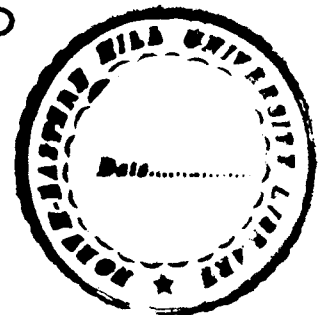


**AN ANALYTICAL STUDY OF PRE-SCHOOL  
EDUCATION IN MIZORAM**

**LALHMASAI CHUAUNGO**



**Thesis  
Submitted in Fulfilment For the Degree of  
Doctor of Philosophy  
in Education**

**DEPARTMENT OF EDUCATION  
NORTH-EASTERN HILL UNIVERSITY  
MIZORAM CAMPUS  
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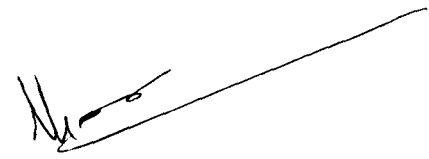
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Dated Aizawl,  
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## **CHAPTER I**

### **INTRODUCTION**

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### **INTRODUCTION**

Children constitute the nation's future human resource. Investment in child development is thus an investment in the country's future and in improving the nation's quality of life. The early years are plastic, impressionable and formative. They are the best period when the child is without inhibition and external control. He has originality and flexibility. If he is provided early formalised experiences through pre-school activities, his creativity level and problem solving capacity can be developed considerably. The rate of intellectual development is also at the point of highest acceleration during the child's early years and most of the personal and social habits are acquired before the age of six. It is during this period that the bases of later development are laid. It has been rightly said by a psychologist, "Give me the first five years of the child and take the rest". Since the early years are a very delicate period, well-designed programmes are required for the child's growth and development. Deficiencies during this stage can lead to permanent retardation in physical and mental growth. Comenius, the father of modern education has also aptly remarked, "If the superstructure is not to totter, the foundation must be laid well"<sup>1</sup>.

Realizing the importance of early childhood period, the General Assembly of the UNO unanimously adopted a resolution on November 20, 1959 which is popular as "Declaration of the Rights of the Child". It says that

"Mankind owes the child the best it has to give ..... All children, without any exception whatsoever, shall be entitled to these rights, without distinction of discrimination".

The Declaration affirms,

"Every child has the right to affection, love and understanding; to adequate nutrition and medical care; to free education; to full opportunity for play and recreation; to a name and nationality; to special care, if handicapped; to be among the first to receive relief in times of disaster; to learn to be a useful member of society and develop individual abilities; to be brought up in a spirit of peace and universal brotherhood; to enjoy these rights, regardless of race, colour, sex, religion, natural or social origin".

Since 1970 the scope of UNICEF activities expanded and its funds were enhanced with full support of the United Nations Economic and Social Council. The year 1979 is a landmark in the annals of UNICEF activities as it was declared by the UNO in its General Assembly on December 21, 1976 as the International Year of the Child. Both Government and non-Government agencies supported its various programmes through which not only adequate awareness was brought about, but also noticeable improvement was evidenced during the period. Moos (1979 p11)<sup>2</sup> has rightly observed,

" Now, the United Nations by placing the Child in the Centre of World attention, is inviting people in every country to review and reaffirm their concern for the present condition and the future of its children .....".

As children are the most valuable human resources of the society, child welfare has assumed a significant place in the national planning. India has adopted a National Policy for Children (1974) which recognises them as "the nation's supremely important asset" and "their nurture and solicitude as the nation's responsibility". The National Policy emphasizes concern and commitment to achieve full physical, mental and social welfare of the child. In the context of this policy, India has been implementing the programmes, concerning welfare of the child's health, nutrition and education. India also played a crucial

role in getting the UN General Assembly to pass a Resolution declaring a universal children's day which is observed every year.

The framers of the Indian Constitution were also aware of the existing deficiencies and needs of child welfare. They made necessary provisions not only for removing the bottlenecks, but also for improving the conditions of children's health, education, sanitation and care. The Article 45 of the Constitution provides for free and compulsory education for children. Article 24 prohibits employment of children in factories and Article 39 bans the abuse of children of tender age. But these Constitutional provisions and the laws enacted to realise the objectives from time to time are found inadequate for bringing about child welfare up to satisfaction.

Since Government's attempts in this field cannot be adequate for improving the lot of millions of children throughout the country, private and voluntary agencies are being encouraged to implement various child welfare programmes. A large number of pre-school centres in the country are now managed by non-government organisations. With a view to providing child welfare services adequately, co-ordinated and collaborative attempts need to be made by various agencies throughout the country to provide good quality pre-school education to children.

### **1.1.0 Concept, Need and Significance of Pre-school Education**

Many terms have been used interchangeably in texts of education to denote the pre-school education. These include Kindergarten, Nursery education, Montessori education, Pre-primary education, Early Childhood Education,

Anganwadi, Balwadi etc. But they signify the same thing i.e. education of the children before they join the primary school. The term 'pre-school education' has been used mainly because this education precedes formal primary education. As defined by Panda (1992)<sup>3</sup>, "Pre-school education refers to the education of the young child, usually 3 to 5 or 6 years of age, that is, upto the age of entry into primary school". Singh (1997)<sup>4</sup> also remarked :

"Pre-school education term has been used to refer to group settings for children between approximately three and five years old which are deliberately designed to stimulate and support their mental, physical, emotional, language, social etc. development".

The basic structure of school education in India is that a child generally joins the first primary class at the age of 6. The Education Commission (1964-66) has termed the period between 3 and 6 years as the period when pre-school level education can be given to the child. According to this recommendation, the child will join the pre-school between the ages of 3 and 4<sup>5</sup>. Whereas Torrance, Montgomery, Andrews, Singh, Piaget considered 3 to 5 years as pre-school age, Katz and Cain (1987) considered 3 to 6 years age range as pre-school age range<sup>6</sup>. In this regard, Mohanty and Mohanty (1994)<sup>7</sup> remarked :

"A pre-school centre is a place where some programmes are initially taken up to accelerate growth and development of children of the age group 3+ to 5+. This period is in some places, extended upto 6+ looking to the cultural heritage and entry age to formal education..... In tribal and rural areas children come to school at later age. There, pre-school age may be taken as from 4+ to 6+. In spite of all these variations, the pre-school period is generally for two years, may be from 3+ to 5+ or 4+ to 6+".

Since it is not just the age criterion but also the nature, aims and techniques that matter in education, pre-school education has been given various meanings such as a preparatory stage, a stage that lays foundation for the 3 R's and a stage for training of sense organs. While primary education lays emphasis on the introduction of the 3 R's, the pre-school meant for children below the age of 6, which can be termed as 'school without books' emphasises all types of learning through activity and play.

From the preceding discussion, it may be concluded that pre-school education is the education, guidance and training imparted to children of 3 or 4 to 6 years of age, in an independent pre-school or a pre-school attached to a primary school, through activity and play-way methods, with the explicit purpose of helping their physical, language, socio-emotional, cognitive and creativity development and thereby laying in them a foundation of sound personality.

Pre-school education has assumed tremendous significance not only in India but the world over as an essential intervention for the overall development of the child. The genesis of this line of thinking are the researches that have indicated that intelligence is not a fixed quotient decided at birth but is a function of the interaction between the genetic potential and the quality of environment the child is exposed to (Hunt, 1961)<sup>8</sup>. This, supplemented by Bloom's (1964) finding that the first six years of a child's life are critical for its development since the rate of development, particularly intellectual development is most rapid in these years, adds further weight to the indispensability of early childhood education. The Consortium of Longitudinal Studies(1983) also indicates long term gains of early childhood education particularly in areas of social competence<sup>9</sup>.

Pre-school education, i.e. education of children between 3 to 6 years, has been consistently emphasized not only in the National Policy on Education (1986, 1992), but also in the subsequent policy related documents as a 'crucial input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women of the disadvantaged sections of society'. The World Conference on 'Basic Education for All' - 1991 has, in this context, also emphasized early childhood education as a necessary input to ensure universalization of elementary education<sup>10</sup>.

The need or importance of pre-school education has been described by various Commissions and Committees, viz. Wood Committee (1937), Central Advisory Board of the Government of India (1944), Central Social Welfare Board (1953), Indian Child Education Conference (1955), Education Commission (1964-66), Committee of Members of Parliament on Education (1967), Sargent Report (1969), U.S. Research and Policy Committee for Economic Development (1971), UNESCO (1974), Britain's Department of Education and Science (1976) etc. and eminent educationists and politicians like Zakir Hussain (1955), Murlidharan (1969), Mc Donald (1969) and Evans (1975). Education Commission (1966) pointed out that pre-school education is essential to develop the child's good physique; good health habits, social attitudes and manners, group participation, emotional maturity, to encourage aesthetic appreciation, intellectual curiosity, child independence and creativity<sup>11</sup>.

Some major reasons for the need and significance of pre-school education that are considered important are listed as follow :

1. The recent researches in the field of psychology and education have established the fact that the childhood stage is the most important and most impressionable period of one's life and it is during this time that vital foundations are laid down for the optimum development of individual's personality. The formative years of the child are decisive in unfolding the psychological abilities of the children. Impressions gained during this tender and formative stage of child's life will be a testimony so as to judge the latter behaviour patterns and ways of living such as sense of responsibility, spirit of co-operation, ability to work in groups, habit of sharing and sparing etc. It is the childhood stage that is the most fertile land for the cultivation of right kind of attitudes, values, principles and ideals and a balanced self concept. It is, therefore, quite necessary to provide rich learning environment and experiences. This necessitates the provision of good facilities for education outside the home in the form of pre-school education<sup>12</sup>.

2. Arnold Gesell (1925) noted that the brain practically reaches its mature bulk before the age of six and that the mind, character and spirit advance more rapidly during the formative pre-school period than during any other period of growth<sup>13</sup>.

3. Creativity peaks during the pre-school years (Torrance, 1963; Singh, 1989) and that creative abilities not nurtured that time can become more difficult to express later<sup>14</sup>. On the other hand, if a child is provided experiences through pre-school activities, his creativity level and problem solving capacity can be developed considerably<sup>15</sup>.

4. Due to cultural and socio-economic realities and ignorance, families, especially those from weaker sections, are unable to provide a healthy environment,

adequate nutrition and stimulating opportunities to their children. The effects of poverty and deprivation with reference to the poor, can be compensated by early intervention. Pre-schools also meet social needs such as looking after the children of working mothers or providing a suitable environment to the boys and girls from urban families whose small flats were hardly appropriate for the children's proper growth. However, even the best of families cannot normally provide the kind of stimulating play activities and the company of other children, that a pre-school is in a position to provide.

5. Children grow up being productive adults because of the investment in child development in the early years. Adults who are normally their caregivers can enter the labour market and improve their economic status considerably. Investment in children's early care has long term effects on their future as adults, saving social costs. For instance, children of deprived families who had quality child care have been found to show fewer instances of delinquency and drug addiction. In other words, investment in children during the critical period of the first six years will save the nation a great deal in terms of money and preservation of the social fabric<sup>16</sup>.

6. Pre-school education helps in the smooth transition of the child from the informal atmosphere of the home to the formal atmosphere of the school. It also strengthens motivation for schooling and promotes what is generally termed as 'school readiness', and thus greatly helps in the universalisation of primary education in the country.

7. Pre-school education prepares a sound base for primary education, thus reducing dropouts, wastage and stagnation in primary education (Saxena, 1971; Deenamal, 1978; UNESCO, 1974; Dass and Garg, 1985; Lal, 1986)<sup>17</sup>.

8. Pre-school education serves to fulfil effectively all needs of the young children- physical, social, emotional, mental, psychological (Venkataraman 1984; Mohanty, 1984)<sup>18</sup>. It, therefore, lays in a child a foundation of sound personality.

### **1.2.0 Development of Pre-school Education in India.**

Pre-school education in India has shown a steady but a low profile of progress. It is western in origin and was introduced in India towards the end of the 19th century. The Christian missionaries took initiative and started elementary schools and attached pre-primary classes or started separate nursery schools such as Loreto Convent, Lucknow(1874) and St.Hilda's Nursery School, Poona (1885)<sup>19</sup>. Saidapeth High School, Madras, was started in 1888 with the purpose of training teachers for the nursery schools. The Kindergartens started by the missionaries were later Indianised as 'Balwadis' (Children's Orchards') or 'Shishuvihars' (houses of children)<sup>20</sup>.

Indian private enterprise came into the field when Gijubhai Bhadega started the first Montessori School in India in 1920. In 1924, Bhadega opened his first training centre Dakshinamurti Training College at Bhavanagar. He was soon joined by Smt.Tarabai Modak. As a result of the joint efforts of these two pioneers, the Nutan Balshikshan Sangh was organised in 1926<sup>21</sup>.

Dr.Maria Montessori came to India in 1940 and her stay in this country (1940 -1948) gave a great encouragement to the movement of pre-school education. Hundreds of teachers who were trained in her short and long intensive courses have opened their own classes or schools in big cities or big towns.

The first initiative from the Government side was the Sargent Report of 1944 which called upon the Government to provide pre-primary education. The emergence of pre-basic scheme in 1945 was another landmark.<sup>22</sup>

Since independence, there has been a growing awareness of the significance of pre-school education and the need to provide care and education for the young children. The need for pre-school education was felt in First Five Year Plan (1951 - 56) but no financial provision was made for this purpose. In the First Five Year Plan, Central Social Welfare Board was set up to establish pre-school education in rural areas.<sup>23</sup> In 1952 - 53, the Secondary Education Commission for the first time recommended to have provision for Nursery Schools for age group 3 - 6.<sup>24</sup> In the Second Five Year Plan (1956 - 61) again, no financial assistance was provided for the development of pre-school education. The Child Care Committee was appointed by the Central Social Welfare Board for the child welfare and education. First time, in the Third Five Year Plan (1961 - 66) the pre-school education was recognized by the Government of India as the base for national system of education.

In 1963, the Ministry of Education, Government of India opened a Child Study Unit in National Council of Educational Research and Training. In 1964 Indian Association of Pre-school Education was also established by the Government of India for the care and education of young children<sup>25</sup>. The Indian Education Commission (1964 - 66) put more emphasis on pre-primary education and recommended particularly to have provision of pre-primary education for the children with 'unsatisfactory background' for their better physical, emotional and intellectual development. This Commission made clear

recommendations to have pre-primary education development centres one in each State Institute of Education and suggested for Government Grant-in-aid for centres run by private enterprises.

In 1967 a Committee of Members of Parliament on Education was set up by the Government to draft a statement on the National Policy on Education. In this statement, they advocated for greater attention for the development of pre-primary education. They recommended to give more encouragement and financial assistance to the organisations who work in rural areas and urban slums for the cause of pre-primary education<sup>26</sup>.

There was no specific allocation for pre-school education in the Fourth Five Year Plan(1969 - 74). National Seminar on Pre-school Education held in 1971 spelt out different actions for furthering pre-primary education and emphasised that the state Government should take the responsibility of providing funds for training teachers and supervisors and to look into this, there should be a special cell of Pre-primary Education in State Institutes of Education and SCERTs. In 1972 a study group was organized on the development of pre-school children. They recommended to open Comprehensive Day Care Centres for urban slums, half- day Balwadi, First Stage centres and Anganwadis mainly for rural areas and Primary School Based Centres and to have strong administrative machinery at all levels- national, state, district and local, for better supervision and guidance. They also recommended for active community participation to explore all possible avenues to raise resources for pre-school child services.

In the Fifth Five Year Plan (1974 - 79) there was a specific allocation of Rs.100 crores for the first time for pre-school education.<sup>27</sup> In 1975, Integrated

Child Development Services (ICDS) scheme was launched on experimental basis in thirty-three selected blocks of Rajasthan concentrating on nutrition, health and non-formal pre-school education for young children. Through this scheme, rural, tribal and urban slums were provided basic services.<sup>28</sup>

The term 'Early Childhood Education' replaced 'pre-school education' in Sixth Five Year Plan (1980 - 85). This was intended to make it more broad based to cover the entire period of crucial child development. Special attention was to be paid to the children of under-privileged groups. This plan provided an outlay of Rs.2524 crores for development of education and culture. Out of this, Rs.905.37 crores have been allotted for the Early Childhood Education which is the highest amount ever allotted for this purpose<sup>29</sup>.

The Seventh Five Year Plan (1985 - 1990) continued the strategy of promoting early childhood survival and development through programmes in different sectors, important among these being ICDS, universal immunization, maternal and child care services, nutrition, pre-school education, protected drinking water, environmental sanitation and hygiene, and family planning. The ICDS continued to be the main integrated national programme for early childhood survival and development. By the end of December, 1991, about 129 lakh children below 6 years of age were getting supplementary nutrition under ICDS, and about 67 lakh children of 3-5 age group were getting pre-school education services.<sup>30</sup>

The Eight Plan (1992-97) witnessed a rapid expansion of ICDS culminating the universalization of the programme by 1995-96 covering all the

5291 CD blocks and 310 major urban slums in the country. With the sanction of 3020 new projects during the Eight Plan, the total number of ICDS projects rose from 2594 in March 1992 to 5614 in December, 1996. Of these, 3946 ICDS projects were operationalised by the end of March, 1997. Consequently, number of beneficiaries who received supplementary nutrition under ICDS rose from 16.6 million in 1991-92 to 22.3 million (18.6 million children and 3.7 million mothers) while pre-school education was provided to 11 million children during 1996-97<sup>31</sup>.

The Ninth Plan (1997-2002) commits to empower women and provides for the development of children, as one of its nine primary objectives. The Annual Plan 1997-98, being the first year of the Ninth Five Year Plan, accords high priority for empowerment of women and development of children in line with the objectives of this Plan<sup>32</sup>.

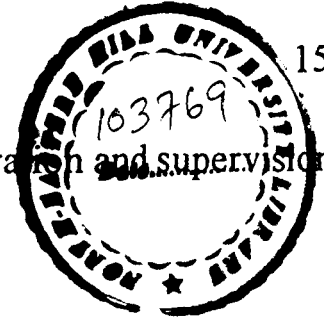
Development of children as an investment in the country's human resource development has been the major strategy in the Ninth Plan. The nation-wide programme of ICDS continues to be the major intervention for the overall development of children. It caters to the pre-school children below six years of age and expectant and nursing mothers with a package of services viz., immunization, health check-ups, referral services, supplementary nutrition, pre-school education and health and nutrition education. The universalization of ICDS contemplated in 1995-96 could not be achieved due to the restrictions imposed by the Ministry of Finance. Therefore, of the total 5614 ICDS projects sanctioned till 1996, only 4200 projects became operationalised by the end of the Eight Plan. The same position continued even during the first

two years of the Ninth Plan with a total coverage of 21.5 million children and 4.03 million mothers. During 1999-2000, it was decided to operationalise 390 more projects in a phased manner during the Ninth Plan period with domestic support. Simultaneously, approval of the Government has also been obtained for operationalisation of 461 additional ICDS projects under the World Bank Assisted ICDS -II and ICDS-APER Projects. Thus, it will be possible to cover about 5051 blocks/urban slums in the country by the end of the Ninth Plan. However, the process of universalisation will continue beyond the Ninth Plan till all the 5614 projects become operationalised.

The impact of ICDS, which completed 25 years of its implementation in October 2000, was evaluated by a number of individual experts and various research organisations. Of these, the National Evaluation of ICDS conducted by the National Institute of Public Cooperation and Child Development (NIPCCD), New Delhi in 1992 needs a special mention. The findings of the study indicated a very positive impact of ICDS on the health and nutrition status of pre-school children.

Keeping in view the future prospects of ICDS, the following Action Points have been receiving special attention during the remaining period of the Ninth Plan starting from 2000-01 :

-Special efforts to ensure that adequate funds are made available for supplementary feeding of ICDS by all the states/UTs, as there exists a large gap of around 50 per cent between the 'need' and the 'supply'. ICDS becomes meaningful only when the funds for food supplementation from states/UTs get synchronized with the funds contributed by the Government of India



towards the maintenance of the super-structure for operation and supervision of ICDS.

- The concept of mini-anganwadi (four mini-anganwadi centres can be opened in lieu of full fledged anganwadis) being flexible enough to take care of the sparse population in remote hilly areas dominated by tribals. The process will continue during the Ninth Plan.

Of the Ninth Plan outlay of Rs. 4980 crore, an expenditure of Rs.2285.65 crore was incurred during the year 1997-2000 for ICDS. For the Annual Plan 2000-2001, the outlay of Rs. 935.00 crore has been provided.

Training being the most critical component of ICDS, the Department of Women and Child Development formulated a comprehensive training strategy for different functionaries of ICDS. Till November, 1999, 26926 Anganwadi workers at 470 Anganwadi Workers Training Centres and 571 Supervisors at 36 Multi-Level Training Centres had been trained. The NIPCCD organised 68 programmes upto February 2000 and trained 1986 participants. In the year 1999-2000, the Institute undertook several new initiatives in making its training programmes more interesting and effective by laying emphasis on participatory methods of training. Of the Ninth Plan outlay of Rs.329.29 crore, an expenditure of Rs.69.81 crore was incurred during the year 1997-2000. An outlay of Rs.35.00 crore has been provided for the year 2000-2001.

Other programmes for the development of children include Early Childhood Education (ECE) which extends pre-school education to over

one lakh children through 4365 ECE centres run by the voluntary organisations in the educationally backward states of Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, West Bengal; Balwadi Nutrition Programme which provides supplementary nutrition feeding besides the other pre-school services to 10,000 children through 336 Balwadis ; and the NIPCCD which takes care of the training needs of various ICDS functionaries. A total outlay of Rs.37.40 crore is made available for these three schemes in the Annual Plan 2000-01.<sup>33</sup>

Pre-school education is gaining popularity and momentum in our country. More and more private bodies and voluntary organisations are showing interest to open pre-school centres even in rural and tribal areas. They are also being encouraged by getting some financial assistance from the Government and other international organisations like UNICEF. In spite of this, pre-school education in our country is at a pre-mature stage in terms of available facilities and quality of experiences provided there in.

### **1.3.0 Development of Pre-school Education in Mizoram.**

#### **The State of Mizoram.**

Mizoram is a mountainous region which became the 23rd State of the Indian Union in February, 1987. It was one of the districts of Assam till 1972 when it became a Union Territory. Sandwiched between Myanmar (Burma) in the east and south, Bangladesh and Tripura in the west, and Assam and Manipur in the north, Mizoram occupies an area of great strategic importance in the north-eastern corner of India. It has a total of 722 Kms international boundary with Myanmar and Bangladesh<sup>34</sup>

Mizoram which was formerly divided into three districts of Aizawl, Lunglei and Chhimtuipui, has been divided from 1999 into eight districts namely, (1) Aizawl (2) Kolasib (3) Mamit (4) Champhai (5) Serchhip (6) Lunglei (7) Lawngtlai and (8) Saiha Districts. There are three Autonomous District Councils viz., Lai District Council, Mara District Council, and Chakma District Council covering the whole of Lawngtlai and Saiha Districts which are the two southern most districts of the state. The whole state is also divided into fifteen Sub-Divisions.<sup>35</sup> The capital of the state is Aizawl. Mizoram has a total area of 21,087 sq. kms. and a population of 6,89,756 with a density of 33 sq.kms. according to 1991 census.<sup>36</sup> According to Block Statistics as on 01.04.'99, the population of Mizoram was 8,38,513.<sup>37</sup> As per provisional figure of the 2001 census, the population of Mizoram has come up to 8,91,058.

The Mizos came under the influence of the British Missionaries in the 19th Century, and now most of the Mizos are Christians. One of the beneficial results of Missionary activities is the spread of education. The Missionaries introduced the Roman script for the Mizo language and formal education<sup>38</sup>. The cumulative result is high percentage of literacy. Literacy rate according to 1991 census was 82.27 per cent which was the second highest in India. In 1997, the percentage came up to 95.00 which is the highest in India as per National Sample Survey Organization (NSSO) report<sup>39</sup>. But, as per provisional figure of 2001 census the percentage of literacy in Mizoram is 88.49.

### **Pre-school Education in Mizoram: Early Efforts.**

Formal education in Mizoram was introduced by the Missionaries of London Baptist Mission Rev. J.H. Lorrain and F.W. Savidge on 1st April, 1894, and they started the classes with only two pupils.<sup>40</sup> For a long time the question of opening pre-schools did not arise as the children of the age group of 3 - 6 years hardly attended the school. Moreover, the students who attended the primary schools were mostly adults and absented frequently from the classes. It was the Christian Lady Missionaries of the Welsh Presbyterian Church and London Baptist Mission (Chapman and Clark 1968 ) who took initiative to introduce pre-primary sections in 1926. Termed as Class 'A' and Class 'B', these pre-school sections were attached to the school and enrolled children in the age-group of 3 - 6 years. This pattern of pre-primary education existed till 1984 and were abolished consequent upon the introduction of the Integrated Child Development Services (ICDS) scheme. The curriculum prescribed for the pre-primary section was very simple. The children were taught to read and write the alphabets and rudimentary words of Mizo script. Religious and moral instructions were given prominent place in the curriculum for Class A and B. The children were confined to classrooms housed in a thatched sheds. In the absence of any specific training for pre-school education, the teachers were common for the primary and pre-primary sections and followed the traditional lecture cum translation method of instruction. In course of time, textbooks for reading, writing and simple arithmetic were published in Mizo language for the pre-school stage.

### **Pre-school Education in Post Independent Mizoram.**

During the post independent period, people became highly conscious about the value of early childhood education and the need for establishing separate pre-schools emerged. Balwadi centres were opened in 1955 in six villages of Mizoram to provide nutrition, child care and non-formal education. In 1959, a social voluntary organisation of women called 'Mizo Hmeichhe Hmasawn Pawl' started separate pre-schools under the name 'nursery schools' in Aizawl. These schools were sparsely equipped and not furnished due to paucity of funds and the teachers received a fixed salary of Rs. 80/- per month. There was no common curriculum for these Mizo medium schools and each followed a programme of activities according to the need and circumstances. An English medium pre-school called Montessori school was opened in 1965, but was amalgamated to the Model school of the District Council in 1969<sup>41</sup>. The pre-school education showed very little progress in the absence of any initiative, direction or financial assistance from the Governmental agencies. As such, there were only 36 pre-schools in 1972 when Mizoram became a Union Territory.<sup>42</sup>

Mizoram experienced substantial expansion in the field of pre-school education after 1972. A number of nursery schools were opened within a span of next ten years in rural and urban areas. A maintenance grant of Rs.500/- was also made available to nursery schools annually. The Mizoram State Social Welfare Advisory Board (MSSWAB) opened 30 balwadi centres, 10 in each of the three districts with an aim to give proper health care and preparation of children for the primary schools. A number of anganwadi centres were also opened under the Integrated Child Development Services scheme in 1978. The Government offered a short pre-service training course of two months

duration to select candidates in pre-primary teachers during 1978. The honorarium of pre-primary teacher was fixed to Rs.300/- per month in 1980. The management and maintenance of pre-primary education were placed under the joint responsibility of the Social Welfare Board and Education Departments. Consequent upon the implementation of the ICDS and the re-organisation of school education in 1984, the pre-school education was brought directly under jurisdiction of the Social Welfare Department in Mizoram. The pre-primary sections 'A' and 'B' attached to primary schools were abolished and the teachers were absorbed and appointed as primary school teachers<sup>43</sup>.

### **The Present Status of Pre-school Education in Mizoram.**

The pre-school education in Mizoram has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare since 1978. A non-formal pre-school education is one of the package of services rendered by the ICDS.

The Anganwadi centre is the focal point for the implementation of the ICDS Project. Each Anganwadi centre is equipped with an Anganwadi worker, assisted by a helper. At the initial stage, only 72 Anganwadi centres were opened in one Community Development (CD) Block. At present, the number of Anganwadi centres has increased to 1341 covering 21 CD Blocks<sup>44</sup>.

The work of an Anganwadi worker is supervised by the Circle Officer (C.O.) who guides and helps her. She acts as a liason between both the Anganwadi workers and the staff of Primary Health Centre (PHC), which delivers the basic health services of the ICDS programme and the Child Development

Project Officer (CDPO) who is in-charge of an ICDS project. The CDPO supervises and guides the entire project team, including the Circle Officers(C.O) and Anganwadi workers, making field visits and calling staff meetings for this purpose. At present, there are 21 CDPOs ; 77 Circle Officers; and 1341 anganwadi workers in Mizoram<sup>45</sup>.

Since ICDS is a centrally sponsored scheme, there is no state share in the pattern of funding. Allocation of funds for Mizoram in the last three Annual Plans <sup>46</sup> are as follow :

**TABLE - 1.1.0**

**Allocation of Funds for ICDS in Mizoram in the  
Last Three Annual Plans**

( Rs. in lakh )

Name of Scheme	Annual Plan 1999-2000		Annual Plan 2000-2001		Annual Plan 2001-2002
	Provision in the An- nual Plan	Actual Expen- diture	Provision in the An- nual Plan	Actual Expen- diture	Proposed outlay
1.State ICDS Cell	55.65	55.65	40.00	40.00	40.00
2.District ICDS Cell	60.00	60.00	40.00	40.00	40.00
3.ICDS Projects	610.00	610.00	461.43	461.43	630.00
4.Training Centre for Anganwadis	47.82	47.82	18.88	18.88	30.00
<b>Total</b>	<b>773.47</b>	<b>773.47</b>	<b>560.31</b>	<b>560.31</b>	<b>740.00</b>

Source : Planning and Programme Implementation Department, Gov't. of Mizoram, Aizawl.

In the anganwadi centre, the non-formal pre-school education is imparted to the children in the age group of 3 to 6 years. A number of private-pre-schools has also sprung up in the urban and semi urban areas. For their maintenance, these schools depend mainly on admission and tuition fees charged from children. All of these private pre-schools are English medium schools. They use different terminology for pre-school classes as Nursery and K.G. (Kindergarten), or K.G. I and K.G. II.

#### **1.4.0 Rationale of the Study**

Pre-school Education or Early Childhood Education (ECE) has assumed great significance as a critical input for child development. While in long-term perspective, it serves to provide a sound foundation for all round development of the child, it has also proved to be an effective input for primary schooling. The point worthy of consideration, however, is that the kind of ECE that is expected to provide these dual benefits, has essentially to be a development and process oriented programme which must be transacted through play and activity. The National Policy on Education (1986)<sup>47</sup> clearly states that there should be no teaching of the 3R's at this stage. ECE must, on the contrary, provide play experiences to the child which should promote his/her cognitive, linguistic, psychomotor and socio-emotional development. But one important question is - Is this the kind of ECE that is actually being practiced in most pre-schools? More often than not, the ECE content and methodology reflects a definite 'downward extension' of the primary curriculum. The focus right through in most pre-school programmes, is not on 'development' but on 'teaching of the 3R's through the formal classroom approach'. Besides, the unplanned growth of pre-school education institutions has already affected the quality of

service that they provide. Every year, urban and semi-urban cities and towns see pre-school education institutions started with catchy names but with few physical facilities and no properly qualified staff. Although charging high fees, these institutions fail to provide the desired facilities. Besides, in general, little attention has been paid to the task of teacher preparation and production of materials for the pre-school child.

The present study setting, Mizoram State, has also experienced a substantial and quantitative expansion of pre-school education institutions. It appears that many pre-schools in urban and semi-urban areas are opened by private agencies with profit motive. It, therefore, becomes doubtful that these pre-school institutions impart to young children the kind of pre-school education they need and should get. Many questions arise in the minds of the people who are interested in the welfare and education of pre-school children. What are the existing conditions of these pre-schools? What facilities do they provide? Are children given appropriate activities which enable them to achieve physical, language, cognitive, socio-emotional and creativity development? Are teachers properly qualified and trained? Are the existing conditions of pre-school education in conformity with the desired standards? Such and other related questions are not only raised about the private pre-schools but also about the Anganwadis operating under the State Social Welfare Department. Besides, the financial involvement from parents' side in private institutions is very high. How do parents react to these pre-schools and their programmes? What do they expect from these pre-schools? All these questions demand an intensive and introspective analysis on the part of all those associated with the child - the policy makers, the administrators, the educationists, the organisers and teachers, and of course,

the parents. Moreover, it becomes the moral responsibility of the researchers to get appropriate answers to all these questions through a systematic and intensive research.

Unlike in the west, where sufficient research studies have been conducted on young children by sociologists, psychologists, educationists, nutritionists and linguists from their respective perspective, in India in general, and Mizoram in specific, the young child and his /her education as a subject of research has not received the attention it deserves. Although few studies have been conducted on status of pre-school education, no study is found to have analysed the status in the light of the specifications or recommendations made for pre-school education. In this context, mention has to be made here that maintaining some degree of quality control in ECE programmes is becoming today a major priority in view of the mushrooming of pre-schools all over cities and towns. It is for the educational administrators to give serious thought to the idea of instituting some system of accreditation and licensing based on specified norms for maintaining basic standards. Moreover, a persistent recommendation emerging from major seminars/conferences over the years has been that, there should be some system of licensing or accreditation of pre-schools/ECE programmes. There is, therefore, a need to formulate certain pre-requisite and standards which would ensure some uniformity within the diversities with respect to different aspects of an ECE programme. It is gratifying to note here that the NCERT has brought out "Minimum Specifications for Pre-schools" which could prove useful in this context. The investigator has, therefore, used this document and few other recommendations made by National Policy on Education, Yashpal Committee and experts in the field as reference documents specifying parameters against which to analyse pre-school education in Mizoram.

Since the personality of the teacher/worker is a crucial determinant of an ECE programme, there is a need for ensuring provision of quality training for teachers at the pre-school stage. Considering the fact that the quality of pre-school education depends primarily on the quality of the teachers, this area is a totally neglected one especially in Mizoram. Hence, it was found necessary to study the status of pre-school teacher training programmes in the state. Like teachers, parents also form a vital influence in the education of a child and functioning of pre-school institutions. They are the right target for objective study as well as rectification of undesirable practices with regard to pre-school education. Hence, knowing parents' reaction to pre-school institutions is necessary to objectively study the status of pre-school education as heads and teachers in these institutions may exaggerate the achievements and hide inadequacies in their programmes. However, parents, in some cases, have been found to be responsible for the undesirable practices of teaching of the 3R's in pre-school institutions (Sethi, 1977)<sup>48</sup>. It is, therefore, important that parents' reactions to and expectations from pre-schools should be in agreement with the specifications/recommendations made by experts in the field of ECE which could be achieved through the right kind of parent education. For these reasons, it was also found necessary to analyse parents' reactions to and expectations from pre-school institutions.

It is in this context that the need of the present study was established. The investigator has, therefore, analysed the status of pre-school education in Mizoram, keeping in view the desired standards, and imbibed in her study major programmes of pre-school teacher training and parents' reactions to and expectations from pre-school institutions so as to derive a greater degree of generalizations about pre-school education in Mizoram, as well as to fill the research gap.

### **1.5.0 Statement of the Problem**

The problem of the present study has been stated as follows: “An Analytical Study of Pre-school Education in Mizoram”.

### **1.6.0 Objectives of the Study**

1. To analyse the existing conditions of both the private and public sector pre-schools in the light of the desired standards in relation to:
  - (i) Physical structure and facilities
  - (ii) Equipment and materials
  - (iii) Teaching staff
  - (iv) Admission
  - (v) Programmes
  - (vi) Records and registers.
2. To analyse the pre-school teacher training programmes.
3. To study parents' reactions to and expectations from both the private and public sector pre-schools.
4. To make suggestions for the improvement of pre-school education.

### **1.7.0 Operational Definitions of the Terms Used:-**

The terms used in the title and objectives of the study carry some specific meanings. They are operationally defined as follow:-

- (i) Pre-school education: The term 'pre-school education' in the present study refers to the education of the young child of 3 or 4 to 6 years of age, provided by public and private pre-schools.

(ii) Private pre-schools: ‘Private pre-schools’ in this study mean private English Medium Schools offering pre-school programmes in Nursery and /or Kindergarten(K.G.).

(iii) Public pre-schools: ‘Public pre-schools’ mean Anganwadis functioning under ICDS scheme, Social Welfare Department.

(iv) Desired Standards: In this study, the term ‘desired standards’ refers to the specifications, recommendations and suggestions made by NCERT, Department of Women & Child Development, Ministry of HRD, Government of India, National Policy on Education, Yashpal Committee and experts in the field of pre-school education or Early Childhood Education (ECE).

(v) Parents: ‘Parents’ in the present study imply those parents whose children, at the time of data collection, were studying in either private or public pre-schools.

### **1.8.0 Delimitation of the Study**

1. The present study is delimited to the Nursery and K.G. classes in private sector and Anganwadis in public sector pre-schools in Mizoram.

2. For the purpose of comparison with existing conditions of pre-school education in Mizoram, the desired standards are confined to the specifications, recommendations and suggestions made by NCERT (1996)<sup>49</sup> & (1997)<sup>50</sup>, DW & CD- MHRD, Government of India (1986)<sup>51</sup>, NPE (1986)<sup>52</sup> & (1992)<sup>53</sup> Yashpal Committee (1992 - 93)<sup>54</sup>, Seminar on the Burdened Pre-schooler: Issues and Alternatives (1993)<sup>55</sup>, Kaul (1991)<sup>56</sup>, Murlidharan & Banerji (1969)<sup>57</sup>, Swaminathan (1991)<sup>58</sup>, Pankajam (1994)<sup>59</sup>, and Mohanty and Mohanty(1994)<sup>60</sup>.

3. The study is delimited to the analysis of the status of both private and public pre-schools independently not comparatively.

### **1.9.0 Organisation of the Report**

The report of the present study has been divided into seven chapters to facilitate a systematic presentation :

Chapter I is introductory, giving concept, need and significance of pre-school education, and brief historical development of pre-school education in India and Mizoram state. Besides, rationale and objectives of the study, statement of the problem, operational definitions of the terms used and delimitation of the study are presented.

Chapter II deals with the review of related studies on pre-school education especially on the dimensions of existing condition or status of pre-school education, teacher training programmes and parents' reactions to and expectations from pre-schools. The main body of this review is preceded by a macro analysis of quantum of researches on pre-school education in India and is concluded by relevance of the present study in relation to the studies reviewed.

Chapter III describes the methodology and procedure adopted for the present study. The method of study, population and sample, construction of tools, collection, tabulation and statistical treatment of data are described in this chapter

In Chapter IV, the existing condition of pre-school education is analysed and interpreted in the light of the desired standards. The analysis has been presented under the broad headings of : (i) physical structure and facilities (ii) equipment and materials (iii) teaching staff (iv) admission (v) programmes and (vi) records and registers.

Chapter V analyses and interprets data regarding pre-school teacher training programmes under the following two broad headings:

- (i) Status of private pre-school teacher training
- (ii) Status of training programmes for public pre-school teachers  
(Anganwadi workers)

Chapter VI is devoted to analysis and interpretation of data regarding parents' reactions to and expectations from pre-school institutions in relation to building, equipment and materials, financial involvement, teachers, admission procedures and programmes.

The concluding chapter, chapter VII presents the major findings and conclusions, discussion, recommendations and suggestions for further research.

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## **CHAPTER II**

### **REVIEW OF RELATED STUDIES**

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### **REVIEW OF RELATED STUDIES**

Pre-school education is being universally recognized as crucial for the optimal development of the child. This is primarily because of the accumulating scientific evidence that powerfully demonstrated the importance of the early years of the child's life for subsequent development and the high development cost of inadequate care. In India, it is from the last three decades that researchers have become interested in studying early childhood education. The growth of researches in this field has, however, not ensured qualitative growth and improvement of researches in pre-school education. The lack of a well developed body of research in this field has always been a major drawback in the process of planning and formulating policies on pre-school education. The researches that are available today are scattered, piecemeal and in small watertight compartments. This would become evident as one looks at the researches conducted in the field over the last 43 years. An attempt is, therefore, made in this chapter to briefly review the available related researches on pre-school education. To present the review in a more meaningful and systematic way, this chapter has been organised under the following heads:

- (1) Quantum of researches on pre-school education in India:  
A macro analysis
- (2) Research studies reviewed.
- (3) Relevance of the present study in relation to the studies reviewed

### 2.1.0 Quantum of Researches on Pre-school Education in India : A Macro Analysis.

A birds' eye view of the quantum of researches on pre-school education in India from 1957 to 1998 is given in table 2.1.0

**TABLE - 2.1.0**

Quantum of Researches on Different Dimensions of Pre-school Education in India from 1957 to 1998.

Sl. No.	Source	Period	No. of Studies	Dimension Wise Distribution		
				Existing Conditions	Teacher Training	Parents' Reactions and Expectations
1.	Fourth Survey of Research in Education <sup>1</sup> .	1956 to 1987	98	20	7	4
2.	Fifth Survey of Educational Research <sup>2</sup>	1988 to 1992	46	5	2	1
3.	Indian Educational Abstracts <sup>3</sup>	1993 to 1998	18	0	1	0
TOTAL -			162	25	10	5

A cursory glance at Table 2.1.0 indicates that as many as 162 studies have been reported during a period of 43 years (1956 - 1998). The Fourth Survey of Research in Education could identify only 98 research studies in ECE (32 Ph.D. Thesis; 33 research projects; 29 journal articles; 3 papers presented and 1 monograph) during a span of 32 years (1956 - 1987), which is a clear indication of sheer neglect of research in this very crucial field of education.

The period from 1988-92, however, witnessed a rapid growth of research in this field of education. This growth was reflected in the Fifth Survey of Educational Research (1988 -92) as 46 research studies undertaken within a span of 5 years have been reported. Unfortunately, this trend was short lived as only 18 studies between 1993 and 1998 have been reported in the Indian Educational Abstracts, a bi-annual publication of NCERT.

Further, Table 2.1.0 also reveals that out of these 162 studies, 25 studies are on status or existing conditions, 10 on teacher training and 5 on parents' attitudes, perceptions, opinions and expectations etc.

Looking at the number of 162 studies conducted in India during a span of 43 years (1956 - 98), one gets an impression that this area has been thoroughly explored. However, a deeper look into these studies reveals that in a vast country like India where different models of ECCE are being followed, this number can never be considered as large. A significantly large number of these studies cannot be called serious researches, as they are either poor in methodology or limited in scope. Moreover, much of the work cannot be termed as research, in the true sense of the term, in that it is more theoretical in nature. Literature consisting of theoretical papers, journal articles, papers presented at seminars and reports of government committees or welfare boards are also covered.<sup>4</sup>

### **2.2.0 Research Studies Reviewed.**

The research studies on pre-school education that form the corpus for this review include mainly doctoral researches, reports of research projects completed by various departments or institutions of education and few dissertations

completed for the degree of M. Phil., M.Ed. and M.Sc.Home Science in Child Development. For a systematic and logical presentation, the studies have been grouped under three heads in accordance with the objectives of the present study. Thus, researches on other dimensions of pre-school education such as history, need, developmental aspects, personality traits, community involvement, assessment of children, alternate models, adult-child interaction etc. have not been included. The dimensions and decade-wise distribution of the studies reviewed has been given in Table 2.2.0

**TABLE-2.2.0**

Dimension and Decade-wise Distribution of Research Studies Reviewed.

Dimensions	Period	India	Abroad	Total
Status or Existing Conditions	1950s	1	0	1
	1960s	2	0	2
	1970s	6	1	7
	1980s	5	2	7
	1990s	5	4	9
		19(73%)	7(27%)	26
Pre-school Teacher Training	1950s	1	0	1
	1960s	0	0	0
	1970s	0	0	0
	1980s	3	0	3
	1990s	2	1	3
		6(86%)	1(14%)	7
Parents' Reactions and Expectations	1950s	1	0	1
	1960s	2	0	2
	1970s	4	1	5
	1980s	2	1	3
	1990s	1	3	4
		10*(67%)	5(33%)	15
GRAND TOTAL -		35(73%)	13(27%)	48

\*These include 5 status studies which have also reported certain findings on parents' attitudes, perceptions etc.

