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INTRODUCTION

1.1 GENERAL BACKDROP

The dream of every parent is to see that their children are sent to a good school for their education. Often this dream is shattered when children take unusually long time to adjust to primary schools and parents often wonder why is it so? One of the reasons behind this problem could be that children are not prepared for formal schooling. So, how do we prepare them for schooling? We can prepare them by providing stimulating pre-school education, which so far has been a neglected area, but it can help to solve the problem.

Pre-school education is informal education of the child between the age group 3-6 years carried out in formal institutions before the child joins the formal classes. It aims at the development of all the faculties of the child before he joins the school at the age of six. It intends preparing the child for the life ahead. It rather gives the child a good head start, which helps him to face the later years with more confidence and ease.

There has been a worldwide consensus among psychologists, that pre-school age is the critical period in the life span of the child. It is during this period that foundation for all later development is laid. The child is highly receptive to all that prevails in his environment and his learning potentials are at their
peak, whatever is assimilated in this foundation period, gradually stabilizes. Once high level of stability is reached in the cognitive, affective and behavioural dimensions, significant change is difficult.

The importance of early years of life in the personality development has been emphasized by Freud. According to him child is the father of man. The bare structure of personality is formed by the age of five years. Rousseau (1762) in his book Emile, is credited with identifying the period of childhood as important. He described that a child is not just a small or young adult, but is in fact going through a unique period in his life – childhood – a time when, like a flower, the child is unfolding and growing. Bloom (1964) in his book “Stability and change in human characteristics” has argued that major changes in the personality characteristics are not possible after the child have and had reached to high level of stability. Data suggest that in terms of intelligence measured at the age of seventeen, about fifty percent of the development takes place between conception and age four, about twenty percent between the ages of eight and seventeen.

Writings reflect the importance of the period of life called “Childhood”. Realising the importance of this period various types of childcare centres and pre-school models are coming up these days in India, aiming at the all round development of the child’s physical, social emotional and intellectual development.
The organized care and education of young children outside the home is not a new idea. It was proposed by Plato centuries ago. More recently, during the seventeenth to nineteenth centuries, Comenius, Rousseau, Pastalozzi, Froebel and Montessori visualized pre-schools of early childhood as one of the means of improving social conditions.

* Concept of Pre-school Education

Pre-school education is designed to stimulate and support the child’s motor, cognitive, language, social and emotional development. Pre-school education centres are called Nursery schools, Shishu Vihars, Shishu Vatikas, Anganwadis, Balwadis and Montessori Pre-schools. All these serve children before entry into primary schools. Whatever is learnt at this age gets so deeply embedded in him that it becomes difficult to change it later on. It is, therefore, the duty of the adults to provide rich experiences to the child and help him to develop good habits, proper attitude and a questioning mind.

Pre-school education is a conscious, deliberate and purposive influence exerted by the society on the growing child to enabling him to be culturally refined, emotionally stable, ethically sound, mentally alert, physically active, socially efficient and sensitive and spiritually upright. Education also determines the level of well-being and prosperity of the nation. Pre-school education has an accelerating role in refining sensitivities and
creating perceptions that contribute to national independence. It is a unique investment for the present and the future. Pre-school education provides the foundation for all round development and enabling the child to understand various issues. The impressions formed in early childhood have a profound influence on their development. Pre-school education in its wider sense implies not only acquisition of knowledge but also the development of abilities, skills and qualities of a character.

Children are the most important asset of a nation so they need a conducive and congenial environment to develop into good citizens. Pre-school education is an important step in the direction for the promotion of the child’s growth. Pre-school is the child’s first step towards organized care and learning in the larger society. It provides a major influence on the development of child’s intellectual capacities, inter-personal skills, social behaviour and personality.

Inspite of univocal emphasis on pre-school education in the policy, even today the scenario is very dismal. The statistics available indicates that only 15% of pre-school child population attend pre-schools. Unless and until this is made a continuum of primary education the goal of universalisation of elementary education will remain a far cry.

* Growth and development of pre-school education

It is not that attempts were not made to bring pre-school education into focus in the past. Gijubai Badhekar (1892) started
a Bal Mandir at Bhav Nagar in Gujarat. He was joined by Miss Tara Bai Modak (1925) who devoted her entire life for child education.

