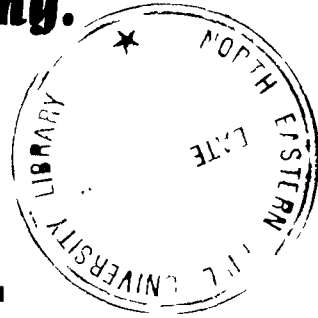


An Analytical Study

**On The functioning Of The Schools
Catering To Early Childhood
Education
in Greater Shillong.**



ABSTRACT

Submitted

*For the Degree of Doctor of Philosophy
in Education.*

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**TO
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1. INTRODUCTION:

(a) MEGHALAYA:

The word Meghalaya conjures up thoughts of high hills crested with clouds. Emergence of Meghalaya as an Autonomous state on 2nd April, 1970 and as a full-fledged state on 21st January, 1972 marked the beginning of a new era in the geo-political history of North-Eastern India. It also marked the triumph of peaceful democratic negotiations, mutual understanding and victory over violence and intrigue. Meghalaya is a Sanskrit term, meaning abode of cloud, ascribed to the Khasi-Garo plateau by internationally famed linguist and scholar extraordinary, Dr. Sunita kumar chatterjee, Professor Emeritus, Calcutta University. The state of Meghalaya is situated on the North-East of India, more or less in between 90° and 92°45' meridians of longitude and 25°15' and 26° parallels of latitude. It extends for about 300 kilometres in length and about 100 kilometres in breadth. It is bounded on the north by Goalpara, Kamrup and Nowgong districts, on the east by the Karbi Anglong and North Cachar Hills districts, all of Assam, and on the South and West by Bangladesh.

(b) SHILLONG:

“Shillong lies at the foot of the Shillong Peak, an elevated tract of land about four miles in length and two and half to four miles in breadth. It is bounded on the north by the Gorge of the Umiam and on the North-West the view is bounded by the great mass of the Diengiei hills.

To the North-East it is magnificent on a clear day, across rolling hills to the Assam Valley. Shillong Plateau is broken up with hills; the streams, and valleys. It is watered by Umshirpi and Umkhrah, both of which is precipitated in magnificent cascades, known as the Bishop and Beadon falls into a deep gorge and then united in one stream to join the Umiam. Shillong possesses various attractions which are to be found in most of the hill stations of the Himalayas. There is a full size polo ground and a fine race course. There is a charming cricket ground, excellent golf links, beautiful roads along which to drive, and fine breezy downs for the morning gallops.

2. NEED OF THE STUDY:

Early Childhood Education is of great importance to a child because the first Five years are the real foundations of desirable habits, adjustment, physical and mental development. Some psychologists maintain that mental emotional disturbances that arise in later life may have their origin in an unfavourable or improper training of children during this period. More attention should be emphasized to children at this particular stage of their development. The present study is an attempt to examine certain aspects of early childhood education in Shillong. Moreover, it is stated that very few studies have been conducted in India and the research on this field is desirable to know the merits and demerits of these Pre-schools education in Shillong and also to suggest improvements.

3. STATEMENT OF THE PROBLEM:

The problem under investigation read as “An Analytical study on the functioning of the schools catering to Early childhood Education in Greater Shillong.”

4. OPERATIONAL DEFINITION OF THE TERM:

In the present study the following definitions of the term have been accepted.

(a) **PRE-SCHOOL EDUCATION:** A Pre-school is a centre for three to six years old which provides opportunities for all round development of the child. In this course you will read about the physical, language, cognitive, social and emotional development of children from the time of conception to six years of age. Pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names; Anganwadi, Balwadi, nursery school, Kindergarten and Play Centre.

(b) **GREATER SHILLONG:** Shillong falls under the Shillong Municipal Board but after the statehood, the Shillong Municipality Board extends its services outside its area by providing drinking water, electricity, sanitation, footpaths, roads, education, etc. Hence the areas covered are Mawprem, Nongthymmai, Malki, Pynthorumkhrah, Madanrynting, Mawlai and its adjoining areas in Upper Shillong, etc. Therefore the

extension of service by Shillong Municipality Board to other parts of Shillong capital later is known as Greater Shillong.

5. OBJECTIVES OF THE PRESENT STUDY:

The major objectives of the present study are as follows :-

1. To trace the growth and development of early childhood education in Greater Shillong.
2. To find out whether the daily activities and programmes conducted in different Pre-schools are in accordance with the Pre-determined objectives of Pre-school education.
3. To study the utilization of teaching aids and play materials for social, emotional, intellectual and overall development of the child.
4. To find out the problems faced by the school.

6. DELIMITATION OF THE STUDY:

The present study was delimited only to the selected Pre-schools in Greater Shillong and its adjacent areas.

7. METHODOLOGY:

- a) **POPULATION:** The population of the present study was directly covered the Pre-schools education in Greater Shillong, where the data were extracted from the headmaster, teachers, and parents of the Pre-schools education.

b) **ACTUAL SAMPLE:** The actual sample of present study comprised of fifty Pre-school functioning in Greater Shillong. Hence 50 (fifty) Headmasters/Headmistress and 150 (one hundred and fifty) teachers of the Pre-schools, are included in the sample. Besides 100 parents selected randomly from different schools were interviewed to know about their perceptions toward the functioning of these Pre-schools.

8. TOOLS AND TECHNIQUES USED:

a) **QUESTIONNAIRE:** The investigator constructed two sets of questionnaire. One for the Headmasters or Headmistress and second for the teachers to collect information regarding the Pre-schools education in Greater Shillong.

b) **INTERVIEW SCHEDULED:** The investigator also used an interview scheduled for parents. The questions used for interview scheduled were different as it covered the views of parents on the functioning of the Pre-schools education and the perceived problem of parents.

c) **RELEVANT RECORD:** Regarding the relevant records, the investigator collect information from the offices of the Deputy Inspector of school (DIS), Statistical handbook of Meghalaya document, IGNOU materials on early childhood education and other significant data were also consulted for used.

9. ADMINISTRATION OF THE TOOLS:

Data was collected by distributing the questionnaire to the Headmaster of Headmistress and teachers of Pre-schools education. Again the investigator conducted Interview for parents. The investigator before taking interview has asked permission from the headmaster or headmistress to meet the parents personally.

10. SOURCE OF DATA:

The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was six months. The data for the study was collected from Pre-schools catering early childhood education in Greater Shillong.

11. ANALYSIS OF DATA:

The data was collected from Pre-school education and were finally tabulated and analysed in terms of percentage.

12. MAJOR FINDINGS OF THE STUDY:

The findings of the present study were discussed below :-

12.1 HISTORICAL BACKGROUND:

12.2 ESTABLISHMENT OF THE SCHOOLS: The study revealed that out of 50 Pre-schools, 12 of them were established during the years 2003 – 2006, while other 10 schools were established in different years prior to

2003, 10 schools were established during the year 1983 – 1992 and 8 schools were established in different years . 6 schools were established in 1963 – 1972 prior to 1963. It appeared that the general attitude of the Government toward pre – schools education in Shillong is of step motherly treatment. The government does not exhibit any concern for these pre – schools.

12.3 RECOGNITION OF THE SCHOOLS: The finding revealed that 90 % of the respondents stated that their schools received official recognitions from the government as per the Meghalaya School and education Act 1972 all schools opened in Meghalaya need the government approval and recognition.

12.4 SCHOOLS WITH YEAR OF ESTABLISHMENT ALONG WITH NUMBER OF TEACHERS AND STUDENTS RESPECTIVELY:

The finding revealed that some schools were open in 1943 – 1952, and the total numbers of teachers were 5 in number and the total numbers of students were 417. During the period of 1953 – 1962, the total number of teachers increased to 6 and the total number of students has gone up to 429. In 1963 – 1972, the numbers of teachers were 8 and the total number of students increased to 435. From 1973 – 1982, there were 9 teachers and the total number of students was 447. During this period of 1983 – 1992 the total numbers of teachers were 10 in number and the number of students has gone up to 492. During 1993 – 2002, the number of teachers has increased to 12 the number of students has increased to 520. In 2003

number and the number of students has gone up to 492. During 1993 – 2002, the number of teachers has increased to 12 the number of students has increased to 520. In 2003 – 2006, there are 13 teachers and the number of students has gone up to 532. The increased enrolment is on ascending order which shows that the schools in greater Shillong are growing steadily. At the initial stage there are five teachers whereas in 2003-2006 the total numbers of teachers are 13 in number but all of them are untrained. It appears that the general qualifications of teacher are P.U. passed or H.S.S.L.C. From the table above, it appears that most of the Pre-schools i.e. A, A1,B classes have only one teacher to incharge the schools, that's why the over all number of teachers are so less. It also indicates that these lower primary schools are handled by single teacher for all the classes including classes A, A1, and B before joining the formal classes of I, II and III and IV.

12.5 The investigator found that 100 % of the pre – school education showed that they never received any professional training even in the subject like child psychology. Moreover, there is no training institute for pre-school teachers in Meghalaya.

12.6 The study was found that 38 % of the school buildings in pre – schools education were owned and managed by self or private parties. Whereas 34 % were owned by the Christian Mission or churches. Therefore, the private individuals or parties and the Christian missions played a significant role in setting up of school buildings in different parts of greater Shillong. On the other hand, the Government of Meghalaya is lethargic enough to speedy implement

policies and decisions to promote Pre-School education in a befitting manner. Through State Social Welfare Board, no doubt some Anganwadi schools were established in the outskirts of Shillong city.

12.7 Area of school and school building:

- a) The investigator found that 60% of the schools have a total surface area of about 2, 600 sq. ft., for the school building which is still too small for a standard school building.
- b) 80% of the schools have the school building plinth area of about 300 - 800 sq.ft. which is too tiny.
- c) 92% of the schools were generally having a total length of each room in between 10 – 29 ft. Again 84% of the schools were found that the breadth of each room was in between 10 – 14 sq.ft. It is also revealed that the Government did not have guide lines or specification for sizes of classroom. It appears that these Pre-schools are small and difficult for children to stretch their natural movement freely.

The school compound is too small besides the school buildings is too tiny to enable the children to move around freely in a spacious environment. The small congested environment will hamper the growth of children especially their physical growth, where their large and finer muscles need proper exercises and games.

12.8 Classroom:

- a) It was found that 96% of the respondents stated that they did not have separate teachers room. It appears that the Pre-schools building are not properly planned or designed to suit the children of that age group i.e. before 6 years and it is unthinkable that teachers do not have a room for themselves.
- b) The investigator found that 100% of the respondents have separate Principal/Headmaster/Headmistress rooms. It also appeared that majority of the schools have a very small Principal rooms except few schools like Loreto, Pearly Dew, Christian Academy do have a spacious Principal room.
- c) 54% of the respondents from Pre-schools education expressed that they have dressing room with mirrors including washing basins. It appears that Pre-school building structures are not planned and perhaps they open school in a domestic home and not designed as per the Pre-school infrastructure. The investigator find the dressing room available in school are in fact too small.
- d) The finding revealed that 86% from Pre-school education did not have such rooms.

It quite astonishing that these Pre-schools do not have teacher's room, although the Principals have got tiny rooms, which looks very uncomfortable and congested and not congenial even for interaction with teachers.

- 12.9** The finding showed that 96% of the Headmasters or Headmistress from Pre-schools education expressed that the schools were not in a position to send teachers for training courses. In 1969 the National Council of Education research and training decided to set up the Department of Per-primary and Primary Education, this Department collaboration with other agencies and prepared course of studies for the schools and also for the training of teachers.
- 12.10** The finding revealed that 96% of the Headmaster or Headmistress in Pre-schools education expressed that they were not in a position to send teachers for training courses due to paucity of funds and the Government also was neither encourage them nor finance them in this field.
- 12.11** The study revealed 96% of the respondents from Pre-school education expressed that they did not receive any financial assistance from the Government.

First Five Year Plan (1951 – 56) revealed that no financial provision was made of this purpose. Again, Second Five Year Plan (1956 – 61) again no financial assistance was provided for the development of Pre-school education. Even today, the government of Meghalaya has not done anything to promote Pre-school education in the state. It is left entirely on the private individual to cater the needs of the Pre-school education.

- 12.13** The result showed that 54% of the respondents from the Pre-schools education conducted playful activities. According to Froebel, is one form of creative self-activity and an essential part of the educational process. Play was seen as both a creative act and a way of copying the natural life of man. His theory of play was a leading contribution and the Kindergarten as an institution became one of the most active growing points of modern educational practices.
- 12.14** It was found that 70% of the Pre-schools education pointed out that the norms of admitting children's in school was by personal interview with parents or oral test.
- 12.15** The finding revealed that 90% of the Headmasters/Headmistress pointed out that most children were generally admitted in Pre-school education with an average age 3 ½ years of age. National Council of Educational Research and Training has also undertaken research project for the development norms of Indian children in the age group of 2 ½ to 5 years.
- 12.16** The result showed that 94% of the Headmasters or Headmistress from Pre-school education stated that the schools have a peon or cleaner to take care, clean, ring the bells and maintaining the cleanliness of the school buildings.

- 12.17** The finding revealed that 82% from Pre-school education stated that most of the members of the Managing Committee were Graduate and Post Graduate.
- 12.18** The findings revealed that 70% of the respondents stated that they did not receive any financial assistance from the Government. Till today, the Government of Meghalaya has not constituted the Pre-School Education Board to look after the needs of the Pre-school, as per the 93rd constitutional amendment 2004. The Government till date never provide financial support to these schools that cater the physiological and psychological needs of children.
- 12.19** The study was found that 98% of Pre-school education were regularly managed and supervised by the Headmaster or Headmistress or the Principal.
- 12.20** It was found that 100% of the respondents from Pre-school stated that they collected the following fees like admission fee, monthly fee, games and sports fee from each pupil. This was done to sustain the life of the school as this collection is an alternative source of income for the school.
- 12.21** The findings revealed that 50% of the Pre-schools stated that private parties or individuals or the one who owned or started the school along

with the managing committee constructed the school building on their own resources.

- 12.22** A study showed that 96% of the Pre-schools education were not in a position to pay the salaries as per to the Government rules i.e. according to Pre-Primary School Teacher's Salary.
- 12.23** It was found that 26% of the respondents from pre-school stated that they get financial help from them in the form of building grant, as 22% of the respondents received grant for play ground. But 16% received schools furniture, 14% received grants for toilets. Whereas, 12% received drinkable water and 10% of the respondents received help in the forms of games and sports materials.
- 12.24** 100% from Pre-school Education expressed that they did not receive any financial help for students' field trips or excursion from the Government. Though the scheme for children excursion is available with CM's fund but perhaps the Pre-school Education do not fall under the previewed of the scheme. Usually the Pre-school children from rural areas use to enjoy this excursion programme every year.
- 12.25** The study revealed 94% of the respondents from the Pre-school education stated that they never receive any mid-day meal scheme. Some schools belong to Anganwadi under the management of State Social Welfare

Board used to get mid-day meal 2 – 3 Kg per students per month. It seems that the Government totally neglected these Pre-schools in Greater Shillong.

12.26 The finding revealed that cent percent of the schools possessed and utilized school materials like blackboards and dusters. 93.3% possessed and utilized flower vase. 86.6% possessed and utilised wall clock. 66% possessed and utilized tables and chairs. Whereas 56% do have pictorial charts and maps. This indicates the poor possession of other teaching aids, which meant for mental development language exploration, physical and social development.

12.27 The investigator found that about 66% of the respondents expressed that small tables and small chairs were provided to children for their sitting convenience.

12.28 It was found that 86.6% of the respondents from Pre-schools education stated that the rooms were properly ventilated.

12.29 The findings reveals that most of the pre-school in Shillong were not properly planned or designed according to the requirements of pre-schools children. It seems that the principal/ headmaster /headmistress or owner of the pre-school just started the pre-school programme without

having deep knowledge about the early childhood care and education programme.

12.30.1 Academic Activities and Programmes conducted by ECE Institutions.

12.30.2 The investigator found that 100% of the respondents stated the schools used songs and rhymes. 100% of the school teachers teach action songs. While 86% of the Pre-schools used story telling method to capture children's interests.

12.30.3 The investigator found that 100% of the respondents from pre-schools did not have such educational activities.

12.30.4 The results showed that 83.3% of the respondents from Pre-schools indicated that the role of teacher during children table games was to observed and to guide.

12.30.5 The study showed that 96% of the Pre-schools education stated that teachers never encourage children to participate different kind of activities each day, which means children were supposed to sit in a classroom and listen to their teaching. This approach is actually not in line with methods followed by pre-schools. The teachers should plan the activities in such a manner that all the

objective prescribed for care and education of the children are achieved through suitable play way activities where the children actively participate in different programmes like playing games, drawing and painting, singing songs, learning and telling a story and going round different places. While planning different activities the teacher should ensure that the activities are also familiar to the children.

12.30.6 The study again revealed 93.3% of the respondents trying to understand and help the children while playing. While 88% used to scold them for disciplining and 82.6% stated that they encourage children to actively participate in any activity. Whereas 78% stated that they leave them alone. The finding showed that teachers were not trained on child psychology and don't know how to deal with the tender minds of these young little angels in Pre-schools. Sometimes, children complain of stomach-ache before going to school due to arrogant behaviour of the teachers who use to beat and abuse the child.

12.30.7 The study found that 53.3% from Pre-schools teachers encourage children to express their creativeness and to be constructive in their approach to life. This approach is highly appreciated.

- 12.30.8** The investigator found that 52% of the teachers stated that they encourage students for self-initiative activities through colouring, learning different shapes, singing and at the same time encourage them to be confident.
- 12.30.9** The finding revealed that 56% of the respondents stated that the activities related to teachers directed was loud reading, narrate stories, active participation in activities.
- 12.30.10** The findings showed that 100% of the respondents pointed out that they never take children for outside visit e.g. to the Lake Umiam Khwan, Park, river, Shillong View Point, Cherrapunjee etc. It may be due to their tiny age which is difficult to pay attention to all children.
- 12.30.11** The study revealed that 100% of the respondents pointed out that they never take children anywhere even a park nearby.
- 12.30.12** The result showed that 52.6% of the respondents stated that they organize drama or skit for children to enable them to know the different roles played by Policeman, doctors, teachers, salesmen etc. whom children are watching them everyday and this enhances their knowledge.

- 12.30.13** The study revealed that 96.6% of the teacher respondents indicated that they never gave marks on their performance. When auxiliary personnel were introduced into the classroom.
- 12.30.14** It was found that 73.3% of the teachers use to organize games with simple rules for disciplining the child and at the same time to learn the games and while playing with other peers the child learn how to cooperate with others.
- 12.30.15** The finding showed that 100% the respondents expressed that they never use tape recorder, films, computer for children. It appears that most of the schools follow a traditional method of teaching which is not modern enough to acquaint children with modern technologies.
- 12.30.16** The study revealed that 53.3% of the respondents expressed that teachers deal with love and affection and guidance with the slightly handicap, overweight, chubby peers in school in order to build confidence in them and teachers should be patiently tolerance while caring them.
- 12.31.1** **Status of use of Teaching Aids and Play Materials**

- 12.31.2** It was found that the teaching Aids of the teachers provided in schools were pitiable. They did not have any teaching aids, for instance such as cubes, cylinders, big wooden cube, geometrical shapes, squares, rings spheres as required by kindergarten school. The teaching aids belong to the kindergarten school models and therefore it appeared that though some pre-schools are called by the name kindergarten but they never have the kindergarten teaching aids or perhaps they are not aware even through their schools were names after froebel conception of pre-school.
- 12.31.3** The finding revealed that teaching materials found unsatisfactory. Most of the schools were not in a position to acquire all these teaching materials as required by the schools.
- 12.31.4** The study revealed that 98% of the respondents stated that they never encourage free play activities for children or self selection games.
- 12.31.5** The findings revealed that 87.3% of the respondents stated that they never allow children to choose any activity they wanted to learn. According to Froebel, self-activity was important for education of children and the child developed himself through his own creative activities. Thus, his kindergarten centred around the use of gifts, the singing of his songs, and playing of various

educational games. Songs were included in the daily programmes to enable the child to use his senses, limbs and muscles and to makee him familiar with the object around him. Gifts were simple educational toys which were presented to the child in the definite order without changing their forms. According to Froebel, plays gives joy, freedom, contentment, rest and peace. Thus he insisted upon the necessity of a unified inner life and peace which can be brought through play.

12.32.1 Problems Faced by Pre-schools.

12.32.2 The investigator found that 70.6% of the respondents pointed out that there was a shortage of maps, globes, pictorial charts, puzzles, blackboards, small mats, coloured chalks, flash cards, models, small toys etc. in fact the school management should try its best to procure whatever items necessary for learning in schools as at this particular stage teaching aids play a very significant role for the development of young child.

12.32.3 The study revealed that 80% of the respondents from Pre-schools faced financial problems perhaps their salary is meagre.

12.32.4 The study showed that 98.6% of the respondents stated that the schools lack the creative blocks and toys. While 96% lack of sports and games materials. Whereas 95.3% of the respondents

stated less number of books and pictorial charts and 93.3% lack of outdoor games, see-saw, swing, merry-go-round, ladder, slide, water platform, sand, box, etc. This appears that these Pre-schools are not adequate to cater the needs of the children from 3 to 6 years. This is unfortunate for little children to depend much on those playful items for their growth and to install learn experiences into their brain.

12.32.5 The finding indicated that 100% of the schools in Greater Shillong starts class at 9:00 A.M. and close 12:30 A.M.

12.32.6 (i) The study revealed that all the schools in Greater Shillong did not follow the daily routine as prescribed or followed in Western countries or as per Froebel, Maria Montessori, Macmillan Sisters Model etc. 100% of the respondents stated that they follow their own time schedule. UNESCO (1976) points out, "it would seem that the average time table of Pre-school Education constitutions is some hours shorter than that of Primary schools.

12.32.7 The investigator found that 79% of the teachers suggested that the major problems faced by them were to send teachers for training courses to improve the standard of teaching.

12.32.8 The study revealed that 98% of the parents from Pre-schools education indicated that there was a meeting between parents and teachers in schools once or twice a year. As Muralidharan (1980) has rightly pointed out, they will be different from school to school, as they cater to the needs of different groups of people. A group of well educated parents for instance, may like to listen to or discuss topics like (a) development characteristics of children (b) behavioural problems of children (c) suitable play materials for young children (d) stories and picture books for Pre-school children.

12.32.9 The study showed that 57% of parents who send children in Pre-education expressed that they used to meet the teachers in schools once a month/once a week to know their performances. Hence it showed that parents were very much concerned with their children in schools.

12.32.10 The finding indicated that 100% the parents who sent children in Pre-school education stated that co-operation with teachers in schools was very necessary.

12.32.11 The study revealed that most of the parents who sent children to Pre-schools indicates that they seek help from teachers when children complaint about their studies. The problems as indicated

are slow reading, slow learning in English, slow writing, difficulties in pronunciation and spelling, difficulties in identifying alphabets etc. and not willing to go to school everyday or crying at home before going to school. Therefore, it appears that these are generally common weakness amongst tender age children and patient love and care can cure such learning difficulties.

12.32.12 It was found that 96% from Pre-schools parents expressed that they were satisfied with the performances of their children in schools. While, negligible parents expressed their dissatisfaction with the performances. The finding reveals that they learn new things like reading, singing, happy to have many friends, begins to learn alphabets and numbers, and they learn different activities in the process of socialization with peer groups.

12.32.13 The finding revealed that most of the respondents gave different views of both merits and demerits of school management. These views are as follows;

(a) Merits development of cognitive faculty, play-way method practice in school help children to understand human feelings, it create interest for the pupils to go to school, become active in playing, singing, reading, etc. Different pictorial charts help

stimulating children's mind to learn more through motivational skills.

(b) Demerits: school timing not congenial, over-crowded classrooms, no co-operation between teachers and parents.

12.33 EDUCATIONAL IMPLICATION:

In the present study the educational implication was discussed below: -

- (a) There was no significant development in the Pre-school Education as it was mostly attached to the primary sections of elementary schools.
- (b) The Government of Meghalaya has not maintained proper official record of Pre-school education that start flourishing in the state.
- (c) The Pre-schools privately owned do not follow a common curriculum nor do they have adequate facilities.
- (d) The result also showed that the Pre-school education in the state was lacking of trained teachers besides the number of teachers in each school was very less. These schools were in fact, have only one or two teachers at the most and hence teaching classes was really a tough job to be carried out by the teachers in such schools.
- (e) Implication regarding the financial resources, it appeared that Pre-schools education were not receiving any financial grant from the Government. Hence, the Pre-school education was

completed neglected by the Government and as the consequences, these schools failed to uplift the standard and quality education in the state.

- (f) The result also showed that most of the teachers adopted the teaching and story telling in combination with others methods.
- (g) Another finding revealed that Pre-schools education in Greater Shillong was facing several problems which may hamper the quality education in these schools. Hence, in this regard the Government has to improve the quality education at the Pre-schools level in general.
- (h) The schools have to organize the parents-teachers' meeting frequently to know the parents' perception towards the school and their wards and to offer suggestions in a bipolar process for the betterment of the school in general and the children in particular. Such face-to-face interaction with parents was helpful for quality improvement.
- (i) Proper maintenance of school records, rules and regulation are necessary for smooth management and for efficient functioning of the schools and inspection by Government machinery to these Pre-schools is utmost importance.

SUGGESTION FOR PROMOTION OF PRE-SCHOOL EDUCATION:

The investigator laid down the following suggestions for the improvement of the Pre-school education programmes in Greater Shillong.

1. The Directorate of Education should create a separate cell for the promotion of Pre-school education in the state.
2. The Government must monitor/supervise the Pre-schools education and financial assistance should be extended.
3. The Government should take immediate steps to train the Pre-schools education teachers.
4. Play-way and activity method should be encouraged in the Pre-schools education.
5. The Government should officially recognized the established Pre-schools education and they should be made to follow the norms and regulations of Pre-school education in infrastructure and other Pre-school facilities with outdoor and indoor items..
6. There should be proper co-ordination between the Department of Education and its agencies such as Social Welfare Board etc. in offering training for the teachers and especially the Pre-schools teachers.
7. In order to retain teachers on their jobs, the Government should extend all possible assistance to all these Pre-schools education and to evaluate their achievements in term of quality products.

Lastly, the State Government should set up a body to look into various aspects of Pre-schools education especially with respect to its building infrastructure, teaching aids and other avenues such as size of classrooms, indoor and outdoor items, dressing room, wash basin, proper toilets facilities etc.

12.35 CONCLUSION:

An Analytical study on the functioning of the schools catering to Early Childhood Education in Greater Shillong. The approach of the study has been designed in such a manner to draw out information in regards to the historical background of the school, building infrastructure, human resources, financial resources, curriculum and other aspects concerning different teaching aids, teaching methods and educational activities.

It is generally state by Government officials that there were Pre-schools education attached to Pre-primary school in the form and style of classes A, A1 and B before joining the Primary Schools level but this level/stage is not treated a Pre-school education as there are directly subjected to teaching in a traditional classroom. But the Pre-school education or early childhood education gain importance only in the last two decades or more in Greater Shillong.

Since the waves of establishing Pre-schools has become a fashion in Shillong, yet the Government was not constituted any Early Childhood Care and Education Board to look after the betterment and promotion of these schools as per the 93rd Constitutional Amendment 2004. Hence, Pre-schools education, in Greater Shillong is blooming without the nurturance and care from the Government of Meghalaya. The Government of Meghalaya has not maintained proper official records of Pre-schools education as such these schools are left entirely under the management of private parties/institutions.

The Pre-schools in Greater Shillong are opened and managed by different agencies like the Christians Mission, and private parties. It appears that these mushroom growth of Pre-schools in Greater Shillong in the name and style of nursery schools, kindergarten, Montessori, Little Angels, Tiny-Toys, Rose Buds, etc. are mere imitation of model schools without knowing the meaning and purpose of the Pre-schools and how to properly socialize the young ones in these early childhood pre-school. The findings therefore, seem that most of these schools do not have specific teaching aids as required by Froebel Model, Montessori Model or of any model, so they run as per their wishes, own understanding and style of functioning.

12.36

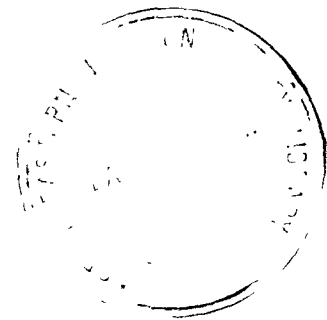
SUGGESTION FOR FURTHER RESEARCH:

1. Study can be conducted to find out the Analytical Study on the functioning of the schools catering to Early Childhood Education.
2. To study the management and control of Pre-schools education by the Government.
3. A study on the role played by the Government in Pre-schools education in Meghalaya.
4. A study of the Pre-school Education programme with special reference to the state of Meghalaya.
5. A study on the various problems faced by Pre-schools education in the past and present.

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**ANALYTICAL STUDY
ON THE FUNCTIONING OF THE SCHOOLS
CATERING TO EARLY CHILDHOOD EDUCATION
IN GREATER SHILLONG.**

THESIS
Submitted for the Degree of
Doctor of Philosophy in Education.



Dr. K.M. Warjri
Supervisor

Evanjelyne W. Syiem
Scholar.

To
Department of Education
North Eastern Hills University
Shillong-793 022
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Prepare yourself thoroughly mentally bodily and spiritually and you

Will reap the benefit of hard work.

Love and respect your God, parents and the country.

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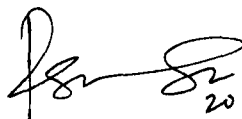
DECLARATION

I, **MISS EVANJELYNE W. SYIEM**, do hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of my previous Degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other university/institute.

This is being submitted to the North-Eastern Hill University for the degree of Doctor of Philosophy in Education.

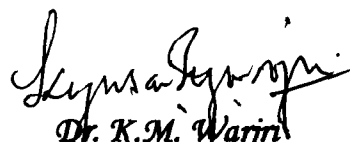


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20.10.2019

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Above all, I do thank to Almighty God for everything neither words can express nor deeds can return all the blessings I have been received in my life.

A handwritten signature in black ink, appearing to read 'E. Syiem', with a horizontal line underneath the name.

Ms. Evanjehne W. Syiem.

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**Each day we learn from yesterday
of God's Great love and care;
And every burden we must face
He'll surely help us bear.**

- D. De Haan.

CHAPTER - I

INTRODUCTION

INTRODUCTION

1.0 SHILLONG:

At 25.6 degrees north latitude and 91.9 degrees east longitude¹ lies Shillong, a town of great scenic beauty – capital of Assam since 1874, and the headquarters and capital of the government of Meghalaya at present. The neighbouring lofty peaks, and winding streets and lanes, the roaming water falls, the magnificent blooming flowers and the ever changing landscape present a tale of wonder to any outsider who visits it. Shillong grew from a small village in 1866 to a big cosmopolitan town a hundred years later.

Shillong town came into the lime light after 1866, when it was made the capital of the Khasi and Jaintia Hills District. Ten years later, in 1874 it was chosen to be the headquarters and capital of the province of Assam². It could be said therefore, that since 1866 Shillong town grew and its history began.

The area where the town stands today was thinly populated in those early days of settlement with very few houses scattered here and there on the slopes of Iewduh³. The British administration made arrangements for land to be procured from the respective Syiems or Chief

¹ R.N. Baruah, 'Queen of the hills', Shillong centenary magazine, Shillong, 1976, p.63

² Kamaleshwar Sinha, Meghalaya, Delhi, 1970, p. 172.

³ T. Cajee, The Transition from Village to town reprinted from the cultural profile of Shillong, p. 101

of the area, as well as the local owning clans. The neighbouring villages were amalgamated into a single unit and Shillong took its position in this particular corner of the Country. The town came to be subsequently regarded by the Europeans as one of the **lovely queens of hill stations in India.**

Shillong stands at the altitude of 1524 metres above sea level⁴ on the plateau of the hills separating the Brahmaputra valley in the north from the Surma valley in the south.

CLIMATE:

The average rainfall is about 1143 centimeters, which is strange, as Shillong is situated not very far from either Cherrapunjee or Mawsynram – the two wettest places in the world⁵. On the whole the climate in Shillong is never as wet as that of Darjeeling nor as dry as that of Shimla.

INHABITANTS:

There was no settled habitation by the name Shillong until the British selected the area for their headquarters. There were a few scattered huts in the adjoining villages of Laban, Laitumkrah, Nongkseh and Lawsohtun. The area of Shillong, as it came to being in the second half of the nineteenth century was the habitat of the Khasis although quite

⁴ M.P. Devarajan, geography in schools, Book – III, p. 185

⁵ District Census Handbook, United Khasi and Jaintia Hills 1961, pp. 10-11.

few – who had been living in these hills from time immemorial. The Khasis are a matrilineal tribe, emerging from a conglomeration of different clans, each tracing its lineage from a common ancestral mother who was regarded as the founder of the clan⁶. In such a society property passes to the youngest daughter – Ka Khadduh – who, however, is regarded as a mere custodian and not the possessor of the property⁷. Shillong thus became a much coveted place in the North Eastern Frontier Region. In due course, the small village of yester-year grew up to be a big cosmopolitan town. However, the Khasi Population in the town started decreasing gradually due to greater influx of people from outside compared to that of the Khasis coming from the rural areas.

Christianity was introduced in the hills in the year 1841 with the opening of the Welsh Calvinistic Methodists Mission. A branch of the mission was set up at Mawkhar when the capital of the province was shifted to Shillong. During the first quarter of a century the mission made very little progress. 500 persons were converted till the year 1871. Churches did not appear in Shillong till Donrai Diengdoh, one of the early converts to the Calvinistic faith built a place of worship at Umsohsun. Later on Churches were built at Mawlai and at Mawtawar. The first Welsh mission minister to the people of Shillong, Griffith Hughes built a Chapel in 1874 at Mawkhar on the site where presently stands a market. The Anglican first used their Church on the same site

⁶ P.R.T. Gurdon, the Khasis, Delhi 1975, p – 63

⁷ Sir Keith Cantlie, notes on Khasi Law, Shillong 1934, p. 11

where their Cathedral stands on 11th June, 1876⁸. The foundation stone of the Church was laid by H.E. Lord Northbrook, viceroy of India on the 22nd August, 1874. The guard of Honour with colours, was furnished by the 43rd Native infantry Divine services had hither to been held in the Residency Hall till the Church was first used⁹.

The Roman Catholic mission entered in the Hills in 1890 and made a new converts of about 900 persons in 1905. The Christians were, however, most prosperous and were found to be the most civilized section of the community. The improved way of living of the hill people, good houses, good clothes, cleanliness and prosperity were the outward and visible signs of the growth of the church. New converts stopped going to their business in the markets on Sunday. Changes were felt from the old order a new one in respect of social customs and traditions only after conversion of the hill people to Christianity. A Khasis convert is deeply concerned with keeping the purity and identity of the race though he/she is constantly exposed to external elements and the scale of influence is therefore one of degree rather than of kind¹⁰. Christianity has not yet changed the laws of inheritance, traditional policy and land tenure.

⁸ Syiemlieh, D.R., 'Our City' NEIHA DECENNIAL, Shillong, pp. 21-22

⁹ Taylor, S.B., "Ecclesiastical Report of Lower Assam for the year 1880", one hundred years, A short account of the Anglican Church in Assam, 1930, pp. 5-6.

¹⁰ Kharlukhi, B.R., "Christianity and Social changes in Khasi Hills, Shillong Centenary Souvenir, 1976, p – 24.

Babu Jeebon Roy, who was loyal to the British Raj and retired as extra Assistant Commissioner, mentioned in his book, "Ka Niam Khasi" published in 1897 that "For many years I had published in 1897 that "For many years I had wanted to write about the religion of the people of this land For if we do not write now, people will soon forget completely, as other religions like Christianity, Roman Catholic Unitarian, and Brahmo Samaj have started appearing"¹¹. A few Khasis, non-converted, assembled together and formed a body of the Khasi Pnars known as "Seng Khasi". The Seng Khasi Institution was founded on 23rd November, 1899. Before the advent of British Rule, The Khasi-Pnars were living independently, and they had a unique culture, distinct traditions, customs and followed their ancient religion believing in one God alone, the creator of heaven and earth and everything therein and thereon. Babu Jeebon Roy had initiated acquiring a place and purchased a site at Mawkhar together with a small house on it at a cost of rupees four hundred and thirty and it was in that small house that the present Seng Khasi Institution was established. Thus the modern Seng Khasi was established, and ever since that year, the 23rd of November, known as the 'Seng Kut Snem' is celebrated every year and declared a State Gazette holiday. It is an important event, a landmark in the history of Seng Khasi.¹²

¹¹ Khongphai, A.S.; "Seng Khasi"; Cultural profile of Shillong, Calcutta, 1979, pp. 141-142

¹² Ibid

Soon after the headquarters was shifted from Sohra (Cherrapunjee) to Shillong, Babu Jeebon Roy being an educated person, made much efforts for the establishment of a High School in Mawkhar area at Shillong. It started functioning on 2nd September, 1878 in the name of Shillong Zilla High School and later, it was named as Shillong Government High School. Master Sib Charan Roy, son of Babu Jeebon Roy, had passed his first Entrance Examination from Shillong Government High School in 1880.

