CHAPTER I

INTRODUCTION
In the post-independent India, education has been receiving greater deal of attention particularly in respect of its potentialities for overall development of a developing society. Planners and policy makers in Independent India have looked upon education as one of the principal instruments of 'Social Change' and development. The extent and depth of their faith in education as an agent of 'Social Change' may be gauged from the introduction to the report of the Education Commission (1964), which observed, "The destiny of India is now being shaped in her class rooms".

This is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our school and colleges will depend our success in the great enterprise of national reconstruction. In this context it may be mentioned that economists construe education as primarily an investment in human capital.

However, to the extent that development is not confined to mere economic progress and prosperity,
cognisance has to be taken of the 'Social Function' of education from the sociological point of view. Herbert Spencer (1861) posed an important question regarding the function of education in his essay, 'What knowledge is most worth'? Since then, sociologists, as well as educators have begun to recognise the social functions of education.

Thus sociologists have been viewing education through adopting functionalist perspective. It is pertinent here to quote Durkheim's definition of education: "Education is the means by which society prepares within the children the essential conditions of its existence". Ward (1883) in his Dynamic Sociology regarded 'education' as the proximate means of progress of society. Small (1896) wrote, "Sociology demands of educators that they shall not rate themselves as leaders of children but as makers of society".

SOCIOLOGY OF EDUCATION - A THEORETICAL FRAME OF REFERENCE:

According to the sociologists, 'sociology of education' is concerned with the analysis and understanding of formal education as a social institution. The educational system is expected to contribute to the 'Socialization' of the younger generation by inculcating the values, attitudes and norms of behaviour
accepted in the society to which they belong as well as by passing on specific forms of knowledge, skills or occupational techniques. It is also expected to develop the personality of the children, to awaken their interest and encourage potentialities of growth. The educational system is also responsible for expanding the body of knowledge and techniques possessed by the society. Consequently the system heavily influences cultural conservation and determines the pace of 'social change'.

Until the end of the 19th century, psychology had dominated education in the western countries. India, which had accepted the educational system from the west, was also not free from it. It is only in the twentieth century that a sociological concept of the individual has come to be accepted. Even psychology has moved on to accept it the individual in the 'group'.

Whether an individual is learning within a family or in a school, whether he is working at home or in a factory, whether he is at play in his peer group or elsewhere, he is not a one-way process: it is a two-way process, a social process where in two or more individuals with similar or differing consequences. The sociology of education has evolved out of
As stated earlier, historically, its roots can be traced as back as 1861 when Herbert Spencer posed an important question regarding the function of education in his essay 'What knowledge is most worth'? Since then sociologists as well as educators have begun to recognize the social function of education. 'Ward' (1883) in his 'Dynamic Sociology' regarded education as the proximate means of progress of society. 'Small' wrote in 1896, 'Sociology demands of educators that they shall not rate themselves as leaders of children but as makers of society'.

Another outstanding sociologist, Durkheim stated that education is essentially social in its origin as well as its functions. In 1899, 'John Dewey' in his book 'School and Society' brought out the social aspects of teaching and learning and emphasized that if the school is to be effective it must be a social institution closely related to the community.

In its early development, the 'Sociology of education' was regarded by some as a field which provided a basis for solution of social problems and achievement of social progress. It's chief exponent was Ward (1883) followed later by Good (1926), Ellwood (1927) and
Kinneman (1932). On the other hand, more recently a narrower and more specific focus is advocated. Some 'Sociologists' and 'Social psychologists' emphasize it as the study of the development of student personality as influenced by the social environment of the school. Another approach limits its scope to the study of the pattern of social roles and their interaction within the school and of relationships of groups within the school to the outside groups. Following this approach, 'Waller' (1932) analysed the role of teachers in relation to their students as well as to the communities in which they taught. Greenhock (1941), Znaniecki (1940), Wilson (1942), Caplow and McGee (1958) are some of the earlier followers of this approach. This last approach is being followed more in the last two decades of the development of the 'Sociology of education'.

