CHAPTER - I

INTRODUCTION
INTRODUCTION

1.0 SHILLONG:

At 25.6 degrees north latitude and 91.9 degrees east longitude\(^1\) 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 Assam\(^2\). 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 \textit{lewduh}\(^3\). The British administration made arrangements for land to be procured from the respective \textit{Syiems} or Chief

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\(^{1}\) 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 level\(^4\) 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 world\(^5\). 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, Laitumkhrah, 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

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\(^4\) M.P. Devarajan, geography in schools, Book – III, p. 185  
\(^5\) District Censcus Hankbook, 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 Cantiie, notes on Khasi Law, Shillong 1934, p. 11
where their Cathedral stands on 11th June, 1876. 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 used.

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 kind. 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
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 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”\(^1\). 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 23\(^{rd}\) 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 23\(^{rd}\) 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.\(^2\)

\(^1\) Khongphai, A.S.; “Seng Khasi”; Cultural profile of Shillong, Calcutta, 1979, pp. 141-142
\(^2\) 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 school. 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.

The Catholic Mission had also played a major role in the field of education in Shillong. Catholic Salvatorian, Missionaries reached Shillong on 27th February, 1980 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 the 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 lifestyle 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 a great need as well as demand for such schools for children below the age of five years. The urban pre-school educations are established primarily by voluntary agencies and a few of them get a nominal ad hoc 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 schools\textsuperscript{14}.

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 age\textsuperscript{15}.

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)

\textsuperscript{14} Srilekha Majumder and Torist Mark Educational Administration of Meghalaya, 2000, 9.43.
\textsuperscript{15} Op cit, 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, 1973.\textsuperscript{18}

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

In 2001 the 83\textsuperscript{rd} Bill was amend, and reintroduced as constitution (93\textsuperscript{rd} 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 determine.\textsuperscript{19}

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

\textsuperscript{18} Op cit, Srikhla Majumder and Torisk Mark; Educational Administrative of Meghalaya 2000. P. 36.

\textsuperscript{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 years\(^20\).

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 intention 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 Mawsmai, 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 NISING\(^21\).

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 skills. 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 Premier.

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

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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.

The people of the State recognized the value of the education at an early age. Despite 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 funds.

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 Opeit.
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 Programme.

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 reports.

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 inspite 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 in 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. 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.

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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. 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.

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

\[^{30}\text{Luella Cole. Opcit., p. 337.}\]
things good; men meddles with them and they become evil." He thus, proposed that children should grow up in a free, un-structural environment that allows open expression, exploration and experimentation.

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.

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

discipline for education. 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. 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." 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

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37 K.K. Mookerjee, opcit., p. 66.
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.

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.

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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 Welhelm 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. 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)

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 of interference in the way of child's growth and development.\textsuperscript{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.\textsuperscript{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 sense 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

\textsuperscript{44} Ibid., p. 109.
development. 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. To quote her ”The school must permit the free, natural manifestation of the child if he is to be studied in a scientific manner,” 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.

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Sigmund 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. The psychosexual 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.

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

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

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

**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. 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
- Precision

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Overgenerosity

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.

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.

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

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55 Ibid
object and views her mother as a rival. Her sexual interests and feelings are quite rudimentary.\textsuperscript{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.\textsuperscript{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;

<table>
<thead>
<tr>
<th>Trait</th>
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<tr>
<td>Vanity</td>
<td>Self-hatred</td>
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<tr>
<td>Pride</td>
<td>Humility</td>
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<td>Blind courage</td>
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<td>Gregariousness</td>
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<td>Stylishness</td>
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<td>Flirtatiousness</td>
<td>Avoidance of heterosexuality</td>
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<td>Chastity</td>
<td>Promiscuity</td>
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<td>Gaiety</td>
<td>Sadness\textsuperscript{58}</td>
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\textsuperscript{56} Sigmund Freud, New Introductory Lectures on Psycho-analysis (Trans W.J.H. Sport. New York Norton, 1933)
\textsuperscript{57} Jere E. Brophy, loc. Cit
\textsuperscript{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.  

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.  

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

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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.  

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 individual's 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.