Col. Keatings had an idea for establishment of a school for European and Eurasian children at Shillong because of the fascinating climate throughout the year. European and Eurasian Girls Boarding and Day School was started on 1st March, 1881 at Shillong. In the beginning, it was made co-educational till 1st March, 1883 and was continued for girls only till December, 1886. The School was closed down on 12th June, 1897 as the School building had been wrecked by the earthquake. It was opened again on 6th August, 1890 in the name of Shillong Government School for European and Eurasian Children upto the level of primary school¹³. Mission High School was started in 1884 with the help of Rev. Jerman Jones. Today, this school is known as Khasi and Jaintia Presbyterian School.

¹³ Ray, B. Datta; Early Educational Experiences in Shillong”, proceedings of N.E.I.H.A., Guwahati, 1988, pp. 338-345.

The Catholic Mission had also played a major role in the field of education in Shillong. Catholic Salvatorian, Missionaries reached Shillong on 27th February, 1880 and had started a small school in 1891. Loreto Convent School was their first High School started on 8th May, 1909. They made consistent efforts in starting several other schools in the beginning of nineteenth century. The schools were classified into four categories, viz. (i) High Schools, (ii) Middle Schools, (iii) Upper Primary Schools and (iv) Lower Primary Schools. Many Schools were opened by the Christian Missionaries to make the people in Shillong literate day by day and to improve the life style of the people.

1.1 PRE-SCHOOL EDUCATION:

In the State, there is a mushroom growth of pre-schools. These schools are particularly popular in the urban areas where there is great need as well as demand for such schools for children below the age of five years. The urban pre-schools educations are established primarily by voluntary agencies and a few of them get a nominal adhoc grant from the state government. Attempts to control or regulate the establishment of pre-schools have been, so far, rather negligible. There is, as yet, no prescribed or regulated pay scale for the pre-primary school teachers neither are there any norms of student's admission or for school fees.

Under the re-structured school education in the state, all primary schools comprise classes I to IV with pre-school section attached to them.

Statistics indicates that the children in the pre-school section only account for more than half of the total number of children in the primary schools¹⁴.

The Programme for pre-school children being implemented by various departments of the state government include the Supplementary Nutrition Programme (SNP) conducted by the social welfare department. This department, at present, runs more than 60 centres in the urban slum areas of all the districts and covers more than 16,400 beneficiaries. About 30 community development (CD) blocks implement the SNP in approximately 10 centres each. In addition, the social welfare department implements about 30 Integrated Child Development Schemes (ICDS) projects covering all the CD blocks of the state with about 2,006 centres in the rural areas of the state. In the CD blocks, the programme is under the charge of the Community and Rural Development Department. The Department of health also runs programme for the prevention of certain diseases and the general well-being of children upto 5 years of age¹⁵.

The State proposes to take the following course of action to improve the implementation of Early Childhood Care and Education (ECCE) programme: (a) Widening the coverage with co-operation from all concerned department; (b) Co-ordination and convergence of services of all departments as also the Village Education Committees; (c)

¹⁴ Srilekha Majumder and Torist Mark Educational Administration of Meghalaya, 2000, 9.43.

¹⁵ Opcit, Srilekha Majumder and Torisk Mark Educational Administration of Meghalaya, 2000, p. 43

Improving the content and process of pre-school education by including activities like regular medical check-up; promotion of muscular development, etc. and (d) The training of man power. The ECCE programme aims not merely at the custodial care of children but, at initiating the process of development in them. This requires a large number of trained child-care workers. The State Council Educational Research Training, State Resource Centre and the District Institute Education and Training would provide technical resource support to all the components of the ECCE programme. In order to ensure the success of these programmes, there is a need to upgrade the ECCE functionaries remunerations and honorarium so that it commensurate with their skills and the hours of work¹⁶.

The Central Government's programme of Action (1992) which emphasis the inclusion of components like wealth, nutrition and education for total development of the children's faculties, is to be adopted by the State Governments Pre-primary sections attached to primary schools, by converting them into separate pre-school sections – each with a separate room or building under a separate agency¹⁷.

Meghalaya has certain legal provision in respect of education. Its present legal provision in respect of education. Its present system of education is based on the various acts and codes – primarily codified

¹⁶ Srilekha Majumder and Torisk Mark; Educational Administration of Meghalaya, 2000, p. 44

¹⁷ Opcit, Srilekha Majumder and Torisk Mark, Educational Administration of Meghalaya, 2000, p. 35

executive orders, which were enforced during the period of the composite state of Assam. Immediately after achieving statehood in 1972 with the bifurcation, of Assam, the State enforced its first act in the context of education called the Meghalaya Board of School Education Act, 1973¹⁸.

Article 45 of the constitution stipulate free and compulsory education for all children until they complete the age of 14 years.

In 2001 the 83rd Bill was amend, and reintroduced as constitution (93rd amendment) bill 2001 in the Parliament with the following traditions.

After Article 21 of the constitution the following article shall be inserted namely.

21-A the State shall provide free and Compulsory Education to all children at the age of 6-14 years in such manner as the State may be law determine¹⁹.

For Article 45 of the constitution the following shall be substituted namely:

¹⁸ Opcit, Srilekha Majumder and Torisk Mark; Educational Administrative of Meghalaya 2000. P. 36.

¹⁹ Education Track, 2002, Nelkaman Publications, Hyderabad, p. 28.

That the State shall endeavour to provide Early Childhood Care and Education for all children until they complete the age of 6 years²⁰.

1.2 PRE-SCHOOL EDUCATION DURING THE BRITISH PERIOD:

Formal Education in Meghalaya was introduced by the London Missionary Society, under the Presbyterian Missionaries. It was Thomas Jones who developed the Khasi Alphabet. The Khasis had no written language of their own, so Thomas Jones used the Roman Letters to be the Universal language of the Khasis. In the beginning Thomas Jones invited few students to learn the Roman letters with the intension that later on they will be able to teach in school. Later, Thomas Jones taught these students through a book known as “First Khasi Primier” or “Ka Kitab Nyngkong” which was published in the year 1841. This book was used for many years by the Khasis. In this book Thomas Jones inserted 21 alphabets, A, B, K, D, E, G, NG, H, I, J, L, M, N, O, P, R, S, T, U, W, Y. In later years the alphabet “ I ” and “ Ñ ” was inserted by other missionaries. The first elementary school in Meghalaya was established at Mawsmal, Cherrapunjee, and the first teacher was U LURSHAI. The second school was also opened by Thomas Jones at Mawmluh, Cherrapunjee under the guidance of a teacher U NISING²¹.

The average attendance was considerably poor most probably because of lack of interest on the part of the parents. The Khasi Tribes

²⁰ Education Track, 2002, Nelkaman Publications, Hyderabad, p. 28

²¹ Rai Bahadur Ropmay, Centenary History Ka Balang Presbyterian.

follows the matrilineal system and the women are respected and they hold high status in the society. It was surprising to note that women were not allowed to enter school because they were considered useless and did not need education at all. Moreover, the controversy arose due to the Christian faith. Parents broke the egg of the hen to find out if girls can study or not but the result was always negative. It was believed that if girls were educated they will suffer, they will not be able to produce children and their surname will vanish forever. However, they were allowed to learn sewing and knitting and such other domestic skills²²”.

Mrs. Lewis who served in the Primary Education as the first lady teacher taught these girls sewing and knitting. While these girls were sewing she slowly presented out the First Khasi Premier in front of them. At first these girls were afraid to look at the book, but later on with the teacher’s love and attention the girls were able to read and write. By the end of the year 1843, 14 girls became literate and were able to read and write the First Khasi Premier²³.

During the early period those who were able to read and write were appointed as teachers. They acted not only as teachers but also as evangelists under the management of Christian Missionaries. Teacher’s salary was very meager. However in the early period the social status of the teachers were very high, they were men of character and people had

²² Rev. G. Angell Jones, Ka History jong Ka Balang, 1841-1966 Khasi Jaintia Presbyterian Synod, Mawkhar, Shillong.

²³ Opcit, Rev. G. Angell Jones.

confidence and faith in them and they revered and respected them in high esteem.

In 1891, normal school from Cherrapunjee was shifted to Shillong and placed under the charge of Rev. Creding Evans. This Khasi Jaintia Presbyterian School formally known as the Welsh Mission girls High School established in the year 1892 at the Mission Compound was the first Pioneer Girls School in the Khasi and Jaintia Hills and also in the North Eastern Region of India”²⁴.

Later on many schools were established like St. Edmund’s College, Loreto Convent, St. Anthony’s High School, St. Mary’s Convent, Pine Mount, etc. St. Edmund was established in 1916, Loreto Convent in 1936, St. Anthony’s High School in 1901, Pine Mount in 1900 and St. Mary’s Primary Section in 1915, Middle English in 1917 and High School Section in 1936.

The State of Meghalaya came into existence on January, 21, 1972. The State is a land-locked territory of lovely hills with abounding sylvan beauty. Meghalaya’s capital Shillong, is a lovely hill station. It has a number of beautiful scenic spots. They are the Ward’s Lake, The expansive Polo Ground, the green Golf Course, The Lady Hydari Park and the Shillong Peak overlooking the city.

²⁴ Khasi-Jaintia Presbyterian School, Centenary Souvenir, (1892-1992).

The people of the State recognized the value of the education at an early age. In spite of this, the significance of early childhood education was not recognized by the authority. Eminent authors like U Soso Tham, U Primose Gatphoh had written books in Khasi dialect for the nursery classes, yet the pre-primary section exists as a part of Primary education. The Pre-primary was mainly the concern of private and voluntary agencies and the government did not pay much attention to it. Official records were also not maintained properly regarding pre-school education in the State. It was only from 1st October, 1992, that the government regularized the appointment of pre-primary teachers and the salary of one teacher from each of the pre-schools was paid from the government funds²⁵.

The government of India under the new scheme of integrated child Development Services in 1975 fixed the school going age at 5 years. With the implementation of this new scheme, the pre-school programmes were brought under the jurisdiction of the Social Welfare Department in Meghalaya. The pre-school programme has been implemented under the scheme of Integrated Child Development Services (ICDS) by the Department of Social Welfare in the State.

Thus, the Shillong Aganwadi Centre (Mylliem Zone) was established in the year 1978. In the beginning there were problems in

²⁵ Opcit.

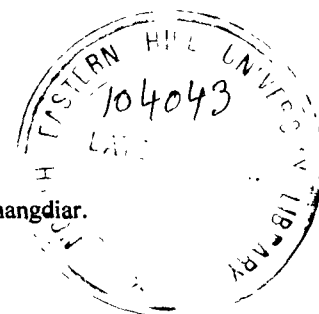
organizing the Aganwadi Centre since the people were illiterate and reluctant to send the children to the centres. Later on through the hard work of the Aganwadi workers the people began to associate themselves with the Aganwadi Programme²⁶.

For the implementation of the ICDS Projects, the Aganwadi worker is the key functionary. An Aganwadi Worker is responsible for the programmes of the centre as follows:-

- 1) Organizing non-formal pre-school education in the Aganwadi Centres, Children between 3-6 years of age.
- 2) Organizing supplementary nutrition feeding for children under six years, pregnant women, and nursing mothers.
- 3) Giving health and nutrition education to mothers.
- 4) Making home visit for education of parents particularly mothers.
- 5) Eliciting community support and participation in running programmes.
- 6) Assisting the Primary Health Centre Staff in the implementation of Health Component of ICDS Programmes.
- 7) Maintaining liaison with other institutions in the village and with other village functionaries.
- 8) Maintaining records on the Village survey and submitting monthly progress reports²⁷.

²⁶ Government of Meghalaya, Directorate of Social Welfare, Mrs. Only Shangdiar.

²⁷ Manual on Integrated Management Information system for ICDS, 1986



Pre-school education indicates that not much attention seems to have been paid to the pre-school education in the State. The pre-primary section was only part of the primary schools and thus the instructional activities were always the same as that of the Primary schools. Most of the nursery schools followed their own curriculum and the course of study was not regulated by the Education Department.

The Study revealed that at present there are three agencies in Shillong which carry the responsibility of pre-school education programmes. Firstly, the social welfare department which initiated the ICDS Programmes; Secondly, privately owned nursery and kindergarten pre-schools admitting children to K.G. classes after charging fees and lastly the pre-primary classes in the government schools.

The Aganwadi workers are paid a meager honorarium of Rs. 200 in spite of their hard work which is quite satisfactory. The study notices that pre-school education in Shillong is unsatisfactory and disorganized. With such a system of education and programmes, it is not going to realize the aims and objectives of pre-schools education. There should be integrated effort and co-ordination of various agencies to achieve the goals of pre-school education in the state. Proper institutional planning, preparation and training of teachers, adequate facilities should be provided a congenial and permissible atmosphere ought to be developed

and well organized system may be required for making pre-school programmes very effective.

The early childhood education is to nurture the children in the field of physical, social, mental and emotional development. The early childhood education helps in unfolding the child's potentialities and prepares the children to adjust well, develop emotional stability, social responsibility and intellectual capability.

Pre-schooling is an important period for children especially from 2½/3 years to 6 years of age that laid the vital foundation for the optimum development of their personality for the optimum development of their personality. The early childhood education in India is known by the different nomenclatures like pre-primary education, pre-school education, balwandi, aganwadi, nursery, kindergarten, montesson schools etc. Therefore, in such a situation and the growing demands of the society these schools might have developed their own objectives and might function and discharge their educational activities differently from others in their own ways as they think best. Therefore, the purpose of the study is to provide the pre-school teachers and parents some basic data and ideas so as to enable them to understand the process of child development during the pre-school years.

The early childhood education (Nursery School) was started in London in 1911, the Montessin School in Madras in 1939 and the head start educational programmes in America in 1965. The early childhood education has a purpose for the child to be served and the type of educational programmes to be offered. In India, Balwadis started in 1923/25 by Gijibhai Badeka supported by Tarabai Modek. In Shillong the early childhood education is a recent development and can be traced back to the 1980's almost 2 decades and majority of these schools are run by private parties. Therefore, in this regard, it may be presumed that pre-school education in Shillong, probably discharge, the academic duty below the requirement of these schools and as a result children complaint of stomachache for fear of going to school. But the pre-school never taught that children should live in fear and tears, in fact, they need love and encouragement. The teachers give too many works, spelling and cramming of words etc. which they have to complete at home in presence of parents or other siblings. All these are to taxing for children besides untrained teachers frequently abuse them. Again, most of these pre-school do not have a compound or proper ground for play and besides the classrooms are too small while the number of peers is increasing. Therefore, with the above observations, the investigator aims at studying the pre-schools in Shillong, their purpose for a child and the right curriculum for unfolding the inborn qualities of the child in physical, mental faculty and education.

1.3 CONCEPTION OF PRE-SCHOOL EDUCATION BY DIFFERENCE RENOUNCES PHILOSOPHER.

Johann Amos Comenius (1592 - 1670)

Born in Moravia in 1592, Comenius lost his parents at the age of twelve, compelled to move from one country to another under political and financial circumstances, he had to neglect his studies. However, his travelling to different countries helped him to develop a philosophy of education which is based on his life experience and the tenets of Christianity.

Comenius wrote text books specially adapted to the needs of children including the use of pictures to arouse interest and to catch attention.²⁸ He put emphasis on the training of senses. He graded the period of schooling into four stages of six years each, viz., infancy, childhood, boyhood and youth. Since education begins at birth, every home must be a school. Infancy period, according to Comenius, is the most important stage of education and the child should be well looked after and properly guided and trained. Learning at this stage should not be coercive but automatic.²⁹

²⁸ Luella Cole. A History of Education – Socrates to Montessori (New York: Holt Rinehart & Co., 1950), p. 354

²⁹ K.K. Mookerjee, Some great Educators of the world (Calcutta: Das Gupta & Co. Pvt., Ltd. 1972) p. 9

Comenius emphasized that all teachings must appeal to senses. The teacher must, therefore, use natural objects, pictures, diagrams, models and other objective materials. The classroom should be decorated with visual aids to learning. Let the child see, hear, feel, taste and manipulate his environment as much as possible because children better understand what they see than what they hear.

Comenius was against the autocratic method of teaching. He stated that punishment may sometimes be necessary but should not be associated with school work.³⁰ Children could be taught only by motivating them, by creating interest in them to learn. He advocated short duration for school, more play, sound health and less strain. The teacher, according to him, should make the school work interesting so that children should be kept relaxed and the desire for learning must not be forced but kindled. He strongly favoured group teaching. Thus, the UNESCO finally adopted the ideas of Comenius in letter and spirit.³¹

Jean Jacques Rousseau (1712 - 1778)

Rousseau was born in Geneva, Switzerland in 1712. He introduced a movement in education known as "Naturalism" and advocated natural growth of children in natural environment. He held that children are basically adaptive, naturally good, that every act of socialization by society leads to their badness. He stated "God makes all

³⁰ Luella Cole. *Opcit.*, p. 337.

³¹ B.C. Rai. *Theory of Education: Sociological and Philosophical Bases of Education* (Lucknow:Prakashan Kendra, 1979) p. 261.

things good; men meddles with them and they become evil."³² He thus, proposed that children should grow up in a free, un-structural environment that allows open expression, exploration and experimentation.³³

Rousseau divided the human development into four stages - infancy, childhood, boyhood and adolescence. The infancy stage ranges from the age of one to five, during which the senses of child must be developed and he should be given a wide experience of outdoor life. The training of the senses is the best part of education during infancy because sensory training will give the child first hand contact with things, which is so useful for education. For the purpose of sense-training and sense-experience, the child must be taken to the country and be made to observe the natural surroundings in detail and with care, and be allowed free scope and expression of all his natural inclinations and desires. During infancy great stress must be laid on physical development of the child and on games and sports and outdoor activities.³⁴

Rousseau advocated negative education and according to him children should not be foisted with adult taste and ways, they should be taught by experience alone. He laid the foundation of free and positive

³² Jean Jacques Rousseau, 1762. *Emile or on Education* Barbara Foxley (trans.) London. Dent, 1911. P.5.

³³ A. Kennedy, *Child Psychology* (Englewood Cliffs, N.J. : prentice – Hall, Inc., 1975), P.4.

³⁴ K.K. Mookerjee, *Opcit.*, p.51.

discipline for education.³⁵ He was against the imposition of any rules of conduct upon the child. He recommended maximum freedom of action and non-interference in their activities. He discovered and recognized childhood trait and also stressed that education should start with the child as the base. It was Rousseau who introduced play-way method in education.³⁶ According to him teacher should refrain himself from bookish knowledge and should relate education with life experience and laid emphasis on the concept of concrete teaching.

Johann Heinrich Pestalozzi (1746 - 1827)

Born at Zurich, Switzerland in 1746, Pestalozzi was only five years old when his father died. He was brought up by his mother. He appreciated the importance of good home environment in the early education of children. Hence, to him the school should be a "transformed home."³⁷ In his book 'The Evening Hours of a Hermit (1780)' he stressed the importance of home like these, "Home should be the foundation of any natural scheme of education. Home is the great school of character and citizenship."

Pestalozzi wanted to socialize and also democratize education. To him education is the birth right of all and its aim is the natural progressive and harmonious development of the powers and capacities of the human

³⁵ W.D. Wall, Constructive Education for children (London: The UNESCO Press, 1975), P.90.

³⁶ Charles W. Coulter and Richard S. Rimanoczy, A Layman's Guide to Education Theory, 1955, P.22.

³⁷ K.K. Mookerjee, opcit., p. 66.

beings.³⁸ Thus he attached great importance to the method of instruction because he felt that the child be best educated through an effective method of instruction and made use of object lessons for young children.

According to Pestalozzi, the centre of educational system should be the child not the subject matter, as education is to be from within and not from without. He stated that whenever children were inattentive and apparently took no interest in a lesson, the teacher should always first look to himself for the reason. Discipline should be based on and controlled by love and mutual understanding. The relation between teacher and the taught must be established by love. The chief incentive to right actions to him is not fear but love.³⁹

Pestalozzi attached great importance to games. His idea was that the child should always remain active. His schools based upon the child's nature, the spontaneous activity and his method of training through sense perception have influenced the present day Pre-school education which emphasizes the manipulation of objects, play and games.

³⁸ Robert Ulich, History of Educational thought (New Delhi: Eurasia Publishing House (P) Ltd., (1967), P. 261

³⁹ Johann Heinrich Pestalozzi, How Gertrude Teaches Her Children. Translated by Lucy C. Hollan and Frances C. Turner: (New York, C.W. Bardeen, Syracuse, 1898), P. 322.

Friedrich Wilhelm August Froebel (1782 - 1852).

Froebel was born in Prussia in 1782. He was greatly influenced by Pestalozzi's philosophy. He personally went to study Pestalozzi's orphanage which enabled him to develop ideas of play-gifts and play-songs.

Froebel was the creator of Kindergarten which means "the children's garden". He established his first school at Griesheim, based on the principle of learning by doing and through self-activity. He prescribed a permissive education. According to him, education should follow development, guarding and protecting the child, it should not direct, determine or interfere. Such an education should be based upon freedom and self determination. It should grow out of the child's free will rather than be imposed from the outside.⁴⁰

Play, according to Froebel, is one form of creative self-activity and an essential part of the educational process. Play was seen as both a creative act and a way of copying the natural life of man. It was considered as serious and deeply significant activity of childhood.⁴¹ His theory of play was a leading contribution and the Kindergarten as an institution became one of the most active growing points of modern educational practice.

⁴⁰ Kilpatrick, Froebel's Kindergarten Principles Critically Examined, pp. 82 – 84.

⁴¹ Friedrich Froebel, "The Young Child," in Lilly, ed., Friedrich Froebel: A Selection from His writing, pp. 83 – 84

The basic elements of the Kindergarten curriculum were the gifts, the occupations, games and songs, nature study, language and arithmetic.⁴² Froebel's Kindergarten was a miniature state for children in whom they moved freely and joyfully. The entire school programmes gave training in self expression through songs, movement and construction. Froebel attached great importance to the child. To him the child was the sole source of educational principles and the teacher simply followed the child.

Self activity, according to Froebel, was important for education of children and the child developed himself through his own creative activities. Thus his Kindergarten centred around the use of gifts, the singing of his songs and the playing of various educational games. Songs were included in the daily programme to enable the child to use his sense, limbs and muscles and to make him familiar with the objects around him. Gifts were simple educational toys which were presented to the child in a definite order without changing their forms. According to Froebel, play gives joy, freedom, contentment, rest and peace. Thus he insisted upon the necessity of a unified inner life and peace which can be brought through play.

Madame Maria Montessori (1870 - 1952)

⁴² Bernard Spodek, *Early Childhood Education* (New Jersey: Prentice-Hall, inc., 1973), p. 40

Montessori was born in Italy in 1870. A doctor by profession, later she became a world famous educationist. She entered the field of education through her interest in mentally deficient children. She discovered that mental deficiency was due to dullness of senses and that if their senses could be properly trained those children could acquire some knowledge. When she tried the experiment, it was crowned successfully. This success in training retarded children led her to employ the very method on educating normal children and she achieved far better results.

Montessori established 'Children's Houses' where children were taught in homely atmosphere. The guiding principles of Montessori Method are joy, freedom, spontaneity and activity. She believed that there should be no hindrance or interference in the way of child's growth and development.⁴³ The school must permit the free, natural manifestations of the child. The teacher is a part of the child's environment; he must adjust himself to the child's needs.⁴⁴

Montessori stressed realistic methods of learning through sense training. She believed that proper training of senses was necessary for acquiring knowledge and therefore pointed out that senses are very active between the ages of 3 and 7, that a lot of learning takes place during this period. She advocated that sensory training is the key to intellectual

⁴³ Maria Montessori, *The Secret Childhood*, trans. Barbara Barclay Carter (Bombay: Orient Longman, 1982), p. 83.

⁴⁴ *Ibid.*, p. 109.

development.⁴⁵ To her the senses by which our knowledge is mainly acquired are the senses of sight, hearing and touch.

In Montessori's opinion, children should have an atmosphere of freedom and liberty. Freedom is the most suitable medium for the development of human personality.⁴⁶ To quote her "The school must permit the free, natural manifestation of the child if he is to be studied in a scientific manner,"⁴⁷ Hence, Montessori school had no fixed time-table, no punishments and no rewards. The teacher was mere observer and directress and the child was free to choose his own activities, interests and inclinations.

Montessori advocated that education must be individual centred as each child has got his own peculiar interest, aptitude, capacities and endowments. She emphasized upon carefully observation of children by the teacher and the utilization of children's behaviour as the criterion for determining the validity of educational procedures. Education should develop the child's individuality in his own peculiar way at his own rate and speed. Individual differences must be recognized and educational activities should be so planned that a child's individuality must be unfolded to the full.⁴⁸

⁴⁵ R. Freeman Butta, *A Cultural History of Western Education* (New York: Mc Graw Hill Book Co., Inc., 1955), p. 406.

⁴⁶ T. Benta, *Is There Really a Montessori Method?* Ohio Psychological Association and Ohio Psychiatric Association, Cincinnati (Ohio, Feb., 1966).

⁴⁷ Maria Montessori, *Advanced method*. Vol I, p. 80.

⁴⁸ Maria Montessori, *Mostessori Method* (Cambridge: Robert Bentley, Inc., 1964), pp. 47 – 88

Signund Freud (1856 - 1939)

Sigmund Freud, the founder of the Psychoanalysis school of psychology emphasized the importance of the early years of life on personality development and style of living. According to him, personality develops in stages which span across the entire period of childhood and there is a limited amount of libidinal or pleasure seeking energy for each individual. He was convinced that the major traits of personality were established in childhood itself and subsequent personality development is merely an elaboration and extension of these traits from infancy onwards, the individual strives his needs. Severe early training and restrictions placed upon the child causes repression which is not conducive to the development of a well-balanced personality.⁴⁹ The psycho sexual stages of development proposed by Freud are oral stage, and stage, phallic stage, latency stage and genital stage. Of these, the first three stages are of prime importance and constitute the early childhood years in the life of a child.⁵⁰

Oral Stage: during this stage, pleasure is derived from sucking, chewing, biting and vocalizing. Most of the children get qualification from oral activities. Great care should be taken so that their personalities develop in

⁴⁹ Anna Freud, *Psychoanalysis for Teachers and Parents* (Boston: Press, 1935), p.49.

⁵⁰ Sigmund Freud, *A General introduction to Psycholo Analysis* (New York: Garden City Press, 1938), p. 67.

a desirable manner. Children develop some of the following traits in this stage: -

Optimism	Pessimism
Gullibility	Suspiciousness
Manipulativeness	Passivity
Admiration	Envy
Cockiness	Self-belittlement ⁵¹

Anal Stage: The child derives pleasure from the build up, retention, and expulsion of focal matter. Tension, worries and anxieties are relieved or released by urinating and shitting. This stage is important because the child's ego is undergoing some major modifications in the direction of autonomy and independence.⁵² An individual may possess the following traits by which he is identified, as was noted with the oral types:

Stinginess	Expansiveness
Constrictedness	Acquiescence
Subbornness	messiness
Orderliness	Tardiness.
Rigid punctuality	dirtiness
Meticulousness	Vagueness
Presicion	

⁵¹ S.R. Maddi, *Personality Theories: A comparative Analysis*, rev. ed. (Home Wood, Illinois: Dorsy Press, 1972), p. 271.

⁵² Arthur T. Jersild, Charles W. Telford and James M. Saurey, *Child Psychology* (New Delhi: Prentice Hall of India Pvt. Ltd., 1978), p. 274.

Overgenerosity⁵³

Phallic Stage: The genital organs become a prominent source of pleasure during this period. A child becomes more curious about sexual dissimilarities as he begins to experience sexual tensions. This stage is highly dramatic and a child is a close observer of the parents. Little girls learn to be coquettish and to display flirtations behaviour. Little boys learn to take on the role of the male with a display of toughness, and other masculine qualities.⁵⁴

Oedipus Complex : During phallic stage a boy views his father as a rival for his mother's affection. Mixed attitude developed as the father is feared on the one hand, and respected and revered as a model of manhood, superior to the child on the other. If the boy is given appropriate training and knowledge, during this crucial period, he gives up his desires for his mother and strives instead to take on the masculine role by patterning himself after his father. If the parents create too much frustration or over-indulge the child, he may fail to accept the masculine role or his conscience may be stunted.⁵⁵

Electra Complex: During this period, the girl undergoes a similar process with some important difference. She takes her father as a sex

⁵³ Arthur T. Jercild, Charles W. Telford and James M. Saurey, *Child Psychology* (New Delhi: Printice Hall of India Pvt. Ltd., 1978), p. 374.

⁵⁴ Jere E. Brophy, *Child Development and Socialization* (Science Research Associates, Inc., 1977), pp. 253 – 256

⁵⁵ Ibid

object and views her mother as a rival. Her sexual interests and feelings are quite rudimentary.⁵⁶ She loves her mother and conflict ensues which had profound effects on the emotional life of a woman. Mishandling of the training during this period will engender pathological trends in the personality of a growing girl.⁵⁷

During this phallic stage the child's circle of contacts gradually widens. He learns to adjust with other people. If there is a proper balance between gratification and control, with neither too much frustration nor over-indulgence, the child should acquire a moderate degree of both aspects of the trait dimensions. The following traits are some of the outstanding ones developing during the phallic period;

Vanity	Self-hatred
Pride	Humility
Blind courage	Timidity
Brashness	Bashfulness
Gregariousness	Isolationism
Stylishness	Plainness
Flirtatiousness	Avoidance of heterosexuality
Chastity	Promiscuity
Gaiety	Sadness ⁵⁸

⁵⁶ Sigmund Freud, *New Introductory Lectures on Psycho-analysis* (Trans W.J.H. Sport. New York Norton, 1933)

⁵⁷ Jere E. Brophy, loc. Cit

⁵⁸ S.R. Maddi, op. cit., p. 276.

The role of the parent and educator during this period is to foster identification and assist the child in resolving the Oedipal crisis. During early childhood, the child struggles with frustrations over the lack of gratification of his sexual interest in the opposite-sex parent. Hence the task of education is to check alike the evil wishes which are directed against his brothers, sisters and his father, and the longing for his mother, and to prevent their materialization. The education also should attempt to promote healthy resolutions through fostering identification with moral values.⁵⁹

Freud emphasized the importance of learning and training during early childhood and their effects upon subsequent development of their adult personality. Hence, great care should be taken to the children so as to provide proper training in every possible way at the Pre-school level. If the child did not have sufficient satisfying experiences in play, pleasure in achievement would be retarded. The child would derive pleasure, instead, from praise and approval from others.⁶⁰

During early childhood, the child's interests are shifting from parents and home to their peers, the school and the outside world. He is fully prepared for intellectual experiences. "It is the task of the teacher to match the child's needs for occupation and expression with the material

⁵⁹ Anna Freud, *Psychoanalysis for Teachers and Parents* (Boston: Beacon Press, 1935), p. 49.

⁶⁰ Ralph W. Calvin and Esther M. Zaffiro, *Pre-school Education* (New York: Springer Publishing Company, 1974), p. 27.

offered and not to create a sense either of boredom or of failure by lagging too far behind or by anticipating needs before they arise."⁶¹

Erik Homberger Erikson (1902 - 1994)

Born at Frankfurt in 1902 of Danish parents, was an exponent of psychoanalytic theory of personality. He broadened Freud's theory and included not only the individuals own motivations but also the influence of culture as well. Erikson placed emphasis on the socio-cultural forces as important in shaping the development of child's personality.⁶²

Erikson divided the entire life span into eight stages of psychosocial development: Trust Versus mistrust, autonomy versus shame and doubt, initiative versus guilt, industry versus inferiority, identity versus role diffusion, intimacy versus isolation, generativity versus stagnation and ego integrity versus despair. The first three stages are significant from the early childhood point of view and will be discussed in detail.

Trust Versus Mistrust: The infant is torn between trusting and mistrusting the things and people in his environment. A sense of trust develops if his needs are met without too much frustration. A trustful environment also determines development of trust in one's self; self-confidence. A sense of mistrust is revealed through suspiciousness,

⁶¹ Anna Freud, op. cit., p. 91

⁶² Nicholas S. DiCaprio, Personality theories: Guides to living (Philadelphia: W.B. Saunders Company, 1974), p. 56

inwardness, fearful and anxious concern with security. "Mothers create a sense of trust in their children by the kind of administration which combines sensitive care of the baby's individual needs and firm sense of personal trustworthiness within the trusted framework to their community's life style."⁶³

Autonomy Versus Shame and Doubt: During this stage the child gains increasing autonomy of action. He is having sufficient confidence in himself and parents. He wants to be independent of the parents but at the same time is willing to accept their help and guidance. He struggles between his desire to prove his control and his reluctance to disobey his parents. If the child and his parents are able to develop a good co-operative relationship with each other, it leads to the enhancement of self esteem and autonomy. If the child is denied the support and guidance by the parents it leads to shame and doubt.⁶⁴

Initiative Versus guilt: When the child reaches this stage the need for autonomy takes a more rigorous form. The major accomplishment of the ego is a sense of initiative, and failure in this task is experienced as guilt. Erikson expressed this stage as the following: "The child appears more himself, more loving, relaxed and brighter in his judgement, more activated and activating. He is in free possession of a surplus of energy

⁶³ Erik Erikson, W. Identity: Youth and Crisis. (New York: W.W. Norton and Company, 1968), p. 103.

⁶⁴ Erik Erikson, Childhood and Society 2nd ed., (New York: W.W. Norton and Company, 1963), p. 255.

which permits him to forget failures quickly and to approach what seems desirable with undiminished and more accurate direction."⁶⁵ This stage is marked by play and play is the work of children. The crisis of this stage comes when others, mostly parents and teachers, interfere with his behaviour, it causes guilt feeling in the mind of the child.

Erikson laid emphasis on the socio-cultural forces for the development of a child. The Pre-school children are in Erikson's third stage, viz. initiative versus guilt, which lasts from third to sixth year of life. If parents and teachers fulfill the biological and emotional needs of children and also co-operate with them, this will build confidence in the children and make them independent. There is need to provide necessary controls and checks for the undesirable behaviours for the children. But they should not be asked to follow perfect 'behavioural modes' at the early age. Their initiative should not be curbed as it will create guilt feelings among the children. There should be adequate emphasis on self-actualization of the potentialities by children so as to avoid later regrets and sorrows in life.⁶⁶

Jean Piaget (1896 - 1980)

Piaget, a Swiss scientist, studied the cognitive development among the children. To him experience rather than maturation defines the essence of cognitive development and that development is a continuous

⁶⁵ Ibid.

⁶⁶ G. W. Allport, *Pattern and Growth in Personality* (New York: Halt, Rinehart and Winston, 1961).

process of unfolding. The stages of cognitive development are divided into four stages; the sensory motor period, pre-operational period, concrete operational period and formal operational period. The child's movement from one stage to the next affects this maturation and experience. Environment and culture play a great role in the cognitive development of the child.⁶⁷ The sensory motor and the pre-operational period cover the early childhood stage according to Piaget.

Sensorimotor period: This stage begins with inborn reflex mechanisms that become increasingly more complex and less reflective as the child interacts with his environment. The child gains practical knowledge that provides a basis for later development during this stage. At birth the child has no idea that objects exist outside his perception.

Pre-operational period: This stage is a transition period from predominantly autistic and egocentric to the early forms of social behaviour, socio-centric speech and conceptual thought. A child is widening his social contacts in the world around him, which necessarily reduce egocentricity and increase social participation. The child can now manipulate experimental objects more effectively and his ability to communicate is enhanced by language developments.⁶⁸

⁶⁷ Jere Brophy, *op. cit.*, pp. 147 – 148

⁶⁸ Jean Piaget, *The Construction of reality in the Child* (New York: Basic Books 1954).

Knowledge according to Piaget, grows out of operations, which are ways of acting upon objects. A child must classify, measure, count, or order objects, or act on them in some other fashion, to achieve a degree of knowledge about these objects. During sensorimotor stage, the child gains practical knowledge that provides a basis for later development. In the pre-operational stage the child develops pre-operational representations. The beginning of language is important to the development of this pre-operational thought.⁶⁹

Piaget suggests that there are four main factors that explain the development of new structure in the child. These are maturation, experience, social transmission and equilibrium. They are equally important and must be geared to the level of the child's understanding. Education alone cannot change a human-being's intellectual ability, but Piaget has highlighted the role of the child as an active participant in the educative process.⁷⁰ The implications of Piaget's theories for teachers of early childhood programmes are discussed by Beard (1969) as follows:

1. They should provide stories and rhymes and free activity during free periods.
2. The teachers should allow for the development of vocabulary and all kinds of symbolic representation.

