of managerial skill. Basantha (1989) has found that there was no awareness and encouragement for the application of modern management techniques in school administration in the school. These problems of school need to be managed properly if quality has to be maintained. The students who are at the secondary education must not be deprived of quality education. It is therefore, high time to understand and suggest as to how the private un-aided schools can be managed.

1.10 CHALLENGES AND PROBLEMS OF PRIVATE UN-AIDED SECONDARY SCHOOLS

As a result of Sarva Shiksha Abhiyan (SSA), the number of passed out students (6-14 years) has come down to less than 5 per cent of the total population in that age group, and thus the stage has been set for an exponential growth of demand for

secondary education. Secondary Education is a crucial stage in the educational hierarchy, as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in the scientific and technological world, and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills that is provided in the 8 years of elementary education and secondary education.

While secondary education primarily remains the responsibility of the state governments, the Ministry of Human Resource Development (MHRD) has created a vision of making good quality secondary education available, accessible and affordable to all young people in the age group 15-16 years. To achieve this, in 2009 the GOI launched the “Rashtriya Madhamik Shiksha Abhiyan” (RMSA). This scheme aims to make quality education affordable and accessible to all young persons in the age group 15-16 years while removing gender, socioeconomic and disability barriers to education. The objectives of the scheme are to achieve a GER of 75% in secondary education by 2014, universal access to secondary education by 2017 and universal retention by 2020. In Manipur, the scheme took off formally on 20th April, 2010.

In order to attain the target of Universal Secondary Education based on these 2005-2006 indicators, it requires meeting some of the following challenging targets first: i) Strengthening 44,000 existing secondary schools; ii) Opening 11,188 additional secondary schools (through up-gradation of upper primary schools); iii) Appointing 1.79 lakh additional teachers and v) Constructing 80,500 additional classrooms.

These kinds of challenges are not only in government secondary schools but also in private un-aided secondary schools. The challenges are: i) To recruit qualified and competent teachers at schools. Private un-aided secondary schools employ a higher proportion of female teachers and also younger teachers who often do not have any professional teacher’s training (Sarmistha & Geeta, 2009). Teacher plays an important key role for providing quality education to the students at the secondary level. If teachers are not professionally trained then what would be the condition of the quality of education? So, schools need to appoint qualified, professionally trained and competent teachers who can prepare young students for 21st century. ii) Demand from the parents to enroll their children to un-aided schools due to English medium

schools and quality of education. According to Baird (2009), 'private schooling in India is demand-driven. Parents choose private education because they believe that they provide better education and future opportunities to their children by enrolling their wards in private un-aided schools. Government secondary schools are deficient of resources viz. human, physical, and financial, and as a result, quality of education suffers (Tooley, 2000). iii) More than 68% of India's population lives in rural area and their income is low. With the increasing demand of private un-aided schools, high fees are charged and their number has started growing up in the country. But enrollment in each class is less in these schools. Therefore, middle class parents find it difficult to enroll their wards in such schools. Another type of private un-aided schools, known as English medium school emphasize on teaching of English, make mandatory for students to wear smart uniform and lower fees are emerged. These schools have increased not only in urban areas but also in rural areas' (Kingdon, 1995). iv) Teacher's salary is usually less than the salary of teachers in Government schools. Only in very few of the un-aided private schools where teacher's salary is higher or equivalent to Sixth Pay Commission recommended salary. However, such schools are less in India. v) Limited sources of finance for un-aided private secondary schools and their main sources of finance are from student's fee and donation from society members. The studies show (Educare Trust, 2004; Retnakumar, et. al, 2006) that not only rich and affluent people enrolled their children to private un-aided schools, but also poor parents prefer to enroll their children in these schools and pay fees rather than sending their children to government schools which charge no fees. These parents think that quality education can be acquired by their children from these schools.