In the early part of the twentieth century most of the kindergarten pre-schools were attached to institutions established mostly by the missionaries. To them goes the credit of popularizing the kindergartens in India. These kindergartens were later Indianised as ‘Balwadis’ or ShishuVihars’. The Indian movement in the field of pre-school education owes much to Annie Besant and Tagore in the early part of the twentieth century. In 1944 the Central Advisory Board of Education (CABE) gave concrete suggestions for the reorganization of pre-school education in India.

The first pre-basic education school established under Kasturba Memorial Trust, started functioning in July 1945 at Sevagram, under the guidance of Smt. Shanta Narukar. Guru Ravindernath Tagore reiterates this basic concern in Essay on Education, that is necessary to promote a stimulating environment and an atmosphere where children learn from the natural surroundings and not from the textbooks. He emphasized on learning by doing and education through senses.

The constitution in article 45 lays down a directive principle that “every child upto the age of 14 should receive free and compulsory education. Article 39F,46 and 47 respectively further
support to this constitutional directive. The founding fathers of the constitution clearly intended to ensure that every child, irrespective of social or economic status of his/her parents, receives care and education from birth up to the age of 14 years. This aim was to be achieved within a period of few years from the commencement of the constitution (Article 45). But all along, this directive has been interpreted narrowly as applicable only to the education of children from the age of five or six upwards. It is however, never too late to acknowledge that, since care and education must begin at birth Early Childhood Care and Education (ECCE) is part of the provision originally recognized under the constitution for the development of all children until they complete the age of fourteen years.

The Govt. of India set up Central Social Welfare Board (CSWB). It had grant in aid scheme for voluntary organizations which were running different centres for pre-school children. During the early 70's CSWB had 6,000 pre-school running all over the country but they were not upto the mark.

The Kothari Commission (1964-66) recommended free and compulsory school education. The Commission was in favour of the need to develop pre-school education as extensively as possible. In 1967 the Committee of Members of Parliament on Education prepared a document on the National Policy of Education and suggested that - "Greater attention need to be paid to the development of pre-primary education. Voluntary
organizations conducting pre-primary institutions should receive encouragement and financial assistance specially when they are working in rural areas, urban slums or for children of weaker sections of the community."

*Pre-school Education During Five Year Plans* - In the Fifth Five Year Plan (1974-79) the pre-school was recognized and in 1975 on experimental basis Integrated Child Development Scheme (ICDS) was launched on thirty three selected blocks of Rajasthan concentrating on nutrition health and non-formal pre-school education for young children, through this scheme rural tribals and urban slums were provided basic services.

*National Policy For Children* - The statement for National Policy of Children is intended to serve as a ‘pole star’ to guide the official and non-official agencies alike in regard to the direction in which they should move for achieving full and integrated development of our children who constitute our most valuable asset for prosperity. National Policy has been enunciated in Government Resolution No. FL-14/74-CDD, dated August 22, 1974 which was tabled in both the Houses of Parliament on August 26, 1974. The Resolution was communicated to State Governments/Administration of Union Territories, Resolution No. 1-14/74-CDD. The Government of India has had under consideration the question of evolving a national policy for the welfare of children. After due consideration it has been decided to adopt the policy for the welfare of children, which is- The
nation's children are supremely important asset. Their nature and solicitude are our responsibility. Children's programmes should find a prominent part in our national plans for the development of human resources, so that our children grow up to become robust citizens, physically fit, mentally alert and morally healthy, endowed with the skills and motivations needed by society. Equal opportunities for development to all children during the period of growth should be our aim, for this would serve our large purpose of reducing inequality and ensuring social justice.

**People's Participation** - The Government of India trusts that the policy will receive the support and cooperation of all sections of people and of organizations looking for children. The Government of India also calls upon the citizens, state governments, local bodies, educational institutions and voluntary organizations to play their part in the overall effort to attain the objectives.

Referring to pre-school education, the Government of India constituted a committee in 1992 under the chairmanship of Prof. Yashpal. The committee has a very comprehensive report regarding improvement of pre-school education in India. The Planning Commission of India in their sixth plan, states that the pre-school years are the period of maximum learning and intellectual development and hence of gross potential educational significance.
The National Policy of Education (1986) has stressed on the need for pre-primary education. It emphasizes on the programmes of ECCE focussed around play and the individuality of the child. Formal methods and introduction of the 3R’s are discouraged at this stage.

The three major international events in recent years that helped to focus attention on the young children are:

**Convention on the rights of the child (1989)** - Currently ratified by 127 countries promoted the value of the family, the principles of joint and shared parental responsibilities and defence of children’s rights within a context of gender equality.

