CHAPTER II
HISTORICAL PERSPECTIVE

Contents

2.1 Introduction

2.2 Historical Development of Pre-primary Teacher Education in India
   a. Pre-Independence
   b. Post-Independence

2.3 Various agencies for pre-primary teacher education in India

2.4 Significant Experimental Institutions of Pre-primary Teacher-Education in India

2.5 Pre-primary Teacher-Education Development in State of Gujarat

2.6 Significant experimental Institutions of Pre-Primary Teacher-Education in State of Gujarat

2.7 Types of Pre-Primary Teacher-Education Programme in Gujarat State

2.8 A Summary of the Recommendations of Various Commissions
2.1 Introduction

The concept of childhood is not very old. For most of man's existence on this planet, the only concept of a person was as an "adult". People did recognise that there were young, middle aged, and old adults, but nothing more.

In the last 200 years, two important periods of life have been recognised: childhood and adolescence. In his book Emile (1762), Rousseau is credited with identifying the period of childhood as important in it, and other writings, Rousseau (cited in Ulich, 1950) indicates that a child is not just a small or young adult, but is in fact going through a unique period in his life—childhood—a time when, like a flower, the child is unfolding and growing. According to Rousseau, the care and nurture given to the child during this period of unfolding is of the greatest importance. Therefore, parents and society should provide the best environmental conditions for the child during this period. The society rarely interested in the lives of children and where it did it was to provide welfare aid to orphaned or abandoned children. This aid has evolved through three identifiable phases—welfare, health and, more recently, education.
Taking into account the most important phase that is
the education, it is most essential to develop the pre-
primary education programme according to the child's needs
assets and deficits.

2.2 Historical Development of Pre-Primary Teacher-
Education in India

There is a growing awareness of the need for pre-
primary education in recent years. A large number of parents,
urban and rural, want their youngsters to have some kind
of organized education at the pre-primary stage. They name
this agency by different names, nursery school, montessory
school, kindergarten, balwadi etc. There is a felt need
of pre-primary education on the part of the community which
was not there twenty years ago.

India has probably never been so interested in educa-
tion of the whole child as to-day. The proper role of
early childhood education is often not properly appreciated
in India. Very often, it assumes the welfare oriented
approach which involves mainly custodian care. On other
occasions, it assumes the formal school approach involving
mainly the teaching of the three R's. It is time that we
take up a programme which is stimulating as well as meaning-
ful to the young children. The first step necessary for
this is the strengthening of the teacher training programme.
Before planning to strengthen the teacher education programme, it is necessary to compile a brief history and review the development of the teacher education programme before independence and after independence.

2.2.a. Pre-Independence

Pre-primary teacher education has a fairly long history in India. As early as 1888, kindergarten classes were started in Saidpet High School, Madras and trainees of the Teachers' College had to do the part of their practice teaching there.

In "A Review of Education in Bombay State (1885-1955)" it is stated that in 1901-1902 the American Mission Josephine Kindergarten School started in Sholapur with the objective of training teachers for the kindergarten. Also the American Mission started courses in kindergarten methods at St. Mary's Training Institute (for Europeans and Anglo-Indians) at Poona in 1901. The government authorities of Bombay Presidency (as it was then called) decided that the infant class and the first primary standard be taught on Frobel's Kindergarten lines. Government Primary Teachers' Training Colleges and the other two institutions provided sufficient number of trained teachers for the primary and kindergarten schools in the presidency special kindergarten schools were rather few and were costly and catered for the rich only.

During the third decade of this century, Montessori method schools were started first in Kathimwar and later on
at Ahmedabad, Bombay and Poona. In 1921 Gijubhai Badhka, the great pioneer of pre-primary education in Gujarat, started his training institution "Dakshinamurti" in Bhavnagar. Experimental schools in the Montessori method did not follow completely the Montessori method but adapted it to local conditions. These attempts were all private efforts. But their success in the education of pre-primary children was encouraging and a good number of schools were opened in Bombay Province. The Nutan Bal Shikshan Sangh was established in 1926 to propagate such schools and eminent workers of the Sangh started schools in and near Bombay in 1935 and carried on experiments in the field. The first fullfledged training institution was set up in Vepery Madras in 1936. This was run by Christian Missionaries. In 1938 the Nootan Balshikshan Sangh organized a permanent training centre at Dadar, Bombay.

