

CHAPTER-IV

Analysis, Results & Interpretations

Part-I Principals

Principals were the first group of respondents in the study. The data were collected from six principals from schools distributed in Bhopal city. These schools run nursery pre-primary classes. All these pre-schools are privately managed.

The data were collected through a questionnaire prepared by the investigator. It collected information on their sex, qualifications both academic and professional, experience in terms of teaching and administration.

These were tabulated itemwise and the responses have been presented and discussed here.

Sex wise distribution of principals

On the basis of sex, the principals of the sample schools were grouped as under :

Table 4.1.1
Sexwise distribution of Principals

Sex	No. of Principals	Percentage
Male	2	33%
Female	4	67%

From the given in Table 4.1.1 it is clear that out of 6 (six) Principals two (33%) were male and four (67%) female.

Qualification of Principals

Qualifications included essential qualifications to become a Principal. While analysing the data pertaining to qualifications it was found that all the Principals possessed the

essential qualifications i.e., MA and B.Ed. or its equivalent. The qualifications of Principals are given in Table 4.1.2 below :

Table 4.1.2
Qualification of Principals

Qualification	No. of Principal	Percentage
Graduate	6	100%
Post Graduate	5	83%
B.Ed	5	83%
M.Ed	--	--
Ph.D	--	--
Other	--	--

Table 4.1.2 Shows that all the Principals in the sample schools were graduates. Five of them had Post Graduate qualifications with a B.Ed.

Experience

The Principals possessed teaching as well as administrative experience as shown :

Table 4.1.3

Years	No. of Principals	Percentage
Administrative experience		
0-5	3	50%
6-10	1	17%
above 10	2	33%
Total Experience (including teaching)		
5-10	4	67%
10-15	2	33%
15-20	--	--

It is evident from the data shown in Table 4.1.3 that three (50%) Principals were having administrative experience ranging from 0-5 years whereas one (17%) has served for 10 years and two (33%) have served for 16 years each.

As regards the total experience of Principals including both teaching and administrative, the Table indicates that four (67%) Principals were having experience of 10 years each. Whereas Two (33%) of the Principals were having total experience between 10-15 years.

No. of Teachers in Pre-schools

Table 4.1.4

Schools	Total number of Teachers
1	7
2	5
3	17
4	5
5	8
6	6

The Table 4.1.4 shows the number of teachers in sample schools teaching pre-school classes.

Total number of rooms in pre-school

Table 4.1.5

Schools	Total number of Rooms
1	7
2	5
3	7
4	4
5	8
6	3

School number 6 has the minimum number of rooms i.e., 3 whereas first and third have the maximum i.e., 7. This probably indicates that there are hardly any national or state norms developed in this regard. However, number of room will further vary according to number of classes / sections / students.

Availability of facilities in the school

School	1	2	3	4	5	6
Facilities						
First-Aid box	Yes	Yes	No	Yes	Yes	Yes
Medical Checkup	Yes	Yes	No	No	No	No
School Bus	Yes	No	No	Yes	No	No
Student canteen	No	No	No	No	No	No
Garden	Yes	No	Yes	Yes	Yes	No
Aaya/Bai	Yes	Yes	Yes	Yes	Yes	Yes
Play ground	Yes	Yes	Yes	Yes	Yes	Yes
Mid day meal	No	No	No	No	No	No

Table 4.1.10 Shows the availability of facilities in the sample schools. While most of the facilities are found to be available, there are two of the facilities namely student canteen and mid day meal which are not there in any of the six schools. In four of the sample schools (3-6) do not have medical checkup facilities for their students.

Teaching Methods

Schools	Methods
1.	Projectors, Slides, Charts, Mathematical Instruments
2.	With examples and show pictures
3.	Reading, Writing
4.	Lecture and Reading, Writing
5.	Oral, Written, Play way method
6.	Not mentioned

Only five schools responded to the questions. Regarding the use of teaching methods the first school uses projects, slides, charts, mathematical instruments while teaching. Two of them emphasise on reading and writing. Two others use Oral, Visual and Play way methods of the teaching.

