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THE STUDY IN RETROSPECT

Due to the importance of education of the early childhood years, the demand for it is increasing day by day everywhere in India. To cater to this demand a large number of early childhoods education (ECE) institutions had emerged during these days for the education of children below the age of six. It include institutions such as Anganwadies, Balwadies, Pre primary schools run by State Government Departments, Institutions run under the scheme of assistance of Government to the Voluntary organizations and Pre primary schools run by commercial agencies.

In the state of Kerala, where the present investigation was undertaken, a vast majority of the institutions are Anganwadies run by Social Welfare Department. Besides this, Nursery schools run by various Government departments, Pre primary classes in normal schools run by its Parent Teacher Associations (PTAs) and Pre primary schools run by commercial agencies are also functioning in the state.

In order to achieve the objective of ECE, ie., the all-round development of the child, all categories of institutions are expected to conduct suitable programmes in their institutions. In the National Curriculum Frame work, it is indicated that the basic mode of upbringing the children at the pre school age should be through play way techniques and group activities. Famous educationists like Commenius, Rousseau, Froebel and Piaget have stressed the importance of play and activities in the education of young children.

Though it was seen that “play way” is the accepted method of ECE, many of ECE institutions, in reality, are not functioning accordingly. They are running on the same pattern as has been followed in primary schools.
Studies conducted by various researchers like Seethamony (1989), Raghavan (1998), Radhakrishnan, Sasidhran and Ravindran (2000) have revealed that the programmes conducted in many of the ECE centres in Kerala are not adequately suited for the all-round development of the child.

In this context, the investigator intended to conduct a critical study of the programmes of ECE centres in Kerala. The problem for the present investigation was “A Critical Study of the Programmes of Early Childhood Education Centres in Kerala”.

OBJECTIVES

The objectives of the present study were:

1. To critically assess the programmes conducted at the ECE centres for:

   A. Socio-emotional development;
   B. Physical and motor development;
   C. Language development;
   D. Cognitive development; and
   E. Development of Creative expression and aesthetic appreciation; of the child.

2. To assess the success of the programmes conducted for achieving the above mentioned five developments separately in the following four categories of ECE centres:

   (i) Anganwadies;
   (ii) Balwadies;
   (iii) Government nursery schools; and
Pre primary classes in Government schools run by the Parent Teacher Associations (PTAs)

3. To classify the ECE centres as “excellent”, “good” or “poor” based on the assessment of its programmes
4. To conduct comparison between the followings on the basis of the above classification.

   a. Anganwadies and Balwadies;
   b. Anganwadies and Government nursery schools;
   c. Anganwadies and Pre primary classes in Government schools run by the PTAs
   d. Balwadies and Government nursery schools;
   e. Balwadies and Pre primary classes in Government schools run by the PTAs; and
   f. Government nursery schools and Pre primary classes in Government schools run by the PTAs.

HYPOTHESES

The investigation was carried out with the following hypotheses:

(1) The programmes conducted in majority of the ECE centres for the:

   A. Socio-emotional development;
   B. Physical and motor development;
   C. Language development;
   D. Cognitive development; and
E. Development of Creative expression and aesthetic appreciation; of the child are not in accordance with those stipulated in the hypothetical model developed by the investigator.

(2) There will not be any significant difference among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs classified as "excellent".

(3) There will not be any significant difference among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs classified as "good".

(4) There will not be any significant difference among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs classified as "poor".

METHODOLOGY IN BRIEF

Sample

With a view to highlight the objectives, data were collected from 348 ECE centres in the State of Kerala. It included Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs. Relevant data were collected by survey method using a questionnaire.
Statistical Techniques Used

The statistical techniques used for analysing the data include:

(a) Percentage; and
(b) Test of significance of the difference between percentages (Garrett, 1981).

Criteria of Assessment

To assess the success of programmes conducted at the ECE centres for the developments mentioned under objective 1, all the five aspects of developments were sub divided into different components. Then the success of the programmes was assessed separately for the above aspects of development as well as for the sub divisions.

Based on the number of suitable plays/activities adopted, the degree of sufficiency of programmes conducted at the centre for the development of each of the components was assessed as “plenty”, “adequate” or “deficient”. On the basis of the degree of sufficiency of programmes of the components of an aspect of development the success of the programmes of that aspect of development was designated as “highly successful” (H.S), “moderately successful” (M.S) or “not successful” (N.S).

The ECE centres were classified as “excellent”, “good” or “poor” by taking into account the developmental aspect-wise assessment of programmes.
FINDINGS AND CONCLUSIONS

A. Findings Regarding the Sufficiency of Programmes Conducted for the Components of "Socio-emotional Development"

(i) The sufficiency of programmes conducted for "adjusting the child to the ECE centre" was assessed as "plenty" for 16.09 percent of centres. It was designated as "adequate" for 69.54 percent and "deficient" for 14.37 percent of centres. From these, it becomes evident that the degrees of success of programmes conducted for adjusting the child to the centre was assessed as "adequate" in a majority of the ECE centres.

