

## **A Study on the Status of Teaching Learning Process in Government Elementary Schools, Imphal West, Manipur**

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### **ABSTRACT**

The study examined the teaching learning process of government elementary schools, Imphal West, Manipur. The objectives of the study were to study the conditions of teaching learning process of the government elementary schools, to study the assessment and evaluation of the students conducted during the pandemic, to explore providing of Midday Meal to the students before and during pandemic. The sample size of the study was 10 government elementary schools (class I-VIII) of Imphal West, Manipur. The study covered ten head teachers and one hundred twenty (120) teachers of the sample government elementary schools. it adopted descriptive survey method. The related data were collected with a self-made questionnaire through WhatsApp and e mail. The data were analyzed and interpreted in quantitative and qualitative ways. The study found out that the head teachers and teachers of the sample schools were having required educational and professional qualification. 14.2% of the teachers whose age was near to their retirement from service i.e., 57-60 years were not fulfilled the required professional qualification. The range year of experience as head master and head mistress was from 4 to 33 years. The age range of the sample head masters and head mistresses was from 44 to 60 years. 70% of the head masters and head mistresses were in-charge, not permanent in the service. The years of teaching experience was two (2) years in minimum and twenty-nine (29) years in maximums. The Age range of the teachers was from 28 to 59 years. The service type of the teachers of the sample schools were permanent. The study found out different teaching periods per day, duration of the period and number of working days per year, respectively, for class I-V, 3-5 periods (10%) and 40 minutes duration (30%), for class VI-VIII, 6 periods (20%) and 45 minutes, for class I-VIII, 5-6 periods (70%), 45 minutes (30%), and 40 minutes (40%). The number of working days per an academic year were 220 days (40% of the sample schools), 225 days (20% of the sample schools) and no response (40%). The teachers of the sample schools plan lesson daily before teaching the students. Before the closure of the schools due the COVID 19 Pandemic, the schools adopted different methods of teaching learning process in classroom such as translation method, question and answer method, demonstration cum discussion method, activity-based method (30%), activity-based method, lecture cum discussion method, chalk and talk method (50%), question and answer method, Activity based method, lecture method (20%). Online or virtual class was not done during COVID 19 Pandemic because 40% of them used cell phone and could not afford smart phone, 50% of parent did have neither smart phone nor cell phone, 10% of the parents have smart phone. Learning materials, project works and assignments for different subjects from class I to VIII were provided by visiting students' home, communication between parents, students and teachers was done through cell phone (90%), Assignments and project works were shared through student-teacher WhatsApp group for those who have smart phone during the pandemic (10%). Thus, the Head teachers along with the teaching staff visited students' home to teach the students by following COVID 19, Standard Operating Procedure (SOP) given by the government of Manipur. All of the sample government schools did maintain portfolio of the students. 60% of them conducted formative and summative evaluation and 40% of the conducted summative evaluation. During the pandemic, project works, question and answer, assignments were given to the

students through visiting students' homes by the teachers at 90% of the sample schools. 10% of the sample schools shared learning materials, assignments, project works and question and answer etc. through student-teacher WhatsApp group for those who have smart phones. 70% of the schools conducted assessments regularly by providing assignments and oral test through home visits and cell phone. 30% of them did not conduct assessment during the pandemic. All the sample schools provided Midday Meal to the students daily in 2019-20. During the COVID 19 Pandemic, Dry rice, dal, cooking oil, potato, onion, salt etc. were distributed to the students by following SOP at schools (40%) and at home (60%).

**Key words:** educational qualification, Professional qualification, learning materials, lesson plan, assessment, online class, Midday Meal.

### **Background of the study**

Elementary Education constitutes a very important part of the entire structure of education. It is the stage that the child starts going to a formal institution and formal education starts. It can be said that the entire structure of the educational set-up of a nation rest upon the elementary education. It is on the start that the entire growth, development and enrichment of mental as well as physical potentialities of the child depend.