1.11 HUMAN RESOURCE MANAGEMENT PROBLEMS IN SECONDARY SCHOOL

In 1963, London Institute of Personnel Management, human resource management was described as the responsibility of those who manage people as well as the descriptive of specialists in management. This recognition acknowledged that human resource management is a distinct function of management in any public or private organization. Generally, human resource management is that part of management, which is concerned with people at work and with their relationship within the organization. Its operations are not restricted to industry and commerce but to all

fields of human endeavors including education. Specifically, the human recourse in education is a mixed grid-students and workers whose management seems to be difficult because of the nature of membership. It is proposed that we take human resource management to be that part of management concerned with: i) all decisions, strategies, factors, principles, operations, practices functions, activities and methods related to the management of people as employees in any type of organization (including small micro enterprises and virtual organizations); ii) all the dimensions related to people in their employment relationships, and all the dynamics that flow from it, including in the realization of the potential of individual employees in terms of their aspirations (Raj, 2010). Human resources at school organization include staffs, students, and parents. Here, staffs include administrative staffs, teaching staffs, and support staffs. These human resources are the most important school resources for two reasons; i) a secondary school is an abstract entity if it does not have personnel who ensure its functioning; ii) other school resources (goods, money, legal text, etc.) are determined and utilized by human resources (Kigali, 2008).

In human resource management at school, teachers' recruitment is an important aspect and it has to be done with proper care of recruitment process. It has been found that recruitment of teachers was biased. Otieno (2003) said; "he wishes to bring to the notice of the Ministry of Education that interviews to recruit secondary school teachers are biased, trivial, and corrupt and are not based on merit." Presenters during the hearings of the Commission of Inquiry into the Education system of Kenya raised concerns over the political influence in their appointment, low level of education and lack of commitment and dedication on the part of most of them. The Management of educational institutions was, therefore found to be weak because most BOG members lack quality management capabilities (Koech, 1999). Author Sang (2005) revealed that there were difficulties faced by head teachers in school management that they attributed to BOG. Head teachers categorically point out that their relationship with board members was not co-operative during teacher recruitment. This shows the existence of conflict of views between the two parties during teacher's selection. School heads accused some board members of over domineering in decision making and management with little recourse to head teachers' advice. Head teachers also cite difficulties originating from board members' illiteracy and lack of dedication as sources of problems in school management. However, they point out that

management committee's active participation in school depend on head teachers' skills in drawing its support and co-operation. Teachers and their heads agreed that board members decisions on teacher recruitment were biased and depended on whether the case or matter involved a relative, friend, clansman or political foe. They maintain that political, religious and clan leanings take overtone among members of committee and blur their capacity to make honest decisions. Members of management committee's educational attainment levels confirm that most members had up to secondary level education. Head teachers complained that due to the absence of a clear-cut method of selecting board members, who are ignorant and lacking in qualities necessary for enhanced school development the schools suffer. Head teachers and teachers concur that the political nature of their appointment brings into office people who are ignorant of schooling and indifferent to professional values. They make ill equipped decisions on teachers' recruitment. Board members are ignorant and limited in knowledge on professional matters related to education.

Emmy & Sang (2008) recommend for Teacher's recruitment: i) Head teachers need induction courses on personnel management to be able to advice their boards on best recruitment practices and mobilize their staff for effective service delivery, ii) School managers like board of governors need to be guided and supported to develop procedures for recruiting teachers if decentralization has to be done, iii) If the Teachers' Service Commission is to ensure fairness and transparency in the recruitment of teachers, then the recruitment exercise should be under the supervision of professionals, iv) The criteria for membership of management committee should be redesigned to ensure ascent to office by only those who are capable of understanding the values of education and participate effectively in school management, v) The exercise has been regionalized and localized. The Teachers' Service Commission should streamline teacher recruitment to give it a national outlook.

Devala (1990) also found that although few trained teachers are appointed at secondary schools in Manipur, because of lack of centers for providing in-service training and refreshers courses for the teachers, they found difficulties in functioning. The government of Manipur seems to be unable to clear the backlog of untrained secondary school teachers. Lack of qualified subject teachers and less interest to move to hilly region is another major problem in Manipur. Jamini (2006) mentioned

that “the dearth of qualified science graduate and Hindi graduate teachers were the most acute problems in school of hill areas. Among the secondary school teachers, 42% are trained teachers in Manipur (Statistics of School Education, Govt. of India, 2007-2008). Proper steps must be taken for providing adequate training to secondary school teachers who are responsible for providing quality education.

