CHAPTER I

INTRODUCTION

Education is as old as the human race. Its importance for the development of human potential has been realised since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought, have eloquently sung its praises in all ages. Aristotle has gone to the extent of saying, "Educated man are as much superior to uneducated as the living beings are to the dead". Bhagavad Gita also says, "Nothing is more purifying on the earth than knowledge".

Education is a continuous process. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to conditions then prevailing. As in Rigveda, education has been defined as, "some thing which makes a man self-reliant and selfless". Kautilya says, "Education means training for the country and love for the nation." According to Vivekananda, "Education is the manifestation of divine perfection, already existing in man". "By education" says Mahatma Gandhi, "I mean all round drawing
out of the best in child and man .... body, mind and spirit". Aristotle says, "Education is the creation of sound mind in sound body". Defining education, Sir T.P. Nun says, "Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity". In the words of John Devey, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibility". Thus education helps a person in the unfolding of his personality by bringing forth and revealing the potential qualities in him. It develops the skills, and nourishes the thinking qualities of the learner. It affords a mean for a person to earn his livelihood and also serves the society in several ways. It is the education which enables man to form a proper attitude towards life. Our life is full of problems and education shows us the ways to solve those problems. Thus the great contribution of education is to make our lives happy, progressive and civilized.

In the growth and development of a child, education plays the most vital part. It not only introduces the child to healthy norms of the society but also induces in him the consciousness to maintain and develop that society. In short, education is able to
instil in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands for an ever changing society, of which he is an integral part. But child is not an artesian well, where we put a funnel and water will flush out. He is like a bank, where some thing must be put before we expect to draw out. All forms of human societies make some kind of educational provision for this purpose, whether it be through the simple forms of education or through an elaborate systems of schools.

The Sargent Report (1944) observed, "An adequate provision of pre-primary instruction in the form of Nursery Schools or classes is an essential adjunct to any national system of education". Constitution of free India made the following provision under article 45, "The state shall endeavour to provide within a period of 10 years from the commencement of this constitution free and compulsory education for all the children until they complete the age of fourteen years". It is a popular view that the child's first real break from home occurs when he or she enters the school for the first time at about five years of age. However, in practice, this is not the first break for the child, because there is also an earlier stage of pre-school setting which is prior to entry into primary school. The pre-school education of child helps him in breaking the
barriers which separate the environment of school and home particularly among the children belonging to disadvantaged groups.

Educators ..... right from Plato to Maria Montessori and Mahatma Gandhi ..... in fact all eminent educators have realised the importance of caring for the early years of the child. So much so that a psychologist went to the extent of saying, "Give me the first five years of the child and take the rest of my life". It has been fully appreciated that the first six years of an individual's life are plastic and impressionable. It is during these years that the foundations of habits of mental, moral or physical health are laid. Future social prejudices and social maladjustments can be removed by the provision of a properly "controlled environment" for the children when they are passing through these years. If the child is properly guided at this stage, he will develop right type of habits and attitudes, otherwise, development, though will be there, it may not be in the desirable direction. Thus early childhood education is of great importance.

"The real education", as Gandhi said, "begins from the conception, as the mother begins to take up the responsibility of the child". So pre-primary education extends from the birth of the child to his entrance, at the
age of five or six, into the first year of the primary school. It includes parental education, pre-natal and post-natal care, and early infancy training.

1-1 Objectives of Pre-Primary Education

The objectives of pre-primary education may be stated as:

-- to develop in the child good health, habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning, etc.;

-- to develop desirable social attitudes and manners and to encourage healthy group participation, making the child sensitive to the rights and privileges of others;

-- to develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions;

-- to encourage aesthetic appreciation;

-- to stimulate the beginnings of intellectual curiosity concerning the environment and to help him understand the world in which he lives, and to foster new interests through opportunities to explore, investigate and experiment;

-- to encourage independence and creativity by providing the child with sufficient opportunities for self-
to develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech; and
-- to develop in the child a good physique, adequate muscular co-ordination and basic motor skills.

1-2 Survey of the Related Literature

A review of the research studies conducted on various aspects of pre-school education reveals that whereas a lot of research work has been done on various aspects of pre-school education in the western countries, very little efforts have been made in India. Very few researches have been conducted in the field of pre-primary education in general and in the evaluation of efficacy of pre-primary school education in particular.

Few studies related to some important aspects of pre-primary education have been reviewed here.

The Plowden Committee (1967) in Nigeria identified parental attitudes as more important than material circumstances of the home or variations in school for educational success.

