

**A CRITICAL STUDY OF PRE-PRIMARY
TEACHER EDUCATION IN KERALA**

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Thesis
submitted for the Degree of
DOCTOR OF PHILOSOPHY
IN EDUCATION

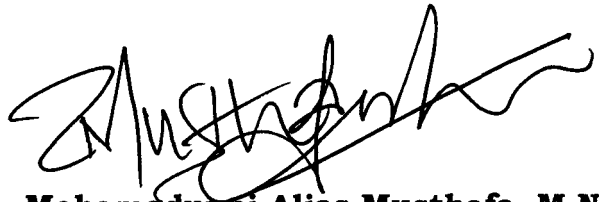
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I, Mohamedunni Alias Musthafa, M.N., do hereby declare that this thesis entitled "**A CRITICAL STUDY OF PRE-PRIMARY TEACHER EDUCATION IN KERALA**", has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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C E R T I F I C A T E

Certified that this thesis entitled "**A CRITICAL STUDY OF PRE-PRIMARY TEACHER EDUCATION IN KERALA**", is a record of bonafide study and research carried out by **Mr. Mohamedunni Alias Musthafa, M.N.**, under my supervision and guidance and that it has not been previously formed the basis for the award of a Degree, Diploma, Title or Recognition.

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INTRODUCTION

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- ❖ *Special Significance of the Study*
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INTRODUCTION

Children are the most crucial resource of a country. A healthy generation of children will lead to a healthy generation of young people who can in turn, contribute substantially to the social and economic development of the country. But to achieve this one must pay proper and adequate attention to the children of today. In the words of Nobel Prize laureate Gabriel Mistral, "We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the fountain of life. Many of the things we need can wait. The child cannot. Right now is the time when his bones are being formed, his blood is being made and his senses are being developed. To him we cannot answer "Tomorrow".

Significance of Pre-school years and Pre-school Education

Development of an individual begins from womb and ends in tomb. Each stage of development has its own complexities and significances. Even then developmental psychologists unanimously agree that early childhood learning is the crucial one. It is during this stage the foundation for sound physical, cognitive, social, personal, moral and emotional development is laid. A growing body of evidence suggests that health, nutrition and psychosocial processes affect survival and development in the early years of life. During these years the child is in constant interaction with the environment. The outcomes of these interactions determine the readiness of the child for school and other learning opportunities. This in turn influences the child's chances of enrolment and success in primary schooling.

The success in schooling of a child and, more so far, completion of primary education lies in the readiness or preparedness of the children for schooling.

In fact mother's lap is the child's first school. Few homes provide the right type of environment for the growing child. Because of socio-cultural deprivation and some aligned factors many children are denied of opportunities at home for a healthy all-round development. Here comes the role of home away from home, i.e., school. School can not be an attempt to replace the home or supersede the home for there is no substitute for home.

Ever since Froebel came forward with the idea of the kindergarten meant for helping children to develop their potentialities through their natural activity of play, educationists all over the world have become conscious of the need for organising educational programmes planned specifically for pre-school children. The starting of Montessori schools, which stressed sense training and planned but free activity of children, added another dimension to this message.

The intensive and comprehensive studies made by developmental psychologists like Piaget, Bruner, Erikson, etc., made a revolution in the education of pre-school children. Their studies on the nature of human development have resulted in the identification of a number of developmental stages each having specific characteristics with regard to the needs, competencies, potentials, etc., latent in all human beings. According to them each such developmental stage has an individuality of its own, marked by needs, competencies, etc., as evidenced by the stage appropriate tasks associated with the physical, motor, cognitive, intellectual (including language), social, cultural, moral and emotional development of human organism. They consider education as a purposefully designed developmental endeavour and insists on planning, designing and providing learning experiences suited to the characteristics of each such developmental stage. Though not in exact conformity, the period from birth to 5-6 years is termed as 'Early childhood'. It is during this period the foundations for

intellectual, other cognitive, socio-emotional, language and physical, and motor competencies are laid. It was also emphasized that not only most of the brain development takes place during these years but also the foundation for sound physical, social and mental health are laid down during this period. If children are not properly nurtured at this stage it will affect their future life.

Till a few decades ago formal schooling and education started at the age of five plus in a primary school. Twentieth century has witnessed dynamic and bewildering changes in socio-economic and familial conditions of the people. Advancement of science and technology on the one hand, and explosion of knowledge on the other hand, have necessitated the child to acquire more and more knowledge and varied skills that will enable him to lead a satisfactory life in such a competitive world. Researchers in the field of Education, Biology, Sociology and Psychology have recognised the plastic nature of the child during early childhood and they are of opinion that in no other period than this, he is susceptible and responsive to positive environmental influences which enhance and expand his development.

If environmental influences are of sterile or destructive nature, it may have negative effects on his intelligence, emotions, and ability to learn, also on his self concept, his relationship with others and on his later health. Hence there is a growing demand for out of home programme for young children.

The demand for out of home programme for young children was grown out of two rationales. The first and foremost reason was that most of the parents aspire for high quality childcare while they work and pursue careers. Another theoretical version is that a large number of mothers, both illiterate and educated, from rural as well as urban area are generally ignorant of proper child rearing practices. They want professional to rear

young children for they consider education of pre-school children is on a continuum with the formal education at the primary stage.

The child is learning at every moment of his life, sometimes actively and aggressively moving about and at other times assuming a passive role. He is discovering who and what he is. He is discovering how other people feel about him and what they expect of him as well as how he feels about them. His emergence in to a socially competent adult is critically affected by what happens to him in infancy and childhood. It was also observed that children from socially, economically and culturally disadvantaged environments often lack background experience that stimulates eagerness and readiness for education. As Gordon (1972) remarked the programmes for young children must be viewed as a critically important segment to be integrated in to the total educative process. This is because the quantity and quality of the adult-child interaction is considered to be vital for the child's stimulation. All these facts gave impetus to the emerging concept of pre-school education.

Pre-school education, Nursery education, Early childhood education, Pre-primary education, Kindergarten are some of the terms commonly used for the system of providing educational experiences to young children outside the family in an organised manner. Since the experiences provided to the children in the age range of 3 to 6 facilitate the process of their development, they are considered as educational.

Apart from the direct benefits of the Early Childhood Care and Education (ECCE) to the individual child provision of care and education in early childhood has a significant effect on women's development by releasing women for other productive activities besides child rearing. Further it also facilitates access of older girls into schools. Given that one of the chief causes of non-enrolment and drop out among girls is sibling care,

the importance of ECCE as a basic pre-condition for enhancing female literacy rate can not be underestimated.

The National Curriculum Framework for School Education, 2000 (NCERT) envisages two years of Pre-schooling for every child. It states "... the experience to be provided at the very beginning of education play a very crucial role in the development of child's personality and have strong bearing on later education of children. Learning at this stage may be characterized by group activities, play-way techniques, language games, number games and the activities directed to promote socialization and environmental awareness among children. Accordingly pleasure, perception and participation need to be fully emphasized. It will ensure readiness to learn among children and reduce unhealthy and harmful load on children whose neuromuscular capacities are not yet adequately developed. Formal teaching of subjects and reading and writing must be clearly prohibited. ECCE needs to be made uniformly available to all children of the country to ensure equity" (National Curriculum Framework for School Education, 2000, p.46).

As per the sixth survey, the total coverage of pre-school children in all kinds of pre-primary school is only 25%. Seventy five percentage of children are not covered through any kind of pre-school education programme. With regard to facilities and coverage of pre-school education the variation among states are wide and marked. On an average 70% villages are without pre-school education facilities in the country. The 86th Amendment Act 2002 of the constitution reiterates the Nation's commitment to provide ECCE vide Article 45 of the constitution, which reads as "... the state shall endeavour to provide early childhood care and education for all children until they complete the age of six years." This calls for expansion and strengthening of pre-school education in the country.

The Tenth Five Year Plan acknowledges ECCE as the first stage in the education ladder and reaffirms its priority for the development of ECCE services as an investment in the human resource development of the country. The plan also commits to strengthening the early joyful period of play and learning in young child's life towards ensuring a harmonious transition from the family environment to the primary school.

Role of Pre-school Teacher

Teacher is the life blood of any educational system. In spite of all physical facilities and sophistications it is his will power and devotion that determine the success of the system because 'as the teacher so the student'. To the student, teacher is an exemplary model, the image of Brahma to be imitated. So what a teacher taught is important, how a teacher taught is more important and how a teacher lives is most important. Contrary to the teachers in the primary, secondary or collegiate levels the teacher in the pre-primary level has a diverse role to carryout even though he is in the bottom rank of the ladder of teachers. The most crucial job of pre-primary teachers is dealing with children. Teacher's attitude towards children, his level of motivation, interest, commitment, knowledge and skills contribute in improvement of the quality of education. Flexibility is the key word in pre-primary education. If the teacher does not perceive this and does accordingly the learning becomes boredom even from the pre-primary stage itself [Yashpal Committee Report (1992)].

According to Barroah (1974) pre-primary teachers are expected to have a personality which will infuse confidence in the parents about their capacity to handle their children with due care and good manner. The pre-school teacher should be always alert and responsive to needs and requirements of children and be the one who experience and share their

feelings while engaged in activities. She should help them to learn the ways and means of getting along with their mates and peers.

Mohanty (1994) opines that children need guidance and not direction from the teachers. Teachers should accept them as they are without affecting their sentiments.

Marianne Parry and Hilda Archer (1975) in their report of the schools council project on Pre-School Education, 1969-71, based at Rachel Mc Millan College of Education highlights the role of pre-primary teacher to attain the objectives of pre-primary education. It points into the manifold responsibilities of teachers in teacher/child relationships; in dealing with parents from different background, and guidance to the nursery teachers and assistants. The pre-primary teacher has to function as an effective social worker and an eminent leader for the success of the programme.

A teacher of young children obviously need to possess certain qualities if she is to face well her responsibilities which are complex in nature and highly demanding of excellence of many kinds. She needs to be some one who is essentially human, some one who likes people especially pupil, and is not only full of warmth and goodwill towards them but determined to do right for them. To achieve such ends she needs to be perceptive, sensitive, sympathetic and imaginative. In short, the real success of pre-primary education depends greatly upon the spirit and enthusiasm of the teachers because here everything is to be done in a deliberate, flexible, and informal manner.

Need of Training for Early Childhood Teachers

To perform the significant and diversified role of the pre-school teachers an effective training is highly essential. Pre-service training has a vital role to equip the teachers in all the levels of education to perform their

role effectively. If the training received is not an objective based and scientific one they will be utter failure to perform their expected role effectively. In Kerala at present, though there is a wide spread of pre-primary education, the crucial aspect of this i.e., pre-primary teacher training, still remains as no man's land contrary to teacher training at primary and secondary levels. But pre-primary teachers have to be well equipped before entering to the service because pre-primary education is the basement of further education.

NEED AND SIGNIFICANCE OF THE STUDY

In India, the field of early childhood education has not benefited much from the advances in related disciplines as in the western countries. It is only in the last three decades or so that developmental psychologists have studied the various aspects of the young child's development. The government concern and commitment for universalization of primary education has given an impetus to studies of the various factors related to primary school attendance and performance of children particularly those from poverty contexts. Pre-school education in India, unfortunately has been a sort of no man's land. Its development has occurred primarily in the departments of child development in the home science institutions, many of which started laboratory nursery schools in which small scale studies were carried out for the purpose of post graduate research. The major researches on young children have been carried out by NCERT, NIPCCD and Indian Association of Pre-School Education. However in spite of these efforts the culture of research has not been established in the field of early childhood care and education. Among the research studies conducted in India the most neglected area is the training of personnel for ECCE. But this is the most crucial aspect. The most important variable that determines the

effectiveness of the pre-primary education is the teacher, his qualifications, the training he received, etc.

The outline developed by Association for Pre-school Education (IAPE) titled, *Activity-Based, Developmentally Appropriate Curriculum for Young Children* (2002) highlights the importance of training of Pre-school teachers.

The report of the workshop on ECE for Kindergarten Teachers (2004) strongly criticized the lack of uniformity in the pattern and academic content of the pre-primary teachers training of various government departments and private sector in India and appeals for the strong interference of the state units of NCERT.

The Exploratory Study Report of Elementary Education Department of NCERT on *Curriculum Load on Children at Pre-Primary and Primary Stages* (2002) pinpoints the inadequacy of the pre-service training programme that the pre-school teacher had received as the root cause of overload on the pre-school children in the pre-primary stage. The report invites the attention of all regarding the improvement of the programmes of teacher preparation.

It is hopeful to note that the National Council for Teacher Education (NCTE) had started attempts to make the teacher education programmes throughout the country quality-based and effective. The Pre-primary teacher education also comes under its purview. The council had norms for giving recognition to only those institutes which strictly follow these norms and standards and the certificates obtained from such institutions only are valid. The NCTE's norms and standards for teacher education also emphasize only the physical standards and norms and say very little about the methodology and content of curriculum of training of ECCE.

In Kerala though there is a booming spread of pre-school education, there is no congruent expansion of Pre-primary teacher education. There is no regulatory body and the institutes are scattered among the government and private sectors. The private institutes conduct courses of their own and they are beyond the control of governmental norms and regulations.

Historical study of Teacher Education in Kerala State by Babu (1988) revealed that the teacher education at Pre-primary level was not that much emphasized like primary and secondary level.

In a critical assessment of the existing nursery education programme in Kerala Rajalakshmi (1992) pointed out the inadequacy of the type of training received by nursery school teachers. Out of the 980 teachers sampled only 890 had undergone some kind of nursery training for a period varying from 15 days to one year. Details of training received by nursery school teachers as per her study is given in Table 1.

TABLE 1

**Details of Training Received by
Pre-School Teachers as per the Survey-1992**

Sl. No.	Name of Teacher Training Institution	Duration	No. of Teachers	%
1	Pre-primary teacher training school	1 year	108	12.13
2	Child welfare council	1 year	129	14.49
3	Child welfare council	4 months	38	4.28
4	Private training institution	6 months	124	13.93
5	Private training institution	3 months	60	6.74
6	Community welfare centre	3 months	108	12.13
7	Bharat Sevak Samaj	3 months	84	9.44
8	Extension training centre	3 months	96	10.79
9	Extension training centre	4 months	107	12.02
10	Extension training centre	2 months	20	2.25
11	Extension training centre	15 days	16	1.80

The fact that about nine point one eight percent have not received any kind of training and that only 26.62 percentage of teachers have a training for at least one year indicate that whatever be the objectives of the programme in the concerned nursery schools, these could not be achieved by the teachers who are not adequately equipped for it. The paucity of facilities for pre-primary teachers training may be one of the reasons for the inadequate preparation of teachers in the institutions sampled.

There is inadequate facilities for Pre-primary teacher education in Kerala. The institutions run by the state department of education, private but recognized by the government, institutions run by some private agencies which are unrecognized by the government are pioneers in this field. Now it was also noticed that some unauthorised agencies are also conducting nursery teachers training courses for a short duration of 3-6 months. The pre-primary teacher education programme in Kerala is thus seemingly ineffective to achieve the broad goals of pre-primary education. It is pathetic to note that no governmental or non-governmental efforts have been taken to evaluate and monitor the pre-primary teacher education prevailing in the state. Similar to the national scenario the teacher education at the pre-primary level still remains unexplored in Kerala also.

The pertinent questions like whether the pre-primary teacher training programme in the state is in accordance with the aims and objectives of pre-primary education or it is only a trap to the job seekers are to be answered. This is a genuine question which is having contemporary relevance because any defect in this system will have its ill effect on all the future development of the child. So the investigator wishes to conduct a critical inquiry in to the pre-primary teacher education in Kerala.

SPECIAL SIGNIFICANCE OF THE STUDY

From the above discussion it is clear that there is a noticeable gap in the pre-primary teacher education in Kerala State. To locate these deficiencies a critical study is the most acceptable one. The nature of critical inquiry is through multiple lines i.e., approaching the same issue through diverse angles thus elucidating objective realities of the problem. In the present study the investigator attempts to evaluate critically the system of pre-primary teacher education that exists in Kerala, adopting strategies that ensure critical analysis.

To ensure objectivity of such a study the data must be collected from different angles. In this study the pre-primary teacher education programme of Kerala was intended to be evaluated as per the objectives of pre-primary education because the pre-service programme for moulding the future pre-school teachers have to be in tune with the objectives of pre-primary education. To cross check this the investigator analysed the different dimensions of pre-school teacher education, then evaluating whether the system that is present now in Kerala is satisfactory. The data was collected from varied sources, heads, teachers and student teachers of the sampled pre-primary teacher training institutes. To get more objective data the trained teachers who were the product of the institutes were also treated as the subjects of the study. Analysis was done by cross checking all these obtained data. Findings were reached at from these meta analyses.

A critical enquiry of this nature can only reveal the deficiencies that exist in the ongoing pre-primary teacher education in Kerala state. The findings from this critical investigation will be helpful to eliminate the handicaps if any exist. This is a must for the healthiness of the pre-school education and ultimately for the right development of the next generation.

STATEMENT OF THE PROBLEM

The problem for the present study is entitled as: "A CRITICAL STUDY OF PRE-PRIMARY TEACHER EDUCATION IN KERALA".

DEFINITION OF THE KEY TERMS

a) Critical Study

The Dictionary of Education (Good, 1973) says that the critical study is a critical thinking that proceeds on the basis of care evaluation of premises and evidences and comes to conclusion as objectively as possible through the consideration of all pertinent factors and the use of valid procedure from logic. So this study evaluates the functioning of pre-primary teacher education programme in Kerala based on its ideal concepts.

b) Pre-primary Teacher Education

In the present study pre-primary teacher education refers to the training given to prepare teachers for educating children in pre-schools. There are three pre-primary teacher training institutes run by the government, some unaided but recognized institutes, and institutes run by some unauthorized agencies in Kerala conducting pre-primary teacher education programmes.

OBJECTIVES OF THE STUDY

- i) To investigate the availability and utilization of the physical facilities in the select pre-primary teacher training institutes.
- ii) To examine the financial resources and problems of pre-primary teacher training institutes.
- iii) To investigate the availability of human resources of the pre-primary teacher training institutes.

- iv) To investigate into the adequacy of planning, organization and transaction of the curriculum for pre-primary teacher education.
- v) To find out the reactions of the teachers in the pre-primary teacher training institutes sampled regarding the objectives, planning and organization and mode of transaction of the curriculum for the pre-primary teacher education followed in their institutions.
- vi) To find out the reactions of the student teachers regarding the curricular and co-curricular activities in their pre-primary teacher training institutes.
- vii) To find out the reactions of the pre-school teachers trained from the sampled institutions regarding the effectiveness of training they had received.
- viii) To find out the practices in pre-schools of the teachers trained from the sampled institutions.
- ix) To locate deficiencies in pre-primary teacher education if any and suggest remedies.

PROCEDURE OF THE STUDY IN BRIEF

The procedure adopted for this critical inquiry is precisely presented here.

a) Sample

The present study was conducted on 31 select pre-primary teacher training institutes of Kerala. Of these, three belong to the government sector, 12 to the government recognized but unaided category and 16 to the unrecognized category. In selecting the sample appropriate representation was given to each category. So as to enable the cross checking of the data

from different angles the investigator collected data from the heads, teachers and student teachers of the sampled institutes. In order to accomplish the objectives seven and eight specifically, data was also collected from the pre-school teachers trained from the sampled pre-primary teacher training institutes.

b) Tools used for the Study

In order to fulfil the said objectives the following tools were used for collecting data.

- i) Questionnaire to the heads of pre-primary teacher training institutes.
- ii) Questionnaire to the teachers of pre-primary teacher training institutes.
- iii) Questionnaire to the student teachers of pre-primary teacher training institutes.
- iv) Questionnaire to the pre-school teachers trained from the sampled pre-primary teacher training institutes.
- v) Observation schedule of activities provided by pre-school teachers.

Along with these, interview with educationists and experts in the field, examination of records and other sources were also used to supplement the data to make the study as objective as possible.

c) Technique of Analysis

For analysing the data statistically estimation of percentage was used.

SCOPE AND LIMITATIONS

The investigator tried his best to make the study dependable and reliable as far as possible.

The present study intends to evaluate critically the pre-primary teacher education programme in Kerala. For making the study objective, unbiased and scientific the relevant data were collected from various sources using appropriate tools. This made visualization of the problem at hand through different angles and there by cross checking of the data to minimise the subjectivity of the response upto the maximum possible extent. Thus the investigator had taken all measures to minimise any limitation that may creep in to the study and expect that the results obtained would be valid and reliable.

Even then certain minor limitations have also crept into it. They are the following:

- i) All the pre-primary teacher training institutes in Kerala were not included in the study. Only representative samples were taken from the government recognised and unrecognised category.
- ii) Attempt was not taken to collect the opinion of the parents of the pre-school children of the sampled pre-schools. This might have revealed an account of the parental perception of the effectiveness of the pre-school practices.
- iii) Data could have been collected from the heads of the pre-schools regarding the effectiveness of the pre-school teachers.
- iv) The training programmes of the Anganwadi workers by ICDS were not evaluated.

These limitations happened because of so many constraints in terms of time, accessibility and economic reasons.

Despite all these limitations, it is hoped that the study would be revealing a clear picture of the pre-primary teacher education programme in

Kerala. This would enable the government and policy makers to find out the limitations of the programme and formulate strategies to rectify them. The findings will be helpful for educationists and teachers in this field for self evaluation. This humble effort, the investigator hopes, would be of help to root out the handicaps of the pre-primary teacher education programme in Kerala and to make it water proof.

ORGANISATION OF THE REPORT

The report consists of five chapters. The introductory chapter (Chapter-1) presents the need and significance of the study, special significance of the study, statement of the problem, statement of the objectives of the study, a short description of the procedure, and scope and limitations of the study.

The related literature of the present study is presented in Chapter-2.

Chapter-3, gives the methodology in which sample of the study, tools used, data collection procedure and statistical technique used are described.

Details of the analysis and results of the obtained data are presented in Chapter-4.

In Chapter-5, description regarding the major findings, conclusions (presented in the order of objectives), educational implications, and suggestions for further research to be carried out on pre-primary teacher education in Kerala are provided.

REVIEW OF RELATED LITERATURE

- ❖ *Historical Perspective and Theoretical Evolution of Pre-school Movement*
- ❖ *Pre-school Movement in India*
- ❖ *Summary of the Major Features*
- ❖ *Recommendations of Education Commissions*
- ❖ *Pre-school Education in Kerala*
- ❖ *Pre-Primary Teacher Training*
- ❖ *Observations of Other Authors*
- ❖ *Conclusion*

REVIEW OF RELATED LITERATURE

In this chapter a brief outline of the evolution of Pre-school movement and review of the studies related to Pre-Primary teacher education are given. The issues like need and significance of Pre-school education, theoretical evolution of the concept of Pre-school education, role of Pre-school teacher, and training of personnel for Pre-school education are given importance. A brief outline of Pre-school movement in India and recommendations of various Education Commissions and observations of other authors are also mentioned.

HISTORICAL PERSPECTIVE AND THEORETICAL EVOLUTION OF PRE-SCHOOL MOVEMENT

The historical evolution of the Pre-school movement owes to the contribution of so many individuals and organisations. These contributions may be in the psychological, philosophical, pedagogical and sociological dimensions. While reviewing the history of nursery education the investigator was able to locate two main roots of origin and development - European and American. Further it was revealed that Pre-school education of Asian countries was greatly influenced by the western thoughts and practices. A brief history is presented here.

a) European routes:

During the industrial revolution of the eighteenth and nineteenth centuries European philosophers wrote about education of the young child. The history of the nursery education can be backed with the beginning of Jean Fredric Oberline (1740-1826) who started village centres in the latter half of the eighteenth century in Alsace, France. Oberline and his helpers brought children together into a shelter and taught them adopting a method

of instruction based on play and enjoyment with the help of children or aids. Rousseau should be quoted as the first contributor for the change in society's view of childhood. He insisted in 'Emile' that children should be children before being men. In Rousseau's time Oberline began what was probably the first organised attempt at education during the child's early years. Oberline's village centres (Salles d'asile) were operating in 1780's. But western Europe did not pay much attention to his ideas and practices.

Pestalozzi (1746-1827) was influenced to a greater extent by Rousseau. He was especially concerned with education of the poor and developed a home for refugee. He suggested methods of teaching young children which are directly appealing to the senses.

In **Britain** Robert Owen (1771-1858) established the first 'Infant school' in New Lanark (Scotland) in 1816. This infant school based on freedom, fresh air and play marked a major step forward in nursery education. Owen, a pioneer socialist, even proclaimed that children were not to be annoyed with books. The young children were even given a room of their own thus creating a genuine infant school. Soon after the Education Act 1870, the elementary schools were provided almost exclusively for the children of the working classes. They were intended to enroll children from the age of five, in order to ensure that a future work force could learn to read, write and become numerate, as well as to become respectful and law abiding citizens. Compulsory school starting age was introduced in the Education Act 1870 as part of wider parliamentary debate about establishing a national system of elementary education. It arose through pressure from industrialists, who felt that if children were to be schooled for six years, then better to get it over with as quickly as possible. Young children had also long been cared for by local women running 'dame schools'. However, the women inspectors' report of 1905 argued that young children should be

cared for and educated in a different way, through proper nursery schools. The Education Act 1944 did place a duty on local authorities to provide nursery education for the three and four years old but this was enacted through the opening of nursery schools and classes attached to primary schools in only a minority of areas, usually those in areas of traditional female employment, with a tendency to be labour-controlled.

Further developments in the forms of provision for children under five were:-

1) Publicly - funded day 'rescue' nurseries offering children time away from very ill or troubled parents.

2) Free-playing play groups (now often known as pre-schools) - initiated in the 1960's by middle-class parents in areas where there were no public nursery schools.

3) Private nurseries - which offered either early education and/or child care to cover parents working hours charging fees.

4) Child minding in minders own houses.

5) Nannies and au pairs in children's own homes.

6) A range of other provisions such as parent and toddler clubs, community groups and work place crèches.

In **Germany** a major break through in the education of children under six was the idea of kindergarten of Friedrich Froebel (1782-1852). Froebel's Kindergarten was the first international movement in the education of young children carrying the message of free play and the garden environment practised in France, North America, Japan and Australia.

Froebel offered a completely different environment in place of 'sales d' asile,' a refuge for the infants of working mothers founded by Madam de Pastoret. She even bypassed the classroom, discarded the architecture and furniture of the school and appealed for play, self activity and consideration of the children's own rate of development.

The 'New Education' of the late nineteenth century owed by Froebel, and the French Maternelles founded by Madam Pauline Kergomand (1838-1925) replacing sales d'asile stressed freedom and happiness as desirable goals for early education; completely avoided book work and the so called intellectual skills and teacher were even warned against trying to turn children into first graders or memory machine.

Majority of the early attempts in nursery education were more concerned with the care of the children of poor communities, working mothers' and agricultural and industrial workers. Margarat Mc Millan and her sister Rachael Mc Millan were pioneers in the field of early child education who did commendable work in this direction. It is Margarat Mc Millan who used nursery school as the appropriate name for their venture. The slogan of Mc Millan sisters was 'educate every child as if he is your own.' They started an open air nursery school in 1914 at Dept-ford for two to five years olds stressing health nutrition and hygiene of the children. To the McMillan the nursery school was an extension of home.

Apart from Froebel's concept of garden environment improvement in the daily life of under sixes came from progressive medical research. From this field came the great contribution of Itard and Segmin to the education of Idiots. Segmints research was the starting point of Madam Maria Montessori's (Italy) method of educating the young children. She was a medical practitioner and also realised that her work could not be very effective unless the education of young children was considered.

Montessori gave to the world a new system of education. Her teaching stressed cleanliness and self help. She designed numerous tasks in a designated sequence. Montessori schools using Montessori method continued to be in use through out the world even today.

Soviet Union had evolved its own system of child rearing as well as pre school education. The Soviet school system begins with a nursery or Crèche (Yashi) for children between the ages of three years and three months. The Kindergarten (*detskiye sad*) provides additional pre-school education to children between three and seven years of age, that is upto compulsory school age. (Encyclopaedia Britannica, 1984; Grant, 1964). Child education has therefore become an integral part of the educational system of the USSR.

The Crèche (Yashi) is an important landmark in the history of Pre-school education in Soviet Union. They are often run by collective farms, factories, offices and other enterprises for the children of their employees and are under the jurisdiction of the Ministry of Health. A variety of collective education was founded around 1920. Partly through the Persuasion of Mrs. Lenin who viewed Pre-school education as the first step in creating a new Soviet man (Makarenko, 1965). The functions of the Crèche are not primarily educational; they are more concerned with the physical welfare of the children. The activities in the Crèche consists of largely supervised play and rest. The Kindergarten is under the jurisdiction of ministry of education. Here also much attention is given to the health of the children; making sure that they have plenty of exercise, fresh air, rest, balanced diet and medical attention. Teaching is more methodical, self discipline and self reliance are the major objectives. Pre-school education in the USSR was the responsibility of the state. But it is neither compulsory nor available to all nor it is free of charge. It is expanding and extending to a

majority of children. Moreover Soviet educationists stressed the importance of the development of the child through expert pre-school guidance.

b) American routes:

In America the first day care programme was established in 1854 with the lengthy name viz., 'Nursery for the children of poor women in the city of New York'. There the working women left their children between the age of six weeks to six year, for as long as 12 hours a day. The first American Kindergarten was founded in Wisconsin in 1856 by Carl Shurz, who had been a student of Froebel (Hildbrank, 1980). A large Kindergarten organisation had risen in the late nineteenth century in USA; mainly functioning for the children in the year preceding Public school entrance Nursery schools were also flourished at this time for the education of children at the age of five. The Kindergarten continued in a progressive, Froebel tradition but nursery schools were often linked with the campus and patronised by academies. They were also free paying institutions.

In 1909 President Theodore Roosevelt convened the first White House conference and recommended for the organisation of children's Bureau. Development of the child to his or her highest level of attainment was the cardinal principle of education of the child accepted in the 1930 white house conference. In nineteen twenties a number of nursery schools were opened in USA under the auspices of colleges and universities. Till the first half of the 20th century there was gradual change in the concept of Pre-school education. From concern for the dependent children and minimum standards of child welfare, there has been progress to responsibility for furthering healthy personality development (Christiason, Rogers and Ludlum, 1961).

Child development studies outside the United States of America were focussed by then on growth patterns and normal development. 'Arnold Gessel' (1971) emphasized the biological background to his research, the results of which were interesting to teachers, parents and pediatricians. Around 1950s fixed intelligence dogma was shaken by a number of investigators and there was also a swing towards interest in childhood as a key period in the preparation for life. Both child development reports and developmental theories of Jean Piaget and others have proved useful to educators to evolve and implement a number of pre-education programmes grouped under two major categories as 'Infant and home based programme' and 'Center based Pre-school programme'. A brief overview of these two categories of Pre-school education programme is presented here.

i) Infant and Home based Programmes

These focus on education, especially the cognitive and language stimulation of children under the age of three years. Parent education programme attempts to teach parents of young children effectively with their children. Both of these strategies are attempts to improve children's chances of developing their potential. These programmes are an outgrowth of Pre-school Programmes of the nineteen sixties and are primarily concerned with the cognitive development of children from low income family. In nineteen sixties a massive educational programme were experimental in USA with fund available mainly from federal agencies to help children who were 'culturally deprived' so that they could overcome the negative influences of their early home environment. This experiment in the form of 'Project Head Start' was meant to enrich qualitatively or accelerate the cognitive development of a large number of educationally disadvantaged children. 'Project Head Start' is composed of six major parts; administration, education, social services, health services, parental

involvement and career development. This massive and complex social experiment later became a source of controversy. From 'Head Start Project' experimental departures of patterns of pre-school programme called 'Home Start' and 'Health Start' were originated.

ii) Centre based Pre-school Programmes:-

A number of models of Pre-school Programmes with different theoretical foundations (Piaget, 1924; Bruner, 1966; Kolberg, 1968; Bloom, 1956) are included under this category. Serious efforts have been made in their programmes to specify and to make explicit the educational objectives. For example, in the 'Bilingual Early Childhood Programme' of Shari Nedler - a programme designed for non English speaking children of America - the main goal is to teach English as a second language to Spanish speaking children which would result in the child's successful participation in an English speaking first grade class room. The main goals of some other programmes is the preparation of the child for successful participation in a school programme.

Numerous Pre-school education programmes developed and implemented in USA are found to be quite diverse. It is becoming increasingly clear that no one model of pre-school programme is best for all children at all time or for all educational goals.

Nursery education in Asia

The education of almost all the Asian countries are closely associated with religious institutions. From the seventeenth to the nineteenth century, Western influences was felt both in independent nations and colonial nations. In colonial countries education was left to missionary groups, and philanthropic efforts. Education then was urban based and was the privilege of the elite. The work of the missionaries had an impact on

popular education, development of native languages and provision on early schooling.

Pre-schools were wide spread in many of the Asian countries such as Korea, India, Hong Kong and Japan under the sponsorship of Church or missionaries in the beginning of twentieth century. In many of the Asian countries, Pre-school education is associated with the Problem of avoiding failure in primary school, the parents' desire to prepare their children for competitive examination system which is linked with social mobility and later with the need for child care facilities for working mothers. In most of these countries the Pre-schools are known as Kindergarten or Day Nurseries or Nursery schools and are influenced greatly by the Western thoughts and approach of pre-school of Froebel and Montessori. Majority of the pre-schools of Asian countries like Korea, India, Philippines are private and admission are limited to children of upper class and middle class background and therefore the cost of pre-schools before nineteen sixties was high. More over in many of these the pre-school education and child care programmes reach only to a small percentage of the pre-school age population. Because of the heterogenous composition of the countries in Asia, especially in India, Malaysia and Philippines where many ethnic and tribal groups with different traditions and languages compose the national population; the management, purpose, curricular content and strategies of implementation of pre-school programme, parental goals of education, etc. are varied (Bettelhaim and Takanishi, 1976).

In Japan there are two kinds of Pre-school institutions. Kindergarten (Yochien) which was grown rapidly since the end of world war II are regulated by the ministry of education which sets rules regarding the length of school years, age, procedure of admission, hours of operation, building standards, equipment, training, pupil teacher ratio and broad outlines of

curriculum. Day nurseries (hoikusho) administered by the ministry of welfare serve the children of working mothers from birth to entry into primary schools. Of late there are attempts to unify these two systems (Kindergarten and Day nursery) to enable as many children as possible to pre school units and to consider the bias towards formal academic instruction in pre-schools. The kindergarten which mushroomed after world war II in Korea also are mostly private and limited to children of middle class and upper class background. On the basis of the broad curriculum formulated in 1969 by the Korean Association of Kindergarten Education and approved by the Ministry of Education, teachers are encouraged to adapt it to local communities and children's background. Besides, Day care services are extended to war affected children, children of working mothers, children from depressed communities and also for children from deprived home conditions.

Malaysia and Philippines have culturally heterogeneous population. Philippines have both public and private pre-schools. The two major distinctions between public and private pre schools, in Philippines are (i) in most of the private pre-schools, formal academic work is a common practice, while public schools provide 'readiness training' and (ii) the intake of children per class in public pre-schools is twenty to thirty five, while in private pre-schools the intake is thirty to forty five. Approaches of Montessori and Froebel are adopted in pre-schools of Philippines and Malasia. But in 1970's the programmes based on American model were tried in Malaysia. Since the Malaysian Pre-schools admit children between the ages of two and six years, they serve the function of nursery schools for the younger children and infant schools for the older one.

PRE-SCHOOL MOVEMENT IN INDIA

A survey of the history of the pre-school movement in India revealed that an organised pre-school programme have begun only towards the end of the first half of the last century. The visit by Madam Montessori was instrumental for the starting of Montessori schools here, especially in Maharashtra, Gujarat and Madras. Mahatma Gandhi's Philosophy of basic education was extended to pre-basic education which paved way to start rural Balawadis under the auspices of Kasturba Gandhi National Memorial Trust. In 1945 Gram Bal Shiksha Kendra, Kosbad under the leadership of Smt. Tarabai Modak began programmes of education for the tribal children of Kosbad Hills which is known as Kosbad scheme. She initiated pre-school teacher institutes there. Another step in this direction was 'Anganwadis' which Tarabai run in village courtyards and under trees. Keeping the pre-school education in view the National Policy of Action for the International Year of the child had recommended that pre-school education should be made universally available to the weaker sections of the society, and those belonging to poverty groups and for those who did not get admission to a regular pre-school, pre-school education should be provided so as to facilitate their adjustment to primary schooling.

Prior to independence, nursery school education was not regarded as a state responsibility. But the schools established after 1947 fall into a wide range of categories such as Montessori schools, Pre-basic nursery schools, the laboratory schools, the Balawadis and a variety of social welfare programmes as Day nurseries, child health centres, Mobile Crèches, Anganwadis, Vikaswadis and the like. The sponsorship of nursery schools include private and voluntary associations, religious bodies, Indian Council for Child Welfare and Central Social Welfare Board, Montessori Association of India, Education and community development departments in the states

and the labour and social departments in the state. The laboratory nursery schools were models of new nursery programmes which are being developed and are attached to university departments of child development, colleges of home sciences or to institutes of education. The programmes in the various categories of nursery schools are different which range from nutrition, health and welfare services to pre educational experiences and formal schooling of young children.

Although nursery schools were mainly in the private and voluntary sector before nineteen seventies in India, governmental involvement in the comprehensive care from low SES background where initiated from the fourth five year plan onwards. During the fifth five year plan the Integrated Child Development Service Scheme (ICDS) was launched on an experimental basis. One of the components of this programme is nursery education which is implemented with hundred percent financial assistance from the central government. During the successive year plan this scheme was extended to hundreds of blocks and millions of children were the beneficiary of the services like supplementary education, immunisation and health care under this programme.

In spite of the recommendations of many commissions and committees the education of the children under six is partially neglected in India. Considering the poverty of Indian homes, it is not realistic to expect any kind of enrichment of the home environment for a long time. Therefore the only possible way of tackling the problem is to provide enriched experiences through appropriate pre school programmes.

In our country's initiative for 'Attaining Education for All' by 2000 AD much importance has been given to early childhood education (NIEPA - 1991). In order to implement early childhood care and education (NPE, 1986) the committee proposed to take the following steps in the centre.

- i) A management information system (MIS) will be evolved for all components particularly the early childhood education component (based on the standards already established by national education institutions such as NCERT and NIPCCD) of the Early Childhood Care and Education (ECCE) programmes. Information will be collected, compiled, analysed and acted upon at the block/local level.
- ii) Assistance will be sought from professional institutions and expert bodies for independent objective evaluation that can identify gaps and problems and flexible alternatives for remedial action. The reports of the evaluation will be followed up in order to improve the quality of the services.
- iii) The monitoring will take into account the maintenance of the minimum safety standards with regard to facilities, play aids, toys, etc.
- iv) Mass media will be used for planning programmes for children.

Sarva Siksha Abhiyan (SSA) launched for the Universal Elementary Education (UEE) in 1998 acknowledges the need and significance of programmes of ECCE for achieving the goals of UEE. The spirit behind the ECCE in SSA seems to be to encourage innovations and help in their upscaling and dissemination. Though, with the increasing emphasis on early childhood care and education services, the coverage of children under ECCE programmes has increased significantly during the past few decades in our country, there still remains a wide inaccessibility to a large number of children in urban slums, remote and rural areas.

SUMMARY OF THE MAJOR FEATURES

The history of nursery education reviewed as above revealed that no country has made nursery education compulsory. It includes a variety of programmes. In some programmes health care and nutrition gets priority

while in certain others sensory training or compensatory measures for qualitative enrichment get more attention. Jean Piaget's approaches to cognitive and moral development has made tremendous impact on the contemporary pre-school education. The development-interaction process orientation of pre-school education conceives pre-school as a place to foster children's psychological development. Several themes have therefore dominated in the nursery school practices in the developed countries including social reform, child centered schooling, early childhood as a critical period for socio-emotional development and even to preparation for formal schooling. As observed by Mukherjee (1975) except in communist countries like USSR, China and Hungary, and in France and Italy nursery education is not a part of the national system. In many countries it is mostly left to the private and voluntary agencies to organise the nursery programmes.

It is also noted that even in the developed countries where a tremendous amount of time and effort has been devoted to developing, modifying and implementing educational programmes for young children; several issues such as long-term efforts of group programmes especially day care on children's later development and educational process, the continuity between the child's home and the early childhood programmes and subsequent educational programmes in primary school, the advantages and limitation of specific curricula, methodology and methods of implementation and the like remain unsolved or partially solved (Nurses and Hodges, 1982; Elkind 1987, 1988).

RECOMMENDATIONS OF EDUCATION COMMISSIONS

The various education commissions and committees during post independence period had made remarkable recommendations for reforming the then existing system of pre-primary education. A retrieval of these

recommendations will be helpful to reveal the development of pre school movement in India, the concept of pre school education in the perception of these commissions, the transformations happened and the status of the present system.

The Secondary Education Commission (1952-53) evaluated the then existing pattern of pre-primary education in India and reported as follows: "At the pre-primary stage, nursery schools of various types exist in some states but on a very small scale. At this stage the child is introduced to the joy of learning through companionship and recreational activities and it is slowly guided in proper habits of life. In several states there are a few such nursery schools run by private organisation or by missionaries and where they have been so established, they have done excellent work. The cost involved and the very limited number of trained personnel preclude any large expansion of nursery schools" (Secondary Education Commission, 1952-53, p.14).

