



## A CRITICAL STUDY ON THE PROBLEMS FACED BY WOMEN TEACHERS OF GOVERNMENT COLLEGES WITHIN IMPHAL URBAN AREA, MANIPUR

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### Abstract

The Govt of India already launched nationwide universalisation of higher education for a knowledge based society under the scheme of RUSA. Thereby, many universities and colleges have been establishing at different locations of different states. But, by the simply establishments of institutions of higher education, the dream of nation could not be fulfilled without the consideration of problems of woman teachers working at colleges. To uplift the women, there is a need to have more women teachers in higher education, as a woman can alone understand another woman's feelings and emotions. In Manipur also, still there is a need to strike a balance to create a prosperous country. Even though there is an increased in female teachers, there is few lady teacher in rural areas. Lack of security, material amenities like hostel, quarters, transport, medical facilities and lack of support from the families. In short they are facing problems related to social, political, economic and service matter etc. These problems are not only concerned with woman teachers in rural but urban as well. If these problems are not taken seriously and examined, the education towards the young aspirant, enthusiastic students will naturally decline. This paper tries to find out, not only the problems faced by the woman teachers working at govt. colleges within urban area of Imphal, but, some of remedial measures to be taken in order to improve Higher Education in Manipur under vision of the quality higher education.

**Keywords:** Women teachers, problems, critical study, Manipur, Imphal

The significance of higher education was stressed by Kothari commission (1964-65) that “Indian Education needs a drastic reconstruction, almost a revolution, we need to introduce work experiences as strengthen the centers of advanced studies and strive to attain in some of our Universities at least, higher International standards; to lay special emphasis on the contribution of Teacher and research; and pay particular attention to education and research in agriculture and allied sciences”

Higher education is a must in order to have exquisite society as in a society; we do need intellectuals and educated people. It will promote the general power of the mind, so as, to produce, not mere specialist, but cultivated men and women. There will be transmission of common culture and standards of citizenship. It will lead to advancement of learning through research work, it will also instruct in skill suitable to play on the decision of labour. Higher education has to play in national development.

While in the history of Manipur, the first college ever established was Dhanamanjuri College in 1946. It was affiliated to Calcutta University and later affiliated Gauhati University in 1948, finally, it was transferred to the Manipur university as Manipur University was established as first state University in 1980. Till 1951-52, DM College remained the only Government College in the state, though several private colleges also established. For the first time in the history of Manipur, the first women college of the state was established in 1965-66 and named as the Ghanapriya Women's College. These two colleges remained being co-educational and other was meant only for women until 1970's. Several private colleges converted into Government colleges. Yet several private are still mushrooming. These colleges were set up to meet the demand of the rapid growth population, on the other; several teachers were also recruited for the purpose.

According to a report given by College Development council, Manipur University, there are 34 Government Colleges employing 1355, Government Aided Colleges employing 609 teachers, permanently affiliated private colleges and permitted

private colleges are 21 and 3 in total, employing 1115 and 84 teachers, The total number of colleges existing in Manipur are 73 and employing 3163 teachers in the hill and valley districts of Manipur.

**Table 1 - Showing Total no. of Colleges and Teachers in Manipur. (Source: CDC-MU)**

| Sl. No | Status of College         | No. of College | No. of Teachers |
|--------|---------------------------|----------------|-----------------|
| 1      | Govt. College             | 34             | 1355            |
| 2      | Govt. Aided College       | 08             | 609             |
| 3      | Private College           | 25             | 1115            |
| 4      | Permitted Private College | 06             | 84              |
| Total  |                           | 73             | 3163            |

**Table 2 - Showing no. Teachers of six Govt Colleges in gender wise within Imphal Urban Area (Source: MU)**

| SL    | Name of the college | Female teacher | Male teachers | Total |
|-------|---------------------|----------------|---------------|-------|
| 1     | DMC Sc              | 45             | 93            | 138   |
| 2     | DMC Arts            | 30             | 49            | 79    |
| 3     | DMC Com             | 15             | 19            | 34    |
| 4     | Imphal College      | 35             | 54            | 89    |
| 5     | Manipur College     | 42             | 44            | 86    |
| 6     | GPW College         | 59             | 28            | 87    |
| Total |                     | 226            | 297           | 513   |