Thus, not only educational process is regarded as social process, but the educational system in which it occurs is also regarded as a social system related to the total social system. The goal of sociology of education is, therefore, to observe and analyse the structure of the educational system, describe the pattern of its elements and the role they play in relation to each other and in relation to the educational
system as a whole and the achievement of the functions set for it by the society. In this way it attempts to discover how far the structural elements of the educational system are functional or dysfunctional for the society as a whole.

If the educational system is dysfunctional for the society, the task of the educational sociologist is to find out which elements are dysfunctional and with what results. Thus, the 'Sociology of education' is interested in the study of the educational system in relation to the total society.

The school has long been recognized as a 'Social institution'. Willard Waller's (1932) study is the first qualitative study of the school as a social institution. That work is considered to be a pioneering and illuminating study in the field even now.

The functioning of schools as selective agencies (Floud : 1957); the influence of school as an organization (Haplin and Craft : 1963; Barker : 1964; Corwin : 1966) the school as a social system of roles and relationships (Siegel : 1955; Gordon : 1957; Gross: 1958; Biddle : 1964); and the classroom as a social system (Flanders : 1960; Parsons : 1962; Smith : 1968) have been studied to a certain extent.
REVIEW OF LITERATURE:

It is clear from the above discussion that such a vital system of education depends upon the input—'teacher'. The entire responsibility of achieving the social goals of education and the social well being and the future progress of any country depend on teachers, the input in the educational enterprise.

From the sociological point of view, the role of teacher assumes greater significance because by imparting specific forms of knowledge and skills through formal education, the teacher is also expected to 'socialize' the children by internalising in them the values, attitudes, norms and mores accepted in the society to which they belong. 'George Herbert Mead' and 'Charles Horton Cooley' who are important exponents of 'Symbolic Interactionism' say that man is not born human. He becomes human through interaction with the members of society. It is through symbolic interaction, the 'self' is developed in the child which guides the behaviour of the child. Though the family and kin group play an important role by bringing about the 'Primary Socialization' in the early years of an individual's life, secondary socialization takes place in school where the teacher through giving formal instruction and
through appreciation, rewards and punishment internalizes in the children the appropriate values, attitudes, beliefs and behaviour patterns of the culture.

In order that the teachers perform the above mentioned role so as to promote the goal of education in respect of a developing society, there are certain pre-requisites which have to be satisfied like training, better economic benefits, good working conditions and better living conditions. On the same line, the Education Commission (1964-66) also observed:

"We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community".

It is clear from the above discussion that a teacher's performance in the profession is the result of the interaction of several factors. His knowledge of the subject matter and the mastery of the technique of teaching are most important. No less important in his disposition to do the job. These factors are greatly influenced by the social status he enjoys as a
teacher and also by the economic benefits he derives from the profession. The 'social background' of the teachers also plays an important part in determining their attitudes, values and capacity to act as agents of 'socialization' and 'social change'.

Though not many studies were conducted on teaching profession, to be sure, some insights in this direction can be gained by reviewing the literature. In the 'Sociology of the Teaching Profession in India', M.S. Gore, R. Desai and Suma Chithis present the findings of an All-India study in the 'Sociology of Education in India' conducted in eight states of the country during 1965-67 under the overall direction of M.S. Gore. It was a field research project in the 'Sociology of Education' organized by the 'Tata Institute of Social Sciences' and sponsored by the NCERT, New Delhi.

The research was conducted in eight states of India; Andhra Pradesh, West Bengal, Gujarat, Maharashtra, Mysore, Orissa, Punjab and Rajasthan. Their study reports on the socio-economic conditions as well as the value patterns of 1,066 elementary school teachers and 2,315 secondary school teachers in these eight states. It shows that most of these teachers were brought up under very stringent economic conditions.
and had to overcome a great deal of cultural and social prejudices in order to become teachers and still their economic condition was not satisfactory.

N.P. Pillai and R. Nair (1965) report the findings of their survey of the living conditions of 349 graduate teachers in Kerala, the state having the highest literacy rate. Their study reveals that the teachers' 'socio-economic background' is an important aspect in the context of teacher efficiency and improving standards in education. S.N. Sarkar (1967) reports the findings of an interesting investigation conducted by him in Bihar in order to study the school teacher's self concept and stereotypes towards other professions. Some of the interesting findings of his study are that large majority of the respondents expressed the view that they perceive a marked difference between their expectations prior to their joining the teaching profession and the existing conditions of their service. These and similar other conclusions of the study throw interesting light on more of the psychological constituents of our school teacher's personality.