On category wise analysis it was found that the sufficiency of programmes for 17.67 percent of Anganwadies, 12.77 percent of Balwadies, 15.15 percent of Government nursery schools, and 11.11 percent of Pre primary classes in Government schools run by PTAs were evaluated as "plenty". The degree of sufficiency of programmes conducted for "adjusting the child to the ECE centre" was treated as "adequate" for 69.83 percent of Anganwadies, 61.70 percent of Balwadies, 72.73 percent of government nursery schools and 75.00 percent of Pre primary classes in government schools run by the PTAs. It was assessed as "deficient" for 12.50 percent of Anganwadies, 25.53 percent of Balwadies, 12.12 percent of Government nursery schools and 13.89 percent of Pre primary classes in Government schools run by the PTAs.

(ii) The degree of sufficiency of programmes conducted for the development of a "positive self concept" was treated as 'plenty' for 14.08 percent of ECE centres, 'adequate' for 39.94 percent of centres and 'deficient' for 45.98 percent of centres.
From the category wise analysis it was found that 13.79 percent of Anganwadies, 14.89 percent of Balwadies, 12.12 percent of Government nursery schools, 16.67 percent of Pre primary classes in Government schools run by the PTAs were evaluated as ‘plenty’ with respect to the sufficiency of programmes for this component. The percentages of centres treated as ‘adequate’ were 36.64 for Anganwadies, 46.81 for Balwadies, 33.33 for Government nursery schools and 58.33 for Pre primary classes in Government schools run by the PTAs. The degree of sufficiency of programmes of 49.57 percent of Anganwadies, 38.30 percent of Balwadies, 54.55 percent of Government nursery schools and 25.00 percent of Pre primary classes in Government schools run by the PTAs were assessed as ‘deficient’.

(iii) The degree of sufficiency of programmes conducted for the “development of personal cleanliness” was designated as ‘plenty’ for 12.36 percent of ECE centres, ‘adequate’ for 32.47 percent of centres and ‘deficient’ for 55.17 percent of centres.

The analysis further showed that the sufficiency of programmes conducted for this component for 10.34 percent of Anganwadies, 10.64 percent of Balwadies, 12.12 percent of Government nursery schools and 27.78 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘plenty’. While 27.16 percent of Anganwadies, 40.02 percent of Balwadies, 36.36 percent of Government nursery schools and 52.78 percent of Pre primary classes in Government school run by the PTAs were assessed as ‘adequate’, 62.50 percent of Anganwadies, 48.94 percent of Balwadies, 51.52 percent of Government nursery schools and 19.44 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘deficient’.
(iv) The degree of sufficiency of programmes conducted for the development of ‘good personal habits’ were evaluated as ‘plenty’ for 24.43 percent of centres, ‘adequate’ for 54.02 percent of centres and ‘deficient’ for 21.55 percent of centres.

The category wise analysis indicated that 22.84 percent of Anganwadies, 27.66 percent of Balwadies, 24.25 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘plenty’ with respect to the sufficiency of programmes conducted for the development of this component.

While 60.78 percent of Anganwadies, 44.68 percent of Balwadies, 36.36 percent of Government nursery schools and 38.88 percent of Pre primary classes in Government schools run by the PTAs were assessed as ‘adequate’, 16.38 percent of Anganwadies, 27.66 percent of Balwadies, 39.39 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by the PTAs were treated as “deficient” with respect to the sufficiency of programmes conducted for the development of this component.

(v) The degree of sufficiency of programmes conducted for the “development of leadership quality” in children were assessed as “plenty” for 16.38 percent of ECE centres, ‘adequate’ for 27.01 percent of centres and ‘deficient’ for 56.61 percent of centres.

The results of further analysis showed that the sufficiency of programmes conducted for the development of this component for 16.38 percent of Anganwadies, 14.89 percent of Balwadies, 15.15 percent of Government nursery schools and 19.44 percent of Pre primary classes in
Government schools run by PTAs were assessed as ‘plenty’. The degree of sufficiency of programmes of 24.57 percent of Anganwadies, 29.79 percent of Balwadies, 30.30 percent of Government nursery schools and 36.12 percent of Pre primary classes in Government schools run by the PTAs were designated as ‘adequate’. It was assessed as ‘deficient’ for 59.05 percent of Anganwadies, 55.32 percent of Balwadies, 54.55 percent of Government nursery schools and 44.44 percent of Pre primary classes in Government schools run by the PTAs.

(vi) The degree of sufficiency of programmes conducted for the development of the ‘ability to control the emotions of children’ were assessed as ‘plenty’ for 23.85 percent of ECE centres, ‘adequate; for 38.51 percent of centres and ‘deficient’ for 37.64 percent of centres.

