CHAPTER II

THE DESIGN AND PROCEDURE
CHAPTER II

THE DESIGN AND PROCEDURE

DEFINITION:

The word 'Pre' according to dictionary, meant 'earlier than', 'Prior to', 'before', 'preparatory', 'in advance' etcetera. Pre-school meant 'constituting the period in the child's life from infancy to the age of five or six ordinarily preceding attendance at elementary school but often occupied by attendance at nursery school or kindergarten. In other words, it had been interpreted as nursery school or kindergarten.

The dictionary meaning of primary school on the other hand, was 'a school at which children received their formal education usually comprising the first three grades of elementary school but sometimes also including kindergarten'. In other words it was a school for children from five to eleven years of age.


80. Ibid; p. 1792.

81. Ibid; p. 1800
Again, according to the International Dictionary of Education, pre-primary education meant 'Proceeding primary education as for example, nursery school'. Thus, pre-primary education meant the education given to the pre-school children.

**AGE:**

The age of admission in the pre-primary schools were varied. In most of the pre-primary attached schools the age of admission was from 4 to 6 years. In case of the anganwadi, balwadi, creche, kindergarten and montessori schools there was no fixed age limit. However, it ranged from two and half years to six in general. Thus, taking into consideration of the structure of pre-school system in Manipur the age of admission ranged from two and half years to six years.

**OBJECTIVE:**

The objective of the present study was, first, to trace out the historical development of

---

pre-primary education in Manipur; second, to study the factors responsible for the progress of pre-primary education in Manipur. Finding out the total number of pre-primary schools in Manipur was the third objective. Identification of the total number of pre-primary attached schools under different management and identification of the total number of anganwadi schools, balwadi schools, creche centres, kindergarten schools, montessori schools under the State Social Welfare Advisory Board, Directorate of Women and Children's Programme and the State Council for Child Welfare were the fourth and fifth objectives. The sixth was to ascertain the age of enrolment in the pre-primary attached schools and pre-primary schools of different names; seventh, to ascertain the organisational position of these schools; eighth, to ascertain whether these schools had followed the objectives of the pre-primary education as laid down by the Education Commission of 1964, eighth, to ascertain the number of equipments and play materials provided by these schools; ninth, to ascertain

---

the methods of teaching applied by the teachers of
the pre-primary attached schools; eleventh, to as-
certain the methods of teaching applied by the
teachers, workers and organisers of the anganwadi,
baluadi, creche, kindergarten and montessori;
twelfth, to make a comparative study of the methods
applied by the teachers of the pre-primary attached
schools and the teachers of the anganwadi, baluadi,
creche, kindergarten and montessori schools; thir-
teenth, to ascertain the medium of instruction
imparted in these schools; fourteenth, to study the
attitude of the parent in sending their child to
the pre-primary attached schools and the baluadi,
creche, kindergarten and montessori schools; fif-
teenth, to study the organisational structure of
these two types of pre-primary schools; sixteenth,
to ascertain the extent and amount of grant provided
to these schools; seventeenth, to study the coverage
of the scope of pre-primary education in Manipur;
eighteenth, to ascertain the efforts made by the
Government of Manipur for expansion of pre-primary
education; nineteenth, to ascertain the efforts
made by the voluntary organisations; twentieth, to
ascertain the efforts made by the funding agencie
for the development of pre-primary education in Manipur. The twentyfirst objective was to make a comprehensive progress of pre-primary education in Imphal area with the other rural and hilly areas of Manipur and the twentysecond objective was to find out ways and means for the development of pre-primary education in Manipur.

METHODOLOGY:

The method of approach applied in the present study was historical, statistical and analytical. Basing on the historical method the historical background of the development of education in Manipur was traced out. In tracing out the historical development of education emphasis for the development of pre-primary education in Manipur was also given. The materials collected with the help of tools from various State Government, Central Government and Private bodies regarding pre-primary education were analysed statistically. Analysis was made with the help of simple statistical applications on the reports and records submitted by the teachers, workers,
organisers and helpers of the anganwadi, balwadi, creche, montessori, kindergarten and pre-primary attached schools.