The Education Commission (1964-66) while stressing the importance of pre-primary education in the country added significance of such programmes for the intellectual development of children especially those with unsatisfactory home background. The commission (1964-66) made the following recommendations regarding pre-primary education.

- i) There should be a state level centre for the development of pre-primary education located in the state institute of Education. In addition, a pre-primary education development centre should be established in each district in a phased programme spread over the next 20 years.
- ii) The establishment and conduct of pre-primary schools may be left as at present mainly to private enterprise the state should assist through

grant-in-aid on a basis of equalization. Accordingly, pre-primary schools catering to the needs of children from the under privileged groups will have higher claim on state funds.

- iii) Encouragement should be given to experimentation particularly in devising less costly methods of expanding pre-primary education. A local woman may be selected as a teacher on small honorarium and should be given a short course of training and is assisted in her work by the local Mahila Mandal.
- iv) Children's play centres should be attached to as many pre-primary schools as possible. These should be connected by a specially trained teacher in the primary school.
- v) The role of the state should be to maintain children's play centres at the state and district levels, train pre-primary teacher, conduct research, assist in the preparation of materials and literature needed for pre-primary education and provide supervision and guidance to pre-primary schools and training institutions.

The National Policy on Education (1986) has given a great deal of importance to the Early Childhood Care and Education (ECCE). NPE stresses the National policy on children and emphasises the investment in the development of the young, giving focus to holistic nature of child development viz., nutrition, health, social, mental, physical, moral and emotional development. Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the integrated Child Development Service Programmes, wherever possible. Day care centres will be provided as a support service for working women belonging to poorer sections.

NPE has broad vision about the manner of implementation of the programme. It highlights the need for child centred, play-focused activities taking into consideration the individuality of the child. It totally discourages introduction of 3R's and demands for the fullest involvement of the local community. It demands full integration of child care and pre-primary education as a feeder and strengthening factor for primary education and for human resource development in general.

NPE stresses the need for training in all models of ECCE. It states, "as the early childhood care and education programmes are bound to expand considerably over the next two decades, corresponding facilities will be made available for all levels of functionaries" (National Policy on Education, 1986, p.7). It lists the following as parameters for meeting the training requirements.

- i) Initiating a two-year vocational course in ECCE with the objective to create basic skills which can later be adopted through job training for specific situations.
- ii) Strengthening the educational content of ICDS functionaries, training by providing appropriate training inputs, resources, materials, etc. and extending it, where possible, to include a component of day care management.
- iii) Taking steps for setting up a higher course in ECCE for senior level functionaries of ICDS, trainers in the various training institutions and the supervising personnel.
- iv) Creating a system of accreditation of training institutions dealing with ECCE and review of the existing training programmes; and

- v) Working out appropriate, task specific flexible models for day care training at field level in rural areas.

Ram Murti Review Committee (1990) also considered the issue seriously. The report made the following recommendations regarding Early Childhood Care and Education.

- i) The scope of the constitutional directive (Article 45) of providing, within a specified time-frame, free and compulsory education for all children until they complete the age of fourteen should be enlarged to include ECCE.
- ii) Since ECCE is a cross-sectoral programme, addressing the intersecting needs of children, women and girls, ECCE as a component should receive due attention in all dimensions and stages of education, such as women's education, education of scheduled castes and tribes, elementary education, content and process, teacher training, higher education, etc.
- iii) ECCE should be included in the Minimum Needs Programme.
- iv) The Department of Women and Child Development in the Ministry of HRD at the centre (and the department of social welfare in the states) should be accountable for the implementation of ECCE in all aspects of its operational design, as recommended in the POA.
- v) This Department must also accept the nodal role of stimulating, co-ordinating and monitoring the ECCE work undertaken by other agencies/departments such as Labour, Rural Developments, Forest, etc.
- vi) The Department of Women and Child Development (and its counterpart in the states) should seek the setting up of an Inter-ministerial

Committee (and is equivalent in the states), comprising of representatives of the department of Labour, Health and Education to assist in planning, co-ordinating and monitoring the ECCE programme.

- vii) At the same time the Department of Education can not, under Article-45, give up its basic responsibility for the education of children from birth to six years, and must ensure that this continuing concern is reflected in action in all dimensions and stages of education.
- viii) The principle of diversity, flexibility, and decentralised funding and management must be incorporated into the policy frame work, with a view to widen coverage and improve retention, especially with reference to remote habitations and most under-privileged or migrant communities.
- ix) These principles must be reflected in the operational design for developing a country wide net work of ECCE programmes, linking a rich diversity of models and strategies.
- x) Provision should be made for statutory Crèches and Day care centres for both the organised and unorganised sectors and for strict implementation of all labour laws dealing with child care services. These laws should also be reviewed to facilitate easier implementation.
- xi) Whenever possible, ECCE centre should be linked physically and programmatically with the primary school.
- xii) In order to broaden access and improve quality, ICDS should move in the direction of becoming a participatory network of decentralised ECCE centres managed by local groups, preferably poor women's

groups under the umbrella of Panchayathi Raj institutions, with the Government providing support through essential funding (may be on a per child basis), training, monitoring and guidance.

- xiii) Concrete provisions should be made in financial and pragmatic terms for decentralised and community based implementation of the various models and strategies mentioned in POA, such as
 - (a) Strengthening and upgrading all existing models.
 - (b) Promoting innovative and experimental models.
 - (c) Developing special programmes for specific under privileged or migrant communities and for remote habitations, and
 - (d) Developing and promoting media support on a massive scale (as is being done at present for the adult literacy campaign) for generating public awareness and understanding regarding issues relating to care and education of children with 0-6 age group.
- xiv) The basic principles of curriculum and content of ECCE should be translated into localised content.
- xv) Effective field strategies, buttressed by a systematic media campaign (as is going on at present for adult literacy), need to be urgently implemented in order to discourage formal teaching methods and early introduction of 3R's in ECCE programme, both in the private and the government sectors.
- xvi) Appropriate and acceptable ratios of adults to children in ECCE programmes for different age-groups and models should be worked out as guidelines for agencies implementing ECCE and adequate provision be made to proportionately augment the staff of the centres.

- xvii) Recognising the skilled nature of work in ECCE and the links between programme quality on the one hand and wages, job satisfaction, social status and motivation on the other hand, the policy for remuneration of ECCE workers spelt out in POA must be implemented with immediate effect.
- xviii) The overall responsibility for teacher education and personnel training for ECCE at all levels must be accepted by the Department of Education, both at the centre and the States/UTs in close co-ordination with the Department of Women and Child Development at the centres and their counterparts in the states, while developing mechanisms to respond to the needs and perception of the users and programme implementers such as the Department of Labour, Forest, Irrigation, works and Housing, Rural Development etc., as well as the private sector. For the other components of ECCE (health, nutrition etc.) a close co-ordination with the social and other related departments/agencies would be necessary.
- xix) Working through educational complexes (as proposed elsewhere), DIETs should assume responsibility for training in ECCE and establish a field based networking relationship with ECCE programmes, for this purposes DIET should build up their own training capacity.
- xx) Building upon the base of available training pattern, a network of modular training programmes for ECCE must be developed at all levels (grass roots, para professional, professional and supervisory) through a diversity of models and strategies, with content to meet the holistic goals of ECCE and participatory methodology using the basic principle of internship with different degrees of field placement.

- xxi) A system of accreditation of training programmes and agencies in ECCE must be developed as indicated in POA.
- xxii) Action should be taken soon to develop Vocational Education of ECCE at the plus two level in all States/UTs. The feasibility of organising ECCE training following class VIII should be examined on a priority basis with a view to widen the social base and availability of ECCE workers.
- xxiii) Measures should be initiated to restructure the training programmes of elementary school teachers all over the country to integrate and emphasise the child education in the primary schools, especially at the early states, with a view to improve schools' capability to receive and retain children.
- xxiv). The ICDS and other related centrally sponsored schemes for ECCE may be shifted to the States/UTs following the completion of the present phase. The States/UTs plans should then be proportionately augmented with additional funds with conditionality of non liability and accountability.
- xxv) The management of Anganwadis and other ECCE centres should be fully handed over to the voluntary organisations and or local community groups, preferably poor women's groups, through the Panchayathi Raj framework. Village level and/or Mohalla level committee may be constituted by local bodies, with at least half of the members being poor women and suitable representation of Anganwadi workers, for planning, co-ordinating and monitoring of a cluster of community based centres in a village or town. Needless to add, the principle of community control over ECCE programme

would carry with it the principle of full public accountability to the community.

- xxvi) In order to ensure diversity, flexibility and responsiveness to local needs and socio-cultural conditions, the community groups, and/or village or mohalla-level committees would be responsible for designing the model and strategy for the local ECCE centre, while being expected to ensure the minimum programme recommended by the state government. Experimentation and innovation in approach to training, recruitment of personnel and management would be encouraged and be provided for.
- xxvii) The village or Mohalla level Committee or the community group responsible for managing the ECCE centre would also be free to mobilize additional resources, in addition to the state resources, while subjecting itself to both financial and social audit.
- xxviii) ECCE should be included in the charter responsibilities of the Educational Complexes proposed in the school education sector. Women and other community groups managing ECCE centres and Anganwadi workers may be suitably represented on the executive bodies of the complexes.
- xxix) The role of Educational complex would be to develop a perspective plan for ECCE for the region covered by it and to assist the local committees and groups by arranging for training (through DIETS), supplying educational and other materials (not locally available) guidance in budgeting, co-ordination, promoting mutual exchange of information, and most importantly, monitoring.
- xxx) Since the ECCE centre would be accountable to the community it is serving, the monitoring role of educational complex and also of the

State Government assumes special significance. While the educational complex would make its report on individual centres available to the village/community as an input in the awareness raising process, the state Government would monitor the complex as a whole and release its report for public action at the Block or District level. In this frame work, supervision as a means to control and improve performance becomes superfluous.

xxxi) The role of the State Government may be confined to:

- a) ensuring essential funding (may be on a per child basis) for ECCE through the Panchayathi Raj Institutions/Educational complexes;
- b) spelling out policy imperatives and broad guidelines;
- c) providing training through SCERT/DIETS;
- d) supplying materials not available locally;
- e) promoting lateral exchange and analysis of information and experiences amongst educational complexes;
- f) co-ordination;
- g) monitoring; and
- h) raising public awareness and giving media support.

xxxii) The state government should also ensure that representatives of the user agencies and programme implementers (eg: Departments of Labour, Irrigation, Forest, etc, and voluntary organisations) are included in the state level structures set up for planning, programme formulation, designing curriculum, and development of training models and strategies, so that their needs and perceptions find adequate expression.

- xxxiii) A central fund for child care services should be set up at the national level.
- xxxiv) The Government should provide substantially a higher amount for ECCE, spelling it out as a percentage of GNP, keeping in view the estimated requirements of Rs.4900 crores per annum even for achieving the POA targets to be reached by the end of eighth plan in a phased manner.
- xxxv) A 10 year action and resource allocation plan for building up a national network of child care services be prepared, such that at least 70% of the children below six would be covered by an essential package of services by 2000 AD as suggested in POA.
- xxxvi) Funds for the national net work may be drawn from five sources as given below:
- a) **Government:** As per Article 45 of the constitution the Central and State Government would have to bear the major responsibility of funding the programme. These funds may be drawn by pooling together the provisions made in the respective budgets of the departments of Education, Women and Child Development, Health and Labour, for this purpose. To facilitate this, an Inter Ministerial Committee may be constituted. The Government Departments which employ labour (eg: Irrigation, Rural Development, Forest, Works and Housing, etc.) should henceforth be required to make a proportionate provision for expenses on child care services and contribute this money to the Central Fund.
 - b) **Employers:** A special welfare for the central fund should be levied on all employers, whether in the private or in the public sector, regardless of the sex of the workers employed. No distinction need

be made on the basis of the type of the employment – salaried, daily wage or some other form.

- c) **Local bodies:** Panchayaths, Municipalities and corporations may be encouraged to raise additional funds for ECCE, through special local cess/taxes.
- d) **Parents:** With community control, it should become possible for the village/Mohalla committee to raise a certain fraction of the needed resources from the parents at the local level as a voluntary contribution on a monthly basis. In the organised sector, this contribution could be collected through the trade unions.
- e) **Donations:** Tax incentives may be given to the central fund.

xxxvii) A special allocation of additional funds, Rs.100crores be made for 1991-92 to undertake preparatory work, consisting of an awareness raising media campaign, upgradation of the existing ICDS and other centres, developing decentralised structures at the grass roots, building up training programmes and promoting action research in alternative models.

xxxviii) DIETs and Educational complexes, rather than any higher level structures, should have a major role in both planning and execution of the system of internal monitoring and evaluation.

xxxix) The State Government should also organise an independent system of monitoring and evaluation of the programme at the level of Educational Complexes only (ie. not at the level of individual centres) and make its reports available for open and public consideration at the District or Block level.

- xl) One major objective of these exercise should be to use the findings as a direct input for renewal/strengthening of the programme at the level. For this, it would be necessary to foster lateral interaction and exchange of findings (complex to complex or centre to centre or centre to complex), rather than exclusive vertical and upwards flow indicated in the POA. Monitoring and evaluation exercises should also be released for open interaction at both the formal and informal levels with a view to build up public pressure for programme efficiency.
- xli) The index of Human Development should be a dynamic concept and be made public as a means of monitoring as well as community intervention in the programme.

The report of the national advisory committee to advice on improving the quality of learning while reducing the burden on school students set up by the Ministry of Human Resource Development under the chairmanship of Prof. Yashpal in its report (1993) entitled as 'Learning without Burden' severely criticized early schooling and the emerging pre school education system. The report argues that by the deeply harmful practices in pre-schools our national commitment to the development of human resources is daily challenged in our nurseries.

The committee made the following recommendations on this issue.

- a) Appropriate legislative and administrative measures to be adopted to regulate the opening and functioning of early childhood education institutions (pre-schools).
- b) Norms regarding accommodation, staff, apparatuses, play materials be laid down for the recognition of these schools.

- c) It should be ensured that these institutions do not perpetrate violence on young children by inflicting a heavy dose of over education in the form of formal teaching of Reading Writing and Numbers.
- d) The practice of holding tests and interviews for admission to nursery class be abolished.

The report of seminar for Professional organisations for advocacy in ECE (1997) by NCERT, strongly uphold the significance of 'teacher' variable as the most crucial for ensuring quality. Preservice and inservice training must be made for effective and 'hands on' experience based in model situation. The report also stresses the need to organise/provide refresher training at frequent intervals, which in view of the large numbers would require convergence of efforts of different government and voluntary organisations to provide resource support to the programme at state and regional levels.

The National Curriculum Framework for School Education, 2000 (NCERT) envisages two years of pre-schooling for every child. It states, "The experiences to be provided at the very beginning of education play a very crucial role in the development of child's personality and have strong bearing upon later education of children. Learning at this stage may be characterized by group activities, play-way techniques, language games, number games and the activities directed to promote socialization and environmental awareness among children" (National Curriculum Framework for School Education, NCERT, 2000, p.46). The curriculum stresses that these can only be achieved by adequately trained teachers. The training programme must be in tune with the objectives of ECCE.

Report of the Innovations in Early Childhood care and Education in the context of SSA by NCERT (2003) states that the quality of education in

pre-schools depends to a great extent upon the quality of teachers. The quality of teachers, in turn depends to a greater extent upon the quality and effectiveness of the training programme imparted to them during their pre-service course.

In spite of all the recommendations of many commissions and committees the education of the under six is still neglected. In the process of planning and formulating policies related to ECCE, one major drawback is the lack of a well developed research especially in the field of teacher preparations.

PRE-SCHOOL EDUCATION IN KERALA

From the installation of the Kerala State in 1956 to the present Kerala has got an appreciable advancement in the socio-economic, cultural and educational upliftment. Though attempts were made in the state in the field of pre-school education even in nineteen thirties it has not received much recognition compared to the other parts of the country. There were poor facilities in the state for pre school programme as well as pre-school teacher education programmes.

The institutions for pre-school education in the state can be categorised into four types as follows:

- i) institutions run by the Government.
- ii) institutions aided by Government.
- iii) institutions recognised but are unaided.
- iv) unrecognised institutions.

It is revealed that there exists wide differences in the administrative structure and academic programmes among these four categories. More than fifty percentage of the pre school institutions in the private sector cater

to the needs of the middle class and high class of the society. Mostly the children of the poor families have to depend on Balawadis and Anganwadis. There is no uniformities in the objectives, curriculum, content and the delivery system of the programme in the various institutions. From the discussion above the historical retrospection of pre-school education in Kerala seems as a less emphasized one upto 1990's. Then onwards there occurred great mushroom like spurting and spreading of pre-schools especially in the English medium sector. These institutions were concentrating on the academization of pre-school programme deviating from the ideals and ideas of early childhood care and education.

Study of history of Teacher Education in Kerala State 1956-76 (Babu) revealed that the teacher training programme at the pre-primary level was a neglected area compared to the primary and secondary level. After the formation of Kerala State, the administrative control of per-primary teacher education was rested jointly in the organisations; The Kerala State Council for Child Welfare and the Department of Education, Government of Kerala. From 1962 the Government of Kerala took upon itself the sole responsibility of the administration of pre-primary teacher education. Similar to the case of the Pre-school programme, there was great variation among the different teacher education programme at Pre-primary level. The diverse sectors were scattered and to a certain extent devoid of any control from the part of the government. From the early years of 1990 there was a rapid increase in the pre-primary institutions in the state. This necessitated greater demand for personnel for pre-primary education. The inadequacy of Pre-primary teacher education programme in the state was revealed by Rajalakshmi (1992). The findings of the above study is already given in chapter 1. All these emphasise the fact that in the educational sector the most neglected one is the pre-primary level and in fact it should be given prime importance.

PRE-PRIMARY TEACHER TRAINING

The status of pre-primary teacher education in our country is also not satisfactory. Studies revealed that there is no enriched and scientific programmes in accordance with the greater expansion of the pre-school education programme. The training of wide range of personnel required for pre-school seems to be the least area which attracted the attention of educationists, policy makers and researchers. In fact this is the crucial variable that determines the effectiveness of the programme. In the educational history of India the marginalised attitude towards pre-school education has its reflection in the pre-school teacher education also. Both the pre service and inservice programmes for the teachers at the pre-primary level is the least revealed sector. As per the fifth educational survey (Sharma, 1992), in the status of researches in early childhood education, the least considered and exposed aspect is the training of teachers at pre-school education. The studies reported are also a few in number. This reflects the less attention given to pre-primary teacher training in the Indian context.

There is no unanimity in terms of administration, curricular planning and all other aspects among the different agencies that conduct various training programmes for personnel required for pre-primary education. These are scattered among various agencies. Table 2 presents status of different training programmes for ECCE. There is no strict monitoring agency for these different programmes.

TABLE 2
Current Status of Training for ECCE

	Name and nature of course	Minimum qualifications	Duration
1	Anganwadi workers' training (Job Training Professional)	Varies from States to state	3 months
2	Nursery Teachers Training/Preprimary Teachers Training	Class X	One year
3	Vocational Training in child care (+2) of CBSE	Class X	Two years
4	Balasevika Training of Indian council for child welfare	Class X	11 months
5	Montessori Training of Association of Montessori International	Class X	One year
6	Integrated Pre-primary and Primary Teachers Training (Delhi)	Class XII	Two years
7	Diploma in Early childhood Education	Graduation	One year Distance Education
8	Middle Level Supervisors Training (Job Training)	Varies	3 months
9	Diploma in Early Childhood Care and Education, University of Calicut	Class XII	One year

The success or failure of a pre-school depends on the teacher who is the backbone of the developmental plan in pre-school education. It depends to a large extent on the quality of the teacher education programme in the country. From this point of view the health of Pre-school education in our country is not proper. Therefore adequate and extensive teachers training programme is needed for proper awareness and expansion of Pre-school education programme in the country. Otherwise what we are doing in the name of early childhood education might be in effect like drawing pictures on water.

The nature of pre-primary teacher education in Kerala also is similar to the national spectrum. Retrospective analysis of the historical development of pre school movement in Kerala reveals that there is no widespread expansion of pre primary teacher education programme in complimentary to the fast spreading pre school education facilities in the state.

There are mainly three types of pre-primary teacher training programme existing in the state. Pre-primary teacher training institute by the government; pre primary teacher training institutes recognized by the government but which are unaided and a lot of unaided and unrecognised institutes. Of these the third category is greater in number and scattered throughout the state. There is no uniformity in the planning, transaction, evaluation and administration among these three types. As a result of this the pre-service training programme for early childhood education in the state becomes a 'noman's land'.

It is very distressful to note that no scientific attempts had been done by policy makers, researchers, governmental or non-governmental agencies to evaluate the teacher preparation programme on the basis of the ideal practices of pre school education. Kerala is completing 50 years of its formation. At this juncture it is sorrowful to note that no attention is given to pre-primary teacher training - to control, evaluate and to refine the system if any gap exist.

The present study is a humble effort of evaluating the pre service pre-primary teacher training programme in the state. Hope that commendable findings may be derived out of this and will help to update and refine the teacher preparation strategies as per the aim and objectives of early childhood care and education.

OBSERVATIONS OF OTHER AUTHORS

The investigator made a thorough search for research done in the area of the present study and in related areas. The investigator felt this crucial aspect of early childhood care and education in general and the preparation of teachers at pre-primary level in particular, is the one where only a few research works have been done. He could not even locate a single research study on teacher education programme at Pre-primary level in the fifth survey of educational research prepared by NCERT (2000). This clearly indicates the fact that this area is highly neglected by educationists, researchers and policy makers. The studies, observations and suggestions made by different authors which the investigator could locate in books, journals, theses and dissertations and from internet are presented in the following description.

Buthler (1963) gave a vivid vision regarding the qualities of a pre school teacher. According to him the teacher must know thoroughly about children, be motivated to understand their needs, know their interests and be able to judge their maturity. She must be able to discover some of the unique characteristics of each child's learning abilities. She must be able to recognize the child's expression of needs and frustrations, to evaluate psychologically children's misbehaviour and to recognise obstructive and concealed emotional disturbances.

Hramadha (1964) visited most of the European countries with advanced childcare programmes and studied their methods of training childcare workers. He found that two ideas were emphasized everywhere.

- i) A child is a child regardless of his personal handicaps or living circumstances.

- ii) Training of workers in residential care and care outside the residence should encompass most of the same knowledge and skills.

He believes workers should learn to regard child care not so much as a functional problem, but more as an emotional and intellectual challenge and less as a form of corrective therapy than as a restoration and re-education of children towards more healthy living.

Margoline (1965) views that the purpose of Nursery Education is to help the child to become introduced with his environment, not only with materials and objects but also with other children. In order to learn and grow well, a young child needs to have confidence in his environment and security in relationship.

Read (1967) views nursery school as a place where young children learn as they play with materials and share experiences with other children and with teachers.

Strang (1968) argued that the influence of nursery school on a child is determined by a number of interrelated factors such as the composition and activities of the child, his previous experiences in organised groups, readiness for the group experiences, the quality of his home and neighbourhood, environment, the equipment and space of the nursery school, and the personality and education of nursery school teachers. A child who is resistant to routine is more likely to accept routine in an environment where everybody is doing it.

Dakshayani (1969) found that a child who goes to a nursery school before joining the primary class adjusts himself much better and stands high in academic achievement in the class.

In a study, Hiderband (1970) found that parents rated 'Individuality' and 'socialisation' as the two most preferred value orientation for nursery education programme. The nine value orientation were socialization, intellect, morality, aesthetics, economics, authority, health, freedom and individuality. The economic values were rated last.

Khalakdina (1970) observes that rural and urban parents have differing expectations of the programmes, including the components of the programme of nursery school. There is demand for academic curriculum by urban parents. The parent participation differ according to the philosophy of school.

Salomy (1971) reported that their children showed better emotional control, developed proper habits of eating, health and hygiene because of the influence of their nursery experiences. Thus in her view preparation in the nursery school helps the child considerably in his mental readiness and subsequent education.

Hess and Craft (1972) highlights the role of the pre school teachers. They are of the opinion that teachers of young children have a special place in our society which goes beyond that of the school of classroom. As one who transmits values and skills to the young, the teacher is a key person in the maintenance of society.

Teachers of Pre-primary school, according to Barroah (1974) are expected to have a personality, which will infuse confidence in the parents about their capacity to handle their children with due care and good humour.

The effects of teaching orientation or social interaction of 4 and 5 years old children were studied by Murphy and Goldner (1974). These children were observed in traditional Montessori Nursery schools during

free play. The findings indicated that children in the Montessori setting had longer mean duration of interaction and more verbal and less non verbal interaction. Boys have more interaction than girls.

Many models of nursery programmes have been developed and tested in the developed countries. Compensatory programmes for the culturally disadvantaged children; many alternatives in early childhood education, intervention programmes for compensatory learning deficiencies and models based on developmental and learning theories were experimented in these countries. A review of these programmes together with home based programmes were presented by Spodek (1974) and Day and Parker (1977).

Devi (1975) investigated the various aspects of social development trend of school children in Kerala. The sample consisted of 200 children of 12 nursery schools in Thiruvananthapuram district. The major findings of the study are -

- (i) The absence of parents was significantly related to low social development.
- (ii) The economic status, occupational and education of parents discriminate high and low groups in social development.
- (iii) The relationship between the environment of nursery school and social behaviour was found to be linked to the economic level of parents.
- (iv) Favourable attitude to school was seen in high school groups and
- (v) Boys were found to prefer girls in play activities, but girls preferred their own sex in play activities.

According to Parry (1975) a teacher of young children obviously needs to possess certain qualities if she is to face well her responsibilities which are complex in nature and highly demanding of excellence of many kinds. She needs to be some who is essentially young one, and is not only

full of warmth and goodwill towards them but determined to do right by them. To achieve such needs, to be perceptive, sensitive and imaginative.

Spock (1977) advises the mothers of pre-schools' children not to hesitate to talk over the child's problem with the pre-school teacher whether they are connected with the school or not.

Balagopalan, Helms and Turner (1980) listed out the following objectives for pre-primary education.

- 1) Improvement of health of children.
- 2) Inculcation of a sense of discipline and equality among the children.
- 3) Creation of attitude in children to go to school and to acquire knowledge.
- 4) Inculcation of healthy living habits.
- 5) Improving nutrition and health education.
- 6) To develop responsible attitude towards society on the part of the child as well as towards the family.

In a cumulative study over five years, a detailed evaluation of KG programme was made by Nash (1980) along with the dimensions of teacher treatment of time, special agreement, equipment and materials and communication between people. The effect of four types of programmes varying in time scheduling and planning and reinforcement of task orientation on four year and five year old children were observed. The results revealed that i) the task orientation (the time a child spends working spontaneously and in an engrossed fashion of a task of his own curiosity) of both the age groups varied with the degree of attention to programme planning to enhance it and (ii) in the enhancing programmes children felt more responsibility of their own learning.

Biag (1980) underlines the growing awareness of the crucial significance of the pre-school years for the optimum development of the child not only in India but over the world. The pre-school helps to lay foundation for later development and helps the child to be friendly with outside his home and family circle. The child's most formative years of life are before the ages of six. In this period the brain is most active and capable of absorbing knowledge.

Leela (1980) conducted a study on the managerial expectations of nursery education. The important items of teaching in the nursery school include entertainment which create character formation, teaching for the enlargement of knowledge and plays for physical and mental development.

Morrisson (1980) pinpoints the role of a pre school teacher as:

- 1) Make the children centre of learning
- 2) Encourage children to use freedom provided to them.
- 3) Observing children in order to prepare the best possible environment, recognize sensitive periods, and divert unacceptable behaviour to meaningful task.
- 4) The teacher must always be ready to supply the desired help but may never be an obstacle between the child and his experiences.

Sajeeda Beevi (1981) made an appraisal of the then existing system of nursery education in Kerala and states that in Kerala different agencies are conducting pre-schools and the medium of instruction in some school is English. Some schools under some agencies are teaching only in Malayalam. It is found that some agencies are imparting language and other subjects more or less in a formal way while other agencies are teaching language in an effective way. Some agencies are giving heavy load of arithmetic. It is

clear that some of the agencies are giving high load as home work to all the age levels. Some agencies are conducting regular examinations also.

The objectives, content and methodologies of the pre-school education programmes have been presented according to the developmental characteristics of children in the age of 3 and 6 years. But there seems to be a tendency for teaching of the 3R's through formal methods in recent years in developed countries also. Both parents and teachers are of opinion that children today are brighter than the generation of before them due to the exposure of scientific technology and media. The adverse effects of early instruction or highly structural academic work on children's development have been highlighted by many psychologists and educationists (Ames, 1981; Elkind, 1981; Collius, 1981).

Seetharamu and Usha (1984) conducted an inquiry to the pre-primary teacher education in Bangalore. It surveyed 33 training institutions of which only 15 responded. Information was collected regarding the physical facilities and training methods. The findings showed that the teacher education programme was not satisfactory to the aims and objectives of pre-primary education. However it focused on non evaluative findings.

According to Bhalla (1985) the objectives of Pre-school programmes are

- a) To provide day care facilities for children of working mothers.
- b) To provide education for the pre-school child through play.
- c) To provide nutrition, to improve the nutritional status of children below 5 years.
- d) To provide at least minimum health care.

- e) To inculcate good habits towards the overall development of personality.
- f) To cultivate school going habits leading to primary education.

Chowdhry (1985) in his book 'Child welfare and development' argues that the success of a nursery mainly depends upon properly trained workers with warm understanding of children, knowledge of child development and desire to co-operate with parents of the family, the community and other agencies.

Karanam (1986) conducted a study on Attitude of Pre school Teachers Towards Pre-school Education programme. The main objectives of the study was to determine the difference in the attitude of pre-school teachers towards play in different set ups (Anganwadi, Laboratory school and other nursery schools). The study covered 30 percent of pre-schools in Urban Tirupati. The study revealed that majority of the teachers in all set ups considered play as very essential. There exists difference only in the nature of play.

Muralidharan and Pankajam (1987) conducted an evaluation of different models of per-school teacher training programmes from the point of view of their impact on children. The objective of the study was to examine the differences in the different models of pre school teacher training particularly upon their impact on children. Thirty two children each were randomly drawn from schools where teachers had two years training, one year training, six months training, and four months anganwadi training. Children were tested in cognitive and language development. The result showed that in most of the tasks, the children whose teachers had two years training had scored highest. Next comes the anganwadi children, followed by children whose teachers had six months training.

Srivastva (1987) developed a project Cognitively Oriented Programme for Pre-school Children (COPPC), an in-service training course for grass roots – level workers. The change in development of knowledge, skills, and attitudes of pre-school teachers and supervisors and also their pre-school children in terms of their language, cognitive development, personality and creativity were evaluated in this project. The sample consisted of seven branches of trainees from the seven districts of Karnataka. The findings showed that knowledge and skills of COPPC workers improved with training, there were positive changes in 'attitudes' especially attitudes towards self, other and one's own job.

Maiyani (1988) studied the development of pre-primary education in Gujarat during post independence period. The study attempted to trace the historical development of pre-primary education in the state. The findings of the study revealed that level of quality and quantity of pre-primary education is average and attribute the unsatisfactory teachers training prevailing as the main reason.

How teacher expectation affect the attainment and progress of children in infant school was investigated by Blatenford (1989). The study took place in infant schools in London. Association between teacher's academic expectation at the beginning and children's attainment at the end of the school year during all the three years of the infant school was found to be significant.

Deepali and Devee (1990) conducted study on the problems of pre-school children of Kamrup district of Assam. The study revealed teachers' and parents' perceptions and attitude as the most important variable that exerts remarkable influence on the growth and development of Pre-school children.

Mishra (1990) in his study on the problems of pre-school education in the city of Cuttack highlighted the gap existing in the training of pre-school teachers. Though the pre-school teachers were trained their training was not satisfactory. This in their perception remains as a hindrance in the transaction of curriculum for student teachers.

In the Project report of Review of researches in early childhood care and education: A trend report, funded by ICSSR, Mohite and Prerana (1990) intended to trace the research trends and identify gaps, considered training of personnel as the area in which only a few studies have been conducted. Teacher characteristics and classroom management were also given least importance by the researchers.

According to Devadas and Jaya (1991) during pre-school years children have a rapid physical, mental and social growth. They gather information and join them into patterns of knowledge that become integrated with their life. They begin to work and play co-operatively with other children. They develop their interest, attitude and values during these years. The child receives more experiences during this stage. They made the following suggestions to pre-school teachers.

- 1) Be dressed appropriately.
- 2) Be on time.
- 3) Make sure that the pre-school environment is a child centred one
- 4) Allow time for children to help themselves.
- 5) Get to know each and every child well.
- 6) Plan ahead the activity ready before warning children that it is time to move from the present activity.
- 7) When another teacher or adult is handling a situation do not interfere unless help is required.
- 8) Use voice as a teaching tool.

- 9) Share ideas and experiences with other
- 10) Be enthusiastic and enjoy being with the children, relax and smile.

Khosla and Renu (1991) evaluated the refresher training in pre-school education for Anganwadi workers in a project by NIPCCD. They stressed the need for continuous inservice programmes to compensate the deficiencies in the pre-service training.

Suriakanthy (1991) is of the opinion that pre-school teachers have the most important job of dealing with children. They are directly in contact with children through out the day and next to the parents they wield highest influence on them. Children believe in their teachers and take after them in a number of ways. He has his own reading on the qualification and qualities of a pre-school teacher.

- a) The teacher should have minimum educational qualifications. She should have studied at least up to 10th standard and should have some training in pre-school education. It is desirable that she has the knowledge of first aid.
- b) The pre-school teacher should be one who has the knowledge of child psychology.
- c) She should have good habits which include habits of cleanliness, punctuality, truthfulness, pleasing ways of behaviour.
- d) She should be a devoted person who likes to be with children and guide them properly.
- e) Good resourcefulness of the teacher is a valuable characteristic. She should have a desire to know the latest in the field of early childhood education.
- f) She should be one who has plenty of patience. A person of poor temperament will be a terror to the children rather than a friend of them.

g) She should be in good physical and emotional health.

Yasodhara (1991) conducted a study on Attitude of parents and teachers towards various aspects of pre-school education in Orissa. The major findings of the study are the following.

- 1) Parents and teachers sampled were ignorant of the purpose of pre-school education.
- 2) Education with regard to compensatory and remedial education for the under privileged children was essential for parents and teachers.
- 3) Parents and teachers were found to be more in favour of teaching English than the mother tongue, Oriya.
- 4) Parents and teachers were found to be unaware of the values of gardening, pet-keeping, playing with mud and clay modelling.

Broman (1992) said that the most important factor in helping young children adjust to a school setting is the teachers. Young children need well adjusted, intelligent, energetic and creative teachers.

According to Hurlock (1992) children usually attend pre-schools to gain companionship with other children and to learn to adjust with people outside the home.

Rajalakshmi (1992) made an assessment of the existing status of nursery education programme in Kerala. She is of the opinion that training of the nursery teachers sampled is inadequate. The findings of her study is discussed in detail in the first chapter of this report.

In their study 'Pre-school education: A comparative study of aided and unaided pre-schools in Pune city' Sharma and Rajnan (1992) revealed the following

- 1) Parents with a better social economic background preferred unaided pre-schools to aided pre-schools.
- 2) Unaided pre-schools had a longer duration of learning (2 years) over aided pre-schools (only 1 year).
- 3) Entry into unaided pre-schools caused considerable hardship to both parents and children.
- 4) Aided pre-schools were not even to meet the minimum expectations.

Mohanty and Mohanty (1994) viewed that the pre-school teacher should always be alert and responsive to needs and requirements of children who experience feelings while engaged in activities. She should help them to learn the ways of getting along with their mates and peers. The children need guidance and not direction from the teachers. The teacher should appreciate children's uniqueness and accept them as they are affecting their sentiments. The teacher has to behave like a mother with the children and has to do all sorts of activities like dancing, singing and playing with them.

In the opinion of Papalia and Olds (1994), Pre-school teachers stimulate children's senses through art, music and tactile materials like clay, water and wood. They encourage children to observe, to talk, to create and to solve problems, activities that lay foundation for more advanced intellectual functioning.

According to Sharma (1995) the main objectives of pre-primary education are:

- a) To improve the nutritional health status of children.
- b) To lay foundation for proper psychological, physical and social development of the child.

- c) To reduce the incidents of mortality, morbidity, malnutrition and drop out.
- d) To achieve effectively co-ordination of policy and implementation among the various departments to promote child development.
- e) To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

Beegum (1996) found out pre-school age as the most crucial period in the child's life. This is the period when the child increases the activity and is exposed to the environment outside the home.

Gangadar (1996) had signified the role of a pre-school teacher and gave certain suggestions. A nursery school teacher has to be in school even before the first child enters the classroom. And she should leave only after the last child has left for home. A nursery teacher should not carry a stick in her-hand, in her course of duties. She should keep order by using gentle words to direct each child along the right path, she should be conscious of her language because undesirable words uttered by her even inadvertently will be added to a child's vocabulary.

According to Rao (1997) pre-school teacher has to fulfill three fold tasks - to communicate the knowledge effectively, to be alert to the over-widening frontiers of knowledge and to concern himself in a constructive way with what happens around him.

The Report of seminar for professional organisations for advocacy in ECE by NCERT (1997) states that there is no qualitative improvement complementary to the appreciable expansion. For this the seminar suggested teacher quality and extension programme by the teachers as an effective strategy. The report also stresses the effective training needed at

the preservice stage itself which can only make the pre-school teacher as an efficient leader while dealing with pre-school child and during intervention with the parents.

Documented report of the sub regional seminar on innovations in Early Childhood Care and Education Organised by NIPCCD at Chennai (1999) highlighted the functional role of training for teachers at pre-school and other anganwadi workers to ensure right for child in all perspectives. The seminar expressed dissatisfaction with the existing training facilities and sought the attention of government and managerial agencies to update the programme keeping the ideal objectives of ECCE.

Report of the orientation course for NCERT faculties by Department of Teacher Education and Extension NCERT (2002) called for the immediate steps to be taken in the field of pre-school education preventing the children from the ongoing process of 'miseducation' assuming pre-school only as preparation for primary schooling.

'Curriculum Load on Children at Pre-primary and Primary Stages - An Exploratory Study' conducted by NCERT (2002) states preservice and inservice pre-primary teacher training need to be strengthened. In the training programme stress should be given with regard to dealing with children having certain deficiencies, continuous and comprehensive evaluation, methods of diagnostic and remedial teaching and action research.

Report of National conference on Early Childhood Care and Education in the context of SSA (2002) Perceives expansion in ECCE as the means for achieving universal elementary education.

The documented report of innovations in Early Childhood Care and Education in the context of Sarva Shiksha Abhiyan by NCERT (2003)

recommends flexible way of training programmes so as to lead the system in congruity with the SSA to accomplish the mission universalisation of elementary education.

Report of the one day work shop on ECCE for Kindergarten teachers by Rajagiri College of Social Sciences at Kochi (2004) also stresses the fact that there is no uniformity in the pattern and academic context of the pre-primary teachers training of various Government departments and private sector in India and hence the state unit of NCERT (SCERT) may be entrusted with the academic content of teachers training programme.

UNESCO Policy Briefs on Early Childhood (2004) seeks the attention to enrolment disparity in terms of gender and invites for immediate effort to modify the system to ensure child right.

CONCLUSION

The literature available related to the topic of present investigation surveyed by the investigator revealed that there is definite scarcity of research in the Early Childhood Care and Education. In fact this is crucial stage of education, the failure or success of which determine the growth and development of any nation. India is a country, the only resource of which is human power. If we have to exploit these resources we have to plan and act from the base of the individual. The reality revealed through the study of the literature available made it clear that a lot have to be done to develop this emerging discipline as a fertile land of research. Of the different aspects of ECCE the most potential area is teacher education and training of diverse personnel required for pre-school education. It is very distressful to note that this is the least cared, exploited and exposed aspect.

All the studies reported stress the need for trained personnel for pre-school education. All the commissions, committees and experts in the field

unanimously agree with regard to the inadequacy of the pre-service programmes. No such efforts have been done from researcher's in our country to evaluate the pre-primary teacher education programme pinpointing its deficiencies.

The picture of Kerala is also far away from satisfactory code. All the studies so far reported from Kerala on any aspect of ECCE clearly reveals the reality of inadequacy of the teacher education programme. At the same time the studies uphold 'teacher' variable as the most forceful factor that determine the effectiveness of the system. In Pre-school education stage we can not have any compromise because this stage is so fragile. Any prick or wound at this stage has its widespread ill effects on the entire system. Internalising this fact and realising the notable gap of research, the investigator focused his attention to the pre-primary teacher education in Kerala. No such type of an attempt had been reported yet. To bring about changes to refine and update the existing system it should be evaluated first. So the historical perspectives of pre school movement, the conceptual framework together with the survey of studies and suggestions made by other authors guided the investigator to conduct a research of the present type, i.e., to study critically the pre-primary teacher education in Kerala.

6/2/20

CHAPTER 3

METHODOLOGY

- ❖ *Design of the Study*
- ❖ *Sample used for the Study*
- ❖ *Tools and Technique used for the Study*
- ❖ *Data Collection Procedure*
- ❖ *Scoring and Consolidation of the Data*
- ❖ *Statistical Technique used.*

METHODOLOGY

The purpose of the study is to analyse critically the pre-primary teacher education in Kerala. This chapter includes the following.

