CHAPTER III
THE STRUCTURE
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The schools and centres having pre-primary course of education had been known by various names in Manipur. The names were anganwadi, balwadi, creche, kindergarten, montessori, lower primary, primary, junior basic and junior high schools. Even in some high and higher secondary schools the pre-primary classes were attached. The schools which had attached pre-primary classes were known, in the present study, as the pre-primary attached schools.

The lower primary schools were entirely meant in Manipur for classes A, B, I and II although the pre-primary attached schools had also conducted these classes. The present study covered all the schools having pre-primary classes including pre-primary attached schools.

The primary education system before 1963 meant classes A, B, I and II in Manipur. 84 From

1963 primary school stage meant for classes from A to V. This school system was slightly changed with the abolition of classes A and B in 1965. From 1965 onwards classes I-A and I-B, which was jointly of one year's duration had been introduced. These two classes were in short called as class I. The system was introduced in all types of schools having pre-primary attached classes.

However, the system was slightly different in the montessori, anganwadi, balwadi, creche, kindergarten and nursery schools. The pre-primary class structure prevailed in these schools were: Nursery, Grade I, Grade II and Class I; Nursery, Kindergarten I, Kindergarten II and Class I; and Balkrishna I, Balkrishna II and Class I; Nursery, K.G.I and Class I; and Class A, B, Class I. The duration of course was of one year's duration in all these Grade I and Grade II; Kindergarten I and Kindergarten II; and Balkrishna I and Balkrishna II like Class I-A and Class I-B of the pre-primary attached schools.

The difference in the system was because of the difference in the type of schools. The structure of each of these type of schools were dealt, in the present study, separately.

Anganwadi:

Anganwadi centres were introduced under the Integrated Child Development Service (ICDS) Scheme with a view to provide non-formal education to the pre-school age children. The aim of education at the Anganwadi Centre was to bring all round development of the child. In addition to the physical, psychological, moral and social development of the child it started the development of language and intelligence also.

The objectives of education at the anganwadi centres were: to develop in the child a good physique, proper muscular co-ordination and motor skills, to develop its creativity and imagination, initiative and curiosity; to develop attitudes of social responsibility and desirable relationship;
to help the child to learn to live with other children and respect the rights of others; to control the child's natural aggressiveness and destructiveness; to channelize spontaneous energies, good behaviour and work; and to inculcate human values like concern for others, sharing cooperation with others, patience, tolerance, fairness, truthfulness, integrity, modesty and equanimity; to help the child to grow intellectually and emotionally; to acquire the ability for expression in its own language; to recognise and name the objectives in its environment; to recall and compare events and objects; to form clear concepts of things and events; to encourage the child to learn; to work and play independently; to be able to accept help and guidance from adults; and to develop good habits of health and hygiene.

Curriculum:

The syllabus and curriculum included physical development, language development, emotional development, creativity development, social development,
and its formation for development of intelligence, physical development including gross motor and fine motor development including outdoor play activities like walking, running, jumping, hoping, skipping, throwing and bending. Simple and plain game materials like rope, chair, ball etcetera were also included under the gross motor development. Fine motor development included activities like drawing, painting, stringing of beads and seeds; tearing of leaves, paper, flower petals and pasting; sorting cut beads, button seeds, grains of different kinds of pebbles, shells etcetera. Building with blocks were also included under fine motor development.

Regarding language development emphasis was given on listening, repeating and practising of the language that was taught. Objects included colourful pictures or cards of animals, birds, fruits, vegetables, flowers etcetera. Coloured foods and parts of the human body were also included. The discrimination of various concepts like hard and soft, large and small, light and dark, fast and slow, loud and soft was included in the third
category. Story telling, dramatization, masks, puppets, songs entertainment pictures or postures were also included.

Regarding emotional and creativity development art activities like drawing, painting, paper craft and clay modelling were included. Dance and drama was included for development of rhythmic and artistic physical movement activities. For development of music activities rhythmic songs were included. 86

For social development and habit formation stress was given on: making the child co-operate with others, making the child to speak politely, understanding the child to follow instruction, teaching the child to share things with others, teaching the child to share responsibilities and encouraging the child to take part in group activities.

For development of intelligence in children activities included were on making sets, making pattern, arranging in order, making shapes and learning number.

In addition to these, education on 3RS—reading, writing, and arithmetic was given importance. The methods of teaching prescribed was learning through playway method.