1. Estimating the Extent of the Pre-Primary Education:

In ascertaining the extent of understanding of the concept of pre-primary education in Manipur certain methods were employed. In ascertaining the extent the technique employed was to ascertain the type of pre-primary education; to ascertain the number of montessori, anganwadi, balwadi, kindergarten, creche centre and pre-primary attached schools; to ascertain the number and type of pre-primary schools under the management of the State Government, the Manipur State Social Welfare Advisory Board, the Directorate of Social Welfare Art and Culture, the Manipur State Council for Child Welfare and the Directorate of Women and Children's Programme; and to ascertain the relative continuance of the Urban Community Development Project of Imphal Municipality.
1.2 Method of Data Collection:

The data for computing the statistical record were collected from the Statistical Cell of the Department of Education of the Government of Manipur and from various sources and records of the schools and centres.

The data from the school and the centres were collected through the School Information Blank and Interview Schedules. The School and Centres Information Blank were recorded from the schools and Centres, Attendance Register, Examination Records, Admission Books, Progress Report Cards and various other registers and records maintaining the fund allotment, expenditure statement, number of teachers employed, number of equipments and play materials purchased for the school and the centres.

Records from the Secretariat Library and from various department, Directorates and bodies, like the Manipur State Social Welfare Advisory Board, Manipur State Council for Child Welfare,
Directorate of Women and Children's Programme,
Directorate of Social Welfare Art and Culture
e.tcetera were contacted and consulted in addition
to library works.

1.3 Identifying the Problem:

The problem was identified with the anganwadis, baluwadis, montessoris, creches and pre-primary attached schools. Each of these centres and schools were identified with the funding agencies like the State Government, 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 and the Private Bodies. It was also identified with the varying categories of centres and schools meant for rural, hills and urban areas of Manipur. The problem was also identified with the varying number of centres under the direction of the funding bodies. The identification was done as centres of varying categories were existed under the management of different funding bodies. It was further identified with the centres under the cross funding bodies.
In identifying the problem, the opinion of the teachers, managers and the parents were taken into consideration. Moreover, interviews on workers, organisers, helpers and teachers of the different centres and schools were also assessed and evaluated. Suggestions from parents, managers, teachers, organisers and helpers were also taken into consideration while making a reference for the improvement of standard of pre-primary education in Manipur. Moreover, in identifying the problem, information from the office of the different funding agencies were taken into account. The information supplied by the office of the different funding agencies were verified through their record along with the centres and schools under the management, direction and control of the respective bodies. Table No. II-A at page 49 had given the list of funding agencies along with their respective projects for pre-primary schools in Manipur.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Imphal East</td>
<td>a) Chandel</td>
<td></td>
<td>a) Ukhrul</td>
<td>Directories</td>
<td>Missions</td>
</tr>
<tr>
<td>b) Jiribam</td>
<td>b) Ukhrul</td>
<td></td>
<td>b) Tamengpa</td>
<td></td>
<td>Pre-Primary</td>
</tr>
<tr>
<td>c) Saar Hills</td>
<td>c) Jiribam</td>
<td></td>
<td>c) Leional East</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Manipal East</td>
<td>d) Jiribam</td>
<td></td>
<td>d) Singha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Manipal West</td>
<td>e) Manipal West</td>
<td></td>
<td>e) Manipal West</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>f) Sengphong</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>g) Thoubal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>h) Manipal West II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>i) Paklata</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>j) Phungya</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>k) Manipal West I</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>l) Kakingh</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4 **Ascertaining the Relative Importance of the Funding Bodies on Pre-Primary Education**

In ascertaining the relative importance of the contributions made by the different funding agencies in the field of pre-primary education in Manipur the respective officers and the concerned bodies were consulted. The records maintained by these bodies were also consulted.

