CHAPTER VII

ANALYSIS
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Analysis of the findings in the study for every aspect of observation was made. The present analysis consisted of three major sections. The first section dealt with the progress of pre-primary education in Manipur. It included observations made on the progress for formal education along with the introduction of pre-primary education in Manipur, the types of pre-primary schools, the organisational compliance made in running the pre-primary course, and its administrative policy. The second section dealt with the statistical findings made on the opinions given by the teachers, parents and school managers through the tools of School Information Blank, Interview Schedules for Parents, Teachers and Organisers. The third section dealt with the administrative system along with the findings of the respective offices of the Manipur State Social Welfare Advisory Board, the Manipur State Council for Child
Welfare, the Directorate of Social Welfare Art and Culture, the Directorate of Women and Children's Programme and the Private Bodies through Information Schedule.

1. (a) Progress of Pre-Primary Education:

Analysis was made on the progress of pre-primary education in Manipur. Although Manipur started formal education only in 1855 the Government of Manipur established only one Montessori school in 1957. Children of the pre-primary age group were taught in the lower primary schools and pre-primary attached schools. The system of attending pre-primary attached schools by the children of the age group of 3 to 6 was practised before the establishment of the Montessori school as there was no other anganwadi, balwadi, creche, kindergarten and Montessori school. The system continued even after the establishment of the Montessori school till the period under study.
The wave for establishment of pre-primary schools came with the establishment of anganwadi, balwadi, creche, kindergarten and montessori schools by the Manipur State Social Welfare Advisory Board, the Department of Education, the Community Development Projects of the Block Areas, the Urban Community Development Project of Imphal Municipality and the Integrated Child Development Service Scheme in the year 1955, 1957, 1959, 1961, 1968 and 1975. Along with the establishment of these pre-primary schools many schools were established by the missionaries and local bodies.

Along with the establishment of anganwadi, balwadi, creche, kindergarten and montessori schools many private schools came up. However, in the schools established by the missionaries the rate of tuition fee charged was very high. It approved that the schools were established more on commercial basis. Moreover, most of the missionary schools were confined in the urban areas. Very few schools were found scattered in the rural and hilly areas.
The system of pre-school education in anganwadi, creche, kindergarten and montessori seemed to be almost same except in play materials. However, the assistance provided to the teachers of these voluntary institutions by the funding agencies for honorarium was found very low in the context of the present socio-economic conditions of the society. On the other hand, the materials and equipments provided to these institutions were found not very much satisfactory.

Out of 4775 schools which had pre-primary attached classes, 1829 schools meant entirely for pre-primary schools. In these schools the facilities provided were different. Even among the montessori schools the facilities were not same. In the government montessori school all the equipments and facilities for a montessori school was available. This facility was not available in the government lower primary schools wherein children of the age group of five to six studied. Most of these children studied in these schools were given
no proper education as it was given in the angan-
uadi, baluadi, creche, kindergarten, and montessori
schools. Lack of carelessness of the children
studying in the lower primary and pre-primary
attached classes were found. It was because of
lack of supervision by the government, lack of
care and supervision by the teachers and the parents.
In winter, because of the late attendance of most of
the teachers, these children were exposed to sun.
In summer proper care was not taken because of heat.
Of course some good lower primary schools were found
but the number was less in comparison to the other
one. Even the school mothers took less care in
maintaining the hygienic condition of the children.

Fifty percent of the creche centres did not
have creche bed. They were not run in the strict
sense of the term. Even in the anganwadi, baluadi,
creche, kindergarten and montessori schools, except
a few, play facilities were not provided to the
maximum. In some schools it happened due to non-
existence of play ground.
Variations were found even among the prescribed text books by the prescribed authors. The schools like the anganwadis, baluadi, creches, kindergartens and montessoris took the liberty of prescribing the text books. Consequent on it there was no uniformity in the syllabus and in the text books among the schools. Moreover, availability of text book was a problem if it was not brought at the beginning of the session from the concerned school.