**Table 3 - Showing Student Enrollment Growth chart of six Govt Colleges within Imphal Urban Area. (Source: CDC- MU)**

| SL | Name of the college | 2003-04 | 2004-05 | 2005-06 | 2006-07 |
|----|---------------------|---------|---------|---------|---------|
| 1  | DMC Sc              | 1207    | 1317    | 1210    | 1435    |
| 2  | DMC Arts            | 1541    | 1559    | 1318    | 1575    |
| 3  | DMC Com             | 416     | 400     | 350     | 413     |
| 4  | GP Women's College  | 1400    | 1428    | 1397    | 1616    |
| 5  | Imphal College      | 1460    | 1313    | —       | 1243    |
| 6  | Manipur College     | 561     | 446     | —       | 286     |

**Table 4 - Showing Growth of Colleges in Manipur (Source: Development of Education in Manipur by M. Shanti Devi)**

| SL. No | Year    | Total No. of Colleges |
|--------|---------|-----------------------|
| 1      | 1946-48 | 01                    |
| 2      | 1950-51 | 01                    |
| 3      | 1960-61 | 02                    |
| 4      | 1970-71 | 12                    |
| 5      | 1980-81 | 24                    |
| 6      | 1990-91 | 29                    |
| 7      | 1996-97 | 64                    |



**Number of Private And Government Colleges  
(HRD Report-2011-12)**

| State   | Private Unaided | Private Aided | Total Private | Government | Total |
|---------|-----------------|---------------|---------------|------------|-------|
| Manipur | 06              | 08            | 14            | 18         | 32    |

**Enrolment in Private and Government Colleges in Manipur  
(HRD Report-2011-12)**

| Private Unaided | Private Aided | Total  | Govt   | Total  |
|-----------------|---------------|--------|--------|--------|
| 3,799           | 14,043        | 17,842 | 31,050 | 48,892 |

**Enrolment of the Colleges in Manipur  
(HRD Report-2011-12)**

| Male   | Female | Total  |
|--------|--------|--------|
| 43,715 | 49,278 | 92,993 |

**Gross Enrolment Ratio in Higher Education (18-23 Years) in Manipur (HRD Report-2011-12)**

| All Categories |        |       | SC   |        |       | ST   |        |       |
|----------------|--------|-------|------|--------|-------|------|--------|-------|
| Male           | Female | Total | Male | Female | Total | Male | Female | Total |
| 32.3           | 34.4   | 33.4  | 76.7 | 72.4   | 74.5  | 24.8 | 20.5   | 22.7  |

Women teachers' role in higher education is very vital and crucial. There will be no quality in higher education, if the status of woman teachers is too low. It is therefore, necessary to look into the problems relating to the status of women teachers of four Govt. colleges within Imphal Urban Area of Manipur.

**Justification of Work**

our freedom was given to us after a great struggle and sacrifice, after centuries servitude to foreign rule and the youths of our nation should not take it for granted. In particular, men and women studying in colleges and university have responsibility, as they are now adults. They should give their equal contribution in building this nation great. A nation is great when both the male and female are well educated. Women should not be ignored, as they also the part of the society, their contribution towards the nation's struggle resulted In Independence. They have a source of immense untapped power in the womanhood.

Higher education is an important stages of education in which students take up a particular field of study and even go for higher research. In such a stage , a teacher's role in-crucial and vital. He should be the lamp in the darkest night. Special care and attention should be given to the students, their emotions and needs should be understood. They are the young pillars of the nation and it is in the hand of the teacher to make great builders of the nation. The progress of the nation is not possible, if denied facilities of education to women. The education of women had gradually become popular and some of those who had tasted the fruits of modern education had taken seriously to the work of women's uplift.

To uplift the women, there is a need to have more women teachers in higher education, as a woman can alone understand another woman's feelings and emotions. In Manipur, during 1947-48, female teachers were non-existence. There was a late start as well as a slow growth in women's education but they were in the forefront of higher education in Manipur, during 1960's. Still, there is a need to strike a balance to create a prosperous country.

Even though there is an increased in female teachers, there is few lady teacher in rural areas. Lack of security, material amenities like hostel, quarters, transport, medical facilities and lack of support from the families. In short they are facing problems related to social, political, economic and service matter etc. These problems are not only concerned with woman teachers in rural but urban as will. If these problems are not taken seriously and examined, the education towards the young aspirant, enthusiastic students will naturally decline. The quality education which is the burning issue in our society will never be fulfilled but remain a question mark.