The Directive Principles of the state policy of the constitution of India lays down on the free and compulsory education for all children until 14 years of age within a period of ten years from the commencement of the Constitution. With the insertion of Article 21A under Fundamental Rights in the Constitution by the Constitution Act (86<sup>th</sup> Amendment), 2002 wherein it is provided that the state shall provide free and compulsory education to all the children in the age group of six to fourteen years of age. Then, a flagship program of Government of India i.e., Sarva Shiksha Abhiyan started in 2001-2002 in time bound manner to achieve the goal of Universalisation of Elementary Education. It aimed to provide useful and relevant elementary education to all children in the six to 14 age group.

The Right to Education Act 2009 (RTE Act 2009) was enacted by the parliament of India on 4 August 2009 and the Act came into effect on 1<sup>st</sup> April 2010. It made education a fundamental right for every child. Prior to the enactment of RTE Act 2009, a number of commissions such as the Mudaliar Commission, the Kothari commission, the Radhakrishna Commission, National Policy on Education (NPE) 1968 and NPE 1986, Programme of Action (POA) 1992, etc., had been constituted and implemented a number of recommendations for the development of education.

Many efforts were made to improve the education by the Government of India. The National Programme of Nutritional Support to Primary Education (NP – NSPE) was launched on 15th August, 1995 and being continued now as a Centrally Sponsored Scheme (CSS) with the Objective of increasing enrolment, attendance and retention of children studying in primary classes (I-V) in Government, Government – aided and Local Body Schools and to provide nutrition support simultaneously. Over the years, the scheme has undergone several changes with regard to coverage, quantity of food grains and financial assistance. In the year 2008-09, the scheme was extended to upper primary classes. The name of the scheme has been changed to 'National Programme of Mid-Day Meal in Schools' and is popularly known as Mid-Day Meal Scheme. (Mid-Day Meal Scheme, Manual for District–Level Functionaries, 2017, p – 1)

The implementation of Mid-Day Meal Scheme in Manipur started from November, 1995. As per the directives of the Hon'ble Supreme Court dated 20-4-2004 in W.P(C) No. 196 of 2001, the State Government started providing cooked food to all the schools of primary stage (Govt./ Aided) w.e.f. 14-11-2004. The Scheme had been extended to 548 Upper Primary with primary classes w.e.f. 1st August, 2008 and later on 166 Upper Primary Schools without primary classes were also covered from April 2009 onwards. (Mid-Day Meal Programme, Annual Work Plan and Budget 2019-20, Manipur, p-1)

### **Rationale of the study**

The present study focused on the teaching learning process of the government elementary schools. Adequate infrastructures facility, manpower facility and quality teaching-learning process of the school

were very important in the order to bring out a quality education. The study covered attendance of teachers and students at school, profile of head teachers and teachers, methods of teaching used in the classroom, mode of teaching and assessment during COVID 19 Pandemic, frequency of Midday Meal and mode of providing Midday Meal during pandemic. The study tried to discuss the issues and conditions of the teaching learning process of the sample government elementary schools. During COVID 19 Pandemic, many students were greatly affected due to the closure of the institutions and students of under privileged group who could not afford online classes were more suffered. Therefore, the different studies on teaching learning process were necessary to conduct from time to time to find out issues so that the higher authorities and stakeholders could discuss and solve the problems or issues.

ASER 2020, Manipur wave 1 found out that 30% of all the children received some kind of learning materials or activities from their teachers during the reference week. A much higher percentage of private school children received learning materials or activities as compared to government school children. Even though only small portion of children received materials from their schools during the reference week, households reported that most children did do some activity during that week. These activities were shared by diverse sources such as schools, families, and private tutors, among others. For both types of schools, the proportion of children doing activities using traditional materials is higher as compared to online resources. While the proportion of children doing different types of activities is quite similar for private and government schools, children enrolled in private schools were more likely to be using online resources such as recorded video lessons.

Students' Learning Enhancement Guidelines, NCERT (2020) Suggested for Learning of Students having no digital device. The suggestions were put forth by different stake holders:

Students, who do not have electronic gadgets, can be paired with the neighborhood students having amenities for the online classes. Such students can utilize other broadcasting resources TV/Radio. Self - study is also an option. Printed study materials may be provided at their homes through various postal services or by the teachers. Government should provide electronic or technological gadgets to the students who do not possess the amenities for online classes. Community mobile bank can be created where people can donate old but functional mobile phones. Classes may be arranged in schools in a staggered manner for students who are unable to attend on-line classes due to non-availability of resources. Help may be taken from governments, charity organizations, Companies under CSR & alumni for obtaining android phone/gadgets for online classes. Information about assignments/homework etc., can be communicated to such students by other students living nearby. Hard copies of assignments may be supplied by school authorities through post to those students who do not have technical support. Mobile classes may be conducted for such students.