**World Conference of Education for All (1990)** - It emphasized the need to expand ECCE programmes including family and community interactions especially for poor, disadvantaged and disabled children.

**World Summit for Children (1990)** - Synthesized the principles and concerns and urged the world’s societies to work for children’s enhanced development and education.

These three important events clearly indicate the priorities of the field, at the global level. We can consider these events as providing an opportunity to reflect, review and reconsider our strategies in ECCE programmes.
As shown by Provisional Population Totals of 2001, for the first time, the absolute number of illiterates has shown a significant decline. In 1991, out of India’s total population of 864 million, the number of illiterates was 328 million. Despite population of India increasing by 181 million and crossing historic one billion mark (1027 million), the number of illiterates has shrunk to 296 million, marking a decline of 32 million in 2001. Literacy has risen from 43.5 per cent in 1981 to 52.2 in 1991 and now 65.38 per cent in 2000. The gender gap in literacy, which hovered around 25 per cent for two decades during 1971-91, has gone down to 21.7 per cent over male literacy rate (11.72 per cent).

* Objectives Of Pre-school Education

Pre-school education provides a lot of experiences like visual discrimination, sequential thinking, matching, classification, counting seriation, conservation, two dimensional thinking and logico-mathematical experiences to the child through various structured learning materials like picture puzzles, blocks of various sizes, shapes and colours, seriation cards, toys, picture books etc. Other aspects of activities dramatic play, free play, guided play, indoor games, story telling etc. are provided, aiming at total development of the child-physical, motor, socio-emotional and cognitive.
The objectives of pre-school education as drawn by NCFRT and later approved and incorporated in the Education Commission are:

1. To develop in the child good physique, adequate muscular coordination and basic motor skills.

2. To develop in the child good health habits, and to build up basic skills necessary for personal adjustments such as dressing, toilet, eating, washing and cleaning.

3. To develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges.

4. To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions.

5. To encourage aesthetic appreciation.

6. To stimulate intellectual curiosity and to help him understand the world in which he lives and to foster new interest through given opportunities to explore, investigate and experiment.

7. To encourage independence and creativity, by providing the child with sufficient opportunities for self-expression.
8. To develop the child’s ability to express his thoughts and feelings in fluent, correct and clear speech.

*Children As Valuable Human Resources*

It has been realized that human resources are the basis of development and children are the most valuable human resources. Most of the developing countries have now begun to pay serious attention to their children. Early Childhood Care and Education has been recognised as an important input in the strategy of human resource development, as a feeder and support programmes for primary education and as a support-service for the working women of the disadvantaged section of the society. The ECE is considered important to ensure universalisation of elementary education.

The ECE is viewed as a development oriented process and its programmes are expected to focus on development of good health habits desirable social attitudes and manners, emotional maturity, ability to express thoughts etc. as well as developments of aesthetic express, creativity, independence and curiosity. The emphasis is on child-centered approach, play way and activity based learning in place of three R’s.

1.2 THEORETICAL MODEL

The activities which foster and promote the all-round development of the child which is balanced in the age group of 0-6 years in all dimensions like physical, mental, social, emotional
and moral have been collectively described in NPE 1986 as Early Childhood Care and Education (ECCE). Both these components, care and education are essential, since either by itself is inadequate. In this sense, to promote balanced human development, ECCE is the birth right of every child. A model of pre-school education programme is given below:

FIGURE 1.1

The Pre-school Education Programme

Motor Development

DEVELOPMENT OF THE WHOLE CHILD

Language Development

Socio-emotional Development

Cognitive Development

ECCE, as envisaged in the ICDS, focuses on total development of the child in the age range of upto six years from the under-privileged groups. The ECCE component of the ICDS may well be considered the backbone of ICDS programmes, since all its services essentially converge at the Anganwadi. It's programmes for three to six years old children in the Anganwadi
are directed towards providing and ensuring a natural, joyful and stimulating environment, with emphasis on necessary inputs for optimal growth and development. Child centered play way activities, which build on local culture and practices, using local materials developed by Anganwadi workers, through enrichment training, are promoted. Pre-school education programmes conducted through the medium of play, aims at providing a learning environment for promotion of social, emotional cognitive, physical and aesthetic development of the child. Through ICDS, 12.5 million children of three to six year’s age group from under-privileged sections are participating in centre-based learning activities.