In India, today introduction of e-Governance and upgrading ICT skills of teachers and employees is one major thrust area. The Department of Education (School) plans to eventually shift to e-governance mode in a phased manner. Widespread use of ICT tools by the teachers will also enrich the teaching and learning experience beyond the traditional textbooks methods. The department is seeking to adopt and introduce the revolutionary smart school concept in some of the schools (Department of Education - S, 2012).

In human resource management, principal play vital role for development of school. Therefore, he must have in-depth knowledge of planning and execution of policy for proper functioning of school. According to Uyanga (2008), since a school is known to be an instrument of change and reforms in the society, the principal is said to be the pivot of such reforms and changes. This responsibility is very obligatory and the principal is expected to deploy the managerial skills in adapting to this change and affecting the school system. The principal is the key-supporting agent for change. Okoye (1998) in her study endorsed the concept of in-service training for administrative staff of all levels. She stressed that there is need to upgrade quality of leadership, school system and institutions offering education in order to achieve effective programmes of selecting and preparation. Principal is leader in school and with knowledge of administrative skills and techniques he/she can identify different qualities among staffs, allot suitable task to them, and identify different needs of staff development for achieving the mission his school.

Some of human resource management issues like recruitment of teacher, lack of trained and qualified teachers, quality of members of management committee at school, quality of school principal, relationship between principal and members of management committee of school in government secondary schools are some of issues that might be happening in un-aided private secondary schools at the national

level and particularly in Manipur. Thus, such issues need to be handled carefully with systematic process for quality improvement of education at secondary schools.

1.12 FINANCE MANAGEMENT PROBLEMS IN SECONDARY SCHOOL

According to Donnell and Keontz (2004), financial management is the managerial activities which deals with planning, controlling, and organizing the financial resource of an organization; that is, the management of the finances of a business organization to achieve the financial objectives of the business. Onye (2000) opined that financial management may be defined as the process involved in ensuring that financial resources are obtained and used both profitably and effectively, that is, in the accomplishment of the objectives of the organization. It is a managerial activity which is concerned with the planning and controlling of an organization's financial resources (Anene, 2001). Ukeje (2006) stated that financial resources means purchasing power, in the form of cash or credit. The essence of financial management is the effective and efficient administration of an organization's financial resources to achieve the stated goals of the organization.

Finance is one of the important components for effective functioning of school and the principal has to manage it effectively. The principal is therefore the officer controlling finance of a school. The school principal-ship has been recognized as a key position in administration of schools. The administrative effectiveness and efficiency of the principal in management of the school and human resource tend to determine, to a large extent, the organizational climate of the school especially in the area of finance. Whether or not he has a bursar, he has the responsibility of seeing to it that adequate financial position is made in the budget for his school. It is often his responsibility to see that the allocation in the school budget is spent according to the directives of his employer and in accordance with the financial regulations and procedures. He invariably has to decide in the order of priority how to carry out the expenditures. He may be responsible for certain types of revenue collection, such as tuition fees, caution fees, examination fees, and uniform fees. Receipts have to be issued for all such transactions. If he is an impress holder, he should see that records are carefully kept of all items of expenditure. He has to see that a good system of accounting is often maintained in the school. In this respect, proper accounting procedure laid down by his employer should be followed. In most of schools, this is

the responsibility of the bursar but he still has to fulfill a supervisory function (Ezeocha, 1985).

Financial management is indeed important in the achievement of set objectives in secondary schools. Management involves both planning and controlling. A manager forecast the likely outcome of particular actions which are intended to assist the achievement of his objective if the forecast is satisfactory; those actions are adopted as an operating plan. Therefore, manager keeps watch on the implementation of the plan and see to it that the results are achieved. If results are achieved, he can either modify the plan and see that it is being implemented (controlled). Planning and controlling are therefore two closely bound management functions which the financial manager performs in the modern enterprise (Pandey, 2000). According to Ezra (2008), the function of financial management is to review and control decisions to commit and recommit funds to a new or ongoing process. Contributing to this, Onye (2000) added that financial management is the wise managing of funds with a view to maximizing the revenue available in achieving the financial objectives. Financial manager has functions which include the review and control of decisions to commit funds to uses. Thus, in addition to raising funds, financial management is directly concerned with decision making on proper use of available funds. Pandey (2000) considered financial management as an integral part of the overall management of an organization.

