

Educational Institutions in Manipur: A Statistical Analysis between 1980 and 2001

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Abstract: Manipur's workforce is diverse and equipped with instruments for socioeconomic growth thanks to higher education. Furthermore, it fosters cultural comprehension and promotes societal ideals. The promotion of inter-ethnic harmony and the cultivation of a knowledge-based society are among the key benefits associated with higher education. In light of the evolving global economy, it is imperative for Manipur to enhance its educational offerings in order to facilitate the prosperity of its populace. Students arrive, leave, and reenter the educational institution. Students hailing from diverse social and educational backgrounds are enrolled in various educational institutions, hence providing a range of distinct learning problems. This research assesses the expansion of higher education in Manipur through the utilization of various criteria. This report presents an analysis and interpretation of data collected from diverse institutions. It is commonly assumed that the data obtained from research studies can be valuable and reliable if subjected to thorough examination and evaluation utilizing suitable statistical methods. The statistical data has been obtained from a sample of 58 college principals in Manipur. The questionnaire and interview responses were subjected to a thorough analysis and interpretation, resulting in the derivation of percentages for each topic, as presented in the accompanying tables.

Keywords: Manipur University, D.M. College, Gauhati University, IGNOU, UGC, Aided College

1. Introduction

Analysis of the data involves the breaking down of existing complex factors into simple parts and combining the parts in new arrangements for the purpose of interpretation. Data are then studied from as many angles as possible, to find new facts, simple as well as complex statistical techniques generally from the basis of analysis in any research work. Interpretation of data is the process by which the analyzed data are given meaningful and significance and also whether or not answers to the original problem are obtained. Careful and critical thinking is essential to safeguard against misinterpretation.

The present study is based on the examination of questionnaires that were collected from participants, and afterwards classified, organised into tables, and assessed. The primary objective of the present study is to provide tabular representations of the collected data from the participants. Additionally, this study attempts to give the findings and their corresponding interpretations. The employment of percentage calculations has facilitated the study and interpretation of the data acquired from the questionnaire. The proliferation of tertiary education in Manipur has transpired in a relatively recent timeframe. In the designated temporal period, there are a collective of 25 higher education institutions in our State that fall under governmental administration, and the remaining 33 colleges are under the purview of the Governing Body (G.B.). The current survey comprises a total of 59 higher educational institutions, which include of both government or aided colleges as well as private colleges, including Manipur University.

Table 1: Statistics of the Colleges (value in percentage)

S. No.	Responses	No. of College and University	Percentage
1.	Manipur University	1	1.70
2.	Government	25	42.50
3.	Government Aided	7	11.90
4.	Private	26	44.20

Interpretation:

Table 1 presents the distribution of college statuses based on their respective value percentages. The researcher has gathered data from both public, assisted, and private educational institutions. The table illustrates that 1.70 percent of the educational institutions are classified as Government Universities, while 42.50 percent are categorised as government colleges. Additionally, 11.90 percent of the schools receive government financing, while 44.20 percent of the colleges are privately owned.

This suggests that the presence of predominantly government-run institutions would likely result in improved management practices. Consequently, this would lead to the availability of enhanced facilities to address the challenges faced by professors.

Table 2: Classification of Colleges and University (value in percentage)

S. No.	Responses	No. of College/ University	Percentage
1.	Co-education	University – 1	1.70
2.	Co-education	52	88.40
3.	Girls	6	10.20

Interpretation:

Table 2 presents data on the proportion of colleges and universities that offer education exclusively for girls, as well as those that provide co-education, expressed as a percentage. According to the data shown in the table, it can be observed that 1.70 percent of the universities are co-educational, while 88.40 percent of the colleges follow a co-

educational model. The remaining 10.20 percent of the schools are exclusively designated as girls' institutions.

Table 3: Types of College/University Buildings (value in percentage)

S. No.	Types of institutional building	Rural areas	Percentage	Urban area	Percentage
1.	Pucca	3	5.10	7	11.90
2.	Kaccha & partly pucca	34	57.80	15	25.50
3.	Thatched huts	-	-	-	-
4.	Open space	-	-	-	-
5.	Owned building	-	-	-	-
6.	Rented building	-	-	-	-

Interpretation:

Table 3 presents the distribution of college categories based on their respective value percentages. The data shown in the table indicates that 5.10 percent of buildings in rural areas are classified as pucca, while urban areas have a higher proportion of pucca buildings at 11.90 percent. Additionally, 57.80 percent of colleges in rural areas have kaccha and partly pucca buildings, while the remaining 25.50 percent of such buildings are found in urban areas. The table illustrates that the prevalence of permanent structures for housing purposes is rather low, with a majority of colleges having a combination of temporary and partially permanent facilities.

