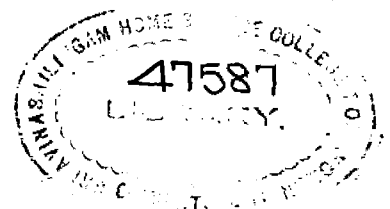


**ORGANISATION AND EVALUATION OF A PRESCHOOL TEACHER  
TRAINING PROGRAMME**

**By**  
**Meera Kanjeebai**

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## TABLE OF CONTENTS

Chapter	Page
<b>LIST OF TABLES</b>	iv
<b>LIST OF FIGURES</b>	v
<b>LIST OF APPENDICES</b>	vi
<b>I INTRODUCTION</b> ..	<b>1</b>
<b>II REVIEW OF LITERATURE</b> ..	<b>7</b>
1. Importance of Preschool Education ..	
2. Role of Teachers in Preschool Education ..	
3. Significance of Preschool Teacher Training ..	
4. Curriculum for Preschool Training Programme ..	
5. Preschool Teacher Training in India ..	
<b>III EXPERIMENTAL PROCEDURE</b> ..	<b>31</b>
Planning and Preparation for Organising the Training Programme	
Conducting the Training Programme	
Evaluating the Training Programme	
<b>IV RESULTS AND DISCUSSION</b> ..	<b>50</b>
Personal Qualities and Managerial abilities of the Teachers	
Acquisition of knowledge by the Teachers	
Achievement Scores of the Teachers on Subject Matter Content Before and After the classes	
Assessment of the school in Terms of its Programme	
<b>V SUMMARY AND CONCLUSION</b> ..	<b>76</b>
<b>BIBLIOGRAPHY</b> ..	<b>79</b>
<b>APPENDICES</b> ..	<b>86</b>

## LIST OF TABLES

<u>Table</u>	<u>Page</u>
I    DETAILS OF THE SCHEME OF TRAINING	.. 37
II    PERCENTAGE SCORES OBTAINED BY THE TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES AND MANAGERIAL ABILITIES	.. 51
III    AIMS AND OBJECTIVES OF THE PRESCHOOL	.. 53
IV    PRINCIPLES TO BE FOLLOWED IN PLANNING THE PROGRAMME FOR A PRESCHOOL	.. 55
V    IMPORTANCE OF FEEDING PROGRAMME	.. 57
VI    RECORDS AND REPORTS FOR A PRESCHOOL	.. 58
VII    PERSONAL QUALITIES AND MANAGERIAL ABILITIES OF THE PRESCHOOL TEACHERS	.. 60
VIII    DISCIPLINING THE CHILDREN	.. 63
IX    SCORES OBTAINED BY THE PRESCHOOL TEACHERS IN THE TESTS CONDUCTED	.. 64
X    ACTIVITIES FOLLOWED IN PRESCHOOL BEFORE AND AFTER THE COURSE	.. 66
XI    CREATIVE ACTIVITIES OFFERED FOR THE PRESCHOOLERS	.. 69
XII    SCIENCE EXPERIENCES OFFERED BY THE PRESCHOOLS	.. 70
XIII    AUDIO VISUAL AIDS PREPARED BY THE TRAINEES AFTER THE TRAINING PROGRAMME	.. 71
XIV    RECORDS MAINTAINED BY THE PRESCHOOLS	.. 74

## LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
1	DISPLAY OF MINIMUM EQUIPMENT FOR A PRESCHOOL ..	38
2	DEMONSTRATION OF STORY TELLING ..	40
3	LEARNING TO USE MUSICAL INSTRUMENTS ..	42
4	ORGANISING AND DEMONSTRATING A SCIENCE EXPERIENCE ..	43
5	PREPARING PUPPETS ..	46
6	PERCENTAGE SCORES OF THE PRESCHOOL TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES AND MANAGERIAL ABILITIES BEFORE AND AFTER THE TRAINING PROGRAMME ..	52
7	EQUIPMENT PREPARED BY THE TRAINEES ..	68
8	AUDIO VISUAL AIDS PREPARED BY THE TRAINEES ..	73

## LIST OF APPENDICES

<u>Appendix</u>	<u>Page</u>
A A QUESTIONNAIRE TO ELICIT INFORMATION ABOUT THE PRESCHOOLS AND THEIR TEACHERS ..	86
B PROFORMA SHEET FOR THE DETAILS OF THE BALWADI PROGRAMME ..	92
C RATING SHEET TO RATE THE TEACHERS PERSONAL AND MANAGERIAL ABILITIES ..	93
D TOOL USED FOR TESTING TEACHERS' KNOWLEDGE ON PRESCHOOL EDUCATION AND ADMINISTRATION..	96
E SCORES OBTAINED BY THE PRESCHOOL TEACHERS IN THE TESTS CONDUCTED ..	97 a
F SCORES OBTAINED BY THE TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES AND MANAGERIAL ABILITIES ..	97 b
G PROVISION OF LITERATURE TO THE CHILDREN AFTER THE TRAINING PROGRAMME ..	98
H SOME OF THE SONGS COMPOSED BY THE TRAINEES DURING THE PROGRAMME ..	99
I RECORD OF FAMILY BACKGROUND MAINTAINED BY THE PRESCHOOLS AFTER THE TRAINING PROGRAMME ..	103
J A RECORD OF THE STOCK OF EQUIPMENT PROVIDED IN THE BALWADI ..	104
K THE PROGRESS REPORT OF THE CHILDREN MAINTAINED BY THE PRESCHOOL AFTER THE TRAINING PROGRAMME ..	105
L 'T' VALUES FOR THE PERCENTAGE SCORES OBTAINED BY THE PRESCHOOL TEACHERS IN THE TEST CONDUCTED ..	107
M STATISTICAL ANALYSIS OF THE SCORES OBTAINED BY THE TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES ..	108
N STATISTICAL ANALYSIS OF THE SCORES OBTAINED BY THE TEACHERS IN THE ASSESSMENT OF THEIR MANAGERIAL ABILITIES ..	109

## I INTRODUCTION

The human society is undergoing changes as a result of science, technology, communication and interaction of cultures and ideas. In India the problems are diverse with different languages, different cultures, over population, influx of internationalism and increased mobility. Yet we strive for uniformity and integration for the good of all. Preschool education has a significant role to play in perpetuating the desirable changes in a developing society (Swaminathan, 1969).

The 20th century has been called "The Century of the Child", because it is during this century that there has been a universal recognition of the needs and problems of children (Ministry of Information and Broadcasting, 1973).

There are 104, 282, 000 children below the age of six in India that amounts to nineteen percent of the total population in the country. The net addition to the population of preschool children is of the order of twenty million per year (UNICEF, 1975).

The researches of National Council of Educational Research and Training (1970) have shown that the years between two and five are of the greatest importance in the child's

physical, emotional and intellectual development. This is the time when children need to have correct guidance and assistance to help their growth, adequate opportunities to release their energies creatively and to express their talents constructively without any inhibitory procedures or indoctrinations. At no other stage is he able to benefit as much from an enriching environment as he can at the preschool stage (Muralidharan and Banerji, 1971).

The importance of early childhood education, the need for enriched environment, intellectual stimulation and plenty of opportunity to mix with the children of the same age group from a very early age are now known to a large section of people (Banerji, 1972). Modern researches have shown that the years between 3 and 10 are of greatest importance in the child's physical, emotional and intellectual development. It has also been found that children who have been to pre-primary school show better progress at primary stage and help in reducing wastage and stagnation (Kothari Commission, 1969).

Modak (1968) defines a preschool as an educational centre for the development of young children towards mature adulthood and responsible membership in society. The aims of

the preschool are to provide safety and offer interesting and stimulating experiences as put forward by Read (1960) and Stone and Church (1968).

The preschool offers guided and supervised programme by specially trained teachers to promote educational objectives through the use of well designed equipment, materials and meaningfully planned activities and aims at the all round development of the child physical, social, emotional and intellectual (Muralidharan and Banerji, 1971). The preschool education lays foundation for efficiency from the earliest years of life, so that society can have not only efficient workers but also skilled technicians, engineers and administrators (Mehta, 1965).

Since this is an age of specialization gone are the days of when a job could be performed without any previous training. One cannot afford to employ untrained teachers who are unfit or unprepared for enriching the lives of little children. Varma (1972) stresses the fact that the success of a preschool institution entirely depends to a large extent on its teachers because they form the back bone of an institution in executing manifold functions and responsibilities. A nursery school teacher is the pivot of all the activities in the school playing the most important role in the environment in which the child is placed (Sehgal, 1972).

Chowdhary (1972) feels the modern concept of preschool education has shown the need for well trained persons for proper care, guidance and education of preschool children. The old belief that any adult can manage to engage the preschool child in a useful activity and be able to guide properly is strongly condemned. All over the world the educationists are giving full consideration to this branch of education.

According to the Education Commission's Report (1966) "A sound programme of professional education of teachers is essential for the qualitative improvements in preschool education for it can yield very rich dividends compared to the financial resources required to against the resulting improvement in the education of millions.

The large number of dropouts in the early primary grades and the colossal wastage and stagnation in primary schools is primarily due to the fact that to a large majority of children the exposure to schooling comes all of a sudden without any kind of prior preparation. It would be far more economical to divert some of the resources towards preschool education and preschool teacher education than to have the colossal waste due to dropouts and failures.

To Swaminathan (1970), training of preschool personnel is the crux since the entire success of the preschool programme will depend on the adequacy in both quantity and quality of the personnel. Muralidharan and Banerji (1971) agree with her and state that the success of the developmental plan in preschool education needs an effective teacher training programme based on the findings of current research on the growth and development of the preschool child for the progress of preschool education.

Varma (1972) feels education of the preschool child is a very delicate task and it requires sensitivity to subtle nuances of personality development, social interaction and *cognitive* growth. This sensitivity can be cultivated only when the teachers have acquired a certain maturity which is related to the amount of education and type of training that a person has received.

There are approximately 80-100 pre primary teacher training institutions spread across the country. There are four centres in Tamil Nadu. Gujarat and Maharashtra have the largest number of training institutions. Unfortunately the professional education of preschool teachers has been a sadly neglected field in India. It has been and continues to be a "No-man's land". Care and attention has to be given

to the training of preschool teachers. As figured by Muralidharan (1972), we will need 1, 49, 000 trained teachers keeping a pupil teacher ratio of 20:1. To produce so many teachers we would need about 749 training schools, each training an average of 40 students.

This indicates a need to have a crash programme for the preparation of teachers for preschools. A well planned and organized training programme will enable teachers to help unfold the intellectual powers of growing children and promote their physical, social, emotional and moral development. This study is an attempt towards that direction. The aim of the study is to assess the qualities of the untrained preschool teachers and to organise a comprehensive training programme for the untrained teachers of preschool and assess it's effectiveness.

It is hoped that the recommendations arising out of this study would help:

1. Planners to indicate the aspect of the preschool programme which need strengthening
2. Field workers to maximise the benefits from the infra structure in the society
3. Agencies like the I.A.P.E., the C.S.W.B. and panchayat commission to give depth to the training programme and its methods.
4. Scholars in child development to pursue further studies.

