

A study about impact of pre school education

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Abstract

These days more children are attending pre - school indicating an increase in demand for education at this stage. Govt. has made policies for the improved provision of equitable and quality pre primary schooling. National education policy, 1986 emphasized need for play based and joyful learning and warned against formal teaching of the 3R's (reading, writing and arithmetic). Pre-primary education is considered to be very important for the child as it is the first step towards entering the world of knowledge as well as a healthy and purposeful life. This research is targeted to find status and impacts of preschool education.

Keywords: pre-school, education, emotional development

Introduction

A preschool is an educational establishment or learning space offering early childhood education to children between the ages of three and five. The most important years of learning begin at birth. During these early years, humans are capable of absorbing more information than later on. The brain grows most rapidly in the early years. Preschools with high quality teachers can have a long-term effect on improving outcomes for disadvantaged students. The areas of development that preschool education covers vary. However, the following main themes are typically offered as personal, social and emotional development, communication, talking and listening, world knowledge, creative and aesthetic development, mathematical awareness, physical health and development, games, teamwork, self-help skills, social skills, scientific thinking, literacy. Preschools have adopted various methods of teaching, such as Montessori, Waldorf, Head Start, High Scope, Reggio Emilia approach, and Forest kindergartens.

The aim of the pre-school education is to promote the development of human and responsible individual personality, to encourage the formation of inquisitiveness towards individuals, environment and society and its diversity and unity. The objective is to foster general development of children and their readiness to enter primary stage of the basic education. It promotes holistic development of child, prepares child for formal schooling, reduces wastage and stagnation at primary school. The children learn rhymes, songs, dances, drama, singing, games, drawing greeting cards and posters making. Preschool systems require standards for structure as administration, class size, student-teacher ratio, services. Quality of classroom environment, teacher-child interaction

and alignment are essential components. Curriculum is designed for differing ages. Preprimary school attendance positively affects student's self-control as behaviors such as attention, effort, class participation, and discipline. Well qualified pre-school teachers create appropriate learning environment that supports student's progress according to their abilities and provide a secure foundation for schooling.

The impact of preschool on child outcomes is usually positive, with larger benefits. Some studies dispute the benefits of preschool education, finding that preschool can be detrimental to cognitive and social development. Research has also shown that the home environment has a greater impact on future outcomes than preschool. The quality of teaching in public pre primary schools, Anganwadi centers is unsatisfactory due to a lack of trained teachers. The government needs to invest an improvement of quality of services in anganwadi centers. This may improve the learning achievement of children at pre-primary stage. High quality preschools are "play based," rather than attempting to provide early formal instruction in academic subjects. "Playing with other children, away from adults, is how children learn to make their own decisions, control their emotions and impulses, see from others' perspectives, negotiate differences with others, and make friends,"

Methodology

Survey and observation research methods are adopted for study. 10 pre schools are selected randomly in which 4 are anganwadi, 3 are separate preschools and 3 are higher secondary schools with pre primary classes. These pre primary centers are visited and their working, efforts, student's status are studied.

Result and Analysis

Table 1: Category wise Detail of Enrolled Child in Pre Schools

| Category | Child Enrollment in Pre School (%) | Not Enrolled Child in Pre School (%) |
|----------|------------------------------------|--------------------------------------|
| General | 81 | 19 |
| OBC | 68 | 32 |
| SC | 54 | 46 |
| ST | 49 | 51 |

Table 2: School wise, Category wise Detail of Enrolled Child in Pre Schools

| Type of School | Category | | | |
|--|-----------|-------|------|------|
| | General % | OBC % | SC % | ST % |
| Anganwadi | 37 | 46 | 58 | 62 |
| Pre School | 48 | 36 | 22 | 21 |
| Attached with Higher Secondary Schools | 15 | 18 | 20 | 17 |

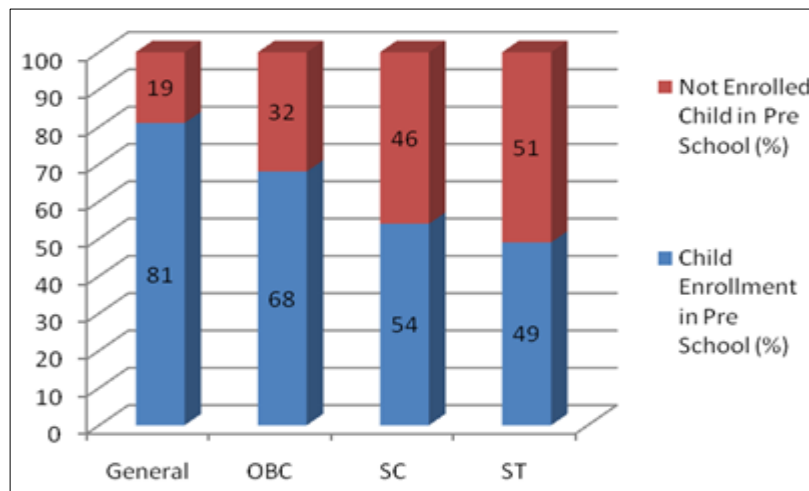


Fig 1: Category wise Detail of Enrolled Child in Pre Schools

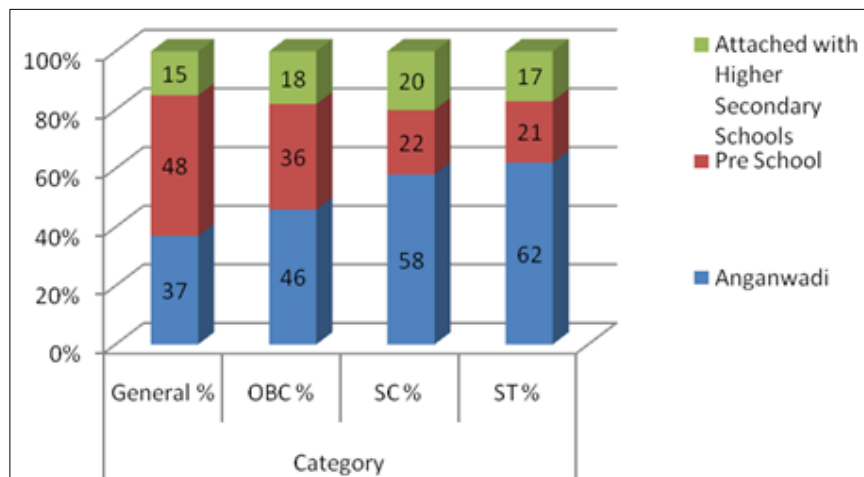


Fig 2: School wise, Category wise Detail of Enrolled Child in Pre Schools

Category wise data shows that 81% children of general category go preschools for study while 68% of OBC. Preschool going SC and ST children percentage is 54% and 49% respectively. School type data shows that 48 % children belonging general category go preschools and 37% to anganwadi and 15% to senior schools. Anganwadi school going % increased from OBC to ST i.e., from 46% to 62%. Preschool going % decreased as we move towards ST. Similarly children % is low for preschools attached with higher secondary schools.

Conclusion

Children belonging to SC ST category in society, depend on anganwadi, whereas those belonging to higher socio - economic groups are more likely to attend pre schools. Since education of children between 3 -5 years old is not a fundamental right, because of this preschool education is suffering from inadequate coverage and poor quality benefiting, and very few

children. Preschool education has a significant positive effect on sustained meaningful access to education, so it should be given immediate attention in view of its important role in children’s lives. For development of child preschool education play a positive role.

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