During World War II i.e. in 1939 Madame Montessori’s visit to India gave a further fillip to the training institutions and provided a tremendous impetus to the pre-primary education movement. She conducted several short term training courses in various centres (such as Ahmedabad, Bombay and Poona) in India. In 1947 the Arundale Montessori Training Centre was set up at Adyar, near Madras.

Before this centre was set up, in 1944, the Wardha scheme of Basic Education was formulated and the first
experiment in pre-basic education was initiated at Sevagram near Wardha, when plans for the National Kasturba Memorial Trust were finalised. Under the auspices of the Kasturba National Memorial Trust, many centres were established for training women workers for rural balwadis. In 1945, Smt. Tarabai Modak started her centre for training pre-primary teachers at Bordi. Gandhi's philosophy of Basic Education also gathered momentum around the same time. The Aryanayakams and their colleagues in Wardha Ashram extended it to the pre-primary stage. Disciples of Gandhi like Jugatram Dave and Nanabhai Bhatt worked extensively on this system.

Except for the few training centres set up by the pioneers who were inspired by the magnetic personality of Madame Montessori and the devoted efforts of the foreign missionaries, to train kindergarten teachers, not much was achieved in the field of pre-primary teacher education prior to 1947. After 1947 i.e. independence the awareness in education increased which lead to the development of the efforts done by the pioneers in pre-primary education and ultimately to the teacher training programme.

2.2.b. Post-Independence

At this juncture in 1947, the Government of Bombay launched an ambitious scheme of compulsory primary education (to be completed in two periods of five years each). The
Report of Public Instruction in the Bombay Province for 1947-48-1948-49 (Vol. I) (p. 3.) states this change:

"The whole approach to, and concept of, education have also changed, emphasis shifting from cramming and passing the examinations to purposeful activities. The new policy requires that the education imparted in schools should impinge on all aspects of the child's personality—physical, intellectual, emotional, aesthetic and moral." 1

An important change introduced in the primary educational system at this stage increased tremendously the growth of pre-primary schools. The Government of Bombay decided to reduce the duration of the lower primary course from 5 to 4 years and "The former infant class which was the lowest rung of the ladder was abolished from the year 1947-48". The compulsory primary education scheme was formulated for pupils from the age of six. This change in the educational ladder and policy raised an important problem before all parents in the Bombay Province (specially those in towns) regarding the education of their children below the age of six plus. A number of workers in the pre-primary education field came forward and started new schools. The training colleges for pre-primary teachers were started

already at Bombay, Bordi and Poona and students successfully emerging out of these colleges also helped the growth of pre-primary school.

Since Independence, there has been a growing awareness of the significance of early childhood and the need to provide care and education for the young child. In 1947, the All India Women's Conference sponsored an experiment in pre-primary teacher-training at Bombay. Miss Margaret Sweeney from Detroit (U.S.A.) and Dr. Kamla Kosambi Bhaota organised a training course for teachers to work in pre-primary schools. Not only the effort to organize the training courses for teachers to work in pre-primary schools there were other agencies. Besides, the private individual efforts to organise pre-primary teacher training course, there were other agencies who undertook the organisation of the training programme.

2.3 Various agencies for Pre-primary Teacher Education in India

The first major step on the part of the Government in this direction i.e. to provide care and education, was the establishment of the Central Social Welfare Board. It made its headway through two types of programmes (1) the sponsored programmes of the Board and (2) the grant-in-aid programme to the voluntary organizations. It sponsored programmes include the family and child welfare projects to
provide integrated services to children and mothers, Welfare Extension Projects (Urban) and Integrated Pre-primary Projects (Urban neighbourhood). The Central Social Welfare Board runs its own training programmes for these projects. The grant-in-aid programme of the board are generally toward meeting the salaries of trained personnel, purchase of equipment and improvement of services rendered.

The Central Social Welfare Board has encouraged, during the last two decades starting of women's centres and Balwadis in groups of villages. There has been considerable improvement during the last two decades in the field of social services. Public outlays on programmes of developing different special services increased from Rs. 4120 million in the first to Rs. 25790 million in the fourth plan. About 5260 community development centres covering more than half a million villages were established by 1970-71.2

Smt. Indumati Sheth, then the Parliamentary Secretary, had stated on 21st January, 1952, in the Bombay Legislative Assembly that,

"Under the present circumstances, we must accept that in India there is a great need of pre-primary education and Government and all the public workers will have to co-operate to see that this education receives the attention that it

deserves .... that pre-primary education cannot be the 
responsibility of Government. There are financial reasons 
for it as well as social and educational growth of these 
mushroom balmandirs and it is not to give recognition to 
such balmandirs.  