The present study analyzed the existing conditions of the teaching learning process which included attendance of teachers and students, mode of teaching and assessment, mode of providing midday meal to the children. It can be said that the study tried to help the stakeholders and concerned authorities to understand the present situation of the government elementary schools and develop suggestions for improving the conditions of the government schools.

### **Statement of the Problem**

The problem was stated as 'A Study on Teaching Learning Process of Government elementary schools, Imphal West, Manipur'. So, the study examined the existing status of the teaching learning process of government elementary schools. It included Head master, teachers, attendance, methods of teaching and assessment, providing Midday Meal to the children etc.

### **Research Questions**

- Q. 1. What were the methods of teaching adopted by teachers?
- Q. 2. What was the mode of teaching learning process during pandemic?
- Q. 3. What was the frequency of assessment?
- Q. 4. How did the assessment conduct during the pandemic?

Q. 5. What was the frequency of providing the Mid-Day Meal (MDM)?

Q. 6. How did Midday Meal provide to the students during Pandemic?

### **Objectives of the study**

The objectives of the study are a given as follows:

1. To study the conditions of teaching learning process of the government elementary schools.
2. To study of the assessment and evaluation of the students conducted during the pandemic.
3. To explore providing of Midday Meal to the students before and during pandemic.

### **Scope of the study**

Under the scope of the study, the following areas were included:

- Profile of school head teachers
- Profile of teachers
- Method of teaching learning process
- Mode of teaching and assessment during pandemic
- Mode of providing Midday Meal to the students during pandemic
- Ten (10) Government elementary schools (I-VIII), Imphal West

### **Review and Related literature**

Atmojo and Nugroho (2020) revealed that EFL teachers have carried out online learning through a series of activities ranging from checking the students' attendance to giving score on the students' works synchronously or asynchronously depending on each school policy due to the COVID-19 pandemic. Various applications and platforms ranging from learning management system to additional resource are employed to carry out the online learning. However, many problems emerge from the students, the teachers, and the students' parents. As results, the online learning does not run well since it lacks of preparation and planning.

Ali (2020) found out that apart from resources, staff readiness, confidence, student accessibility and motivation play important function in ICT integrated learning.

Khan (2020) revealed that Students were enjoying online learning. Flexibility was found to be the most liked and poor network and connectivity, the most disliked elements of online learning. Adding to it, lack of interaction, distractions and one-sided learning were mentioned as its disadvantages. Online safety and security issues were not addressed and disabled students experienced teachers' negligence and lack of support.

Mahyoob (2020) found out that influence and impact online EFL learning during COVID-19 are related to technical, academic, and communication challenges. The study results show that most EFL learners are not satisfied with continuing online learning, as they could not fulfill the expected progress in language learning performance.

Singh and Ningombam (2016) explored that there is no discrimination on the ground of class, caste, religion, community, etc., parents are very concerned about the school midday meal programme, and they are inquisitive if the meal is missed for one day. This shows that they are aware and sensitized about the provisions that a school attending child is entitled to receive under the RTE ACT, 2009 and schemes generated by the SSA.

The above studies analyzed and discussed about the teaching learning process, assessment, midday meal which were done during the COVID 19 Pandemic. The online learning does not run well since it lacks of preparation and planning (Atmojo, Arief, 2020). Apart from resources, staff readiness, confidence, student accessibility and motivation play important function in ICT integrated learning (Ali, 2020). Flexibility was found to be the most liked and poor network and connectivity, the most disliked elements of online learning (Hasan, Khan, 2016).. Most EFL learners are not satisfied with continuing online

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learning, as they could not fulfill the expected progress in language learning performance (Mehyoob, 2020). Parents are very concerned about the school midday meal programme, and they are inquisitive if the meal is missed for one day (Singh, Nongthombam, 2016).