**Statement of the Problem**

The present study can be stated as given below: " A Critical Study On The Problems Faced By Woman Teachers Of Government Colleges Within Imphal Urban Area, Manipur "

**Definition of Key words used**

A. Woman Teachers: Those woman teachers who are serving as regular teachers of different subjects in different Government Colleges in Imphal Urban Area; B. Higher Education: Stages of Higher education is imparted after higher secondary education (10+2); C. Problem: It is related to the problems of social, economic, personal, administrative and infrastructure.

**Objectives of the Study**

To find out the level of social problem of woman teachers; To find out the level of economic problem of woman teachers; To find out the level of personal problem of woman teachers; To find out the level of academic and administrative problems of woman teachers; To find out the level of infrastructural problem of woman teachers and To find out the remedial measures in order to solve different problems relating to the woman teachers

**Hypothesis of the Study**

The level of social problem of woman teachers of Government Colleges is very high; The level of economic problem of woman teachers of Government Colleges is also very high; The level of personal problem of woman teachers of Government Colleges is not negligible.

The level of academic and administrative problems of woman teachers of Government Colleges is also not negligible and

The level of infrastructural problem of woman teachers of Government Colleges is very significant.

**Methodology of the Study**

The research methodology for the study decided as descriptive survey method to find out the different levels of problem status of six Government College Teachers within Imphal Urban Area.

**Population & Sample**

The present study is restricted only to regular woman teachers of six Govt. College with special reference to Imphal Urban areas, the entire regular woman teachers of the session 2015-16 of six Govt, colleges in Imphal Urban Area constituted the population. The investigator has selected 100 woman teachers working in the 6 Govt, colleges in Imphal Urban area belonging



to different subjects. The names of the six government colleges from which data were collected: (1) D.M College of Science, (2) D.M College of Arts, (3) D.M College of Commerce, (4) G.P Women College, (5) Imphal College and (6) Manipur College.

TOOL USED : Considering the present study, a questionnaire, which has been developed by the researcher himself, was used. Careful precautions were taken by the investigator to restrict the length of the questionnaire. The questions are consisted of 50 questions.

(a) 10 on social problem, (b) 10 on economic problem, (c) 10 on personal problem, (d) 10 on academic and administrative problems and (e) 10 on infrastructural problem,

**Statistical Techniques Used**

The following statistical techniques are used: (1) Simple percentage, (2) Mean average and (3) Graphical representation.

**Delimitation**

The study was restricted only to woman teachers of Government Colleges ‘with special reference to Imphal Urban Area. The entire Women teachers of the 2015-2016 of 6 Government Colleges in Imphal Urban Area constituted the population.

**ANALYSIS AND INTERPRETATION:**

**Hypothesis-1: To find out the Social Problem of Woman Teachers of Govt. Colleges.**

Table 6 - Social problem level of woman teachers.

| SL | Question No. | Un-Problem response | %      | Problem response | %      | N   |
|----|--------------|---------------------|--------|------------------|--------|-----|
| 1  | 1            | 94                  | 94%    | 06               | 06%    | 100 |
| 2  | 2            | 52                  | 52%    | 48               | 48%    | 100 |
| 3  | 3            | 100                 | 100%   | 00               | 00%    | 100 |
| 4  | 4            | 37                  | 37%    | 63               | 63%    | 100 |
| 5  | 5            | 25                  | 25%    | 75               | 75%    | 100 |
| 6  | 6            | 89                  | 89%    | 11               | 11%    | 100 |
| 7  | 7            | 95                  | 95%    | 05               | 05%    | 100 |
| 8  | 8            | 53                  | 53%    | 47               | 47%    | 100 |
| 9  | 9            | 86                  | 86%    | 14               | 14%    | 100 |
| 10 | 10           | 35                  | 35%    | 65               | 65%    | 100 |
|    |              | Un-problem          | 66.60% | Problem          | 33.40% |     |

Interpretation: 48% of women teachers did not attend the meeting called by local clubs, govt or NOGs. It not good sign for the popularization of teacher profession in society; 63% of total woman teachers did not involve total literacy programme. It is also not good sign; 75% of sample did not become the member of Parent-Teacher Association; 47% of woman teacher did not think that woman teachers are having high status in society; 65% of the woman teachers in Govt. Colleges were found to be members of NGOs, Local Club and association, while maximum of them i.e., 35 % of them were the members of the any organisation; Conclusion: it can be concluded that the overall social status of women teacher working govt colleges is found to be as 66.6%, while 33.4% of them were found to have social problems. Thus, the first hypothesis that, “The social problem of woman teachers of six Government College is very high” is rejected.