It was further seen that the sufficiency of programmes for this component for 21.98 percent of Anganwadies, 21.28 percent of Balwadies, 27.27 percent of Government nursery schools and 36.11 percent of Pre primary classes in Government schools run by the PTAs were designated as ‘plenty’. The degree of sufficiency of programmes of 40.52 percent of Anganwadies, 34.04 percent of Balwadies, 33.34 percent of Government nursery schools and 36.11 percent of Pre primary classes in Government schools run by the PTAs were assessed as ‘adequate’. It was evaluated as ‘deficient’ for 37.50 percent of Anganwadies, 44.68 percent of Balwadies, 39.39 percent of Government nursery schools and 27.78 percent of Pre primary classes in Government schools run by the PTAs.

(vii) The degree of sufficiency of programmes conducted for the development of the ‘ability to respect the feelings and rights of others’ were assessed as ‘plenty’ for 16.38 percent of ECE centres, ‘adequate; for 30.75 percent of centres and ‘deficient’ for 52.87 percent of centres.
Category wise analysis of the data showed that the sufficiency of programmes conducted for the component for 14.22 percent of Anganwadies, 12.77 percent of Balwadies, 21.21 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘plenty’. It was evaluated as ‘adequate’ for 30.61 percent of Anganwadies, 34.04 percent of Balwadies, 27.27 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by PTAs. The degree of sufficiency of 55.17 percent of Anganwadies, 53.19 percent of Balwadies, 51.52 percent of Government nursery schools and 38.88 percent of Pre primary classes in government schools run by PTAs were assessed as ‘deficient’ with respect to the sufficiency of programmes conducted for this component.

B. Findings Regarding the Sufficiency of Programmes Conducted at the ECE Centres for the Components of “Physical and Motor Development”

(i) The degree of sufficiency of programmes conducted for the “physical development of children” were treated as “plenty” for 27.30 percent centres adequate for 35.06 percent of centres and “deficient” for 37.64 percent of ECE centres.

On category wise analysis it was found that the sufficiency of programmes conducted for this component for 26.29 percent of Anganwadies, 34.09 percent of Balwadies, 27.27 percent of Government nursery schools and 25.00 percent of Pre primary classes in Government schools run by PTAs were designed as “plenty” while 35.34 percent of Anganwadies, 29.79 percent of Balwadies, 30.30 percent of Government
nursery schools and 44.44 percent of Pre primary classes in Government schools run by PTAs were evaluated as "adequate". 38.37 percent of Anganwadies, 36.17 percent of Balwadies, 42.43 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by PTAs were designated as 'deficient'.

(ii) The degree of sufficiency of programmes conducted for the "gross motor development" of children was assessed as 'plenty' for 29.60 percent of ECE centres, adequate for 52.01 percent of centres and 'deficient' for 18.39 percent of centres.

The category wise analysis revealed that 26.72 percent of Anganwadies, 29.79 percent of Balwadies, 33.33 percent of Government nursery schools and 44.44 Pre primary classes in Government schools run by PTAs were designated as 'plenty' with respect to the programmes of this component. It was found that 56.90 percent of Anganwadies, 44.68 percent of Balwadies, 48.48 percent of Government nursery schools and 33.33 percent of Pre primary classes in Government schools run by the PTAs were assessed as 'adequate'. The sufficiency of programmes of 16.38 percent of Anganwadies, 25.53 percent of Balwadies, 18.19 percent of Government nursery schools and 22.23 percent of Pre primary classes in Government schools run by PTAs were evaluated as 'deficient'.

(iii) The degree of sufficiency of programmes conducted for the "fine motor development" of children were designated as 'plenty' for 31.03 percent of centres, 'adequate' for 50.29 percent of centres and 'deficient' for 18.68 percent of centres.

From the category wise analysis it was found that the degree of sufficiency of programmes for this component for 29.74 percent of
Anganwadies, 34.04 percent of Balwadies, 36.36 percent of Government nursery schools and 30.56 percent of Pre primary classes in Government schools run by the PTAs were assessed as 'plenty'. While 52.16 percent of Anganwadies, 42.56 percent of Balwadies, 48.48 percent of Government nursery schools and 50.00 percent of Pre primary classes run by PTAs were assessed as 'adequate', 18.10 percent of Anganwadies, 23.40 percent of Balwadies, 15.16 percent of Government nursery schools and 19.44 percent of Pre primary classes run by the PTAs were evaluated as 'deficient'.

C. Finding Regarding the Sufficiency of Programmes Conducted at the ECE Centres for the Components of "Language Development" of Children

(i) The degree of sufficiency of programmes conducted at the ECE centres for the development of 'sound discrimination' of children was assessed as 'plenty' for 9.48 percent of centres 'adequate' for 19.54 percent of centres and 'deficient' for 70.98 percent of centres.