This policy of the government has not stopped the 
growth of any and every type of Balmandir, and government 
is not willing to change its policy towards the pre-primary 
education. This is revealed in a statement in 1956 by Smt. 
Indumati Sheth in the Bombay Legislative Council during the 
debate on a resolution requesting government to exert some 
control over the balmandirs. Smt. Indumati said:

"Government feels that by putting ... conditions we will not be in a position to control pre-primary education more than at present and improve it more than what it is at present. As long as this stage of education can afford to be without control I think that is in the interest of our education and our cultural advancement. I am sure that as soon as the social workers take over this problem, think deeply about it and give importance to it, this evil will be mitigated."

3. Ibid., p. 318.

The Indian Council of Child Welfare is an agency that is actively involved in the training of pre-primary workers. In 1959 a sub-group on child welfare of the working group on Social Welfare made a recommendation that it was necessary to create a new cadre of child-welfare workers with training in the new integrated approach covering pre-primary education, preventive health, nutrition, recreation and social work.

To meet this end, the Indian Council for Child Welfare was given necessary financial assistance to start the Bal Sevika Training Programme. The first pilot centre was started in Delhi in 1962.

The N.C.E.R.T. New Delhi recognized the need for improving the personnel of the pre-primary teacher training institutions and started a course for teacher educators in 1963 and in 1965 a parallel course was set up in Gandhigram in Madurai. In 1970, the Department of Pre-Primary and Primary Education, organized two workshops, where many prominent workers in the field of pre-primary education worked out a curriculum for a teacher educator's course and one for teacher training institutions.

The State Department of Education have also played a role in the training of pre-primary teachers. Some states like U.P., Kerala etc., run pre-primary teacher training institutes while some others like Maharashtra, Gujarat,
Tamilnadu etc., give grant-in-aid to private organisations for running training programmes. The bulk of the state assistance for pre-primary education is in fact directed towards teacher training.

The University Departments of Child Development and the Home Science Faculties have also been involved in training staff for pre-primary education. Their M.Sc. programmes and the Post-graduate Diploma programmes have made some impact in producing higher level workers in pre-primary education.

Another agency which has contributed a great deal towards training of pre-primary teachers is the Association Montessori International. The AMI under the leadership of Mr. A.M. Jeosten has been running Montessori Training Programmes in different parts of the country. After having traced the agencies which have made significant contributions for pre-primary teacher-training, it may perhaps be right to place some of the outstanding and significant experiments done in the field.

2.4 Significant experimental institutions of pre-primary Teacher Education in India

In India, all these different agencies have made significant contribution for pre-primary teacher-training. Some outstanding experiments are carried on in the field
The Gram Bal Shikshan Kendra, Kosbad

Gram Bal Shikshan Kendra is an educational Institute founded in 1945 by Mrs. Tarabai Medak, the veteran educationist, with the object of working for the cause of child-education in the backward and rural areas of Thana District in the Maharashtra State. In the beginning, the institution worked at Bordi for twelve years and conducted pre-primary programmes and ran a pre-primary training centre. In 1957 the entire institution was shifted from Bordi to Kosbad hills. It runs Rural Bal Sevika Training Centre for tribal women and train them. The pioneering of this institute has a national significance in that it suggests guiding lines for similar work in tribal areas in other parts of the country.

Village Pre-primary schools of Tamil Nadu

The State Social Welfare Board and the Department of Women's Welfare of the Government of the Tamilnadu are organising pre-primary schools in the rural areas of Tamil-Nadu. This centre runs a short training course for about three months at the State Rural Extension Training Centre. This state is the only state that has taken responsibility for pre-primary education on such a large scale.
The Maharashtra Scheme

A new scheme of combined teacher-training for pre-primary along with early primary school has been started. The advantage of this scheme is that it eases the transitional problems of the child, and the teacher is well-equipped to teach at both levels.

2.5 Pre-primary Teacher-Education Development in State of Gujarat

Gujarat has been the pioneer as far as pre-primary education and pre-primary teacher education is concerned. One of the first pre-primary school was started in 1916 in Vaso due to the interest of Maharaja Sayajirao Gaekwad of Baroda. The contribution of Gijubhai Badheka who was inspired by the work of Madame Montessori will always be a landmark in the history of pre-primary education not only in Gujarat but in India. In 1924, Gijubhai Badheka started 'Dakshinamurti' the first pre-primary teacher training institution in Gujarat. The efforts and interest of Shri Gijubhai and Tarabai Modak resulted in the formation of the Nutan Bal Shikshan Sangh. The credit for starting several training programmes for teachers goes to the organization Nutan Bal Shikshan Sangh.