⁶⁹ Bernard Spodek, *op. cit.*, p. 25

⁷⁰ Jean Piaget, "Development and Learning" in *Piaget Rediscovered* (Ithaca, New York: Cornell University, 1964).

3. The schools may be provided with play areas with large toys in which children learn to control their actions and obtain a working knowledge of spatial relationships.
4. The schools may be provide a large number of toys and apparatus for construction or for use in imaginative play.
5. Material may be provided for sorting, grading and counting by the older and more advanced children.
6. Domestic toys which encourage imitation and playing of roles may also be provided. Water, sand, bricks, drawing materials and paints which give opportunity for a diversity of construction and representation are also useful.⁷¹

Rachel and Margaret McMillan:

McMillan Sisters were born in New York, but were moved to England prior to the civil war. They opened a clinic for children in 1902 which was later expanded to Nursery School in 1911. The McMillan Sisters were known for the establishment of Nursery Schools.

According to them education could operate in an environment that protected the health and welfare of the child. The physiological basis of development and education underline the original conception of the Nursery School. Thus adequate nutrition, cleanliness, fresh air, proper

⁷¹ R.M. Beard, *An Outline of Piaget's Psychology for Students and Teachers* (London: Routledge & Kegan Paul, 1964).

exercise and living in a healthy environment are all basic requirements for development and education for young children.⁷²

They placed emphasis on the training of senses and imagination during childhood education. They saw expressive activity, play, art and movement as imitative in character but good preparation for tool making later in human life.⁷³ Imagination is necessary for advancement in all spheres of life. Although imagination might create a good deal of trouble, it is worth developing in school. Imagination grows naturally in children during the early years, and can be utilized to provide a framework for an organic form of education.⁷⁴

The curriculum of the McMillan Nursery School included a range of instructional activities. Central to the programme were its caring aspects: eating, sleeping, and outdoor activities were the basis for the school life of the child. Learning activities were specified and also differed by age levels. The younger children were provided with activities to teach themselves-caring skills. McMillan Sisters provided children with many activities for self-expression. Handicrafts such as clay modeling, building with bricks and using other creative materials were very much a part of the programme. The McMillan created a school

⁷² Margaret McMillan, *Education through the Imagination* (New York: D. Appleton and Co., 1924),

pp. 57 – 59.

⁷³ Margaret McMillan, *Labour and Childhood* (London: Swan, Sonnenschein and Co., 1907), p. 67.

⁷⁴ Margaret McMillan, *op.cit.*, pp. 9 – 15

setting where children would be close to nature, gardens were attached to the schools with trees, and beds of flowers and vegetables. Animals were kept in the school and children were given the responsibility for the care and feeding of these pets.⁷⁵

As children grew older they were also provided with lessons in three R's. The children were introduced to reading, writing and arithmetic in the Nursery School by the age of five. Science was taught through nature study. The McMillan Nursery School was much like the modern day care centre. No time schedule was set for daily activities but specific periods were allocated for meals and sleeping. The children spent much of the time outdoors and the entire space was considered to be educational space.

Mahatma Gandhi (1869 - 1948)

Gandhiji, evolved an educational system which was based on Indian culture. In 1937 he introduced a new system "the Basic Education." Here he considered childhood (0-7) as an important stage in the period of human growth and development. To quote Gandhiji;

.....The real education begins from conception as the mother begins to take up the responsibility of the child. It is very clear that if this new education is to be effective, its

⁷⁵ Margaret McMillan, *The Nursery School* (London: J.M. Dent and Sons, 1919), pp. 21 – 31.

foundation must go deeper, it must begin not with the children but with the parents and the community.⁷⁶

Mahatma Gandhi said, "By education I mean all round drawing out of the best in child and man-in body, mind and spirit." He desired the highest perfection in man 'through physical, social, intellectual and spiritual growth of the child.'

Before finding out the aims, it is necessary to scrutiny Gandhiji's views on the system of education. He said, "I am convinced that the present system of education is not only wasteful but positively harmful. Most of the boys are lost to the parents and to the occupation to which they were born. They pick up evils habits, effect urban ways and get a smattering of something which may be anything but education. "He thus felt the need of re-orientation and asked, "We have up to now concentrated on stuffing children's minds with all kinds of information, without event thinking of stimulating or developing them. Let us now cry a halt and concentrate on educating the child through manual work, not as a side activity but as a prime means of intellectual activity."

After thorough analysis of the outcome of English education, Gandhiji put up schemes of New Education. According to him, the child should have the harmonious development of the inborn abilities, instincts

⁷⁶ Pankajam Thankaraj, *The System of Pre-school Education in India*, (Indian Association of Pre-school Education 1968), p. 46.

and emotions having a constant exercise of his 'head, heart, hand and health.' The child should bear the traditions of Indian Socio-Culture and a moral character to uplift the Indian philosophy of life. Gandhiji stressed on (i) individual development, (ii) community life activity, (iii) Social participation in education, (iv) ideal of self-realisation, (v) self-sufficiency of education, (vi) acquisition of character, personality and morality and (vii) Social discipline in natural atmosphere.⁷⁷

GANDHIJI'S SCHEME OF BASIC EDUCATION

Wardha Educational Conference was held in October, 1937 and Gandhiji out-lined the scheme of Basic education. The fundamentals of the theory are (i) Compulsory and free primary education for all children, (ii) Craft-centred education, (iii) Productive and self-supporting education and (iv) Mother-tongue as the medium of instruction Dr. Zakir Hussain as chairman made out a detailed plan of the scheme. According to Dr. Hussain, "The schemewill aim at giving the citizens of the future a keen sense of personal worth-dignity and efficiency and will strengthen in them the desire for self-improvement and social service in a cooperative community."

Main Principles : (i) All children should get equal opportunities for a period of seven years up to the age of 14; (ii) Correlated curricula of studies should be introduced as the education will centre round a craft;

⁷⁷ R.P. Das, *Ideals of Great Educators*, 1972, published by S,t. Bibha Das, Shillong. p.29-30

(iii) Subjects should be objective, educative and related to life-situations; (iv) External examination will be replaced by internal tests and records of the learners; (v) Teacher in basic education should be trained, skilled, idealist and an active guide; (vi) Teaching will be done through mother tongue at all stages and (vii) The spirit of Non-Violence, tolerance, truth and love should be inculcated so that the children be the ideal citizens in envisaged classless-society.

Basic Course : Any of the Basic Crafts such as Spinning, Weaving, Carpentry, Gardening, Leather work, Cane and Bamboo work, Agriculture, Bee-keeping or any other suitable craft; Mother-tongue; Social studies; Art; Music; General Sciences and Nature study should constitute the course.

Stages :

- (a) Pre-Basic (upto the age of 7 years).
- (b) Basic (From the age of 7 to 15 years).
- (c) Post-Basic (From the age of 15 to 18 hears)

According to Gandhiji, this scheme of education can solve the problems of social, political and economic life and remove poverty to upgrade the Indian villages. It aims at the village reconstruction. Nai-Talim is child-centred as the child learns through activity. Curriculum is

made according to the environment and the nature of the child so that the child is relieved from the routine pressure of the old system.⁷⁸

According to Gandhiji, most of the teachings should be done orally. Only very few books should be used at the Pre-Primary level. Teachers' role has to be that of a mother. The teacher has to nurture the student, live with him and bring him to the level of greater maturity. Gandhiji placed emphasis on the classical principles of ethics and morality than religious teaching.⁷⁹

RABINDRANATH TAGORE (1861 - 1941).

Tagore was born in May, 1861, of a highly cultured family in Calcutta. After studying law in England, he started a Bengali School at Bolpur in 1901, only with ten boys which was called Santiniketan (Abode of Peace).

In Tagore's opinion, the importance of close contact between the teacher and the taught can hardly be over-estimated. To him, an ideal teacher should possess a sense of indispensability of love and sympathy. Tagore realized the value of play and stressed the importance of playway

⁷⁸ Ibid. p. 30-31.

⁷⁹ William Calker, *The Hindu Personality in Education* (New Delhi: Manohar Book Service, 1976), p. 110

in the early education of children, because play was regarded by him as a free and spontaneous expression of creative activity, growth and joy.⁸⁰

In the Santiniketan School, a spirit of freedom and willingness to help one another dominated the entire atmosphere. There was healthy and cheerful co-operation between the students and the teachers. Sense training for the young children was also emphasized here. Tagore himself would take classes in sense training with little children, and in such classes on every occasion, he would invent and introduce many surprisingly new activities and experiments.

According to Tagore curriculum should not be subject-centred but activity-centred. Education in play and activity preceded all else, and this should be followed by training through activity and play. He stressed that education is gradual and progressive growth of an organism. Thus education should begin with training of instincts and emotions.

Tagore put emphasis on sense-training for the young children. He believed that the senses are of great value to human being and as such they stand in need of proper training and development. For Tagore childhood was a time of freedom, freedom from specialization and social restrictions. He was against rigid discipline.

⁸⁰ I.N, Thut and Don Adams, Educational Patterns in Contemporary Societies (New York : Mc Graw Hill book Co., 1964), p. 399.

He emphasized three methods of teaching for early education; Peripatetic method, activity method and environmental method. "Tagore believed that the children must express themselves with their whole bodies and that education of the body must be in contact with air, water, earth and light."⁸¹

Padmabhooshan Tarabai Modak (1892 - 1973)

Modak, a pioneer of Pre-school education in India, was born in 1892. She graduated from Bombay University. In 1922, while working as a principal of Training College at Rajkot, she was very much impressed by Gijubhai Badeka, the Pre-school educationist. She resigned from her job and formed a new school where both of them worked together and concentrated on the Pre-school education. They were convinced that Pre-school education can pave the way for further education. A first training college for Pre-school teachers was started by them in 1929. Later on, they founded a Society for the propagation of Pre-school education, brought out a monthly journal and published instructional material for teachers, parents and teachers. In 1931, she extended her movement to Maharashtra. In 1936, she started Sishu Vihar Kendra, which served as a centre for Pre-school education training at Bombay. In 1945, she moved

⁸¹ William Cener, *opp. Cit.*, p. 57

to Bordi and worked there for 12 years and then shifted the entire institution to the tribal area of Korbadi in 1957.⁸²

Modak started two types of Balwadis at Bordi; Central Balwadis and Angan Balwadis. The Central Balwadis were run during the regular hours and should be conducted for five hours. The children were brought from their homes and the Central Balwadis should be fully equipped. The Angan Balwadis were started at the convenience of the children in their localities. Angan Balwadi was almost without any material except a mirror, combs, buckets, napkins etc. and its programmes are general cleanliness, decoration, craft and hand-work, oral language, physical education, rhythmic movements and social activities. The idea of Angan Balwadi is a unique contribution which went a long way in making the nursery education truly indigenous in content and form. Modak's educational method is a significant contribution to Pre-school education in India.

PRE-SCHOOL ACTIVITIES IN THE ANGANWADI

INTRODUCTION

Activities for Physical Development:

- Gross Motor Development
- Fine Motor Development

⁸² J.S. Grewal, *Early Childhood Education-foundation and Practice* (Agra: National Psychological Corporation, 1984), pp. 51 – 53.

Activities for Language Development

Activities for Emotional Development and Development of Creativity:

- Art Activities (Drawing, Painting, Clay Modelling, Collage, Paper craft, Toys, dolls, masks, garlands)
- Movement Activities
- Music Activities

Activities for Social Development and Habit formation

Activities for Development of Intelligence

A. INTRODUCTION

You have already read about the importance of non-formal pre-school education in the ICDS Programme. You also know that you have to organize pre-school activities in your Anganwadi for about 40 children in the age group of 3 to 6 years.

Pre-school activities in the Anganwadi should lead to the total development of the child. Pre-school activities have been classified into the following five sections. Each section deals with a major area of development

1. Activities for physical development.
2. Activities for language development.
3. Activities for emotional development and development of creativity.
4. Activities for social development and habit formation.
5. Activities for development of intelligence.

These areas often overlap and an activity may achieve many objectives. For example, by painting, a child develops fine muscles and motor skills, eye-hand coordination, imagination, and creativity. The child also learns the names of colours. You should, therefore, include various combinations of activities every day.

B. ACTIVITIES FOR PHYSICAL DEVELOPMENT:

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

Many games can be devised using the above activities such as :

- Skipping and jumping over a rope.
- Musical chairs.
- Throwing and catching the ball round a circle.
- Langri tang - hopping on one leg.
- Kho-kho

- The lion and the goat: one child acts as a lion and the others as goats. The lion has to catch the goats.
- Pick the hanky: the children stand facing each other in 2 rows. Each child in a team has a number and the same number is given to the children in the opposite team. A handkerchief is kept in the centre. On calling out a number, the children from the 2 teams who have that number run and try to pick up the handkerchief. The one who picks up the hanky first gets the point.

Normally, every area has some local games of this kind, like Kabaddi, Sun & Shade, Vishamrit and so on. You can use or modify these games also.

In these games, either no equipment is required or very simple equipment like ropes, stones, or old tyres may be used.

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.⁸³

C. ACTIVITIES FOR LANGUAGE DEVELOPMENT:

Language development is an important part of child development. Children learn language all the time from their parents and others in their home and environment. You can play an important role too. 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) practicing conversation. You should, therefore, speak properly and clearly in the Anganwadi. Talk to the children individually, in small groups, or to the whole group. Talk to them about different things.

But give the children the opportunity to speak. They should not be asked to sit silently. Ask them questions and encourage them to talk to you. Let them talk to each other, even when they are playing.

The children may be given practice in listening and speaking through the following activities :

⁸³ A Guide Book for the Anganwadi Workers, 1986. Published by Department of Women's Welfare, Ministry of Human Resource Development, Shastri Bhawan, New Delhi. P. 150-151

1. Make the children recognize and describe objects. Show them colourful pictures or cards of animals, birds, fruits, vegetables, flowers, etc. Let them name and describe them.
2. **Let them name :**
 - a) Colours
 - b) Foods
 - c) parts of the body.
3. **Let them discriminate between various concepts like :**
 - (a) Hard and soft (let them handle stone and cotton)
 - (b) Large and small (let them handle objects of different sizes)
 - (c) Light and dark (show them shades of colour)
 - (d) Hot and cold (let them touch warm and cold things)
 - (e) Fast and slow (show them activities which are fast and slow; let them do the same)
 - (f) Loud and soft (speak loudly and softly to them; let them do the same).
4. **Story telling :** Children love stories. Through stories, they learn new words, new ideas, feelings, values, and experiences.

Tell stories about things and the environment with which they are familiar. The stories should be short and simple. If possible, they should have a lesson such as stories from the Panchatantra or Aesop's

fables. A book of panchatantra stories will be provided to you by the CDPO.

5. **Dramatization:** You can make the story interesting by drawing pictures. You can also make sounds and actions while telling the story. Children will love to join you in making these sounds and actions. You can also make use of coloured pictures and charts for telling the story.
6. **Masks and puppets:** Stories can also be told by using puppets and masks.
7. **Songs:** Teach the children interesting songs. These should be in their mother tongue. Action should accompany the song. Even physical activities can be combined with the song.

You can introduce leadership in singing songs also, when one child leads the chorus.
8. **Interpreting pictures or posters:** Show a large picture or poster to the children and ask each one of them to describe what he sees in it. Ask the others if they see anything else in the picture.⁸⁴

⁸⁴ Ibid. p. 152

D. ACTIVITIES FOR EMOTIONAL DEVELOPMENT AND DEVELOPMENT OF CREATIVITY:

Children should be taught to express themselves clearly. They should be encouraged to use their imagination. Children can express themselves and their feelings by: (a) creating with their hands, as in arts and crafts; (b) acting with their bodies, as in dramatics and dance; (c) using their voices as in reciting poems or singing songs. You should, therefore, provide all these activities for their emotional and creative development. These activities also enhance their self-confidence and help to channelize their energy properly.

These activities may be grouped as :

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

ART ACTIVITIES

Drawing: This can be done on slates, paper or blackboard, using crayons, pencils or coloured chalks. They can draw patterns and designs on floors too (rangoli).

Painting : children may paint with their fingers, paint brushes, or even string. Painting may be done on waste newspaper, paper, on the floor or mud wall. They may even paint on coconut shells, egg shells, cardboard or on any other waster material.

You may provide poster colours if they are available in your Anganwadi. Otherwise, local coloured powder like "geru", black ink, mehndi, etc. may be used.

Let the children use their imagination in painting and drawing.

Clay Modelling: children enjoy working with clay and making objects of different shapes and sizes. They can make models and different fruits, vegetables, animals, birds, plates, pots, house and even men and women. You can occasionally get the help of the local potter in getting clay, or you can learn to make clay yourself.

Collage (tear and paste): Children can make pictures by pasting together all kinds of waste materials - scraps of coloured paper, pictorial from old magazines, pieces of cloth, string, dried leaves and flowers, and even nut shells, seeds or straw may be pasted on a big sheet of paper or cardboard to make beautiful designs. You can yourself prepare the paste from a little wheat or rice flour and water, if gum is not available.

Paper Craft: You can also teach children how to fold or cut paper to make beautiful articles like a fan, boat, aeroplane, rocket, etc.

Toys, Dolls, Masks, Garlands: You may also help children in making toys, dolls, masks or garland, by using available waste material like coloured paper, scraps of cloth, wool, thread, dried leaves, straw, shells, matchboxes etc.

Movement Activities: These include action songs, dance and drama. Children love movement. Apart from being creative, these activities are also good exercise.

You may select a well known story and tell it with actions to all the children. Then divide the children into smaller groups. Ask each group to act the story with chorus singing or by making sounds. You may select any Panchatantra story for this purpose. For example, The Lion and the Wise Rabbit. The children can act as different animals in the jungle.

Children also like to play at being doctors, teachers, members of the family like father and mother, birds and bridegrooms, kings and queens, and even gods.

Music Activities:

Children love music and naturally respond to music and rhythm. You can plan rhythm activities and teach them rhymes and songs.

You can clap a simple rhythm, say two slow claps and two fast ones, and ask the children to repeat it. Then you can go to a more complex rhythm and make the children move their bodies in time to that, and so on.

You can also use the dholak or other local musical instruments like the Daphli, Manjiri, Ghungroo, Iktara, or Jhunjhun to accompany singing or movement.⁸⁵

E. ACTIVITIES FOR SOCIAL DEVELOPMENT AND HABIT FORMATION:

During the pre-school years the child develops his habits, ideas, behaviour and values from people around him. You should see that he develops proper habits, attitudes, behaviour and values. This is social development.

In his behaviour he should learn :

- (a) to cooperate with others
- (b) to speak politely
- (c) to follow instructions
- (d) to share things with others
- (e) to share responsibilities
- (f) to take part in group activities

⁸⁵ Ibid. p. 154

You should introduce group activities and games through which the child learns simple rules like writing 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".

You 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.

You should also politely insist that children should attend the Anganwadi regularly and in time. This will teach them to be regular and punctual and will prepare them for school.

F. ACTIVITIES FOR DEVELOPMENT OF INTELLIGENCE:

You should include activities at the Anganwadi for the development of intelligence of the child, i.e. games and activities which make children ready for school. These activities include : pre-reading activities, pre-writing activities, and pre-number activities.

These activities are as follow :

- (a) Making sets :** Children may sort out objects of the same kind. Draw two circles on the ground. Put five items in one circle and ask the child to put

five similar items in the other circle. Other children watch and then take their turns, as you make the game more difficult.

- (b) **Making patterns** : Take different sized objects or blocks and make a pattern. Let the children try to copy it or make their own patterns.
- (c) **Arranging in order** : Give the child objects of different sizes, e.g. pebbles or shells. Ask the child to put them in order.
- (d) **Picture sets**: Children may make sets of pictures of the same kind; or join parts of a picture to make a whole.
- (e) **Making shapes** : Make children practice tracing or drawing shapes (e.g. lines, circles, U-forms, or dots) which will help them in writing letters and number later.
- (f) **Learning number** : The concept of numbers may be introduced by asking a child to give one slate to every child; asking each child to pick up two shells; asking each child to bring three stones to the Anganwadi; and so on.⁸⁶

A large number of simple and more complex games may be introduced depending on the available materials and your own ingenuity.

The growth of Nursery and Montessori schools in India can be traced back to the last quarter of the nineteenth century. Loreto Convent School was started at Lucknow in Uttar Pradesh in 1974 and St. Hildas Nursery School was found at Poona in the then State of Bombay in 1885.

⁸⁶ Opcit. P. 155-156.

Saidapeth High School, Madras was started in 1888 with the purpose of training teachers for the nursery schools.

In the early part of the twentieth century most of the kindergarten schools were attached to the institutions established mostly by the missionaries. To them goes the credit of popularizing the kindergartens in India. These institutions were not the typical kindergartens as envisaged by its founder. These kindergartens were later Indianised as 'Balwadis' (children's orchards) or 'Shishuvihars' (houses of children). Sholapur Kindergarten Schools were started in 1901-1902 with the intention of training teachers.

In 1907, Mrs. Annie Besant, who was British by birth, became the President of the International Theosophical Society after the death of its founder, Col. Olcott, who had started many schools for the young children in the city of Madras and its suburbs. According to Trilokekar (1968), "Mrs. Annie Besant came to India because she felt that to serve India was her mission in life. India was the country she adopted her own."⁸⁷ (Indian Association of Pre-school Education, p. 29). She stirred the Indians to free their country through her home rule movement. It was at this time that a number of schools for children and colleges for men and women, both in the North and South, were run by her on idealistic lines. She started a school at Adyar near Madras which was later shifted

⁸⁷ Indian Association of Pre-school Education. An Integrated Approach to Pre-school Child: Proceedings of the National Seminar, 1972, p. 29.

to Rishi Valley where the Theosophical Society had purchased property for educational work. During 1920-30, most of the institutions concentrated their activities in the South India with a few beginnings in the North. In Eastern India, in 1918, Mrs. Besant started the Central Hindu College at Banaras with the help of Dr. George Arundale who came to India at her call.

In the Western India, Gijubha Bhadeka started the first Montessori School in India in 1920. According to Ranjit Bhai (1961). "The name of Gijubhai should be written in golden letters in the history of National Movement because he started his institution in 1920." In 1924 he opened his first training centre, Dakshinamurti Training College at Bhavanagar. This was followed by the formation of Nutan Balshikshan Sangh in 1926 covered both Gujarat and Maharashtra. The organization was founded for the cause of child education. Two experimental schools, one in Gujarat and the other Maharashtra, were started by it for the children of pre-school age. Nutan Bal Shikshan Sangh also organized a training Centre at Dadar (Bombay) in 1938. In 1945, the Sangh started its rural Centre of Pre-school Education at Bordi in District Thana (Maharashtra State). This centre was named as Gram Bal Shiksha Kendra. In 1935 and 1936 the Nutan Bal Shikshan Sangh shifted its Headquarters to Bombay and set up a permanent training centre for the pre-school teachers.

In 1934, Dr. George Arundale had succeeded Mrs. Besant as the President of the Theosophical Society. The school started by her at Madras had already been shifted to Adyar. Mrs. Besant had expressed a desire that there should be an educational institution in the vicinity of Theosophical Society. It was to abide by her wish that Dr. Arundale and Mrs. Rukamani Devi started the Besant Memorial School at Adyar in 1934 with a Montessori section attached to it. This was known as Adyar Montessori Centre (AMC). The contribution of AMC is no less important. It idealized Montessori education even in rural areas of the country.

Dr. Arundale, however, felt that no educational work would be complete without a training centre for the teachers. Education of children depends on the right type of teachers. He, therefore, invited Dr. Maria Montessori to India in 1939 and started Montessori Training Centre for teachers. Dr. Montessori readily accepted the invitation of Dr. Arundale and conducted the first training course with Montessori methods. There was a great response from the people when she went to different parts of the country to conduct various training courses. She conducted special teacher training courses at Madras, Kodaikanal, Ahmedabad, Bombay and Karachi. In the meanwhile Second World War, started. Dr. Montessori was not permitted to leave India which she resented. But she utilized her time fruitfully to strengthen the Montessori movement in India.

Montessori was invited to India again in 1947 to start Arundale Montessori Training Centre for teachers at Adyar in the extensive gardens named after Col. Olcot. But partition of the country at the time of independence, prevented many teachers from the North in joining the course. The then government of Travancore financed the training and also deputed teachers for this course.⁸⁸

As stated earlier, in the early part of the twentieth century, most of the kindergartens were started by the missionaries. But the pre-school movement in India took a definite shape under the leadership of Mrs. Annie Besant and Rabindra Nath Tagore. To quote Ranjit Bhai (1968) ;

The Indian movement in the field of pre-school education owes much to Anni Besant and Tagore in the early part of the 20th Century. There were a few private enterprises in south India, who looked to "New Educational movement" of Europe for a social change through education but the actual movement in India on a national scale was started by Annie Besant and Tagore. At the period, there were three types of institutions in the field of pre-school education India : (a) Institutions run by Theosophists; (b) Special type of schools for children of rich families run by Maharajas; (c) Schools and Centres in Gujarat and Maharashtra, run by private individuals."

⁸⁸ J.S. Grewal, *Early Childhood Education Foundations and Practice* (Agra : Modern Printer, 1984) pp. 158-159.

Other developments which took place in the pre-school movement in India were opening of Shishu Vihar Mandal at Yeotmal in Maharashtra and Centre of cosmic Education at Allahabad in 1951, happy Education Society at Delhi, Nai Talim Sangh at Wardha, Balniketan Sang at Indore in 1941 and the Association Montessori International in India.

In 1944 the Central Advisory Board of Education (CABE) gave concrete suggestions for the reorganization of pre-school education in India. John Sargent (1966), in his book, *Education, Society and Progress*, points out :

"..... An adequate provision of pre-primary instruction should be regarded as an essential adjunct of any national system of education.... In urban areas, where sufficient children are available within a reasonable radius, separate nursery schools or classes should be provided, but elsewhere, nursery classes should be attached to junior basic (primary) schools. Pre-primary education should in all cases be free. Nursery schools and classes should invariably be staffed with women teachers specially trained for this purpose."⁸⁹

⁸⁹John Sargent, *Education, Society and Progress* (Oxford Pergamon Press, 1966), p. 79

The CABE Report (known as Sargent Report) recommended that we should make a provision of 1,000,000 free places in many schools or classes for children in the age range, 3 to 6 years. The Sargent Report suggested "free attractive pre-school education by the State.....in order to pay attention to a very impressionable, plastic and educationally potent period of child's life."

In 1937, Mahatma Gandhi did not have any plan for the child below seven years. But when he returned from jail in 1944 he had realized that he could not neglect the child below 7, then he gave his views on the pre-basic education of children under 7, which was termed as pre-basic education. This education, according to Gandhiji, should be conducted in cooperation with parents and community. The first pre-basic education school, established under Kasturba memorial Trust, started functioning in July 1945 at Sevagram (Wardha), under the guidance of Smt. Shanta Narulka.

Owing to more urgent calls on the national resources since 1947, it was not possible to plan any comprehensive development for the education of children of pre-school age until 1951, when Indian Council for Child Education was formed with Smti. Sarladevi Sarabhai as its President. The Ministry of Education, Government of India, in their report (1953) *progress of Education in India 1947-52*, remarked:

"Pre-primary education was for the most part confined to urban areas and has been the responsibility of parents..... The policy of the govt. in this respect has been that of assistance and encouragement. There has been a sudden expansion of this education in the middle of the quinquennium due partly to Madam Montessori's stay in India : but mainly due to organized efforts and ability of certain private bodies."⁹⁰

DEVELOPMENT OF PRE-SCHOOL EDUCATION IN INDIA:

Progress of Pre-School Education during Five-Year Plans.

First Five-Years Plan (1951 - 56)

Second Five-Year Plan (1956 - 61)

Third Five-Year Plan (1961 - 66)

Development During 1966 - 69 Period

Fourth Five-Year Plan (1969 - 74)

Fifth Five-Year Plan (1974 - 79)

Sixth Five-Year Plan (1980 - 85)

Seventh Five-Year Plan (1985 - 90)

Eight Five-Year Plan (1992 - 1997)

Ninth Five-Year Plan (1997 - 2002)

Tenth Five-Year Plan (2002 - 2007)

⁹⁰ J.S. Grewal. pp. 159-160

AGENCIES OF PRE-SCHOOL EDUCATION IN INDIA:

Government Agencies.

Private Bodies.

Semi-official and Autonomous Organisations.

Central Social Welfare Board (CSWB).

Indian Council for Child Welfare.

Role of the NCERT.

Indian Association for Pre-School Education.

Various Organisations.

Role of International Agencies.

RECOMMENDATIONS AND SUGGESTIONS OF VARIOUS COMMITTEES AND COMMISSIONS:

The Report of Central Advisory Board of Education, 1944

Recommendation of All India Child Education Conference, 1955.

Recommendations of Study Group on Child Welfare (1960 - 62)

Recommendations of the Education Commission (1964 - 66)

Recommendations of the Committee of Members of Parliament
on Education (1967)

Recommendation regarding National Nutrition Policy for
children.

Report of the Study Group on the Development of Pre-School

Child (1970-72)

Integrated Approach to Pre-school Child: Recommendation of the National Seminar (1972)

NCERT's Hand Book on the Supervision of Pre-school (1972)

Integrated Child Development Services (ICDS) 1975

Recommendation of National Council for teacher Education (NCTE) for B.Ed and M.Ed. courses in Early Childhood Education (1978).

National Policy on Education (NPe), 1986.

Revised National Policy on Education 1992.

DEVELOPMENT OF PRE-SCHOOL EDUCATION IN INDIA:

Before independence, little attention was paid to Pre-School education in India and it was not even regarded as a State responsibility, For the first time in our educational history, the Report of the Central Advisory Board of Education on Post-War Educational Development (1944) emphasized its significance and recommended that an adequate provision of Pre-Primary education should be an essential adjunct of a national system of education. In fact, the Pre-School education has been steadily gaining popularity in the post-independence period.

PRE-SCHOOL EDUCATION DURING FIVE-YEAR PLANS:

First Five Year Plan (1951-1956)

In the First Five Year Plan (1951-1956), though the need for pre-school education was stressed but no definite financial provision was made for this purpose. In this regard, All India Education Conference on the Problems of Child Education held at Indore in 1955 remarked.

"It is also surprising that neither the First Five Year Plan nor Community Development Projects mention anything about the need for pre-primary education nor do they make any provision for the purposed. Obviously the importance of this subject has escaped the attention of the planners."

As a part of the First Five Year Plan (1951-1956) the Central Government set up a Central Social Welfare Board (CSWB) with the object especially of assisting voluntary agencies in organizing welfare programmes for women and children. The CSWB assisted 2128 institutions of which 591 were child welfare institutions. But in the first five year plan, out of 169 crores provided for the development of education, no allocation was made for the pre-school education.

Second Five Year plan (1956-61)

In the later part of the Second Plan (1956-61) the Planning Commission made a provision for child welfare and education. This was done on the recommendation of the Child Care Committee which was appointed by the Central Social Welfare Board. Out of Rs. 307 crores provided for education during the second plan (1956-61) no special provision was made for the pre-

school stage. Assuming 3 to 6 as the normal age range for nursery schools or classes, there were over 40 million children in this age group in 1960-61. The growth of pre-school institutions and enrolment in these institutions is reported by Sargent (1968).

"Since independence the number of institutions has grown from 303 in 1951 to 1909 in 1961 and is expected to reach 3500 by 1966. The enrolment has risen from 22, 000 in 1951 to 1,21,000 in 1961. In addition there are a good many children below the age of 6 in ordinary primary schools. ...In the same ten years the number of teachers has gone up from 866 to just over 4000, of whom 3600 are women. The percentage of those who are trained has remained steady around 65".

Third Five-Year Plan (1961-66)

It was only during the Third Five year plan that the Government formally recognized the need for pre-school education. The Planning Commission had asked the Central Social Welfare Board to appoint an expert committee to survey and report on child care in the country. For the first time, pre-school education was recognized by the Government of India as the base of national system of education, and thus a national policy was to be formulated for the cause of pre-school education. The report of the expert committee, set up by the CSWB, is a land mark in the history of pre-school education as for the first time its

recommendation to the Government covered the 'total child', including education, health, nutrition and recreation. The committee pointed out that pre-schools should be self-sufficient and should be started by the voluntary agencies. Balwadis should be started both for rural and urban areas. These should be run by the Community Development Departments and Central Social Welfare Boards. As a result of these efforts the total number of Pre-school Child Care Centres was estimated to be 3,500, with an enrolment of about 14.5 lakhs which was 35 percent of the total population of children between 3-5 years. This, according to Ranjit Bhai (1968), was "a very bright account of people's response in the interest of child education." Large scale expansion of pre-school education is evident from the following table:

NUMBER OF PRE-PRIMARY SCHOOLS AND CHILDREN

Year	Total No. of schools	Enrolment	Number of teachers	Expenditure in lakhs
1950-51	303	28,640	866	11.98
1955-56	630	45,828	1880	24.99
1960-61	1909	1,78,642	4007	58.73
1965-66	3500	2,50,000	6000	. ⁹¹

In 1961 there were about 5000 Balwadis with an enrolment of about 3,00,000 children. Of three about 2,500 were assisted by the

⁹¹ Ranjit Bhai, The System of Pre-school Education in India, Voluntary efforts in Pre-school Education, (New Delhi:IAPE; 1968),p. 102

Central and State Social Welfare Boards. By the end of Third Plan the number of Balwadis organized by these Boards rose to 5761. The Third Plan provided for the setting up of six training centres for Bal Sevikas. In the programmes for education Rs. 3 crores were allotted for child welfare and allied schemes at the Centre and about Rs. 1 crore in the States in addition to resources available under the community development and social welfare programmes. Schemes that were formulated by the Ministry of Education included improvement of the existing Balwadis, opening of new Balwadis, expansion of training programmes for Bal Sevikas and a number of other projects in which education, health and welfare services were integrated. Regarding the enrolment of children in pre-schools and Balwadis upto the end of Third Plan, Iredale (1975) points out.

"The All India picture is more difficult to colour in any detail partly because of diversity of the agencies running both the schools and the teacher training programmes. Between 1951 and 1966 the known enrolment in mainly urban pre-primary schools in the country rose from 28,000 to 250,000 (though these figures must be viewed as vague estimates), while in 1966 the number of children enrolled in Balwadis was claimed to be 600,000."⁹²

⁹² Aruna Thakkar, *Perspectives in Pre-school Education* (Bombay; Popular Prakashan Pvt. Ltd. 1980).

According to Arun Thakkar (1980) "During the third Plan, the grants-in-aid programme of the Central Social Welfare Board gave an impetus to the promotion of pre-school education and 2174 pre-schools, Nursery schools, Montessori schools, kindergarten schools, pre-basic schools, and Balwadis," 4815 Balwadis were aided by the CSWB.⁹³

Some Developments During 1966-1969 Period : In 1964, the Indian Association of Pre-school Education (IAPE) was formed. In 1966 the Education Commission (1964-1961) gave its suggestions for strengthening the pre-school education. The IAPE brought out a comprehensive document which dealt with such important problems as: pre-school education for the rural and tribal children; education at the training centre; the system of pre-school education; recent trends in pre-school education; voluntary efforts in pre-school education; pre-school teacher educations. In 1969 the National Council of Educational Research and Training decided to set up the Department of pre-primary and Primary Education. This department collaborated with other agencies and prepared courses of studies for the schools and also for the training of teachers.

