CHAPTER II
PLAN AND PROCEDURE

2.1. Introduction:

Plan and procedure is a study of the various methods for solving a research problem effectively. In it one studies the various steps that are adopted by a researcher in studying the research problems systematically along with the logic behind them. The decision about the methods depends upon the nature of the problem selected and the kind of data necessary for its solution. More significant difference also exists with respect to the purpose which the methods are to serve, the nature of the problem which they are appropriate and procedures employed in the conduct of each methodology.

A researcher should know not only the research methodology but also the criteria by which the researcher can decide the techniques and procedures that will be applicable to certain problems. A choice has to be made so that the researcher may tackle one at a time, out of a group of recognised problems. One problem may be selected rather than the other:- (a) because of its interest, (b) as a basis of further study, (c) to improve educational conditions
and (d) to further personal ambitions. But it is absolutely essential that a potential educational research worker be aware of the whole picture of educational research—completed, under progress and needed. In order to discover these problems, he has to get acquainted with the field through an approach to varied sources in the form of books, periodicals, proceedings of learned societies, lists of theses, historical analysis, report of conferences, survey of scientific studies of all kind and so on.  

2.2. Statement of the Problem:

The problem and title of the present investigation is: "A Critical Study of the Development of Primary Education in the North-Eastern Region of India with special reference to Manipur".

2.3. Scope of the study:

There has been tremendous growth in educational facilities at all levels of education during the last 47 years of independence in NER. The growth of enrolment and schooling facilities at the primary stages of education was the result of the concrete government effort to implement the Directive Principles of the Constitution to provide free and compulsory primary education to all the children upto the

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2. ibid. p.16.
age of 14 years. The establishment of the primary schools at the remote and inaccessible areas of NER are the consequences of the public demand for education in all sections of the society. Thus the scope of the study is to trace and find out growth and development of primary education in all the seven states of NER of India chronologically right from the prevailing indigenous system of education, up to the present nuclear age. As the data are insufficient to find out the growth and development of primary education from indigenous to pre-independence period emphasis are given after post-independence particularly after the attainment of full-fledged state of 7 (seven) states in NER of India. The scope of study is to cover all sections of people living in all areas of rural and urban in the NER of India.

2.4. Objective of the study:

The study is conducted to fulfil the following major and minor objectives:

2.4.1 Major Objectives:

The following are the major objectives of the present study:

a) To trace the growth and development of primary education before independence in NER and find out the contribution of Christian Missionaries in the field of Western Education.

b) To determine chronologically the growth of educational institutions, students and teachers at the primary stages of school education in NER of India since independence.
c) To investigate the problems concerning universalisation of primary education in NER of India.

d) To assess income and expenditure of primary education in NER, and understand percentage of budgeted expenditure on education to the total budgeted (Revenue Account).

e) To study a comparative growth and development of primary education in NER of India.

2.4.2. Minor objectives:

The following are the minor objectives of the present study in addition to the above major objectives:

a) To point out the Number of Working Days, Stages of School Education, Age Restriction for Admission to Class I, Medium of Instruction, Teaching of Hindi and English in NER of India.

b) To study, Academic Terms, Compulsory Education, Free Education and Type of Public Examination at the primary stages of school education conducted by the authorities in NER of India.
c) To investigate growth of Teachers Training Institutions and assess the percentage of Trained Teachers at the primary education in NER of India.

d) To analyse the provision of enrolment and drop-out rate and determine wastage and stagnation at the primary stages of school education in NER of India.

e) To study trend of literacy in NER of India.

2.5. Hypothesis:

Hypotheses of the present study are:

a) There was an indigenous system of education before Missionaries came in NER and this system was not according to needs, demands and requirements of the people and Christian Missionaries had tremendously contributed for the development of primary and Western education in NER of India.

b) The growth and development of primary education was not satisfactory before independence in NER of India.
c) The growth of educational institutions, students, and teachers at the primary stages increased gradually since independence in NER of India.

d) Assam has the highest number of educational institutions, enrolment and teachers at the primary stages of school education from the rest of the states in NER of India.

e) The target for achievement of universalisation of primary education up to the age of 14 years by 1995 could not be achieved within stipulated time in NER of India.

2.6 Conceptual Framework:

The main conceptual framework of the present study is to find out the prevailing indigenous system of primary education before the Europeans arrived on the soil of NER of India, contribution of Christian Missionaries in the field of education throughout the region particularly in the hill areas and dawn of western education and consequently the emergence of formal education slowly but continuously up to present day. The administrative positions of NER of India at the time of independence are traced briefly and strength of educational institutions, enrolment, number of teachers etc. are minutely discussed at appropriate stages.
The growth and development of educational institutions of NER particularly in Manipur are chronologically studied. The growth of enrolment, teachers, percentage of trained teachers at the primary stages of school education etc. are also discussed since independence till 1992-93. The growth of Scheduled Caste (SC) and Scheduled Tribe (ST) students at the primary stages are separately discussed with effect from the 1986-87 to 1992-93 throughout NER of India.