- A. Design of the Study
- B. Sample used for the Study
- C. Tools and Technique used for the Study
- D. Data Collection Procedure
- E. Scoring and Consolidation of the Data
- F. Statistical Technique used.

A. DESIGN OF THE STUDY

The present problem requires data on the same aspect, namely, the effectiveness of pre-primary teacher education, from different sources. Then only an objective critical study of this kind be conducted. Hence the present investigation is a qualitative one. "The qualitative studies reflect the subjective reality of the people being studied. They can therefore make a special contribution to an understanding of what is actually like to be a recipient of supplementary benefit, community care, compensatory education or whatever" (Burgess, 1985).

According to Patton (2002), qualitative methods of research consists of three kinds of data collection: (1) in-depth, open-ended interviews; (2) direct observation; and (3) written documents. The data from interviews consists of direct quotations from people about their experiences, opinions, feelings and knowledge. The data from observations consist of detailed descriptions of people's activities, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Document analysis in qualitative inquiry yields excerpts,

quotations, or entire passages from organizational, clinical or program records; memoranda and correspondence; official publications and reports; personal diaries; and open-ended written responses to questionnaires and surveys. For making the study qualitative the data is to be collected through multiple approaches. This enhances cross checking of the data and thereby ensures reliability and minimises subjectivity.

The investigator selected the pre-primary teacher training institutes of Kerala for the study. Appropriate representation was given to each category of the population in selecting the sample. Data was collected using questionnaire to the heads, teachers, and student teachers of the select PPTTIs and pre-school teachers who had their training from the sampled PPTTIs. Observation of pre-school activities was done using observation schedule of pre-school activities. The data from all these sources were cross checked with each other and analysis was done regarding all the aspects of pre-primary teacher education as mentioned in the objectives.

Thus the investigator made the study as possible as qualitative and indepth by collecting adequate data through multiple approach i.e., collecting information about one issue by approaching different ways.

B. SAMPLE USED FOR THE STUDY

The population for the present study was the pre-primary teacher training institutes of Kerala. In Kerala there are three pre-primary teacher training institutes run by Government which are (1) Government Pre-Primary Teacher Training Institute, Thiruvananthapuram, (2) Government Pre-Primary Teacher Training Institute, Alapuzha and (3) Government Pre-Primary Teacher Training Institute, Kozhikode and 31 institutes which are Recognised but Unaided by the Government. The names of these institutes are given below:

1. Thunchan Smaraka Pre-Primary Teachers Training Institute, Thiruvananthapuram.
2. Cordova Pre-Primary Teacher Training Institute, Thiruvananthapuram.
3. Ecumenical Pre-Primary Teacher Training Institute, Thiruvananthapuram.
4. Community Welfare Centre Pre-Primary Teacher Training Institute, Thiruvananthapuram.
5. Kasthurba Sisulekshmi Pre-Primary Teacher Training Institute, Kollam.
6. Pre-Primary Teacher Training Institute, Kollam.
7. Goodwill Charitable PPTTI, Kollam.
8. Deepam Pre-Primary Teacher Training Institute, Kollam.
9. Kasthurba Gandhi Smaraka Pre-Primary Teacher Training Institute, Kollam.
10. St. Xavier's Pre-Primary Teacher Training Institute, Kollam.
11. Hais Pre-Primary Teacher Training Institute, Kollam.
12. Malankara Pre-Primary Teacher Training Institute, Kollam.
13. Sree Narayana Pre-Primary Teacher Training Institute, Alapuzha.
14. Viswabharathi Pre-Primary Teacher Training Institute, Pathanamthitta.
15. S.N. Pre-Primary Teacher Training Institute, Pathanamthitta.
16. B.S.S. Sisulekshmi Pre-Primary Teacher Training School, Pathanamthitta.
17. Marthoma Teacher Training School, Pathanamthitta.
18. Baker Memorial Nursery Teacher Training School, Kottayam.
19. S.H. Pre-Primary Teacher Training School, Kottayam.
20. Bappuji Pre-Primary Teacher Training School, Ernakulam.
21. Sophia Pre-Primary Teacher Training School, Ernakulam.

22. K.M.E.A Pre-Primary Teacher Training Institute, Eranakulam.
23. Smitha Pre-Primary Teacher Training Institute, Eranakulam.
24. Pre-Primary School, Palakkad.
25. Grandsalam Pre-Primary Teacher Training Institute, Malappuram.
26. Jamiya Salafiya Pre-Primary Teacher Training Institute, Malappuram.
27. Ideal Pre-Primary Teacher Training Institute, Malappuram.
28. Rehmaniya Pre-Primary Teacher Training School, Kozhikode.
29. Goodhope Pre-Primary Teacher Training Institute, Kozhikode.
30. Al-Islam Charitable Trust Pre-Primary Teacher Training Institute, Kozhikode.
31. Mother Therasas Pre-Primary Teacher Training Institute, Kannur.

In addition to this, there are a lot of private, un-authorised agencies also conducting nursery teacher training course of their own. Exact number of this is not available because there is no control over them by any monitoring system. They are scattered throughout the state.

Studying the entire population is not viable because the population is distributed throughout the state and the data collection will be tedious especially in terms of time. Therefore the investigator decided to use a representative sample from the population

a) Nature of the Sample Proposed

The following decisions were taken for selection of the sample.

- 1) To ensure due representation of the population, the sample has to be selected from the different districts of Kerala.
- 2) The size should be optimal for in depth qualitative study that the coverage of very large number is not practical.

- 3) The size should be small enough to collect data from different personnel of the same institute i.e., head of the institute, teachers of the institute, student teachers of the institute, and pre-school teachers trained from the institute, to make the data reliable to the maximum extent possible.
- 4) The sample should be really representative of all the sections of the population i.e., institutes run by the government, which are un-aided but recognised by the government, and institutes run by private agencies.

b) Final Sample

In accordance with the above criteria the investigator selected all the three Pre-Primary Teacher Training Institutes run by the Government. Table 3 provides the details of the government PPTTIs selected.

TABLE 3
Sample Selected for the
Study belonging to the Government
Pre-Primary Teacher Training Institutes [N =3]

Sl. No.	Name
1	Government Pre- Primary Teacher Training Institute, Thiruvananthapuram
2	Government Pre-Primary Teacher Training Institute, Alapuzha
3	Government Pre-Primary Teacher Training Institute, Kozhikode

Of the 31 Pre-Primary Teacher Training Institutes which are Unaided but Recognised by the Government 12 were decided to be selected. These sampled institutes form a typical cross-section of the population since representation was given to factors like districts and nature of the agency that runs the institutes. Thus the investigator hoped that the result obtained

from these institutes are generalizable. Table 4 provides details of this sample.

TABLE 4
Sample Selected from
the Government Recognised but
Unaided Pre Primary Teacher Training Institutes [N =12]

Sl. No.	Name
1	Thunchan Smaraka PPTTI, Thiruvananthapuram
2	Cordova PPTTI, Thiruvananthapuram
3	Goodwill Charitable PPTTI, Kollam
4	Malankara PPTTI, Kollam
5	Hais PPTTI, Kollam
6	S N PPTTI, Alapuzha
7	Baker Memmorial PPTTI, Kottayam
8	Viswabharathi PPTTI, Pathanamthitta
9	Smitha PPTTI, Eranakulam
10	Jamiya Salafiya PPTTI, Malappuram
11	Rahmaniya PPTTI, Kozhikode
12	Mother Theresas PPTTI, Kannur

From the institutions run by the unauthorised private agencies the investigator decided to select adequate number comparable to the number of institutions recognized by the government. Table 5 provides details of the above sample.

TABLE 5
Sample Selected from the
Unrecognised Pre Primary Teacher Training Institutes [N =16]

Sl. No.	Name
1	Crimson PPTTI, Thiruvananthapuram
2	Success PPTTI, Alapuzha
3	Dafoddils PPTTI, Pathanamthitta
4	Excel PPTTI, Kottayam
5	St. Joseph PPTTI, Kottayam
6	Cloony PPTTI, Kottayam
7	Good Shepered PPTTI, Kottayam
8	St. Marys PPTTI, Eranakulam
9	Kids PPTTI, Eranakulam
10	Balavikas PPTTI, Eranakulam
11	Gokulam PPTTI, Thrissur
12	Adens PPTTI, Thrissur
13	Scholar PPTTI, Malappuram
14	Hidaya PPTTI, Malappuram
15	Deepthi PPTTI, Malappuram
16	Lyseum PPTTI, Kozhikode

District wise and locality wise distribution of the PPTTIs selected are presented in Table 6.

TABLE 6
General Information regarding the
Pre-Primary Teacher Training Institutes [N=31]

Pre-Primary Teacher Training Institute	District	Locale
Government (3)		
1 Thiruvananthapuram	Thiruvananthapuram	Urban
2 Alapuzha	Alapuzha	Urban
3 Kozhikode	Kozhikode	Urban
Recognised but Unaided (12)	Thiruvananthapuram (2)	Urban (2)
	Kollam (4)	Urban (3), Rural (1)
	Alapuzha (1)	Rural
	Kottayam (1)	Urban
	Eranakulam (1)	Rural
	Malappuram (1)	Rural
	Kozhikode (1)	Urban
	Kannur (1)	Rural
Unrecognised (16)	Thiruvananthapuram (1)	Urban
	Alapuzha (1)	Rural
	Pathanamthitta (1)	Urban
	Kottayam (4)	Urban (3), Rural (1)
	Eranamkulam (3)	Urban (2), Rural (1)
	Thrissur (2)	Rural (2)
	Malappuram (3)	Rural (1), Urban (2)
	Kozhikode (1)	Rural

Note: The number inside the brackets indicates the number of Pre-primary teacher training institutes.

Table 6 reveals that the three Pre-primary Teacher Training Institutes under Government sector are located in the urban area. Of these one each belongs to Thiruvananthapuram, Alapuzha and Kozhikode revenue districts. Of the 12 Recognised but Unaided institutes, six are located in rural area and the remaining six belong to urban area. Of these Two institutes belong to Thiruvananthapuram revenue district, four Kollam district and the remaining six institutes belong to Alapuzha, Kottayam, Ernakulam, Malappuram, Kozhikode, Kannur one each. Of the 16 Unrecognised Pre-primary Teacher Training Institutes seven are located in rural area and the remaining nine are belonged to urban area. Of these one belongs to Thiruvananthapuram district, one Alapuzha district, one Pathanamthitta district, four Kottayam district, three Ernakulam district, two Thrissur district, three Malappuram district and one belongs to Kozhikode district.

The investigator made all attempts to ensure the representation of different agencies running educational institutions while selecting the sample. Table 7 provides data regarding the managing agencies of the different PPTTIs.

TABLE 7
**Managing Agency of
 Pre-Primary Teacher Training Institutes [N=31]**

Pre-Primary Teacher Training Institute	Agency	Category
Government (3) (1) Thiruvananthapuram (2) Alapuzha (3) Kozhikode	State Department of Education	--
Recognised - Unaided (12)	Private agency (11) Local society (1)	Local committee (2) Christian Management (2) Muslim Management (3) Individual (3) Trust (2)
Unrecognised (16)	Private agency (15) Local society (1)	Individual (8) Trust (4) Christian Management (4)

Table 7 illustrates that all the Government Pre-primary Teacher Training Institutes are under the control of State Department of Education. But the Recognised-Unaided and the Unrecognised institutes are managed by local committee, Christian management, Muslim management, individuals and trusts.

It was also decided to collect data from adequate number of pre-school teachers who had their training from the selected PPTTIs. Table 8 provides details of the pre-schools in which the sampled pre-school teachers are working.

TABLE 8

**Pre-Schools Selected in which Teachers Trained
from the Sampled Pre-Primary Teacher Training Institutes are Working
(N = 50)**

Sl. No.	Name of the Pre-school
1	Khristu Jyothi Nursery School, Thiruvananthapuram
2	Cotton Hill Nursery School, Thiruvananthapuram
3	Cordova Public School, Thiruvananthapuram
4	Al-Irshad Public School, Thiruvananthapuram
5	NSS Nursery School, Thiruvananthapuram
6	Royal Nursery School, Thiruvananthapuram
7	Kids Home, Thiruvananthapuram
8	Mother Therasas Nursery School, Kollam
9	Dawn Children's Garden, Kollam
10	Holly Cross Children's Home, Kollam
11	Deepam Nursery School, Kollam
12	Ideal Public School, Kollam
13	Balabhavan, Kollam
14	Lenin Nursery School, Alappuzha
15	NSS English School, Alapuzha
16	Gurumandiram Nursery School, Alapuzha
17	Nalanda Nursery, Alapuzha
18	St. Joseph Nursery School, Alappuzha
19	S.H. Nursery School, Alappuzha
20	Carmel English School, Pathanamthitta
21	Aryasamajam Nursery School, Pathanamthitta
22	MGM Nursery School, Pathanamthitta
23	Holy Angels Nursery School, Kottayam
24	Rajiv Gandhi Memorial English School, Kottayam
25	Vimala Nursery School, Kottayam

contd...

Sl. No.	Name of the Pre-school
26	St. Joseph Nursery School, Kottayam
27	Delight Nursery School, Kottayam
28	Little Flower Nursery School, Kottayam
29	Happy Nursery School, Kottayam
30	Reetha's Nursery School, Kottayam
31	Marthoma Vidhya Nikethan, Eranakulam
32	St. Theresa's Nursery School, Eranakulam
33	Gurukulam Nursery School, Eranakulam
34	Vidya Bhavan Nursery School, Eranakulam
35	Tagore's Infants Home, Eranamkulam
36	Akshara Nursery School, Eranamkulam
37	YMA Nursery School, Thrissur
38	Fathima Matha English School, Thrissur
39	Viveka Nursery School, Thrissur
40	Viswajyothi English School, Thrissur
41	Al Farook English School, Malappuram
42	Akshara Nursery School, Malappuram
43	Vijayamatha Nursery School, Malappuram
44	Umeri English School, Malappuram
45	Jamiya Nursery School, Malappuram
46	Lyseum Nursery School, Kozhikode
47	Sradha Nursery School, Kozhikode
48	Rahmaniya Nursery School, Kozhikode
49	St. Thomas Nursery School, Kannur
50	Mary Queen's Nursery School, Kannur

Thus the sampled institutes covered 10 districts, namely, Thiruvananthapuram, Kollam, Alappuzha, Pathanamthitta, Kottayam,

Eranakulam, Thrissur, Malappuram, Kozhikode and Kannur representing the whole of Kerala state.

Data was collected from all the heads and available teachers of the sampled PPTTIs. Of the total 61 teachers, seven were belonging to Government PPTTIs; 28 to Government Recognized but Unaided category and 26 were belonging to Unrecognized category. Adequate number of students were selected from each PPTTI. Of the total 1150 students selected 180 were belonging to Government category; 400 to Government Recognized but Unaided and 570 to the Unrecognized category. Though the investigator made wholehearted efforts to collect data from two pre-school teachers each who had their training from the sampled PPTTIs, he was able to collect data from 52 pre-school teachers belonging to 50 pre-schools only.

C. TOOLS AND TECHNIQUE USED FOR THE STUDY

The educational research work is meaningful only by the administration of appropriate tools for collecting data. So the investigator constructed tools necessary for the study. The prepared tools and techniques used for gathering adequate data are described below.

Description of Tools

Different tools were used for collecting data required for the different objectives of the study. They are presented in the same order.

1. Questionnaire on Pre-Primary Teacher Training Institute

The main purpose of constructing this tool are the following.

- (i) To know the availability and utilization of the physical facilities in the Pre-Primary Teacher Training Institute.

- (ii) To identify the financial resources and problems of Pre-Primary Teacher Training Institute.
- (iii) To identify the availability of human resources of the Pre-Primary Teacher Training Institute.
- (iv) To know the nature of planning, organisation, and transaction of the curriculum for Pre-Primary Teacher Education.
- (v) To locate deficiencies in Pre-Primary Teacher Education if any and to get suggestions for remedies.

Before preparing the questionnaire the investigator studied most of the reference materials related to the present study and discussions were made with the supervising teacher and other experts in the field of pre-primary education. Some of the books and other reading materials that the investigator referred to for the preparation of the tool are the following:

1. Nursery schools for All-Jill and Pendanell Kent, London (1970).
2. Pre-school and Infant Art-Kenneth Jameson, London (1968).
3. Pre-school education-Marianne Parry and Hilda Archer, London (1975).
4. Activities to learn by- what to do with your Pre-schooler- Lillian and Godfrey Frankel, New York (1976).
5. Introduction to early childhood education- Verna Hilderband, New York (1976).
6. Organising and Integrating infant Day-Joy Taylor, London (1972).
7. The early childhood educator at work- Millie Almy, New York (1975).

8. A text book on child development-Devdas R.P and Jayan, N. Madras (1991).
9. Exploring child behaviour- Halmes, D.B and Turner, J.S, London (1976).
10. Early childhood education today-Morrison, G.S, London (1980).
11. Early childhood care and education, Mohanty, J. and Mohanty, B., New Delhi (1994).
12. Child growth and development. Hurlock, E.B., New Delhi (1992).
13. Nursery schools in India-Barroah, P. Assam (1974).
14. Child welfare and development, Chowdhry, D.P., New Delhi (1985).
15. Miseducation: Pre-schoolers at risk. Elkind, D. Knoff (1987).
16. Report of the Pre-Primary Education Advisory Board, Government of Kerala, Trivandrum (1984).
17. Fifth Survey of Educational Research NCERT (National Council of Educational Research and Training), New Delhi (1992).
18. Education for all by 2000: Indian Perspective, NIEPA (National Institute of Educational Planning and Administration), New Delhi (1990).
19. Teacher Training Institutions- Curriculum and Conditions for Recognition- Order issued. Pre-Primary Education-General Education Department, Government of Kerala, Trivandrum (1984).
20. Norms and Standards for Teacher Education Institutions- Pre-Primary. NCTE (National Council for Teacher Education), New Delhi (1995).

21. Report of Seminar for Professional Organisations for Advocacy in ECE, Department of Pre-school and Elementary Education, National Council of Educational Research and Training, New Delhi (1997).

Information regarding the following areas were gathered by this tool.

- (i) General information
- (ii) Managing agency
- (iii) Physical facilities available such as building, land area, class room, office room, library, laboratory, staff room, workshop, store room, auditorium, educational technology room, principal's room, computer room, art room, seminar room, music room, first aid demonstration hall, play ground, hall for indoor games, toilets, canteen, student's hostel, staff quarters, principal' quarters, room for helpers/ non teaching staff, Model Pre-Primary School.
- (iv) Physical infrastructure available.
- (v) Financial resources available.
- (vi) Human resources available.
- (vii) Planning and Organisation.
- (viii) Curriculum transaction.
- (ix) Examination and Certification.
- (x) Suggestions for the improvement of Pre-Primary teacher education in Kerala.

Number of items, nature of items and response patterns followed for each item of the above area are described below. The areas are presented in

the tool in different sections and subsections with specific numbers. Hence they are described as given in the tool.

A.1. General Informations

This section helps to provide information regarding the name of pre-primary teacher training institute, revenue district in which the institute is situated, year of establishment of the institute, locality in which the institute is situated, name of the corporation/municipality/panchayath in which the institute is situated, whether the institute is recognised or not, whether the institute is aided or unaided.

Section A-1 includes eight items, in which the first four items are free response type and for the fifth, seventh and eighth items the respondent has to select one from the two opinions given. For the sixth item the respondent has to select one from the three alternatives given.

B-1 Managing agency

This section is to seek information regarding the agency that control and manage the pre-primary teacher training institute. Nine options viz., state department of education, social welfare department, social development board, tribal welfare department, harijan welfare department, corporation, municipality, panchayath and private agency are given. The respondent has to tick mark the one which is appropriate for them. The tenth option is an open one and the respondent has to tick mark this if the institute belongs to any agency other than the above mentioned. It is directed to write the name of the agency.

The subsection B-2 is to find out the nature of the management if it is a private one. Eight options such as Christian management, Nair Service Society, S.N.D.P, Muslim-educational society, Mahilasamajam, Gandhi

Smaraka Trust, Local Committee, Institution run by individual are given. The respondent has to tick mark for the option which is appropriate for them. The ninth option is an open one and the respondent has to specify the name of the private agency if it belongs to any other than the ones mentioned above.

C-1. Physical facilities available

This subsection of the tool aims to get an over all picture about the physical facilities of each pre-primary teacher training institute. The C-1 subsection seeks information regarding the total area of PPTTI, owned or rented, monthly rent, type of building, type of construction, spare land available for further expansion of the PPTTI, owner of the building, electrified or not, and the number of the different rooms for the functioning of the institute.

The investigator took the criteria of NCTE, to choose items regarding the availability of physical facilities. The NCTE has specific standards regarding the physical facilities available. It states that for an institution having an intake of 80 students there should be total land area of 5000 sq mts; floor area of the institution as 800 sq mts, and floor area per student as 10 sq mts. While suggesting the norms of instructional area it says that the institutional building should have provision for class room, office room, library, laboratory, staff room, workshop/work experience room, store room, auditorium, educational technology room, principal's room, computer room, art room, seminar room, music room, first aid demonstration hall, play ground, hall for indoor games, toilets, canteen, student's hostel, staff quarters, principal's quarters, room for helpers/non teaching staff, and a model pre-primary school. So in this subsection of the tool items were included to get information regarding all these facilities.

Sub section C-1 contains nine items in which first, third, sixth are free response type items. The second item is to know whether the building is rented or owned. Fourth item is to find out the type of building i.e., temporary or permanent. Fifth item is to collect information regarding the type of construction of building and has four options to respond viz., 'tiled', 'thatched', 'concrete' and 'any other'. The respondent who marks 'any other' is directed to specify. Seventh item is to seek information about the owner of the building. Altogether eight options are given. The eighth item is to know whether the building is electrified or not. The ninth item has 24 sub divisions, space is provided against each to mark the available number of each.

C-2 Physical infrastructure

One of the major objectives of the study is to analyse the physical infrastructure of pre-primary teacher training institutes. This sub division contains a number of items distributed under different categories such as classrooms, library, laboratory, psychology lab, educational technology lab, computer lab, workshop/work experience room, principal's room, office room, staff room, store room, student's resting room, auditorium, hall for indoor activities, art room, music room, student's hostel and staff quarters.

(a) Class rooms

This category includes a number of items constructed to get information regarding the available number of total classroom, subject room, general hall, and multipurpose hall. Items are also included to know about the number of class rooms available, area of the class room, number of students accommodated at a time and details of the furniture in the class room. The last item in this section is to write the limitations of the class room.

(b) Library

This category includes a number of items constructed to get information regarding the availability of subject libraries, general library facilities, utilisation of the library by the different persons connected with the pre-primary teacher training institutes and the limitations of the library.

(c) Laboratory

Items included in this category collect informations regarding the availability and utility of the laboratory facilities of the Pre-Primary teacher training institutes. Six items are included to know about the availability of different laboratories. The table coming under this item gives the details of available laboratories and furniture in it.

(d) Psychology lab

In order to deal with young children the teacher of pre-schools should have a thorough knowledge of child psychology. Only theoretical know-how is worthless but a practical training of construction, administration, and interpretation of some psychological tests is essential. That is why the NCTE strictly highlights the need of a psychology lab in a teacher training programme for pre-primary teacher education. Therefore the investigator included this subsection in the tool to collect data regarding the availability and utilization of psychology lab.

A table is given to know the availability of the psychological tests such as sensory motor tests, intelligence tests, personality tests, creativity tests, aptitude tests, achievement tests and others, if any. Provision is given in the table to write the name of the test available. Five items are given to collect data regarding the utility of the psychology lab. Of these the first one is about the number of persons that can be accommodated in the psychology lab. The remaining items are of the fixed response type.

(e) Educational technology lab

The availability and utility of educational technology laboratory can be collected with the items of this sub section. To obtain a clear picture concerning the facilities available with regard to educational technology lab in each pre-primary teacher training institute four items are given to be answered either 'yes' or 'no' and a table to collect the available number of various audio visual equipment also is included.

The utility of the educational technology laboratory of the pre-primary teacher training institute can be measured by nine items in which three Yes/No type items and six free response type items are included. The last two items are to collect information regarding the various activities carried out for student teacher in the educational technology lab and to express the limitations of the educational technology lab of the concerned pre-primary teacher training institute respectively.

(f) Computer lab

Since we are living in the era of computer and this machine has been influencing all the realms of our life. It is highly essential to have a preliminary computer training to prospective teacher of the young children. Therefore the investigator felt to evaluate the availability and utility of the computer lab by some specific items. So to measure the availability of the computer facility of each pre-primary teacher training institute nine items are developed which are to be answered by either ticking 'Yes' or 'No' or writing the available number against each item. Likewise the utilization of the computer educational facilities can be measured by five specific items. Of these the first item is to know about the timetable for computer education, the second and third items are of Yes/No type and fourth and fifth are free response type items.

(g) Workshop/Work experience room

Training in work experience activities of each pre-primary teacher training institute can be carried out effectively only through a workshop. So the availability and utility of the workshop/work experience room facility should be evaluated. Availability of the workshop and allied facilities can be measured with the help of five specific items of this subsection of the tool. The first item intends to know the available number of workshop in the institute, the second and third items are 'Yes'/'No' type, fourth one is regarding the number of persons that can be accommodated in the room at a time. Fifth one is a table to get the information regarding the materials present in the work experience room. Eight items are included to measure the utility of this facility in which four items are 'Yes'/'No' type and the remaining are free response type.

(h) Principal's room

General conditions of the principal's room can be checked by four specific items. The items check whether it is a separate room, attached with office, furniture available and limitations of the room.

(i) Office room

Office room facilities are proposed to be evaluated by four particular items. The items check whether it is attached with the principal's room, electrified or not, furniture available and limitations of the room.

(j) Staff room

To measure the physical infrastructure of the staff room six items are constructed, in which the second, fourth, fifth items are 'Yes'/'No' type and the remaining are free response type. Data on staff room number, electrified or not, furniture available, is there separate staff room for gents and ladies,

lavatory attached to the staff room and limitations of the staff room can be collected using this subsection.

(k) Store room

Store room facility of each pre-primary teacher training institute can be collected with the help of four items constructed for that purpose. Here, the number, is it well furnished, details of the furniture and limitations of the room can be evaluated.

(l) Student's resting room

The resting room facility available for the students can be collected by six items made specifically for this purpose. Of these, first, second, third and fifth are 'Yes'/'No' type and others are free response type. The items check whether it is separate room, is it well furnished, electrified or not, details of the furniture available, whether lavatory attached to it and the limitations of the students resting room.

(m) Auditorium

Availability and utility of an Auditorium in the pre-primary teacher training institute can be identified by five items constructed with this specific purpose. Of these the first one is a 'Yes' or 'No' type item and the remaining are free response type. The items check whether it is a separate hall or general class cum auditorium, materials present in the auditorium, the activities carried out in the auditorium, number of persons that can be accommodated in the auditorium at a time, and the limitations of the auditorium.

(n) Hall for indoor games

Indoor games and other activities form an integral part of the activities in the pre-school. So the student teacher of pre-primary teacher

training institute should get a thorough training in conducting indoor activities. Therefore it is essential that every pre-primary teacher training institute should have a hall for indoor activities. So the researcher included four items under this subsection to evaluate the availability and utility of the hall for indoor games. Of these the first item is a Yes or No type and the remaining are free response category. The items can collect data on whether there is a separate room for indoor activities, how many persons can be accommodated at time, materials present and the limitations of the hall for indoor activities.

(o) Art room

Aesthetic development of children of 2-6 years is one of the major objective of pre-primary education. Only a pre-school teacher who has received thorough training in organising activities related with art can facilitate the aesthetic development of the pre-school children. For the effective training in art an art room in every pre-primary teacher training institute is a must. Therefore, to evaluate the availability and utility of the art room seven items are included in the tool under this subsection. Of these the first, third, sixth items are 'Yes' or 'No' type and the remaining are free response type. Items collect data on whether there is a separate room for art, number of persons accommodated at a time, is it well furnished, the materials in the art room, activities carried out in the art room, is there a separate teacher in charge of art, and the limitation of the art room.

(p) Music room

Availability and utility of a music room in the pre-primary teacher training institutes can be evaluated with certain items of this tool. Five items of which the first two are 'Yes' or 'No' type and the remaining free response type, are included for this. Items check is there a separate room, is it well

furnished, details of the music instruments, is there a music teacher and limitations of the music room of the institute.

(q) Student's hostel

The availability and utility of hostel for students of the pre-primary teacher training institute can be identified by the items constructed with the specific purpose under this subsection. Ten items are constructed, of these the first, fifth, seventh, ninth and tenth one are 'Yes' or 'No' type items and the remaining are free response type. The items check whether the institute has a student's hostel, how many students are residing in the hostel, how many students as day scholars, approximate distance of the hostel from the institute, is there a warden in the hostel, number of helpers in the hostel, whether the hostel is well furnished, amount collected from each student as hostel fee, any conveyance facilities are provided for the day scholars by the institute, and the limitations of the students hostel and conveyance facilities.

(r) Staff quarters

The availability and utility of the staff quarters facility of the pre-primary teacher training institute can be identified through items made with the specific purpose under this subsection. Eight items are constructed for this. Of these the fourth, fifth and seventh items are 'Yes' or 'No' type and the remaining are free response type. Items constructed are to check whether the institution provides accommodation to the teaching and non-teaching staff, number of quarters provided, distance of the quarters from the institute, is there a separate quarters for principal, is it well furnished, how many teachers are residing in the quarters, whether the principal is residing in the quarters and limitation of the staff quarters.

D. Financial resources available

It is also very necessary to know the financial assistance available from various sources for the functioning of a pre-primary teacher training institute. Seven items are constructed under this section each with the specific purpose. The items check whether any kind of fee is collected from the student teacher by a 'Yes' or 'No' type item, the amount of fee collected on each item such as admission fee, tuition fee, library fee, laboratory fee, boarding fee, students union fee, other fee, financial assistance for the smooth functioning of pre-primary teacher training institute, details regarding the amount spent during the last academic year and proposed for the current year on the various items, money available, money utilised and money lapsed during the year 1998-1999, amount of reserve fund maintained and financial problems that affect the smooth functioning of the pre-primary teacher training institute.

E. Human resource available

One of the purposes of the study is to investigate the human resources available in each pre-primary teacher training institute. So this section of the tool constructed seeks information about the current position of teaching and non-teaching staff in each institution. The first item seeks information about the Principal/Head master/ Head mistress. Name, sex, age, educational qualification, total service, total teaching experiences, details of familiarity with ECCE, Publication if any, inservice course attended and details of any educational course that she/he is presently undergoing. The second item collects information about the lecturers in the institution. The item checks the total number of lecturers, through a table given to collect details regarding the lecturers in various subjects. The third item gives details regarding the librarian. Fourth item is to collect information about the music teacher. Fifth item collects data regarding the

art teacher, sixth item regarding the physical education teacher, seventh item regarding the work experience teacher, eighth item regarding the computer instructor and ninth item collects details about the technical assistant for educational technology.

The details regarding the non teaching staff can be collected by the tenth item of this section of the tool. Information about the superintendent, assistant superintendent, clerks, typist, peons, and any other is intended to be collected. A table is given to write the available number and the qualification of each.

Eleventh item collects data regarding the limitations of human resource availability of the pre-primary teacher training institute. Twelfth item is to collect opinion of the Head about performance of the teaching staff of the institute. The last item in this section is to obtain opinion of the Head about performance of the non teaching staff.

F. Planning and organisation

To plan means act with a purpose. Any programme of teacher preparation needs thorough planning for attaining the objectives. Teacher preparation programme at the pre-primary level needs scientific, systematic planning and organisation because the outgoing teachers have to deal with tender minds. Any gaps in the programme planning and organisation will block the objectives of the course. So to evaluate the planning and organisation the investigator constructed eighteen items under this sub division.

The first item is a free response type and aims to know about the authority that does the planning and organisation. Ten options such as state department of education, social welfare department, harijan welfare department, child development council, management, principal, teachers,

private agency, parent teachers association, and others, are given for responding. The second item is regarding the duration of the course and five options such as one week, three months, six months, one year and any other kind, are given. The third item is regarding with the freedom of teachers to alter the plan and it is a 'Yes' or 'No' type item. The fourth item checks whether the institute follows an approved curriculum and the fifth item is to know the agency that had constructed the curriculum. The sixth item collects data regarding whether the institute has an approved syllabus and the seventh item is to know about the agency that had prepared the syllabus. The eighth item seeks information about whether the institute is having a timetable. The respondent is asked to attach a copy of the timetable. The ninth item collects data regarding the present student strength of the institution. The tenth item seeks information regarding the minimum qualification for admission to the course. The eleventh item is a 'Yes' or 'No' type and is to check whether the admission is based on written test or not. The twelfth item seeks whether any teaching aptitude test is conducted during admission. The next item seeks information about whether any provision is made during selection to the course to find out the interest of the candidate in pre-school children and their care. The fourteenth item seeks information about whether the institution follows reservation rule during admission. The fifteenth item checks whether any governmental/non governmental agency monitor the selection procedure of the institute. The sixteenth item is to know whether the list of the candidates selected is sent to the state department of education. The seventeenth item collects data regarding the limitation of selection procedure adopted in the institute. The last item in this section aims to find out the records maintained in the institute. Name of ten records are given and an additional option 'any other' is also given. The respondent has to tick mark as 'Yes' or 'No' if the record is maintained or not in the institute.

G. Curriculum transaction

The objectives of a teacher training programme can only be attained through effective transaction of the curriculum. Planning and organisation are only the pre-requisites for effectiveness of the training programme. But the major factor that determines the success mainly depends on the mode of transaction of the curriculum. So the investigator constructed items in this section categorising them in two sub divisions as working days and hours of instruction, and syllabus.

G-1 Working days and hours of instruction

The NCTE norms under its section 'norms regarding curriculum transaction' states clearly about the working days and hours of instruction. Therefore nine items are included under this subdivision to note down the working days and hours of instruction of the pre-primary teacher training institute. Of the nine items only eighth one is 'Yes' or 'No' type and the remaining are free response type. The items seek information regarding the total number of working days per year, working days taken to complete all admission, number of teaching days, number of supervised teaching in nursery school, days taken to conduct examinations, number of hours available for scheduled work per day, number of hours available for work per week, whether the working days are enough to complete all the curricular and co-curricular activities and comments regarding the working days and hours of instruction in the institute.

G-2 Syllabus

Syllabus is the symmetrical arrangement of subject matter to be taught within a particular course of time. It forms the skeletal framework of all the activities of the institution. The syllabus of a teacher preparation course at pre-primary level should be in accordance with the aims and

objectives of pre-primary education. So it is essential to evaluate the syllabus of pre-primary teacher training institute.

The syllabus can be evaluated by twenty six items constructed each with the specific purpose under this subdivision. The items seek information about whether there is a prescribed syllabus (the respondent is requested to attach a copy of the syllabus), number of theory papers, names of the theory papers, whether the practicals are included in the syllabus or not, maximum marks for theory papers, and practicals, objectives to be attained by the student teachers, hours spent per week for theory papers, and whether it is sufficient or not.

Items to check the details of practical works are also given. They include the aim of including practical work in the syllabus, hours spent per week for practicals, activities conducted in the institution in the practicals, opinion about the practical work of student teacher of the institution, whether any extension programme is done to parents by the student teacher of the institution, whether the student teachers have to conduct practice teaching, minimum number of lessons required to be taught by the student teacher, number of working days spent for practice teaching, number of classes to be observed by the student teacher in the model pre-primary school, whether the teacher of pre-primary school evaluate the practice teaching, whether the evaluation of the pre-primary school is considered for any purpose, whether the supervising teacher evaluates the practice teaching of student teachers, number of classes that have to be evaluated by the supervising teacher, opinion regarding the practice teaching of student teachers in the institution, listing out of the major co-curricular activities that have to be conducted by student teachers, who organises the co-curricular activities and whether the students union is active in the in the institution.

H. Examination and certification

Examination and evaluation forms an integral part of any educational system. So also in pre-primary teacher education programme the mode of examination and certification has a crucial role to play. To infer whether the objectives of teacher education programme had been attained by the outgoing teachers a valid and reliable system is essential. It is the accountability of the certificate that helps the outgoing to seek for a job. So the investigator included twenty items to evaluate the examination and certification process of the sampled pre-primary teacher training institutes. Of these, nine items are of the 'Yes' or 'No' type and the remaining are free response type. The first item seeks information regarding whether the examination is conducted by internal or external agency. The second item intends to obtain the name of the agency if it is an external one, the third item collects data about the authority for setting the question papers, the fourth and fifth items are to know the maximum marks and the minimum marks required for a pass. The sixth item seeks information whether the practical examination is internal or external. The seventh item collects information about whether viva-voce is conducted. Data regarding the nature of the grading of the candidate is obtained by the eighth item and the ninth item checks whether chance for reappearance is given to the failed candidate. The tenth item collects data regarding the agency that issue the certificate. The eleventh item seeks information about whether this certificate is valid to get a job in the government pre-primary school and the twelfth item seeks information about whether this certificate is valid to get a job in the private pre-primary school. The nature of the last year's result can be obtained by the thirteenth item. The fourteenth item is to know whether the institution provides any placement to students passed from the institute. The fifteenth item is about the follow-up activities carried out by the institute and the next item is to write the activities done in brief. The

seventeenth item checks whether the PPTTI acts as a research centre in the field of ECCE. The eighteenth item intends to know whether the institution had applied for the recognition of NCTE. The nineteenth item checks whether the inspection committee of the NCTE had visited the institute and the next item is to know whether the institute has got recognition from the NCTE and whether it is temporary or permanent in nature.

I. Suggestions for improvement

One of the major objectives of the present study is to locate deficiencies in pre-primary teacher education in Kerala and suggest remedies. For this to get opinion and suggestions of the Heads of pre-primary teacher training institutes two items are included.

The two items seek opinion regarding the pre-primary teacher education in Kerala and suggestions to improve the same. Adequate space is given in the tool to write the response in brief.

Scoring

The frequency of responses as per the nature of responses for the items of structured form are to be directly tabulated. In the case of unstructured items the responses are to be pooled and categorised and the frequency of responses in each category be tabulated.

Validity and reliability

The Questionnaire on Pre-Primary Teacher Training Institute was constructed by referring to the books and guidelines mentioned earlier. The questionnaire covered all the important aspects of pre-primary teacher education which the investigator could locate. So the investigator believes that the tool is valid enough to yield the required data. In addition to this the tool was judged for its adequacy by experts in the field of pre-primary

education. The investigator hopes that the data gathered by using this tool were adequate.

Cross checking of the data on all the possible sections of the tool was done by using other tools of the study to ascertain the reliability of the data gathered through this tool. A sample copy of the Questionnaire on Pre-Primary Teacher Training Institute is presented as Appendix 1.

2. Questionnaire to the Teachers of Pre-Primary Teacher Training Institute

One of the major objectives of the study is to find out the reactions of the teachers in the pre-primary teacher training institutes sampled regarding the objectives, planning and organisation and mode of transaction of the curriculum for the pre-primary teacher education followed in their institutions.

For this purpose the investigator together with his supervising teacher decided to prepare the above tool. Before preparing the tool the investigator made a thorough reading and discussion with some of the experts in this field and teachers of pre-primary teacher training institutes for getting a theoretical background. The investigator referred to the books mentioned earlier and considered some of the curricula of pre-primary teacher training course. Being this a qualitative study, to reduce the subjectivity of the responses of the heads of the pre-primary teacher training institutes, provision in this tool was given to obtain the views of the teachers on the dimensions covered in the earlier tool, thus facilitating a cross checking.

Areas like general informations about the teachers of the pre-primary teacher training institute, planning and transaction of curricular and co-curricular activities, evaluation of the curriculum and suggestions for

improvement of pre-primary teacher education in Kerala were given importance while constructing the tool. The tool has three sections: Section A, Section B, and Section C.



Section A

Section A includes items to know about the general informations of the teacher in the PPTTI. A total of thirteen items are constructed with this purpose. The items include name of the teacher, sex, age, educational qualification; educational courses that are being undergone at present, total service, total teaching experience, name of the PPTTI, year in which joined in the institution, total service in this institution, subject taught, inservice courses attended, seminars/workshops attended.

Section B

Section B of the tool is to collect data regarding the curricular transaction in the pre-primary teacher training institute. The investigator together with his supervising teacher decided to formulate the following method in collecting data regarding this section. Under section B three columns are given. In the first column the objectives of pre-primary teacher education are written one by one. For this the investigator pooled out all the objectives of pre-primary teacher education programme after thorough reading and discussion. The respondent has to mark 'Yes' if the institute is proposing the objective in the curriculum transaction, otherwise has to mark 'No'. In the second column the respondent has to write in brief the activities given to attain the corresponding objective and in the third column the respondent has to write the evaluation procedure to evaluate the fulfilment of the objective.

While constructing the objectives the investigator gave emphasis to the following thrust areas which were highlighted in the curriculum for

teachers of early childhood education developed by the State Institute of Education, Kerala (1994). These thrust areas are very crucial as far as the role of a pre-school teacher is concerned.