1. (a) analysis on the Organisational Compliance:

Analysing on the organisational compliance it was found that no systematic and proper records were maintained even among the funding agencies. It occurred more particularly during the period from 1961 to 1965 regarding the expenditure made for the baluadi schools by the Manipur State Social Welfare Advisory Board. Record for the same was also reported not available for the year 1972.
In case of the government Montessori school it was found that a monthly tuition fee of rupees five per student was charged. These charging of tuition fee was against the 42nd amendment of Article 45 of the Indian Constitution which stated for free education upto 14 years of age. Charging of high rate of tuition fee was found in all the pre-primary attached schools run by the missionaries. It occurred even in some of the pre-primary attached schools run by the local bodies.

Systematic arrangement was not found in the anganwadi centres run by the Directorate of Social Welfare Art and Culture regarding the disbursement of nutritive food and honorarium of the anganwadi workers. The disbursement was on per centre and not on enrolment. As such when the enrolment exceeded 30 the worker was to disburse on less and uniform quantity. Encouragement could be given if the anganwadi worker was found working satisfactorily and systematically. Lack of inspection by the functionaries of the funding bodies was found in all types of voluntary institutions having pre-primary classes.
1. (c) **Analysis on the Administrative Policy of Pre-Primary Schools**

Analysis on the administrative policy of pre-primary education found that no proper co-ordination extended in the schools run by the private bodies, the State Government and the funding bodies. Administrative system of any organisational set up suffered when there was no proper planning, co-ordination, organisation and control. The contributions made by the funding agencies and private bodies on pre-primary education was only for a fractional part of the programmes. What was required was the initiative, planning, implementation and control of the programme by the Government of Manipur. This could be done in the light of the achievements made by the Government Montessori school and also in the light of the public interest where the need for introduction of pre-primary schools in Manipur was fully aware. Unless the public enthusiasm for the introduction of pre-primary schools were not
aroused children of the pre-school group would not
have been sent to the mission and private schools run by
the funding agencies.

Analysis on the administrative set up of
the Manipur State Social Welfare Advisory Board
found that it suffered in planning, programme execu-
tion and control as the chairman of the board
had always been the election defeated political
nominee of the ruling party. As the chairman had
been a candidate who fought elections for the
legislature she was more election oriented than
the decisive and constructive administrator of the
board.

The fixation of educational qualification
for the Chairman of the board was required in the
context of the social status of women and also in
the framework of the administrative set up of the
policy framing organisation, planning, co-ordina-
tion, implementation and control.
Another difficulty faced by the Manipur State Social Welfare Advisory Board was the untimely release of fund by the Central Board. Meagre amount of fund sanctioned, which was below the proposed amount, by the Central Board made the progress delay in implementing the programmes and undertaking projects of the State Board. In short, a communication gap between the fund disbursing authority and the programme implementing body was found from 1970 onwards till the period under study.

No regular inspection was made by the State Social Welfare Advisory Board to the voluntary institutions. Inspection by the Board members and the Secretary was made as directed by the Chairman of the Board. It showed that there was no fixed number of inspections to be made in an aided institution in a year by the Chairman, Vice-Chairman, Board members and the Secretary of the Functional Committee, Welfare Officer, Assistant Project Officer and Field Officer.
Regarding the Urban Community Development Project of Imphal Municipality which was taken up by the Directorate of Social Welfare Art and Culture variations were found in the distribution of grants to the balwadis. In this connection the Survey Unit of the National Council of Educational Research and Training also found out the disparity in the disbursement of grant. The variation ranged from rupees 300/- to 600/- to a number of four to twelve pre-primary schools. The disbursement pattern was rupees 300/-, 400/-, 500/-, and 600/- to each of the four, five, ten and twelve pre-primary schools respectively.

For the programmes undertaken by the Community Development Department which was taken up by the Directorate of Women and Children's Programme a Director which meant entirely for Women and Children's Programme was appointed during the period under study. The progress on the activities undertaken by the Directorate particularly for balwadi and anganwadi schools might have been affected because of the non-appointment of one full-fledged Director for the programme.
The administrative aspect of the Manipur State Council for Child Welfare was headed by one organiser. It was a four layer system as the organiser took approval from the Executive Committee of the Council while the Council took approval from the Indian Council for Child Welfare and the Indian Council from the Ministry of Human Resource Development. These four layer system had leniency and affected the progress of the council.