From the results, it was also clear that the sufficiency of programmes for 8.19 percent of Anganwadies, 8.51 percent of Balwadies, 15.15 percent of Government nursery schools and 13.89 percent of Pre primary classes in Government schools run by the PTAs were designated as 'plenty'. The degree of sufficiency of programmes of 18.10 percent of Anganwadies, 23.40 percent of Balwadies, 21.21 percent of Government nursery schools and 22.22 percent of Pre primary classes in Government schools run by the PTAs were assessed as 'adequate'. It was found that the sufficiency of programmes for this component for 73.71 percent of Anganwadies, 68.09 percent of Balwadies, 63.04 percent of Government nursery schools and
63.89 percent of Pre primary classes in Government schools run by the PTAs were treated as "deficient".

(ii) The degree of sufficiency of programmes conducted for the "development of listening span" was assessed as "plenty; for 11.49 percent of ECE centres, "adequate" for 18.39 percent of centres and "deficient" for 70.12 percent of centres.

Category wise analysis had shown that the sufficiency of programmes for 9.91 percent of Anganwadies, 12.77 percent of Balwadies, 15.15 percent of Government nursery schools and 16.67 percent of Pre primary classes in Government nursery schools run by the PTAs were assessed as "plenty". While the sufficiency of programmes for 17.24 percent of Anganwadies, 21.28 percent of Balwadies, 24.24 percent of Government nursery schools and 16.67 percent of Pre primary classes in Government schools run by the PTAs were treated as 'adequate', 72.85 percent of Anganwadies, 65.95 percent of Balwadies, 60.61 percent of Government nursery schools and 66.66 percent of Pre primary classes run by the PTAs were evaluated as "deficient".

(iii) The degree of sufficiency of programmes conducted for the "vocabulary development" of children were assessed as 'plenty' for 46.26 percent of ECE centres, 'adequate' for 39.08 percent of centres and 'deficient' for 14.66 percent of centres.

Category wise analysis made it clear that the sufficiency of programmes conducted for this component for 37.93 percent of Anganwadies, 57.45 percent of Balwadies, 63.64 percent of Government nursery schools and 69.45 percent of Pre primary classes in Government schools run by the PTAs were assessed as 'plenty'.
The degree of sufficiency of programmes for 46.55 percent of Anganwadies, 27.66 percent of Balwadies, 24.24 percent of Government nursery schools and 19.44 percent of Pre primary classes in Government schools run by the PTAs were evaluated as ‘adequate’. The degree of sufficiency of programmes of 15.52 percent of Anganwadies, 14.89 percent of Balwadies, 12.12 percent of Government nursery schools and 11.11 percent of Pre primary class run by the PTAs were assessed as deficient with respect to the programmes of this component.

(iv) The degree of sufficiency of programmes conducted for the “development of oral expression” was treated as ‘plenty’ for 27.30 percent of ECE centres, ‘adequate’ for 41.38 percent of the centres and ‘deficient’ for 31.32 percent of centres.

From the category wise analysis, it was seen that the sufficiency of programmes for this component for 26.72 percent of Anganwadies, 29.79 percent of Balwadies, 30.31 percent of Government nursery schools and 25.00 percent of Pre primary classes run by the PTAs in Government schools were treated as “plenty”. When the sufficiency of programmes of 42.67 percent of Anganwadies, 38.30 percent of Balwadies, 45.45 percent of Government nursery schools and 33.33 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘adequate’, 30.61 percent of Anganwadies, 31.91 percent of Balwadies, 24.24 percent of Government nursery schools and 41.67 percent of Pre primary classes in Government schools run by the PTAs were treated as “deficient”.

(v) The degree of sufficiency of programmes conducted for the “development of visual discrimination” of children was designated as ‘plenty’ for 8.33 percent centres ‘adequate’ for 33.91 percent of centres and ‘deficient’ for 57.76 percent of ECE centres.
From the category wise analysis, it was found that the sufficiency of programmes for 6.04 percent of Anganwadies, 8.51 percent of Balwadies, 18.18 percent of Government nursery schools and 13.89 percent of Pre primary classes in Government schools run by the PTAs were treated as 'plenty'.

(vi) The degree of sufficiency of programmes conducted for the "development of writing readiness" was assessed as 'plenty' for 12.64 percent of centres, 'adequate' for 39.37 percent of centres and deficient for 47.99 percent of centres.