Morelus (2001) maintained that there is wide gap between planned goals and actual performance in most Government establishment of developing countries; it is due to the failure of the financial administrator to perceive the vital aspect of the budget as a bridge between the plan and the action. He supported this by stating that the goals and objectives must generate new budget. The budget is an important tool for financial management. Adaralegbe (2001) defines the budget as an expression of public purpose and educational programme. It is a reflection of past performance including both successes and failures. It is also a reflection of hope for that optimistic future when success will predominate and failure minimized. The school budget becomes the medium whereby educational polices are translated into fruition. Thus, the budget is an economic blueprint, a reflection of resource allocation, decision strategies, with programme objectives structured by the amount of resources available.

Adesina (2001) defines the school budget broadly as an outline of the plan for financing the school system for a given period. Budgeting and planning are continuous processes that cover the entire school year. The budget acts as the bridge between the plan and the action. Auditing on the other hand, is a proper tool for financial management. Therefore, whether principals of schools like it or not they have got to address themselves to the rudiments of accounting processes so as to be successful in their jobs.

Management of finance can be made by proper allocation of money to different headings of expenditure and spending them for achieving school objectives. School's finance problem started when allocation of funds is inadequate/poor due to certain constraints. So, inadequate funding is one of the obstacles to effective management of secondary education in the country. According to Aghenta (1984), the success of any secondary school depends upon the resources available to it. Money is very important in this respect because by it, all other vital elements in the school can be obtained, such as school building, purchase of equipment, payment of teachers' salaries and allowances and running expenses.

It is seen that in schools of Manipur, lack of fund to introduce innovations in teaching, learning and administration is a major problem. There has been shortage of fund to pay salaries of the employees in time, incentives to students, implementing new interventions to improve the quality of education etc. (Dept. of Education (S), 2012-13). What would the situation in private un-aided secondary schools in-terms of sources of finance, financial allocation of the budget, teacher's salary overall management of finance of school. If private un-aided secondary schools of Manipur would continue confronting with such financial crisis then achieving aim of secondary education would be difficult.

1.13 MATERIAL MANAGEMENT PROBLEMS IN SECONDARY SCHOOLS

Management of materials at school include learning materials and equipments at science laboratory, musical instruments, sports materials, library and its books, cooler for drinking water, computers at computer laboratory, availability and use of LCDs and apart from these materials, school need to maintain all the class rooms, and school building properly. School facilities are the material resources that facilitate effective teaching and learning in schools. Jaiyeoba and Atanda (2005) posited that educational

facilities are those things which enable a skillful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided. Ahmed (2003) revealed that in most of the nation's secondary schools, teaching and learning takes place under most un-conducive environment, lacking the basic materials and thus hindered the fulfillment of educational objectives.

In the provision and maintenance of physical facilities in school, principals must be fully concerned with the physical environment and other facilities around the school. Dilapidated buildings, leaking roofs, abandoned projects, over-grown trees and lawns, dingy and dark buildings, etc. have demoralizing effects on people, especially the adolescents (Obidoa, 2006). As a result, the principal has the responsibilities of ensuring that these facilities are in good shape. Even with the meager resources at their disposal, principal has responsibility of providing instructional materials for effective teaching to school teachers (Babayemi, 2006). According to Akande (1985), learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students' learning outcome. It includes books, audio-visual, software and hardware of educational technology, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged. In the same line, Hallak (1990), stated that facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic attainment. Describing where these facilities should be located, he ascribed that educational facilities should be located in appropriate places, while the needs of the users should be put into consideration. Another author Ola (1990) opined that secondary school library in whatever form, has replaced the traditional method of 'chalk and talk' in imparting knowledge to students that its effect on academic performance need not to be over-emphasized. He concluded that a well equipped library is a major facility which enhances good learning and achievement of high educational standard. Popoola (1989) discovered that library correlates with academic achievement and those

schools with well equipped library normally maintain high academic performance. Olutola (1982), noted that the availability of the school building and other plans contribute to good academic performance as they enhance effective teaching-learning activities. He further stated that well sited school buildings with aesthetic conditions, playground, lavatory, etc. usually contribute to achieving higher educational attainment by the students. Adeboyeje (2000) stated that utilization is the degree or extent to which an item has been put into effective use. According to him, various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all. When a facility is not used in its full capacity, under utilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community resources put into maximum and optimum usage are not wasted. They are likely to enhance achievement of educational objectives.

