SUMMARY
6.1 INTRODUCTION

Quality education is the need of the day in the changing world scenario. It demands changes in the objectives of education and curriculum strategies at all stages especially the pre-school stage.

The present day system of pre-school education emphasizes learning of 3 R's. The curriculum is suited to attain cognitive objectives but it may not achieve effective domain or psychomotor objectives. Fruitful pre-school education provides a school readiness programme to the child. Besides preparing the child with the concepts, languages, physical skills, it also helps the child to develop other competencies too i.e. getting along with other children, following the routine programme, learning to sit and concentrate on an activity for a period of time and widening of the attention span etc.

Pre-school education, to some extent, also leads to reduction in the number of dropouts and failures at the primary level. It is a well known fact that pre-primary education forms the foundation for further education. Thus pre-school education in the fast changing world has become a necessity.

Some recent trends in pre-school education, especially the more formal academic emphasis are a cause of concern. Most of the existing pre-schools are highly academic, teacher-oriented, rigidly scheduled, over crowded and dependent upon workbooks.

The present study “Development and evaluation of an activity centred curriculum for nursery children in terms of physical, social and intellectual
growth" is a step in this direction. It was conducted to develop and evaluate the
effectiveness of the activity centred curriculum as against the traditional
curriculum.

Most of the researches reflect a positive relationship between pre-school
education and better reading achievement and academic skills in later life. The
instructional understanding and gain in educational growth in children who had
been to a pre-school.

Studies also show a positive trend for social development in those
children who are emotionally secure in pre-schools and are weaned away from
advocated planned pre-school activities for physical development. Lee (1988)
Bahera (1997) Hakonsson (1996) analyzed the problems of pre-school
education in relation to cognitive development and gave remedial measures.

Parental involvement is another aspect which has generated a lot of
interest amongst researchers to explore the role of parents in pre-school
intervention. Denn Robert (2000) studied paternal participation in early childhood
education under the title "kindergarten dads". Many other studies like Goswamy
shared the problems faced by the parents and suggestions to improve preschool
education programme with the co-operative participation of the parents. Parent's
involvement was found to be particularly important in the facilitation of children's trust in the teacher.

Most of the studies conducted are on the academic achievement only. Physical, social and cognitive developments are significant aspects to be developed at pre-school age level. Children learn all developmental components simultaneously not individually. Our goal as educators must be clear. We must design our curriculum to achieve these goals and to help all children to become successful learners. So a need was felt to conduct a study on the all round development and to support a curriculum which is activity centred. This study is an attempt to develop a curriculum for pre-schoolers according to their physical, social and cognitive development.

6.2 STATEMENT OF THE PROBLEM

"Development and evaluation of an activity centred curriculum for nursery children in terms of physical, social and intellectual growth".

6.3 DELIMITATIONS

The study was limited to two hundred students drawn from the nursery schools of Jalandhar City only. The study was further confined to physical, social and cognitive development.

6.4 OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

- To study the existing curricula of nursery class followed by different nursery sc of Jalandhar city.
- To analyse the curricula of nursery class in the light of objectives laid dow Kothari Commission (1964-1966) for pre-schoolers.
• To construct an activity centred curriculum framework for nursery class to meet the social, physical and intellectual needs.
• To evaluate effectiveness of activity centred curriculum in terms of physical, social and mental growth.
• To study the interaction of activity centred curriculum, gender and place of residence.

6.5 HYPOTHESES OF THE STUDY:

The present study was conducted to test the following hypotheses:

• There will be significant differences in cognitive development of the groups exposed to activity centred curriculum and traditional curriculum.
• Students exposed to activity centred curriculum will show significant differences in the acquisition of social skills as compared to students exposed to traditional curriculum.
• The activity centred curriculum will effect significantly the physical development of the children.

• (a) There will not be any significant differences in the cognitive development of boys and girls irrespective of the type of curriculum.
(b) There will not be any significant differences in the social development of boys and girls.
(c) There will not be any significant differences in the physical growth of boys and girls.
• (a) Place of residence makes no significant differences in the cognitive development of children.
(b) Place of residence makes no significant differences in the social development of children.

(c) Place of residence makes no significant differences in the physical growth of children.

First Order Interactional Hypotheses

- There will not be any significant interaction between curriculum, types and gender.
- The interaction between type of curriculum and place of residence will be insignificant.
- Interaction between gender and place of residence does not affect significantly physical social and cognitive development.

Second Order Interactional Hypothesis:

1. There will not be significant interaction among variables-curriculum type, gender, and place of residence.

6.6 DESIGN OF THE STUDY

The study was conducted through pre-test, post-test 2x2x2 factorial quasi experimental design. Three tests were used as pre-tests and post-tests to measure physical, social and cognitive development.

6.7 SAMPLE

The study was based on a sample of 200 students of nursery class taken from four different schools of Jalandhar. Randomisation was done for the selection of schools and for the selection of sections. The complete section was taken as a group.
6.8 TOOLS USED

The following tools were used for the collection of data during the study.

