CHAPTER VIII

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The present study made in the respective seven chapters included among others the historical background of the development of formal education in Manipur. Although social norms and taboos could not accept Western education for the third time it was accepted on the fourth attempt. As such formal education was started in 1885 in Manipur. Consequent on the development of formal education in Manipur the concept of pre-primary education was formed. Thus, the first Montessori school was established in 1957 at Imphal. It did not mean that education on the age-group of 3 to 6 was not at all given prior to 1957. In those days children of the same age group used to attend the lower primary and primary schools. Even some schools which had classes up to class X had conducted pre-primary classes. Thus, by 1985 there were 2080 pre-primary
attached schools under the Government of Manipur, 395 Government aided pre-primary attached schools, one Montessori school under the Government, 470 pre-primary attached schools under the private management and 1829 pre-primary school having different names under the Manipur State Social Welfare Advisory Board, the Social Welfare Art and Culture, the Manipur State Council for Child Welfare and the Directorate of Women and Children's Programme.

The present study had taken into consideration the class-structures of nursery, kindergarten I, kindergarten II and class I, Sal-Krishna I, Sal-Krishna II, and class I, nursery, Standard I and Standard II, class I-A and I-3. The structure was taken in order to avoid confusions as some Junior High Schools and High Schools had pre-primary classes. The objectives of these pre-primary and pre-primary attached schools, although different in certain aspects, remained almost the same. The method of approach applied in the present
study was historical, statistical and analytical although the methods adopted by the schools in achieving the objectives were different. In applying the methodology the tools utilized were School Information Blank, Interview Schedule for teachers, managers and parents, Information Schedule for the Manipur State Social Welfare Advisory Board, Information Schedule for the Directorate of Social Welfare Art and Culture, Information Schedule for the State Council for Child Welfare and Information Schedule for the Directorate of Women and Children's Programme were also utilised.

The contributions made by 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 State Government and the Private Bodies were also discussed.
Projects taken up under the Manipur State Social Welfare Advisory Board like the Welfare Extension Project of Original Pattern and General One Year Grant' and the Border Area Project were discussed in connection with pre-primary education in Manipur. The study further discussed programmes on anganwadi, balwadi, kindergarten and Montessori education which was taken up under the Directorate of Social Welfare Art and Culture Programme on balwadi taken up by the Directorate of Women and Children's Programme and the Manipur State Council for Child Welfare were also discussed. The study further discussed the programmes taken up in the Montessori and pre-primary attached schools by the Government of Manipur. Programmes taken up on balwadi, kindergarten and pre-primary attached schools by the Private Bodies were also discussed.

The cost and expenditure borne by 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 State Government and Private Bodies on anganwadi, baluadi, creche, kindergarten, montessori and pre-primary attached schools were also dealt in the present study.

The administrative set up of 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 State Government and the Private Bodies covering the aspects of the constitution, design, grant-in-aid and inspection were discussed. While discussing the administrative set up of these different funding bodies reference was given to the Family and Child Welfare Project, the Border Area Project, the Urban Community Development Project of Imphal Municipality.

Statistical presentation on the findings of the various types of pre-primary schools, management of the school, year of establishment of the school along with enrolment, the various types of
school building, source of income along with each funding agencies, nature and supervision of inspection, position of teaching staff, curriculum, equipment, playground, school garden, school transport, co-curricular activities, methods of teaching, medium of instruction, school community and evaluative processes adopted in the schools were also discussed in the present study. These findings were made with the help of tools adopted for the purpose and also through the statistical data collected from various departments and schools.

Analysis on the findings for every aspect of observation was made under three sections. The first section concerned with the background of the study consisting on the social norms, introduction of formal education along with its observation and introduction of pre-primary education, the types of pre-primary school, the organisational compliance in running the pre-primary course and its administrative position. The second section concerned with the opinions given by the teachers,
parents and school managers through the tools of School Information Blank, Interview Schedule for teachers, parents and school organizers. The third section concerned with the opinions given by the respective officers of the Manipur State Social Welfare Advisory Board, the Directorate of Social Welfare Art and Culture, the Directorate of Women and Children's Programme and the Private Bodies.