**Training:**

The minimum qualification of an anganwadi worker was class VIII while the Assistant was to help with a knowledge of 3RS'. All the anganwadi workers were trained. The main objectives of the training of anganwadi worker is to equip them with knowledge, skills, and aptitude for effective and efficient performance of their multifarious responsibilities at the grass root level.
The first training of anganwadi workers were organised in Manipur at Adimjati Shiksha Ashram, Imphal in 1975. In 1980 training of anganwadi workers were given to 50 selected workers under the Integrated Child Development Service Scheme by the Manipur State Council for Child Welfare.

The duration of the training course was three months although it was of four months course at the All India Pattern. The training was conducted in a pre-arranged mechanical way. When the appointment of anganwadi workers were made by the Directorate of Social Welfare Art and Culture, training was given by the Manipur State Council for Child Welfare. After getting training all the trainees were sent back to the respective anganwadi centres for undertaking the activities. Thus with the opening of one training centre by the Directorate of Social Welfare Art and Culture at Takeyal in 1985 there were 283 anganwadi workers. Photograph No. 1 to 4 at page 79 and 80 had shown the training centre along with the training programmes.

PHOTOGRAPH NO. 1.
ANGANWADI WORKERS TRAINING CENTRES, TAKYEL, IMPHAL

PHOTOGRAPH NO. 2.
DEMONSTRATION AT THE ANGANWADI TRAINING CENTRE, TAKYEL, IMPHAL
PHOTOGRAPH NO. 3.
CLASS LECTURE AT THE ANGANWADI CENTRE, TAKYEL, IMPHAL

PHOTOGRAPH NO. 4.
ANGANWADI TRAINEES AT THE TRAINING CENTRE, TAKYEL, IMPHAL
PHOTOGRAPH NO. 3.
CLASS LECTURE AT THE ANGANWADI CENTRE, TAKYEL, IMPHAL

PHOTOGRAPH NO. 4.
ANGANWADI TRAINEES AT THE TRAINING CENTRE, TAKYEL, IMPHAL
Application:

Keeping the aims and objectives of the anganwadi centres in view the Education Department of the Government of Manipur opened, for the first time, 75\(^{89}\) anganwadi centres on 2nd October, 1975 at the East District of Manipur under the Integrated Child Development Service Scheme. The Scheme which was taken up under point number 15 of the 20 Point Programme of the nation aimed to give, among others, integrated services to accelerate physical, mental and psychological growth to children below 6 years of age. Among other programmes taken up under the scheme was pre-school education.

With the opening of 75 centres in 1975 at Ukhrul, the East District of Manipur, 50 centres were opened in 1978 at Tengnoupal, 190 centres at Imphal East in 1979, 75 centres were opened in 1980 at Jiribam, 50 centres at Singhat in 1981, 50 centres at Nungba in 1982, 100 centres at Thoubal.

\(^{89}\) Administration Report; Government of Manipur 1975-76 p. 21.
in 1982, 100 centres at Imphal West II in 1983, 
100 centres at Paomata in 1983, 50 centres at 
Phyngyar in 1983, 100 centres at Imphal West I in 
1984 and 169 centres at Kakching in 1985. While 
the number of centres remained stagnant for all the 
respective areas, the number of centres were reduced 
to 39 for Imphal East and 95 for Thoubal in 1985. 
Thus, the total number of anganwadi centres were 
reduced from 1169 to 953 in 1985.

\textbf{dalwadi}:

The word 'Baluadi' according to Sanskrit 
interpretation could mean 'skillfully learned children'
as the word 'Bal' meant 'small children' and 'Wadi'
meant 'wise, learned, skillful'.\textsuperscript{90} According to 
Marathi interpretation 'Baluadi' could mean 'children's 
place' as the word 'Bal' meant 'small children' and 
'Wadi' meant 'place or garden' used for training 
children. The word 'Baluadi' was used by Jugatram 
Shavina in a pre-primary class of a school established

\textsuperscript{90}. 'Students' Sanskrit English Dictionary : Vaman 
Shivram Apti; Motilal Banarsidass, Bangalore 
Road, Janahar Nagar, Delhi - 110007, pp.390 & 
502.
by Shrimati Modakna, who was a social worker, in the Bordi Village of the Chanda District of Maharashtra.