Table 4: College accommodation (value in percentage)

S. No.	Responses	No. of College	Percentage
1.	Yes	7	11.90
2.	No	52	88.40

Interpretation:

According to Table No.4, it can be observed that 11.90 percent of the principals surveyed reported that the college accommodation is deemed sufficient, while a majority of

Table 6: Toilet facilities (value in percentage)

S. No.	Responses	No. of Colleges	Percentage	For Boys	Percentages	For Girls	Percentages
1.	Yes	59	100	59	100	59	100
2.	No	-	-	-	-	-	-

Interpretation:

Table 6 represents the numerical identification assigned to the principals who provided responses about the presence of toilet facilities in colleges, expressed as a percentage value. According to the data presented in the table, it can be observed that all colleges surveyed possess bathroom facilities, with a notable 100 percent coverage. Furthermore, it is noteworthy that these toilet facilities are segregated, catering to the specific needs of both male and female students. The occurrence of difficulties can be attributed to the failure to maintain cleanliness and tidiness.

Table 7: Drinking water facilities (value in percentage)

S. No.	Responses	No. of Colleges	Percentage
1.	Yes	23	39.10
2.	No	36	61.20

Interpretation:

Table No. 7 shows the percentage of colleges with drinking water facilities each year. It shows that 39.10% of colleges have year-round drinking water and a water pond. 61.20% of colleges lack year-round drinking water. Since they had

88.40 percent indicated that the colleges lack acceptable accommodation. The educators and pupils encountered significant challenges pertaining to their respective tasks. A significant number of companies situated in remote hilly regions encounter numerous challenges stemming from inadequate housing facilities.

Table 5: Games and Sports materials (value in percentage)

S. No.	Responses	No. of College	Adequate	Percentage
1.	Yes	59	41	69.70
2.	No	-	18	30.60

Interpretation:

Table No. 5 presents data on the proportion of universities that possess games and sports resources, expressed as a percentage of their overall worth. The data shown in the table indicates that 69.70 percent of the surveyed universities has sufficient games and sports equipment, while the remaining 30.60 percent of the colleges reported having insufficient equipment. Colleges encourage the younger generation to engage in sports activities alongside their academic studies in order to foster qualities such as a willingness to take risks, teamwork, physical fitness, alertness, and the ability to respond effectively to challenging situations, as well as a competitive spirit, dedication, and self-determination. Colleges diligently strive to instill these values in students by organising a range of tournaments, including inter-class, inter-collegiate, and inter-university events. Additionally, they actively promote student engagement in both individual and group competitions at national and international levels. Engaging in various sports activities undoubtedly fosters a robust physical well-being among pupils and cultivates a spirit of healthy competition among them.

no gap time, students and employers needed enough water in the institution. This makes the problem worse because students and lecturers will have to drink imported water syntax, water tank, and filter, which is dangerous. The professors strive to teach mental health, physical, and aesthetics per the new curriculum. Thus, loss of such crucial resources impairs education. Remote hills are where most of the problems are.

Most people living in rural areas lack access to safe drinking water. Fluoride and other potentially dangerous substances could be present in the water supply. Each village Panchayat can be trained to ensure its residents have access to clean drinking water by conducting water quality tests using appropriate scientific methods and implementing simple technological solutions, much like the way that small-scale entrepreneurs provide mineral water to cities. Updating the technology to employ natural materials (some of which are known by traditional wisdom) to improve the quality of water would be preferable to the use of hazardous chemicals/pesticides currently used in the production of mineral water.

Table 8: Programme for National Service Scheme (value in percentage)

S. No.	Responses	No. of Colleges	Percentage
1.	Yes	46	78
2.	No	13	22

Interpretation:

Table No. 8 shows the annual amount of service hours and the percentage of colleges participating in the National Service Scheme. Table results demonstrate that while the majority of universities participate in the National Service Scheme, some 22% are skipping out on the initiative altogether. The National Service Scheme (NSS) was implemented in schools with the primary goal of giving young people a chance to develop their character through service to others. As early as the period of India's "father of the nation," Mahatma Gandhi, students were being encouraged to create a "living contact" with the neighborhood in which their school is located by participating in National Service projects. On the one hand, NSS has worked to increase students' awareness of social issues and the importance of taking personal responsibility, while also encouraging discipline and respect for the value of work. In order for students to grow as people while serving their communities, teachers must help them learn about their surroundings, pick up on the issues that plague their neighbourhoods, and apply what they've learned to create real-world solutions. This plan has allowed kids to gain exposure to neighbourhood issues and challenges, which has helped shape them into more well-rounded individuals.