SUGGESTIONS:

The study made and conducted on the development of pre-primary education in Manipur had revealed various problems in its path of progress. The factors for late conceptual development resulting to slow progress in pre-primary education was because of the lack of enthusiasm and the encouragement by the State Government. The reasons were obvious. First although the Government of Manipur was fully aware of the responses of the public in sending their children to the montessori school more weight-age was given on the expenses involved than the life
and career of many blooming children. In any experimentation observation was important and when the experimenter got the designed and expected result after due verifications the test was declared successful. As such the Government of Manipur had experimented the establishment of one montessori school in 1957 which came out successful. However, as the Government gave more stress on financial involvement than the expected result no further step for the establishment of another montessori or baluadi or kindergarten or any school meant entirely for the pre-primary school children was taken up till the period under study.

Although the State Institute of Education had also felt the need for establishment of pre-primary schools by the Government of Manipur in the larger interest of the general public no steps were taken up till now. No steps were taken up in the two projects submitted by the State Institute of Education, Manipur regarding the Nutrition, Health Education and Environmental Sanitation and
also Early Childhood Education.\textsuperscript{165} The indifferent attitude of the State Government regarding pre-primary education could be modified only when the Central Government make efforts for meeting the need for pre-primary education. In implementing the programme more aspects should be covered in addition to the Policy Perspective of the Challenge of Education of the Ministry of Education.\textsuperscript{166} It is by giving due importance to the pre-primary education by the Government of India that the Policy of Universalization of Elementary Education would be able to achieve.\textsuperscript{167}

The study, therefore, has suggested for giving special emphasis towards pre-primary education on the line of policy framed by the National Policy on Education, 1986. It would be only when the holistic nature of child development like nutrition, health and social, mental physical, moral


\textsuperscript{166} Challenge of Education : A Policy Perspective, Ministry of Education, Government of India, New Delhi, August, 1985; p. 68.

and emotional development were recognised. The Early Childhood Care and Education Programme would receive high priority and would suitably be integrated with the Integrated Child Development Services. As such Day Care Centres would be able to provide a supportive service for Universalization of Primary Education. Hence the present study has recommended the Government of Manipur for giving more emphasis on pre-primary education.

The non-establishment of more Montessori or any kindergarten or any school, which meant entirely for the pre-school children by the Government had created a line of demarcation between the haves and have nots. Because, children of the economically sound families only could send their children to the costly English medium schools, the baluasis, the kindergartens and the montessoris while children of the have nots got education in lower primary schools run either by the Government or by the local bodies. Difference in facilities might result to the making of a gap among the children of the same age group.
As parents of middle income group were found English medium crazed, high charge of tuition fee, admission fee, games fee, hobby fee, mid-day-meal fee and amalgamation fee was not aware. Because of the high rate of fee parents belonging to low income group could not send their children to the English medium schools. Even though some used to send their children they were discontinued because of the inability to pay fees. On the other hand, it became commercialised. Checking and controlling of such a system needs to be done at the right time as majority of the people cannot afford the luxury of sending their children to a private fee charging nursery school.

Sometimes the reputation of the schools were affected due to the communication gap and lack of understanding between the parents and the teachers. It happened when the parents were not conscious of the importance of timely clearance of fees for their children. It was only when the attendance of their children were affected the question was raised. Of course it happened in
the families of the low income group families. Hence, in order to remedy this misunderstanding and bring closer contact observation of parent-teacher's day need to be made compulsory in all the schools having pre-primary classes. Again, parent-teachers' association be made in schools as recommended by the National Plan of Action for International Year of the Child. 168

Moreover, it was found that children in English medium schools were more familiar with cramming than with understanding while children in the Manipuri medium schools were found weak in English. Efforts should be made for improvement of both by taking up right steps.

On the other hand, it encouraged the establishment of more English schools by the missionaries and private bodies. Although these schools had provided scope for giving education to the small children it became very commercial

and become a place for earning their survival. Again no uniformity could be brought among these mission schools or English schools run by the private bodies more particularly in the text books.