The field of ECCE has considerably expanded over last two decades as reflected in shifting usage of the term from Early Childhood Education (ECE) to Early Childhood Care and Education (ECCE). It refers not only to what is happening within the child but also to the care that child requires in order to thrive. For a child to develop and learn in a healthy and normal way, it is important to meet the basic needs for interaction and stimulation, affection, security and learning through exploration and discovery.

**Following are the agencies which manage the pre-school education in India.**

* **Government Agencies** - Though education has been a state subject, yet the policies regarding pre-school education have
been mostly framed and implemented by the central level agencies like Central Social Welfare Board. Iredale observes “the interesting and crucial point about pre-school education in India is that it lies mainly within the scope not of the Ministry of Education but of the Central Social Welfare Board, whose belief is to develop pre-primary education in the country as part of family and child welfare schemes. At the state level too, most pre-primary education is handled by the Department of Social Welfare and is entirely unrelated to the work of Education Department, though this pattern runs counter to the recommendation of Education Commission of 1996, in which close liaison between education and Social Welfare as proposed together with a pre-primary center within state institutes of education.” In most of the states, the Director of Social Welfare controls the pre-schools through Bal Sevikas and Mukhya Sevikas. But for the education component of all pre-school programmes, especially in the matter of teacher preparation, the State Institute of Education are laying prominent role.

To make significant dent on illiteracy figures, government enhanced investment in pre-school education through ICDS programmes.

* Semi-official and Autonomous Organisation - There are several national and international level organizations working in the field of pre-school education. The names of national level organizations are given below:
1. Central Social Welfare Board
2. Indian Council for Child Welfare
3. Indian Red Cross
4. Kasturba Memorial Trust
5. All India Women Conference
6. Montessori International Association in India G. Nutan Bal Shikshan Sangh, Bombay
7. All India Cosmic Education Society
8. Kishore Dal, Patna
9. Children's Education Society, Mysore
10. Happy Education Society, Delhi
11. City Montessori School, Lucknow
12. All India Balkan Ki Bari
13. Indian Association for Pre-school Education
14. University Colleges/Departments of Home Sciences
15. State Institutes of Education

* Private Bodies - The private sector in India has played a significant role for the spread of pre-school education. They stepped up their activities after the visit of Madam Montessori to India. Many Montessori and Nursery pre-schools as well as training centres were started. According to Ranjit Bhai, 'Voluntary efforts in the field of pre-school education made it possible to popularize nursery and Montessori pre-schools, which were hitherto considered private individuals or societies
and many best pre-schools or training institutions in India are run by private societies.'

1.3 RATIONALE OF THE PROBLEM

Rationale of the study is an attempt to develop the logical basis for the study with respect to its need and related researches.

"Early Childhood Education serves to fulfil effectively all the needs of the young child-physical, social, emotional and psychological.'

(Venkatram, 1984)

The early years of the child comprise the most impressionable and crucial period. The foundation for the maximum mental development is laid during the early formative years. The home environment and the interaction of the child with its mother and with other significant people are the important factors in moulding the child’s life. Research studies show that children especially those coming from deprived homes can be beneficially exposed to instructional processes even before the formal school system begins to operate. In order to enrich the experimental repertoire of such children, it is essential that the pre-school programme should contain a variety of objects and activities wherein the child is able to label the objects, experiment and interact with the environment, thus the pre-school can make up child’s deprivation and promote his all round developments.
The rational for such a thinking has emerged from the personal experiences of the investigator and study of various tests and researches in the field of early childhood education.

The investigator conducted a study for her M.Phil dissertation entitled “Minimum Levels of Learning – Teachers Awareness and Attitude Towards its Applicability in Primary Pre-schools.”

Most of the teachers who had undergone an orientation programme in MLL, showed their favorable attitude towards the applicability of MLLs in primary pre-schools. As the childhood experiences have a direct impact on child’s future development, the investigator felt the need for providing the young child with appropriate experiences through effective pre-school programmes. It prepares a sound base for formal education, helps to achieve the target of MLL, and reduces wastage and stagnation in primary pre-schools.

1.4 RESEARCH GAP

In the foregoing paragraphs an attempt has been made to develop the logical basis of the study. In this context, a thorough review of all the related researches in a chronological order has been made to find out whether any research gap exists in the area of pre-school education or not. Significantly, pre-school education has been a special concern for educationists.
Studies during the eighties also reiterate the value and importance of early childhood education. However, these studies are a clear departure from the earlier studies that advocate early childhood education in global terms. The later studies are more specific in their reporting, emphasizing the psychological aspects of young child's development (Mohanty, 1984).