Thus, many studies were conducted to found out, discuss the mode of teaching learning process, assessment and providing midday meal during pandemic. It is very necessary to conduct many studies for identifying the problems and finding out possible solutions of the situations during pandemic. The present study focused on the mode of teaching learning process, assessment, mode of providing midday meal to the students during COVID 19 Pandemic. The findings of the study would be made aware of the present situations of the teaching learning process, assessment, Midday meal during COVID 19 Pandemic.

### Methodology

Method of study: The study adopted descriptive survey method.

Tools and Techniques: The related data were collected with a self-made questionnaire through WhatsApp, e-mail. The questionnaires were sent to the head masters and head mistresses of the sample schools through WhatsApp, e-mail. As government elementary schools were closed due to COVID 19, the teaching learning process could not be observed directly. The responses of the questionnaire were given by the head masters and head mistresses of the sample schools.

Sample size: The sample size of the study was ten (10) Government Elementary Schools (I-VIII) of Imphal West, Manipur.

Analysis and Interpretation: The data were analyzed and interpreted in qualitative and quantitative ways. Analysis and interpretation were done under different headings i.e., Profile of teachers and head teachers, methods of teaching, mode of teaching learning process and assessment during Pandemic, mode of providing midday to the students during pandemic. The analysis and interpretation were as follows:

Table no. 1.

Profile of the head teachers of the ten (10) sample government elementary schools

Particulars		Response
Gender	Male	50%
	Female	50%
Educational Qualification	Under-Graduate	10%
	Graduate	90%
	Post Graduate	0
	*Ph.D./M.Phil.	0
Professional Qualification	*CETED	20%
	*DELED	40%
	*B.Ed.	40%
	*M.Ed.	0
Year- range of Experience as	Head Teacher	4 – 33 years
Type of Service	In- charge	70%
	Regular	30%
Age Range		44 – 60 years of age

\*Ph.D. – Doctor of Philosophy or M.Phil. – Master of Philosophy \*CETED – Certificate in Elementary Teacher Education, \*DELED – Diploma in Elementary Education, \*BED-Bachelor of Education, \*MED - Master of Education. Source: school survey.

The above table no 1. revealed that 50% of them were males and another 50% were females. 10% of them were undergraduate, 90% graduate. 20% of them have completed CETED, 40% DELED, 40% BED. The teaching experience of the sample head teachers was ranged from 4 to 33 years. Regarding the type of service, 70% of them were in-charge, regular (30%).

Table no. 2.

Profile of one hundred twenty (120) Teachers of the sample government elementary schools

Particulars		Response
Gender	Male	22.5 %
	Female	77.5%
Educational Qualification	Under Graduate	4.2%
	Graduate	55.8%
	M.A./M.Sc./M.Com.	37.5%
	M.Phil./Ph.D.	2.5%
Professional Qualification	CETED	1.7%
	DELED	30%
	DELED + BED	10.8%
	BED	40.7%
	MED	2.5%
	None	14.2%
Year of Experience Range		From 2 to 29 years
Age Range		28 to 59 years of age
Service Type	Regular	100%
	Contractual/Part time	0

Source: school survey (Nov. 2020)

The table no. 2. Indicates that 22.5% were male teachers and 77.5% were female teachers. The educational qualifications of the teachers were undergraduate (4.2%), graduate (55.8%), Master (37.5%), M. Phil or Ph.D. (2.5%). The professional qualifications of the teachers were respectively, CETED (1.7%), DELED (30%), DELED + BED (10.8%), BED (40.7%), MED (2.5%), none (14.2%). The year of teaching experience was ranged from 2 to 29 years. The age range of teachers of sample schools was from 28 to 59 years of age. The service type of the teachers in sample schools was regular i.e., permanent.

Table. No. 3.

