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Research Paper

Transforming Education in Imphal: Assessing the Impact of the School Fagat Hansi Mission on Enrolment, Performance, and Infrastructure

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ABSTRACT

Started by the Government of Manipur in 2019, to uplift government schools through better infrastructure and academic resources; School Fagat Hansi Mission. The present study evaluates the impact of the mission on higher secondary schools in Imphal City by taking enigmas such as enrolment rate, academic performance, teacher availability infrastructure development, etc. A descriptive survey method was used to gather data, and a self-developed questionnaire was implemented among school principals from three selected schools. The report comes after the implementation of the English program in AP Innovation Society schools and documents a vast improvement found in enrolment, and pass percentages at Class 2 level Council Examinations based on data that showed the number grew by as much as 278% & marks followed a similar trend. This also helped to expand access (and availability of teachers, especially in underserved schools. However, the analysis does not identify any substantial infrastructure changes, indicating that there is a disconnect between what Camp Lemonnier was built to do and the goals of America's mission in Djibouti. Educational performances have considerably improved, though access to education has been enhanced; nevertheless, infrastructural deficits remain a challenge as the study concluded. These findings have implications for researchers, policymakers, and practitioners when considering government school improvement efforts in India.

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1. INTRODUCTION

Education is an important factor in economic development, social progress, and individual empowerment. India has taken several impressive steps towards the cause of education, especially at the primary and secondary levels. Nevertheless, several government schools still suffer problems such as a lack of adequate infrastructure, low enrolment, and poor academic performance. To solve these problems, the School Fagat Hansi Mission was launched by the Government of Manipur in 2019.

It is an inclusive effort aimed at marrying the growth of infrastructure and academic amelioration to take the state education system from aspiration to fruition (Hijam, 2019).^[5] These challenges are well reflected in Imphal, the state capital and a major educational center through an interesting mix of Government & Private Schools. At the high school level, Government schools have failed to deliver both in terms of situational intake as well as numerical performance and

infrastructure. As a response to these issues, the School Fagat Hansi Mission is aimed at repairing school infrastructure and providing teacher support to increase the enrolment of new students. The study looks at the influence of Maan (mission) on enrolment and educational outcome: infrastructure in government higher secondary schools in Imphal. This research also examines the extent to which the mission has succeeded in changing the educational information of Imphal and its implications on reforming education in the region by analyzing these indicators (Singh, 2022).

2. OBJECTIVES OF THE STUDY

1. To find out the rate of enrolment before and after the implementation of the School Fagathansi Mission.
2. To examine the academic achievement in the Class 12 Council Examination before and after the implementation of the mission.
3. To assess the status of teacher availability before and after the implementation of the mission.
4. To evaluate the condition of infrastructure before and after the implementation of the mission.

Hypotheses of the Study:

1. There exists a significant difference in the rate of enrolment before and after the implementation of the School Fagathansi Mission.
2. There exists a significant difference in the academic achievement in the Class 12 Council Examination prior to and after the implementation of the mission.
3. There exists a significant difference in the status of teacher availability prior to and after the implementation of the mission.
4. There is no significant difference in the condition of infrastructure before and after the implementation of the mission.

3. Literature Review

Hariharan (2012) ^[4] examined the universalization of secondary education and highlighted challenges such as the cost of infrastructure, teacher salaries, and resource maintenance. He proposed alternative solutions for addressing these issues, stressing the need for a sustainable approach to support secondary education reforms effectively.

Zaidi (2013) ^[10] concluded that secondary education facilities in most northeastern states, including Manipur, were inadequate. Although the number of schools per lakh population was slightly higher than the national average, many schools lacked basic facilities, affecting educational access and quality in the region.

Sanyal (2013) ^[8] analyzed the teacher recruitment process under RMSA across different states. His findings showed significant disparities in teacher availability and qualifications, with certain regions in India, including the northeast, relying heavily on underqualified or overburdened teachers. This had a direct impact on the quality of education delivered.

Lal (2014), ^[9] in his study on the relevance of the Rashtriya Madhyamik Shiksha Abhiyan (RMSA) in North-East India, argued that education should be linked with local knowledge and cultural diversity. He emphasized that educational reforms in the region should account for its unique ethnic and cultural context.

Sohan Kumar Mishra (2014) ^[3] provided a theoretical review of RMSA, noting its aim to extend secondary education to every community within a 5 km radius. He discussed how the initiative was designed to build on the successes of Sarva Shiksha Abhiyan but identified gaps in infrastructural development and student support systems.