A brief review of the related research studies conducted in India and abroad has been presented under the following heads:

1. Studies related to status or existing conditions of pre-schools.
2. Studies related to pre-school teacher training.
3. Studies related to parents' reactions to and expectations from pre-schools.

### **2.2.1 Studies Related to Status or Existing Conditions of Pre-schools.**

Under this category, 26 studies have been reviewed. Most of them came to the conclusion that despite quantitative expansion of pre-school education, the existing condition was unsatisfactory by far and left much to be desired.

Verma (1966)<sup>5</sup> in a survey of 45 pre-school institutions in the city of Baroda came out with the findings that :- (a) most of the nursery schools were housed in the buildings that were not specially constructed for nursery schools; the toilet and washing facilities in these nursery schools were poor and inadequate; (b) out of 45, 28 nursery schools were run by private trusts or foundations; (c) a majority of the nursery schools charged fees from Re. 1 to Rs.3.00 per month., most of the nursery schools spent less than Rs.50.00 per child per year; (d) most of the teachers have studied up to final class of the secondary school and some have undergone the Montessori training, the salary ranged for most of the teachers from Rs.26.00 to Rs.75.00 per month; (e) out of 45, only 17 schools had parent meetings; (f) only 13 schools maintained children's record; (g) nursery schools had limited variety of outdoor and indoor equipment and very few books; and (h) regarding the programme, it

was found that very few nursery schools offered creative activities, field trips, festival celebration and science and nature study; many schools included the formal teaching of 3R's and mechanical methods of teaching.

Shah (1968)<sup>6</sup> conducted a study of 92 nursery schools in the city of Baroda and found that in majority of the pre-schools, there was paucity of admission policy and lack of medical facilities, toilet facilities, water supply etc. An inadequate training of teacher and inadequate equipment affected the pre-school programme for the children. There was a need of proper relationship between parents and teachers.

Saxena (1959)<sup>7</sup> carried out a study on pre-primary education in India and classified pre-primary school into eight categories such as : (i) Kindergarten school run by convents or missionary institutions mainly for the children of well-to-do classes. (ii) Nursery schools for the same group. (iii) Pre-schools for the poor and the scheduled caste. (iv) The Association Montessori International (AMI) schools. (v) Montessori school not strictly following Montessorian methods. (vi) Pre-basic schools. (vii) Privately sponsored, single teacher, single room pre-schools. (viii) Nutan Bal Shikshan Sangh (NBS) schools. The study further classified these schools according to management. These institutions were administered by the following authorities :- (i) Government (ii) Local bodies (iii) Church or Christian Missions (iv) Private individuals (v) Private organisations.

NCERT(1970)<sup>8</sup> in its study on "Unrecognised Institutions Offering Pre-school Elementary Education in Hyderabad, Secundrabad and Delhi" has reported the following findings :

(1) In Hyderabad and Secundrabad : (a) Out of 163 institutions, 101 were managed by individuals and others by societies, seven were established before 1951, twenty four during 1952-61, ninety seven during 1962-67, thirty three in 1968 and one after 1968. (b) The age of admission in most of the institutions was between 3 and 3.5 years, 18 institutions required prior registration ranging from two months to one year in advance. (c) Duration of course was two years in majority of the institutions. (d) Fees charged varied from Re.zero to Rs.30.00 with the majority of them falling between Rs.4.00 and Rs.10.00. (e) There were 8,597 pre-school children attending schools in January,1969. (f) Out of 814 teachers working in 161 institutions, 245 were trained and 569 untrained. Out of 814, 70 were men and 744 women. (g) It was found that few institutions have certain apparatus required for conducting various curricular and other activities. (h) It was observed that most of the institutions undertook curricular activities through coaching of subjects. A few institutions undertook various types of activities covering learning of language, number work, nature study and crafts.

(2) In Delhi :- (a) Out of 36 institutions, 14 were run by individuals and 22 by societies. (b) The age range for admission was from 2 years to 4.5 years. Most of the institutions did not require prior registration. (c) Majority of institutions had two year course of pre-school education. (d) The fees charged ranged from Re.1 to Rs.50.00 per month with the majority of them falling between Re.1 to Rs. 10.00. (e) There were 1972 children at pre-primary stage in January 1969. (f) Total number of teachers working in these institutions were 156 out of which 106 were trained and 50 were untrained. (g) Most of the institutions covered undertook curricular activities through coaching of subjects.

Sharma(1971)<sup>9</sup> found that Nursery education in Jabalpur was in the beginning stage. There were no adequate equipment including those for outdoor and indoor activities. Staff was well qualified academically and professionally. The schools did not have lunch programme. A few had some recreational facilities like cinema shows, puppetry etc.

Shrivastava (1971)<sup>10</sup> also reported in her survey of the pre-primary education in Mahakoshal region, Jabalpur that the existing condition of building was deplorable. There was no provision for sufficient indoor and outdoor space for the free play activities, no definite plan for the construction of building for pre-primary schools. On the whole, schools were poorly equipped with very limited play materials. Records of children's health, interest and habits were maintained in only some of the urban schools. The schools in urban areas were over-crowded and that the children in such schools came from middle and upper classes. Most well to do families sent their children to Kindergarten. The study also revealed that a large number of institutions in rural areas were single teacher schools.

In the same year, Jaya (1971)<sup>11</sup> conducted a study on Organisation and Evaluation of a Rural Balwadi and made the following observations : (a) A balwadi can reasonably be expected to draw children within a radius of 45 to 90 metres. (b) Among the play equipment to be supplied for the balwadi, priority should be given for those involving vigorous muscular activity. (c) Workers concerned with balwadi are oriented to secure parent co-operation to conduct the balwadis. (d) Evaluation is made an integral part of the balwadi programme to assess the physical set up, children's development and impact on parents.

Mialaret (1976)<sup>12</sup> carried out World Survey of Pre-school Education and came out with the findings as follow : (a) The general conditions with which pre-school educational buildings must comply as indicated were that premises must be built and fitted out in such a way as to afford the most favourable conditions for educational activities in the broadest sense of the term. In some countries, it was recommended that building plans comply with the official norms where such norms exist; be approved by an educational authority qualified in the field of pre-school education (Kindergarten inspector, regional authority etc.). (b) Nearly all the countries which had building norms insisted that there must be a yard, a playground or some place where the children can take shelter, a series of lavatories, corners and cupboard space for toys and educational materials. (c) The articles of educational equipment mentioned most often in the replies were building kits and equipment for the promotion of physical development (jungle gyms, swings, slides etc.); audio visual and musical equipment and natural objects (sticks, flowers, fruit, pebbles etc.). Next came books and pictures, objects which can be used to play all sorts of games (dolls, houses, maniaure materials, designed to develop the children's powers of self-expression (clay, paper and so on). (d) Although few countries had less than 20 pupils per class (6 replies), many had between 20 and 50 (4 replies), many had between 20 and 50 (approximately 50) and a few had over 50 (4 replies).

Singh, Gopal & Murty (1978)<sup>13</sup> in their evaluation study of Balwadis in India found that : (a) locations were unhealthy in 29 per cent of the cases, the worst being in West Bengal, followed by Maharashtra and Gujarat. Balwadis had inadequate space and furniture as well as equipment for education, health and nutrition; (b) a majority of balwadis run by the ICCW in Andra Pradesh had

no provision for outdoor play, creative handwork, drawing, painting and nature study. In CSWB balwadis, learning was formal, with emphasis on acquisition and memorization of the alphabet, numbers and nursery rhymes; emphasis on developing the creative faculty was rare; (c) Karnataka and Tamil Nadu where the balwadis were sponsored or run by the CSWB, had the maximum number of untrained balsevikas; no marked differences were found in training and educational qualifications of balsevikas from rural, urban and tribal balwadis; (d) progress cards were not maintained in 58 per cent of the balwadis while the record was up-to-date in only 32 per cent of the balwadis, immunization and home visit records were even poorer.

After conducting a critical study of pre-primary education in Karnataka, Yeli (1979)<sup>14</sup> came out with the findings that : (a) most of the pre-primary schools did not have their own buildings, the situation was even more acute in the rural schools and those in the hill stations, almost all the schools did not possess playground, garden and modern amenities necessary for any pre-primary school; (b) many schools did not have proper facilities for indoor activities and the library facilities for teachers; (c) the schools in the urban areas attached maximum importance to taking children on visits and excursions, the rural schools and those in hill stations attached considerable importance to providing environmental development activities like bhajans, nursery rhymes and celebration of festivals; only 5 per cent pre-primary schools included teaching of reading and writing in the activities. Kannada was used as the medium of instruction in most of the pre-primary schools; (d) arrangements to convey children to schools were available in urban and semi-urban areas; health provisions of children, punctuality and the availability of first aid box were more in the schools of semi-urban and urban areas; midday meals

were provided for children more in the schools in hill stations and rural area while the provision of milk existed in the schools in hill station and in the urban schools; (e) the pupil-teacher ratio in the pre-primary schools was approximately 46:1, only 35 per cent schools sent progress reports to parents; (f) the average percentage of the schools having parent-teacher association was not very high.

NIPCCD (1980)<sup>15</sup> on the bases of its impact study of pre-school education in the ICDS reported that :- (a) majority of the Anganwadis (90) were located at sites that were easily accessible to children; (b) all centres were in fairly good condition; (c) no separate kitchen, toilet or water service was found in a majority of the centres; (d) play space in 83 per cent of the Anganwadis was insufficient; (e) all the respondents were aware of the ICDS programme - two major components of the scheme, nutrition and pre-school education; (f) an equal percentage of children from the SC, ST and upper castes were enrolled at the centres; (g) a significant increase in the attendance was found at meal times as compared to that during the pre-school activities, particularly in Delhi, Rajasthan and Uttar Pradesh; (h) about 96 per cent of parents of non-beneficiaries were aware of the existence of an Anganwadi in their area, yet they did not send their children; (i) children who attended the Anganwadi dressed well, and children in urban and rural areas were cleaner than tribal children; (j) only 30 - 35 per cent of parents understood the importance and need for pre-school education; (k) teaching of the alphabet and numbers was the primary activity of the Anganwadis; (l) action songs formed a part of the daily schedule; (m) socialization of children i.e. teaching them to sit properly in place etc. were among the expectations of parents from the Anganwadis.

✓Deka (1982)<sup>16</sup> studied the organization of pre-primary education in Assam. A number of shortcomings including - lack of co-ordination of activities by the pre-school institutions, shortage of competent, qualified and trained educational administrators, absence of proper health care, prevalence of uncongenial environmental conditions, inadequate facilities for the training of personnel for pre-school education for long term as well as short term course, high child-teacher ratio, near non-existence of children's books and teacher's manuals and other teaching aids in Assamese language were revealed in this study.

✓Tyobeka (1986)<sup>17</sup> surveyed community pre-school education in Swaziland. The study showed that many pre-schools (30.30%) were accommodated in church buildings which had either been constructed specifically for housing the pre-school or which they shared with the congregation. There had been no government involvement in erecting pre-schools. Donations of building materials, the payment of some head teachers' salaries and the supervisory services provided by the pre-school inspectorate were the most frequently reported examples of government assistance. The pre-school inspectorate planned to hold meetings and discussions with parents, pre-school committees and pre-school staff, to acquaint them with the new national pre-school policy and syllabus, in the near future. Teachers, parents and the pre-school inspectorate shared a broad common goal for pre-school education, viz. preparation for primary school. However, teachers and parents on the one hand and the pre-school inspectorate on the other, interpreted this common goal differently. The teaching staff equated preparation for primary school with the acquisition of elementary skills (e.g. writing and arithmetic). The result was that creative activities,

such as painting, modeling, story-telling and make-believe activities, that were more relevant to the developmental needs of the pre-school child were neglected. The pre-school inspectorate would like to see more emphasis placed on the psycho-social development of the child to help prepare him to cope with what would be expected of him when he enters Grade I, in line with internationally accepted objectives for pre-school education.

Baruah(1987)<sup>18</sup> in her study observed that : (a) the physical set up of the pre-primary school buildings in rural areas of Assam was not satisfactory because of the mismanagement of the school authority. As community kept full hope on government for implementation of the programme, no attempts had been made for improvement of the building by the public; (b) the physical facilities in the pre-primary schools were not to the desired extent; (c) a large number of children were admitted in each of the schools not proportionate with the space available with the single teacher; (d) the feeding programme in rural pre-primary schools served as an incentive for growing rate of children admitted in the school.

Laltanpuii (1988)<sup>19</sup> analysed the pre-school education programme in Mizoram from historical and empirical perspectives. The objectives of the investigation were to study the development of pre-school education in Mizoram and to examine the various aspects of the programmes in the pre-schools of Aizawl town. She reported in her findings that : (a) most of the teaching staff of the pre-schools were neither trained nor qualified for there was no provision for them to receive training; (b) no proper scale of pay was adopted for pre-school teacher; (c) ninety per cent of the pre-schools surveyed were found

lacking space for play and recreational activities. This study exposed that method adopted for teaching and other activities were traditional and young children were burdened with heavy load of home assignment; (d) there was absence of common curriculum thus, each school had to follow its own activities and method, and as a consequence the teaching at the pre-school level became disorganised and disoriented.

El-Sayed (1988)<sup>20</sup> examined pre-school provision in England and Egypt in comparative perspective, the aims, developments and curricula. This study employed both documentary research into the history of pre-school education in both countries and also a wider international perspective with reference to the USA, USSR and France. It then proceeded to report on the formulation, delivery and analysis of empirical research conducted by the writer among a sample of pre-school teachers in England and Egypt.

Mayani (1989)<sup>21</sup> studied the development of pre-primary education in Gujarat from a historical perspective. This study came to the conclusion that despite quantitative expansion of pre-school education, the present set up was not satisfactory in terms of curriculum and teacher training.

Pankajam et al (1990)<sup>22</sup> conducted a study on child-care services in Tamil Nadu. This study showed that the child-care services of children in the age group of 2-5 years were impressive as the State had achieved minimum level of provision for all children; the State now needed to pay more attention to the under twos and also to improving the quality of training of the child-care workers.

Kellow (1990)<sup>23</sup> carried out a study on three kindergarten programs : educational experiences in regular and intervention classrooms. This study examined the learning and literacy experiences young children received in a regular kindergarten program, an alternative and a remedial reading program. Recent emphasis on academic curricula and increased achievement expectations have resulted in many educational changes in kindergarten. Such practices often influence the nature of kindergarten curricula and instruction. The findings determined these three kindergarten programs were teacher-directed programs which focussed on basic skills and mastery level learning. Classroom instruction adhered strongly to district established curriculum goals and guidelines. Young children received instruction from “pencil and paper” packaged curriculum activities. Students were expected to spend long periods of time, during the instructional day, sitting at their tables completing workbooks and practice sheets. Other kinds of learning and literacy experiences (exploration with print and language, story reading, etc.) were minimal and not viewed as a regular part of the school day.

The kindergarten is now an almost universal part of public education and yet the debate continues as to what kindergarten education should be. Any attempt to address the issues that concern the nature of the kindergarten and the type of instruction that is appropriate for children in kindergarten must begin with a fundamental understanding of what kindergarten is and knowledge of the factors that determine how it is shaped. Thus, a micro-ethnographic study of the kindergarten was undertaken by Hieshima (1990)<sup>24</sup> to examine and narratively describe the social situation from the perspective of kindergarten teachers in order to arrive at a better understanding of today’s kindergarten.

The kindergarten was a highly complex cultural system. According to kindergarten teachers, the kindergarten was a very special place because of (a) the children, (b) the teachers, and (c) the curriculum. Thus this study examined and described the culture of the kindergarten by focussing on these three domains. This ethnography also addressed the pressures that were presently being placed on these very things that make kindergarten special and the conflict kindergarten teachers felt because they were not able to implement their cultural knowledge or belief systems of what kindergarten was into classroom practice.

Reckmeyer (1990)<sup>25</sup> studied outstanding child-care centers. The purpose of this study was to generate a configuration of traits that profile or describe the makeup of excellent child-care centers. Five child-care centers were selected which had been identified as outstanding by experts in the field of early childhood education. Each center studied had unique features. However, the study also found commonalities which were consistent among all centers. These traits included : children are valued, philosophy, parent involvement, staff, leadership, relationships, environment, innovation, organisation, location, program and funding.

The results of this study may help in understanding the nature as well as the diversity of good child-care. Specifically, results raised questions about appropriate parent involvement, funding, leadership, staffing, and the role relationships play in child-care settings.

Two city studies were undertaken in 1990 and 1992. One was Mishra D's (1990)<sup>26</sup> study of the problems of pre-school education in Cuttack city and the other was Sharma R 'S (1992)<sup>27</sup> comparative study of aided and

unaided pre-schools of Pune city. Both these city studies found a prevailing over-emphasis on formal learning and evaluation and emphasised the need to introduce more play way methods.

Rajalakshmi (1992)<sup>28</sup> assessed the existing nursery education programme in Kerala. This study pointed out that physical facilities needed to be improved and a more uniform curriculum needed to be introduced.

Lyngdoh (1996)<sup>29</sup> examined the development of pre-school education in the State of Meghalaya. Case studies of selected pre-schools in Shillong city were carried out and the various aspects of pre-primary education offered in the schools were analysed. This study came out with the findings that : (a) the private schools do not follow a common curriculum nor do they have adequate facilities; (b) Management Boards of pre-schools in Shillong constituted close relatives and the schools were run without proper infrastructure; (c) teachers in the pre-schools do not have special training for pre-primary education, otherwise were found to be well qualified; (d) there was no uniform pay scale for pre-school teachers. The investigation revealed that the pay scale ranged from Rs. 400 to Rs.2,800 per month; (e) most teachers adopted the play way and story telling in combination with other method. Children were also burdened with home assignment. The pre-schools surveyed for the study were not found having sufficient space for play and recreational except for one school which was a residential school.

Aina (1996)<sup>30</sup> conducted a case study on pre-primary education programmes in Ondo State, Nigeria. This case study, qualitative in orientation and design,

explored the aspirations, values and beliefs of selected administrators, pre-school teachers, and parents in rural and urban community regarding the present organisation and administration of pre-primary schools and possible incorporation of pre-primary schools into the educational system in Ondo State, Nigeria. “Thick description” of each participant’s views was used as the starting points for exploring different views, and beliefs of the participants on the issue of pre-school programs in Ondo State. As themes began to emerge from the participants’ views, the investigator focussed on these in an attempt to gain a deeper understanding of the interviewees’, meanings. Through interpretations and reflections on the views, beliefs, and aspirations of the participants, as well as reading in related literature, twelve themes emerged. These themes could be summarized thus: the development of pre-school education in Nigeria and in Ondo State; the incorporation of pre-school education into public schools; the interviewees’ views and beliefs about the importance of pre-primary programs in Ondo State; problems of private pre-primary institutions in Ondo State; advantages of privately operated pre-primary schools; benefits of incorporating pre-primary programs into the public school system; the need to operate pre-primary programs in the public schools; an appropriate/ ideal pre-school program for children in Ondo State; the need for privately and publicly operated pre-primary programs, views about making pre-school programs, mandatory or available for all children; the roles of the government, community, and parents in pre-school programs; and how to operate pre-school programs in Ondo State.

The study concluded by drawing upon insights gained from the understanding of participants’ views and the investigator’s reflections on the nature of the study, the research approach used, and what the research has meant to the investigator as a person and as a researcher.

## 2.2.2 Studies Related to Pre-school Teacher Training

Bapat (1957)<sup>31</sup> discussed problems concerning philosophy of pre-primary education, qualification and training of the headmistresses and other teachers. This survey revealed that the problems of pre-primary teacher training institutions were related to (i) members of the staff (ii) pupils (iii) apparatus (iv) finance (v) practicing school (vi) methodology (vii) examination (viii) refresher course.

Seetharamu & Usha (1984)<sup>32</sup> carried out a broad based inquiry into pre-primary teacher education in Bangalore. However, the study focussed on non-evaluative findings, aiming to get factual information about the training and physical facilities available.

Training in the Cognitively Oriented Pre-school Model helped improve skills and knowledge of pre-school teachers as reported by Srivastava (1987)<sup>33</sup>. A project Cognitively Oriented Programme for Pre-school Children (COPPC), an in-service training course for grassroots - level workers, was developed. The activities and achievements of the COPPC project were evaluated by examining the impact of this innovative training methodology. The change in development of knowledge, skills and attitudes of pre-school teachers and supervisors and also their pre-school children in terms of their language, cognitive development, personality and creativity were evaluated. The findings showed: (1) skills and knowledge of COPPC workers improved with training (2) there were positive changes in 'attitudes' especially attitudes towards self, other and one's own job.

Highly trained teachers performed better compared to teachers with less intense training as measured through improved performance of children, (Murlidharan and Pankajam, 1988).<sup>34</sup> The study examined the differences in the different models of pre-school teacher training, particularly from the point of view of what teachers trained under different schemes were able to do with young children and how children gained from them. The results showed: (a) in most of the tasks, the children whose teachers had two years training scored highest. Next came the anganwadi children, followed by the children whose teachers had six months training; (b) the differences between the anganwadi children and the children whose teachers had two years training were, however, minimal and therefore not significant; (c) anganwadi workers, if well trained, could organize effective pre-school programmes. In this case, the anganwadi workers were trained by the Rural Institute, Gandhigram, which had a good infrastructure and competent staff.

Khosla (1991)<sup>35</sup> conducted a study on the evaluation of the refresher courses in pre-school education for the anganwadi workers. The study showed that refresher training in pre-school education was beneficial to anganwadi workers both in terms of organising activities for children as well as in involving the helpers and mothers in the programme.

Dubey and Joshi (1993)<sup>36</sup> studied effectiveness of self-learning strategy(SLS) in terms of achievement at nursery teacher training level. They found that (i) from the performance of the trainees, it was seen that majority of the students performed very well through SLS, which was generally not seen in traditional method; (ii) the developed SLS was found to be effective.

Freeman (1996)<sup>37</sup> surveyed early childhood teacher educators and a curriculum for pre-service teachers. The first part of this research examined the emphasis placed on the National Association for the Education of Young Children (NAEYC) code by members of the National Association of Early Childhood Teacher Educators (NAECTE). Teacher Educators were surveyed using the author's Survey of Instruction in Professional Ethics (SIPE) to determine if professional ethics was an explicit objective in their courses, and how much emphasis ethics received in the curriculum. Text which were commonly identified by respondents to the SIPE were examined to discover their treatment of professional ethics. Results indicated that about 80% of the respondents identified professional ethics as a course objective, but that ethics were usually a minor component of the pre-service curriculum of early childhood education students.

### **2.2.3 Studies Related to Parents of Pre-schoolers.**

Many of the studies available showed that majority of the parents conceived of a pre-school as formal learning, which ought to have priority over experiences and socio-emotional relation among children. There are some parents who even view the pre-school as an employment agency for the teacher/worker. Parents who do not send their children to pre-school feel that it is an extravagance and that the child is more needed in the home and fields, which to them is, after all, real life experience (Patel 1967,<sup>38</sup> and Kulkarni 1969<sup>39</sup>).

Bapat (1957)<sup>40</sup> investigated into the conditions of pre-primary education in the Poona University area with a view to finding out problems and suggesting

solutions to some of them. The survey of the parents of pre-primary school children in this study showed problems which included : (i) pre-primary school accommodation, equipment and working, (ii) the teachers of the pre-schools (from the parents' point of view), (iii) the fees, the finance of the school (iv) responsibility of government (v) preparation of the parents and (vi) parent teacher organisation.

The survey of the parents identified problems like - (i) the age group which is the liability of the parents (ii) nature of preparation of prospective parents (iii) nature of subjects to be included in the regular education (iv) nature of guidance to the newly weds (v) nature of compulsion on newly weds concerning babies (vi) nature of child clinics to guide parents (vii) nature of records to be kept by parents (viii) co-operation between the parents and (ix) care about food, body movement, language development and psychological growth of children.

Sarojini (1971)<sup>41</sup> from her study of the attitudes of rural and urban parents toward pre-school education came out with the following findings : (i) All the parents recognised the importance of pre-primary education with a view that primary education preceded by pre-primary education led to better adjustment. (ii) Majority of the parents preferred domestic type of disciplinary techniques in pre-schools, mother tongue was the favourite medium of instruction. (iii) Pre-primary education should start at the age of three years with a duration of one to two years. (iv) In the curriculum, preference was given to cleanliness, teaching of better habits, rhymes, stories and play. Affection and patience were considered to be the important qualities of a pre-school teacher. (v) Urban parents were satisfied with school conditions and feeding programme

whereas rural parents were dissatisfied. In general, it was found that as income and education increased, importance given to the pre-primary education also increased.

Mialaret (1976)<sup>42</sup> in his world survey of pre-school education found that there was a variety of answers to the question on the subject of relations with parents. In many cases, all that happened was that parents were invited to visit the institution, to listen to a talk, to see an exhibition of the children's work or to attend a social gathering organized by the institution.

Several replies revealed relations which entail more active participation on the part of the parents. Many parents' associations participated directly in the management and administration of the institution, in some cases playing a direct role, either by helping the institution to build and improve its premises, or by organising working sessions (lectures, seminars) for the parents themselves. This makes it possible for the parents to exchange ideas, one reply even indicated that parents were given some instruction as to how to observe children and their activities.

Lastly, some replies stated that parents directly assisted in school activities (for example during a visit or a journey) or activities in connection with the school (preparing special celebrations or exhibitions); some replies even indicated that part of the teaching equipment was constructed by the parents themselves.

✓Sethi (1977)<sup>43</sup> in his study "Academically Oriented Pre-schools" explored that the main reason for imparting formal education is parents' expectations

to teach 3 R's to the pre-school children. Thus the study recommended that the parents may be made to realise the need to improve the quality of pre-school education and be persuaded to initiate the ventures of modification in the school programme in the interest of the children and the society.

NIPCCD (1978)<sup>44</sup> through a study on "Working Mothers and Early Childhood Education" found out that most mothers in the upper occupational level especially if they were educated, felt less dependent on the pre-school for the child's social development but wanted an institutional set up of high quality for their children during working hours. The unskilled and semi-skilled mother workers desired governmental institutions at no cost or at low cost. Majority of the mothers interviewed felt the services were more acutely needed for children under three.

Singh, Gopal & Murty (1978)<sup>45</sup> conducted an evaluation study of Balwadis in India. In this study, reasons given by parents of beneficiaries for sending their children to balwadis were attainment of 3 R's followed by acquisition of good habits, development of creative abilities, personal hygiene, children being cared for in the absence of parents, provision of nutritional supplements, persuasion by others and advantages for later schooling. Parents from Gujarat, Karnataka and Tamil Nadu were more aware of the multiple advantages. As many as 42.7 per cent of parents of non-beneficiaries did not give any reason for not sending their children to balwadis, others indicated lack of escort, parents' lack of interest, inaccessibility of balwadi and inability to bear expenditure as some of the reasons; some others gave caste discrimination, refusal of admission, uncongenial atmosphere in the balwadi, unsuitable timings, poor programme

and lack of nutrition programme as some of the reasons. In more than 90 per cent of the cases, the balwadis were located within a distance of half a kilometre from the houses of the beneficiaries. Further, the study also revealed that parents of beneficiaries and ex-beneficiaries perceived the main activities of balwadis as singing and dancing while parents of non-beneficiaries felt they were reading, writing and playing sometimes, most parents of the three groups were unaware of other activities.

NIPCCD (1980)<sup>46</sup> conducted an impact study of pre-school education in the ICDS. One of the major objectives of the study was to study the perception of parents regarding the pre-school education component of the ICDS. The study showed that: (a) about 96 per cent of parents of non-beneficiaries were aware of the existence of an anganwadi in their area, yet they did not send their children; (b) only 30 - 35 per cent of parents understand the importance and need for pre-school education; (c) socialization of children i.e. teaching them to sit properly in place etc. were among the expectations of parents from the anganwadis.

Surkar (1984)<sup>47</sup> in her study on parental attitudes, opinions and expectations regarding pre-school education, reported the following findings :

- (i) Majority of the parents from all the three economic groups (i.e. high, middle and low income groups) felt that the right age of sending children to the pre-school is 3 years, while quite substantial percentage from high and middle groups favour 4 years of age. In reality, it was observed that low socio-economic group people send their children to school at a very late age.
- (ii) Majority of parents from high socio-economic group favoured duration of

three hours whereas middle and low economic group parents prefer four hours. (iii) A large number of parents from both low and middle-income groups expected the school to operate in the afternoon. However, some of the parents from high-income group favoured morning hours. (iv) A large number of parents from the three economic groups expected that the child should be able to read, write and learn preliminary arithmetic. (v) Parents of all the three categories agreed with the statement that pre-school helps in developing in the child, skills necessary for personal adjustment like eating, dressing, toilet habits, washing and cleaning etc. (vi) Parents of all categories were in full agreement that younger generation should be disciplined. High and middle class parents favoured the blend of both the strict and lenient discipline whereas lower class parents favoured the strict approach. (vii) Cent per cent parents agreed that females make better teachers than males. (viii) Parents both from high and middle class expressed that they always participate in the school programmes. Parents from the lower group expressed that no functions were being held in the school and according to them, it is sheer waste of time to attend such functions even if they are held. (ix) Parents of all the categories expected the pre-schools to be fully equipped. (x) The general opinion of the parents is that the regular medical check-up of the child should be carried out in pre-schools. (xi) Majority of the parents from all the three classes preferred snacks for lunch programme. (xii) Majority of the parents from high and middle economic groups preferred play-way method, while majority of the parents from lower group preferred formal method of teaching. (xiii) All the three category parents stated that the school-uniform is necessary in the pre-school as it develops sense of equality and help in removing inferiority complex. (xiv) Picnic and excursions are necessary for the all round growth and development of the children, is the conclusive opinion of the parents of all the three categories.

In a survey on Community Pre-school Education in Swaziland, Tyobeka's (1986)<sup>48</sup> findings in relation to parents of pre-schoolers revealed that : (a) majority of parents were sending their children to pre-school to prepare them for primary school; (b) majority of the parents stated that their children were taught to write, sing and say rhymes; According to them, teaching children to write was the most important thing the teachers did with their children; (c) of the 69.70 per cent respondents who did not attend pre-school meetings, 56.52 per cent had not done so because no meetings had been called; (d) there was a great deal of ignorance among the parents about the existence, composition and role of the pre-school committees; (e) the majority of parents (69.69%) expressed their willingness to pay increased school fees; (f) an overwhelming majority of parents (90.90%) were satisfied with pre-school hours though few had taken any active interest in fixing them according to their needs; (g) parents were highly pleased with the content of the pre-school programme, as can be concluded from the 87.88 per cent affirmative replies; (h) majority of the parents (86.50%) were dissatisfied with equipment and facilities. Dissatisfaction with facilities (kitchen, toilet, building) accounts for 40.54 per cent of responses, while 13.52 per cent were related to the lack of equipment such as toys and furniture

Yasodhara (1991)<sup>49</sup> examined the attitudes of parents and teachers towards pre-school education. The work pertained to a study of the attitude of parents and teachers with regard to the objectives and curriculum of pre-school education and the priority groups of children in need of pre-schooling. Yasodhara used questionnaires for parents and teachers and she found that there was a need to educate them as they did not have a clear idea regarding the purpose of pre-school education and their role in the children's life.

Cryer (1994)<sup>50</sup> examined the value and quality assessments of parents as child-care consumers. The study revealed that in general, parents indicated high values for all aspects of care, with higher importance scores for items relating to interactions, health and safety than for curriculum and adult needs related items.

Whitehead (1994)<sup>51</sup> investigated parental perceptions of day care programme in Nassau, Bahamas. A Likert-type questionnaire was developed and employed with 149 parents. Results of the study furnished evidence that the subjects were principally concerned that day care centres should protect the health and safety of the child, provide information on the child's programmes, and enhance a child's social skills. A specific concern was that staff members should be musically creative. Results also demonstrated that parents were relatively unconcerned with such areas as academic programmes, staff qualifications regarding college education, and the pole of the Ministry of Education.

Suh (1994)<sup>52</sup> studied the beliefs and values of parents, kindergarten teachers and principals regarding public kindergarten programmes and practices in Korea. Results from chi-square analysis, t test, or ANOVA with Scheffe test revealed the presence of similarities and of wide differences in the beliefs and values among the subject groups. Korean parents, kindergarten teachers and principals strongly supported public kindergarten education for 5 year olds, but they were not as supportive of kindergarten education for 4 year olds. They wanted half-day public K.G. programmes, with class size of 20 children per teacher, and they wanted teachers to have majored in early childhood education. They all generally approved of the developmentally appropriate

practices. Parents as compared to teachers and principals, placed more importance on academic development and teacher directed activities. Parents and principals preferred school-based public kindergartens, while teachers wanted independent administration of public kindergartens.

### **2.3.0. Relevance of the Present Study in Relation to the Studies Reviewed**

A review of researches under status study reveals that most of these studies were conducted in various cities, states and countries to highlight the conditions of pre-school education and problems confronted by them. The review further reveals that although existing condition of pre-school education has been a focus of intensive research enquiry and some studies, directly or indirectly related with the present study, have already been conducted in different parts of the country and abroad, the main lacuna in all these studies is that they did all this without analysing the status in the light of the desired standards. Moreover, the Mizoram State, where the study was being executed, has experienced a substantial and quantitative expansion of pre-school institutions. It is imperative to find out by way of research, if the same uncongenial conditions of pre-school education are in existence in this highly literate north-eastern state. The investigator, therefore, decided to analyse the status of pre-school education in Mizoram in the light of the desired standards as specified by various experts in the field of early childhood education.

Moreover, an analysis of the limited number of studies available for review, under the category of pre-school teacher training, reveals that most of these studies have been carried out to investigate the problems and quality of teacher training programmes, physical facilities available, effectiveness of training

on the performance of teachers, effectiveness of different models of pre-school teacher training from the point of view of children's development and the like. While some of these studies are methodologically sound and have answered questions that are relevant to pre-school teacher education, some others are poor in quality. Considering the importance of pre-school teacher training, the number of studies reported in this area by the Fourth and Fifth Surveys of Educational Research, and Indian Educational Abstracts for a period from 1956-1998, is very small. It is important that more studies are conducted on pre-school teacher training programmes. The investigator, therefore, felt the need of probing this area in her study.

Further, the availability of only few studies for review, in the area of parents' reactions and expectations, clearly indicates that this area has yet not been fully explored. A deeper analysis of these studies reveals that although some researchers have attempted to study parents' attitudes, perceptions, and opinions, an important aspect like parents' reactions has not at all caught the attention of researchers. Besides, not much work seems to have been done to examine the expectations of parents from pre-school institutions. The present study, therefore, assumes significance as it examines the parents' reactions to and expectations from pre-school institutions.

From the account of quantum of research and research studies reviewed vide Table 2.1.0. and 2.2.0. respectively, it may be said that there have not been much systematic and sustained efforts to conduct research in the area of pre-school education. The studies reviewed under the three dimensions taken up by the present study show that most of the studies

reported so far are status studies and have simply examined the status of pre-school education in different parts of the country without comparing them with the desired standards; whereas the other two dimensions are concerned, the Indian as well as foreign researchers have not paid the attention they deserve.

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## **CHAPTER III**

### **METHODOLOGY AND PROCEDURE**

## CHAPTER - III

### METHODOLOGY AND PROCEDURE

The methodology and procedure adopted by the investigator in the present study is discussed under the following heads:

1. Method of Study.
2. Population and Sample.
3. Construction of Tools.
4. Collection of Data.
5. Tabulation of Data.
6. Statistical Techniques Applied.

#### **3.1.0 Method of Study**

The present study belongs mainly to the category of descriptive research as it involves surveys and fact-finding enquiries on pre-schools and pre-school teacher training programmes in Mizoram. Whatever practices have been observed in the pre-school education and pre-school teacher training programmes as prevalent in Mizoram have been faithfully recorded in this study. The study is also analytic in the sense that the facts or information obtained have been analysed to make a critical evaluation and that the observations that were made have been put to scrutiny with a view to making suggestions for general improvement of the overall situation of preschool education and teacher training at the preschool level in Mizoram.

The present study is also a qualitative research designed to find out how parents of preschoolers feel or what they think about a particular pre school institution and its programmes. It is qualitative in the sense that the various factors, which make parents like or dislike a particular thing about pre-school education in Mizoram have been analysed.

### **3.2.0 Population and Sample**

Since the present investigation is concerned with the analytical study of existing conditions and programmes of pre-schools with parents' reactions to and expectations from pre-school institutions, it is based upon two independent samples drawn from the following two populations:

- (1) Population of pre-schools.
- (2) Population of parents whose children were studying in private and public sector pre-schools.

#### **1. Population and sample of pre-schools :**

The population of pre-schools comprised of all the private and public sector pre-schools in Mizoram and samples are drawn from both the sector pre-schools to represent them.

- (a) Sub-population 1(a) (population of private sector pre-schools) and selection of sample.

The total number of 101 private English Medium Schools offering pre-school programmes, as per the 'List of Schools with Flash 1997-98', available with the Statistical Cell, Department of School Education, Government of

Mizoram, constituted the population of private sector pre schools. In order to draw a representative sample, the population of these pre-schools was stratified on the basis of type of management and 50 per cent of pre-schools under each management category were selected randomly. In this way, 50 private sector pre-schools, (30 run by individuals, 17 run by churches and 3 run by social organizations) constituted the one sub-sample of this study. District and management wise distribution of the population and sample private pre-schools is shown in the following table.

**TABLE - 3.1.O.**

**District and Management-wise Distribution of the Population  
and Sample Private Pre-schools.**

Name of District *	Total no. of private pre-schools	No. of sample private pre-schools	Types of management	Total no. of private pre-schools	No. of sample private pre-schools
Aizawl	76	38	Individual	61	30
Lunglei	15	7	Church	34	17
Chhimtuipui	10	5	Social Organization	6	3
<b>TOTAL =</b>	<b>101</b>	<b>50</b>	<b>TOTAL =</b>	<b>101</b>	<b>50</b>

\* Note : Mizoram was administratively divided into three districts at the time of data collection, that is, last part of 1998 and early part of 1999.

A list of sample private English Medium Schools offering pre-school education programmes or sample private pre-schools is given in Appendix A (i).

- (b) Sub-population 1(b) (population of public sector pre-schools) and selection of sample.

All the existing 1341 anganwadis working under 21 ICDS projects in the whole of Mizoram constituted the second sub-population of pre-schools. This sub-population was classified on the basis of three districts of Mizoram, and equal proportions (i.e. 3.7%) of these pre-schools under each district were included in the sample. In this way, 50 public sector pre-schools (32 from Aizawl, 10 from Lunglei and 8 from Chhimtuipui districts) comprised the sample under public sector pre-schools. District and ICDS project-wise distribution of the population and sample public sector pre-schools (Anganwadis) is shown in Table 3.2.0.

TABLE - 3.2.0.

District and Project-wise Distribution of the Population and Sample Public Pre-schools (Anganwadis)

Sl.No.	Name of ICDS Projects	No.of Anganwadis	No.of sample Anganwadis
	<u>AIZAWL DISTRICT</u>		
1.	Lungdar E	79	-
2.	Serchhip	75	5
3.	Thingsulthliah	73	4
4.	W. Phaileng	71	-
5.	Reiek	55	3
6.	Khawzawl	93	6
7.	Darlawn	51	-
8.	Aibawk	33	-
9.	Zawlnuam	44	3
10.	Ngopa	54	-
11.	Aizawl Urban	110	7
12.	Thingdawl	59	4
13.	Tlangnuam	50	-
	TOTAL	847	32
	<u>LUNGLEI DISTRICT</u>		
1.	Lunglei	91	5
2.	Hnahthial	77	5
3.	Bunghmun	49	-
4.	Lungsen	55	-
	TOTAL	272	10
	<u>CHHIMTUIPUI DISTRICT</u>		
1.	Sangau	31	-
2.	Tuipang	62	3
3.	Lawngtlai	95	5
4.	Chawngte	34	-
	TOTAL	222	8
	GRAND TOTAL	1,341	50

A list of sample anganwadis is given in Appendix - A (ii).

In this way, a sample of 50 pre-schools each from both private and public sector pre-schools was drawn by following a stratified random sampling design.

## **2. Population and sample of parents of pre-schoolers.**

The population of parents for studying their reactions and expectations from pre-schools comprised of two sub-populations:

- (i) Parents whose children were studying in private pre-schools.
- (ii) Parents whose children were enrolled in public sector pre-schools (anganwadis)

A sample of 3 parents each from 50 private and 50 public sector pre-schools included in the sample, was selected randomly through lottery method. Thus, 150 parents of private pre-schoolers and 150 parents of public pre-schoolers, constituted two independent samples of parents to analyse their reactions to and expectation from private and public sector pre-schools respectively.

### **3.3.0 Construction of Tools**

In order to collect the necessary data, the following tools were constructed:

- (i) Observation cum Interview Schedule for studying the existing conditions of pre-schools.

- (ii) Observation cum Interview Schedule for studying the pre-school teacher training programmes.
- (iii) Interview Schedule for studying parents' reactions to and expectations from pre-schools.

A brief description of the procedure followed in construction of each tool is given as under:

### **3.3.1 Construction of Observation cum Interview Schedule for Studying the Existing Conditions of Pre-schools.**

Due to non-availability of ready-made tool that could be used straightaway for this type of study, there was a need for developing a tool in the light of the problem under study. Since the present study was related to the analysis of the existing condition of pre-schools, it was decided to prepare an Observation cum Interview Schedule through which needed information could be elicited from pre-schools. To begin with, available conceptual as well as research literature related to pre-school education and different specifications and recommendations made by experts in ECCE, various commissions and committees were carefully studied with a view to getting a clear idea about the tool to be used for the present study. Discussions on various issues relating to the present study were constantly held with experts as well as the supervisor and necessary guidance and suggestions were obtained. It was then decided that the Observation cum Interview Schedule should cover the following broad areas:

#### **Part - I**

Background information on the pre-school.

## Part - II

- I - Physical structure and facilities
- II - Equipment and materials
- III - Teaching staff
- IV - Admission
- V - Programmes
- VI - Records and registers

After identifying the areas, items and questions related to each area were prepared. The first draft of the Observation cum Interview Schedule was then typed and tried out on six pre-schools (three private and three public) from Aizawl city. On the basis of feedback received from try out, the first draft of this schedule was modified. So the final version of the schedule had 51 items and questions for observation and interview respectively. A copy of the same has been given in Appendix - B (i).

### **3.3.2 Construction of Observation cum Interview Schedule for Studying the Pre-school Teacher Training Programmes.**

To construct the Observation cum Interview Schedule for studying the pre-school teacher training programmes in Mizoram, available research literature on teacher education programmes as well as the questionnaires and interview schedules used by other researchers were carefully studied. The draft items and questions were then subjected to experts' criticism and comments. Based upon their comments, defective questions were modified accordingly. The final version of this schedule had 14 statements and questions covering the physical infrastructure and different aspects of pre-school teacher training programmes. A copy of this schedule is given in Appendix - B (ii)

### **3.3.3 Construction of Interview Schedule for Studying Parents' Reactions to and Expectations From Pre-schools.**

For studying parents' reactions to and expectations from pre-school institutions, it was decided to construct an interview schedule. To decide the areas to be covered, the relevant literature was carefully studied, and unstructured interviews with six parents who were concerned with the quality and type of education being provided in pre-school institutions, were conducted. Suggestions and advice of supervisor as well as experts were sought during the different phases of construction of this schedule.