Number of periods with duration per day for class I – V/ VI – VIII / I – VIII and number of working days of the sample government schools

Particulars		Response
Number of periods per day	Class I – V	3-4 periods (10%)
	VI – VIII	6 periods (20%)
	I – VIII	5 – 6 periods (70%)
Duration of period	I – V	40 mins. (30%)
	VI – VIII	45 mins. (30%)
	I – VIII	40 – 45 mins. (10%)
Range number of working days		220 days (50%), 225 days (20%) No response (30%)

Source: school survey

The above table no. 3. showed different number of periods, duration, annual number of working days according to the different levels of the sample schools. Regarding the number of periods per day, 10% of the sample schools have 3-4 periods for class I-V, 20% of them have 6 periods for class VI-VIII, 70% of them have 5-6 periods for Class I-VIII. 30% of the sample schools have 40 minutes per period for class I-V, 30% of the sample schools have 45 minutes per period for class VI-VIII, 10% of them 40-

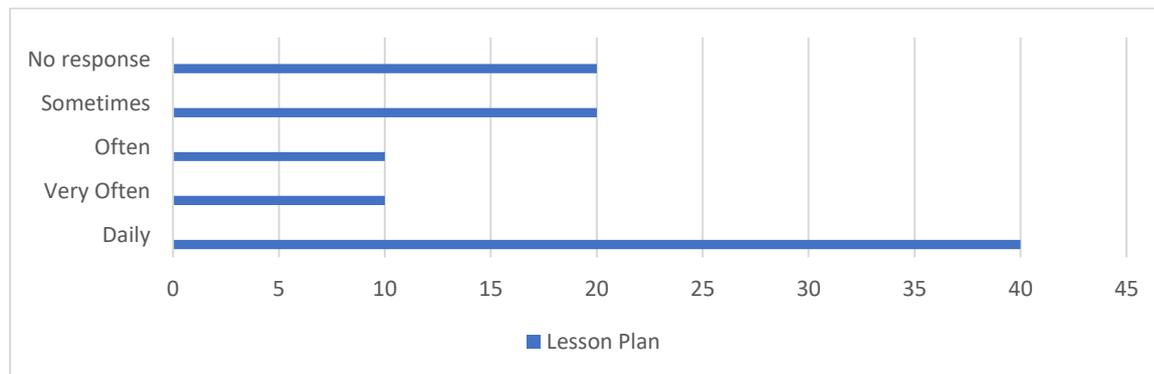
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45 minutes per period for class I-VIII. The number of working days per year was found out as 220 days (50% of the sample schools), 225 days (20%) and 30% of the sample schools did not response to the related question.

### Lesson planning:

All the sample schools responded that the teachers did planned lessons before teaching of the students and the frequency of lesson plan by 80% of the sample schools were revealed as follows:

Figure no. 1.



Source: School Survey

The above figure no. 1. shows that 20% of the sample schools did not respond in the frequency of the lesson plan. 20% of them sometimes, 10% of them often, 10% of them very often, 40% of them daily planned the lessons before teaching the students.

### Methods of Teaching Learning Process

Different methods of teaching were adopted by the sample schools in the classroom. Translation method, question and answer method, demonstration cum discussion method, Activity based method were adopted in teaching learning process by 30% of the sample government elementary schools, Activity based method, lecture cum discussion method, chalk and talk method by 50% of them, question and answer method, Activity based method, lecture method by 20% of the sample schools.

### Mode of teaching learning process and assessment

All of the sample government elementary schools did not conduct online or virtual class during COVID 19 Pandemic. 10% of the parent used smart phone and 40% of them used old cell phone. 50% of parent did have neither smart phone nor cell phone. But, the head teachers and teachers of the sample schools organized different mode of teaching-learning process through cell phone, home visits, WhatsApp group at smart phone etc. during the pandemic. The Head teachers along with the teaching staff visited students' home to provide learning materials, project works, assignment etc. All of the sample government schools did maintain portfolio of the students. 60% of them conducted formative and summative evaluation and 40% of the conducted summative evaluation. During the pandemic, project works, question and answer, assignments, oral tests were given to the students through visiting students' homes by the teachers at 80% of the sample schools. 20% of the sample schools shared learning materials, assignments, project works and question and answer etc. through student-teacher WhatsApp group for those who have smart phone. 70% of the schools conducted assessment regularly and 30% of them did not conducted assessment during the pandemic.

### Mode of providing Midday Meal to the students during COVID 19 Pandemic:

All the sample schools provided Midday Meal to the students daily in 2019-20. During the COVID 19 Pandemic, Dry rice, dal, cooking oil, potato, onion, salt etc. were distributed to the students by following SOP (Standard Operation Procedure) of COVID 19 at schools (40%) and at home (60%).