In finding out the records of the respective bodies the concerned officers in all the eight districts of Manipur were contacted. These eight districts of Manipur were Central District, Churachandpur District, Tamenglong District, Ukhrul District, Senapati District, Bishenpur District, Thoubal District and Chandel District. The Central District had four educational zones. Those zones were: the Inspectorate of Schools at Thangmeiband of Imphal was zone I, the Inspectorate of Schools at Porompat of Imphal was zone II, the Inspectorate of Schools at Thoubal of Thoubal District was zone III and the Inspectorate of Schools at Bishenpur of Bishenpur District was zone IV.
Records from the District Education Offices of the different districts were also consulted. In all the districts except Central District no educational zonal division was made. All the important records and documents were maintained by the District Education Offices of the different district Head Quarters. These zonal and district-wise offices were consulted in connection with the pre-primary attached schools.

In ascertaining the relative importance the projects undertaken under the Integrated Child Development Service Scheme of the Directorate of Social Welfare Art and Culture were also taken into account. In finding out the records of the project the concerned offices of the project area of Ukhrul Head Quarter and Phungyar of the Ukhrul District, Paomata of Senapati District, the Churachandpur District, Tengnoupal of Chandel District, Thoubal of Thoubal District, Imphal East, Imphal West II and Jiribam of Central District, Tamenglong Head Quarter and Nungba of Tamenglong District were contacted and consulted.
Relative records from the Family and Child Welfare Project of the Directorate of Social Welfare Art and Culture, Imphal were consulted and relative informations were also taken. In order to ascertain the relative information materials from the respective Family and Child Welfare Project Offices of Churachandpur, Jiribam, Sadar Hills, Imphal East and Imphal West I were collected and consulted.

2. **Field Survey Tools Used**:

The tools developed for this study were the School/Centre Information Blank; Interview Schedule for Pre-Primary School Teacher; Interview Schedule for Managers and Organisers; Interview Schedule for Parents; and Information Schedule for the Manipur State Council for Child Welfare, the Manipur State Social Welfare Advisory Board, the Directorate of Women and Children's Programme and the Directorate of Social Welfare Art and Culture.
The School/Centre Information Blank:

The School and Centre Information Blank was designed to collect information identifying data for the anganwadi, balwadi, creche, kindergarten, montessori and pre-primary attached schools of Manipur. It consisted of twentyone major questions. The first information was regarding the name of the school or the centre, its address and districtwise location along with its year of establishment. The type of school or the centre mentioning whether pre-primary attached school, kindergarten, montessori, anganwadi, balwadi and creche were dealt in the second question. Whether the school or the centre was meant for boys or girls or co-educational was recorded in the third question. Management of the school mentioning whether government, semi-government, aided, private or any other was recorded in the next. The fifth question dealt with the minimum age of admission into the institution, the beginning of the academic session and the nature of time table. The total number of enrolment of the students along with
year and classes mentioning sex was also recorded. Physical facilities provided in the school along with the nature of school building was also recorded. Informations regarding the source of income and grant-in-aid provided by the Manipur State Social Welfare Advisory Board, the Manipur State Council for Child Welfare, the Directorate of Social Welfare Art and Culture and the Private Bodies were dealt with. The tenth and eleventh question dealt with the Informations regarding the nature of grant and the type and rate of fees charged by the school or the centre.

The twelfth question dealt with the inspection and supervision made by the agencies, method and nature of supervision and number of inspections made on annual, biannual, quarterly and monthly basis. The total number of teachers meant for pre-primary classes. The total number of teachers meant for pre-primary classes, the number of trained, untrained and undergoing training along with its educational qualification were recorded in the thirteenth question. The course of training, method employed in the
training, nature of joining the training and amount of scholarship or stipend paid was also dealt under the same heading for teachers. The curriculum pattern along with prescribed text books and equipment mentioning class-room furniture, play kit and audio-visual aids were dealt in the fourteenth and fifteenth question. Provision for play ground, school garden, school transport and methods applied along with the apparatus were dealt under sixteenth question.