The category wise analysis revealed that the sufficiency of programmes of 9.91 percent of Anganwadies, 19.15 percent of Balwadies, 18.18 percent of Government nursery schools and 16.67 percent of Pre primary classes in Government schools run by the PTAs were assessed as "plenty". It was also found that 37.50 percent of Anganwadies, 36.17 percent of Balwadies, 45.46 percent of Government nursery schools and 50.00 percent of Pre primary classes in Government schools run by the PTAs were treated as "adequate" with respect to the sufficiency of programmes for this component. The degree of sufficiency of programmes was evaluated as 'deficient' for 52.59 percent of Anganwadies, 44.68 percent of Balwadies, and in 36.36 percent of Government nursery schools and 33.33 percent of Pre primary classes in Government schools run by the PTAs.
D. Findings Regarding the Sufficiency of Programmes Conducted for the Components of “Cognitive Development”

(i) The degree of sufficiency of programmes conducted for the “development of sense of touch” was assessed as ‘plenty’ for 7.76 percent of ECE centres, ‘adequate’ for 17.82 percent of centres and ‘deficient’ for 74.42 percent of centres. These percentages show that the degree of sufficiency of programmes conducted for the ‘development of sense of touch’ was assessed as “deficient” in majority of the ECE centres.

Category wise analysis had shown that the sufficiency of programmes conducted for this component for 7.76 percent of Anganwadies, 6.38 percent of Balwadies, 12.12 percent of Government nursery schools and 5.56 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘plenty’. The degree of sufficiency of programmes of 18.53 percent of Anganwadies, 19.15 percent of Balwadies, 18.18 percent of Government nursery schools and 11.11 percent of Pre primary classes run by the PTAs in Government schools were designated as ‘adequate’. It was assessed as ‘deficient’ for 73.71 percent of Anganwadies, 74.47 percent of Balwadies, 69.70 percent of Government nursery schools and 83.33 percent of Pre primary classes in Government schools run by the PTAs.

(ii) The degree of sufficiency of programmes conducted for the “development of sense of smell” was evaluated as “plenty” for 9.77 percent of ECE centres, “adequate” for 21.84 percent of centres and “deficient” for 68.39 percent of centres.

It was seen from the category wise analysis that the sufficiency of programmes conducted for 9.05 percent of Anganwadies, 10.64 percent of
Balwadies, 12.12 percent of Government nursery schools, and 11.11 percent of Pre primary classes in Government schools run by the PTAs were assessed as “plenty”. The degree of sufficiency of programmes conducted for the “development of sense of smell” was treated as “adequate” for 21.55 percent of Anganwadies, 23.40 percent of Balwadies, 24.24 percent of Government nursery schools and 19.45 percent of Pre primary classes run by the PTAs. It was designated as 'deficient' for 69.40 percent of Anganwadies, 65.96 percent of Balwadies, 63.64 percent of Government nursery schools and 69.44 percent of Pre primary classes in Government schools run by the PTAs.

(iii) The degree of sufficiency of programmes conducted for the “development of sense of taste” was evaluated as “plenty” for 7.76 percent of ECE centres, “adequate” for 17.24 percent of centres and ‘deficient” for 75.00 percent of centres.

The category wise analysis had shown that the sufficiency of programmes conducted for 6.90 percent of Anganwadies, 8.51 percent of Balwadies, 12.12 percent of Government nursery schools and 8.33 percent of Pre primary classes in Government schools run by the PTAs were assessed as “plenty”. It was also found that the sufficiency of programmes conducted for this component for 16.81 percent of Anganwadies, 12.77 percent of Balwadies, 21.21 percent of Government nursery schools and 22.22 percent of Pre primary classes run by the PTAs were treated as ‘adequate’. The degree of sufficiency of programmes of 76.29 percent of Anganwadies, 78.72 percent of Balwadies, 66.67 percent of Government nursery schools and 69.45 percent of Pre primary classes in Government schools run by the PTAs were treated as “deficient”.
(iv) The degree of sufficiency of programmes conducted for the “development of classification skill” of children was assessed as “plenty” for 15.52 percent of ECE centres, “adequate” for 37.07 percent of centres and “deficient” for 47.41 percent of centres.

It was seen from the category wise analysis, that the sufficiency of programmes conducted for this component for 14.66 percent of Anganwadies, 17.02 percent of Balwadies, 18.18 percent of Government nursery schools and 16.66 percent of Pre primary classes in Government schools run by the PTAs were treated as “plenty”. It was also seen that while 33.62 percent of Anganwadies, 42.55 percent of Balwadies, 48.49 percent of Government nursery schools and 41.67 percent of Pre primary classes in Government schools run by the PTAs were treated as ‘adequate’, 51.72 percent of Anganwadies, 40.43 percent of Balwadies, 33.33 percent of Government nursery schools and 41.67 percent of Pre primary class run by PTAs were evaluated as “deficient” with respect to the sufficiency of programmes conducted for the “development of classification skill”.

(v) The degree of sufficiency of programmes conducted for the development ‘colour concept’ was assessed as ‘plenty’ for 15.52 percent of ECE centres. It was designated as ‘adequate’ for 27.87 percent of centres and designated as “deficient” for 56.61 percent of centres.