**Hypothesis-2: To find out the Level of Economic Problem of Woman Teachers.**

Table 7 - Economic problem level of woman teachers.

| SL | Question No. | Un-Problem response | %      | Problem response | %      | N   |
|----|--------------|---------------------|--------|------------------|--------|-----|
| 1  | 1            | 97                  | 97%    | 03               | 03%    | 100 |
| 2  | 2            | 94                  | 94%    | 06               | 06%    | 100 |
| 3  | 3            | 84                  | 84%    | 16               | 16%    | 100 |
| 4  | 4            | 100                 | 100%   | 00               | 00%    | 100 |
| 5  | 5            | 100                 | 100%   | 00               | 00%    | 100 |
| 6  | 6            | 76                  | 76%    | 24               | 24%    | 100 |
| 7  | 7            | 98                  | 98%    | 02               | 02%    | 100 |
| 8  | 8            | 100                 | 100%   | 00               | 00%    | 100 |
| 9  | 9            | 90                  | 90%    | 10               | 10%    | 100 |
| 10 | 10           | 100                 | 100%   | 00               | 00%    | 100 |
|    |              | Un-problem          | 93.90% | Problem          | 06.10% |     |

Un-Problem % = 93.9%, Problem %= 06.1%

Interpretation: 97% of the woman teachers were found to be satisfied with their present salary while 3% of them were far from satisfaction; 16% out of 100% of sample agreed to have extra-earning income to meet their requirement. However, 84% was against to it; Again 100% of the woman teachers have the means of transportation like, Bike, Scooter, and Car etc; 90% of the woman teachers of government colleges were satisfied the toilet facility being available at their home, whereas 10% of them were against its opinion; Hence, the second hypothesis, “The level of economic problem of woman teachers of government colleges is also very high” is rejected as teachers who do not face the problem were found at 93.90%.

**Hypothesis-3: To find out the level of Personal Problem of Woman Teachers.**

Table 8 - Personal problem level of woman teachers.

| SL | Question No. | Un-Problem response | %      | Problem response | %      | N   |
|----|--------------|---------------------|--------|------------------|--------|-----|
| 1  | 1            | 78                  | 78%    | 22               | 22%    | 100 |
| 2  | 2            | 94                  | 94%    | 06               | 06%    | 100 |
| 3  | 3            | 98                  | 98%    | 02               | 02%    | 100 |
| 4  | 4            | 66                  | 66%    | 34               | 34%    | 100 |
| 5  | 5            | 48                  | 48%    | 52               | 52%    | 100 |
| 6  | 6            | 77                  | 77%    | 23               | 23%    | 100 |
| 7  | 7            | 24                  | 24%    | 76               | 76%    | 100 |
| 8  | 8            | 82                  | 82%    | 18               | 18%    | 100 |
| 9  | 9            | 90                  | 90%    | 10               | 10%    | 100 |
| 10 | 10           | 96                  | 96%    | 04               | 04%    | 100 |
|    |              | Un-Problem          | 75.30% | Problem          | 24.70% |     |

% of Un-Problem = 75.30%

% of Problem = 24.70%

Interpretation: Out of the total sample, 22% of the woman teachers did both home and outside, while 78% of the woman teachers of government colleges was found doing the household work in their family; 34% of women teachers are not satisfied towards the period of maternity, whereas 66% were satisfied; 52% of sample agreed that woman are biologically weak, however, 48% of them did not; 90% of the woman teachers were of the opinion that students were satisfied with their teaching performance, but 10% of them did not have such views; A large percentage i.e., 96% of the total sample of woman teachers of government colleges hold



that woman teachers are must in college; Therefore, the 3<sup>rd</sup> hypothesis, “The Personal problem of woman teachers in government colleges is very high” is also rejected as overall level of woman teachers who do not faced personal problem is found at 75.3%.