The curriculum establishes a connection between the local community and the vibrant, engaged demographic of the metropolis. Through collaborative efforts, the former entity can provide the later entity a diverse range of beneficial programmes. The components of the scheme encompass a range of activities, such as public speaking competitions, surveys on illiteracy rates, consumer awareness campaigns, construction and upkeep of mud roads, surveys on immunisation, and medical camps.

Table 9: Parent-Teacher's Associations (value in percentage)

Sl.No.	Responses	No. of College	Percentage
1.	Yes	3	5
2.	No	56	95

Interpretation:

Table No. 9 displays the value proportion of colleges with a Guardian-Teacher Association. Five percent of schools are represented by a Guardian-Teacher Association, while the remaining 59 percent do not. Parent-Teacher Association is another important voluntary body constituted at the college level, whereby a common platform is extended to the parents of the students and teaching faculty come together in colleges which do not have such association with the community and as such it cannot achieve one of the majority objectives of the new curriculum. Parents and educators can communicate with one another and with the organisation as a whole thanks to this entity. Teachers gain insight into students' academic progress, homework, behaviour, and areas for improvement from parents, and parents gain insight into their child's academic progress, attendance, regularity,

and other factors from teachers. When parents and instructors are able to freely share and exchange their thoughts, opinions, feelings, hopes, and expectations with one another on a regular basis, it can help both parties take the corrective actions needed to change a student's character. Colleges are making genuine efforts in this area, and student organisations like this serve as an excellent feedback device to help students grow as people.

Table 10: Colleges/Manipur University having Maps, Blackboards, Charts, Globes and Practical materials (value in percentage)

S. No.	Items	Responses	No. of Colleges	Percentage
1.	Maps	Yes	59	100
		No	-	
2.	Blackboards	Yes	59	100
		No	-	
3.	Charts	Yes	59	100
		No	-	
4.	Globes	Yes	55	93.50
		No	4	6.80
5.	Practical materials	Yes	37	62.90
		No.	22	37.40

Interpretation:

Table No.10 displays the percentage of colleges and universities, including Manipur University, that include valuable resources including maps, blackboards, charts, globes, and practical materials. It reveals that all schools have sufficient theoretical resources (such as maps, blackboards, charts, and globes), yet only 62.90 percent have sufficient practical resources, and 37.40 percent do not.

Table 11: Residential quarters for the lecturers (value in percentage)

Sl.No.	Responses	No. of College	Percentage
1.	Yes	7	11.90
2.	No	52	88.40

Interpretation:

Table No.11 lists the percentage of universities whose faculty members are provided with on-campus housing. According to the data in the table, only 11.90% of institutions offer on-campus housing to their students, while the remaining 88.40% do not.

Table 12: Residential quarters for the Chowkidar (value in percentage)

S. No.	Responses	No. of College	Percentage
1.	Yes	59	100
2.	No	-	-

Interpretation:

Based on the information shown in Table 12, the data demonstrates the distribution of universities according to their respective value percentages. The data reveals that all of the principals who participated in the poll provided positive responses, indicating a consensus in support of granting home accommodations to every Chowkidar.

Table 13: Facilities for National Cadet Corps Programme (NCC) (value in percentage)

Sl.No.	Responses	No. of College	Percentage
1.	Yes	14	23.80
2.	No	45	76.50

Interpretation:

Table 13 shows that 23.80% of universities had NCC facilities, whereas 76.50% said "No," implying unfavourable feedback. The Indian National Cadet Corps (NCC) was established by Parliament in July 1948. Colleges offer

another significant initiative to help students develop certain traits. The student community gains maturity and disciplinary training, as well as strong character, ideal leadership, tolerance, sacrifice, serving others, etc. Character, honesty, tolerance, and sacrifice are crucial to student achievement. Today, companies want managers and executives with fundamental values and specialised skills. Thus, value-based education is essential. In addition to curriculum-based dexterity and skills, universities have done a great job of instilling these principles in students through the National Cadet Corps (NCC).