The category wise analysis had shown that the sufficiency of programmes conducted for this component for 16.38 percent of Anganwadies, 12.77 percent of Balwadies, 18.18 percent of Government nursery schools and 11.11 percent of Pre primary classes in Government schools run by the PTAs were treated as “plenty”. It was also found that 54.74 percent of Anganwadies, 59.57 percent of Balwadies, 48.49 percent of Government nursery schools and 72.22 percent of Pre primary classes in Government nursery schools run by the PTAs were treated as “deficient”.
The degree of sufficiency of programmes conducted for the
development of "concept of shape" was assessed as "plenty" for 8.62
percent of ECE centres, "adequate" for 19.54 percent of centres and
"deficient" for 71.84 percent of centres.

The category wise analysis had shown that 7.76 percent of
Anganwadies, 6.38 percent of Balwadies, 15.15 percent of Government
nursery schools and 11.11 percent of Pre primary classes in Government
schools run by the PTAs were treated as "plenty". The degree of
sufficiency of programmes was assessed as "adequate" for 18.53 percent
of Anganwadies, 14.89 percent of Balwadies, 33.33 percent of Government
nursery schools and 19.44 percent of Pre primary classes in Government
schools run by the PTAs. It was treated as "deficient" for 73.71 percent of
Anganwadies, 78.73 percent of Balwadies, 51.52 percent of Government
nursery schools and 69.45 percent of Pre primary classes in Government
schools run by the PTAs.

The degree of sufficiency of programmes conducted for the
"development of pre mathematical concept" was assessed as "plenty" for
14.08 percent of ECE centres, "adequate" for 25.58 percent of centres and
"deficient for 60.34 percent of centres.

From the category wise analysis it was seen that 13.79 percent of
Anganwadies, 12.77 percent of Balwadies, 21.21 percent of Government
nursery schools and 11.11 percent of Pre primary classes run by the PTAs
were treated as "plenty". It was seen that 60.78 percent of Anganwadies,
68.09 percent of Balwadies, 36.36 percent of Government nursery schools
and 69.45 percent of Pre primary class run by the PTAs were treated as
"deficient".
E. Finding Regarding the Sufficiency of Programmes Conducted for the Components of Creative Expression and Aesthetics Appreciation of Children

(i) The sufficiency of programmes conducted for the "development of creative thinking" of children was designated as "plenty" for 13.51 percent of the ECE centres, "adequate" for 29.31 percent of centres and deficient for 57.18 percent of centres.

The category wise analysis showed that 12.50 percent of Anganwadies, 12.77 percent of Balwadies, 21.21 percent of Government nursery schools and 13.89 percent of Pre primary classes in Government schools run by the PTAs were treated as "plenty". It was also found that 29.74 percent of Anganwadies, 27.66 percent of Balwadies, 36.36 percent of Government nursery schools and 22.22 percent of Pre primary classes in Government schools run by the PTAs were treated as "adequate".

(ii) The sufficiency of programmes conducted for the "development of creative expression" of children was evaluated as "plenty" for 21.84 percent of centres "adequate" in 50.29 percent of centres and "deficient" for 27.87 percent of ECE centres.

The category wise analysis showed that 18.10 percent of Anganwadies, 25.53 percent of Balwadies, 39.39 percent of Government nursery schools and 25.00 percent of Pre primary class in Government nursery schools run by the PTAs were assessed as "plenty" with respect to the programmes conducted for the development of the creative expression of children. It was seen "adequate" in 56.47 percent of Anganwadies, 44.69 percent of Balwadies, 27.27 percent of Government nursery schools and 38.89 percent of Pre primary classes in Government schools run by the
PTAs. The degree of sufficiency was treated as "deficient" in 25.43 percent of Anganwadies, 29.78 percent of Balwadies, 33.34 percent of Government nursery schools and 36.11 percent of Pre primary classes in Government schools run by the PTAs.

(iii) The degree of sufficiency of programmes conducted for the "development of aesthetic appreciation" of children was evaluated as "plenty" for 13.51 percent of ECE centres, "adequate" for 32.18 percent of centres and "deficient" for 54.31 percent of ECE centres.

The category wise analysis showed that 14.22 percent of Anganwadies, 8.51 percent of Balwadies, 15.16 percent of Government nursery schools and 13.89 percent of Pre primary classes in Government schools run by the PTAs were designated as "plenty" with respect to the programmes of this component of development.