Try out of the draft Interview Schedule was then carried out on six parents from both private and public sector pre-schools, whose children were studying in these institutions or centres. The parents were approached by the investigator for interview in their respective homes. Based upon the try out results, the first draft of the schedule was modified and the final version had 17 questions under the following six dimensions of pre-school education : (1) Building (2) Equipment and materials (3) Financial involvement (4) Teachers (5) Admission procedure (6) Programmes. A copy of the final version of this Interview Schedule is given in Appendix - B (iii)

### **3.3.4 Validity of the Interview Schedules.**

Since the interview schedules were not prepared as tests but were so constructed that obtained data must be considered in the light of many other factors, a single over all index of validity for these schedules cannot be established. There are, however, ways to improve the validity of interview schedules and questionnaires. To ensure that the interview schedules measure

what they proposed to measure, the following principles were kept in mind while selecting and framing statements :

1. It was ensured that items included in the schedule sample a significant aspect of the purpose of investigation.
2. Various terms used in the schedules were clearly defined to the respondents at the time of administering these schedules.
3. Suggestions from colleagues, supervisor and experts in the field were elicited to remove the ambiguities in the questions.
4. It was ensured that the interview schedules cover reasonably well the range of variables under study.

### **3.3.5 Reliability of the Interview Schedules.**

The problem of estimating reliability of interview schedule is not quite the same as that of a test for which scores are obtained. As interview schedules in the present investigation were designed to analyse the pre-school education in Mizoram, the responses to the various items of these schedules do not necessarily reflect the intensities of the various activities and programmes. The responses to different items of these schedules are not scores in the usual sense of the term. Moreover, every item in these schedules is independent and measures a different dimension, therefore, responses to the various items of the schedules cannot be added like scores. So, the well-known methods of establishing reliability like split-half, alternate or parallel form, and rational equivalence cannot be applied. However, to see that these schedules are reliable, the investigator applied 'test retest' method by administering the schedules twice on a small sample with a gap of two to three weeks and found them to be reliable.

### **3.4.0 Collection of Data.**

A brief description of the procedure followed for data collection is given as follows:

#### **Collection of data from sample pre-schools.**

The investigator personally administered the Observation cum Interview Schedule to all the sample pre-schools to study the existing condition of pre-school education in Mizoram. In the case of private pre-schools, the head of each sample institution and one teacher in-charge of pre-school class were interviewed. The heads were interviewed mainly on the areas of equipment and materials, staff, admission, records, registers and background information of the pre-school. Teachers were interviewed in relation to programme planning and implementation. In the case of public pre-schools, the data on all dimensions in the schedule were collected from the anganwadi workers.

The investigator, after taking permission from the principals/anganwadi workers of the respective school/centre, measured the classroom area and outdoor space. She also observed the conditions of furniture, walls, pictures displayed, building, toilets, ventilators etc. and recorded her measurements and observations in the appropriate space provided in the schedule.

#### **Collection of data regarding pre-school teacher training programmes:**

To collect data about the training programmes for the private pre-school teachers, the investigator personally visited the DIET and SCERT, Aizawl with the Observation cum Interview Schedule

especially developed for this purpose. Since it was learnt that these institutions never conducted any pre-service or in-service course for pre-school teachers, and there was no other institution in the private sector as well for this purpose, the Observation cum Interview Schedule was not administered on these institutions. However, some other information considered to be relevant for this study was elicited from the heads as well as other functionaries of these institutions. In addition to the personal interview with the officials of the above institutions, some secondary sources were also consulted.

The data regarding training programmes of anganwadi workers were collected from the Anganwadi Workers' Training Centre (AWTC) Aizawl, the only training centre for this purpose in Mizoram. Observation cum Interview Schedule developed for this purpose was administered. Data about the physical aspects of the centre were collected through observation; factual data about the training through official records and data about training programmes etc. through interview of the instructresses.

### **Collection of data regarding parents' reactions to and expectations from pre-schools.**

The data regarding parents' reactions to and expectations from pre-school institutions were personally collected from 150 parents from private and 150 parents from public pre-schools. All these parents were approached in their respective homes for interview. Before administering the interview schedule, the investigator introduced herself and explained to them the purpose and importance of the study. They were also ensured that information supplied by them shall be kept strictly confidential and be used only for research purpose. After establishing the necessary rapport, the Interview

Schedule was administered on them. The information on their reactions to and expectations from pre-schools in relation to different aspects of pre-school education such as building, play equipment and materials, financial involvement, teachers, admission and programmes was therefore, elicited by interviewing them.

### **3.5.0 Tabulation of Data**

The mass of data collected through various tools was properly edited and classified before tabulating it. All raw data were tested on the basis of the purpose for which they were gathered and only the useful and usable data were tabulated. The classified materials were recorded in accurate mathematical terms, that is, marking and counting frequency tallies for different items on which information was gathered. The raw data obtained through different tools were thus arranged orderly in columns and rows and then displayed in compact form, that is, in the form of statistical tables for further analysis.

### **3.6.0 Statistical Treatment of Data**

The data obtained on the existing condition of pre-school education and on parents' reactions to and expectations from pre-schools were tabulated in terms of frequencies and percentages. Item-wise analysis was mostly carried out. The results obtained were analysed descriptively and qualitatively. Analysis of data on pre-school teacher training programmes involved no statistic as data were presented in the form of a case study.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF DATA REGARDING EXISTING CONDITIONS OF PRE-SCHOOL EDUCATION**

## **CHAPTER - IV**

### **ANALYSIS AND INTERPRETATION OF DATA REGARDING EXISTING CONDITIONS OF PRE- SCHOOL EDUCATION.**

Pre-school education is unequivocally recognized today as a critical input for child development. Consequently, the last few decades have seen an unprecedented expansion of pre-school education facilities in the country, both in the government and non- governmental sectors. This expansion has, however, not ensured quality control in these programmes. The various research studies in this area conducted across the country can lead one to state that the need for pre-school education is widely recognized but the status of pre-school education needs to be steadily raised and improved in qualitative terms. To ensure some degree of standardization of quality in these programmes, it has been strongly recommended that some regulatory procedures should be introduced through a system of registration or accreditation for which some basic norms for quality pre-schools must be specified. As a result, a document 'Minimum Specifications for Pre-schools' has been prepared in consultation with experts and field personnel in the area of ECE from across the country. This document, along with few other recommendations and suggestions made by experts in the field are mainly used in this study as parameters against which the status of pre-school education in Mizoram has been examined. This chapter, therefore, presents an analysis of the data regarding the existing conditions of pre-school education in Mizoram in the light of the desired standards as recommended by various experts in the field of ECE. The status of pre-school education in Mizoram has been analysed under the following broad headings.

- (i) Physical structure and facilities.
- (ii) Equipment and materials
- (iii) Teaching staff
- (iv) Admission
- (v) Programmes
- (vi) Records and registers.

#### 4.1.0 PHYSICAL STRUCTURE AND FACILITIES

**TABLE 4.1.1**

**Location of Pre-schools and Distance to be Covered by Children to Attend These Schools**

Location of the building	Private Pre-schools N = 50		Public Pre-schools N = 50	
	N	P.C	N	P.C
(a) Adjacent to the main road.	8	16	15	30
(b) Not adjacent to but near the main road	20	40	21	42
(c) Down - hill below the main road.	17	34	7	14
(d) Up-hill above the main road	5	10	7	14
Maximum Distance Children Have to Walk				
(a) Less than 1 Km	33	66	50	100
(b) Between 1 Km to 8 Km	17	34	0	0

## **Existing Condition of Pre-schools in Relation to Location and Distance**

It is found vide Table 4.1.1 that

(a) 40 per cent of private and 42 per cent of public pre-schools are located at a site not adjacent to but near the main road, a location most desirable for a pre-school building.

(b) 16 per cent of private and 30 per cent of public pre-schools are situated at a site adjacent to the main road. This location is desirable in the sense that it is easily accessible to the children, but undesirable as it is not usually safe from traffic.

(c) Other locations are : (i) down-hill below the main road (34% private and 14% public pre-schools), and (ii) up-hill above the main road (10% private and 14% public pre-schools). These locations are undesirable as they are not easily accessible to the children.

A cursory look at Table 4.1.1 also reveals that 66 per cent of private and 100 per cent of public sector pre-schools are serving children within a radius of 1Km. Further, in 34 per cent of the private pre-schools, there are some children who have to walk a distance of more than 1Km. It was observed that majority of such schools were in either small towns or villages. The reason for these youngsters covering a long distance to attend school could either be the non-availability of good pre-schools near by or the existence of only one school in the town or village. Parents, in order to provide quality education to their children, had no option than to send their children to these pre-schools even if they were located at far off places.

### **Desired Standards.**

According to Minimum Specifications for Pre-schools published by NCERT, (1996, p 4) :

The building should be located at a site that is easily accessible to the children, i.e.

- if children have to walk, it should be within ½ to 1 Km. radius of the locality to which it is catering;
- where transport is available, it should be within 1 to 8 Km radius of the locality to which it is catering.

Pankajam in a book Pre-school Education-Philosophy and Practice (1994, p 355) states :

A pre-school should not be located in a congested or lonely area.....

A pre-school building should be situated at the centre of the town so as to provide easy accessibility to all. The school should be away from traffic area to avoid accidents.

### **Comparison of the Existing Condition with the Desired Standards**

The following conclusions have been made as a result of comparison of the existing condition with that of desired standards:

(i) 40 per cent of private and 42 per cent of public pre-schools are in conformity with the desired standards as they are located at a site not adjacent to but near the main road which is easily accessible as well as safe for the children.

(ii) There are 60 per cent of private and 58 per cent of public pre-schools whose locations are not in accordance with the desired standards. They are either just adjacent to the main road, not safe from traffic (16% private and 30% public), or in the down-hill below the main road, (34%

private and 14% public), or up-hill above the main road not safe and not easily accessible to the children (10% private and 14% public).

(iii) 66 per cent of private and 100 per cent of public pre-schools are in complete conformity with the desired standard as they are within 1Km radius of the locality to which they are serving. This implies that 34 per cent of private pre-schools are not in accordance with the specifications prescribed by NCERT as they are serving some children beyond a radius of more than 1Km but have not made any arrangement for school transport.

**TABLE 4.1.2**

**Safety of Pre-school Surroundings From Different Hazards**

Safety of the Surroundings From Different Kinds of Hazards Like-	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Noisy and heavy traffic	42	84	44	88
(b) Steep stairs/steps leading to the pre-school	18	36	24	48
(c) Open ditches, wells, ponds, etc.	50	100	45	90
(d) Open drains and heaps of garbage	46	92	45	90

**Existing Condition of Pre-schools in Relation to Safety of the Surroundings**

Table 4.1.2 shows that the surroundings of majority of the pre-schools are not free from hazard like steep stairs or steps leading to the pre-schools, thereby necessitating small pre-schoolers to either climb up or down the rather dangerous steep steps or stairs. Few pre-schools are also located at sites which are not free from hazards like noisy and heavy traffic, open ditches, wells, ponds etc. and open drains and heaps of garbage.

## **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT, (1996 p 4) states :

“A pre-school should be located at a site which is free from hazards like heavy traffic, ponds, ditches, drains (nallahs) and be free from distracting noises of heavy traffic”.

## **Comparison of the Existing Condition with the Desired Standards**

Comparison of the data vide Table 4.1.2 with the desired standards specified by NCERT brings forth the fact that many of the existing pre-schools in both the private and public sectors are not in conformity with the desired standards due to one reason or another, for instance-

(i) 16 per cent of private and 12 per cent of public pre-schools are not free from noisy and heavy traffic as they are just adjacent to the main road.

(ii) In majority of the pre-schools (64% of private and 52% of public), young pre-schoolers have to climb up and down the steep steps or stairs.

(iii) There are open drains and heaps of garbage in the surroundings of 8 per cent of private and 10 per cent of public pre-schools.

(iv) Open ditches, wells or ponds are to be found in the surroundings of 10 per cent of the public sector pre-schools.

**TABLE 4.1.3(a)****Outdoor Play Space (O.P.S), Area and Child O.P.S Ratio**

Outdoor Play Space (O.P.S)	Private Pre-school N = 50		Public Pre-school N = 50	
	N	P.C	N	P.C
(a) Available	41	82	22	44
(b) Not Available	09	18	28	56
Area of O.P.S				
(a) Average area (Sq.meters)	292.37		86.66	
(b) Average number of children	80		29	
(c) Average child- O.P.S ratio.	1:3.66		1:3.02	
Child-O.P.S Ratio.				
(a) 1:10 sq.meters or above	8	16	2	4
(b) Below 1:10 sq.meters.	33	66	20	40
(c) Not applicable	9	18	28	56

**Existing Condition of Pre-schools in Relation to OPS**

A glance at Table 4.1.3(a) reveals that -

(a) Outdoor play space is available in 82 per cent of private and 44 per cent of public sector pre-schools, whereas rest of these pre-schools do not have any outdoor play space.

(b) Average child-outdoor play space ratio in private and public sector pre-schools is found to be 1 : 3.66 sq.mts and 1 : 3.02 sq.mts respectively.

(c) In case of 66% of private sector and 40% of public sector pre-schools, child-outdoor play space ratio is below 1 : 10 sq.mts. whereas 16%

of private and 4% of public pre-schools have a child-outdoor play space ratio equal to or more than 1 : 10 sq.mts.

### **Desired Standards**

According to the Minimum Specifications for Pre-Schools published by NCERT(1996 p 5) “A minimum of 15x20 sq.mts. outdoor play space is essential for a group of 30 children,” which implies that a minimum child-outdoor play space ratio should be 1 : 10 sq.mts.

### **Comparison of the Existing Condition with the Desired Standards**

Comparison of the existing condition in relation to child-outdoor play space ratio, with the desired standards specified by NCERT reveals that only 16 per cent of the private sector and 4 per cent of the public sector pre-schools are in conformity with the specification prescribed by NCERT. Rest of the pre-schools i.e. 84 per cent in the private sector (66 per cent have less and 18 per cent do not have any outdoor space) and 96 per cent in the public sector (40 per cent have less and 56 per cent do not have any outdoor space) are not in accordance with the desired standards prescribed by NCERT.

**TABLE 4.1.3 (b)**  
**Safety and Nature of the Outdoor Play Space (O.P.S.)**  
**and Other Provisions of O.P.S**

Safety of O.P.S	Private Pre-school. N=41		Public Ps. N=22	
	N	P.C.	N	P.C.
(a) With fencing and safe	23	56	0	0
(b) Without fencing but safe	14	34	14	64
(c) With fencing but not safe	0	0	0	0
(d) Without fencing and not safe	4	10	8	36
Nature of the Ground Surface				
(a) Cemented	5	12	0	0
(b) Grass covered	2	5	10	46
(c) Cemented as well as grass covered	0	0	0	0
(d) Sand covered	34	83	12	54
Other Provisions of O.P.S.				
(a) Sunny and shaded areas	7	17	2	9
(b) Storage space for keeping equipments	0	0	0	0
(c) Flowers and shrubs along the boundaries	1	2	0	0

**Existing Condition of Pre-schools in Relation to Safety and Nature of O.P.S. and Other Provisions.**

Table 4.1.3(b) presents the data under the following three broad headings :

**A. Safety of Outdoor Play Space (O.P.S.)**

Among the pre-schools having OPS, majority of them (90% and 64%) have OPS which is safe due to either fencing around it (56% and 0%) or

its natural settings (34% and 64%). The OPS of the rest of the pre-schools (10% and 36%) is not safe for small children.

### B. Nature of the Ground Surface

The ground surface of the OPS is sand covered in majority of the cases (83% and 54%), grass covered in some cases (5% and 46%), and cemented only in 12 per cent cases of private pre-schools. No pre-school has cemented as well as grass covered OPS.

### C. Other Provisions

Among the pre-schools having OPS, only very few of them have provisions for sunny and shaded areas (17% and 9%) and flowers and shrubs along the boundaries (2% and 0%). Storage space for keeping equipment: was completely missing in all the pre-schools.

## **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 5) prescribes the following measures for the safety of outdoor play space for children :

Essential : Place should ensure safety of children i.e. prevent children from running out and getting hurt from grievous injury.

#### Desirable

- (i) The play area may include both paved or cemented as well as grass covered ground surface.
- (ii) A balance between sunny and shaded areas may be ensured.
- (iii) There may be a storage space for keeping equipment for active play located near the play area.
- (iv) A lot of flowers and shrubs may be placed along the boundaries to make the place look colourful and attractive.

### Comparison of the Existing Condition with the Desired Standards

Comparison of the existing condition in relation to safety of outdoor play space with the desired standards indicates that 10 per cent of private and 36 per cent of public pre-schools are not in conformity with the essential standard prescribed by NCERT as their OPSs are not safe for young children due to the absence of fencing walls around the school complex.

Further, none of the private and public pre-schools is in conformity with the desired standards due to absence of play area which includes both cemented as well as grass covered ground surface. The position of these pre-schools in relation to the availability of shaded and sunny area, flowers and shrubs along the boundaries and storage facilities for play equipment is also unsatisfactory as majority of them do not have these provisions.

**TABLE 4.1.4**

#### Average Area, Number of Children in Pre-school Classes and Child-Indoor Space Ratio

Indoor Space	Private Pre-schools N=50		Public P.S N=50			
	Nur./KG I	KG/KG II	Anganwadi			
(a) Average area in sq.mts.	28.46	28.11	24.50			
(b) Average number of children	43	40	28			
(c) Average child-indoor space ratio	0.65	0.70	0.86			
Child-Indoor Space Ratio	N	%	N	%	N	%
(a) 1:1.50 sq.mts. or above	5	10.6	3	6	8	16
(b) 1:1.17 sq.mts. to 1:1.49 sq.mts.	7	14.9	10	20	10	20
(c) Below 1:1.17 sq.mts.	35	74.5	37	74	32	64
<b>TOTAL</b>	47*	100.0	50	100.0	50	100.0

\* N=47 as three private pre-schools do not have separate class for Nursery/KG I.

### Existing Condition in Relation to Indoor Space

It is found vide Table 4.1.4 that the average areas of indoor space in different classes are as follow :

(i) In nursery/K.G I classes, it is 28.46 sq.mts. for a group of 43 children and the average child-indoor space ratio comes to 1: 0.65 sq.mts.

(ii) In K.G/K.G II classes, it is 28.11 sq.mts. for a group of 40 children and the ratio being 1: 0.70 sq.mts.

(iii) In Anganwadis, it is 24.50 sq.mts. for a group of 28 children, the ratio being 1: 0.86 sq.mts.

The table also shows that in majority of the pre-school classes, the child-indoor space ratio is below 1:1.17 sq.mts. There are few classes (14.9% Nursery, 20% K.G & 20% Anganwadi) in which the child-indoor space ratio is between 1:1.17 sq.mts. to 1:1.49 sq.mts; and in a few other classes (10.6% Nursery, 6% K.G and 16% Anganwadi) this ratio is 1:1.5 sq.mts. or above.

### Desired Standards

In relation to the child-indoor space ratio, Minimum Specifications for Pre-schools published by NCERT, (1996 p 5&6) has mentioned two types of specifications-Essential and Desirable.

A. Essential

A minimum indoor space (room size)  $5 \times 7 = 35$  sq.mts. for a group of 30 children must be provided.

B. Desirable

Room size may be  $5 \times 9$  sq.mts. or above.

This implies that a minimum child-indoor space ratio of 1:1.17 sq.mts. is essential and 1:1.5 sq.mts. is desirable.

### **Comparison of the Existing Condition with the Desired Standards**

While the desirable room size is 45 sq.mts. and essential room size, 35 sq.mts. for a group of 30 children, the average room size is about 28 sq.mts. for a group of more than 40 children in both the nursery and K.G. classes of private pre-schools, and 24.50 sq.mts. for a group of 28 children in anganwadi or public pre-schools. It may, therefore, be concluded that all the pre-schools do not conform to even the essential standard/requirement.

When the pre-schools are judged in terms of child-indoor space ratio, it is found that few pre-school classes (14.9% of Nursery, 20% of K.Gs. and 20% of Anganwadis) fulfil the essential or minimum requirement of a child-indoor space ratio of 1:1.17 sq.mts. but do not fulfil the desirable ratio of 1:1.5 sq.mts.

Moreover, few other pre-school classes (10.6% of Nurseries, 6% of K.Gs. and 16% of Anganwadis) have a child-indoor space ratio of 1:1.5 sq.mts. or above. It is, therefore, concluded that they are in conformity with the desired standards.

While this is so, majority of the pre-schools (74% of private and 64% of public) are not in conformity with the desired (essential) standards as they do not fulfil even the minimum requirement of a child-indoor space ratio of 1:1.17 sq.mts.

**TABLE 4.1.5**  
**Provision of Indoor Space and Rooms**

Provisions of Indoor Space	Private Pre-school N=50		Public Pre-school N=50	
	N	P.C	N	P.C
(a) Classrooms				
- 1 classroom	3	6	50	100
- 2 classrooms	43	86	0	0
- 3 classrooms	1	2	0	0
- 4 classrooms	3	6	0	0
(b) Separate storage space	1	2	10	20
(c) Toilet	48	96	2	4
(d) Verandah	36	72	3	6
(e) Cooking facility	0	0	33	66
(f) Science corner	0	0	0	0
(g) Dolls corner	0	0	0	0
(h) Books corner	0	0	0	0
(i) Plants corner	0	0	0	0
Rooms				
(a) Well ventilated	40	80	46	92
(b) Have adequate light	26	52	45	90

### **Existing Condition in Relation to Provision of Indoor Space and Rooms**

A glance at Table 4.1.5 reveals that majority of private pre-schools (94%) have separate classrooms for nursery and K.G. classes whereas 6% are conducting a combined class for both in one room. On the other side 100 per cent of public pre-schools have one classroom. Separate storage space

is available only in 2 per cent of private and 20 per cent of public pre-schools. In relation to toilet facility within school premises, private sector pre-schools are much better than the public sector pre-schools as 96 per cent of private and only 4 per cent of public pre-schools have this facility. The better position of private pre-schools in this regard may be attributed to their sound financial position. At the same time, the poor condition of public pre-schools in relation to toilet facility may be due to the non-availability of space, lack of monetary resources, felt need, community support and parental awareness and pressures.

Again, while private pre-schools are better in providing verandahs attached to school buildings, public pre-schools are better in having the provision of cooking facility. Poor condition of private pre-schools, in this regard, may be due to the fact that they do not provide midday meal or tiffin. But it is surprising to find that 34 per cent of public pre-schools, which are supposed to provide midday meal on regular basis, are without cooking facility. Absence of this facility was the reported reason as to why some anganwadi workers used their respective residence for storing and cooking food items. This practice seems to be undesirable as there is a possibility of misutilization and pilferage of food items by the anganwadi workers.

The table also shows that science corner, dolls corner, books corner and plants corner are completely missing in all the pre-schools. The class rooms in majority of the private and public sector pre-schools are well-ventilated and have adequate light.

## Desired Standards

Mention may be made here of the Minimum Specifications for Pre-schools published by NCERT (1996 p 5&6) which reads thus :

- A. "Essential : Every pre-school in addition to classrooms should have a storage space, a toilet, a verandah and cooking facility separately.
- B. Desirable : There may be a separate science corner, dolls corner, books corner, a corner or window sill for plants that may be nurtured by children.

Essential : Rooms should be well ventilated and have adequate light".

## Comparison of the Existing Condition with the Desired Standards

The following conclusions have been made when a comparison is made between the existing condition and the desired standards :

(i) The position of all the pre-schools is far from satisfactory as they do not fulfil even the essential requirement of having a storage space, a toilet, a verandah and cooking facility separately in addition to classrooms.

(ii) The pre-schools are not in conformity with the desired standards as science corner, dolls corner, books corner and plants corner are completely missing in all the pre-schools.

(iii) 48 per cent of private and 10 per cent of public pre-schools are not in conformity with the desired standards because they do not have well ventilated rooms with adequate light.

TABLE 4.1.6

**Walls, Pictures Displayed and Levels at Which Pictures are Displayed**

Walls	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Clean	12	24	14	28
(b) Painted	17	34	0	0
<b>Pictures Displayed on the Walls</b>				
(a) Children's work	0	0	0	0
(b) Ready-made pictures	15	30	23	46
(i) Pictures of animals	9	18	3	6
(ii) Pictures of birds	6	12	0	0
(iii) Pictures of vegetables	9	18	5	10
(iv) Pictures of fruits	8	16	5	10
(v) Pictures of flowers	3	6	2	4
(vi) Pictures of different modes of transport	1	2	3	6
(vii) Pictorial alphabetical charts	6	12	10	20
(viii) Pictorial numerical charts	3	6	3	6
(ix) ICDS charts	0	0	9	18
<b>Levels at Which Pictures are Displayed</b>				
(a) Approximately 3 to 4 ft. above the ground	0	0	3	13
(b) More than 4ft above the ground	15	100	20	87

**Existing Condition in Relation to Walls and Pictures Displayed**

Table 4.1.6 shows that only few pre-schools (24% of private and 28% of public) have clean classroom walls and only few private pre-schools (34%) have their classroom walls painted.

It may be noted that no pre-school displays children's work on the walls. However, few pre-schools (30% and 46%) display few ready-made pictures such as pictures of animals, birds, vegetables, fruits, flowers, modes of transport, alphabetical and numerical charts and ICDS charts, each of which is displayed in not more than 20 per cent of pre-schools. These pictures are displayed at a height of more than 4 ft. in all the pre-schools except 13 per cent of public pre-schools.

### **Desired Standards**

Minimum Specification for Pre-schools published by NCERT, (1996 p 5) states:

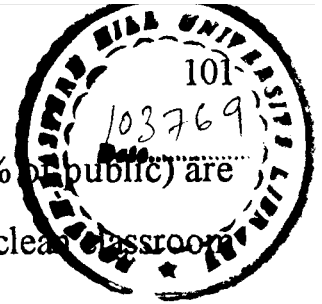
"Walls should be clean and well plastered. They should have ample space for display of children's work and other pictorial material at children's eye level which will be approximately 3 to 4 ft. above the ground".

Display of items is also suggested by A Guide-Book for Anganwadi Workers published by Department of Women and Child Development, Ministry of HRD, Govt. of India, (1986 p 147) which reads thus :

"Display your charts, posters, puppets, masks, dolls and toys in your Anganwadi. Display makes your Anganwadi a cheerful place. It is also an aid to communicating various messages to children. The items that are made by the children, like paintings, paste work, dolls, toys etc. should also be displayed".

### **Comparison of the Existing Condition with the Desired Standards**

When the existing condition is compared with the desired standards, it is found that -



(i) Majority of the pre-schools (76% of private and 72% of public) are not in conformity with the desired standards as they do not have clean classroom walls.

(ii) No pre-school is in conformity with the desired standards as they do not display any children's work.

(iii) Among the few pre-schools which display ready-made pictures on the walls, all the private pre-schools and majority of the public pre-schools (i.e. 87%) are not in conformity with the desired standards as they do not display pictures at children's eye level which is approximately 3 to 4 ft. above the ground.

**TABLE 4.1.7**

**Furniture for Children Provided in the Rooms and Its Appearance**

Furniture for Children Provided in the Rooms	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Benches	49	98	50	100
(b) Desks	49	98	13	26
(c) Chairs	5	10	0	0
(d) Tables	5	10	0	0
(e) Mats	0	0	0	0
(f) A set of low and light tables for a group of 6-8 children for art work, paper work, etc.	0	0	0	0
(g) Blackboard at low level for scribbling, free drawing by children	0	0	0	0
(h) Racks or shelves	39	78	0	0
<b>Appearance of Furniture</b>				
(a) Painted in bright and attractive colours	4	8	0	0
(b) Low and suited to the height of children	22	44	33	66

## **Existing Condition in Relation to Furniture**

Analysis of Table 4.1.7 reveals that 98% of private pre-schools provide benches and desks for pre-school children. Chairs and tables are also provided either solely or along with benches and desks by 10 per cent. Racks or shelves are also provided by 78 per cent. The table reveals the poor condition of public pre-schools with regard to furniture as 74% of them provided only few benches in the name of furniture. In case of 26% of public pre-schools, few desks along with benches are also provided.

So far the appearance of furniture is concerned, table 4.1.7 shows that only 8 per cent of private sector pre-schools have well painted furniture. Besides, 44 per cent of private and 66 per cent of public pre-schools have low furniture suited to the height of pre-schoolers.

## **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT, (1996 p 5) states the following with regard to furniture :

- "A durry/mats and a set of low and light tables/nest of tables for a group of 6 - 8 children for art work, paper work etc, are essential.
- Provision of blackboard at low level for scribbling, free drawing by children should be provided.
  - A low rack/built in shelf should be there in the room.
  - Furniture may be made of material that can be easily cleaned and may be painted in bright and attractive colours. The furniture may be safe and light".

### Comparison of the Existing Condition with the Desired Standards

As revealed by Table 4.1.7, a durry/mats, a set of low and light tables for a group of 6-8 children for art work, paper work etc., and blackboards at low level for scribbling and free drawing by children which are considered essential in the specifications are completely absent in both the private and public sector pre-schools. Racks or shelves are not provided by 22 per cent of private and 100 per cent of public pre-schools. The racks or shelves provided by 78 per cent of private pre-schools are mostly not low enough for use by children.

Although the furniture provided is painted in bright and attractive colours in 8 per cent cases of private pre-schools, and also low and suited to the height of children in some cases from both the private and public pre-schools, the type of furniture provided itself is not the desired one. It may, therefore, be concluded that in respect of provision of furniture for children, all the pre-schools under study are not in conformity with the desired standards.

**TABLE 4.1.8**

#### Facilities of Water for Drinking and Washing Glasses, Tumblers etc. After Use

Facility for Drinking Water	Private Ps. N=5		Public Ps. N = 5	
	N	P.C	N	P.C
(a) Whole time water through tap	5	10	0	0
(b) Water stored in barrels or buckets or tins	29	58	20	40
(c) Filtered water	5	10	24	48
(d) Not available	11	22	6	12
Provision of Water for Washing the Glasses, Tumblers etc. After Use				
(a) Flowing water through tap	2	4	0	0
(b) Stored water in bucket etc.	5	10	39	78
(c) Not available	43	86	11	22

## **Existing Condition in Relation to Facilities of Water**

It is surprising to note from Table 4.1.8 that 22 per cent of private and 12 per cent of public pre-schools do not have any provision for drinking water. Moreover, drinking water provided by the rest of the pre-schools can not be considered as pure and safe in many cases. For instance, 58 per cent of private pre-schools and 40 per cent of public pre-schools provide water stored in barrels or buckets or tins. Water may be easily contaminated as the same mug or cup is shared and immersed in water every now and then by children. Only filtered water provided by 10 per cent of private and 48 per cent of public pre-schools and whole time water through tap (supplied by Public Health Engineering Department) provided by 10 per cent of private pre-schools can be considered as safe for drinking.

It is also found from the table that only 14 per cent of private and 78 per cent of public pre-schools have the provision of water for washing glasses, tumblers etc. after use. This implies that public pre schools, in comparison to private pre-schools, are in a better position in relation to facilities of water for drinking and washing.

## **Desired Standards**

Minimum Specifications for pre-schools published by NCERT (1996 p 6) states the following in this regard :

- (i) Facility for pure drinking water should be provided.
- (ii) Provision should be made for washing the glasses/tumblers after use.

### Comparison of the Existing Condition with the Desired Standards

Data shown in Table 4.1.8 indicates that 80 per cent of private and 52 per cent of public pre-schools are not in conformity with the desired standards as either they do not have any provision of drinking water or water provided by them is not safe for drinking.

Again, 86 per cent of private and 22 per cent of public pre-schools are not in conformity with the specification made by NCERT as they do not have the provision of water for washing glasses, tumblers etc. after use.

**TABLE 4.1.9**  
**Sanitary Facilities**

Toilet Facility Provided	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Septic tank Indian type toilet	25	50	1	2
(b) Pit latrine	24	48	4	8
(c) No facility	1	2	45	90
Other Sanitary Facilities				
(a) Sufficient water in the toilet	11	22	1	2
(b) Soap and towel/clean cloth	1	2	3	6
(c) Garbage bin	50	100	36	72
(d) Bathroom fixtures and sinks at low level	0	0	0	0
(e) Exhaust fan in the bathroom window	0	0	0	0
(f) Sinks at low level in the classroom	0	0	0	0

## **Existing Condition in Relation to Sanitary Facilities**

Table 4.1.9 depicts the poor condition of pre-schools especially of the public pre-schools in relation to sanitary facilities. It is distressing to note that 2 per cent of private and as many as 90 per cent of public pre-schools are without toilet facility. Moreover, the toilets available in 48 per cent of private and 8 per cent of public pre-schools are pit latrines which are dirty and unhygienic. Only 50 per cent of private and 2 per cent of public pre-schools provide for septic tank Indian type toilets.

The table also shows that garbage bin is the only sanitary facility provided by 100 % of private and 72 % of public pre-schools. Other facilities like sufficient water in the toilets, soap and towel are provided by only very few pre-schools.

## **Desired Standards**

Regarding sanitary facility, Minimum Specifications for Pre-schools published by NCERT (1996 p. 6) states the following :

### Essential

- (i) A clean Indian type toilet should be provided with water facilities.
- (ii) Soap/ash and towel/clean cloth should be provided.
- (iii) Garbage bin should be provided.

### Desirable

- (i) Bathroom fixtures and sinks may be provided at a low level so that children can reach them easily.
- (ii) Exhaust fan may be installed in the bathroom window.
- (iii) Sinks at low level may be installed in each classroom.

## **Comparison of the Existing Condition with the Desired Standards**

Comparison of the data vide Table 4.1.9 with the desired standards reveals the following :

(i) Clean Indian type toilets are provided with sufficient water facilities by only 22 per cent of private and 2 per cent of public pre-schools. This implies that 78 per cent of private and 98 per cent of public pre-schools are not in conformity with the desired standards due to absence of clean Indian type toilets with water facilities.

(ii) 98 per cent of private and 94 per cent of public pre-schools are not in conformity with the essential specification made by NCERT as they do not provide for soap and towel/clean cloth.

(iii) 100 per cent of private and 72 per cent of public pre-schools are in conformity with the essential specification so far facility of garbage bin is concerned.

(iv) All the pre-schools under study are not in conformity with the desired standards as bathroom fixtures and sinks, exhaust fan in the bathroom window and sinks in the classrooms are completely missing in all of them.

## 4.2.0 EQUIPMENT AND MATERIALS

**TABLE 4.2.1**  
**Outdoor Play Equipment and Materials**

Outdoor Play Equipment and Materials	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Not available	33	66	28	56
(b) Available	17	34	22	44
(i) Swing	5	10	0	0
(ii) Slide	1	2	0	0
(iii) Seesaw	6	12	3	6
(iv) Skipping rope	6	12	17	34
(v) Ball	12	24	14	28
(vi) Ring	1	2	6	12
(vii) Rope (used for tug of war)	1	2	2	4

### Existing Condition in Relation to Play Equipment

It is striking to note from Table 4.2.1 that majority of the pre-schools (66% of Private and 56% of public) are without a single equipment or material for outdoor play. It was observed that equipment and materials provided by the rest of the pre-schools were very few in number. As the table reveals, the percentages of pre-schools having these equipment and materials are very low and do not exceed 34 per cent.

## Desired Standards

Minimum Specifications for Pre-schools published by NCERT (1996 p 8) in this regard states the following :

### Essential

- (i) Commercially available or improvised equipment from the environment for providing experiences like climbing, jumping, balancing, swinging, swaying, cycling etc. should be provided.
- (ii) Equipment like large and small balls, old tyres, rings etc. for throwing, rolling, catching and kicking experiences should be provided.
- (iii) Sandpit/sandbox, trays, plastic strainer, containers e.g. plastic mugs, katoris, different mould etc. for sand play should be provided.
- (iv) A basin/bucket, mugs and cups of different sizes, sieves and floating toys for water play should be provided.

Swaminathan in her book *Play Activities for Young Children* (1991 pp 94 & 95) also suggests some equipment for outdoor play almost similar with the ones mentioned above.

## Comparison of the Existing Condition with the Desired Standards

The data in relation to the outdoor play equipment and materials shown in Table 4.2.1 indicate that the pre-schools under study are not in agreement with the essential specifications made by NCERT due to the following reasons :

(i) Majority of the pre-schools (66% of private and 56% of public pre-schools) are without any outdoor play equipment and material;

(ii) The outdoor play equipment and materials available in 34 per cent of private and 44 per cent of public pre-schools lack in variety and are very

few in number. It was further found that outdoor play activities were rarely conducted by these pre-schools.

(iii) Equipment and materials for sand play and water play are completely absent in all the pre-schools.

**TABLE 4.2.2**  
**Indoor Play Equipment and Materials**

Ready-made Equipment and Materials	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Not available	39	78	16	32
(b) Available	11	22	34	68
(i) Building blocks	9	18	21	42
(ii) Number blocks	1	2	2	4
(iii) Alphabet blocks	2	4	9	18
(iv) Counting frame	1	2	4	8
(v) Wheel toys	3	6	7	14
(vi) Dolls	4	8	6	12
(vii) Kitchen/Tea sets	2	4	12	24
Waste Materials being Used				
(a) Not available	49	98	46	92
(b) Available	1	2	4	8
(i) Match boxes	0	0	3	6
(ii) Cloth & cotton wool	0	0	1	2
(iii) Old Christmas cards	1	2	0	0
Natural Materials being Used				
(a) Not available	46	92	41	82
(b) Available	4	8	9	18
(i) Leaves	3	6	8	16
(ii) Flowers	2	4	0	0
(iii) Stones/Pebbles	3	6	9	18
(iv) Sticks	2	4	5	10

### **Existing Condition in Relation to Indoor Play Equipment and Materials**

Table 4.2.2 shows that for indoor play, ready-made equipment and materials are available in only 22 per cent of private and 68 per cent of public pre schools and that building blocks is the most frequently reported material being used in both the cases. Other materials like number blocks, alphabet blocks, counting frame, wheel toys, dolls and kitchen or tea sets are available in only few pre-schools, the percentages of which do not exceed 8 per cent in the case of private and 24 per cent in the case of public pre-schools.

The table also shows the type of waste and natural materials being used by the pre-schools. Only 2 per cent of private pre-schools use waste material viz. Old Christmas cards mainly for activities like cutting and pasting. In the case of public pre-schools, only 8 per cent use waste materials such as match boxes (6%) and cloth and cotton wool (2% for making dolls).

There are only 8 per cent of private and 18 per cent of public pre-schools which utilise natural materials for conducting pre-school programmes. The natural materials being used are leaves, flowers, stones or pebbles and sticks. These are used by not more than 6 per cent of private and 18 per cent of public pre-schools.

The whole table reveals the poor condition of the pre-schools especially of the private pre-schools in respect of the provision of indoor play equipment and materials.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 pp 8, 9 & 10) suggests the following materials for indoor play :

Essential

- (i) Play materials for manipulative play, for example form boards, mosaic, tiles, nesting toys, beads, wire, leaves, twigs, pebbles, clay, sand and any other material that the child can manipulate.
- (ii) Play materials for constructive play, for example, wooden/plastic blocks, boxes, plastic tubes, cartons etc.
- (iii) Materials for imaginative play/role play-dolls, doctor's set, old dresses, toys/kitchen utensils, mirror, old spectacle frames, purses, old shoes, weighing scales, clock and other commercially available toys and traditional toys and games.
- (iv) Commercially available or indigenously available materials to foster specific language and cognitive skills.

Language Skills

- (a) Listening - story telling aids like picture books, puppets, flannel-graph, story cards, sound boxes etc.
- (b) Vocabulary building and verbal expression-conversation charts pictures, flash cards, pictures dominoes, picture books, collection of rhymes and stories.
- (c) Reading readiness-picture cards/strips/charts for auditory and visual discrimination and auditory and visual association.
- (d) Writing readiness- slates, chalks, crayons, blackboard, drawing paper, stencils etc.

Cognitive Skills

- (a) Sensory development - sound boxes, visual discrimination cards, touch cards, feely bag, smelling boxes, food items of varying tastes, etc.
- (b) Concept formation - materials in the environment, cards, picture, jigsaw puzzles, self corrective puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking.

**NOTE :** Cognitive material should include material for all concepts such as colour, shape, space, pre-number concepts and concepts related to social, physical and biological environment.

(v) Material for Art/Craft Activities

- (a) Material for tearing/cutting and pasting e.g. scissors, paper, cloth, gum, fevicol etc.
- (b) Material for drawing/colouring/painting e.g. crayons, paints, colours, paint brushes, paper, coloured chalks, slates etc.
- (c) Material for clay work e.g. clay, shallow basin, plastic cloth, strainer, tumbler etc.

- (d) Material for stitching e.g. blunt needle, coloured thread, gunny bag, cotton cloth, beads etc.

**(NOTE :** Any useful waste material for example, cartons, bottles and lids, thermocol, cloth pieces, scraps, newspapers and magazines etc. can be used)

(vi) Material for Music and Movement Activities

Essential

- (a) Harmonium  
(b) Dhapli

Desirable

- (a) Dhalok  
(b) Drum  
(c) Tambourine  
(d) Triangles  
(e) Rhythmic Cymbals  
(f) Ghungross  
(g) Any other locally available or improvised teacher made material.

### **Comparison of the Existing Condition with the Desired Standards**

Comparison of the existing condition with the desired standards reveals the following facts :

(i) Firstly, 78 per cent of private and 32 per cent of public pre-schools are not in conformity with the desired standards as they do not provide for equipment and material for indoor play. This may imply that formal education without any play activity is imparted by these pre-schools.

(ii) The position of those 22 per cent of private and 68 per cent of public pre-schools which have provided for indoor play equipment and material is also not satisfactory as the equipment and materials provided by them lack in variety and are too few in number. It was further found that many of these pre-schools did not utilise their equipment and material for conducting pre-school programmes.

(iii) So far utilization of waste materials for conducting pre-school activities is concerned, the position of the pre-schools is far from satisfactory as the percentages of the pre-schools utilising them are very low and negligible.

(iv) The position of the pre-schools under study is also far from satisfactory as an overwhelming majority of them (92% & 82%) never utilise natural materials in the environment for conducting pre-school activities.

(v) Most of the equipment and materials suggested by NCERT are completely absent in majority of the pre-schools. It may, therefore, be concluded that the pre-schools under study are not in conformity with the desired standards.

**TABLE 4.2.3**

**Provision of Audio-Visual Equipment**

Types of Audio-Visual Equipment	Private Pre-school N=50		Public Pre-school. N=50	
	N	P.C	N	P.C
(a) Video	3	6	0	0
(b) Television	3	6	0	0
(c) Tape recorder	11	22	0	0
(d) Radio	2	4	0	0
(e) Slide projector	2	4	0	0
(f) Blackboard	50	100	48	96
(g) Bulletin Boards	4	8	0	0
(h) Models	2	4	0	0
(i) Charts/maps	18	36	16	32
(j) Pictures/posters	19	38	11	22

### **Existing Condition in Relation to Audio-Visual Equipment**

It is found vide Table 4.2.3 that audio-visual equipment like video, television, tape-recorder, radio, slide projector, bulletin boards and models are completely absent in public pre-schools. Although these equipments are available in the private pre-schools, the percentages of these pre-schools having them are very low ranging from 4 per cent to 22 per cent. Blackboard, charts or maps, and pictures or posters are the visual equipment possessed by both the private and public pre-schools. But the percentages of pre-schools having them do not exceed 38 per cent except for blackboard possessed by 100 per cent of private and 96 per cent of public pre-schools.