## II REVIEW OF LITERATURE

The review of literature pertaining to this study is discussed under the following major headings:

1. Importance of Preschool Education
2. Role of Teachers in Preschool Education
3. Significance of Preschool Teacher Training
4. Curriculum for Preschool Teacher Training Programme
5. Preschool Teacher Training in India

### 1. Importance of Preschool Education:

A nation's greatest resource is in its human potential. "We labour under a sort of superstition that the child has nothing to learn during the first five years of its life. On the contrary the fact is that the child never learns in and after life what it doesn't in its first five years" as exhorted by the father of our nation, Mahatma Gandhi.

Infancy and childhood are crucial periods for developing this resource to its fullest advantage. For this reason a new look is being taken at childhood and serious consideration is being given to the idea of giving all children a good start in life, (Manhas, 1973). Today's children are the citizens of tomorrow. They are the foundations of the nation. Hence high

priority should be given to their well being and optimum all round development, (Ministry of Information and Broadcasting, 1973).

Based on the research studies and investigations conducted, the National Council of Educational Research and Training (1968) has enlightened the fact that the early years are the most crucial for the growth and development of children and that the environment exercises it's maximum effect during the period of early childhood and the provision of pre school education would ensure a favourable environment conducive to the development of the preschool children.

Children below six constitute seventeen percent of the total population of India and at present rate about 15 million children are being added to the preschool population every year. The dimensions of the problems and the serious consequences of neglect make it a matter of urgent necessity to attend to the needs of the preschool child (Devadas, 1972).

The study group set up by the Ministry of Education and Social Welfare Department (1972) found that the neglect of the preschool child can have serious and lasting consequences for the nation. Modern researches have shown that the years

between three and ten are of greatest importance in the child's physical, emotional and intellectual development (The Kothari Commission, 1968).

Preschool education is not a luxury to be indulged in for the children of the rich or mere provision for the custodial care of children of working mothers, but as a necessary step to lay a firm foundation for the educational edifice (The National Council of Educational Research and Training, 1970). Bosque (1973) states the necessity of education for the preschool child is becoming every day obvious with an increasing awareness of the problem in the various countries of the world.

Srinivasan (1966) says that the starting of appropriate and adequate balwadies or preschool centres is very much essential in rural and urban areas where the children need greater care, attention and training since the home environment is not very much adequate and conducive to development and the parents cannot bestow attention to the development of the younger children. Mehta (1962) assures that if the children in rural areas are looked after well through balwadies then the nation will look after itself.

The importance of preschool are of concern to many investigators in recent years. It is the period when foundations

for future are laid in one's life. Thus realising the importance of preschool years, complete thought should be given to proper childhood education (Manhas, 1971).

In a study conducted by the National Council of Educational Research and Training (1970) it was seen that the gap between the urban nursery school child and the rural non-school going child was deplorably wide. The rural child was found to perform at a much lower level particularly in adaptive and language tasks. His concepts of number, colour, form were properly developed. He functioned at a much lower level in many paper-pencil tests such as Draw-a-man and Incomplete man. He found it difficult to respond to picture cards or picture books. Thus the rural children were found to be lacking in almost all the skills connected with school readiness at the age of five when most of them were expected to be entering class I.

In a study of organising and evaluating a rural balwadi in terms of its physical set up, children's development and impact on parents, it is reported that significant improvements were observed in body weights and habits of cleanliness of children who attended the preschool (Jaya, 1968).

In a study of organisation of the preschools in a block of Coimbatore District, Celina and Jaya (1972) observed that there was significant difference in the heights and weights of children over the six months period of time during which children attended the preschool. With regard to the clean habits, the scores on combing hair, wearing clean clothes and underpants were also quite satisfactory. Vasantha et al (1973) found that the clinical and health status of the children attending the nursery schools was better than those not attending the preschool. Those who attended the preschool also ranked first in the scores of mental abilities.

In a study of six month's duration on the influence of nursery school experience on the subsequent development of children in comparison with those who did not have the nursery school experience, it was revealed that the nursery school experience promoted in children more purposeful physical activity, better health habits and physical development, facilitated the utilisation of children's full potentials for learning as reflected in their significant increases in academic achievement and attendance in their first class. The preschool experiences also helped children to express their emotional and social reactions in a desirable manner. On the

whole participation in the nursery school programme had effected greater all round development of children as judged from the different parameters, the teachers' ratings and the mothers' reports (Dhakshayani and Jaya, 1969).

The preschool years are the years in which general learning pattern develop most rapidly and failure to develop appropriate achievement and learning in these years is likely to lead to continued failure throughout the life of the individuals adversely (Bloom, 1970). His studies also reveal that more than 50 per cent of the total intellectual development is completed by the time the child is four years old.

The studies of Piaget have reported that unless sufficient experiences are offered in the early stages, the child does not reach the most matured stage of abstractions and logical thinking. Thirteen weeks of stimulating nursery school experiences raised IQ scores of culturally deprived children as much as 69 points (Stroback 1967). Hiranandani (1970) states that about two thirds of the brain development is nearly complete during the first two years of the child, the rest in the second two years that is brain development is almost complete by the time the child is four or five.

In a study of "concept formation in preschool children" it was reported that the provision of large scale enrichment programme in preschool foster the children's cognitive development (Padmini and Jaya, 1972). In a study of exploring the effects of preschool education on the language ability of first grade children it was found that there was significant association between preschool education and language ability. Longer the extent of preschool education higher was the language ability (Sosamma and Indira, 1972).

Bevli (1970) estimated the financial wastage on account of diminution of pupils from one grade to another at the primary stage amounting to Rs. 75.36 crores constituting nearly 27.6 percent of the total expenditure on primary education during the period 1957-'61 and warns that a developing country like India can hardly afford this ill directed expenditure.

Preschool education can play an important role in the reduction of this wastage. Maladjustment to school is generally considered to be one of the causes of wastage, hence pre-primary education is essential to remove the possibility of such maladjustment and for the prevention of consequent wastage (Chilana, 1970).

Protecting today's children, developing their abilities and guiding their characters are society's most vital tasks, thus preschool education has an important obligation to the society as it touches the most plastic and impressionable years of an individual's life (Swaminathan, 1970). Ignoring this sector will be only at the cost of developing full individual personalities of prospective citizens. So it is important to make such provision even in the face of financial stringencies in a developing country like ours (Chilana, 1970). To install an "achievement virus" in our children we need to begin early, in order to prepare them to be change prone, risk taking, oriented towards hard work and decisive in a complex and competitive technological world (Sheth, 1969). Khalakdina (1970) states when there are not enough well equipped schools to accommodate all children or enough trained teachers to educate them well, the society is cheating it's children and itself because without education children will never be able to make valuable contributions to society.

To sum up, it can be said that the most important element in human society is the human resource and the human resource counts a lot as children.

## 2. Role of Teachers in Pre-school Education:

The child from the Hindu standpoint receives second birth at the hands of the teacher. Reformation of the individual takes place through education. The teacher who helps the child in this educative process is a guide, friend and philosopher to him (Safaya and Sharela, 1970). The greater responsibility of moulding and shaping the right type of citizen for the future prosperity of the world rests on teachers. The teacher is the key factor in any educational reform or advancement (Ranjit, 1969).

Sehgal (1972) states that a preschool teacher is the pivot of all the activities in the school. She plays the most important role in the enriched environment in which the child is placed. The success of any programme depends on the competence of those who run it (Choudhary, 1972).

It is the teacher who plays the most prominent role in moulding the habits, tastes and the character of the future citizens. It is the teacher skill, her personal influence, her character, her dynamism and her life force that turns them to be truly human, contributing their best to the humanity (Safaya and Sarela 1970).

Smilansky (1966), Nakhooda (1970) and Kulkarni (1968) favour the role of teacher, pointing her as a catalytic agent of social welfare change by her close contact with the mother and the whole family. Kohr (1968) says that if the teacher is curious, systematic, and resourceful then the children will also develop the same. To many psychologists and psychiatrists the teacher stands next to the parent in influencing the mental health of the child (Lambert, 1969).

A teacher in a preschool institution has manifold functions and responsibilities. Her main function is to uphold the educational philosophy and objectives of preschool education and see that the child's all round growth and development are promoted. A preschool teacher is also a mother, nurse, dietitian and play companion (Wagh, 1972).

The teacher has to grasp several new ideas. It is necessary for the teacher to get the correct idea of her duties and be a constant learner (Swaminathan 1972). No doubt the success of preschool institution depends to a large extent on it's teachers because they form the back bone of an institution (Muralidaran 1968).

The purpose of teaching of preschool level is to create a frame work of controlled and flexible free activity in which children are helped and at each stage of their development. Preschool teaching requires stamina, imagination and the ability to improvise (Jesudian, 1972). Only an alert, sensitive, creative and resourceful teacher can adequately meet the needs of preschool children and promote their development (Pankajam, 1972).

Smith (1974) feels that the preschool teachers must gain an understanding of the psychosocial factors that influence the professional functioning of school staffs. They must also realize their role to help the child develop his natural abilities by practical exercises that will increase and satisfy his interest (Bosque, 1973).

Gross (1974) values teachers' influence on children as a profound one. They serve as models of behaviour and they are transmitters of the culture. The preschool teacher should strive hard with her most important task of nation building with all the fervour and gusto of an architect (Swaminathan 1972).

### 3. Significance of Preschool Teacher Training:

Training of personnel is the crux of any approach to programme since the entire success of the programme will depend

on the adequacy in both quantity and quality of the personnel (Swaminathan, 1972). Intelligent handling of children requires a knowledge of how they develop and how such development can be influenced and promoted favourably (Pankajam, 1972). Therefore the most urgent needs of our educational system today is to have well trained teachers (Suri, 1972).

The first thing to solve in the problem of preschool education is to put the best qualified teachers at the very root of the children's education. Since the child's mind is very inquisitive and consequently picking up "facts". To build up a strong intellectual society, we must put the ~~academic~~ highly qualified teachers at the first ring of the academic ladder of the child's life (Bose, 1971). He also says "let no one feel that children of preschool age can be handled without training. Just "anyone" cannot do it. There must be a specialised course of training with opportunity to ~~equally~~ practice teaching under trained supervisors in a full pledged preschool. Without this specialised training a teacher will do more harm than good and it is apt to say that more ~~training~~ colleges or institutes be opened for training teachers if preschools are to be instruments of change in our developing society.

The pre-primary staff has to be broadly educated to understand and to interpret life and to determine needs of children and to satisfy them through teaching, counselling and administration. It is an absolute necessity for teachers to prepare themselves efficiently for the valuable task they are undertaking (Modak 1964).

Nainie (1964) feels our great handicap in caring for our children is the lack of skilled guidance from teachers. As more and more children appear within the orbit of teachers' work, we are constantly faced with the fact that "training programme for personnel are almost non-existent".

Hess and Craft (1972) emphasize the need for special training to meet the demanding rapid change in a human organism. No amount of interest on the part of the general public in the education of their children can compensate for a teacher who lacks ability, or desire to improve her own skills in teaching (Lambert, 1961).

Reporting the outcomes of the refresher course in Balwadi organization for extension workers Vasantha et al (1971) have emphasized that a well planned and implemented course in pre-school organization, would enhance the quality of performances of preschool teachers towards nation building.

In a study of the status of preschools in Coimbatore, it was suggested that increase in attention should be focussed on the training and qualities of teachers in preschools. The teachers of existing preschools should be given additional training (Annapoorani and Chandramani, 1972).