2. Analysis on Statistical Findings of the Study

Analysis was made on 350 pre-primary schools on the aspects of (i) type of schools, (ii) management of school, (iii) minimum age of admission, (iv) year of establishment, (v) enrolment, (vi) school building, (vii) source of income, (viii) funding agencies, (ix) rate of fees and funds charged, (x) supervision and inspection, (xi) teaching staff, (xii) curriculum, (xiii) equipment, (xiv) co-curricular activities, (xv) methods of teaching, (xvi) medium of instruction, (xvii) school community and (xviii) evaluation.
In analysing the type of pre-primary schools in Manipur, it was found that all the montessori schools were located in the Imphal district. The anganwadis were located at the rural and hill areas. The balwadis, creches and kindergartens were found mostly in Imphal areas while a few of these schools were found scattered in the rural and hill areas. People were confused of which of these schools were meant for the urban, rural or hilly areas. This was due to the lack of motivational aspects by the agencies. However, the pre-primary attached schools were found in all the districts of Manipur. No pre-primary school entirely meant for the course was available in the pre-primary attached schools. The teachers appointed for the lower primary and primary classes taught the children of the pre-primary course.

In analysing the management of the pre-primary school in Manipur it was found that the balwadis and creches were getting financial assistance both from the Manipur State Social Welfare Advisory Board and the Directorate of Social Welfare Art and Culture.
The reason for this was reported as because of low amount of grant sanctioned by the Directorate of Social Welfare Art and Culture to the balwadis. The annual amount of grant sanctioned by this Directorate was found rupees 1500/- per annum for maintenance of a balwadi school. The amount of honorarium per month the assistant organiser was rupees 40/- and 20/- respectively. The total amount of financial assistance was even lower during the period from 1966 to 1979, although it was rupees 2220/- per annum from 1980 to 1985. Thus, taking into the whole total amount including the total number of balwadi schools during the period from 1966 to 1985 was rupees 1923.12. Consequently on low honorarium, the investigator was reported by the organisers and assistant organisers in the present socio-economic context the financial assistance was sought from both the agencies. The investigator was further reported that as the honorarium of the ayes or helpers and also the grant of the craches were more than the balwadis the financial assistance was sought for. Another simple reason was that as
it was difficult to manage the baluadi schools out of the allotted fund the organisers and assistant organisers tried to get financial assistance from another source.

In analysing the age of admission fixed by the pre-primary schools it was found that 5.71 per cent of the sampled schools fixed the age of admission at two and half years, 51.43 per cent at three years, 28.57 per cent at four years and 14.29 per cent at five years.

It was again found that variations occurred not only in admission but also at the beginning of the academic session. Out of the 350 sampled schools it was found that sixty-five schools had started their session by January, 200 by February, three by March and 82 had not fixed the month. Apart from the differences in terms of one or two months, opening of admission throughout the year might affect not only in the normal system but also in maintaining uniformity in all the pre-primary schools.
The fourth analysis was on enrolment. In some balwadis, it was found that the actual number of enrolment fluctuated from one month to another as some children attended schools without admitting themselves. This fluctuation occurred particularly in the registers which were not well maintained. Hence the investigator counted the enrolment figure from the month of December as it was the end month for the academic session wherein the promotion examination was conducted for the next class. The same case was also found in the school where admission was opened throughout the year.

Regarding school building it was found that most of the schools were run in the clubs, rented houses and in their owned court yard house or sangois. However, it was also found that some of the balwadi centres were run in the spare room of the teacher's house like the anganwadi centres. Some balwadis were also run in the clubs. The same pattern was found in the creche, montessori and pre-primary attached schools except the schools run by the Government.
Analysing on the source of income it was found that except in Government pre-primary attached schools all the balwadi, creche, kindergarten, montessori and pre-primary attached schools run by the private bodies tried to meet schools expenses out of tuition fees. Regarding anganwadi schools tuition fee was charged by 15 per cent of the schools. The rate of tuition fee was higher in the pre-primary attached schools run by the private bodies than the other pre-primary schools.