### **Desired Standards**

- (i) Minimum Specifications for Pre-schools published by NCERT (1996 p 10) states that "It is desirable to have audio-visual equipment like video, T.V., slide projector and tape recorder".
- (ii) Mohanty and Mohanty in their book Early Childhood Care and Education (1994 p 204) state that "With a view to making learning interesting as well as effective, various media and materials should be used in the primary and pre-primary schools".

### **Comparison of the Existing Condition with the Desired Standards**

A saying goes - " I hear and I forget, I see and I remember". It is also said that one picture is equal to a thousand of words. So is the importance of visual equipment and materials for the acquisition of knowledge. While this is so, Table 4.2.3 reveals that the audio-visual equipment, except blackboards, charts or maps, and pictures or posters, are completely absent in public pre-schools. The percentages of private pre-schools having these equipments are also very low. Moreover, it was further

found that these few pre-schools having the audio-visual equipment rarely used these equipments for conducting pre-school programme. It may, therefore, be concluded that the pre-schools under study are not in accordance with the desired standards.

**TABLE 4.2.4**

**Provision of First Aid Materials**

First Aid Materials Provided	Private Pre-school. N=50		Public Pre-school. N=50	
	N	P.C	N	P.C
(a) Sterilized surgical cotton wool	46	92	48	96
(b) Antiseptic ointment	46	92	39	78
(c) Pain relieving medicines	44	88	45	90
(d) Bandages	44	88	40	80
(e) Scissors	35	70	8	16
(f) Sticking plaster	30	60	3	6
(g) Potassium permanganate	6	12	5	10
(h) Gentian violet	1	2	11	22
(i) Gauze	0	0	0	0
(j) Thermometer	0	0	0	0
(k) Pincers	0	0	0	0
(l) Mercurio crome	0	0	0	0

**Existing Condition in Relation to Provision of First Aid Materials**

Table 4.2.4 shows that the percentages of private pre-schools keeping first-aid materials like sterilized surgical cotton wool, antiseptic ointment, pain relieving medicines, bandages, scissors and sticking plaster - are quite high,

ranging from 60 per cent to 92 per cent. All these items, except scissors and sticking plaster, are also kept by high percentages of public pre-schools (78% to 96%). The percentages of pre-schools providing potassium permanganate and gentian violet are very low ranging from 2 to 22 per cents. Other materials like gauge, thermometer, pincers and mercury crome are totally absent in all the pre-schools.

Some anganwadi workers reported that they had been supplied with medicines like - iodine ointment, eye-ear drops and ointment, ointment for itching, medicine for treatment of diarrhoea and worms and also vitamins, in addition to the first-aid materials mentioned before.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 10) points out all the first-aid materials (except pain relieving medicines) shown in Table 4.2.4 as essential for every pre-school.

### **Comparison of the Existing Condition with the Desired Standards**

When the data in Table 4.2.4 are compared with the desired standards, it is found that the pre-schools under study are not in conformity with the desired standards. The reason is that all the first-aid materials which are considered essential for every pre-school by the specification are not possessed by the pre-schools.

## 4.3.0 TEACHING STAFF

TABLE 4.3.1

## Sex and Age-Wise Distribution of Heads and Teachers of Pre-schools.

Sex	Private Pre-school N=50		Public Pre-school N=50	
	N	P.C	N	P.C
Head: Male	36	72	n.a	n.a
Female	14	28	n.a	n.a
Teachers: Male	7	5.5	0	0
Female	121	94.5	50	100
Age Group of Heads				
(a) 61 - 70 years	4	8	n.a.	n.a
(b) 51 - 60 years	7	14	n.a	n.a
(c) 41 - 50 years	11	22	n.a	n.a
(d) 31 - 40 years	24	48	n.a	n.a
(e) 21 - 30 years	4	8	n.a	n.a
(f) Below 21 years	0	0	n.a	n.a
Age Group of Teachers				
(a) 51 - 60 years	1	0.78	3	6
(b) 41 - 50 years	2	1.56	7	14
(c) 31 - 40 years	23	17.97	20	40
(d) 21 - 30 years	95	74.22	15	30
(e) 18 - 20 years	7	5.47	5	10

Note : n.a = not applicable

N for private pre-school teachers = 128

### **Existing Condition in Relation to Sex and Age of Heads and Teachers**

The sex-wise distribution of the heads in private pre-schools shown in Table 4.3.1 reveals that male group accounts to 72 per cent while female constitutes only 28 per cent. All the private pre-schools under study are attached to schools and this may be the reason why percentage of male heads/principals is predominantly high than female heads.

So far teachers are concerned, the sex-wise analysis reveals that all the teachers except 5.5 per cent in private pre-schools are females.

### **Desired Standards**

(i) Pankajam (1994 p 422) states :

"a pre-school teacher should be a substitute mother for the children who leave the mothers for the first time".

(ii) Mohanty and Mohanty (1994 p 127) also state :

"the teacher has to behave like a mother with the children and has to do all sorts of activities like dancing, singing, playing etc. with them".

These statements imply that the pre-school teachers should be females.

### **Comparison of the Existing Condition with the Desired Standards**

As a result of the comparison of the existing condition with the desired standards, it may be concluded that the pre-schools under study are in agreement with the desired standards as almost all the teachers are females.

As for the heads, there seems to be no clear cut specification as to whether the head should be a male or a female. As females are better suited to

the nature of programme in Early Childhood Education, it seems that female heads can do a better job than male heads. Since the percentage of male principals/heads in private pre-schools is significantly higher than that of female heads, the position of these pre-schools in this regard is unsatisfactory.

The age-wise analysis of the heads of private pre-schools shown in Table 4.3.1 reveals that the age range is from 21 years to 70 years. The highest and the second highest percentages of the heads (48% & 22%) are in the age groups of 31 to 40 and 41 to 50 years respectively. This is the period in which a person is active, dynamic, productive and mature. Although there seems to be no clear cut specification for the age of the heads, it may be concluded that the position of private pre-schools in this regard is quite satisfactory.

Table 4.3.1, further shows that almost all teachers in the private and public pre-schools, except 8% in private pre-schools are in between 18 years and 60 years of age. Majority of the private pre-school teachers (74.22%) are in the age group of 21 to 30 years whereas the highest percentage (40%) of public pre-school teachers are in between 31 and 40 years of age.

### **Desired Standards**

According to Minimum Specifications for Pre-schools published by NCERT (1996 pp 12 & 13), qualifications of the teacher with regard to age should be as follow :

Essential : Should not be less than 18 years of age.

Desirable : Should be 21 years of age and above.

### **Comparison of the Existing Condition with the Desired Standards**

When the data regarding the age of the teachers shown in Table 4.3.1 are compared with the desired standards, it is found that all the pre-

schools are in agreement with the specification as no teacher is less than 18 years of age. Moreover, almost all the pre-schools are in conformity with the desired standards as majority of the teachers (95% & 90%) are 21 years of age or above.

**TABLE 4.3.2**

**Educational Qualifications and Training Undergone by  
Heads and Teachers of Pre-schools**

Educational Qualifications of Heads	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) M.A or equivalent	8	16	n.a	n.a
(b) B.A or equivalent	33	66	n.a	n.a
(c) P.U.	6	12	n.a	n.a
(d) Matric/ H.S.L.C	2	4	n.a	n.a
(e) Under Matric	1	2	n.a	n.a
Training Undergone				
(f) B.Ed.	11	22	n.a	n.a
(g) ECE	0	0	n.a	n.a
Educational Qualifications of Teachers				
(a) M.A or equivalent	0	0	0	0
(b) B.A or equivalent	40	31.25	0	0
(c) P.U.	59	46.09	1	2
(d) Matric / H.S.L.C.	23	17.97	8	16
(e) Class VIII	6	4.69	27	54
(f) Under Class VIII	0	0	14	28
Training Undergone				
(g) B.Ed.	1	0.78	0	0
(h) ECE	0	0	36	72

Note : n.a = not applicable

N for private pre-school teachers = 128

### **Existing Condition in Relation to Educational Qualifications and Training Undergone by Heads and Teachers**

Table 4.3.2 shows that majority of the private pre-school heads (66%) are graduates whereas 18 per cent are under- graduates and 16 per cent post-graduates. No head or principal has been trained in ECE but 22 per cent of them have undergone B.Ed training.

### **Desired Standards**

There seems to be no qualification specified for the heads of pre-school institutions. While the desirable qualification for the pre-school teacher, as mentioned by Minimum Specifications for Pre-schools published by NCERT (1996 p 13), is graduation with specialization in child development/ECE, this qualification may at least be expected from the heads of pre-school institutions.

### **Comparison of the Existing Condition with the Desired Standards**

From the comparison of the data in Table 4.3.2. with the desired standards, it is found that 82% of the pre-school heads possess the desirable educational qualifications but they are without any training in child development or ECE

Table 4.3.2. further shows the educational qualifications of the teachers. In the case of private pre-schools, most teachers are with P.U. or equivalent educational qualification ( 46%) followed by B.A. or equivalent (31%). On the other hand, in public pre-schools, most teachers are only VIIIth class pass (54%), followed by under class VIII (28%). The same table further shows that no private pre-school teacher has got any training in ECE whereas 72 per cent of public pre-school teachers have undergone such training. The table indicates that the private pre-school teachers are better qualified while the public pre-school teachers are better trained.

## Desired Standards

Regarding the qualifications of the pre-school teachers, Minimum Specifications for Pre-schools published by NCERT (1996 pp 12 & 13) states the following :

### Essential

- (i) Should have passed class X with two years training in Early Childhood Education

or

Should have passed class XII with one year training in Early Childhood Education

(NOTE : In case of non-availability of qualified persons, the minimum qualification should be reduced to class VIII with short term training supplemented with frequent refresher on the job training.)

### Desirable

- (i) May be a post-graduate or a graduate with specialization in child development/ECE.

## Comparison of the Existing Condition with the Desired Standards

The following findings have been revealed after comparing the data in Table 4.3.2 with the desired standards :

(i) All the private pre-schools are not in conformity with the desired standards as their teachers are untrained in ECE inspite of their fulfilment of either essential or desirable educational qualifications.

(ii) Public pre-schools are also not in accordance with the desired standards as 28 per cent of the anganwadi workers are under class VIII and 28 per cent of the workers are untrained in ECE. Moreover, the trainings undergone by 72 per cent of the workers seem to be of shorter duration than specified.

**TABLE 4.3.3(a)**  
**Salaries of Private Pre-school Teachers**

N = 125\*

Salaries per Month	N	P.C	Cumulative Percentage
(a) Rs. 4500 - 4999	1	0.8	100.00
(b) Rs. 4000 - 4499	0	0	99.20
(c) Rs. 3500 - 3999	1	0.8	99.20
(d) Rs. 3000 - 3499	11	8.8	98.40
(e) Rs. 2500 - 2999	22	17.6	89.60
(f) Rs. 2000 - 2499	47	37.6	72.00
(g) Rs. 1500 - 1999	25	20.0	34.4 %
(h) Rs. 1000 - 1499	18	14.4 %	14.4 %

\* Note : N = 125 because three teachers do not have fixed salary as they are family members of school owners.

**TABLE 4.3.3(b)**  
**Salaries of Private Pre-school Teachers in Relation to Their Educational Qualifications**

Salaries (in Rs.) Edu- Qualification	1000 to 1499	1500 to 1999	2000 to 2499	2500 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999
Graduate	3	2	16	7	9	-	-	-
P.U.	5	16	23	12	1	1	-	-
H.S.L.C.	6	5	8	3	1	-	-	-
Below H.S.L.C.	4	2	-	-	-	-	-	-

TABLE 4.3.3(c)

**Salaries of Private Pre-school Teachers in Relation to  
the Length of Their Service**

Length of Service \ Salaries (in Rs.)	1000 to 1499	1500 to 1999	2000 to 2499	2500 to 2999	3000 to 3499	3500 to 3999	4000 to 4499	4500 to 4999
18 - 20 yrs.	-	-	-	1	-	-	-	-
15 - 17 yrs.	1	-	-	-	-	-	-	-
12 - 14 yrs.	-	2	-	1	-	1	-	1
9 - 11 yrs.	1	3	6	-	3	-	-	-
6 - 8 yrs.	2	3	6	6	1	-	-	-
3 - 5 yrs.	5	5	15	11	6	-	-	-
0 - 2 yrs.	9	12	20	3	1	-	-	-

**Existing Condition in Relation to Salaries of Private Pre-school Teachers**

A casual look at Table 4.3.3(a) shows that salaries of private pre-school teachers range from Rs. 1000 to Rs. 4999. The percentages of teachers drawing salary between Rs. 1000 to 1499, Rs. 1500 - 1999, Rs. 2000 to 2499 and Rs. 2500 to 2999/- were 14.4%, 20%, 37.6% and 17.6% respectively, whereas percentage of teachers receiving a salary of Rs. 3000/- or above was only 10.4%.

The salary structure of the private pre-school teachers in relation to their educational qualification is shown in Table 4.3.3(b). Analysis of the data vide Table 4.3.3(b) reveals that there is a significant positive correlation ( $r = .42$ ) between educational qualifications of teachers and their salaries. This correlation is found to be significant at both .05 and .01 levels.

Regarding the honorarium of Anganwadi workers, Government of India, Ministry of Human Resource Development, Department of Women and Child Development, fixes and revises the rates of honorarium to be paid to Anganwadi workers and helpers from time to time. The revised rates of honorarium for these functionaries effective from 16.5.97 have been given in the following table.

**TABLE 4.3.3(d)**

**Honorarium of Anganwadi Workers**

CATEGORY	Pre-revised honorarium effective from	Revised honorarium effective from
(A) Anganwadi Workers	2.10.92	16.5.97
1. Non-Matriculate	Rs. 350/-	Rs. 438/-
2. Non-Matriculate with 5 years honorary work	Rs. 375/-	Rs. 469/-
3. Non-Matriculate with 10 years honorary work	Rs. 400/-	Rs. 500/-
4. Matriculates	Rs. 400/-	Rs. 500/-
5. Matriculates with 5 years' honorary work	Rs. 425/-	Rs. 531/-
6. Matriculates with 10 years' honorary work	Rs. 450/-	Rs. 563/-
(B) Helpers	Rs. 200/-	Rs. 260/-

(Source : Dept. of Women and Child Dev., Ministry of HRD, Govt. of India Letter No. 14-32/97-CD-I, Dated 29th May 1997)

Analysis of the table reveals that rates of honorarium have been fixed on the basis of educational qualifications and length of service. Comparison of the salaries of private and public sector pre-school teachers also shows that teachers working in the private schools are getting better salaries than their counterpart in public sector pre-schools.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996, p. 13) states :

"The salary of the teacher should commensurate with the qualifications and hours of work and should be at par with the primary school teacher subject to parity in both i.e. academic qualifications as well as hours of work".

### **Comparison of the Existing Condition with the Desired Standards**

Tables 4.3.3(b), 4.3.3(c) and 4.3.3(d) reveal that the salaries of teachers commensurate with the educational qualifications in the case of private pre-schools, and educational qualification as well as length of service in the case of public pre-schools. The salaries, especially of the anganwadi workers, are quite low and are not at par with that of primary school teachers. This disparity, however, appears to be due to disparity in academic qualifications as well as hours of work. The private and public pre-schools, in this respect, may be considered as in conformity with the desired standard.

**TABLE 4.3.4**  
**Teacher-Child Ratio**

Teacher-Child Ratio	Private Pre-school Nursery/K.G. N = 47*		Public Pre-school. Anganwadi N = 50	
	N	PC	N	PC
(a) Above 1:25	41	87	30	60
(b) 1:25 or below	6	13	20	40
	K.G/ K.G II N=50			
	N	PC		
(a) Above 1:30	32	64	n.a	n.a
(c) 1:30 or below	18	36	n.a	na

\* N for Nursery/K.G I classes is 47 as 3 private pre-schools do not have this class.

### **Existing Condition in Relation to Teacher-Child Ratio.**

It is evident from Table 4.3.4 that majority of the pre-schools (87% of private and 60% of public) have teacher-child ratio of more than 1:25 in nursery or K.G I classes/ anganwadi centres. Moreover, 64 per cent of private pre-schools have a ratio of above 1:30 in K.G/K.G II classes.

### **Desired Standard**

Minimum Specifications for Pre-schools published by NCERT (1996 p 12) suggests the following teacher child ratio for different age groups of children :

<u>Age Group</u>		<u>Adult-Child Ratio</u>
For 3 to 4 years old	-	1:25 with the helper
Pre-schools having multi-age group of 3 to 6 years old	-	1:25 with the helper
For 4 to 6 years old	-	1:30 Two units may share a helper

### **Comparison of the Existing Condition with the Desired Standards**

Entry age into nursery or K.G. I class in general is 3+ to 4+ years, and children of 3 to 6 years are enrolled in anganwadis. While the suggested teacher-child ratio for this age group is 1:25 with the helper, as many as 87 per cent of nursery or K.G I classes in private and 60 per cent of public pre-schools have a ratio of above 1:25. Thus, it may be concluded that these pre-schools are not in conformity with the desired standards.

Children in K.G or K.G II classes are mostly 5 to 6 years old and the desirable teacher-child ratio for this age group is 1:30, Table 4.3.4 indicates that majority, that is, 64 per cent of K.G or K.G II classes in private pre-schools are not in conformity with the desired standards as they exceed the desired teacher-child ratio of 1:30.

#### **4.4.0 ADMISSION**

**TABLE 4.4.1**

#### **Minimum Age for Admission**

Minimum Age for Admission	Private Pre-school. N=50		Public Pre-school. N=50	
	N	P.C	N	P.C
(a) 3+ years of age	8	16	50	100
(b) 3½+ years of age	12	24	0	0
(c) 4+ years of age	30	60	0	0

### **Existing Condition in Relation to Minimum Age for Admission**

An issue which is of immense developmental significance is what should be the minimum age at which a child should enter an organised pre-school programme. The private pre-schools differ in practice although they all have a norm of admitting children at a minimum age of 4+ years. As is shown in Table 4.4.1, majority of the private pre-schools (60%) admit children into nursery or K.G I classes at the age of 4+ years. There are 24 per cent and 16 per cent of private pre-schools which relax the entry age to 3½+ years and 3+ years respectively possibly due to want of children. The same table shows that 100 per cent of public pre-schools enroll children in pre-school classes at a minimum age of 3+ years.

### **Desired Standards**

Regarding age for admission, Minimum Specifications for Pre-schools published by NCERT (1996 p 13) states the following :

A child is ready for an organised pre-school programme when he/she :

- (i) is able to tackle separation anxiety from family.
- (ii) has developed some verbal competence and can communicate basic needs.
- (iii) has become toilet trained.

Generally, a child is ready in these terms by 3½+ years of age. Before this age, the child can go to a day care centre/play centre. The child will be ready to go to primary school by 5½+ years.

A Guide-Book for Anganwadi Workers published by DW&CD, MHRD, Government of India (1986 p 12) states the responsibilities of the anganwadi workers out of which one is stated as under :

"To organize non-formal pre-school education in the Anganwadi for children in the age group 3 to 6 years".

### Comparison of the Existing Condition with the Desired Standards

According to the specification made by NCERT, 3½+ years of age is regarded as the most suitable minimum age for entry into an organized pre-school programme. When judged on the basis of this specification, all the private pre-schools except those of 16 per cent which admit children at the age of 3+ years, are in conformity with the desired standards.

As for public pre-schools, 100 per cent of them which enroll children in the pre-school classes at the age of 3+ years are in conformity with the desired standards as they are expected to organize non-formal pre-school education for children in the age group 3 to 6 years.

**TABLE 4.4.2**  
**Admission Procedure**

Admission Procedure Used	Private Pre-school N=50		Public Pre-school N=50	
	N	P.C	N	P.C
(a) Test or interview	13	26	-	-
(b) First come first serve	36	72	-	-
(c) Comprehensive form system	0	0	-	-
(d) Stratified random selection	0	0	-	-
(e) Draw of lots	0	0	-	-
(f) Parents interview	1	2	-	-

### **Existing Condition in Relation to Admission Procedure**

Majority of the private pre-schools (72%) admit children on the first come first serve basis whereas 26 per cent select children for admission after holding tests or interviews and 2 per cent after interviewing parents. No pre-school employ a comprehensive form system, stratified random selection and draw of lots as the procedure of admission. In the case of public pre-schools, the question of holding tests or interviews for selecting children for admission does not arise as all the children between 3 and 6 years of age in the area covered by the centre are eligible for enrollment in the pre-school classes.

The admission procedure involving test and interview of children is an issue more specific to urban commercialised pre-schools where there is a heavy rush for admission. But this practice lacks scientific validity and creates an enormous amount of anxiety in children and parents and also leads to development of feelings of rejection and failure. To combat these, alternate strategies need to be adopted.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 14) suggests the following as alternative strategies for admission procedure.

#### Essential

- (i) The admission procedure should be such that does not involve any evaluation of children.

#### Desirable

- (i) Draw of lots.
- (ii) Categorization of applicants according to pre-school priorities and category-wise draw of lots.

Similar alternatives have also been suggested in a report of the seminar on The Burdened Pre-schooler : Issues and Alternatives edited by Suman Verma (1993). It thus reads :

ISSUES	A L T E R N A T I V E S
Admission	- Total abolition of admission tests, you could try.
Criteria	<ul style="list-style-type: none"> <li>- Lottery system.</li> <li>- Comprehensive form system.</li> <li>- First come first serve.</li> <li>- Stratified random selection.</li> <li>- Neighbourhood school criteria</li> </ul> <ul style="list-style-type: none"> <li>- School admissions for children below 6 years by tests should be stopped because measures used to assess a child are not valid.</li> <li>- Proper licensing of neighbourhood schools to prevent mushrooming of 'poor quality' preschools.</li> </ul>

Yashpal Committee, (1992-93) appointed by the Ministry of Human Resources Development, Government of India in March, 1992 also states :

"The practice of holding tests and interviews for admission to nursery class be abolished".

### **Comparison of the Existing Condition with the Desired Standards**

While admission procedure involving any evaluation of children has been severely criticised by groups of child psychologists and educationists, as many as 26 per cent of private pre-schools vide Table 4.4.2 employ tests and interviews as the procedure of admission. These pre-schools are, therefore, not in conformity with the desired standards.

The rest of the pre-schools (74% of private and 100% of public), in a way, may be considered as being in conformity with the desired standards

as they do not employ admission procedure involving evaluation of children. But it appears that the reason for their not employing test and interview is absence of heavy rushes for admission and not their awareness of the evils of tests and interviews. These pre-schools, especially the private pre-schools might, when time demands, implement the technique of tests and interviews for screening children for admission.

#### 4.5.0. PROGRAMMES

**TABLE 4.5.1**

**Duration of the Programme and Rest Period**

Duration of the Programme	Private Pre-schools				Public Ps.	
	Nur. or K.G. I N = 47*		K.G. or K.G. II N = 50		N=50	
	N	PC	N	P.C	N	P.C
(a) More than 4 hrs.	13	28	26	52	0	0
(b) 3 to 4 hrs.	26	55	20	40	16	32
(c) Less than 3 hrs.	8	17	4	8	34	68
Rest Period						
(a) Provided	38	81	41	82	25	50
(b) Not provided	9	19	9	18	25	50

\*N for nursery or K.G. I classes = 47 as 3 private pre-schools do not have separate classes for these.

#### **Existing Condition in Relation to Duration of the Programme and Rest Period**

Durations of the pre-school programme in majority of the pre-schools are as follow: 3 to 4 hours for nursery or K.G. I children (in 55% cases);

more than 4 hours for K. G. or K. G. II children (in 52% cases) and less than 3 hours for anganwadi children (in 68% cases).

Rest period is provided by majority of private pre-schools (81% & 82%) for both the nursery and K. G. children and by 50 per cent of public pre-schools.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 15) states the following in this regard :

"The duration of the pre-school programmes should be 3 to 4 hours. The programme should provide for some rest period during the day".

### **Comparison of the Existing Condition with the Desired Standards**

The following conclusions have been made as a result of the comparison of the existing condition with the desired standards :

(i) 55 per cent of private pre-schools for nursery or K.G.I classes, 40 per cent for K. G or K. G II classes and 32 per cent of public pre-schools are in conformity with the desired standard as they provide for pre-school programme of 3 to 4 hours duration.

(ii) The rest of the private pre-schools are not in accordance with the desired standards as the durations of the programmes offered by them are either too short or too long. A sizeable number of public pre-schools (68%) also do not conform to the desired standards because the duration of the programme provided by them is less than 3 hrs.

(iii) Majority of the private pre-schools (81% & 82%) and half of the public pre-schools (50%) are in conformity with the desired standards as they provide for some rest period during the day.

TABLE 4.5.2

## Types of Planning and Principles Followed in Planning Pre-school Programmes

Is Programme Planning Done ?	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
Yes	35	70	3	6
No	15	30	47	94
Type of Planning				
(a) Short term planning *	9	18	3	6
(b) Long term planning **	26	52	0	0
(c) Not applicable	15	30	47	94
Principles Kept in Mind While Planning				
(a) Age and developmental level of the children	0	0	0	0
(b) Balance of activities for all aspects of development to be covered	0	0	0	0
(c) Balance between individual and group activities	0	0	0	0
(d) Balance between indoor and outdoor activities	0	0	0	0
(e) Balance between vigorous and quiet activities	0	0	0	0
(f) Balance between guided and free activities	0	0	0	0
(g) Prescribed course/syllabi	35	70	3	6
(h) Not applicable	15	30	47	94

\* Short term plan means weekly plan with details of activities to be taken up everyday.

\*\* Long term plan means annual plan splitted into term-wise or monthly planning.

## **Existing Condition in Relation to Planning and Principles Followed in Planning**

Table 4.5.2 shows the absence of programme planning in 30 per cent of private and 94 per cent of public pre-schools. The type of planning made by the rest of the pre-schools are either short term or long term planning. Very few pre-schools (18% of private and 6% of public) prepare short term planning while 52 per cent of private pre-schools prepare long-term planning.

It is worth noticing that all the pre-schools which prepare either short term or long term plans do so on the basis of the prescribed course or books by simply splitting it into portions to be covered within a week or a month or a term. It is sadful to note that most of these pre-schools do not prepare detailed programme for daily activities. And do not follow any of the important principles, shown in Table 4.5.2 while planning the programme.

## **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 16) states the following in this regard :

"The daily activities should be planned according to the age and developmental level of the children. There should be a flexible balance of activities for all aspects of development as well as a balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities and guided and free activities".

The National Policy on Education (1992) has also made the same recommendation as mentioned above.

A sample of lesson plan based on the theme 'Transport' as given by Kaul, (1991) is shown in Appendix - C.

### Comparison of the Existing Condition with the Desired Standards

When a comparison is made between the existing condition and the desired standards, it is found that :

(i) majority of the public pre-schools that is, 94 per cent and 30 per cent of private pre-schools are not in conformity with the desired standards due to practical absence of programme planning,

(ii) although the rest of the pre-schools (70% of private and 6% of public) prepare either short term or long term plan, they are not in agreement with the desired standards due to absence of a balance of activities for all aspects of development as well as a balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities and guided and free activities in their programme planning.

**TABLE 4.5.3(a)**

#### Daily Schedule/Routine

Is Daily Schedule/Routine prepared ?	Private Pre-school N=50		Public Pre-school N=50	
	N	P.C	N	P.C
Yes -	Nursery or K.G. I	31*	66	6
	K.G. or K.G. II	38	76	12
No -	Nursery or K.G. I	16*	34	44
	K.G. or K.G. II	12	24	88

\*N for Nur./ K.G I = 47 as <sup>3</sup>private pre-schools out of 50 do not have separate class for nursery and K.G.

### Existing Condition in Relation to Daily Schedule

A cursory glance at Table 4.5.3(a) reveals that 34% and 24% of private pre-schools do not prepare any daily schedule for nursery and K.G. classes respectively. The picture of public pre-schools in this regard, is more disgusting as 88% of these schools do not either prepare or follow any daily schedule. Few samples of the types of time tables followed by majority of private pre-schools have been given in additional tables 4.5.3(b), 4.5.3(c) and 4.5.3(d).

**TABLE 4.5.3(b)**

#### Time Table for Nursery

**Duration : 9:00AM - 3:00PM**

DAYS	I	II	III	IV	V	VI	VII
MON.	ABC Writing	Number Writing	A for Apple Reading	ABC Reading	Singing	Number Reading	Conver- sation
TUE.	ABC Writing	Number Reading	A for Apple Reading	Singing	Drawing	A for Apple Reading	Home- work
WED.	Number Reading	ABC Writing	A for Apple Reading	ABC Reading	Singing	Number Writing	Home- work
THUR.	ABC Writing	Number Reading	Singing	Number Writing	A for Apple Writting	Hand Writing	Home- work
FRI.	ABC Writing	ABC Reading	Number Reading	Home- work			

**TABLE 4.5.3(c)****Time Table for K.G. I****Duration : 9:00AM - 12:00 Noon**

DAYS	I	II	R	III	IV	V
MON.	Bible	Numericals	E	Alphabets	Art Edn.	English I
TUE.	Bible	Alphabets	C	Numericals	Writing	English I
WED.	Bible	Numericals	E	Alphabets	Recitation	English I
THUR.	Bible	Alphabets	S	Numericals	Singing	English II
FRI.	Bible	Numericals	S	Alphabets	Art Edn.	English II

**TABLE 4.5.3(d)****Time Table for K.G. or K.G. II****Duration : 9:00AM - 2:00PM**

DAYS	I	II		III	IV	V
MON.	English I	Maths	B	Napping	Singing	Hand Writing
TUE.	English II	Science	R	Napping	Singing	Conver- sation
WED.	Maths	English I	E	Napping	Singing	Drawing
THUR.	Science	English II	A	Napping	Singing	Reading
FRI.	Word Meaning	Spelling	K	Napping	Singing	-

**Desired Standards**

The NCERT in Minimum Specifications for Pre-schools (1996) is silent about the daily schedule to be followed by the pre-schools. Kaul (1991 p 35), and Murlidharan and Banerji(1969 pp 25&26) in their books have suggested free and structured conversations, cognitive, language and creative

activities, indoor and outdoor play, free play in small groups, story telling, dramatization, rhythmic movements, puppet play, etc. to be included in the daily routine or schedule for pre-school classes. (See Appendices D(i)&(ii))

Similarly, "Guidelines for Anganwadi Centres" a booklet published by the Directorate of Social Welfare, ICDS Branch, Mizoram (1988 p 5) states :

"The Anganwadi workers should follow the time-table prepared by ICDS. If the workers find any difficulty in following the time table, they should inform the CDPO through the Supervisor; the CDPO would modify the time table if found necessary and would inform the workers about the change"

A copy of the prescribed time table for anganwadi workers has been given in Appendix D(iii)

### **Comparison of the Existing Condition with the Desired Standards.**

The following findings have been revealed after comparing the existing condition with the desired standards :

(i) In case of private pre-schools 34 per cent and 24 per cent do not either prepare or follow any time schedule for Nursery and K.G classes respectively. Therefore, these schools are not in conformity with the desired standards.

(ii) Further the time tables followed by the rest of the private pre-schools are more or less the same with the ones shown in Tables 4.5.3(b), 4.5.3(c) and 4.5.3(d). Examination of these time tables reveals that these pre-schools are nothing more than the downward extensions of primary schools, teaching of 3R's being the focus of their activities. Important aspects of a child's

development like the physical, social, emotional, aesthetic, creativity etc. have been largely neglected in their daily routines. Different activities for all aspects of development found in the time schedules given by Kaul(1991) and Murlidharan and Banerji(1969 pp 25&26) are missing in the time tables. It may, therefore, be concluded that these private pre-schools are not in conformity with the desired standards.

(iii) Most of the public pre-schools (88%) are not in accordance with the desired standards as they do not prepare any time table.

(iv) As shown in Table 4.5.3(a) 12 per cent of public pre-schools follow daily time table. On further enquiry, it was found that none of these pre-schools had followed the time-table as prescribed by the ICDS Branch, Directorate of Social Welfare, Mizoram. It may, therefore, be concluded that these public pre-schools are also not in conformity with the desired standards.

**TABLE 4.5.4**

**Textbooks and Carrying Bag of Books**

Textbooks for Children	Private Pre-school N=50		Public Pre school N=50	
	N	PC	N	PC
(a) Compulsory	50	100	0	0
(b) Not compulsory	0	0	50	100
<b>Carrying Bag of Books</b>				
(a) Compulsory	50	100	2	4
(b) Not compulsory	0	0	48	96

### **Existing Condition in Relation to Textbooks and Carrying Bag of Books**

Textbooks and carrying bag of books have been made compulsory by 100 per cent of private pre-schools for both the nursery and K.G children. On the other hand, in 100% of public pre-schools, except 4%, it is not necessary to have textbooks as well as to carry bag of books to the anganwadi centre. It is striking to note here that private pre-school institutions make textbooks compulsory for pre-schoolers which add weight to their school bags. Early morning one can see small children carrying heavy bags behind their backs. This, according to medical experts leads to many types of back problems.

### **Desired Standards**

Mention has to be made here of the recommendation of the Yashpal Committee (1992 -93) in this regard. It states:

"The young children should not be tortured by compelling them to carry heavy bags of books every day to schools. Textbooks should be treated as school property and children need not purchase the books individually and carry them daily to home".

'Pressures on Pre-schoolers', a booklet published by Department of Pre-school and Elementary Education, NCERT, New Delhi (1997) suggests that the policy makers should institute a ban on textbooks at the pre-school stage.

'The Burdened Pre-schooler; Issues and Alternatives' - A seminar report published by Department of Child Development, Government Home Science College, Chandigarh (1993 p 22) suggests that one of the alternatives for the issue of academic stress should be "Ban textbooks; no school bags for pre-school children".

### Comparison of the Existing Condition with the Desired Standards

While textbooks and school bags at the pre-school stage have been discouraged and criticized by eminent scholars and experts in ECE, 100 per cent of the private pre-schools make them compulsory for children. Public pre-schools are better in this regard. But it is worth mentioning that 4 per cent of public pre-schools also insist small children to carry bag of books. The reason for this may be accorded to the fact that the anganwadi workers simply imitate the private pre-schools. It may, therefore, be concluded that 100 per cent of the private and 4 per cent of the public pre-schools are against the recommendation of the Yashpal Committee and other suggestions made by experts in ECE and hence are not in conformity with the desired standards.

**TABLE 4.5.5**

#### Methodology for Pre-school Programmes and Reasons for More Emphasis on Teaching of 3R's

Methodology for Pre-school Programme	Private Ps. N=50		Public Ps. N=50	
	N	PC	N	PC
(a) Formal teaching of the 3R'S	50	100	0	0
(b) Play and activity oriented method.	0	0	0	0
(c) Combination of both	0	0	50	100
Reasons for Emphasis on the 3R's				
(a) Convention practised in other Schools	32	64	0	0
(b) It is determined by the course of study/syllabus	24	48	0	0
(c) To prepare children for class I	10	20	48	96
(d) Parents' expectations	2	4	20	40

### **Existing Condition in Relation to Methodology**

Formal teaching of 3R's is the basic methodology for pre-school programme being followed by 100 per cent of private pre-schools. Majority of them (64%) emphasize this method as it is a convention practised in other schools in the state and they do not dare to differ from them; and 48 per cent as 3R's is determined by the course of study or syllabus. The other reasons given by few pre-schools are preparation of children for class I (20%) and parents' expectation (4%).

All public pre-schools (100 per cent) follow formal teaching of the 3R's with play and activity as the methodology for pre-school programme. Most of them (96%) give emphasis on 3R's to prepare children for class I and 40 per cent to compromise parents' expectation.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT(1996 p 16) states the following in this regard:

"The methodology for pre-school programme should be play and activity oriented and there should be no formal teaching of the 3R's".

The National Policy on Education (1986) has recommended that :

Programmes of ECCE would be child-centred, focussed around play and the individuality of the child. Formal methods and introduction of the 3R's would be discouraged at this stage.

Recommendation of the Yashpal Committee (1992 - 93) in this regard also deserves mention. It states:

"It should be ensured that these (pre-schools) institutions do not perpetrate violence on young children by inflicting a heavy dose of 'over education' in the form of formal teaching of Reading, Writing and Numbers".

'The Burdened pre-schooler: Issues and alternatives' - A seminar report (1993 p 22) suggests - 'No formal education of reading, writing and arithmetic before 6 years of age as child is not developmentally ready for it'- as an alternative for the issue of academic stress.

### Comparison of the Existing Condition with the Desired Standards

When the data vide Table 4.5.5 are compared and judged on the basis of the specification of NCERT, recommendation of the Yashpal Committee and report of the Seminar on the Burdened pre-schooler: Issues and Alternatives, it is found that all the pre-schools under study are not in conformity with the desired standards due to the following reasons:

- (i) All the private pre-schools completely rely on formal teaching of the 3R's.
- (ii) All the public pre-schools also employ formal teaching of the 3R's along with play and activities.
- (iii) No pre-school is found to rely completely on play and activity oriented method.

**TABLE 4.5.6(a)**

#### Activities for Physical Development

Activities Generally Carried Out for Physical Development.	Private Ps. N=50		Public Ps. N=50	
	N	PC	N	PC
(a) Physical exercise	5	10	4	8
(b) Playing with ball	4	8	2	4
(c) Running	2	4	7	14
(d) Skipping	1	2	2	4
(e) Jumping and hopping	1	2	4	8
(f) Tug of war	1	2	1	2
(g) No activity specifically for physical development.	38	76	35	70

### **Existing Condition in Relation to Activities Carried Out for Physical Development**

Table 4.5.6(a) indicates that there are only 24 per cent of private and 30 per cent of public pre-schools which carry out one or more activities for physical development of children. The activities are restricted to physical exercise, playing with balls, running, skipping, jumping and hopping and tug of war. The percentages of pre-schools carrying out these activities are very low that even the highest percentage does not exceed 14. This implies that the importance of physical aspect of development has not been realised by the pre-schools. It was also found through further investigation that most of the activities shown in Table 4.5.6(a) were not carried out as routine activities but as occasional activities for the sake of play probably not specifically meant to bring about physical development in children.

Table 4.5.6(a) also reveals that as many as 76 per cent of private and 70 per cent of public pre-schools never organise any activity specifically for physical development of children.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 16) mentions that -

"The Early Childhood Education programme should be planned in ways that would expose children to a variety of experiences which will promote their large and fine muscle development".

A Guide Book for Anganwadi Workers published by DWCD, MHRD, Government of India (1986 p.150) suggests the following activities for physical development. It thus reads:

- "Activities for physical development of the child should include:
- (a) activities that lead to gross motor development and
  - (b) activities that lead to finer muscle development.

#### Gross Motor Development

Outdoor play activities lead to gross motor development of the child. Some of the typical outdoor activities are:

Walking	Skipping
Running	Climbing
Jumping	Crawling
Hopping	Bending

#### Fine Motor Development

Art and Craft activities lead to fine motor development. Such activities include:

- (i) Drawing and painting with fingers, coal, chalks, etc. This may be done on sand, floors, mud, walls or slates.
- (ii) Stringing of beads or seeds.
- (iii) Tearing leaves, paper, flower petals and pasting.
- (iv) Sorting out beads, buttons, seeds, grains of different kinds, pebbles, shells etc.
- (v) Building with blocks.

Besides these, suggested activities for physical development of children are to be found in several books relating to Early Childhood Education.

### **Comparison of the Existing Condition with the Desired Standards.**

Comparison of the data vide Table 4.5.6(a) with desired standards indicates the following :

(i) 76 per cent of the private and 70 per cent of the public pre-schools are not in conformity with the desired standards as they do not carry out any activity for physical development of children.

(ii) The rest of the pre-schools i.e. 24 per cent of private and 30 per cent of public pre-schools are not in agreement with the desired standards as

the activities carried out by them are inadequate to bring about physical development in children. Moreover, the activities are restricted to the activities for gross motor development and activities related to finer muscle development are missing in these pre-schools.

It may, therefore, be concluded that all the pre-schools under study are not in conformity with the desired standards in respect of activities for physical development of children.

**TABLE 4.5.6(b)**

**Activities Pursued for Language Development**

Activities Pursued for Language Development	Private Pre-school N=50		Public Pre-school N=50	
	N	PC	N	PC
(a) Conversation	40	80	1	2
(b) Singing	3	6	7	14
(c) Recitation	8	16	8	16
(d) Story telling	2	4	5	10
(e) Reading	2	4	0	0
(f) No activity specifically for language development	8	16	40	80

**Existing Condition in Relation to Activities Pursued for Language Development.**

Activities pursued for language development need to be looked into as language learning is very crucial for pre-schoolers and acts as foundation for all later learning. Table 4.5.6(b) projects the inadequacy of the activities undertaken by the pre-schools with regard to language development of children.

Altogether, 84 per cent of private and 20 per cent of public pre-schools pursue one or more activities for language development. Majority of the private pre-schools that is, 80 per cent try to develop language in pre-school children through conversation. Other activities pursued by private pre-schools for fostering language skills are : recitation (pursued by 16%), singing (6%), story telling (4%) and reading (4%). The activities undertaken by public pre-schools for this purpose are : conversation (undertaken by 2%), singing (14%), recitation (16%) and story telling(10%). There are 16 per cent of private and 80 per cent of public pre-schools which do not carry out any activity specifically for language development of children. The reason for this large number of anganwadis not organising any activity for language development may be the mother-tongue which is a medium of instruction in these institutions. Since almost all children in anganwadis can express themselves well in their mother-tongue, these institutions have not felt the need of organisation of activities for language development. In case of the private sector pre-schools, English being the medium of instruction, children can not express themselves in English, therefore, the private sector pre-schools take up this aspect little more seriously

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996

p 16) states in this regard:

"Play activities should be planned in ways that would expose children to a variety of experiences which will..... promote their language skills".

A Guide Book for Anganwadi Workers published by DW&CD., Ministry of HRD, Government of India (1986 pp 151 -152) which is meant to serve as a handy reference book for use by anganwadi workers after training, states the following under activities for language development :

"..... You should teach the child to understand language, speak fluently and express his feelings and ideas.

The child learns language by : (a) listening, (b) repeating what he hears; and (c) practising conversation".

The Guide Book further suggests the following activities for practice in listening and speaking :

- (1) Recognition and description of objects.
- (2) Naming objects.
- (3) Discrimination between various concepts.
- (4) Story telling.
- (5) Dramatization
- (6) Using Masks and Puppets.
- (7) Teaching of songs
- (8) Interpretation of pictures or posters.

### **Comparison of the Existing Condition with the Desired Standards**

Comparison of the data vide Table 4.5.6(b) with desired standards reveals that:

(i) 16 per cent of private and 80 per cent public pre-schools are not in conformity with the specifications of NCERT and the guidelines for anganwadi workers respectively, as they do not carry out any activity for language development of children.

(ii) 84 per cent of private and 20 per cent of public pre-schools which have pursued one or more activities for language development are also not in conformity with the desired standards as their activities are inadequate and insufficient to develop and foster language skills in pre-school children.

**TABLE 4.5.6(c)****Activities Carried out for Socio- Emotional Development**

Activities	Private Pre-school N=50		Public Pre-school N=50	
	N	PC	N	PC
No activity specifically for Socio-emotional development	50	100	50	100

**Existing Condition in Relation to Activities Carried out for Socio-Emotional Development.**

A cursory glance at Table 4.5.6(c) clearly reveals the absence of activities specifically meant for socio-emotional development of children in 100 per cent of private and public pre-schools respectively. It can be assumed that some of the routine activities of these pre-schools may accidentally contribute towards socio-emotional development of children to some extent. But it is sadful to note that organisers, principals and teachers of these pre-schools are completely ignorant about this important aspect of development.