**Functions:**

The functions of balwadi, among others, were: to help the child in development of senses - touch, taste, smell, sight and sound, to help the child to learn the art of social adjustment with a view to develop healthy relationship with other children and adults, to train the child to take care of itself and to encourage formation of healthy habits and aptitudes, to develop the child's intellectual capacity and to give it opportunities to explore, investigate and experiment within its environments, to give training in discipline, regularity and concentration on and to teach him the beginning of language and numbers, to encourage manual dexterity through various equipment so as to enable him to handle things around him, to provide day care to children of preschool age.

91. "How to establish Balwadi Schools": Shrimati Mmutai Bhaghi. Translated by Directorate of Women and Children Programme, Rural Development Department, Manipur, Imphal.
Objectives:

The objectives of a balwadi were: (a) to give education to the children of the age group of two and half years to six years for a period of four or five hours; (b) to enable the child to learn and practice the basic principles of healthful living; (c) to promote the physical growth, motor development, co-ordination of large and finer muscles of the child; (d) to promote the intellectual, language and aesthetic development of the child.\(^{92}\)

Curriculum:

The balwadi curriculum included provision for rich experience and proper environmental condition which would promote physical, emotional and intellectual and social growth of the children. It was in a way to help the teacher by way of suggestion in planning the activities and programmes.

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\(^{92}\) Workshop for Balwadis organised by the Department of Pre-Primary and Primary Education, NCERT, New Delhi, 1971.
It included play activities like (a) free play including individual play with educational and constructional toys, indoor play materials, and outdoor activities in association with other children; physical activities involving muscular and limb movement; play involving contact, acquaintance, imitation and experience of physical and social environment; organised play, group activities and directional play; and play ground activities; (b) physical training including simple exercise, dance, drill and rhythmics, aiming at control of movements, discipline, muscle flexibility and good posture; (c) manual activities like gardening, simple chorus, and participation in simple community efforts; (d) sensorial education using natural objects and specially designed apparatus; (e) learning activities including language, personal hygiene and health rules, elementary nature, studies, involving contacts with the physical plant and animal world, counting and arithmetic; (f) handwork and artistic activities involving the use of finger skills and tools and activities like drawing, painting, paper
cutting etcetera; self-service in school eliminating as far as possible the use of adult helpers; (g) social and cultural activities through dance, drama, group songs, etcetera.

The general programme of the balwadi were (a) individual activities, (b) group and collective activities, (c) outdoor activities and (d) individual and social activities. 93

Application:

Keeping the aims and objectives of a balwadi school the Manipur State Social Welfare Advisory Board, which was constituted on 6th September, 1954, 94 opened 20 balwadi schools with 1042 children in 1969. In addition, on 18th February, 1966 took up Social Education Programme in the four zones on complete self help basis. The employees, who were the voluntary workers, were paid honorarium at the rate of rupees 50.00 per month.


Thus, the child care centre at Khagempali, the baluwadi section of the Flower Children at Singjamei, Thokchom Leikai, the baluwadi section of Children's Welfare Club at Ningthempukhri, the Khurai Baluwadi section of Nupa Yaipha Sintha Marup at Imphal and the Children's Day Centre of Ward No. 11 of zone eight were established. Out of these five centres the fifth centre was run by the local committee which was the first of its kind in Manipur. The centre was meant for the children of the working class women. 95

The entire work of the Urban Community Development Project was taken up by the management section of Imphal Municipality. Consequent on the activities undertaken by the management section, there were twenty-eight baluwadi schools including kindergarten schools in 1968. From 1979 the Urban Community Development Project of Imphal Municipality was taken by the State Government of Manipur and the project became a component of Social Welfare Department from that year. The Department was expanded in 1980 with the addition of 'Art and Culture' Unit.

Thus by 1973 there were 13 balwadi centres under the State Social Welfare Advisory Board, 67 centres under the Urban Community Development Project of Imphal Municipality, and 74 under the Manipur State Council for Child Welfare. By 1976 the Directorate of Women and Children's Programme was bifurcated from the Development Department of the Government of Manipur. The Department provided administrative grants to fifty balwadi centres by 1985.

Thus, by 1985 there were 488 balwadi schools. Out of a total of 488 balwadi schools, 54 were under the Manipur State Council for Child Welfare, 50 under the Directorate of Women and Children's Programme, 67 under the State Social Welfare Advisory Board and 317 under the Directorate of Social Welfare Art and Culture.