Another analysis was made on the amount and rate of fees and funds charged by the pre-primary schools in Manipur. The investigator found that the rate of admission fee, tuition fee, games fee, hobby fee, transport fee, mid-day meal fee, amalgamation fee, examination fee etcetera was higher in the pre-primary schools run by the missionarises and other English medium schools than the schools run by the local bodies.

The ninth analysis was on inspection and supervision. While the anganwadis, balwadis, and creches were inspected by the funding agencies,
very few inspection was made in the montessori and pre-primary attached schools. On the other hand, the number of inspections made by the Directorate of Social Welfare Art and Culture was more than the Manipur State Council for Child Welfare. In the schools under private bodies inspection was made by the School Managing Committee. However, the number of inspection made by the committee was not recorded and fixed.

The tenth analysis was on honorarium paid to the teachers of the different categories of pre-primary schools. Variation in the honorarium were found in these different categories. Variations also occurred in the honorarium of the same category of school except in the Government Schools. Another finding was that even though more educationally qualified teachers were employed, they were paid by the prescribed honorarium. In this connection, the investigator was reported by some teachers that they had joined the service as they could not get some more proficient government job. Another factor for joining the service was because of age bar in getting any government job.
Curriculum prescribed for this stage was another variable for analysis. Variations in the prescribed text books in the same class but of different school was found. This variability sometimes led into the problem of unavailability of texts by the children.

The twelfth analysis was on the provision for facilities for furniture, play materials, audio-visual aids etcetera. It was found that while all the kindergarten and pre-primary attached schools had school furniture. Ninety-eight anganwadis, seven baluadis and five creches did not have even the school furniture. Similarly, in other aspects also irregularity in providing play and audio-visual materials were found.

Irregularities in providing facilities for playground, school garden and transport were found among the pre-primary schools of Manipur. Many pre-primary attached schools were also found not having the facilities for play materials like see-saw, banister, swing, merry-go-round, cross bar and other play items.
Irregularities were again found in the method of teaching in the pre-primary schools of Manipur as given in Table No. VI - (15). Column (I) and (II) of the table had given the number of schools applying the different teaching methods. Some schools had applied both the methods of Froebel and Montessori. Some schools applied the two methods separately while some other schools used common knowledge.

Regarding the medium of instruction, it was found that children studying in the English medium schools crammed the texts. These students could understand the meaning only when they were grown up. Another finding was that those students studying in the English medium schools were found weak in Manipuri while students studying in the Manipuri medium schools were found weak in English.

The sixteenth analysis was made on the provision for facilities in the school community relationship. Of the observations made under School Community 264 schools had not sent the
progress reports to the parents. These cases had happened in the pre-primary attached schools. Non-sending of the progress report to the parents meant lack of responsibility and lack of consciousness on the part of the teacher while the parents remained uninformed of the progress of their children. Again, in another case 'lectures by parent' was not found in 277 sampled schools. Although the system was good it was not implemented in many schools particularly at the pre-primary attached schools. Thus, no uniformity was maintained among the pre-primary schools regarding the observance of parent's day, home visit, progress report, lecture by parent, sports' day, school prize distribution day, children's day, school foundation day, 26th January, Saraswati Puja, 15th August etcetera.

The seventeenth analysis was made on the system of evaluation in the pre-primary schools of Manipur. It was found that all the 350 sampled schools gave promotion to the next class by annual examination.
Out of a total of 350 sampled schools 270 gave weightage through classroom work while the remaining 80 had no provision for it. 261 schools gave every weightage in home assignment while 89 schools did not give. In weekly test 193 schools gave weightage while 157 did not give any weightage. Of the total of 350 sampled schools 140 gave weightage for monthly test and third monthly examination. In overall assessment weightage given through assessments were found preferred by the students and the parents.