Lack of facilities has hampered quality of education at schools, therefore, Department Education(S), 2012-13, Govt. of Manipur continues to face challenges brought on by legacy of past exigencies and paucity of fund. Due to these factors, the Department of Education is hard pressed in taking up basic activities like strengthening of educational infrastructure, provision of basic facilities to Zonal and Block level officials. Jamini (2006) has mentioned that due to non-availability of teacher's quarters in hill areas, the qualified teachers are unwilling to serve in those areas, therefore quality of teaching and learning is affected in the hill's schools.

In Manipur, Board of Secondary Education Manipur has given recognition to those un-aided private schools which submitted all the details of school as per School recognition rule. Private Un-aided schools must submit in details about the location of school, structure school building, numbers of classrooms and its sections, library, equipments in science laboratory, furniture etc, to the Board for recognition. An inspection is conducted from the Board after the school reorganization form is submitted by the un-aided school. The inspector verified whether school has all the

details which are mentioned in the form submitted to the Board and as per the inspection report and then school is recognized. It can be seen from the research studies that physical facilities enhanced academic achievement of students. When un-aided private secondary schools have all the required physical facilities then better teaching-learning can happen, if these schools do not have sufficient physical facilities then quality of education will be affected. Therefore, it is required to find out about private un-aided secondary schools' physical facilities and how school principals manage it for providing better quality of education to students in these schools of Manipur.

In Manipur, Government secondary schools have crisis of physical facilities but now facilities have been upgraded to these schools under the RMSA Scheme. Government of Manipur has started strengthening of Schools infrastructure of the 224 Govt. High Schools and is in progress for the following components to be accomplished: Additional Classroom; 202 Integrated Science Labs; 167 Computer Room; 165; Library Room; 95; Art and Craft Room; 224; Toilet Blocks; 224; and 116 Jr. High schools have been upgraded to High schools under RMSA. Providing furniture to schools has become not only necessary but inevitable in view of up-gradation of many schools and also to replace old and rickety furniture lying unused at the schools.

Government secondary schools have even improved these physical facilities but private un-aided secondary schools have performed better in academic achievement result at the board examination. In many un-aided private secondary schools one can observe deficiency of library facility, playground, and computer laboratory. When these schools lack such physical facilities, how is it that these un-aided private schools have performed better result?

1.14 RATIONALE OF THE STUDY

According to the National Policy on Education (1968), "Education opportunity at the secondary level is a major instrument of social change and transformation. Education is regarded as the greatest instrument of change in different direction of life". The CABE committee on "Universalization of Secondary Education (2005) has suggested that secondary education should be made universal but not compulsory. Not only universal enrolment, but universal retention and satisfactory quality of learning should also be given priority at the secondary level. It is the most powerful tool in bringing

social, economic and cultural transformation. Hence, secondary education should be related to the needs and aspiration of the people (Education Commission, 1964).

India needs to have more secondary schools for the students who have come up from the elementary schools. Therefore, numbers of private un-aided secondary schools have increased in India in general and particularly in Manipur (467, Board of Secondary Education Manipur, 2012). More number of students (1,16,121) were enrolled in private un-aided secondary school as compared to Govt.(41,622) (Directorate of Economics and Statistics, 2007). Further, the increasing trend of private un-aided secondary schools in India in general and especially in Manipur is not going to stop in near future. Therefore, quality maintenance of secondary un-aided private schools has to be understood.