**Hypothesis-4: To find out the level of Academic and Administrative Problem of Woman Teacher.**

**Table 9 - Academic and Administrative problem level of woman teachers.**

| SL | Question No. | Un-Problem response | %      | Problem response | %      | N   |
|----|--------------|---------------------|--------|------------------|--------|-----|
| 1  | 1            | 95                  | 95%    | 05               | 05%    | 100 |
| 2  | 2            | 94                  | 94%    | 06               | 06%    | 100 |
| 3  | 3            | 74                  | 74%    | 26               | 26%    | 100 |
| 4  | 4            | 20                  | 20%    | 80               | 80%    | 100 |
| 5  | 5            | 84                  | 84%    | 16               | 16%    | 100 |
| 6  | 6            | 38                  | 38%    | 62               | 62%    | 100 |
| 7  | 7            | 97                  | 97%    | 03               | 03%    | 100 |
| 8  | 8            | 94                  | 94%    | 06               | 06%    | 100 |
| 9  | 9            | 13                  | 13%    | 87               | 87%    | 100 |
| 10 | 10           | 96                  | 96%    | 04               | 04%    | 100 |
|    |              | Un-Problem          | 70.50% | Problem          | 29.50% |     |

% of Correct response = 70.50%, % of Incorrect response = 29.50%

Interpretation: 95% of the woman teachers were found to take classes regularly and punctually, while 5% of them did not; 94 % of the woman teachers were found strictly following the examination and evaluation system as per rule, but 6% of them did not; 74% of them agreed that their respective principals conducted periodical examinations regularly, while 26% of them felt the needs to conduct; 80% of them felt the shortage of teachers while 20% of the woman teachers did not feel the shortage of teachers; 84% of the woman teachers think that it is necessary to extend cooperation towards principal and staffs but not confine only to teaching while 16% of them felt unnecessary to co-operate to principals; 62% of the woman teachers feel that the syllabus and curriculum was not suitable to the needs of the society. But 38% was against to it; Maximum no. of the woman teachers i.e. 97% are able to complete the syllabus on time, whereas 03% of them couldn't; Almost all the woman teachers i.e., 94% responded positively towards regular college inspection by the concerned authority while 6% of them did not feel the need; 87% of the woman teachers did not agree that there is effective transfer policy of government college teachers, while 13% of them felt the transfer policy effective; 96% of them maintained personal diary relating to college duties, while 4% of them did not; Conclusion: Academic and administrative status of woman teachers, is quite high at 70.5%, while 29.5% did not. Hence, the 4th hypothesis that, “The academic and administrative problem of woman teacher of government college is not negligible” is rejected.

**Hypothesis-5: To find out the level of Infrastructural Problem of Woman Teachers.**

**Table 10 - Infrastructural problem level of Woman Teachers.**

| SL | number | Un-Problem response | %      | Problem response | %      | N   |
|----|--------|---------------------|--------|------------------|--------|-----|
| 1  | 1      | 06                  | 06%    | 94               | 94%    | 100 |
| 2  | 2      | 17                  | 17%    | 83               | 83%    | 100 |
| 3  | 3      | 46                  | 46%    | 54               | 54%    | 100 |
| 4  | 4      | 31                  | 31%    | 69               | 69%    | 100 |
| 5  | 5      | 53                  | 53%    | 47               | 47%    | 100 |
| 6  | 6      | 08                  | 08%    | 92               | 92%    | 100 |
| 7  | 7      | 45                  | 45%    | 55               | 55%    | 100 |
| 8  | 8      | 28                  | 28%    | 72               | 72%    | 100 |
| 9  | 9      | 18                  | 18%    | 82               | 82%    | 100 |
| 10 | 10     | 100                 | 100%   | 00               | 00%    | 100 |
|    |        | Un-Problem          | 35.20% | Problem          | 64.80% |     |

Un-Problem% = 35.20%

Problem % = 64.80%

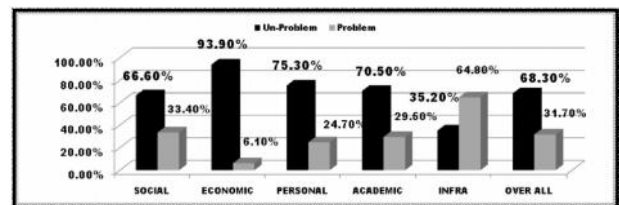
Interpretation: Only 6% of the total sample liked the existing condition of their respective college building whereas majority of 94 % did not feel satisfaction; 54% of women teachers responded that they could not find adequate no. of teachers at college, whereas, 46% was against to it; 69% of sample did not find separate common rooms for male and female teachers at their college, whereas, 31% found; 92% of sample did not find audio-visual teaching aids at their college; 72% of teachers were against the availability of sport and game materials at college; 82% responded of the woman teachers of government colleges reported negatively on having good library while maximum no. of teachers i.e. Only 18% positively; Conclusion: it shows that the level of infrastructural problem is high at 64.80 %, the 5th hypotheses that “the level of infrastructural status of 6 govt. Colleges is very significant” is accepted.