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,

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61 Anna Freud, op. cit., p. 91
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."

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.

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

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. 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

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65 Ibid.
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.\textsuperscript{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 exists 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.\textsuperscript{68}

\textsuperscript{67} Jere Brophy, op. cit., pp. 147 – 148
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.\footnote{Bernard Spodek, op. cit., p. 25}

Piaget suggest 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.\footnote{Jean Piaget, “Development and Learning” in Piaget Rediscovered (Ithaca, New York: Cornell University, 1964).} 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.
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.\(^1\)

**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

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exercise and living in a healthy environment are all basic requirements for development and education for young children.\footnote{Margaret McMillan, \textit{Education through the Imagination} (New York: D. Appleton and Co., 1924), pp. 57 – 59.}

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.\footnote{Margaret McMillan, \textit{Labour and Childhood} (London: Swan, Sonnenschein and Co., 1907), p. 67.} 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.\footnote{Margaret McMillam, \textit{op.cit.}, pp. 9 – 15}

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
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.\textsuperscript{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.

\textbf{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;

\begin{quote}
..........................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
\end{quote}

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

\textsuperscript{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.  

**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 scheme ...............will 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;

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(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.\textsuperscript{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.\textsuperscript{79}

\textbf{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

\textsuperscript{78} Ibd. p. 30-31.
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.

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."  

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 Cenker, opp. Cit., p. 57
to Bordi and worked there for 12 years and then shifted the entire institution to the tribal area of Korbad in 1957.\footnote{J.S. Grewal, Early Childhood Education-foundation and Practice (Agra: National Psychological Corporation, 1984), pp. 51 – 53.}

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 truely 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
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:

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) Colors
   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 form 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.\(^\text{84}\)

\(^{84}\) 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 colourd 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 Agnanwadi 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 Agnanwadi 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.\(^6\)

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.

\(^6\) Op cit. 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

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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 properly 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 Sang 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 Sang 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.\textsuperscript{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 Annies 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.\textsuperscript{88}

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

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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 91953) 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 the Education Commission (1964 - 66)

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


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

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 purpose. 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 export 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**

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

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

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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 up to 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 (thought 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

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^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.\footnote{Iredale Roger "Pre-school Education in South India". Journal of Comparative Education, Vol. II.}

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
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.\(^5\)

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".\(^6\)

**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:


'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.'

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

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.  

**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 underprivileged 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 of the child."

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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.  

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

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99 Op cit - 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 today 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

(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.

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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.  


(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

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.\(^\text{103}\)

(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 preschool education. The recommendations and suggestions of these bodies are given in this section in the following order.\textsuperscript{105}

**The CABE Report 1944.**

The CABE 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 one .....it 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."\textsuperscript{106}

\textsuperscript{105} Ibid.  
\textsuperscript{106} Ibid.
The CABE 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.\textsuperscript{107}

\textbf{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.\textsuperscript{108}

\textbf{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

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 CABE 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 CABE or its Committees or to help it in any way.”

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

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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.\textsuperscript{110}


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

\textsuperscript{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.


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, it is 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.

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.\textsuperscript{112}

iv. Private enterprise should be made largely responsible for setting up and running pre-primary centres. The State should give grants-in-aid on the basis of equalization.

\textsuperscript{112} Op cit – 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 lacting 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.\textsuperscript{113}


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:\textsuperscript{114}

(i) \textbf{Need and Significance}: Integrated services combining education, health, nutrition and welfare are essential for the total

\textsuperscript{113} Op cit – J.S. Grewal, p. 178.
\textsuperscript{114} Op cit – 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 - nationals, 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.\textsuperscript{115}

\textbf{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

\textsuperscript{115} Op cit – 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 title "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.\footnote{R.D. Sharma, Journal of India Education, Volume-Twelve No.1, may, 1986 (National Council of Educational Research and Training) pp. 35-38.}

**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
v. The quality of services meant for pre-school child.\textsuperscript{117}

\textbf{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.

\textbf{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.

\textsuperscript{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. Sarita 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.


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

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-creches. 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.

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.\textsuperscript{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

\textsuperscript{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 it 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.