## Result and Discussion

The study found out that fifty percent of the head teachers were male and other fifty percent of them were female. The sample head teachers have the essential level of educational qualification (10% undergraduate, 90% graduate) and professional qualification (20% CETED, 40% DELED, 40% BED). It means that all of them were well-qualified and well-trained with experience years of 4-33 years as head masters and head mistresses of the sample schools. Their age was between 44 years to 60 years of age. The service type of head masters and head mistresses of the 70% sample schools were in-charge, not permanent.

The study also revealed that 22.5% of the teachers of the sample schools were male teachers and 77.5% of them were female teachers. The teachers of the sample schools were having high educational qualifications (2.5% Ph.D., 37.5% Master, 55.8% Graduate, 4.2% undergraduate) and professional qualifications (2.5% MEd, 40.7% BEd, 10.8% DELED + BEd, 30% DELED, 1.7% CETED. 14.2% of the teachers whose were in 57-60 years of age group did not fulfill required professional qualification. The year of experience of the teachers was ranged from 2 to 29 years and age group of 28-59 years of age. The service type of all of the teachers of the sample schools was permanent.

According to RTE Act 2009, the minimum number of working days in an academic year should be 220 days for a school. The study found out that the number of periods per day and duration per period of the sample schools were found out according to the levels of the class i.e., for class I-V, 3-4 periods per day (10% of the schools), for class VI-VIII, 6 periods per day (20%), for class I-VIII, 5-6 periods per day (70%). The duration per period were 40 minutes per period for class I-V (30%), 45 minutes for class VI-VIII (30%), 40-45 minutes for class I-VIII (10%). The number of working days per year were 220 days (50%), 225 days (20%) and 30% of the sample schools did not response to the related question. Regarding lesson plan for teaching learning process, 40% of the teachers did lesson plan daily, very often (10%), often (10%), sometimes (20%) and 20% of them did not respond to the related questions.

Before COVID 19 Pandemic, different methods were used in teaching-learning process of the sample schools, such as, translation method, question and answer method, demonstration cum discussion method, Activity based method in teaching learning process (30%), Activity based method, lecture cum discussion method, chalk and talk method (50%), question and answer method, Activity based method, lecture method (20%).

During the pandemic, 90% of the sample government elementary schools did not conduct online or virtual or online classes. 10% of the parent used smart phone and 40% of them used cell phone. 50% of parent did have neither smart phone nor cell phone. But, the head teachers and teachers of the sample schools organized different mode of teaching-learning process through cell phone, home visits, WhatsApp group at smart phone. The Head teachers along with the teaching staff visited students' home to provide learning materials. project works, assignment etc.

All of the sample government schools did maintain portfolio of the students and conducted different types of assessment such as, both formative and summative evaluation (60%), summative evaluation only (30%). To assess the performance of the students during the pandemic, project works, question and answer, assignments, oral tests were provided to the students through visiting students' homes by the teachers (80%). Learning materials, assignments, project works for different classes and question and answer etc. were shared through student-teacher WhatsApp group for those who have smart phone (10%). Thus, 90% of the schools conducted assessment regularly and 10% of them did not conducted assessment during the pandemic.

All the sample schools provided Midday Meal to the students daily in 2019-20. During the COVID 19 Pandemic, Dry rice, dal, cooking oil, potato, onion, salt etc. were distributed to the students by following SOP (Standard Operation Procedure) of COVID 19 at schools (40%) and at home (60%).

## Conclusion

An effective teaching learning process depends on teaching skills, competencies, and commitments of the head master or head mistress and teachers. In order to study the scenario of the teaching learning

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process of the sample schools, the study examined the profile of the head masters/mistresses and teachers, number of periods, duration, number of working days per an academic year, lesson plan, methods of teaching, mode of teaching learning process, assessment and providing of midday meal during COVID 19 pandemic. From the above discussion, it can be said that teaching learning process of the government elementary schools required immediate attention of the concerned authority to provide innovative ways of providing teaching learning activities to the economically disadvantaged students during COVID 19 pandemic. The study also revealed the activities done by the head masters/mistresses and teachers in relation with teaching, assessment, midday meal during the pandemic. Such type of study may help the concerned authority to understand the situations of the teaching learning process of the government elementary schools and it may also lead to take further initiatives to improve the present conditions of the government elementary schools.

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