Fourth Five Year Plan (1969-74)

It was suggested in the draft of the Fourth Five Year Plan that "in the field of pre-school education, Government effort will be confined

⁹³ Fourth Five Year Plan, Govt. of India, Planning Commission, 1969, p. 280.

mainly to certain strategic areas such as training of teachers, evolving suitable teaching techniques, production of teaching materials and teacher's guides. In the Social Welfare sector, however, there will be a small provision for the opening of Balwadis, both in rural and urban areas."⁹⁴

Children below 6 constitute nearly 17% of the total population of India and 15 million are being added every year. In the last two years of the Fourth Plan, services for 1 million additional children belonging to weaker sections were to be launched. In addition to this training of personnel through new types of training programmes were to be launched. Therefore, Fourth Plan period was marked by these developments in pre-school education. For example, a national seminar on the pre-school child, organized at Madras jointly by the International Children's Centre, Paris, and Indian Council for Child Welfare, discussed three broad aspects of early childhood education, namely, health and nutrition objectives, educational and social objectives. In 1970, the sixth meeting of the IAPE was held. During this year, the pre-primary teacher education curriculum was developed by the NCERT. In 1971 the NCERT set up the Department of Pre-primary and Primary Education at its National Institute of Education and special attention was paid to teacher preparation. More literature was produced for the pre-school level. Seventh meeting of the IAPE was held at Allahabad in March 1971 and

⁹⁴ Iredale Roger "Pre-school Education in South India". *Journal of Comparative Education*, Vol. II.

passed several resolutions for improving the status of pre-school education. The IAPE in 1972, published its report on 'Relating Pre-school to Primary School'. A national seminar on 'An Integrated Approach to the Pre-school Child' was also organized at Bangalore in 1972. During this year the NCERT also published its report on 'Pre-primary Institutions- Their Supervision'. The concept of supervision at the pre-school stage has been discussed in this report. The evaluation instruments and directions for their use in making assessment of a pre-school were also included in this report.⁹⁵

By the end of the fourth plan the number of children benefitting from the various schemes had also increased significantly as pointed out by Iredale (1975). "By 1974 the number of children benefitting from nutrition schemes at feeding centres and Balwadis all over the country amounted to nearly 7 million, of which approximately 18,00,000 were in tribal areas and 17,00,000 in urban areas".⁹⁶

Fifth Five Year Plan (1974-79):

The draft report on Fifth Year Plan recognized the importance of pre-school education. The facilities of pre-schools were however, limited as is pointed out in the report:

⁹⁵ J.S. Grewal, Early Childhood Education Foundation and Practice (Agra: Modern Printer, 1984) pp. 163-164.

⁹⁶ Opcit – J.S. Grewal, p. 165.

"The facilities available at present, are, however, limited to a number of privately run schools in urban under government auspices in social welfare sector. While it may be difficult to provide pre-school education facilities of any sophistication, the situation demands that some effort of an elementary kind be made immediately. It is, therefore, envisaged in the Fifth Plan that children's Play Centres for the age group 3-6 may be attached to selected primary schools. In addition to these centres, private agencies will be encouraged to run pre-primary schools and the state will further assist in the strategic areas of teacher training, preparation of teacher guides and promotion of research for evolving methods of pre-school education suited to our conditions."⁹⁷

The Fifth plan had the rural, tribal and slum areas as its target for child welfare. The Plan aimed at providing integrated services - health, welfare, education, nutrition and family planning - as bases to promote child welfare. During this Plan, 13 million children in the age group of 0 to 6 years were to be covered by extending integrated services to 18% of the total children in the weakest section of Indian society. In the Fifth Plan Rs. 25 crores were provided for the educational component and Rs. 75 crore for the social welfare plan. A national Policy Resolution for

⁹⁷ Opcit – J.S. Grewal. p. 166.

children was issued in 1974. As a result of this, National Children's Board was constituted. The Integrated Child Development Scheme (ICDS) was introduced in 33 experimental areas which provided supplementary nutrition, immunization, health check, referral services, nutrition, health education and Non-formal education to children in the age group 0 to 6 years. Further, 117 ICDS experimental projects were introduced during 1978-80. The focal point of the ICDS projects provided services through Anganwadis which was run by a local voluntary worker who was assisted by a helper. The work of Anganwadi workers was to be supervised by a Mukhya Sevika.⁹⁸

Sixth Five Year Plan (1980-85)

For the first time the term 'early childhood education' has been used in place of 'pre-school education' as the former is intended to be more broad-based and cover the entire period of crucial development upto 5 years. Special attention is to paid to the children of under-privileged groups. The Sixth plan report says,

"This early childhood stage is the period of maximum learning and intellectual development of the child and hence of great potential educational significance. The present pre-school child care programmes are limited to the distribution of food supplements and routine health cover; these contribute very little to the personality

⁹⁸ Ibid.

development of the child, especially to its intellectual, social and emotional growth. The concept of learning and developments through play and joyful activities should be articulated, across age-group, through an all round programme which should be comprehensive in scope, integrated in nature and reinforced over long time. Organisation of a crèche for children in the 0-3 age group and/or a Balwadi for 3-6 age group, with provision for educational toys, play equipment, learning materials and books for children reading would be appropriate for this purpose."⁹⁹

The sixth Plan provides an outlay of Rs. 2524 crores for development of education and culture. Out of this Rs. 905.37 crores, 35.87% of the total outlay, (851.07 for the States and 54.30 for the Centres) have been allotted for the early childhood education which is the highest amount ever allotted for this purpose.

Seventh Five-Year Plan (1985 - 1990): The Seventh Five-Year Plan has to consolidate the gains of past investments spread over three and half decades and to launch the country on the path of further development geared to equity, removal of deprivation, and tangible rise in the levels of social welfare and social consumption especially of the disadvantaged

⁹⁹ Opcit – J.S. Grewal. p. 167

sections of the population. A strategy for this purpose is being built on the basis of emphasis on food, work and productivity.

Eight Five-Year Plan (1992 - 1997): An accelerated expansion had taken place in its coverage of Pre-School children within the Governmental sector.

The Ninth Five-Year Plan (1997 - 2002): Reaffirmed the priority accorded to the development of early childhood services as an investment of women's groups in the management of ECCE programmes, particularly under the decentralized Panchayati Ray System (PRS).

The Tenth Five-Year Plan (2002 - 2007): Adopts a right-based to child development, with major strategies aimed at reaching all young children in the country to ensure their 'survival', 'protection', and 'development'. To ensure development through the effective implementation of policies and programmes in the areas of health, immunization, Nutrition and education, the three nation wide programmes of Reproductive and Child Health (RCH), ICDS, and Sarva Shiksha Abhiyan (SSA) were launched. The Plan also recognizes that, while early childhood up to 6 years is critical for the development of children, the period from the prenatal stage to the first 3 years is the most crucial and vulnerable one in life; it lays the foundations for the achievement of full human development potential and commutative life long learning, this reinforcing the

importance of setting up family focused and community-based interventions. The Tenth Five-Year Plan also recognizes the increasing need for support services in the form of crèches and day care centres for the children of working and willing mothers, especially in the context where more and more women are coming out of their homes to seek employment both in the organized and unorganized sectors. In this context, the National Creche Fund will be further strengthened to aid in its mission to develop a wide network of crèches all over the country.

AGENCIES OF PRE-SCHOOL EDUCATION IN INDIA:

Following are the agencies which manage the pre-school education in India :

Government Agencies:

Though education has been a state subject (now it is a concurrent subject), yet the policies regarding pre-school education have been mostly framed and implemented by the Central level agencies like Central Social Welfare Board. Iredale (1975) observes,

"The interesting and crucial point about pre-school education in India is that it lies mainly within the scope not of the Ministry of Education but of the Central Social Welfare Board, whose brief is to develop pre-primary education in the country as part of family and child welfare schemes.... At the State level too, most pre-

primary education is handled by the Department of Social Welfare and is entirely unrelated to the work of Education Department, though this pattern runs counter to the recommendation of Education Commission of 1966, in which close liaison between Education and Social Welfare as proposed together with a pre-primary centre within State Institutes of Education."

In most of the States the Director of Social Welfare controls the pre-schools through Bal Sevikas and Mukhya Sevikas. Of late there are some more developments. There is perhaps some justification in entrusting the responsibility of pre-school education to the Social Welfare departments. Pre-school education is viewed as a part of child and family welfare scheme. But for the education component of the pre-school programmes, especially in the matters of teacher preparation, the State Institutes of Education (SIEs) are playing prominent role. For example, SIEs of Maharashtra, Rajasthan, Madhya Pradesh and of other states have started working in the field of pre-school education. In Maharashtra a course has been drawn up combining the training for teachers for pre-primary and primary schools. In Rajasthan, Balwadis are functioning under the guidance of SIE. In Madhya Pradesh, the SIE has developed teacher training course on the pattern suggested by the National Council for Teacher Education.

Private Bodies:

The private sector in India has played a significant role for the spread of pre-school education. They stepped up their activities after the visit of Madam Montessori to India. Many Montessori and Nursery schools as well as training centres were started. According to Ranjit Bhai; 'Voluntary efforts in the field of pre-school education made it possible to popularize nursery and Montessori schools, which were hitherto considered centres for children of rich families only..... Even to day the field of education is managed by private individuals or societies and the best schools or training institutions in India are run by private societies.'

Semi-official and Autonomous Organisations:

There are several national and international level organizations working in the field of pre-school education. The names of national level organisations are given below :

- A. Central Social Welfare Board
- B. Indian Council for Child Welfare
- C. Indian Red Cross
- D. Kasturaba Memorial Trust
- E. All India Women's Conference
- F. Montessori Internationale Association in India.
- G. Nutan Balshikshan Sangh, Bombay
- H. All India Cosmic Education Society

- I. Kishore Dal, Patna
- J. Children's Education Society, Mysore
- K. Happy Education Society, Delhi
- L. City Montessori schools, Lucknow
- M. Bal Niketan Sangh, Indore
- N. All India Balkan-ki-Bari
- O. Indian Association for Pre-school Education
- P. University Colleges/Departments of Home Science
- Q. State Institutes of Education
- R. National Council of Educational Research and Training, New Delhi.¹⁰⁰

- (i) **Central Social Welfare Board (SCWB):** The CSWB organizes activities of pre-school through its State Departments of Social Welfare. These activities are organized as part of the family and child welfare schemes and are organized under three heads : health, nutrition, education and social welfare services. The State Departments/Boards of Social Welfare organize "Balwadis". The 'Balwadis' are 'day-care-centres' and are 'only a loose approximation to the word, 'pre-school, (Iredale, 1975). In the towns there are nursery schools, whereas in the villages rural Balwadis are run.

¹⁰⁰ J.S. Grewal, Early Childhood Education. Foundations and Practice (Aga: Modern Printer, 1984)
pp. 168 – 169.

The CSWB gets funds from the Central Government on the recommendation of the Planning Commission. It also appoints national committees to examine various issues pertaining to the child education and welfare schemes. Some time ago the CSWB appointed an expert committee to survey and report on child care in the country'. The report of the committee was a most significant contribution because it asked the CSWB to cover the "total child" including his health, nutrition, education and recreational needs. The CSWB also organizes Bal Sevika Training Centres.¹⁰¹

- (ii) **Indian Council for Child Welfare (ICCW):** The ICCW organizes programmes of child welfare. It also helps in running the Balwadis and Bal Sevika Training Centres. It collaborates with the International Children's Centre, Paris and the United Nations Children's Fund in organizing programmes of educational, social and nutritional nature.¹⁰²
- (iii) **Role of the NCERT :** The National Council of Educational Research and Training has been actively associated with the Development of Pre-school education in India. The Department of Pre-primary and Primary Education was set up in 1969. The department collaborated with other state and national level agencies and prepared courses of studies for the pre-schools and training of school teachers. The two teacher training courses prepared by the NCERT in collaboration with the National

¹⁰¹ Ibid – J.S. Grewal. p. 169.

¹⁰² Central Advisory Board of Education, Post War Education Development in India – Report Chapter II Pre-primary Education (New Delhi, Govt. of India, 1945) p. 14

Council for Teacher Education (NCTE) are B.Ed and M.Ed. (Early Childhood Education) courses. The NCERT has also undertaken research projects for the developmental norms of Indian children in the age group 2 ½ to 5. The Department of Pre-primary and Primary Education was re-organised by the NCERT in 1975 and a separate Child Study Unit (CSU) has since been set up. The CSU has brought out many useful publications on pre-school education and has also set up Children's Media Laboratory. The objective of setting up this laboratory is to develop inexpensive, non-formal effective media of educational and entertainment value for children in the age group of 4 to 8. Other activities of the CSU include organization of inservice courses for the pre-school teachers, undertake research in child development and several other activities at the national level.¹⁰³

- (iv) **India Association of Pre-School Education (IAPE):** The IAPE was formed in 1964. Since then it has been actively engaged in promoting the cause of pre-school education. It has brought out several publications. In addition to this, the IAPE teachers give suggestions and recommendations on the various aspects of pre-school education.
- (v) **Numerous other Organisations:** All India Women's Conference, Guild of Service, Madras, Indian Red Cross, Bharat Sewak Samaj, All India Balkan-ki-Bari, Bal Niketan Sang, Kishore-Dal, Nutan Bal Sikshan Sang,

¹⁰³ Ibid – J.S. Grewal. p. 170.

Bombay, Children's Education Societies in Gujarat, Karnataka, Delhi and Association Montessori Internationale in India which organizes Montessori schools, teachers training programmes, day-care-nurseries, pre-primary schools, Balwadis and child health centres.

- (vi) Education and Community Development Departments in various States run Nursery Schools, Nursery Teachers' Training Colleges and Pre-Basic Schools.
- (vii) Labour Welfare and Health Departments in States organize Creches, Maternity Centres, Day Care Centres and Health Centres.
- (viii) Public Sector undertakings have set up pre-schools in different cities under their own educational authorities.
- (ix) The various religious bodies have started pre-schools along with the primary, secondary and higher secondary schools.
- (x) The CARE operates its nutritional programmes in collaboration with different States.
- (xi) The University Departments of Child Development and Home Science Colleges also have training programmes, mostly for women, at the early childhood education level.
- (xii) Some national level Institutes like, B.M. Institute of Child Development, Ahmedabad and Child Study Unit at the Tata Institute of Social Sciences, Bombay, are also working for the cause of pre-school education.
- (xiii) Role of International Agencies: Activities of the international agencies are also notable in giving impetus for the Development of pre-school

education. These include UNICEF, UNESCO, WHO, CARE, International Association of Pre-school Education and International Children's Centre, Paris.¹⁰⁴

RECOMMENDATIONS AND SUGGESTIONS OF VARIOUS COMMITTEES AND COMMISSIONS.

In the beginning the pre-school education was entirely under the control of private sector. Therefore, there was no national policy for the pre-school child. The first kindergarten schools in India were set up in the last quarter of the nineteenth century and the first regular teacher training efforts were made in 1924. The credit for building a rich tradition in pre-school education goes to the pioneering efforts of a galaxy of Indian Educators like Gijibhai Badeka, Tarabai Modak, S.N. Namle, G.S. Arundale and Rukmani Arundale. Their efforts received further support with the stay in India of Maria Montessori, a pioneer in the pre-school movement. Her organization, Association Montessori Internationale, conducted teacher training courses regularly in different parts of the country. Throughout the first half of the present century, the voluntary bodies made significant efforts but there was not much official recognition of it. The Public sector began to take interest in pre-school education mainly after the Central Advisory Board of Education (CABE) submitted its report on education in 1944, more commonly known as Sargent Report. Ever since the publication of this report, several

¹⁰⁴ Opcit – J.S. Grewal. p. 171.

Committee and Commissions have deliberated upon the subject of pre-school education. The recommendations and suggestions of these bodies are given in this section in the following order:¹⁰⁵

The CAGE Report 1944.

The CAGE report on post war educational development in India, was the first official document to take notice of the pre-school child. This report is also commonly called as Sargent Report, much to the disliking of John Sargent who has recorded this fact in his book titled 'Society, Schools and Progress in India'. Sargent (1968) points out ;

"I feel that I owe them (Indians) both an explanation and an apology about this; glad because I am proud to have had a part in preparing what may fairly claim to have been the first constructive attempt to plan a national system of Education for India, and sorry for more reasons than oneit has been recently described by an Indian writer as "the product of an alien Government". ...the truth is....that the plan it contains was devised for India by a body mainly Indian in composition. Of the thirty six people who signed the report, only nine were British."¹⁰⁶

¹⁰⁵ Opcit – J.S. Grewal. p. 172.

¹⁰⁶ Ibid.

The C.A.B.E. Report recognized the significance of a very impersonable, plastic and educationally potent period of life and recommended that :

- (i) The main object of education at pre-primary stage is to give young children social experience rather than formal instruction.
- (ii) The primary schools should have attached with them the primary classes in the town or other areas where housing conditions are unsatisfactory and also where mothers are at work. In this regard the Report says, "It is the duty of the State to come to the rescue, for the sake both of its future citizens and of those that bear them, by providing bright, well equipped and well staffed Nursery Schools, where the children can be properly looked after while their mothers are at work." In urban areas, where sufficient children are available within a reasonable radius, separate Nursery Schools or Departments may be provided. At other places Nursery Schools should be attached to junior Basic Schools.
- (iii) On the basis of a normal age range of 3 to 6 years, a provision of 10,00,000 places in Nursery Schools and classes, was suggested with a full operational cost. Pre-primary education in all cases should be free.
- (iv) It may not be feasible to make attendance compulsory. But no efforts should be spared to persuade parents to send their children to school voluntarily, particular in areas where housing conditions are unsatisfactory and/or mothers are accustomed to go out to work.

- (v) Nursery schools or classes should be staffed with women teachers who have received special training for this work.¹⁰⁷

Views of Abbot and Wood (1937) Committee:

Giving its views on the curriculum of Pre-primary education, Abbot and Wood Report said, "a young child needs experience more than instruction and education for the young children should provide for their physical care, for training them in good habits and for widening their experiences through interesting activities." About the activities to be included in the programme of a Nursery School, the Report suggested :

(i) Acting and singing; (ii) Physical exercises; (ii) Games and dancing; (iv) Care of flowers and animals; (v) Drawing and making things.¹⁰⁸

Views of Gandhiji on Pre-Basic Education:

The Indian national Congress had adopted the scheme of National Education in the years 1906, 1917 and finally in 1920-21. At the Haripura session of the Congress in 1938 Gandhiji felt that the task of educational reconstruction should be taken up urgently. He, therefore, gave his suggestions for this new system of education which he called 'Basic Education; or 'Nai Talim'. Gandhiji asked Dr. Zakir Hussain who was then the Principal of Jamia Millia Islamia, Delhi, to take responsibility of the new Board of Education, and work out details of the new scheme of education, Basic Education. The Board submitted their report to the

¹⁰⁷ Opcit – J.S. Grewal. p. 173.

¹⁰⁸ Ibid - J.S. Grewal. p. 173.

Indian national Congress in 1938 which was accepted. Scheme of Nai Talim was woven around the three cardinal principles, namely,

- (i) Free and compulsory education for seven years.
- (ii) Medium of instruction to be mother tongue.
- (iii) The teaching of school subjects should centre around some form of manual and productive work.

Based on Board's recommendation, the principles and syllabus were framed first only for the promotion of primary and middle level education. But many people approached Gandhiji for saying something about the education of children below the age of 7. Gandhiji gave his views in 1944 after he returned from jail. It was during his period that he was met by John Sargent, the then Educational Adviser to the Government of India, who was then working on the CAGE report on post-war educational development. Mentioning about his meeting with Gandhiji, Sargent (1968) says,

.... In the course of our talks over the week-end I found myself more and more in agreement with him as to the educational aspects of his scheme (i.e., Basic Education), and I came away with his promise that so long as my views were not repudiated by those in authority, he would regard education as outside the field of controversy. This meant that Congress Educationist would be free, provided

they were not in goal to serve on the C.A.B.E. or its Committees or to help it in any way."¹⁰⁹

It is likely that informal contacts between Gandhiji and John Sargent might have to some extent influenced the latter in formulating recommendations about the education of pre-school child. Gandhiji's own views about the education of pre-school child are summarized by Pankajam Thankaraj :

.....the real education begins from conception, as the mother begins to take up the responsibility of the child. It is very clear that if this new education is to be effective, its foundation must go deeper, it must begin not with the children but with the parents and community.

The first stage under the Nai Talim was, therefore, thought to be mainly adult education which means the education of the community. Only the second stage was called, 'Pre-Basic Education' or the education of children under seven. Gandhiji thought the nursery schools and kindergartens must not simply initiate the Western style of education. The preparation for experimenting with the new scheme started when a

¹⁰⁹ Opcit – J.S. Grewal. p. 174.

school, under the guidance of Shrimati Shanta Narulkar, stated functioning at Wardha in July, 1945 with three main objectives :

1. Pre-school should be mother-centred or rather parent-centred.
2. Early education should be creativity and activity-centred.
3. Children must learn the dignity of labour.

Despite the government patronage, the pre-basic type schools did not make much headway.

Recommendations of All India Child Education Conference, Indore, 1955:

An All India Child Education Conference was held at Indore from 29th to 31st January, 1955. It was presided over by Dr. Zakir Husain, the then Vice-chancellor of the Aligarh Muslim university. The following recommendations were made by the conference :

- i. The Conference called upon the Central and the State Governments to take more interest in pre-school education and actively aid public effort in that direction.
- ii. It called upon the public to financially support the cause of pre-school education. It hoped that "if the public comes forward to take up the cause, the Government would later follow with aid."
- iii. The Conference appealed for a co-operation between the parents and teachers.

- iv. The conference proposed the setting up of an All India body to coordinate the various official and non-official efforts in the country in the field of pre-school education.¹¹⁰

Recommendations of Study Group on Child Welfare (1960-62) :

The Central Social Welfare Board (CSWB) was set up in 1953. Major focus of its programmes was to give financial assistance to voluntary social welfare organizations in order to develop and maintain their existing programmes. In 1960, the CSWB set up a Committee to study and report on child welfare with special reference to the pre-school child. This Committee was asked to prepare a comprehensive plan for the care and training of children under six. The terms of reference of this Committee were very wide including : (i) the study of family; (ii) the problem of children in need of special care; (iii) the extent of existing services; (iv) standards for pre-school education; (v) training facilities for child welfare; (vi) manufacture of educational and recreational equipment; (vii) financial position of child welfare institutions; (viii) a pattern for the reorganization of community and institutional services for the child; and (ix) coordination.

The Committee emphasized the importance of training various categories of personnel dealing with the child and prescribed minimum standards for pre-school and listed various categories of institutes. The

¹¹⁰ Opcit – J.S. Grewal. p. 175.

Committee suggested that the responsibility of starting the pre-schools should be left to voluntary agencies for which the Government should provide suitable financial assistance.

Recommendations of the Education Commission (1964-66) :

The Education Commission Report (1964-66) was the second official document having specific bearing on educational programmes envisaged by the educationists. The Commission was set up in 1964 and it was for the first time in the history of Indian education that an All India body touched so comprehensively all the stages of education, pre-school education included. The Commission, in its report, gave direction to the pre-school level education when it said,

The modern trend in educational policy, therefore, is to emphasize pre-primary education especially for children with unsatisfactory home backgrounds. This is the direction in which we also should move.¹¹¹

The Commission was in favour of the need to develop pre-primary education as extensively as possible but the advance could not be rapid in view of the resources urgently required for the 'universalization' of primary education.

¹¹¹ Op cit – J.S. Grewal. p. 176.

Another problem pointed out by the Commission is of 'quality' versus 'quantity' which is not only the relevant for the primary area but equally important for other sectors of education. The third issue raised by the Commission was regarding the controlling agency of pre-primary education. Should it be the responsibility of State or it should be left to private enterprise. Keeping these issues in view the Commission adopted the realistic and pragmatic approach by giving the following recommendations :

- i. Pre-primary is of great significance to the physical, emotional and intellectual development of children, especially those with unsatisfactory home conditions.
- ii. The Commission envisaged that an enrolment of 5% of the population in the age group 3-5 and about 50% of the children in the age group 5-6 will be a reasonable target. (According to Child Welfare Committee Report there are 3.5% of the children in the pre-school group who are in schools).
- iii. The State Institutes of Education (SIEs) should control and supervise the state level development centres whereas the district level centres should control and guide the pre-primary education activities.¹¹²
- iv. Private enterprise should be made largely responsible for setting up and running pre-primary centres. The State should give grants-in-aids on the basis of equalization.

¹¹² Opcit – J.S. Grewal. p. 177.

- v. Children's play centres should be attached to the existing primary schools. These should function as pre-school classes.
- vi. Experimentation should be encouraged and less costly educational and material may be devised.
- vii. The state should maintain the State and District level play centres, train pre-primary teachers, prepare children's literature and assist private agencies with grant-in-aid and run model institutes.
- viii. The programme of pre-schools should be flexible including it in the play, manual and learning activities.

Recommendation of the Committee of Members of Parliament on Education (1967):

The Committee of Members of Parliament on Education, constituted by the Government of India in April, 1967 to prepare a document on the National Policy of Education, suggested that:

"Greater attention needs to be paid to the development of pre-primary education. Voluntary organizations conducting pre-primary institutions should receive encouragement and financial assistance, especially when they are working in rural, urban slums, or for children of the weaker sections of the community. Every encouragement should be given to experimentation, particularly in devising less costly methods of expansion."

Recommendations Regarding National Nutritional Policy for Children :

The Fourth Five Year Plan stated that in nutritional planning, pregnant women, infants and young children should have priority. As the resources were limited, it was essential to have priorities with reference to needs, classes and areas. The efficiency of organizations serving the needs of priority age-groups was to be increased. In 1970-71, a National Nutrition Policy was accepted by the Government and budget provided for its implementation which was taken up soon afterwards. Its declared objectives were to 'give priority to the problem of nutrition among the children; and fulfillment of the basic principles of nutrition by providing approximately one-fourth of the daily caloric-requirement and about half of the daily protein requirement of the child.' The target for the first year was one million children in urban slums and one million children in tribal areas. Subsequently, the scope of the special Nutrition Programme has been enlarged to include feeding programmes for children 0-6, as well as pregnant women and lactating mothers, while the coverage has gradually risen.

Though the Government made a provision for child feeding programme, yet certain difficulties were to be overcome. Realising the Planning Commission set up another Committee on pre-school Child Feeding Programmes in 1970. In addition to the assigned work, the Committee was entrusted with the study of such measures as environmental sanitation, the provision of the safe drinking water,

immunization and other health measures. The Committee suggested the following measures:

1. Community participation in feeding programmes.
2. The recognition of the importance of health and educational aspects by various agencies.
3. Proper utilization of school buildings and the need for setting up organizational machinery; and
4. Evaluation and research in nutrition education, health, production, processing and various other aspects.¹¹³

Report of the Study Group on the Development of the Pre-School Child (1970-72):

In 1970, the Central Advisory Board of Secondary Education at its 35th meeting passed a resolution which said: "The Board recognizes the significance of pre-primary education and commends the proposal to try out pilot projects by mobilizing local community resources, especially in rural areas." Accordingly, the ministry of Education and Department of Social Welfare jointly set up in 1970 a Study Group under the Presidentship of Smt. Meena Swaminathan to examine the question and prepare an operational plan for the development of pre-school child. This Study Group made the following major recommendations:¹¹⁴

- (i) **Need and Significance** : Integrated services combining education, health, nutrition and welfare are essential for the total

¹¹³ Opcit – J.S. Grewal. p. 178.

¹¹⁴ Opcit – J.S. Grewal. p. 179.

development of the pre-school child and should receive high priority and adequate resources.

- (ii) **Objective :** The objective of such services should be to promote the optimum physical, mental, emotional and social development of the pre-school child.
- (iii) The different agencies concerned should make concerted and coordinated efforts to provide these services.
- (iv) **Collection of Data :** Basic data collected at regular intervals are essential for a proper planning, implementation and evaluation of programmes for the pre-school child. The Department of Social Welfare may be designated and adequately equipped to collect and publish this data annually.
- (v) **Social Features that Need Emphasis :** In drawing up a programme of services for the pre-school population, special attention needs to be given to the vulnerable groups of children, remedying imbalances in the distribution of services, coordination among the agencies involved in the programme, expansion and reorientation of the training programmes and provision of guidance and supervision.
- (vi) **The New Approach :** Strategies that would help in undertaking a sizeable programme within the limited resources available include mobilizing community support and involvement, employing local women in rural areas, part-time employment of educated women

and students, maximum utilization of existing institutions and facilities, and adoption of a variety of models.

- (vii) **Targets** : About one million children in the age-group 3-5 are covered at present by existing services. A reasonable and feasible target of enrolment would be to cover 10 percent of 5 million children by 1981, i.e., one million more children by 1973-74 and a further 3 million by 1981, priority being given to children from the vulnerable sections of the population, i.e., children from the urban slums, tribal areas and under-privileged groups in rural areas.
- (viii) **Need for Variety and Experimentation** : (a) Flexibility and response to the needs of each situation are essential to maximize the benefits of the programme. A variety of operational models has been suggested which may be adapted to each situation in the most advantageous manner possible. These include the comprehensive Day-Care Centre mainly for urban slums, half-day Balwadis, first stage centres, Anganwadis mainly for rural areas, and Primary school-based Centres.
- (b) The special needs, difficulties and circumstances of the tribal areas call for an unorthodox approach and increased accent on community participation.
- (ix) During the initial period (1972-74) greater emphasis will have to be placed on the low cost models. In the subsequent seven-year period, the improvement in the position expected regarding



resources and trained personnel will facilitate the adoption of a larger proportion of the more comprehensive and hence costlier models.

- (x) **Training of Personnel** : the training and orientation of various categories of workers is essential for the success of the programme and should be accorded high priority. An adequate training programme of good quality should be designed for all categories of workers. It will also be necessary to create three new categories of workers : the part-time worker, the local woman worker and the supervisor.
- (xi) The special features of the training programme recommended include : (a) alterations of the primary teacher training curriculum so as to bring primary and pre-school education closer together; (b) modification of the pre-primary training course so as to bring it in line with the course for the Balsevikas; (c) provision of new training courses for all categories of workers; including sandwich type courses and vacation and orientation courses; (d) orientation towards urban, rural and tribal environments; and integration of extension, training and research in all training units.
- (xii) **Equipment** : provision of suitable and adequate play and educational equipment is essential for the success of the scheme. Scales of equipment have been suggested for the different models striking a mean between the optimum desirable and maximum

possible. The State and local community should both contribute to provide these.

- (xiii) A variety of methods should be adopted to provide the necessary equipment, including mass production, local fabrication, classroom in improvisation, collection of folk toys, etc. and contribution of simple furnishings by the local community. Assistance should be given to institutions to establish prototype design units and display centres.
- (xiv) **Literature** : The existing literature on the subject being meagre, immediate steps should be taken to produce the needed literature for teachers, teacher-trainees, teacher educators, supervisors, administrators and planners, the community and the children themselves.
- (xv) **Research and Evaluation** : Special emphasis should be laid on the development of appropriate programme of research.
- (xvi) A programme of evaluation should be built into the different programmes recommended in the report, and should be the continuous responsibility of the supervisory staff and of the agencies at the district, State and national levels.
- (xvii) **Administration** : Implementation of a comprehensive programme of the kind detailed in this report requires a strong administrative machinery at all levels - national, state, district and local (rural and urban).

- a) **National Level :** In order to ensure a strong and effective central machinery for the coordination of the programmes at the national level, a National Committee for the Pre-school Child should be set up under the Chairmanship of the Union Minister for Education & Social Welfare. A Directorate for Pre-school Programme will look after the effective implementation of the decisions of the Committee.
- b) **State Level :** The department which would be responsible for the administration of this scheme at the State level will differ from State to State. Where more than one department is involved, a suitable coordinating machinery will need to be created. A full-time officer of appropriate status will have to be made responsible for the programme.
- c) **District Level :** The district being the most appropriate administrative unit for effective coordination in the field, a suitable coordinating committee should be set up with representatives from various agencies engaged in schemes of child welfare. A full time officer of the status of a district officer and working directly under the Collector should look after the implementation of the programme.
- d) **Local Bodies-Rural :** Supervisors placed under the control of Zila Parishad or Panchayat Samiti should be

provided facilities of transport to enable them to function effectively.

- e) **Local Bodies-Urban** : A Standing Committee of the municipal authority concerned should supervise the programme in urban areas. A special officer should be entrusted with the execution of the programme.

(xviii) **Estimated Costs** : The total cost for the programme during 1972-74 will be Rs. 23.2 crores (Rs. 12 crores recurring and Rs. 4.2 crores non-recurring). This will involve an additional expenditure of Rs. 17.6 crores over and above what is already budgeted for nutrition programmes.

(xix) **Local Community Participation** : The maximum amount of community participation should be mobilized for the development of the preschool child. Such participation would include contribution in cash and kind, contribution in terms of voluntary services, and contribution towards buildings, equipment, and feeding programmes. Well-to-do communities should also extend support to those less advantageously placed. In addition, local bodies should explore all avenues to raise resources for pre-school child services.

(xx) At the field level, all the programmes for the pre-school child should be coordinated and implemented by a single field worker

so as to convey the idea of integrated services to the community.¹¹⁵

Integrated Approach to Pre-school Child : Recommendations of the National Seminar (1972)

The Indian Association for Pre-school Education (IAPE) organized a National Seminar on integrated approach to the pre-school child in October, 1972 at Bangalore. This Seminar considered a number of documents on the integrated approach. The main working document was presented by Smt. Meena Swaminathan (Chairman of the Study Group on the Development of the Pre-school child) under the title : "Towards a National Policy for the Pre-school Child". She considered the problem of pre-school education from a variety of angles, namely, adverse influences of a deprived environment, mortality and morbidity, under-nutrition, and mal-nutrition, wastage and stagnation in education. She showed how the neglect of pre-school child could have serious and lasting consequences for the nation and urged that "investment in human resource development must begin during the earliest years. She also traces the evolution of policy for pre-school education in India. In the beginning there were concerns over pre-school education which was mostly in private hands. Now the changed policy has emphasis on the whole child and the public sector bodies have also started showing interest in the integrated development of the child encompassing and

¹¹⁵ Opcit – J.S. Grewal. p. 180

comprehensive services in health, nutrition, education and social welfare." Meena Swaminathan recommended the following choices :

- i. The economically and socially weakest sections of the community as the primary target groups.
- ii. Health and nutrition as the priority sector.
- iii. Family (especially the mother), rather than institutionalized facilities for the child in isolation.
- iv. Age group 0-3 as deserving the most attention in health and nutrition, and age group 3-6 as assuming equal importance in regard to cognitive development.

A significant outcome of the Seminar was a memorandum addressed to the Planning Commission on services to be provided for pre-school children in the fifth Five-Year Plan of India. It recommended an optimum package of services to be considered at two levels :

Minimum-level package : If a trained worker and an organizational base are provided, the following package is possible and will have short-term effectiveness : (i) Supplemental feeding, (ii) Immunization, (iii) Medical care including referral, and (iv) Educative supervision of pre-school education (including nutrition education of mothers and children, hygiene, health education of mothers and children, parent education).

This package has minimum effectiveness, but does not make full use of trained worker or the organizational base.

Optimum-level package : With a little more effort, a better and optimum-level package should be possible. It will include ; (i) Supplemental feeding, (ii) Immunization, (iii) Medical care including referral, (iv) Minimum educational supervision including hygiene, health and nutrition education of mothers and children, formation of habits, parent education; and (v) Supervised play and directed educational activities with suitable equipment for the purposes of mental, social and emotional development of the child.

The package suggested was mutually reinforcing, had effectiveness both in the long and the short run, and there was no waste of resources, since the worker was to be fully utilized.

NCERT's Handbook on the Supervision of Pre-schools (1972):

In 1972, the NCERT brought out a handbook under the titled "Pre-Primary Institutions - Their Supervision." It was important in the sense because "the handbook looked at the problem of implementing an integrating programme of Pre-school education from the point of view of a key link in the implementation machinery, namely the supervisor." (UNESCO, 1974, p. 19). The handbook has been divided into three parts. Part I deals with the concept of supervision. The three main points of

action for supervision are health, nutrition and education. Evaluation instrument to be used by supervisions along with directions is described in the remaining two parts. "The check list", according to a UNESCO review, is the most important part of the Evaluation Instrument. Under each aspect, the check list draws the attention of the supervisor to important factors which need investigation."¹¹⁶

Integrated Child Development Service (ICDS)-1975

After the Study Group on the Development of the Pre-School Child submitted its report, a seminar on the pre-school was held at Madras which suggested minimum integrated programmes under the following heads :

Health Services : The Pre-school child should receive health supervision which should include :

- i. Immunization against communicable diseases, e.g., small pox, T.B., tetanus, diphtheria, whooping cough and polio.
- ii. Monitoring of growth and development to detect deviation from normal and to ensure intervention for preventive action;
- iii. Provision of benefits of improved environmental sanitation and adequate water supply;
- iv. Use of mass communication media through all health agencies to give health education to the community; and

¹¹⁶ R.D. Sharma, Journal of India Education, Volume-Twelve No.I, may, 1986 (National Council of Educational Research and Training) pp. 35-38.

- v. The quality of services meant for pre-school child.¹¹⁷

Nutrition Services : The child is most vulnerable nutritionally during these years. The following minimum services should be provided :

- i. Nutritional support to all pre-school children in the weaker economic segments of the population in the form of supplementary foods and this being necessary, measures be taken to produce nutritious food with local resources at cheap prices and to make these available to those in great need;
- ii. Facilities for the detection of early cases of malnutrition in all health agencies, to prevent the cases from reaching a stage of no return or necessitating rehabilitation; and
- iii. Nutrition education through extension techniques at all level and with the help of all relevant agencies.