S.K. Das Gupta (1967) has studied the personality adjustment of 482 teachers of private schools in Uttar Pradesh and has found that most of the teachers are trying to adjust to their environment and teachers
coming from urban background are more adjusted than rural teachers. Roy (1975) finds that females take to primary school teacher's job more often than males.

Sukhwal (1976) reveals that married female secondary school teachers took to their profession more for personal, social, economic reasons than for academic and professional reasons.

Chandra (1977) finds that teachers perceived their jobs as offering more independence and opportunities for social service than other professions.

Gupta (1979) reveals that pupils, parents as well as teachers, find that the female primary teacher had better teacher traits and attitude towards pupils.

Purani (1979) examines the area of consensus and difference between the perceptions of teachers and other role-definers regarding the teacher's role as a change agent.

India has a larger teacher power today and these few studies cannot claim to be representative ones, yet their worth lies in that they marked a beginning in hitherto undiscovered field. While the above studies deal with secondary level of schooling and teachers, in the recent years stress has been laid
increasingly on primary and pre-school education. The disheartening situation in terms of very low levels of literacy in the 'Third World' has warranted such a stress.

The story of primary education in the 'Third World' discussed at length at the recently concluded (March, 5 to 9, 1990) World Conference on "Education for all" at Jomtian in Thailand is one of tall claims and petty achievements. And at the end of the story line, there are more than 130 million children should have been attending primary school, but find themselves in the streets. Even among these who attend school, the 'drop-out' rate is staggering exposing them to the risk of relapsing into illiteracy. In fact, it is being openly admitted by International bodies such as UNESCO that the goal of 'Universal Primary Education' is becoming a mirage.

With reference to Indian context, it is estimated that 90 per cent of the Indian children go to the primary school at the age of 5 or 6 without having had any kind of preparation for schooling. It is observed that these children who enter schools without any formal preparation have limitations in terms of vocabulary, and working in groups. This is one of the major contributing factors for the large scale 'school-dropouts' in
the educational stream. And, it is here that 'pre-school education' plays a vital role. The drop-out rate in India, according to official figures for 1985-86, is as high as 47.61 per cent for classes I to V.

Some of the studies have revealed that in majority of the cases children who do not attend pre-primary classes, do not find school attractive enough because there is no continuity in the home environment and school environment. As the child is completely accustomed and conditioned to the home environment, he should therefore be gradually introduced to the new environment which is present in the primary school. The pre-school serves to condition the child gradually and slowly to the emergence of a new atmosphere and set of conditions in which there will be need for disciplined conduct, adjustment to the presence of a teacher, to the society, of other children of his own age.

Dr. Thomas Cangan (Yojana, June 16-30, 1988) minutely examines the role and relevance of 'pre-school education' in the development of a child. Analysing the system in detail, the author spells out the barriers in its effective implementation. In his article, he brings out the importance of pre-school education as follows:
According to 1981 census, there are 97 million children in the age group of 0-4 years who form 14.17 per cent of total population. Although there has been massive quantitative expansion in education all along since Independence, about 63 per cent of the population in India are deprived of any level of education. Despite all best efforts of the Government, both at Central as well as State, enrolment at the primary stage could reach 91 per cent of the children in the age-group 6-11 years by the end of Sixth Five Year Plan. Enrolment ratio among girls is even more low (69 per cent). There are very high incidences of drop-outs and stagnation.

The above mentioned facts reveal that the 'Pre-School Teacher' has a vital role in making the pre-school programme a success thereby reducing the most alarming trend the drop-out problem to a great extent.

Studies made on child rearing patterns of different socio-economic groups undertaken by Bernstein, Similanski, Hess and Shipman etc., support the contention for need to provide pre-school socialization and role of pre-school teachers in such an endeavour to promote continuity of educational process.
In the development of the child's intellect, the first three years of its life are very crucial. Fifty per cent of the total growth of human intelligence takes place before the age of four years. H.L. Harit (Yojana, June 16-30, '88) gives enough research evidence to suggest the crucial importance of the first five years of a child's life, in his physical, emotional, social and intellectual development as follows.