In a study of finding out the correlation between teachers' training and children's behaviour in the preschool by Jahanara and Indira (1971), it was found that statistically significant relationship existed between children's adoptive behaviour and teacher's training. High significant relationship was found between children's sex role identification and teacher's training. Children taught by trained teachers were significantly more sociable than of their counterparts and also that teacher's training was invariably related to childrens' negative qualities, emotional outlets and behaviour problem.

In a study of reorganising and evaluating a rural balwadi in Coimbatore District it was found that the training given to the teacher improved her ability, techniques of guidance and personality (Ranganayaki and Chandramani, 1970).

Varma (1972) summarizing the problem of preschool education says there is need for more facilities to train preschool teachers. As more trained personnel for preschool education become available and as preschools are better organised significant success could be achieved in preschool education. Saiyidain (1970) emphatically stresses that the quality of the teachers in an educational system is a more important factor than all the other educational factors put together-syllabus, text books, equipment and buildings.

There are a very few "born" teachers. We therefore need to have training courses for preparing teachers to teach in preschool institution. This professional training will provide the necessary knowledge and skills of working with children. Khalakdina (1971) reports the fact that 36.4 percent of the preprimary teachers are untrained.

Our children are our nation's wealth. We cannot afford to employ untrained teachers who are unfit or unprepared for enriching the lives of little children (Muralidharan, 1968).

#### 4. Curriculum For Preschool Teacher Training Programme:

Preparing teachers of young children in a society which is undergoing rapid change is a great responsibility on the part of teacher educators (Malani, 1972). Harms (1974)

suggests the need for variations in programme of teacher education. Not only would the particular ideology of the programme of a teacher education institution need to be considered in designing such programme but the particular model of early childhood education for which the teacher is being prepared would also need to be considered.

The sample surveys of preschool teacher education in different parts of the country have reported a complete lack of understanding of the characteristics of young children and the way they learn on the part of those planning their educational programme (Manhas, 1973). Panandikar (1972) analysing the courses existing in pre-primary teacher training institutions reports that nearly all of them offer training in psychology, child psychology and child development.

It appears that there is a very wide variety in the nature of the training programme being conducted in our country at present. In Saxena's (1971) study, she found that out of 28 institutions seven were affiliated to the Nutan Balshikshan Sangh, five were Montessori, five nursery school method, three were kindergarten or nursery and kindergarten combined, three offered prebasic training and five did not clearly state what type of training they gave.

Varma (1972) undertook an analysis of nine different syllabi of preprimary teacher training courses being offered in India. There was a very wide variation in the contents of these nine syllabi. They also differed in terms of the duration of training and minimum requirement for admission. Some of the courses were highly theoretical and academic while some were predominately practical in their content. The nature of the practical experiences also varied greatly. On the whole there was no uniformity at all in the standards of academic work expected from the trainees.

The syllabus for the course on Balwadi Organisation for extension workers organised by Devadas and Vasantha (1971) included physical, social, emotional, intellectual development of the child, preschool organisation and administration, parent education and nutrition education.

The major responsibility of the teacher education is to train teachers to handle preschool children competently, give them a sound and systematic background in child psychology, education and guidance and practical experience in handling children (Swaminathan, 1971).

According to Bhalchandra's (1971) views the opportunity to be with the children should be given to the trainees for about two months during the period of training the teachers. For that a good practising school is the first necessity and the very basis of training. Quality of the training and what the trainees will put into practice depend on what they see during training. He also suggests that the trainees must have sufficient time to observe and to conduct the school programme. They must get opportunity to observe the circumstances and situations in which the teacher works and note the relevant experiences in the school.

The curriculum developed at the work shop convened by the Department of Pre-primary and Primary Education of NCERT in March 1970 at an All India level includes the following courses in theory -

1. Philosophical, sociological and psychological foundations of preschool education
2. Objectives and historical development
3. Child Development, physical and motor, emotional and social, cognitive and mental
4. Health, nutrition and welfare of the preschool child
5. Activities, materials and equipment in preschool education.
6. Preschool organisation and community relations.

The practice and practical work included Observation of school

programme and activities, maintenance of records of children and of activities and programmes, participation in nutrition programme, parent-teacher meetings and community activities.

According to Panandikar (1972) the curriculum for preschool teacher education should have the following features (a) objectives of preschool education and preschool teacher education (b) each course must have three aspects of theory, observation and practical work and skills well knit together in terms of experience as well as evaluation. She also says the main objective of the curriculum as a whole should be to 1. lead the student teacher to realise that children are individuals in their own right\* and to develop in him or her an understanding of children's needs and of the process of growth 2. enable the student teacher to apply her understanding of child growth in planning and conducting activities and providing experiences to children 3. enable to student teacher to organise programmes of nutrition, health, care and recreation with a knowledge of what constitutes each 4. develop an awareness of the role of the home and community in the education of preschool children and to learn how to gain their co-operation 5. develop the teacher's own creativity and skill in art and craft and the help him to encourage children's emotional and artistic self expression.

Banerji (1972) gives a list of practical activities to be taught in preprimary training institutions - observation and record keeping, physical training, games, rhythmical exercises, music, dance, drama, creative art activities and craft, preparation of teaching aids, first aid and preparation of balanced diet and work with parents and community. Adding on to this Swaminathan (1972) places greater emphasis on observational skills in the present day training programmes. Malani (1972) feels training programmes will be successful if the dimension of flexibility is built into them.

As conditions exist today it has been noticed that the syllabi of courses for most of the preschool teacher training institutions or colleges are usually drawn up by persons who themselves have either had no training or very little training in preschool education (Wagh, 1972). The curriculum of the preschool teacher education must never be looked upon as fixed and final. To fulfil their true goals they must always retain their inherent dynamism.

##### 5. Preschool Teacher Training in India:

The preschool teacher education has a fairly long history in India. As early as 1888, kindergarten classes were

added to the Saidapet High School in Madras and the trainees at the Saidapet Teachers Training College had to do a part of their practice teaching with children of kindergarten classes.

In a "Review of Education in Bombay State (1885-1955)" it is stated that in 1901-1902 the American Mission Josephine Kindergarten school started in Sholapur with the objective of training teachers for the kindergarten. This had to be closed down in 1904-1905 but was again revived in 1920-1921.

In 1937, the first full fledged training institutions was set up in Vepery Madras in 1936. In 1938, the Nootan Balshikshan Sangh organized a permanent training centre at Dadar, Bombay. In 1947, the Arundale Montessori Training Centre was set up at Adyar near Madras. In 1947, the All India Women's Conference sponsored experiment in preschool teacher training at Bombay. Sweeney from Detroit (U.S.A.) and Bhoota organized a training course for teachers to work in preschools. In 1959, a postgraduate diploma in Nursery School education was instituted at the M.S, University, Baroda. In 1961, an undergraduate diploma in early childhood education was instituted in the same university (University of Education, 1965).

The Indian Council of Child Welfare started its Balsevika training programme in 1961 in Delhi. In 1963, the Central Social Welfare Board started its training programme for preparing balsevikas for the rural areas (Department of Social Welfare, 1970).

The N.C.E.R.T. recognised the need for improving the personnel of the preschool teacher training institutions and started a course for teacher educators in 1963 and 1965 a parallel course was set up in Gandhigram in Madurai (Ministry of Education and Social Welfare, 1972).

In 1970, the Department of Pre-primary and Primary Education organised two workshops where many prominent workers in the field of preschool education got together and worked out a curriculum for a teacher educators' course and one for the teacher training institutions as a guide line.

There are approximately 80-100 preprimary teacher training institutions, spread across the country and Gujarat and Maharashtra have the largest number of training institutions. The various training programmes are university managed training programmes, government training colleges, private institutions, Balasevika training programmes of the I.C.C.W. and of the C.S.W.B. Kasturba Gandhi National Memorial Trust, the Association

Montessori International, Nursery and Kindergarten teacher training programmes and short term training programme run by private organisations.

There is a great variety as regards the duration of the different courses being offered. A majority of the courses are for the duration of one year. In most cases the admission requirement is S.S.L.C., matriculation or equivalent qualification and only a few institutions prescribe an age limit. The range is from 18 to 35 years (Varma 1972).

The Education Commission (1970) recommends the opening of comprehensive college of education as a step in the direction of establishing a link between different levels of teacher education. In Maharashtra a new scheme of combined teacher training for pre-school along with early primary schools has been started. The teacher thus trained is well equipped to teach at both level. The advantage is that it should ease the transitional problem of the child when he leaves the preschool and enters the primary school (Muralidharan, 1972).

Swaminathan (1972) reports since the government has not taken adequate initiative or interest as far as the development of preschool teacher training is concerned, the private and

voluntary organizations have taken the lead in organizing training programme, according to their own understanding. Since minimum standards and requirements for the teacher training colleges have not been laid down, we are confronted to-day with the problem of having no uniformity of standards in the programmes offered by the various institutions.

If we want India to catch up with the advanced countries then the effectiveness and productivity of education has to be increased manifold. This can be achieved only by a break away from our present formal system of teaching. The need is for a new type of teacher who draws respect for her knowledge and understanding, who is sensitive to the needs of the hour and to the world in which the child lives. Tomorrow's India comprises to-day's children. To give them the best of what the advancing science of education has to offer is the prime duty of each preschool teacher in creating the new nation.

### III EXPERIMENTAL PROCEDURE

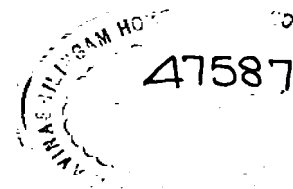
The procedure of this study on "Organisation and Evaluation of Preschool Teacher Training Programme" was planned with three fold objectives such as assessing the qualities of the untrained preschool teachers, giving training to the untrained teachers and evaluating the impact of training. So the procedure of this study included the following steps.

- A. Planning and preparation for organising the training programme
- B. Conducting the training programme
- C. Evaluating the training programme

A. Planning and Preparation for Organising the Training Programme:

The Planning and preparation for organising the training programme included.

- 1. Selection of the sample and school
- 2. Acquisition of the information on the preschools
- 3. Assessment of the preschool teachers
- 4. Testing the teachers' knowledge on preschool education and administration



1. Selection of the Sample and School:


The criteria followed in the selection of the sample for this study were

1. The Preschool teachers should not have had any type of training in any of the teacher training institutions or under any other agency or personnel.
2. Willingness of the teachers to undergo training throughout the training period.
3. Presence of assistants in the preschool to help the children while the teacher is expected to undergo the training programme.

Since the teachers of the following eleven preschools fulfilled all the criteria set up, and their authorities had no objection in enabling them to undergo training they constituted the sample for the study.

List of Preschools:

1. Balwadi, Tatabad, Coimbatore
2. Balwadi, Kempatik colony, Coimbatore
3. Balwadi, Syrian Church Road, Coimbatore-1
4. Balwadi, Varadarajapuram, Peelamedu, Coimbatore
5. Sri Avinashilingam Balwadi, 'B' Colony, Coimbatore
6. Balwadi, Agrahar Samakulam, Sarkar Samakulam Block, Coimbatore Dt.
7. Balwadi, Kotai, Sarkar Samakulam Block, Coimbatore Dt.