It is generally found in all the sample schools that the focus is on 3R's rather than on readiness and sensory stimulation through play very methods and creative, self expressional activities.

Training of Teachers

Schools	Trained (yes)	Type of Training
1.	Yes	BTI, B.Ed
2.	—	—
3.	—	—
4.	Yes	BTI
5.	—	—
6.	Yes	BTI, B.Ed

The Table 4.1.8 indicates that out of six, three schools had trained teachers to teach pre-primary classes whereas in other three schools the teacher were untrained. Teachers in 50 per cent schools being untrained has serious implication for teaching learning at this impressionable age.

School started in years

Schools	Started in
1.	1984
2.	1985
3.	1993-94
4.	1985
5.	1985
6.	1986

The schools are well established and are in existence for the last 14-15 years. However, school 3 was established 6 years ago.

Table 4.1.6

Table 4.1.6 presents the name of the schools and the total number of students studying in pre-primary classes (nursery, KG I & KG II)

S.No.	School Name	Total No. of Students
1.	Kopal High School	275 (in two shifts)
2.	Vikram Bal Vihar School	69
3.	Rishi Convent School	375 (in two shifts)
4.	Satguru Vidya Mandir	45
5.	Saraswati Central Academy	32
6.	Vivekanand High School	75



Two schools (1 & 3) are run in two shifts. The remaining four schools run in only one shift.

Activities done in schools

Table 4.1.7

Schools	Physical development	Intellectual development	Cultural development	Knowledge of Environment	Development of Creativity
1.	Games	Projection of films	Rhymes & Actions songs	Use of models & various things from local environment	Drawing & Craft
2.	Drill, P.T. & Games	Story telling recitation of Poem with action	Drawing & Songs	-	Drawing, Dance & Painting

3.	Games	Reading & Writing	Dance & Drama	Picnic	Clay modelling toys & Crafts
4.	Games	Reading & Writing	Dance & Drama	-	Drawing Painting
5.	Games	Reading & Writing	Dance & Drama	Picnic, Picture Showing	Drawing Dance
6.	Games & P.T.	Play, Counting of things	Dance, Poem & Cultural program	Using easily available environmental things	Drawing Painting

The data presented in Table 4.17 also reveals that the schools do conduct some activities for pre-school students. These include both indoor and outdoor activities for Physical, Intellectual, Cultural, Knowledge of Environment & Creativity development. However, these are as a point of fact only occasional activities and do not serve as a medium of education for balanced social, emotional, aesthetic and intellectual development.

Curriculum

All the sample schools follow the curriculum prepared and prescribed by the M.P. Board.

Teaching Medium

All the pre-primary schools mainly use Hindi as medium of instruction some schools however, use both Hindi & English.

Method of Evaluation

All six sample schools evaluate their students through both oral and written tests. An analysis of the responses to remaining questions revealed that all the six pre-schools do not have day boarding facility. There is no provision of extra classes in the schools. All

these schools offer facilities for games like Cricket, Football, Merry go round, and other play materials. All the six schools mentioned that they keep records of students performance in the form of attendance and progress cards. The sample schools give homework to the students and check them regularly. Sufficient toys are available in the school for the children. All the schools insure community participation and organise and celebrate parents day. Sometimes important members of the community are also invited to the school.

The findings of the study indicate that the concept and philosophy of pre-school education has not percolated downwards. Achievement, home work, rigid scheduling dominate the pre-school environment. There is need to educate both parents and teachers as well as educational administrative regarding the need and importance of pre-primary education as distinct from primary education and strategies to be adopted to make these years joyful and educate to the children.

4.2 Teacher

Teachers were the second group of respondents in the study. The data were collected from eighteen teachers from six schools of Bhopal city. These schools run nursery pre-school classes.