Table 14: Table showing the responses of Principals on all item (value in percentage)

Sl.No.	Statement	Responses	
		Yes	No
1.	Are there any problems in obtaining quality/ standard and adequate teaching equipment and consumable to your college?	45.90	54.40
2.	Is there any physical handicapped employee to your college?	32.00	68.00
3.	Is there any hostel facility for students?	11.90	88.40
4.	Does the college have a general library?	100.00	-
5.	Are there sufficient number of books and periodicals in the library?	22.10	78.20
6.	Is there any separate room for student union?	79.90	20.40
7.	Does your college have physical instructor (PET)?	34.00	66.30
8.	Is there any National/International players?	14.30	85.00
9.	Are you satisfied with the present higher educational curriculum?	65.00	35.00
10.	Do you get sufficient facilities for your college?	54.40	45.90
11.	Are you satisfied with the present teaching in the classes?	75.00	25.00
12.	Are all the lecturers qualified?	64.00	36.00
13.	Are all the lecturers dutiful?	78.00	22.00
14.	Is the college/university furniture like desks and chairs adequate?	100.00	-
15.	Is there provision for teaching science stream in your college/university?	68.00	32.00
16.	Does the college participate in community activities?	64.00	34.00
17.	What is the medium of instruction used in your college/university?	English and Manipuri	
18.	Do you think that evaluation procedures are adequate to know the progress of the students?	90.10	10.20
19.	Does the present evaluation procedure match with the objectives of the curriculum?	73.10	27.20
20.	Is there any co-curricular activity apart from class room teaching?	74.80	25.50
21.	Is there any extra co-curricular activities conducted in your college/university?	71.40	28.90
22.	Does your college get any support from the government?	69.70	30.60
23.	Are there any facilities for computer education in your college?	56.10	44.20
24.	Are you satisfied with the students' performance in the examination?	67.00	33.00
25.	What is the increase percentage of students' enrolment in the college during the last 3 to 5 years?	From 15 to 20% increased	
26.	Does curriculum provide scope for students to work with the community?	67.00	33.00
27.	Is the number of Department-wise teaching staff sufficient in your institution?	60.00	40.00
28.	Does Educational Director or Additional Director inspect your college/university regularly?	28.90	71.40
29.	Do you get support from societies/ communities?	100.00	-
30.	Can you take regular classes during rainy season and harvesting month:	62.90	37.40
31.	Do you think that the number of students is over-crowded in some classes?	6.80	93.50
32.	Does the institutional authority prescribed books in time/	28.90	71.40
33.	Is there separate vehicle for your institution?	3.40	96.90
34.	Does the government supply financial aids (scholarship) to the students?	100.00	-
35.	Does the government supply sufficient grant to the college?	44.20	56.10
36.	Are the students attending classes regularly?	65.00	35.00
37.	Are there adequate facilities for lecturers to undergo training programme in your State/	66.00	34.00
38.	Do you give chances to lecturers to attend refresher and orientation courses for improving their knowledge?	100.00	-
39.	Do you think evaluation procedure hampers the smooth running of the academic work in your institutions?	13.60	86.70
40.	Do you think academic staff college is necessary to provide facilities to lecturers to provide educational training?	100.00	-
41.	Do you think text books and journals kept in the library are suitable for the students?	35.70	64.60
42.	Does your college/university offer the vocational courses?	47.60	52.70

Item 1 shows that 45.90 percent of principals reported difficulty acquiring excellent education, suitable instructional equipment, and consumables for their

institutions, whereas 54.40 percent said 'No', implying negatively. Item 2 states that 32% of principals said 'Yes', implying that the institutions had physically disabled

employees, whereas 68% said 'No,' implying otherwise. Item 3 shows that 11.90% of principals said 'Yes', implying they provide hostel facilities for students, while 88.40% said 'No', implying schools do not. 100 percent of principals said all institutions had a general library. Item 5 shows that 22% of principals said the library had enough books and periodicals, while 78.20% said no. Item 6 shows that 79.90% of principals have a student union room and 20.40% do not.

Item No.7 shows that 34% of college principals said the college had a PE teacher and 66% said no. Item No.8 shows that 15% of Principals said 'Yes', implying national and international players in the institutions, whereas 85% said 'No,' implying negative. Item No. 9 shows that 54.40 percent of principals stated that they were satisfied with the current higher education curriculum, while 45.90 percent stated that they were not. Item No.10 shows that 54.40 percent of principals said they get enough facilities, while 45.90 percent said no, implying they didn't get enough from the government. Item 11 shows that 75% of principals answered 'Yes', indicating satisfaction with the current teaching technique, while 25% answered 'No'. Item 12 shows that 64% of Principals answered 'Yes', indicating that all lecturers are qualified under UGC requirements and 36% are not. Item 13 shows that 78% of lecturers are dutiful and 22% of principals are not. Item 14 shows that all Principals answered 'Yes,' indicating that their schools had desks and chairs. In Item No. 15, 68% of principals said 'Yes', implying that the colleges offered science courses, while 32% said 'No', implying that they did not. Science courses are needed to open science faculties per location. Item 16 shows that 64% of principals answered 'Yes' to community activities, while 34% answered 'No'. Item 17 shows that all college principals said English and Manipuri are the main teaching languages. Item 18 shows that 90.10 percent of principals answered 'Yes', indicating that the evaluation techniques are sufficient to assess student growth, while 10.20 percent answered 'No'. Item 19 shows that 73.10 percent of principals answered 'Yes', indicating that the current evaluation system meets curriculum objectives, while 27.20 percent answered 'No,' indicating otherwise. Item 20 shows that 74.80% of principals said there are co-curricular activities outside of classroom teaching, while 25.50% said "No," implying negative.