Under co-curricular activities game equipments like see saw, banister, swings, merry-go-round, sunglijim, cross-bar and any other games equipments etcetera were dealt in the seventeenth question. The nature of punishment and the medium of instruction adopted in the school or centre was dealt with in the eighteenth question.

Parents teachers' relation was also dealt with provisions for parents' day, home visit, progress report, lecture by parents, sports day, school prize distribution function and any other under the provision of school community relationship. Records and
evaluation made in the classroom, home assignment, weekly test etcetera were made in the nineteenth question. Maintenance of progress report card by the school along with its information to parents were also dealt with. In addition to all these informations column for expressing with own view was also made in the School or Centre Information Blank. Annexure A had shown the detailed questions of the School and Centre Information Blank at page 306.

**Interview Schedule for Pre-Primary School Teachers:**

The interview schedule for pre-primary school teachers consisted of twelve questions. The first four questions were confined to the name of the school, location of the school, type of the school and year of establishment of the School. The responding teachers' name, age, address, sex and qualifications were dealt in the fifth and sixth questions. The respective classes in which the teacher had been teaching along with the number of hours and methods of teaching applied was also recorded.
The amount of salary or honorarium of the teacher was recorded in the tenth question. The eleventh and twelfth questions dealt with the main difficulties faced by the teacher and suggestions for improvement. Annexure B at page 37 had given the detailed questions of the Interview Schedule for pre-primary school teachers.

**Interview Schedule for Manager or Organiser:**

Interview schedule for managers or organisers consisted of eight questions. The first three questions of the schedule were confined to the name of the body, location of the body and year of establishment. Name, age and status of the respondent were recorded in the fourth question. The fifth question dealt with the objective for establishing the school. Achievement of the target of the objectives in view and its difficulties in achievement were recorded in the sixth question. The seventh question dealt with the problems faced in running the pre-primary classes. Suggestions for improvement was also recorded
in schedule. Annexure C at page 3/4 had shown the detailed questions of the Interview Schedule for Managers or Organisers.

Interview Schedule for Parents:

Interview schedule for parents consisted of ten questions. The first four questions were confined to name of parent, age, sex and address. The fifth question dealt with location of the school wherein the child was enrolled. Name, age and sex of the child was also recorded. Satisfaction were dealt in the seventh and eight questions. The ninth and tenth questions dealt with the physical facilities provided, suggestion for improvement and comments to be made. Annexure C at page 3/5 had shown the detailed questions of the Interview Schedule for Parents.

Information Schedule for Manipur State Social Welfare Advisory Board, Manipur Council for Child Welfare, Directorate of Social Welfare Art and Culture, Directorate of Women and Children's Programme and the Private Bodies consisted of seventeenth questions. The first question was concerned with the name of the body, board, directorate and council. Name status, age, sex and address of the respondent was next dealt with. The sixth question was concerned with the year of establishment Board/Council/Directorate/Bodies.

The seventh was concerned with the type of pre-primary school under the supervision and management of the Board, Directorate, Council and Bodies. It included the anganwadis, balwadis, creche, kindergarten, montessori and pre-primary attached schools along with the name of the district and number
of pre-primary schools existed under the concerned district. The eighth question was concerned with the nature of inspection made by the Board, Directorate, Council and Bodies. It included annual, biannual, quarterly, and monthly inspection. The ninth question dealt with the inspection made by the technical and non-technical personnel. Steps taken after inspection was recorded in the tenth question. System of report submitted by the concerned school whether annual, bi-annual, quarterly and monthly was dealt in the eleventh question. Evaluation of the reports and steps taken by the management after evaluation was also recorded. The fourteenth question dealt with the aids provided to the pre-primary schools or centres. Financial and material aid provided on monthly, quarterly, and yearly basis was discussed under the aid provided by the Bodies, Board, Council and Directorate were recorded.

Training programme, number of trainees per course, facilities provided during the training period and duration provided were discussed in the
sixteenth question. The duration for training were categorised as yearly, monthly and daily. In the seventeenth question the column for giving free and frank remarks were made. The detailed categories of questions were given in Annexure E at page 3.