1. The psychological concepts, principles etc. governing early childhood and their relevance to early childhood education.
2. The principles and techniques of child care.
3. The principles related to systematic organisation of institutions and programme and maintenance of relevant records associated with these.
4. The inputs that could be pooled from the natural, physical and social environment, that could be utilised for the education of children.
5. The role of parents, teachers and other agencies in enriching early childhood education and care.
6. Techniques of evaluating development of children in terms of stage appropriate developmental tasks.
7. Principles and techniques of child study.
8. The ability to apply the above understanding in devising, organising, and executing programmes in realistic class room situations.
9. Healthy attitude towards children and their development.
10. Empathy with the needs and problems of children.
11. Interest in programmes for child development and care.
12. Ability to maintain healthy relations with parents, community and other agencies associated with the education of young children. *

13. Organise an institution/programme and maintain and use records properly.
14. Design and execute stage appropriate activities/learning experiences suited for all-round development of children.
15. Identify and diagnose difficulties/deficiencies etc. and devise compensatory measures.
16. Identify and pool resources from the environment and utilise these effectively.
17. Operate audio-visual equipments.
18. Co-ordinate programmes of various agencies systematically.
19. Organise seminars/conferences/other activities to educate the parents and community in an informal way and ensure maximum co-operation from them.
20. Do formative and summative evaluation using appropriate techniques and tools.
21. Give first aid and perform other child care activities in case of emergency.
22. Conduct case studies related to problematic situation faced.

The investigator felt that he could include all the objectives of Pre-Primary Teacher Education in the tool and he was able to cover all the major aspects of competencies needed for a pre-school teacher. The investigator initially prepared several items under each thrust area. Similar items were then clubbed and hence the final tool contains 44 items under this section.

For adding other objective than those given there is an open item which is the last one making the total 45.

Section C

Section C of the tool was intended to seek the reactions of the teachers of pre-primary teacher training institutes regarding the teaching practice and other practical work. This section also includes items to invite the opinion of teachers of the PPTTI regarding the pre-primary teacher education in Kerala and suggestions to improve the same.

A total of twenty three items are constructed in this section, of these eighteen items are 'Yes' or 'No' type and the remaining five are free response type. The first ten items are to collect data regarding the teaching practice of the student teacher, its supervision and evaluation. The remaining items seek the opinion regarding the various curricular and co-curricular aspects of PPTTIS such as arts and craft, physical facilities available, manner of functioning of the principal, staff council, selection procedure of the student teachers, curriculum of the institution, examination and certification procedure, co-curricular activities, students union, PTA etc. Two items are given to collect the opinion of the teachers regarding the pre-primary teacher education in Kerala and suggestions to improve the same.

The Questionnaire to the Teachers of Pre-Primary Teacher Training Institute is presented as Appendix II.

Scoring

For the items of the structured form, nature of response and its frequency are to be calculated. In the case of unstructured items the responses are to be pooled and categorised and the frequency of responses in each category be tabulated.

Validity and reliability

Since the questionnaire to the Teachers of Pre-Primary Teacher Training Institute was constructed by referring to the authentic books and guidelines mentioned earlier, the investigator hopes that the tool is valid to yield the required data adequately. Cross checking of the data with that on the other tools, is considered to give reliability of the data.

3. Questionnaire to the Student-Teachers of Pre-Primary Teacher Training Institute

One of the major objectives of the study is to find out the reactions of the student teachers in the pre-primary teacher training institute regarding the curricular and co-curricular activities in their pre-primary teacher training institutes.

For this purpose the investigator with his supervising teacher constructed the tool for collecting data from the student teachers of PPTTI's. Before preparing the tool the investigator had made a thorough understanding of the theoretical background on the curricular and co-curricular activities to be held at a pre-primary teacher training institute to attain the objectives of the course. For getting this theoretical background the investigator referred to the books mentioned earlier and critically analysed some of the curricula of the pre-primary teacher training course. This being a qualitative study, to reduce the subjectivity of the responses of the heads and teachers of the PPTTI, provision in this tool was given to obtain the views of student teachers who are the actual beneficiaries of the course on the dimensions covered in the earlier tools, thus, facilitating a double cross checking.

The investigator constructed this tool under three sections: Section A, Section B, and Section C.

Section A

Section A includes items to know about the general information of the student teachers and their reactions regarding the physical facilities available, human resources available and their utility, and curricular and co-curricular activities.

Under Section A forty five items are constructed. The items enabled to collect details regarding areas like personal informations of the student teacher, educational qualifications, admission procedure of the institute, facilities available in the institute both physical as well as human, reaction about the manner of functioning of principal and teachers, parent teachers association and its functioning, reaction about the college union and its various activities. Provision is given for the student teachers to express whether they are satisfied with each of the aspect mentioned in the item. Respondents having dissatisfaction have to give the reason for their dissatisfaction.

Section B

One of the major objectives of the study is to find out the reactions of the student teachers regarding the curricular and co-curricular activities in the pre-primary teacher training institutes. Section B of this tool is constructed to find out the reactions of the student-teachers of the pre-primary teacher training institute regarding the activities held in connection with the teaching of theory papers. As all guidelines and theories of different educationists uphold the need for activity based teaching in the most informal way in pre-schools, the theory papers of the teacher training course is also to be held co-relating the theory with so many activities. Then only the prospective teachers of the pre-schools be able to conduct these

activities in the pre-schools which is highly essential for the wholesome development of the child.

The items of the Section B of the tool are designed in a peculiar way. The investigator by referring to literature connected with ECCE located the objectives to be attained by the student teachers of the pre-primary training course in connection with the theory papers. The investigator pooled out various activities to be held to attain these objectives. These activities were given in a serial sequence. Altogether 97 activities are given. The investigator hopes that almost all aspects of the theory papers were covered by these activities and he further hopes that these activities, if the institutes conduct in a scientific and systematic manner, will facilitate the development of the competencies required for a pre-school teacher.

All these activities are given in a serial order in Section B. On the right side of each item the responses 'Yes' or 'No' are given. The respondent has to read each activity and respond 'Yes' if the pre-primary teacher training institute had conducted the said activity and as 'No' otherwise.

Section C

Practical works and co-curricular activities have a cardinal role in the successful completion of a teacher training programme at pre-primary level. Along with the teaching of theory papers the practicals are also important to attain the objectives of pre-primary teacher education course. The student teachers after the successful completion of the course should be able to perform the role of moulding the young children in all the aspects. So a mere lecturing of theories is a waste in a pre-primary teacher training institute. Practical and co-curricular activities have to be highlighted. To get the actual picture of practicals and co-curricular activities in a institute the best way is to invite the opinion of the students there. This will bring to

light any bias crept into the opinion of the heads and the teachers also. This will provide a chance for cross checking and thereby maximising the objectivity of the study.

Therefore the investigator constructed items to seek information regarding the practicals and co-curricular activities of PPTTI from the students. Before constructing items the investigator had a wide reading of literature and all other guidelines available for the practicals of teacher preparation course at pre-primary level. A total of thirty seven items were constructed and of these thirty four are 'Yes' or 'No' form and three are free response form.

These thirty seven items cover almost all areas with regard to the practical works and co-curricular activities to be held in a pre-primary teacher training institute. These items seek data concerned with areas like opportunity to be given to observe the pre-school activities, opportunity given to criticise pre-school activities, observation of the classes of peers, training given in planning the pre-school activities, practice given in drawing and improvisation, occasion given to work with natural materials, training given for making toys and clay modelling, training given in cooking balanced meals and other food items, practice teaching, students union, festivals celebrated, sports and games conducted, etc. The items are given with such precision and specificity that the student teacher can easily understand and respond without any difficulty.

The Questionnaire to the Student Teachers of Pre-Primary Teacher Training Institute is presented as Appendix III.

Scoring

The investigator proposes the following scoring procedure.

For the items of the structured form nature of responses and its frequency are to be tabulated. In the case of unstructured items the responses are to be pooled and categorised and the frequency of responses in each category be tabulated.

Validity and reliability

The Questionnaire to the Student Teachers of Pre-Primary Teacher Training Institute was constructed by referring to authentic guidelines and books and by discussion with experts in the field of ECCE. Therefore the investigator hopes that this tool is adequately valid to yield the required data. Cross checking of the data is intended to give reliability of the data gathered through this tool.

4. Questionnaire to the Pre-school Teachers

One of the major objectives of the study is to find out the reactions of the pre-school teachers trained from the sampled institutions regarding the effectiveness of training they had received.

It is the pre-school teachers who have to evaluate the effectiveness of the training received by them to solve the problems they have been facing in the practical situations. The reactions made by these teachers will help to understand the lacunae, if any, existing between the theory in the teacher preparation course and the actual context. Moreover, this is highly essential to have a cross checking on the views of the heads, teachers and student-teachers of the pre-primary teacher training institutes. This will increase the objectivity of the present method of research.

For this purpose of collecting data from the teachers working in pre-schools, who had received the training from the sampled pre-primary teacher training institutions, the investigator together with the supervising

teacher decided to prepare a tool. Before preparing the tool the investigator made a thorough reading and discussion with the experts in the field of Pre-school education. For getting a theoretical background the investigator utilised the books and other reference materials mentioned earlier. To have a sufficient background regarding the problems faced by the pre-school teachers in their day-to-day course of action in the pre-school, the investigator had also visited a few pre-schools and observed the activities. With all these framework the investigator decided to pool out the competencies and attitudes required to deal efficiently with the problems in pre-schools. The tool has three sections, Section A, Section B and Section C.

Section A

Section A of the tool is to know about the general informations about the pre-school teacher, the pre-school, and the institution from which the teacher had received training. Clear instruction was given on the mode of responding. Altogether twenty four items are constructed under this section.

The items seek data on areas like personal informations of the pre-school teacher, informations about the pre-school in which the teacher is working, educational qualification of the pre-school teacher, the remuneration, and the rationale that lead the teacher to receive this job. Both fixed response type and open-end type items are given.

Section B

The items included in this section are to collect the opinion of the pre-school teachers specifically about the effectiveness of the training they had received. The items in this section represent the ability of a pre-school teacher to deal with the problems that he/she has to confront in the pre-school.

The investigator after discussion with the supervising teacher adopted the following strategy in arranging these items. Three columns are given in this section of the tool. In the first column the investigator gave the competency/attitude needed by a Pre-school teacher in dealing with the problems in the pre-school. The respondent has to read each one carefully and respond in the second column 'Yes' if he thinks that the training had enabled him/her to develop this competency/attitude. Otherwise the respondent has to mark 'No'. In the third column entitled as 'Experience' the respondent has to give the specific experience which she/he got during the training to acquire the said competency/attitude. The investigator hopes that by adopting such a mode the nature of the various experiences and objectives of the training the respondent received will be revealed. This will enable the respondent to have a retrospective introspection about herself/himself and the training that he/she received.

Clear instruction is given before starting the items so that it will not cause any confusion in the concerned pre-school teacher while responding. A total of 44 items are given in this section. A 45th item as an open-ended one also is given for any addition of competency/attitude.

Section C

One of the major objectives of the present study is to locate deficiencies in pre-primary teacher education in Kerala and suggest remedies. With this specific aim in mind to invite opinion of pre-school teachers about the pre-primary teacher education in Kerala two items are included under this section.

The two items seek information about the opinion of pre-school teachers regarding the pre-primary teacher education in Kerala and

suggestions to improve the same. Adequate space is given in the tool to write the opinion and suggestions in brief.

The Questionnaire to the Pre-school Teachers is given as Appendix IV.

Scoring

For the items of structured form nature of responses and its frequency are to be tabulated. In the case of unstructured items the responses are to be pooled and categorised and the responses in each category be tabulated.

Validity and reliability

Since the questionnaire to the pre-school teachers was constructed by referring to authentic books, discussion with the experts in the field, pre-school teachers, and on the basis of the experience obtained by the investigator from the observations of pre-school activities, the investigator hopes that this tool is adequately valid to yield the required data. Cross checking of the data is considered to be the method to ensure its reliability.

5. Observation Schedule of Activities provided by Pre-school Teachers

To find out the practices of pre-school teachers trained from the sampled institutions is one of the major objectives of the present study. The investigator decided to use Observation technique for this purpose. The investigator decided to visit and observe the activities given by pre-school teachers who had completed their training from the sampled institutions. This will validate the data obtained by other tools described earlier and will act as a supplementary support of data collected for the other objectives. The investigator decided to locate pre-schools where the teachers who got training from the sampled PPTTIs are working. Then he spent one or more

days in a pre-school to have a clear picture regarding the manner of functioning of these teachers.

To have a frame of reference for observing the teacher activities in pre-schools, the investigator together with his supervising teacher constructed an observation schedule with thirty seven items. However it is only in a general form to give guidelines to observe what all actual activities are there. To get the actual happenings the investigator decided to write down diary notes of the happenings of the pre-school during his observation period based on the guidelines of the observation schedule. This will prevent the encroachment of subjectivity.

The observation schedule is presented as Appendix V.

Along with these five tools described above to collect data on the said objectives the investigator also decided to interview educationists and experts in this field and to analyse the records and other sources of information available in this regard. All these multidimensional approach to collect evidences for realising objectives of the study is hoped to make it more objective and error-free.

D. DATA COLLECTION PROCEDURE

After fixing the sample to be used for the study the investigator approached the Heads of Pre-Primary Teacher Training Institutes. Most of the heads, especially of Unrecognised category, were reluctant to respond. Some claimed that everything in their institution was done effectively and no need of an inquiry of this type. Only after convincing the worthiness of a research study of this type and that this study is not an official one, and their responses will be kept confidential and used only for research purpose, they started to co-operate. After giving proper instructions the questionnaire was distributed to the heads. Enough time was given for responding. After

getting permission from the head the questionnaire to the teachers were given. Adequate number of student teachers were selected from each institute and questionnaire to find out their reactions were supplied to them. Most of the heads and teachers were not ready to fill the questionnaire on the same day, hence the investigator visited again to collect the filled-up questionnaire. Filled up questionnaire was collected from the student teachers on the same day of its administration.

Data was collected from institutes of the same region irrespective of the category to which it belongs. Data collection was done in two phases. At the first phase the investigator collected data from the PPTTI's and at the second stage, from the pre-school teachers. Altogether it took one and half years to complete the data collection procedure.

In order to locate the pre-school teachers who had been trained from the sampled PPTTI's the investigator sought the help of the heads and teachers of the PPTTI's. On the basis of the informations given by them the investigator located the Preschools. Then the investigator approached directly the Principals of the sampled pre-schools and explained the purpose of the study and then supplied the questionnaire to the pre-school teachers selected. The investigator gave necessary instructions to the teachers regarding the tool and tried to eliminate their confusion regarding the revealing of correct response to certain items. After getting the response of the pre-school teachers, in order to get a clear picture of the various activities that have been conducted by each pre-school teacher the investigator spent two days to observe the pre-school activities. The investigator noted down in detail each and every event took place in the class of the teacher. Every step was taken by the investigator to make the data more objective by looking to the same point through diverse angles.

E. SCORING AND CONSOLIDATION OF THE DATA

The Questionnaire on Pre-Primary Teacher Training Institute, the main tool used in the study contained structured and unstructured items. For the structured items the frequency of type of responses was found out and then tabulated and for the unstructured items the responses were first pooled and categorised and then the frequency of each category of response tabulated.

Like-wise the Questionnaire to the teachers of the PPTTIS, Questionnaire to the student teachers of PPTTIS, Questionnaire to the pre-school teachers were also processed by using the same procedure.

The data collected through the observation schedule of pre-school activities was consolidated and compared with the standard format prepared by the investigator. These consolidated data were used for further analysis.

F. STATISTICAL TECHNIQUE USED

Percentage analysis was carried out for the data collected through all the tools used in the study. The results obtained through the above technique were interpreted qualitatively by cross checking the data from different angles which are presented in Chapter 4.

CHAPTER 4

ANALYSIS AND INTERPRETATIONS

- ❖ *Quantitative and Qualitative analysis of data*
- ❖ *Critical examination of the findings*

ANALYSIS AND INTERPRETATIONS

The purpose of the present study was to analyse critically the preprimary teacher education in Kerala. The analysis of the obtained data has been done to explore the objectives of the study as listed in chapter 1. The following description give the objecti-wise analysis and results of the study.

QUANTITATIVE AND QUALITATIVE ANALYSIS OF DATA

The analysis of the data obtained through various tools is done for the following samples keeping the objectives of the study.

- I. Reactions of Heads of Pre-Primary Teacher Training Institutes.
- II. Reactions of The Teachers of Pre-Primary Teacher Training Institutes.
- III. Reactions of the Student Teachers of Pre-Primary Teacher Training Institutes.
- IV. Reactions of the Pre-School Teachers.
- V. Observation of Activities Provided by Pre-School Teachers.

I. Reactions of Heads of Pre-Primary Teacher Training Institutes

The reactions of the heads with regard to the various dimensions of the objectives were analysed. The results are presented under various subheads as per the dimensions of Pre-Primary Teacher Education under study.

1. Physical Facilities of Pre-Primary Teacher Training Institutes

One of the major objectives of the study was to investigate the availability and utilization of the physical facilities of the pre-primary teacher training institutes in Kerala. The investigator analysed the data to

bring light on to this objective in the following manner. The sampled institutes were categorised into Government, Government Recognised but Unaided and Unrecognised. All the three Government Pre-primary Teacher Training institutes were analysed individually and the Unaided recognised and Unrecognised institutes were treated generally, since an individual analysis of the data regarding these samples will make this report voluminous.

(a) General Physical Facilities Available

Data regarding total land area available for each Pre-primary Teacher Training Institutes, ownership of the land, nature of ownership, nature of building, type of construction, spare land available, and data regarding the electrification of the institutes were also collected and analysed under the heading general physical facilities available and the results are presented in table 9.

TABLE 9

General Physical Facilities of Pre-Primary Teacher Training Institutes

Category	Total area	Ownership of land	Nature of ownership	Nature of building	Type of construction	Spare land available	Whether electrified
Government							
1. Thiruvananthapuram	1 acre	Owned	Government	Temporary	Thatched	No	Yes
2. Alappuzha	1 acre	Owned	Government	Permanent	Tiled	Yes	Yes
3. Kozhikode	1.2 acre	Owned	Government	Temporary	Concrete	No	Yes
Recognised - Unaided (12)	2 acre (1)	Owned (8)	Individual (5)	Permanent (5)	Thatched (3)	Yes (1)	Yes
	1.5 acre (1)	Rented (4)	Committee (3)	Temporary (7)	Tiled (4)	No (11)	
	0.5 acre (2)		Trust (2)		Concrete (5)		
	0.25 acre (3)		Church (2)				
	Nil (1)						
Unrecognised (16)	0.75 acre (1)	Owned (8)	Individual (9)	Permanent (7)	Thatched (2)	No	Yes
	0.5 acre (1)	Rented (8)	Trust (3)	Temporary (9)	Tiled (4)		
	0.25 acre (2)		Church (4)		Concrete (10)		
	Nil (12)						

Note: The number inside the bracket indicate the number of Pre-primary Teacher Training Institutes.

Norms and standards for Teacher Education Institutions - Pre-primary - of National Council for Teacher Education, New Delhi, 1995, suggests that each Pre-primary Teacher Training Institutes should have 5000 sq.mts. of land area. ie. approximately 1.25 acres. Of the three Government Pre-primary Teacher Training Institute, Thiruvananthapuram has 1 acre of land, Government Pre-primary Teacher Training Institute, Kozhikode has 1.2 acres of land. This reveals that none of the government Pre-Primary Teacher Training Institutes has the required land facility. It is remarkable to note that the said land prescribed as per NCTE norms is for an intake of 80 students. Of the 12 recognised but unaided Pre-primary Teacher Training Institutes only one has 2 acres of land, one has 1.5 acre of land, four have 1 acres of land, two have 0.5 acre, three have 0.25 acres and 1 Pre-primary Teacher Training Institute has no land facility. Of the 16 unrecognized Pre-primary Teacher Training Institute 12 have no land facility. Only one has 0.75 acres of land available. One has 0.5 acres of land and one has 0.25 acres of land.

Table 9 reveals that of the three government Pre-primary Teacher Training Institutes only Alapuzha Pre-primary Teacher Training Institute owned the land and State Department of Education has the ownership of this land. Of the 12 recognised but unaided Pre-primary Teacher Training Institutes eight institutes owned some land of their own. Four institutes have land and building facilities. Of the 12 recognised Pre-primary Teacher Training Institutes the ownership of the land and other amenities remain to individuals for three institutes, the ownership remains to church for two institutes, the ownership remains to committees for three Pre-primary Teacher Training Institutes, the ownership remains to Trust for two institutes. Of the 16 unrecognized Pre-primary Teacher Training Institutes studied only one has 0.75 acres of land, one has 0.5 acres of land and two have 0.25 acres of land, 12 have no land at all. Of this category of institutes

eight have owned the building and eight rented. None of the institutes produced the rent they are paying.

Data regarding the nature of building were pooled out. Of the three Government Pre-primary Teacher Training Institutes, Government Pre-primary Teacher Training Institutes, Thiruvananthapuram and Kozhikode has Temporary buildings while Government Pre-primary Teacher Training Institute, Alapuzha has a permanent building. Government Pre-primary Teacher Training Institute, Thiruvananthapuram responded that a permanent building is under construction. On observation the investigator could also agree with this response. Of the three government Pre-primary Teacher Training Institutes, government Pre-primary Teacher Training Institute, Thiruvananthapuram has thatched building, government Pre-primary Teacher Training Institute, Alapuzha has tiled building while the building of government Pre-primary Teacher Training Institute, Kozhikode is concreted. Of the 12 Recognised Pre-primary Teacher Training Institutes only four have tiled building, three with thatched buildings and five Pre-primary Teacher Training Institutes have concrete type of buildings. Of the three government Pre-primary Teacher Training Institutes, government Pre-primary Teacher Training Institute, Alapuzha is having some spare land available for the further expansion of the institute. The investigator does not feel it as an indication of surplusity because the institute is not having the required land area as per the NCTE norms. Of the 12 Pre-primary Teacher Training Institutes which are Recognised by the Government but Unaided, only Cordova Pre-primary Teacher Training Institute has spare land available. The investigator on observation realised that this response is not correct since the land is shared by some other institutes under the same management. Of the 16 Unrecognised Pre-primary Teacher Training Institutes none has any spare land available. Data regarding the availability of electricity, all the Pre-primary Teacher Training Institutes are electrified.

Comments

The norms and standard for Pre-primary Teacher Education by National Council for Teacher Education, New Delhi (1995) suggest 5000 sq.mts. of land essential for 80 students. The analysis of the data clearly reveals that no preprimary teacher training institute either in the Government, Government Recognised-Unaided or Unrecognised sectors has the requisite land. Even the available land is jointly shared by a group of institutes under the same management. This is a solid evidence for the poor infrastructure of the different Pre-primary Teacher Education Institutions prevailing in Kerala.

(b) Physical Infrastructure Of Pre-Primary Teacher Education Institutes

The physical facilities available in PPTTIs is given in table 10. The data was analysed individually for the case of Government Pre-primary Teacher Education Institutes. For the case of Recognised Unaided and Unrecognised the data was pooled out and analysis was done.

TABLE 10
Details of Physical Infrastructure Available in the
Pre-Primary Teacher Training Institutes of Three Categories (N = 31)

Category	Class room	Office room	Principal's room	Staff room	Library	Workshop/ Work experience room	Store room	Auditorium	Educational Technology room	Laboratory	Computer room	Art room	Seminar room	Music room	First aid Demonstration Hall	Play Ground	Hall for Indoor Games	Toilets	Canteen	Student's Hostel	Staff quarters	Principal's quarters	Room for Helpers	Model pre-primary school
Government [3]																								
Thiruvananthapuram	1	1	1	1	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	1	Nil	Nil	Nil	Nil	Nil	Yes
Alapuzha	1	1	Nil	Nil	1	Nil	Nil	Nil	Nil	1	Nil	1	Nil	Nil	Nil	Yes	Nil	1	Nil	Nil	Nil	Nil	Nil	1
Kozhikode	1	1	1	1	1	1	1	1	1	1	Nil	1	1	Nil	Nil	Yes	Nil	Yes	Nil	Yes	Nil	Nil	Yes	Yes
Recognised but Unaided (12)	1(6)	1	1(10)	1(10)	1(1)	1(6)	1(8)	Nil (11)	Nil (11)	Nil	Nil	1(1)	Nil	Nil	Nil	1(8)	Nil (11)	1(9)	Nil (11)	Nil (10)	Nil	Nil (11)	Nil (11)	Yes (10)
	2(6)				Nil (11)	Nil (6)	Nil (4)	1(1)	1(1)							Nil (4)	1(1)	2(2)	1(1)	1(2)		1(1)	1(1)	Nil (2)
																		3(1)						
Unrecognised (16)	1(8)	1(16)	Yes (2)	2 (Yes)	Nil	2 Yes	Yes (3)	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil-(11)	Yes (1)	2(1)	Nil	Nil	Nil	Nil	Nil	Yes (8)
	2(8)		Nil 14	Nil 14												Yes (5)		1(15)						Nil (8)

Note: The number inside the bracket indicate the number of Pre Primary Teacher Training Institutes.

(i) Class room

The norms and standards for Pre-primary Teacher Education by National Council for Teacher Education, New Delhi (1995), suggests that each Pre-primary teacher training institutes should have at least three class rooms with 45 sqmts. Table 10 indicates that all the three Government Pre-primary teacher training institutes have only one class room each. Of the 12 Recognised-Unaided Pre-primary teacher training institutes only six have two class rooms each and six institutes have only one class room each.

Of the 16 Unrecognised pre-primary teacher training institutes only eight institutes have two class rooms each and eight institutes have only one class room each.

Comments

No pre-primary teacher training institute either in the Government sector, Government Recognised but Unaided sector or in the Unrecognised sector is having the required number of class rooms.

(ii) Library**Availability**

The guidelines of Pre-primary Teacher Education by NCTE (1995), suggests a library-cum educational technology room with 75 sq.mt. Of the three Government Pre-primary teacher training institutes, Govt. PPTTI Kozhikode and Govt. PPTTI Alapuzha have one library each, but Govt. PPTTI, Thiruvananthapuram does not have a library. Of the Government Recognised but Unaided category only S.N. Pre-primary Teacher Training Institute has a library where as all the other 11 PPTTIs of this category do not posses a library. None of the Unrecognised Pre-primary Teacher Training Institutes possesses a library. But none of the sampled PPTTIs

possesses separate subject wise libraries. The remaining institutes have made some arrangements to keep the books.

Books Available

The guide lines of Pre-primary Teacher Education demands a minimum of 1000 books of relevant subjects during the first year of establishment, and at least 50 books of standard type should be added to this in each year.

The data obtained for the total number of books have been analysed. The number of books available in the Government Pre-primary teacher training institutes was analysed individually. The data obtained for the Government Recognised but Unaided and Unrecognised institutes were pooled and made in to frequency table. The analysis reveals that the Government Pre-primary Teacher Training Institute, Thiruvananthapuram has 2500 books, 506 books are available in Government PPTTI, Alapuzha and Government Pre-primary teacher training institute, Kozhikode has 1500 books.

The number of books available in Recognised Unaided PPTTIs are given in table 11.

TABLE 11

Number of Books Available in Recognised but Unaided Pre-primary Teacher Training Institutes (N =12)

PPTTI	Classes of number of books	No. of PPTTI's
Recognised (12)	700-850	1
	550-700	2
	400-550	1
	250-400	1
	100-250	7

Of the 12 institutes sampled seven have books in between 100 and 250, one has books between 250 and 400, one has books that comes in between 400 and 550. There are two PPTTIs that have books that range from 550-700. Only one institute has books ranging from 700-850.

Table 12 gives information regarding the number of books available in the Unrecognised Pre-primary Teacher Training Institutes.

TABLE 12
Number of Books Available in
Unrecognised Pre-primary Teacher Training Institutes (N =16)

PPTTI	Classes	No. of PPTTI's
Unrecognised (16)	85-100	3
	70-85	3
	55-70	0
	40-55	5
	25-40	5

Table 12 shows that there are five Pre Primary Teacher Training Institutes having books ranging from 25-40. So also between 40-55. There is no institute having books between 55-70. There are three PPTTIs having books 70-85 and 85-100. As the frequency table reveals the frequency of the first two lower classes is very high. This means only a meagre number of books are available in most of the PPTTIs. A comparison of the three category indicates that Government Pre-primary Teacher Training Institutes have comparatively more number of books than the other two categories.

The data have been analysed for the subject wise availability of books in the sampled PPTTIs. This reveals that Government PPTTI, Thiruvananthapuram has 2500 books in general and 25 books in psychology. Government PPTTI Alapuzha could not produce the subject wise division of

the available books. Government PPTTI, Kozhikode has 1500 general books, 50 books related to psychology, 15 books related to education and five books belonging to science. The subject wise availability of books in the 12 sampled Pre-primary Teacher Training Institutes of Government Recognised but Un-aided sector is presented in table 13.

TABLE 13

**Subject wise Number of Books Available in
Recognised but Unaided Pre-primary Teacher Training Institutes (N=12)**

Class	Frequency					
	Psychology	Education	Science	Sociology	Language	Others
175-200	1	0	0	0	1	1
150-175	1	0	0	0	0	0
125-150	0	1	1	0	0	1
100-125	0	0	0	0	0	0
75-100	0	0	1	0	0	0
50-75	1	1	0	0	0	1
25-50	2	4	1	1	2	2
0-25	7	6	9	11	9	7

The data in table 13 reveals that there are seven institutes having 0-25 books related to psychology, two institutes having 25-50 books, one institute having 50-75 psychology books, one institute having psychology books between 150-175, one institute having psychology books ranging from 175-200. Six PPTTIs are having books related to education ranging from 25-50 in education, one PPTTI has educational books between 50-75 and one PPTTI has books from 125-175. Of the 12 PPTTIs nine PPTTIs have science books ranging from 0-25, one PPTTI has science books ranging from 25-50, one PPTTI has science books between 75-100 and one PPTTI has science books from 125-150. 11 PPTTIs have sociology books from 0-25 and one PPTTI has sociology books ranging from 25-50. Of the 12 PPTTIS nine have books

related to language ranging from 0-25 and two have 25-50. Seven PPTTIS have books belonging to other category other than mentioned above ranging from 0-25, two PPTTIs from 25-50, one PPTTIs from 50-75, one PPTTI from 125-150, and one PPTTIs from 175-200. From this information it is evident that the PPTTIs in the Recognised Unaided category have only a few books pertaining to relevant discipline which has got greater significance with Pre-school child and his development.

Frequency distribution of availability of subject wise books in Unrecognised Pre-primary Teacher Training Institutes is given in table 14.

TABLE 14

**Subject wise Number of Books Available in
Unrecognised Pre-primary Teacher Training Institutes (N=16)**

Class	Frequency					
	Psychology	Education	Science	Sociology	Language	Others
20-25	2	0	0	0	0	0
15-20	0	2	0	0	0	0
10-15	2	1	0	0	0	0
5-10	5	1	3	2	1	5
0-5	7	12	13	14	15	11

From the informations presented in table 14 it is clear that seven PPTTIs have psychology books ranging from 0-5, five PPTTI's have psychology books ranging from 5-10, two PPTTI's have books ranging from 10-15 and two PPTTI's have books in psychology ranging from 20-25. With regard to the books in education 12 PPTTI's have books in education ranging from 0-5, one has books ranging from 5-10, one from 10-15 and two from 15-20. 13 PPTTI's have science books from 0-5, three PPTTI's have science books from 5-10. Related to sociology discipline, 14 PPTTI's have books ranging from 0-5 and two have from 5-10. 15 PPTTI's have language books

from 0-5 and one PPTTI has language books ranging from 5-10. 11 PPTTI's have books ranging from 0-5 and are belonged to disciplines other than the above described and five have from 5-10. This analysis made clear that the availability of books significant to early childhood education in the sampled Unrecognised Institutes is very inadequate.

Reading Materials Available

The guidelines of Pre-primary teacher education (1995), suggests for the reading materials such as children's encyclopaedias, dictionaries, reference books, books on professional education, teachers' handbooks, comics, stories, picture books, picture albums and poems. The data obtained with regard to the availability of these materials have been analysed. Individual analysis is made for the Government Pre-primary Teacher Training Institute and is presented in table 15.

TABLE 15

Reading Materials Available in the Government Pre-primary Teacher Training Institutes (N=3)

Sl. No.	Name of PPTTI	No. of reference materials	Newspaper	Journals	Dictionaries	Children's Encyclopaedia
1	Thiruvananthapuram	Nil	1 Malayalam	1	2	Nil
2	Alapuzha	Nil	1 Malayalam	Nil	1	Nil
3	Kozhikode	Nil	2 Malayalam	Nil	2	Nil

From table 15 it is clear that Government PPTTI, Thiruvananthapuram has one news paper in Malayalam, one journal, two dictionaries and two children's encyclopaedias. Government PPTTI Alapuzha has only one news paper and one dictionary and no children's

encyclopaedia. Govt PPTTI, Kozhikode has two news papers and two dictionaries, but not having children's encyclopaedia. This reveals that these PPTTI's libraries are not complete with reference materials.

Of the 12 sampled Recognised but Unaided PPTTI's data obtained with regard to the available reading materials have been analysed and is given in table 16.

TABLE 16

**Reading Material Available in the
Recognised but Unaided Pre Primary Teacher Training Institutes (N=12)**

Number of materials	Reference materials	News papers	Journals	Dictionaries	Children's Encyclopaedia
0	4	Nil	Nil	1	Nil
1	Nil	6	1	5	Nil
2	3	2	1	4	Nil
3	1	3	Nil	1	Nil
4	1	Nil	Nil	Nil	Nil
5	3	Nil	Nil	1	Nil

The presented data in table 16 indicates that of the 12 PPTTI's sampled four have no reference materials, three have two reference materials, one has three reference materials one has four reference materials and three have five reference materials. With regard to the newspaper, two have two newspapers and three have three newspapers and six have one newspaper. Of the 12 Recognized but Unaided PPTTI's only two have journals available. Of this one has one journal and the other has two journals. There are five PPTTIs with one dictionary and one PPTTI with five dictionaries. None of the Recognized but Unaided Pre-primary Teacher Training Institutes is having children's encyclopaedia. This analysis

illustrates that the availability of reference materials in the libraries of PPTTI's in the Recognised but Unaided category is not satisfactory.

Data with regard to the availability of reading materials in the Unrecognised Pre primary Teacher Training Institutes were obtained and is presented in table 17.

TABLE 17
Reading Materials Available in the
Unrecognised Pre-primary Teacher Training Institutes (N=16)

Number of materials	Reference materials	News papers	Journals	Dictionaries	Children's Encyclopaedia
1	Nil	13	15	15	Nil
2	Nil	3	1	1	Nil

As per the informations from table 17 it is clear that of the 16 PPTTIs none has reference materials, 13 have one news paper each and three PPTTIs have two newspapers. Fifteen PPTTIs have one journal each, one PPTTI has two journals, 15 have one dictionary, one has two dictionary, but none has children's encyclopaedia. This clearly narrate the inadequacy of the availability of reference materials in the sampled Pre-primary Teacher Training Institutes in the Unrecognised category.

Furniture Available in the Library

The obtained data on furniture available in the libraries of sampled Pre-primary Teacher Training Institutes were analysed. Individual analysis is made for the Government Pre-primary teacher training institutes and Recognised but Unaided Pre-primary teacher training institutes. Table 18 shows the availability of furniture for the different Government Pre-primary teacher training institutes.

TABLE 18

**Availability of Furniture in the Library of
Government Pre-Primary Teacher Training Institutes (N = 3)**

Sl. No.	PPTTI	Furniture available									
		Periodical Rack	Almirah	Catalogue Cabinet	Tables	Chairs	Desks	Benches	Stools	Furniture for librarian	Display Board
1	Govt. PPTTI, Thiruvananthapuram	0	3	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
2	Govt. PPTTI, Alapuzha	0	2	Nil	Nil	Nil	Nil	Nil	Nil	Nil	Nil
3	Govt. PPTTI, Kozhikode	0	4	Nil	2	2	1	1	2	Nil	Nil

From table 18 it is clear that none of the Government Pre-primary teacher training institutes have a periodical rack. Of the total almirah available in the whole Government Pre-primary teacher training institutes there are three in Thiruvananthapuram government PPTTI two in government PPTTI Alapuzha and four in Kozhikode Pre-primary teacher training institute. None of the Government Pre-primary teacher training institutes have catalogue cabinet. Two tables are present in government pre-primary teacher training institute, Kozhikode. Further it has two chairs and one desk, one bench and only two stools. All the other two government PPTTIs do not have any chair, table, desk, bench and stool in their libraries. None of the Government pre-primary teacher training institute has furniture for librarian and display board.

Furniture available for the 12 Recognised but Unaided pre-primary teacher training institutes have been analysed and is given in table 19.

S.N. Preprimary Teacher Training Institute, Alapuzha has two periodical racks and Rahmaniya PPTTI, Kozhikode has three, Cordova PPTTI, Thiruvananthapuram has one and Baker Memorial PPTTI, Kottayam has one periodical rack in their library. The remaining PPTTs in the Recognised sector do not have periodical racks in their libraries. In the case of availability of almirahs, S.N. PPTTI, Alappuzha has three, Rahmaniya PPTTI, Kozhikode and Cordova PPTT, Thiruvananthapuram have one each and Baker Memorial PPTTI has three. S.N. PPTTI, Alapuzha has catalogue cabinet, that too one in number. S.N. PPTTI, Alapuzha and Cordova PPTTI, Thiruvananthapuram have three tables each and Baker Memorial PPTTI, Kottayam has one. Alapuzha has five chairs and Cordova PPTTI, Thiruvananthapuram has two and Baker Memorial PPTTI, Kottayam has one. In the Recognised but Unaided PPTTIs S.N. PPTTI Alapuzha has ten, Cordova PPTTI, Thiruvananthapuram has five and Baker Memorial PPTTI has six. The remaining PPTTIs have no desks. SN PPTTI, Alapuzha has 12 benches, Cordova PPTTI, Thiruvananthapuram has five and Baker Memorial PPTTI, Kottayam six. Of the Recognised but Unaided category only Cordova PPTTI, Thiruvananthapuram is having two stools in the library and two furniture for librarian with a display board.

Functioning of the Library

Data regarding the effectiveness of the library were collected and analysed. For this the responses were pooled out and made in percentage for the Government pre-primary Teacher Training Institutes, Recognised Unaided PPTTIs and Unrecognised PPTTIs. The analysis is presented in table 20.

TABLE 20
**Percentage Analysis of the Functioning of
 Libraries of different Pre-primary Teacher Training Institutes**

PPTTI	No Separate librarian	No parents visit to library	No cataloguing system	No library as a centre for researchers	Specific Library period	No card system
	%	%	%	%	%	%
Government	100	100	100	66	100	100
Recognised	100	91	91	100	66	100
Unrecognised	100	100	100	100	31	100

For the 31 PPTTIs sampled none has a separate librarian. For the three Government PPTTIs, parents do not visit to the library of any of the PPTTIs. Of the Recognised Unaided category 91 percentage responded that no parents visit to their libraries and for the Unrecognised category, no PPTTI's library is visited by the parents. The Government PPTTIs and Unrecognised PPTTIs are not having cataloguing system. Of the 12 Recognised Unaided PPTTs 91 percentage do not have a cataloguing system in their library. Only the library of Government PPTTI, Thiruvananthapuram is acting as a reference centre for the researchers. None of the libraries of Recognised but Unaided and Unrecognised PPTTIs have been acting as a reference centre for researchers. Of the 31 sampled Pre-primary Teacher Training Institutes all the three PPTTIs in the Government sector are having specific library period for their students, in the Recognised Unaided category 66 percentage PPTTIs is having specific library period and in the Unrecognised category only 31 percentage of PPTTI's having specific library period. Of the 31 sampled Pre-primary Teacher Training Institutes no PPTTIs is having card system in their library.

Level of Utilisation of the Library

Data obtained regarding the utilisation of the libraries of each PPTTIs were collected. Level of utilisation of the library by the faculty members, student teachers, pre-school teachers and visitors were obtained.

The level of utilization of the libraries of the three government PPTTIs is presented in table 21.

TABLE 21

Level of Utilisation of the Library for the Sampled Government Pre-primary Teacher Training Institutes (N=3)

Sl. No.	PPTTI	Faculty members	Student teachers	Pre-primary school Teachers	Visitors
1	Govt. PPTTI Thiruvananthapuram	Average	Average	Average	Average
2	Govt. PPTTI, Alapuzha	High	Average	Low	Low
3	Govt PPTTI, Kozhikode	Average	Average	Average	Below Average

From the informations given in table 21 it is clear that the level of utilization of the library by the faculty members is average level for the government PPTI, Thiruvananthapuram and Kozhikode and high level for government PPTTI, Alapuzha. The utilization of the library by the student teachers for all the government PPTTI's is at average level. For the government PPTTI Thiruvananthapuram and Kozhikode, the level of utilization by the Pre-primary school teachers is at average level, and at low level for government PPTTI, Alapuzha. The utilization of the library by the visitors to the PPTTI for the government PPTTI Thiruvananthapuram is at

average level, low level for the government PPTTI Alapuzha and below average level for the government PPTTI, Kozhikode.

Level of utilization of the library for the Recognised-Unaided and Unrecognised PTTIs is given in table 22.