Item 21 shows that 71.40 percent of principals answered 'Yes', indicating that their institutions and inter-colleges offer extra co-curricular activities, while 28.90 percent said 'No,' indicating a negative response. Item 22 states that 69.70% of principals receive government help, whereas 30.60% said "No," implying negative. Item 23 shows that 56% of principals say they have computer education facilities, while 44% say no. Item No. 24 shows that 67% of Principals are satisfied with their pupils' exam performance, while 33% say 'No'. Item 25 shows that all principals reported a 15–20% rise in student enrollment in all colleges over the past 3–5 years. Item 26 shows that 67% of administrators said the curriculum allows pupils to work with the community and 33% said no. 28.90% of principals marked 'Yes', indicating that the Educational Director and Additional Director routinely examined their institutions, whereas 71.40 percent marked 'No', indicating negative.

100% of Principals reported societal support in Item 29. Item 30 shows that 62.90 percent of principals said they could hold regular lessons during rainy and harvesting months, while 87.40 percent said no. Item 31 shows that 6.80% of principals said the number of kids is overcrowded, while 93.50 percent said it is not. Item 32 states that 28.40% of principals said college administrators supply the prescribed books on time, while 71.40% said no. In response to Item 33, 3.40 percent of respondents said there was a distinct vehicle for the institution, whereas 96.90 percent of principals said no, implying negative. Item 34 shows that all principals said the government gives kids scholarships. Item No. 35 shows that 44 percent of principals said 'Yes', implying that the government gives the college and university enough money, whereas 56.10 percent said 'No,' implying negative. In Item 36, 66 percent of principals believe students attend courses consistently, while 35 percent disagree. Item 37 shows that 66 percent of principals answered 'Yes', indicating that our state has adequate lecturer training facilities, whereas 34 percent answered 'No'.

Item 38 reveals that 100% of principals allow lecturers to attend refresher and orientation courses to improve their knowledge. Item No. 39 shows that 13.60 percent of principals said 'Yes', implying that assessment system hinders academic activity at their institution since results are not declared on time, whereas 86.70 percent said 'No,' implying negative. The fact that 100% of principals answered 'Yes' in Item 40 suggests that Academic Staff College is needed to train lecturers. Item 41 shows that 35.70% of principals said the library's text books and journals are suitable for kids, while 64.40% said "No," implying negative. Item 42 shows that 47.60 percent of principals marked 'Yes', indicating that vocational courses are offered in the institution, while 52.70 percent marked 'No', indicating a negative response.

2. Conclusion

Based on the aforementioned data analysis, it is reasonable to infer that there was substantial advancement in the domain of teaching staff in diverse government institutions over the specified timeframe. The data also indicates that there was a larger prevalence of government higher institutions in rural areas compared to urban areas. Similar observations can be made regarding higher educational institutions that accommodate students of both genders, in contrast to gender-specific institutions such as G.P. Women's College located in the central area of Imphal, the capital city. Based on the presence of various ancillary amenities such as instructional resources, sanitation facilities, laboratories, sports equipment, and lavatory facilities, there were rather positive indications; however opportunities for further enhancements remained.

Despite the presence of favorable prerequisites, numerous loopholes existed that could have hindered the efficient operation of higher educational institutions inside the state. The absence of adequate permanent structures for classrooms and administrative blocks may have posed a challenge in ensuring the security of these facilities against unauthorized access. It is apparent that there was a shortage

of residential accommodations to support both teaching and non-teaching personnel engaged in long-distance work away from their homes. Therefore, these constraints may have potentially impacted the effectiveness of the teaching and learning process. The inadequacy of available books in the library for reference and reading materials, as well as the limited transportation options and accommodations for students from remote areas may potentially impede the attainment of higher education goals within the state. Taking into consideration all of these factors, it is imperative for the relevant governing body to implement rigorous procedures aimed at improving the overall quality of teaching and learning. Simultaneously, it is necessary to allocate sufficient attention towards accommodating the novel alterations and standards issued periodically by the University Grants Commission (UGC) in order to ensure that the quality of higher education in the state remains congruent. These phenomena will ultimately lead to enduring effects on both the society and the nation as a whole.

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