**Table 11 - Area wise overall level of Problem Status of Woman Teachers of Govt. Colleges in Imphal Urban Area.**

| SI. No. | Area                             | Un-Problem | Problem |
|---------|----------------------------------|------------|---------|
| 1       | Social Status (SS)               | 66.60%     | 33.40%  |
| 2       | Economic Status (ES)             | 93.90%     | 06.10%  |
| 3       | Personal Status (PS)             | 75.30%     | 24.70%  |
| 4       | Academic & Administrative Status | 70.50%     | 29.50%  |
| 5       | Infrastructural Status (IS)      | 35.20%     | 64.80%  |
|         | OVER ALL                         | 68.30%     | 31.70%  |

Overall level of Un-Problem % = 68.30%

Overall level of Problem % = 31.70%



Interpretation: The overall level of woman teachers of govt, colleges who do not face problems is found as 68.30% out which 31.70% have the problems, which shows that their status



is so high. The highest problem level is found at 64.80 % in the infrastructural status. It shows that there are poor infrastructure in the govt. colleges, namely ; class rooms, common rooms, teaching-learning materials, sports materials and library facility.

### **Main Findings of the Study**

The first hypothesis that, “The social problem of woman teachers of six Government College is very high” is rejected as the overall social status of women teacher working govt colleges is found as 66.6%; The second hypothesis, “The level of economic problem of woman teachers of government colleges is also very high” is rejected as teachers who do not face problem found at 93.90%; The 3<sup>rd</sup> hypothesis, “The Personal problem of woman teachers in government colleges is very high” is also rejected as overall level of woman teachers who do not faced personal problem of government colleges is found at 75.3%; The 4th hypothesis that, “The academic and administrative problem of woman teacher of government college is not negligible” is rejected as Academic and administrative status of woman teachers, is quite high at 70.5%; The 5th hypotheses that “The level of infrastructural problem of 6 govt. Colleges is very significant” is accepted. It shows that the level of infrastructural problem is high at 64.80 %; The overall level of status (all parameters) of woman teachers of Govt. colleges who do not have problems, is found as high at 68.30%; However, the highest problem level is found at 64.80 % in the infrastructural area. It shows that here are poor infrastructures in the four govt colleges, in the area of : class rooms, teaching-learning materials, sports materials and library facility.

### **Remedial Measures for further Improvement**

All women teachers need to attend social functions, festivals and other ceremonies for popularity in society; Women teachers also need to involve in social literacy programme as the compulsory duty of teachers; Women teachers needs to be a member of Parent-Teacher's Association; All women teachers needs to respect the teaching profession as one of the noblest professions like social engineers; The co-curricular activities must be treated as credit course as per Manipur University regulation for compulsory involvement among the students in co-curricular activities. Women teachers should not engage in other jobs for extra source of income, as it effects her family and job too; Women teachers should have freedom to use their salary as per their plan; Govt. must hike the pay scale of the teacher as per UGC from time to time; Teachers should not confine only his/her domestic work; they must have enough time to prepare teaching materials for effective teaching; Govt. need to give adequate period of maternity when the health problem comes; Woman should try to understand

themselves that they are not at the level of male from biological point of view; Male teachers need to respect women teachers that women have extra qualities; Women teachers need to follow strict the examination & evaluation system as per rule; The shortage of teachers should be filled up by appointing equal ratio between male and female teachers; Woman teachers should extend more cooperation towards principal and staff in addition to their duty; Woman college teachers should try to transect the syllabus like male teachers; Women teachers must extend cooperation towards college authority during inspection by the competent authority; Women need to join election duty to maintain their status as same like to male teachers; There should be systematic transfer and posting policy to reduce gender inequality; Women teachers needs to maintain personal diary relating to college duty for effective education; Teaching performance of the college teachers should be assessed by “Teaching Efficiency Scale” In order to improve teaching performance among teachers; Govt. needs to construct the shortage of class rooms at earliest; There should be a separate common room for male & female teachers; There should be separate toilet facility for the woman and male teachers; The strengthening of different laboratories at the colleges is the need of the hour; The colleges need to have enough sports & games infrastructures for a healthy life; The college libraries should be automated with modern technology for quick and free assess; The college libraries should try to procure and subscribe new books and journals as per new syllabus.

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