**Desired Standards**

Minimum Specifications for Pre-schools published by NCERT(1996 16) states :

"Play activities should be planned in ways that would expose children to a variety of experiences which will promote their social and emotional development".

A Guide Book for Anganwadi Workers (1986 p 155) states :

".....You (Anganwadi Workers) should introduce group activities and games through which the child learns simple rules like waiting for one's turn, cooperating with other children, acting as the leader as well as following the leader of the group. You should teach children the manner of greeting others, how to greet elders, and simple terms of politeness like 'Please' and 'Thank you'.

Anganwadi Workers should also inculcate good habits of health, hygiene and cleanliness right from the earliest years. The children should take care of the anganwadi property, keep the anganwadi clean; wash their hands before and after taking their supplementary nutrition food; sit and eat their food properly. You should also check their nails, teeth, hair and general cleanliness".

Kaul (1991 p 50) states the following as the role of the teacher for socio-emotional development. It reads thus:

"Do provide opportunities for children to give vent to their emotions through creative drama, role play, music and movement and creative activities".

### **Comparison of the Existing Condition with the Desired Standards**

Since no activity for socio-emotional development is carried out by the pre-schools under study, it is concluded that their position is far from satisfactory and that they are not in conformity with the desired standards. It is sadful to note that a child's socio-emotional development which plays a very vital part in child's overall performance and achievements has not been taken care of due to ignorance on the part of the organisers and teachers about the developmental objectives of pre-school programmes.

**TABLE 4.5.6(d)**  
**Activities Carried Out by Pre-schools to Foster Creativity and Aesthetic Appreciation**

Activities	Private Ps. N = 50		Public Ps. N = 50	
	N	PC	N	PC
(a) Colouring	9	18	0	0
(b) Drawing	4	8	1	2
(c) Hand-writing	2	4	0	0
(d) Painting	1	2	0	0
(e) Pasting	1	2	0	0
(f) Plasticine or clay modelling	1	2	2	4
(g) Building blocks	0	0	1	2
(h) No activity specifically for this.	41	82	47	94

**Existing Condition in Relation to Activities Carried out to Foster Creativity and Aesthetic Appreciation.**

Table 4.5.6(d) indicates that there are only 18 per cent of private and 6 per cent of public pre-schools which carry out activities to foster creativity and aesthetic appreciation in children. The activities undertaken by private pre-schools are : colouring (18%), drawing (8%), handwriting (4%), painting, pasting and plasticine or clay modelling (2%). The public pre-schools carry out activities like drawing (2%), clay modelling (4%) and building blocks (2%). It is worth noticing that as many as 82 per cent of private and 94 per cent of public pre-schools do not carry out any activity specifically to foster creativity and aesthetic appreciation among children.

## **Desired Standards**

✓ Minimum Specifications for Pre-schools published by NCERT(1996 p 16) states :

"Play activities should be planned in ways that would expose children to a variety of experience which will foster creativity in them".

A Guide Book for Anganwadi Workers(1986 p 153) suggests the following activities for development of creativity :

- (i) Art activities-drawing, painting, paper craft, collage (tear and paste), clay modelling etc.
- (ii) Movement activities - dance and drama.
- (iii) Music activities - rhythm and songs.

Workshop organised by NCERT in 1970 (Grewal J.S., pp 283-284) suggested activities like cutting and pasting, paper-folding, toy making out of waste material, clay modelling, drawing and painting, music, dancing, dramatics, puppetry, visits to exhibitions and museums, display of beautiful things in a cover etc. for aesthetic and creativity development among pre-schoolers.

## **Comparison of the Existing Condition with the Desired Standards**

Comparison of the data vide Table 4.5.6(d) with the desired standards reveals the following:

(i) 82 per cent of private and 94 per cent of public pre-schools are not in conformity with the desired standards as they do not carry out any activity specifically for development of creativity and aesthetic appreciation.

(ii) The position of the rest of the pre-schools (18% of private and 6% of public) is also not satisfactory as the activities undertaken by them are too few and inadequate to foster creativity and aesthetic development in children.

**TABLE 4.5.7****Medium of Communication and Home-work**

Medium of Communication	Private Pre-school N=50		Public Pre-school N=50	
	N	PC	N	PC
(a) English	50	100	0	0
(b) Mizo	0	0	50	100
Home - Work				
(a) Regularly given	48	96	4	8
(b) Occasionally given	2	4	11	22
(c) Never given	0	0	35	70

**Existing Condition in Relation to Medium of Communication and Home Work**

Table 4.5.7 shows that 100 per cent of private pre-schools use English whereas 100 per cent of public pre-schools use Mizo, the regional language as well as the mother-tongue of the children as the medium of communication.

**Desired Standards**

NCERT's Minimum Specifications for Pre-schools and NPE (1992) state : "Medium of communication should be the mother-tongue/regional language".

In a Seminar on "The Burdened Pre-schooler: Issues and Alternatives (1993), "Communication in mother-tongue with gradual exposure to the medium of instruction" is suggested.

### **Comparison of the Existing Condition with the Desired Standards**

Comparison of the existing condition with the desired standards reveals the following :

(i) While pre-school education should be transacted in the mother-tongue or regional language, 100 per cent of private pre-schools use English which is an alien language as the medium of communication and instruction. Young children studying in these English medium schools mug up the content without understanding. Any language other than the mother-tongue of the child, if used as medium of instruction, is a big source of academic burden. It may, therefore, be concluded that all these private pre-schools are not in conformity with the desired standards.

(ii) 100 per cent of public pre-schools are in conformity and in agreement with the desired standards as they use Mizo, the regional language as well as the mother-tongue of the children as medium of communication and instruction.

Table 4.5.7 also shows that all the private pre-schools give homework to pre-school children, out of which 96 per cent give regularly and 4 per cent occasionally. As for public pre-schools, 30 per cent give homework out of which 8 per cent give regularly and 22 per cent occasionally. There are 70 per cent of public pre-schools which never give homework to pre-school children.

## **Desired Standards**

A Seminar on "The Burdened Pre-schooler : Issues and Alternatives (1993 p 24) recommends that no homework should be assigned at pre-school level.

The recommendation of the Yashpal Committee (1992-93) states that children should not be given any homework even in primary classes.

## **Comparison of the Existing Condition with the Desired Standards**

The following facts have been revealed when a comparison is made between the existing condition and the desired standards :

(i) While educationists in the country and abroad advocate no homework at pre-school level, 100 per cent of private pre-schools give homework. Further investigation from the interview revealed that homework given by these pre-schools mostly constituted formal writing of alphabets, numbers, number work and sentences. All the private pre-schools under study are, therefore, not in conformity with the desired standards.

(ii) Among the public pre-schools, 30 per cent are not in conformity with the desired standards as they regularly or occasionally give home work to pre-school children. Further investigation revealed that few of these public pre-schools were little better than the private pre-schools due to the nature of homework given, that is, they assigned activities like collecting and preparing clay, and sometimes modelling out of clay as homework.

(iii) 70 per cent of public pre-schools are in conformity with the desired standards as they do not at all give home-work to pre-school children.

**TABLE 4.5.8**  
**Techniques of Evaluation**

Evaluation Techniques	Private Ps. N = 50		Public Ps. N = 50	
	N	PC	N	PC
(a) Formal tests or examination	50	100	21	42
(b) Observation of the child's behaviour and responses during the various play activities	0	0	0	0
(c) Observation of the child's work through work-sheets etc.	0	0	0	0
(d) No evaluation	0	0	29	58

### Existing Condition in Relation to Techniques of Evaluation

According to the survey, as shown in Table 4.5.8, evaluation is done through formal tests and examinations in 100 per cent of private and 42 per cent of public pre-schools. No evaluation is done in 58 per cent of the public pre-schools. No pre-school both in private and public sectors is found to evaluate children through observation of the child's behaviour and responses during the various play activities, and through observation of the child's work through work-sheets etc.

### Desired Standards

Minimum Specifications for Pre-school published by NCERT (1996 p 16) states the following in this regard :

Evaluation of children should be continuous and comprehensive. It should be informal through systematic observation of children's play and other activities such as through work sheets, quiz, games etc. There should be no formal tests and examinations at this stage.

A Seminar Report on "The Burdened Pre-schooler: Issues and Alternatives" edited by Verma (1993) recommends no examinations! No detention! for pre-schoolers. It further states that only objective evaluation should be done to see whether the objective of teaching has been realized.

Kaul (1991 p 41) states the following with regard to evaluation:

"Since Early Childhood Education is in essence 'development oriented' and not 'syllabus oriented' continuous informal evaluation of the child in terms of the developmental objectives is absolutely essential ..... Continuous evaluation should be done mainly through observation of the child's behaviour and responses during the various play activities e.g. through puzzles, structured language and cognitive activities, game etc. For children who are four and a half to six years, work-sheets can also be prepared and given".

### **Comparison of the Existing Condition with the Desired Standards**

When the existing condition is compared with the desired standards, it is found that all the pre-schools under study both in private and public sectors are not in conformity with the desired standards due to the following reasons:

(i) While formal tests and examinations at pre-school stage are discouraged and criticized as shown in the desired standards, 100 per cent of private and 42 per cent of public pre-schools solely depend on them for evaluating children.

(ii) While continuous informal evaluation of the child in terms of the developmental objectives is absolutely essential, 58 per cent of public pre-schools simply do not evaluate children.

(iii) No pre-school, both private and public is found to evaluate children through observation of the child's behaviour and responses during the various play activities and also through observation of the child's work through work-sheets etc.

**TABLE 4.5.9**  
**Progress Report/Record**

Progress Report/Card	Private Ps. N=50		Public Ps. N=50	
	N	PC	N	PC
(a) Prepared	50	100	21	42
(b) Not prepared	0	0	29	58
Particulars Included in the Progress Report Card				
(a) Marks scored in each subject in the examination.	50	100	7	14
(b) Grades.	24	48	0	0
(c) Division	43	86	1	2
(d) Position/rank	44	88	6	12
(e) Teachers' remarks	45	90	0	0
(f) Developmental level of children in different aspects of development such as physical, language, cognitive etc. at given period of time.	0	0	0	0
(g) Others: - Attendance record	3	6	0	0
- Percentage of marks	5	10	0	0
- Only certificate issued.	0	0	7	14

### Existing Condition in Relation to Progress Report/Record

Preparation of progress report is an important work of the teacher that follows evaluation. Table 4.5.9 shows that the progress report card of 100 per cent of private pre-schools mainly consists of marks scored in each

subject in the examination. Other particulars included by private pre-schools are grades (48%), division (86%), position or rank (88%), teacher's remarks (90%), attendance (6%), and percentage of marks (10%). In the case of public pre-schools, the particulars included are: marks (14%), division (2%) and position or rank (12%). In the case of 14 per cent of public pre-schools, progress reports are not prepared but certificates are issued. Further, 58 per cent of public pre-schools do not issue any progress report or they do not do formal evaluation of children.

### **Desired Standards**

The statement regarding progress records as stated by Minimum Specifications for Pre-schools published by NCERT, (1996 p 17) is as follows:

#### Essential:

**Progress Records** : Records of progress of children in the various developmental aspects at given period of time on the basis of :  
(a) children's work, and (b) Teachers Observations.

Kaul (1991 p 41) states that a report of each term's progress should be shared with parents. Each term's evaluation should be based on the objectives and related programme carried out in that term. A copy of the evaluation proforma and report card recommended by her is given as follows :

**REPORT CARD (3 to 4 years)**

Name of the child \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Number of days present \_\_\_\_\_

**PHYSICAL AND MOTOR DEVELOPMENT**

- Large Muscle Coordination                      Good/Average/Poor
- Fine Muscle Coordination                      Good/Average/Poor
- Activity level                                      Very active/Active/Not so active
- Gain in height \_\_\_\_\_
- Gain in weight \_\_\_\_\_
- Personal cleanliness                              Good/Average/Poor

**PERSONALITY TRAITS**

Self-reliant \_\_\_\_\_ Confident \_\_\_\_\_ Friendly and  
 Cooperative \_\_\_\_\_ Aggressive \_\_\_\_\_ Timid \_\_\_\_\_  
 Negative \_\_\_\_\_

**LANGUAGE DEVELOPMENT**

- Speaks clearly                                      - Yes/No
- Speaks correctly                                   - Yes/No
- Speaks fluently                                      - Yes/No
- Mixes language                                      - Yes/No
- Vocabulary     - Good/Average/Poor
- Follows instructions correctly                   - Yes/No

**INTELLECTUAL DEVELOPMENT**

- Pre-number concepts                              - Good/Average/Poor
- Concept of colour                                   - Good/Average/Poor
- Concept of shape                                   - Good/Average/Poor
- Knowledge of environment                       - Good/Average/Poor

**GENERAL REMARKS**

- Child's special abilities                        : \_\_\_\_\_
- Areas that need more attention               : \_\_\_\_\_

Date

Signature of Teacher/ECE worker

**REPORT CARD (4 to 6 years)**

Name of the child \_\_\_\_\_ Sex \_\_\_\_\_

Age \_\_\_\_\_ Number of days present \_\_\_\_\_

**PHYSICAL AND MOTOR DEVELOPMENT**

- Large Muscle Coordination                      Good/Average/Poor
- Fine Muscle Coordination                      Good/Average/Poor
- Activity level                                      Very active/Active/Not so active
- Personal cleanliness                              Good/Average/Poor
- Gain in height \_\_\_\_\_
- Gain in weight \_\_\_\_\_

**PERSONALITY TRAITS**

Self-reliant \_\_\_\_\_ Confident \_\_\_\_\_

Friendly and Cooperative \_\_\_\_\_ Aggressive \_\_\_\_\_

Timid \_\_\_\_\_ Negative \_\_\_\_\_

**LANGUAGE DEVELOPMENT**

- Speaks clearly                                      -      Yes/No
- Speaks correctly                                   -      Yes/No
- Speaks fluently                                    -      Yes/No
- Mixes language                                   -      Yes/No
- Vocabulary                                        -      Good/Average/Poor
- Listening comprehension                      -      Good/Average/Poor
- Reading Readiness                               -      Good/Average/Poor
- Writing Readiness                                -      Good/Average/Poor

**INTELLECTUAL DEVELOPMENT**

- Memory    -      Good/Average/Poor
- Sequential thinking                              -      Good/Average/Poor
- Concept of number                               -      Good/Average/Poor
- Order of numbers                                -      Good/Average/Poor
- Recognition of number symbols               -      Good/Average/Poor
- Concept of colour                                -      Good/Average/Poor
- Concept of shape                                -      Good/Average/Poor
- Concept of space                                 -      Good/Average/Poor
- Knowledge of environment                    -      Good/Average/Poor
- Creativity                                         -      Good/Average/Poor

**GENERAL REMARKS :**                      ( Child's special abilities and Areas that need  
more attention )

Date

Signature of Teacher/ECE worker

### Comparison of the Existing Condition with the Desired Standards

When the existing condition is compared with the desired standards, it is found that all the pre-schools, both private and public, are not in conformity with the desired standards as they do not record progress of children in the various developmental aspects such as physical, language, cognitive, etc. at given period of time.

**TABLE 4.5.10**  
**Provision of Health Care**

Provision of Health Care	Private Ps. N = 50		Public Ps. N = 50	
	N	PC	N	PC
(a) Available	50	100	44	88
(b) Not available	0	0	6	12
Types of Health Services Available				
(a) Organisation of immunization	43	86	8	16
(b) Health check-up	18	36	15	30
(c) Referral services to doctor or PHC	6	12	8	16
(d) Treatment of minor accidents and ailments	37	74	28	56
(e) Growth monitoring through maintenance of				
- Weight record	5	10	40	80
- Height record	1	2	0	0

### **Existing Condition in Relation to Provision of Health Care**

Table 4.5.10 shows the provision of health care available in the pre-schools under study. Organisation of immunization is carried out by 86 per cent of private and 16 per cent of public pre-schools. The reason behind the low percentage of public pre-schools organizing immunization was further investigated and it was found that immunization service was mainly carried out by the staff of Primary Health Centres (PHCs) spread over different parts of the state. These 16 per cent of public pre-schools were actively involved in immunization service by informing parents and also by bringing children where necessary, to the PHC. The rest of the public pre-schools were not actively involved in this work as people in their catchment areas were informed about the immunization through P.A. sets by the village authority or staffs of PHC.

Other provisions of health care available are : health check up (in 36% private and 30% public pre-schools), referral services to doctor or PHC (in 12% private and 16% public), treatment of minor accidents and ailments (in 74% private and 56% public), growth monitoring through maintenance of - weight record (in 10% private and 80% public), and height record (in 2% private). It is surprising to find that 12 per cent of public pre-schools are without any provision of health care.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996. pp 15 & 16) states : The pre-school should provide for :

- regular medical checkup of children and provide follow-up and referral services where necessary.
- Growth monitoring through maintenance of height and weight records through monthly/bi-monthly records.

A Guide-Book for Anganwadi Workers (1986 pp 18, 19) states the following :

Periodic activities in the Anganwadi Area :

- (i) Health Care of Children : Health check up of every child should be done at least once in 3 to 6 months.
- (ii) Immunization
- (iii) Monthly weighing of children and preparing their growth chart.

Treatment of minor ailments and referring serious cases to HWF or PHC is also mentioned under the heading ----- Daily Activities in the Anganwadi Area.

### **Comparison of the Existing Condition with the Desired Standards**

The following findings have been revealed when the existing condition is compared with that of the desired standards :

(i) 12 per cent of public pre-schools are not in conformity with the desired standards as they are without any provision of health care for children.

(ii) The rest of the pre-schools are also not in conformity with the desired standards as they do not provide all the necessary health care services to children as specified by NCERT and Guide Book for Anganwadi Workers.

**TABLE 4.5.11**  
**Supplementary Nutrition**

Daily Provision of Supplementary Nutrition	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Available	7	14	50	100
(b) Not available	43	86	0	0
Items of Food Mostly Provided				
(a) High Protein Biscuits	5	10	50	100
(b) Nestogen (milk powder)	0	0	50	100
(c) Cerelac (cereal)	0	0	34	68
(d) Chana	1	2	39	78
(e) Soya Milk Powder (SMP)	0	0	24	48
(f) Badam	0	0	22	44
(g) Banana	0	0	2	4
(h) Soya Cereal Powder (SCP)	0	0	20	40
(i) Sweet Potato	0	0	1	2
(j) Bread/Loaf	4	8	0	0
(k) Tea/milk/squash	5	10	0	0
(l) Fruits	1	2	0	0
(m) Maize	1	2	0	0

### **Existing Condition in Relation to Supplementary Nutrition**

Analysis of Table 4.5.11 reveals that supplementary nutrition is provided by 14 per cent of private and 100 per cent of public pre-schools. In the case of 86 per cent of private pre-schools, children are required to carry their own tiffins from their respective homes.

The items of food mostly provided by the public pre-schools are : H.P. Biscuits and Nestogen (100%), Cerelac (68%), Chana (78%), Badam (44%), SMP (48%), SCP (40%). One or two items of these foods are supplied to the centre by ICDS at a time. Lapse in between the supply sometimes occur. Locally available food items like banana and sweet potato are provided by only 4 per cent and 2 per cent of public pre-schools respectively on some occasions.

It was further found that among the 14 per cent of private pre-schools which provided for midday meal, 10 per cent of them received H.P. Biscuits from ICDS and that they gave them out to children as an item of midday meal. As the supply was not regular, most of these schools and the rest of 4 per cent of private pre-schools collected fees for tiffin from parents and provided food items like bread/loaf, chana, fruits, maize and tea or milk or squash according to seasons.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p 15) states :

The Pre-school should provide for :

- Snack time
- daily provision of supplementary nutrition in accordance with the nutritional status of children to which the pre-school is catering.

A Guide-Book for Anganwadi Workers (1986 pp 84,85) states the following with regard to selection of food for supplementary nutrition :

The selected foods should include the following :

- (a) Cereals (wheat, rice, maize, jowar, bajra, raji etc.) and pulses (gram, chana, moong, arhar, masoor, etc.), these are the main sources of energy and protein in our diet. Groundnut and soyabean are also rich in protein.
- (b) Oil and oilseeds e.g. groundnut, til, coconut or mustard, these are rich sources of energy and make the food less bulky.
- (c) Sugar or jaggery and condiments; these will improve the taste of the food ...

A locally available dark green leafy vegetables, yellow vegetables and fruits.

### **Comparison of the Existing Condition with the Desired Standards**

The following conclusions have been made after comparing the existing condition with that of desired standards :

(i) 86 per cent of private pre-schools are not in conformity with the desired standards as they do not have daily provision of supplementary nutrition, thereby necessitating children from different home backgrounds to bring their own tiffins to school according to their convenience.

(ii) Supplementary nutrition or midday meal is provided by 14 per cent of private and 100 per cent of public pre-schools and so they are in conformity with the desired standards. At the same time, the amount of food provided by the public pre-schools (anganwadis) to a child was found to be too less and too meagre. This was shocking as anganwadis have been established with a special purpose to provide supplementary nutrition to the children coming from disadvantaged families. The reason for this may be due to malpractices and pilferage on the part of anganwadi workers. It was further

found through interview that many anganwadi workers were also doubtful about the number or amount or weight of the food items supplied to them. Some of them reported to the investigator that certain food items especially chana always fell short of the weight as recorded in the paper. This can give us a conviction that there are malpractices or pilferages on the part of the personnels involved in distribution of these food items to anganwadi centres. The malpractices and pilferages are, therefore, responsible to a large extent for the unsatisfactory position of anganwadis (public pre-schools) with regard to supplementary nutrition.

**TABLE 4.5.12**  
**Parent-Teacher Contact**

Number of Parent-Teacher Meeting Organised in a Year	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Monthly	0	0	0	0
(b) 5 to 6 times	0	0	1	2
(c) 3 to 4 times	5	10	3	6
(d) 1 to 2 times	32	64	9	18
(e) Never	13	26	37	74
<b>Number of Home-Visits Made in a Year</b>				
(a) 9 times or above	3	6	5	10
(b) 3 to 8 visits	5	10	16	32
(c) 1 to 2 visits	10	20	20	40
(d) Never	32	64	9	18

### Existing Condition in Relation to Parent-Teacher Contact

It is found vide Table 4.5.12 that 74 per cent of private and 26 per cent of public sector pre-schools organise 1 to 2 or even more parent teacher meetings within one academic session. A perusal of the same table further reveals that in 64 per cent of the private and 18 per cent of public pre-schools, teachers or anganwadi workers never pay a visit to the homes of the children. In relation to the home-visits, the position of public pre-schools is no doubt better than that of private pre-schools but is not ideal, as home visit in case of anganwadi is regarded as an essential part of the daily activities of anganwadi workers, thereby, necessitating them to visit all the homes every month.

### Desired Standards

✓ Minimum Specifications for Pre-schools published by NCERT, (1996 p. 16) states :

"Frequent parent contact activities for example home visits, meeting, etc. should form a vital part of pre-school programme. These should focus upon eliciting parental involvement in order to develop awareness in them regarding the pre-school programme and facilitate smooth running of it".

Similar recommendations have been made in A Guide Book for Anganwadi Workers (1986 pp 18,19). Few lines from it are quoted below :

#### Daily activities in the Anganwadi Area,

#### VI. Home visits (particularly to families having at risk children and mothers).

.....  
The timing of your home visits should be adjusted, keeping in view the convenience of mothers. Normally, it is done in the afternoon when mothers are comparatively free from their household chores.

Periodic activities in the Anganwadi area .....

(vii) Organizing meeting of mothers or Mahila Mandals for nutrition and health education every week, fortnight or month, depending on the convenience of the mothers and the agricultural cycle. During the sowing and harvesting seasons, when mothers are busy, these meetings may be held every month. In the lean periods, when they are free these meetings may be held every week.

### **Comparison of the Existing Condition with the Desired Standards**

When the existing condition is compared with the desired standards, it is found that :

(i) 26 per cent of private and 74 per cent of public pre-schools are not in conformity with the desired standards as they do not organise parent teacher meetings at all. The position of the rest of the pre-schools is also not satisfactory as they do not organise frequent parent teacher meeting. While anganwadi workers are supposed to organise meetings of mothers every week, fortnight or month, it is surprising to find that only 26 per cent of them organise such meetings, and the maximum number of meetings organised in a year is 5 to 6.

(ii) So far as home-visit is concerned, 64 per cent of private and 18 per cent of public pre-schools are not in conformity with the desired standards as they never visit homes of the children. Among the 36 per cent of private and 82 per cent of public pre-schools which make home visits a vital part of their programme, the position of 6 per cent and 10 per cent of private and public pre-schools respectively can be considered as satisfactory as they make home-visits 9 times or above in a year. While home-visit in case of anganwadi is considered as a part of daily activities thereby necessitating the workers to

visit all the homes in a month, the number of visits made by 30 per cent of private and 72 per cent of public pre-schools is too few and not frequent enough. Therefore, their position is not satisfactory although they make home-visits.

The main purpose of parent teacher meetings and home visits, is to maintain parent teacher contacts and to bring the home and school closer to each other. Unfortunately, the pre-school institutions in Mizoram have not yet realized the importance of these activities.

#### 4.6.0 RECORDS AND REGISTERS

**TABLE 4.6.1**

**Records Maintained by Pre-school Institutions**

Records Maintained	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
Admission Records				
(a) Registration forms	6	12	0	0
(b) Personal data sheet of the child	50	100	50	100
(c) Detailed background information of the child viz.				
(i) home background	50	100	50	100
(ii) developmental history	0	0	0	0
(iii) habits and interest	0	0	0	0
(iv) health record	3	6	4	8
(v) teacher's assesment	0	0	0	0

## **Existing Condition in relation to Record Maintenance**

An analysis of Table 4.6.1 shows the type of data about the child maintained by the pre-school institutions in Mizoram. Registration forms containing few information about the child are maintained by only 12 per cent of private pre-schools. All the pre-schools both from private and public sectors maintain personal data sheet of the child containing the name of the child, sex, date of birth etc., and home background of the child containing information about the parents (their address, age, educational qualification, occupation, income etc.) Health record is kept by 6 per cent of private and 8 per cent of public pre-schools. None of the pre-schools maintain records of developmental history, habits and interest of the child and teachers' assessment.

## **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p. 17) states that the following records are essential for pre-schools :

### Admission Records

- (a) Registration forms
- (b) Personal data sheet of the child
- (c) Detailed background information of the child.

Samples of these record forms as given by Kaul, (1991) are given in Appendices E (i), (ii) & (iii).

Muralidharan and Banerji in their book *A Guide for Nursery School Teachers* published by NCERT (1969 pp 42 & 43) state that the cumulative records for young children should contain the following information :

- (i) Personal information/data sheet
- (ii) Home background
- (iii) Developmental history
- (iv) Habits and interests
- (v) Health record
- (vi) Teachers' assessment.

### **Comparison of the Existing Condition with the Desired Standards**

A comparison of the existing condition with the desired standards reveals that the pre-schools under study are not in conformity with the desired standards as they do not maintain all the necessary records. No doubt 100 per cent of both private and public pre-schools maintain records of personal data sheet and home background of the child, but these records are not enough to work successfully with a child and to stimulate him to achieve growth. Other important records like developmental history, habits and interests, teachers' assessment of the child are completely missing in all the pre-schools. Registration forms and health records are also missing in almost all the pre-schools. It is, therefore, necessary that each pre-school maintains all the records specified in the desired standards. The information in the records help the teacher to perceive the whole child, his day-to-day behaviour then becomes more meaningful to her and she is thus able to estimate whether the child's rate of development is satisfactory or not. On the basis of her assessment, she can plan to provide such experiences as may be necessary for the optimum development of the child. It is unfortunate that the pre-schools in Mizoram have not yet realised the importance of record keeping and its use in providing the right kind of education and care to every child.

TABLE 4.6.2

**Registers Maintained by Pre-school Institutions**

Registers Maintained	Private Ps. N=50		Public Ps. N=50	
	N	P.C	N	P.C
(a) Attendance register for :				
(i) Staff	50	100	n.a	n.a
(ii) Children	50	100	50	100
(b) Accounts register	50	100	n.a	n.a
(c) Staff profile	50	100	n.a	n.a
(d) Stock register	48	96	50	100
(e) Anganwadi survey register	n.a	n.a	50	100
(f) Register of immunization services	0	0	33	66
(g) Register of services for pregnant women and nursing mothers	n.a	n.a	50	100
(h) Register of services for children	n.a	n.a	50	100
(i) Anganwadi food stock register	n.a	n.a	50	100
(j) Diary-cum-visit book	n.a.	n.a	50	100

Note : n.a. = not applicable

**Existing Condition in Relation to Register Maintenance**

Table 4.6.2 refers to the types of registers maintained by both types of pre-schools. A casual look at the table reveals that registers maintained by the private pre-schools are - Attendance registers for staff and children, accounts register, staff profile each maintained by 100 per cent and stock register by 96 per cent. Public pre-schools also maintain registers no. (a) (ii) and (d) to (j),

each maintained by 100 per cent except No. (f), Register of immunization is not maintained by 34 per cent of public pre-schools.

### **Desired Standards**

Minimum Specifications for Pre-schools published by NCERT (1996 p. 17) states that the maintenance of the following registers is essential :

- (i) Attendance Register of
  - (a) Staff
  - (b) Children
- (ii) Accounts Register
- (iii) Stock Register
- (iv) Staff Profile.

A Guide-Book for Anganwadi Workers (1986 p. 196) also prescribes the following register to be maintained by the Anganwadi workers

- (1) Anganwadi Survey Register
- (2) Register of Immunization Services
- (3) Register of Services for Pregnant Women and Nursing Mothers
- (4) Register of Services for Children
- (5) Anganwadi Food Stock Register
- (6) Diary-cum-visit Book
- (7) Stock Register (for items other than food).

### **Comparison of the Existing Condition with the Desired Standards**

When the existing condition of pre-schools in relation to register maintenance is compared with the desired standards, it is found that :

(i) The position of private pre-schools is satisfactory as the registers prescribed by NCERT like attendance registers of staff and children, accounts register and staff profile are maintained by 100 per cent and stock register by 96 per cent.

(ii) The position of public pre-schools (anganwadis) is also quite satisfactory as all the registers (except register of immunization services) prescribed for the anganwadi workers are maintained by 100 per cent of anganwadis. There are 34 per cent of public pre-schools (anganwadis) which do not maintain any record of immunization services for children. The main excuse given by these anganwadi workers is that the record of immunization services is maintained by the staffs of PHC (Primary Health Centre) who undertake the work of immunization. The excuse given by these workers may seem to be reasonable to some extent, but it is desirable that the anganwadi workers maintain their own record of immunization service for children.

## **CHAPTER V**

### **ANALYSIS AND INTERPRETATION OF DATA REGARDING PRE-SCHOOL TEACHER TRAINING PROGRAMMES**

## **CHAPTER - V**

### **ANALYSIS AND INTERPRETATION OF DATA REGARDING PRE-SCHOOL TEACHER TRAINING PROGRAMMES**

Pre-school education is being universally recognised as crucial for the optimal development of the child. To ensure quality education at this level, careful training of pre-school teachers is essential. One of the major lacuna experienced in this context is an acute dearth of research studies in pre-school teacher training programmes. To meet this demand, an attempt has been made in this chapter by the investigator to analyse the pre-school teacher training programmes in Mizoram.

#### **SECTION - I**

##### **5.1.0 Status of Private Pre-school Teacher Training**

The following findings have been revealed after investigating from different sources, whether there is any institution or centre or agency which impart any type of training to private pre-school teachers.

(1) The Ninth Annual Report and Magazine of SCERT Mizoram (1998-99, pp 19-20) states that, apart from many other functions, the SCERT is supposed "to arrange for in-service training of teachers and orientation of education officers dealing with pre-school, elementary, secondary and higher secondary stages of education". On the basis of interviews with SCERT officials and analysis of the various annual reports, it has been found that SCERT, Mizoram, Aizawl has never organised any training or orientation programme for teachers working in private pre-schools. This is possibly due

to the absence of Department of Pre-school and Elementary Education among the wings/cells functioning under SCERT, Mizoram, Aizawl. (See Table 5.1.1.)

**TABLE - 5.1.1.**

**Projects/Wings/Cells Functioning under SCERT, Mizoram**

Sl.No.	Name of Projects/Wings/Cells
1.	Science and Mathematics Education
2.	Vocational Education
3.	Educational Technology
4.	Non-formal Education
5.	Operation Blackboard
6.	Population Education
7.	Environmental Orientation to School Education
8.	Integrated Education of the Disabled Children
9.	Massive Orientation of School Teachers
10.	Area Intensive Education Projects
11.	District Centre for English
12.	Curriculum Development
13.	Guidance and Counselling Service, and
14.	Research and Development Programmes

Source : The Ninth Annual Report and Magazine of SCERT, Mizoram 1998-99

(2) Further, DIETS in Aizawl and Lunglei have also not contributed anything in this direction as they confine their activities and programmes to the training of primary and elementary school teachers.

(3) The private organisation in Mizoram, unlike many other states, have also not come forward to establish any pre-school or nursery teacher training institution.

On the basis of the above findings, it can be concluded that inspite of mushrooming growth of English medium pre-schools in the private sector, not even a single institute or agency or organization, whether government or private, which impart training to private pre-school teachers exists in the state of Mizoram. This finding is supported by Table 4.3.2 of status study ( p 121) which shows that out of 128 teachers from 50 private sector pre-schools surveyed under this study, none of them has received any training in pre-school or Early Childhood Care and Education (ECCE).

Possible reasons for the non-existence of pre-school teacher training institutions may be as follows :

(i) The training of pre-school teachers and other ECCE workers has remained a low priority area in our country as well as in the state of Mizoram.

(ii) As private pre-schools are self-financing institutions, there is no prescribed scale of pay for trained teachers.

(iii) Pre-school teachers have never expressed their need for their training as they are not going to get any financial benefit after training.

(iv) Private sector has also not come forward because the establishment of teacher training institution is not economically viable proposition.

## SECTION - II

### **5.2.0 Status of Training Programmes for Public Pre-school Teachers (Anganwadi Workers)**

The Mizoram state has only one centre for the training of anganwadi workers named as Anganwadi Workers Training Centre (AWTC) located in Aizawl, the capital of the State. The present section, therefore, deals with the analysis of various physical facilities and training programmes offered by this centre :

#### **5.2.1 Establishment and Purpose of AWTC**

The AWTC was established by the state Social Welfare Department in 1982 with a purpose to impart in-service training to the anganwadi workers so that they acquire requisite knowledge and skills to discharge their job responsibilities effectively. Another objective of establishment of AWTC was to organise refresher and orientation courses for anganwadi workers and helpers respectively.

#### **5.2.2 Building**

The AWTC, Aizawl has no permanent accommodation as it has no building of its own. Since its inception, it has been shifted five times to different localities of Aizawl. At present, it is accommodated in a private building adjacent to the main road with heavy traffic. Some of the major problems associated with its building are as follow :

(1) The only classroom available in AWTC is too congested as it is full of chairs, desks and benches. There is no space in the classroom for conducting practical activities such as dramatization, role playing, preparation of teaching aids and play equipment.

(2) Due to the shortage of accommodation in the building, AWTC has no library cum reading room. Consequently, library work, an important component of the training course cannot be successfully carried out.

(3) Absence of outdoor space for conducting outdoor activities.

(4) Hostel accommodation is too inadequate as only two small rooms have been provided for this purpose. Due to the non availability of independent room for kitchen, corridor to the main entrance to the hostel rooms is being utilized by the hostellers for kitchen purpose.

### 5.2.3 Educational Qualifications of Faculty Members and Essential Qualifications for the Posts.

**TABLE - 5.2.1**

#### **Teaching Staff of AWTC, Their Educational Qualifications Along With Essential Qualifications for the Posts.**

Post or Designation	Educational Qualifications	Essential Qualifications for the posts
Principal	M.A.(Edn.) M.S.W	Master Degree in Education
Instructress	B.A. B.Ed	Bachelor Degree in Education or Home Science (with Honours or B.Ed.)
Instructress	B.Sc.Home Sc.(Hons)	

Table 5.2.1 shows that the members of teaching faculty of the AWTC, including the Principal are well qualified as their educational qualifications are at par with the essential qualifications for appointment as faculty members.

Since the number of teaching staff is inadequate to successfully carry out the training programme, four personnel from the 'District ICDS cell' are usually deputed to the training centre to help the instructresses during training session. The personnels usually deputed and their educational qualifications are as follow :

Designation	Educational Qualification
1. Nutritionist	B.Sc.Home Sc.Dip.in Dietetics
2. Pre-school instructress	M.A M.Ed.
3. Social Work Teacher	M.S.W
4. Health Instructress	B.Sc.(Nursing)

#### 5.2.4 Pay Scales of Faculty Members

**TABLE 5.2.2**

#### **Pay Scales of Teaching Faculty Members of AWTC**

Post or Designation	Essential Qualification	Pay Scale
Principal	Master Degree in Education	6500 - 200 - 10500
Instructress	Bachelor Degree in Education or Home Science( with Honours or B.Ed)	5000 - 150 - 8000

Table 5.2.2 shows the pay scale of the principal as well as of instructress of AWTC. Considering the essential educational qualifications for the posts of principal and instructress, the pay scales of both are quite low as compared to the pay scales of other posts with same essential qualifications. In the pre-revised scale, for instance, AWTC instructress was drawing the pay scale at par with trained graduate teacher, who at present is enjoying a higher pay scale (6500-200-10500) than her. This disparity in their pay scales has come only after the latest pay revision.

#### **5.2.5 Number of Seats for Anganwadi Workers Training Course :**

At the time of establishment of AWTC, in 1982, the number of seats for the job-training course for anganwadi workers was 50, which was reduced to 45 in 1996. This number has further been reduced as per the direction of NIPCCD, New Delhi, and at present the number of seats available is 35.

#### **5.2.6 Number of Anganwadi Workers Trained so Far by AWTC :**

The AWTC, Aizawl does not maintain proper record of the number of anganwadi workers trained by it during different years. However, the number has been calculated by the investigator with the help of dealing clerk from bill registers in accordance with the bills drawn for the purpose of training. The number of anganwadi centres and anganwadi workers trained by AWTC till June, 2000 is given in Table 5.2.3.

TABLE - 5.2.3

**Year - Wise Growth of Anganwadi Centres and Anganwadi Workers  
Trained by AWTC in Mizoram**

Year	Number of Anganwadi Centres (AWCs) opened <sup>1</sup>	Cumulative frequency of AWCs opened	Number of Anganwadi workers trained <sup>2</sup>	Cumulative frequency of AWs trained	No. of backlog of untrained AWs or surplus of trained workers
1979	79	79	42	42	-32
1980	0	79	29	71	-08
1981	77	156	0	71	-85
1982	95	251	0	71	-180
1983	379	360	200	271	-359
1984	0	630	150	421	-209
1985	268	898	60	481	-417
1986	143	1041	166	647	-394
1987	51	1092	151	798	-294
1988	0	1092	159	957	-135
1989	139	1231	70	1027	-204
1990	0	1231	100	1127	-104
1991	0	1231	105	1232	+01
1992	0	1231	78	1310	+79
1993	110	1341	100	1410	+69
1994	0	1341	100	1510	+169
1995	0	1341	135	1645	+304
1996	0	1341	225	1870	+529
1997	0	1341	90	1960	+619
1998	0	1341	135	2095	+754
1999	0	1341	105	2200	+859
2000 (June)	0	1341	0	2200	+859

Sources : <sup>1</sup> Gov't. of Mizoram, Directorate of Social Welfare, *Position of ICDS Functionaries*, Aizawl.

<sup>2</sup> Bill Registers maintained by AWTC, Mizoram, Aizawl.

Note : - sign indicates backlog of untrained workers  
+ sign indicates surplus of trained workers.

Consequent upon the introduction of ICDS scheme in 1975 by the Govt. of India, the Social Welfare Department of Mizoram started the first ICDS project in one Community Development Block in the year 1979. It imparted job training to the anganwadi workers till the establishment of AWTC in 1982 by engaging few instructresses on temporary basis. By the end of the year 1982 when the AWTC was established, there were 251 anganwadi centres with one worker in each centre. Out of these 251 workers, only 71 i.e., 28.29% were with proper training. The Table 5.2.3 reveals that there was a backlog of untrained workers till 1990. From the year 1993 when the last ICDS project namely, Aizawl urban project, was started the number of anganwadi centres has been remaining constant but the number of anganwadi workers trained by AWTC has been increasing. By the middle of the year 2000, the number of trained workers came up to 2200, which exceeds the number of anganwadi centres by 859. While this is so, there are still 28% anganwadi centres without trained workers (See table 4.3.2 p 121). There may be two main reasons for this mismatch. Firstly, every now and then, new untrained workers have to be recruited in different anganwadis as the trained workers quit their jobs possibly due to low honorarium. Secondly, since the number of anganwadi workers trained by AWTC during different years has been calculated from the bills drawn by AWTC for the purpose of imparting training, there is a possibility that bills had been drawn according to the number of seats available, not on the basis of actual number of anganwadi workers trained in different batches.

The exact number of anganwadi workers and helpers trained by AWTC through refresher and orientation course respectively cannot be shown as AWTC does not maintain any record for many consecutive years.

### **5.2.7 Admission Eligibility Criteria**

All the Anganwadi workers, soon after appointment, are supposed to undergo a three-month job training course in the AWTC, therefore, any untrained Anganwadi worker is eligible for admission. But due to few number of training courses being conducted by AWTC in a year and limited number of seats available, all the newly recruited workers cannot undergo training at one time. Hence, the CDPOs are informed by the AWTC to send a fixed number of Anganwadi workers from their respective project for every training course.

### **5.2.8 Nature of Courses and Their Duration :**

The main training course conducted by the AWTC is an in-service job training for the newly recruited Anganwadi workers. Duration of this course is 3 months, consisting of 72 working days. The first 52 working days are utilised for classroom instruction, field work which includes classroom practical and observational visits, and, library and audio visual activities. And the next 14 working days are spent on Block Field Placement in the Anganwadi centres. The trainees are placed in different Anganwadi centres in the near-by ICDS projects. During this period, instructresses visit these centres and supervise the trainees. At the end of Block Field Placement, the trainees come back to the training centre and utilize the rest of 6 working days for feedback and evaluation.

Mention has to be made here that the three-month job training course, offered by AWTC from the date of its establishment, was replaced by Sandwich Course during the period from 1995 to 1998 as per the direction of NIPCCD,

New Delhi. The Sandwich Course consisted of three phases : Phase I - Institutional Training for 36 days; Phase II - Practical in the Anganwadi Centre for 4 months; and Phase III - Institutional Training for Feedback for 20 days. The main problem faced by the AWTC in this course was that many trainees, after they had been sent to their respective Anganwadi centres to do practical for 4 months, had difficulty in coming back to the institution for the third phase. In view of this problem, the NIPCCD has given freedom to the AWTC to opt for either Sandwich or Three-month Job Training Course. Consequently, the AWTC has been following the old Three-month Job Training Course since 1999.

In addition to this, the AWTC conducts refresher course for trained Anganwadi workers usually for a duration of 14 days and Orientation Course for helpers usually for 10 days. Occasionally, mobile refresher courses are also conducted to give Refresher Course to trained Anganwadi workers working in interior areas.