The data were collected through a questionnaire prepared by the investigator for the purpose. Information collected from the eighteen teachers regarding their qualifications academic and professional, experience in terms of teaching etc, were then analysed. These were first tabulated item wise and the same have been presented and discussed below.

4.2.1 Sex wise distribution of teachers

On the basis of sex the teachers of the sample schools were grouped as under

Table 4.2.1 sex wise distribution of teachers

Sex	No. of Teacher	Percentage
Male	2	11%
Female	16	89%

From the data given in Table 4.2.1 it is clear that out of eighteen teachers two were male (11%) and sixteen (89%) female.

4.2.2 Age Teacher

Teachers included in the sample belonged to different age groups which have been analysed and presented in the following Table 4.2.2 .

Table 4.2.2 Agewise Distribution of teachers.

Range of Age	No. of teacher	percentage
20 - 30	8	44%
30 -40	8	44%
40 -50	2	11%

The Table 4.2.2 shows that eight teachers each belonged to the age range 20 - 30 and 30 -40 years. Only two were older in the age range of 40 - 50 years.

4.2.3 Qualifications

Teachers who are involved in teaching possessed varied professional qualifications. The professional qualifications of teachers included in the sample have been analysed below.

4.2.3 Qualification of teachers

Qualification	No.of teachers	Percentage
Academic : below graduate	1	6%
only graduate	7	38.89%
post graduate (after graduation)	10	55%
Professional : B. Ed.	2	11%
M.Ed	-	-
B.T.I.	1	6%
Untrained	15	84%

It may be seen from Table 4.2.3 that two (11%) teachers were B.Ed. Another 1 (6%) B.T.I. trained. There was no M.Ed degree holder in the sample. Further, it is revealing to find that fifteen of them did not have any formal training of teaching pre-primary classes. Even the other two teachers have B.Ed as qualification which normally is a training to teach secondary classes. The large number of untrained teachers teaching at this stage in private schools must be a matter a great concern to state educational administrators.

4.2.4 Teaching experience

With regard to teaching experience of teachers following data emerged after the analysis of the responses collected in this connection.

The teachers possessed teaching experiences in terms of years as shown :

Table 4.2.4 Teaching experience of Teachers

Range of years	No. of teachers	percentage
0 - 5	15	84%
5 - 10	2	11%
10 - 15	1	6%
15 - 20	-	-

It is evident from the data shown in Table 4.2.4 that fifteen (84%) teachers were having teaching experience ranging from 0 - 5 years whereas two (11%) had served for 10 years and 1 (6%) had served for 15 yrs. Thus it is found that fifteen of the teachers have five or less than five years of experience.

4.2.5 Nature of appointment

Table 4.2.5 below shows the number and percentage of teachers who were working on permanent or temporary basis.

Table 4.2.5 Nature of appointment of teacher

Nature	Total	Percentage
Permanent	-	-
Temporary	18	100%

Information contained in Table 4.2.5 shows that all the eighteen teachers in the sample were temporary employees. This is a matter which requires attention as even after ten years of experience the teachers remain temporary which obviously has its effect on efficiency and job satisfaction.

4.2.6 Subject being taught by teacher

Data regarding teachers' responses on number of periods per week and subject taught is given as below Table 4.2.6

Table 4.2.6 subject being taught by teacher

No. of Student	classes	subject	Total No. of periods	No. of Teachers	%
149	Nursery	English, Maths Hindi, Poem	30	5	27%
178	K.G. I and II	English, Maths Hindi, Science Poem	30	7	39%
102	K.G. II	"	30	6	34%

Table 4.2.6 shows that out of eighteen teachers five (27%) teach nursery classes and seven (39%) teach K.G. I and II combined and six (34%) teach K.G. II only. All teacher take 5 periods per day and weekly they teach 30 periods. The findings clearly indicate downward filteration of Primary Education which is subject oriented.