Mahatma Gandhi's contribution to pre-primary education in the way of the pre-basic schools is a very significant
one and the efforts of Manabhai Bhatt in the field of pre-primary education are also very significant.

2.6 Significant experimental institutions of pre-primary teacher-education in State of Gujarat

Swaraj Ashram, Vedeli

With persistent efforts of Shri Jugatram Dave, the Mai Talim Sangh was formed in Gujarat twenty years ago. Under the sangh a chain of Balwadis are run in remote villages of Gujarat. The sangh holds summer camps of 15 days duration to train the local personnel and those who attend four such courses are given a diploma in pre-primary teacher-training. The camp programme have an accent on environmental and personal sanitation. It includes observation of Balwadi activities, preparation of equipments, watching demonstration lessons etc., along with lessons on agriculture, weaving etc. As part of the training, the participants set up Anganwadis around the camp site.

Samaj Kalyan Sangh

Samaj Kalyan Sangh was established in 1958 to undertake all activities towards social welfare and uplift of women and children in the rural areas in Ahmedabad district. The sangh runs a large number of Balwadis for children and craft centres for women for supplementing their
income. The teachers are recruited from the local community and the pattern of training is the same as Swaraj Ashram, Vedoti. The programmes of Samaj Kalyan Sangh are significant because of the element of community involvement in them.

2.7 Types of Pre-Primary Teacher-Education Programme in Gujarat State

Pre-primary teacher training institutions are classified under the following categories.

1. University Managed Training Programmes Graduate and Post-graduate Diploma, Nursery School Education and Early Childhood Education are offered by this programmes. Many colleges of Home Science in various Universities have independent full fledged departments of child-development. They offer B.Sc., and M.Sc., degrees in Home Science with a specialization in Child Development.

2. Government Training Colleges:

   Pre-primary Teacher Training Colleges run by the State Departments of Education.

3. Private Institutions:

   Recognised by the State Government and preparing students for the pre-primary teachers certificate examination.
iv. Balsevika Training Programme:

Pre-primary Teachers' Training Programme by Indian Council for Child Welfare for urban teachers.

v. Rural Balsevika Training Programme

Pre-primary Teachers' Training Programme by Central Social Welfare Board for training rural workers.

vi. Kasturba National Memorial Trust

Pre-primary Teachers' Training for pre-basic teachers.

vii. The Association Montessori International Sponsored training programmes for training of pre-primary teachers.


ix. Short-term training programme run by private organisations.

At present by and large, four major trends seem to have emerged, in the field of pre-primary teacher training: Kindergarten, Montessori, Pre-basic and progressive. However a majority of the training programmes offer a mixture of Montessori, K.G. and progressive educational approaches.

2.8 A Summary of the Recommendations of Various Commissions

Since 1854 a number of committees and commissions had
been appointed in India for suggesting reforms for the improvement of education. All of them remained unconcerned about pre-primary education. The Central Advisory Board of Education's (C.A.B.E.) Second Committee on Basic Education in 1940 did recognise the need for pre-primary education. But only suggested that primary education should be supplemented by nursery schools or classes.

On its revival in 1935, the C.A.B.E. initiated a number of schemes for the educational reconstruction in this country. It appointed a number of special committees. Their reports culminated in the publication of the report entitled, 'Post War Educational Development in India in 1944.' Due to its close association with Sir John Sargent, then the Educational Adviser, it is popularly known as the Sargent Report.

This report gave thought to pre-primary education. It pointed out that State should provide for pre-primary education and popularise pre-primary education amongst Indian people. He stressed the need for the nationalisation of pre-primary education.

The report emphasized the importance of the first five years of life; it said that 'In the educational planning of India, a very impressionable, plastic and educationally potent period of child's life, has received
l{} little attention* To make pre-primary education successful the report rightly pointed out that it was necessary to cultivate a popular public opinion towards it. It was thus urgent for the parents to understand the real meaning of pre-primary education.

The Sargent Report was the first official report which highlighted the need for pre-primary education in India. It suggested that the state should take up the cause of pre-primary education. It stressed all the important aspects of pre-primary education, viz (i) Importance of the first five years of life; (2) education for all-round development of the child; (3) educationally controlled environment with informal instruction through experience; (4) Readiness for primary class; (5) parent education; (6) needs of working mothers; (7) separate types of schools for urban and rural children; (8) establishment of nursery schools and nursery classes; (9) women teachers for infants and (10) special teacher training programme for pre-primary stage.