### **5.2.9 Number of Training Courses Conducted in a Year**

The number of training course conducted by AWTC in a year mainly depends upon the availability of funds. Usually Three-month Job Training Course is conducted twice or thrice in a year; and Refresher Course for trained Anganwadi workers and Orientation Course for helpers once or twice a year.

### **5.2.10 Course Components of Three-month Job Training Course**

The various components of three month job training course are as follow :

(1) General Orientation : The main objective of the general orientation is to familiarise the Anganwadi worker with the existing status of women and children in the country/region and the need for organising programmes, particularly the ICDS, for their development. It also introduces the workers to the objectives, services, scope, beneficiaries, staffing pattern of the ICDS programme and their own roles and responsibilities vis-a-vis that of the Supervisor/Circle Officer, CDPO, MO, LHV and the ANM.

(2) Pre-school Education : One of the services of ICDS is to cater to the developmental needs of children between three and six years of age and to prepare them for formal schooling. The Anganwadi worker is expected to promote the all-round development of children (physical, social, emotional and cognitive) through non-formal education and play activities. She must organise a variety of activities and utilise the natural resources in her environment to structure learning at the Anganwadi.

(3) Nutrition and Health : The nutrition and health components of the ICDS scheme aim at reduction in mortality, morbidity and malnutrition among children and to bring about an improvement in the health and nutritional status of mothers and children.

(4) Community Participation and Community Education : The ICDS scheme has been conceived as a people's programme. The Anganwadi worker therefore, needs to develop skills in contacting the community, mobilising community participation, and educating the community about the needs of children, objectives and services of the ICDS programme, proper child care practices etc.

(5) Management : As a part of her job responsibilities, the Anganwadi worker has to maintain records, fill progress reports, plan the Anganwadi programme and maintain linkages with other functionaries, It is, therefore, necessary to develop her skills in this area.

(6) Wrap up : At the end of the three month training, the Anganwadi worker will spend two days in viewing the child in a holistic manner, recalling all that has been done during the training and her roles and responsibilities in this regard.

### 5.2.11 Method of Imparting Training

The above mentioned subjects are taught through the following methods :

- (1) Classroom instruction
- (2) Field work which includes - (a) Classroom practicals  
(b) Observational visits and (c) Field work placement in ICDS project.
- (3) Library and audio-visual session

A brief description of the activities undertaken under each instructional method is given as follow :

(1) Classroom instructions : Theoretical aspects of various components of the training course are taken care of through lectures by the permanent and deputed faculty of the AWTC.

(2) Activities undertaken in field work :

(a) Classroom practicals : The following activities are usually carried out in classroom practicals :

(i) Preparation of aids and play materials for physical, language, cognitive, personal, social and emotional developments. For this, low cost, no cost, waste and natural materials are utilised. Pieces of cloth, cotton-wool, empty match-boxes, empty cigarette boxes, empty cartons are mainly used for making balls, dolls, baskets, puzzles, flash cards, charts and other teaching aids.

(ii) Preparation of an Oral Rehydration Salt (ORS) and also simple recipes for supplementary nutrition.

(iii) Role play on different topics and themes.

(iv) Exercises in maintaining correspondence and filling up register and records.

(b) Observational visits : Activities undertaken in observational visits include visits to important places in the city mostly Vanapa Hall, Theological College, Synod Hospital, Durtlang, Motherless Babies' Home etc. and visits to nearby ICDS Projects such as Aizawl Urban Project and Tlangnuam Project offices, Anganwadi centres in these projects, and also to nearby Primary Health Centres (PHC) or Sub-centres. Nature walk is also carried out mainly at the Zoo and Aizawl Theological College Campus.

(c) Field work placement in ICDS project : After 52 working days spent in the training centre, the trainees are sent out to different Anganwadi centres mainly in Tlangnuam and Aizawl urban ICDS projects for 14 working days. Usually 2 trainees are placed in one Anganwadi centre to do the practical and they are visited and supervised by the instructresses.

(3) Activities undertaken under library work and audio visual sessions :

As per the syllabus prescribed by NIPCCD, New Delhi, library work and audio-visual sessions are important components of anganwadi workers training programme. But, due to non existence of library-cum-reading room and limited access to the available books, library work is not carried out as prescribed in the course.

The status of audio-visual sessions, another important component of the training course, is in no way different from the status of library work. Instructresses of the AWTC, while replying to the interview schedule, reported that whatever equipment and aids were provided to the AWTC for this purpose have either become dysfunctional or simply disappeared from the centre. In the absence of these equipment, audio-visual sessions are rarely conducted.

### **5.2.12 Evaluation**

The various components of the course are taught one after another, not all components at one time, and after completing a particular component, a written examination on the theory of that component is conducted. Hence, in place of one time evaluation at the end of the course, AWTC follows a system of continuous evaluation. As almost all major components of the course are comprised of theory and practical, evaluation of trainees is done on the basis of their performance in both written and practical examinations. At the end of the course, marks of trainees on various theory and practical examinations are commuted to prepare the final result. Trainees are not

declared as pass or fail and no marksheet is given out to them. On the closing day, final result of the training is announced and rewards are given to few trainees on the basis of their overall good performance and attendance.

Mention has to be made here that although there is no directive to the AWTC from the concerned authorities to conduct formal examinations, to judge the performance of trainees and to make them serious during their training, the instructresses conduct these tests at their own.

**CHAPTER VI**

**ANALYSIS AND INTERPRETATION OF DATA REGARDING  
PARENTS' REACTIONS TO AND EXPECTATIONS  
FROM PRE-SCHOOLS**

## **CHAPTER VI**

### **ANALYSIS AND INTERPRETATION OF DATA REGARDING PARENTS' REACTIONS TO AND EXPECTATIONS FROM PRE-SCHOOLS**

This chapter is an attempt to analyse the parents' reactions to and expectations from private and public pre-schools attended by their children. Understanding of parents' reactions and expectations in this regard will be helpful for pre-school managements, educational planners and policy makers in their attempt to improve the system of pre-school education, provided parents' reactions and expectations are in agreement with the desired standards. Moreover, this understanding is also necessary to objectively study the existing condition of pre-school education as well as to explore the areas where there is a need to organise programmes for parent education. An attempt has, therefore, been made in this chapter to find out how parents react and what do they expect from these pre-school institutions. For the systematic presentation, the analysis has been presented under the following headings :

- (1) Building
- (2) Equipment and Materials
- (3) Financial Involvement
- (4) Teachers
- (5) Admission Procedure and
- (6) Programmes.

### 6.1.0 Building

**TABLE 6.1.1**

**Reaction and Expectation of Parents in Respect of Pre-school Buildings**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	90	(60)	81	(54)
(b) Unsatisfactory	60	(40)	69	(46)
(ii) Reasons for Saying Unsatisfactory				
(a) Not well planned and inconvenient	37	(62)	28	(41)
(b) Too small	41	(68)	48	(70)
(c) Unpleasing and unattractive	29	(48)	33	(48)
(iii) Expectation				
(a) Big and spacious	99	(66)	93	(62)
(b) Specially planned	93	(62)	67	(45)
(c) Painted and attractive	34	(23)	39	(26)
(d) No specific expectation	3	(2)	18	(12)

### Reaction

A perusal of Table 6.1.1 reveals that 60 per cent and 54 per cent of parents from private and public sector pre-schools respectively consider the buildings in which these pre-schools are being conducted satisfactory; and the rest of the parents are dissatisfied with the buildings.

The most frequently projected reason for dissatisfaction of parents is small size of the buildings followed by lack of planning in the case of parents of private pre-schoolers and unattractiveness of the building in the case of parents of public pre-schoolers.

### **Expectations**

Analysis of parents' expectations vide Table 6.1.1 indicates that parents give first priority to size of the building as can be concluded from the percentages of parents (66% & 62% from private and public pre-schools respectively) expecting the pre-school buildings to be big enough and spacious. Parents especially of private pre-schools (62%) also have high expectation in relation to proper planning and convenience of the building. The least priority is given to attractiveness of the buildings.

It is gratifying to note that majority of parents are aware of the need of size, space, proper planning and convenience in respect of pre-school building. The need of more involvement of finance may be the reason why many parents do not give priority to attractiveness of the building.

## 6.2.0 Equipment and Materials

TABLE 6.2.1

## Reaction and Expectation of Parents Regarding Outdoor Play Equipment and Materials (OPEMs)

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	61	(41)	42	(28)
(b) Unsatisfactory	89	(59)	108	(72)
(ii) Reasons for Saying Satisfactory				
(a) Very few OPEMs are provided but these are enough	31	(51)	24	(57)
(b) Satisfied although OPEMs are not provided	30	(49)	18	(43)
(iii) Reasons for Saying Unsatisfactory				
(a) OPEMs are not provided at all	69	(78)	66	(61)
(b) Very few OPEMs are provided but not enough	20	(22)	37	(34)
(c) Whatever OPEMs are available are not properly utilised	5	(6)	5	(5)
(iv) Expectation				
(a) Swing	95	(63)	73	(49)
(b) Slide	63	(42)	54	(36)
(c) See-saw	96	(64)	90	(60)
(d) Merry go round	36	(24)	33	(22)
(e) Skipping rope	78	(52)	88	(59)
(f) Ball	66	(44)	80	(53)
(g) No expectation	24	(16)	25	(17)

## **Reaction**

Table 6.2.1 implies that parents have positive attitude and reaction to pre-schools inspite of the poor condition of both the private and public pre-schools in relation to provision of outdoor play equipment and materials. Reasons for satisfaction and dissatisfaction indicate either complete absence or availability of only very few OPEMs in the pre-schools. Even then, many parents (41% and 28% of parents from private and public pre-schools respectively) are satisfied with this condition. Further, among the dissatisfied parents, only few of them mentioned the availability of very few OPEMs, and majority of them mentioned complete absence of the provision as the reasons for their dissatisfaction.

## **Expectation**

The two most frequently expected outdoor equipment are see saw (64%) and swing (63%) in the case of private pre-schools and see-saw (60%) and skipping rope (59%) in the case of public pre-schools. Other expected outdoor equipment and materials in order of their priority are: balls, slides and merry go rounds. There are some parents (16% & 17%) who do not expect outdoor equipment and materials as they think them unnecessary for children.

Parents' expectation does not correspond well to their reaction in that, while parents can be satisfied with the availability of only very few OPEMs, or even in the complete absence of the provision, majority of them mentioned five items of OPEMs expected by them. However, it may be assumed and

concluded that majority of parents have positive reaction to pre-schools inspite of their poor condition in respect of the provision of OPEMs and that their expectation in this regard is also not high. The reason for this positive reaction and low expectation may be accorded to the fact that parents are ignorant about the role played by OPEMs in achieving the developmental objectives of the pre-schools.

**TABLE 6.2.2**

**Reaction and Expectation of Parents Regarding Indoor Play Equipment and Materials (IPEMs)**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	55	(37)	61	(41)
(b) Unsatisfactory	76	(51)	85	(57)
(c) No Idea	19	(12)	4	(2)
<b>(ii) Reasons for Saying Satisfactory</b>				
(a) Very few IPEMs are provided but these are enough	5	(9)	61	(100)
(b) Satisfied although IPEMs are not provided	50	(91)	0	(0)
<b>(iii) Reasons for Saying Unsatisfactory</b>				
(a) IPEMs are not provided at all	67	(88)	48	(56)
(b) Very few IPEMs are provided but not enough	9	(12)	37	(44)
(c) Whatever IPEMs are available are not properly utilised	9	(12)	4	(5)
<b>(iv) Expectation</b>				
(a) Building blocks	80	(53)	134	(89)
(b) Alphabet blocks	91	(61)	105	(70)
(c) Number blocks	100	(67)	100	(67)
(d) Counting beads	50	(33)	90	(60)
(e) Construction toys	50	(33)	33	(22)
(f) Threading boards	38	(25)	18	(12)
(g) Dolls	38	(25)	23	(15)
(h) Kitchen sets	17	(11)	20	(13)

## **Reaction**

A cursory glance at Table 6.2.2. reveals that 51 per cent and 57 per cent of parents from private and public pre-schools respectively are dissatisfied with the pre-schools in relation to the provision of indoor play equipment and materials. The table further shows that almost all the satisfied parents from private pre-schools, are satisfied even in the complete absence of indoor equipment and materials; and all the satisfied parents from public pre-schools find the very few materials provided, enough and satisfactory. On the other hand, majority of the dissatisfied parents mentioned either the absence of the provision, or availability of only very few materials as reason for their dissatisfaction. Besides, few parents pointed out the unutilisation of the few available materials as the reason for their dissatisfaction.

## **Expectation**

The most frequently referred expectation of parents, in order of their priority are : number blocks, alphabet blocks and building blocks in the case of private pre-schools; and building blocks, alphabet blocks, number blocks and counting beads in the case of public pre-schools. Analysis of parents' expectations reveals that both group of parents want that pre-schools should provide such IPEMs which can be of help to children in learning the concept of number and alphabets.

## 6.3.0. Financial Involvement.

TABLE 6.3.1

**Reaction and Expectation of Parents of Private Pre-school Children  
Regarding Financial Involvement of Pre-school Education in Relation  
to Their Family Income**

FAMILY INCOME	REACTION								EXPECTATION (in return of the money spent by them)					
	Very ex- pensive		Not ex- pensive		Worth		Not worth		English language		3 R's		Manners & Etiquette	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
H.I.G.	9	(35)	17	(65)	19	(73)	7	(27)	19	(73)	16	(62)	23	(88)
M.I.G.	46	(52)	43	(48)	75	(84)	15	(16)	72	(81)	64	(72)	56	(63)
L.I.G.	20	(57)	15	(43)	28	(80)	6	(20)	29	(83)	30	(86)	20	(57)
TOTAL	75	(50)	75	(50)	122	(81)	28	(19)	120	(80)	110	(73)	99	(66)

NOTE : H.I.G. = High Income Group (family having monthly income of above Rs. 12,000/-)

M.I.G. = Middle Income Group (family having monthly income between Rs. 6,000/- to Rs.12,000/-)

L.I.G. = Low Income Group (family having monthly income of below Rs. 6,000/-)

### Reaction

A casual look at Table 6.3.1 reveals that 50 per cent of parents of private pre-schoolers feel that sending a child to private pre-school is quite expensive whereas, rest of the 50 per cent parents do not feel so. Moreover, majority of parents (81%) consider that the education and care provided to

their children by the pre-schools is worth the money spent by them whereas, few parents (19%) do not consider so.

When parents' reactions are analysed in relation to their financial status, it has been found that 35 per cent of parents from H.I.G., 52 per cent from M.I.G. and 57 per cent from L.I.G. feel that educating a child in private English medium pre-school is quite expensive. Further 73 per cent of the parents from H.I.G., 84 per cent from M.I.G. and 80 per cent from L.I.G. expressed that the quality of education provided by private English medium schools is worth the money spent by them on the education of their children.

### **Expectation**

Although educating a child in a private pre-school is considered expensive, parents are ready to bear these expenses, if the school in turn satisfies their expectations. A critical analysis of parents' expectations, vide table 6.3.1 reveals that 80 per cent of parents expect the school to impart knowledge of English, 73 per cent to give emphasis on the teaching of 3R's, and 66 per cent to teach manners and etiquettes to pre-schoolers. Parents' expectation of these, especially of the English language and 3R's may be responsible for the existence of feeling among the parents that the quality of education provided by private pre-schools is worth the money spent by them on the education of their children.

When parents' expectations are analysed in relation to their income, it is found that as the level of parents' income increases, their expectations about teaching of English language and 3R's decrease, but manners and etiquette increase.

## 6.4.0 Teachers

TABLE 6.4.1

## Reaction and Expectation of Parents in Respect of Pre-school Teachers

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	105	(70)	64	(43)
(b) Unsatisfactory	43	(29)	81	(54)
(c) No Idea	2	(1)	5	(3)
<b>(ii) Reasons for Saying Satisfactory</b>				
(a) They are well qualified	28	(27)	14	(22)
(b) They love and are interested in children	36	(34)	22	(34)
(c) They know how to deal with small children	68	(65)	31	(48)
(d) They have knowledge of child psychology and development	24	(23)	24	(38)
<b>(iii) Reasons for Saying Unsatisfactory</b>				
(a) They are not well qualified	12	(28)	22	(27)
(b) They are irregular	15	(35)	18	(22)
(c) They are not punctual	4	(9)	27	(33)
(d) They are without a knowledge of child psychology and development	12	(28)	14	(17)
(e) They punish small children	7	(16)	7	(9)
(f) They teach very little	9	(21)	52	(64)
(g) They are partial	2	(5)	0	(0)
<b>(iv) Expectation</b>				
(a) Educational qualification of				
(i) Class VIII	2	(1.3)	5	(3)
(ii) HSLC	42	(28)	55	(37)
(iii) PU or equivalent	70	(47)	88	(59)
(iv) BA or equivalent	36	(24)	2	(1.3)
(b) Training in ECCE	46	(31)	74	(49)
(c) Love, patience & gentleness for children	74	(49)	100	(67)
(d) Interest in child care and education	72	(48)	65	(43)
(e) Knowledge of child psychology and development	67	(45)	45	(30)

## **Reaction**

A perusal of Table 6.4.1 reveals that most parents from private pre-schools (70%) are satisfied with the teachers of their pre-school children and the main reason for their satisfaction is that they feel teachers know how to deal with small children. But, most parents from public pre-schools (54%) are dissatisfied with the teachers as they feel the teachers teach too little. This may imply that these parents expect the anganwadi workers to give more time to the teaching of 3 R's.

## **Expectations**

Most parents from both private and public pre-schools (47% and 59% respectively) want that pre-schools should appoint only those as teachers who have at least P.U. or equivalent qualification. Analysis of the same table further reveals that second largest percentage of parents i.e. 37 per cent from public pre-schools and 28 per cent from private pre-schools expect the pre-school teachers to be at least 10th class pass. Further, 24 per cent of the parents from private pre-schools want the pre-school teachers to be graduates, whereas the percentage of their counterparts from public pre-schools expecting the pre-school teachers to be graduates, is only 1.3.

With regard to other personal qualities and professional qualifications expected from pre-school teachers, parents from both private and public pre-schools give first priority to - love, patience and gentleness. The least priority is assigned to training in ECCE in the case of parents from private pre-schools, and knowledge of child psychology and development in the case of parents

from public pre-schools. The assignment of least priority to training in ECCE and knowledge of child psychology and development is a clear indication of ignorance of parents about the right qualities to be expected from pre-school teachers.

**TABLE 6.4.2**

**Reaction and Expectation of Parents Regarding Teacher-Child Ratio in Pre-schools**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Too high	46	(31)	22	(15)
(b) Moderate	95	(63)	110	(73)
(c) Low	3	(2)	6	(4)
(d) No idea	6	(4)	12	(8)
(ii) Expectation				
(a) 1: below 30	106	(71)	115	(77)
(b) 1: 30 to 39	31	(21)	33	(22)
(c) 1: 40 to 49	9	(6)	1	(0.6)
(d) 1: 50 or above	4	(2)	1	(0.6)

**Reaction**

Majority of the parents from private (63%) and public (73%) pre-schools consider the teacher-child ratio in the pre-schools attended by their children moderate and satisfactory, whereas few parents (31% and 15%) find them too high. There are very few parents (2% and 4%) who consider the ratios low and few others (4% and 8%) who have no idea about them.

## Expectation

The largest percentages of parents from both the private and public pre-schools (71% and 77% respectively) want the teacher-child ratio to be 1:below 30. The rest of parents from both types of pre-schools expect the teacher-child ratio to be 1: more than 30 which is a clear indication of parents' ignorance about the ideal teacher-child ratio required in pre-school classes. Another reason for this higher teacher-child ratio expected by parents, may be that the pre-schools attended by their children have more teacher-child ratio than what they have reported in their expectations.

It is gratifying to note that most parents expect the teacher-child ratio to be 1:below 30, which is in conformity with the suggestion made by experts in the field of ECCE. At the same time, it is sadful to note that although the teacher-child ratio in 87 per cent of Nursery/K.G classes and 60 per cent of public pre-school classes is above 1: 25, and the ratio in 64 per cent of K.G./ K.G.II classes is above 1: 30 (status study Table 4.3.4 p 128) majority of the parents still reacted positively to pre-schools by saying that the ratio is moderate.

## 6.5.0 Admission Procedure

TABLE 6.5.1

**Reaction and Expectation of Parents With Regard to Holding Tests and Interviews for Admission to Pre-schools**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) It is good	49	(33)	24	(16)
(b) It is bad	101	(67)	83	(55)
(c) No idea	0	(0)	43	(29)
(ii) Expectation				
(a) Test and interview	49	(33)	24	(16)
(b) First come first serve	82	(55)	60	(40)
(c) Comprehensive proforma	19	(12)	23	(15)
(d) No idea	-	-	43	(29)

**Reaction**

Table 6.5.1 shows that majority of parents from private and public pre-schools (67% and 55% respectively) are against holding tests and interviews for admission to pre-school classes. There are 33 per cent of parents from private and 16 per cent from public pre-schools who are in favour of it.

## Expectation

When it comes to expectation in respect of admission procedures, parents give the first priority to first come first serve procedure and second to test and interview. There are very few parents who want the pre-school institutions to employ comprehensive proforma based selection for admission.

It is delightful to note that high percentages of parents (67% and 55%) know that holding tests and interviews for admission to pre-school is bad and that it cannot serve as a valid measure to test children's merit at this young age. It may be because of this that they expect and prefer first come first serve and comprehensive proforma based selection, both of which do not involve any evaluation of small children.

### 6.6.0 Programmes

**TABLE 6.6.1**  
**Reaction and Expectation of Parents Regarding Textbooks for Pre-schoolers**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Necessary	142	(95)	38	(25)
(b) Unnecessary	8	(5)	112	(75)
(ii) Do you expect the pre-school to ban the use of textbooks for pre-school children ?				
(a) Yes	8	(5)	0	(0)
(b) No	142	(95)	150	(100)

## **Reaction**

An overwhelming majority of parents from private pre-schools (95%) consider textbooks necessary for pre-school children whereas majority of parents from public pre-schools (75%) do not consider so. Table 4.5.4 of status study (p 142) has shown that 100 per cent of private pre-schools make text books compulsory for pre-schoolers while 100 per cent of public pre-schools do not make so. This indicates that only 5 per cent of parents from private and 25 per cent of parents from public pre-schools are critical to and dissatisfied with the practices of pre-schools attended by their children.

## **Expectation**

Only 5 per cent of parents of private pre-schoolers expect the pre-schools to ban the use of text books for pre-school children, whereas no parents from public pre-schools expect the pre-schools to do so possibly as their children are not required to have any textbook.

These findings indicate that there is a great deal of ignorance among the parents about the methodology for pre-school programmes. As a result, parents still expect the pre-schools to use textbooks while experts in the field of ECCE suggest to put a ban on textbooks at the pre-school stage.

**TABLE 6.6.2**  
**Reaction and Expectation of Parents with Regard to Carrying Bag**  
**of Books to Pre-school**

(i) Reaction to the Weight of School Bag	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Heavy for a child	33	(22)	0	(0)
(b) Light for a child	117	(78)	6	(4)
(c) Not applicable	0	(0)	144	(96)
(ii) Reaction to Practice of Carrying Bag of Books				
(a) It is good	136	(91)	40	(27)
(b) It is bad	14	(9)	110	(73)
(iii) Expectation to Relieve Pre-school Children from Carrying Heavy School Bag				
(a) To keep the books in the school	117	(78)	0	(0)
(b) To make time table	7	(5)	0	(0)
(c) To ban the use of text-books	5	(3)	0	(0)
(d) No expectation	21	(14)	150	(100)

### Reaction

Majority of parents of private pre-school children (78%) find the school bag which their child carries to and from pre-school light, whereas 22 per cent of parents find it heavy for a pre-school child. All the parents except 9 per cent, are in favour of the practice of carrying bag of books to school by pre-schoolers.

In the case of all public pre-schools, except two (Table 4.5.4 of status study p 142) children are not required to carry bag of books to the pre-school. The parents from these two public pre-schools reported that the bag which the child carried to and from the pre-school was quite light in weight. Majority of the parents (73%) are against the idea of a child carrying bag to and from pre-school.

### Expectation

Most parents from private pre-schools (78%) expect the teachers to keep children's books in school and to give out only the ones needed for home-work. They think that this arrangement would lighten the weight of school bag which a child has to carry to and from school. In case of public pre-schools, 100 per cent of parents have no expectation from pre-schools in this regard possibly as this problem is not applicable to their children.

**TABLE 6.6.3**

### Reaction and Expectation of Parents Regarding the Teaching Methodology

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	97	(65)	87	(58)
(b) Unsatisfactory	53	(35)	63	(42)
(ii) Expectation				
(a) Formal classroom teaching method	97	(65)	68	(45)
(b) Play and activity oriented method	3	(2)	14	(9)
(c) Combination of both	50	(33)	68	(45)

## Reaction

Majority of parents from both the private and public pre-schools (65% & 58%) find the teaching methodology employed by the pre-schools attended by their children, satisfactory. In relation to this, Table 4.5.5 of status study (p 144) has revealed that private pre-schools solely employ formal classroom teaching method whereas public pre-schools employ formal classroom teaching method with little of play-way method. Table 6.6.3 shows that most parents are happy with formal classroom teaching method employed by the pre-school institutions.

## Expectation

The fact that the most frequently reported expectation is formal classroom teaching method (65% and 45%) followed by a combination of formal classroom teaching and play way methods (33% & 45%) clarifies that most parents put undue emphasis on formal classroom teaching. Parents who expect play and activity oriented method of teaching are very few (2% & 9%) which indicates that most parents have not yet realized the evils of formal classroom teaching method and the importance of play and activity-oriented method at this stage.

**TABLE 6.6.4**

### Reaction and Expectation of Parents in Respect of Teaching the 3 R's

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) It is good	146	(97)	142	(95)
(b) It is bad	4	(3)	8	(5)
(ii) Expectation				
(a) Expect 3 R's	146	(97)	142	(95)
(b) Do not expect 3 R's	4	(3)	8	(5)

## Reaction

A critical analysis of Table 6.6.4 shows that majority of parents (97% & 95%) have positive attitudes towards teaching of 3 R's and that they expect the pre-schools to teach these skills to pre-schoolers. Parents' positive attitude and expectations seem to be among the reasons why all the private and public pre-schools teach 3 R's in one way or another. This view is supported by Table 4.5.5 of status study (p 144) which shows that some pre-schools put emphasis on 3 R's due to parents' expectations. It is sadful to note that the parents as well as the organisers of pre-schools have not realized the evils of formal teaching of 3 R's at the pre-school stage.

**TABLE 6.6.5**  
**Reaction and Expectation of Parents Regarding the Medium of Communication**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfied	144	(76)	122	(81)
(b) Dissatisfied	36	(24)	28	(19)
(ii) Expectation				
(a) Mizo	0	(0)	122	(81)
(b) English	114	(76)	0	(0)
(c) Both	36	(24)	28	(19)

## Reaction

Most parents (76% & 81%) reacted positively to the media of communication or instruction being used by the pre-schools attended by their children. Further,

most parents from private pre-schools (76%) are satisfied with English being the medium of communication and instruction and that they expect the pre-schools to use English, whereas most parents from public pre-schools (81%) are satisfied with Mizo and also expect the same which is the regional language, to be the medium of communication and instruction. The few parents who are not satisfied with English (24%) and with Mizo (19%) expect that pre-schools should use a mixture of both English and Mizo while communicating with children.

It appears from the table that most parents have admiration and cravings for English, which is an alien language. While educationists clearly advocate that early childhood education should be transacted in the regional language, most parents specially from private pre-schools focus more and expect more of English rather than of Mizo, which is the regional language as well as the mother-tongue of children.

**TABLE 6.6.6**

**Reaction and Expectation of Parents Regarding Home-work**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Too much	22	(15)	0	(0)
(b) Just enough	110	(73)	35	(23)
(c) Too less	18	(12)	10	(7)
(d) No homework	0	(0)	105	(70)
(ii) Do you expect the pre-school to give home-work ?				
(a) Yes	147	(98)	106	(71)
(b) No	3	(2)	44	(29)

## Reaction

Positive reactions to and high expectations of homework among the parents are indicated by Table 6.6.6. All the parents whose children are given home-work, except 15 per cent from private pre-schools, are happy with the home-work and majority of them feel that the homework given is just enough and few others feel that it is too less, which implies that they want more of it.

## Expectation

Large number of parents from both the private and public pre-schools (98% & 71%) expect the pre-schools to give home work to their pre-school children. It is worth noticing that although 70 per cent of public pre-schools do not give home work (Table 4.5.7 of status study p(56) majority of parents from public pre-schools expect home work from these pre-schools. The above finding clarifies the fact that most parents are so ignorant about the evils of home work for pre-schoolers.

**TABLE 6.6.7**

**Reaction and Expectation of Parents with Regard to Holding of Tests and Examinations to Evaluate Pre-school Children**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) I'm in favour of it	148	(99)	128	(85)
(b) I'm against it	2	(1)	22	(15)
(ii) Expectation				
(a) Formal test and examination	148	(99)	128	(85)
(b) Observation of the child's behaviour and responses during the various play activities	2	(1)	22	(15)
(c) Observation of the child's work through work-sheets etc.	1	(0.7)	4	(3)

## Reaction

An overwhelming majority of parents from both the private and public pre-schools (99% & 85%) are in favour of holding test and examination to evaluate pre-school children.

## Expectation

Very few parents from both types of pre-schools expect observation of the child's behaviour and responses during the various play activities, and observation of the child's work through worksheet etc. to be used as tools for evaluating pre-school children. However the expectation of most parents in this regard is formal test and examination which is being employed by all the private pre-schools and 42 per cent of public pre-schools (Table 4.5.8 of status study p 159). This finding may imply that most parents in both types of pre-schools are ignorant about the evaluation procedure to be used in pre-schools and the ill-effects of formal examination for pre-schoolers.

**TABLE 6.6.8**

**Reaction and Expectation of Parents Regarding the Provision of Health Care**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	70	(47)	78	(52)
(b) Unsatisfactory	80	(53)	72	(48)
(ii) Expectation				
(a) Health check-up	114	(76)	118	(79)
(b) Referral service to doctor or PHC	42	(28)	64	(43)
(c) Treatment of minor accident and ailment	105	(70)	100	(67)
(d) Growth monitoring through maintenance of height and weight records	55	(37)	98	(65)

## **Reaction**

In spite of the unsatisfactory position of all the pre-schools under study with regard to the provision of health care (Table 4.5.10 of status study p 165), the percentages of parents in both the cases who find this provision satisfactory (47% & 52%) are moderately high.

## **Expectation**

The most frequently expected health service is health check up (76% & 79%) followed by treatment of minor accidents and ailment with first aid (70% & 67%) in both the cases. Large number of parents from public pre-schools (65%) also expect growth monitoring through maintenance of height and weight records.

There seems to be discrepancy between parents' reactions and expectations regarding the provision of health care. Whereas parents' reactions imply low expectation, majority of parents mentioned health check up and treatment of minor accident and ailments when asked to express their expectation. It may be assumed that parents expressed their wish, not their real expectation from pre-schools and that, in reality their expectation is low presumably due to their ignorance about the duties of pre-schools in relation to health care services.

TABLE 6.6.9

**Reaction and Expectation of Parents Regarding the Provision of Midday Meal or Supplementary Nutrition**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	94	(63)	85	(57)
(b) Unsatisfactory	56	(37)	65	(43)
(ii) Do you think the food items provided to Anganwadi in the name of children are being mismanaged by the Anganwadi workers ?				
(a) Yes	47	(31)	100	(67)
(b) No	24	(16)	50	(33)
(c) No idea	79	(53)	0	(0)
(iii) Do you expect the provision of midday meal or supplementary nutrition from the pre-school ?				
(a) Yes	63	(42)	150	(100)
(b) No	87	(58)	0	(0)

### Reaction

Moderately high percentages of parents from both the private and public pre-schools (63% & 57% respectively) find the practice of the pre-schools with regard to mid-day meal satisfactory. Table 4.5.11 of status study (p 168) has revealed that 86 per cent of private pre-schools do not provide mid-day meal and that children are required to carry their own tiffins to school everyday, while the rest of the private and 100 per cent of public pre-schools provide for mid-day meal or supplementary nutrition.

Majority of parents from public pre-schools (67%) think that the food items provided to Anganwadis in the name of children are being mismanaged by the Anganwadi workers.

### **Expectation**

While all the parents (100%) from public pre-schools expect the provision of nutrition or mid-day meal, majority of parents from private pre-schools (58%) do not expect it probably as they are satisfied with the practice of letting children carry their own tiffins to pre-schools.

The fact that all the parents from public pre-schools expect the provision of supplementary nutrition clarifies that those 43 per cent of parents who are dissatisfied with the practice of providing nutrition, are dissatisfied not with the provision itself, but with the quantity of items provided. It may be assumed that these parents do not simply expect more, but they expect more as they believe that there are malpractices and pilferages on the part of the Anganwadi workers (believed by 67%). It was observed during interviews that some parents, although suspicious, hesitated to express their opinion regarding existence of malpractices and pilferages on the part of the Anganwadi workers.

TABLE 6.6.10

**Reaction and Expectation of Parents Regarding Parent-Teacher (PT)  
Contact**

(i) Reaction	Parents from Private Ps. N = 150		Parents from Public Ps. N = 150	
	N	(%)	N	(%)
(a) Satisfactory	56	(37)	55	(37)
(b) Unsatisfactory	94	(63)	95	(63)
(ii) Expectation				
(a) Parent-teacher (PT) meeting	120	(80)	118	(79)
(b) P.T. Association	20	(13)	14	(9)
(c) Parents' Day Celebration	87	(58)	16	(11)
(d) Home visits	56	(37)	91	(61)
(iii) Number of P.T. Meeting Expected to be Held in a Year				
(a) 4 or more meetings	3	(3)	23	(19)
(b) 3 meetings	34	(28)	33	(28)
(c) 2 meetings	48	(40)	49	(42)
(d) 1 meeting	35	(29)	13	(11)

### Reaction

Although the pre-schools, in relation to organisation of parent-teacher (P.T) contact, are not in conformity with the desired standards (Table 4.5.12 of status study p 171) 37 per cent of parents vide Table 6.6.10, from both the private and public pre-schools respectively feel that the position of pre-schools in this regard is satisfactory. Ignorance and low expectation may be the reason

why these parents have positive reaction to the pre-schools inspite of their unsatisfactory position. However, majority of the parents (63% from both the sectors) feel that the pre-schools are not doing well in respect of organization of P.T contact.

### **Expectation**

Parent-teacher meeting is the most frequently expected form of P.T contact in both the cases (80%& 79%), followed by parents' day celebration in the case of private pre-schools (58%) and home-visits in the case of public pre-schools (61%). P.T Association is the least expected form of P.T contact in both the cases.

Since parent-teacher meeting is the most expected means through which successful P.T contact can be made, it is worth knowing the number of P.T meetings expected by the parents in a year. In this regard Table 6.6.10 reveals that 71 per cent of the parents from private and 89 per cent of parents from public pre-schools want a minimum of two or more P.T meetings in a year.

## **CHAPTER VII**

### **MAJOR FINDINGS AND CONCLUSIONS, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS**

## CHAPTER - VII

### MAJOR FINDINGS AND CONCLUSIONS, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS

#### 7.1.0 Major Findings and Conclusions in Relation to the Status of Pre-school Education in Mizoram.

Major findings and conclusions in relation to the status of pre-school education in Mizoram have been presented under the following three areas of pre-school education :

1. Existing conditions of pre-schools
2. Pre-school teacher training programmes
3. Parents' reactions to and expectations from pre-schools.

#### 7.1.1 Major Findings and Conclusions in Relation to Existing Conditions of Pre-schools

##### I. Physical Structure and Facilities

1. Majority of the pre-schools (60% of private and 58% of public) are not in accordance with the desired standards as they are located either just adjacent to the main road which is not safe from traffic or in the foothill down the main road or on top of the hill, not safe and not easily accessible to the children. At the same time, all the pre-schools except 34 per cent of private pre-schools, are within 1 Km. radius of the locality to which they are serving as specified by NCERT (1996).

2. Majority of the pre-school surroundings are safe from hazards like noisy and heavy traffic, open ditches, wells, ponds, open drains and heaps of garbage. So, they can be considered to be in conformity with the desired standards. But, majority of pre-school surroundings are not safe for small children due to steep stairs or steps leading to the pre-schools.

3. Majority of the pre-schools (84% in the private and 96% in the public sectors) are not in conformity with the desired standards as either they do not have outdoor play space or the available outdoor play space is less than what has been specified by NCERT, that is, a minimum of 15 x 20 sq.mts. for a group of 30 children.

4. Among the pre-schools which have outdoor play space, majority of them (90% of private and 64% of public) are in conformity with the essential specification prescribed by NCERT (1996) as their outdoor play space is safe for children due to either fencing around it or its natural settings. But in relation to nature of the ground surface and other provisions, the pre-schools are not in conformity with the desired standards as none of them has play area which includes both cemented as well as grass covered ground surface, and storage space for keeping play equipment. Further, majority of them do not have shaded and sunny area, and flowers and shrubs along the boundaries to make the place look colourful and attractive.

5. a) Majority of the pre-schools (74% of private and 64% of public) do not fulfill even the minimum requirement of a child-indoor space ratio of 1:1.17 sq.mts.

b) Few pre-school classes (14.9% of nurseries, 20% of K.Gs. and

20% of anganwadis) fulfill the minimum requirement of a child-indoor space ratio of 1:1.17 sq.mts. but do not fulfill the desirable ratio of 1:1.50 sq.mts.

c) Only very few pre-school classes (10.6% of nurseries, 6% of K.Gs. and 16% of anganwadis) have a desirable child-indoor space ratio of 1:1.5 sq.mts. or above.

6. a) Almost all the pre-schools do not fulfill even the essential requirement of having a storage space, a toilet, a verandah and cooking facility separately in addition to classrooms.

b) All the pre-schools are not in conformity with the desired standards as science corner, dolls corner, books corner and a corner or window sill for plants are completely missing in all of them.

c) Majority of the pre-schools (52% of private and 90% of public) have well ventilated rooms with adequate light.

7. a) Majority of the pre-schools (76% of private and 72% of public) are not in conformity with the desired standards as they do not have clean classroom walls.

b) No pre-school is in conformity with the desired standards for not displaying any children's work.

c) Among the few pre-schools displaying ready-made pictures on the walls, all the private pre-schools and majority of the public pre-schools (87%)

are not in conformity with the desired standards as they do not display pictures at children's eye level which is approximately 3 to 4 ft. above the ground.

8. In respect of furniture for children, all the private and public sector pre-schools are not in conformity with the desired standards due to the following reasons :

a) A durry/mat, a set of low and light tables for a group of 6-8 children for art work, paper work etc. and blackboards at low level for scribbling and free drawing by children which are considered essential in the specifications are completely absent.

b) Although the furniture provided by 8 per cent of private pre-schools is painted in bright and attractive colours, the types of furniture provided are not in accordance with the specification.

9. Majority of the pre-schools (80% of private and 52% of public) are not in conformity with the desired standards as they either do not have any provision of drinking water or water provided is not safe for drinking. Again, majority of the private (86%) and few public pre-schools (22%) are not in conformity with the specification made by NCERT (1996) as they do not have the provision of water for washing glasses, tumblers etc. after use.

10. Most of the pre-schools are not in conformity with the desired standards due to:

a) absence of clean Indian type toilets with water facilities, and

b) absence of other sanitary facilities such as soap and towel clean cloth, bathroom fixtures and sinks at low level, exhaust fan in the bathroom window and sinks at low level in the classroom.

## **II. Equipment and Materials**

11. Majority of the pre-schools (66% of private and 56% of public) are without any outdoor play equipment and materials. The outdoor play equipment and materials available in the rest of the pre-schools lack in variety and are very few in number. Moreover, materials for sand play and water play are completely absent in all the pre-schools. All the pre-schools are, therefore, not in agreement with the essential specifications made by NCERT and others.

12. In respect of indoor play equipment and materials, no pre-school is found to be in conformity with the desired standards due to the following reasons :

a) 78 per cent of private and 32 per cent of public pre-schools do not provide any equipment and material for indoor play.

b) The indoor play equipment and materials provided by the rest of the pre-schools lack in variety and are too few in number. It was further found that many of these pre-schools did not utilise their equipment and materials for conducting pre-school programmes.

c) Most of the equipment and materials suggested by NCERT and others are completely absent in these pre-schools.

13. Majority of the pre-schools do not have any audio-visual equipment except blackboard. It was further found that the few pre-schools having the audio-visual equipment simply possessed it as a school property, but rarely utilised it for conducting pre-school programme. No school is, therefore, in accordance with the desired standards.

14. The pre-schools, in relation to the provision of first aid materials, are not in conformity with the desired standards as they do not provide for all the first aid materials considered to be essential for every pre-school by NCERT's specification viz. - sterilized surgical cotton wool, antiseptic ointment, bandages, scissors, sticking plaster, potassium permanganate, gentian violet, gauze, thermometer, pincers and mercurio crome.

### **III. Teaching Staff**

15. The percentage of male principals or heads in private pre-schools is significantly higher than female heads. Majority of the heads (70%) are in the age group of 31 to 50 years. So far teachers are concerned, the pre-schools are in agreement with the desired standards as almost all the teachers are females, and are 21 years of age or above.

16. All the private pre-schools are not in conformity with the desired standards as their heads and teachers are untrained in ECE inspite of their fulfillment of either essential or desirable educational qualifications of Class X or XII and a graduate or post-graduate respectively. The position of public pre-schools is also not satisfactory as 28 per cent of the anganwadi workers are under class VIII and 28 per cent are untrained.

17. Range of salaries of private pre-school teachers is from Rs. 1,000/- to Rs. 4,999/-, whereas it is from Rs. 438/- to Rs. 563/- in the case of anganwadi workers. There is a significant positive correlation between educational qualifications of private pre-school teachers and their salaries. Rates of honorarium for anganwadi workers have also been fixed on the basis of educational qualifications and length of service. The pre-schools, in this regard, are therefore, in conformity with the specification of NCERT. However, the honorarium of anganwadi workers are low and are not at par with the primary school teachers as specified by NCERT, possibly due to disparity in both academic qualifications and hours of work.

18. Majority of the private and public pre-schools are not in conformity with the desired standards as they exceed the desired teacher-child ratio of 1:25 in nursery and anganwadi classes and 1:30 in K.G. classes.

#### **IV. Admission**

19. All the private and public pre-schools, except 16 per cent of private pre-schools are in conformity with the desired standards in respect of minimum age for admission as they admit/enroll children at the age of  $3\frac{1}{2}$  + and 3+ years respectively.

20. Majority of the private pre-schools (74%) are in conformity with the desired standards as they employ admission procedure which does not involve any evaluation of children. But 26 per cent of the private pre-schools are against the desired specification as they employ tests and interviews of the children as procedure of admission to nursery class.

## V. Programmes

21. Majority of the private pre-schools (52%) provide for a programme of more than 4 hours duration to K.G. classes and majority of the public pre-schools (68%) provide a programme of less than 3 hours duration to anganwadi children, whereas the desirable duration is 3 - 4 hours. At the same time, majority of the private pre-schools (55%) are in conformity with the desired standards as they provide for a programme of 3 to 4 hours duration to nursery classes.

22. All the private and public pre-schools are not in conformity with the desired standards in relation to planning of the programme due to the following reasons :

i) 30 per cent of private and 94 per cent of public pre-schools do not make any planning of the programme.

ii) The rest of the pre-schools, no doubt make either short term or long term planning, but their plans do not include a balance of activities for all aspects of development as well as a balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities and guided and free activities as specified by experts in the field of ECE.