On the whole, the literature in this category is largely ideological and theoretical in nature, making a strong case for early childhood education. A survey of related studies reveals that very few researches were conducted on the pre-school going children, on a comparative basis, so that pre-school curriculum could be enriched, especially for children who are living in backward areas.

Hence, today areas like pre-school education of underprivileged children and their development should be paid more attention to and more investigation into.

1.5 NEED AND SIGNIFICANCE

It may be reiterated that in India the situation of pre-school education offers much scope for improvement. And it is heartening to note that this is being increasingly realised. Well mannered citizens and voluntary organizations are coming forward with ameliorative programmes. At the government level, a lot of thoughts and resources are being invested. In the recent past, there has been a substantial growth of infrastructure.
personnel and expenditure on the programmes evolved for the development and schooling of children before entering into primary pre-schools, though the impact has been somewhat indifferent. A gap appears between efforts and effect. As a result change strategies have been evolved and several innovative projects and programmes of pre-schools have been initiated. Some desirable results have certainly come about, yet they hardly commensurate with investments. Of course, this kind of performance gap can be attributed to a large number of factors.

Although enrolment in primary school is around 90 percent, wastage and stagnation is so high that only 50 percent children enrolled in school complete standard V. The maximum dropout, in fact takes place within the first years of schooling itself. It is therefore, not surprising that attempts are being made by the government to encourage retention of children in pre-schools through various early intervention programmes like:-

**,ICDS Anganwadi Programme** - It is an ambitious programme of the ICDS (Integrated Child Development Scheme), an inter-school development programme that reaches out to the 0-6 years group which constitutes 18 percent of the country’s population. It aims to enhance the child survival rate as well as bring improvement in the health, nutrition and educational status of pre-school children and their mothers.
Child care centres, play and learning centres, health centres, meeting places for women and mothers integrated child development services (ICDS) is a holistic early childhood and development programme that addresses the interrelated needs of children, adolescent girls and women from disadvantaged communities begun in 1975.

The National Evaluation of ICDS indicated the positive role played by ICDS (as compared to non-ICDS areas) in promoting enrolment in elementary pre-schools. However, the report also stated that there was tremendous scope for improving the implementation of the pre-school education component (PSE) of the ICDS. Non availability of play and learning material was a major constraint. Children in the national study did not perform well on identification of colours and other cognitive tasks, emphasizing the need for conducting creative and cognitive activities as an integral part of the PSE. Community participation was also a weak link in the ICDS programme (Sharma, 1992).

The Organisational/Administrative set for managing the ICDS project is given below: 
**FIGURE 1.2**

**ICDS**

<table>
<thead>
<tr>
<th>Ministry of Health &amp; Family Welfare</th>
<th>Ministry of Human Resources Development Dept. Of Women Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Headquarters</strong></td>
<td></td>
</tr>
<tr>
<td>Director of Health Services</td>
<td>Director/Project Officer</td>
</tr>
<tr>
<td>State Co-ordinator (Health Department)</td>
<td>In-charge of ICDS</td>
</tr>
<tr>
<td>Chief Medical Officer</td>
<td></td>
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<tr>
<td>Advisor Tribal Welfare Officer</td>
<td></td>
</tr>
<tr>
<td><strong>District Level</strong></td>
<td></td>
</tr>
<tr>
<td>Medical Officer</td>
<td></td>
</tr>
<tr>
<td>Health Assistant (Female)</td>
<td></td>
</tr>
<tr>
<td>(Supervisor)</td>
<td>Ex C.D.P.O. B.D.O</td>
</tr>
<tr>
<td>Lady Health Visitor</td>
<td>Mukhya Sevika</td>
</tr>
<tr>
<td><strong>Block/Primary Level</strong></td>
<td></td>
</tr>
<tr>
<td>Sub-Centre Level</td>
<td></td>
</tr>
<tr>
<td>Health Worker Female Auxiliary</td>
<td></td>
</tr>
<tr>
<td>Nurse Mid-wife</td>
<td></td>
</tr>
<tr>
<td><strong>Village/Community Level</strong></td>
<td></td>
</tr>
<tr>
<td>Health Guide</td>
<td></td>
</tr>
<tr>
<td>Anganwadi Worker</td>
<td></td>
</tr>
</tbody>
</table>

**CASP-PLAN Balwadi Programme** – It is a Community Based Organisation. It runs Balwadis in the urban slums of Delhi, parallel to the ICDS Anganwadis. This programme has extensive
community acceptance and most Balwadis are functioning efficiently.