Well-known psycho-analysts 'Maria Montessori', Jean Piaget (1951), Hunt (1961) and Benjamin Bloom (1964) have advocated that a child has a natural urge to acquire knowledge and to know his physical surroundings. They viewed child as cognitively active and inventive who interacts with objects and people and much of the child's performance is shaped by the quality of his interaction with his environment.

Studies on child rearing patterns of different socio-economic groups undertaken by Bernstein, Similanski, Hess and Shipman have shown that children from disadvantaged homes are not quite well equipped in cognition, verbal and attentional skill as compared with their relatively well-off counterparts at the school. Poor in their vocabulary and with their concept ill-informed, they are not ready to cope with
symbolic abstraction. Thus the consequences of deprivation during early childhood are great in terms of good model of language usage, opportunities for experiences and motivation for intellectual growth.

However it may be mentioned that no information is available with regard to actual status of pre-school education in India, the reason being that it is managed mainly by private institutions. In public sector, pre-school education has started gaining momentum only after Independence.

In 1979-80, there were 10,426 centres with an enrolment of about 9 lakh children under education sector alone. It is however estimated, at present about 20 lakhs of the children in the age-group 3-6 are being provided facilities of pre-primary education.

STATEMENT OF THE PROBLEM:

What emerges from the above review is that Sociology of education has emerged as a distinctive field of study. Sociology of education devotes to study not only analysis of the structure of the educational system but also attempts to analyse the teacher, the important input in the educational system.
Our review suggests that while there is a considerable volume of literature available on school education and teachers, there is a paucity of literature in relation to pre-school system and its teachers. The literature on teacher indicates that the school teacher is a 'professional' and the vocation of teaching is considered as a profession. However, it is not clear owing to the paucity of literature whether this holds true with regard to pre-school teacher and teaching too.

Therefore, in the present study an attempt will be made to examine whether or not the pre-school teacher is a 'professional'. And this issue is considered in the context of a small city namely Anantapur town in Andhra Pradesh.

OBJECTIVES OF THE STUDY:

The present study was conducted with the following objectives in view:

1. To trace the historical development of pre-school education in India, with special reference to pre-school teachers.

2. To examine the socio-economic background of the pre-school teachers.
3. To collect data regarding their working conditions.
4. To examine the effectiveness of their teaching by knowing their awareness of required teaching methods.
5. To study their value orientation towards teaching profession and the degree of 'Alienation' they experience.

METHODOLOGY:

The methodology followed for the present study is furnished as follows:

Out of the 108 Anganwadis and 21 private English medium schools, a proportionate sample of 65 schools (54 from Anganwadis and 11 from Private schools) was selected at random.

As all the Government Anganwadis are single teacher schools, out of 108 teachers, 50 per cent of the respondents (54) were selected. From the private recognised English medium schools 50 per cent of the respondents (10) were selected and from private unrecognised schools 50 per cent of the teachers (12) at random were selected.
The sample for our present study consists of 76 respondents (54 teachers from Anganwadis and 22 teachers from private English medium schools).

TOOLS OF DATA COLLECTION:

For the purpose of collecting the primary data, a schedule was administered. In many cases information gathered through the schedules, was supplemented by interview. Data pertaining to schools were collected from the concerned authorities. The secondary data were gathered from books, journals, newspapers and official reports.

ANALYSIS:

The data, collected from the respondents, has been processed and was presented in the form of tables. Percentages and chi-square were found for the analysis of data and inferences are drawn.

CHAPTERIZATION:

This dissertation has been divided into seven chapters as follows:

1. Chapter I presents the 'Theoretical frame of reference'.
ii. Chapter II furnishes an overview of pre-school education.

iii. Chapter III furnishes about the pre-school education programme.

iv. The profile of the study area is given in the Chapter-IV.

v. Socio-economic background of the pre-school teachers is examined in the Chapter-V.

vi. Chapter-VI presents the professional life of the pre-school teachers.

vii. Finally, the findings of the study and conclusions are presented.