

CHAPTER-V

Summary, Conclusion, Educational Implications and Suggestions

Introduction

Pre-primary education has assumed great significance in educational development. This is so particularly in the context of universalization of elementary education. Pre-primary education helps in smoother transition of the child from home to school or from an informal atmosphere to a formal one. Driven by economic compulsions both parents seek jobs. They have to remain away from home for long hours. Pre-primary schools provide them an alternative where their children can feel at home. These schools meet the needs of children both physically and psychologically. Children develop "school readiness" during their stay in a pre-school.

5.1 Statement of Problem

The Problem studied was formulated as; "A critical study of the pre-primary education programme in Bhopal City".

5.2 Objectives of the study

Major objective of the present investigation was to critically study the implementation of the programme of pre-primary education in Bhopal city with a view to suggest remedial actions to improve the situation.

Intrinsic to the central purpose of this study are the following sub-objectives-

1. to study the development of pre school education in a historical perspective.
2. to study the functioning of pre-schools in the city of Bhopal.
3. to critically Analyse the responses of the teachers.

5.3 The Procedure Followed

The study was delimited to pre-primary schools of Bhopal city. The sample consisted

of six schools and their heads Eighteen teachers and Fifty four students at the pre-primary stage were included in the sample.

To collect the requisite data related to the study, three questionnaires for three groups of respondents viz. heads of schools, teachers and students were prepared. An observation schedule was prepared to collect first hand information and assessment of ground realities regarding the pre-primary education programme in the sample schools. The collected data were analysed by mainly subjecting them to calculation of percentages and interpretations and qualitative analysis of verbal statement was done accordingly.

5.4 Delimitations of the study

The study has following delimitations:

- Only schools of Bhopal city, have been included
- Only study on the students of nursery to K.G.II have been studied
- Only selected pre-primary schools have been included.



5.5 Setting of the study

- A. **Sample :** The present study has been conducted on a representative sample of students of six pre-primary schools in Bhopal City. It also includes Principals and teachers of these school. Facilities available in these schools have also been studied.
- B. **Tools :** Three questionnaires, one each for (a) principals (b) teachers and (c) students were developed by the investigator for the purpose of collecting data from them.
- C. **An observation schedule:** was also developed to observe availability of facilities and records relating to pre-primary education programme.

5.6.1 Profile of Principal

5.6.1.1 Sexwise Distribution of Principals

It is clear that out of 6 (six) Principals two (33%) were male and four (67%) female.

5.6.1.2 Qualification

All the Principals in the sample schools were graduates. Five of them had Post Graduate qualifications with a B.Ed.

5.6.1.3 Experience

It is evident that three Principals were having administrative experience ranging from 0-5 years whereas one has served for 10 years and two have served for 16 years each.

5.6.1.4 No. of Teachers in Pre-school

The number of teachers in sample schools teaching pre-school classes.

5.6.1.5 Total No. of Rooms in Pre-school

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.

5.6.1.6 Availability of facilities in the school

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.

5.6.1.7 Teaching Methods

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.

5.6.1.7 Training of Teachers

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.

5.6.1.8 School Started in years

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

5.6.1.9 Activities done in schools

The data presented 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.

5.6.1.10 Curriculum

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

5.6.1.11 Teaching Medium

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

5.6.1.12 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 sex pre-schools do not have day boarding facility.

5.6.2 Profile of the teachers

5.6.2.1 Sex

Out of eighteen teachers two were male and sixteen female.

5.6.2.2 Age

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.

5.6.2.3 Qualification

It may be seen 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-preprimary 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.

5.6.2.4 Nature of Appointment

Information contained 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.

5.6.2.5 Subject being taught by teacher

Out of eighteen teachers five teach nursery classes and seven teach K.G. I and II combined and six teach K.G. II only. All teacher take 5 periods per day and weekly they teach 30 periods. The findings clearly indicate downward filtration of Primary Education which is subject oriented.

5.6.2.6 Methods of evaluation

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 of the teachers. Only three 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.

5.6.2.7 Activities

The data presented 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.

5.6.2.8 School facilities

The data presented reveals that the schools provide a variety of facilities for pre-school students. These include both Indoor and outdoor equipment, facilities for physical, intellectual, 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.

5.6.2.9 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.

5.6.2.10 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.

5.6.3 Profile of Student

5.6.3.1 Age of Student

In the sample schools maximum number of students 16 were of 4 years age. 13 student each were in the age group of 3 and 6 years. Rest 12 were 5 years old.

5.6.3.2 Sexwise Distribution

It is found that out of 54 students 31 were boys and 23 girls.

5.6.3.3 Parents Education background

Reveals that 22 parents were graduates whereas 15 were post graduates, 8 had

studied upto higher secondary whereas only 7 parents were matriculate. Only 2 parents were illiterate. Thus the parents of the students were by and large educated.

5.6.3.4 Occupation of parents

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 parents were engaged in business and only 2 were farmers.

5.6.3.5 Family Income

It is seen that 11 parents had monthly income below Rs. 3000, whereas 20 parents had monthly income ranging between Rs. 3001 to 5000. 12 parents had monthly income ranging between Rs. 5001 to 7000/- and 5 had income between 7001 to 10000/- only 6 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.

5.6.4 Profile of the observation

5.6.4.1 Nature of School :

All six sample schools are co-education institutions.

5.6.4.2 Availability of Space and Equipment

It is observed that the sample schools has anfficient space in terms of rooms for indoor activities. However only three (50%) of the schools have open play ground for outdoor activities.

It was seen that sample schools only one schools had only out door equipment found and Indoor equipment was observed that 80% schools were having sufficient number of tools and other equipments for children.

5.6.4.3 Evaluation Records

It was found during the visit to schools that all the six schools maintained a systematic records of progress cards performed by the students.

5.6.4.4 Facilities

All six sample schools give a good drinking water and seperate toilet facility for the students and noly 3(50%) schools provide a medical check-up.

5.6.4.5 Activities

Investegator found that all sample schools done a variety of Indoor and outdoor activities for all over development of children.

5.6.4.6 Toilet facility :

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

5.6.4.7 Drinking water facility

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

5.6.4.8 Community participation

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

5.6.4.9 Records

Investigator found that all sample schools keep records and maintain them regularly.

These records include admission records, progress card and attendance register.

5.6.4.10 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.

5.6.4.11 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.

5.6.4.12 First aid facilities

All sample schools give first aid facility to the students.

5.7 Educational Implication

The findings of the study have been quite revealing. Where as the Pre-primary education is expected to prepare the children for regular teaching learning in the primary grades. The Pre-primary instruction in the sample schools instead of developing readiness in the children the content & methodology of primary classes have percolated downwards. There is urgent need to orient these teachers & head teachers regarding the import, content and process of Pre-school education. They should also be provided with available materials in this regard. Parents too require to be educated regarding Pre-primary education and its objectives. Mass media like T.V., Radio can play important role in educating the parents and people in general.

5.8 Suggestions for Further Research

The following suggestions for further research are made:

- A. A critical study of the implimentation of Pre-primary Education Programme in rural & Urban areas.
- B. A status study of the training of pre-school teachers in the state.
- C. Teaching learning material and how to improve them.

- D. A Study of good pre-primary schools for developing a model for pre-primary education school for the State.
- E. The above study may be replicated on a larger sample.
- F. Besides traditional methods/approaches of teaching learning new and recent developments may be adopted to study their appropriateness and effectiveness.