TABLE 22

Level of Utilisation of Library of Recognised and Unrecognised Pre-Primary Teacher Training Institutes

	Faculty Members				Student Teachers				Pre-Primary School Teachers				Visitors			
	Low level	Below Average level	Average level	High level	Low level	Below Average level	Average level	High level	Low level	Below Average level	Average level	High level	Low level	Below Average level	Average level	High level
Recognised but Unaided Pre-Primary Teacher Training Institutes (N=12)	0	0	8	1	1	0	7	1	4	1	3	0	4	0	4	0
Un-recognised Pre-Primary Teacher Training Institutes (N=16)	0	0	6	0	0	0	0	0	1	0	0	0	0	0	0	0

From table 22 it is clear that of the 12 Recognised-Unaided PPTTIs there are eight PPTTIs whose utilization of the library by the faculty is at average level and one at high level. The utilization of the library by the student teachers is at low level for one PPTTI, at average level for seven PPTTI's and at high level for one PPTTI. The utilisation of the library by the pre-primary school teacher is at low level for four PPTTIs, at below average level for one PPTTI, at average level for three PPTTIs. The utilisation of the library by the visitors is at low level for four PPTTIs and at average level for four PPTTIs. Of the 12 PPTTIs sampled three PPTTIs did not respond regarding the utilization of the library by the faculty members, three PPTTIs did not respond regarding the utilisation of the library by the student teachers, three PPTTIs did not respond regarding the utilization of the library by the Pre-primary school teachers, four PPTTIs did not respond regarding the utilization of the library by the visitors.

Of the 16 Unrecognised Pre-primary Teacher Training Institutes sampled the utilization of the library by the faculty members is at average level for six PPTTIs. The utilization of the library by the Pre-primary school teacher is at low level for one PPTTI. As evidenced from table 22 majority of the PPTTIs in the Unrecognised sector could not produce data regarding the utilization of the library. This is due to the fact that majority of PPTTs in the Unrecognised sector have no library or poor facility for the library.

Comments

The analysis of the data obtained for the availability and utilization of the library for the 31 sampled Pre-primary teacher training institutes reveals that none of the PPTTI has a library with adequate number of books, reference materials as suggested by norms of NCTE (1995). A comparative analysis reveals that majority of the Unrecognised PPTTIs have no library or library with poor facility. None of the PPTTIs sampled has subject-wise

library, cataloguing system, card system and a librarian. This indicates the pathetic status of the libraries of the PPTTIs. The utilisation of this meagre facility is also not satisfactory.

(iii) Laboratory

The data obtained for the availability and utilisation of the laboratory facilities for the 31 sampled pre-primary teacher training institutes were analysed. The analysis reveals the following informations.

1. None of the pre-primary teacher training institutes in the Government sector has a laboratory.
2. Alapuzha government pre-primary teacher training institute responded that only one room is allotted for this but they are not having the required furniture.
3. Government PPTTI, Kozhikode claimed that it is having a laboratory with two almirahs, four tables, four desks, four benches, eight chairs and four stools. But cross-checking on this data with the teacher and student teachers opinion and actual observation of the investigator revealed that this response is subjective and far away from reality.
4. All the remaining pre-primary teacher training institutes either in the Recognised or Unrecognised sector is having a laboratory.

Psychology Lab

According to the norms of NCTE (1995) each pre-primary teacher education institution should have a psychology laboratory with 75 sq.mts. for the intake of 80 students. The guideline suggests sensory-motor tests, intelligence tests both performance, verbal and non-verbal tests. Cognitive capabilities and observation tests should be made available. As per the

furniture the norms suggest one table, one chair, stools and tables for 20 students, one almirah, and four demonstration tables.

Data obtained regarding the availability and utilisation of the psychology laboratory have been analysed. The analysis revealed the following informations.

1. None of the 31 pre-primary teacher training institutes sampled has a psychology laboratory.
2. Of the three Government PPTTIs sampled, none could respond regarding the availability of sensory motor tests, intelligence tests, personality tests and aptitude tests.
3. The Government PPTTIs only have some picture blocks to foster creativity and cognitive abilities.
4. Of the 12 Recognised but Unaided PPTTIs sampled institute has sensory motor tests.
5. Two of the 12 PPTTIs in the Recognised but Unaided category two PPTTIs have personality tests. Of these the Baker Memorial PPTTI has responded that they have Children Apperception Test.
6. Of the 12 Government Recognized but Unaided PPTTIs Cordova PPTTI, Thiruvananthapuram has creativity test.
7. None of the PPTTIs in the Unrecognised category is having psychology laboratory or any equipment or psychological tests.

Utilization of Psychology Laboratory Equipment

Since none of the sampled PPTTIs has psychology laboratory the data regarding the utilization of the psychology lab equipment is also poor. Of the total 31 heads of the institutions 10 responded that they are familiar with

psychological tests and their administration. The remaining 21 heads have no familiarity with the psychological testing. None of the PPTTI has a teacher in charge of psychological tests and other materials. Only one PPTTI is utilizing the psychological tests and other equipment for their student teachers. Of the 31 PPTTIs only two have made arrangements to train their student teachers to administer the psychological tests during practice teaching. None of the Unrecognised PPTTIs have psychological laboratory or any arrangements to equip their students to administer the psychological tests for their student teachers.

Comments

Pre-school age is of great significance in the mental development of the child. Hence administering intelligence, attitude tests, creativity tests and other psychological tests and fostering all aspects of development in a pre school is highly necessary. For this the pre-school teachers should be competent with the use of these testing. The only possible opportunity for the pre-school teachers to familiarise with the task is during their preparation period. The analysis reveals that none of the pre-primary teacher training institutes sampled in Kerala has psychological tests and other psychological apparatus. None provides an opportunity for the student teachers to familiarise with the tests. This brings light on to the wide deviation of the pre-primary teacher education system in Kerala from the aim and objectives of early childhood care and education.

Educational Technology Laboratory

The norms for Pre-primary Teacher Education suggest an Educational Technology-cum-Library room with 75 sq.mts floor area with adequate mass media equipment. Regarding the equipment the guidelines suggest, T.V, Audio-Cassette recorder-1, 16 mm and 35 mm projectors, over-head

projector-1, Blank audio cassettes - 20, material for preparation of charts and models.

Data obtained regarding the availability and utilisation of educational technology laboratory for the 31 sampled pre-primary teacher training institutes have been analysed. The analysis revealed the following facts.

- 1) Of the 31 PPTTIs sampled none has an educational technology laboratory.
- 2) All the PPTTIs have some audio-visual materials which are kept either in the office, principal's room or store room. In the Government PPTTI, Kozhikode the audio-visual materials are kept near the laboratory.
- 3) All the 31 PPTTIs sampled have a radio each. Of the three Government PPTTIs, those at Thiruvananthapuram and Kozhikode have audio-cassette recorder. Of the 12 Recognised PPTTIs six have audio cassette recorder. Of the 16 Unrecognised PPTTIs only three have audio cassette recorder.
- 4) None of the PPTTIs have educational audio-programme.
- 5) Of the 31 sampled PPTTIs 11 have blank audio cassettes.
- 6) Of the three government PPTTIs only Government PPTTI, Kozhikode has a television. Of the 12 PPTTI in the Recognised-Unaided category only S.N PPTTI, Alapuzha and Goodwill charitable PPTTI, Kollam have television. None of the PPTTI in the unrecognised sector has a television.
- 7) Of the 31 PPTTIs sampled, only S.N PPTTI, Alapuzha has a video cassette recorder.

- 8) None of the PPTTIs has educational video programming of any type.
- 9) None of the PPTTIs sampled has blank video cassettes.
- 10) Of the total 31 none has a video camera but all the 31 has still camera.
- 11) Regarding the availability of 16 mm film projector only Government PPTTI, Thiruvananthapuram possesses it. None of the PPTTIs has 35 mm film projector.
- 12) Of the 31 PPTTIs sampled only Government PPTTIs Thiruvananthapuram and Kozhikode have over head projector and slide projector. Of these only Government PPTTI Kozhikode has responded regarding the number of slides available and have 25 slides.
- 13) None of the PPTTIs sampled has computer facility.
- 14) All the PPTTIs sampled have some materials like charts, models, materials required for the preparation of models, maps, toys, sports materials etc.

Utilization

Analysis of the data regarding the utilization of the educational technology laboratory and audio-visual materials of the 31 sampled PPTTIs revealed the following findings.

- 1) Of all the 31 PPTTIs sampled only government PPTTIs Thiruvananthapuram and Kozhikode have separate teacher in charge for the educational technology laboratory.
- 2) Of the 31 sampled PPTTIs only Government PPTTIs, Thiruvananthapuram and Kozhikode, S.N PPTTI, Alapuzha and

Cordova, PPTTI, Thiruvananthapuram have provision to extend the service of audio visual laboratory and materials to the preschoolers of the locality for the preparation of toys and other learning materials.

- 3) Of the 31 sampled PPTTIs 11 have separate periods in their time table for utilising the educational technology lab. Of these one PPTTI has three periods per week, two PPTTIs have six periods per week, three PPTTIs have three periods per week, four PPTTIs have two periods per week and one PPTTI has one period per week.
- 4) Regarding the activities carried out for the student teacher in the educational technology period, the responses were 1) observing films 2) hearing songs from audio cassette recorder and 3) preparation of audio visual aids.
- 5) Regarding the limitation of the educational technology laboratory all the heads responded it as the lack of separate room and availability of equipment.

Comments

The analysis of the data obtained regarding the availability of educational technology laboratory and the audio-visual materials present reveals that both the availability and utility of this is not adequate. Pre-school children should be provided with more activities and plays, films, toys, etc. A teacher who has got thorough training in the use of audio-visual technology for the benefit of the pre-schoolers can only be able to discharge the duties expected from him as a stage setter for the fullest development of the child in a meaningful and effective way. As such, the efforts for providing effective training in the use of audio visual equipment in the sampled pre-primary teacher training institutions is inadequate.

Computer Lab

Analysis of the data obtained has been carried out in order to get a clear picture of the availability of computer laboratory and other allied facilities and their utilisation for the 31 sampled pre-primary teacher training institutes.

The analysis reveals that none of the PPTTIs has a computer laboratory or even a computer.

(iv) Work experience room

The guidelines for PPTTIs (1995) suggest a workshop of floor area 75 sq.mts for each PPTTI. Regarding the furniture in the workshop, the guidelines suggest work benches 1.25mt x 2mt x 0.75 mt: 5 in number for each workshop; stools 0.6 mt height, 20 in number, teachers table-1, teachers chair-1, almira-1. Regarding the equipment in the work experience room the guidelines suggest one set of wood working tools, one set of gardner's tool, materials required for tailoring, doll making, toy making, book binding, dress designing, puppetry, etc.

Analysis of the data obtained for the availability and utilization of the select pre-primary teacher training institutes has been carried out to get a clear vision of the work experience room and other allied facilities existing there. The following results were obtained.

- 1) Of the 31 sampled pre-primary teacher training institutes only 11 PPTTIs have a workshop or work experience room. Of these 11 PPTTIs, two belong to the Government sector, seven belong to the Recognized but Unaided category and two belong to the Unrecognized category. Of the three government PPTTIs, government PPTTI Alapuzha does not have a work experience room.

- 2) Government PPTTI Thiruvananthapuram claimed that their workshop is well furnished. Cross checking of this data with the response of the teachers of PPTTI and student teachers, and on actual observation of the investigator, this response was found to be not valid.
- 3) All the work shops are electrified.
- 4) Regarding the materials present in the workshop, government PPTTI, Thiruvananthapuram failed to respond and government PPTTI Kozhikode has sewing machine, scissors and needles.
- 5) The Recognized but Unaided PPTTIs have clay modeling materials, materials for preparation of chart and models, and embroidery materials in their work experience room.
- 6) Of the Unrecognised PPTTIs, the work shop is only having materials for preparing charts and models.

Utilization

The data obtained regarding the utilization of the work experience room the following informations were found out.

- 1) Regarding the aim of work shop all the heads consider it as for giving training in preparing teaching-learning materials and also to fulfill the objectives of S.U.P.W.
- 2) Of the Unrecognised category one of the two PPTTIs having work shop failed to respond regarding the actual aim of the work shop.
- 3) For the two Government PPTTIs having a work shop there is a separate teacher in charge of work experience, in the Recognised but

Unaided category none has a separate teacher in charge of the work experience.

- 4) Of the three Government PPTTIs, those at Thiruvananthapuram and Kozhikode have separate periods for work experience, and in the Recognised but Unaided category six PPTTIs have separate period for work experience and in the Unrecognised category non has a separate period for work experience.
- 5) Of the Recognised Unaided PPTTIs there are two PPTTIs having five periods per week, two PPTTIs having four periods per week, one PPTTI having two periods per week, and one PPTTI having three periods per week for work experience.
- 6) Government PPTTI, Thiruvananthapuram has 10 periods per week and government PPTTI Kozhikode has four periods per week for work experience activity.
- 7) All the PPTTIs in the Government and Government Recognised but Unaided category provided practice for their student teachers in the preparation of play materials.
- 8) Of the 16 Unrecognised PPTTIs only four PPTTIs give training to their student teachers for preparing play materials.
- 9) None of the PPTTIs sells any toys prepared by the student teachers.
- 10) Of the 31 sampled PPTTIs only government PPTTI, Kozhikode claimed as having a separate S.U.P.W scheme but failed to give the details of the scheme.

Comments

Work experience should form an essential and significant part of a curriculum for a course preparing teachers at the pre-primary level. To carry out the activities it needs a well equipped work experience room. The analysis of the data obtained revealed that none of the PPTTIs is having adequate facilities for work experience and utilization of the available facilities is also not effective.

(v) Principal's room

The guidelines of NCTE (1995) for Pre-primary Teacher Education suggests a separate room for principal in the administrative block with 20 sq.mts. The guideline also suggests one table, five chairs, one steel almirah, one book rack and one filing cabinet.

The data obtained for the availability of principal's room for the sampled pre-primary teacher training institutes have been analysed. The findings obtained are the following.

- 1) Of the 31 sampled pre-primary teacher training institutes only 13 have a separate room for principal.
- 2) Of the three Government pre primary teacher training institutes, those at Thiruvananthapuram and Kozhikode have separate room for principal.
- 3) Of the 12 Recognised but Unaided category of PPTTIs only nine PPTTIs have separate room for principal.
- 4) Of the 16 Unrecognised category PPTTIs only two PPTTIs have a separate room for principal.
- 5) The principal's room of six PPTTIs is attached to the office room.

Availability of Furniture

The data obtained for the availability of different furniture in the principal's room of the 31 sampled PPTTIs have been analysed and presented in table 23.

TABLE 23

Availability of Furniture in the Principal's Room for Government Pre-primary Teacher Training Institutes (N=3)

Sl. No.	PPTTI	Table	Chair	Stool	Almirah	Book Rack	File Cabinet	Fan	Phone
1	Govt. PPTTI, Thiruvananthapuram	3	5	5	4	1	0	1	1
2	Govt. PPTTI, Alapuzha	4	5	0	3	2	0	1	0
3	Govt. PPTTI, Kozhikode	1	4	2	4	1	1	2	1

From table 23 it is clear that all the three government PPTTIs have adequate tables and chairs in their principal's room. Both government PPTTI, Thiruvananthapuram and Alappuzha are not having the required filing cabinet as per the norms. Moreover government PPTTI, Alappuzha is not having the telephone facility. Except the above limitations the principal's rooms of the Government PPTTIs are moderately furnished.

Furniture available for the 12 PPTTIs sampled in the Recognised but Unaided category is given in table 24.

TABLE 24

**Availability of Furniture in the Principal's Room
of Recognised Pre-primary Teacher Training Institutes (N=12)**

Sl. No.	PPTTI	Table	Chair	Stools	Almirah	Book Rack	Filing Cabinet	Fan	Phone
1	Thunchan Smaraka PPTTI Thiruvananthapuram	2	6	1	2	1	0	1	1
2	Cordova PPTTI Thiruvananthapuram	1	3	4	1	0	0	1	0
3	Good Will Charitable PPTTI, Kollam	1	2	4	1	0	0	1	0
4	Malankara PPTTI, Kollam	1	5	1	1	0	0	1	1
5	Jamiya Salafiya PPTTI, Malappuram	1	3	4	1	1	0	1	1
6	S.N PPTTI, Alapuzha	2	6	4	3	1	1	1	1
7	Viswabharathi PPTTI, Pathanamthitta	0	4	3	1	1	0	1	1
8	Baker Memorial PPTTI Kottayam	1	4	0	1	1	0	1	0
9	Smitha PPTTI, Ernakulam	1	3	4	1	1	0	0	0
10	Hais PPTTI Kollam	2	0	0	0	0	0	0	0
11	Rahmaniya PPTTI Kozhikode	1	3	0	1	3	0	1	1
12	Mother Theresas PPTTI Kannur	1	6	4	2	4	1	1	0

From table 24 it is found that only four of the Government Recognised but Unaided PPTTIs are having principal's room with moderate furnishing. These are S.N. PPTTI, Alapuzha, Mother Theresas PPTTI, Kannur, amiya Salafiya PPTTI, Malappuram and Thunchan Smaraka PPTTI, Thiruvananthapuram. When compared with the guidelines of NCTE it can

be seen that though not saturated these are somewhat satisfactory. But the remaining eight are not in a satisfactory state.

Analysis of the Data obtained regarding the availability of principal's room for the 16 Unrecognised PPTTIs were analysed. The analysis revealed the following results.

- 1) Of the 16 Unrecognised pre-primary teacher training institutes only two have a separate room for principal.
- 2) Further analysis of this data revealed that these rooms are poorly equipped with furniture.

All heads pointed out the inadequacy of furniture available and lack of phone as the limitation of the principal's room.

Comments

Head of the institution has a leading role in the organisation and management of an institute. The facilities provided to the heads is an important factor in determining his satisfaction, style of action and, on the whole, his attitude towards the institute.

The above analysis reveals the poor state of the principal's rooms of the PPTTIs sampled. In the Government category government PPTTI, Alapuzha does not have a separate room for principal. In the Government Recognised but Unaided category nine have separate room for their principals. The state of Unrecognised sector is far away from a satisfactory level. Only two are having a separate room for principal. Regarding the availability of furniture all the PPTTIs are not well equipped. In this case also more inadequacy is there for the Unrecognised sector compared to the other two categories.

(vi) Office Room

According to the norms of NCTE, each PPTTI should have a separate office room with 20 sq.mts. Office room should have one steel almirah, one filing cabinet, two filing racks, two notice boards, one chair for each member of staff, one table for each member of staff, stools one for each helper.

Analysis of the data obtained for the availability of office room for the sampled pre-primary teacher training institutes revealed the following.

- 1) For all the PPTTIs sampled one office room each is available.
- 2) Of the 31 PPTTIs sampled four PPTTIs have office room attached to staff room.
- 3) Of the 31 PPTTIs sampled only one PPTTI in the Unrecognised category, Lyseum PPTTI, Kozhikode, office room, principal's room and staff room are attached together.
- 4) The office room of all the PPTTIs is electrified.

Furniture available

Furniture available for the government PPTTIs is presented in table 25.

TABLE 25

**Availability of Furniture in the Office Room
of Government Pre-primary Teacher Training Institutes (N=3)**

Sl. No.	PPTTI	Chairs	Tables	Stools	Almirah	Filing Cabinet	Filing racks	Notice Boards
1	Govt. PPTTI, Thiruvananthapuram	4	2	5	0	2	0	0
2	Govt. PPTTI, Alapuzha	4	4	3	2	0	0	0
3	Govt. PPTTI, Kozhikode	4	2	3	1	1	1	0

From table 25 it is clear that all the Government PPTTIs have sufficient numbers of chairs, tables and stools but not having other furniture. When comparison was made with the norms it is found that the furniture facilities such as chairs, tables and stools are in a satisfactory level but the state of almirah, filing cabinet, filing racks and notice boards are not upto the satisfactory level. The state of government PPTTI, Kozhikode is better compared to the other two.

The result obtained for the analysis of the furniture available for the Recognized but Unaided PPTTIs is presented in table 26.

TABLE 26

**Availability of Furniture in the Office Room of
Government Recognised Pre-primary Teacher Training Institutes (N=12)**

Sl. No.	PPTTI	Chairs	Tables	Stools	Almirah	Filing Cabinet	Filing racks	Notice Board
1	Thunchan Smaraka PPTTI, Thiruvananthapuram	4	2	2	2	0	1	0
2	Cordova PPTTI Thiruvananthapuram	0	0	0	0	0	0	0
3	Good Will Charitable PPTTI, Kollam	3	2	2	1	1	0	0
4	Malankara PPTTI, Kollam	4	2	4	2	0	0	0
5	Hais PPTTI, Kollam	3	2	1	1	0	0	0
6	S.N. PPTTI, Alapuzha	4	3	2	1	1	1	0
7	Viswabharathi PPTTI Pathanamthitta	3	2	2	1	1	0	0
8	Baker Memorial PPTTI, Kottayam	0	0	0	0	0	0	0
9	Smitha PPTTI, Eranakulam	2	1	2	1	1	1	0
10	Jamiya Salafiya PPTTI, Malappuram	3	2	2	1	0	0	0
11	Rahmaniya PPTTI Kozhikode	3	1	1	0	4	0	0
12	Mother Theresas PPTTI, Kannur	0	0	0	0	0	0	0

Table 26 reveals that the office rooms of the Government Recognised but Unaided PPTTIs are poor except for the availability of tables, chairs and stools. When compared with the norms of NCTE, the conditions of only S.N. PPTTI, Alapuzha, Rahmaniya PPTTI, Kozhikode, Malankara PPTTI, Kollam and Smitha PPTTI, Eranakulam are satisfied to certain extent.

The data obtained for the availability of furniture in the office room for the Unrecognised PPTTIs were also analysed. The office rooms of Unrecognised PPTTIs were not well equipped with furniture.

Comments

All the PPTTIs sampled though have office room it is not well equipped with the prescribed facilities as per the guide lines of NCTE. With regard to the furniture available items like table, chairs and stools are present in fewer number. But the stipulated items as per the guidelines is not present. Of the three categories of PPTTIs sampled the Government sector is better compared to the other categories. The Unrecognised PPTTIs have the least equipped office.

(vii) Staff Room

The Guidelines for pre-primary teacher training institutes of NCTE, (1995) suggests a common room for teachers with 40 sq.mts. with one chair and table for each teaching staff.

The data obtained for the availability of the staff room for the sampled pre-primary teacher training institutes have been analysed. All the PPTTIs sampled have one staff room. Only Cordova PPTTI, Thiruvananthapuram has two rooms for the staffs. Of all the 31 PPTTIs sampled only Lyseum PPTTI, Ramantukkara, Kozhikode has staff room attached with office room and principal's room.

Furniture available

The data on furniture available for the sampled PPTTIs were analysed. The data obtained were analysed individually for the Government and Government Recognised PPTTIs. The result obtained for the Government PPTTIs is presented in table 27.

TABLE 27

**Availability of the Furniture in the Staff room of
Government Pre-primary Teacher Training Institutes (N=3)**

Sl. No.	PPTTI	Tables	Chairs	Almirahs	Stools
1	Govt. PPTTI, Thiruvananthapuram	4	4	2	4
2	Govt. PPTTI, Alapuzha	4	5	3	0
3	Govt. PPTTI, Kozhikode	3	6	4	0

From table 27 it is clear that the available number of furniture is very minimum to the teachers in the respective Government PPTTIs. Comparing to the stipulation given by NCTE the availability of furniture facility in the staff room is far away from satisfactory level.

The analysis of the data obtained for the availability of furniture in the staff rooms of Government Recognised but Unaided PPTTIs is presented in table 28.

TABLE 28

**Availability of Furniture in the Staff room of
Government Recognised but Unaided Pre-primary Teacher Training
Institutes (N=12)**

Sl. No.	PPTTI	Tables	Chairs	Almirahs	Stools
1	Thunchan Smaraka PPTTI, Thiruvananthapuram	3	4	1	2
2	Cordova PPTTI, Thiruvananthapuram	2	3	1	0
3	Good Will Charitable PPTTI, Kollam	2	3	0	1
4	Malankara PPTTI, Kollam	1	2	1	2
5	Hais PPTTI, Kollam	3	3	1	0
6	S.N. PPTTI, Alapuzha	1	5	1	2
7	Viswabharathi PPTTI, Pathanamthitta	2	4	0	2
8	Baker Memorial PPTTI, Kottayam	4	2	0	0
9	Smitha PPTTI, Ernakulam	2	3	0	0
10	Jamiya Salafiya PPTTI, Malappuram	2	2	0	2
11	Rahmaniya PPTTI, Kozhikode	1	3	1	0
12	Mother Theresas PPTTI, Kannur	2	3	1	0

The availability of furniture in the staff rooms of Government Recognised but Unaided PPTTIs shows a poor state as it is evidenced from table 28. Only five of the total 12 PPTTIs have minimum requirement as per

the norms. They are Cordova PPTTI, Thiruvananthapuram, Thunchan Smaraka PPTTI, Thiruvananthapuram, Hais PPTTI, Kollam, Mother Theresas PPTTI, Kannur and Baker Memorial PPTTI, Kottayam. The conditions of the remaining are far away from the satisfactory level.

The data obtained for the availability of staff room have been analysed for the Unrecognised PPTTIs also. The analysis revealed the following information:-

- 1) Each PPTTI in the Unrecognised sector has a staff room.
- 2) All staff rooms are electrified.
- 3) All the staff rooms are with poor furniture facilities.
- 4) Of the 16 Unrecognised PPTTIs only Lyseum PPTTI, Ramanuttukara has staff room attached with principal's room and office rooms.

Comments

The analysis of the data obtained for the availability of staff room for the sampled PPTTIs reveals that the facility available in the PPTTIs is not satisfactory. All PPTTIs have one staff room each but not having adequate furniture facilities. The condition of Government PPTTIs are better compared to the other two categories. None of the PPTTIs have separate room for gents and ladies. Of the 31 PPTTIs sampled only two have lavatory attached to staff room. All the heads indicated the poor furniture facility as a limitation of their staff rooms. All these data bring light on to the inadequacy of the staff room facility of the sampled PPTTIs.

(viii) Store Room

The data obtained for the availability and utilization of store room for the 31 sampled PPTTIs were analysed. The findings of this analysis are the following.

- 1) Of the 31 PPTTIs sampled 12 PPTTIs have one store room each.
- 2) Of the three Government PPTTIs sampled only government PPTTI Kozhikode has a store room.
- 3) Of the 12 Recognized but Unaided PPTTIs only eight PPTTIs have one store room each.
- 4) Of the 16 Unrecognised PPTTIs only three have a store room each.
- 5) All store rooms are poorly furnished. Rahmaniya PPTTI, Kozhikode and S.N. PPTTI, Alapuzha have claimed that their store room were well furnished. Further analysis by the investigator showed that this data is exaggerated.

The guidelines for pre-primary teacher education by NCTE (1995) suggest a store room with 20 sq.mts. with one steel almirah and three storage racks. None of the PPTTIs have fulfilled these requirements.

(ix) Student's Resting Room

The data obtained for the availability of student's resting room have been analysed on the basis of the guidelines for PPTTIs. The guideline suggests students' common room with 20 chairs and tables adequate for 20 chairs. The analysis reveals the following informations.

- 1) Of the total PPTTIs sampled only six PPTTIs have separate resting room for student teachers. Of these PPTTIs five belong to Government Recognised but Unaided category.

- 2) Of the three Government PPTTIs only government, PPTTI, Kozhikode has a student's resting room.
- 3) All the students' resting rooms are electrified.
- 4) Government PPTTI, Kozhikode has five chairs and four long tables, S.N. PPTTI, Alapuzha has five chairs and three long tables, Rahmaniya PPTTI, Kozhikode has 10 chairs and one long table, Cordova PPTTI, Thiruvananthapuram has four chairs and three tables, Malankara PPTTI, Kottarakara has two benches and Thunchan Smaraka PPTTI, Thiruvananthapuram has one desk and one bench each.
- 5) Of the 31 sampled PPTTIs only S.N. PPTTI, Alapuzha and Rahmaniya PPTTI, Kozhikode have lavatory attached to the student's resting room.
- 6) None of the PPTTIs in the Unrecognised sector is having a student's resting room.

(x) Auditorium

The data obtained for the availability of auditorium have been analysed. The analysis revealed the following informations.

- 1) Of the 31 PPTTIs sampled only two have auditorium.
- 2) Of the three Government PPTTIs only government PPTTI, Kozhikode has auditorium and in the Government Recognised but Unaided category only Rahmaniya PPTTI, Kozhikode has an auditorium.
- 3) None of the Unrecognised PPTTIs has an auditorium.

- 4) The data obtained for the furniture availability in these two PPTTIs were analysed. The analysis revealed that the response was in a general manner.
- 5) Regarding the furniture available the two PPTTIs responded as benches and desks but they could not produce the exact number available.
- 6) Regarding the activities conducted in the auditorium government PPTTI, Kozhikode failed to respond.
- 7) Rahmaniya PPTTI, Kozhikode responded that celebration of onam festivals, and other co-curricular activities were the programmes conducted in the auditorium.

The guidelines of NCTE (1995), suggest a Seminar Hall for each PPTTI with 100 sq.mts. having dais of size six metre x six metre x 0.5 metre height. It should be well furnished with 160 student's chairs and 20 teacher's chair. The sampled PPTTIs are far away from the ideal set-up with regard to auditorium availability.

(xi) Hall for Indoor Games

The obtained data for the availability and utilisation of hall for indoor game for the 31 sampled PPTTIs were analysed. It revealed the following picture.

- 1) Of the 31 PPTTIs sampled only one, Rahmaniya, PPTTI, Kozhikode is having a hall for indoor games.
- 2) Regarding the materials available the head of Rahmaniya PPTTI, Kozhikode responded as one bucket containing water, 10 household toys, building block- one wooden block three, six dolls and models of birds and animals.

Comments

Majority of pre-schoolers games are of indoor type. But the analysis revealed that of the 31 sampled PPTTIs only one has this facility with insufficient number of materials. This bring to light the inadequacy of the training in conducting indoor games that the student teachers have been receiving from these PPTTIs.

(xii) Art Room

The norms of NCTE suggests a common room for art with 75 sq.mts. for art education. It demands the availability of equipment such as art paper, board, brushes, colours, materials for different types of paintings like nib painting, screen painting, fabric, oil painting, etc. Regarding the furniture required the guideline suggests one table for art teacher, four tables of size 1.25mt x 0.9mt for students, one chair for each art teacher, and 20 stools for students.

The obtained data with regard to the availability and utilization of art room have been analysed on the basis of the ideal norms. The analysis revealed the following informations.

- 1) Of the 31 PPTTIs sampled only four PPTTIs have an art room.
- 2) Of the three Government PPTTIs, PPTTI at Thiruvananthapuram and Kozhikode have an art room.
- 3) Of the Recognised but Unaided PPTTIs only S.N PPTTI, Alapuzha and Rahmaniya, PPTTI, Kozhikode have one art room each.
- 4) None of the Unrecognised PPTTIs has an art room.
- 5) Of the four PPTTIs that are having a separate room for art, only S.N. PPTTI, Alapuzha claimed that their art room is well furnished. The

investigator on his observation found that this response is somewhat exaggerated and is without sufficient furniture facilities.

- 6) Music instruments, clay models, models, charts, archaeological maps, diagrams and maps were the materials present in the art rooms of S.N. PPTTI, Alapuzha and Rahmaniya PPTTI, Kozhikode.
- 7) All heads failed to give the specific activities that are conducted in the art room.
- 8) Of the four PPTTIs having art room all have separate teacher in charge for art.
- 9) The heads refused to respond regarding the limitations of their art room.

Comments

Training in adopting and implementing methods to foster the aesthetic development of children should form an integral part of a teacher preparation course at pre-primary level because opportunities for aesthetic development of child should be provided at the pre-school stage itself. All the sampled PPTTIs are lacking facilities to train art and craft. This will affect the preparation of the student teachers with regard to the competence of formulating strategies for fostering aesthetic development in children.

(xiii) Music Room

The data obtained regarding the availability and utilization of music room for the 31 sampled PPTTIs have been analysed. The analysis showed the following informations.

- 1) None of the 31 PPTTIs sampled have a separate music room.

- 2) For government PPTTI Alapuzha one radio cum tape recorder is available.
- 3) Government PPTTI, Kozhikode has one set of harmonium, tabala and gittar.
- 4) A separate music teacher is there in Rahmaniya PPTTI, Kozhikode and Baker Memorial PPTTI Kottayam.

The guidelines for pre-primary teacher training institutes by NCTE (1995) suggest a separate music room for each PPTTI with 75 sq.mts. It suggests one Dari of room size, one coir mat, covered racks for music instruments as furniture in the music room. With regard to the equipment for music room the guideline suggests simple music equipment such as harmonium, tabala, dholak, flute, manjira, etc.

The analysis of the obtained data clearly shows that none of the PPTTIs sampled has the availability of music room as per the norms.

(xiv) Student's Hostel

As per the norms of NCTE (1995), it is essential for each PPTTI to have a hostel for women students. The hostel should have single seated or two seated rooms. The student's hostel room should have a floor area of eight sq.mts. per student, kitchen and dinning area of of 1.5 sq.mts per student and toilet and other space of 0.5 sq.mts. per student.

The data obtained for the availability of student's hostel for the 31 sampled PPTTIs have been analysed. The analysis revealed the following informations.

- 1) Of the 31 PPTTIs sampled only four have a student's hostel.

- 2) Of the three Government PPTTIs only government PPTTI Kozhikode has a student's hostel.
- 3) Of the 12 Recognised but Unaided PPTTIs, only three, namely, Rahmaniya PPTTI, Kozhikode, Mother Therasas PPTTI, Kannur and Malankara PPTTI, Kollam are having a student's hostel.
- 4) None of the Unrecognised PPTTIs is having a student's hostel.
- 5) The student's hostel of Malankara PPTTI, Kollam is attached to helper's house.
- 6) The hostel of Government PPTTI Kozhikode and Rahmaniya PPTTI Kozhikode are situated in the same compound of the PPTTIs.
- 7) The hostel of Mother Therasas PPTTI is situated one kilometer away from the institute and that of Malankara PPTTI is situated half kilometer away from the PPTTI.
- 8) The government PPTTI Kozhikode, Rahmaniya PPTTI Kozhikode, and Mother Therasas PPTTI Kannur have the warden in the hostel. For Malankara PPTTI, Kollam the helper herself does the duty of the warden.
- 9) Rahmaniya PPTTI, Kozhikode and Mother Therasas PPTTI, Kannur have their hostels well equipped with furniture.
- 10) Government PPTTI Kozhikode and Mother Theresa's PPTTI Kannur have refused to reveal about the hostel fee.
- 11) Rahmaniya PPTTI, Kozhikode and Malankara PPTTI, Kollam are collecting an amount of Rs. 650 per month and Rs. 800 per month respectively.

- 12) None of the PPTTIs having student's hostel gives any conveyance facility for the day scholars.

Comments

The analysis made it clear that with regard to the hostel facility none of the PPTTIs has a hostel satisfactory to the norms of NCTE.

(xv) Staff Quarters

According to the norms of NCTE, it is desirable for each PPTTI to have staff quarters to at least 50% of the teaching staff apart from that of the principal. Non teaching staff whose services are required at odd times should also be provided quarters near the campus.

The data obtained for the availability of staff quarters have been analysed for the 31 sampled PPTTIs. The result obtained from the analysis is that none of the PPTTIs, either in the Government, Government recognised but Unaided or Unrecognised sectors have provided quarters facility for their principal, teaching staff and non-teaching staffs.

2. Financial Resources

With the help of the questionnaire the investigator collected informations of the financial resources and analysed the data. The analysis of the data regarding the financial resources available was done under four sub headings; amount of fee collected, financial assistance to PPTTIs, amount of money spent during the last year and proposed for the current year.

(a) Amount of fee collected

The data obtained regarding the amount of fee collected by the government PPTTIs, Government Recognised but Unaided PPTTIs and

Unrecognised PPTTIs have been analysed. The data obtained for the three Government PPTTIs were analysed individually. The data obtained for the Government Recognized but Unaided PPTTIS and Unrecognized PPTTIs were made in to frequency distribution. The analysis of the data obtained for the three Government PPTTIs revealed that government PPTTI, Thiruvananthapuram had collected Rs. 115 per month and government PPTTI, Alapuzha and government PPTTI Kozhikode had collected Rs. 95 per month each.

The amount of fee collected from the students by the 12 Government Recognised but Unaided PPTTIs in frequency distribution is given in table 29.

TABLE 29

**Amount of Fee Collected by Government Recognised
but Unaided Pre primary Teacher Training Institutes (N=12)**

Class	Frequency
3700-4200	2
3200-3700	0
2700-3200	1
2200-2700	3
1700-2200	3

It is clear from table 29 that there are three PPTTIs which collected the amount between Rs. 1700 and 2200. Three PPTTIs collect in between 2200 and 2700 as course fee per year. One PPTTI collected Rs. in between 2700 and 3700. One PPTTI collected a sum of Rs. in between 3200 and 3700 per year. Two PPTTIs collected a sum of Rs. in between 3700 and 4200 per year. Rahmaniya PPTTI, Kozhikode and Mother Theresa's PPTTI, Kannur were unwilling to reveal about the amount of fee collected from the students.

The frequency distribution of the amount of fee collected by the 16 Unrecognized PPTTIs is given in table 30.

TABLE 30
**Amount of Fee Collected by Unrecognised
Pre-primary Teacher Training Institutes (N=16)**

Class	Frequency
3600-3900	2
3300-3600	1
3000-3300	3
2700-3000	4
2400-2700	5
2100-2400	1

There is one PPTTI which collected a sum of Rs. in between 2100 and 2400 per year, five PPTTIs collected a sum of Rs. in between 2400 and 2700 per year. There are four PPTTIs which collected a sum of Rs. in between 2700-3000 per year. There are three PPTTIs which collected a sum of Rs. 3000- 3300 per year. There is one PPTTI which collected a sum of Rs. 3300-3600 per year and two PPTTIs which collected an amount of Rs. 3600-3900 per year.

All the PPTTIs responded that the fee collected is not enough to run the course.

(b) Financial Assistance to PPTTIs

The data obtained regarding the various sources of finance to PPTTIs have been analysed. The analysis revealed the following informations.

- 1) All the 31 PPTTIs sampled responded that the financial assistance the institutes have been receiving is not sufficient enough to meet the expenses to run the course.
- 2) Only the three Government PPTTIs get direct aid from the government.
- 3) Rahmaniya PPTTI, Kozhikode is receiving donation from parents in addition to the course fee from the students.
- 4) Of the 31 sampled PPTTIs eight PPTTIs are receiving donation from philanthropists. But the heads did not reveal the amount they had received in the last year or current year.
- 5) Of the 31 sampled PPTTIs five PPTTIs are receiving donation from organisation but they had not revealed about the name of the organisation or the amount they had received.

(c) Amount spent during the last year and proposed for the current year

The norm of NCTE had suggested that each PPTTI should maintain Rs. 750 per students in a year. The guidelines also suggests that each PPTTI should keep a reserve fund of Rs. One lakh.

On the basis of these norms the investigator collected data with the help of the questionnaire to know about the amount spent during the last academic year and that is proposed for the current year. The obtained data were analysed. The analysis revealed the following facts.

- 1) None of the 31 sampled PPTTIs was able to produce a dependable information on this aspect.

- 2) Only a nominal amount of money is spent for essential items like building construction, furniture, library, toys and scholarship to meritorious students.
- 3) The norms of NCTE suggest a minimum of 1050 books should be added in each year to the stock. Each PPTTI spent only a meager amount for purchasing books for library. This amount is too insufficient to meet the need. This is a clear indication of the zero acceleration of the PPTTIs.
- 4) Of the 31 PPTTIs sampled only S.N. PPTTI Alapuzha is spending some amount, ie. Rs.500 as scholarship to meritorious students.
- 5) Majority of the PPTTIs sampled hesitated to reveal their financial matters in spite of strong requests and appeal from the part of the investigator.

(d) Financial problems of PPTTIs

The analysis of the obtained data on the financial problems of the sampled PPTTIs produced the following informations.

- 1) All the selected PPTTIs have a common problem that the amount collected as course fee is not sufficient for the smooth functioning of PPTTIs.
- 2) All the three Government PPTTIs had responded that the problem they had is the inadequacy and paucity of the fund. The government grant should be raised and distributed at the proper time.
- 3) Government Recognized but Unaided PPTTIs feel that, though recognized by the government no financial support is given by the government. The heads of recognized but unaided PPTTIs responded

that the salary of the teaching personnel should be supplied by the government.

- 4) Majority of the PPTTIs felt that the students were very often not ready to pay the full amount of fee.
- 5) Some of the heads found that majority of the students joining for pre-primary teacher training course were from poor families. So very often they are not able to pay the fee in full amount.
- 6) All the three Government PPTTIs and eight of the twelve Recognized but Unaided PPTTIs sampled opined that substantial amount should be provided by the Parent-Teacher Association, then only the institutes can run the course smoothly.
- 7) Rahmaniya PPTTI, Kozhikode and Mother Therasas PPTTI, Kannur refused to reveal about their financial resources, assistance and financial problems that affect their institutes.

Comments

The analysis of the data obtained for the financial resources available and its utilization for the 31 Pre-primary Teacher Training Institutes did not revealed a satisfactory picture as per the guidelines of NCTE (1995). Most of the PPTTIs failed to produce exact financial resources and item wise utilization of the money for the last year and proposed for the current year. It is very pathetic to note that all the PPTTIs spent only a meagre amount of money for purchasing essential items. The problem that affect the government PPTTIs is the inadequate and improper distribution of grant. The analysis of the data and the discussion the investigator had with the heads made the investigator to infer that most of the PPTTIs consider the

course as only a means for money earning. They are lacking proper planning and systematicity in the annual budgeting and expenditure.