The growth of female teachers as well as the training institutions for teachers are also briefly discussed. The lists of SC and ST available according to 1981 census for the NER are given, even though there are not actual lists of them as the respective state governments noticed it from time to time.

2.7. Review of the Related Literature:

A review of related literature done in the field and area of the topic reveals that no such work of this kind has yet been done and taken up by any research worker not only from the NER, but also in the country up to now. Research workers of this region are confined to their respective state, jurisdiction, district, town, city and even to a particular village. It is very difficult to find out related literature of the prevailing system of primary education before independence chronologically, where proper development of formal education had take place only after independence. Thus the researcher reviewed various volumes of Selected Educational Statistics,
All India Educational Surveys, Surveys of Research in Education, Basic Statistics of NER, Statistical Hand Books of all states of NER and a number of related books, journals, megazines, pumpletes etc.

2.8. Methodology of Research:

The Normative Survey method of educational research is adopted for the present study. It is the method of investigation which attempts to describe and interpret what exists at present in the form of conditions, practices, processes, the trends, efforts, attitudes, beliefs etc. It is concerned with the phenomena that are typical of the normative conditions. It investigates into the condition or relationship that exists, practices that prevail, beliefs, point of view or attitudes that are held, processes that are going on, influences that are being felt and trends that are developing. It is an organised attempt to analyse, interpret and report the present status of a social institution, group or area. It deals with a cross-section of the present generation sufficient for examination, that is, present time, not the present moment. It seeks to answer the question, "what are the real facts with regard to the existing conditions."

The compound objective "Normative Survey" has been adopted in this study in order to suggest the closely related aspects of this kind of work. The word "Survey" indicates the gathering of the data
regarding current conditions. The word "Normative" is used because surveys are frequently made for purpose of ascertaining which is the normal or typical condition or practice. It brings into the focus on the existing educational problems and also suggests ways of meeting them.

2.9 Universe of the Study:

Universe of study refers to a population to any collection of specified group of human being or of non human entities such as objects, educational institutions, time units, number of enrolment, number of teachers etc. The universe of the present study includes all the educational institutions, students, teachers, income and expenditure of primary education in NER of India. The NER of India is inhabited by Assameses, Manipuris, Bengalis, Muslims, Scheduled Castes Scheduled Tribes, Nepalis, Jain, Sikhs and other. Thus the people and agencies which are under the jurisdiction of primary education are treated as the universe of the study.

2.10 Sample of the Study:

In research situations, the researcher usually comes across unmanageable populations, wherein large numbers are involved. In such a case the researcher may use different sampling methods, such
as random, systematic, multistage, stratified, cluster, quota sampling depending upon his requirement. A research proposal should clearly define the population from which the researcher will draw his sample, and describe the procedure he will use to select the sample. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn.

The present study is confined to the systematic sampling. Systematic sampling has certain plus points. It can be taken as an improvement over a simple random sample in as much as the systematic sample is spread more evenly over the entire population. It is easier and less costlier method of sampling and can be conveniently used even in the case of large populations, such as the total number of educational institutions, enrolment, teachers, income and expenditure etc. at the primary stages of school education in NER. All elements of the universe are ordered in a manner representative of total population i.e. the population list is in random order, systematic sampling is considered equivalent to random sampling. In practice, systematic sampling is used when lists of population are available and they are of considerable length. Systematic sample from the year 1947 for the 7(seven) states of NER are taken in all spheres of primary education upto 1993. Above all the position and development of primary education since independence are taken after an interval of 5 years respectively particularly for Manipur.
2.11. Tool and Technique:

In any research work, primary and secondary data are very essential in order to find out the factors responsible for a particular problem. The problem is to get valid and reliable data, which is depend on types of the tool employed by the investigator. In order to collect data from the all Directorates of Education of NER, a questionnaire was prepared and directed to the experts of National Council of Educational Research and Training (NCERT), National Institute of Educational Planning and Administration (NIEPA), Indian Council of Social Science Research (ICSSR), etc. for their comments and positive suggestions. According to the experts, particularly from NIEPA the investigator added one more question on the age-composition of pupils at the primary school stage. Thus, the questionnaire was approved by the Supervisor and finally it was administered to all the Directors of Public Instruction (DPI), of Arunachal Pradesh, Assam, Meghalaya, Mizoram, Tripura and Directors of Education (S) of Manipur and Nagaland respectively. For drafting the questionnaire a number of reference books, research journals and abstract were consulted. As the present study is to determine the growth and development of primary education in North-Eastern Region of India, the data of educational institutions, enrolment teachers, income and expenditure on primary education are collected.
2.12. Emergence of Problem:

The NER of India was living an isolated life without the influence of the modern civilization prior to the arrival of the Britishers. The people were satisfied with their own cultural heritage which was transmitted from one generation to another generation from the time immemorial. It was in the latter part of 19th century that they came in close contact with outside world. It was mainly through the British Administration and the early American Baptist Missionary activities that laid down firmly the foundation of Western Education in this region. But proper development of formal education take place only after Indian attained her independence from the Britishers and merger of Manipur and Tripurua into the Indian Union. Since the inception of full-fledged states in NER completed on 1987, the main thrust has been extension of educational facilities in the backward areas and enrolment of out-of-school children.