**Training:**

The minimum qualification of a balwadi teacher was either Matriculate or its equivalent. In most of the Balwadi schools the number of teachers
were two at the minimum and three at the maximum while the total number of students at any balwadi school was fixed at thirty. Training and orientation course was given to the balwadi teachers by the Manipur State Council for Child Welfare, the Urban Community Development Project of the Imphal Municipality and the Directorate of Education through the Manipur State Social Welfare Advisory Board.

In 1971 the first Balsevika Training Programme was given to fifty selected balwadi lady teachers with a stipend of rupees seventy five per month by the Manipur State Council for Child Welfare. 96 The duration of the training course was eleven months. These trainees were trained with a course prescribed by the Indian Council for Child Welfare (ICCW). The prescribed courses for the training were on health and nutrition of the Child, Community relationship craft etcetera.

The trainees were selected by the executive members of the Manipur State Council for Child Welfare according to the instruction given by the

Indian Council for Child Welfare. In addition to the selected fifty balwadi teachers a number of balwadi teachers were also given training without any stipend in 1974. The number of non-stipend teachers fluctuated from five to six according to the demand of the teachers and the decision of the Executive Committee of the Council. This system of giving training were continued up to the period under study by enrolling sixty trainees out of 200 candidates who sought for admission to the training course.

The Urban Community Development Project of Imphal Municipality conducted an orientation course for balwadi teachers at Basic Training Institute, Canchipur from 10th to 24th June, 1972. In the orientation course lady teachers from various parts of Manipur had joined and participated. Another orientation course was also conducted by the Urban Community Development Project, Imphal, for 82 females.

97. Interview with the Principal, Balsavika Training Institute of Moirangkham, Imphal on 7.10.86.
100. Ditto.
**Creche:**

Creche was one of the day care programmes of the Welfare Extension Projects of the Central Social Welfare Board. It was a centre for the children of working and ailing mothers whose income was below rupees 300.00 per month. In 1975 the Government of India launched this scheme and financial assistance was provided to the voluntary organisations for opening creches for children of working and ailing mothers. In 1977 the scheme was transferred to the Central Social Welfare.\(^{101}\)

**Objectives:**

The scheme was introduced with an objective to assist the voluntary organisations in organising child care services for the children (a) below the age of 3 years. However, in Manipur the age group was 3 years up to 5 years. The second objective was to provide physical care, nutritive diet, medical check-up, balanced and informal education through play and education.

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Programme Contents:

The programme activities were daily and weekly physical check-up, regular feeding of the babies by the attendants, feeding by the mothers, regular rest hours and regular play hours. The programme contained units. Each unit which consisted of 25 children were provided with sleeping facilities, health, supplementary nutrition and immunisation. Each unit was also provided with equipment like two cubboards, storage tins, drums, cooking utensils, feeding bottles, ten small cradles, a large mattress, ten cots, toys and register.102

Training:

Training of the creche workers were almost neglected by the Central Social Welfare Board upto 1980. In 1981 only the training programme was organised by the Central Social Welfare Board and imparted by the Indian Council for Child Welfare, Birla Niketan Sangh, Indore and Sri Avinashi lingam, Home Science College for Women Coimbatore.103

102. Ibid, p. 29.
As such in Manipur no training or orientation course was given to helpers or Ajas of the creche centres by the Manipur State Social Welfare Advisory Board upto the period under study.

Application:

Considering the aims and objectives for the introduction of creche centres by the Central Social Welfare Board, New Delhi; the Manipur State Social Welfare Advisory Board had taken up steps for the introduction of creche centres in Manipur. As such, the Manipur State Social Welfare Advisory Board had introduced six centres in 1977. The number of creche centres were increased upto 98 during the period under study.

In addition to the activities taken up by the Manipur State Social Welfare Advisory Board, the Manipur State Council for Child Welfare, Moirangkhom, Imphal had also made efforts for undertaking creche

programmes during the period from 1st April, 1985 to 31st March, 1986. The council conducted creche programmes in seven centres in the scheduled tribe and scheduled cast areas. However, all these seven creche centres were reported as dying down because of non-receipt of financial assistance from the Central Social Welfare Board. 105

Each of the creche centres had been functioning with the assistance of two helpers or two Ayas. The qualification of each helper was matriculation at the minimum. The average number of children enrolled in each creche centre was twenty-five. Thus the total enrolment of children in all these 98 creche centres during the period under study were 2450.