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>8. Sri Ramakrishna Mission Vidyalaya (Balwadi)</li> <li>9. Kulandigal Kappagam, Periyanaikanpalayam</li> <li>10. Balwadi, Poochiur</li> <li>11. Balwadi, Goundampalayam</li> </ul> |  | Periyanaikanpalayam Block<br>Coimbatore Dt. |
|---|---|---|

## 2. Acquisition of the Information on the Preschools:

A questionnaire to elicit information about the preschools and their teachers under study was given to the untrained teachers to be filled in a sample of which is in Appendix A. Each school programme was observed over a period of three days by the investigator using a proforma sheet (Appendix B).

## 3. Assessment of the Preschool Teachers:

Since one of the specific objectives of the study was to assess the qualities of the untrained preschool teacher the investigator observed the teachers selected.

She rated the teachers' personal qualities and managerial abilities using a rating sheet a sample of which is in Appendix C. The rating sheet included preschool teachers' personal qualities - teacher as a person, teacher as a group participant, teacher's respect for individual

children and their managerial abilities. In the rating scale (Appendix C) used, the teachers were rated as exhibiting<sup>30</sup> desirable personal qualities and 15 managerial abilities to a "Satisfactory", "fairly satisfactory" or "not at all" level which categories were assigned the score of five, three and zero respectively.

#### 4. Testing Teachers' Knowledge on Preschool Education and Administration:

A knowledge test was given to the trainees before the training programme to assess their knowledge possessed regarding preschool organisation and education. The questions included, touched all aspects of preschool education and organisation and are given in Appendix D.

#### II. Planning for the Course:

Sri Avinashilingam 'B' Colony Preschool was chosen as the venue of the training programme for its easy accessibility by the investigator and the trainees as well. Since the trainees preferred to have two hours of lecture classes and four hours of lecture cum practical classes, sessions were timed accordingly to suit their convenience.

The course in preschool organisation, education, and administration was planned with the objectives to impart knowledge on

1. Philosophical, social and psychological foundations of preschool education
2. Objectives and historical development
3. Child development, physical and motor, emotional and social cognitive and mental
4. Health, nutrition and welfare of the preschool child
5. Activities, materials and equipment in preschool education
6. Songs, stories, dramatization, science experiences and field trips
7. Preschool teacher's duties, responsibilities and requirements
8. Parents' meeting and parent education programmes in a preschool
9. Care and maintenance of the equipment and materials
10. Preschool organisation and community relations
11. Maintenance of records and reports
12. Preparation of indigenous toys and audio visual aids for the children

Literature, materials and audio visual aids were collected by the investigator on the subject matter content to be imparted to the trainees. The experts in the field

were approached to handle a few classes. A flexible time table was planned taking care to see that there was at least one session <sup>per week</sup> beginning from 30th August 1975. On the whole the training programme was implemented in about four months period.

**B. Conducting the Training Programme:**

The training given to the untrained preschool teachers in Sri Avinashilingam 'B' Colony Preschool had as its first theme-orienting the teachers towards the aims of course and the outline of syllabus to be followed during the course of the training.

The scheme of training included both theoretical and practical aspects of understanding preschool children and their education the details of which are presented in Table. I

TABLE I  
DETAILS OF THE SCHEME OF TRAINING

S.No.	Title	Method followed	Assignment or other experience given	Date of Classes	Time spent in hours
1.	Aims and objectives of a pre-school	Lecture and discussion Pictures were shown through the use of epidiascope	Preparing a brief essay on the objectives of a preschool	30.8.75	2
2.	Physical set up of the preschool	Lecture and discussion Preschool plans were shown. Visits to a few local preschools were made.	Outlining the plan of their preschool and drawing an ideal plan	6.9.75	2
3.	Selection, arrangement and care of the indoor, outdoor and play equipment	Lecture. The minimum equipment for a preschool were displayed (Figure 1)	Planning equipment for the different corners in a preschool	13.9.75	2
4.	Audio visual aids for children	Explanation. Display of the audio visual aids for various preschool activities.	Procuring help from the film publicity office to screen films and preparing puppets.	20.9.75	2

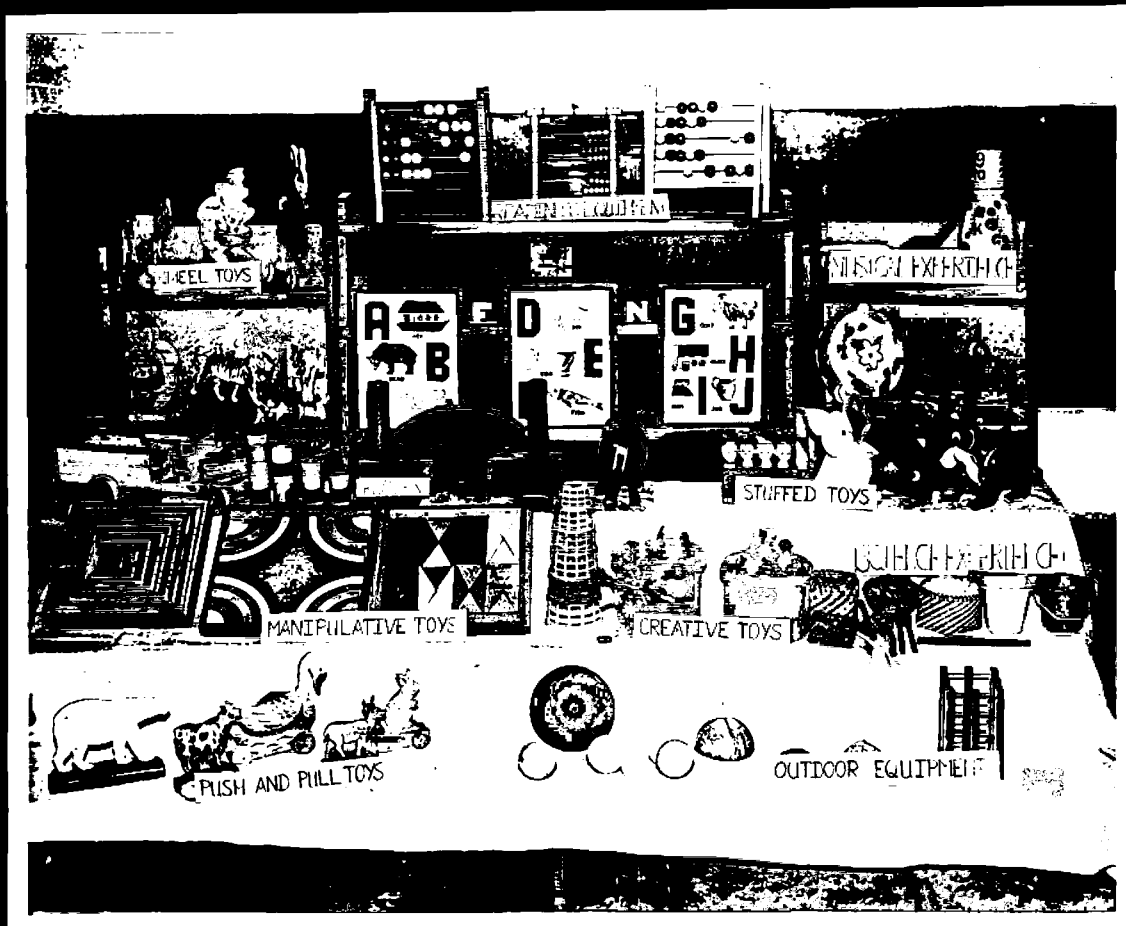


FIGURE I  
DISPLAY OF MINIMUM EQUIPMENT FOR A PRESCHOOL

S.No.	Title	Method followed	Assignment or other experience given	Date of classes	Time spent in hours
5.	Preparation of indigenous toys	Demonstration	Preparing five indigenous toys and writing the procedure for the same	24.9.75	2
6.	Daily activities in a preschool	Lecture and discussion	Reporting on the problems that intervene in administering the daily activities of a preschool	27.9.75	2
7.	Planning a programme for a preschool	Lecture, discussion and display of various samples of programme for a preschool	To plan out a weekly timetable for a months period. Evaluating the suitability and compiling the plans for the year	1.10.75 & 4.10.75	4
8.	Readiness programme for children	Lecture and display of aids for readiness activity	To prepare suitable aids on 3R's	8.10.75	2
9.	Planning and conducting creative activities	Demonstration	Expressing the process of creative activities and compiling the samples. Collection of the locally available materials for promoting creativity in children.	11.10.75	2
10.	Planning and conducting story telling sessions	Demonstration (Figure.2) Discussion on criteria for story selection. Display of suitable books	Preparing story aids. Telling a story and evaluating. Preparation of a list of stories they know. Evaluation of literature they have in the school-procuring suitable books from shops.	15.10.75 & 18.10.75	4



FIGURE II  
DEMONSTRATION OF STORY TELLING

S. No.	Title	Method followed	Assignment or other experience given	Date of classes	Time spent in hours
11.	Planning and conducting music session	Teaching songs Practising actions Provision of a song book	Preparation of musical instruments, using (Figure.3) and evaluating them. Composing songs on any theme liked.	22.10.75 & 25.10.75	4
12.	Planning and conducting science experiences	Demonstration and lay out of science corner	Listing the various science experiences that could be offered and collection of indigenous materials for the same. Organising and demonstrating a science experience (Figure.4)	29.10.75 & 1.11.75	4
13.	Planning and conducting field trip	Lecture and field trip	Planning and implementing a field trip in their own school under the supervision of the investigator	5.11.75	2
14.	Planning and conducting dramatisation	Demonstration	Enumerating suitable dramatisation experiences for preschoolers	8.11.75	2
15.	Planning and conducting games	Demonstration and provision of a list of games	Planning for one or two original games	12.11.75	2



FIGURE III  
LEARNING TO USE MUSICAL INSTRUMENTS



FIGURE IV  
ORGANISING AND DEMONSTRATING A SCIENCE EXPERIENCE

S. No.	Title	Method followed	Assignment or other experience given	Date of classes	Time spent in hours
16.	Planning and conducting celebrations and functions and national festivals programmes	Discussion. Exhibiting a lay out for festival	Lising out the various means of conducting the activities pertinent to the common festivals and celebrations	15.11.75	2
17.	Planning and conducting parents meeting and parent education classes	Lecture and observation of a parent education class	Planning and conducting parents meeting in their school and evaluation	19.11.75 & 22.11.75	4
18.	Behaviour problems in children	Lecture and reading case studies of behaviour problem children	Observing the behaviour problems among children and report on the frequency, situation and background of those children	26.11.75	2
19.	Disciplining	Lecture, observation of a group situation	Knowing the disciplinary methods followed by the parents of their school	29.11.75	2
20.	Population education	Lecture and Film show	Enlightening the villagers on the need for small family norm	30.11.75	2

S.No.	Title	Method followed	Assignment or other experience given	Date of classes	Time spent in hours
21.	Importance of feeding programme and nutrition education	Lecture, using posters, puppetry	Planning and preparing aids for nutrition education (Figure 5) to both parents and children	6.12.75	2
22.	Planning and preparing menus for the children	Lecture. Observation of preparation of meals for children and preparing the same.	Planning a week's menu for children within a given budget	10.12.75	2
23.	Serving the meal to children	Lecture	-	13.12.75	2
24.	Kitchen equipment and materials needed for feeding programme, care and their maintenance	Lecture	Listing the equipment and materials available and needed in their preschool	17.12.75	2
25.	Study of records essential in a preschool and their maintenance	Lecture, Distribution of sample record and report sheets	Planning the report cards	20.12.75	2



FIGURE V  
PREPARING PUPPETS

S. No.	Title	Method followed	Assignment or other experience given	Date of classes	Time spent in hours
26.	Desirable personal and managerial qualities of a preschool children	Lecture and self evaluation	Reporting on the qualities to be acquired by the teachers.	24.12.75	2
27.	Cleanliness of school and material and their maintenance	Lecture and discussion	Putting forth the difficulties faced in maintaining the preschool surroundings clean.	27.12.75	2

Altogether thirty-three classes inclusive of both theory and practicals were held from August 30th to December 31st 1975.