Tausch (1968) published a study on the attitude of kindergarten teachers showing that the climate in kindergarten is authoritarian with initiating most of the activities. This was particularly during verbal classroom interaction.
Muthayya, Naidu, Ranga Charyula (1974) evaluated the programme of child welfare in Andhra Pradesh and found: (i) The health programmes had fulfilled felt needs of the villagers as they were able to avail of the facilities proximal to the village. Mahila mandals and balwadis were not functioning in a co-ordinated way, (ii) The people's participation in all the programmes was not encouraging as per the reports of leaders, (iii) The beneficiaries had a favourable opinion of the educational programmes like balwadis and creche programmes, especially meant for working mothers.

Muthayya (1974) conducted a purposive study in Andhra pradesh on the existing conditions of child welfare. The major objectives of the study were: (i) to evaluate the education programmes for children, and (ii) to find out the attitude of parents towards child education. He found that (i) The males had a more favourable attitude to child education than the females, (ii) The attitude of respondents regarding education of young children and the role of money for education was uncertain. The male respondents maintained a more favourable attitude than the females. So also, the high socio-economic group had a more favourable attitude than the low socio-economic group, (iii) As for as attitude towards teachers and Harijans was concerned, it was most favourable. But males had a more
favourable attitude than females.

Muralidharan and Banerji (1974) conducted a study to know the effect of pre-school education on the language and intellectual development of underprivileged children. The results of this study indicated that the children who had two years pre-schooling had done consistently better in all aspects of language development than the children who had no pre-schooling education. The first group was found to have a much higher score in intellectual development than the second group. The differences were found to be highly significant.

American Alliance for Health, Physical Education, and Recreation, Washington (1974) examined three aspects of elementary physical education. These aspects were (i) movement education, (ii) perceptual-motor development programmes, and (iii) the multidisciplinary approach. It was observed that "physical education is movement education". Its goal is to develop child's ability to adjust movements to different situation by activities like throw and move. It is suggested that physical education programmes should not be too formal and should encourage children to use a variety of motor patterns.

Bevli (1974) investigated that the development of language is very important in the pre-school period, as it was at this stage that the child, for the first time, was
able to speak freely. Language ability got gradually integrated with other fields of behaviour by the end of the pre-school stage.

Buck, Mildred, Kennealy and Jane (1974) studied the social development and behaviour of the children of Saint Louis Public Schools in Washington. The information regarding the intellectual and social competencies of the children was obtained from their parents with the help of B.K. parental checklist. The data was used to compare social and intellectual competencies of normal and educationally mentally retarded children.

Hocpfner, Ralph, Fink, Arlene (1974) prepared an evaluative report on pre-school programme. This report describes the comprehensive evaluation study of the California State Pre-school programme which involved elementary school children in educationally disadvantaged areas throughout California. Various test scores of approximately 6000 children in Kindergarten, first and second grade who had previously participated for at least a year in the State Pre-school programme were compared to the scores of two other groups of children, those who were not graduates of any identifiable pre-school programme and those who had attended a children's Centre Programme. Evaluation was based on student scores on the Entry level Test, Co-operative Primary Test, Attitude to School
Questionnaire, Students Productivity Index, and attendance records. Comparisons were made between the performance, motivation, and productivity test scores of students.

Taylor (1975) evaluated the "Teach-a-Tot Children's Centre" in St. John's Memorial University Newfoundland. Results from the evaluation indicated the following: (i) significant posttest differences between experimental and the control children in linguistic, intellectual and social development; (ii) no significant differences between part time and full time students; (iii) clear medical benefits for centre children. The evaluation suggested overall benefits for the children involved in the programme and indicated areas needing improvement or further research.

Austin, Gilbert and Laura (1975) conducted study on Early Childhood Education in Scandinavia and found that the increasing demand for pre-school education in Denmark, Finland, Norway and Sweden is related to low birth rates together with increased employment of women and the general demand for equality of educational opportunity. The pre-school programmes offered them to emphasize a rich play experience, provision of varied non-structured material, linguistic skills, and social and emotional development.

Programme Evaluation organization, (1976) of the Planning Commission conducted a comprehensive evaluation
study on the ICDS programme which included a base line survey in 1976 and a repeated survey in 1977-78. Although the Programmes Evaluation Organization (PEO) evaluation brought out deficiencies in lack of co-ordination, identification of the target beneficiaries, supervision of anganwadis etc., it gave some very positive findings. It revealed that two-third of the beneficiaries covered by the programme belong to the scheduled castes, scheduled tribes, and other weaker sections of society, that benefits of the programme have reached the beneficiaries from low-income families and beneficiaries under various services.