0. **Analysis on the Opinions of Teachers, Managers and Parents:**

Analysis on the opinions of the pre-primary teachers, managers and parents of the pre-primary schools whose children were in the pre-primary classes were made on the 350 sampled schools. In order to assess the opinions of the pre-primary school teachers, managers and parents an interview schedule was prepared. In the schedule, the opinions of these three categories were dealt separately.
keeping under the same pool. Free and frank opinions were given and suggestions for improvement of the pre-primary education were also given by the teachers, managers and parents wherever necessary. Responses given by these three bodies were dealt separately.

TEACHERS’ OPINION:

Under the opinion of teachers two major sections were included. The first section was on the main difficulties faced by the pre-primary teachers and second was on the suggestion for development of the school. Under the second section physical curriculum and management was included.

Opinions of two teachers from each of the 350 sampled schools were taken. Of the 350 sampled schools teachers of ten schools had not responded in total. They emphasised much on the financial difficulties faced by them. Opinions of 680 pre-primary school teachers, out of a total of 700, were analysed. Of the responded 680 teachers, 289
teachers remained silent in the question. 391 teachers expressed the view that meager amount of salary paid to them was the only difficulty faced by the pre-primary school teachers in Manipur. They were of the view that low payment of salary was the sole cause in maintaining the standard of the pre-primary schools in Manipur.

The next area was regarding language. Language, as the communicating link, was reported by the teachers, a problem in the English schools wherein the students were to cram at least for six months without understanding the meaning of those words. It was found in 60 English medium schools out of a total of 350 sampled schools.

Non-existence of school building, instead of hiring on rent basis, was another difficulty faced by the pre-primary school teachers. In such 86 schools sometimes two classes were managed in one room.
Lack of co-operation between the teachers and the parents affected children's learning. It was because of the carelessness of the parents that tuition fees were not paid regularly. Consequent on the carelessness of the parents regarding the payment of tuition fees regularity in attendance of the children were affected.

The teacher-pupil ratio was 1:21 in the pre-primary school of Manipur. Out of this total ratio 1:17 was in the pre-primary attached schools while 1:26 was in the anganwadis, balwadis, crches, kindergartens and montessoris. However, in the sampled schools the teacher-pupil ratio was 1:29. Out of this ratio 1:17 was in the pre-primary attached schools while 1:29 was in the anganwadis, balwadis, crches, kindergartens and montessoris.

As reported by 90 per cent of the teachers of the sampled schools lack of encouragement and attention by the government was the major factor for promoting pre-primary schools in Manipur. Because of the lack of encouragement, it was further reported, the service career of the 50 per cent of the teachers were affected. Consequent on lack of encouragement by the government the teachers did not pay more attention to the students.
The last opinion was regarding the amount of fund sanctioned by the funding agencies for beluadi schools. The total annual amount which excludes the pre-primary attached schools was rupees 91,22,11,250.00. It included rupees 4,97,016.00 from the State Council for Child Welfare, rupees 41,63,937.00 from the State Social Welfare Advisory Board and rupees 57,77,120.00 from the Directorate of Social Welfare Art and Culture. In addition to the annual amount, 300 kilogrammes of powder milk was provided by the Directorate of Social Welfare Art and Culture. Again, a sum of rupees 1,25,000.00 was sanctioned by the Directorate of Women and Children's Programme in 1985. The Government of Manipur sanctioned a sum of rupees 90,17,73,177.00 for pre-primary schools. It excluded the amount of fund utilized and borne by the Private Bodies. The average amount sanctioned by each of the funding agencies per school per year was rupees 1337.12 for a beluadi school and rupees 5868.08 for a creche centre under the Manipur State Social Welfare Advisory Board; rupees 1910.80 for an anganwadi,
rupees 1923.12 for a balwadi, kindergarten and Montessori of Social Welfare Art and Culture; rupees 4901.54 for a balwadi under the Manipur State Council for Child Welfare; rupees 2500.00 for a balwadi under the Directorate of Women and Children's Programme; rupees 3196.05 for a Montessori and rupees 1623.37 for a pre-primary attached school under the Directorate of Education of the Government of Manipur. The calculation was made taking into consideration of all the number of schools along with its number of years. Since the amount of fund sanctioned to these pre-primary schools were found very meagre the teachers particularly in the anganwadi, balwadi, creche, kindergarten and Montessori schools found in difficult even to meet the school maintenance expenses. Hence, they had sought financial assistance from another source of funding agency. Moreover, the amount of honorarium sanctioned for the teachers of these schools, particularly of the anganwadi, balwadi, creches, kindergartens and Montessoris were found very low. Considering the socio-economic condition of Manipur due justifications were made by the teachers for seeking financial assistance from other funding agencies.
Third question dealt with the difficulties faced by the managing committee in running the centres; the fourth question dealt with suggestions for improvement of the standard of pre-primary education in Manipur.