C. Evaluating the Programme:

Evaluation of the training course was done in terms of

1. Assessment of Personal Qualities and Managerial Abilities of the Teachers:

The personal qualities and managerial abilities were rated and scored before and after the training programme.

2. Assessment of the Teachers' Knowledge:

A knowledge test on preschool education and organisation and administration was given to the trainees before starting the training programme the same knowledge test was given to them to find out the impact of the training, *after the training programme.*

3. Assessment of the Teachers' Concepts:

Before taking each class the teachers were requested to express their concepts on the topic to be dealt that day and were asked to do the same once again after the class to predict the change in their concepts about preschool education. Totally fifteen tests were given on fifteen different topics. Their answers were valued and the achievement scores of the teachers were recorded and maintained upto date (Appendix E).

4. Assessment of the School Programme:

Assessment of the school programme was made in terms of changes in daily activities of the school, provision of indigenous toys and equipment, creative activities offered for the preschoolers, science experiences, audiovisual aids for children, provision of literature and songs, meetings with parents, parent education classes and record maintenance.

## IV RESULTS AND DISCUSSION

The results of this study on "Organisation and Evaluation of Preschool Teacher Training Programme" are presented and discussed under the following headings:

1. Personal qualities and managerial abilities of the teachers
2. Acquisition of knowledge by the teachers
3. Achievement scores of the teachers on subject matter content before and after the classes
4. Assessment of the school programme

### 1. Personal Qualities and Managerial Abilities of the Teachers:

The trainees were rated for their personal qualities and managerial abilities before and after the training programme, using the rating sheet. The scores attained by the teachers are in Appendix F and the percentage scores are given in Table II.

TABLE II

PERCENTAGE SCORES OBTAINED BY THE TEACHERS IN THE  
ASSESSMENT OF THEIR QUALITIES AND MANAGERIAL  
ABILITIES

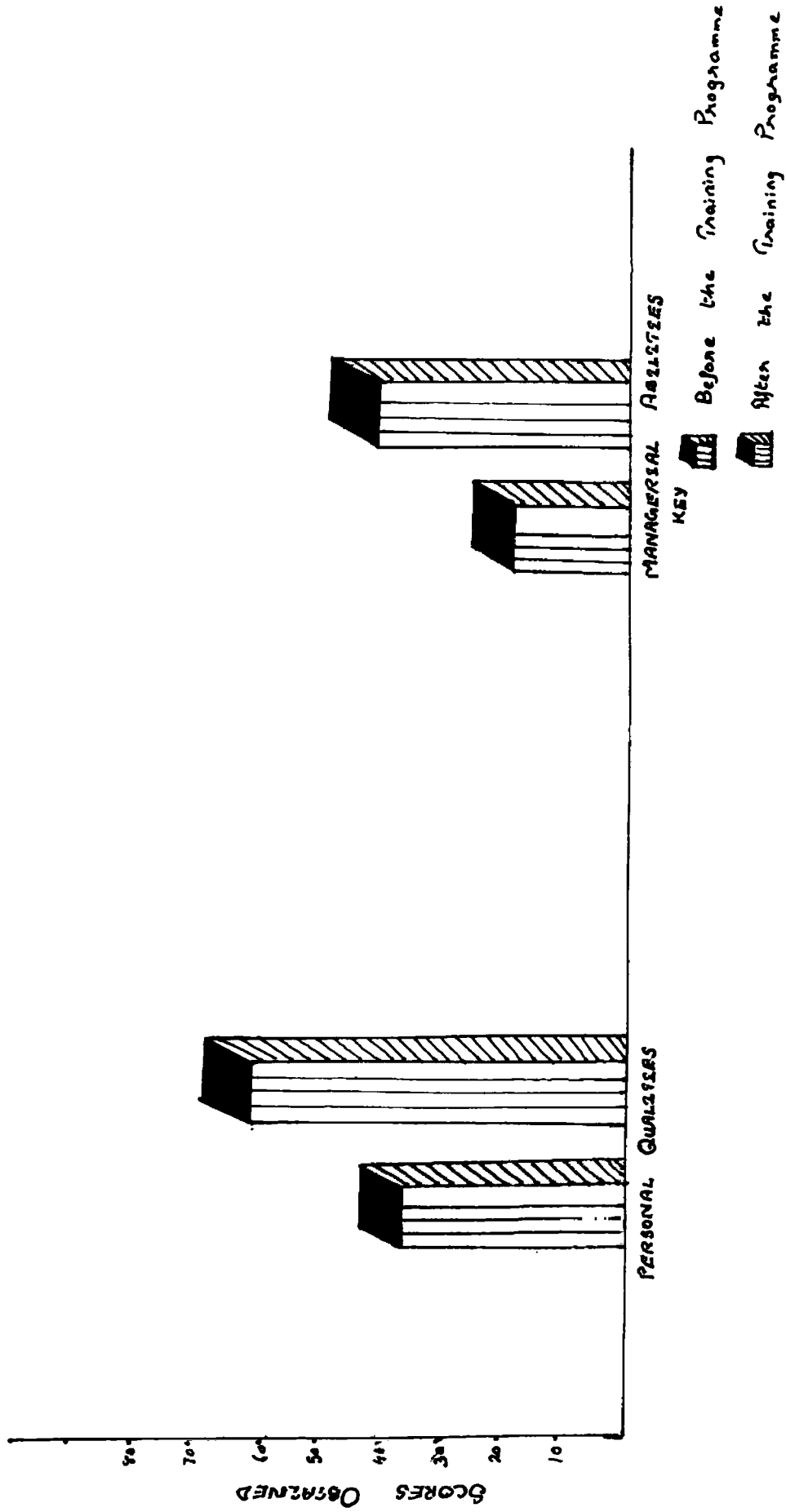
Trainees	Scores obtained		't' value	Scores obtained		't' value
	Personal Qualities			Managerial Abilities		
	Before	After		Before	After	
1	25	61		32	48	
2	35	52		16	43	
3	32	63		43	45	
4	47	63		12	37	
5	24	61		20	40	
6	39	81	9.5**	12	45	6.3**
7	68	88		43	48	
8	73	88		35	76	
9	33	69		15	40	
10	34	63		27	45	
11	39	62		16	48	

\*\* Significant at 1 per cent level.

Significant difference was seen, in the scores of the teachers', personal qualities and managerial abilities before and after the training course (Figure 6). The significant 't' values obtained in Table establish the effectiveness of the training programme in helping the teachers understand the need to possess desirable, healthy personal qualities and managerial abilities and achieving those for themselves as much as possible.

FIGURE 6

PERCENTAGE SCORES OF THE PRESCHOOL TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES AND MANAGERIAL ABILITIES BEFORE AND AFTER THE TRAINING PROGRAMME



## 2. Acquisition of knowledge by the Teachers:

Assessment of knowledge acquired by the teachers was done in terms of their responses towards specific aspects of preschool education, organisation and administration before and after the training programme. The responses elicited from the teachers on the selected aspects are presented below in the following tables.

### 1. Aims and Objectives of the Preschool:

The aims and objectives of preschool as reported by the trainees before and after the training programme are enumerated in the table III.

TABLE III

#### AIMS AND OBJECTIVES OF THE PRESCHOOL

Objectives of the preschool	Number of trainees said	
	Before	After
Promoting the child's		
Physical development	10	11
Intellectual development	11	11
Social development	9	11
Emotional development	2	11
Speech and language development	1	11
Aesthetic development	-	9
Behaviour desirably	-	8

It is evident that the trainees became aware of promoting emotional, speech and language and aesthetic development and desirable behaviour in children as objectives of preschools only after the training programme.

ii. Principles in Planning a Programme for a Preschool:

The principles to be followed in planning the programme for a preschool as perceived by the trainees before and after the training programme are specified in Table IV.

TABLE IV

**PRINCIPLES TO BE FOLLOWED IN PLANNING THE PROGRAMME  
FOR A PRESCHOOL**

Principles	No. of trainees: said	
	Before	After
<b>The programme must:</b>		
Meet the objectives of preschool education	-	11
Take into account the develop mental level of the children	-	10
Be flexible	2	11
Be balanced between individual and group activities	-	9
Be balanced between free play and guided activity	-	9
Alternate between active and quiet play	2	10
Be functional and meaningful	2	10
Be related to community life and the society	-	9
Satisfy the needs of each individual child and the needs of the group	2	8
Be based on the provision of concentrated first hand experiences to the child	1	10
Include variety of activities such as music, dramatization	2	11

Prior to the training, totally six principles were enumerated by the trainees indicating their unawareness and lack of knowledge in this aspect. Later the principles put forward by trainees were variety, flexibility, balance between active and quiet play, meaningfulness, fulfilment of the needs of the individual child and the group and provision of first hand experience.

iii. The Importance of Feeding Programme:

The importance of feeding programme as stressed by the participants of the training programme is depicted in Table V.

**TABLE V**  
**IMPORTANCE OF FEEDING PROGRAMME**

Details	Number said	
	Before	After
<u>Feeding Programme:</u>		
Improves the nutritional status of children	5	11
Promotes physical growth and development	10	11
Promotes intellectual development	3	11
Promotes social contacts, manners and traits	2	11
Develops clean food habits	-	9
Increases school attendance	-	10
Lower, the percentage of 'drop-outs'	-	8
Offers nutrition education	-	8

The emphasis attached by the participants to the feeding programme as a means of developing intellectual abilities, social contacts, attitudes and manners, clean food habits, school attendance, avoiding dropouts and offering nutrition education highlights the favourable impact of the training programme in educating them on these aspects.

iv. Records and Reports For the Preschool:

The records and reports to be maintained in a preschool as reported by the teacher trainees are listed in Table VI.

TABLE VI  
RECORDS AND REPORTS FOR PRESCHOOL

Records and reports	Number said	
	Before training	After training
Personal information of the child	-	11
Family background of the child	-	8
Habits and interests of the child	-	8
Health record	7	11
Details of feeding programme	11	11
Attendance register	11	11
Admission record	-	6
Stock register	-	9
Contingency record	11	11
Children's progress report	-	11

Before the training programme the trainees had not realised the need to maintain record on stock, of admission and progress made by the children. Apparently the training programme had a favourable effect in helping them understand the need for the records mentioned in the table.

v. Personal Qualities and Managerial Abilities of The  
Preschool Teachers:

To know whether the trainees possess knowledge of the personal qualities and managerial abilities needed in a preschool teacher, they were asked to point out the same before and after the training programme the results of which are in the table below.