♦ Boehm's test of basic concepts for pre schoolers adapted to Indian condition.
♦ Social behaviour measuring schedule.
♦ Physical development assessment scale.

6.9 PROCEDURE

The study was proceeded under three main steps i.e. planning, execution and evaluation. The planning started with phase-I in which content analysis of the existing nursery schools was done. Feedback was taken from principals, teachers, parents and also through actual observations in the existing school activities. In the light of all these factors the objectives were outlined and a curriculum was chalked out.

The sample was administered pre tests before treatment. The total sample was then divided into two groups. One group was taught through activity centred curriculum and the other through traditional curriculum. For effective transaction of the activity centred curriculum a yearly, monthly and daily schedule was prepared and weekly plans were worked out. Enough scope was provided for the flexibility on the part of the teacher. The teacher was allowed to make flexible arrangements for the repetition of popular activities and for the teacher's own innovations.

This experimental phase lasted for one full session. At the end of the experiment, both the groups were administered tests to assess physical, social and cognitive development.
6.10 DATA COLLECTION:

The responses of the students on all the tests were scored as per the scoring procedure given under the respective tests. The data yielded following scores.

1. Pre test scores of the measure, physical growth.
2. Pre test scores of the measure, social development
3. Pre test scores of the measure, cognitive development
4. Post test scores of the measure physical growth
5. Post test scores of the measure, social development
6. Post test scores of the measure, cognitive development

6.11 STATISTICAL DESIGN

The data collected was subjected to statistical analysis through descriptive and inferential statistic. Descriptive statistics in the form of mean, median, standard deviation, skewness and kurtosis were worked out to study the nature and distribution of scores. Inferential statistic were carried out by computing ANOVA (2x2x2) and t-test to test the hypotheses.

The summary of analysis of variance for gain scores in physical, social and intellectual growth is given.
Table showing Summary of Analysis of variance (2x2x2) with respect to physical development

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degree of Freedom</th>
<th>Mean Squares</th>
<th>F-ratios</th>
<th>Level of Significance</th>
</tr>
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<tr>
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Table showing summary of analysis of variance (2x2x2) with respect to social development

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Table showing summary of analysis of variance (2x2x2) with respect to cognitive development

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</table>

6.12 RESULTS AND CONCLUSION:

The results of the present study threw a valuable light on the usefulness of the activity centred curriculum for nursery children. Children exposed to activity centred curriculum gave better results than children exposed to traditional curriculum with respect to physical, social and intellectual development.

Conclusions

1 Activity centred curriculum proved to be better curriculum as compared to the existing curriculum of nursery class, particularly for physical and social development of pre-school children.

2 Boys development was greater than that of girls irrespective of type of curriculum.

3 Urban children's development was more as compared to rural children
for physical and social development, irrespective of the type of curriculum and gender. However rural children of the activity centred curriculum scored higher with respect to intellectual development.

4 Interaction between curriculum type and gender (A * B) came to be significant when denominator in F-ratios was within variance. But when F-ratios were calculated by dividing curriculum type variance and gender variance by interaction variance, the result was found to be non significant. t-ratios between levels of curriculum and levels of gender were found to be significant showing that interaction was not due to crossing over the levels of variables but difference in the Means of groups in the same variable. It can be concluded that there is no real interaction between the variables. The interaction was caused by greater variance between levels of the same variable.

6.13 EDUCATIONAL IMPLICATIONS

The study revealed many educational implications for early childhood curriculum developers, principals, teachers and parents.

Interview with the parents, teachers and principals revealed that most of the parents stress on the teaching of 3 R's. There is a need to orient the parents about the concept and purposes of pre-schooling that pre-school is meant for preparing the child for schooling.

Principals and teachers should transact curriculum framework for nursery class through playway activities. It was found through personal observations by the investigator that the toys and the play material is not frequently used for teaching purposes. Schools should ensure the care of the physical well being
and should encourage for regular check-ups and health records to be maintained by taking co-operation of the parents.

Opportunity should be provided for motor co-ordination and muscular development. The children should be taken out of school to study their immediate surroundings. Social habits such as table manners, toilet habits, management of self, tolerance, sharing should be considered. Opportunities should be provided to the children where they can learn these social qualities.

Seasonal and relevant co-relation with daily life should be given importance. Instead of untrained ays, trained personnel should be kept as teachers. At the nursery stage, only those teachers should be engaged who have love for children and who care for the holistic development of the child.

6.14 SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions may be considered for further studies:

1. The present study was delimited to nursery students only. The study can be extended to other classes also.

2. The present study was delimited to nursery schools of Jalandhar city only. The same can be extended to wider areas for wider generalisations.

3. The present study was conducted for three variables i.e. physical, social and cognitive. Other variables like emotional development, motor development etc. can also be taken for research.

4. A comparative study of the nursery children enrolled in government and private schools can be made. Anganwadis can also be included in comparative research.
5. A systematic study to evaluate training / refresher programs for pre-school teachers can be conducted. In the present study, it was observed that limited expertise was available in the schools.

6. Some follow up studies may be conducted to know about the retention and achievement of the children of present study while they are in primary grades.