Mishra (2015) ^[7] explored the issues affecting the implementation of RMSA, noting unfavourable student-teacher ratios and delayed adoption of Information and Communication Technology (ICT). He concluded that, despite significant efforts, achieving the goal of universal secondary education remained a challenge, particularly due to resource deficits.

Jayanta Doley (2015) ^[6] emphasized the socio-economic significance of secondary education in India. He discussed how Sarva Shiksha Abhiyan led to an increased demand for secondary education, and the RMSA was introduced to meet this demand. However, infrastructural inadequacies and high dropout rates continued to impede progress.

Das (2016) ^[2] studied the impact of RMSA in Assam and noted that while the initiative had led to some improvements in secondary education, several issues persisted. These included low enrolment rates and the need for job-oriented courses, especially for students from economically disadvantaged backgrounds.

Akansha Kapoor (2019) ^[11] evaluated the quality of secondary education under RMSA. She highlighted problems like inadequate integration between curriculum and essential resources such as laboratories and libraries. The study suggested that this gap negatively affected student retention and performance, calling for improved infrastructure and educational resources.

This chronological arrangement traces the development of insights into the challenges and achievements of RMSA, culminating in studies that highlight how these issues are being addressed in specific regions like North-East India, where initiatives like the School Fagat Hansi Mission are aiming to improve outcomes.

4. METHODOLOGY

To find out the influence of School Fagathansi Mission on academic and infrastructure development with higher secondary schools in Imphal City, the present study employed a Descriptive survey. Descriptive research explains current phenomena and provides precise results such that correct inferences may be systematically drawn.

Sample and Population

The study was conducted among all Schools under School Fagathansi Mission affiliated Govt Higher Secondary schools

in Imphal East District. From this population, purposive non-probability sampling was used to select three schools:

1. C.C. Higher Secondary School, Yaiskul
2. Ananda Singh Higher Secondary Academy, Wangkhei
3. Lamlai Higher Secondary School, Lamlai

Data Collection Tools

Own hand-made questionnaire: Survey of school principals the questionnaire was designed on the basis of enrolment, and academic output indices while teacher marketing link-up and infrastructure were elaborated.

Direct Verification: We visually verified the findings of the questionnaires by observing the school environment and facilities.

Procedure for Data Collection

The questionnaire was administered to the given school principals for data collection. In less than a week, over one hundred participants provided us with data.

Data analysis

Baseline characteristics were summarized using descriptive statistics (proportions, means, and standard deviations). T-tests were done to compare mean differences between the current enrolment, academic success, and teacher availability before SVF/EMS with after EMS.

5. FINDINGS AND DISCUSSION

The implementation of the School Fagathansi Mission, under which a scheme was introduced to promote better quality in government schools has resulted in visible improvement at the level of higher secondary schools in Imphal City. A few key findings from the data collected and reviewed included

1. Enrolment Rates

The mission led to a large increase in student attendance at all three schools. But they were 37.67% in CC Higher Secondary School, an increase of mug by 18.84%, Ananda Singh Higher Secondary School, a jump record was broken, and Lamlai Higher Secondary School with a whopping %278 percent increment. These results support the first hypothesis that the School Fagathansi Mission led to an improved enrolment rate in these schools.

2. Academic Achievement

There are also improvements shown in the data on academic performance as per Class 12 Council Examinations. C.C. Higher Secondary School's pass percentage improved slightly from 89.87% in 2018 to 96.38% this year while Ananda Singh Higher Secondary School saw a jump of almost (68%) percent from the baseline period which was recorded just at (55%). Lamlai Higher Secondary School, which was a zero-pass school in 2018 class XII has accomplished an overall pass percentage of 100 percent this year. That confirms the second hypothesis that this mission greatly pushed academic standards in these schools up.

3. Teacher Availability

Teachers were more available after the mission, which was a great thing. Ananda Singh Higher Secondary School saw 3.22 percent increase in teachers and Lamlai Higher Secondary scored the biggest expansion with a whopping 160% rise in teacher numbers while C.C. Thus, we accepted the third hypothesis on teacher availability.

4. Infrastructure

A surprise finding was the absence of any infrastructure development in schools, before and after the implementation of the mission Is this good or bad? As the T-value (0.3235) we get here is less than the critical value, so null hypothesis will be accepted and the alternate hypothesis was rejected as they failed to provide a significant difference in infrastructure conditions it continues.