Atre (1976) conducted a comparative study of the Marathi Bal Bharati vocabulary and the vocabulary of pre-school children and found that (i) the vocabulary of the Marathi Bal Bharati for standard I consisted of 843 different words, (ii) Of these 843 words, 687 words formed a part of the pre-school vocabulary whereas the remaining 156 words were of doubtful status, (iii) In relation of Bal Bharati Vocabulary, the pre-school vocabulary of rural children was smaller than that of urban children (iv) There was no difference between the pre-school vocabulary of the children who had attended pre-primary classes and that of the children who had not.

World Health Organization, Geneva (1977) published a report on 'Child Mental Health and
Psychological Development'. This report of World Health Organization Expert Committee discusses the importance of ensuring healthy psychosocial development and the prevention and treatment of mental health of existing services in most countries. The first section reviews the current world situation in child mental health, emphasizing: (i) population characteristics, (ii) epidemiological and developmental features, and (iii) patterns of existing services. The second section examines the possibilities for action specifically principles of intervention; preventive and treatment measures; service provisions and personnel development; and planning and coordination. The final section offers recommendations to those who formulate national policies, deploy financial resources and personnel, and develop services in the following areas: prevention and treatment of childhood mental disorders and fostering of healthy psychosocial development; development of etiological knowledge; programme planning and co-ordination; training of child mental health personnel.

Chazan (1978) found that two major issues have dominated attention since the early 1960s, namely questions concerning parental involvement and of family influence. These issues cross several common concerns in early childhood education, which he identifies as follows:
(a) The compensatory and preventative role of early childhood education;
(b) Curriculum development and evaluation;
(c) Forms of grouping;
(d) Staff training and involvement;
(e) The role of the mass media;
(f) Articulation between pre-school and primary school;
(g) Home-based educational intervention;
(h) Early education of handicapped children.

Singh, Gopal and Murty (1978) conducted an evaluative study on Balwadis. The major findings of the study were: (i) Reasons given by parents of beneficiaries for sending their children to balwadis were attainment of 3Rs followed by acquisition of good habits, development of creative abilities, personal hygiene, children being cared for in the absence of parents, provision of nutritional supplements, persuasion by others and advantages for later schooling. 42.7 per cent parents of non-beneficiaries did not give any reason for not sending their children to balwadis, other indicated lack of escort, parents lack of interest, inaccessibility of balwadi and inability to bear expenditure as some of the reasons, (ii) A majority of balwadis run by the ICCW in Andhra Pradesh had no provision for out-door play, creative handwork, drawing painting and nature study, (iii) As many as 69 per cent of teachers
reported that children of balwadis learnt easily in primary schools and three-fourth of the teachers in Andhra pradesh and Karnataka said children were also more regular and punctual, more neat and clean, with better socialization, adjusted easily in schools and showed ease of learning.

Stabile, Carole Cummings (1978) conducted a study on pre-school education in the Union Territory of Delhi. This study gives an overview of education in India from ancient times to the present and presents data from brief visits to seven schools which provides early childhood education in the Union Territory of Delhi. The schools visited were either parochial, public, government corporation, or private schools. Data collection problems (including time limitations and teacher apprehension) are noted. The programmes are described, and a brief discussion of the relation of programme effectiveness and programme goals is given. It is concluded that the emphasis on early childhood education in India is likely to remain strong.

Farley (1979) conducted a comparative study to see the effects of a formal kindergarten experience on the adjustment of children enrolled in a first grade programme in South Carolina. Two groups of children were used in this study. The non-kindergarten group was made up of 65 children, 34 boys and 31 girls, who had no previous
kindergarten experience before entering first grade. The kindergarten group was made up of 109 children, 56 boys and 53 girls, who had same type of formal kindergarten experience before entering first grade. It was concluded that children who have had a kindergarten experience appear to have an initial advantage over children who have not had such an experience upon entering first grade. Children who have had a kindergarten experience perceive themselves differently than those who have not had such an experience. The first grade teachers consider children who have had a kindergarten experiences as more mature socially, emotionally and intellectually than those who had not had a kindergarten experience. Parents, when rating their children evidenced a tendency to rate those who had a kindergarten experience higher than those who had not had a kindergarten experience in the social, emotional, and intellectual areas.