4.2.7 Method of evaluation

At the pre-school stage evaluation is to be done informally through continuous observation and through conversation or simple oral questioning is suggested. The children may also be judged based on their performance in various activities. The data presented in Table 4.2.7 Indicate that teachers use a number of devices both singly and in combination to evaluate students learning and progress in learning and to get feedback. The results of the study indicate (as presented in Table 4.2.7 below) that oral and written tests are administered by all the sample schools. It is also found that homework is given to children by most (15 schools) of the schools. This probably indicate that teaching - learning techniques of the primary level have percolated down wards to the pre-schools stage also instead of maintaining to special characteristics with a focus on holistic development of the child.

Table 4.2.7 Methods of evaluation

Evaluation Devices	No. of Responses	Percentage
Oral test	18	100%
Written test	18	100%
Performance test	03	16%
Project	-	
Home work	-	
Assigment	15	84%
No evaluation	-	

4.2.8 Periodicity of Evaluation of student's progress

So for as the periodicity of this evaluation is concerned it was ascertained from the teachers through a specific question. Their responses on periodicity have been presented in Table 4.2.8.

Table 4.2.8 periodicity of evaluation of students' progress

Frequency of evaluation	No. of Responses	Percentage
Every day	6	33%
Monthly	12	66%
Half yearly	18	100%
Annually	18	100%

A look at the data presented in Table 4.2.8 indicate that all the teachers evaluate the pre-school children in these schools through half yearly and annual examination. However, they also conduct quarterly and monthly assessments also.

4.2.9 Qualities developed in students

Effective implementation of pre-school programme with its various aspects and components dealt with properly should result in development of certain desirable qualities among students. Teachers reported with varied degree of agreement that the pre-school programme helped in the development of the following qualities in students as given in Table 4.2.9.

Table 4.2.9 Qualities developed in students

No.	Qualities	No. of student	Percentage
1	Co-operation	18	100%
2	Creativity	15	84%
3	Punctuality	18	100%
4	Neatness & cleanliness	12	66%
5	Systematic work habits	12	66%
6	Self confidence	9	50%
7	Positive attitude towards work	15	84%
8	Love for work	12	66%
9	Working in groups	12	66%
10	Self reliance	12	66%
11	Psychomotor development	18	100%
12	Any other	0	-

Table 4.2.9 shows that sample teachers agreed that the prevailing programme helped in developing in students co-operative attitude, creative thinking, groupwork habits like punctuality, neatness and cleanliness, positive attitude towards work by performing the work activities themselves. Students imbibe self confidence, love for work, self reliance and psychomotor skills and the habit of social service.

4.2.10 Teaching methods

The learning outcomes of pre -primary programme relate to all the three domains of human behaviour viz cognitive, affective and psychomotor. Therefore, adoption of a variety of Instructional methods become essential to achieve the objectives of pre-primary programme in all the three domains.

Teachers reported that they were using variety of methods for teaching. Data in this context have been presented in. Table 4.2.10.

Table 4.2.10 Instructional methods adopted

S.No.	Methods	No- of Responses	Percentage
1.	Lecture	6	33%
2.	Demonstration	18	100%
3.	Question-Answer	15	84%
4.	Story - telling	15	84%
5.	Discussion	3	16%
6.	Play way	12	66%
7.	Reading-writing	18	100%

The above Table shows that teachers mainly adopted five types as instructional methods for teaching. It is evident from the data that three methods namely lecture, Demonstration, Reading-writing are most commonly used. Besides story telling and play-way method of teaching and Question-Answer method are used by most (84%) of the teachers. Only three (16%) teachers used Discussion method. It will be observed that pre-school method like using puppet, nature walk, observation and manipulation, educational games, etc., are not used which are more suitable for this age group of children.