The studies revealed problems of secondary schools i.e. insufficient qualified teachers, teachers dissatisfied with their salary and other financial incentives were major problems of secondary education. Many schools do not have adequate provision for audio-visual aids in their classroom, problem of funds for organizing co-curricular activities, poor relationship between teachers and head of the institution, and the relationship among the teachers were not congenial. In Manipur, private secondary schools have also faced many managerial problems like improper planning of school activities, problems of financial resources, improper management of finance, utilization of human and materials resources, large numbers of untrained teachers in service i.e., 64% of untrained teachers are working in the private secondary schools (Statistics of Education in Manipur, 2006). As these schools have such problems, quality of education is affected. In the context of quality, the Board Examination result is one of the main indicators of quality of education in the schools. The results of the secondary school were poor for the last three decades i.e., from 1973 to 2005. The highest passed percentage of examination of secondary schools was 56.43% in 1980 and lowest was 21% in 2002 (Board of Secondary School Manipur, 2005). The quality of education has to be maintained at secondary school level in Manipur. Although the results of un-aided private schools are better than the government and aided schools, still the un-aided schools have to improve and maintain their quality.

One of the recommendations of Indian Education Commission (1964-66) is that “Good administration and supervision is a pre-condition for efficient working of the educational system and to maintain proper standard”. The principal of the school play a very important role for the overall development of the school. He must have adequate knowledge and experience in the area of school management. It further mentions that “Head of schools must be trained, preferably through a six- month diploma program with three months of practice and practical exercises”. This has been restated by CIBE in 2005. School management is a legitimate task area assigned to the principal and proper management is a necessary part of the development of a good institution.

The private secondary schools’ problems need to be solved. Then only expected quality of education can be achieved. As the numbers of private un-aided secondary schools have increased at a fast rate in India and particularly in Manipur, managing private un-aided schools with efficiency is a must for the system of secondary education in Manipur. These private un-aided secondary schools may have many problems as private secondary schools are having in Manipur and other states of India. Therefore, the following questions are raised to deliberate and research into by the investigator here in this study. Some of the pertinent questions are; (a) What are the management problems faced by the un-aided private secondary schools? (b) How these problems are managed? (c) What are the suggestions of school managers to manage the un-aided private schools? Therefore, this study is undertaken to study the management of the un-aided private schools of Manipur.

Keeping the above points in the mind, management of human resource, finance and material management is crucial. These are the important aspects of any private schools. So, how the SMC manage HRM, Finance and Materials are the main thrust of the study.

1.15 RESEARCH QUESTIONS

Researcher has emerged the following questions for understanding and managing private un-aided secondary schools:

1. What are the management problems faced by the Un-aided Private Secondary Schools in Manipur?
1. How are these problems solved by the Principal and Management Committee of Un-aided Private Secondary schools in Manipur?
2. If the problems are lingering, how can they be solved to improve the quality of these schools?

1.16 STATEMENT OF THE PROBLEM

A Study of the Management Problems of Un-aided Private Secondary Schools of Manipur

1.17 OBJECTIVES OF PRESENT STUDY

The objectives for the study are as follows:

1. To study the management problems faced by un-aided private secondary schools of Manipur with regard to Human Resource Management, Finance Management and Materials management.
2. To study the management problems that are solved by the Principal and Management Committee of Un-aided Private Secondary schools in Manipur.
3. To suggest measures for the improvement of management of un-aided private secondary schools of Manipur.

1.18 EXPLANATION OF TERMS USED IN THE STUDY

1. **HRM:** Human Resource Management means the process followed by trustees, the principal of the schools to manage teaching staff and non-teaching staff of school. In the present study it focuses on process of recruitment of teachers, motivation of teachers, development of teachers, and welfare of teachers of the schools. It also refers to assigning of task/s by the principal of schools.
2. **Finance Management:** It refers to planning of school budget, accounting, auditing of finance. It also includes finding out other sources of finance of a school, and proper utilization of budgetary provision for the development of the school.

3. **Materials Management:** It refers to the process of procurement, storing, maintaining, and using of materials and equipments of school. It also includes optimum use of physical infrastructure of a school, Equipments of laboratory, stationary, computer labs, library, and materials of co-curricular activities.
4. **Private Un-aided Secondary School:** It means all secondary schools of Manipur recognized by Board of Secondary School Manipur and manage by its own management committee and no fund from government is available to these schools.

1.19 DELIMITATIONS OF THE STUDY

This study is delimited to Human Resource Management, Finance Management and Material Management of the 467 Private un-aided Secondary Schools of Manipur. All these schools were recognized by the Board of Secondary Education, Manipur as on 2012.