Kindergarten:

The word 'Kindergarten' according to Dictionary meant 'a school or division of a school below the first grade', 'serving pupils of the four to six age

group and fostering their natural growth and social development through constructing play with block, clay, crayons and by group games, songs and exercise’. It also meant 'the room or building in which a kindergarten was housed'.

According to the International Dictionary of Education the word 'Kindergarten' meant 'infant school based on Froebel's principles in which games play an important role'. It also meant 'school or class to prepare children, usually five year old, for school, often not a full-day class and with many elements taken from play school'.

Thus a kindergarten school was meant for the pre-school children of the age group of four to six wherein the small children were treated as the blooming flowers, the school as a garden and the teacher as a gardener.


(a) **Characteristics:**

The characteristics of a kindergarten school were **self-activity, creativeness and social participation.** With the motivation for the development of child's self-activity the instinct of creativeness and inventiveness were to be encouraged in a kindergarten school. It was also to enable the child in social participation through education.

(b) **Curriculum:**

The curriculum adopted in the kindergarten school was almost the same as in the balwadi school except in the number of text books. The medium of instruction was on **English** and **Manipuri Education** was given on **3RS**, singing and reciting of rhymes. Imparting of education through playway method was emphasised.

(c) **Methods:**

Education in a kindergarten was given through play and **practical work.** The materials to be used, called as gifts, for a kindergarten school were a
box containing six balls of different colours and a big wooden cube which was sub-divided into eight smaller equal cubes. The activity associated with the box consisted of rooling it out with little rhymes. Maintenance of discipline was emphasis in the Froebelian view of a kindergarten.

(d) **Training:**

No training was given to any teacher of the schools in Manipur till the period under study. No steps were taken up by any agency for imparting training to the kindergarten school. However, very few teacher at their own initiative undertook balsevika training. The percentage of such kindergarten school balsevika trained teachers were one percent.

(e) **Application:**

The kindergarten schools in Manipur were established not in keeping fully well of the Froebelian views. Any graduate or under graduate could be a teacher of the kindergarten schools. The wave for the establishment of kindergarten schools were increased
in Manipur after 1967. The total number of kindergarten schools were not found in the Statistical Handbooks as they were under the private management. Although many kindergarten schools were under private management only 26 kindergarten schools got financial assistance from the Directorate of Social Welfare Art and Culture since 1980. This assistance was given to the kindergarten schools in the name of balwadis. Till the period under study the Directorate of Education of the Government of Manipur did not provide any financial assistance to the kindergarten schools.

The number of enrolment of children in a kindergarten school was not actually fixed. While some schools enrolled children at the rate of 25 per section other schools enrolled at the rate of 40 and above in one section. Taking into consideration of the nature of enrolment of children in each section in the kindergarten schools the average enrolment was taken, in the present study, at 40.
Montessori:

Montessori method of education was given to the children of the age group of two and half to six years. The Montessori schools were named after Maria Montessori of Italy. In these schools development of the individual both physical and mental had been considered as the true aim of education. The Montessori method emphasised on the development of manifestation of inborn qualities of the child. As such, it believed not on spoon-feeding but to guide the process of unfolding the hidden powers. Education according to Montessori was to be given through playway method. Free and self discipline was advocated in this system of education.

Curriculum and Method:

The curriculum prescribed for Montessori school was based on physical exercise, sense training, muscular co-ordination and knowledge of the elementary 3R's. The principles underlying Montessori method were: (a) principle of individual
difference, (b) principle of development, (b) principle of liberty, (d) principle of self education, (e) principle of psychological movement, (f) principle of sense training through didactic apparatus, and (g) principle of motor education.

**Training:**

The teachers employed in Montessori schools were given training at Bombay, Ahmedabad and Calcutta on 'Early Childhood Education and Montessori Training Course' for a period of eleven months. The minimum qualification for the training Course was graduate of a recognised University. These teachers were deputed by the Government of Manipur for undertaking the training programme. During this training course they were given stipend plus their salary and allowances. Thus up to 1985 three graduate teachers were trained on 'Early Childhood Education and Montessori Training Course' while one was trained under Balsevika Training Course.
Application:

Keeping the aims and objectives of a Montessori school, the Government of Manipur had established only one Montessori school in Manipur with twenty *108* students and two teachers in 1957. The school was meant for the children of the age group of two and half to six years. It was a co-educational school. The school was attached to the Tamphasana Girls' Higher Secondary School.