Data Interpretation

Four hypotheses were developed to guide the analysis and be interpreted of data in order to determine the effect that school Fagathansi Mission has on higher secondary schools in Imphal City. The main results are by hypotheses.

Research Hypothesis 1: Enrolment Rate

Following the enforcement of the mission, there was a marked increase in the rate of admission. Make files: C.C. Higher Secondary School -37.67, Lamlai Higher Secondary School-278.

Research Hypothesis 2: Academic Achievement

All schools improved pass percentage in Class 12 Council Examinations C.C Higher Secondary School | Pass rate: 89.87 in 2018, has increased to -96.38 % in the year 2022 Likewise, Lamlai Higher Secondary School recorded an impressive pass percentage in 2022.

Teacher Availability: H3

A small increase in the availability of teachers. And so, one angle you can see it, from schools like Lamlai Higher Secondary School where the number of teachers increased by a staggering 160%.

Hypothesis 4: Infrastructure

Overall, there was no difference in the condition of the infrastructure before and after the spotting mission. Explained in another way, the T-value obtained from this analysis (0.3235) was less than our critical value of 2, meaning that we failed to reject the null hypothesis.

These interpretations use participation rates, rates as proof of mission success in increasing student enrolment and teacher attendance yet the effect of changing infrastructure is lower.

6. DISCUSSION

The findings expose the impact made by the School Fagathansi Mission in bolstering enrolments, quality of education imparted, and teacher deployment at higher secondary schools

all across Imphal. Nonetheless, the limited infrastructural impact of a mission necessitates further development in this domain. The long-term sustainability of educational improvements and facilitating a learning atmosphere depend on improved infrastructure. Schools there need to be staffed appropriately in both the teaching and nonteaching sectors, and do well academically but are also backed by sufficient infrastructure support such as playgrounds or washrooms — This can be one of the initiatives for the future.

Implementation

Measurable outcomes of the implementation School Fagathansi Mission in higher secondary schools located within Imphal City following activities have been observed in the enrolment scenario, teacher position, and academic performance. Nonetheless, its limited effect on infrastructure development might need a focused cancellation Token. Here are some factors that need to be considered, with possible solutions for the mission of verification and accountability to succeed in the long term:

Increased Monitoring and Evaluation: A monitoring system must be introduced to monitor admissions, pass percentage, and teacher availability annually. This would help in giving data-driven insights on mission adaptation, and it could be based on the areas that need improvement.

Training of teachers: The number of teacher hires has increased but the need for continuous professional development to adapt them to modern pedagogical approaches and appropriate digital tools is needed. As further enhancements regular in-service training programs should be conducted; mainstreamed through ICT for all and subject-specific pedagogy.

Infrastructure Development: As per the T-value analysis, the mission has not achieved to development of infrastructure facilities significantly. Investing in the preparation of rooms, labs, and school constructions builds a conducive learning environment — one that supports— which is vital to ensuring how high enrolment rates and academic success are.

Engaging with the community and parents: To mobilize support for government schools, the involvement of School Management & Development Committees (SMDCs), along with local communities as well as parents is necessary. The mission should hold engagement programs to keep the parents informed of how they are going.

The new government needs to fine-tune resource allocation — both financial and technical— in such a way that it will improve the overall quality size of library facilities, labs, etc. along with academic inputs (and outputs). Instead, resources will be allocated holistically to better nurture student development. Implementation of these strategies would ensure that the School Fagathansi Mission can synergize its activities, plug in contemporary lacunas, and realize the vision of quality education for the government schools across Imphal City.

7. CONCLUSION

In a bid to improve government school education, the Manipur Government launched the 2019 School Fagathansi Mission. The study was conducted on the basis of enrolment, academic performance, teacher availability (GOI/ECO: 2), and infrastructure in Imphal City higher secondary schools.

The study discovered that it had positively influenced the increase in enrolment, improvement of pass percentage results at the Class 12 Council Examination, and resolved teacher crisis prevailing in a few schools. The mission is helping expand access to quality education for students and foster learning. Even so, the survey revealed there were no significant accomplishments in school infrastructure upgrades revealing a disparity between mission strategy and implementation. Without it, generating long-term outcomes through learning environments is not likely to be achieved. Therefore, these schools need greater physical facility improvement and modernization.

In conclusion, the School Fagathansi Mission is stepping ahead successfully in creating enrolment as well as achieving academic but changes at the foundational level can make it more impactful. Still, with constant efforts towards teacher professional development, community participation, and resource allocation, the goal may transform Imphal city government higher secondary schools into quality accessible schools for all students.

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