Consequent on the non-expansion of pre-primary schools entirely meant for the pre-school children by the Government of Manipur controlling of the system of pre-primary education could not be done. Uniformity could not be maintained. Therefore, steps should be made by the Government of Manipur from two angles. First, by improving the standard of lower primary schools or the schools which had pre-primary classes. It could be done by frequent inspection, guidance and encouragement to the primary school teachers by the concerned inspectorate of schools. It could be done by raising the minimum educational qualification of the primary school teachers, discouraging the teachers who did not like to be teachers but liked to be contractors or shop-keepers, instructing the teachers for looking after the hygienic condition of the students and the school etcetera.
Second, efforts should be made by the Government of Manipur for the establishment of more pre-primary schools either Montessori or kindergarten or balwadi or anganwadi so that the Government could control in bringing a systematic approach to the society. When the Government controls the system coordination of all the funding agencies could be brought in all the anganwadi, balwadi, creche, kindergarten and Montessori schools.

With the increasing demand for pre-primary education particularly in the anganwadi, balwadi, creche, kindergarten, Montessori and English medium pre-primary attached schools the Government of Manipur could have taken right step by increasing the number of pre-primary schools. This step was to be taken in order to meet the demands of the public. This step was to be taken not only at the State level but also at the Indian level as pointed out by NCERT. Taking into consideration of the

public demand and awareness for pre-primary schools the recommendation of the Education Commission of 1964 regarding pre-primary education need to be reviewed.

Another difficulty faced by the workers and helper of the baluadi, anganwadi, montessori, kindergarten and creche centres were the low payment of honorarium. Because of the low amount of honorarium, the organisers and assistant organisers of the baluadis and creche centres managed to get financial assistance both from the Manipur State Social Welfare Advisory Board and the Directorate of Social Welfare Art and Culture. Hence, the study had suggested for revising the rate of honorarium for the organisers and assistant organisers of the baluadi, kindergarten and montessori schools so that seeking financial assistance from another source could be curtailed and standard could be maintained.

The study further suggested for increased amount of fund sanctioned to the baluadis, kindergarten and montessoris so that it could meet the school expenses.
Analysis was made on the findings of 350 pre-primary schools on the aspects of type of school, management of school, minimum age of admission, year of establishment, enrolment, school building, source of income, funding agencies, rate of fees and funds charged, supervision and inspection, teaching staff, curriculum, equipment, co-curricular activities, methods of teaching, medium of instruction, school community and evaluative process.

From the analysis it was found that less efforts were made by the private bodies and voluntary contributions regarding Montessori schools. Moreover, no Montessori schools were located in the rural areas. Lack of contributions, development of concept, importance and awareness of the people more particularly of the rural and hill areas. The study, therefore, suggested for the establishment of one Montessori school for each district by the Government of Manipur.
Very few anganwadis, balwadis, creche and kindergarten were found run in all the districts except Central and Thoubal districts. While the anganwadis were confined to the village and hill areas the balwadi, creche and montessori schools were found mostly in the urban areas of Central and Thoubal districts. The study, therefore, had suggested for running of these centres in other districts of Manipur. More efforts were required to be made by the Department of Social Welfare, the Central Social Welfare, the State Social Welfare Advisory Board and the Voluntary Organisations for opening of more day-care centres, anganwadis, balwadis and creche centres and be operated on the time of recommendation made by the National Action Plan for International Year of the Child of the Government of India. The centres to be opened should give preference to infants of working mothers and lower sections of community both in urban slums and rural and tribal areas. It should be encouraged to experiment with some kind of mobile pre-schools on the lines of mobile creches.
Campaign, on the other hand, should be launched to motivate parents of the sparsely populated tribal areas and the like to send their children to anganwadis and pre-primary schools.

The age of admission be fixed and made it common for all the pre-primary schools so that deviations from one school to another could not take place. It would help in checking the variations in enrolment from one month to another in the attendance register. Moreover, the beginning and closing of the academic session be made fixed so that uniformity could be maintained among the pre-primary schools. It would also streamline some pre-primary schools where admission were opened throughout the year.

Further, the schools could check the admission book of the various classes so that permission could be granted to attend the class without admission. Opening of pre-primary schools like anganwadi, balwadi, creche, kindertarten and montessori be made at the Block Officer of clubs or
courtyard houses of the village and hill areas instead of the rented buildings. It could be adopted on the line of recommendations made by the Panchayat Committee of the Government of Manipur which was held on May 1989 under the Chairmanship of the Commissioner. Opening of these centres in such areas would help in keeping uniformity among the schools.