3. The Sample:

The study was made on 1243 anganwadis, 488 balwadis, 88 creche centres, 26 kindergartens, four montessoris and 2,945 pre-primary attached schools of Manipur. Out of a total of 4775 pre-primary schools, the study was made on 350 pre-primary schools on a sampling basis. Thus, out of a total of 350 sampled pre-primary schools, 105 anganwadis, 105 balwadis, 20 creche centres, 16 kindergartens, 4 montessoris, 100 pre-primary attached schools were taken.

The sampling was done on a random basis as the number of anganwadis, balwadis, creches, kindergartens, montessoris and pre-primary attached schools were not uniform and homogenous. Thus, out of a
population of 14,20,953 in 1981 in Manipur the number of child population of the age group of '0' to '06' was 98,009. Of the total of 98,009 child population 86,977 children of the age group of '0' to '06' were enrolled. By 1985 the number of the enrolment of the same age group was increased to 98,326. Of the total of 98,326 child enrolment 49,911* were from the pre-primary attached schools and 48,415 were from the anganwadis, balwadis, creches, kindergartens and montessoris.

Thus, out of a total of 1,46,741 enrolment of children of the age group of '0' to '06', 10,150 children of 350 sampled schools were taken up for the present study. It was inclusive of all sects of children irrespective of caste and creed.

Selection of the sampled schools were made from the urban, rural and hilly areas of Yourabung, Chingmeirong, Lamsang, Komthoujam, Lamdeng, Langjing, Patsoi, Takyelpat, Tera, Lemphel, Erishem, Sagolband, Naoremthong, Maysikoibi, Wahengbam Leikai, Keishampat, Keishamthong, Yaiskul, Yumnam Leikai, Chingamakha,

Pishum, Haobam Marak, Konjeng Leikai, Sangaiprou,  
Laishram Leikai, Heinoukhongnembi, Karong, Ghari,  
Kuakeithel, Malom, New Lambulane, Dewlahland, Wangoi,  
Hiyanthang, Langthabal Mantrikhong, Langthabal Lap,  
Mongsangei, Heirangoithong, Lilong, Canchipur,  
Thongju, Singjamoii, Wangkhei, Brahampur, Khongman  
Bashikkhong, Porompat, Kongba, Khurai Konsam Leikai,  
Lamlong Bazar, Soibam Leikai, Mantripukhri, Checkon,  
Thangaiband, Jiribam of Central district, Naranseina,  
Keinou, Kha-Jiri, Cinam, Phoijing Chingmang, Nambol  
Khongkham, Kamong, Nambol of Bishenpur district,  
Kakching, Wangjing, Wangbal, Khangabok, Wabagai of  
Thoubal district, Chandel of Tengnoupal district,  
Salem Wang of Churachandpur district, Alungtang of  
Ukhrul district and Tamenglong district etcetera.

The study was made for all pre-primary schools  
including the varied types of centres for the whole  
of Manipur. All the districts of Manipur, wherein  
the projects and centres of pre-school education and  
pref-primary attached schools existed, were included.  
However, the area of concentration was made at  
Imphal. The reasons for concentration were because  
of the highest population among all the districts,
complex nature of composition of population in the district, largest number of population of pre-primary attached schools, largest number of population of kindergartens, balwadis, creches and montessories and largest number of population of missionary and private schools.

Sampling was also done on every two parents from each of the 350 schools regarding the opinion of parents on their impression of the school or the centre wherein their children or ward had been enrolled. Similarly two teachers from each of the sampled schools were also selected for giving their opinion regarding the school or the centre wherein they were teaching. Opinions of two managers of each of the sampled schools were also taken for study.

Of the sampled school, the Head-master or the Head-mistress, Head-pandit, Principal of the mission school, the Balsevika, the Organiser, the Worker and the Helper of each of the sampled school was interviewed. The Office Staff, the Principal, The Secretary, the Chairman, the Director, the
Project Officer and the Accountant of each of the funding bodies were also interviewed.