23. All the private and public pre-schools are not in conformity with the desired standards in respect of time schedule as either they do not follow any time-schedule or their time-table mainly focusses on teaching of the 3R's and neglects activities for different aspects of development for pre-school children.

24. All the private pre-schools (100%) are against the desired standards as they make textbooks and carrying bag of books to school compulsory for children whereas most of the public pre-schools (96%) are in conformity with the desired standards as they do not make these compulsory for children.

25. In respect of methodology for pre-school programme, all the pre-schools are not in conformity with the desired standards due to the following reasons :

i) All the private pre-schools completely rely on formal teaching of the 3R's .

ii) All the public pre-schools also employ formal teaching of the 3R's along with play activities.

iii) No pre-school is found to rely completely on play and activity oriented method.

26. All the private and public pre-schools are not in conformity with the desired standards due to either absence of or inadequate activities carried out for physical, language, socio-emotional, creativity and aesthetic development of children.

27. All the private pre-schools use English which is an alien language, as the medium of communication and instruction and so are not in conformity with the desired standards, whereas all the public pre-schools use Mizo, the

regional language as well as the mother- tongue of the children, as medium of communication and instruction as desired by experts in the field of ECE.

28. All the private pre-schools and 30 per cent of public pre-schools are not in conformity with the desired standards as they give homework to pre-school children, whereas 70 per cent of public pre-schools do not give homework at all to pre-school children as desired by experts in the field of ECE.

29. All the pre-schools are against the desired standards as 100 per cent of the private and 42 per cent of public pre-schools solely use formal test and examination to evaluate children; and the rest of the public pre-schools do not do any evaluation of children.

30. All the pre-schools, both private and public, are not in conformity with the desired standards as they do not record progress of children in the various developmental aspects such as physical, language, cognitive, etc.

31. All the pre-schools are not in conformity with the desired standards due to either inadequate provision of health care services or complete absence of the provision.

32. Majority of the private and public pre-schools do not make adequate provisions for parent contacts such as home visits, meetings etc, and so are not in accordance with the desired standards.

## **VI. Records and Registers**

33. All the pre-schools are not in conformity with the desired standards as they do not maintain any record of developmental history, habits and interests, teachers' assessment and health of children.

34. The position of all the private and public pre-schools in respect of register maintenance is quite satisfactory. The registers prescribed by NCERT like attendance registers of staff and children, accounts register and staff profile are maintained by 100 per cent and stock register by 96 per cent of private pre-schools. Registers prescribed for the anganwadi workers (except register of immunization services) are maintained by 100 per cent of anganwadi centres.

### **7.1.2 Major Findings and Conclusions in Relation to Pre-school Teacher Training Programmes**

1. In spite of mushrooming growth of English medium pre-schools in the private sector, not even a single institute or organization, whether government or private, which impart training to private pre-school teachers exists in the state of Mizoram.

2. The Mizoram state has only one Anganwadi Workers Training Centre (AWTC) which was established by the State Social Welfare Department in 1982.

3. The AWTC has no building of its own. At present, it is accommodated in a private building adjacent to the main road with heavy traffic. Some of the

major problems associated with its building are as follows :

- i) Absence of outdoor space for conducting outdoor activities.
- ii) Absence of library cum reading room.
- iii) The only classroom available is too congested and does not have enough space for conducting classroom activities.
- iv) Hostel accomodation is too inadequate as only too small rooms in the same building have been provided for this purpose.

4. All the three members of teaching faculty of the AWTC, including the pricipal are well qualified as their educational qualifications are at par with the essential qualifications for appointment as faculty members. Since the number of teaching staff is inadequate, four personnel from Aizawl District ICDS Cell are usually deputed to the training centre during training session.

5. The pay scales of the Principal, Rs. 6500 - 200 - 10500 and of the instructress, Rs. 5000 - 150 - 8000 are quite low considering the essential educational qualifications for the posts and also as compared to the pay scales of other posts with same essential qualifications.

6. At present, the number of seats available for job training in AWTC is 35.

7. The number of anganwadi workers trained so far by AWTC till June, 2000 was 2200 which exceeded the required number of workers for all the anganwadi centres by 859.

8. The main training course conducted by AWTC is an in-service training for the newly recruited anganwadi workers for a duration of 3 months. Besides, the AWTC also conducts Refresher Course for trained anganwadi workers usually for a duration of 14 days, and Orientation Course for helpers usually for 10 days.

9. The various components of 3 month job training course are :

- a) General orientation
- b) Pre-school education
- c) Nutrition and health
- d) Community participation and community education
- e) Management
- f) Wrap up.

10. Training is imparted through the following methods :

- a) Classroom instruction
- b) Field work which includes (i) classroom practicals (ii) observational visits and (iii) field work placement in ICDS project.
- c) Library and audio-visual.

11. In classroom practicals, the following activities are usually carried out :

- a) Preparation of aids and play materials. For this, low cost, no cost, waste and natural materials are mainly utilized.
- b) Preparation of an Oral Rehydration Salt (ORS) and simple recipes for supplementary nutrition.
- c) Role play on different topics and themes

d) Exercises in maintaining correspondence and filling up registers and records.

12. Activities undertaken in observational visits include visits to various important places in Aizawl city, nearby ICDS projects, Primary Health Centre (PHC) or sub-centres and nature walk.

13. Under field work placement in ICDS projects, the trainees are sent out to different anganwadi centres in Tlangnuam and Aizawl urban ICDS projects for 14 working days. Usually 2 trainees are placed in one centre and are visited and supervised by the instructresses.

14. Library work is not carried out as prescribed in the course due to non-existence of library cum reading room and limited access to the available books.

15. Due to absence of equipment, audio-visual sessions are rarely conducted.

16. Evaluation of trainees is done on the basis of their performance in both practical and written examinations.

### **7.1.3 Major Findings and Conclusions in Relation to Parents' Reactions to and Expectations from Pre-schools**

#### **1. Building :**

a) Majority of the parents from private and public pre-schools (60% and 54% respectively) consider the buildings of these pre-schools satisfactory. The rest of the parents are dissatisfied with the buildings mainly due to their small size, lack of planning and unattractiveness.

b) Expectations of parents with regard to pre-school buildings in order of priority are-big, specially planned and attractive buildings.

## 2. **Outdoor Play Equipment and Materials (OPEM) :**

a) Majority of the parents (59% of parents of private and 72% of parents of public pre-schoolers) are dissatisfied with the pre-schools mainly due to complete absence of OPEM. Out of the satisfied group of parents, more than half of them are satisfied with the very few OPEM available in pre-schools, and the rest of the parents are satisfied even in the complete absence of the OPEM.

b) The two most frequently expected outdoor equipment are see-saw (64%) and swing (63%) in the case of parents from private pre-schools and see-saw (60%) and skipping rope (59%) in the case of parents from public pre-schools. Other expected OPEM in order of their priority are - balls, slides and merry-go-rounds. There are some parents (16% and 17%) who do not expect OPEM as they think them unnecessary for children.

## 3. **Indoor Play Equipment and Materials (IPEM) :**

a) Larger proportion of parents (51% and 57%) find the position of the pre-schools attended by their children, unsatisfactory mainly due to absence of IPEM. Few of them are dissatisfied as the IPEM provided are very few and inadequate. On the other hand, almost all the satisfied parents from private pre-schools are satisfied although IPEM are not provided whereas all the satisfied parents from public pre-schools find the very few materials provided enough and satisfactory.

b) The most frequently referred expectation of parents in order of their priority are - number blocks, alphabet blocks and building blocks in the case of private pre-schools, and building blocks, alphabet blocks, number blocks and counting beads in the case of public pre-schools. Analysis of parents' expectations reveals that both group of parents want that pre-schools should provide such IPEM which can be of help to children in learning the concepts of number and alphabets.

#### **4. Financial Involvement**

a) 50 per cent of parents of private preschoolers feel that sending a child to private pre-school is quite expensive whereas the rest of the 50 per cent of parents do not feel so. Majority of parents (81%) feel that the education and care provided to their children by the private pre-schools, is worth the money spent by them.

When parents' reactions are analysed in relation to their financial status, it is found that 35 per cent of parents from high income group , 52 per cent from middle income group and 57 per cent from low income group feel that educating a child in private english medium pre-school is quite expensive.

b) The expectations of parents in order of their priority are that the pre-school should (i) impart knowledge of English (80%), (ii) give emphasis on teaching of the 3R's (73%), and (iii) teach manners and etiquettes (66%) to pre-schoolers.

When parents expectations are analysed in relation to their income, it is found that as the level of parents income increases, their expectations about teaching of English language and 3R's decrease and manners and ettiquette increase.

## **5. Teachers**

a) Most parents (70%) of private pre-schoolers are satisfied with the teachers as they feel that teachers know how to deal with small children. In the case of public pre-school, most parents (54%) are dissatisfied with the anganwadi workers as they feel that the workers teach too little. This may imply that these parents expect the anganwadi workers to give more time to the teaching of 3R's.

b) Most parents from both private and public pre-schools (47% and 59% respectively) expect that pre-schools should appoint only those as teachers who have at least P.U. or equivalent qualification. With regard to other personal qualities and professional qualifications, the least priority is assigned to the teacher training, and knowledge of child psychology and development by the parents of private and public sector pre-schoolers respectively, which is a clear indication of the ignorance of parents about the right qualities to be expected from pre-school teachers.

## **6. Teacher-Child Ratio**

a) Majority of the parents from both private (63%) and public (73%) pre-schools consider the existing teacher-child ratio as moderate and satisfactory.

b) The largest percentage of parents from both the private and public pre-schools (71% and 77% respectively) want the teacher-child ratio to be 1:below 30, which is in conformity with the suggestions made by experts in the field of ECE. However, parents' expectations in this regard are contradictory to their reactions as most private pre-schools and few public pre-schools have a teacher-child ratio of more than 1:30.

## **7. Holding Tests and Interviews for Admission**

a) Majority of parents of private and public pre-schoolers (67% and 55% respectively) are against the idea of holding tests and interviews for admission to pre-school classes.

b) The most frequently expected procedure of admission is 'first come first serve' which is followed by 'test and interview'.

## **8. Textbooks**

a) An overwhelming majority of parents from private pre-schools (95%) consider textbooks necessary for pre-school children whereas majority of parents from public pre-schools (75%) do not do so.

b) Parents' expectations reflect a great deal of their ignorance about the evils of textbooks at the pre-school stage. As a result, most parents from private pre-schools (95%) still expect the pre-schools to use textbooks while experts in the field of ECE suggest to put a ban on textbooks at the pre-school stage.

## **9. Carrying Bag of Books to Pre-schools**

a) Majority of parents of private pre-school children (78%) find the school bag light in weight for a pre-school child. All the parents from private pre-schools, except 9 per cent, are in favour of the practice of carrying bag of books to school by pre-schoolers whereas majority of the parents from public pre-schools (73%) are against this idea.

b) Most parents from private pre-schools (78%) expect the teachers to keep children's books in school and to give out only the ones needed for homework. They feel that this arrangement would lighten the weight of school bag which a child has to carry to and from pre-school.

## **10. Teaching Methodology**

a) Majority of parents (65% and 58%) are happy with the formal classroom teaching method employed by the pre-schools attended by their children.

b) Parents who expect the pre-school to employ play and activity oriented method of teaching are very few (2% and 9%) which indicates that most parents have not yet realised the evils of formal classroom teaching method and the importance of play and activity oriented method at this stage.

## **11. Teaching of 3R's**

a) An overwhelming majority of the parents (97% and 95%) have positive attitude towards teaching of 3R's and they expect the pre-schools to teach these skills to their children which implies their ignorance about the evils of teaching the 3R's at pre-school stage.

## **12. Medium of Communication**

Most parents from private pre-schools (76%) are satisfied with English being the medium of instruction and communication and expect the same to be continued, whereas, majority of parents from public pre-schools (81%) are satisfied with and expect Mizo, to be the medium of communication and instruction.

## **13. Homework**

a) All the parents whose children are given homework, except 15 per cent from private pre-schools are happy with the homework and majority of them feel that the homework given is just enough and few others feel that it is too less, which implies that they want more of it.

b) Large number of parents from both the private and public pre-schools (98% and 71%) expect the pre-schools to give homework to their children.

## **14. Holding of Test and Examination to Evaluate Children**

An overwhelming majority of parents from both the private and public pre-schools (99% and 85% respectively) are in favour of holding test and examination to evaluate pre-school children and expect the same to be continued.

## **15. Provision of Health Care**

a) In spite of the unsatisfactory position of all the pre-schools with regard to the provision of health care, the percentages of parents from both

types of pre-schools who find this provision satisfactory (47% and 52% respectively) are moderately high.

b) The most frequently expected health service is health check up (76% and 79%) followed by treatment of minor accidents and ailments (70% and 67%). Large number of parents from public pre-schools (65%) also expect growth monitoring through maintenance of height and weight records.

### **16. Provision of Mid-day Meal/Supplementary Nutrition**

a) Moderately high percentages of parents from both the private and public pre-schools (63% and 57% respectively) find the practice of the pre-schools with regard to midday meal satisfactory. Nevertheless, majority of parents from public pre-schools (67%) think that the food items provided for children to anganwadis are being mismanaged by the anganwadi workers.

b) All the parents from public pre-schools (100%) expect the provision of supplementary nutrition from pre-schools. But majority of parents from private pre-schools (58%) do not expect it probably as they are satisfied with the existing practice of letting children carry their own tiffins to schools.

### **17. Parent-Teacher Contact**

a) Majority of the parents from both the private and public pre-schools (63% each) feel that the pre-schools are not doing well in respect of organization of parent-teacher contact.

b) Parent-teacher meeting is the most frequently expected form of parent-teacher contact by both groups of parents (80% and 79%) followed by parents' day celebration in the case of parents of private pre-schoolers (58%) and home-visits in the case of parents of public pre-schoolers (61%). Regarding the number of parent-teacher meeting, majority of parents from both types of pre-schools (71% and 89%) want a minimum of two or more parent-teacher meetings in a year.

In conclusion, it may be pointed out that although pre-school education facilities and programmes in Mizoram are mostly not in conformity with the desired standards, most parents from both the private and public pre-schools showed positive reaction to them. Besides, the expectations of most parents are not in conformity with the desired standards. The study, therefore, reveals that parents' reactions to and expectations from pre-schools cannot be used as a criteria for improvement or modification of the system of pre-school education. Instead, it reveals that parents need to be given proper education with regard to desired standards and nature of pre-school education. Moreover, parents' reactions to pre-school facilities, equipment and materials, programmes etc. confirm the findings of status study which reveal the poor and unsatisfactory condition of the pre-schools in various aspects, and thus help in objectively studying the status of pre-school education.

## 7.2.0 Discussion

### 1) Discussion of findings on status of pre-school institutions

The present study reveals that physical structure and facilities in majority of both the private and public pre-schools are not in conformity with the desired standards. This finding has the support of Baruah (1987) and Rajalakshami (1992) who found that the physical facilities in the pre-primary schools in Assam and Kerala respectively were not to the desired extent and needed to be improved.

The finding of the present study in relation to the absence of adequate space for indoor and outdoor play activities is in agreement with Shrivastava (1971), Singh et al (1978), Yeli (1979) NIPCCD (1980) and Lyngdoh (1996) who have reported similar findings in their respective studies. Regarding sanitary facilities, Shah (1968) and Verma (1966) found that in majority of the pre-schools in the city of Baroda, there was lack of toilet facilities, and that the toilet and washing facilities present in some nursery schools were poor and inadequate, which support the present finding. Majority of the pre-schools in Mizoram, according to the findings of the present study, are without any equipment and materials for indoor and outdoor play and activities, and the equipment and materials available in few pre-schools are inadequate. Similar findings have been reported by Verma (1966), Sharma (1971), Shrivastava (1971) and Singh et al (1978).

✓NCERT (1970) again reported that in Hyderabad and Secunderabad, majority of the teachers were untrained. Maiyani (1989) found that the present set-up of pre-primary education in Gujarat was not satisfactory in terms of teacher training. Laltanpuui (1984) and Lyngdoh (1996) on the basis of their respective studies reported that the teachers working in pre-schools in Aizawl and Shillong were untrained. The finding of the present study in the case of private pre-school teachers reveals that even after about 12 years, there is no improvement in the training of pre-school teachers in Mizoram. But NCERT (1970) and Sharma's (1971) findings which reported that majority of the pre-school teachers in Delhi and Jabalpur were trained, do not support the present finding. This disagreement may be due to the fact that pre-school teachers in these two cities have better opportunity for training than that of Mizoram.

The findings of the present study in relation to teacher-child ratio have the support of Yeli (1979) and Deka (1982) who also found high teacher-child ratio in pre-primary schools in Karnataka and Assam respectively.

✓NCERT (1970) reported that the age range for admission in most of the unrecognised institutions offering pre-school elementary education in Hyderabad and Secunderabad was from 3 to 3  $\frac{1}{2}$  years, and 2 to 4  $\frac{1}{2}$  years in Delhi, whereas the present study reveals that the minimum age for admission into nursery class in most of the private pre-schools is 4+ years.

Regarding formal teaching of the 3R's, the finding of the present study has the support of Verma (1966), Singh et al (1978), NIPCCD (1980), Mishra (1990), Sharma (1992) and Tyobeka (1986) who have also found emphasis being placed on formal teaching of the 3R's. At the same time, this finding is in disagreement with that of Yeli (1979) and Lyngdoh (1996) which revealed that only few pre-primary schools (in Karnataka) include formal teaching of reading and writing, and majority of teachers (in Shillong) adopt the play-way and story-telling in combination with other methods. The finding of the present study in relation to home-work in the case of private pre-schools is supported by the findings of Laltanpuui (1984) and Lyngdoh (1996) which stated that pre-school children were burdened with home-assignments.

The present study highlights absence of or inadequate provision of health care in pre-schools. Similar findings have also been reported by Shah (1968) Singh et al (1978) and Deka (1982) in their respective studies. Verma's (1966) findings that out of 45 pre-school institutions in the city of Baroda, only 17 schools had parent meetings and only 13 schools maintained children's record also support the findings of the present study in this regard.

The investigator regrets that she could not find any study to support or contradict her findings on many other dimensions of pre-school education covered under the status study.

## 2. Discussion of findings on pre-school teacher training programmes

The present study reveals that there is not even single institution which impart training to pre-school teachers in Mizoram, except one training centre

which is meant for anganwadi workers. Thus, the findings of the present study in relation to teacher training programmes are mainly focussed on the programmes of Anganwadi Workers Training Centre (AWTC).

The investigator could not find any study which directly support or contradict her findings in this regard. Seetharamu and Usha's (1984) study which focussed on non-evaluative findings, aiming to get factual information about the training and physical facilities available in pre-primary teacher education in Bangalore may be the one which is some how related to the present study. Bapat (1957) reported few problems related to pre-primary teacher training institutions and others like Shrivastava (1987), Murlidharan and Pankajam (1988), Khosla (1991) Dubey and Joshi (1993), studied the effectiveness of teacher training on the performance of the teacher or anganwadi workers or children, the findings of which do not have direct bearing on the present findings.

### 3. Discussion of findings on parents' reactions to and expectations from pre-schools

The present study reveals that majority of parents whose children were studying in either private or public pre-schools reacted positively to pre-school buildings and negatively to equipment and materials for indoor and outdoor play, whereas majority of the parents were dissatisfied with both according to Tyobeka's (1986) findings. Majority of parents in the present study also feel that the education and care provided to their children by the pre-schools is worth the money spent by them. Parents in Tyobeka's (1986) study also expressed their willingness to pay increased school fees. Regarding the

expectation in return of the money spent by them, parents in the present study expect the pre-schools to teach children English, 3R's, manners and etiquette whereas parents, according to the findings of Sarojini (1971) gave preference to cleanliness, teaching of better habits, rhymes, stories and play.

✓ Regarding teachers qualification, most parents in the present study expect that pre-school teachers should be at least +2 pass, and should have love, patience and gentleness. Sarojini (1971) also reported that parents considered affection and patience to be the important qualities of a pre-school teacher. ] According to Whitehead's (1994) finding, a specific concern was that staff members should be musically creative whereas parents wanted teachers to have majored in ECE according to Suh's (1994) finding. Majority of the parents in the present study also expect a teacher-child ratio of 1: below 30. This finding is in agreement with the finding of Suh (1994) which reveals that parents wanted a class-size of 20 children per teacher. ]

Very high percentages of parents from private and public pre-schools in the present study have favoured teaching of the 3R's and expected the same to be continued. This finding has the support of Sethi (1977) Singh et al (1978), and Tyobeka (1986) who, in their respective studies have reported almost similar findings. Regarding medium of instruction, the present study reveals that majority of parents from private and public pre-schools expect English and Mizo respectively to be the medium of communication and instruction. Sarojini (1971) also reported that mother-tongue was the most favourite medium of instruction among the parents.

Majority of parents in the present study expect that health check-up should be carried out by the pre-schools. Similar findings have been reported by Surkar (1984) and Whitehead (1994). Cent per cent of parents from public pre-schools expect supplementary nutrition for their children. In this regard, Singh et al (1978) also reported that provision of nutritional supplements was one of the main reasons given by parents for sending their children to balwadis.

A review of available literature reveals that no serious research has not yet been conducted on parents' reactions or expectations or attitudes towards tests and interviews for admission, use of textbooks, assignment of home-work, holding tests and examinations for evaluation, parent-teacher contact etc.

### **7.3.0 Recommendations for Improvement of the Status of Pre-school Education**

Recommendations for improvement of the status of pre-school education in Mizoram have been given under the following three broad headings :

1. Recommendations for improvement of pre-school facilities and programmes.
2. Recommendations for improvement of the status of training of pre-school teachers.
3. Recommendations for parent-education.

#### **7.3.1 Recommendations for Improvement of Pre-school Facilities and Programmes**

1. A pre-school should be located at a site not adjacent to but near the main road which is easily accessible to the children and free from

hazards like heavy traffic, steep stairs/steps, ditches, drains and distracting noises of heavy traffic.

2. A pre-school should have an outdoor play space of at least 15 x 20/30 sq.mts. for a group of 30 children for conducting outdoor activities. All the personnels involved in pre-school education should be educated and made aware of the importance of outdoor play space so that they would try to have it inspite of the difficulties met in a hilly area like Mizoram. Wherever possible, efforts should be made to construct boundary walls or fencing around the school complex to ensure safety of children.

3. A minimum indoor space (room size)  $5 \times 7 = 35$  sq.mts. for a group of 30 children must be provided. It is desireable that room size may be  $5 \times 9$  sq.mts. or above.

4. Every pre-school, in addition to classrooms should have a storage space, a toilet, a varandah and cooking facility separately. Rooms should be well ventilated and have adequate light. There may be a separate science corner, dolls corner, books corner, a corner or window sill for plants that may be nurtured by children.

5. Classroom walls should be clean and well plastered. They should have ample space for display of children's work and other pictorial material at children's eye level which will be approximately 3 to 4 ft. above the ground.

6. A mat and a set of low and light tables/nest of tables for a group of 6 - 8 children for art work, paper work etc. are to be provided.

Provision of blackboard at low level for scribbling, free drawing by children should also be made. A low rack or built-in-shelf should be there in the room.

7. Facility for pure drinking water and provision for washing the glasses/tumblers etc. after use should be made.

8. A clean Indian type toilet with tap water facility, soap, towel, and garbage bin should be provided. It is desirable that bathroom fixtures and sinks may be fixed at a low level so that children can reach them easily. Exhaust fan may be installed in the bathroom window and sinks at low level may be installed in each classroom.

9. Outdoor play equipment and materials for providing experiences like climbing, jumping, balancing, swinging, swaying, cycling, throwing, rolling, catching, kicking, sand play, water play etc. should be provided for large muscle development of children.

10. Indoor play equipment and materials for manipulative, constructive and imaginative plays, to foster specific language and cognitive skills, for art/craft, music and movement activities etc. should be provided for finer muscle development of children.

11. Pre-schools should have different types of audio-visual equipment like T.V., video, radio, tape recorder, slides and films to provide more realistic experiences to children. Stories, poems, nursery rhymes and features developed by talented writers should be recorded and played back on tape recorders or video cassette recorders and players.

12. First aid or medicine kit should be kept by every pre-school as pre-school age is an accidental prone age.

13. Organisers of private pre-schools should ensure that they appoint only female teachers for pre-school classes.

14. Training in ECE should be made compulsory for every pre-school teacher. In the absence of teacher training institution for private pre-school teachers in Mizoram, the Association of Private English Medium schools offering pre-school programmes should come forward to organise short-course training for pre-school teachers with the help of experts in the field of ECE and/or instructresses of Anganwadi Workers Training Centre (AWTC).

15. Salaries especially of the anganwadi workers need to be raised. The salary of pre-school teachers should commensurate with the qualifications and hours of work and should be at par with the primary school teachers subject to parity in both i.e. academic qualifications well as hours of work.

16. The teacher-child ratio should be 1:25 to 1:30.

17. Policy makers and school managements should make  $3\frac{1}{2}$  to 4 years the minimum age for entry to pre-schools.

18. The admission procedure should be such that does not involve any evaluation of children. Policy makers should ensure implementation of Yashpal Committee (1992-93) recommendation which states ...." holding tests and interviews for admission to nursery class be abolished". Therefore, school managements should adopt child-friendly admission procedures like :- first

come first serve, computerised random selection, quota-based random selection, comprehensive proforma based selection.

19. Duration of the pre-school programmes should be 3 to 4 hours with some rest period in between.

20. Pre-school programmes should be planned in advance both on a long term and short term basis. The daily activities should be planned according to the age and developmental level of the children. There should be a flexible balance of activities for all aspects of development as well as a balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities and guided and free activities. Each day's plan should include the developmental objectives to be promoted, the specific activities to be conducted and the materials required. The activities in the lesson plans should be very specifically indicated giving the exact title of the story/song/games to be conducted.

21. Daily schedule or time-table should be prepared in which cognitive, language and creative activities, indoor and outdoor play, organized and free play in small groups, free and structured conversations, story telling, dramatization, rhythmic movements, puppet play etc. are to be included. While carefully planned time-table is essential, flexibility should also be provided to accommodate immediate needs and situations.

22. Policy makers should institute a ban on textbooks at the pre-school stage. They should ensure implementation of Yashpal Committee (1992-93) recommendation which states ..... "The young children should not be tortured by compelling them to carry heavy bags of books every day

to schools". If, at present, textbooks cannot be completely banned, at least they should be treated as school property and children should not be compelled to purchase the books individually and to carry them daily to homes.

23. The methodology for pre-school programme should be play and activity oriented and there should be no formal teaching of the 3R's. In this regard, the policy makers should :

a) ensure implementation of National Policy (1986) and Yashpal Committee (1992-93) recommendations which state ..... " It should be ensured that these institutions do not perpetrate violence on young children by inflicting a heavy dose of 'over-education' in the form of formal teaching of Reading, Writing and Numbers ....", by instituting some form of licensing or regulation.

b) provide for an orientation/training of pre-school teachers in play and activity based ECE.

c) school managements also should make pre-school programmes play based and focussed on developmental not academic goals.

24. Play activities should be planned in ways that would expose children to a variety of experiences and promote their social and emotional development, large and fine muscle development, language development, cognitive skills and foster creativity in them.

25. Medium of communication should be the mother tongue/ regional language.

26. No homework should be given to children at pre-school stage. The recommendation of the Yashpal Committee which states.... "children should not be given any homework even in primary classes" be implemented.

27. There should be no formal tests and examinations at pre-school stage. Instead, continuous evaluation should be done mainly through observation of the child's behaviour and responses during the various play activities e.g. through puzzles, structured language and cognitive activities, games etc.

28. Report of progress of children in the various developmental aspects such as physical, language, cognitive etc. should be prepared on the basis of children's work and teachers' observations.

29. The pre-school should provide for :

- a) regular medical checkup of children and follow-up and referral services where necessary,
- b) growth monitoring through maintenance of height and weight records.
- c) treatment of minor ailments and referring serious cases to HWF or PHC.
- d) immunization.

30. The pre-school should provide for snack-time and daily provision of supplementary nutrition.

31. Frequent parent-teacher contact activities like home-visits, meetings etc. should form a vital part of the pre-school programme. These

should focus upon eliciting parental involvement in order to develop awareness in them regarding the pre-school programme and facilitate smooth running of it.

32. Each pre-school should maintain a detailed record of personal data sheet, home background, developmental history, habits and interest, health record and teachers' assessment of the child.

33. Private and public pre-schools should maintain all the prescribed registers so as to enable them to assess their own performance, identify services that need improvement and report on their progress.

### **7.3.2 Recommendations for Improvement of the Status of Training of Pre-school Teachers**

#### **A. Recommendations for training of private pre-school teachers**

1. It is the responsibility of the state government to see that pre-school teachers get opportunity to undergo training appropriate to their work. The state government should, therefore, assist private agencies running pre-schools in the strategic area of teacher training as envisaged in various Five Year Plans especially in the Fifth Plan.

2. The SCERT, Mizoram should set up the Department of Pre-school and Elementary Education in line with NCERT which has set up this department in 1971 at its National Institute of Education. Special attention should be paid to teacher preparation and training and more literature should be produced for the pre-school level as has been done by the NCERT at the national level. Organisation of in-service courses for the private pre-school teachers should also be taken up by the SCERT.

Many state governments in India have assigned the responsibility of pre-school and elementary teacher education to the SCERT of their respective states. SCERTs of only those states which have well qualified staff like Tamil Nadu, Orissa, Karnataka, Delhi, Haryana, Punjab, Rajasthan are taking keen interest not only in the development of pre-school teacher education, but also in improving its quality. Staff members of SCERTs of these states have been appointed through direct recruitment. But SCERTs whose staff members are appointed on promotion basis, from high school or intermediate teachers are not functioning properly because these teachers do not have research aptitude. Uttar Pradesh, a biggest state of India is one example of this. It is, therefore, suggested that at the time of the establishment of the Department of Pre-school and Elementary Education in SCERT, Mizoram, its faculty posts should be filled through direct recruitment from qualified personnels who have background in the area of pre-school education or ECE.

3. Voluntary organisations, private bodies and agencies, semi-government organisations etc. in Mizoram which are concerned with the welfare of pre-school children should come forward to start pre-school teacher training centre or institution as has been done in some other states in India. The Mizoram State Social Welfare Advisory Board (MSSWAB), which had opened many balwadis and creches in rural areas of Mizoram before Social Welfare Department opened anganwadis, may be an appropriate body to start pre-school teacher training institute in Mizoram. After the introduction of ICDS scheme, many balwadis from MSSWAB have been taken over by the S.W.D., Government of Mizoram, therefore, MSSWAB can now focus its attention on the training of private pre-school teachers.

A biggest women's organisation in the state called the Mizo Hmeichhe Insuihkhawm Pawl (MHIP), which has been entrusted by Social Welfare Department to run many pre-schools all over Mizoram, may also be assigned the responsibility of running a pre-school teacher training centre.

4. The Indira Gandhi National Open University (IGNOU) Delhi has been offering a diploma course in Early Childhood Care and Education (ECCE) which can be pursued by any willing candidate who has passed 10+2 or its equivalent. In the absence of training institution for private pre-school teachers in Mizoram, it is suggested that the teachers working in private pre-schools should be persuaded by the organisers of pre-schools to join this course.

5. Awareness on the part of the organisers and teachers of private pre-schools, parents and community of the specialised nature of pre-school education and the importance of training of teachers in ECCE is a pre-requisite for the setting up of pre-school teacher training centre or institution. If people are aware of this, demand for training institution will grow and result in the opening of pre-school teacher training institution. Awareness campaign, therefore, needs to be launched through electronic and print media and also by organising seminars, workshops and debates on the issue of ECE. Besides, there should be a regulation from the government insisting the organisers of the private pre-schools to give top most priority to the training of their teachers.

B. Recommendations for improvement of training of anganwadi workers

1. In the absence of its own building, Anganwadi Workers Training Centre (AWTC) has been shifted many times to different localities of Aizawl city. The private building occupied by AWTC at present is located just on the road side and does not have even the minimum infrastructure required for a full-fledged training centre. The single classroom available in the institute is too congested. There is no library cum reading room for the trainees. It is, therefore, suggested that the AWTC should be provided with a large building of its own with a compound or shifted to a building having the basic infrastructure required for training purposes.

2. There are only two instructresses in the AWTC which is too less for a full-fledged training centre. It is, therefore, suggested that more instructresses be appointed so that different types of training programmes offered by AWTC can be successfully carried out without the help of outsiders.

3. The pay scales of the principal and instructresses are not at par with the pay scales of equivalent posts in other government departments requiring the same educational qualifications. It is, therefore, suggested that this disparity in pay scales should be removed so that more competent and efficient personnels can be attracted for these posts.

4. The AWTC does not maintain proper record of the number of anganwadi workers who have been given different kinds of training. It can be assumed that there will come a time when researchers would like to focus their study on AWTC only for which more detailed information would be required.

For this and many other purposes, it is strongly suggested that important data relating to the activities and programmes of AWTC should be worked out by the office staff and be kept ready for reference.

5. In spite of the number of anganwadi workers trained by AWTC surpassing the number of workers needed for all the anganwadi centres in the state, there is still a backlog of untrained workers. The main reason for this appears to be the fact that new workers have to be recruited every now and then as trained workers frequently give up their jobs possibly due to low honorarium paid to them. One important pre-requisite for raising the salary of anganwadi workers is to raise the minimum educational qualification for an anganwadi worker to at least a matriculation. This would raise the position and status of the anganwadi worker which would, in turn, retain trained workers so that the backlog of untrained workers would be liquidated in a short time. It is, therefore, suggested that the minimum educational qualification for the post of an anganwadi worker should be raised to at least matriculation and salary should also be increased accordingly.

6. Conducting Refresher Course for trained anganwadi workers and Orientation Course for helpers once or twice a year, is not enough. As the duration is only 14 days for Refresher Course and 10 days for Orientation Course, conducting more number of these courses in a year is possible and is, therefore, suggested.

7. In view of the difficulties met by the anganwadi workers working in remote places to come to the training centre for Refresher Training, it is desirable and suggested that Mobile Training and Field Visits should be carried out more frequently.

8. Activities for the development of creativity and aesthetic development should also be incorporated in the syllabus under the unit on - "Activities for physical, motor, language, cognitive, personal, social and emotional development".

9. The practical activities undertaken by the trainees for preparation of aids and play materials for different aspects of development are limited to the preparation of only few aids and materials. More aids and play materials need to be prepared and emphasis should also be given on activities for creativity and aesthetic development.

10. As library work is an important part of the training programme, due attention should be given to this so that the programmes can be carried out more effectively. As the number of books available in AWTC are insufficient for 35 trainees, more copies of these books should be procured. Moreover, almost all the books available in AWTC are in English, hence, they are not of much use to the trainees who are generally under matric. It is, therefore, suggested that AWTC should give top priority to the translation of these books into Mizo language so that trainees can make use of these books.

11. So far audio-visual programme is concerned, the authority concerned should always ensure that equipment needed are in good condition and kept in the training centre only.

12. Trainees are evaluated formally on the basis of their performance in few practical activities (mainly preparation of aids and play materials and of simple recipes) and written examination on theory papers, but that is not enough. There should be a continuous, comprehensive and informal evaluation through systematic observation of the trainees' behaviour, responses and

performance in classrooms and practical activities including group discussion, role playing, dramatization, field work etc.

### **7.3.3 Recommendations for Parent-Education**

The present study reveals that parents did not react strongly against the undesirable practices in both private and public sector pre-schools, and do not have high expectations from these institutions. This may imply that parents are quite ignorant about the desired standards as well as the nature of pre-school education. Hence, Parents' reactions to and expectations from pre-schools, in most cases, cannot be utilized for improvement of pre-school education system. To enable them to realize the evils of many current practices, to know what to expect from pre-schools and to influence the pre-school management to modify their practices in accordance with the desired standards, the following suggestions have been given :

1. Meaningful parent-education should be imparted. Parents should be taught about the minimum specifications for pre-schools and other related recommendations or suggestions made by various experts in the field of pre-school or Early Childhood Education (ECE).

2. Parent- education should focus on educating them to realize that ECE is :

- i) a child-centred programme which follows the playway and activity approach, not a teacher-centred programme following the formal classroom approach,

ii) a programme with a focus on the holistic development of the child, not on school achievement.

iii) a programme which provides a stimulating play environment for intellectual, language, social, emotional and physical development of the child, not a syllabus-bound programme for teaching the 3R's.

iv) a programme which prepares children for the primary school, not a downward extension of the primary school.

v) a programme which lays the foundation for the development of reading, writing and number work, not a programme which teaches reading, writing and number work.

vi) not an examination oriented programme which lays stress on the end-product that is learned by the children.

vii) a programme which stresses on prior planning and scheduling but is at the same time flexible to children's needs, not a structured, rigid and inflexible programme set to class periods and fixed time-tables.

viii) a programme which indirectly promotes self-control and thereby, inner discipline in children, not a programme which demands unquestioning obedience in children or exercises strict classroom discipline.

### 3. Parent-education in this regard should be imparted through

i) T.V. and radio talks or panel discussions, publication of articles in Mizo language in local news-papers and various magazines.

ii) Home-based model involving development of techniques of stimulation advocated in India and many other countries, that can be taught to and applied by parents for providing stimulating environment to children at home.

#### **7.3.4 Suggestions for Further Research**

The present study analyses the status of pre-school education in Mizoram in a broad perspective. It may be assumed that some more researchers would take up their research work in this area in the near future. The investigator, therefore, makes the following suggestions for further research in this particular field :

1. An indepth study of pre-school teacher training programmes in Mizoram can be taken up as an independent study.
2. Parents' reactions and expectations, or their attitudes towards or opinions about pre-school education programmes can be studied in relation to their Socio-Economic Status (SES) and Education Level.
3. An impact study can be carried out to find out the effects of pre-school education on psycho-motor, language, social, emotional, cognitive and creativity development of children.
4. An evaluative study of non-formal pre-school education component of anganwadi under ICDS projects in Mizoram can be conducted.

5. A critical study of the functioning and management of anganwadis in Mizoram is also recommended.

6. A normative study of language development in pre-school children in Mizoram can be taken up..

7. An experimental study can be conducted to find out the effects of parent-education, parent involvement and early childhood stimulation on performance of pre-school children or on achievement of developmental objectives of pre-school education.