3. Human Resource Available

The data obtained for the availability of human resources and utilization have been analysed. The analysis was done individually for the three Government pre-primary teacher training institutes, and for the Recognized but Unaided pre-primary teacher training institutes. For the unrecognized PPTTIs a general analysis was done.

The existing staff position for the three Government PPTTIs is presented in table 31.

TABLE 31

Staff Position in Government Pre-primary Teacher Training Institutes [N=3]

Sl. No.	PPTTI	Principal	Teachers	Librarian	Music Teacher	Art teacher	Physical Education Teacher	Work Experience Teacher
1	Govt. PPTTI, Thiruvananthapuram	1	4	Nil	Nil	1	Nil	1
2	Govt. PPTTI, Alapuzha	1	1	Nil	Nil	1	Nil	Nil
3	Govt. PPTTI, Kozhikode	1	2	Nil	Nil	Nil	Nil	1

All the three government Pre-primary teacher training institutes have one principal. This is incongruity with the guideline of NCTE (1995). With regard to the teaching staff only government PPTTI, Thiruvananthapuram is having the required number of teaching staff as per the guideline. In addition to the principal, government PPTTI, Alapuzha has only one teacher and government PPTTI, Kozhikode has half the number of required teaching staff, ie, two. In the case of availability of librarian none of the government PPTTI is having a librarian. The guideline demands that each PPTTI should

have a fulltime librarian with certificate/diploma in library science. Government PPTTI, Thiruvananthapuram, and government PPTTI Alapuzha have one art teacher each. Government, PPTTI, Thiruvananthapuram and government, PPTTI Kozhikode have one work experience teacher each. None of the government PPTTIs has music teacher and physical education teacher. This made clear that regarding the availability of teaching staff the Government PPTTIs are not up to the satisfactory level. The existing position of the teaching staffs of the Government Recognised but Unaidedppttis is presented in table 32.

TABLE 32

**Staff Position in Government Recognised
but Unaided Pre-primary Teacher Training Institutes [N=12]**

Sl. No.	PPTTI	Principal	Teachers	Librarian	Music Teacher	Art Teacher	Physical Education Teacher	Work Experience Teacher
1.	Thunchan Smaraka PPTTI, Thiruvananthapuram	1	4	Nil	Nil	Nil	Nil	Nil
2.	Cordova PPTTI Thiruvananthapuram	Nil	2	Nil	Nil	Nil	Nil	Nil
3.	Goodwill Charitable PPTTI, Kollam	1	2	Nil	Nil	Nil	Nil	1
4.	Malankara PPTTI, Kollam	1	3	Nil	Nil	Nil	Nil	Nil
5.	Hais PPTTI, Kollam	1	2	Nil	Nil	Nil	Nil	Nil
6.	S.N. PPTTI, Alapuzha	1	2	Nil	Nil	Nil	Nil	Nil
7.	Viswabharathi PPTTI, Pathanamthitta	1	2	Nil	Nil	Nil	Nil	1
8.	Baker Memorial PPTTI, Kottayam	1	2	1	1	1	Nil	1
9.	Smitha PPTTI, Ernakulam	1	2	Nil	Nil	Nil	Nil	Nil
10.	Jamiya Salafiya PPTTI, Malappuram	1	3	Nil	Nil	Nil	Nil	Nil
11.	Rahmaniya PPTTI Kozhikode	1	2	Nil	1	1	Nil	1
12.	Mother Therasas PPTTI, Kannur	1	2	Nil	Nil	Nil	Nil	Nil

From table 32, it is clear that 11 of the 12 sampled PPTTIs have one Principal as prescribed in the guideline. Cordova PPTTI, Thiruvananthapuram doesnot have separate principal for the PPTTI. But the administration is done by the principal of the school which is a sister institute of the same management. With regard to the availability of teacher only Thunchan Smaraka PPTTI, Thiruvananthapuram has the number of teachers as per the guideline of NCTE. Nine of the total 12 PPTTIs sampled

have two teachers. Two PPTTIs have three teachers. Of the 12 PPTTIs sampled only Baker Memorial PPTTI, Kottayam is having a librarian. Only Baker Memorial PPTTI Kottayam and Rahmaniya PPTTI, Kozhikode have one music and art teacher each. The music teacher is on a part time basis. None of the PPTTIs in the Recognised but Unaided category is having a physical education teacher. Four of the 12 Recognised but Unaided PPTTIs have one work experience teacher. Of these only Baker Memorial PPTTI, Kottayam is having a full time work experience teacher.

The data obtained for the availability of staff position for the 16 Unrecognised PPTTIs revealed that 15 PPTTIs have one principal each. For 10 PPTTIs there are two teachers and for six PPTTIs only one teaching staff each is available. None of the Unreognised PPTTIs is having a music teacher, librarian, art teacher, work experience teacher and physical education teacher. The availability of teaching staff for the Unrecognised PPTTIs is very poor and not satisfactory to the norm of NCTE.

(a) Educational qualification and teaching experience of Principals

The guidelines of NCTE (1995) suggests that the principal should have MEd. or M.Sc. Home Science with specialization in child development and 5 years of teaching experience with specialization in early childhood care and education. The obtained data regarding the qualification of principal for the Government PPTTIs have analysed. It revealed the following informations. The principals of Government PPTTI Thiruvananthapuram and Government PPTTI Kozhikode have graduation with training in ECCE and Government PPTTI Alapuzha have principal with postgraduation with training in ECCE. It is clear from these results that all the principals of the three government PPTTIs do not have qualification as put forth by the NCTE.

With regard to the educational qualification of Recognized and Unrecognised PPTTIs, the analysis made is presented in Table 33.

TABLE 33

**Educational Qualification of
Principals of Government Recognised but Unaided
and Unrecognised Pre-Primary Teacher Training Institutes**

PPTTI	SSLC	Graduation	Graduation with Training in ECCE	Post Graduation	Post Graduation with Training in ECCE	Above Post Graduation
Recognised (N=12)	0	2	4	0	4	1
Unrecognised (N=16)	2	5	8	0	0	0

Of the 12 Recognized PPTTIs only one PPTTI has principal with qualification above post graduation, four PPTTI have principals with post graduation and training in ECCE four PPTTIs have principals with graduation and training in ECCE two PPTTIs have principal with graduation. Of the 15 PPTTIs having principals, eight have qualification as graduation with training, five PPTTIs have principals with graduation, and two PPTTIs have principals with qualification SSLC. This analysis made it clear that the qualification of principals in the Recognized and Unrecognized PPTTIs is far away from satisfaction compared with the qualifications prescribed by the NCTE.

The stipulation by the guidelines with regard to the teaching experience required by principals for PPTTIs is five years teaching experience. The analysis made for the obtained data with regard to the teaching experience of principals of Government PPTTIs revealed the following informations. The principals of government PPTTI,

Thiruvananthapuram had 33 years teaching experience. Principal of Government PPTTI, Alapuzha had 20 years of teaching experience and had attended four inservice courses connected with ECCE. The principal of Government PPTTI Kozhikode had 33 years of teaching experience. The analysis of the teaching experience of principals of Government Recognised but Unaided PPTTIs have been made in to frequency distribution. The year of teaching experience is made in to classes and the PPTTI as frequencies. The frequency distribution is presented in table 34.

TABLE 34

**Teaching Experience of Principals of Government
Recognised but Unaided Pre-primary Teacher Training Institutes [N=12]**

Classes	Frequency
30 - 50	2
25 - 30	3
20 - 25	0
15 - 20	0
10 - 15	1
5 - 10	2
0 - 5	2

From table 34, it is clear that there are two PPTTIs, having principals with teaching experience up to five years, 5-10 years and 30-35 years. Three PPTTIs have principals with teaching experience for 25-30 years and one PPTTI with principal having 10-15 years of teaching experience. Of the 12 Recognised PPTTIs two had not produced the data regarding the teaching experience of principal. The principal of Viswabharathi PPTTI, Pathanamthitta and Thunchan Smaraka PPTTI, Thiruvananthapuram had attended one inservice course.

Of the 16 Unrecognised PPTTIs sampled three PPTTIs did not respond to the item regarding the experience of the principal. The analysis was done for the remaining 13 unrecognised PPTTIs and made in to frequency distribution and is presented in table 35.

TABLE 35

**Teaching Experience of Principals of
Unrecognised Pre-primary Teacher Training Institutes [N=13]**

Classes	Frequency
30 - 35	2
25 - 30	0
20 - 25	0
15 - 20	1
10 - 15	1
5 - 10	4
0 - 5	5

From table 35 it is clear that there are five PPTTIs having principals with teaching experience upto 5 years, four PPTTIs having principals with teaching experience 5-10 years, one PPTTI each having principal with teaching experience within 10-15 years and 15-20 years and two PPTTIs having principal with teaching experience within 30-35 years.

(b) Educational qualification of teachers

The guidelines of NCTE suggest four post graduate teachers/lecturers on fulltime basis with M.Ed./MA Education with three years teaching experience either in language/Music/MSW/Psychology/Science. The guideline also insists three fulltime TGT/PGT having Diploma in Arts/Crafts/Music/Physical Education/experience in respective area/training. The data obtained with regard to the educational

qualification of teachers of PPTTIs for the 31 sampled PPTTIs were analysed. The data obtained for the three Government PPTTIs were analysed individually. Government PPTTI, Thiruvananthapuram has four teachers. Of these only two have the prescribed qualification as per the NCTE norm. Government PPTTI Alapuzha has only one teacher in addition to the principal and this teacher does not possess the requisite qualification of post graduate teacher as stipulated by the guideline of NCTE. Government PPTTI, Kozhikode has two teachers and they are qualified as per the norms, but as per the norm four teachers are required. The obtained data regarding the educational qualification of teachers of pre-primary teacher training institutes of Recognized but Unaided and Unrecognised category were clustered and made in to a single table. The frequency distribution of educational qualification of teachers of Recognised Unaided and Unrecognised PPTTIs are presented in Table 36.

TABLE 36

**Number of Teachers with Different
Educational Qualifications in Government Recognised but
Unaided and Unrecognised Pre-primary Teacher Training Institutes**

PPTTI	SSLC	SSLC with Training in ECCE	Graduation	Graduation with Training	Post Graduation	Post Graduation with Training	Above Post-Graduation
Recognised	4	1	3	5	4	12	1
Unrecognised	2	9	3	10	1	12	-

From table 36, it is clear that of the total number of teachers available for the 12 Recognized but Unaided PPTTI four teachers have SSLC, one SSLC with training in ECCE, three have graduation, five have graduation with training, four have post graduation, 12 have post graduation with training and one above post graduation. It should be noted that as per the

guidelines each PPTTI should have four post graduate teachers and three graduate teachers. Of the total number of teachers available for the Unrecognized PPTTIs two teachers have SSLC, nine have SSLC with training, three have graduation, 10 have graduation with training, one post graduation, and 12 have post graduation with training. From the analysis on the educational qualification of teachers of the sampled PPTTIs it is very clear that the qualification of teachers are far away from satisfactory. The staff pattern and their qualification for the Unrecognised PPTTIs is least satisfactory with regard to the guideline of NCTE (1995), when compared with the other two categories.

(c) Availability of Non-teaching Staff

As per the guidelines by NCTE, each PPTTI should have one office superintendent, one UDC, one LDC/Typist, two Helpers and one Technician/Library Assistant/Store Keeper.

The obtained data regarding the availability of administrative/non teaching staff for the 31 sampled PPTTIs were analysed. The analysis revealed that availability of non teaching staff for the select PPTTIs is not at all satisfactory based on the norms put forth by NCTE. The analysis brought in to light the following informations. None of the 31 PPTTIs sampled has office superintendent and assistant office superintendent. All the three Government PPTTIs have one clerk and one peon each. In addition to these, government PPTTI, Thiruvananthapuram has one sweeper cum watcher and government PPTTI Kozhikode has one part time coolie. Of the 12 Recognized but Unaided PPTTIs S.N. PPTTI, Alapuzha, Rahmaniya PPTTI, Kozhikode and Cordova PPTTI Thiruvananthapuram have one clerk each and Rahmaniya PPTTI, Kozhikode, Baker Memorial PPTTI, Kottayam, Hais PPTTI, Kollam, Malankara PPTTI, Kollam, Good will Charitable PPTTI, Kollam have one Peon each. Of the 12 Recognized but Unaided PPTTIs four

have one helper each and of the 16 Unrecognised PPTTIs six have one helper each. The above discussion made clear that with regard to the availability of non teaching staffs the 31 sampled PPTTIs are lacking the required number and required type of non teaching staff with regard to the guideline.

(d) Limitation

All the heads of the sampled PPTTIs were satisfied with the performance of teachers as well as non teaching staffs in their PPTTIs. With regard to the limitation of human resources' availability and utilization the head of government PPTTI, Thiruvananthapuram was not willing to respond and government PPTTI Alapuzha considered lack of sweeper as the limitation of their institute with regard to the human resources. Government PPTTI, Kozhikode had considered inadequate number of teachers, lack of librarian and technical assistant as limitation. Of the 12 Recognized but Unaided PPTTIs sampled, Thunchan Smaraka PPTTI, Thiruvananthapuram, Malankara PPTTI, Kollam, Hais PPTTI Kollam, considered the difficulties in getting qualified and competent teachers for their PPTTIs as limitation. Jamiya Salafiya PPTTI, Malappuram considered the over work load of teachers as the limitation of their PPTTI with regard to human resources. While Cordova PPTTI, Thiruvananthapuram considered inadequate number of teachers for the different branches. None of the Unrecognized PPTTIs was willing to respond for these items.

Comments

From the above discussion it is clear that all the preprimary teacher training institutes sampled are lacking adequate human resources. Eventhough there is a principal for the 30 of total sampled PPTTIs only a few of them are having the required qualification as per the norm. With regard to the availability of teachers also the PPTTIs are far away from the

ideal situation. None of the PPTTIs is having the required number of teachers. In the case of the qualification of the teachers also the sampled PPTTIs are far away from the qualification stipulated by the guideline. None of the PPTTIs is having a librarian and only a few have art teacher, music teacher, and work experience teacher. None of the PPTTIs having physical education teacher. A comparative analysis of the availability of human resources among the three categories, the Unrecognised pre-primary teacher training institutes are most lacking the required human resources.

4. Planning and Organisation

One of the objective of the present study was to investigate into the adequacy of planning, organisation and transaction of curriculum for the pre-primary teacher education programme. The gathered data has been analysed to know about the planning and organisation of the teacher education programme for the 31 sampled Pre-primary Teacher Training Institutes. For the three Government PPTTIs state department of education is the agency for planning and organisation of the teacher education programme and the duration of the programme is for one year. For the 12 Recognised but Unaided PPTTIs also state department of education is the agency for planning and organisation of the programme. The duration of the programme is for one year. For Rahmaniya PPTTI, Kozhikode, in addition to the state department of education, management and principal were also involved in planning and organisation of the programme.

For the unregonised PPTTIs the analysis was done by clustering the responses. For three of the 16 Unrecognised PPTTIs management, principal, teachers and PTA together plan the programme. For one PPTTI principal, teachers and private agency together plan the programme. For three PPTTIs principal, teachers and PTA plan the programme. For two PPTTIs the planning was done by management, principal and PTA. The planning is

done by principal and teachers for four PPTTIs. For one PPTTI management and principal together plan. The planning is done by management alone for two PPTTIs. Regarding the duration of the programme, it is six months for five PPTTIs, and 10 months for eight PPTTIs. Two of the 16 unrecognised PPTTIs failed to respond about the duration of the programme. It is to be noted that for one Unrecognised PPTTI the planning and organisation of teacher education programme is done by the management alone with out consulting the principal, teachers, and students or any other academic body. Such a plan will only help to implement the vested interests of the management.

Analysis has been done for knowing the general nature of the extent of flexibility regarding the planning of the curriculum. Of the Government PPTTIs, government PPTTI Thiruvananthapuram and government PPTTI Kozhikode give freedom for the teachers to alter the plan. Of the 12 Recognized but Unaided PPTTIs six PPTTIs give freedom for the teachers to alter the plan. In the remaining six the teachers do not have such freedom. Of the Unrecognized PPTTIs the teachers of 11 PPTTIs have the freedom to alter the planning and organisation and teachers of five PPTTIs do not have such freedom.

Regarding the agency of curriculum construction, for the Government PPTTIs and Government Recognised PPTTIs, The State Council of Educational Research and Training constructs the curriculum. The Unrecognized PPTTIs do not follow an approved curriculum. For only one unrecognized PPTTI the curriculum is prepared by a private agency named Kerala Education Society. The curriculum of the remaning Unrecognized PPTTIs is prepared by the institution itself.

The Government PPTTIs and Government Recognized PPTTIs follow syllabus prepared by the SCERT and have a fixed time table. Of the 16

Unrecognized PPTTIs only one follows the syllabus prepared by the Kerala Education Society, five PPTTIs followed syllabus prepared by the institutions themselves, four PPTTIs follow syllabus prepared by principals and teachers together, and six PPTTIs of the Unrecognized sector did not respond. Regarding the time table only five among the 16 Unrecognized PPTTIs have a fixed time table.

Comments

From the above findings it is understood that there is some control and monitoring over the Government PPTTIs and the Government Recognized but Unaided PPTTIs from the part of the government. As far as the Unrecognized PPTTIs are concerned, there is no co-ordination of any type or monitoring of any governmental or academic bodies in the planning and organisation of teacher education programme. Each institute plans the programme as it likes. Thus the whims and vested interests of the management of the PPTTIs might encroach in to the pre-primary teacher education programme conducted by these institutes.

(a) Admission Procedure

The gathered data regarding the admission procedure of the different pre-primary teacher training institutes had been analysed. Regarding the admission procedure the pre-primary teacher education guidelines suggest 10 + 2 with 45% marks as basic qualification. NCTE guidelines (1995) suggest that the students should be selected for admission on the basis of merits as determined by selection tests and interview to be conducted by two recognized agency (approved by NCTE). The analysis yielded the following results.

1. The minimum qualification for admission to the course run by Government pre-primary teacher training institutes and Government

Recognized but Unaided pre-primary teacher training institutes is a pass in SSLC with 45% mark.

2. The minimum qualification for admission to pre-primary teacher training course run by Unrecognized institutes is only a pass in SSLC.
3. For all the sampled institutes no written test is conducted for admission.
4. Out of the 31 sampled PPTTIs only government PPTTI, Alapuzha conducts a teaching aptitude test for admission.
5. To find out the interest of the candidate towards pre-school children and their care, 11 of the total sampled PPTTIs use interview as a means. Of these 11 institutes two belong to the Government category and the remaining nine belonged to the Government Recognized category.

None of the Unrecognized PPTTIs adopts any means to find out the interest of the candidate towards pre-school children and their care.

6. All the Government PPTTIs and Government Recognized PPTTIs follow the reservation rule of the department of education, government of Kerala.
7. Regarding the agency that monitor the admission procedure 14 PPTTIs responded. Of these 14 responses five claimed that their admission procedure is monitored by the Director of Public Instruction, Thiruvananthapuram, seven claimed as the SCERT monitors their admission procedure, two claimed that the DDE monitor the admission procedure.

This contradiction existing among the heads of the institutes which are under the control of the same agency indicates the

inadequacy of the information regarding the controlling body of their institutes. This indicates to the lack of control and co-ordination among these institutes.

For the Unrecognized PPTTIs there is no control of any external agencies in the admission procedure.

8. Regarding the limitation of the selection procedure adopted and suggestions to improve, the findings can be pooled in to the following:

- i) No aptitude test or other means to find out the interest of the candidate towards early childhood care and education is done at the time of admission.
- ii) The eligibility for admission to the course is a mere pass in SSLC.
- iii) There should be uniformity in the pattern regarding the admission procedure.

Comments

From the analysis of the data obtained it is clear that the admission procedure to Pre-primary Teacher Education course is unscientific. It is a matter of astonishment that only a pass in SSLC is the criterion for eligibility. No teaching aptitude test or interest of the candidate towards ECCE is diagnosed at the time of selection. The analysis further reveals that there is no co-ordination among the institutes of the same agency with regard to the selection procedure and criteria of selection.

(b) Records maintained

The data obtained for the availability of various records maintained in the PPTTIs had been analysed. The data obtained were consolidated and presented in table 37.

TABLE 37

Number of Pre-primary Teacher Training Institutes Maintaining Different Records

PPTTI	Teachers Attendance Register	Pupils Attendance Register	Admission Register	Free Collection Register	Acquittance Register	Cash book Register	Stock Register	Observation Diary	Cumulative Records\	Visitors Diary
Government (N=3)	3	3	3	3	3	3	3	0	3	2
Recognised (N=12)	12	12	12	12	9	8	6	4	9	3
Unrecognised (N=16)	12	12	12	12	4	5	5	5	6	0

From table 37 it is clear that all the Government PPTTIs had maintained records like teachers attendance register, pupil's attendance register, admission register, fee collecting register, acquittance roll, cash book register, stock register, cumulative record, and two government PPTTIs have visitors diary. Of the 12 Recognised PPTTIs all of them have teacher's attendance register, pupils attendance register, admission register, and fee collection register. Nine have acquittance roll and cumulative record. Eight PPTTIs have cash book register, six have stock register, four have observation diary and three have visitor's diary. Of the 16 Unrecognized PPTTIs 12 have teacher's attendance register, pupil's attendance register, admission register, and fee collection register each. Four of the 16 Unrecognised PPTTIs have acquittance roll. Five have cash book register, stock register and observation diary each, and six have cumulative records. But none has visitor's diary.

In addition to the above mentioned records government PPTTI, Thiruvananthapuram has log book and excursion register.

5. Curriculum Transaction

One of the objectives of the present study was to investigate in to the transaction of the curriculum for pre-primary teacher education also. The obtained data had been analysed for the sampled PPTTIs. The following are the results obtained from the analysis.

(a) Working days and hours of Instruction

The guidelines of NCTE suggest 220 working days per year. These working days should be distributed as follows: For completing all admission 10; Number of teaching days 160, no. of supervised practice teaching days in schools 30 and examination days 10.

Analysis had been done for the obtained data to know about the working days for the 31 sampled PPTTIs. For the three Government PPTTIs individual analysis were made. For the Recognized PPTTIs and Unrecognized PPTTIs the obtained data were pooled out and made into frequency distribution. For all the three government PPTTIs there are 200 working days per year. The guidelines of NCTE suggest 220 working days, i.e., there is a shortage of 20 days from the ideal number.

For the 12 Recognized but Unaided PPTTIs the obtained data were made into a frequency distribution and is presented in table 38.

TABLE 38

**Frequency Distribution of Working Days
for the Government Recognized but Unaided Category (N=12)**

Classes	Frequency
200 - 205	0
195 - 200	5
190 - 195	2
185 - 190	1
180 - 185	4

Table 38 shows that there are four PPTTIs having working days ranging from 180-185 days. One PPTTI is having working days ranging from 185-190 days, two PPTTIs having working days ranging from 190-195 days, five PPTTIs having working days ranging from 195-200 days. This reveals that none of the Government Recognised PPTTIs is have working days as stipulated by the guidelines of NCTE (1995). For the 16 Unrecognised PPTTIs the obtained data have been made into frequency distribution and is presented in Table 39.

TABLE 39

**Frequency Distribution of the
Working Days for the Unrecognised Category (N=16)**

Classes	Frequency
180 - 190	2
170 - 180	8
160 - 170	1
150 - 160	3
140 - 150	0
130 - 140	0
120 - 130	2

From table 39, it is clear that there are two PPTTIs having working days ranging from 120-130 days, three PPTTIs having working days ranging from 150-160 days, one PPTTI having working days ranging from 160-170 days, eight PPTTIs having working days from 170-180 days, two PPTTIs having working days from 180-190 days.

Regarding the total number of days required for completing admission government PPTTI, Thiruvananthapuram took 60 days, government PPTTI, Alapuzha and government PPTTI, Kozhikode each took 30 days to complete the admission. But the guideline of NCTE suggests 10 days for the completion of all admission. Of the 12 Recognized PPTTIs, 30 days was required for three PPTTIs to complete the admission process, 10 days for two PPTTIs, 20 days for two PPTTIs, five days for two PPTTIs, one day for one PPTTI. Mother Theresas PPTTI, Kannur did not respond. S.N. PPTTI, Alapuzha responded that before June 1st the admission procedure would be completed. Of the 16 Unrecognized PPTTIs, 10 days are required for eight PPTTIs to complete the admission procedure, five days for four

PPTTIs, 12 days for one PPTTI. Of the 16 PPTTIs three were not able to give the data regarding this.

The guidelines of NCTE suggests 160 teaching days. The obtained data shows the following. Government PPTTI, Thiruvananthapuram had 180 teaching days, government PPTTI , Alapuzha and government PPTTI, Kozhikode have 150 teaching days each. Of the Recognized but Unaided PPTTIs sampled five have 170 teaching days, four PPTTIs have 160 teaching days, one PPTTI have 180 teaching days. Mother Therasas PPTTI, Kannur did not respond. Of the 16 Unrecognised PPTTIs 11 PPTTIs did not respond with regard to this item. One PPTTI have 100 days, two PPTTI 170 days, one PPTTI 160 days, one PPTTI 140 days. The analysis revealed that the total number of teaching days with regard to the Unrecognized PPTTIs is inadequate.

The number of days for practice teaching as per the guidelines is 30 days. Analysis had been done for the obtained data for the 31 sampled PPTTIs. All the government PPTTIs have 30 days of practice teaching and had satisfied the ideal condition. Of the 12 Recognized but Unaided PPTTIs three PPTTIs have 30 days of practice teaching. Six PPTTIs have 20 days of practice teaching, one has 25 days of practice teaching, one has 15 days and one PPTTI has 10 days of practice teaching. This analysis revealed that the distribution of working days for practice teaching for nine Recognized but Unaided PPTTIs is not satisfactory with regard to the guideline. Of the 16 Unrecognized PPTTIs 11 PPTTIs refused to respond with regard to the number of days for supervised practice teaching. Of the 16 PPTTIs two PPTTIs have 20 days of supervised practice teaching, one PPTTI has 25 days of supervised practice teaching, one PPTTI has 10 days of supervised practice teaching and one PPTTI has 15 days of supervised practice teaching. From the above discussion it is clear that the Unrecognized PPTTIs are not at

all satisfactory with regard to the norms stipulated by the NCTE with regard to the days of practice teaching.

The data obtained for the number of examination days revealed that government PPTTI, Thiruvananthapuram and Government PPTTI, Alapuzha have 20 days and government PPTTI, Kozhikode has six days for examination. It is clear from the analysis that both government PPTTI, Thiruvananthapuram and Government PPTTI, Alapuzha had distributed double the days than those stipulated by the guideline whereas Government PPTTI, Kozhikode is short of four days. The total examination days allotted as per the guideline is 10 days. Of the total 12 Recognised but Unaided PPTTIs five PPTTIs had allotted eight days for examination, two PPTTIs had allotted five days and 10 days each, and one PPTTI each allotted 12 days, 18 days and six days respectively. The data is incomplete for one PPTTI. The analysis revealed that none of the Recognized but Unaided PPTTIs had allotted sufficient number of days for examination as stipulated by the guideline for Pre-primary teacher education. Of the 16 Unrecognized PPTTIs only one PPTTI had allotted eight days for examination. The remaining 15 of the 16 Unrecognized PPTTIs had not responded to this item. The above analysis made it clear that the distribution of working days for the examination is not satisfactory for the Unrecognized PPTTIs.

As per the guideline for pre-primary teacher education six hours for scheduled work per day is ideal. Of the three Government PPTTIs only government PPTTI, Thiruvananthapuram had fulfilled this, government PPTTI, Kozhikode and Government PPTTI, Alapuzha had five hours and eight periods of 45 minutes per day respectively. Of the 12 Recognised but Unaided PPTTIs eight PPTTIs have five hours of scheduled work per day and three PPTTIs had six hours of scheduled work per day. One PPTTI, had not responded. The analysis revealed that of the 12 Recognized but Unaided

PPTTIs, only three had the hours for scheduled work as per the guideline. Of the 16 Unrecognized PPTTIs only one PPTTI has five hours of scheduled work per day and the remaining 15 PPTTIs had not given the data. From this it is clear that the number of hours scheduled for work per day by the Unrecognized PPTTIs is not at all satisfactory.

(b) Syllabus

Analysis had been done for the obtained data about the syllabus of the PPTTIs. The following were the results obtained.

1. All the 31 PPTTIs sampled have a prescribed syllabus.
2. Government and Government Recognized but Unaided PPTTIs have four theory papers in their syllabus.
3. Of the 16 Unrecognized PPTTIs three has three theory papers.
4. Nine PPTTIs have two theory papers.
5. For the three Government and 12 Government Recognized PPTTIs a total of 400 marks were awarded for the theory papers, ie. 100 each.
6. Of the Unrecognized PPTTIs one PPTTI awarded 450 marks for theory papers and fifteen give 300 marks.
7. The Government and Government Recognized PPTTIs awarded a maximum of 400 marks for practicals.
8. Of the Unrecognized PPTTIs nine PPTTIs awarded 300 marks for practicals and seven awarded 200 marks.
9. Regarding the objectives to be attained through the theory papers the responses were the following: i) heads of government PPTTI Thiruvananthapuram and government PPTTI, Kozhikode suggested

as to develop adequate knowledge skill, attitude, interest with regard to ECCE. ii) Of the heads of Recognized but Unaided PPTTIs 25 percentage responded as to enable the student teacher to handle the pre-primary classes effectively. iii) Of the heads of Recognized but Unaided PPTTIs eight point three percentage suggested as to develop a clear knowledge in handling pre-primary children in a psychological way. iv) 66.67 percentage suggested as to satisfy the aims and objectives of pre-primary education, to foster growth and development of pre-school child, and to familiarise with the method and technique applied in pre-schools.

10. Regarding the hours spend for theory papers of the Government PPTTIs one out of three each spent 22 hours, 13 hours and 15 hours.
11. Of the Recognized but Unaided PPTTIs five spent 15 hours, one 22 hours, two 20 hours, two 17 hours, three 18 hours each.
12. Of the Unrecognized PPTTIs six spent 15 hours, five 20 hours, four 18 hours and one 19 hours.
13. All the heads of Government PPTTIs were of the opinion that the hours spent for the theory papers were not sufficient.
14. Of the total Recognized but Unaided PPTTIs sampled, five claimed that the time spent for theory papers were sufficient enough.
15. All the heads of Unrecognized PPTTIs claimed that the time they had spent for the theory papers were sufficient.
16. Regarding the aim of including practical work in the syllabus the following results were obtained. i) Government PPTTI, Thiruvananthapuram responded as to develop adequate knowledge, skill, attitude, and interest with regard to ECCE. ii) Government,

PPTTI, Alapuzha responded as to teach the student teacher how to teach the students, correct their mistakes, to understand their problems and to make necessary learning aids and toys.

iii) Government PPTTI, Kozhikode had no response to this item.

iv) The response of the heads of the 12 Recognized but Unaided PPTTIs were pooled out. The responses were:

a) Enables the teacher trainee to handle the pre-primary classes effectively - 8.33% (one in number).

b) Implementing the theory experimentally - 8.33% (one in number).

c) To give practical knowledge in the field of pre-school education - 8.33% (one in number).

d) To make the student teacher to correct the children with positive action, control the environment of the child systematically; identify the potentialities of children and plan activities to develop them; to prepare learning aids including toys to carry out the duties and responsibilities of pre-school teachers - 75% (nine in number).

v) The response of the heads of the 16 Unrecognized PPTTIs were also pooled out. The responses were:

a) To train the student teacher as an efficient pre-school teacher - 25% (four in number).

b) To mould the student teacher as competent pre-school teacher - 18.75% (three in number).

c) To familiarise the student teacher with the method of pre-school teaching - 18.75% (three in number).

- d) To develop skill in handling pre-school children - 18.75% (three in number).
17. Government PPTTI, Thiruvananthapuram and government PPTTI Kozhikode spent 14 hours for practicals per week.
 18. Of the 12 Recognized but Unaided PPTTIs four spent 10 hours, one 17 hours, three 12 hours, one 13 hours, one 14 hours, one 15 hours and one 17 hours each for practicals per week.
 19. Of the 16 Unrecognized PPTTIs two spent 10 hours, three eight hours, six five hours, four seven hours per week and one four hours per week for practicals.
 20. Regarding the activities conducted as practicals the response were pooled out and analysis had been done. The result obtained were;
 - i) for the three Government PPTTIs parental/community education programme, preparation of teaching learning materials, supervised practice teaching, co-curricular activities, drama, music, discussions, debates, toys making were the activities conducted as practicals.
 - ii) for the 12 Recognized but Unaided PPTTIs the responses were further pooled out as;
 - a) Teaching practice, criticism classes, model classes, preparation of teaching-learning materials, training in music, training in nursery rhymes and puzzles for children - 41.67%. i.e., five out of the 12 PPTTIs sampled.
 - b) Art and crafts, records, library works and assignments - 16.67%, i.e., two out of the 12.
 - c) Preparation of teaching-learning materials of varied types for the pre-schools. 18.75% (three out of the 12 PPTTIs).

- iii) For the 16 Unrecognized PPTTIs 75 percentage i.e., 12 numbers, responded as preparation of teaching-learning materials and supervised teaching practice. The remaining four did not respond.
21. Data obtained regarding the opinion of the heads of the 31 sampled PPTTIs on practical works in their institutes had been analysed. The responses were pooled out and the results are the following;
- i) Heads of government PPTTI Thiruvananthapuram and government PPTTI Kozhikode and government PPTTI, Alapuzha responded as the student teachers have to do a lot of work within the short duration of the course.
- ii) For the 12 Government Recognized but Unaided PPTTIs the responses were pooled out and were;
- a) Satisfactorily done - 50%.
- b) Heavy work load - two PPTTIs.
- c) Excellant - 8.33% - one.
- d) Students are doing to the maximum extent possible - one PPTTI.
- e) time is not enough to complete all the works - one PPTTI.
- iii) For the 16 Unrecognized PPTTIs the responses were pooled out. The responses were:
- a) The performance of the student teachers were satisfactory - 12.5%.
- b) The performance of the students were very good - 31.25%.
- c) The performance were of admirable nature - 6.25%.

- d) The student teachers had done the practicals to the maximum extent possible - 6.25%.
- e) The performance of the student teachers were average - 6.25%.
- f) Helped to attain maximum expertise - 6.25%.
22. The obtained data regarding the extension programmes to parents had been analysed. The result shows that all the three Government PPTTIs conducted some extension programmes to parents, of the 12 Recognized but Unaided PPTTIs nine PPTTIs conducted some extension programmes and Unrecognized PPTTIs did not conduct any extension programme to parents.
23. Government PPTTI Thiruvananthapuram conducted mother's meeting for educating them; government PPTTI, Alapuzha conducted classes to parents of nursery students about the characteristics of the children of age group three and the diseases commonly affect them and the preventive measures; government PPTTI, Kozhikode conducted seminars for parents to educate them regarding the need for ECCE.
24. Of the Recognized but Unaided PPTTIs three i.e., 25 percentage conducted seminars to parents to make aware them the need of ECCE; five of the 12 PPTTIs i.e., 41.87 percentage, conducted classes to parents on better means of child care.

The Unrecognized PPTTIs refused to respond to this item.

(c) Practice Teaching

Regarding the supervised practice teaching the guideline for pre-primary teacher education suggests 30 working days. The guidelines suggests that not more than two students should be engaged in the same

section of a class in a pre-primary school. A student should take two periods per day and observe two sessions of other teachers. All sessions should be supervised by teachers of the institution and feedback given to the student. A student should teach a minimum of 10 lessons in each of three subject areas and arrange two to four sessions on the other areas (including organized play, free play, social act, appreciation sessions, explorations, constructive work, etc.), about 20 to 25 percentage of practical activities and continual guidance making for steady improvement and actualization of potentials. Personal qualities, relations, and interactions, special identification and relationship with and other treatment of children should be duly emphasized. The investigator analysed the obtained data for the supervised teaching for the 31 sampled PPTTIs. The results obtained from the analysis are the following.

1. All the 31 sampled PPTTIs were conducting supervised practice teaching.
2. Of the three Government PPTTIs the student teachers of government PPTTI, Alapuzha and government PPTTI Thiruvananthapuram have to teach 20 lessons and that of Kozhikode have to take 30 lessons.
3. Of the 12 Government Recognized but Unaided PPTTIs for 33.33 percentage, their student teachers have to teach 20 lessons, 33.33 percentage 15 lessons, 8.33 percentage 14 lessons, 8.33 percentage 10 lessons and 25 lessons each.
4. Of the 16 Unrecognized PPTTIs for 25 percentage, their student teacher have to teach seven lessons, 12.5 percentage five lessons, 31.25 percentage 10 lessons and 31.25 percentage 15 lessons.

5. Of the 31 sampled PPTTIs for 37.5 percentage of the Unrecognized PPTTIs, their student teachers teach only less than 10 lessons which was not satisfactory to the ideal condition.
6. Regarding the number of working days for supervised practice teaching all the Government PPTTIs distributed 30 working days for supervised practice teaching which is adequate as per the guidelines.
7. Of the 12 Recognized but Unaided PPTTIs 66.67 percentage had 30 days for supervised practice teaching, 33.33 percentage have 25 days, 33 percentage had 20 working days, 8.33 percentage had 14 days, 33.33 percentage 15 working days and 8.33 percentage had 10 days for supervised practice teaching.
8. Of the Recognized but Unaided PPTTIs only eight had the required number of working days for supervised practice teaching as per the guidelines.
9. Of the 16 Unrecognized PPTTIs five have 15 working days for supervised practice teaching, five 10 days, one five days, and four seven days.
10. The distributed working days for supervised practice teaching for the 16 Unrecognized PPTTIs was not at all satisfactory and none has allotted 30 days as suggested in the guidelines of NCTE (1995).
11. For the government PPTTI Thiruvananthapuram the student teachers have to observe 12 pre-school classes during the teaching practice, for government PPTTI, Alapuzha the student teachers have to observe 20 pre-school classes and government PPTTI Kozhikode, 10 classes. The guideline suggests that the student teachers have to observe two preschool classes daily during their practice teaching.

12. Of the 12 Recognized but Unaided PPTTIs, for one PPTTI, the student teachers have to observe six classes, four three classes, three four classes, one 10 classes and one five classes. Of this category one PPTTI failed to give the actual number of classes to be observed. From this it is very clear that no PPTTI in the Recognized but Unaided does not enforce the student teachers to observe adequate number of pre-school classes as prescribed by the guideline.
13. Of the 16 Unrecognized PPTTIs sampled, for five PPTTIs, their student teachers have to observe two pre school classes during their practice teaching, one four classes, four five classes, two three classes, one eight classes; and four PPTTIs could not produce the actual number of classes to be observed. From the above analysis it is evident that none of the Unrecognised PPTTIs had provisions for student teachers to observe the requisite number of pre school classes during their practice teaching.
14. For the three Government PPTTIs the pre-school teachers have to evaluate the classes of the student teacher and the evaluation of the pre-school teacher is considered for students' improvement and final grading.
15. Of the 12 Recognized PPTTIs for eight PPTTI's, the pre-school teachers have to evaluate the classes of the student teacher and the evaluation is considered for student improvement and final grading.
16. Of the 16 Unrecognized PPTTIs for seven, the pre-school teachers have to evaluate the classes of student teacher and this evaluation was considered for student's improvement and final grading.
17. For the three Government PPTTIs the supervising teacher of the PPTTIs had evaluated the practice teaching of the student teacher.

18. Of the 12 Recognized PPTTIs, nine had evaluated the practice teaching of the student teacher.
19. Of the 16 Unrecognized PPTTIs nine had evaluated the practice teaching.
20. Of the Government PPTTIs, for government PPTTI Thiruvananthapuram the supervising teacher had been evaluating maximum possible of classes, for government PPTTI, Alapuzha the supervising teacher had been evaluating 20 classes of the student teacher, and government PPTTI, Kozhikode had been evaluating adequate number of classes of each student teacher during their practice teaching.
21. Of the total Recognized but Unaided PPTTIs, three PPTTIs had evaluated four classes, three PPTTI evaluated three classes, two PPTTIs responded that they had evaluated all classes of their student teachers and 8.33 percentage evaluated two classes, of the student teachers during their practice teaching.
22. Of the 16 Unrecognized PPTTIs, three had evaluated two classes, four PPTTIs possible classes, one four classes, two three classes, one five classes, one all classes, and one evaluated the classes untill satisfied, during the practice teaching.
23. With regard to the opinion of the heads on the practice teaching of the student teachers of their PPTTIs the following results were obtained.
 - i) For the Government PPTTIs, two as satisfactory and one as very good.

ii) For the Recognized PPTTIs the opinion of the heads regarding the practice teaching of the student teachers of their PPTTIs was as follows:

- a) Good - One i.e., 8.33 percentage.
- b) Very good - One i.e., 8.33 percent age
- c) Satisfactory - Seven i.e., 58.33 percentage.
- d) Time is not adequate - One i.e., 8.33 percentage.
- e) Refused to respond - One i.e., 8.33 percentage.

24. The opinion of the heads on the supervised practice teaching of the 16 Unrecognized PPTTIs of their student teachers were as follows:

- a) Good - five i.e., 31.25 percentage.
- b) Yet to be improved - three i.e., 18.75 percentage.
- c) Average - two i.e., 12.5 percentage.
- d) Above average - one i.e., 6.25 percentage.
- e) Very good - two i.e., 12.5 percentage.
- f) Judgement cannot be made - one i.e., 6.25 percentage.