**Structure and organisation of CASP-PLAN Balwadi programme.**

- Director
- ↓
- Project Officer
- ↓
- Development Promoter
- ↓
- Balwadi Supervisor
- ↓
- Balwadi Worker
- ↓
- Balwadi Helper

ICDS Anganwadis and CASPPLAN Balwadis are located in the same areas. In this study in order to assess and compare the impact of pre-school education ICDS Anganwadis and CASPPLAN Balwadis were selected as the sample.

1.6 **STATEMENT OF THE PROBLEM**

With reference to the significance of pre-school education in a child’s life, the present study is a modest attempt in the direction of assessing and comparing the development of children.
in pre-schools. The following problem has been formulated and studied by the investigator.

"A comparative study of the impact of pre-school education on motor, cognitive, language and socio-emotional development of under-privileged children enrolled in CASP-PLAN and ICDS pre-schools of Delhi."

The study attempts to answer the following questions:

1. What is the impact of pre-school education on the developmental aspects of children?

2. Is there any difference in the development of pre-school children of ICDS Anganwadis and CASP-PLAN Balwadis?

1.7 OBJECTIVES OF THE STUDY

Before investigator can proceed with her study, it is essential that she sets objectives of her study. Nothing can be more detrimental to the quality of the output than to jump right in, without having just made a thorough critical analysis of every aspect of the overall venture. Effective research is undoubtedly a matter of aiming in the right direction.

Objectives of the present study are:

1. To study and compare the structure, organisation, aims and functions of CASP-PLAN and ICDS pre-schools.
2. To study and compare the **socio-personal characteristics** of CASP-PLAN and ICDS pre-school children.

3. To study and compare the **motor development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

4. To study and compare the **cognitive development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

5. To study and compare the **language development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

6. To study and compare the **socio-emotional development** of children who are enrolled in CASP-PLAN and ICDS pre-schools.

7. To study and compare the overall impact of pre-school education of CASP-PLAN pre-schools on motor, cognitive, language and socio-emotional development of children.

8. To study and compare the effect of pre-school education between male and female children in both type of pre-schools.
1.8 HYPOTHESES OF THE STUDY

Keeping in view of the above mentioned objectives of the study, the following hypotheses are to be tested:

I. There is no significant difference in the structure, organisation, aims and functions of CASP-PLAN and ICDS pre-schools.

II. There is no significant difference between the socio-personal characteristics of children in CASP-PLAN and ICDS pre-schools.

III. There is no significant difference between the motor development of children who are enrolled in CASP-PLAN and ICDS pre-schools.

IV. There is no significant difference between cognitive development of children who are enrolled in CASP-PLAN and ICDS pre-schools.

V. There is no significant difference in language development of children who are enrolled in CASP-PLAN and ICDS pre-schools.

VI. There is no significant difference in socio-emotional development of children who are enrolled in CASP-PLAN and ICDS pre-schools.
VII. There is no significant difference in **overall development**
of children who are enrolled in CASP-PLAN and ICDS pre-
schools.

VIII. There is no significant difference between the development
of **male** and **female** children in CASP-PLAN and ICDS
pre-schools.

1.9 **DELIMITATIONS**

1. The **area** of the study is confined to the urban slums of
   **Sangam Vihar** of Delhi.

2. The **sample** of the study include only 120 children who are
   enrolled in these pre-schools for at least six months. 60
   children were taken from CASP-PLAN Balwadis and 60
   from ICDS Anganwadis.

1.10 **OPERATIONAL DEFINITION OF KEY TERMS**

Before proceeding, it would be better to give a detailed
description of operational definitions of the terms used in the
study.

* Pre-school
* CASP-PLAN
* ICDS
* Motor development
* Cognitive development
* Social development
* Emotional development

* Language development

* Pre-school

Pre-school – (Pre + school) intended for a child between infancy and school age. Pre school education term has been used to refer to group settings for children between approximately 3-5 years old, which are deliberately designed to stimulate and support their motor cognitive, language, social and emotional development. These settings are specially designed to provide care, supervision, stimulation and education to pre-school children outside their homes. They serve children before entry into primary pre-schools.

The National Policy on Education (1992) has clearly said that Early childhood education i.e. education of children from 3-6 years, should be play and development oriented. There should be no formal teaching of the 3R’s- reading, writing and arithmetic at this stage.