TABLE VII

**PERSONAL QUALITIES AND MANAGERIAL ABILITIES OF A  
PRESCHOOL TEACHER**

Personal qualities	Number said	
	Before	After
A preschool teacher should be willing to		
1. Like and enjoy with children	11	11
2. Able to appreciate the children at appropriate time	11	11
3. Willing to respond to the needs of the children	10	11
4. Eager to involve each child to be interested	10	11
5. Able to guide each child to get his turn	9	11
6. Friendly	9	9
7. Healthy	9	11
8. Kind	8	11
9. Firm in maintaining group control	8	11
10. Able to avoid undesirable word techniques	7	9
11. Able to participate with children in their activities	6	10
12. In a position to keep up promises	5	9
13. Well groomed and dressed	5	10
14. Able to assist in overcoming and solving problem	4	8
15. Self expressive	4	10
16. Unhurried	4	11
17. Co-operative	3	10
18. Impartial	3	9
19. Consistent in positive approach in redirecting behaviour	2	8
20. Systematic	1	10

Contd.....

Personal Qualities	Number said	
	Before	After
21. Resourceful	1	9
22. Confident	1	11
23. Able to encourage children to be self confident	-	8
24. Able to prepare child for forthcoming activities	-	9
25. Reasonable in setting up desirable limits	-	10
26. Keen to encourage spirit of co-operation	-	10
27. Able to recognise each child by name	-	11
-----		
Managerial abilities	Before	After
-----		
A. Preschool teacher must		
1. Be thorough in preparing for the programme	1	9
2. Coordinate and supervise all the activities	3	9
3. Plan for appropriate lay out for the equipment	2	11
4. Arrange equipment in an orderly way	-	7
5. Provide for variety in the arrangement of equipment	-	9
6. Be punctual	5	10
7. Promote maximum use of equipment	-	10
8. Be able to use aids	-	11
9. Engage children creatively	6	9
10. Maintain the cleanliness of the school	9	11
11. Know the content of the programme	3	11
12. Maintain records	9	11
-----		

Engaging children to express in a group, preparing children for forthcoming activities, setting up desirable limits, encouraging, spirit of cooperation, helping children to understand other's rights, developing leadership qualities in children and recognising each child by name were not thought of as personal qualities needed in a preschool teacher prior to the training by any of the teachers. More than eight of them could mention the need to possess them at the end of the training period.

Similarly the list of managerial abilities highlighted by the participants shows the extent to which they have been enabled to develop objectivity in the training programme in putting forward the managerial abilities required in a preschool teacher.

vi. Disciplining the children:

The principles of disciplining the preschool children as mentioned by the teachers under study are in table VIII.

TABLE VIII  
DISCIPLINING THE CHILDREN

Principles	Number said	
	Before	After
Disciplining must be accompanied by love	-	10
Adults must be consistent while disciplining the children	-	11
Punishment or reward should not be delayed	2	9
Punishment or reward should have direct relationship to the act	2	10
Child should be given explanation for the punishment or reward	3	11
Before punishing, the child's motives behind the wrong deed should be understood	5	10
A reward should be suitable and appropriate and satisfy the response	5	9

The ways of disciplining referred by the teachers reveal that they lacked a wholesome idea on the desirable disciplinary methods before the training programme. Obviously the responses rendered after the training programme depicts that they have imbibed a great deal of principles on positive ways of disciplining.

3. Achievement Scores of the Teachers on Subject Matter Content Before and After the Classes:

The scores obtained by the teachers in fifteen tests conducted on various topics are in Appendix E. The mean percentage scores of the trainees are presented in Table IX.

TABLE IX  
SCORES OBTAINED BY THE PRESCHOOL TEACHERS IN THE TESTS CONDUCTED

Trainees	Percentage of marks		t Value
	Before the classes	After the classes	
1	31	56	
2	31	50	
3	30	55	
4	35	66	
5	33	57	
6	40	66	15.8 **
7	36	65	
8	40	81	
9	29	64	
10	33	64	
11	39	72	

\*\* Significant at 1 per cent level.

The difference in the achievement scores of the teachers on the various aspects of preschool education before and after the classes was found to be statistically significant. This appear to be the outcomes of the classes taken as part of the training programme in which the teachers had participated.

4. Assessment of the School in Terms of the Programme:

The impact of the training programme was assessed in terms of change in the following aspects of preschool programme.

- i. Daily activities of the programme
- ii. Provision of indigenous toys and equipment
- iii. Creative activities offered for the preschoolers
- iv. Science experiences
- v. Audio visual aids for children
- vi. Provision of literature and songs
- vii. Meeting with parents
- viii. Parent education classes
- ix. Maintenance of the records and reports.

i. Daily Activities of the Preschool:

The daily activities followed in the selected preschools before and after the training programme are in Table X.

TABLE X

## ACTIVITIES FOLLOWED IN PRESCHOOLS BEFORE AND AFTER THE COURSE

Before the course	No. of preschools	After the course	No. of preschools
Prayer		Prayer	
Morning meal		Morning meal	
Outdoor play		Outdoor play	
Songs		Readiness activity	
Midmorning snack		Informal talk	
Stories		Creative activities	
Lunch		Songs	
Rest	7	Science experiences or dramatization or field trip	11
Midafternoon snack		Lunch	
Outdoor play		Rest	
		Story	
		Midafternoon snack	
		Indoor play	

The daily activities of the school reported and observed depicted that seven of the preschools had the above indicated schedule before the training programme. The rest had an additional aspect of teaching alphabets and numbers in the morning session.

It is seen clearly that the school programme had objective changes after the training period having included indoor free play, science experiences, creative activities and informal talk through which children could gather information and develop self expression.

ii. Provision of Indigenous Toys and Equipment:

The indigenous toys and equipment prepared by the eleven teachers for their preschools ranged from eight to fifteen in number totally. But after the training, they were sixteen to twenty five for each of the preschools a set of which is illustrated in Figure 7.

iii. Creative Activities Offered for the Preschoolers:

The following table indicates the creative activities offered by the trainees before and after the training programme.

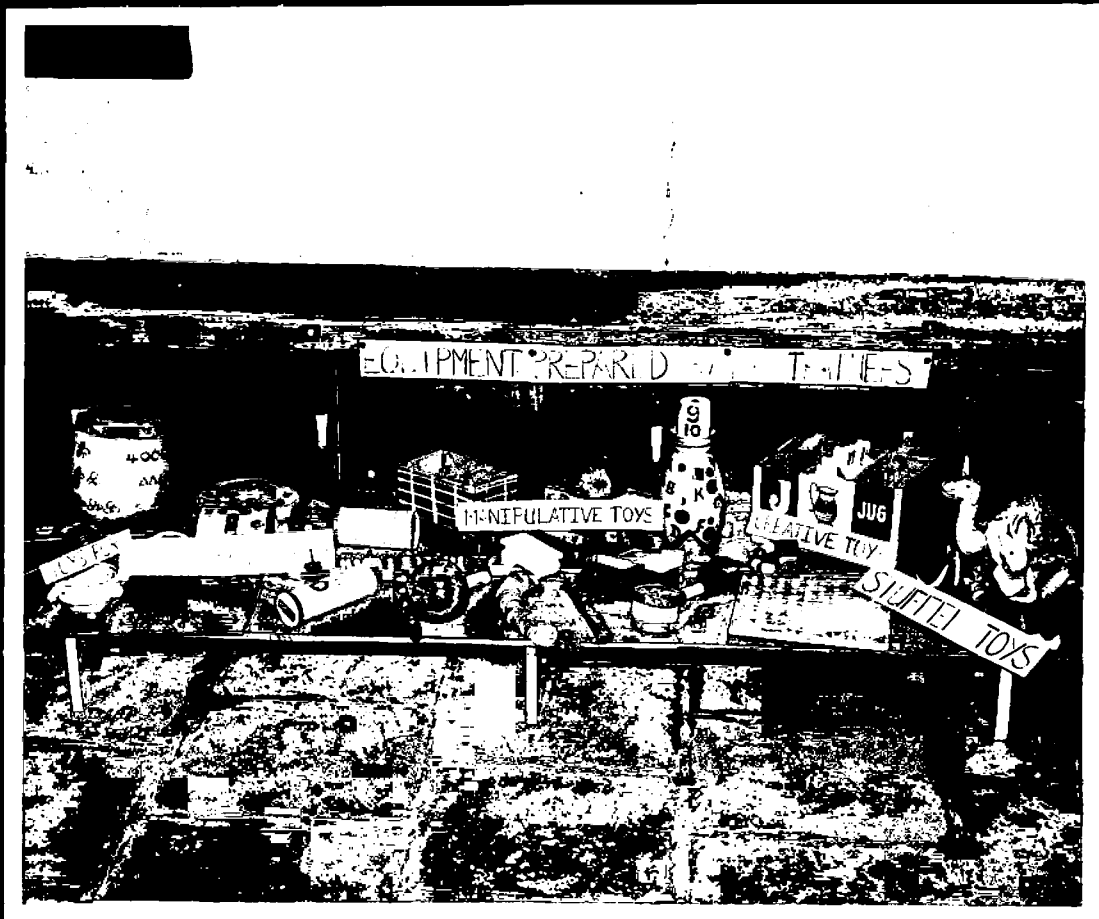


FIGURE VII  
EQUIPMENT PREPARED BY THE TRAINEES

**TABLE XI**  
**CREATIVE ACTIVITIES OFFERED FOR THE**  
**PRESCHOOLERS**

----- Before the training programme ----- Creative Activities    No. of ----- preschool -----		----- After the training programme ----- Creative Activities    No. of ----- preschool -----	
Formulating design with sand	2	Crayon drawing	11
		Spray painting	4
		Clay modelling	9
Paper work	2	Designing with egg shells, seeds and sand	11
		Paper work	11
		Collage work	11
-----			

While creative activities were included in the programme only by two preschools before the training programme, it is heartening to find that every body incorporated into the programme activities such as drawing, painting, clay modelling, designing with collage materials and printing as and when they were being enlightened on the need during and after the training programme.

This table points out the impact of training programme in instilling in the minds of the teachers the need to be creative and provide appropriate activities to make the preschool an enriching environment.

iv. Science Experiences:

Shown in Table XII are the types of science experiences implemented in the preschools under study.

TABLE XII

SCIENCE EXPERIENCES OFFERED BY THE PRESCHOOLS

S.No.	Science Experiences	No. of preschool
1.	Soap bubbling	11
2.	Smelling and non-smelling	11
3.	Feeling hot and cold	11
4.	Mixing colours	10
5.	Dyeing the fabrics	10
6.	Sinking and floating	10
7.	Feeding the pets	9
8.	Flammable and nonflammable materials	9

Science experiences were not part of the preschool programmes before the training programme. After the training all the eleven preschools had included experiences such as those mentioned in table for their favourable impact on children inculcating scientific attitudes and arousing curiosity in children.

v. Audio Visual Aids for Children:

The selected trainees had no idea of audio visual aids before the training programme. The table below shows the aids prepared after the training programme.

TABLE XIII

AUDIO VISUAL AIDS PREPARED BY THE TRAINEES AFTER THE TRAINING PROGRAMME

S.No.	Audio Visual aids	Number of preschool
1.	Television	3
2.	Puppets	4
3.	Posters	7
4.	Charts	7
5.	Flannel charts	7
6.	Models	11
7.	Flash cards	11

It is encouraging to note that after the training programme all the eleven preschool teachers' had prepared audio visual aids for their use. On an average they had six different items prepared individually some of which are in Figure 8.

vi. Provision of Literature and songs:

None of the preschool had provided literature to children before the training programme but after the training programme, all the eleven preschools provided literature to the children, the number ranging from fifteen to twenty. The details of the books provided are in Appendix G. It is also interesting to note that all the eleven trainees composed simple songs on their own on the specific themes they liked and taught their children. Some of the songs composed by the teachers during the training programme are enclosed in Appendix H.

vii. Meetings with Parents:

None of the preschools conducted parents' meeting before the training programme. It is enlightening to note from their reports and records that after the training programme five balwadies had conducted parents' meeting thrice and six balwadies had conducted twice the frequency being once in a fortnight.