Education Services : Programmes for pre-school education must provide scope for motor and physical growth, opportunity to live and learn with children and adults, and to learn about the world around. Facilities like the play centres, Balwadis and pre-primary schools should be made available for learning through activities and aesthetic and cultural experiences. To facilitate this, emphasis should be given on training the staff in the utilization of locally available materials for play

¹¹⁷ Govt. of India, Ministry of Human Resources Development, Manual on Integrated Management Information System for ICDS, 1986, p. 7

and also in encouraging production of cheap play equipment for this age group.

Social Welfare Services : Strengthening family life, family education for utilizing effectively services available for pre-school children : assistance to families for resolving social, educational and economic problems; and community involvement in pre-school children's programme are some of the major areas where social services should be used effectively.

Based upon the above suggestions, the integrated child development services (ICDS) programme was launched in 1975 in 30 Development Blocks. This programme has been expanding at a rapid rate on the basis of its success. The programme is of immense importance as 2.5 crore children are dying every year, 90 percent of them due to lack of basic facility like immunization. The ICDS services are delivered at the community centre or "Anganwadi". The "Anganwadis" are located in smallest villages in remotest areas of the country and are managed by an 'Anganwadi worker" who is invariably a woman. She works on an honorarium of Rs. 100 per month. She is given four months' training in the fundamentals of child development, nutrition, immunization, personal hygiene, environmental sanitation, pre-natal care, breast feeding, and treatment of common day-to-day illnesses, pre-school education and functional literacy. There is Anganwadi worker for a population of a thousand and he is helped by a local person, usually and skilled hand.

Smt. Saria Grewal, Secretary, Social welfare Department, Government of India pointing out the importance of ICDS programmes said,

Preference should be given to starting the programmes in backward and drought areas. The infant mortality rate, which had come down sharply in the mid-sixties, had reached a plateau region in the eighties. The longevity graph which had been showing an increase of enrolments going up in schools, there had been alarming number of drop-outs.

Looking to the importance and success of this programme, 320 more ICDS projects are to be started in 1982-83 and 300 in 1983-84. By the year 1985, 1000 blocks are proposed to be covered in rural areas and urban slums.

Recommendation of National Council for Teacher Education (NCTE) for B.Ed. and M.Ed Course in Early childhood Education 1978.

The NCERT published and discussed two documents, curriculum for the Ten-Year School and Higher Secondary Education and its Vocationalization, in 1975 and 1976 respectively. This was followed by the publication of an 'Approach paper in Teacher Education' in 1977. For the attainment of the objectives of the school stages, high and higher

secondary, it is necessary that we bring about fundamental change "in all aspects of teacher education, that is, objectives, structures, curricula, methods, modes and media, evaluation techniques, staffing pattern, administrative machinery and control of teacher education" the NTCE Approach Paper pointed out. Ten different teacher education experts of the country suggested guidelines for reorienting the teacher education programmes for all levels. It was for the first time that Pre-school Teacher Training was included within the purview of this national level effort. An integration pre-primary and primary teacher education programme was suggested. The Approach paper on Teacher Education points out,

"..... Looking at the present situation, the training of the pre-school teachers may be accomplished by offering alternative or additional courses in the training courses in the training programmes conducted in the primary training institutions.... It is necessary to includes in the primary training programmes some of the methods and techniques deemed essential for the pre-school teachers. For, in practice, a primary teacher, like his counterpart in the nursery school, has to handle very young children in the first two or three classes.... So it would be desirable to have integrated pre-primary and primary teacher education

course to prepare teachers for training the children of the age group 3-8 years."

The final document in teacher education titled, *Teacher Education: Problems and Perspectives*, was published by the NCTE in 1978 which include a frame-work of the pre-primary teacher education programme envisaged for the country. As a result of this effort many State Institutes of Education of the country have prepared pre-primary teacher education curriculum and many Universities of the country like Jodhpur, Bhopal, Saugar, have included theory and practical papers in their B.Ed. degree course.¹¹⁸

NATIONAL POLICY ON EDUCATION (NPE) 1986:

The National Policy on Children specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate.

Recognizing the holistic nature of child development, viz; nutrition, health and social, mental, physical, moral and emotional development. Early childhood Care and Education (ECCE) will receive high priority and be suitable integrated with the integrated Child Development Services Programme, wherever possible, Day-care centres will be provided as a support, service for universalization of primary

¹¹⁸ Opcit – J.S. Grewal. p. 187.

education, to enable girls engaged in taking care of sibling to attend schools and as a support, service for working women belonging to poorer sections.

Programmes of ECCE will be child-oriented, focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes.

A full integration of child care and Pre-Primary Education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

THE REVISED NATIONAL POLICY ON EDUCATION 1992:

The Revised Policy formulations reiterate the postulates for NPE, 1986 on the early childhood care and education (ECCE). The aim of ECCE is that every child should be assured access to the fulfillment of all basic needs. As such efforts will be made towards universalization of education and during the eighth Plan, 3.75 lakh Anganwadi centres would be established. By the end of the eighth Plan,

25 percent of Anganwadis-cum-creaches. Qualitative improvement of incoming ECCE will also be encouraged and supported.

The ECCE involves the total development of child, i.e. physical, motor, cognitive, language, emotional, social and moral. The age span under consideration in ECCE is from conception to about 6 years. Thus ECCE is a complex integral function.¹¹⁹

It can be seen from the above discussion that the initiative was taken to promote pre-school education only in the later part of the 19th century. However, nothing much significant was done during the pre-independent India for the promotion of pre-school education. The pre-basic education and the Balwadi and Anganwadi schools were visualized as Indian experiments. Pre-school education was given due importance during the Five-Year Plans of Independent India. A number of agencies also emerged for the promotion of Pre-school education. With the NPE of 1986, the stress was laid on the Early Childhood Care and Education (ECCE).

The various developments that take place during the life span of an individual can be classified thus: physical and motor development, social development, emotional development, cognitive development and language development.

¹¹⁹ Jaganath Mohanty and Bhagyadhar Mohanty, *Early Childhood Care and Education*, Deep and Deep Publication, New Delhi.

Physical development refers to the physical changes in the size, structure and proportion of the parts of the body that take place from the moment of conception.

Motor development means the development of control over body movements. This results in increasing coordination between various parts of the body. As a result of physical and motor development the child acquires many abilities. These developments will bring about the change from an infant who at the time of birth is capable of only lying on her back to one who learns to roll over, hold her head, sit, walk, run and climb stairs. The improving coordination between the eye and the hand movements will help her to eat food without smearing it on her face. Gradually she will learn to clothe herself, draw, skip, paint, ride a bicycle and type. As she grows she will refine the skills already acquired as well as develop new ones.

Language development refers to those changes that make it possible for an infant, who in the early months uses crying for communication, to learn words and then sentences to converse fluently. How the child learns to speak grammatically correct sentences is amazing! At first the child indicates her need for water through crying. Then she learns to say "water". A little later she says, "Mummy water"

and finally she speaks a complete sentences, "Mummy, I want to drink water." She will be about three years by this time.

Cognitive development concerns the emergence of thinking capabilities in the individual. We can see how the child's thinking develops and changes from one age to the next. The infant is not born with the reasoning and thinking abilities of adults. In fact, the infant acts as if an object that is removed from her sight has ceased to exist. Gradually she learns that objects and people are permanent and they exist even if she cannot see them. Around five years of age she can understand concepts such as heavy and light, fast and slow, colours and sizes which she did not comprehend earlier. Exploration of the surroundings and the questions regarding the 'why' and 'how' of things result in an increasing store of information. Her thought develops but she is still unable to see a situation from another person's point of view. For example, she is unable to understand why another child cannot climb the tree when she can do so. She thinks that everybody else should be able to do what she can and feel the way she does. She believes that all things have life and feelings like her including the sun, stone, pencil and table. A ten year old has learnt to reason and analyse but this ability is limited to real life concrete situations. She cannot usually think in abstract terms or predict future events. The capacity for abstract thinking develops fully during the period of adolescence. She can now to handle complex situations. Thus at each stage of a person's life, the ability to think is qualitatively different and

more developed compared to the earlier stage. In everyday use you would have often heard the term "Intelligence". How are the terms 'cognitive development' and 'intelligence' used in Child Development? Cognitive development, as you know, is the process of mental development from infancy to adulthood. Cognition refers to the process of mental development from infancy to adulthood. Cognition refers to the process of 'coming to know', which is accomplished through the gathering and processing of information. It includes perceiving, learning, remembering, problem solving, and thinking about the world. Intelligence is a term difficult to define. Nevertheless, according to a well known definition, it refers to the individual's ability to "act purposefully, think rationally and deal effectively with the environment". The two terms are often used interchangeably.

Related to the development of thought is the child's awareness of right and wrong, just and unjust. The infant has no notion of right or wrong but learns it through early socialization. Parental rules about what can be done and what cannot be done are understood and become a part of the child's values.

Social development refers to the development of those abilities that enable the individual to behave in accordance with the expectations of the society. It is concerned with the child's relationship with people and her ways of interaction with them. The infant instinctively reaches

out to the person who approaches her with love and affection. Gradually she learns to recognize her mother and other caregivers and forms attachment to them. Later she will form relationship with others. As an infant her actions are centered around her own needs. Not before the children are seven or eight years of age will they be able to form stable relationships based on give and take. This is also the time when children make friends and can even identify a best friend. When the child comes in contact with other children and adults she finds out how to behave in a manner that is acceptable to them. She learns the ways of eating, dressing, talking to elders and other things that are a part of her culture. She will know that it is not right to snatch a toy, hit a child or play out of turn. Slowly she learns to cooperate, to be helpful and generous. The ability to understand another person's point of view and a concern for others will help her to form satisfying relationship with people during adolescence and adulthood.

Emotional development refers to the emergence of emotions like anger, joy, delight, happiness, fear, anxiety and sorrow acceptable ways of expressing them. As the child grows up and becomes aware of acceptable ways of behaviour, a variety of emotions also emerge. As an infant she expresses only discomfort and delight. As she grows older, expressions of joy, happiness, fear, anger and disappointment appear. She learns to express these emotions in a healthy manner. For example,

initially the child hits out when angry. Gradually she learns to control this and expresses anger in other ways.¹²⁰

Personality is a word that we often use while describing a person. What is personality? If you have observed children and adults over a period of time, you would have noticed this: every individual has a characteristic way of thinking, feeling, relating to people and reacting to situations which she displays in a wide variety of situations and settings. Each child has a unique personality. What the child thinks about herself is an important part of her personality since it determines how she interacts with others. A child who feels confident and happy is likely to be affectionate with others. Personality thus refers to a person's characteristic way of relating to others and distinctive patterns of thinking and feeling about oneself and other people. It emerges out of the child's experiences and achievements in the areas of physical, motor, cognitive, language, social and emotional development.

Interrelationship among various areas of development: We have been talking of development in various areas as if each occurs independently of the others. However, development in each area affects development in the others. Development of physical skills makes the infant mobile, increases her range of activity and helps her to explore her surroundings. This also helps in cognitive development. Language

¹²⁰ Indira Gandhi National Open University, School of Continuing Education. Introduction to Child Care and Development. I. DECE-I Organising Child Care Services, pp. 25-27

development helps the child to communicate better. It also allows her to interact with more people. This interaction has a significant influence on her social development. The increasing complexity of thought and social interaction helps her to understand concepts like right and wrong and good and bad. When we observe or talk about a child, we have to study her as a whole person. The child is a complete person with the experiences and skills in one area influencing the development in others. The effect of each areas of development cannot be separated out easily. We do not know any child well until we know her in all spheres of functioning.¹²¹

1.4 NEED OF THE STUDY:

Early childhood education is of great importance to a child because the first Five Years are the real foundations of desirable habits, adjustment, physical and mental development. Some psychologists maintain that mental and emotional disturbances that arise in later life may have their origin in an unfavourable or improper training of children during the Pre-School period. More attention should be emphasized to children at this particular stage of their development. The present study is an attempt to examine certain aspects of early childhood education in Shillong. Moreover, it is stated that very few studies have been conducted in India and the research on this field is desirable to know that merits and

¹²¹ Ibid.

demerits of these Pre-School education in Shillong and also to suggest improvements.

1.5 STATEMENT OF THE PROBLEM:

The problem under investigation read as An Analytical Study on the functioning of the schools catering to Early Childhood Education in Greater Shillong.

1.6 DEFINITION OF THE TERM USED:

In the present study the following definitions of the terms have been accepted:-

(a) Pre-school Education:

A pre-school is a centre for three to six year olds which provides opportunities for all round development of the child. In this course you will read about the physical, language, cognitive, social and emotional development of children from the time of conception to six years of age. Pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names; Aganwadi; Balwadi; Nursery school, Kindergarten and Play Centre.

(b) Greater Shillong:

Shillong falls under the Shillong Municipal Board but after the statehood, the Shillong Municipality Board extends its services outside its area by providing drinking water, electricity, sanitation, foot-paths, roads,

education etc. Hence the areas covered are Mawprem, Nongthymmai, Malki, Pynthor Umkhrah, Madanrynting, Mawlai and its adjoining areas in Upper Shillong etc. Therefore the extension of services by Shillong Municipality Board to other parts of Shillong capital later is known as Greater Shillong.

1.7 OBJECTIVES OF THE PRESENT STUDY:

The major objectives of the present study are as follows:-

1. To trace the growth and development of Early Childhood Education in Greater Shillong.
2. To find out whether the daily activities and programmes conducted in different Pre-schools are in accordance with the pre-determined objectives of Pre-school education.
3. To study the utilization of teaching aids and play materials for social, emotional, intellectual and overall development of the child.
4. To find out the problems faced by the school.

1.8 DELIMITATION OF THE STUDY:

The present study is delimited on the following grounds:

1. The study is delimited only to the selected Pre-schools in Greater Shillong.

CHAPTER - II

REVIEW OF RELATED LITERATURE

REVIEW OF RELATED LITERATURE

2.0 Introduction: For a long time childhood was believed to be a period during which the individual must be a constrained and repressed until quite recently, only few people saw that educating little children required an understanding of the child himself. Eminent educationists, philosophers and psychologist through their work showed the significance and need of the pre-school programmes. Following is the brief survey of their works.

2.1 Finding on the growth and development

Davis and Hansen (1932) These beginnings of nursery school education in Britain directly influenced educators in the united States. During the 1920's, significant progress was made in the study of child development and in pioneer efforts to establish nursery School.¹²¹

In 1944, the sergeant Report called upon the government to provide pre-primary education in the following words:-

- (i) An adequate provision of pre-primary institutions in the form of nursery schools is an essential adjunct to any national system of education.
- (ii) In urban areas, where sufficient children are available within a reasonable radius, separate nursery schools or departments may be provided. Nursery classes should be attached to junior Basic primary schools.

¹²¹ Lee. C. Deighton, editor in Chief, The Encyclopedia of Education; Vol – 3; The Macmillan Company and the Free press.

- (iii) Nursery schools and classes should invariably be staffed with women teachers who have received special training for this work.
- (iv) Pre-primary education should, in all cases, be free while it may not be feasible to make attendance compulsory, no efforts should be spared to persuade parents to send their children to school voluntarily
- (v) The main object of education at this stage is to give young children social experience rather than formal instruction.¹²²

In 1952-53, the secondary education Commission recommended nursery schools for the age group 3-6 it observed “At the pre-primary stage, Nursery schools of various types exist in some states but on a very small scale. At this stage, the child is introduced to the joy of learning through companionship and recreational activities and it is slowly guided in proper habits of life, cleanliness and healthy modes of living as well as in the cultivation of social habits so necessary later for community life. In several states, there are a few such nursery schools run by private organizations or by missions, and where they have been so established, they have done excellent work. The cost involved and the limited number of trained personnel precludes any large expansion of nursery schools.

¹²² S.K. Kocchar; Pivotal issues in Indian Education 1981, Starting Publishes Private Limited L-10 green park extention, New Delhi – 16, pg. 37.

The age of admission to nursery school varies; in some states it is between 3 and 5, in some, children are trained up to the age of 7.¹²³

The Indian Education Commission (1964-66)

“Pre-primary Education is of great significance to the physical, emotional and intellectual development of children especially those with unsatisfactory background. An enrolment of 50% in the age group 3-5% in the age group 5-6 in the pre-school classes will be a reasonable target by 1986.

The Commission recommended that pre-primary education should develop in the following lines during the next twenty years:-

- i. Pre-primary education development centers should be set up. One in each of the state institutions of education and one in each district, for the development, supervision and guidance of pre-primary education in the area.
- ii. Private enterprise should be made largely responsible for setting up and running primary centers, the state assisting with grant-in-aid on the basis of equalization.
- iii. Experimentation in pre-primary education should be encouraged specially to devise less costly methods of expanding it.

¹²³ Opcit; S.K. Kocchar; 1981; p-37.

- iv. Children's play centers attached to as many primary schools as possible under the guidance of primary school teachers will help to smooth the transition from infancy to formal school.

The state should maintain state and district level play centers, train pre-primary teachers, look after research and preparation of literature on pre-primary schools and training institutions, assist private agencies with grant-in-aid and run pre-primary schools.

- v. Co-ordination should be maintained among the different agencies that work in the field of pre-primary education.¹²⁴

Verma (1966) 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 teacher 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 school had

¹²⁴ Opcit; S.K. Kocchar; 1981; p-38.

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 camp, festival celebration, science and nature study, many schools included the formal teaching of 3 R's and mechanical methods of teaching.¹²⁵

The committee of member of parliament on education, (1967) set up by the government to draft a statement on the national policy of education, stated “Greater attention needs to be paid to the development of pre-primary education voluntary organizations conducting pre-primary institution, should receive encouragements and financial assistance, especially when they are working in rural areas, urban slums or for children of the weaker sections of the community, every encouragement should be given to experimentation particularly in devising less costly methods of expansion.¹²⁶

Shah (1968) 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 program for

¹²⁵ Verma A., A survey of 45 pre-school institutions in the city of Baroda, 1966. Source book for pre-school education. Baroda IAPE, p-44.

¹²⁶ Opcit, S.K. Kocchar 1981, pg. – 38.

the children. There was a need of proper relationship between parents and teachers.¹²⁷

Research Division of the National Education Association (1968) submitted a report on the status of nursery school education and revealed that the minimum age for enrolment ranged for two to five years.¹²⁸

Guha (1969) describes the origin of nursery schools that took place in the U.K. in 1914 through the efforts of the Macmillan sisters.¹²⁹

N.C.E.R.T. (1970) in its study on “unrecognized institution offering pre-school elementary education in Hyderabad, Secenderabad and Delhi” has reported the following findings: (1) In Hyderabad and Secenderabad (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. 20.00 to Rs. 30.00 with the majority of them falling between Rs. 4.00 and Rs. 10.00. (e) These 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

¹²⁷ Shah, S.B., Survey of 92 nursery school in the city, Baroda 1968. Source Book for pre-school education. Baroda IAPE p.53.

¹²⁸ Bhoodev Singh; Pre-school education (1997) publishing co-operation 5, Anson Road – Darya Ganj, New Delhi; p.15.

¹²⁹ M.B. Buch; Third Survey of Research in Education 1983-1988 Volume 3, N.C.E.R.T. Sri Aurobindo Marg., New Delhi, p-1219.

814, 70 were men and 744 were 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 per month with the majority of them falling between Re. 1 to 10. (e) These 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.¹³⁰

A national seminar on pre-primary education held in (1971) made the following recommendations

- i. Special cells of pre-primary education should be created in the state institutes of education.
- ii. Voluntary organizations working in the field of education should be encouraged for its further expansion.

¹³⁰ N.C.E.R.T., Unrecognised Institutions offering Pre-school elementary Education – Hyderabad, Secumderabad and Delhi, 1970. Source Book for Pre-school Education Baroda IAPE. P-40

- iii. Less costly equipment should be developed with the help of indigenous materials and community resources should be utilized for this purpose.
- iv. To facilitate training in pre-school education principles of child care and pre-school education should be included in primary school teacher training.
- v. The program for pre-school education can be made interesting and effective if it is closely related to the home and community environment of the child.
- vi. Various techniques can be used to popularize and develop pre-primary education such as introducing shifts system in primary schools, employing retired personnel, engaging educated or semi-educated wives of primary school teachers, attaching pre-primary classes to primary schools, using mass media etc.
- vii. The state government should take the responsibility of providing funds for training teachers and supervisors for pre-primary education.¹³¹

The study group on the development of pre-school child (1972)

The study-group which was organized in 1972 under Mrs. Misra Swaminathan on the development of pre-school child, made some of the following recommendation:-

- i. Integrated services combining education, health, nutrition and welfare are essential for the development of pre-school child.

¹³¹ Opcit; S.K. Kocchar; 1981; p.-39

- ii. The objective of such services should be to promote the optimum physical, mental, emotional and social development of the pre-school child.
- iii. The concerned agencies should make co-ordinated efforts to provide these services.
- iv. Basic data should be collected at regular intervals for proper planning, implementation and evaluation of programs for the pre-school child.
- v. In drawing up a programme of the services for the pre-school population, special attention needs to be given to the vulnerable groups of children remedying imbalances in the distribution of services, co-ordination among the agencies involved in the programme, expansion and reorientation of the training programme and provisions of guidance and supervision.
- vi. Strategies that would help in undertaking a sizable program within the limited resources available include mobilizing community support and involvement, employing women in rural area, part time employment of educated women and students, maximum utilization of existing institutions and facilities, and adoption of a variety of models.
- vii. About one million children in the age group 3-5 are covered at present by existing services. A reasonable and feasible target of enrolment would be to cover 10 P.C., or 5 million children by 1981. Priority should be given to children from the vulnerable section of the population i.e. children from urban slums, tribal-areas and underprivileged groups in rural areas.

- viii. A variety of models has been suggested which may be adapted to each situation in the most advantageous manner possible, These include the comprehensive day care centers mainly for urban slums, half-day Balwadis, First stage centers, Anganwadis mainly for rural areas and primary school-based centers.
- ix. An adequate training program of good quality should be designed for all categories of workers – the part time worker, the local women worker and supervisor.
- x. Suitable and adequate play and educational equipment needs to be provided.
- xi. Immediate steps should be taken to produce the needed literature for the teachers, teacher – trainees, teacher – educators, supervisors, administrators and planners, the community and the children.
- xii. Special emphasis should be laid on the development of appropriate programs of research.
- xiii. A program of evaluation should be built into the different programs recommended in the report.
- xiv. Implementation of a comprehensive program requires strong administrative machinery at all level – national, state, district and local (rural and urban).

- xv. The maximum amount of community participation should be mobilized for the development of the pre-school child. Such participation would include contribution in cash or kind, contribution towards building, equipment and feeding programs. Well-to-do communities should also extend support to those less advantageously placed. Local bodies should explore all avenues to raise resources for pre-school child services.¹³²

Pisharody (1972) focuses on the history and interpretation of the Montessori Method of education. Neither of studies have attempted to view the historical aspects in a comprehensive manner. Neither is there any attempt to trace the historical development from its early beginning down to its present status. Further, the studies are non-analytical in the sense that the historical facts are merely described without interpreting them in the light of the existing conditions. There is no reflection on the educational system, the nature of programs for children and their development during the early period. As a result, these studies have hardly any value.¹³³

Sathywathi and Murphy (1972) suggest that teachers themselves express the need for inservice training.¹³⁴

¹³² Opcit; S.K. Kocchar; 1981. pp 39-41

¹³³ M.B. Buch – Fourth Survey of Research in Education 1983-1988 Volume 3; Published N.C.E.R.T. p. 1220.

¹³⁴ Opcit; M.B. Buch p-1222

Murughendrappa (1972) studied the growth and development of pre-school education in the state of Mysore during 1947-72. He found that first added kindergarten school was set up as early as 1911-12 and at the time of the study there were 807 pre-primary schools in the state of Mysore.¹³⁵

In the Fifth five plan (1974-79) the pre-school education was recognized and in 1975 on experimental basis integrated child development scheme (ICDS) was launched in thirty-three selected blocks of Rajasthan concentrating on nutrition, health, and non formal pre-school education for young children. Through this scheme rural, tribals, and urban slums were provided basic services.¹³⁶

NIPCCD (1980) on the basis of its impact study of pre-school education in the ICDS reported that:- (a) majority of the Anganwadi (90) were located at sites that were easily accessible to children; (b) all centers were in fairly good condition; (c) no separate kitchen, toilet or water services was found in a majority of the centers; (d) play-space in 83 percent of the Anganwadis was insufficient; (e) all the respondents were aware of the ICDS program 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 centers; (g) a significant increase in the attendance was found at meal times as compared to that during the

¹³⁵ Bhoodev Singh; Pre-school education; 1997; APH Publishing, New Delhi Corporation 5, Ansari Road Darya Ganj, New Delhi, p - 24

¹³⁶ Bhoodev Singh; Pre-school education; 1997; APH Publishing, New Delhi Corporation 5, Ansari Road Darya Ganj, New Delhi, p - 16

pre-school activities, particularly in Delhi, Rajasthan and Uttar Pradesh; (h) about 96 percent of parents of non-beneficiaries were aware of the existence of and Anganwadi in their era, 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 percent of parent 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 song 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.¹³⁷

Laltanpuii (1984) – Analysed the pre-school education program in Mizoram from his historical and empirical perspective. The objective of the investigation were to study the development states of pre-school education programs in Mizoram and to examine the various aspects of the programs in the pre-schools of Aizawl town. The salient findings of the investigation were as follows:-

- i. The research revealed that no attention was paid for the establishment of separate pre-school institution until a voluntary organization of women called Mizo Himeiche Hmasawn pawl initiated and sponsored separate pre-school institutions under the name of nursery schools at Aizawl in January 1960.

¹³⁷ NIPCCD, Pre-school Education in the ICUS, An Impact Study, 1980. Fourth Survey of Research in Education Ed., M.B., New Delhi: N.C.E.R.T. (1991), p - 1243

- ii. The Mizo District council took over the elementary education in 1961 no progress was found as the pre-school education was outside the previews of the District Council it is apparent for this reason that there were 36 pre-primary schools throughout Mizoram when the union territory was formed in 1972.
- iii. After the union territory was formed in 1972, pre-school programs came under ICDS project and were under the responsibility of educational and social welfare departments.
- iv. The first ever training course for pre-primary school teacher in the state was conducted in 1978 for duration of 2 months by the education Departments and 139 teachers attended the course.
- v. Consequent upon the introduction of the ICDS in Mizoram, the pre-school education was abolished by the government in 1984. This abolism resulted in the absorption and upgradation of the pre-primary school teachers to the status of primary school teachers.
- vi. The non-formal pre-school education imparted in the Anganwadi center was not found effective and instrumental as a preparation for school education. Hence, the primary schools were compelled to attach. Pre-primary section to accommodate the needs of children even where ICDS projects were in operation.
- vii. Most of the teaching staff of the pre-schools were neither trained nor qualified for there was no provision for them to receive training. The study

revealed that only the teachers of Mary Mount School were equipped with desirable qualifications for pre-schools education.

- viii. No proper scale of pay was adopted for pre-school teacher. As such, the investigation revealed that the scales paid to the teachers varied while some received Rs. 1000 per month, other received Rs. 400.
- ix. Ninety percent of the pre-schools surveyed were found lacking space for play and recreational activities. This study exposed that the method adopted for teaching and other activities were traditional and young children were burdened with heavy load of home assignment.
- x. There is 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 disorganized and disoriented.¹³⁸

Venkataram (1984) : The early years of a child's life are formative years for his/her overall development. Early childhood education serves to fulfill effectively all the needs of the young child-physical, social, emotional and psychological.¹³⁹

¹³⁸ Laltanpuii 1984, Pre-school Education Programmes in Mizoram. An Analytical Study unpublished Dissertation N.E.H.U., Shillong.

¹³⁹ M.B. Buch; Third Survey of Research in Education 1983-1988 Volume – 3; N.C.E.R.T., New Delhi, p-1221

ECCE in the NPE, (1986) : Early childhood care and education (ECCE) has assumed special significance in the national policy on education, 1986. It has rightly mentioned that the national policy on children (1974) specially emphasizes investment in the development of the young child, particularly children from sections of the population in which first generation learners predominate (p.10) child development has been taken in a Holistic view recognizing all the aspects like nutrition, health, social, mental, physical, moral and emotional development. ECCE has received high priority and been properly integrated with the integrated child development services program (ICDS) as far as possible. Day care centers, as suggested by the NPE, would be provided as a support service for universalization of primary education, to enable girls engaged in taking care of sibling to attend school and as a support service for working women belonging to poorer sections.¹⁴⁰

Tyobeka (1986) 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 teacher's 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

¹⁴⁰ Jagannath Mohanty and Bhagyadhar Mohanty; Early Childhood Care and Education 1994; Deep and Deep Publications F – 159, Kajouri Garden; New Delhi – 27, p - 6

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 development 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 him with internationally accepted objectives for pre-school education.¹⁴¹

Baruah (1987) in her study observed that:

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 program, 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

¹⁴¹ Tyobeka, Jennifer D, Community Pre-school education in Swagiland. A sample survey commissioned by UNICEF, Social Science Research Unit, University of Swagiland, 1986.

with the space available with the single primary schools served as an incentive for growing rate of children admitted in the school.¹⁴²

Srivastava (1987) suggest that training in the cognitively oriented pre-school model helped improved skills and knowledge of pre-school teachers.¹⁴³

Mayani (1989) studies the development of pre-primary education in Gujarat from a historical prospective. 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.¹⁴⁴

Rajalakshmi (1992) assessed the existing nursery education program in Kerala. This study pointed out that physical facility needed to be improved and a more uniform curriculum needed to be introduced.¹⁴⁵

Lyngdoh (1996) examined the development of pre-school education in the state of meghalaya. Case studies of selected pre-schools in shillong city was carried out

¹⁴² Baruah, J, An Evaluation of Pre-school Institutions in Assam with special reference to Teaching Methodology. Unpublished Doctoral Dissertation, Gauhati University, 1987.

¹⁴³ Ibid – M.B. Buch

¹⁴⁴ Mayani, J.P., A study of the Development of Pre-Primary Education in Gujarat during post-independence period Ph.D., Education, Bhavnagar Univ. 1989. Fifth Survey of Education Research, New Delhi; N.C.E.R.T., 1997 Vol. – I, pp – 260-261

¹⁴⁵ Rajalakshmi, M, An Assessment of the existing nursery education programme in Kerala Ph.D., Edn., Univ. of Calicut 1992. Fifth Survey of Education Research, New Delhi; N.C.E.R.T., 1997, Vol - I

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. 2800 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.¹⁴⁶

2.2. Finding on the daily activities and programmes.

Susan Issacs (1971) has stressed the need for having activities which fulfil the needs of children. Those activities should be chosen in such a way that they meet the needs of children and are suited to their interests.¹⁴⁷

Eurice Bailey (1972) of children's centre, Leeds university also feels that, as far as possible, "the needs of each child, that is, to accept his need and express strong

¹⁴⁶ Lyngdoh M.C., A study of Pre-school Education Programmes in Shillong. Unpublished M.Ed. Dissertation N.E.H.U., Shillong, 1996

¹⁴⁷ J.S. Grewal, Early Childhood Education, Foundation and practice (Agra modern printer, 1984) p – 276.

emotions, to explore and learn, to find ways of communicating with others, and to develops social relationship and awareness of the needs of others, and above all, to play”.¹⁴⁸

Gaston Mialaret (1976) Conducted a world survey of pre-school education including children’s activities. He divided these activities for the two age groups. For 4 to 5 years old and for 5 or 6 years old children. Along with this there is a family comprehensive schedule of activities organized by some other countries which do not find a specific mention in Mialaret’s survey. These are activities suggested by Eurice Bailey of heads university (U.K.) and the NCERT (India). Out of these the author has chosen by way of illustration the pre-school activities followed in Chile, Japan, England and India.¹⁴⁹

Blake (1977) Early childhood classrooms are best organized into activity centers, each center supporting some portion of the program. Through the centers can be modified to serve the changing needs of the program, made larger or smaller, or ever merged with other centers, most should be available as separate areas throughout the activity period. Activity centers allow rooms to become child centered rather than teacher centered. They help programs become more

¹⁴⁸ Ibid, J.S. Grewal; p – 276.

¹⁴⁹ Ibid; J.S. Grewal; p – 276

individualized and allow children to participate more activity and be more independent of the teacher.¹⁵⁰

Yeli (1979) came out with the findings that (a) most of the pre-primary schools did not have their own buildings, almost all the schools did not possess play ground, 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.¹⁵¹

Kaul (1991) suggested the following gross-motor skills for pre-school children – walking, balancing, running, jumping, creeping, crawling, rolling, swinging, hopping, climbing (ascending and descending both) rhythmic movement, throwing, catching, kicking, for specifically the following selected behaviour have been observed by the pre-school workers in children.¹⁵²

2.3 Finding on the play materials and Teaching Aids.

Susan Issacs (1971) founded that play activities have been called “play things” young children in the beginning do not need many play things only selected few

¹⁵⁰ Bernard Spodek, Olivia N. Saracho, Michael D.Davis; Foundations of early childhood education, Teaching three, four and five year old children second edition; 1991, 1987 – prentice hall, Inc. p – 109.

¹⁵¹ Yeli, R.S., A initial study of pre-primary education in Karnataka. Unpublished Doctoral Dissertation, Karnataka University. 1979.

¹⁵² Bhoodev Singh; Pre-school education; 1997, APH publishing corporation 5, Ansari Road Darja Ganj, New Delhi, p - 84

things may be provided to them. Variety may be added later as the children grow up. For play the major equipment in the “toy which small children need to give to give expression to their spontaneous activities”. The toy enable them to give outlet to their emotions on the educational side, equipment provides a basis for activities and encourages the child for action. It also sharpens child’s power of perception and extends his knowledge of world. The child also projects himself through the equipment which is very important for his affective development. Equipment also helps the child in his physical growth.¹⁵³

Susan Issacs (1971) has given four categories of play equipment for children who are between third and seventh year of age.

- i. Equipment for physical growth :** this include such equipment as an old box with movable board, a short step-ladder, a light ladder which the children can carry about; a wooden cart to move about; a see-saw of proper height; an old tree trunk or group of logs; balls to throw and kick; a bat and skipping rope. These things may be got made on individual or group basis.
- ii. Material for making things :** prepared things such as bricks and beads are more easily used then raw material with children in the age group of 2 to 4; wooden group bricks of various sizes and shapes for piling up; building and various floor games; wooden blocks of different shapes,

¹⁵³ J.S. Grewal: Early Childhood Education foundations and practice Agra modern printer, 1984 p. 284

(cubes, prisms, discs, rods, etc.) with holes pierced, into which wooden pegs can be put for holding them together; large coloured wooden and glass beads to be threaded with a needle, and thick coloured thread; coloured sticks which can be stuck together with plasticine.

The raw material includes clay which the children can use for longest time. Plasticine, however, keeps soft and is usable all the time. The children can make snakes or worms out of it. They also like to play with sand and water. A pile of sand kept in a corner can be looked upon as a necessity of childhood. Similarly, old bottles, corks, rubber or plastic tubes give rise to many interesting experiments paper, card board and newspaper can be used in making streamers, houses and dressing cloth. Old newspapers, discarded catalogues of goods, time tables, magazines can be used by the children. They can cut pictures out of these and paste it on paper. Used match boxes glued together in different ways will make tables and chairs and fans and lamps can be made out of plasticine.

- iii. Fantasy material:** old material can be used in making things for developing imagination of children. This includes making dolls, houses, engines, motor cars, aeroplanes, trains, signals, chairs, tables, trains, houses, shops, tunnels and steamers and dressing up cloths. Disused or used household things like old buttons, old blocks, old cushions can also be used in making many things for play houses.

iv. Formal materials: This includes geometrical shapes and sizes and counting; montessori apparatus, form-boards and a series of wire rods fixed in a frame; graded wooden rods running from 1 to 10 cms in length; bundles of coloured sticks; tape measurers and folding metre-rods and a pair of household seals.

As Susan Issacs (1971) points out. "Leave the children free to use their play things in their own way that we might think the best. For play has the greatest value for the young child when it is really free and on his own".¹⁵⁴

Sharma (1971) 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.¹⁵⁵

Shrivastava (1971) 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-

¹⁵⁴ Opcit; J.S. Grewal; p. 286-287

¹⁵⁵ Sharma, S.K., Survey of Nursery Schools in Jabalpur City, 1971. Source Book for pre-school Education Baroda: IAPE p. – 53

primary schools. On the whole, schools were poorly equipped with very limited play materials.¹⁵⁶

Mialaret (1971) has made an analytical study of the use of material in different countries of the world. His conclusions are:-

- i. Some countries had little or no equipment at all.
- ii. In some countries the teacher herself is responsible for selecting educational material, while in others this is done by the principal, in some cases the administrative prescribes what equipment is to be used and supplies a list of what is considered essential. Some countries take parents' views for selecting the material.
- iii. Articles mentioned most of the following.
 - a) Equipment for the promotion of physical development like, swings, slides, etc.
 - b) Audio-visual and musical equipment and natural objects like sticks, flowers, fruit and pebbles.
 - c) Books, pictures and objects which can be used to play all types of games like doll's house and miniature kitchen utensils.