Comments

From the above analysis and discussion it is clear that the supervised practice teaching which is the cardinal part of a teacher preparation course had been done in an unscientific and ineffective way. Of all the sampled institutions only the three Government PPTTIs distributed 30 working days for supervised practice teaching. The student teacher was not getting enough opportunity to observe pre-school classes as laid down in the guideline. The evaluation of the classes of the student teacher had not been done in an effective manner. The student teachers are not getting any provision to observe any of the co-curricular programmes during their practice teaching. Thus they are not getting any training in conducting co-

curricular activities. Formative feed back to the student teacher to the steady improvements and actualization of the potential were scarcely done by the sampled PPTTIs as suggested by the guidelines.

6. Examination and Certification

The obtained data regarding the examination and certification had been analysed for the 31 sampled PPTTIs. The results of the analysis are the following.

1. For the three Government PPTTIs and 12 Recognized but Unaided PPTTIs the final examination had been conducted by the Board of Public Examination, Government of Kerala; for the 16 Unrecognized PPTTIs, for Scholar PPTTI, Malappuram, the examination had been conducted by Kerala Education Society and for the remaining PPTTIs the institutions themselves conducts the examination.
2. Regarding the agency for question paper setting, for the three Government PPTTIs and 12 Government Recognized but Unaided PPTTIs the Board of Public Examination, Government of Kerala has been the agency.
3. For the 16 Unrecognized PPTTIs for Scholar PPTTI, Malappuram, the agency of question paper setting was Kerala Education Society and for the remaining 15, the institutions themselves set the question paper.
4. Maximum marks obtained for the theory papers for the three Government and 12 Government Recognized but Unaided PPTTIs was 400.

5. For the 16 Unrecognized PPTTIs maximum for theory was 450 for one PPTTI and for the remaining 15,300 marks were awarded as the maximum for theory papers.
6. Maximum marks awarded for the practicals for the three Government PPTTIs and Recognized PPTTIs was 400.
7. For the 16 Unrecognized PPTTIs for 10 PPTTIs maximum marks awarded was 300 and for six, maximum marks was 200.
8. For the three Government and 12 Government Recognized but Unaided PPTTIs the minimum marks needed for a pass in the theory was 160 out of 400 and for Unrecognized PPTTIs it was 35 percentage.
9. For the three Government and 12 Recognized but Unaided PPTTIs the practical examination was conducted by external agency and the minimum mark required for a pass in the course was 40 percentage.
10. For the 16 Unrecognized PPTTIs the practical examination was conducted by internal agency and 35 percentage of total mark is required for a pass.
11. For the three Government PPTTIs and 12 Recognized but Unaided PPTTIs viva-voce had been used as a part of the examination system and for the 16 Unrecognized PPTTIs only 50 percentage uses viva-voce in their examination system.
12. All the 31 PPTTIs sampled adopted class system of grading.
13. All the 31 sampled PPTTIs provided chance for reappearance for the failed candidates.
14. For the three Government PPTTIs and 12 Recognized but Unaided PPTTIs the Board of Public Examination, Government of Kerala

issues the certificate and of the 16 Unrecognized PPTTIs for one PPTTI the certificate was issued by Kerala Education Society; for the remaining Unrecognized PPTTIs the institutes themselves issue the certificate.

15. The certificates issued by the three Government and 12 Government Recognized PPTTIs are valid to get a job in the government and private preschools, of the 16 Unrecognized PPTTIs sampled nine i.e., 56.25 percentage, claimed that the certificates issued by them is valid enough to get a job in the government pre schools while all the Unrecognized PPTTIs claimed that the candidates passed from their institutes are qualified to get a job in private pre-primary schools.
16. Regarding the result of last year, all the three Government PPTTIs have 100 percentage in theory and practical except government PPTTI, Alapuzha which is having 95 percentage result in practical.
17. The result of the 12 Recognized but Unaided PPTTIs for the last year was as follows:
 - a) Six PPTTIs i.e., 50 percentage, had cent percent pass in theory.
 - b) One i.e., 8.33 percentage, had 94 percentage pass in theory.
 - c) One i.e., 8.33 percentage, had 92 percentage pass in theory
 - d) One i.e., 8.33 percentage, had 85 percentage pass in theory
 - e) One i.e., 8.33 percentage, had 71 percentage pass in theory
 - f) Rahmaniya PPTI, Kozhikode responded that they had good result.
 - g) Mother Theresas PPTTI, Kannur had started only in the current year and hence no data was there in this regard.
 - h) For the practical examination nine PPTTIs i.e., 75 percentage had cent percent pass.

- i) One i.e., 8.33 percentage, had 98 percentage pass in practicals.
 - j) One i.e., 8.33 percentage, had 96 percentage pass in practicals.
 - k) One i.e., 8.33 percentage, had 95 percentage pass.
18. The result of the 16 Unrecognized PPTTIs for the last year was as follows:
- a) Seven i.e., 43.75 percentage, had 100 percentage pass in theory.
 - b) One i.e., 6.25 percentage, had 98 percentage pass in theory.
 - c) One i.e., 6.25 percentage, had 95 percentage pass in theory.
 - d) Two i.e., 12.5 percentage, had 96 percentage pass in theory.
 - e) Three i.e., 18.75 percentage, had 94 percentage pass in theory
 - f) One i.e., 6.25 percentage, had 92 percentage pass in theory.
 - g) One i.e., 6.25 percentage, had 90 percentage pass in theory.
 - h) For the practical examination 15 PPTTIs i.e., 93.75 percentage, had cent percent pass and one i.e., 6.25 percentage, had 98 percentage pass.
19. Of the three Government PPTTIs two, i.e., 66.67 percentage, provide job placement to the student teachers who had completed the course with remarkable achievement. Government PPTTI, Alapuzha does not provide such type of placement.
20. Of the 12 Recognized but Unaided PPTTIs three i.e., 25 percentage, provide placement, one i.e., 8.33 percentage, provides placement up to a certain extent, and one i.e., 8.33 percentage, provided vocational guidance to the students and seven (58.34 percentage) of the Government Recognised but Unaided PPTTIs refused to respond.
21. Of the 16 Unrecognized PPTTIs none provided placement to their student teachers but three i.e., 18.75 percentage, give direction and recommend at the time of appointment to nearby schools.

22. Of the three Government PPTTIs two, i.e., 66.66 percentage, of PPTTIs conduct follow-up activities for the student teachers who had completed the course, but failed to specify the activities.
23. Of the 12 Government Recognized but Unaided PPTTIs three i.e., 25 percentage, conducts follow up activities but failed to give the specific activities.
24. None of the Unrecognized PPTTs conducts any follow-up activities.
25. Of the Government PPTTIs only government PPTTI, Thiruvananthapuram acts as a research centre in ECCE but of the Recognized PPTTIs only three i.e., 25 percentage, act as a research centre and of the Unrecognised PPTTIs none acts as a research centre.
26. All the three Government PPTTIs had got temporary recognition of NCTE, nine out of the 12 Recognized PPTTIs also had got temporary recognition from NCTE. It is astonishing to note that none of the Unrecognized PPTTIs has applied to NCTE for recognition.

Comments

The analysis made above had clearly brought light onto the inadequacy of the examination and certification procedure that exists in the sampled PPTTIs. For the Government and Government Recognition Unaided PPTTIs the examination is conducted by the Board of Public Examination, state government. But for the Unrecognized category the institution itself conducts the examination. This itself provides great chance for quality deprivation. In the pass-failure system also there is also liquidification in the Unrecognized category because only a 35 percentage is needed for a pass. The claim that only a pass of this nature makes them ready for getting a job in the government and private sector is also a

question to healthy flourishing of pre-school system. All sampled PPTTIs have good results. This can not be taken as an indication of the effectiveness of the training as the examination system is not that much objective. None of the PPTTIs sampled has an effective placement cell though two of the Government and twenty five percentage of Government Recognised but Unaided PPTTIs provides guidance to their students. All the three Government PPTTIs and a few of the Government Recognized but Unaided category has got recognition from NCTE while the condition of the Unrecognized category is not at all satisfactory. Of the 31 sampled PPTTIs only government PPTTI Thiruvananthapuram acts as a research centre makes it clear that there is a lot to be done in the area of pre-primary teacher training.

7. Co-curricular Activities

The obtained data regarding the co-curricular activities, and their organisation had been analysed. The following results were obtained.

1. For the three Government PPTTIs arts festivals, district level youth festivals and sports were the main co-curricular activities.
2. For the Recognized but Unaided PPTTIs the obtained data were pooled out. The following were the major activities.
 - a) Cultural programme per week.
 - b) Children's day celebration.
 - c) Onam celebration
 - d) X'mas celebration
 - e) Art festival and sports
 - f) Gardening
 - g) Campus cleaning
 - h) Sminars and discussion on various topics related to ECCE.

- i) Thunchan Smaraka PPTTI, Thiruvananthapuram conducts 'Thunchanvarakosham' as one of the major co-curricular activities.
3. For the 16 Unrecognized PPTTIs the major co-curricular activities were arts, sports and cultural activities.
4. For the government PPTTI, Thiruvananthapuram state department of education, students, teachers and PTA together organise the various co-curricular activities.
5. Of the 12 Government Recognized PPTTIs, for seven PPTTIs the institutional authorities and students union organise the co-curricular activities, for one i.e., Viswabharathi PPTTI Pathanamthitta, the activities were conducted by the combined effort of institutional authority, students union, and PTA. For two PPTTIs institutional authorities alone organise the co-curricular activities, for Goodwill Charitable PPTTI Kollam, the PTA organise co-curricular activities and Mother Therasas PPTTI Kannur, refused to respond.
6. Of the 16 Unrecognized PPTTIs sampled, for 12 of the PPTTIs the institutional authority alone organise co-curricular activities and for four PPTTIs the institutional authority and PTA together organise the co-curricular activities.
7. Regarding the efficiency of the students union in conducting co-curricular activities government PPTTI, Thiruvananthapuram responded that their students union is efficient, government PPTTI, Alapuzha and Kozhikode had responded that their students unions were not efficient.

8. Of the 12 Recognized but Unaided PPTTIs, seven PPTTIs responded that the students union was efficient and five PPTTIs responded that their students unions were not efficient.
9. Of the 16 Unrecognized PPTTIs two PPTTIs responded that their students unions were efficient.

Comments

The analysis made it clear that in most of the PPTTIs co-curricular activities like sports, art festival, etc. were conducted. It is admirable to note that there is the involvement of students in planning and implementing these programmes. One important aspect to be mentioned is that the co-curricular activities in the PPTTIs should be more concentrated upon the areas like 'manifold role of a pre-school teacher' and 'participatory living with the community'. Such thrust areas were not given much importance.

8. Opinion on Pre-primary Teacher Education in Kerala and Suggestion to Improve

The obtained data regarding the opinion of heads of the sampled PPTTIs had been analysed. The responses were pooled out and categorised for the three Government PPTTIs, 12 Recognized but Unaided PPTTIs and Unrecognized PPTTIs. Though there was separately included items as opinion and suggestions, the respondents made their reactions in a general manner. The responses pooled out for the Government PPTTIs are given below.

1. There are large number of PPTTIs in Kerala but the teachers are not qualified.
2. Pupil teacher ratio for PPTTIs should be maintained as per NCTE norm.

3. Basic qualification for admission to PPTTIs should be plus two.
4. It is very difficult to fullfill all NCTE norms
5. Government have to make necessary steps to improve government PPTTIs.
6. Unrecognized institutes must be abolished.
7. Placement should be given at the government level for the students who successfully complete the course.
8. Separate department should be constituted to control and monitor pre-primary education.
9. Pre-primary teachers should be promoted to primary and secondary level.
10. Teacher educators of PPTTIs should be provided with high salary.

Of the 12 Recognized but Unaided PPTTIs sampled only seven responded. Their responses were pooled out and are given below.

1. High importance should be given by the government to ECCE.
2. Government should improve the facilities of PPTTIs.
3. Pre-primary education should be given in a meaningful way.
4. There is no uniformity in syllabus, method and aim of the different PPTTIs in Kerala.
5. Stress should be given to practical work, activity and craft.
6. The curriculum for PPTTI should be with immense creative activities.
7. Government should provide grant to all the recognized PPTTIs.

8. Government should control and monitor the working of PPTTIs.

Of the 16 Unrecognized PPTTIs only five responded. The responses are as follows.

1. Getting qualified teachers for PPTTIs is a problem.
2. There should be a link between the PPTTI and adjacent nursery schools.
3. Instead of competition among the different PPTTIs there should be co-operation.
4. The exchange of teachers between the PPTTIs should be promoted.
5. There is no proportional advancement in pre-primary teacher education to pre-school education in Kerala.
6. There should be functional co-operation between the different agencies of ECCE.

Comments

The analysis made on the opinion of the heads regarding the pre-primary teacher education in Kerala revealed that there is unanimity among the heads regarding the lack of stress given by the governmental and non-governmental agencies on pre-primary education especially pre-primary teacher education. Most of them irrespective of the category, emphasised the difficulties of getting qualified teachers as the major hurdle. It is interesting to note that the heads of the government sector appealed for the necessity of control by the government on PPTTIs and promotion of pre-primary and teachers of PPTTIs to primary, secondary and higher secondary level.

Though all the heads are unanimous in the opinion with regard to the lack of co-ordination among the different agencies that run pre-primary teacher education, but they do not suggest a specific strategy for ensuring it.

The heads of Government Recognized but Unaided PPTTIs expressed their grievance with regard to the inadequacy of the financial resources available and demanded for further grant in aid from government. It is a paradox to be highlighted that though the Unrecognized sector does not apply for recognition from the government or NCTE, or provide sufficient physical infrastructure, they are against the government policy of not providing any financial assistance. At the same time they are collecting huge amount as fee.

II. Reactions of the Teachers of Pre-primary Teacher Training Institutes

In order to accomplish the objective No. v of the present study the reactions of the teachers of the pre-primary teacher training institutes on the objectives, planning, organisation and mode of transaction of the curriculum followed in their institutes were collected and analysed. The result obtained are discussed below under respective subsections of this objective.

Regarding the availability of teachers and their educational qualification, there is no disparity with the opinion of the heads. With regard to the inservice courses attended by the teachers only a few teachers belonging to Government and Government Recognized but Unaided category have undergone some type of inservice programmes. None of the teachers in the Unrecognized sector of PPTTIs has made an attempt to participate in any type of refresher courses.

1. Objectives, Planning, Organisation, Transaction and Evaluation of the Curriculum for Pre-Primary Teacher Education

The obtained data collected using section B of the Questionnaire to the teachers of the Pre-Primary Teacher Training Institutes sampled were analysed. This was done to obtain a solid and concrete evidence regarding the effectiveness of the curricular discourse of the sampled institutes. The result obtained in percentage for each objective proposed by the teachers of the sampled PPTTIs while transacting the curriculum is given in table 40.

TABLE 40

Percentage Score for each Objective Proposed by the Teachers with regard to the Teaching of Theory

Objective	Percentage of Teachers						
Sl. No.	Govt.	Govt. Recognized	Un Recognized	Sl. No.	Govt.	Govt. Recognized	Un Recognized
1	100.00	64.28	61.53	23	0	17.86	15.38
2	100.00	35.71	19.23	24	71.43	32.14	0
3	71.43	25.00	38.46	25	57.40	21.43	19.23
4	85.71	46.43	0	26	0	25.00	0
5	85.71	14.30	3.85	27	85.71	21.43	11.54
6	0	14.23	0	28	14.31	35.71	11.54
7	57.14	21.43	0	29	28.57	34.62	23.11
8	57.14	39.31	3.85	30	85.71	25.00	11.54
9	57.14	14.31	34.62	31	42.86	28.57	19.23
10	42.86	17.86	19.23	32	71.43	25.00	26.92
11	42.86	14.23	0	33	57.14	39.31	15.38
12	57.14	21.43	7.69	34	42.86	42.86	15.38
13	42.86	17.86	19.23	35	85.71	28.57	23.11
14	57.14	46.43	7.69	36	28.57	28.57	26.92
15	28.57	14.31	3.85	37	28.57	28.57	30.77
16	57.14	17.86	7.69	38	28.57	42.86	15.38
17	14.29	25.00	15.38	39	14.31	39.31	26.92
18	42.86	21.43	23.11	40	28.60	39.31	23.11
19	85.71	21.43	7.69	41	42.96	28.57	30.77
20	14.31	25.00	19.23	42	0	32.14	0
21	71.43	14.23	7.69	43	28.57	28.57	15.38
22	0	17.91	7.69	44	57.14	39.31	38.46

The result of the analysis is discussed below.

1. All the teachers of the Government PPTTIs proposed, implemented and evaluated the objective 'appreciates the relevance of early childhood education and develops a holistic and comprehensive approach towards early childhood education'. From the Government Recognized but Unaided category 64.28 percentage proposed, this and of the total 26 teachers belonging to the Unrecognized PPTTIs, only 61.53 percentage had proposed.
2. Cent percent teachers of the Government PPTTIs had proposed the objective 'organising compensatory experience to the needy children' in the curriculum for PPTTI, and implemented activity to transaction and evaluated the attainment whereas only 35.71 percentage of the total teachers of the Government Recognized but Unaided PPTTIs and only 19.23 percentage of the Unrecognized sector had proposed the same.
3. Of the Government PPTTIs sampled 71.43 percentage of teachers proposed the objective 'skill in surveying literature related to early childhood education' in their training programme and provided suitable activity to accomplish the objective and evaluated the attainment. Only 25 percentage of the Government Recognized but Unaided category and 38.46 percentage of the Unrecognized PPTTIs proposed this.
4. 'Develops skill to device strategies and activities in line with the acceptable theories and principles' forms the objective for 85.71 percentage of the teachers of Government PPTTIs and 46.43 percentage of the teachers of Government Recognized but Unaided PPTTIs. None of the teachers of the Unrecognized sector proposed this as an objective.

5. Of the total seven teachers of the Government PPTTIs 85.71 percentage and 14.30 percentage of the Recognized but Unaided category proposed the objective 'develops historical perspective and modern trend of pre-school education in Kerala', whereas from the Unrecognized sector only 3.85 percentage of teachers did this.
6. None of the teachers of the PPTTIs belonging to the Government sector had proposed the objective 'develops the ability to establish link between the different agencies in the field of early childhood care and education.' But 14.23 percentage of the Recognized but Unaided sector proposed this objective, implemented activities to attain this objective and evaluated their attainment while none of the teachers belonging to the Unrecognized sector had proposed this objective.
7. Of the Government PPTTIs 57.14 percentage teachers and 21.43 percentage of the Government Recognised but Unaided category had proposed the objective 'develops the ability to find correlation between various psychological phenomenon for promoting childhood development' whereas none of the teachers of the unrecognized sector did this.
8. Of the Government PPTTIs 57.14 percentage proposed the objective 'develops the ability to organise activities for promoting physical development'. They had formulated activity to attain this objective and evaluated the attainment of the objective. Of the Government Recognized but Unaided PPTTIs 39.31 percentage proposed this whereas only 3.85 percentage of the Unrecognized sector proposed this.
9. With regard to the objective 'develops the ability to organise stage appropriate activities for fostering motor development' 57.14 percentage of the teachers of the Government PPTTIs, 14.31

- percentage of Government Recognized but Unaided sector and 34.62 percentage of the Unrecognized category proposed it.
10. Of the Government PPTTIs 42.86 percentage and 17.86 percentage of the Government Recognized but Unaided category and 19.23 percentage of the Unrecognized category proposed the objective 'develops the ability to identify emotional disturbances of children and find remedial measures to maintain mental health.'
 11. Of the total teachers of the Government PPTTIs 42.86 percentage proposed the objective 'develops the skill to organise orientation session for parents regarding the emotional development of pre-school children.' Of the Government Recognized but Unaided category 14.23 percentage had proposed this objective and none of the teachers belonging to the Unrecognized PPTTIs proposed this objective.
 12. With regard to the objective 'develops the ability to provide situation for fostering social development' 57.14 percentage of teachers of the Government PPTTIs, 21.43 percentage of the Government Recognized but Unaided category and only 7.69 percentage of the Unrecognized category sampled had proposed this objective.
 13. Of the Government PPTTIs sampled 42.86 percentage had proposed the objective 'develops the skill to organise stage appropriate activities for fostering cognitive development in children'; they had also formulated activity to attain this objective and evaluated the attainment of the objective. Of the Government Recognized but Unaided category only 17.86 percentage and 19.23 percentage of teachers belonging to the Unrecognized category had proposed this objective.

14. Of the teachers of Government PPTTIs 57.14 percentage proposed the objective 'develops the ability to prepare materials helpful for training in listening, speaking and co-ordination of hand and finger'. Of the Government Recognized but Unaided category 46.43 percentage and only 7.69 percentage of teachers belonging to the Unrecognized category had proposed this objective.
15. Of the Government PPTTIs sampled 28.57 percentage had proposed the objective 'develops the ability to evaluate listening comprehension and skill of speaking'. Of the Government Recognized but Unaided category 14.31 percentage and only 3.85 percentage of teachers from the Unrecognized sector did this.
16. Fifty seven point one four percentage of the teachers of the Government PPTTIs sampled had proposed the objective 'develops the ability to identify defects associated with language skills and device remedial measures.' Of the Government Recognized but Unaided category 17.86 percentage and 7.69 percentage of the Unrecognized PPTTIs did this.
17. Of the teachers belonging to the Government PPTTIs sampled 14.29 percentage had proposed the objective 'develops the ability to present good models of speech', and 25 percentage of the Government Recognized but Unaided and 15.38 percentage of the Unrecognized PPTTIs had proposed the objective.
18. Fourty two point eight six percentage of the Government PPTTIs sampled, 21.43 percentage of the Government Recognized but Unaided category and 23.11 percentage of the Unrecognized category had proposed, formulated activity and evaluated the objective 'develops the skill in singing nursery rhymes and action song with voice modulation and rhythm.'

19. With regard to the objective 'develops the skill in drawing and painting' 85.71 percentage of the teachers of the Government PPTTIs, 21.43 percentage of the Recognized but Unaided category, 7.69 percentage of teachers of the Unrecognized PPTTIs had proposed, formulated activity to attain this objective and evaluated this objective.
20. Fourteen point three one percentage of the Government PPTTIs, 25 percentage of teachers belonging to the Government Recognized but Unaided PPTTIs, and 19.23 percentage of the Unrecognized sector had proposed, formulated activity to attain and evaluated the objective 'develops the skill in making creative art forms suited to the developmental stage of early childhood.'
21. Of the teachers of the Government PPTTIs 71.43 percentage, 14.23 percentage of the Government Recognized but Unaided category while only 7.69 percentage of teachers of Unrecognized sector had proposed, formulated activity to attain, and evaluated the objective 'develops the ability to interact with parents effectively.'
22. None of the teachers of the Government PPTTIs sampled had proposed the objective 'develops the ability to create motivation in children.' Of the Government Recognized but Unaided PPTTIs 17.91 and 7.69 percentage of the teachers belonging to the Unrecognized PPTTIs had proposed, formulated activity and evaluated the attainment of the above objective.
23. None of the teachers of the Government PPTTIs had proposed the objective 'develops the ability to correlate learning with immediate environment'. Of the teachers of the Government Recognized but Unaided PPTTIs. 17.86 percentage and 15.38 percentage of the

Unrecognized PPTTIs had proposed, formulated activity to attain the objective and evaluated the attainment of the above objective.

24. Of the total teachers belonging to the Government PPTTIs 71.43 percentage, and 32.14 percentage of the teachers belonging to the Government Recognized but Unaided PPTTIs sampled had proposed, formulated activity and evaluated the objective 'develops the ability to identify behavioural problems by observation', whereas none of the teachers of the Unrecognized PPTTIs had proposed the objective.
25. Of the teachers of the Government PPTTIs 57.14 percentage, 21.43 percentage of the Government Recognized but Unaided PPTTIs, and 19.23 percentage of the Unrecognized sector had proposed the objective 'develops the ability to identify children with special needs and solve each type,' and formulated activity to attain this objective and evaluated the attainment of this objective.
26. None of the teachers belonging to the Government PPTTIs as well as the Unrecognized PPTTIs had proposed the objective 'develops familiarity with the common tools and techniques for child study.' Of the Government Recognized but Unaided sector 25 percentage had proposed, formulated activity to attain the objective and evaluated the attainment of the above objective.
27. Of the teachers of Government PPTTIs 85.71 percentage, 21.43 percentage of the Government Recognized but Unaided category and 11.54 percentage of the Unrecognized sector sampled had proposed the objective 'develops the skill to observe children for specific purposes and records the findings objectively', and formulated activity to attain this objective and evaluated the attainment of this objective.

28. Of the teachers of the Government PPTTIs 14.31 percentage, 35.71 percentage of the Government Recognized but Unaided category and 11.54 percentage of the Unrecognized sector had proposed, formulated activity to attain and evaluated the objective 'develops healthy attitude towards maternal and childcare.'
29. Of the total teachers of the Government PPTTIs sampled 28.57 percentage, 34.62 percentage of the Government Recognized but Unaided PPTTIs and 23.11 percentage of the teachers belonging to the Unrecognized PPTTIs had proposed the objective 'develops the skill to associate the working of the school with societal needs and problems' and also they had formulated activity to attain the objective and evaluated the attainment of the objective.
30. Eighty five point seven one percentage of the teachers of Government PPTTIs sampled, 25 percentage of the teachers of the Government Recognized but Unaided PPTTIs and 11.54 percentage of the teachers of the Unrecognized PPTTIs had proposed the objective 'develops ability to device ways and means for maintaining the health of the children' formulated activity to attain this objective and evaluated the attainment of the objective.
31. Of the teachers of the Government PPTTIs 42.86 percentage, 28.57 percentage of the Government Recognized but Unaided category and 19.23 percentage of the Unrecognized sector had proposed the objective 'develops the skill to identify nutritional deficiency diseases and rectify them' and formulated activity to attain this objective by the student teacher and evaluated the attainment of this objective.
32. Of the teachers of the Government PPTTIs sampled 71.43 percentage, 25 percentage of the Government Recognized but Unaided category and 26.92 percentage of the Unrecognized sector had proposed the

- objective 'develops the skill to educate the parents about healthy food habits' and formulated activity to attain this and evaluated the attainment of the objective.
33. Of the teachers of the Government PPTTIs 57.14 percentage, 39.31 percentage of the Government Recognized but Unaided category and 15.38 percentage of the Unrecognized sector had proposed the objective 'develops the skill to prepare and preserve low cost food items and replace costly baby foods', and formulated activity to attain the said objective and evaluated the attainment of the objective.
 34. Of the teachers of the Government PPTTIs sampled 42.86 percentage, 42.86 percentage of the teachers of the Government Recognized but Unaided category and 15.38 percentage of the Unrecognized PPTTIs had proposed the objective 'develops the skill to detect common diseases from symptoms' and formulated activity to attain this objective and evaluated the same.
 35. Of the teachers of the Government PPTTIs sampled 85.71 percentage, 28.57 percentage of the Government Recognized but Unaided, 23.11 percentage of teachers of the Unrecognized sector had proposed the objective 'develops the skill to give first aid to common accidents/ injuries.'
 36. Of the teachers of the Government PPTTIs sampled 28.57 percentage, 28.57 percentage of the Government Recognized but Unaided PPTTIs and 26.92 percentage of teachers of the Unrecognized sector had proposed the objective 'develops the skill to prepare ORS solution for immediate treatment of diarrhoea.'
 37. Of the total teachers of the Government PPTTIs sampled 28.57 percentage, 28.57 percentage of the Government Recognized but Unaided category and 30.77 percentage of the Unrecognized sector

- had proposed the objective 'develops appreciation on the need for universal immunization programme and actively participating in such programmes' and formulated activity to attain this objective and evaluated the objective.
38. Of the teachers of the Government PPTTIs 28.57 percentage, 42.86 percentage of the Government Recognized but Unaided PPTTIs and 15.38 percentage of the Unrecognized PPTTIs sampled had proposed the objective 'develops the skill in organising child welfare programmes' and formulated activity to attain this objective and evaluated the objective.
 39. Of the total teachers of the Government PPTTIs 14.31 percentage, 39.31 percentage of the teachers of the Government Recognized but Unaided PPTTIs and 26.92 percentage of the Unrecognized sector had proposed the objective 'develops the skill in organising an institution for early childhood education' and formulated activity to attain this objective and evaluated the objective.
 40. Of the teachers of the Government PPTTIs 28.57 percentage, 39.31 percentage of the Government Recognized but Unaided sector, and 23.11 percentage of the Unrecognized sector had proposed the objective 'develops the skill to evaluate a programme for childhood education scientifically' and formulated activity to attain the objective and evaluated the attainment of the objective.
 41. Of the teachers of Government PPTTIs sampled 42.96 percentage, 28.57 percentage of the Government Recognized but Unaided category and 30.77 percentage of the Unrecognized sector had proposed the objective 'develops the understanding of the duties and responsibilities of personnel associated with pre-school education',

- and formulated activity to attain the objective and evaluated the attainment of the objective.
42. None of the teachers of the Government and the Unrecognized sectors had proposed the objective 'develops appreciation on the need for professional development of a pre-school teacher', but 32.14 percentage of the Government Recognized but Unaided PPTTIs had proposed this objective and formulated activity to attain this and evaluated the attainment of the objective.
 43. Of the teachers of the Government PPTTIs 28.57 percentage, 28.57 percentage of the Government Recognized but Unaided category and 15.38 percentage of the Unrecognized sector had proposed the objective 'develops healthy attitude towards school-community relations' and they had formulated activity to attain the objective and also evaluated the attainment of the objective.
 44. Of the teachers of the Government PPTTIs 57.14 percentage, 39.31 percentage of the Government Recognized but Unaided category and 38.46 percentage of the Unrecognized sector had proposed the objective 'develops the skill to organise programmes for extension education for parents and community' and formulated activity to attain the objective and evaluated the above objective.

Comments

The above analysis revealed the serious handicaps that exist in the curricular transaction. It is astonishing to note that of the 44 objectives none was proposed by cent percent for the total sample. Only two objectives, namely, 'appreciates the relevance of early childhood education and develops a holistic and comprehensive approach towards early childhood education' and 'develops skill in organising compensatory experiences to the

needy children' were proposed in cent percent by the teachers of the Government PPTTIs.

It is a matter of great surprise that more than 75 percentage of the total teachers sampled omitted most of the crucial and highly significant objectives that have to be attained by the student teachers. These objectives are related with the following competencies to be attained by the student teachers for the effective discharge of the duties of a pre-school teacher in future.

Skill to device strategies and activities in line with the acceptable theories and principles.

Establish link between the different agencies in the field of early childhood care and education.

Find correlation between various psychological phenomenon and early childhood development.

Skill to organise orientation session for parents.

Ability to correlate learning with immediate environment.

Identifies behavioural problems of children.

Familiarise the common tools and techniques for child study.

Appreciate the need for professional development of a pre-school teacher.

Develops historical perspective and modern trend of pre-school education in Kerala.

Organise activities for promoting physical, motor, linguistic, emotional and social developments of the child.

Skill to give first aid.

Healthy attitude towards community relations and organise extension activities for parents.

Ability to identify nutritional deficiency diseases.

Develops skill in drawing and painting.

Develops healthy attitude towards maternal and child care.

Associate in working of the school with societal needs and problems.

The above mentioned aspects should form a cardinal part in the curriculum for pre-primary teacher training programme. The prospective pre-school teacher, while leaving the institution should be equipped with all these said objectives. In a situation where the teacher educators are not proposing these significant aspects as their objectives it is too hopeless to think that the student teachers will be successful in their future career. Thus it should be stressed that the transaction of the curriculum for the pre-primary teacher training institutes is inadequate. Such a programme is not in accordance with the ideals of pre-primary education.

2. Percentage Analysis of the Proposal of Objectives by Each Pre-Primary Teacher Training Institute

To elucidate information regarding how much percentage of the 44 objectives to be attained by each student teacher had been proposed by the teachers of the sampled PPTTIs Percentage analysis technique was used. The results obtained from the analysis are given in table 41.

The mean score and percentage score obtained for the three categories of PPTTIs sampled is presented in Table 41.

TABLE 41

**Category wise Mean Score and
Percentage Score Obtained for the Total Teachers of
Pre-primary Teacher Training Institutes on the Proposed Objectives**

PPTTIs	Mean Score	Percentage
Government	20.57	46.75
Government Recognized Unaided	12.64	28.73
Unrecognized	13.04	29.63

It is revealed that the Government category has the highest mean score and percentage score 20.57 and 46.75 respectively. When compared to mean score (12.64) and percentage score (28.73) of the Government Recognised but Unaided sector, the Unrecognized category has greater mean score and percentage score (mean score 13.04 and percentage score 29.63).

The mean score and percentage score obtained for the three government PPTTIs are presented in table 42.

TABLE 42

**Mean Score and Percentage Score
for The Teachers of Government Pre-Primary
Teacher Training Institutes on the Proposed Objectives**

Sl. No.	Name of the PPTTI	Mean Score	Percentage
1	Government PPTTI Thiruvananthapuram	19.75	44.88
2	Government PPTTI Alapuzha	19	43.18
3	Government PPTTI Kozhikode	23	52.27

It is evident from table 42 that of the three Government PPTTIs, the teachers of government PPTTI Kozhikode had proposed more objectives. Both Thiruvananthapuram and Alapuzha had attained more or less an equal status.

The mean score and percentage score obtained for the Government Recognized but Unaided PPTTIs sampled are presented in table 43.

TABLE 43

**Mean Score and Percentage Score for
the Teachers of Government Recognized but Unaided
Pre-primary Teacher Training Institutes on the Proposed Objectives**

Sl. No.	Name of the PPTTI	Mean Score	Percentage
1	Thunchan Smaraka PPTTI, Thiruvananthapuram	12	27.27
2	Cordova PPTTI, Thiruvananthapuram	14.5	32.95
3	Goodwill Charitable PPTTI, Kollam	14.5	32.95
4	Malankara PPTTI, Kollam	11.66	26.51
5	Hais PPTTI, Kollam	10.5	23.86
6	SNPPTTI, Alapuzha	16	36.36
7	Viswabharathi PPTTI, Pathanamthitta	12	27.27
8	Baker Memorial PPTTI, Kottayam	13.5	30.68
9	Smitha PPTTI, Eranakulam	12.5	28.41
10	Jamiya Salafiya PPTTI, Malappuram	9	20.45
11	Rahmaniya PPTTI, Kozhikode	14	31.81
12	Mother Therasas PPTTI, Kannur	14.5	32.95

From table 43 it can be understood that the Government Recognised but Unaided category had even proposed half of the total objectives of their curriculum. Of these, the teachers belonging to S.N. PPTTI, Alapuzha had proposed the highest number of objectives and the least is by Jamiya Salafiya PPTTI, Malappuram.

The mean score obtained and percentage score obtained for the individual Unrecognized PPTTIs sampled were analysed. The results obtained are presented in table 44.

TABLE 44

**Mean Score and Percentage
Score for the Teachers of Unrecognized Pre-primary
Teacher Training Institutes on the Proposed Objectives**

Sl. No.	Name of the PPTTI	Mean Score	Percentage
1	Crimson PPTTI, Thiruvananthapuram	8	18.18
2	Success PPTTI, Alapuzha	9.5	21.59
3	Dafoddils PPTTI, Pathanamthitta	8	18.18
4	Excel PPTTI, Kottayam	9	20.45
5	St. Joseph PPTTI, Kottayam	7	15.90
6	Cloony PPTTI, Kottayam	8	18.18
7	Good Shepered PPTTI, Kottayam	6.5	14.77
8	St. Marys PPTTI, Eranakulam	6	13.64
9	Kids PPTTI, Eranakulam	7.5	17.04
10	Balavikas PPTTI, Eranakulam	9	18.18
11	Gokulam PPTTI, Thrissur	7	15.91
12	Adens PPTTI, Thrissur	7	15.91
13	Scholar PPTTI, Malappuram	11	25.00
14	Hidaya PPTTI, Malappuram	7	15.91
15	Deepthi PPTTI, Malappuram	7	15.91
16	Lyseum PPTTI, Kozhikode	6	13.64

From table 44 it is clear that even the teachers belonging to any one of the Unrecognized PPTTIs had proposed at least half of the total objectives in their curricular transaction. Of this category the highest number of objectives were proposed by Scholar PPTTI, Malappuram and the lowest by Lyseum PPTTI, Kozhikode. All the teachers except that of the Scholar PPTTI had not proposed at least more than 10 of the total 44 objectives.

Comments

This analysis revealed that of the three government PPTTIs the teachers belonged to the government PPTTI Kozhikode has the highest mean score and percentage score; then government PPTTI, Thiruvananthapuram and the least score is for the teachers of government PPTTI Alapuzha. From this it could be inferred that of the three Government PPTTI, Kozhikode had a better conception on the objectives to be attained by the student teachers of PPTTI and they had implemented learning activities to attain the said objectives and evaluated them effectively.

The analysis of the mean score and percentage scores for the Recognized but Unaided PPTTIs sampled revealed that the range is 17. Of the 12 PPTTIs sampled S.N. PPTTI, Alapuzha has the highest mean score and percentage score and Jamiya Salafiya PPTTI, Malappuram has the least mean score and percentage score. But the highest percentage comes upto 36.36 only.

The mean score and percentage analysis for the unrecognized PPTTIs sampled revealed that teachers belonging to this sector shows the least effectiveness in formulating, transacting and evaluating the objectives needed for pre-primary teacher education Programme. Of the total 16 Unrecognized PPTTIs sampled St. Mary's PPTTI, Ernakulam and Lyseum

PPTTI, Kozhikode have the least mean score six and percentage score 13.64. The highest mean score and percentage score was obtained by scholar PPTTI Ponnani with 11 and 25 respectively. Generally the other PPTTIs sampled belonging to the Unrecognized sector showed more or less the same mean score and percentage score.

The mean score and percentage score obtained for the sub samples and for the single PPTTIs each is very low. This reveals the inadequacy of the curricular transaction. For the effectiveness of the transaction an objective based approach is highly essential. Only this approach can help the student teacher to attain the ability/competency required to perform the multivaried role of a pre-school teacher. It is evident from the analysis that even a single institute has not formulated half of the identified objectives. More over from the percentage analysis for each objective reflects a real graphito to of the inadequacy of the curricular transaction. The omitted objectives are essential to enable the student teacher to become an effective pre-school teacher. The expected role of a pre school teacher are of multifaceted. To mould the student teachers for this the curriculum must be so enriched that it should create an empathy in the mind of the student teachers to pre-school child and equip them to face the challenges of the profession of a pre-school teacher. As the analysis shows that the teachers have even omitted the objective that will help the student to identify the very psychological nature of the early childhood period and to device stage appropriate devices for fostering the various aspects of development, it highlights the inadequacy of the transaction of the curriculum.

The result of this inadequacy will be lethal as far as the role performance of the pre-school teacher is concerned. This in turn will be detrimental to the development of a pre-school child.

3. Teachers' Reactions on the Curricular and Co-curricular Activities

Response of the teachers on the curricular and co-curricular activities of the respective PPTTIs were pooled out and analysed. The main purpose of this is to obtain a teacher's perspective and thus to crosscheck the data obtained from the heads. The results are presented here.

1. All the PPTTIs have provision for practice teaching.
2. The duration of practice teaching for the Government PPTTIs are 30 days.
3. Contrary to the opinion of the heads of Thunchan Smaraka PPTTI, S.N. PPTTI and Baker Memorial PPTTI, teachers responded that the duration for practice teaching is 25.
4. Teachers of Mother Theresas PPTTI, Kannur refused to respond regarding the duration of practice teaching.
5. For the Government Recognized but Unaided 25 days is the maximum and 10 days is the minimum for practice teaching.
6. Fifteen is the maximum and five is the minimum days for practice teaching for the Unrecognized PPTTIs.
7. Though 11 of the heads of the Unrecognized PPTTIs refused to respond regarding the duration of the practice teaching only five teachers were reluctant to respond.
8. Teachers of all the three Government PPTTIs has made provision to the concerned teachers of the pre-school to observe and evaluate the practice teaching of their student teachers whereas eight of the Government Recognized but Unaided and seven of the Unrecognized had such provisions.

9. Teachers of all the Government PPTTIs considered the evaluation of the pre-school teacher for student's assessment while only seven of the Government Recognized but Unaided and five of the Unrecognized had considered.
10. For all the Government PPTTIs, there is supervision of the practice teaching by the teachers but in the case of Government Recognized but Unaided category only eight have such provision. Only three of the Unrecognized PPTTIs responded they had such provision and the remaining 13 refused to respond.
11. Regarding the number of classes observed the response varies as; Government PPTTIs - two/three classes, Adequate classes; Government Recognized but Unaided PPTTIs as; four/three, 'all classes' and possible classes; Unrecognized PPTTIs as - 'all classes', 'possible classes', 'maximum possible'.
12. Irrespective of the category the teachers of all PPTTIs gives direction for student teacher during practice teaching.
13. All the Government PPTTIs, 10 of Government Recognized but Unaided provides extension programme for their student teachers during their practice teaching. But none of the Unrecognized PPTTIs had such provision.
14. 'Organising mothers' meeting', 'presenting suitable topics regarding the health of children', 'presenting suitable topic regarding environmental pollution' and 'presenting suitable topic on impact of television' were the nature of extension activities conducted during practice teaching.