While the degree of sufficiency of programmes of 31.90 percent of Anganwadies, 31.91 percent of Balwadies, 42.42 percent of Government nursery schools and 25.00 percent of Pre primary classes in Government schools run by the PTAs were treated as "adequate", 53.88 percent of Anganwadies, 59.88 percent of Balwadies, 42.42 percent of Government nursery schools and 61.11 percent of Pre primary classes in Government schools run by the PTAs were assessed as "deficient".
FINDINGS REGARDING THE SUCCESS OF PROGRAMMES BASED ON THE DEVELOPMENTAL ASPECT-WISE ANALYSIS

A. The success of programmes conducted for the "socio emotional development" was assessed as "Not successful" for 59.48 percent of ECE centres. It was evaluated as "moderately successful" in 26.15 percent of centres and "highly successful" for 14.37 percent of centres.

The category wise analysis showed that the success of programmes conducted for this aspect of development was "not successful" in the case of 62.50 percent of Anganwadies, 54.55 percent of Government nursery schools, 55.32 percent of Balwadies and 50.00 percent of Pre primary classes in Government schools run by the PTAs.

It was also seen that the success of programmes conducted for this area of development was assessed as "moderately successful" for 36.11 percent of Pre primary classes run by the PTAs, 27.66 percent of Balwadies, 27.27 percent for Government nursery schools and 24.14 percent for Anganwadies.

While the success of programmes conducted for the socio-emotional development was assessed as "highly successful" for 18.18 percent of Government nursery schools, it was designated so for 17.02 percent of Balwadies, 13.89 percent of Pre primary classes in Government schools run by the PTAs and 13.36 percent of Anganwadies.

From these details the relevant aspects mentioned in hypothesis 1, that is, the programmes conducted in majority of the ECE centres for the "socio-emotional development" of children are not in accordance with those stipulated in the hypothetical model was accepted.
B. The success of programmes conducted for the "physical and motor development" was assessed as "not successful" for 37.64 percent of ECE centres. It was also assessed as "moderately successful" for 30.75 percent of centres and "highly successful" for 31.61 percent of centres.

The category wise analysis showed that the success of programmes conducted for "physical and motor development" was evaluated as "not successful" for 42.43 percent of Government nursery schools, 38.36 percent of Anganwadies, 36.17 percent of Pre primary classes in Government schools run by the PTAs.

It was also found that the success of programmes of this aspect was assessed as "moderately successful" for 38.88 percent of Pre primary classes in Government schools run by the PTAs, 30.17 percent of Anganwadies, 29.79 percent of Balwadies and 27.27 percent of Government nursery schools.

While the success of programmes conducted for the physical and motor development was assessed as "highly successful" for 34.04 percent of Balwadies and 31.47 percent of Anganwadies, it was designated so for 30.56 percent of Pre primary classes run by the PTAs and 30.30 percent of Government nursery schools.

From these details the relevant aspects mentioned in hypothesis 1, that is, the programmes conducted in majority of the ECE centres for the "physical and motor development" of children are not in accordance with those stipulated in the hypothetical model was accepted to a large extent.
C. The success of programmes conducted for the "language development" was assessed as "not successful" for 72.41 percent of ECE centres. It was "moderately successful" for 18.10 percent of centres and "highly successful" for 9.49 percent of centres.

The category wise analysis showed that 74.56 percent of Anganwadies, 72.22 percent of Pre primary classes in Government schools run by the PTAs, 68.08 percent of Balwadies and 63.64 percent of Government nursery schools were assessed as "not successful" with respect to the success of programmes conducted for the aspect of "language development".

It was also seen that the success of programmes conducted for the area of "language development" was evaluated as "moderately successful" for 21.21 percent of Government nursery schools, 19.15 percent of Balwadies, 17.68 percent of Anganwadies and 16.67 percent of Pre primary classes in Government schools run by the PTAs.

The programmes of "language development" was "highly successful" for 15.15 percent of Government nursery schools, 12.77 percent of Balwadies, 11.11 percent of Pre primary classes in Government schools run by the PTAs and 7.76 percent for Anganwadies.

From these details the relevant aspects mentioned in hypothesis 1, that is, the programmes conducted in majority of the ECE centres for the "language development" of children are not in accordance with those stipulated in the hypothetical model was accepted.
D. The programmes conducted for the “cognitive development” was “not successful” in 78.16 percent of ECE centres. It was “moderately successful” in 14.08 percent of centres and “highly successful” in 7.76 percent of centres.

On category wise analysis it was found that 83.33 percent of Pre primary classes in Government schools run by the PTAs, 78.73 percent of Balwadies, 78.45 percent of Anganwadies and 69.70 percent of Government nursery schools were assessed as “not successful” with respect to the programmes conducted for the “cognitive development” of children.

The programmes conducted for the “cognitive development” was “moderately successful” in the case of 18.18 percent of Government nursery schools, 14.89 percent of Balwadies, 13.79 percent of Anganwadies and 11.11 percent of Pre primary classes run by the PTAs.