¹⁵⁶ Shrivastava, V.N. A survey of pre-primary education in Mahakoshal Region, 1971. Source Book for Pre-school Education, Baroda: IAPE p -54

- d) Polyvalent material designed to develop the children's powers of self expression like clay, paper and so on.
- e) Intellectual equipment includes sets of geometrical shapes and observation games.¹⁵⁷

Mialaret (1976) points out, "Schools that have large cupboard full of new or little used equipment are seldom good school, whereas those that have single equipment, shabby as a result of constant use, are often better educationally". The pre-school equipment should meet the following requirements:

- (i) **Physically strong:** The equipment must be physically strong. The equipment which is easily broken and does not stand up to rough treatment may not be selected. It will prove costly as it will have to be replaced frequently.
- (ii) **Attractive in appearance :** The equipment may be attractive and pleasant to use though children may handle whatever material they are given, yet it is always better to give them things which are good in taste and possess aesthetic value. Such material can also be cheap.
- (iii) **Multiple use:** given a new piece of equipment, a child will experiment with the new equipment putting it to use in many new activities.

¹⁵⁷ Ibid; J.S. Grewal p.299-300

- (iv) **Proper size:** As the children at the pre-school stage differ in age, they are at different stages of motor development and are, therefore, unable to grasp objects in the same way. Small children like large objects which they can clasp in their arms but older children may take pleasure in handling smaller things.
- (v) **Meets child's needs:** The equipment must meet some of the basic needs of children and should not be forced on them. These needs include the need for activity, need for self-expression and need for personel creation.
- (vi) **Serves psychological and Intellectual functions:** It should be seen that the equipment allows certain psychological and intellectual functions to come into play. As Mialaret point "certain classification games bring into action the fundamental psychological structures which are found in all intellectual activities. Thus the games children play with such equipment are of great educational value, since the child unconsciously organizes his non-experience, thus laying the foundation for logical thinking at a later stage.
- (vii) **Provides scope for improvisation:** All equipment cannot be purchased for the pre-schools. Some of it should be prepared by the teachers out of such material as used tyres, ropes, empty cardboard boxes, locally available shells, sand, marble pieces, old bottles, match boxes, discarded pans and cans.¹⁵⁸

¹⁵⁸ Opcit, J.S. Grewal p – 284-285

Mialaret (1976) has listed different categories of equipment for use at the pre-school stage.

- i. Ready-made equipment :** It may meet the requirement of children's immediate needs and be suitable for the activities organized by the teacher. But it is seldom functional and also cannot be put to multiple use. The qualities that are advertised for its sale are not always the ones that pre-school institutions consider it important.
- ii. Natural Equipment :** This consists of objects collected and looked after by the pupils, teachers and even parents. Since these have been collected from child's environments; these are very valuable. The use of such objects accustoms the child to observe his surroundings and to take a new look at the things that are familiar to him.
- iii. Teacher- made equipment:** This include equipment specially made by teachers, parents or children. For certain purposes the teachers make the equipment which they think is suitable. To please the children, parents can also participate in the work of the school by making collective toys or sets of individual toys. The toys are objects of affection and bring the parents and the environment in close association with the children's school life.¹⁵⁹

¹⁵⁹ Opcit; J.S. Grewal pp- 285-286

2.4 Problems Faced by Pre-Schools.

Bajpat (1957) 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.¹⁶⁰

Mialaret (1976) on the 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 parent 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.

¹⁶⁰ Bajpat, B.G. An Investigation into the conditions of Pre-primary Education in the Poona University Area with a view to finding out problems, Ph.D Thesis 1957. A survey of Research in Education Ed. M.B. Buch, Baroda of Advance study in Education 1974. pp 477-482

Several replies revealed relations which entail more active participation on the part, many parents association participated directly in the management and administration, the institution, in some cases playing a direct role, either by helping the institution to build and improve its premises, or by organizing working sessions (lectures, seminars) for the parents themselves. This make 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.¹⁶¹

Sethi (1977) Imparting formal education in parents. Expectations to teach 3R's to the Pre-school children. Thus the study recommended that the parents may be made to realize 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.¹⁶²

NIPCDD (1980) 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% of parents of non-beneficiaries were aware of the existence of an anganwadi in their area, yet they did not send their children;

¹⁶¹ Mialaret, G., World Survey of Pre-school Education paris : The UNESCO Press, 1976, p - 51

¹⁶² Sethi, S.S., Journal of Home Science, Vol – II No. 3. pp 78-80.

- b) Only 30-35% of the 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.¹⁶³

In a survey on community pre-school education in Swaziland, Tyobeka's (1986) findings in relation to parents of pre-schools 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% respondents who did not attend pre-school meetings, 56.52% had not done 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 facing them according to their needs;

¹⁶³ M.B. Buch, Fourth Survey of Research in Education Ed. 1991, New Delhi, N.C.E.R.T. pp. 1243 - 1244

- g) Parents were highly pleased with the content of the pre-school programme, as can be concluded from the 87.88 % 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% of responses, while 13.52 % were related to the lack of equipment such as toys and furniture.¹⁶⁴

Murlidharan and Pankafam (1988) 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 result 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 programme. In this case, the anganwadi workers were trained by the Rural

¹⁶⁴ U.N.I.C.E.F., A Sample Survey Commissioned – Social Science Research Unit; University of Swagiland; 1986.

Institute, Gandhiram, which had a good infrastructure and competent staff.¹⁶⁵

Yasodhara (1991) examined the attitudes of parents and teachers towards pre-school education. The work pertained to the 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.¹⁶⁶

Dubey and Joshi (1993) 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.¹⁶⁷

¹⁶⁵ M.B. Buch, Fourth Survey of Research in Education Ed. 1991, New Delhi, N.C.E.R.T., p. 1241.

¹⁶⁶ Yasodhara, P. Attitudes of Parents and teachers towards various aspects of pre-schools education Ph.D, Psy., Utkal Univ., 1991. Fifth survey of Educational Research. New Delhi: N.C.E.R.T., 1997 Vol. - I, p.266

¹⁶⁷ Dubey, A and Joshi; A, Effectiveness of Self-learning strategy in terms of Achievement at Nursery Techer Training Level. 1993. Indian Educational Abstracts New Delhi: N.C.E.R.T., January 1997, issue - 2

CHAPTER – III

MOTHODOLOGY

3.0.0 METHODOLOGY:

With a view to accommodate the various aspects of the functioning style of pre-school education in Shillong, two sets of questionnaire were constructed Questionnaire 'A' is for the Headmaster / Headmistress and Questionnaire 'B' is for the Teachers.

Though conducting interviews to parents is not mentioned in the objectives but it is felt that a small sample of parents need to be orally interviewed to know their perception toward the pre-school education. The data collected were analyzed into percentage and the other relevant information were collected from documentary materials.

3.0.1 POPULATION:

The population of the present study comprised the Pre-schools in Greater Shillong. It is officially recorded that there are 127 Pre-School and 28 Anganwadi under the management State Social Welfare Board (S.S.W.B). Hence, these Pre-School fall under the following categories ascending to their status:-

- (i) Government Pre-Primary Schools.
- (ii) Deficit Pre-Primary Schools receiving grants from the Government for maintenance.
- (iii) Private Pre-Primary Schools receiving no Grants at all from the Government,

In order to get the exact information about the total population of Pre-Primary Schools the investigator consulted different authorities like Directorate of Elementary and Mass Education, Inspector of Schools, Deputy Inspectors and from the records maintained by those offices.

Table 1.1 Population of the present study area.

Management	No. of Schools	Number of Headmaster /Headmistress.	Number of Teachers	Number of Parents.
Government	28	28	56	49
Deficit	30	30	60	51
Adhoc	25	25	50	45
Private	44	44	88	60
Anganwadi	28	28	56	45
Total	155	155	310	250

3.0.2 SAMPLE OF THE STUDY:

The sample of the study comprised of the pre-schools in Greater Shillong. Hence, 50 (fifty) Headmaster/Headmistress and 150 (Hundred Fifty) teachers of the Pre-Schools, are included in the sample. The sample includes the government, deficit, adhoc, private, Anganwadi of State Social Welfare Board (S.S.W.B.) Besides 100 parents selected randomly were interviewed to know about their perceptions toward the functioning of these pre-schools. The selection of the sample is represented in the Table II below.

Table II : Showing the sample of the study

Management	No. of Schools	No. of Headmistress	No. of Teachers	No. of Parents
1. Government	2	2	6	2
2. Deficit	12	12	36	26
3. Adhoc	10	10	30	28
4. Private	24	24	72	40
5. Anganwadi	2	2	6	4
Total	50	50	150	100

Questionnaire were personally given by the investigator to the respondents by visiting the concerned schools several times. A total of 50 questionnaire were distributed to the Headmasters/Headmistress. All the furnished questionnaire were collected. Again, 150 questionnaire were distributed to the teachers and all have responded positively. 100 parents were also interviewed.

Table 1.3: Showing the total numbers of Headmistress/Techers/Parents who respond.

Sl. No.	Type of School	No. of Schools	District	Headmistress Responded	Teachers Responded	Parents Responded	Total
1	Govt.	2	Greater Shillong	2	6	2	12
2	Deficit	12		12	36	26	86
3	Adhoc	10		10	30	28	78

4	Private	24		24	72	40	160
5	Anganwa di	2		2	6	4	14
		50		50	150	100	350

3.0.3 Tools and Techniques

The data for the present study were collected with the help of the following tools for achieving the different objectives of the study.

- (a) Questionnaire : The investigator developed two sets of questionnaire, one for headmaster or Headmistress and second for Teachers of Pre-Schools education. The Questionnaire was structured and developed it was based upon the objectives of the present study.

The content of the questionnaire include the Historical development, physical infrastructure facilities, human resources, financial resources, curriculum and problem of teachers of the pre-school education.

The first draft of the questionnaire was subjected to scrutiny by the experts from the Department of education. The experts gave full suggestions for improvement of the questionnaire. Modification was done and the questionnaire was tried out to prove its validity. The final questionnaire was printed and Xerox were made ready for use.

- (b) Interview: In the present study, the investigator also used the interview scheduled for parents. The questions use for interview scheduled was

different as it covered the views of parents on the functioning of the pre-schools education and the perceived problems of parents.

- (c) **Relevant Records:** Regarding the relevant records the investigator collect information from the office of the Deputy Inspector of School (DIS), Statistical handbook of Meghalaya document, IGNOU materials on early childhood education and other significant data were also consulted for used.

3.0.4 Administrative of the Tools.

The Investigator personally distributed the questionnaire to all the Headmasters or Headmistress and Teachers. They were made to understand that their answers to the items in the questionnaire were intended to be used only for research purpose and that their responses would be treated as confidential.

3.0.5 Sources of Data.

The data were collected from the sample using the above tools developed by the investigator. The time taken for data collection was six months covering different areas within the Shillong municipality Board and outside the Shillong municipality areas which is an extension of Greater Shillong. The data for the study was collected from Pre-Schools catering early childhood education in Greater Shillong.

3.0.6 Analysis of Data

The approach followed was to arrange the responses of the Headmasters / Headmistress and the Teachers separately under the major heads used in the questionnaire only frequencies and percentage are found out indicating the number of respondents choosing a particular option, wherever possible where response are given, the main ideas in the responses are to extract more information on certain issues to enable the investigator to know the reasons behind.

The analysis thus is both qualitative and quantitative. On other hand, the data collected was finally tabulated and analyzed in terms of percentage.

CHAPTER – IV

ANALYSIS & INTERPRETATION OF DATA

SECTION – A

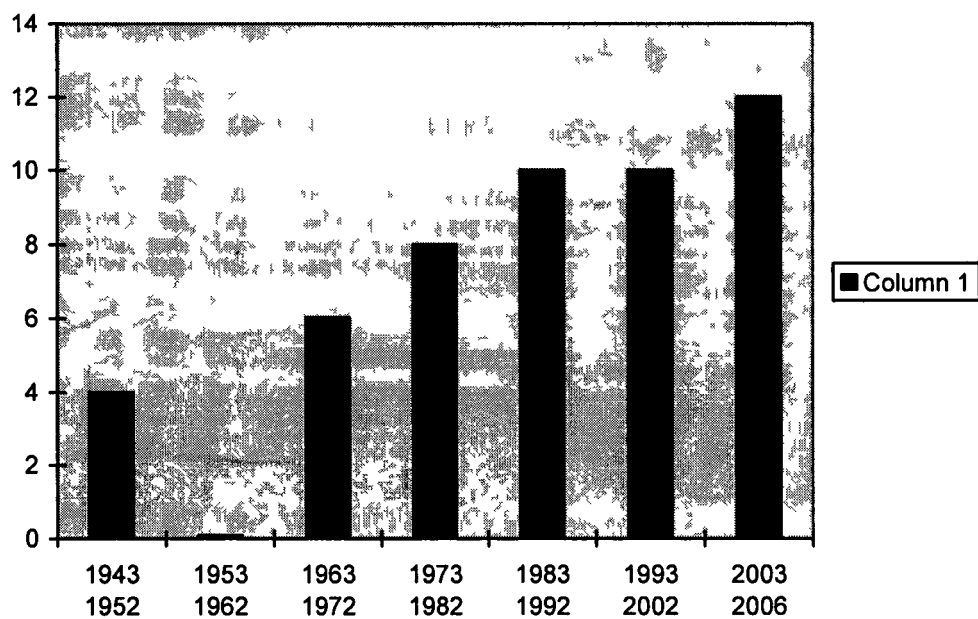
4.1.0 Development of Early Childhood Education in Greater Shillong.

4.1.1 Establishment of Pre-Schools

Date _____ Month _____ Year _____

Establishment of Schools

The figure 4.1 below indicating the total number of the schools established in different years.



The above figure revealed that 4 schools were established in 1943-1952, no schools were permitted to established during 1953-1962. 6 schools were established in 1963 – 1972 and 8 schools were established

in 1973-1982. 10 schools were established during the year 1983-1992 and 1993-2002 respectively. Whereas 12 schools were established between the year 2003-2006. Fishers act (1918) made legal for the establishment of free nursery school within the British schools system. In Netherlands early childhood care were established in 1800. The early childhood education programmes were originally developed to provide educational opportunities to the wards of wealthy persons. Davis and Hansen (1932) studied that the beginnings of nursery school education in Britain directly influenced educators in the United States. During the 1920's significant progress was made in the study of child development and in pioneer efforts to establish nursery school.

4.1.2 Government recognition of yours school

Table 4.1 percentage of the respondents indicating the official recognition received from the government of Meghalaya.

Sl. No.	Recognized by the government of Meghalaya	Number of respondents	Percentage
1	Yes	45	90%
2	No	5	10%
	Total	50	100%

In the table 4.1 it was found that 90% of the respondents stated that the schools received official recognitions from the government. While 10% of the respondents stated that the school have not yet received any official recognition from the government and still awaiting for the

same. In the fifth five year plan (1974-79) the pre-school education was recognized and in 1975 on experimental basis integrated child development scheme (ICDS) was launched 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.

4.1.3 Schools with years of establishment along with number of teachers and students respectively.

Table 4.2: Showing the number of teachers and students starting from the year of establishment of the school.

Sl. No.	Years	No. of Teachers	M	F	Qualification	Trained	Untrained	No. of Students	Boys	Girls
1	1943-1952	5		5	H.S.S.L.C	-	5	417	169	248
2	1953-1962	6		6	-do-	-	6	429	195	234
3	1963-1972	8		8	-do-	-	8	435	223	212
4	1973-1982	9		9	-do-	-	9	447	224	223
5	1983-1992	10	1	9	-do-	-	10	492	233	259
6	1993-2002	12		12	-do-	-	12	520	250	270
7	2003-2006	13		13	-do-	-	13	532	269	263
		63	1	62	-do-	-	63	3272	1563	1709

From the table 4.2 above it indicates that 4 schools were open in 1943-1953, and the total number of teachers was 5 in number and the total number of students was 417. During the period of 1953-1962, the total number of teachers increased to 6 and the total number of students has gone up to 429. In 1963-1972, the number of students increased to 435.

From 1973-1982, there were 9 teachers and the total number of students was 447. During this period of 1983-1992 the total number of teachers was 10 in number and the number of students has gone up to 492. During 1993-2002, the number of teachers has increased to 12 and the number of students has increased to 520. In 2003-2006, there are 13 teachers and the number of students has gone up to 532. The increased enrolment is on an ascending under which shows that the school in greater shillong is growing steadily. At the initial stage there are five teachers whereas in 2003-2006 the total number of teachers is 13 in number but all of them are untrained. It appears that the general qualifications of teachers are P.U. passed or H.S.S.L.C. From the table above, it appears that most of the pre-schools i.e. A, A1, B classes have only one teacher in-charge the schools, that's why the overall number of teachers are so less. It also indicates that these lower primary schools are handled by single teacher for all the classes including classes, A, A1, and B before joining the formal classes I, II, III, and IV. N.C.E.R.T (1970) In its study in "recognized institutions offering pre-schools elementary education in Hyderabad, Secunderabad and Delhi" has reported the following findings

(1) In Hyderabad and Scendarabad (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 3-5 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-20.00 to 30.00 with majority of them falling between Rs. 4.00 and Rs. 10.00. (e) There were 8597 pre-school children attending schools in January, 1969. (f) Out of 814 hectors working in 161 institution, 245 were trained and 569 untrained. Out of 814, 70 were men and 744 were 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, language, number, work, nature study and crafts.

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 fee charged ranged from Rs. 1 to Rs. 50.00 per month with the majority of them falling between Re. 1 to Re. 10.00 (e) These 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 under took curricular activities through coaching subjects.

4.1.4 Professional training received child psychology

Table 4.3. Percentage of respondents indicating the professional training they received in child psychology.

Sl.No.	Professional training received child psychology	No. of respondents	Percentage
1.	No.	50	100%
2.	Yes	-	-
Total		50	100%

Table 4.3. revealed that majority of the Headmasters / Headmistress i.e. 100% expressed that they never receive any professional training even in the subject like child psychology. Shah (1968) conducted a study of 92 nursery schools in the city of Baroda and found that in majority of the pre-schools, there was inadequate training, teachers and inadequate equipment affected the pre-school programme for the children. There was a need of proper relationship between parents and teachers.

4.1.5 Ownership of pre-schools.

Table 4.4 Percentage of the respondents indicating the ownership of the Pre-school:

Sl. No.	Ownership of pre-school	No. of Principal Respondents	Percentage
1.	Self / Private	19	38%
2.	N.G.O.	-	-
3.	Mission (Presb/Catho/Church of God etc.	17	34%
4.	Government	13	26%
5.	Semi-Government	1	2%
6.	Rented	-	-
7.	Any other	-	-
	Total	50	100

Table 4.4 above indicated that different Pre-school buildings were owned mostly by private parties or self-owned, as 38% of the respondents owned a Pre-school, but 34% of the Pre-school building were owned by different missions (like Presbyterian/ Catholic / Church of God, etc.) whereas 26% of the Pre-school were owned by the Government and only 2% belonged to Semi-Government agencies like State Social Welfare Board and Shillong Municipality Board. Somaih (1980) reported that corporation nursery schools were good and spacious unlike the government schools.

The private un added schools were financially better if than private added schools.

4.1.6 Please supply us with relevant data in regard to your school.

Total area of the Pre-School Compound.

Total plinth area of the School Building.

Length -

Breadth -

Table 4.5 Above showing the area of the school, building and size of different rooms.

Sl. No.	Area	Numbers of Respondents	Percentage
a.	Area of the school 1500 – 2500 sq. ft.	20	40%
	2600 ft. above	30	60%
b.	Area of the school building 300 – 800 sq. ft.	40	80%
	900 sq. ft. above	10	20%
	Size of different rooms		
c.	Length 10 – 29 sq. ft.	46	92%
	30 sq. ft. above	4	8%
d.	Breadth 10 – 14 sq. ft.	42	84%
	15 sq. ft. above	8	16%

TOTAL	50	100
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The above result showed that the area of the school building varied from one school to another. 60% of the respondents stated that the total surface area of the schools were above 2600 sq. ft., but in regard to the plinth area of the school building – 80% of the respondents stated that the plinth area was 300 – 800 sq. ft. Again 92% indicate that rooms length is between 10 – 29 ft., whereas 84% of the schools have the breadth of 10 – 14 ft. The over all findings indicate that majority of the Pre-School compound is too small and not enough space for outdoor activities, besides the schools plinth area is small and slender. It is fully understood that the classrooms are tiny if based on the plinth area of the schools. Therefore, majority of the Pre-School are established without any proper planning except those of few Catholic Schools. The children are experiencing congestion even at their age.

In Pre-School Education, children need to stretch their hands and feet and to move freely for a proper physical growth development but sad to say that Pre-school education in Greater Shillong are not properly planned as per the norms of Early Childhood Education (E.C.E.) to possess large playground and bigger rooms to play, dance and socialize freely in a congenial space.

4.1.7 Provision of Teacher's common room.

Table 4.6. Percentage of the respondents indicating the provision of teachers' common room.

Sl.No.	Provision of teacher's common room	Number of respondents	Percentage
1.	No	48	96%
2.	Yes	2	4%

The above table 4.6 showed that 96% of the respondents stated that there was no provision for teachers common room. It appeared that the Pre-School buildings were not properly planned or designed to suit the children of that age group i.e. before 6 years. Hence majority of these schools did not even have a common teacher's rooms which are unthinkable.

4.1.8 Provision of Principal's room.

Table 4.7. Indicating provision of Principal's rooms.

Sl.No.	Provision of principal room	Number of respondents	Percentage
1.	Yes	50	100%
2.	No	-	-

The result above table 4.7 showed that 100% of all the pre – School have provision of Principals rooms. It also found that majority of the schools have a very small rooms except few schools like Loreto,

Pearly dew, Christian Academy do have a spacious principal rooms as per the observation of the investigator.

4.1.9 Provision for dressing room with mirrors including wash basins.

Table 4.8. Indicating provision for dressing room with mirrors including wash basins

Sl. No	Provision for dressing room with mirrors including wash basins	Number of respondents	Percentage
1.	Yes	27	54 %
2.	No	23	46 %
Total		50	100 %

The result in the above table4.8 showed that 54 % of the schools have dressing room with mirrors including wash basins while 46 % states that the Pre-Schools do not have such dressing room facilities. It appears that pre- schools building structures were not planned and perhaps they open schools in a domestic home and not designed as per the Pre- school infrastructure.

Observation : The investigator find the dressing room available in school were in fact too small.

4.1.10 Provision for recreation room

Table 4.9 Percentage of the respondents indicating the provision for recreation room

Sl. No	Provision for recreation room	Number of respondents	Percentage
1.	No	43	86 %
2.	Yes	7	14 %
Total		50	100 %

In the table 4.9 it was shown that 86 % of the respondents expressed that the Pre – Schools in Greater Shillong did not have such rooms while 14 % stated that the School do have recreation room for children.

Observation : Though some schools do possess recreation rooms the investigator finds that such rooms were too tiny and slender for children to play around. It is unthinkable if recreation rooms were not available in schools and how the playful activities were being conducted.

4.1.11 Status of Teacher's Training

Table 4.10 Showing the status of teachers training.

Sl. No	Status of Teacher's Training	Number of respondents	Percentage
1.	No	48	96 %
2.	Yes	2	4 %
Total		50	100 %

The result in the table 4.10 indicated that 96 % of the respondents expressed that the schools were not in a position to send teachers for such training courses. While 4 % of the respondents appear that the Principals of the few schools went for pre – school training outside the region on their own expense. It appears that the Government has no policy to promote pre – school education in Meghalaya. Sathyavathi and murthy

(1972) suggest that teachers themselves expressed the need for in-service training. Srivastava (1987) suggest that training in the cognitively oriented pre-school model helped improve skills and knowledge of pre-school teachers. In 1944 sargent committee recommended special training or pre-school teachers. Kothari Commission (1964-66) recommended that it is the duty of the state to train pre-primary teachers at district level and conduct research.

4.1.12 Provision for government institution to allow the pre – school teachers for training courses.

Table 4.11 Indicating the provision for government institutions to allow the pre–school teachers for training courses.

Sl. No	Provision for government institution to allow the pre – school teachers for training courses.	Number of respondents	Percentage
1.	No	48	96 %
2.	Yes	2	4%
Total		50	100 %

The result shown in the table 4.11 above indicating that 96 % of the respondents expressed that the schools were not in a position to send teachers for training courses due to paucity of funds and besides there is no such government training Institution available in Meghalaya. 4 % appeared to be Anganwadi schools who received some training from the State Social Welfare Board.

4.1.13 Financial assistance provided by the government.

Table 4.12 Showing the financial assistance provided by the government

Sl. No	Financial assistance provided by government	No of respondents	Percentage
1.	Yes	2	4 %
2.	No	48	96 %
Total		50	100 %

The table 4.12 above, it shows that 96 % of the Headmaster/Headmistress from Pre-school education stated that the school never received any financial assistance from the Government. Again it reveals that only 4 % of the Headmaster/Headmistress of pre-school education received financial assistance from the government probably from State Social Welfare Board. The Committee of members of parliament on education (1967) suggest that greater attention need to be paid to the development of pre-primary education. Voluntary organization conducting pre-primary institution should received encouragement and financial assistance, especially when they are working in rural areas, urban slums or for children of weaker section of the community.

4.1.14 Performing duties by teachers during these 3 (three) hrs time

Table 4.13 Percentage of the respondents showing the performing duties by teachers during these 3 (three) hrs time.

Sl. No	Performing duties by teachers during these 3 (three) hrs time	Number of respondents	Percentage
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1.	Playing, Co- Curricular activities	27	54 %
2.	Rhymes, telling stories Singing	23	46 %
Total		50	100 %

The Table 4.13 above revealed that 54 % of the respondents conducted playful activities. While 46 % conduct different activities like rhymes, telling stories and singing. Hence, the over all activities seem to include both teaching and other playful activities that promote the mental development as well as proper bodily growth.

4.1.15 Norms for admitting students

Table 4.14 Showing the norms of admitting students.

Sl. No	Norms for admitting students	Number of respondents	Percentage
1.	Personal interviews with parents oral test	35	70 %
2.	First come first serve information furnished in the admission form	15	30 %
Total		50	100 %

Table 4.14 above, revealed that 70 % of the respondents i.e. principals of the Pre – Schools stated that personal interviews /oral test were being conducted to children in front of their parents. Whereas 30 % of the respondents stated that admission is given to children based on the information furnished in the admission forms and on first come first serve basis. It seems later policy is better than the former one because children

of this age group of 3 years are yet to learn and need socialization with peers, for their growth and development.

Similar alternatives have also been suggested in a report of the seminar on the Burdened pre-scholar. Issues and alternatives edited by Suman verma (1993) it thus reads:

<u>Issues</u>	<u>Alternatives</u>
Admission	- Total abolition of admission tests, you could try.
Criteria	- Lottery system
	- Comprehensive form system
	- First come first serve
	- Stratified random selection
	- Neighbourhood school criteria
	- School admissions for children below 6 years by tests should be stopped because measures use to assess a child are not valid.
	- Proper licensing of neighbourhood schools to prevent mush rooming of 'poor quality' pre schools.
	-

Yashwal Committee (1992-93) appointed by the ministry of Human Development, government of India in March, 1992 also states. "The practices of holding tests and interviews for admission to nursery class be abolished".

4.1.16 Age of admitting students.

Table 4.15. Showing the percentage of the age for admitting students.

Sl.No.	Age for admitting students	Number of respondents	Percentage
1.	3 ½ yrs.	45	90%
2.	3 yrs	5	10%
3.	2 ½ yrs.	-	-
TOTAL		50	100%

The result above indicated that most of students generally admitted to the schools were of the age group of 3 ½ years of age as shown in the figure above i.e. 90%. The mere 10% shows that admissions were given to 3 years old child too. In 1968 the research division of the National Education Association submitted a report on the status of nursery school education and revealed that the minimum age of enrolment ranged for two to five years. N.C.E.R.T. (1970) suggested that the age of admission in most of the institutions was below 3 and 3-5 years, 18 institutions required prior registration ranging from two months to one year in advance. N.C.E.R.T. (1996) suggested that generally, a child is ready in these terms by 3½ years of age. Before this age, the child can go to a day 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) 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 of 3 to 6 years.

4.1.17 Maintenance the cleanliness of the school.

Table 4.16. Indicating maintenance the cleanliness of the school.

Sl.No.	Maintenance the cleanliness of the school.	Number of respondents	Percentage
1.	Yes	47	94%
2.	No	3	6%
Total		50	100%

It was found that 94% of the schools have peon or cleaner to take care, clean, ring the bells and maintaining the school building clean. While, 6% of the respondents stated that the schools did not have peon or cleaner. Thus, these few schools have to look after by the Headmasters/Headmistress or the members of the Managing Committee of the schools as indicated in table 4.16. A guide book for Anganwadi workers (1986) Anganwadi workers should also inculcate good habits of health, hygiene and cleanliness right from the earliest year. 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.

4.1.18 Members of the managing committee / Advisory board and their qualifications.

Table 4.17. Indicating the members of the managing committee / advisory board and their qualification.

Sl.No.	Members of the Managing Committee	Number of respondents	Percentage
1.	Graduate & Post Graduate	41	82%
2.	H.S.S.L.C.	9	18%
3.	Under Matric/S.S.L.C.	-	-
	Total	50	100%

Table 4.17 above showed that 82% of the school stated that most of the members of the Managing Committee were graduates or Post-graduates. Whereas 18% of the respondents stated that the members are Higher Secondary School Leaving Certificate (H.S.S.L.C.) passed.

4.1.19 Financial assistance received from the government

Table 4.18 Showing financial assistant received from the Government.

Sl.No.	Financial Assistant received from the government	Number of respondents	Percentage
1.	No	35	70%
2.	Yes	15	30%
	If yes		
a)	Building Grant	18	36%
b)	Furniture Grant	17	34%

c)	Sports & Games Grant	-	-
d)	Hostel Grant	-	-
e)	Text books Grant, Sports & Games materials	15	30%
f)	Any other (Please specify)	-	-
Total		50	100%

The above result revealed that 70% did not receive any financial support from Government whereas 30% of the Pre-School did received financial assistance from the Government. Some schools which received some grants like building, furniture and text books, etc. First five years plan (1951-56) but no financial provision was made for this purpose. Second five year plan (1952-61) again no financial assistance was provided for the development of pre-school education.

4.1.20 Management of daily affairs of the schools

Table 4.19 Indicating the daily affairs of the school.

Sl.No.	Daily affairs of the school	Number of respondents	Percentage
1.	Principal	49	98%
2.	Class teacher	1	2%
3.	Teacher	-	-
4.	Any other, please specify	-	-
Total		50	100%

Table 4.19 above showed that 98% stated that Principal run the daily affairs of the school. Hence, it appears that in Greater Shillong, the

Principal were solely responsible for running the daily affairs of the Pre-Schools as a Coordinator.

4.1.21 Fees required to be paid

Table 4.20 Table below showing fees required to be paid.

Sl.No.	Fees required	Number of respondents	Percentage
1.	Admission fees	50	100%
2.	Monthly Tuition fees	50	100%
3.	Games & Sports	50	100%
4.	Miscellaneous	-	-
5.	Any other /Please specify	-	-

From the table 4.20 it was found that 100% of the respondents pointed out that the students have to pay the following fees structure like the admission fees, monthly fees and games and sports fees. N.C.E.R.T. (1970) fees charged varied from us zero to Rs. 30.00 with the majority of them falling between Rs.4.00 and Rs. 10.00. National policy on children (1974) these contributions charge very high fees and there is no restriction on the number of trainees for the admission. The main purpose of these institutions is to earn money.

4.1.22 Financed the construction of your school building.

Table 4.21 Indicating the financial construction of your school building.

Sl.No.	Financed the construction of your school building	Number of respondents	Percentage
1.	Self-financing by local	25	50%

	Managing Committee		
2.	Christian Mission	16	32%
3.	Government	9	18%
4.	Village Durbars	-	-
5.	NGOs	-	-
Total		50	100%

From the table 4.21, it appeared that 50% of the respondents stated that the private parties or individuals or the one who starts the school along with Managing Committee construct the school building on their own resources. While 32% stated that Christian Mission played a significant role in financing the Construction of school building. 18% showed that the Government also financed the construction of school building and these probably the Pre-Schools run and manage by Central Social Welfare Board/State Social Welfare Board etc.

4.1.23 Pay salary paid to the teachers according to their qualification as per Government rule.

Table 4.22 Indicating pay salary paid to teachers according to their qualification as per government rule.

Sl.No.	Pay salary paid to the teachers	Number of respondents	Percentage
1.	No	48	96%
2.	Yes	2	4%
Total		50	100%

Table 4.22 above stated that 96% of the respondents from Pre-school education were not in position to pay the salaries for teachers according to government rules. Whereas 4% paid teachers salaries

according to the qualification prescribed by the Government, but in any way the schools paid their salaries only from the funds available with the Managing Committee of the schools. But the few schools who received salaries from Government were Anganwadi School in and around Shillong.

4.1.24 Financial assistance from M.L.A. / M.P. or any resources like NEC, etc.

Table 4.23 Percentage of the respondent indicating the financial assistance from MLA/MP or any sources like NEC.

Sl.No.	Financial assistance from M.L.A. /M.P. or any resources like NEC, etc.	Number of respondents	Percentage
1.	Building	13	26%
2.	Play ground	11	22%
3.	Furniture	8	16%
4.	Toilet	7	14%
5.	Water	6	12%
6.	Games & Sports materials	5	10%
	Total	50	100%

In the table 4.23 above, it was shown that representatives like MP/MLA and other sources like NEC did contribute some financial help to the schools. The table showed that 26% get financial help from them in

the forms of building grant, as 22% of the respondents received grant for playground. But 16% received schools furniture, 14% received grants for toilets. Whereas, 12% received drinkable water and 10% of the respondents received help in the forms of games & sports materials.

4.1.25 Financial help for the student's field trip or excursion

Table 4.24 Indicating the financial help for the students field trips or excursion.

Sl.No.	Financial help for students	Number of respondents	Percentage
1.	No	50	100%
2.	Yes	-	-
Total		50	100%

From the above table 4.24, it revealed that 100% of the respondents pointed out that they did not receive any financial help for the students field trips or excursion.

4.1.26 Financial problems as faced by your school

Table 4.25 Showing the financial problem faced by the school.

Sl.No.	Financial Problems	Number of respondents	Percentage
1.	Construction of school building	18	36%
2.	Less number of teaching aids	13	26%
3.	Lack of trained teachers paucity of funds for appointing more teachers	12	24%
4.	Lack of furniture & Play ground	7	14%
Total		50	100%

Table 4.25 above, stated that 36% of the respondents from Pre-school education faced financial problems for the construction of school building. 26% of the respondents indicates less numbers of teaching aids. While 24% focused on lack of trained teachers, paucity of funds for appointing more teachers and 14% lack of furniture and playground. The findings therefore indicate that these are the serious problems which need to tackle urgently as most of the Pre-schools were not planned and run from a rented domestic house with no playground etc.

4.1.27 Mid-day meal provided to student.

Table 4.26 Indicate the percentage of the respondents indicating mid-day meal provided to students.

Sl.No.	Mid-day meal provided to student	Number of respondents	Percentage
1.	No	47	94%
2.	Yes	3	6%
	If yes		
a)	Two Kg	-	-
b)	Three Kg	-	-
c)	Two – Three Kg	3	6%
d)	Four Kg	-	-

Table 4.26 revealed that 94% of the respondents stated that they never get any mid-day meal scheme. But it may be mentioned here that 6% of schools perhaps belong to Anganwadi under the management of State Social Welfare Board used to get mid-day meal about 2 – 3 Kg of rice for one student per month.

4.1.28 Materials / aids used in school

Table 4.27 Percentage of the respondents indicating the materials / aids used in school.

Sl.No.	Materials / aids used in school	Number of respondents	Percentage
1.	Black Board and Duster	150	100%
2.	Flower Vase	140	93.3%
3.	Wall Clock	130	86.6%
4.	Table and Chairs	99	66%
5.	Pictorial Charts & Maps	84	56%
6.	Coloured Chalk	60	40%
7.	Almirah	59	39.3%
8.	Desks and Benches	51	34%
9.	Toys (a) Soft balls (b) Creative blocks	9	6%
10.	Cupboard & Drawers	3	2%
11.	Flannel Board	-	-
12.	Magnetic Board	-	-
13.	Stencil	-	-
14.	Globes	-	-
15.	Models	-	-
16.	Tape recorder, Projector, T.V. Set, Computer	-	-
17.	Any other	-	-

The result in the above table 4.27 showed that 100% of the Pre-schools possessed and utilized school materials like blackboard and duster which is necessary. 93.3% of the schools possessed and utilized flower vase. 86.6% of the schools possessed a wall clock. While 66% of the schools possessed tables and chairs 56% state that the school possessed pictorial charts and Maps while 40% of the respondents state

that the school do have coloured chalks, 39.3% of the schools possessed almirah, 34% possessed and utilized desks and benches. 6% of the schools possessed and utilized toys (a) Soft balls and Creative blocks. Whereas 2% possessed cupboards and drawers. The findings reveals that most of the Pre-schools were not in the position to acquire flannel board, magnetic board, stencil, globes, models and other teaching materials as required by the Pre-schools, which are necessary for the development of Cognitive, emotional and social adjustment etc. Hence, the Pre-schools in Greater Shillong do not in fact fulfill the minimum necessity of requirements as early childhood care and education.