Each balwadi and creche centres were run by a managing committee while anganwadis were not run by a managing committee. All the pre-primary attached schools were run by the government and the private bodies like the Christian Missionaries, International Society for Krishna Consciousness and even by some individuals on voluntary basis.

All the private bodies had a committee. The structure of each committee remained almost the same except a few. The committee consisted of one Chairman, one Secretary, one Treasurer and some members. Sometimes, the Secretary functioned as Treasurer and sometimes the Headmaster or Head-mistress functioned as Secretary-cum-Treasurer. In general, the committee looked after the welfare of the centre particularly organisation, management and finance.
Out of 350 sampled schools ten head of the schools had not responded. The 340 Headmasters, Headmistress, Head pandits and teachers of the schools were of the view that the main objectives of establishing pre-primary school was to produce brilliant and well disciplined students by imparting general education in modern method of teaching under the age group of 3 to 6 irrespective of sex, cast and creed and by motivating the students for making friendship among themselves, made them self reliant, possess good character and produce a good citizen.

Analysis on the difficulties faced by the managing bodies found that due to lack of fund provided by the funding agencies resulted to non-existence of proper building and lack of teaching aid. Moreover, it was reported that no training institute for the pre-primary teachers were existed till the period under study except balsevika training for balwadi and anganwadi workers' training for anganwadi centre. Another problem was regarding the amount of tuition fees. Although balwadi
schools were meant for all sections of people, children of low economic strata were not able to study in these schools because of high rate of tuition fees.

In analysing the suggestions made by the school managing bodies encouragement from the government was strongly felt by the members. The encouragement could had been made, as reported by the members, by providing sufficient fund, creating an awareness by establishing pre-primary schools and by converting all the pre-primary schools into government etcetera.

PARENTS:

Under the opinion of parents two questions were prepared. The first question dealt with the reason why they had sent their children to the pre-primary schools and the second question dealt with the merits and demerits of the school wherein they had admitted their children.
Out of the 350 sampled schools the investigator had selected the parents of two students for each sampled school. Out of a total of 700 parents, 680 parents had responded on the two questions.

The reason for sending their children to the pre-primary schools, as reported by the parents, were: for developing a sense of good moral behaviour, for promoting a good discipline, for getting the best education, for easy access to admit in the English schools when they grew up, for making a good citizen, for making a good habit to attend school, for creating room for self expression, for enabling them to participate in group discussion and play under the supervision of teachers and supervisors, for developing a habit of mixing up together with the children of the same age-group and for giving a free time to the working mothers.

Analysing the opinion of parents on the pre-primary schools wherein their children were admitted they were of the view that the provision
for training of teachers and amenities provided to the school needed improvement. The next observation made by parents were the salary of the teachers employed in the pre-primary school and reported it very low. Further they were of the view that lack of attention by the government made the whole system suffer. The parents suggested for making efforts to draw the attention of the government for taking up immediate steps.

Analysis on the informations supplied by the offices of the funding agencies and private bodies were made through the tools of Information schedule. The analysis was made separately for the Manipur State Social Welfare Advisory Board, the Directorate of Social Welfare Art and Culture, the Manipur State Council for Child Welfare, the Directorate of women and Children's Programme, the Inspectorate of schools and the Private Bodies.