4.2.11 Activities

For all round development of children the pre schools conduct many types of activities for cognitive, physical, social, emotional, moral language development and for providing knowledge used the immediate environment.

Table 4.2.11 Activities for students

School	Intell- ectual dev.	Social dev.	Physical dev.	Emotional dev.	Moral dev	Language dev.	Motor skills	Science know- ledge
1.	Counting Numbring	dance drama	P.T. games	Poem with action	Story telling	Reading writing oral test	Drawing writing	Picnic
2.	--"	-	P.T.	-	-	-	--"	-
3.	Quiz	Picnic gathering	sports games	--"	hospital visit	Songs drama	--"	garden visit science exhibition
4.	Mental maths activities	-	physical games	-	moral story telling & poems	talk to students Poems crafting	--"	-
5.	Counting numbring	dance drama	P.T. games	Poem with action	Story telling	Reading talking	Drawing writing	Picnic
6.	Mental Quiz games	Dance	P.T. games	Poem drama action	Oral conver- sation	Oral questions group discussion	- drawing	-

The data presented in Table 4.2.11 reveals that the schools conduct a variety of activities for pre-school students. These include both indoor and outdoor activities for physical, intellectual, social, emotional, moral and language development.

4.2.12 School facilities

The sample schools provide some facilities for child development and knowledge.

The facilities are related to Polistic development of children.

School	Physical	Creativity	Social	emotional	Scientific
1.	ground ghoda	craft meterial			lab
2.	Toys, Ball, Ring	"	-	-	-
3.	P.T, game				
4.	Ghodagadi, cycle	coloured sheet craft material	dance material		
5.	timepass, ludo snake and ladder	drawing, painting colour, pen, sheet	dance	poem with action	
6.	Ball, cycle Ring, house	colour, sheet pencil	picture dance	picture	

The data presented in Table 4.2.12 reveals that the schools provide a variety of facilities for pre-school students. These include both Indoor and outdoor equipment, facilities for physical, intellecual, social emotional, moral and scientific development. The data show that all six sample schools give facilities for physical & creative activities only three school provide facilities for social, emotional development. Only one school gives a scientific facilities.

4.2.13 Medical check-up

The data show that six out of sample schools only four schools provide regular medical check-up for either half yearly or annually.

4.2.14 Training

The data show that teachers in all sample schools did not attend any orientation or training programme in pre-school education in last two years.

4.2.15 Suggestions to improve the pre-primary education programme.

Finally the teachers were asked to offer suggestions to improve the pre-primary education programme. Their suggestions have been analysed and presented below :

1. In the pre-school there must be a play ground so that all the students can play there. In a day there must be an activity period can marked.
2. In pre-primary school there must be some competitions (like poetry or sports) for development competitive spirit among of the students.
3. Students should be taught with love using play way method.
4. Sufficient equipment and facilities should be made available for the students.
5. Curriculum needs to be revised and suitably modified from time to time.

The suggestions given by the teachers are valid and in line with the recommendation made at the national level. This indicates that the teacher are aware of the need and requirement for successful implementation the programme. But in actual practise due to obvious constraints the teaching learning becomes more formal and rigid.

Observer : Investigator

4.4.1 Observation of school

The observation schedule was used with a view to collect first hand information regarding pre-school programme as implemented in sample schools. Personal observation and assessment of ground realities in this regard was done by the investigator. Itemwise information is provided as under.

4.4.2 NATURE OF SCHOOL

All six sample schools are co-education institutions.

4.4.3 Total number of teachers. :

All six sample schools have appointed teachers's as shown in table 4.4.3.

Name	Schools	No. of teachers
1.	Kopal high school	8
2.	vikram Bal Vihar "	6
3.	Satguru vidhya mandir	3
4.	Sarswati central academy	4
5.	Rishi convent school	4
6.	Vivakanad public school	6

4.4.4 Total No. of school children

No. of school	Total No. of student		
	Girls	Boys	Total
1.	113	162	275
2.	39	30	69
3	20	25	45
4	25	15	40
5	18	42	60
6	27	15	42
Total	162	289	451

The sample of this study include students form six schools. The total number of pupils included in the sample was fifty four. As shown, the total number of children studying in six schools is 451 (162-Girls, and 289-boys).