4.1.29 Furniture provided to the children in the classroom

Table 4.28. Percentage of the respondent indicates furniture provided to the children in the classroom.

Sl.No.	Furniture provided to the children in the classroom	Number of respondents	Percentage
1.	Small tables and chairs	99	66%
2.	Small benches and desks	51	34%
3.	Any other items, please specify	-	-
Total		150	100%

Table 4.28 above, indicated that 66% of the respondents stated that small tables and small chairs are provided for children to sit, whereas 34% of the respondents pointed out that small benches and desks were arranged in the classroom. N.C.E.R.T. (1996) which reads thus (i) Every pre-school in addition to classroom should have a storage space, a toilet,

a verandah and cooking facility separately. (ii) These may be a separate science corner, dolls corner, books corner, a corner or window sill for plants that may be nurtured by children. Baruah (1987) and Rajalakshami (1992) who found that the physical facilities in the pre-primary schools in Assam & Kerala respectively were not to the desired extent and needed to be improved.

4.1.30 Ventilated classroom.

Table 4.29. Percentage of the respondents indicating ventilated classroom.

Sl.No.	Ventilated classroom	Number of respondents	Percentage
1.	Yes	130	86.6%
2.	No	20	13.3%
Total		150	100%

Table 4.29 above showed that 86.6% of the Pre-schools stated that the rooms were properly ventilated. While 13.3% of the school stated that the rooms were not ventilated, scientifically. N.C.E.R.T. (1996) suggested that rooms should be well ventilated and have adequate light.

4.1.31 Designed school building for the convenient of children.

Table 4.30. Percentage of the respondents indicates the school building for the convenient of children.

Sl.No.	Designed school building	Number of respondents	Percentage
1.	Low shelves	-	-
2.	Low Toilets	-	-
3.	Low Washing basins	-	-

4.	Low Windows	-	-
5.	Low hooks/bolts	-	-
6.	Low Drawers/Cupboards	2	1.3%
7.	Any other items, please specify	-	-

The result in the table 4.30 revealed that only 1.3% of the Pre-schools has low drawers and cupboards. The finding reveals that most of the Pre-schools in Shillong were not properly planned or designed according to the requirements of Pre-schools children. It seems that the Principal/Headmaster/Headmistress or owner of the Pre-School just started the Pre-school programme without having deep knowledge about the Early Childhood Care and Education Programme. Verma (1966) 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 school, the toilet and washing facilities in these nursery schools were poor and inadequate. N.C.E.R.T. (1996) states the following with regard for furniture. A durry / mats and a set of low and light tables / rest of tables for a group of 6-8 children for art work, paper work etc. are essential (i) provision of blackboard at low level for scribing free drawing by children should be provided, (ii) A low rack/ built in shelf should be there in the room. (iii) 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.

SECTION – B

4.2.0 Status of Academic Activities and Programmes conducted by ECE Institutions.

4.2.1 Teaching of the respondents showing teaching methods used in the class.

Table 4.31 Percentage of the respondents showing the teaching methods used in the class.

Sl.No.	Teaching Methods	Number of respondents	Percentage
1.	Songs and rhymes	150	100%
2.	Active Songs	150	100%
3.	Story telling	129	86%
4.	Drama & Skit	21	14%
5.	Musical & Drums	-	-
7.	Showing of films	-	-
7.	Any others	-	-

The above table 4.31 showed that 100% of the schools used songs and rhymes and also action songs. While 86% of the Pre-schools used story telling method to capture children's interests whereas 14% organized drama and skit to make children realize the different roles played by different people in the society. It appeared that most of the schools, the method of teaching used are songs, rhythm, action songs and story telling.

4.2.2 Educational activities being conducted in your school.

4.32 Percentage of the respondents indicates educational activities being conducted in your school.

Sl.No.	Educational Activities	Number of respondents	Percentage
1.	Weaving	-	-
2.	Carpentry	-	-
3.	Gardening	-	-
4.	Leather Work	-	-
5.	Cane and Bamboo Work	-	-
6.	Bee-keeping	-	-
7.	Any other activity, please specify	-	

Table 4.32 above showed that 100% of the respondents from Pre-schools expressed that the schools did not have such educational activities. The above activities mentioned in the table are the educational programmes of Basic schools of Gandhiji, hence, the findings showed that Junior Basic Schools are not available in Shillong.

Mialanet (1976) carried out world survey of pre-school education and came out with the findings as follows:-

- (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 broadcast – sense of the term, In some countries, it was recommended that

buildings plan 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 countries which had building norms insisted that there must be a yard, a play ground or some place where the children take shelter, a series, laboratories, corners and cupboard space for toys and educational materials.
- (c) The article 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, fruits, pebbles etc.) Next came books and pictures, objects which can be used to play all sorts of games (dolls, houses, miniature materials, designed to develop the Children's power of self expression (clay, paper and so on).

4.2.3 Outdoor games encouraged in your school.

Table 4.33 Percentage of the respondents showing outdoor games encouraged in your.

Sl.No.	Outdoor games	Number of respondents	Percentage
1.	Jumping	-	-
2.	Climbing the stairs	-	-
3.	Sliding	40	26.6%

4.	Running	15	10%
5.	Football games	-	-
6.	See-saw	22	14.6%
7.	Crawling through the barrels/climbing the ladder/outing	-	-
8.	Any other items, please specify	-	-

Table 4.33 indicated that 26.6% of the Pre-schools' education have sliding facilities while 10% stated that the schools use to conduct co-curricular activities like running. Whereas 10% stated that the schools use to conduct Co-curricular activities like running. It seems that most of the Pre-school in Greater Shillong were not aware of the importance of sports, games and other activities that promote healthy personalities. Kaul (1991) suggested the following gross motor skills for pre-school children walking, balancing, running, jumping, creeping-crawling-rolling, swinging, roping, climbing (ascending & descending both) rhythmic, movement throwing, catching, kicking, for specifically the following selected behaviours have been observed.

Yeli (1979) 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.

N.C.E.R.T. (1996) in this regard states the following:

- (i) Commercial available or improvised equipment from the environment for providing experiences like climbing, jumping, sliding, crawling 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) Sand pit / sand box, trays, plastic strainer, katoris e.g. plastic mugs, 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) also suggests some equipment for outdoor play almost similar with the one mentioned above.

4.2.4 Teacher role during children's table games

Table 4.34 Percentage of respondent showing teacher role during children's table games.

Sl.No.	Teacher role during children's table games	Number of respondents	Percentage
1.	Guidance, observe	125	83.3%
2.	Help, Co-ordinate	25	16.6%
3.	Any other, please specify	-	-
Total		150	100%

Table 4.34 it was shown that 83.3% of the teachers from Pre-school expressed that the role of teacher during children table games was to observe and guide the children. Whereas 16.6% expressed that they were trying to help the child and Co-ordinate the different activities while they are trying to learn new things. It seems that teachers are not suppose to observe and guide but to teach the rules of the game and help the child to understand and co-ordinate the different parts of the games for disciplinary and proper Coordination of body parts.

4.2.5 Encouraging children to at least participate 4, 5 or 6 different kind of activities each day.

Table 4.35 Percentage of respondents indicating encouraging children to at least participate 4, 5 or 6 different kind of activities each day.

Sl.No.	Encouraging Children	Number of respondents	Percentage
1.	No	144	96%
2.	Yes	6	4%
Total		150	100%

96% of the respondents stated that teachers never encourage children to participate different kind of activities each day, which means children were supposed to sit in a classroom and listen to teaching. Whereas 4% of the respondents stated that teachers watch and encourage children to participate in different playful activities as part of socialization and mental development. N.C.E.R.T. (1996) 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”.

4.2.6 Method of encouraging them

Table 4.36 Percentage of respondents indicating encourage them in this regard.

Sl.No.	Method of encouraging them	Number of respondents	Percentage
1.	Help them to understand	140	93.3%
2.	Scold them for disciplinary	132	88%
3.	Active participation	124	82.6%
4.	Leave them alone	117	78%
5.	Any other, please specify	-	-

The result shown in table 4.36 stated that 93.3% trying to understand the children and help them, as 88% use to scold them for disciplining. While 82.6% of the teachers encourage children to actively participate in the activity. Whereas 78% stated that they leave them alone without any help or guidance. It appears that the concept of the method of teaching at this level is not clear by the teachers.

4.2.7 Activities pursued for social development.

Table 4.37 Percentage of the respondents indicating activities pursued for social development.

Sl.No.	Activities pursued for social development	Number of respondents	Percentage
1.	Encourage to develop trustful altitude manners	53	35.3%
2.	Social interaction, sharing in	50	33.3%

	group play friendship		
3.	Respect for elders and other persons	47	31.3%
Total		150	100%

Table 4.37 indicated that 35.3% of the respondents stated that they encourage children to develop trustful attitude and good manners. 33.3% of the respondents stated that social interaction and a sharing in group play is important and develop friendship like mother child relationship. Whereas, 31.3% of the respondents state that respect for elders and other persons are taught to children. N.C.E.R.T. (1996) states “play activities should be planned in ways that would expose children to a variety of experience which will promote their social development.

4.2.8 Activities pursued for intellectual development.

Table 4.38 Percentage of the respondents indicating activities pursued for intellectual development.

Sl.No.	Activities pursued for Intellectual development	Number of respondents	Percentage
1.	Expressing creativeness and constructive	80	53.3%
2.	Learning concepts and learning reading, writing, singing	70	46.6%
Total		150	100%

The result in the table 4.38 indicated that 53.4% of the respondents from Pre-schools encourage children to express their creativeness and to be constructive in their approach to life. Whereas, 46.6% feel that learning the different concepts while reading, writing and even singing is important for children.

4.2.9 Activities that promote the love for aesthetic appreciation.

Table 4.39 Percentage of the respondents indicating activities that promote the love for aesthetic appreciation.

Sl.No.	Activities that promote the love for aesthetic appreciation	Number of respondents	Percentage
1.	Cutting and pasting paper folding, clay modelling, painting showing pictures, exhibition music, dramatic, rhythmic movements	72	48%
2.	Observe natural phenomena such as plants, flowers, birds	42	28%
3.	Toy making out of waste materials, art and craft	36	24%
Total		150	100%

It was found that 48% of the respondents promote love for aesthetic appreciation like cutting and pasting, paper folding, clay modeling, painting, showing pictures, exhibition, music, dramatic, rhythmic movements etc. while 28% stated that observation of natural phenomena such as plants, flowers, birds etc are also stressed. 24% of the respondents stated that they help the Pre-school to make toys out of waste materials available and so on. A guide book for Anganwadi workers (1986) suggests the following activities for development of creativity (i) Art activities drawing, painting, paper craft, collage (tear and paste) clay modeling etc. (ii) movement activities-dance and drama. (iii) music activities – rhythm and songs.

Workshop organized by N.C.E.R.T. in (1970) (Grewal J.S., suggested activities like cutting and pasting, paper folding, try-making out of waste material, clay modeling, 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.

4.2.10 Activities that enhanced confident and self initiative

Table 4.40 Percentage of the respondents indicating activities that enhanced confident and self initiative.

Sl.No.	Activities that enhanced confident and self initiative	Number of respondents	Percentage
1.	Colouring, different shapes, observation and promotion with encouragement	78	52%
2.	Jumping, climbing dramatic performance	72	48%
Total		150	100%

Table 4.40 indicated that 52% of the teachers stated that they encourage to build confident and self initiative through colouring, learning different shapes and by observing the objects of learning. Whereas 48% stated that they encourage jumping, climbing and dramatic performance in schools.

4.2.11 Teachers directed activities.

Table 4.41 Percentage of the respondents indicating teachers directed activities.

Sl.No.	Teacher directed activities	Number of respondents	Percentage
1.	Loud reading, narrate stories, active participation in activities	84	56%
2.	The teacher will make herself available when and where she feels she can respond to the child and can enhance his learning by supplying pertinent facts or helpful suggestions	66	44%
Total		150	100%

Table 4.41 above showed that 56% of the teachers stated that the activities related to teachers directed was loud reading; narrate stories, active participation in various activities. Whereas 44% of the teachers will make themselves available when and where they feel they can respond to the child and can enhance his learning by supplying pertinent facts or helpful suggestions.

4.2.12 Outside visit e.g., to the park, river, Shillong view point, cherrapunjee, umiam khwan (dam)

Table 4.42 Percentage of respondents indicating outside visit.

Sl.No.	Outside Visit	Number of respondents	Percentage
1.	No	150	100%
2.	Yes	-	-
Total		150	100%

From the above table 4.42, it reveals that 100% of the respondents pointed out that they never take children for outside visit, e.g., to the Umiam Khwan, park, river, Shillong View Point, Cherrapunjee etc. They never take them anywhere perhaps they are too small and it is difficult to take care.

4.2.3 Outing Annually.

Table 4.43 Percentage of the respondents showing students annually outing.

Sl.No.	Outing annually	Number of respondents	Percentage
1.	Every month	-	-
2.	Every 3 month	-	-
3.	Every 6 month	-	-
4.	Once a year	-	-
5.	Never	150	100%
Total		150	100%

Table 4.43 above states that 100% of the respondents pointed out that they never take children anywhere even a nearby park or lake.

4.2.4 Places visited.

Table 4.44. Percentage of the respondents indicating places visited.

Sl.No.	Places	Number of respondents	Percentage
1.	Never	150	100%
Total		150	100%

Table 4.44 indicates that 100% of the respondents never take children anywhere. Yeli (1979) came out with the findings that the school in the urban areas attached maximum importance to taking children on visits and excursions, the rural schools and those in hill stations.

4.2.5 Drama or skit teaching for.

Table 4.45 Percentage of the respondents indicating drama or skit teaching for.

Sl.No.	Drama or Skit	Number of respondents	Percentage
1.	Yes	79	52.6%
2.	No	71	47.3%
Total		150	100%

Table 4.45 indicate that 52.6% of the respondents organize simple drama or skit for children. Whereas 47.3% of the respondents stated that the children are not trained in acting for a short drama or skit.

4.2.6 Marks recorded for their performance.

Table 4.46 Percentage of the respondents giving marks recorded for their performance.

Sl.No.	Marks on their performance	Number of respondents	Percentage
1.	No	145	96.6%
2.	Yes	5	3.3%
Total		150	100%

It was found in the table 4.46, that 96.6% of the teacher respondents indicated that they never gave marks on their performance, while insignificant 3.3% of the teachers stated that they allot marks on their performance for children daily on the Report Chart.

How do they judge?

They judge by the different activities or play way methods which they were perform in the schools.

4.2.7 Games organize with simple rules for disciplining the child

Table 4.47 Percentage of the respondents indicating games organized with simple rules for disciplining the child.

Sl.No.	Games organize with simple rules for disciplining the child	Number of respondents	Percentage
1.	Yes	110	73.3%
2.	No	40	26.6%
Total		150	100%

Table 4.47 reveals that 73.3% of the teachers were able to organize games with simple rules for disciplining the child. Whereas, 26.6% of the respondents failed to realize this important aspect. A guide book for Anganwadi workers (1986) state you (Anganwadi workers) should introduce group activities and games through which the child learns simple rules like waiting for one's turn, co-operating 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”.

4.2.8 Tape recorder, films, computer available for children.

Table 4.48 Percentage of the respondents indicating use of tape recorder, film, computer for children.

Sl.No.	Tape recorder, films, computer available for children	Number of respondents	Percentage
1.	No	150	100%
2.	Yes	-	-
Total		150	100%

The result in the table 4.48 shows that 100% of the respondents expresses that they never use tape recorded, films, computer for children. It is very unusual for these schools that they do not use even tape recorded or film for children. N.C.E.R.T. (1996) states that “it is desirable to have audio-visual equipment like video, T.V., slide projector and tape recorder”. Mohanty and Mohanty in their book early childhood care and education (1994) states that “with a view to making learning interesting as well as effective, various media and material should be used in the primary schools”.

4.2.9 Treatment with slightly handicap, overweight, chubby peers in your school.

Table 4.49 Percentage of the respondents indicating treatment with slightly handicap, over-weight, chubby peers in your school.

Sl.No.	Treatment with slightly handicap, overweight, chubby peers in school	Number of respondents	Percentage
1.	Proper guidance, encourage, more attention, active participation, love, affection and appreciation, confidence, helping, sympathetic, care, understanding, patience, tolerance.	80	53.3%
2.	Treat them as normal children and equally, creating a favourable an adjustable environment in the classroom, should not compare the child	70	46%
Total		150	100%

The result shows in the table 4.49 above indicated that 53.3% of the respondents expressed that teachers handle the slightly handicap, over-weight, chubby peers in school, by given proper guidance, love and affection, to appreciate them and to build confidence in them and teachers should be patiently tolerance while caring. 46% stated that teachers should not compare the child with others, treat them equally with normal children and to create a favourable and adjustment table environment in the classroom and to avoid all sorts of inequality.

SECTION - C

4.3.0 Status of use of teaching aids and play materials.

4.3.1 Indoor activities organized in school.

Table 4.50 Percentage showing the indoor activities organized in school.

Sl.No.	Indoor Activities organized in school	Number of respondents	Percentage
1.	Clay Modelling	-	-
2.	Paper Cutting	-	-
3.	Drawing & Painting	70	46.6%
4.	Puppetry	-	-
5.	Sewing and embroidery	-	-
6.	Music-Drum / Dholok	-	-
7.	Skit and Short Drama	21	14%
8.	Home Making	-	-
9.	House hold equipments	-	-
10.	Doll making & Playing	-	-
11.	Small toys and Soft toys	12	8%
12.	Soft Balls	-	-
13.	Marbles	-	-
14.	Puzzles	-	-
15.	Construction Materials (Creative blocks)	2	1.3%
16.	Threading the beads	-	-
17.	Hand work	-	-
18.	Any other (please specify)	-	-

The above table 4.50 showed that only 46.6% of the schools organized drawing and painting as part of pedagogy process and 14% states that school organized skit and short drama. While only 8% of the respondents have small and soft toys for children to play with, whereas 1.3% only possessed construction materials. In fact, most of the schools in Greater Shillong did not have the necessary items for indoor, activities which are needed for the proper development of mental faculty. Sharma

(1971) found that nursery education in Jabalpur was the beginning stage. There were no adequate equipment including those for outdoor and indoor activities. N.C.E.R.T. (1996) suggests the following materials for indoor play. (i) Play materials for manipulative play, for example from boards, mosaic, tiles, nesting toys, beads, wire, leaves, twigs, pebbles, clay, sand and other material that the child can manipulate. (ii) Play materials for constructive play, for example wooden/plastic blocks, boxes, plastic tubes, cartoons etc. (iii) Materials for imaginative play/role play-dolls, doctors 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. (v) Material for art/craft activities.

4.3.2 Teaching aids employed in your school.

Table 4.51 Percentage of the respondents indicating aids employed in school.

Sl.No.	Teaching aids employed in school	Number of respondents	Percentage
1.	Balls of different sizes	2	1.3%
2.	Cubes	-	-
3.	Cylinders	-	-
4.	Big wooden cube	-	-
5.	Geometrical Shapes	-	-
6.	Squares	-	-
7.	Rings	-	-
8.	Spheres	-	-
9.	Any other items, please specify	-	-

Table 4.51 indicated that the teaching aids of the teachers provided in schools were pitiable. They did not have any teaching aids; for instance such as Cubes, Cylinders, big wooden cube, geometrical shapes, squares, rings spheres as required by kindergarten school. The table also showed that only 1.3% of teachers stated that they have only balls of different sizes in school. The above items or teaching aids belong to the Kindergarten school model and therefore it appeared that though some pre-schools are called by the name Kindergarten but they never have the Kindergarten teaching aids or perhaps they are not aware even though their schools were named after Froebel conception of Pre-school.

4.3.3 Teaching materials employed in your school.

Table 4.52 Percentage of the respondents indicating teaching materials employed in school.

Sl.No.	Teaching Materials use in school	Number of respondents	Percentage
1.	Solid insets	-	-
2.	Coloured Cubes	-	-
3.	Geometrical Solids	-	-
4.	Tuffs	-	-
5.	Wooden Tables	-	-
6.	Musical Bells	-	-
7.	Cards	-	-
8.	Any other items, please specify	-	-

In the table 4.52, with regard to teaching materials the finding found unsatisfactory. The finding reveals that most of the schools were not in a position to acquire all these teaching materials as required by the schools. The above items are extracted from Montessori school's model. Though some schools bear the name of Montessori School but the above items are not available in school.

4.3.4 Free play activities for 1½ hr. everyday in your school.

Table 4.53 Percentage of the respondents indicating free play activities for 1 ½ hr. everyday in school.

Sl.No.	Free play activities	Number of respondents	Percentage
1.	No	147	98%
2.	Yes	3	2%
Total		150	100%

Table 4.53 showed that 98% of the respondents stated that they never encourage free play activities for children or self selection games. While 2% of the respondents from Pre-Schools expressed that they allowed children for free play activities in schools. Shrivastava (1971) also reported in his 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.

4.3.5 Permission for selection of any activity as desired by the children.

Table 4.54 Showing the percentage permission for selection of any activity as desired by the children.

Sl.No.	Permission for selection of any activity	Number of respondents	Percentage
1.	No	131	87.3%
2.	Yes	19	12.6%
Total		150	100%

Table 4.54 indicated that 87.3% of the Pre-schools never allow children to choose any activity they wanted to learn. Whereas 12.6% of the respondents stated that they allowed choosing any activity the children desire to play.

SECTION – D

4.4.0 Problems Faced by Pre-Schools

4.4.1 Main problems faced with small children in classroom.

Table 4.55 Percentage of the respondents showing the main problem faced with small children in classroom.

Sl.No.	Main problems of teachers	Number of respondents	Percentage
1.	Student are not listening loosing of their things, tearing, and spoiling, crying and shouting	72	49%
2.	Irregular in attendance, reaching late	47	31%
3.	Some children are not toilet trained	31	20.6%
Total		150	100%

From the table 4.55 above, it was found 49% of the respondents stated that most children were not listening misplaced, loosing their things, tearing of papers and spoiling, crying and shouting. While 31% of the respondents stated that some children were irregular in attendance or reaching late. Whereas 20.6% stated that some children were not toilet trained. Hence, it appeared that the teachers from Pre-schools were facing different problems with the students in the classroom.

4.4.2 Need for more teaching aids:

Table 4.56. Showing the percentage of more teaching aids.

Sl.No.	Teaching aids	Number of respondents	Percentage
1.	Maps, globes, pictorial charts, puzzles, blackboards small mats, coloured chalks, flash cards, models, small toys, soft toys.	106	70.6%
2.	Chart like alphabetical and numerical charts	44	29.3%
Total		150	100%

The result showed that 70.6% pointed out that there was a shortage of maps, globes, pictorial charts, puzzles, blackboards, small mats, coloured chalks, flash cards, models, small toys and soft toys. 29.3% of the respondents stated that there was a shortage of charts like alphabetical and numerical charts.

4.4.3 Problem generally faced by the teacher in regard with school management

Table 4.57. Percentage of the respondents indicating the problem faced by the teacher in regard with school management.

Sl.No.	Problems faced by teachers	Number of respondents	Percentage
1.	Lack financial problems	120	80%
2.	Lack of understanding	30	20%
Total		150	100%

Table 4.57 above, states that 80% of the respondents from Pre-School faced financial problems perhaps their salary is meager. Whereas 20% faced an uncongenial and unfriendly atmosphere which leads to lack of understanding and co-operation.

4.4.4 General problems as experienced by you.

Table 4.58 Below indicating the percentage facing with general problems as experienced by you.

Sl.No.	Problems	Number of respondents	Percentage
1.	Lack of creative blocks & toys	148	98.6%
2.	Lack of sports and games materials	144	96%
3.	Less number of books and pictorial charts	143	95.3%
4.	Lack of outdoor games, sea-saw, swing, merry-go-round, ladder, slide, water platform, sand, box, etc.	140	93.3%
5.	Less attendance	101	67.3%
6.	Congested classroom	33	22%

From the table 4.58 above it revealed that 98.6% lack of creative blocks and toys. 96% lack of sports and games materials. But 95.3% of the respondents stated that less number of books and pictorial charts. While 93.3% lack of outdoor games, sea-saw, swing, merry-go-round, ladder, slide, water platform, sand, box etc. 17.3% of the respondents stated that less attendance. Whereas 22% stated that classroom were congested.

4.4.5 Time Scheduled of your School.

Table 4.59 Percentage showing time scheduled.

Sl.No.	Starts classes and close	Number of respondents	Percentage
1.	9:00 A.M. – 12:30 A.M.	150	100%
	Total	150	100%

From the table 4.59 above, stated that 100% of the schools in Greater Shillong starts class at 9:00 A.M. and close 12:30 A.M.

Table 4.60 (i)	9:00 – 10:00 A.M.	-	Self Selected Games (Indoor)
	10:00 – 10:15 A.M.	-	Clean up time
	10:15 – 10:30 A.M.	-	Tiffin
	10:40 – 11:30 A.M.	-	Self Selected Games (Outdoor)
	11:30 – 11:45 A.M.	-	Singing / Story telling / Writing, reading, etc.

Dismissed – 12:00 Noon

Or

4.4.6. Time Table of your School

Table 4.60 (ii) Percentage of the respondents indicating time table in school.

Sl.No.	Daily routine	Number of respondents	Percentage
1.	9:00 – 10:00 A.M. Number work, reading, writing	150	100%
2.	1:00 – 10:30 A.M. Singing, action song		
3.	10:30 – 11:00 A.M. Tiffin & Clean up time		
4.	11:00 – 11:30 Games (Outdoor)		
5.	11:30 – 11:40 Story Writing		
6.	12:30 – Dismissed		
Total		150	100%

From the table 4.60 (i) above it revealed that all the schools in Greater Shillong did not follow the daily routine as prescribed or followed in Western countries. Again, the table 4.60 (ii) indicated that 100% of the respondents stated that they follow their own time schedule. N.C.E.R.T. (1996) is silent about the daily schedule to be followed by the pre-schools.

Kaul (1991) and Murlidharan and Banerji (1969) in their books have suggested free and structured conversations, cognitive language and creative activities, indoor and outdoor play, free play in small group, singing, lettering, dramatization, rhythmic movement, puppet play etc. to be included in the daily routine or schedule for pre-school classes.. Guidelines for anganwadi centres of booklet published by the Directorate of Social Welfare, ICDS Branch, Mizoram (1988) states “The Anganwadi by ICDS. If the workers find any difficulty in following the time table, they should inform the CDPO through the supervisors, the CDPO would modify the time table if found necessary and would inform the workers about the change”.

4.4.7 Suggestion offered by you to resolved problems.

Table 4.61 Percentage of the respondents indicating the suggestions offered by you to resolved problems.

Sl.No.	Suggestion	Number of respondents	Percentage
1.	To send teachers for training, standard of teaching	89	79%
2.	More activities should be introduce to entertain the children	32	21.3%
3.	Co-operation and Co-Ordination between parents & Teachers	29	19.3%
	Total	150	100%

From table 4.61 it was found that 79% of the teachers suggested that the major problems faced by them were to send teachers for training to improve the standard, of teaching. But 21.3% of the respondents suggested that more activities should be introduced. Whereas 19.3% of

the respondents stated that Co-operation and co-ordination between parents and teachers should be established. The finding, therefore, showed that due to the lack of the above necessities, it became a major problem for teachers to raise the standard of teaching in their schools.

4.4.8 Main occupations of parents.

Table 4.62 The percentage of the respondents indicating the main occupation of the parents.

Sl.No.	Occupation	Number of respondents	Percentage
1.	Government Servant	20	20%
2.	Business	20	20%
3.	Housewife	18	18%
4.	Cultivation	17	17%
5.	Teacher	10	10%
6.	Driver	10	10%
7.	Others	5	5%
Total		100	100%

The result showed in table 4.62 stated that 20% of the parents who send children to Pre-schools indicated that their occupation was basically Government servant and business. 18% housewife whose husband are working and earning as well as 10% were teachers and drivers and the rest are shop keepers etc. The above findings indicate the general background of parents.

4.4.9 Parents, Teachers in School.

Table 4.63 Percentage of the respondents indicating that there is meeting between parents and teachers in the school.

Sl.No.	Meeting between parents	Number of respondents	Percentage
1.	Yes	98	98%
2.	No	2	2%
	If yes		
(i)	Once a year	95	95%
(ii)	Twice a year	5	5%
(iii)	None	-	-
	Total	100	100%

The result in table 4.63 show that 98% of the parents who sent children in Pre-schools indicated that there was a meeting between parents and teachers in schools, 95% of the parents further stated that the meeting between parents and teachers is normally once in a year perhaps during admission time or collecting Report Card of their ward.

4.4.10 Parents meeting with teachers

Table 4.64 The percentage of the respondents indicating the parents meeting the teachers.

Sl.No.	Meeting with the Teachers	Number of respondents	Percentage
1.	Once in a month	57	57%
2.	Once in a week	37	37%
3.	Everyday	6	6%
4.	Never	-	-
	Total	100	100%

57% of the parents who sent children to Pre-schools responded that they met the teachers once in a month. Hence, it appeared that parents are trying to interact with the teacher regularly to know about their children performance and their improvement.

4.4.11 Parent positive co-operation with the school

Table 4.65 Percentage of the respondents indicating that parents positive co-operation with the school.

Sl.No.	Parents positive co-operation	Number of respondents	Percentage
1.	Yes	100	100%
2.	No	-	-
Total		100	100%

Table 4.65 it was shown that 100% of the parents who sent children to Pre-schools stated that their co-operation with teachers in schools are necessary and they also met the teachers frequently to enquire about the performance of their children and their behaviours. Rebecca S Heing (1979) suggests that three things occur when schools and parents co-operate (i) Parent's and children's self concept increases (ii) Children's motivation accelerates and (iii) Children's achievement advances.

4.4.12 Parents interaction with teachers.

Table 4.66 – The percentage of respondents showing parents interaction with teachers.

The table 4.66 reveals that parents who sent children to Pre-school indicated that they seek help from teachers when children complaint about their studies. The problems as indicated were (1) Slow reading, (2) Slow learning in English (3) Slow writing (4) difficulties in pronunciation and spelling (5) difficulties in identifying alphabets etc, and (6) not willing to go to school everyday or crying at home before going to school. Therefore, it appears that these are generally common weakness amongst tender age children and patient alone, love and care can cure such learning difficulties. Kortz (1984) parents and teachers both want the best for children. Even though they may not always agree on methods, the health, welfare and education of the child are always of primary concern for all parties. Parents and teachers, however may have different views on discipline, the appropriate relationship between adults and children, differences between boys and girls, and cultural or religious differences.

4.4.13 Satisfactory performance of their children in pre-school.

Table 4.67 The percentage of respondents showing satisfactory performance of their children in pre-school.

Sl.No.	Satisfactory performance of their children	Number of respondents	Percentage
1.	Yes	96	96%
2.	No	4	4%
Total		100	100%

The table 4.67 revealed that 96% of parents who sent children to Pre-school indicated that they were satisfied with the performances of their children in schools. While, negligible parents expressed their dissatisfaction with the performance. The finding reveals that (a) they learn new things like reading, singing (b) happy to have many friends (c) begins to learn alphabets and numbers (d) and they learn different activities in the process of socialization with peer groups.

4.4.14 Parent's perception towards school management.

From the table 4.68 it stated that most of the respondents gave different views of both merits and demerits of school management. These views were as follows:-

Merits: (a) The School management enable the children to develop the cognitive faculty, (b) play-way method practice in school help children to understand human feelings, (c) it creates interest for the pupils to go to school (d) become active in playing singing, reading, dancing etc., and (e)

different pictorial charts help stimulating children's mind to learn more thorough motivational skills.

Demerits: (a) School timing not congenial as offered by the school management, (b) over crowded classrooms, (c) there is no co-operation between teachers and parents. Joseph H. Stevens, jr. (1980) feels that parent programs should be considered developmental and should be designed to be appropriate for all parents. This is important, since parents function at their own levels of development.

CHAPTER - V
FINDINGS, DISCUSSION, IMPLICATIONS &
CONCLUSION.

5.0 INTRODUCTION:

In this chapter, the discussion of findings and their implications are presented. The findings are based on the analysis of historical data of the present status and trends of pre – schools education. The findings have already presented in the previous chapter. This chapter attempts to highlight a brief outline on the objective, methodologies and procedures, followed at the different stages of the study and the findings drawn in the light of the observed facts. Attempt have also been made to offer conclusion, suggestion for improving pre – school education, educational implication and suggestion which could be useful for conducting further research in the same area.

Different aspects of the study are briefly summarized as follows:-

5.1 STATEMENT OF THE PROBLEM:

The problem under investigation reads as “An analytical study on the functioning of the schools catering to early childhood education in greater shillong”

5.2 OPERATIONAL DEFINITION OF THE TERM:

In the present study the following definitions of the term have been accepted.

Pre – School Education

A Pre-school is a centre for three to six year olds which provides opportunities for all round development of the child. In this course you will read about the physical, language, cognitive, social and emotional development of children from the time of conception to six years of age. Pre-School education prepares the child for schooling which lies ahead. Pre – Schools in our country are called by various names; Anganwadi, Balwadi, nursery school, kinder garden and play centre.

- (b) **Greater Shillong** : Shillong falls under the Shillong municipal Board but after the statehood, the Shillong municipality Board extends its services outside its area by providing drinking water, electricity, sanitation, foot – paths, roads, education etc. Hence the areas covered are Mawprem, Nongthymmai , Malki,Pynthor Umkhrah, Madanryting, Mawlai and its adjoining areas in Upper Shillong etc. Therefore the extension of services by Shillong Municipality Board to other parts of Shillong capital later is known as Greater Shillong.

5.3 OBJECTIVE OF THE PRESENT STUDY:

The major objectives of the present study are as follows :-

1. To Trace the growth and development of Early Childhood Education in Greater Shillong.

2. To find out whether the daily activities and programmes conducted in different pre – Schools are in accordance with the pre – determined objectives of pre – school education.
3. To study the utilization of teaching aids and play materials for social, emotional, intellectual and overall development of the child.
4. To find out the problems faced by the school.

5.4 DELIMINATION OF THE STUDY:

The present study was delimited only to the selected pre – schools in Greater Shillong.

5.5 METHODOLOGY: Descriptive method of the present study is given below:-

(a) Population : The population of the present study is strictly covered only the pre – school education in greater Shillong, where data is extracted for the Headmaster/Headmistress, teachers and parents.

(b) Sample : A representative sample of the study includes 50 pre – schools, of which 50 (fifty) Headmasters/headmistress and 150 (One hundred fifty) teachers of the pre – school are included in the sample. Besides 100 parents selected randomly from different schools were interviewed to know about their perceptions towards the functioning of these pre – schools.

5.6. TOOLS AND TECHNIQUE USED:

In the present study the following tools were developed by the investigator to collect the necessary data for the study.

Questionnaire :- The investigator developed two sets of Questionnaire. One for the headmasters/headmistress and the other for the teachers in order to collect information regarding an analytical study on the functioning of the schools catering to Early Childhood education in greater Shillong.

Interview Scheduled :- The investigator developed an interview schedule for collecting information regarding the problems of parents who send their children to pre – school Education.

5.7 PROCEDURE OF DATA COLLECTION: The data was collected by distributing the questionnaire to the headmaster/headmistress and teachers of pre – school education to get information regarding the development of pre – school education. Again the investigator conducted interview for parents.

5.8. SOURCE OF DATA: The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was six months. The data for the study was collected from pre – school education.

5.9 ANALYSIS OF DATA: The data was collected from Pre–schools education and finally tabulated and analysed in terms of percentage.

5.10 MAJOR FINDINGS OF THE STUDY: On the basis of the analysis and interpretation done in the previous chapter, the major observation and discussion of the findings and their implications are presented below.

5.11.0 DEVELOPMENT OF EARLY CHILDHOOD EDUCATION:

5.11.1. ESTABLISHMENT OF THE SCHOOLS: The study revealed that out of 50 Pre-schools, 12 of them were established during the years 2003 – 2006, while other 10 schools were established in different years prior to 2003, 10 schools were established during the year 1983 – 1992 and 8 schools were established in different years . 6 schools were established in 1963 – 1972 prior to 1963. It appeared that the general attitude of the Government toward pre – schools education in Shillong is of step motherly treatment. The government does not exhibit any concern for these pre – schools.