Ram Kumar (1979) in his study found that the number of privately managed pre-primary schools were more, and in recent times there had been an increase in their number; most of the aided and unaided institutions were run by religious organizations or societies. (Mostly female teachers were employed and they were trained either in nursery education of kindergarten methods and had a minimum qualification of SSLC. (iii) Physical facilities and
amenities like water and electricity were limited. (iv) There were no separate rooms for taking lunch, and the children were asked to take it in the school corridors and classrooms. (v) The parent teacher meetings were held at the end of the year and they seemed to be not very effective. (vii) Financial benefits to the teachers were limited; very few schools were having the system of provident fund, insurance and pension.

Yeli (1979) conducted a critical study of pre-primary education in Karnataka. The important findings of the study were: (i) The nursery type schools dominated the entire fabric of pre-primary schools in Karnataka. (ii) Most of the pre-primary schools did not have their own buildings. The situation was even more acute in the rural schools and those in hill stations; all most all the schools did not posses playground, garden and modern amenities necessary for any pre-primary schools. (iii) Many schools did not have proper facilities for indoor activities and library facilities for teachers. (iv) The pupil-teacher ratio in the pre-primary schools was approximately 46:1. Only 35 per cent schools sent progress reports to parents. (v) The average percentage of the schools having parent teacher association was not very high.

Figures, Cleo (1980) evaluated the child care
programme in Philadelphia and found that the child care programme emphasises to develop social interaction/rapport. Results revealed that in comparison with Total School District Pre-kindergarten, Child Care ranked high in gross motor and social interaction rapport categories. Results also indicated that the child care programme performance was better than the average of other programmes in language for all age groups.

Hall, Orcatt and Larry (1980) conducted an evaluative study on early education in America. As a result of this evaluation, specific roles and responsibilities emerged for the personnel involved: evaluator, supervisor, teachers, and administrator. Specific guidelines for the selection, administration, and use of pre-school test were also developed.

NIPCCD (1980) conducted a study on pre-school education. The major findings were: (i) The majority of the anganwadis (90), were located at sites that were easily accessible to children, (ii) No separate kitchen, toilet or water service was found in majority of the centres, (iii) Play space in 83 per cent of the anganwadis was insufficient, (iv) All the respondents were aware of the ICDS programme, nutrition and attendance was found more at meal times as compared to that during the pre-school activities, particularly in Delhi, Rajasthan and Uttar
Pradesh, (v) Children who attended the anganwadi dressed well, and children in urban and rural areas were cleaner than tribal children.

Rao (1980) studied the effect of pre-school education on Primary and Secondary school education and investigated that (i) The achievement of the children with pre-school education was higher than that of the children without such education in class-I Telugu and Mathematics and Class-VII English and Telugu, (ii) The scores of the children with pre-school education in classes-III and VIII Telugu vocabulary scale and class-VIII for Telgu handwriting scale did not differ from those children who did not receive such education, (iii) Regarding personal and social characteristics, the children who had the benefit of pre-school education were superior to those children who did not receive any such education in respect of picture-drawing ability, punctuality and participation in games and sports.

Banu (1981) conducted study on 'A Critical Evaluation of Problems of Balwadis and Anganwadis in Shimla District' and concluded that (i) Except one Balwadi all had at least one room but dinning facility, bathroom facility, playgrounds and drinking water facilities were not up to the mark in many Balwadis. Some of the students i.e. 261 have to walk more than one kilometre distance for attending
the Balwadis which is not very fair. Most of the Balwadis were suitably located. The strength was satisfactory, (ii) The furniture was deficit in most of the Balwadis and need to be provided with adequately, (iii) In most of the Balwadis, the teaching aids were available but in some of them they were conspicuous by their absence, (iv) The cooperation from Panchayat, primary health centres, educational institutions, mothers and the village people was satisfactory, in case of most of the institutions. However, it needs to be improved in case of a few, (v) The anganwadi programme is not yet in full operation in this district and thus could be evaluated in a systematic way.

Yogini, Pathak and Dave (1981) conducted a study, "An Evaluation of Effect of Participation Programme on overall development of children of a Municipal Nursery School in Baroda" and found that in all the areas of development, the children showed improved performance in the post-participation observation, with the exception of socialization (which showed a negative result). The overall development of the children also shows improvement but the effect is small (only 10 per cent).