4.5 Daily Working Hours :

on being enquired about the working hours every day it was informed that furt each of the sample schools observe five hours of working.

4.4.6 Availability of space :

No. of schools	Indoor Activities space	outdoor activities
1	6 rooms, 1 hall	1 lawn & big ground
2	5 rooms	one garden
3	8 rooms	20 × 15 ft ground
4	5 rooms	20 × 25 ft ground
5	5 rooms	
6	4 rooms	

It is observed that the schools have sufficient space in terms of rooms for indoor activites. However only three (50%) of the schools have open play ground/garden for conducting outdoor activities for children.

4.4.7 Out door equipment

No.of school	name of equipment
1	football, jhula, Ghodagadi, cy cle, toys
2	cycle, toys
3	-
4	-
5	-
6	-

As indicated in Table 4.4.7 the investigator could find the equipment as mentioned fixed in the ground of the two schools only. In other schools no outdoor equipment could be located.

4.4.8 Indoor equipment

No. of schools	environment from	worker made	Goods from market
1	sand, clay, plant	Ghodagadi, cycle,	Food, vegetable toys
2		jhula cycle, toys	number game, picture snake & ladder, boxes, ball, jhula
3	plant, sand, soil	toys	jhula, gadi
4	plants, fruit	time, game horse gadi	toys
5		Ball, Ring, cycle	Toys
6		puppets	Ball, ring, cycle

The Table 4.4.8 shows the indoor equipment available in the sample schools which have been categorised under environmental, worker made and goods from market.

4.4.9 Toilet facility :

All sample schools have proper toilet facility and children utilize them.

4.4.10 Drinking water facility

All sample schools have a filtered and good clean water facility.

4.4.11 Activities

No. of school	Indoor activities	outdoor activities
1.	project, music, recitation with action, reading, writing, painting	P.T., picnic, traingame. Drawing
2.	story telling, poem, social edu. drawing & painting, writing, reading	drill, P.T. games
3.	poem, songs, singing, card & box play	games, picnic
4.	songs, cardsplay, story telling, number counting	P.T., games
5	Reading, writing, drawing	P.T.
6	Reading, writing, drawing	P.T., plays picnic

The data show that all sample schools give a variety of indoor & outdoor activities for all round development of children.

4.4.11 COMMUNITY PARTICIPATION

All sample schools organize some functions and parents day for obtaining community participation.

4.4.12 Records

Investigator found that all sample schools keep records and maintain them regularly. These records include admission records, progress card and attendance register.

4.4.13 Medical check-up & doctor facilities

The data gathered show that out of six schools four have regular medical checkup facilities whereas the rest two do not have any.

4.4.14 Teaching medium

Investigator found that three (50%) of the sample schools used Hindi as medium of instructions. While other three (50%) schools of the sample use Hindi as well as English three as medium of Instruction.

4.4.15 First aid facilities

All sample schools give first aid facility to the students.

4.3 STUDENTS

Students were the third group of respondents in the study. The data were collected from 54 students of six sample schools of Bhopal city.

4.3.1 Age group

Age group of students included in the sample have been analysed and presented in Table 4.3.1

Table 4.3.1 Agewise distribution of students

Age	No. of students	Percentage
3	13	24.07%
4	16	30%
5	12	22%
6	13	24%

The data mentioned in Table 4.3.1 show that in the sample schools maximum number of students 16 (30%) were of 4 years age. 13 student (24%) each were in the age group of 3 and 6 years. Rest 12 (22%) were 5 years old.