It was also seen that the programmes conducted for the cognitive development was “highly successful” in 12.12 percent of Government nursery schools, 7.76 percent of Anganwadies, 6.38 percent of Balwadies and 5.56 percent of Pre primary classes in Government schools run by the PTAs.

From the above details, the relevant aspects mentioned in hypothesis 1, that is, the programmes conducted in majority of the ECE centres for the “cognitive development” of children are not in accordance with those stipulated in the hypothetical model was accepted.
E. The programmes conducted for the development of "creative expression and aesthetic appreciation" was "not successful" in 57.18 percent of ECE centres. It was "moderately successful" in 26.44 percent of centres and "highly successful" in 16.38 percent of centres.

The category-wise analysis showed that 69.44 percent of Pre primary classes in Government schools run by the PTAs, 59.57 percent of Balwadies, 56.90 percent of Anganwadies and 42.43 percent of Government nursery schools were assessed as "not successful" with respect to the programmes conducted for the development of "creative expression and aesthetic appreciation" of the child.

It was also found that the programmes conducted in 36.36 percent of Government schools, 27.66 percent of Balwadies, 26.29 percent of Anganwadies, and 16.67 percent of Pre primary classes run by the PTAs were "moderately successful".

The programmes conducted in 21.21 percent of Government nursery schools, 16.81 percent of Anganwadies, 13.89 percent of Pre primary classes run by the PTAs and 12.77 percent of Balwadies was "highly successful".

From the above details the relevant aspects mentioned in hypothesis 1, that is, the programmes conducted in majority of the ECE centres for the development of "creative expression and aesthetic appreciation of children" are not in accordance with those stipulated in the hypothetical model was accepted.
FINDINGS REGARDING THE CLASSIFICATION OF ECE CENTRES

Based on the success of programmes conducted, the ECE centres were classified as "excellent", "good" or "poor" and found that, of the 348 ECE centres selected in the sample.

(i) 79.02 percent were classified as "poor";
(ii) 11.78 percent were classified as "good"; and
(iii) 9.20 percent were classified as "excellent".

On category-wise analysis it was found that:

(i) 83.34 percent of Pre primary classes in Government schools run by the PTAs, 79.30 percent of Anganwadies, 78.72 percent of Balwadies, 72.73 percent of Government nursery schools were classified as "poor".

(ii) 15.15 percent of Government nursery schools, 12.77 percent of Balwadies, 11.64 percent of Anganwadies and 8.33 percent of Pre primary classes in Government schools run by the PTAs were classified as "good".

(iii) 12.12 percent of Government nursery schools, 9.05 percent of Anganwadies, 8.51 percent of Balwadies and 8.33 percent of Pre primary classes in Government schools run by the PTAS were classified as "excellent".

FINDINGS OF THE TEST OF SIGNIFICANCE OF DIFFERENCE IN PERCENTAGES

On the basis of the tests of significance of difference in percentages among different categories of ECE centres it was concluded that:
(i) there is no significant differences among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs classified as "excellent".

(ii) there is no significant difference among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs categorized as "good".

(iii) there is no significant difference among the percentages of Anganwadies, Balwadies, Government nursery schools and Pre primary classes in Government schools run by the PTAs categorized as "poor".

LIMITATIONS OF THE PRESENT STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

1. The present study was basically intended to explore the nature and extend of the programmes followed by ECE centres, with specific purpose to evaluate the same, in the context of all-round development of the child. However, other aspects such as physical facilities of the institution are not given much emphasis. The present investigator feels that further studies should be conducted emphasizing other relevant aspects such as physical facilities, teacher qualification, and inservice courses meant for the teachers.

2. While an investigator proposes to conduct an independent study of ECE centres in a particular region or state, it is useful to compare it with what happens in other places or in the rest of the world.
Hence it will be beneficial, if similar studies are conducted in other states of India, simultaneously and the results analysed and compared in such a way as to identify the merits and demerits of the programmes, which may lead to a thorough restructuring of the curricular activities in ECE centres.

3. The present study depended on the data collected from the teachers of the perspective ECE centres alone. It is suggested that adequate information from people in the neighbourhood of institution, parents, well wishers, educational administrators and from those concerned with the welfare of young children can also be obtained by future researchers in the area. This will enable to add to the data in further studies, and help to arrive at additional findings.

**IMPLICATIONS OF THE STUDY**

In spite of certain limitations, which have inevitably crept into the design of the present investigation, it is humbly emphasized that the present investigation could result in the formulation of a hypothetical model for the programmes useful for those concerned with ECE. This model, it is hoped, that will cover almost the entire aspects related to ECE, especially with regard to all-round development of the child.

Such a model, as hypothetical and experimental, as this would pave the way for much deliberation, comments and criticisms, and would result in the adaptation of the same with or without modifications as evidenced by the study. If used appropriately, this model will be a contribution to the existing knowledge in the concept of ECE, both theoretically and also in the applied level.