The aspects dealt in the Information Schedule were on thirteen questions. The first question dealt with the name of the body. The name and status of the respondent, age, sex and
address were dealt in the questions from second to fifth. The sixth question dealt with the year of establishment of the body. The seventh dealt with the type of pre-primary school consisting of anganwadi, balwadi, creche, montessori, kindergarten, and pre-primary attached schools. The eight and ninth dealt with the nature and method of inspection made. The tenth dealt with the steps taken for modification after inspection. The eleventh and twelfth dealt with evaluation of reports and steps taken for modification.

The Information Schedule was responded by 52 officials, consisting of five from Manipur State Social Welfare Advisory Board, seven from the Directorate of Social Welfare Art and Culture, five from the Manipur State Council for Child Welfare, five from the Directorate of Women and Children's Programme, five from the Inspectorate of Schools and 25 from the Private Bodies.

In responding the schedule a total of 192 days consisting of 15 in the Manipur State Social Welfare Advisory Board, 18 times in the Directorate
of Social Welfare Art and Culture, 14 times in the Manipur State Council for Child Welfare, 3 times in the Directorate of Women and Children's Programme, 20 times in the Inspectorate and 122 times in the Private bodies, were taken by five, seven, five, five, five and 25 officials of the respective bodies respectively.

In the analysis it was found that the age of the respondent ranged from 35 to 45 and out of a total of 52 respondents 30 were male and 22 were female. Their qualification ranged from undergraduate to master degree. Out of a total of 52 respondents there were three undergraduate, 42 were graduate and seven were master degree holders.

The year of establishment of the respective bodies ranged from 1952-1976. Regarding the type of school under the different management it was found that 52 balwadis and 98 creche centres were under the State Social Welfare Advisory Board, 1243 anganwadi, 317 balwadis including three montessoris were under the Directorate of Social Welfare
Art and Culture, 54 baluadis were under the Council for Child Welfare, 50 baluadis were under the Directorate of Women and Children’s Programme, one Montessori was under the Directorate of Education of the Government of Manipur, 2080 pre-primary attached schools were under the Directorate of Education of the Government of Manipur, 395 were aided by the Government and 470 under the private bodies.

In analysing the nature of inspection made by the funding agencies and private bodies it was found that the Council for Child Welfare made monthly and quarterly inspection to all the schools under Council. The Directorate of Social Welfare Art and Culture made inspection to all the schools under it on quarterly and annually basis. The State Social Welfare Advisory Board made inspection to all the schools under it annually. The Directorate of Women and Children’s Programme inspected the schools at the time of providing administrative grants. Regarding the private bodies inspection
was made on monthly, bi-annually, annually and at any time. All these inspections, as reported by the respondents, were made by the technical hands.

The tenth analysis was made on the steps taken for modification. Modifications were made as reported by all the respondents, in the form of counselling and guiding for improving the system.

The eleventh analysis was on the system of report submitted by the concerned schools. It was found that out of 4775 pre-primary schools 2455 reported annually, 274 bi-annually, 682 quarterly, 682 monthly and 682 at any time. These schools were inclusive of all the anganwadi, balwadi, creche, montessori and pre-primary attached schools under the management.

The twelfth and thirteenth analysis was on the evaluation of reports submitted by the concerned schools. In the analysis all the 52 inspectors had given positive response. The thirteenth analysis was on the steps taken after evaluation. Out of
52 officials five officials of the Advisory Board reported that payment of grants were stopped if the schools were in case of non-functioning found. In case of the school where it was functioning modification was given for improvement of the standard of the school. The criteria for non-functioning of the school was non-availability of student and non-availability of physical condition of the school whether rented, managed or owned. The same opinion was given by the officials of the State Councils for Child Welfare and the Directorate of Social Welfare. The officials of the Directorate of Woman and Children's Programme and the Private Bodies had not responded on these questions. The Inspecting Officer of the pre-primary attached schools had recommended for providing due modification for the improvement of the method of teaching.