4.3.2 Sex

With respect to sex the following facts emerged from the data :

Table 4.3.2 Sex wise distribution of students

Sex	No. of students	Percentage
Male	31	57%
Female	23	43%

From the data in Table 4.3.2 it is found that out of 54 students 31 (57%) were boys and 23 (43%) girls.

4.3.3. Parents's educational back ground

Qualifications of the parents of students from sample schools are analysed in Table 4.3.3

Table 4.3.3 Qualifications of parents

Qualifications	No. of parents	Percentage
Matric	7	13%
Hr. Sec.	8	15%
Graduate	22	41%
P.G.	15	28%
Illiterate	2	3%

Table 4.3.3 reveals that 22 (41%) parents were graduates whereas 15 (28%) were post graduates, 8 (15%) had studied upto higher secondary whereas only 7 (13%) parents were matriculate. Only 2 (3%) parents were illiterate. Thus the parents of the students were by and large educated.

4.3.4 Occupation of parents

To study the occupational background of the parents of the students brief details of the parental occupation was obtained which has been analysed in table 4.3.4

Table 4.3.4 Occupation of parents

Occupation	No. of parents	Percentage
service	35	65%
Business	12	22%
Private Practice	5 (Doctors)	9%
Farmar	2	3%

From the data mentioned in Table 4.3.4 it is found that 65% parents of the sample students were engaged in Government service while 5 (9%) of the parents were engaged in private job. As a matter of fact they all were doctors doing private practice. Only 12 (22%) parents were engaged in business and only 2 (3%) were farmers.

4.3.5 Family Income

An analysis of data on approximate monthly income of the family of students is presented in Table 4.3.5

Table 4.3.5 Approximate Income of the family per month

Income Rs.	No. of parents	Percentage
1000-3000	11	21%
3001-5000	20	37%
5001-7000	12	22%
7001-10000	5	9%
10000-and above	6	11%

It is seen from Table 4.3.5 that 11 (21%) parents had monthly income below Rs. 3000, whereas 20 (37%) parents had monthly income ranging between Rs. 3001 to 5000. 12 (22%) parents had monthly income ranging between Rs. 5001 to 7000/- and 5 (9%) had income between 7001 to 10000/- only 6 (11%) parents had monthly income above Rs. 10,000.

An analysis of the data obtained indicate some information common to all children in the sample. These have been listed below :

- 1 All the children in the sample stay at home with their parents.
2. There were no disabled children in the sample.
3. All the children were duly vaccinated as per present norms.
- 4 All the children were breast fed by mother up to age ranging between 1-2 years.
5. As regards timing for sitting, walking and speaking all the children showed normal growth.
6. All the pre-primary children in the sample were taught to observe good habits namely taking regular bath, washing hand before and after meals, not putting fingers in mouth, Picking nose or biting nails etc.

Detailed information about one pre-primary child.

Introduction of the student

Name	-	Vaishali Khatwani
Class	-	K.G.I
Age	-	4 Year 2 month
Father's name	-	Mr. Gulab Khatwani
Father's occupation	-	Business
No. of Brother & Sisters	-	One brother of 7 years age.

Back ground

- 1 **Family History** : middle class family. Only father doing business. Monthly income is between 3000-5000. They live in their own house. The child is living with father, mother and brother very happily.
- 2 **Health** - Child has good health. She has no physical defects and weights is normal according to her age. The child is not suffering from any serious disease. She did not have any major operation done on her so far.
- 3 **Educational Histroy** - Presently 'Vaishali' is a student of kopal high school in K.G. I class. She is good student getting 1st position in the class. She Co-operates with her mother in daily day to day house hold work.
4. **Habits** - Vaishali has good habits, for example she takes regular bath, washes hands before and after meals, brushes teeth regularly.

The child is physically and mentally quite healthy. She is enthusiastic. She is social with peers, intelligent in behaviour and observes good habits. Her over all development is found to be normal. She is highly Interested in painting, dancing and playing with other children.