Narula (1982) investigated that most of the boys and girls preferred to play with building blocks, ball frames, coloured trays, fruit sets, building sets, beads, bricks, hole fixing boxes, musical instruments, picture
boxes, alphabets and water, (ii) In the case of outdoor games, boys and girls preferred to play with double ladder, jungle jim, sand boxes, swings, merry-go-round, rocking boat, rocking horses, slides, sea-saw falls, jumping mats and rings, (iii) Socio-economic status did not influence the play preferences of boys and girls at junior or senior stages, if given equal opportunity.

Deka (1982) conducted a study on organization of pre-primary education in Assam and found that (i) There did not exist a definite set of objectives for pre-school education, (ii) There was no clear policy or direction by the State Government in respect of pre-school institutions, (iii) A number of short comings including (a) lack of co-ordination of activities by pre-school institution, (b) shortage of competent, qualified and trained educational administrators, (c) absence of proper health care, (d) prevalence of uncongenial environmental conditions, (e) inadequate facilities for the training of personnel for pre-school education for long-term as well as short term course, (f) high child-teacher ratio, and (g) near non-existence of children's books and teachers manuals and other teaching aids especially in Assamese language, were revealed.

Widge and Aijaz (1986) conducted a study to assess the functioning of ICDS in the states of karnataka.
Nagaland, Rajasthan and Delhi. They observed that out of the six components of package of services i.e. (i) supplementary nutrition, (ii) immunization, (iii) health check up, (iv) non-formal pre-school education, (v) nutrition and health education and (vi) referral services, the last two type of services were not being provided at all. They concluded that the main attraction for enrolment in the anganwadi centres was the provision of supplementary food. In short, ICDS is only a paper tiger.

Mistry, Kaul, and Dhar (1986) conducted an in-depth study of non-formal pre-school education component of the ICDS project and found that the impact of the anganwadi experience on the exposed children was significant. But the impact was not dramatic. In relation to primary education, the trend was in favour of the exposed group. But it was evident that, to have a lasting effect, there was a need for developing linkages between pre-school experience and primary education and for improving the quality of schooling as well as community based services.

NIPCCD (1986) in a study on community participation found that intervention made a difference not only in awareness but also in participation and perception as observed from the post-indepth phase. The experimental group showed a significant rise in the scores on all dimensions of community participation in both the better
performing and poorly performing anganwadis.

Seshamma and Karanam (1986) studied the attitude of pre-school teachers towards pre-school education programme and found (a) A majority of the teachers in all set up considered play as very essential, (ii) Amongst anganwadi workers, 97 per cent accepted play as essential, 80 per cent had positive attitudes towards water play, sand play, organised play activities. Of the 35 anganwadis surveyed, 27 emerged as 'B' grade and eight as 'C' grade on the basis of the scores on pre-school evaluation scales.

Tarapore, Despande, and Pandse (1986) studied the Non-formal pre-school components of ICDS project. Fifteen anganwadi workers from the block were selected. About 570 women beneficiaries formed the sample. For phase-II, the sample consisted formal pre-school education, children of I and II standards of primary schools, and mothers and teachers of these children. The performance of children from Higher Rating Anganwadis (HRA), Lower Rating Anganwadis (LRA), and non-ICDS was compared in the areas of personal information, gross and finer motor development, conceptual and readiness skills, auditory and visual discrimination, language skills and comprehension, and personal social skills. It was found that HRA and Non-ICDS children performed better than the LRA group.

Van Denberg, Owencvergnani Tania (1986) conducted
study on the implementation of national system of pre-
school provision for South Africa and investigated that (i) 
a national system of pre-school provision must be based 
upon the factors that influence the young child, (ii) some 
form of stage subsidy is necessary, and the major short 
comings of pre-school provision in South Africa are the 
lack of sufficient places for all those who need to be 
accommodated, lack of sufficient funding to maintain a 
viable pre-school service, and lack of anything approaching 
sufficient members of competent staff to run the centres. 

Srivastava (1987) evaluated pre-primary programme 
for children in JBAS Women's College, Madras. In a 
project, "Cognitively Oriented Programme for Pre-school 
Children (COPPC)", an inservice training course for 
grassroots level workers was developed. The activities and 
achievements of the COPPC project were evaluated by 
examining the impact of the innovative training 
methodology. The change in the development of the 
knowledge, skills, and attitudes of pre-school teachers and 
supervisors and also their pre-school children in terms of 
their language, cognitive development, personality and 
creativity were evaluated. The findings showed : (i) 
Skills and knowledge of COPPC workers improved with 
training, (ii) There were positive changes in attitudes 
especially attitudes towards self, other and one's job.
Murlidharan and Pankajan (1987) in a study found that in most of the tasks, the children whose teachers had two years training scored highest. Next came the anganwadi children, followed by the children whose teachers had six months training, (ii) AWWs, if well trained, could organize effective pre-school programme.