The sampled schools representing various strata of the school population group consisted of centres and schools under the different funding agencies like 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 Imphal Municipaliry, the Urban Community Development Department; and Pre-Primary attached schools under the Directorate of Education of the Government of Manipur and the Private Bodies. Sampled schools under the Government of Manipur included the zonal and districtwise divisions.

4. **Mechanics of Data Collection**

The core part of the present study consisted of studying various quantitative aspects of the number of centres under the different funding bodies. In order to find out the true nature and type of pre-primary education with the objectives of pre-
schooling certain tools were utilized. Those tools were the School Information Blank, Interview Schedule for Pre-primary School Teachers Interview Schedule for Parents of the Pre-Primary School Children and Interview Schedule for Managers and Organisers of the Pre-Primary Schools, Information Schedule 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 and the Private Bodies. The tools were administered with the help of the Principals, Head-masters or Head-mistresses, Head-pandits, Secretaries, Chairmen, Project Officers, Welfare Officers, Balsevikas, Workers and Organisers to all the sampled schools under the different management.

The investigator took the initiative of distributing all the School and Centre Information Blank and Information Sheets to the sampled schools. A time limit of ten days for all the sampled schools were given which they never complied with. As most of the school records were not kept properly the
investigator herself assisted as well as took the full initiative of finding out the proper records. In tracing out the record it took normally three days at least as the records were kept in a hazardous way. It happened more particularly with the anganwadi and balwadi centres. However, the responses of some schools like the John's English School of Keishamthong, the Creche-cum-Education Centre of Keishamthong, the Lainingthou Awangba Balwadi School of Khurai Thangjam Leikai, the Naransena Child Welfare Centre of Naransena Village, the Singjamei Girls' L.P. School, the Ahanthem Tomba Primary School, Elangbam Leikai; the Evergreen Flower High School, the Alicia Christian High School of Alungtang of Ukhrul District, the E.L. Selcisam High School of Salamveng of Churachandpur District etcetera were found very satisfactory. These teachers had responded the questionnaire schedule and information blanks in time.

The Head-masters or Head-pandits, the Balsevikas, the Workers and the Organisers took less time in responding the answers in comparison
with the staff members of the officers of the various funding agencies. Sometimes, the investigator had to go eight or nine times for collecting the material and in interviewing with the office personnel of these Directorates, Council and Board. Real difficulties arose when the respondents pretend to know the technique of filling up the Proforma without knowing its context. Instances could be given to one Officer of the Directorate of Social Welfare Art and Culture. Wherein he took more than thirteen times in responding the questionnaire schedule. Improper maintenance of records by the offices of the Directorates, Boards, Councils, Schools and Centres were the main difficulties faced by the investigator. Because of the improper maintenance of records yearwise linkage in various aspects of these bodies could not be traced out. It happened more particularly with the amount of budget and expenditure which hampered in finding out per centre cost or per school cost and per pupil cost.

In collecting the data the School and Centre Information Blank was administered to the schools and centres of all the 350 sampled schools. The
Interview Schedule for Parents, Interview Schedule for Pre-Primary School, Interview Schedule for Managers/Organisers were administered to each of the parents, managers and teachers of the respective sampled schools. Information Schedule for 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 including the missionaries were administered to each of the Chairman, Secretary, Principal, Welfare Officer and Project Officer.

5. Statistical Treatment of Data:

In studying the problem simple statistical applications and methods were used. Simple arithmetic and statistical calculation was made for ascertaining the accuracy of the results which would help in analytic assessment. Average numbers and percentages were found out whenever and wherever required regarding the types of schools, number of
centres, management of school and minimum age of admission to the pre-primary schools. Frequency distribution of the responses given by the parents, teachers and managers regarding the improvement of the standard of pre-primary education in Manipur were made. The statements given by the teachers, workers, organisers, Balsevikas, Head-pandits, Head-masters and Head-mistresses were analysed.