In order to improve the standard of montessori and pre-primary attached schools inspections and supervisions be made by the inspecting staff of the Inspectorate of Schools of the Government of Manipur. The number of inspections and supervisions made by the Manipur State Council for Child Welfare should be increased in order to maintain standard and quality of those schools under the council. The number of inspection was found very less in comparison to the other funding agencies. Inspection and supervision should be done in addition to the normal routine of providing funds to the centres. This could be taken on the line of recommendations made by the National Action
Committee for International Year of the Child of the Government of India. It recommended for registration of all pre-school children and recommended for devising a mechanism to ensure minimum standard through effective supervision and guidance.
It had further recommended for the appointment of a special committee by the Social Welfare Department of the Government of India for laying down the guidelines on minimum standard to be maintained by such institutions.

In order to solve the problem of availability of text books, which was caused by prescription of different text books of the same class by different authors, a committee of school text books for pre-primary courses be formed for prescribing the same type of text books by the same authors. It must be made common to all the schools having pre-primary classes.

Instructions and provisions be made for providing furniture to all the anganwadi, balwadi, creche, kindergarten montessori and pre-primary

170. Ibid. pp. 36 & 37.
attached schools. Every possible effort should also be made for providing play and audio-visual materials. Providing facilities at the uniform rate would encourage and strengthen the running of the centres.

The method of teaching employed by the teachers should be made easy and convincing. For this, proper training of the teachers should be given so that they can take proper care in teaching the small children.

Regarding maintenance of Progress Report for the students out of 350 sampled schools 264 schools had not sent it to the parents. Sending of Progress Report Cards make the parent aware of the regularity and progress of the child. Hence, efforts should be made for keeping the progress records and be sent to the parents. It should be done in all the pre-primary schools under the Government of Manipur as such systems were not introduced till the period under study.
Uniformity was not maintained regarding evaluative process of children. Out of 350 sampled schools only 270 schools weighted for classroom work, 261 for home assignment while 89 did not introduce any of such system. Similarly in weekly test, monthly and third monthly test 193 schools weighted for the tests while 157 did not introduce; and 140 weighted for any other test while 210 did not introduce it. Hence, in order to enable to report of the progress of this children, to make aware of their own progress and also to bring uniformity among the schools Progress Report Cards should be maintained and introduced.

Regarding the teacher-pupil ratio the study recommended that the pre-primary schools should observe to keep the normal ratio of 1:25. The system was not practised in all the nursery, kindergarten and pre-primary attached schools except in the balwadis. When such ratio of 1:25 was adopted and followed the schools would be able to maintain discipline, manner and would be able even to look into the hygienic condition of the child. The service condition of the teachers,
volunteers, workers and helpers; instructors, organisers and assistant organisers for pre-primary schools proper care could have been taken up by the respective funding agencies and the Government of Manipur.

Suggestions for development of pre-primary schools were given by the teachers employed in such schools under three aspects; namely, physical, curriculum and management. Observing the opinions given under these aspects it could be stated that the condition of pre-primary schools could be improved when they were paid properly, the school building is constructed and teaching aids are provided adequately. Suggestions in this connection could be made on the line of recommendations made by the National Action Committee for International Year of the Child. Moreover, due care could have been taken up by the respective funding agencies.

171. Ibid.; p. 35.
Establishment of one training institute for the teachers of the pre-primary schools was felt necessary. It could also have been conducted by attaching it to any organised institution for a period of 15 to 20 days or a maximum of one month. This could be taken up on the basis of 'Operational Guidelines for Implementing the Action Plan during International Year of the Child' of the Government of India, Department of Social Welfare which had suggested for identifying training needs of the functionaries. It could have been taken up at the grassroot level.

Restriction be made at the time of appointment of teachers by discouraging the candidates who have come only for a spending their time or for undertaking of multifarious job. This is to be done in maintaining the efficiency of the teachers.

172. Ditto.
Keeping in view of the opinions expressed by the parents of 350 sampled schools facilities for providing training and increasing the honorarium and salary of the teachers could be taken care of by the Government of Manipur and also by the different funding agencies. While taking care of the demands for increasing the honorarium by the Government and funding agencies the teachers, particularly the pre-primary attached school teachers, should try to create a sense of good moral behaviour and good discipline among the children; try to impart best education for making a good citizen and try to develop a good habit for attending schools regularly; make room for self expression among the students, encourage group discussion and mixing up with the children of the same age group and encourage spirit in games and extra curricular activities.