Singh (1988) conducted a research at NIPCCD on ICDS project in the thickly populated Jama Masjid area of Old Delhi. It was observed that the Anganwadi Workers having higher secondary qualifications were more committed to their job than graduates and above. The later tended to treat the job more as a stepping stone. It was suggested that, in matters of recruitment, this point should receive due consideration.

It was found that, out of the 16 Anganwadi workers, as many as 10 were residing outside the project area although they had earlier indicated their addresses within the project area. This resulted in greater dependence on helpers in running of Anganwadis. Those anganwadi workers who had undergone training three to four years earlier tended to show better performance than those who completed their training five or six years back.

Joshi (1989) studied the attitude of students, teachers and parents towards tuition class in which he divided Likert type attitude scale in Gujrati Language to
measure attitude towards tuition classes. He employed the same procedure for preparation and scoring of the scale as has been prepared by Likert.

Rao (1990) in a study "Why do Children Abstaining from School" found that overcrowded classrooms, unhygienic conditions, lack of play materials, too many subjects to study, excessive discipline are the main factors which contribute to children abstaining from schools.

Warash, Barbara Gibson (1991) found that children that attended pre-school outperformed the children that went to day care and the children in the non-pre-school/non-day care group. Children who attended pre-school attained higher mean scores for academic self-esteem in first, second, and third grade than the day care group or non-pre-school/non-day care group. Pre-school attenders also obtained the highest mean score on the Brigance in kindergarten.

Ukpokodu, Nelly Omiunota (1991) studied the perceptions of teachers and administrators of pre-school programme in Nigeria. The results of study revealed that the pre-schools are not adequately staffed by competent and qualified teachers and administrators who are specifically trained for pre-school education. Although the teachers and administrators were able to identify effective instructional strategies with young children, unfortunately
their beliefs did not match their practice as they did not use the methods or strategies that they perceived to be effective with their day to day curriculum implementation. Most of the pre-school programmes operate under poor standards. Significant differences were noted between what the teachers and administrators perceived to be effective elements of quality pre-school organizational structure and what was evident in the programme. Respondents who had training in GPPE were more likely to perceive accurately and respond appropriately to all items than respondents whose majors were in fields other than education. The quality of pre-school education is substandard as the teachers and administrators do not demonstrate high standards of professional competence.

Mala (1992) studied the problems of anganwadis of Kangra district of Himachal Pradesh in terms of physical facilities, personnel and community involvement. The study revealed that most of the anganwadis (60%) were being run in katcha structure in one room. Lighting and toilet arrangements were not proper. However, play ground, water and first aid facilities were available in all anganwadi centres. Majority of the anganwadis were not having adequate furniture and basic requirements like black board, chalk, duster etc.

Majority of the anganwadi workers were having the
requisite qualification and training. The co-operation from various agencies was satisfactory. The supply of food and nutrition was found to be proper to children, pregnant and nursing mothers.

Sushila Srivastava (1992) evaluated the Cognitively Oriented Programme for Pre-school Children (COPPC) of the Aga Khan Foundation's Project in Karnataka. The researcher found that (i) the COPPC workers displayed better skills in organising daily routine in their respective centres. In general, they carried out the activities with missionary zeal and their pupils were alert, active and responded well, (ii) the COPPC workers excelled in their skill for organising small group activities for the Anganwadi children. One of the biggest constraints an Anganwadi worker faces is large number of the children in the centre. The Non-COPPC worker complained about the number of children as too much to control, (iii) the COPPC workers displayed excellent skill in organising outdoor activities of anganwadi children, (iv) it was found that the COPPC faculty is teaching the workers the preparation and uses of puppets, charts, single page book and voice modulations for storytelling in the anganwadis.

Koehler, Marilyn, and Joiner (1993) conducted a longitudinal study to see the effect of pre-school
programme on rural Iowa children. The major purpose of this study was to determine whether students who participated in the pre-school programmes 'for rural, four-years-olds' differed significantly from other students of the same age who did not attend any early education programme. Result of this study indicated that there was no significant differences between groups in the measures of achievement in math and reading through grade. However, there were significant differences favouring the control group in the number of special education placements and in the frequency of grade level retention through six grade.