The school was bifurcated to a separate building in the same school compound in 1972. The bifurcation was made only in building and not in administration. The Headmistress including the staff members were under the administrative control of the Principal of the Tamphasana Girls' Higher Secondary School. Even the attendance of the staff members including the Headmistress were put under the control of the Principal.

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The total number of teachers employed were two only. The number of teachers were increased to three in 1970 with an increase of 70 students from twenty. The number of teachers employed in the school were increased to four in 1978 with a total number of 70 students. However, the number of students were reduced to 53 in 1983 and in 1985 it reduced to 28.

Out of the four Montessori schools in the present study one was under the Government of Manipur and three were under the private management. These Montessori schools were established in 1957, 1967, 1970 and 1971 respectively and got financial assistance from the Directorate of Social Welfare Art and Culture. The number of enrolment in these four Montessori schools were 80 during the period under study.

Pre-Primary attached School:

Manipur had a system of class structure in the primary course. The structure was in the form

110. Ibid.; p. 43.
of class A, B, I and II. The school having classes A, B, I and II were called as lower primary. The students studying upto class II was called as primary course as there was no pre-primary course. Each of these classes was of one year's duration. However, from 1965 onwards the class structure was changed by abolishing classes A and B. The class structure of class I-A and class I-B was introduced. Each of these two classes were of six months course which had a total of one year's duration. However, after 1972 it was of one year's duration in each class. The system was continued till the period under study. Thus, the number of students enrolled in these two classes, that is, class I-A and class I-B were 98326 in 1985. The present study did not cover class II as it exceeded the prescribed age group of zero to six.

The enrolled statistical figure in 1985 at class I did not include the number of students who were in baluadi, creche, kindergarten and anganwadi schools. They were not entered in any statistical book or statistical records. The materials were
available from the funding and aiding agencies like the Manipur State Social Welfare Advisory Board, the Manipur State Council for Child Welfare at Moirangkhom, the Directorate of Social Welfare Art and Culture, and the Directorate of Women and Children's Programme. Thus, by 1985 there were 2946 schools which had attached pre-primary classes. Out of the total number of 2946 schools 107 belong to High schools, 263 schools belong to Junior High schools and 2576 schools belong to primary schools and one school belong to pre-primary school. These categories of schools, were all recognised by the Government of Manipur.

In all pre-primary attached schools stress was given on 3RS, singing, playing and some sorts of recreation. The other names of pre-primary courses in these attached schools were kindergarten. However in this kindergarten school classes were from nursery to class X. Application and introduction of real Froebelian method of sensory training, self activity creativeness and social participation was found very much less. Perhaps the real conception of Froebelian
and Montessori method had been led to commercialisation. Of course, all the teachers employed in these pre-primary attached schools were trained neither on Froebelian nor on Montessorian method except the teachers in the Montessori school.

Conclusion:

Thus, out of a total of 98,326 enrolled children in the pre-primary schools of Manipur during the period under study 49,911 were under 2,945 pre-primary attached schools and 48,415 were under 1830 anganwadi, balwadi, creche, kindergarten and Montessori schools.

Out of the total of 2,945 attached schools 2080 were under the Government, 395 were aided by the Government and 470 were under the private management. Out of the total of 1820 anganwadi, balwadi, creche, kindergarten and Montessori schools
165 were under the Social Welfare Advisory Board, 1560 were under the Directorate of Social Welfare Art and Culture, 54 were under the Manipur State Council for Child Welfare and 50 were under the Directorate of Women and Children's Programme and one Montessori was under the Government of Manipur.

Out of the total of 165 schools under the Social Welfare Advisory Board 67 were balwadis and 98 were Creche centres. Out of the total of 1524 schools under the Directorate of Social Welfare Art and Culture 1243 were anganwadis, 288 were balwadis, 26 were kindergartens and three were Montessoris. Only one Montessori school was under the Directorate of Education of the Government of Manipur.

**TABLE NO. III - A**

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<tr>
<th>ENROLMENT FIGURE ALONG WITH NUMBER OF PRE-PRIMARY SCHOOLS IN MANIPUR DURING THE PERIOD UNDER STUDY</th>
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<td>98326 (ENROLMENT)</td>
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