The broad objectives of pre-school education programme, as described in the Report of the Education Commission are:

- To develop in the child a good physique, adequate muscular coordination and basic motor skills.
- To develop in the child good health habits and to build up basic skills necessary for personal adjustment, such as dressing, eating, washing, cleaning etc.
• To develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges.
• To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions.
• To encourage aesthetic appreciation.
• To stimulate intellectual curiosity and to help him understand the world in which he lives and foster new interests through given opportunities to explore, investigate and experiment.
• To encourage independence and creativity by providing the child with sufficient opportunities for self expression.
• To develop the child’s ability to express his thoughts and feelings in fluent, correct and clear speech.

* CASP-PLAN

It is a community Based Organisation, Community Aid and Sponsorship Programme (CASP), was established in 1975 by Dr. S.D. Gokhle, to sponsor the under privileged children. PLAN International was founded in 1937, in England by John Langdon Devies and Erich George Muggeridge to provide emotional and material support to children orphaned during the Spanish Civil War. Since then it has helped more than a million children and families in over 26 Countries in Asia, Africa and America.

The CAPS-PLAN alliance began in 1979 during the International year of the child. CASP collaborated with foster parents PLAN International and launched a project with the
motive of initiating sponsorship for under privileged children with the child as the centre of focus and his parents and community as secondary focal points. Like all metropolitan Cities Delhi has its own urban outcasts-the slum dwellers. These mushrooming clusters of slums are migrant communities which are a melting pot of religions and cultures which are held together by their common plight. One of its beneficiaries is Balwadi-programme, which is for children of 2½ to 5½ years.

The benefits for pre-school children under the project CASP- PLAN are stated below:

(I) Provides clean, safe water
(II) Supplementary nutrition
(III) Immunisation
(IV) Health check-up
(V) Referral services
(VI) Non-formal pre-school education

* ICDS (Integrated Child Development Scheme)

In the Fifth Five Year Plan (1974-79) the pre-school education was recognised and in 1975 on experimental basis Integrated Child Development Scheme was launched. It is an inter-sectoral development programme that reaches out to the 0-6 years age group which constitutes 18 percent of the country’s population. It aims to enhance the child’s survival rate as well as bring improvement in the health, nutrition and education status of
pre-school children and their mothers, began in 1975-76 with only 33 projects. In 1992 there were 3096 projects in operation in the country.

The benefits for pre-school children under the project ICDS are stated below:

(I) Supplementary nutrition
(II) Immunisation
(III) Health check-up
(IV) Referral services, and
(V) Non-formal pre-school education.

These projects are functioning in different Panchayat Samities (Community Development Blocks) particularly in rural and urban slums having head offices in Block Headquarters.

* **Balwadi**

Early Childhood Care and Education (ECCE) centres running under CASP-PLAN Project in urban outcasts. The Delhi project of CASP-PLAN was launched in the Govindpuri slums in 1986, since then it is working to improve the quality of life of children and their families. Pre-school educational intervention programmes has extensive community acceptance.

Objectives of the CASP-PLAN Balwadis are as follows:

1. Provide good quality integrated Child Care Services in education, health and nutrition to all pre-primary children between the age of 2.5 to 5.5 residing in the project area,
2. It also aims to assist parental participation.

* **Anganwadi**

Early Childhood Care and Education (ECCE) centres are running all over the country under the ICDS Scheme of Government of India. Pre-school educational intervention programmes for the children of 3-6 age groups. It aims to enhance the child’s survival rate as well as bring improvement in the health, nutrition and educational status of pre-school children and their mothers.

The objectives of ICDS Anganwadis are as follows:

1. To improve the nutritional and health status of children in the age group of 0 to 6 years.
2. To lay down the foundations for proper psychological, physical and social development of the child.
3. To reduce the incidence of mortality, morbidity, malnutrition and school drop-outs.
4. To achieve effective coordination of policy and implementation among various departments to promote child development.
5. To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

* **Motor development**

Motor means movements of the body such as legs, hands, toes, thighs, wrist, fingers etc. Changes in muscle tone causes
movement. Muscles and bones work only when they are connected to the central nervous system by means of nerves. All forms of motor behaviour are actually postural activities, in as much as all movements entail adjustments of the organism as a whole to its environmental conditions. In this sense, any form of locomotions or apprehensions is essentially a closely knit series of sequential postural adjustments.