Dettor (1993) investigated that (i) the approach to service delivery in Pennsylvania is incomplete, inconsistent, and fragmented; (ii) there is no systematic, broad-based, family focused approach to deliver services holistically; (iii) there is often no developmental approach to service delivery that connects the various domains of a child's development; (iv) service providers should be able to reach out to families in new ways and staff development training programmes should be offered.

Nirupama Saini (1993) conducted a study on 'the Current Status of Pre-School Education' in Department of Child Development CCS Haryana Agricultural University, Hissar. The investigation was designed to find out the current status of pre-schools with the following specific
objectives: (i) to explore the infrastructure of the pre-school, (ii) to find out the learning environment in the classroom. The following are the major findings of the study: (1) Majority of the pre-schools (70 per cent) were located in the crowded residential areas. (2) All the pre-schools had toilets and drinking water facilities, but none of them had a fire escape system, observation room and provision of mid day meals. In majority of the schools there were no proper library facilities though there were a few story books, pictorial books etc. (3) Nearly 80 per cent of the schools did not have enough classrooms. About 88 per cent of their classrooms did not have proper lighting arrangement. There was not sufficient furniture in nearly 76 per cent of the schools. Classroom were over crowded. (4) Only 30 per cent of the pre-schools have trained nursery teachers. (5) None of the pre-schools keep records and reports of the health, home visit, parents-teachers meetings. Only 30 per cent of the pre-schools kept record of special day celebrations. (6) Only 20 per cent of the pre-schools had outdoor play facilities. Nearly six per cent had blocks for playing.

Lutz (1993) conducted a research study on the development of early childhood education in United States (1873-1993). This study provides a historical perspective on the development and trends in the field of early
childhood education since its inception in the United States public school systems in 1873. The concurrent development of the role of education administration is examined. Guidelines and mandates impinging on the administration of early childhood education programmes, with an emphasis on Texas, are provided. A framework for identifying quality of early childhood programmes is provided. Recommendations for policy practitioners and researchers are offered.

The following conclusions are offered as part of this study: (i) Early childhood education for at-risk children is imperative, and is beneficial for all children. (ii) The development of early childhood education programmes in Texas should be based on the concept of developmentally appropriate practices. (iii) Texas administrators should familiarise themselves with, and promote the implementation of developmentally appropriate practices under the site-based management mandate. (iv) The development of a framework for identifying quality early childhood programmes in Texas should continue under the direction of the Texas education agency. (v) A trans-agency approach should be developed, after identifying the appropriate agencies, to develop better co-ordination of activities between the concerned agencies.

Uma Devi and Vijayakhader (1993) studied the
attitudes of parents and teachers on the nursery school programme in Bapatla Town, Guntur District of Andhra Pradesh. The results show that: (i) Both parents and teachers have positive attitudes towards nursery school programme. (ii) Most of the parents have correct concept of nursery school programme. Parents realize the value of informal education hence are not expecting teaching of reading and writing from nursery school. (iii) Ninety percent of teachers were of the opinion that all children should have nursery school experience prior to formal schooling as they found its impact on the child's overall performance.

Culkin (1994) investigated that Early Care and Education Administrators are found to be performing a transformative leadership task. In addition to their work with budget planning, personnel, facilities, staff supervision, and other organisational tasks, administrators leaders have responsibility for adult education and training for staff, for developing a means of effective communication within their programme and for sustaining, the vision of their organisation. It was investigated that administrators have limited training for their job. Staff training is the part of the work of the administrator. The administrators' work with families is identified as a specific area where limited resources interfere with
Ritu and Dave (1994) conducted a study on 'Development of Training Guidelines for Pre-primary Teachers' in Rajasthan'. Results indicated that: (i) most of the pre-primary teachers were untrained, this is because of the general belief in our country that any one who has a little education can start a nursery school and that no training is required for that job; (ii) the trained personnel reflect their definite impact on the life of the children. The children who are tackled by untrained teachers, do not have sound foundation and they are weak in their content. It indicates that pre-primary teachers still require training so that they can perform their roles effectively and deal intelligently with the children; (iii) nearly 50 per cent of ECE teachers were changed and they were replaced by untrained teachers.

Faherty, Ellen (1995) evaluated a pre-school programme in New York. Evaluation results related to the attainment of objectives show that a majority of the children in the programme attained most of the language development goals set for them. Much less mastery was demonstrated in the area of social skill goal attainment. Classroom observations comparing the activities and environments of a group of Pre-kindergarten students at-risk for language difficulties and a group of pre-school
students with disabilities revealed more similarities than differences in several areas.