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## **APPENDICES**

APPENDIX - A (i)

LIST OF SAMPLE PRIVATE PRE-SCHOOLS

Sl.No.	Name of the Pre-School	Address
1.	Ebenezer Boarding School	Zemabawk
2.	Emanuel English School	Durtlang
3.	Holy Child Schhol	Ramhlun, Aizawl
4.	Holy Heart School	Republic, Aizawl
5.	Home Mission School	Zarkawt, Aizawl
6.	Horeb English School	Bethlehem, Aizawl
7.	Hrawva School	Venghloi, Aizawl
8.	Modern English School	Dawrpui, Aizawl
9.	Nazareth English School	Chhinga Veng, Aizawl
10.	St. Lawrence School	Ramthar, Aizawl
11.	Wimberg School	Electric Veng, Aizawl
12.	William Booth School	Saitual
13.	Graceland Adventist School	Keifang
14.	Neuhof School	Chandmari, Aizawl
15.	English Congregation School	Mission Veng, Aizawl
16.	Jehova Jire School	Bawngkawn, Aizawl
17.	Little Flower School	Bungkawn, Aizawl
18.	Highland Public School	Chaltlang, Aizawl
19.	Exodus English School	Chaltlang, Aizawl
20.	Good Will English School	Mission Vengthlang, Aizawl
21.	Tiny Tots School	Tuikhuahtlang, Aizawl
22.	Helen Lowry School	Seventh Day Tlang, Aizawl
23.	R.T. English School	Zotlang, Aizawl
24.	Mamit English School	Mamit

Sl.No.	Name of the Pre-School	Address
25.	Ebenezer English Medium School	W. Phaileng
26.	Holy Cross School	Champhai
27.	Adventist English School	Champhai
28.	Little Flower School	Khawzawl
29.	Z.D. English School	Vairengte
30.	G.R. Integrated School	Bilkhawthlir
31.	St.Maria Goretti's School	Kolasib
32.	Cosmopolitan School	Kolasib
33.	Presbyterian English School	Kolasib
34.	Kawnpui English Medium School	Kawnpui
35.	St.Peter's School	Chhingchhip
36.	Presbyterian English Medium School	Serchhip
37.	Chawngbuangi Memorial School	Serchhip
38.	Tropical English Medium School	Thenzawl
39.	Christian Education Centre	Lunglei, Chandmari
40.	Edenthar School of Life	Lunglei Electric Veng
41.	F.L.K.M. School	Lunglei Farm Veng
42.	L.R. English Medium School	Lunglei Farm Veng
43.	Adventist English School	Lunglei Bazar Veng
44.	Carrey English School	Lunglei Zotlang
45.	Gospel Centenary School	Lunglei Rahsi Veng
46.	Ngumunsangi English School	Lawngtlai L - 4
47.	Jehova Jire School	Lawngtlai, Chandmari
48.	Auxilium English Medium School	Saiha, New Colony
49.	Beulah English Medium School	New Saiha
50.	Donbosco School	Saiha

APPENDIX - A (ii)

LIST OF SAMPLE PUBLIC PRE-SCHOOLS (ANGANWADIS)

Sl.No.	Centre	Address
1.	Anganwadi Centre - XVII	New Serchhip
2.	Anganwadi Centre - IV	Thenzawl
3.	Anganwadi Centre - III	Baktawng
4.	Anganwadi Centre - I	Saitual Venglai
5.	Anganwadi Centre - II	Keifang
6.	Anganwadi Centre - I	Zotlang, Aizawl
7.	Anganwadi Centre - II	Upper Republic, Aizawl
8.	Anganwadi Centre - III	Republic, Aizawl
9.	Anganwadi Centre - I	Mission Veng, Aizawl
10.	Anganwadi Centre - II	Mission Vengthlang, Aizawl
11.	Anganwadi Centre - II	Tlangnuam, Aizawl
12.	Anganwadi Centre - II	Kulikawn, Aizawl
13.	Anganwadi Centre - I	Thakthing Veng, Aizawl
14.	Anganwadi Centre - II	I.T.I., Aizawl
15.	Anganwadi Centre - III	Bethlehem, Aizawl
16.	Anganwadi Centre - IV	Electric Hebron, Aizawl
17.	Anganwadi Centre - I	Chaltlang, Aizawl
18.	Anganwadi Centre - III	Kawnpui
19.	Anganwadi Centre - I	Thingdawl
20.	Anganwadi Centre - VI	Kolasib
21.	Anganwadi Centre - XII	Kolasib Diakkawn
22.	Anganwadi Centre - II	Bilkhawthlir
23.	Anganwadi Centre - IV	Vairengte
24.	Anganwadi Centre - VII	Khawzawl Vengthar
25.	Anganwadi Centre - IV	Champhai Bethel

Sl.No.	Centre	Address
26.	Anganwadi Centre - VII	Champhai Vengsang
27.	Anganwadi Centre - III	W. Phaileng
28.	Anganwadi Centre - I	Reiek Vengchhak
29.	Anganwadi Centre - II	Reiek Vengthlang
30.	Anganwadi Centre - I	Ailawng
31.	Anganwadi Centre - II	Mamit High School Veng
32.	Anganwadi Centre - I	Dampui
33.	Anganwadi Centre - I	Zobawk Bazar
34.	Anganwadi Centre - V	Zobawk Vengthar
35.	Anganwadi Centre - III	Lunglei Rahsi Veng
36.	Anganwadi Centre - II	Lunglei Farm Veng
37.	Anganwadi Centre - I	Bualte
38.	Anganwadi Centre - II	Tawipui South
39.	Anganwadi Centre - II	Hnahthial Electric Veng
40.	Anganwadi Centre - IV	Pangzawl
41.	Anganwadi Centre - XVII	Hnahthial
42.	Anganwadi Centre - II	Thiltlang
43.	Anganwadi Centre - II	New Saiha
44.	Anganwadi Centre - IV	Saiha Tlangkawn
45.	Anganwadi Centre - III	Saiha Medical Veng
46.	Anganwadi Centre - II	Council Veng, Lawngtlai
47.	Anganwadi Centre - I	Mission Veng Lawngtlai - I
48.	Anganwadi Centre - III	Electric Veng, Lawngtlai
49.	Anganwadi Centre - IV	College Veng, Lawngtlai
50.	Anganwadi Centre - II	Thingkah

## APPENDIX - B (i)

### OBSERVATION CUM INTERVIEW SCHEDULE (for studying the existing conditions of pre-schools)

Name of the pre-school : \_\_\_\_\_  
Address : \_\_\_\_\_  
Year of establishment : \_\_\_\_\_  
Management : Government/Private : Individual/Church/Social  
Organisation  
Type of Programme : Nursery/Kindergarten/Anganwadi

#### I PHYSICAL STRUCTURE AND FACILITIES

1. Location of the pre-school building
  - a) Adjacent to the main road ( )
  - b) Not adjacent to but near the main road ( )
  - c) Down-hill below the main road ( )
  - d) Up-hill above the main road ( )
2. What is the maximum distance children have to walk to attend your pre-school ?
  - a) Less than 1 Km. ( )
  - b) Between 1 Km to 8 Km ( )
3. Is the surrounding of the pre-school safe from the following hazards?
  - a) Noisy and heavy traffic Yes/No
  - b) Steep stairs/steps leading to the pre-school Yes/No
  - c) Open ditches, wells, ponds etc. Yes/No
  - d) Open drains and heaps of garbage Yes/No

4. a) Outdoor play space

a) Available ( )

b) Not available ( )

b) If available, area of the outdoor play space with number of pre-school children sharing the space

a) Area: \_\_\_\_\_ mts. x \_\_\_\_\_ mts. = \_\_\_\_\_ sq.mts.

b) Number of children : \_\_\_\_\_

5. Safety of outdoor play space

a) With fencing and safe ( )

b) Without fencing but safe ( )

c) With fencing but not safe ( )

d) Without fencing and not safe ( )

e) Not applicabl e ( )

6. Nature of the ground surface of outdoor space

a) Cemented ( )

b) Grass covered ( )

c) Cemented as well as grass covered ( )

d) Sand covered ( )

e) Not applicable ( )

7. Other provisions of the outdoor play space

a) Sunny and shaded areas ( )

b) Storage space for keeping equipment ( )

c) Flowers and shrubs along the boundaries ( )

d) Not applicable ( )

8. Indoor space

a) in Nursery/Anganwadi

i) Area: \_\_\_\_\_ mts. x \_\_\_\_\_ mts. = \_\_\_\_\_ sq.mts.

ii) Number of children sharing the space \_\_\_\_\_

b) in Kindergarten (K.G.)

i) Area: \_\_\_\_\_ mts. x \_\_\_\_\_ mts. = \_\_\_\_\_ sq.mts.

ii) Number of children sharing the space \_\_\_\_\_

9. What provisions of indoor space are there ?

- a) 1/2/3/4 classrooms ( )
- b) Separate storage space ( )
- c) Toilet ( )
- d) Verandah ( )
- e) Cooking facility ( )
- f) Science corner ( )
- g) Dolls corner ( )
- h) Books corner ( )
- i) Plants corner ( )

10. Rooms

- a) Well ventilated ( )
- b) Have adequate light ( )

11. Walls

- a) Clean ( )
- b) Painted ( )

12. Pictures displayed on the walls

- a) Children's work ( )
- b) Ready-made pictures ( )
  - i) Pictures of animals ( )

- ii) Pictures of birds ( )
- iii) Pictures of vegetables ( )
- iv) Pictures of fruits ( )
- v) Pictures of flowers ( )
- vi) Pictures of different modes of transport ( )
- vii) Pictorial alphabetical charts ( )
- viii) Pictorial numerical charts ( )
- ix) ICDS charts ( )

13. Levels at which pictures are displayed

- a) Approximately 3 to 4 ft. above the ground ( )
- b) More than 4 ft. above the ground ( )

14. Furniture for children provided in the class rooms

- a) Benches ( )
- b) Desks ( )
- c) Chairs ( )
- d) Tables ( )
- e) Mats ( )
- f) A set of low and light tables for a group of  
6 - 8 children for art work, paper work etc. ( )
- g) Blackboard at low level for scribbling,  
free drawing by children ( )
- h) Racks and shelves ( )

15. Appearance of furniture

- a) Painted in bright and attractive colours ( )
- b) Low and suited to the height of children ( )

16. What kind of drinking water does your pre-school provide to children ?

- a) Whole-time water through tap ( )
- b) Water stored in barrels or buckets or tins ( )
- c) Filtered water ( )
- d) Not available ( )

17. What kind of water do you provide for washing the glasses, tumblers etc. after use ?

- a) Flowing water through tap ( )
- b) Stored water in bucket etc. ( )
- c) Not available ( )

18. What kind of toilet facility does the pre-school provide for ?

- a) Septic tank Indian type toilet ( )
- b) Pit latrine ( )
- c) No facility ( )

19. What are other sanitary facilities provided ?

- a) Sufficient water in the toilet ( )
- b) Soap and towel/clean cloth ( )
- c) Garbage bin ( )
- d) Bathroom fixtures and sinks at low level ( )
- e) Exhaust fan in the bathroom window ( )
- f) Sinks at low level in the classroom ( )

## II. EQUIPMENT AND MATERIALS

20. Are outdoor play equipment and materials available in your pre-school ?

Yes/No.

If Yes, what are they ?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

21. Does your pre-school have any ready-made equipment and/or materials for indoor play and activities ? Yes/No

If Yes, mention their names.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

22. Do you utilise any waste materials for conducting play and activities ?

Yes/No.

If yes, what are they ?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

23. Do you utilise any natural materials in the environment for conducting pre-school programme ?

Yes/No.

If yes, mention them

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

24. What types of audio-visual equipment does the pre-school provide ?

- a) Video ( )
- b) Television ( )
- c) Tape recorder ( )
- d) Radio ( )
- e) Slide projector ( )
- f) Blackboard ( )
- g) Bulletin boards ( )
- h) Models ( )
- i) Charts/Maps ( )
- j) Pictures/Posters ( )



27. Teacher - child ratio in

a) Nursery/K.G. I/Anganwadi : \_\_\_\_\_

b) K.G./K.G. II : \_\_\_\_\_

#### IV. ADMISSION

28. What is the minimum age for admission into your pre-school class ?

a) 3+ years of age ( )

b) 3½+ years of age ( )

c) 4+ years of age ( )

29. Which procedure of admission do you employ for your pre-school class ?

a) Test and interview ( )

b) First come first serve ( )

c) Comprehensive form system ( )

d) Stratified random selection ( )

e) Draw of lots ( )

f) Any other : \_\_\_\_\_

#### V. PROGRAMMES

30. What is the timing and duration of your pre-school programme ?

a) Nursery/K.G. I : From \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ hrs.

b) K.G./K.G. II : From \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ hrs.

c) Anganwadi : From \_\_\_\_\_ to \_\_\_\_\_ = \_\_\_\_\_ hrs.

31. Is rest period provided ?

Yes/No.

32. Is programme planning done ?

Yes/No

If yes, what type of planning is done ?

- a) Short term planning ( )
- b) Long term planning ( )

33. Are the following principles kept in mind while planning the programme ?

- a) Age and developmental level of the children Yes/No
- b) Balance of activities for all aspects of development to be covered Yes/No
- c) Balance between individual and group activities Yes/No
- d) Balance between indoor and outdoor activities Yes/No
- e) Balance between vigorous and quiet activities Yes/No
- f) Balance between guided and free activities Yes/No
- g) Any other : \_\_\_\_\_
- h) Not applicable Yes/No

34. Is daily routine/time-schedule prepared in

- a) Nursery/K.G. I/Anganwadi ? Yes/No
- b) K.G./K.G. II ? Yes/No

If Yes, daily routine/time-table followed

Days	
Mon	
Tue	
Wed	
Thurs	
Fri	

35. Are textbooks and carrying bag of books compulsory for children ?

(a) Textbooks - Yes/No

(b) Carrying bag of books - Yes/No

36. What methodology do you follow for conducting pre-school programmes ?

a) Formal teaching of the 3R's ( )

b) Play and activity oriented method ( )

c) Combination of both the methods mentioned above ( )

37. If formal teaching of 3R's is employed, what are the reasons for your emphasis on the 3R's ?

a) Convention practised in other schools ( )

b) It is determined by the course of study/syllabus ( )

c) To prepare children for class I ( )

d) Parents expectations ( )

e) Any other: \_\_\_\_\_

38. What kind of activities does your pre-school carry out to bring about physical development in children ?

i) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

39. What are the activities pursued by your pre-school for language development of children ?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

40. Mention the activities usually carried out by the pre-school to bring about socio-emotional development in children ?

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41. What kind of activities are usually carried out to foster creativity and aesthetic development ?

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42. Medium of communication/instruction

- a) English ( )  
b) Mizo ( )

43. Is home-work given to pre-schoolers ?

- a) Regularly given ( )  
b) Occasionally given ( )  
c) Never given ( )

44. Does the pre-school employ the following techniques of evaluation for pre-schoolers ?

- a) Formal tests and/or examinations Yes/No  
b) Observation of the child's behaviour and responses during the various play activities Yes/No  
c) Observation of the child's work through work-sheets etc. Yes/No  
d) Any other: \_\_\_\_\_

45. Is progress report/record of children prepared ? Yes/No  
If Yes, are the following particulars included in the report/record ?

- a) Marks scored in each subject in the examination Yes/No  
b) Grades Yes/No

- |   |        |
|---|--------|
| c) Division   | Yes/No |
| d) Position/rank  | Yes/No |
| e) Teacher's remarks  | Yes/No |
| f) Developmental level of children in different aspects of development such as physical, language, cognitive etc. at given period of time | Yes/No |
| g) Others : _____   |        |

46. Is provision of health care available in your pre-school ?

Yes/No

If Yes, what types of health services are available ?

- |  |     |
|--|-----|
| a) Organisation of immunization              | ( ) |
| b) Health check-up                           | ( ) |
| c) Referral services to doctor or PHC        | ( ) |
| d) Treatment of minor accidents and ailments | ( ) |
| e) Growth monitoring through maintenance of  |     |
| - weight record                              | ( ) |
| - height record                              | ( ) |

47. Does the pre-school provide for mid-day meal/supplementary nutrition to pre-schoolers ?

Yes/No

If Yes, what are the types of food mostly provided ?

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48. How many times does the pre-school usually organise parent-teacher meeting in a year ?

a) \_\_\_\_\_

b) Never ( )

49. How often do you usually visit homes of the children in a year ?

a) \_\_\_\_\_

b) Never ( )

## VI. RECORDS AND REGISTERS

50. Does the pre-school maintain records of the following ?

a) Registration forms Yes/No

b) Personal data sheet of the child Yes/No

c) Detailed background information of the child viz.

i) home background Yes/No

ii) developmental history Yes/No

iii) habits and interests Yes/No

iv) health Yes/No

v) teachers' assessment Yes/No

51. What are the registers maintained by your pre-school ?

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APPENDIX - B (ii)

OBSERVATION CUM INTERVIEW SCHEDULE  
( for studying the pre-school teacher training programmes)

1. Name of the training centre/institution : \_\_\_\_\_  
\_\_\_\_\_

2. Year of establishment : \_\_\_\_\_

3. Building :

a) Rented or own building : \_\_\_\_\_

b) Location : \_\_\_\_\_

c) Classroom : \_\_\_\_\_  
\_\_\_\_\_

d) Library cum reading room : \_\_\_\_\_

e) Compound or outdoor space : \_\_\_\_\_

f) Hostel : \_\_\_\_\_  
\_\_\_\_\_

4. What are the educational qualifications of the teaching staff as well as essential qualifications for the posts ?

Sl.No.	Posts/Designation	Educational qualification	Essential qualification

5. What are the pay scales of the principal and teachers ?

Sl.No.	Posts	Pay Scales

6. What is the number of seats available ?

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7. What is the number of teachers/workers trained so far by the institution/centre ?

Give the number year-wise .

Year	No.of teachers/workers trained	Year	No.of teachers/workers trained

8. What is the admission eligibility criteria ?

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9. What is the nature of the course offered and its duration ?

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10. What is the number of training courses conducted in a year ?

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11. What are the components of the training course ?

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12. What are the different methods employed for imparting training ?

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13. What types of activities are undertaken for practicals ?

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14. How are the trainees evaluated ?

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## APPENDIX - B (iii)

### INTERVIEW SCHEDULE

(for studying parents' reactions to and expectations from pre-schools)

#### Particulars of the interviewee

1. Name : \_\_\_\_\_
2. Address : \_\_\_\_\_
3. Sex : \_\_\_\_\_ & Age \_\_\_\_\_ yrs.
4. Educational qualification : \_\_\_\_\_
5. Occupation : \_\_\_\_\_
6. Family income per month : Below Rs. 6,000 / Rs. 6,000 to Rs. 12,000 / Above Rs. 12,000
7. Number of children in the family : \_\_\_\_\_
8. Name of pre-school where the child is enrolled : \_\_\_\_\_

### REACTIONS TO AND EXPECTATIONS FROM PRE-SCHOOLS

#### I BUILDING

1. i) What is your reaction to the building of the pre-school attended by your child ?

Satisfactory/Unsatisfactory

- ii) If found unsatisfactory, why ?
  - a) Not well planned and inconvenient ( )
  - b) Too small ( )
  - c) Unpleasing and unattractive ( )
  - d) Any other: \_\_\_\_\_

- iii) What expectation do you have in respect of pre-school building ?
- a) A pre-school building should be big enough ( )
  - b) A pre-school building should be specially planned ( )
  - c) A pre-school building should be painted and attractive ( )
  - d) Any other: \_\_\_\_\_

## II. EQUIPMENT AND MATERIALS

2. i) Do you find the position of the pre-school attended by your child, in relation to the provision of outdoor play equipment and material (OPEM) satisfactory ?

Yes/No

- ii) If yes, what are the reasons ?
- a) Sufficient variety of OPEM is provided ( )
  - b) Very few OPEM are provided but these are enough ( )
  - c) Satisfied although OPEM is not provided ( )
- iii) If No, give reasons ?
- a) OPEM is not provided at all ( )
  - b) Very few OPEM are provided but these are not enough ( )
  - c) Whatever OPEM is available is not properly utilized ( )
  - d) Any other: \_\_\_\_\_
- iv) What types of OPEM do you expect the pre-school to provide ?
- a) Swing ( )
  - b) Slide ( )
  - c) See-saw ( )
  - d) Merry go round ( )
  - e) Skipping rope ( )
  - f) Ball ( )
  - g) Any other: \_\_\_\_\_

3. i) Do you consider the position of the pre-school in relation to the provision of indoor play equipment and material (IPEM) satisfactory ?

Yes/No

ii) If Yes, why ?

- a) Sufficient variety of IPEM is provided ( )
- b) Very few IPEM are provided but are enough ( )
- c) Satisfied although no IPEM is provided ( )

iii) If No, give reasons

- a) No IPEM is provided ( )
- b) Very few IPEM are provided but not enough ( )
- c) Whatever IPEM is available is not properly utilised ( )

iv) What types of IPEM do you expect the pre-school to provide ?

- a) Building blocks ( )
- b) Alphabet blocks ( )
- c) Number blocks ( )
- d) Counting beads ( )
- e) Construction toys ( )
- f) Threading boards ( )
- g) Dolls ( )
- h) Kitchen sets ( )
- i) Any others : \_\_\_\_\_

### III. FINANCIAL INVOLVEMENT

4. i) Do you feel sending the child to pre-school is expensive ?

Very expensive / Expensive / Not expensive

- ii) Do you feel the education and care provided to your child by the pre-school is worth the money spent by you ?

Yes/No/No idea/Not applicable

- iii) What do you expect from the pre-school in return of the money spent by you ?

a) Knowledge of English language ( )

b) Knowledge of 3R's ( )

c) Manners and etiquette ( )

d) Any other: \_\_\_\_\_

#### IV TEACHERS

5. i) Are you satisfied with the teachers who handle your pre-school child ?

Yes/No/No idea

- ii) If Yes, what are the reasons

a) They are well qualified ( )

b) They love and are interested in children ( )

c) They know how to deal with small children ( )

d) They have knowledge of child psychology and development ( )

e) Any other: \_\_\_\_\_

- iii) If No, why ?

a) They are not well qualified ( )

b) They are irregular ( )

c) They are not punctual ( )

- d) They are without a knowledge of child psychology and development ( )
- e) They punish small children ( )
- f) They teach very little ( )
- g) They are partial ( )
- h) Any other: \_\_\_\_\_

iv) What do you expect the teachers of your pre-school child to be ?

- a) Class VI/VIII/HSLC/P.U./B.A. passed
- b) Trained in ECE ( )
- c) To have love, patience and gentleness for children ( )
- d) To have interest in child care and education ( )
- e) To have knowledge of child psychology and development ( )

6. i) What is your reaction to the teacher-child ratio in your child's pre-school ?

- a) Too high ( )
- b) Moderate ( )
- c) Low ( )
- d) No idea ( )

ii) What should be the teacher-child ratio according to your expectation ?

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## V ADMISSION PROCEDURE

7. i) What is your reaction to holding tests and interviews for admission to pre-school ?

- a) It is good ( )
- b) It is bad ( )
- c) No idea ( )

- ii) What procedure of admission do you want the pre-school to employ ?
- a) Test and interview ( )
  - b) First come first serve ( )
  - c) Comprehensive proforma ( )
  - d) No idea ( )

## VI PROGRAMMES

8. i) What is your reaction to the necessity of having text-books for pre-school children ?
- a) It is necessary ( )
  - b) It is unnecessary ( )
- ii) Do you expect the pre-school to ban the use of text-books for pre-school children ?

Yes/No

9. i) What is your reaction to the weight of school bag carried to and from pre-school by your child ?
- a) Heavy for a child ( )
  - b) Light for a child ( )
  - c) Not applicable ( )
- ii) What is your reaction to the practice of carrying bag of books by pre-schoolers ?
- a) It is good ( )
  - b) It is bad ( )
- iii) What do you expect the pre-school to do in order to relieve children from carrying heavy school bag ?
- a) To keep the books in the school ( )
  - b) To make time-table so that children need not carry all the books to and from school ( )

c) To ban the use of text-books ( )

d) Any other: \_\_\_\_\_

10. i) What is your reaction to the teaching methodology employed by the pre-school attended by your child ?

Satisfactory/Unsatisfactory

ii) What methodology do you expect the pre-school to employ ?

a) Formal classroom teaching method ( )

b) Play and activity oriented method ( )

c) Combination of both ( )

11. i) What is your reaction to the teaching of 3R's in pre-school ?

a) It is good ( )

b) It is bad ( )

ii) Do you expect the pre-school to teach 3R's ?

Yes/No.

12. i) Do you find the medium of communication and instruction used by your child's pre-school satisfactory ?

Satisfactory/Unsatisfactory

ii) What medium of communication and instruction do you expect the pre-school to use ?

Mizo/English/Both

13. i) What is your reaction to the homework given to your child by the pre-school ?

- a) Too much ( )
- b) Just enough ( )
- c) Too less ( )
- d) No homework ( )

ii) Do you expect the pre-school to give homework to your child ?

Yes/No

14. i) What is your reaction to the practice of holding of tests and examinations to evaluate pre-school children ?

- a) I'm in favour of it ( )
- b) I'm against it ( )

ii) What technique of evaluation do you expect the pre-school to employ ?

- a) Formal test and examination ( )
- b) Observation of the child's behaviour and responses during the various play activities ( )
- c) Observation of the child's work through work-sheets etc. ( )
- d) Any other: \_\_\_\_\_

15. i) What is your reaction to the provision of health care in the pre-school attended by your child ?

Satisfactory/Unsatisfactory

ii) What kind of health care do you expect the pre-school to provide ?

- a) Health check-up ( )
- b) Referral service to doctor or PHC ( )
- c) Treatment of minor accident and ailment ( )

d) Growth monitoring through maintenance of height and weight records ( )

16. i) Do you find the practice of the pre-school with regard to mid-day meal or supplementary nutrition satisfactory ?

Satisfactory/Unsatisfactory

ii) Do you think the food items provided to anganwadi for children are being mis-managed by the anganwadi workers ?

Yes/No

iii) Do you expect the provision of mid-day meal or supplementary nutrition from the pre-school ?

Yes/No

17. i) Do you consider the position of the pre-school, with regard to organisation of parent-teacher contact satisfactory ?

Yes/No

ii) What do you expect the pre-school to do regarding parent-teacher contact ?

a) To organise parent-teacher meeting ( )

b) To form Parent-Teacher Association ( )

c) To celebrate Parents' Day ( )

d) To make home-visits ( )

e) Any other: \_\_\_\_\_

iii) How often do you expect the pre-school to organise parent-teacher meeting in a year ?

\_\_\_\_\_

## APPENDIX - C

### SAMPLE OF LESSON PLAN BASED ON THE THEME 'TRANSPORT'

#### OBJECTIVES

##### **Age Group: 3 to 4 years**

*Motor Development:* To enhance the development of large and fine motor skills in children through free play and structured activities related to 'transport'.

*Language Development:* To enhance the development of listening comprehension, verbal expression and vocabulary related to transport in children.

*Cognitive Development:* To enhance the development of pre-number concepts, colour concepts and concepts related to 'transport'.

*Creativity:* To enhance the development of creative thinking and expression in children.

#### SAMPLE PLAN FOR PROJECT OF TRANSPORT (AGE GROUP : 3-4Years)

	First Day	Second Day	Third Day	Fourth Day	Fifth Day
1. Action song/ Rhyme	'A small little boat A new little boat'	'A small little boat A new little boat'	'My uncle Michael gave me a cycle'.	My uncle Michael gave me a cycle'.	Repetition of two Rhymes
2. Conversation	Related to modes of transport. The ECE worker/tea- cher can start by asking the children how they came to the ECE centre, how do their parents go to work, how do they visit their grandparents. etc. The children can thus be intro- duced to the com- mon modes of transport. Pictures/models or toys to be used as aids, as feasible.	Related to the uses of transport.	Related to classifi- cation of transport into fast and slow transport.	Related to the uses of animals for transport.	Recapitula- tion of the previous conversa- tion.

	First Day	Second Day	Third Day	Fourth Day	Fifth Day
<b>3. Language Activity</b>	Activity for visual discrimination - Matching pictures of transport	Language Activity Identification of transport through sounds	Language for visual discrimination 'Odd one out'	Language Activity- One-line riddles on transport.	Language Activity Handling of picture books related to transport.
<b>4. Outdoor Game</b>	Free Outdoor Play Organised game: 'Mama Ji'	Free outdoor play Organised game: Running to the 'modes' of transport drawn on the ground.	Free Outdoor play Organised game: Description and guessing game.	Free Outdoor play Organised game: 'Mama Ji'	Free Outdoor play Organised game: 'Come come come come children come Bus we will now become'
<b>5. Story</b>	'The Train'	The Washerman's Donkey	'Tale of Two Bulls'	'My Boat'	Puppet Show
<b>6. Cognitive Activity</b>	Pre-number concepts Big-Small Long-Short Activity with Picture cards of transport	Colour concept Matching of different colours in pictures of transport	Pre-number Concepts More-Less Far-Near Activity with toys/ models of transport or cards	Memory Immediate: recalling the 3 to 4 modes of transport shown	Colour Concept Matching of different colours in pictures of transport.
<b>7. Creative Activity</b>	Tearing and pasting bits of coloured paper within the outlines of modes of transport drawn on paper	Drawing and colouring things related to transport	Creative Drama : Children can act out various scenes, e.g. travelling in a bus, riding a camel etc.	Clay work	Vegetable printing on outlines of transport modes

## SAMPLE PLAN FOR PROJECT OF TRANSPORT (AGE GROUP: 4-6 Years)

	First Day	Second Day	Third Day	Fourth Day	Fifth Day
<b>1. Action Song/ Rhyme</b>	'A small little boat A new little boat'	'A small little boat A new little boat'	'My Uncle Michael gave me a cycle'	'My Uncle Michael gave me a cycle'	'Red light 2 what do you say I say stop and stop right away' Repetition of all three rhymes
<b>2. Conversation</b>	Related to various modes of transport, use of animals for transport and use of transport.	'Related to classification of the means of transport into road, water and air transport.	About vehicles and their various parts, e.g. wheels, driving wheel, seats, etc.	Related to traffic lights and signals, traffic rules, road safety, etc.	Recapitulation of the previous day's conversation.
<b>3. Language Activity</b>	Language activity: 3 to 4 line riddles related to transport	Activity of classification: Placing pictures of transport in appropriate places on a chart	Matching pictures of things related to transport that go together e.g. bull-ock and cart, train and track, etc.	Activity for classification : 'Bird Fly Bus Fly'	Discrimination of beginning sounds with words related to transport.
<b>4. Outdoor Play</b>	Free Outdoor play Organised game : 'Mami Ji	Free Outdoor play Organised game : 'Categories'	Free Outdoor play Organised game : Description and guessing game.	Free Outdoor play Organised game : 'Red Light Green Light'.	Free Outdoor play Organised game : 'Categories'.
<b>5. Story</b>	'Sona Camel'	The Elephant	The Train	Dinu's Bullock-Cart	Story of an Aeroplane.
<b>6. Cognitive Activity</b>	Activity for number concept: Concept of relative value of numbers up to 5 with the help of matching objects.	Activity for colour concept : Identifying and naming colours -red, blue, yellow, orange, etc.	Activity for concept of shape : Identification of the shapes-circle, square, triangle through various parts of vehicles.	Activity for concept of time and speed, with picture cards of modes of transport.	Activity for number concept : Concept of relative value of numbers up to 5, done with the help of pictures/ toys/models of various modes of transport.
<b>7. Creative Activity</b>	Drawing and colouring of various modes of transport.	Clay Work	Creative Drama- Acting out a scene related to transport e.g. railway station.	Paper Folding: Making an aeroplane and boat	Asking open-ended question like : (a) What will happen if there will be no transport? (b) What will happen if the wheels of the vehicles were square etc.? etc

## APPENDIX - D (i)

### A SAMPLE OF ECE DAILY SCHEDULE

#### • A FOUR HOURS' SCHEDULE

- 08.30 - 08.45 a.m Welcome and cleanliness check-up of children
- 08.45 - 09.00 a.m Prayer
- 09.00 - 09.15 a.m Free Conversation
- 09.15 - 09.35 a.m Cognitive/Language Activity
- 09.35 - 10.05 a.m Outdoor Play
- 10.05 - 10.50 a.m Handwashing, Refreshment and Rest
- 10.50 - 11.20 a.m Indoor Free Play in small groups along with one Creative Activity
- 11.20 - 11.50 a.m Structured Conversation on Project
- 11.50 - 12.20 p.m Story and Rhyme/Dramatization/Rhythmic Movements
- 12.20 - 12.30 p.m Goodbye Circle

#### • A THREE HOURS' SCHEDULE\*

- 09.00 - 09.20 a.m Welcome, Cleanliness checkup, Prayer
- 09.20 - 09.30 a.m Free Conversation
- 09.30 - 09.50 a.m Cognitive Activity in large group
- 09.50 - 10.10 a.m Indoor Free Play in small groups
- 10.10 - 10.25 a.m Outdoor Play
- 10.25 - 10.55 a.m Handwashing, Refreshment and Rest
- 10.55 - 11.20 a.m Creative Activities
- 11.20 - 11.35 a.m Language Activity in large group
- 11.35 - 11.55 a.m Story and Rhyme/Dramatization or Rhythmic Movements
- 11.55 - 12.00 p.m Goodbye Circle

\* A three hours' schedule is also provided for, keeping in mind the time allotted for pre-school education in the ICDS programme.

## APPENDIX - D (ii)

### **A Specimen of the Daily Programme for the Three -year-olds**

Timings of School - 9.00 a.m to 12.00 noon

- 8.50 - 9.10 : Trickling in of the children, welcome by the teacher and informal health and cleanliness check-up
- 9.10 - 9.30 : Free outdoor play. Play on swing, slide and jungle gym; sand play, play with cycle, scooter, ball and bat, etc.
- 9.30 - 9.35 : Toilet
- 9.35 - 10.00 : Free indoor play. Play in the doll's corner, play with constructive material, drawing and painting, paper cutting, tearing and pasting; collage work, problem solving, play with jigsaw puzzles, clay and plasticine play, dancing, threading beads, etc.
- 10.00 - 10.10 : Preparation of the classroom for snacks
- 10.10 - 10.30 : Toilet and wash
- 10.30 - 11.00 : Snacks and rest
- 11.00 - 11.15 : Organized activity. Picture-book conversation, story telling, musical activity, creative drama, puppet play, etc. (Any of these activities may be done.)
- 11.15 - 11.45 : Free play (indoor and outdoor)
- 11.45 - 12.00 : Goodbye circle and send off

### **A Specimen of the Daily Programme for the Four-year-olds**

Timings of School - 9.00 a.m to 12.00 noon

- 8.50 - 9.00 : Trickling in of the children. Welcome by the teacher and informal health and cleanliness check-up
- 9.00 - 9.25 : Free outdoor play
- 9.25 - 9.30 : Toilet
- 9.30 - 9.50 : Project work

- 9.50 - 10.00 : Preparation of the classroom for snacks
- 10.00 - 10.15 : Organized indoor group work
- 10.15 - 10.30 : Free conversation
- 10.30 - 10.40 : Toilet and wash
- 10.40 - 11.00 : Snacks and rest
- 11.00 - 11.15 : Outdoor free play
- 11.15 - 11.50 : Indoor free play
- 11.50 - 12.00 : Good-bye circle and send off

### **A Specimen of the Daily Programme for the Five-year-olds**

Timings of School - 9.00 a.m to 12.00 noon

- 8.50 - 9.00 : Trickling in of the children. Welcome by the teacher and informal health and cleanliness check-up
- 9.00 - 9.30 : School readiness activities
- 9.30 - 10.00 : Free play (indoor and outdoor)
- 10.00 - 10.30 : Project work, organized indoor group work
- 10.30 - 10.40 : Preparation of the classroom for snacks
- 10.40 - 11.00 : Toilet and snacks
- 11.00 - 11.30 : Language activities (story book reading, making a story, puppet play, dramatization)
- 11.30 - 11.50 : Free play (indoor and outdoor)
- 11.50 - 12.00 : Good-bye circle and send off

APPENDIX - D (iii)

TIME TABLE FOR ANGANWADI WORKERS

DAYS	9-9:10 A.M.	9:10- 9:20 A.M.	9:20- 9:30 A.M.	9:30- 9:45 A.M.	9:45- 9:55 A.M.	9:55- 10:10 A.M.	10:10- 10:25 A.M.	10:25- 10:35 A.M.	10:35- 10:50 A.M.	10:50- 11:00 A.M.	11:00-11:30 A.M	11:30- 11:45 A.M.	11 : 45- 12 : 00 Noon
Mon	Clean- liness checkup	Devo- tion	Roll Call	Alpha- bet	Colour concept	Action Song	Free Play	Environ- mental study	Story telling	I.Q. Test	Distribution and teaching about Nutri- tion	Control- led Play	Bible Verses
Tue	Clean- liness checkup	Devo- tion	Roll Call	Number	Manners	Colour concept	Free Play	Singing	Alpha- bets	Bible Verses	-do-	-do-	Environ- mental Study
Wed	Clean- liness checkup	Devo- tion	Roll Call	Singing	Number	Environ- mental study	Free Play	Colour concept	I.Q. Test	Story telling	-do-	-do-	Recita- tion
Thur	Clean- liness checkup	Devo- tion	Roll Call	Number writing	Story telling	Colour concept	Free Play	Environ- mental study	Action Songs	Alpha- bets	-do-	-do-	I.Q.Test
Fri	Clean- liness checkup	Devo- tion	Roll Call	Bible Verses	Environ- mental study	Action Song	Free Play	Alpha- bets	Story telling	Mann- ers	-do-	-do-	Colour concept

APPENDIX - E (i)

A SAMPLE OF ADMISSION FORM

**Proforma I**

1. Address of the Centre/Nursery School \_\_\_\_\_  
(complete postal address) \_\_\_\_\_  
\_\_\_\_\_
2. Name of the Child \_\_\_\_\_
3. Registration No. of the Child \_\_\_\_\_
4. Sex **Male/Female**
5. Date of Birth \_\_\_\_\_
6. Place of Birth \_\_\_\_\_
7. Pet Name, if any \_\_\_\_\_
- 8.(a) Name of Father/Guardian \_\_\_\_\_  
(b) Educational Qualifications \_\_\_\_\_  
(c) Occupation \_\_\_\_\_
- 9.(a) Name of Mother \_\_\_\_\_  
(b) Educational Qualification \_\_\_\_\_  
(c) Occupation \_\_\_\_\_
10. Monthly Income of the Family \_\_\_\_\_

**SC/ST/General**

Date :

Signature of the parent/Guardian

FOR OFFICIAL USE ONLY

Date of Registration	_____
Registration No.	_____
Date of Admission	_____
Date of Leaving the Centre	_____
Age at the Time of Leaving	_____
Reason for Leaving	_____
	_____
	_____

Assessment of the child on Admission

Satisfactory

Not Satisfactory

- Intellectual
- Emotional/Social
- Physical/Motor

Date :

Signature of the Teacher/ECE Worker

APPENDIX - E (ii)

**Proforma II**

PERSONAL DATA SHEET OF THE CHILD

1. Address of the Centre \_\_\_\_\_
2. Name of the Child \_\_\_\_\_
3. Registration No. of the Child \_\_\_\_\_
4. (a) Father's/Guardian's Name \_\_\_\_\_  
(b) Father's/Guardian's Age \_\_\_\_\_  
(c) Father's/Guardian's Educational Qualifications \_\_\_\_\_  
(d) Father's/Guardian's Occupation \_\_\_\_\_  
(e) Father's/Guardian's Monthly Income \_\_\_\_\_
5. (a) Mother's Name \_\_\_\_\_  
(b) Mother's Age \_\_\_\_\_  
(c) Mother's Educational Qualifications \_\_\_\_\_  
(d) Mother's Occupation \_\_\_\_\_  
(e) Mother's Monthly Income \_\_\_\_\_
6. Relationship of Guardian with the Child \_\_\_\_\_
7. Is the child adopted \_\_\_\_\_
8. Language spoken at home \_\_\_\_\_
9. Local Dialect \_\_\_\_\_
10. Religion \_\_\_\_\_
11. Has the family changed residence recently? Yes/No  
If yes, where was the family residing earlier? \_\_\_\_\_

12. (a) Type of Family Joint/Nuclear  
 (b) Ordinal Position of the Child \_\_\_\_\_  
 (c) Total No. of Brothers and Sisters \_\_\_\_\_  
 Names of Brothers and Sisters Age Class in which studying

13. The Child stays with (put a tick wherever applicable)  
 (a) Parents  
 (b) Father and Step Mother  
 (c) Mother and Step Father  
 (d) Mother only  
 (e) Father only  
 (f) Relatives

14. Are the parents alive? Yes/No  
 If not, give details \_\_\_\_\_  
 \_\_\_\_\_

15. Has any of the Brothers and Sisters died? Yes/No  
 If Yes, give details \_\_\_\_\_  
 \_\_\_\_\_

16. No. of dependents on the family  
 and their relationship with the child \_\_\_\_\_  
 \_\_\_\_\_

17. Is the Child disabled? Yes/No  
 If yes, specify the disability Physical/Mental

18. Members of the family who have been ill for a long time (put a tick  
 wherever applicable)

(Mother/Father/Grand Mother/Grand Father/Brother/Sister/Any other

If yes, specify the disease \_\_\_\_\_

Signature of the Teacher

Date :

Signature of the Father/Guardian

Date :

APPENDIX - E (iii)

**Proforma III**

SCHEDULE FOR OBTAINING DETAILED BACKGROUND  
INFORMATION ON THE CHILD

1. Address of the Centre/Nursery School \_\_\_\_\_
2. Person who has been interviewed \_\_\_\_\_
3. Relation with the Child \_\_\_\_\_
4. Name of the Child \_\_\_\_\_
5. Sex **Male/Female**
6. Age of the Child \_\_\_\_\_
7. Registration No. of the Child \_\_\_\_\_
8. Details regarding the birth of the Child
  - (a) Whether the Child was born (put a tick wherever applicable)
    - (i) Pre-term
    - (ii) Normal
    - (iii) Post-term
  - (b) Complication during pregnancy, if any \_\_\_\_\_  
\_\_\_\_\_
  - (c) Type of Delivery(put a tick wherever applicable)
9. Developmental History of the Child
  - (i) Is the Child immunized against the following diseases?  
If yes, specify the age. Age
    - (a) Small Pox Yes/No \_\_\_\_\_
    - (b) D.P.T. Yes/No \_\_\_\_\_
    - (c) B.C.G. Yes/No \_\_\_\_\_

- |   |        |       |
|---|--------|-------|
| (d) Polio   | Yes/No | _____ |
| (e) Any other   | Yes/No | _____ |
| (ii) For how long did the mother breast-feed the child? |        | _____ |
| (iii) At what age did the child start sitting?          |        | _____ |
| (iv) At what age did the child start walking?           |        | _____ |
| (v) At what age did the child start speaking?           |        | _____ |

10. Record of illness

Did the child suffer from any major illness? Yes/No

If yes, at what age? Age

- |  |       |       |
|--|-------|-------|
| (i) Name of illness                                  | _____ | _____ |
| (ii) Did the child have any bad fall or accident     | _____ | _____ |
| (iii) Has the child been operated upon for anything? | _____ | _____ |

11. Habits

(i) Toilet Habits

- |  |           |
|--|-----------|
| (a) Does the child wet his bed?                      | Yes/No    |
| (b) If yes, when does he do it?                      | Day/Night |
| (c) If not, at what age did he stop wetting the bed? | _____     |
| (d) Does the child have regular toilet habits?       | Yes/No    |
| (e) Does he wash hands after going to the toilet?    | Yes/No    |

(ii) Sleeping Habits

- |   |        |
|---|--------|
| (a) Sleeps alone                                    | Yes/No |
| (b) Sleeps easily without bothering anybody         | Yes/No |
| (c) Sleeps reluctantly                              | Yes/No |
| (d) Time of sleeping                                | _____  |
| (e) Time of waking up                               | _____  |
| (f) Likes someone to put him to sleep by singing or |        |

- |   |        |
|---|--------|
| telling stories   | Yes/No |
| (g) Likes to cover his face at the time of sleeping             | Yes/No |
| (h) Likes to put cloth in his mouth at the time of sleeping     | Yes/No |
| (i) Likes to put his thumb in his mouth at the time of sleeping | Yes/No |
| (j) Sleeps in the afternoon<br>If, yes, for how long            | Yes/No |
- 
- (iii) Eating Habits
- (a) What does the child usually eat?  
\_\_\_\_\_
- (b) What are his favourite food items?  
\_\_\_\_\_
- (c) What are the food items that he does not like?  
\_\_\_\_\_
- (d) Does he need any help while eating? Yes/No
- (e) Who eats with the child? \_\_\_\_\_
- (f) Is the child Vegetarian/Non-vegetarian? \_\_\_\_\_
- 
- (iv) Health Habits
- (a) Takes bath regularly Yes/No
- (b) Washes hands before and after the meals Yes/No
- (c) Picks foodstuff from the floor and eats it Yes/No
- (d) Picks his nose Yes/No
- (e) Chews cloth/straw Yes/No
- (f) Puts finger/straw, etc. in the mouth Yes/No
12. Social-Emotional Behaviour
- (a) Sucks thumb Yes/No
- (b) Bites nails Yes/No
- (c) Gets frightened easily Yes/No
- (d) Is head strong or obstinate Yes/No

- (e) Stutters or stammers while speaking Yes/No
- (f) Feels uncomfortable in the presence of strangers Yes/No
- (g) Feels shy in the presence of family friends Yes/No
- (h) Helps in the household work Yes/No

If yes, what kind?

- (i) Mixes well with other children Yes/No
- (j) Plays with children of his own age Yes/No
- (k) Plays with children younger to him Yes/No
- (l) Plays with children older to him Yes/No
- (m) Prefers to play alone Yes/No

13. Information about the family

- (a) Does the mother go out for work? Yes/No
- (b) If yes, who looks after the child? \_\_\_\_\_
- (c) For how long is the mother away from home? \_\_\_\_\_
- (d) How much time does the mother spend with the child? \_\_\_\_\_
- (e) How much time does the father spend with the child? \_\_\_\_\_
- (f) How much time does the Grand Mother/Grand Father/Others spend with the child? \_\_\_\_\_
- (g) Is the child more active/inactive in comparison to the other children of the family? Active/Inactive/like others

14. If the child does something well (put a tick (✓) against the appropriate item), do you

- (a) encourage/praise him?
- (b) give him rewards?
- (c) not pay any attention to it?

15. If the child does something wrong (put a tick (✓) against the appropriate item), do you

- (a) ignore him?
- (b) punish him?
- (c) deprive him of something?
- (d) try to make him understand?

16. Facilities at home

- (a) Type of house Pucca/kutchra etc.  
(b) Adequately ventilated Yes/No  
(c) No. of rooms in the house \_\_\_\_\_  
(d) Whether some play material/toys available at home Yes/No  
(e) If yes, specify the play materials
- 

- (f) Whether some reading material is available at home Yes/No

17. Does the child have any special interest?(put a tick (✓), which is applicable)

- (a) Music and Dance  
(b) Drawing and Painting  
(c) Gardening  
(d) Play with toys  
(e) Any other

18. Is there any open space near the house where the children can play?

Yes/No

19. How does the child go to ECE Centre?

20. Who accompanies the child when he goes to the ECE Centre?

Mother/Father/Brother/Sister/Friend/Alone

21. Do the parents generally take the child along :

- (a) to the market? Yes/No  
(b) to fairs? Yes/No  
(c) To celebrations of festivals? Yes/No

Signature of the Teacher  
Date :

Signature of the Mother/Father  
Date :

## BRIEF BIO-DATA OF THE CANDIDATE

1. Name : Mrs. Lalhmasai Chuaungo
2. Father's Name : Mr. Ngama Chuaungo (L)
3. Husband's Name : Mr. H.Lalrinliana
4. Date of Birth : 01. 03. 1959
5. Present Address : 'Bethesda' Upper Republic,  
Aizawl 796001. Mizoram
6. Occupation : Lecturer (Selection Grade),  
Department of Education.  
Gov't. Aizawl College  
Aizawl, Mizoram.
7. Experience in the Occupation : 17 years
8. Educational Qualification : Examinations Passed Year Div.
- |                    |      |    |
|--------------------|------|----|
| H.S.L.C            | 1976 | II |
| P.U.(Arts)         | 1978 | II |
| B.A.(Hons. in Edn) | 1980 | II |
| M.A.(Edn)          | 1983 | I  |
9. Area of Research Work : Pre-school Education/  
Early Childhood Education

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