The publication of this report not only laid the scientific foundation of pre-primary education but gave an impetus to the growth in this country. A new horizon was opened for the great mass of young children in this

The committee on pre-primary education was set up by the Government of Mysore, to review the existing State of Nursery Education in Mysore State and to suggest measures for its reorganisation and improvement. The terms of reference of the committee were as follows:

"To review the present State of Nursery Education and to advise Government on the following issues:

Cognate matters:

i. Suitable curriculum for the nursery schools;
ii. the age range of children for admission;
iii. the minimum general qualification for nursery school teacher;
iv. the duration and content of training courses for nursery school teachers and methods for attracting suitable persons to undergo training;
v. the staff for nursery schools, their pay etc;
vi. measure to adapt for spreading nursery education in the rural areas;
vii. equipment and other items of non-recurring nature necessary for a nursery school;
viii. advisability or otherwise of attaching nursery classes to practising schools for teachers in training;

ix. desirability of attaching infant or nursery classes to primary schools;

x. other questions relating to the development of nursery education;

The Committee made the recommendations on the following issues.

i. The present position and the need for expansion.

ii. The special problem of pre-primary education in the rural areas.

iii. The curriculum, equipment and staff for the pre-primary school.


v. Teachers and their training.

The committees felt that the question of staff for the pre-primary classes and schools was an 'all-important one' as stressed in the Sargent Report. The following recommendations were made by the committee with regard to teacher-training.

I 1. The minimum general educational qualification for a pre-primary school teacher should be the S.S.L.C.
2. Before employment as a teacher in the pre-primary school, teacher should be trained.

II Three types of training courses should be provided:

1. Nursery training should be made a part of the regular teacher-training for primary school teachers. In this course the basic principles of infant education should be included. Provision for observation in an attached nursery school should be made. This course is intended to provide knowledge of pre-primary education to primary school teachers. The teachers who undergo this course may, if they so desire, be permitted to change over to pre-primary teaching after a further short term course of pre-primary school teacher-training.

2. The special course of training for pre-primary school teachers should be of one year's duration. The course should include Child Development, Aims and Methods of Pre-Primary Education, Child Health and Dietetics. The practical part of the course should include observation of individual children and maintenance of a record of observation, observation of the work in a pre-primary school and taking part in the work in the role of an additional teacher, practical
work in a village in which a pre-primary school or section is proposed to be started, working in a children's ward of a hospital or in a Child Welfare Centre, using and making articles of equipment.

3. Short-term training courses of six months' duration should be provided for trained teachers in primary schools who possess the requisite educational qualification and who desire to change over to pre-primary schools. The course should be a condensed one on the same lines as for the one-year course. Those who complete this course should be given the same Diploma as is awarded to those who successfully complete the one-year course.

III 1. There should be a public examination at the end of the course. There should be four papers in the subjects mentioned above. Assessment of practical work should be made on the basis of records of work, preparation and use of teaching aids. The practical and theory parts of the examination should carry equal marks.

2. A diploma should be awarded by the board of pre-primary education on the results of the examination.
IV Helpers in pre-primary schools should also be trained. Courses of one month's duration should be provided in the pre-primary teacher-training centres for this purpose. A certificate should be awarded at the end of the course.

V 1. A person for appointment as a pre-primary school teacher should be selected by the Village Panchayat concerned assisted by the Education Department in regard to the educational side of selection. The selected person should be trained at Government expense. In case a person with the S.S.L.C. qualification is not available, a selection may be made from among suitable persons who are at some intermediate stage of their general education beyond the primary. The selected persons, who will be girls generally, should be given scholarships. Girls may be given scholarships under the scheme of girls scholarships to enable them to complete the S.S.L.C. Such pupils should be encouraged to take education or home science as an elective subject for the higher secondary course.

2. Psychological tests for assisting in the selection of teachers should be devised in co-operation with the Psychology Department of the Mysore University. For the present, the
selection of teachers should be made by a Board of Selection appointed by the Education Department or Municipality. The selection should be made before training.

3. The selection of trainees for the teachers training course should be made by Boards of the Education Department which should include Heads of the pre-primary teacher training institutions. The selection should be made from among candidates whose names are sent up by the Village Panchayat, Taluka Board or Municipal authority with due regard to the future possibility of the candidates being absorbed as teachers in the area concerned.

VI Stipends of Rs. 30 per month should be given to trainees during their training course.