Motor development takes place rapidly in the first five years. It is during this stage that child develops the required basic coordination of muscles and picks up the essential motor skills which are necessary for his adjustment to life. The pre-schoolers through their various experiences learns how to make anticipatory movements and postural adjustments. Unless he is able to do these things mechanically, it becomes difficult for him to acquire the finer motor skills that are required in later life. At the pre-school stage, throwing, kicking or catching a ball is an activity which by itself give him a great deal of enjoyment. It is through these experiences that the child learns to coordinate his muscular movements. Once he gains mastery over his muscular movements, he then uses it to develop skills which are more complex, like playing football or other athletic events. Mastery in motor skills is a great asset to the child.

A major aim of ECE programme is development of different motor skills, in children Motor skills may be considered under two heads: gross motor skills and finer motor skills. This
gross motor skills are those that involve control and coordination of large muscles e.g. running, climbing, jumping, crawling and skipping. Fine motor skills involve the fine muscles, particularly of the eye and hands/fingers e.g. writing, painting and cutting, moulding and folding. Development of motor skills is very important not only for later schooling but also for later activities.

**Cognitive Development**

Development of these mental processes or skills that enable an individual to get to know his environment. The foundation of all awareness or learning rests on the proper development of the five senses i.e. touch, taste, smell, hearing and sight. While the senses are the ‘doorways’ to all experiences in the environment, the child learns from these experiences and develops an understanding of the world around him with the help of certain mental skills which are: observation, memory, classification, sequential thinking, reasoning and problem solving.

Cognitive behaviour has been described as a convenient category for these varied adjustments: perceptual, orientational, manual and verbal, which reflect the child’s capacity to initiate new experiences and to profit by past experience. This description is quite consistent with the usual psychological definition of cognitive behaviour, as either an instinctive or intelligent response. Both are interwoven in the behaviour of young children and it is not practicable to measure without the other.
According to Jean Piaget, an individual go through a series of stages in cognitive development. Most children in the three to six age group are in the pre-operational stage when they have not yet developed the ability to think logically or in an abstract way about the world. Their thinking is initiative and guided by their perceptions. They are able to focus on only one attribute of an object at a time. This tends to limit their understanding. A major objective at the early childhood stage should therefore be to help children from basic concepts which would lead them towards logical reasoning.

Language Development

Language is perhaps the lightest expression of cognitive development. The development of language is a most critical dimension in the life of younger children. It is the media of communication. It is through the language, children become able to express their needs and desires. It is also an expression of their “Cognitive Map.” Eventually the language is an expression of intellectual and cognitive functioning.

According to Gassel (1954) language embraces all behaviour which has to do with soliloquy, dramatic expression, communication and comprehension. Mussen, Conger and Kagan (1965) also make a distinction between these aspects in the study of language development viz., (I) the production (II) the
comprehension of language. The normal child’s level of understanding typically surpasses the maturity of his speech.

According to Gassel, the language of every child as it grows up passes through certain phases of development. When the child comes to an ECE centre, has already learnt and started using a language. Listening, speaking, reading and writing are main language skills at pre-school stage.

* Socio-Emotional Development

The term socio-emotional describes social situations but also his individual and characteristic manner of responding in all situations. Socio-emotional development includes not only primarily social behaviour, but also the mode of behaviour which characterises the child’s own personality or individuality.

Social development is the development of those characteristics which helps in the socialization of the child. When he starts playing with other children of his age this interaction helps him to develop social behaviour and acquire social absolutes like, sharing, sympathy, friendship, sense of oneness, initiation, co-operation etc. pre-school years are important years for social development in young child’s curiosity, sympathy, co-operation, sharing etc. unpleasant experiences develop unsocial behaviour like negativism, aggression, quarreling, teasing, and prejudice etc. In young children social process appears to be function of mutual initiation and reinforcement. Sociologist, pre-school workers and
child psychologists have considered the curiosity, cognition, language and biological factors as parameters of social development.

The emotion may be defined as pleasant or unpleasant feelings or impulse towards some kind of action or stirred up state of the organism. It influences perception of self concept and adjustment of the people. Our thinking behaving, talking, functioning all are reflected by our emotions. Slowly emotions develop into habits and become pattern of behaviour. The settlement of emotions into habits acts as a driving forces for good and poor adjustment. It is very important treat which is directly related to adjustment. Pre-school educational institutions is a place where emotional problems of the young children can be handled properly. Play is the best way to develop pleasant emotions in young children. Emotional development provides the base for social development as it has implications for the child’s social behaviour and interactions. Socio-emotional development plays a vital role in child’s overall performance and achievements.