5.11.2. RECOGNITION OF THE SCHOOLS: The finding revealed that 90 % of the respondents stated that their schools received official recognitions from the government as per the Meghalaya School and education Act 1972 all schools opened in Meghalaya need the government approval and recognition.

5.11.3. SCHOOLS WITH YEAR OF ESTABLISHMENT ALONG WITH NUMBER OF TEACHERS AND STUDENTS RESPECTIVELY: The finding revealed that some schools were open in 1943 – 1952, and the total numbers of teachers were 5 in number and the total numbers of students were

417. During the period of 1953 – 1962, the total number of teachers increased to 6 and the total number of students has gone up to 429. In 1963 – 1972, the numbers of teachers were 8 and the total number of students increased to 435. From 1973 – 1982, there were 9 teachers and the total number of students was 447. During this period of 1983 – 1992 the total numbers of teachers were 10 in number and the number of students has gone up to 492. During 1993 – 2002, the number of teachers has increased to 12 the number of students has increased to 520. In 2003 – 2006, there are 13 teachers and the number of students has gone up to 532. The increased enrolment is on ascending order which shows that the schools in greater Shillong are growing steadily. At the initial stage there are five teachers whereas in 2003-2006 the total numbers of teachers are 13 in number but all of them are untrained. It appears that the general qualifications of teacher are P.U. passed or H.S.S.L.C. From the table above, it appears that most of the Pre-schools i.e. A, A1,B classes have only one teacher to incharge the schools, that's why the over all number of teachers are so less. It also indicates that these lower primary schools are handled by single teacher for all the classes including classes A, A1, and B before joining the formal classes of I, II and III and IV.

5.11.4. The investigator found that 100 % of the pre – school education showed that they never received any professional training even in the subject like child psychology. Moreover, there is no training institute for pre-school teachers in Meghalaya.

5.11.5 The study was found that 38 % of the school buildings in pre – schools education were owned and managed by self or private parties. Whereas 34 % were owned by the Christian Mission or churches. Therefore, the private individuals or parties and the Christian missions played a significant role in setting up of school buildings in different parts of greater Shillong. On the other hand, the Government of Meghalaya is lethargic enough to speedy implement policies and decisions to promote Pre-School education in a befitting manner. Through State Social Welfare Board, no doubt some Anganwadi schools were established in the outskirts of Shillong city.

5.11.6 Area of school and school building:

- a) The investigator found that 60% of the schools have a total surface area of about 2, 600 sq. ft., for the school building which is still too small for a standard school building.
- b) 80% of the schools have the school building plinth area of about 300 - 800 sq.ft. which is too tiny.
- c) 92% of the schools were generally having a total length of each room in between 10 – 29 ft. Again 84% of the schools were found that the breadth of each room was in between 10 – 14 sq.ft. It is also revealed that the Government did not have guide lines or specification for sizes of classroom. It appears that these Pre-schools are small and difficult for children to stretch their natural movement freely.

The school compound is too small besides the school buildings is too tiny to enable the children to move around freely in a spacious environment. The small congested environment will hamper the growth of children especially their physical growth, where their large and finer muscles need proper exercises and games.

5.11.7 Classroom:

- a) It was found that 96% of the respondents stated that they did not have separate teachers room. It appears that the Pre-schools building are not properly planned or designed to suit the children of that age group i.e. before 6 years and it is unthinkable that teachers do not have a room for themselves.
- b) The investigator found that 100% of the respondents have separate Principal/Headmaster/Headmistress rooms. It also appeared that majority of the schools have a very small Principal rooms except few schools like Loreto, Pearly Dew, Christian Academy do have a spacious Principal room.
- c) 54% of the respondents from Pre-schools education expressed that they have dressing room with mirrors including washing basins. It appears that Pre-school building structures are not planned and perhaps they open school in a domestic home and not designed as per the Pre-school infrastructure. The investigator find the dressing room available in school are in fact too small.

- d) The finding revealed that 86% from Pre-school education did not have such rooms.

It quite astonishing that these Pre-schools do not have teacher's room, although the Principals have got tiny rooms, which looks very uncomfortable and congested and not congenial even for interaction with teachers.

5.11.8 The finding showed that 96% of the Headmasters or Headmistress from Pre-schools education expressed that the schools were not in a position to send teachers for training courses. In 1969 the National Council of Education research and training decided to set up the Department of Per-primary and Primary Education, this Department collaboration with other agencies and prepared course of studies for the schools and also for the training of teachers.

5.11.9 The finding revealed that 96% of the Headmaster or Headmistress in Pre-schools education expressed that they were not in a position to send teachers for training courses due to paucity of funds and the Government also was neither encourage them nor finance them in this field.

5.11.10 The study revealed 96% of the respondents from Pre-school education expressed that they did not receive any financial assistance from the Government.

First Five Year Plan (1951 – 56) revealed that no financial provision was made of this purpose. Again, Second Five Year Plan (1956 – 61) again no financial assistance was provided for the development of Pre-school education. Even today, the government of Meghalaya has not done anything to promote Pre-school education in the state. It is left entirely on the private individual to cater the needs of the Pre-school education.

5.11.11 The result showed that 54% of the respondents from the Pre-schools education conducted playful activities. According to Froebel, is one form of creative self-activity and an essential part of the educational process. Play was seen as both a creative act and a way of copying the natural life of man. His theory of play was a leading contribution and the Kindergarten as an institution became one of the most active growing points of modern educational practices.

5.11.12 It was found that 70% of the Pre-schools education pointed out that the norms of admitting children's in school was by personal interview with parents or oral test.

5.11.13 The finding revealed that 90% of the Headmasters/Headmistress pointed out that most children were generally admitted in Pre-school education with an average age 3 ½ years of age. National Council of Educational Research and Training has also undertaken research project

for the development norms of Indian children in the age group of 2 ½ to 5 years.

5.11.14 The result showed that 94% of the Headmasters or Headmistress from Pre-school education stated that the schools have a peon or cleaner to take care, clean, ring the bells and maintaining the cleanliness of the school buildings.

5.11.15 The finding revealed that 82% from Pre-school education stated that most of the members of the Managing Committee were Graduate and Post Graduate.

5.11.16 The findings revealed that 70% of the respondents stated that they did not receive any financial assistance from the Government. Till today, the Government of Meghalaya has not constituted the Pre-School Education Board to look after the needs of the Pre-school, as per the 93rd constitutional amendment 2004. The Government till date never provide financial support to these schools that cater the physiological and psychological needs of children.

5.11.17 The study was found that 98% of Pre-school education were regularly managed and supervised by the Headmaster or Headmistress or the Principal.

5.11.18 It was found that 100% of the respondents from Pre-school stated that they collected the following fees like admission fee, monthly fee, games and sports fee from each pupil. This was done to sustain the life of the school as this collection is an alternative source of income for the school.

5.11.19 The findings revealed that 50% of the Pre-schools stated that private parties or individuals or the one who owned or started the school along with the managing committee constructed the school building on their own resources.

5.11.20 A study showed that 96% of the Pre-schools education were not in a position to pay the salaries as per to the Government rules i.e. according to Pre-Primary School Teacher's Salary.

5.11.21 It was found that 26% of the respondents from pre-school stated that they get financial help from them in the form of building grant, as 22% of the respondents received grant for play ground. But 16% received schools furniture, 14% received grants for toilets. Whereas, 12% received drinkable water and 10% of the respondents received help in the forms of games and sports materials.

5.11.22 100% from Pre-school Education expressed that they did not receive any financial help for students' field trips or excursion

from the Government. Though the scheme for children excursion is available with CM's fund but perhaps the Pre-school Education do not fall under the previewed of the scheme. Usually the Pre-school children from rural areas use to enjoy this excursion programme every year.

5.11.23 The study revealed 94% of the respondents from the Pre-school education stated that they never receive any mid-day meal scheme. Some schools belong to Anganwadi under the management of State Social Welfare Board used to get mid-day meal 2 – 3 Kg per students per month. It seems that the Government totally neglected these Pre-schools in Greater Shillong.

5.11.24 The finding revealed that cent percent of the schools possessed and utilized school materials like blackboards and dusters. 93.3% possessed and utilized flower vase. 86.6% possessed and utilised wall clock. 66% possessed and utilized tables and chairs. Whereas 56% do have pictorial charts and maps. This indicates the poor possession of other teaching aids, which meant for mental development language exploration, physical and social development.

- 5.11.25** The investigator found that about 66% of the respondents expressed that small tables and small chairs were provided to children for their sitting convenience.
- 5.11.26** It was found that 86.6% of the respondents from Pre-schools education stated that the rooms were properly ventilated.
- 5.11.27** The findings reveals that most of the pre-school in Shillong were not properly planned or designed according to the requirements of pre-schools children. It seems that the principal/ headmaster /headmistress or owner of the pre-school just started the pre-school programme without having deep knowledge about the early childhood care and education programme.
- 5.11.2.0 Academic Activities and Programmes conducted by ECE Institutions.**
- 5.11.2.1** The investigator found that 100% of the respondents stated the schools used songs and rhymes. 100% of the school teachers teach action songs. While 86% of the Pre-schools used story telling method to capture children's interests.
- 5.11.2.2** The investigator found that 100% of the respondents from pre-schools did not have such educational activities.

- 5.11.2.3** The results showed that 83.3% of the respondents from Pre-schools indicated that the role of teacher during children table games was to observed and to guide.
- 5.11.2.4** The study showed that 96% of the Pre-schools education stated that teachers never encourage children to participate different kind of activities each day, which means children were supposed to sit in a classroom and listen to their teaching. This approach is actually not in line with methods followed by pre-schools. The teachers should plan the activities in such a manner that all the objective prescribed for care and education of the children are achieved through suitable play way activities where the children actively participate in different programmes like playing games, drawing and painting, singing songs, learning and telling a story and going round different places. While planning different activities the teacher should ensure that the activities are also familiar to the children.
- 5.11.2.5** The study again revealed 93.3% of the respondents trying to understand and help the children while playing. While 88% used to scold them for disciplining and 82.6% stated that they encourage children to actively participate in any activity. Whereas 78% stated that they leave them alone. The finding showed that teachers were not trained on child psychology and don't know

how to deal with the tender minds of these young little angels in Pre-schools. Sometimes, children complain of stomach-ache before going to school due to arrogant behaviour of the teachers who use to beat and abuse the child.

5.11.2.6 The study found that 53.3% from Pre-schools teachers encourage children to express their creativeness and to be constructive in their approach to life. This approach is highly appreciated.

5.11.2.7 The investigator found that 52% of the teachers stated that they encourage students for self-initiative activities through colouring, learning different shapes, singing and at the same time encourage them to be confident.

5.11.2.8 The finding revealed that 56% of the respondents stated that the activities related to teachers directed was loud reading, narrate stories, active participation in activities.

5.11.2.9 The findings showed that 100% of the respondents pointed out that they never take children for outside visit e.g. to the Lake Umiam Khwan, Park, river, Shillong View Point, Cherrapunjee etc. It may be due to their tiny age which is difficult to pay attention to all children.

- 5.11.2.10** The study revealed that 100% of the respondents pointed out that they never take children anywhere even a park nearby.
- 5.11.2.11** The result showed that 52.6% of the respondents stated that they organize drama or skit for children to enable them to know the different roles played by Policeman, doctors, teachers, salesmen etc. whom children are watching them everyday and this enhances their knowledge.
- 5.11.2.12** The study revealed that 96.6% of the teacher respondents indicated that they never gave marks on their performance. When auxiliary personnel were introduced into the classroom.
- 5.11.2.13** It was found that 73.3% of the teachers use to organize games with simple rules for disciplining the child and at the same time to learn the games and while playing with other peers the child learn how to cooperate with others.
- 5.11.2.14** The finding showed that 100% the respondents expressed that they never use tape recorder, films, computer for children. It appears that most of the schools follow a traditional method of teaching which is not modern enough to acquaint children with modern technologies.

5.11.2.15 The study revealed that 53.3% of the respondents expressed that teachers deal with love and affection and guidance with the slightly handicap, overweight, chubby peers in school in order to build confidence in them and teachers should be patiently tolerance while caring them.

5.11.3.0 Status of use of Teaching Aids and Play Materials

5.11.3.1 It was found that the teaching Aids of the teachers provided in schools were pitiable. They did not have any teaching aids, for instance such as cubes, cylinders, big wooden cube, geometrical shapes, squares, rings spheres as required by kindergarten school. The teaching aids belong to the kindergarten school models and therefore it appeared that though some pre-schools are called by the name kindergarten but they never have the kindergarten teaching aids or perhaps they are not aware even through their schools were names after froebel conception of pre-school.

5.11.3.2 The finding revealed that teaching materials found unsatisfactory. Most of the schools were not in a position to acquire all these teaching materials as required by the schools.

5.11.3.3 The study revealed that 98% of the respondents stated that they never encourage free play activities for children or self selection games.

5.11.3.4 The findings revealed that 87.3% of the respondents stated that they never allow children to choose any activity they wanted to learn. According to Froebel, self-activity was important for education of children and the child developed himself through his own creative activities. Thus, his kindergarten centred around the use of gifts, the singing of his songs, and playing of various educational games. Songs were included in the daily programmes to enable the child to use his senses, limbs and muscles and to makee him familiar with the object around him. Gifts were simple educational toys which were presented to the child in the definite order without changing their forms. According to Froebel, plays gives joy, freedom, contentment, rest and peace. Thus he insisted upon the necessity of a unified inner life and peace which can be brought through play.

5.11.4.0 Problems Faced by Pre-schools.

5.11.4.1 The investigator found that 70.6% of the respondents pointed out that there was a shortage of maps, globes, pictorial charts, puzzles, blackboards, small mats, coloured chalks, flash cards, models, small toys etc. in fact the school management should try its best to procure whatever items necessary for learning in schools as at this particular stage teaching aids play a very significant role for the development of young child.

- 5.11.4.2** The study revealed that 80% of the respondents from Pre-schools faced financial problems perhaps their salary is meagre.
- 5.11.4.3** The study showed that 98.6% of the respondents stated that the schools lack the creative blocks and toys. While 96% lack of sports and games materials. Whereas 95.3% of the respondents stated less number of books and pictorial charts and 93.3% lack of outdoor games, see-saw, swing, merry-go-round, ladder, slide, water platform, sand, box, etc. This appears that these Pre-schools are not adequate to cater the needs of the children from 3 to 6 years. This is unfortunate for little children to depend much on those playful items for their growth and to install learn experiences into their brain.
- 5.11.4.4** The finding indicated that 100% of the schools in Greater Shillong starts class at 9:00 A.M. and close 12:30 A.M.
- 5.11.4.5** (i) The study revealed that all the schools in Greater Shillong did not follow the daily routine as prescribed or followed in Western countries or as per Froebel, Maria Montessori, Macmillan Sisters Model etc. 100% of the respondents stated that they follow their own time schedule. UNESCO (1976) points out, “it would seem that the average time table of Pre-school Education constitutions is some hours shorter than that of Primary schools.

- 5.11.4.6** The investigator found that 79% of the teachers suggested that the major problems faced by them were to send teachers for training courses to improve the standard of teaching.
- 5.11.4.7** The study revealed that 98% of the parents from Pre-schools education indicated that there was a meeting between parents and teachers in schools once or twice a year. As Muralidharan (1980) has rightly pointed out, they will be different from school to school, as they cater to the needs of different groups of people. A group of well educated parents for instance, may like to listen to or discuss topics like (a) development characteristics of children (b) behavioural problems of children (c) suitable play materials for young children (d) stories and picture books for Pre-school children.
- 5.11.4.8** The study showed that 57% of parents who send children in Pre-education expressed that they used to meet the teachers in schools once a month/once a week to know their performances. Hence it showed that parents were very much concerned with their children in schools.

- 5.11.4.9** The finding indicated that 100% the parents who sent children in Pre-school education stated that co-operation with teachers in schools was very necessary.
- 5.11.4.10** The study revealed that most of the parents who sent children to Pre-schools indicates that they seek help from teachers when children complaint about their studies. The problems as indicated are slow reading, slow learning in English, slow writing, difficulties in pronunciation and spelling, difficulties in identifying alphabets etc. and not willing to go to school everyday or crying at home before going to school. Therefore, it appears that these are generally common weakness amongst tender age children and patient love and care can cure such learning difficulties.
- 5.11.4.11** It was found that 96% from Pre-schools parents expressed that they were satisfied with the performances of their children in schools. While, negligible parents expressed their dissatisfaction with the performances. The finding reveals that they learn new things like reading, singing, happy to have many friends, begins to learn alphabets and numbers, and they learn different activities in the process of socialization with peer groups.

5.11.4.12 The finding revealed that most of the respondents gave different views of both merits and demerits of school management. These views are as follows;

(a) Merits development of cognitive faculty, play-way method practice in school help children to understand human feelings, it create interest for the pupils to go to school, become active in playing, singing, reading, etc. Different pictorial charts help stimulating children's mind to learn more through motivational skills.

(b) Demerits: school timing not congenial, over-crowded classrooms, no co-operation between teachers and parents.

5.12 EDUCATIONAL IMPLICATION:

In the present study the educational implication was discussed below: -

- (a) There was no significant development in the Pre-school Education as it was mostly attached to the primary sections of elementary schools.
- (b) The Government of Meghalaya has not maintained proper official record of Pre-school education that start flourishing in the state.
- (c) The Pre-schools privately owned do not follow a common curriculum nor do they have adequate facilities.
- (d) The result also showed that the Pre-school education in the state was lacking of trained teachers besides the number of teachers in

each school was very less. These schools were in fact, have only one or two teachers at the most and hence teaching classes was really a tough job to be carried out by the teachers in such schools.

- (e) Implication regarding the financial resources, it appeared that Pre-schools education were not receiving any financial grant from the Government. Hence, the Pre-school education was completely neglected by the Government and as the consequences, these schools failed to uplift the standard and quality education in the state.
- (f) The result also showed that most of the teachers adopted the teaching and story telling in combination with other methods.
- (g) Another finding revealed that Pre-schools education in Greater Shillong was facing several problems which may hamper the quality education in these schools. Hence, in this regard the Government has to improve the quality education at the Pre-schools level in general.
- (h) The schools have to organize the parents-teachers' meeting frequently to know the parents' perception towards the school and their wards and to offer suggestions in a bipolar process for the betterment of the school in general and the children in particular. Such face-to-face interaction with parents was helpful for quality improvement.

- (i) Proper maintenance of school records, rules and regulation are necessary for smooth management and for efficient functioning of the schools and inspection by Government machinery to these Pre-schools is utmost importance.

5.13 SUGGESTION FOR PROMOTION OF PRE-SCHOOL EDUCATION:

The investigator laid down the following suggestions for the improvement of the Pre-school education programmes in Greater Shillong.

1. The Directorate of Education should create a separate cell for the promotion of Pre-school education in the state.
2. The Government must monitor/supervise the Pre-schools education and financial assistance should be extended.
3. The Government should take immediate steps to train the Pre-schools education teachers.
4. Play-way and activity method should be encouraged in the Pre-schools education.
5. The Government should officially recognized the established Pre-schools education and they should be made to follow the norms and regulations of Pre-school education in infrastructure and other Pre-school facilities with outdoor and indoor items..
6. There should be proper co-ordination between the Department of Education and its agencies such as Social Welfare Board etc. in

offering training for the teachers and especially the Pre-schools teachers.

7. In order to retain teachers on their jobs, the Government should extend all possible assistance to all these Pre-schools education and to evaluate their achievements in term of quality products.

Lastly, the State Government should set up a body to look into various aspects of Pre-schools education especially with respect to its building infrastructure, teaching aids and other avenues such as size of classrooms, indoor and outdoor items, dressing room, wash basin, proper toilets facilities etc.

5.14 CONCLUSION:

An Analytical study on the functioning of the schools catering to Early Childhood Education in Greater Shillong. The approach of the study has been designed in such a manner to draw out information in regards to the historical background of the school, building infrastructure, human resources, financial resources, curriculum and other aspects concerning different teaching aids, teaching methods and educational activities.

It is generally state by Government officials that there were Pre-schools education attached to Pre-primary school in the form and style of classes A, A1 and B before joining the Primary Schools level but this level/stage is not treated a Pre-school education as

there are directly subjected to teaching in a traditional classroom. But the Pre-school education or early childhood education gain importance only in the last two decades or more in Greater Shillong.

Since the waves of establishing Pre-schools has become a fashion in Shillong, yet the Government was not constituted any Early Childhood Care and Education Board to look after the betterment and promotion of these schools as per the 93rd Constitutional Amendment 2004. Hence, Pre-schools education, in Greater Shillong is blooming without the nurturance and care from the Government of Meghalaya. The Government of Meghalaya has not maintained proper official records of Pre-schools education as such these schools are left entirely under the management of private parties/institutions.

The Pre-schools in Greater Shillong are opened and managed by different agencies like the Christians Mission, and private parties. It appears that these mushroom growth of Pre-schools in Greater Shillong in the name and style of nursery schools, kindergarten, Montessori, Little Angels, Tiny-Toys, Rose Buds, etc. are mere imitation of model schools without knowing the meaning and purpose of the Pre-schools and how to properly socialize the young ones in these early childhood pre-school. The findings therefore, seem that most of these schools do not have specific

teaching aids as required by Froebel Model, Montessori Model or of any model, so they run as per their wishes, own understanding and style of functioning.

5.15 SUGGESTION FOR FURTHER RESEARCH:

1. Study can be conducted to find out the Analytical Study on the functioning of the schools catering to Early Childhood Education.
2. To study the management and control of Pre-schools education by the Government.
3. A study on the role played by the Government in Pre-schools education in Meghalaya.
4. A study of the Pre-school Education programme with special reference to the state of Meghalaya.
5. A study on the various problems faced by Pre-schools education in the past and present.



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APPENDICE - I

APPENDICE – I**To,**

Sir / Madam,

The questionnaire is meant to find out the structure of the Pre-School building & compound, teaching materials, method of teaching and other components pertaining to Pre-School education etc. In this connection, the information through this questionnaire / interview schedule will be used for research purpose only and all the data will be kept in confidential. Therefore, I request you to kindly cooperate with the researcher by furnishing all information as required.

Looking forward for your kind response and cooperation.

Thanking you.

Yours faithfully,

Dr. K.M. Warjri
Suprvisor
Department of Education
NEHU, Shillong

(Evangelyne Syiem)
Ph. D Student
Department of Education
NEHU, Shillong

Have they received any professional training especially in child Psychology? Yes / No.
Which institution that impart training to pre-school teachers? Please mention.

BUILDING INFRASTRUCTURE FACILITIES

Who owns the School building? Put a Tick mark (✓)

Self/Private

N.G.O.

Mission (Presbyterian/Catholic/Church of God etc.)

Government

Semi-Government

Rented

Any other

Please supply us with relevant data in regard to your School:

Total area of your School Compound. Length Sq.Ft. ____ Breadth Sq.Ft. ____

Total plinth area of your School Building. Length Sq. Ft. _____ Breadth Sq.Ft. ____

Size of different rooms, length and breadth. Length Sq.Ft. ____ Breadth Sq.Ft. _____

Does your School have a separate teacher's room? Yes / No

Length Sq.Ft. _____ Breadth Sq.Ft. _____

Does your School have a separate room for the Principal? Yes / No

Length Sq. Ft. _____ Breadth Sq. Ft. _____

Does your School have a dressing room with mirrors including washing basins? Yes

/ No

Length Sq.Ft. _____ Breadth Sq. Ft. _____

Is there any recreation room? Yes / No

Length Sq. Ft. _____ Breadth Sq. Ft. _____

HUMAN RESOURCE

01. Are the Teachers regularly send for training course? Yes/No
02. Does the Government training institution allows the Pre-School Education Teacher for training? Yes/No
03. Does the government provide financial assistance for Pre-schooling? Yes/No

If No, state reason: -

04. What actually teachers do during these 3 (three) hrs. time? Please state briefly

05. What are the norms of admitting Students to your School? (Please put a tick mark (√))

- i) Personal Interview with parents
- ii) Oral Test
- iii) Information furnished in the admission form
- iv) First come first serve

06. What is the age of children generally admitted in your school? (Put a tick mark (√))

- i) 2 ½ Yrs.
- ii) 3 Yrs.
- iii) 3 ½ Yrs.

07. Does the School has a peon or cleaner to take care/clean/ring the bell/maintain the cleanliness of the School/ Yes/No

(If No, whom do you entrust the work?)

08. Who are the members of the Managing Committee/Advisory Board/Trust of your School? Please give the names and their qualifications.

<i>Name</i>	<i>Qualification</i>	<i>Designation</i>

09. i) Do you received financial assistant from the government? Yes/No.

ii) If Yes, what kind of assistance does your school receive?

- a) Building grant
- b) Furniture grant
- c) Sport grant
- d) Hostel grant
- e) Text book grant, sport & game materials
- f) Any other (please specify)

10. Who run the daily affairs of the School? (Please put a tick (√))

- i) Principal
- ii) Class Teacher
- iii) Teacher
- iv) Any other, please specify: -

11. What types of fees are required to be paid? (Please a tick mark (√))

- i) Admission fees
- ii) Monthly tuition fees
- iii) Games & Sports
- iv) Miscellaneous
- v) Any other, please specify: -

12. Who has financed the construction of your School building? Please state in brief

13. Do you pay salary for the teachers according to their Qualification as per Government rules? Yes/No

- i) S.S.L.C. Rs. _____
- ii) S.S.L.C. (Trained) Rs. _____
- iii) H.S.L.C. Rs. _____
- iv) H.S.L.C. (Trained) Rs. _____
- v) B.A. Rs. _____
- vi) B.Ed. Rs. _____
- vii) M.A. Rs. _____
- viii) Any other qualification Rs. _____

14. Do you get any financial help from M.L.A., M.P. or any other sources like NEC, etc. please indicate clearly

15. Do you get any financial help for the Students filed trips or excursion? Yes/No
(If yes, please elaborate)

16. What are the various financial problems faced by your School? (Please mention)

- a) _____
- b) _____
- c) _____

17. Whether the Students use to get mid-day meal according to the Government order? Yes/No. If Yes, how many kilograms of rice the Government is giving to every Student per month (Please put a tick mark (√))

- i) Two Kg.
- ii) Three kg.
- iii) Two-Three Kg.
- iv) Four Kg.

QUESTIONNAIRE FOR THE TEACHERS

1. Name : _____
2. Qualification : _____
3. Male / Female : _____
4. Name & Address of the
School : _____
5. Teaching Experience : _____
6. Trained / Un-trained : _____

7. Is your School in possession of the following items? Please put a tick Mark (✓)

Table and Chairs for Children

Black Board and Duster

Coloured Chalks

Desks and Benches

Wall Clock

Almirah

Cupboard and Drawers

Tape-Recorder, Projector, T.S. Set, Computer, etc.

Flannel Board

Stencil

Flower Vase

Models

Globes

Models

Toys (a) Soft Ball (b) Creative Blocks

Pictorial Charts & Maps

Any other

8. What types of furniture are provided to the children in the classroom? (Please put a tick mark (√)).

- i) Small Tables
- ii) Small Chairs
- iii) Small Benches
- iv) Any other items, Please specify: -

9. Are the rooms properly ventilated? Yes / No.

10. Is your School properly designed for the convenient of children, with the following specifications: -

- i) Low Shelves.
- ii) Low Washing Basins.
- iii) Low Windows.
- iv) Low Hooks/Bolts
- v) Low Drawers/Cupboards
- vi) Any other items, please specify: -

TEACHING AIDS – I

1. Which of the following indoor activities are you organizing in School?

- i) Clay modeling
- ii) Paper cutting
- iii) Drawing & Painting
- iv) Puppetry
- v) Sewing & embroidery
- vi) Music – drum / dhalok
- vii) Skit and short drama
- viii) Doll making & playing
- ix) Home making
- x) House hold equipments
- xi) Small toys & soft toys
- xii) Soft ball
- xiii) Marbles
- xiv) Puzzles
- xv) Construction materials (creative blocks)
- xvi) Threading the beads
- xvii) Hand work
- xviii) Any other (Please specify): -

2. What type of teaching methods are being used in the class? (Please put a tick mark

(√)

- i) Story telling
- ii) Songs and rhymes
- iii) Acting songs

- iv) Drama and skit
- v) Numerical and sums
- vi) Showing of films
- vii) Any others: -

TEACHING AIDS – II:

1. What type of teaching aids do you employ in your school? (Please put a tick mark (√))

- i) Balls of different sizes
- ii) Cubes
- iii) Cylinders
- iv) Big wooden cube
- v) Geometrical shapes
- vi) Squares
- vii) Rings
- viii) Spheres
- ix) Any other items, please specify: -

TEACHING AIDS – III :

1. What type of teaching materials do you use in your school? Please put a tick mark (√)

- i) solid insects
- ii) Coloured cubes
- iii) Geometrical Solids
- iv) Tuffs
- v) Wooden Tables
- vi) Cards

- vii) Musical bells
- viii) Any other items, please specify :-

TEACHING AIDS – IV:

1. Which of the following (Put a tick mark (√))

- i) Weaving
- ii) Carpentry
- iii) Gardening
- iv) Leather work
- v) Cane and bamboo work
- vi) Bee-keeping
- vii) Any other activity, please specify: -

2. What type of outdoor games do you include in your School's curriculum?

- i) Jumping
- ii) Climbing the stairs
- iii) Sliding
- iv) Running
- v) Football games
- vi) Seesaw
- vii) Crawling through the barrels/Climbing the ladder/Outing
- viii) Any other items, please specify: -

CURRICULUM:

1. Are Children allowed free play activities for 1 ½ hr. everyday in your School?

Yes/No

2. Are Children allows to choose any activity they desire? Yes/No

3. What is the role of teacher during children's table games? (Put a tick mark (√))

i) Guidance

ii) Observe

iii) Help

iv) Co-ordinate

v) Any other, please specify: -

4. Did you watch and encourage Children or at least participate 4, 5 or 6 different kind of activities each day? Yes/No

5. How do you encourage them in this regard? Put a tick mark (√)

i) Active participation

ii) Leave them alone

iii) Scold them for disciplining

iv) Help them to understand

v) Any other, please specify: -

6. What are the activities that will enhance social adjustment? Please state in brief.

7. What are the activities that will develop intellectual activities? Please state in brief

8. What are the activities that will promote the love for aestheric appreciation? Please state in brief.

9. What are the activities that will encourage confident and self-initiative? Please state in brief.

10. What are the activities related to teachers directed?

11. Do you take Children for outside visit e.g., to the Park, River, Shillong View Point, Cherrapunjee, Umiam Khwan (Dam) etc.? Yes/No

12. Do you take them periodically? Put a tick mark (✓)

Every month

Every 3 month

Every 6 month

Once a year

Never

13. Which places have you taken them? Please name

14. Do you organize drama or skit for Children? Yes/No

15. Do you give marks on their performance? Yes/No

16. Do you organize games with simple rules for Disciplining the Child? Yes/No

17. Do you use tape recorder, film, computer for Children? Yes/No

18. How would you deal with slightly handicap, overweight, chubby peers, in your school? Explain briefly:

- 10.00 **PROBLEMS OF TEACHERS** : _____
- 10.01 **Name** : _____
- 10.02 **Qualification** : _____
- 10.03 **Male/Female** : _____
- 10.04 **Name & Address of the School** : _____
- 10.05 **Teaching Experience** : _____
- 10.06 **Trained/Un-Trained** : _____

1. What are the main problems that you are facing with small children in classroom? Please specify.

- i) _____
- ii) _____
- iii) _____

1. Does the School need more teaching Aids? Name them

- i) _____
- ii) _____
- iii) _____

2. What are the problems generally faced by the teacher in regard with the School management? Please specify: -

- i) _____
- ii) _____
- iv) _____

3. Are you facing with the following problems? Please put a tick mark (✓)

- i) Less number of books and pictorial charts
- ii) Lack of sports and games materials
- iii) Lack of creative blocks and toys
- iv) Less attendance
- v) Congested classroom

- vi) Lack of outdoor games, Seesaw, Swing, Merry go-round, Ladder, Slide, Water Platform, Sand box, etc.

4. At what time has the School starts classes and close?

5. i) Do you follow this daily routine in your School?

9:00 – 10:00 A.M.	~	Self selected Games (Indoor)
10:00 – 10:15 A.M.	~	Clean up time
10:15 – 10:30 A.M.	~	Tiffen
10:40 – 11:30 A.M.	~	Self Selected Games (Outdoor)
11:30 – 11:45 A.M.	~	Singing /Story telling/Writing, reading, etc.

Dismissed – 12:00 Noon

OR

ii) What is the time table of your School? Please indicate

6. What suggestion will you propose for solving the major problem faced by you as a teacher?

- a) _____
- b) _____
- c) _____

PROBLEMS OF PARENTS

1. Name : _____
2. Qualification : _____
3. Male/Female : _____
4. Address : _____
5. Occupation : _____

6. Is there any meeting between parents and teachers in School? Yes/No

If yes, please put a tick mark (√)

- i) Once a year
- ii) Twice a year
- iii) None
- iv) Once in a month

7. How often do parents meet the teachers in School? Please put a tick mark (√)

- i) Everyday
- ii) Once in a week
- iii) Once in a month
- iv) Never

8. Do you think that parents co-operation with the School is necessary? Yes/No

9. Do parents seek help from teachers when children complaint about their studies?

(Name them)

10. Are parents satisfied with the performance of their children in pre-school? Yes/No If

yes, please specify: -

11. Any other thing that you want to say on the Pre-School, please do at your own liberty. State in brief or point-wise your views both merits & demerits of the School management as per your perception.

APPENDICE – II

APPENDICE – II

List of the schools in Greater Shillong:

Pearly Dew School - Jaiaw.
 Step-by-Step School - Malki.
 Rose Buds School - Nongrim Hills, Shillong
 May Fair School - Laitumkhrah.
 Tiny Tots School - Fire Brigade.
 Tender Care School - Barapathar.
 Little Angel School - Barapathar.
 Christian Academy - Raitsamthiah.
 Pliti Syiem School - Laitkor.
 Pine View School - Lawsohtun.
 Spring Field School - Malki.
 Persara School - Mawprem.
 Ai Jingshai School - Mawiong.
 Gren Eden School - 3rd Mile.
 Cherries Buds School - 3rd Mile.
 Progressive Shullai School -Mawroh.
 Trinity School - Police Bazar.
 Loreto convent School -Lachumiere.
 Holy Child School - Nongthymmai.
 Nora Evelyne School - Qualapaty.
 Osis School - Motinagar.
 Dainty Buds School - Laban
 Elswer School - Laban
 Lajong School - Lapalang
 St. Jerome School - Nongmynsong
 St. Garbiel School - Nongmynsong.
 St. Dominic School - Mawpat.

St. Peter School - Nongrah.
Vilco School - Pynthorumkhrah.
Aggasi Francis School - Mawlai
Gandhi Buniyadi School - Polo.
Nanak School - Pynthorumkhrah.
Bethesda English School - Mawiong.
Lana School - Mawkhar.
Belfont School - Motinagar.
Deini Persara School - Demthring.
St. Hubert School - Umpling.
St. Rose School - Umpling.
St. Anthony's School - Laitumkhrah.
Madanrynting Pres. L.P. School - Madanrynting.
St. John Bosco - Lawsohtun.
Mawpat Presbyterian School - Mawpat.
Shillong Academy L.P. School - Nongthymmai.
Lakreh Memorial L.P. School- Umsohsun.
Sacred Heart School - Mawlai.
Sunderland Pre-Primary School - Police Bazaar.
Buddha Vidaya Niketan - Polo.
St. Thomas School - Laitkor.
St. Joseph School - Jaiaw.
Ivy Green School - Lama Villa.
Stephan Memorial School - Mawroh.

PERSONAL DATA

Name ~ **Evanjelyne W. Syiem**
Date of birth ~ **15th April 1968**
Father's Name ~ **(L) S.F. Warshong**
Nationality ~ **Indian**
Address ~ **5th Mile Upper Shillong**

Educational details:

SL. No.	EXAMINATION	INSTITUTION/ BOARD	YEAR	DIVISION
1.	H.S.S.L.C.	M.B.O.S.E.	1984	III
2.	P.U. (Arts)	N.E.H.U.	1988	II
3.	B.A.	N.E.H.U.	1990	III
4.	B.Ed.	P.G.T.	1991	II
5.	B.A. (Hons. Education)	N.E.H.U.	1992	II
6.	M.A. (Education)	N.E.H.U.	1994	II

Teaching Experience:

**Lecturer, Education (DIET),
Thadlaskein, Jowai.**

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