VII The programme of expansion of pre-primary teacher training facilities should be co-ordinated to the programme of expansion of pre-primary schools. The latter will depend on the response of the Village Panchayats, Taluka Boards and Municipalities to the schemes of expansion which will require their effort and financial co-operation. The firm policy of Government in regard to pre-primary education should be declared in order to attract private effort.
There are now two pre-primary teacher training centres and eighteen more institutions should be established by Government so that each educational district in the State may have one institution at least. The intake of each institution may be 40 trainees, considering the facilities that might be made available for practical observation and work in the attached pre-primary schools. The existing and new centres will produce 800 trained teachers every year. This would necessitate a programme of expansion of pre-primary schools at the rate of 800 schools every year at the end of 5 years. Further expansion may be undertaken after this target is realised.

Report of the Committee on Child Care, Central Social Welfare Board, 1961-62

C.S.W.B. decided to appoint a committee to prepare a comprehensive plan for the care and training of children between the age of 0 to 6. The emphasis was on the need to promote the growth and development of children through pre-primary schools.


Towards the end of the Third Five Year Plan a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined
effort at educational reconstruction. Education Commission was appointed by the Government of India by a resolution to advise the Government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects.

The Kothari Commission's recommendations that pre-primary education should be considered as an essential adjunct of the national system of education is indeed a significant step in the history of Indian pre-primary education.

The pre-primary development centres as suggested by the commission also deserve attention. The main objective of this centre is to take pre-primary education to the rural areas. The centre's major function will be to train rural women of minimum educational qualifications in pre-primary education through a series of simple courses.

Another significant recommendation of the commission is that the State Institute of Education should play the leadership role in the promotion of pre-primary education in their respective states. As the institutes are already working in the area of primary education, it is only natural that they should also be concerned with pre-primary education.

In the area of pre-primary teacher-education, the commission's recommendations for the establishment of
comprehensive colleges to prepare teachers for several stages of education is noteworthy. It should lead to a raise in the status of pre-primary teacher education. Having a phased programme of upgrading the pre-primary training institutions along with the primary training schools to the collegiate standard will also lead to the improvement of pre-primary teacher education. The suggestion of having a State Board of Teacher Education to bridge the gap during the transitional period between the training institutions and the universities is also a very practical one.

Another important suggestion that the commission has made with reference to the status of pre-primary teachers is to fix the scales of pay according to the qualifications and not according to the pre-primary, lower primary or higher secondary schools in which they might be serving.

This should induce better qualified teachers to teach at the lower stages. The suggestion to introduce a selection grade and to enforce the untrained teachers to work on the starting salary until they are trained will also serve as incentives for teachers to undergo training.

The findings of the commission, recommendations really indicate a revolutionary change but all the more what is important is the implementation of these recommendations.

The Government set up Ganga Sharan Committee (in the Department of Social Welfare) to determine the adequate needs of children in various fields of development to assess the requirement of funds act personnel, and to suggest suitable programmes. The committee has reviewed the problem of providing adequate facilities for all children from both qualitative and quantitative angles.

Recommendations

The committee has noted objectives as indicated by the Education Commission for pre-primary education and recommended to meet the social needs such as care of children of working mothers and that pace of development at this stage should be accelerated to reach at least 10 percent of the age groups in a period of 10 years beginning from 1969-70. In 1978-79 the annual cost per child for pre-primary education is estimated to be Rs. 75/-.

The provision of building for pre-primary school should be left to local community and the Government and community should jointly take up the responsibility of supplying nutritive food.

The working group on production and supply of educational equipment and toys for pre-primary children (1967) had recommended the adoption of educational equipment and toys for children according to their age so that they can adjust to their environment and develop human contacts and relationship.


The provision of an integrated service covering education, health, nutrition and welfare to the pre-primary child is a very important programme in creating equality of educational opportunity. Such services which now cover about one million children should be rapidly expanded to cover two million children by the end of the Fourth Plan and five million children of 10 percent of the age group 3 to 5 by 1981. A variety of operational models should be developed to suit local conditions, workers of different categories required for the programme should be trained; teaching materials and necessary equipment should also be manufactured on an adequate scale and the need guidance
and materials and funds are also to be fully harnessed. The cost of the programme during the remaining period of the fourth plan would be about Rs. 30 crores, inclusive of the provision of Rs. 4 crores made at present.

The historical review on pre-primary teacher training leads the investigator to analyse the study into the context of the historical retrospect and what development has taken place in the directions of various recommendations.