FIGURE VIII  
AUDIO VISUAL AIDS PREPARED BY THE TRAINEES

**viii. Parent Education Classes:**

Before the training, excepting one preschool none of the balwadies had conducted parent education classes, but after the training programme all had conducted atleast one parent education class on aspects such as nutritional problems, balanced diet, significance of preschool education, behaviour problems and disciplining children.

**ix. Maintenance of the Records and Reports:**

The table below presents the records and reports maintained before and after the training programme.

TABLE XIV  
RECORDS MAINTAINED BY THE PRESCHOOLS

----- Before the training programme ----- Records maintained No. of preschool		----- After the training programme ----- Records maintained No. of preschool -----	
Attendance register	11	Attendance register	11
		Feeding programme	11
Details of feeding programme	10	Contingency expenditure	11
Programme, Contingency expenditure	10	Health record	11
Health record	10	Stock register	11
		Family background and progress report of the children	11

All the preschools had maintained the register for daily attendance of children followed by the ten preschools which were in the habit of maintaining details of feeding programme, contingency expenditure and health record in their schools. The additional record maintained by all the preschools after the training programme were stock register, record of family background and progress report of the children the model sheets of which are given in Appendix H.

## V SUMMARY AND CONCLUSION

This study on 'Organisation and Evaluation of the Pre school Teacher Training Programme' consisted three major steps - planning and preparation for the training, conducting the training programme and evaluation. The training programme planned for selected 11 teachers extended for a period of four months. The scheme of the training programme included both theoretical and practical knowledge and concrete experiences in the field of preschool organisation, education and administration. The assessment of the training programme was done in terms of changes observed in the personal qualities and managerial abilities of the teachers, acquisition of knowledge by the teachers, achievement scores of the teachers on subject matter content and the school programme. The results of this study may be summarised and concluded as below.

1. The scores obtained by the teachers for their personal qualities and managerial abilities after the training programme were much better than the scores received by them before the training and the difference was statistically significant.
2. The scores received by the teachers in the tests conducted after the classes of the training programme were very high.

3. The teachers had gained desirable knowledge on the aspects of preschool education as revealed from their objective responses in the schedule administered to assess the training programme.
4. The teachers had learnt to introduce in the daily activities of the preschool free play, dramatisation, science experience and field trips only after the training programme.
5. The training motivated the teachers to collect indigenous materials available and prepare atleast 15 items of equipment individually.
6. The teachers became aware of the need for literature and composed songs due to the impetus given by the training programme.
7. There was a favourable shift in the attitude of the preschool teachers towards maintaining the essential records and report after the training.
8. While none of the preschool teacher had any parent's meeting and parent education classes organised in their schools before the training it was heartening to see that all the teachers had comprehended the know-how and implemented parent education classes after the training programme.
9. The training programme had a favourable effect in initiating the teachers to prepare audiovisual aids as evidenced in the creation of six audio visual items by every teacher for their children.

The recommendations arising out of these findings

are:

1. The teacher training institutions should run or have a working relationship with four or five nursery schools that are approachable.

2. A co-ordinating committee at the national level should be formed to think and work out uniform and consistent grounds for pre-primary education and training in the country.
3. Refresher courses or workshops for the trained preschool teachers who are in service should be organised by the pre-primary teacher training institutions or any other appropriate units atleast once a year.
4. Preprimary teacher training programmes should be more flexible and allow plenty of scope for experimentation and innovation.
5. The University Departments of Child Development, Departments of Psychology, Colleges of Education should be entrusted with the responsibility of training preprimary teachers, conducting research and producing literature.
6. The standing committee on the teacher education, recommended by the Education Commission must have on it representatives from preschool education institutions to perceive and make the changes needed.

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**A P P E N D I C E S**

APPENDIX A

**QUESTIONNAIRE TO ELICIT INFORMATION ABOUT SELECTED PRESCHOOL AND THEIR TEACHERS**

**1. Information Regarding the School**

1. Name of the preschool and address:
2. Year of establishment :
3. Institution or agency to which affiliated :
4.                                   Attached       :
- Others        :
4. The medium of instruction       :
5. What is the criteria for admission of students in your school?

6. Present enrolment of children:                                   Number     Age
- Boys
- Girls

7. What are the objectives of your preschool?

8. Give a day's programme of your school? .....

Programme	Reasons	Methods of conducting it
-----------	---------	--------------------------

.....

d. Do you change the programme?

Yes

No

10. If yes,

Change	Reasons	Frequency
.....	.....	.....

11. Have you included the following aspects in your curriculum?

Aspects	Yes/ No	Reasons	Frequency
.....	.....	.....	.....

- Readiness
- Informal talk
- Free play
- Music
- Stories
- Creative activities
- Science experience
- Feeding programme
- Dramatisation
- Field trips
- Celebration of national festivals and functions
- Conducting parents meeting and parent education classes

.....

12. What are the indigenous materials that are used in your school for activities?

.....

Indigenous materials

Activities

.....

.....

13. List the equipment you have in the school?

.....

Outdoor

Indoor

Staff

Kitchen

Wash area

.....

.....

14. Do you maintain any records in your preschool?

.....

Yes

No

Types of records

Reasons

.....

.....

15. Do you face any problem at the school?

Yes	No	Problems	Reasons	Remedy
-----	----	----------	---------	--------

II. Information about the Teacher:

Date:

1. Name :
2. Age :
3. Marital status:
4. Academic qualifications:
5. Experiences:

6. Do you think training is necessary for a preschool teacher?

Yes	No	Reasons
-----	----	---------

7. Would you like to undergo preschool teacher training programme?

-----

Yes	No	Reasons
-----	-----	-----

8. If yes

-----

Aspects in which training is needed	Type of training			Duration of training	Day and time of training preferred
	The-ory	Practi-cal	Any other		
-----	-----	-----	-----	-----	-----

9. State the reasons for understanding this job?

10. Mention your objectives in taking up this job?

11. Are you satisfied with this job?

-----

Yes

No

Reasons

-----

-----



**APPENDIX C**

**RATING SHEET TO RATE THE PRESCHOOL TEACHERS'  
PERSONAL QUALITIES AND MANAGERIAL ABILITIES**

**Date:**  
**Name of the teacher:**  
**Name of the Observer:**

**Key for rating**

**Satisfactory ..... 5**

**Fairly satisfactory... 3**

**Not at all ..... 0**

S.No.	Personal qualities	Satisfactory	Fairly satisfactory	Not at all
-------	--------------------	--------------	---------------------	------------

Teacher as a person

1. Well groomed and dressed
2. Voice quite pleasing
3. Kind to the children
4. Friendly with children
5. Is unhurried calm
6. Cooperates with other teachers and school staff
7. Give evidence of good health and physical stamina
8. Is resourceful in a practical way
9. Shows a liking and enjoys with children
10. Is confident
11. Is impartial

Contd.....

S.No.	Personal qualities	Satis- factory	Fairly satis- factory	Not at all
-------	--------------------	-------------------	--------------------------	------------------

Teacher as a Group participant

12. Assists in solving problem
13. Encourage children to express in a group
14. Prepares child for forthcoming activities
15. Participates in their play and activities when needed
16. Sets up desirable limits
17. Talks freely with children on their levels
18. Encourages spirit of co-operation in the group
19. Maintain group control
20. Helps children to understand other rights
21. Develops leadership qualities in children
22. Calls child by name
23. Avoids undesirable word techniques
24. Makes promises which she can keep up
25. Enables each child to get his turn
26. Uses positive approach in redirecting behaviour
27. Gives attention to the children with whom she is working
28. Response to the needs of the children
29. Encourages each child to be interested
30. Appreciates the children at appropriate time

Contd.....

S.No.	Personal qualities	Satis- factory	Fairly sati- sfactory	Not at all
-------	--------------------	-------------------	--------------------------	------------------

Managerial abilities

1. Is she prepared for the programme
2. Does she coordinate all the activities
3. Does she keep up the time?
4. Are the equipment taken out and kept
5. Are the equipment arranged in an orderly way
6. Does she change the arrangement for variety
7. Are they accessible to the children
8. Does she supervise the activity
9. Is she able to promote maximum use of equipment
10. Does she use any aids
11. Does she get children participation
12. Does she maintain the cleanliness of the school
13. Does she know the content of the programme
14. Does she maintain records up to date
15. Does she take care of problem children

## APPENDIX D

### TOOL USED FOR TESTING TEACHERS' KNOWLEDGE ON PRESCHOOL EDUCATION AND ADMINISTRATION

1. What are the aims and objectives of a preschool?
2. Describe the physical set up of the preschool?
3. What are the equipment needed for the preschool and the points to be considered while selecting them?
4. What are the principles to be followed while planning the programme for the preschool?
5. How will you conduct story sessions for children?
6. List out the number of songs you know, and how will you conduct music sessions?
7. What are the points to be considered in planning a field trip?
8. How to conduct parents' meeting?
9. Why is play important for children?
10. What are the principles to be followed in disciplining the children and list out the various techniques of disciplining the children?
11. What are the record and reports to be maintained for a preschool?
12. What are the preschool teachers' personal qualities and managerial abilities?
13. Discuss the importance of the feeding programme?



-----  
**Topics**  
-----

1. Aims and objectives of
2. Physical set up of the
3. Equipment for the press
4. Programme for the press
5. Planning and conducting telling session
6. Planning and conducting
7. Planning and conducting
8. Planning and conducting parent's meeting
9. Discipling children
10. Planning and conducting
11. Records and reports for
12. Teacher's personal quali managerial abilities
13. Importance of feeding pr
14. Readiness program
15. Behaviour problems of the

**Total**

-----  
Average percentage score  
-----

APPENDIX F

SCORES OBTAINED BY THE TEACHERS IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES AND MANAGERIAL ABILITIES

Teachers	Before the Training Programme				After the Training Programme			
	Teacher as a person	Teacher as a group participant	Teacher's respect for individual children	Managerial abilities	Teacher as a person	Teacher as a group participant	Teacher's respect for individual children	Managerial abilities
	Max. 55	Max. 50	Max. 45	Max. 75	Max. 55	Max. 50	Max. 45	Max. 75
1	27	9	17	24	30	26	36	36
2	29	12	12	12	32	15	31	52
3	24	12	12	16	32	26	26	34
4	46	12	12	9	46	26	21	28
5	24	6	6	15	41	15	36	30
6	41	9	9	9	46	36	36	34
7	56	15	51	32	58	36	38	36
8	46	26	36	26	56	36	40	42
9	52	9	9	11	41	26	36	30
10	30	9	12	20	46	27	21	34
11	41	9	9	12	46	26	21	36

APPENDIX G

PROVISION OF LITERATURE TO THE CHILDREN AFTER THE TRAINING PROGRAMME

<u>Name</u>	<u>Price</u>
குட்டி விளக்குகள்	0.50
குழந்தைகள் குட்டிக் கதைகள்	0.50
ஒருநாள் பொறப்பு	0.70
பரிசு	0.60
கெட்டிக்காரி மாடா	0.70
நரலின் தந்திரம்	0.80
நரியும் முயலும்	0.90
பாட்டுப் பாடிய ஒருநாள்	0.75
நல்லது கெட்டது	0.80
சிறுமி மாடாடியும், கரடியும்	0.40
ஒருநாள் பொறப்பு	0.70
பழகு முறைகள்	0.80
மெழுகெலும் நப்பற்குழல்	0.90
வெண்மேகத்தின் மேலே	0.80
குட்டி விளக்குகள்	0.50
தூ ந்தும் வ ரலில் லை	0.50
இழ்மாதிரிய் கபயற்கள்	0.50
வினைவாட்டுச் சாமாற்கள்	0.75
சின்னத் சின்ன யா லைக்குட்டி	0.90
சின்னஞ்சிறிசுகள்	0.70
குருவிக் குஞ்சு	0.60
வா லைபிற் சபதம்	0.70

## APPENDIX H

### SOME OF THE SONGS COMPOSED BY THE TRAINEES DURING THE PROGRAMME

நீரில் நீந்திச் செல்லக் மீன்களே  
நீங்கள் எத்தன் உணவில் கலந்திருவீர்  
நீங்கள் எத்தன் உணவில் கலந்துவிட்டாள்  
நல்ல உடல் வளர்ச்சியை எனக்களிப்பீர்  
அழிந்த பாகங்களே நடு செந்திருவீர்  
நோய்களை எதிர்க்கும் சக்தி கொடுத்திருவீர்  
நாங்கள் இப்பொழுது உண்டு மகிழ  
கவையிக்க உணவாக வந்திருவீர்!