Unfortunately, in spite of efforts made by Central and State Governments of NER, the demand for universalisation of primary education is not fulfilled up to present day. Many of the children are still out of schools, wastage rates are high and there are large variations in enrolments from one region to another region. There are a larger number of schoolless villages, particularly in rural and remote hilly areas where the population are distributed thinly and
scatterly. The school drop-out rates in the NER at the primary stages in the classes II, III, IV, V, VI, VII and VIII are 43.68%, 50.41%, 58.87%, 62.90%, 69.15%, 73.17% and 78.07% respectively, out of the 100 pupils enrolled in the class I, which are remarkably higher than that of the national rates 26.59%, 34.05%, 43.54%, 50.72%, 58.60%, 68.48% and 68.89% during 1986-87. It is clear that only 21.93% reach class VIII out of 100 pupils enrolled in class I in NER of India. Thus development of primary education in North-Eastern Region of India is a burning problem.

2.13. Delimitation of the study:

The present study is confined to the development of Primary Education in North-Eastern Region of India with special reference to Manipur. Special attention is given to the growth and development of primary school education in Manipur since independence. Findings of the present study are mainly given since 1947 chronologically. It is very difficult to study minutely decadal district-wise growth and development of primary education in NER of India.

2.14. Need and Significance of the study:

It was a historical necessity that the structure of the educational system in India including NER had to change after independence because the purpose of the system from this time also
changed. Since 1947, numerous Committees and Commissions have come up with their recommendations and new visions, suiting the fast changing socio-economy structure of the country. In the Article No. 45 there is a provision for free and compulsory primary education for all children until they complete the age of 14 years.

India entered the planning era in 1951, with the First Five Year Plan (1951-56) getting launched, soon after the adoption of the Constitution. As a part of it, programmes to investigate, develop and improve teaching and learning process were taken up. The Second Five Year Plan (1956-61) realised the need for larger resources for the continuation and expansion of scheme already taken up during the First Plan period.

The constitutional commitment should have been fulfilled in 1960, but it is a well known fact that the target laid down by National Policy on Education (NPE) 1986 for universalisation of primary education by 1995, including NER could not achieve the desired goal due to multiple problems arises from time to time particularly in this remote and hilly areas.

Programmes of primary education received considerable attention in the subsequent Five Year Plans. In Assam the following 7 (seven) Primary Education Acts were passed so far.
a) Primary Education Act of Assam 1926.
b) Primary Education Act of 1947.
c) The Assam Basic Education Act 1954.
g) The Assam Elementary Education (Provincialisation) Service and Conduct Rule 1981.

The above Acts and their provisions are for fostering primary education not only in Assam but also in the four states of NER, as (i) Arunachal Pradesh (ii) Meghalaya (iii) Mizoram and (iv) Nagaland were parts and parcel of Assam. These Acts tried to fulfill the constitutional commitment in the NER. Even though there are no Act for primary education in the other states of NER, the respective state governments are trying their level best for achieving the goal and target of universalisation of primary education in this region in the near future.

It is observed that the unenrolled children are mainly from the rural and hilly areas of NER, where there are no schooling facilities. Though, with the efforts of the authorities, there has been tremendous increase in the enrolment of out-of-school children, the imbalance has not yet been removed. The
educational facilities have not fully reached the backward and remote hilly areas of the NER and the enrolment has been upset with high rate of drop outs.

Primary education is the foundation of all later developments of the child and is the origin of all types of education imparted for fulfilling the needs, requirements and demand of the people in all walks of life. Therefore, it is necessary to find out the factors that cause wastage and stagnation at this level and suggest remedial measures to wipe out illiteracy from the soil of North-Eastern Region of India forever and which is one of the greatest impediments to the development of higher education.

Till now, there has been no study and investigation conduct in the field and this problem being a major concern at the national as well state level should have a positive impact in this far flung North-Eastern Region of India. Thus, the researcher selected the most interesting and virgin topic but challenging tasks for study critically the growth and development of primary education in North-Eastern Region of India with special reference to Manipur, in the hope that the very thesis will generate interest among the administrators, educational planners, teachers, parents, students and other enlightened persons interested in knowing about the development of primary education in NER of India and wishing well of the future of this region.