1-3 Statement of the Problem

The present study can be stated as under:

**PRE-PRIMARY EDUCATION IN HIMACHAL PRADESH : AN EVALUATIVE STUDY**

1-4 Significance of the Study

The importance of pre-school education is universally recognised as catering to the most impressionable, plastic and educationally potent period of child's life. The Indian Education Commission (1964-66) has aptly observed, "Pre-primary education is of great significance to the physical, emotional, and intellectual development of children, especially for those with unsatisfactory home background". The aspects of physical, mental, emotional and social development make pre-primary education all the more important for the child. Because, physical, mental, and emotional disabilities and disturbances can be attended and eliminated at this level so that child grows physically, mentally, and emotionally. The special environment in pre-primary school helps the child to make personal and social adjustments. Woodhead (1979) says, "Carefully planned environment in which all
children, irrespective of the circumstances of their homes, can be encouraged to extend their sensory-motor, conceptual, social and communication abilities to the full.

In the development of the child, the pre-primary education constitutes the rock-foundation for education system. Pre-schools as adjuncts to primary and middle schools, in rural areas which are mainly for children of the educationally backward and disadvantaged sections also enables out-of-school girls to attend school. By providing appropriate facilities, pre-primary education can minimise the gaps that exist between the children of poor homes and those who hail from comparatively richer families.

Pre-primary schools are extremely necessary for children of working mothers and children from unhappy homes. As in the words of Margarete McMillan, "Nurseries and Nursery schools are wanted because little children want nurses". In fact pre-primary education lays the very basis of the child's future growth and personality. Therefore pre-primary education is a vital necessity for every child.

The importance of providing education for young children has captured the imagination of the public today and a considerable amount of time and effort is being devoted for developing, modifying and implementing educational programmes for children under six years of age.
in our country. In Himachal Pradesh the ICDS and the department of social and women welfare are spending a lot of money on pre-primary schools. So it was thought worthwhile to evaluate the pre-primary education to see whether the objectives are being achieved or not. So far there is no single published work which gives a detailed and systematic account on such an evaluation of pre-primary education in Himachal Pradesh. Therefore, the need was felt to undertake the present study.

For an adequate understanding of current developments and the situation in any field of knowledge, knowing and understanding its history becomes an important exercise. It not only helps to view current developments in the right perspective but also aids in meaningful planning of future action. It was in this context that the development of the pre-primary education in historical perspective was undertaken by the investigator. The study is ought to help to discern the changes that had taken place since the inception of child development services programme in Himachal Pradesh.

The study throws light on certain crucial issues of pre-primary education viz: (i) whether the pre-primary schools are running properly in accordance with the objectives of the programme; (ii) what is the attitude of parents, teachers and community members towards pre-primary
education ? (ii) what are the problems being encountered in the pre-primary schools ?

A thorough investigation of the issues listed above was thought necessary so that some concrete suggestions could be put forth to help planners, administrators and policy makers to implement these in letter and spirit for the smooth functioning of pre-primary education.

1-5 Objectives of the Study

The objectives of the study are:

1. To study the development of pre-primary education in Himachal Pradesh since the inception of Integrated Child Development Service Programme.

2. To study the present status of pre-primary education in Himachal Pradesh with special reference to:
   (a) Organisational structure
   (b) Finances
   (c) Infrastructure
   (d) Teaching personnel
   (e) Educational Activities

3. To study the problems of Anganwadis in Himachal Pradesh.

4. To study the attitude of parents, teachers and community members towards pre-primary education.

5. To study the efficacy of the pre-primary education
programme in the achievement of its objectives as perceived by Child Development Project Officers (CDPOS), supervisors and community members.

1-6 Delimitations of the Study

The present study was delimited in its scope in the following aspects:

--- Study was delimited to the anganwadis of Himachal Pradesh.

--- Only four districts of the state were selected out of twelve districts.

--- Only educational aspect of pre-primary education as detailed in the ICDS programme was considered in the study.

--- The study was restricted only to the rural areas of Himachal Pradesh.

1-7 Operational Definitions of Terms Used

Pre-Primary Education: Pre-primary education here refers to the education of the child from the age of about three years to the age of his entry to primary school.

Anganwadi: Anganwadi is an institution which is responsible for the development of socially and economically backward children upto five years of age through pre-primary education.

Anganwadi Worker: This term is used for the lady appointed to run the anganwadi.
Evaluation: Evaluation in the present context means appraisal of the pre-primary education in terms of the stated objectives.