கிரையே, கிரையே  
என் வளர்ந்தாள் கிரையே?  
நான் வளர்ந்த காரணத்தை  
கறகின்றேன் கேளுங்களேன்  
என்னுடைய இரும்புள் சத்தம்  
என்னுடைய சத்தம் நிறைய உண்டு  
உயிற்று சத்த பலவும் உள்ள  
கிரையாக நான் வளர்ந்தேன்  
நல்ல என் பாத்வைக்கு  
நாள் மிகவும் அஸிமே  
நல்ல பற்களின் அமைப்பிற்கும்  
நாள் தந்த உதவியேன்  
நீண்ட நாள் உயிர்வாழ  
எக்கத்தையும் நாள் கொடுப்பேன்  
ஒடியாடி விளையாட  
எட்ட சக்தி நான் தருவேன்

பூனை நல்ல பூனையாம்  
 புத்திசாலி பூனையாம்  
 ஆடி ஆடி அருமாம்  
 அதற்கு இரண்டு கண்களாம்  
 தத்தி தத்தி அருமாம்  
 தாடித் தாட்கள் தாட்களாம்  
 மியாவ் மியாவ் கத்தினே  
 மிக வேகமாய் ஓடுமாம்  
 இரவில் அருள் எலிகளை  
 எளிதாய் பிடிக்கும் பூனையாம்

கொக்கரக்கோ கோழியாம்  
 குப்பையை கிளறி மேயுமாம்  
 குஞ்சுகளை கட்டிவந்த  
 கட்டமாக மேயுமாம்  
 சிறிது தூதம் பறக்குமாம்  
 செங்குத்தாக இறங்குமாம்  
 மாலை நேரம் ஆனவுடன்  
 கட்டில் அந்து சேருமாம்.

மல்லிகைப் பூ வெள்ளை நிறம்  
 மரிக்கொழுந்து பச்சை நிறம்  
 செவ்வந்திப் பூ மஞ்சள் நிறம்  
 தேள்ஜாப்பு சிவப்பு நிறம்  
 வெட்டிவேர் தான் கமம்பூ நிறம்  
 அண்ண வண்ண மலர்கள்  
 அசசம் நிறைந்த மலர்கள்  
 வான்தி நளமுல் குடலாம்.

பச்சை நிற நெல்லிக் காயை  
 பறித்த பறித்தக் கடிப்போம்  
 சிவப்பு நிறத் தக்காளியை  
 சிறித்த சிறித்த தின்போம்  
 சூரஞ்ச நிற காரங்கட  
 சூசையாகக் கொரிப்போம்  
 மஞ்சள் நிறப் பப்பாளியை  
 மகிழ்ச்சியுடன் உன்போம்.

பொங்கலோ பொங்கல்  
 உன்னல் பொங்கும் பொங்கல்  
 புதுப்பா லை வைத்த நல்ல  
 அரிசி வெல்லல் சேத்தல்  
 பொங்கலிடுழ் பொங்கல்  
 பொங்கலோ பொங்கல்  
 சத்த நிறைந்த பொங்கல்  
 சத்த நிறைந்த பொங்கல்  
 சாழ்ப்பிட இனிக்கும் பொங்கல்

பருத்தி நல்ல பருத்தி  
 பாங்காள பருத்தி  
 மென்மைபான பஞ்சு கொண்ட  
 வெஞ் லைநிறப் பருத்தி  
 சூடை நெய்ய உதவுந்  
 கொங்கடை நீக்கிய பருத்தி  
 சூன், பெண் அலைவரும் அழியுந்

ஆடைபைக் கொடுக்கும் பருத்தி  
பருத்திக்கொட்டை உதவும்  
பால் கொடுக்கும் மாட்டுக்கே.

விமானம் பறக்குத பாந்  
விவ்வெணியில் பறக்குத பாந்  
இரண்டு இறக்கைகள் உடனான பாந்  
முன்கூல் சுற்றுகின்ற காற்றாடி பாந்  
வெடினை நிற விமானம் பாந்  
வெகு விரவில் போகுத பாந்  
அதிகமான பிரயாணிகளை  
அவ்விக்கொண்டு போகுத பாந்

தவ லேயாரே! தவ லேயாரே! எங்கே போகிறாய்?  
தன்னீர் உட்குள குளத்தை நோக்கித் தாவிய்போகிறேன்.  
பூ லேயாரே! பூ லேயாரே! எங்கே போகிறாய்?  
எலிகள் உட்குள வீட்டை நோக்கி எழுந்த போகிறேன்.  
கோழியாரே! கோழியாரே! எங்கே போகிறாய்?  
குஞ்சுப இடுக்கும் இடத்தை நோக்கிக் குதித்துப் போகிறேன்.  
தம்பி! தம்பி! வேகமாக எங்கே போகிறாய்?  
படுவீ உட்குள ஊரை நோக்கிப் படிக்க போகிறேன்.  
எட்டமான தோட்டத்திலே

இஉட்டமான திராட்சைப்பழம்  
கொடியிலே படர்ந்ததாய்  
கொத்தித் கொத்தாய் காயித்ததாய்  
குள்ள நரியும் வந்ததாய்  
குதித்து குதித்துப் பார்த்ததாய்  
பழங்கஞ் எட்டாமற் போகவே  
பழங்கியோடி மறைத்ததாய்.

**APPENDIX I**

**RECORD OF FAMILY BACKGROUND MAINTAINED BY THE  
PRESCHOOLS AFTER THE TRAINING PROGRAMME**

**Name of the pupil :**

**Sex :**

**Address :**

**Date of birth :**

**Place of birth :**

.....  
Name of the members of the family      Relationship to the child      Age      Education      Occupation      Income per month  
.....

.....

**Ordinal position of the child:**

**Objectives of the parents in sending the child to the preschool:**

APPENDIX J

A RECORD OF THE STOCK OF EQUIPMENT PROVIDED IN  
THE BALWADI

Balwadi No:

Date :

Item of equipment	Number	Sponsoring Agency or source from which received	Amount per item	Total cost	Time at which bought
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APPENDIX K

THE PROGRESS REPORT OF THE CHILDREN MAINTAINED BY THE  
PRESCHOOL AFTER THE TRAINING PROGRAMME

Name of the School

Report Form

Name of the child	:
Sex	:
Date of birth	:
Address	:
General play interests of the child	:
Personal cleanliness	:
Motor skills	:
Dominant emotions	:
Dominant personality traits	:
Choice of play and playmates	:
Oral expression	:
Fluency, clarity and correctness of speech	:
Vocabulary	:

**Cognitive abilities :**

**Adjustment to the school:**

**Participation in the  
school programme :**

**Regularity and punctuality:**

**Special interests and  
abilities :**

**General remarks :**

**Signature of the teacher**

**Date:**

## APPENDIX L

'T' VALUES FOR THE PERCENTAGE SCORES OBTAINED BY THE  
PRESCHOOL TEACHERS IN THE TESTS CONDUCTED

Percentage of Scores		z=y-x	z- $\bar{z}$	(z- $\bar{z}$ ) <sup>2</sup>
Before training	After training			
x	y			
31	56	25	-4	16
31	50	19	-10	100
30	55	25	-4	16
35	66	31	+2	4
33	57	24	-5	25
40	66	26	-3	9
35	65	29	0	0
40	81	41	+12	144
29	64	35	+6	36
33	64	31	+2	4
39	72	33	+4	16
		$\bar{z} = \frac{319}{11} = 29.00$	0	370

$$t = \frac{\bar{z}}{\bar{z}/\sqrt{n-1}} = \frac{29}{5.799/\sqrt{10}} = 15.81^{**}$$

\*\* Significant at 1 per cent level.

## APPENDIX M

STATISTICAL ANALYSIS OF THE SCORES OBTAINED BY THE TEACHERS  
IN THE ASSESSMENT OF THEIR PERSONAL QUALITIES

Percentage of scores		z=y-x	z- $\bar{z}$	(z- $\bar{z}$ ) <sup>2</sup>
Before training x	After training y			
35	61	26	-0.55	0.30
35	52	17	-9.55	91.20
32	63	31	+4.45	19.81
47	63	16	-10.55	111.40
24	61	37	+10.45	109.10
39	81	42	+15.45	238.60
68	88	20	-6.55	42.89
73	88	15	-11.55	133.50
33	69	36	+9.45	89.30
34	63	29	+2.45	6.00
39	62	23	-3.55	12.60
$\bar{z} = \frac{292}{11} =$		26.55	-0.05	854.70

$$t = \frac{\bar{z}}{\bar{z}/\sqrt{n-1}} = t = \frac{26.55}{8.82/\sqrt{10}}$$

$$= 9.517^{**}$$

\*\* Significant at 1 per cent level.

## APPENDIX N

STATISTICAL ANALYSIS OF THE SCORES OBTAINED BY THE TEACHERS  
IN THE ASSESSMENT OF THEIR MANAGERIAL ABILITIES

Percentage of scores		z=y-x	z- $\bar{z}$	(z- $\bar{z}$ ) <sup>2</sup>
Before training X	After training Y			
32	48	16	-6.09	37.09
16	43	27	+4.91	24.11
43	45	2	-20.09	403.40
12	37	25	+2.91	8.47
20	40	20	-2.09	4.37
12	45	33	+10.91	119.10
43	48	5	-17.09	291.80
35	76	41	+18.91	357.60
15	40	25	+2.91	8.47
27	45	18	-4.09	16.73
16	48	32	+9.91	98.22

$$\bar{z} = \frac{243}{11} = 22.09 \quad \bar{z} = 0 \quad 1369.36$$

$$t = \frac{\bar{z}}{\bar{z} // n-1} = t = \frac{22.09}{11.16 // 10} = 6.259^{**}$$

$\bar{z}$  = mean of z values

$\bar{z}$  = standard deviation

n = number of samples.

\*\* Significant at 1 per cent level