15. Regarding the activities given to student teachers as art and craft only teachers of Government PPTTIs responded while teachers of Government Recognized but Unaided and Unrecognized did not.
16. Irrespective of the category of the PPTTIs, all the teachers are dissatisfied with the physical facilities available in their respective PPTTIs.
17. All the teachers of the Government PPTTIs, teachers belonging to five Government Recognized but Unaided PPTTIs were satisfied with the manner of working of their principals. Teachers of the all Unrecognized PPTTIs were dissatisfied with their principal. Those who were dissatisfied refused to respond.
18. Teachers of all the three Government PPTTIs and teachers of three Government Recognized but Unaided PPTTIs were satisfied with the functioning of staff council they had. All the Unrecognized PPTTIs do not have staff council.
19. Irrespective of the nature of the institutes teachers were not satisfied with the selection procedure adopted in their institutes. The reason for their dissatisfaction were lack of teacher aptitude test during admission and inadequacy of minimum qualification required for admission.
20. Irrespective of the nature of the sample, all teachers were dissatisfied with the existing curriculum of the respective institutions. The reasons for dissatisfaction were overload of curriculum and improper planning with regard to selection of students, transaction and evaluation of the curriculum.

21. All the teachers of the Government PPTTIs, six Government Recognized but Unaided PPTTIs and eight Unrecognized PPTTIs were not satisfied with the mode of transaction of the curriculum but they refused to reveal the reason behind it.
22. All teachers belonging to Government PPTTIs, teachers of half the number of total Government Recognized but Unaided and Unrecognized PPTTIs were satisfied with the co-curricular activities of their institutes. Those who were dissatisfied pinpointed that the opportunities were not enough to foster the all-round development of the students.
23. The teachers of Government PPTTI, Thiruvananthapuram were satisfied with the student's union but teachers of Government PPTTI, Alapuzha and Kozhikode were not satisfied. Teachers of nine Government Recognized but Unaided and eight Unrecognized PPTTIs were not satisfied with the students' union of their institutes. But those who were dissatisfied were not revealed their reason for dissatisfaction.
24. All the teachers of Government PPTTIs, eight Government Recognized but Unaided PPTTIs and eight Unrecognized PPTTIs were satisfied with the functioning of PTA in their institutes. Those who were dissatisfied did not reveal the reason behind their dissatisfaction.
25. The obtained data regarding the opinion of the teachers regarding the pre-primary teacher education of the PPTTIs were analysed. The analysis revealed the following details.
 - i) Of the total teachers of the Government PPTTIs 67.68 percentage expressed their opinion.

- ii) Of the total teachers of the Government PPTTIs 19.35 percentage are of the opinion that there is a large number of PPTTIs in Kerala but the teachers are not qualified.
- iii) Of the total teachers of the Government PPTTIs 6.64 percentage opined that it is very difficult to fulfill all NCTE norms.
- iv) Three point two two percentage of the same sample opined that the basic qualification for admission to the course should be pre-degree/plus two.
- v) Nine point six six percentage teachers of the Government PPTTIs are of the opinion that government should take measures to abolish the unrecognized PPTTIs.
- vi) Twenty nine point zero one percentage of teachers of the Government PPTTIs opined that special department should be formed to monitor the pre-primary education of the state.
- vii) Of the total teachers of the Recognized but Unaided PPTTIs sampled only 30 percentage expressed their opinion with regard to the pre-primary teacher education in Kerala.
- viii) Sixteen percentage of the teachers of the Government Recognized but Unaided PPTTIs opined that no uniform pattern exists in the state with regard to the pre-primary education and pre-primary teacher education and government should take measures to control and co-ordinate PPTTIs.
- ix) Fourteen percentage of the teachers of the Government Recognized but Unaided PPTTIs are of opinion that in the curriculum for pre-primary teacher training course more practical work should be included with creative works.

- x) Of the total teachers of the Unrecognized PPTTIs 18.75 percentage expressed their opinion regarding pre-primary teacher education in Kerala. All of them opined that much emphasis to pre-primary teacher education in Kerala is not given compared to pre-primary education and there should be co-operation between different agencies of pre-primary teacher education than competition.

Comments

The analysis made above revealed the following information which reflects the handicaps and unscientific practices and limitations concerned with the practice teaching and other practical works. Though all PPTTIs had provision for practice teaching, the duration given was not at all satisfactory. Norms by NCTE, stipulates 30 working days for practice teaching. From the analysis it could be seen that only government PPTTI Thiruvananthapuram and government PPTTI Kozhikode had provision for 30 days of practice teaching for their students. Of the Government Recognized but Unaided PPTTIs 25 is the maximum and 10 is the minimum days given. Of the unrecognized category 15 is the maximum and five is the minimum days provided. Practice teaching is the most crucial aspect in a teacher training programme where the student teacher can bring into practice the theories and concepts which she heard about from the classes. Otherwise they will remain abstract. The analysis brought in to light that majority of the PPTTIs conducts practice teaching only for the sake of including it in the curriculum.

It is surprising to note that no provision was given to the teachers of the pre schools to observe and evaluate the classes of the student teachers during practice teaching. At the same time, all the classes were not observed and evaluated by the teachers of the PPTTIs also. From these observations it could be inferred that the student teachers are not able to obtain a clear

judgement regarding their daily classes during practice teaching. It may not be possible for the teacher of the PPTTIs to observe and evaluate all the classes of all student teachers because of many constraints. To rectify this handicap this responsibility should have been rendered to the pre-school teachers also.

It is a paradox to note that majority of the teachers of the PPTTIs agreed that they had considered the opinion of the pre-school teacher on the student teacher for their improvement. Unless the preschool teacher observes the classes of the student teacher the consultation cannot give any fruitful outcome.

Extension education should form an essential aspect of the pre-school education. In this regard it is pathetic to notice that the Unrecognized PPTTIs do not provide any extension education programme for their student teachers.

The analysis also revealed that none of the student teachers was given opportunity to observe and evaluate the activities of a pre-school. Unless they were given training in observing and evaluating the activities of a preschool they would not be able to organise a school effectively in the future.

The analysis of the data obtained from the teachers of the PPTTIs sampled revealed that irrespective of the variation in the nature of the sub samples selected the teachers are dissatisfied with the physical facilities. This strongly indicates that the physical facilities of the PPTTIs sampled is not up to the ideal one as put forth by the norms and standard laid down by NCTE.

Majority of the teachers belonging to the Government PPTTIs and Government Recognized but Unaided PPTTIs were satisfied with the

manner of working of the principal whereas the teachers belonging to the Unrecognized PPTTIs were dissatisfied with the manner of working of their principals but they failed to open up the reason.

Only Government PPTTIs have a formalised staff council but the Government Recognized but Unaided and Unorganised PPTTIs do not have such a cordial body. A staff council is a must for every institute for the effective transaction of the curricular and co-curricular activities.

Irrespective of the nature of the sub samples taken all the teachers sampled were dissatisfied with the admission procedure of their institutes. Teachers of the PPTTIs were unanimous in their opinion with regard to the lack of teacher aptitude test and basic qualification required. All of them expressed their grievances on the admission procedure adopted in their respective PPTTIs.

Norms for Teacher Education Institutions - Pre-Primary laid down by the NCTE suggest that admission to the course should be determined by a selection test and an interview conducted by an agency approved by the NCTE. The analysis of the data obtained from the teachers revealed that no such procedure was adopted by the institutions and that may be one of the reason behind the poor enrolment of meritorious students to this course as noticed by the majority of teachers of the PPTTIs.

The curriculum of the pre-primary teacher education existing in the PPTTI was not satisfactory. The teachers of the sampled PPTTIs were dissatisfied with the planning, implementation and evaluation phases of their curriculum. Teachers are the persons responsible for the effective transaction of the curriculum. It is evident from the analysis that the teachers of the PPTTIs were themselves dissatisfied with the curriculum.

Such a handicapped curriculum is not effective to fulfill the objectives of pre-primary teacher education.

It is also brought to light that in the teachers perspective the co-curricular activities were satisfactory for the Government PPTTIs but not so satisfactory for the Government Recognized but Unaided PPTTIs and the Unrecognized PPTTIs. They expressed their opinion that the co-curricular activities of their institutes were not enough to foster the all-round development of the student teachers. With regard to the students union majority of teachers of the Government and Government Recognized but Unaided PPTTIs were satisfied but only a few of the teachers belonging to the Unrecognized PPTTIs were satisfied on students union. The opinion of the teachers belonging to Government and Government Recognized but Unaided PPTTIs was satisfactory with regard to the working of PTA of their institutes. In the case of the Unrecognized category 50 percentage of the total teachers was dissatisfied. It may be pointed out that Parent Teacher Association has a pivotal role to play in the curricular and co-curricular aspects of the pre-primary teacher education programme.

Teachers of the sampled PPTTIs have varied opinion regarding the pre-primary teacher education in Kerala. Most of the teachers of the Government Recognized but Unaided sector and Unrecognized sector refuse to express their opinion where as more than 60 percentage of the teachers of the Government PPTTIs expressed their opinion. Difficulty in getting the qualified teachers is a major hurdle in the perception of teachers of the Government PPTTIs. Inadequacy of practical work and other creative works in the curriculum were the concern of many teachers. Control and co-ordination in this sector is the urgent slogan raised by the teachers. It is interesting to note that the teachers belonging to the Unrecognized sector proclaims for the control by the government. Most of the teachers of this

category had not responded in specific way but most of them remain in deliberate silence.

III. Reactions of the Student Teachers of Sampled Pre-primary Teacher Training Institutes

The reactions of the student teachers of the sampled pre-primary teacher training institutes on the curricular and co-curricular activities in their institutes was collected using a questionnaire for the purpose. This is to accomplish the Objective No. vi. The results obtained from the analysis is described below. The description is given under various headings.

1. Admission Procedure

Cent percent of the total student teachers of the Government PPTTIs responded that their admission to the course is purely based on merit. The student teachers belonging to the Government Recognized but Unaided PPTTIs were also of the opinion that their admission to the course is purely based on merit. But the student teachers belonging to the Unrecognized PPTTIs refused to respond to this item. But they did not know the criteria adopted for admission in their institutes. Cent percent of the total student teachers irrespective of the nature of the sub sample agreed that no aptitude or attitude test was conducted during their admission to the course. A few of the student teachers sampled had remarkable achievement in the co-curricular activities at the school level/district level and they got grace mark for this achievement during admission.

The analysis made it clear that the admission procedure adopted in the sampled PPTTIs from the perspective of the student teachers is not apt. The opinion of the student teachers regarding the lack of attitude/aptitude test during admission to the pre-primary teacher training course is in congruity with the opinion of majority of the heads and teachers sampled

from the same PPTTIs. Thus it can be inferred that no aptitude or attitude test is conducted during their admission. This is in contradiction to the opinion of some heads. Though the heads of certain Government Recognized but Unaided PPTTIs claimed that they are conducting some tests they could not give the details. Considering the opinions of students and teachers it can be concluded that the admission procedure is not scientific.

2. Student Teachers' Reactions on Infrastructure of the Pre-primary Teacher Training Institutes

(a) Furniture

Twenty two point two percentage of the students of the Government PPTTIs expressed that their institutes are well equipped with furniture. 77.77 percentage students belonging to the Government PPTTIs were not satisfied with the furniture available in their institutes. They expressed the inadequacy of the furniture items in number to meet the needs as their reason for dissatisfaction.

Of the Government Recognized Unaided 27.75 percent responded that their institutes were well equipped with furniture and they were satisfied with this. Those who were dissatisfied with the furniture available in their PPTTIs expressed the inadequacy of the available furniture to meet their needs.

Of the total 570 student teachers of the Unrecognized PPTTIs only 18.60 percentage responded that their institutes are well equipped with furniture. Whereas 81.40 percentage were not satisfied with the furniture available. They refused to express the reason for their dissatisfaction.

The analysis made it clear that the students are not satisfied with the availability of the furniture in their institutes.

On cross checking the data with that of the data obtained from two previous tools administered to the heads and teachers; they also had opined about the poor furniture facility available. Hence, it can be inferred that the opinion expressed by the heads and teachers of the pre-primary teacher training institutes is found to be in accordance with the opinion of the students also. The institutions sampled, despite of the nature of the sub samples, are lacking adequate furniture facilities.

(b) Library

The analysis of the obtained data on availability of library revealed that none of the Pre-primary Teacher Training Institutes has a library.

This is in contradiction with the opinion of heads and teachers of the same pre-primary teacher training institutes. The analysis of the data obtained from tools to the heads and teachers had revealed that of the three Government PPTTIs, government PPTTI Alapuzha and government PPTTI Kozhikode have one library each, of the 12 Recognized but Unaided PPTTIs sampled, S.N pre-primary teacher training institute has a library, and none of the Unrecognized PPTTIs has a library facility. In the students perspective the opinion of the heads and teachers of the respective PPTTIS mentioned above is found to be incorrect. Though these institutes have some arrangements to keep the books it is not a separate room with the stipulation of a library. Moreover on actual observation and on analysing the data on facilities available in the library it can be inferred that the claim made by the heads and teachers is only exaggeration. Thus the students perception is correct and none of the PPTTIs sampled, irrespective of the nature of the subsample, is not having a library.

(c) Educational Technology Laboratory

Of the total 1150 student teachers sampled, the student teachers belonging to the Government pre-primary teacher training institute Kozhikode and Baker Memorial PPTTI, Kottayam have responded positively regarding the availability of educational technology laboratory in their institution. Of the three Government PPTTIs government PPTTI Kozhikode has one educational technology laboratory. Of the 12 Government Recognized but Unaided PPTTIs sampled only Baker Memorial PPTTI, Kottayam has one educational technology laboratory. None of the Unrecognized PPTTIs has an educational technology laboratory.

Cross checking of this with the data collected from the heads and teachers of the PPTTIs and also from the personal examination of the investigator it could be inferred that none of the 31 Pre-primary teacher training institutes sampled has an educational technology laboratory. The investigator could able to see some audio visual equipment as kept near the staff room and the room arranged for library in the government PPTTI Kozhikode and Baker Memorial PPTTI, Kottayam. This might have lead the student teachers to respond that their institute has and educational technology laboratory. Thus it can be concluded from the cross checking of the data obtained through the three tools and on personal examination by the investigator that none of the PPTTIs sampled is having an educational technology laboratory.

(d) Psychology laboratory

None of the total 1150 student teachers sampled responded that their PPTTIs have a psychology laboratory.

The response of the student teachers with regard to the availability and utilization of psychology laboratory has congruity with the opinion of

the heads and teachers of the pre-primary teacher training institutes sampled. It is a matter of great regret to notice that none of the PPTTIs sampled has a psychology laboratory which is highly essential for teacher education programme at pre-primary level.

(e) Computer laboratory

The analysis for the availability and utilization of computer room revealed that none of the total 1150 student teachers sampled has responded that the institution is having a computer laboratory.

The analysis revealed that with regard to the availability and utilization of computer laboratory the student teachers agreed with the opinion of the heads and teachers of the pre-primary teacher training institutes. Thus it can be inferred that none of the total PPTTIs sampled is having a computer laboratory.

(f) Work experience room

Of the total student teachers sampled 26.87 percentage responded that their institute is having a work experience room. These student teachers belonged to seven PPTTIs. Of the PPTTIs that are having work shop one PPTTI belonged to the Government category; government PPTTI Kozhikode and six PPTTIS come under the Government Recognized but Unaided category.

The analysis of the students responses on the availability of work experience room has some contradiction with that of heads and teachers. As per the data obtained from heads and teachers of the sampled PPTTIs it was seen that two Government PPTTIs claimed that they are having work experience room. From students' reactions the claim made by government PPTTI Thiruvananthapuram is found false and only government PPTTI

Kozhikode has a work experience room. It is a matter of great regret to notice that of the total 12 Government Recognized but Unaided PPTTIs sampled only six have a work experience room and none of the Unrecognized PPTTIs is having a work experience room. Regarding the contradiction of opinion on the availability of work experience room the opinion of students can be taken into account. Thus it can be inferred that of the Government category only government PPTTI Kozhikode is having a work experience room.

For the item whether the student teachers are satisfied with the availability and utilization of the work experience room the student teachers of the government PPTTI Kozhikode is fully satisfied with their work experience room. But the student teachers of the Government Recognized but Unaided PPTTIs were not satisfied with the available work experience room and their reason for dissatisfaction according to them was that all these work experience rooms are not well furnished.

Work experience should form an important part in a teacher training programme at pre-primary level as one of the prime objectives of pre-school education is to foster creative art and other work forms. Therefore the training programme should provide efficient training in this aspect. For this it needs well equipped work experience room. The analysis made it clear that none of the PPTTIs sampled is having a well equipped work experience room as per the NCTE norms.

(g) Art/Craft Room

Of the total student teachers sampled 13.04 percentage responded that their institute is having an art room. These students belonged to three PPTTIs; government PPTTI Alapuzha, S.N. PPTTI, Alapuzha, and Rahmaniya PPTTI Kozhikode.

There is some contradiction in students opinion with that of the data obtained from the heads and teachers. The heads of government PPTTI Thiruvananthapuram and government PPTTI Kozhikode claimed that their institutes are having a separate art room. But student teachers of the respective PPTTIs didnot agree with this reaction. The investigator also on general observation on the facilities of the institute felt that the opinion of the student teachers is correct.

In the perspective of students of the 12 Government Recognized but Unaided PPTTIs sampled only two PPTTIs have an art/craft room. These PPTTIs are S.N PPTTI, Alapuzha and Rahmaniya PPTTI, Kozhikode. This opinion is similar to that of heads and teachers of the respective PPTTIs.

The student teaches of the 16 Unrecognized PPTTIs sampled agreed with the opinion of their heads and teachers that their institution is not having an art/craft room.

Thus it can be concluded that of the total sampled PPTTIs only three are having an art room. To give training in the creative art forms for the student teachers each institute should have an art room. As such the availability of the art room in general for the sampled PPTTIs is very poor.

(h) First aid demonstration hall

Cent percent of the student teachers sampled responded that their institute is not having a first aid demonstration hall.

This indicate that none of the PPTTIs belonging to the Government, Government Recognized but Unaided and Unrecognized categories has a first aid demonstration hall. The students' opinion is also similar to that of the heads and teachers of the sampled PPTTIs. The cross checking of these

three perspectives clearly reflect that none of the PPTTIs sampled is having a first aid demonstration hall.

Training on how to render first aid to different ailments is of very high significance in a teacher training programme at pre-primary level because pre-school children are susceptible to injuries and ailments. Before approaching a hospital for treatment in such occasions it is a must that proper first aid should be given from the pre-school itself. In order to equip the presumptive pre-school teachers for such actions they must get an effective training in first aids for different ailments.

The above analysis clearly revealed that the sampled PPTTIs do not have such facilities for training the student teachers on the techniques and strategies to render first aids. Hence the objectives of the curriculum in this aspect can not be attained effectively.

(i) Hall for indoor games

Of the total sample only 3.78 percentage of student teachers responded that their institute is having a hall for indoor games. These students belonged to Rahmaniya PPTTI Kozhikode. This opinion is in complimentary to the opinion of the heads and teachers.

The student teachers were not satisfied with the functioning of the same. The reason expressed by them for their dissatisfaction is that the hall is not well equipped and not functioning well.

Majority of pre-school games are of indoor type. The analysis revealed that of the 31 PPTTIs only one has a hall for indoor games. This is also not well equipped and not sufficient to train the student teachers on conducting indoor games for the pre-school child. The analysis brought in to light the handicap of the PPTTIs sampled to provide learning experiences

for the student teachers on how to conduct indoor games for the nursery school children. Thus it had its ill effect on the training and subsequently on the role performance of these students in future.

(j) Play ground

The analysis revealed that out of the total 31 PPTTIs sampled only eight PPTTIs have play ground. Of these, two PPTTIs belong to the Government category and six belong to the Government Recognized but Unaided sector. None of the 16 Unrecognized PPTTIs sampled has a play ground.

Of the three Government PPTTIs government PPTTI Kozhikode and government PPTTI Alapuzha have play ground.

Of the 12 Government Recognized but Unaided PPTTIs sampled only six have play ground. These are S.N. PPTTI, Alapuzha, Rahmaniya PPTTI Kozhikode, Cordova PPTTI, Thiruvananthapuram, Jamiya Salafiya PPTTI Malappuram, Viswabharathi PPTTI Pathanamthitta, and Malankara PPTTI, Kollam.

None of the Unrecognized PPTTIs has a play ground. In this aspect the reactions of the student teachers are the same as to those of heads and teachers. Therefore it can be concluded that of the total 31 PPTTIs only eight have a play ground each.

With regard to the utilization of the play ground none of the student teachers of the sampled PPTTIs is satisfied with using the playground available. The reason for their dissatisfaction was lack of time.

(k) Toilet

The analysis for the availability of toilet revealed that of the 31 PPTTIs sampled 21 have toilet facility. All the three Government PPTTIs and 12

Government Recognized but Unaided PPTTIs have toilet facility in their institutions. Of the 16 Unrecognized PPTTIs only six have toilet facility available in their institutes.

The reactions of the students, teachers and heads are same with regard to the availability of toilets in the PPTTIs sampled.

Six of the total 16 Unrecognized PPTTIs sampled were not able to provide such basic amenities. This situation has to be treated considering the fact that all the students and teachers are ladies.

(l) Canteen

The analysis for the availability and utilization of canteen revealed that, of the 31 pre-primary teacher training institutes only Rahmaniya Pre-Primary Teacher Training Institute of the Government Recognized but Unaided category has a canteen attached to their institute. This opinion is same to that of the heads and teachers. The unavailability of canteen in the sampled PPTTIs indicate the poor services available there.

(m) Student's Hostel

The analysis for the availability of students' hostel revealed that of the 31 PPTTIs sampled only four have students' hostel attached to their institutes.

Of the three Government PPTTIs only government PPTTI Kozhikode has students' hostel attached to their institute. Of the 12 Government Recognized but Unaided PPTTIs sampled only three have students' hostel and they are Rahmaniya PPTTI Kozhikode, Mother Therasas PPTTI Kannur and Malankara PPTTI Kollam. None of the Unrecognized PPTTIs sampled have students' hostel attached to their institute.

Cross checking the obtained data with the response on the former tools revealed that there is some contradiction in the opinion of student teachers with the head of the Malankara PPTTI, Kollam. According to the head of the Malankara PPTTI, there is no students' hostel for the institution on its own. But some arrangements were done for the students to reside. This might have lead the students to respond like this.

All the student teachers belonging to the above PPTTIs that are having students' hostel were not satisfied with the available hostels. They expressed the inadequacy of facilities in their hostels as their reason for dissatisfaction.

As per the norms of NCTE, the student hostel is a must for the PPTTIs. In this context the situation of the PPTTIs is far away from satisfactory.

(n) Model Pre-primary School

Out of the 31 PPTTIs only 21 have model pre-primary school of their own.

All the three Government PPTTIs have model pre-primary school. Of the 12 Government Recognized but Unaided PPTTIs sampled 10 have a model pre-primary school each. S.N. PPTTI Alapuzha and Hais PPTTI Kollam do not have a model pre-primary school. Of the 16 Unrecognized PPTTIs sampled eight have model pre-primary schools and eight PPTTIs do not have a model pre-primary school.

Cross checking of this data with that obtained from the heads and teachers revealed that all these reactions are complimentary in nature.

The analysis revealed that half of the total Unrecognized PPTTIs sampled do not have a model pre-primary school of their own. For the

effective transaction of the curriculum for a teacher preparation course a model school is a must. This is very crucial in the case of a preparatory course at pre-primary level. A model pre-primary school adjacent to the PPTTIs belonging to the institution shall make the supervised practice teaching, demonstration and appraisal of the pre-primary classes more effective and lively. In this dimension, of the three categories of the sampled PPTTIs the Unrecognized PPTTIs have its handicaps.

(o) Mode of administration of principal

The analysis regarding the manner of administration of the principal revealed that cent percent of the student teachers belonging to the three Government PPTTIs were satisfied with the manner of administration of their principal. Of the 12 Government Recognized but Unaided PPTTIs sampled all the student teachers except those belonging to the Jamiya Salafiya PPTTI, Malappuram were satisfied with the mode of administration of the principal. Of the 16 Unrecognized PPTTIs sampled cent percent of the student teachers were satisfied with the manner of administration of their principals.

This analysis revealed that there is some contradiction in the opinion between the teachers and student teachers on the mode of administration of principals of the PPTTIs sampled.

Of the three Government PPTTIs only 85.71 percentage of teachers were satisfied but 14.29 were dissatisfied while cent percent of student teachers are satisfied. Of the 12 Government Recognized but Unaided PPTTIs sampled more than half of the teachers were not satisfied but in the case of student teachers only 2.69 percentage were unsatisfied with the manner of working of the principal. Of the total teachers of the 16 Unrecognized PPTTIs none of them were satisfied with the manner of

working of their principal but all the student teachers were satisfied with the manner of working of their principal.

It is interesting to note that both the teachers as well as the student teachers who were dissatisfied with the manner of working of their principal were reluctant to give the reason for their dissatisfaction. This difference in reactions might be due to the different approaches of the principals and difference in perception by teachers and students.

(p) Availability of teachers

The analysis revealed that of the total three Government PPTTIs the student teachers of government PPTTI Thiruvananthapuram were of the opinion that they had adequate number of teachers while government PPTTI Alapuzha and government PPTTI Kozhikode expressed that their PPTTIs do not have adequate number of teachers.

Of the 12 Government Recognized but Unaided PPTTIs only four PPTTIs have adequate number of teachers while eight PPTTIs do not have adequate number of teachers. The student teachers of S.N.PPTTI Alapuzha, Jamiya Salafiya PPTTI Malappuram, Malankara PPTTI Kollam, and Thunchan Smaraka PPTTI Thiruvananthapuram expressed that they have adequate number of teachers.

Of the 16 Unrecognized PPTTIs sampled the student teachers of only four PPTTIs reacted that they have adequate number of teachers.

The analysis for the availability of teachers for the 31 sampled PPTTIs revealed a very pathetic situation. It is not at all satisfactory as per the norm of NCTE. The reactions of student teachers on the availability of teachers is similar to the opinion expressed by the heads of PPTTIs sampled.

With regard to the item whether the student teachers are satisfied with the manner of working of teachers of PPTTIs, only the student teachers of Government PPTTIs responded positively while the remaining student teachers were reluctant to express their opinion.

(q) Functioning of PTA

Of the total 31 PPTTIs 18 have PTA for their institutions and 13 did not have PTA.

Of the three Government PPTTIs government PPTTI Thiruvananthapuram and government PPTTI Kozhikode are having PTA but government PPTTI Alapuzha does not have a PTA.

Of the 12 Government Recognized but Unaided PPTTIs sampled eight have PTA and the remaining four, i.e., Cordova PPTTI Thiruvananthapuram, Jamiya Salafiya PPTTI Malappuram, Smitha PPTTI Eranakulam, Goodwill Charitable PTTI Kollam do not have a PTA.

Of the 16 Unrecognized PPTTIs sampled eight PPTTIs have PTA and eight do not have PTA.

The analysis also revealed that the student teachers belonging to PPTTIs where there is a PTA are satisfied with the functioning of their PTA.

In the pre-primary teacher training programme a number of extension programmes have to be conducted to parents especially to mothers and the community outside.

For this a well functioning PTA is highly essential. The absence of an organised body of PTA for the four Government Recognized but Unaided PPTTIs and six Unrecognized PPTTIs is a handicap for the institutes, the reflection of which has its adverse effect in the curricular transaction.

(r) Students Union

Of the 31 PPTTIs, Government PPTTI Thiruvananthapuram and government PPTTI Kozhikode are having students union in their institutions while government PPTTI Alapuzha does not have a students' union. Of the 12 Government Recognized but Unaided PPTTIs only Jamiya Salafiya PPTTI Malappuram and Hais PPTTI Kollam are having students' union and the remaining 10 PPTTIs are not having students' union in their institutions.

With regard to the reaction of student teachers as to whether they are satisfied with the functioning of the union, student teachers of government PPTTIs, Jamiya Salafiya PPTTI Malappuram and Hais PPTTI Kollam expressed that they are satisfied with the functioning of their student's union while students teachers of the Unrecognized PPTTIs refused to respond.

Student's union in an institute is invariable. This is the best way to learn organisational strategies and to foster team work and leadership quality. The role of pre-school teacher is such that it requires great mode of flexibility and organising capacity. During the preservice period a rehearsal of the same must be done so that the prospective pre-school teachers will assimilate the same.

Considering all these it is a matter of regret to note that one among the three Government PPTTIs, 10 among the Government Recognized but Unaided category are not having the students union.

3. Activities Connected with the Teaching of Theory Papers

The obtained data collected using the Section- B of the questionnaire to the student teachers of the sampled pre-primary teacher training institutes were analysed. This was done to obtain a concrete evidence

regarding the effectiveness of the teaching of theory papers of the Pre-primary teacher training curriculum. The response of the student teachers on the total 97 activities that have to be conducted in their institutes for effective transaction of the theory papers were analysed. The result obtained were analysed institution wise and item wise. The simple technique of percentage analysis was used.

The percentage score obtained for the three Government Pre-primary teacher training institutes is presented in table 45.

TABLE 45

**Percentage Scores of Student Teachers of
Government Pre-Primary Teacher Training Institutes
for the Activities to be Conducted for the Teaching of Theory Papers**

Sl. No.	Name of PPTTI	Total No. of Activities to be Conducted	Activities Conducted	Percentage Score
1	Government PPTTI Thiruvananthapuram	97	54	55.67
2	Government PPTTI Alapuzha	97	47	48.45
3	Government PPTTI Kozhikode	97	52	53.61

From table 45 it is clear that the student teachers belonging to the three Government PPTTIs reacted that only 52.58 percentage of the total 97 activities have been carried out in the three Government Pre-primary teacher training institutes. Of the three Government PPTTIs sampled government PPTTI Thiruvananthapuram conducts 55.67 percentage activities, government PPTTI Kozhikode conducts 53.61 percentage while government PPTTI Alapuzha conducts only 48.45 percentage of the total activities.

The analysis brought into light that in the student's perspective the three Government PPTTIs were able to conduct only half of the total activities that have to be carried out in connection with the teaching of theory papers, government PPTTI Thiruvananthapuram had attained the highest percentage score and then government PPTTI Kozhikode and the least percentage score is for government PPTTI Alapuzha. It is very relevant to note that these institutes failed to give almost half of the total activities to be given for the teaching of theory papers. The objectives of including theory papers in the PPTTI curriculum becomes half done unless it is integrated with the activities. The omission of these activities is a crucial handicap for the student teachers as far as the total curricular experiences are concerned.

The item wise percentage score obtained for the three Government PPTTIs is presented in table 46.

TABLE 46

Percentage Score of Student Teachers for the Different Activities Conducted in Connection with the Teaching of Theory Papers in the Government Pre-primary Teacher Training Institutes (N=97)

ITEM	YES	YES (%)	NO	NO (%)
1	3	100.00	0	0
2	3	100.00	0	0
3	3	100.00	0	0
4	3	100.00	0	0
5	3	100.00	0	0
6	3	100.00	0	0
7	3	100.00	0	0
8	3	100.00	0	0
9	0	0	3	100.00
10	0	0	3	100.00
11	0	0	3	100.00

contd...

ITEM	YES	YES (%)	NO	NO (%)
12	0	0	3	100.00
13	0	0	3	100.00
14	2	66.67	1	33.33
15	2	66.67	1	33.33
16	3	100.00	0	0
17	3	100.00	0	0
18	3	100.00	0	0
19	3	100.00	0	0
20	0	0	3	100.00
21	3	100.00	0	0
22	3	100.00	0	0
23	3	100.00	0	0
24	3	100.00	0	0
25	3	100.00	0	0
26	3	100.00	0	0
27	3	100.00	0	0
28	0	0	3	100.00
29	2	66.67	1	33.33
30	0	0	3	100.00
31	3	100.00	0	0
32	3	100.00	0	0
33	0	0	3	100.00
34	0	0	3	100.00
35	0	0	3	100.00
36	0	0	3	100.00
37	0	0	3	100.00
38	0	0	3	100.00
39	3	100.00	0	0
40	0	0	3	100.00
41	3	100.00	0	0
42	0	0	3	100.00
43	3	100.00	0	0

contd...

ITEM	YES	YES (%)	NO	NO (%)
44	3	100.00	0	0
45	3	100.00	0	0
46	3	100.00	0	0
47	3	100.00	0	0
48	3	100.00	0	0
49	3	100.00	0	0
50	3	100.00	0	0
51	3	100.00	0	0
52	0	0	3	100.00
53	0	0	3	100.00
54	3	100.00	0	0
55	3	100.00	0	0
56	3	100.00	0	0
57	3	100.00	0	0
58	0	0	3	100.00
59	0	0	3	100.00
60	0	0	3	100.00
61	2	66.67	1	33.33
62	2	66.67	1	33.33
63	0	0	3	100.00
64	0	0	3	100.00
65	3	100.00	0	0
66	0	0	3	100.00
67	0	0	3	100.00
68	0	0	3	100.00
69	0	0	3	100.00
70	0	0	3	100.00
71	0	0	3	100.00
72	3	100.00	0	0
73	3	100.00	0	0
74	0	0	3	100.00
75	0	0	3	100.00

contd...

ITEM	YES	YES (%)	NO	NO (%)
76	0	0	3	100.00
77	3	100.00	0	0
78	3	100.00	0	0
79	0	0	3	100.00
80	3	100.00	0	0
81	3	100.00	0	0
82	3	100.00	0	0
83	0	0	3	100.00
84	3	100.00	0	0
85	0	0	3	100.00
86	0	0	3	100.00
87	1	33.33	2	66.67
88	1	33.33	2	66.67
89	0	0	3	100.00
90	0	0	3	100.00
91	0	0	3	100.00
92	0	0	3	100.00
93	0	0	3	100.00
94	0	0	3	100.00
95	0	0	3	100.00
96	3	100.00	0	0
97	3	100.00	0	0

Table 46 reveals that cent percent of the Government PPTTIs conducted the following activities for the effective transaction of the theory part of the course.

1. Preparation of the list of three types of education received by children.
2. Visit to a child welfare centre.

3. Conducted meeting with parents to discuss the importance of early childhood education.
4. Campaign to make the parents aware of the ways and means of early childhood education.
5. Discussion with parents/public regarding the defects and deficiencies in the early childhood due to familial/social conditions.
6. Conducting seminars to make parents aware of the importance of early childhood education.
7. Group discussion meant for pooling together first hand experiences about development of children.
8. Discussion meant for incorporating the different theories on early childhood education.
9. Device games for children satisfying the basic principles of development.
10. Evaluate and report the activities in the model pre-school in terms of the guiding principles of child development.
11. Formulate more activities that foster the development of the three domains of the child.
12. Implement some activities in the practising schools and hold discussion on the basis of experience.
13. Group discussion on the topic influence of house, school and community on development.

14. Collection of data from practice teaching school regarding age, weight, height, proportion, etc. of children and preparation of tables, charts, graphs, etc.
15. Collection of charts and graphs showing physical/psychological development from medical publications and interpreting them.
16. Preparation of a list of stage appropriate activities helpful for fostering physical development.
17. Preparation of health card with the data obtained from the pre-school.
18. Preparation of charts showing crucial stages of motor development of children of the age group of 0-6 years.
19. Observing selected children from the practice teaching school and collect data regarding their motor development and comparing with norms.
20. Organise parents meeting to orient them to appropriate role playing for proper emotional development of their children.
21. Organising free play and games and participate in them with children.
22. Developing stories and narration suited for children and questions for testing listening comprehension.
23. Diagnose the difficulties associated with speech defects and devise remedial measures.
24. Organising discussion with parents on common language problems diagnosed.
25. Collection of large number of nursery rhymes.

26. Collection of pictures and other works of arts suitable for fostering aesthetic development of children.
27. Collecting stories and dramatise them.
28. Participate in dramatic presentation, action song, etc. along with children.
29. Collecting puppets and use them in plays.
30. Preparation of a chart of the sequences of moral development and the type of behaviours associated with each stage.
31. Devising free play, games, etc. that provides with opportunities for fostering proper moral development.
32. Organising sessions for parents in providing guidance for proper moral development.
33. Group study and discussion on the cases from the practising schools and identify behavioural problems.
34. Individual/group study about the behavioural problems identified in relation to the familial and social background.
35. Discussion with parents on how to identify and deal with common behavioural problems.
36. Identification of children with special needs (if any) from the practice teaching school.
37. Preparing chart consolidating the conditions influencing health.
38. Conducting seminar on nutritious foods and healthy food habits for the benefit of parents.

39. Preparation of charts showing symptoms and effects of ailments common to children.
40. Preparation of chart showing types/symptoms and causes of diarrhoea.
41. Preparation of ORS solution by mixing salt and sugar in the correct proportion.
42. Preparation of chart showing the details regarding the disease, their hazards, their preventive vaccines and time schedule for vaccination.
43. Organising a seminar/discussion on the common disease and their immunization for the benefit of parents.
44. Collecting pamphlets/posters, etc. regarding universal immunization programme (UIP) and use these for educating parents.
45. Visiting two child welfare centres and study their programme.
46. Visiting the home of a select child and conduct frequent interviews with parents about issues regarding the child concerned.
47. Records and reports of the result of interview with the parent.

It is evident from same table 66.67 percentage of the Government PPTTs conducted the following activities.

1. Conducting visit of representative of various agencies functioning in the field of early childhood education and explain their functions.
2. Analyse activities for children and evaluate them in terms of the guiding principles of child development.
3. Observing and identifying the emotional behaviour by case study techniques and taking steps for fostering or correcting as required.

4. Preparation of chart of different types of records needed for a pre-school by the individual student teacher.
5. Developing sample data sheet for entering relevant details regarding a child.

From table 46 it can also be read that 33.33 percentage of the Government PPTTIs conducted the following activities.

1. Preparation of a chart showing the requirements of a school for early childhood care and education.
2. Make a list of equipment for play activities for a pre-school.

Table 46 revealed that none of the three Government PPTTIs had conducted the following activities.

1. Preparing chart showing the contribution of different educators towards early childhood education.
2. Preparation of biography album of different educators highlighting their contributions towards early childhood education.
3. Preparation of chronologically sequenced list of movements which lead to the popularisation of early childhood education.
4. Literature collection related to various agencies on early childhood education and their functioning.
5. Preparation of charts to represent the linking of functioning of various agencies in the field of early childhood education.
6. Finds examples to make distinction between growth and development.

7. Writing down stage appropriate activities helpful for fostering motor development.
8. Organising free play activities to develop healthy self-concept.
9. Preparation of charts showing desirable and undesirable forms of social behaviour.
10. Conducting programmes for orienting parents to their role playing in fostering proper social development.
11. Designing games dramatization, collection of matters to be classified and preserved involving cognitive development.
12. Gathers details and hold discussion on pre-operational stage of cognitive development and their implication.
13. Preparation of a list of passive and active vocabulary of children at different stages.
14. Preparation of a list of sentence patterns commonly used by children.
15. During practice teaching identifying and correcting the words usually mispronounced by children.
16. Preparation of audiotapes and other programmes that could be used as speech models.
17. List out strategies suited for motivating children by referring to books.
18. Preparation of chart of stage appropriate learning tasks.
19. Devise activities in the form of small projects suitable for each category of special need children.

20. Application of the above activities during practice teaching and study the result and report.
21. Collection of samples of various tools needed for collecting data for child study.
22. Organising seminars/discussions on population control and maternal child care.
23. Collect pamphlets/diagrams/graph associated with population control and care of mothers and child.
24. As an individual work, study and report of the conditions of house.
25. Preparation of chart showing the constituents of food and their function.
26. Collection of pictures/drawings showing symptoms of nutritional deficiency diseases.
27. Organising an exhibition of charts and pictures to educate parents regarding the nutritional deficiency diseases.
28. Preparation of chart showing the nutritional value of locally available food items.
29. Preparation of nutritious child-food using cheap and locally available food materials.
30. Preparation of an album of pictures and diagrams showing the common ailments of children and their respective first aid.
31. Conducting seminar/film show, etc. on common ailments for the benefit of parents and teachers.

32. Visit to the primary health centre/dispensary in the locality and gather additional information about common ailments in children.
33. Organising a seminar on prevention and home treatment of the disease diarrhoea.
34. Preparing an exhaustive list of the various local, state level, national and international agencies associated with welfare of children.
35. Participate in select programmes of any one child welfare centre.
36. Devise innovative programmes for recreation and other welfare activities suited to the local conditions.
37. As a group work develop an annual plan for the programmes of a school for early childhood care and education.
38. Evaluation of the programme of a select pre-primary school.
39. Prepare a chart showing the personnel required for a pre-school and their respective qualifications and duties.
40. Chalk out a plan for a year for the functioning of a staff association for a pre-school.
41. Make a list of inputs that could be pooled from the locality for the effective functioning of a pre-school.
42. Organising campaign for pooling of inputs for the practice teaching pre-schools.
43. Organising any three programmes during the course for educating community and parents.

Comments

The percentage analysis of each activity to be conducted for the effective transaction of theory papers for the three Government Pre-primary Teacher Training Institutes revealed that only 44 activities out of the 97 activities had been conducted by the three Government PPTTIs, the remaining activities were not conducted by the PPTTIs. These activities are very significant as far as a student teacher is concerned in developing the competencies required by a pre-primary teacher. The Analysis of the students' reactions about these activities brought into light the exaggerated claim of the heads and teachers of the Government PPTTIs. Those activities the institutes failed to provide for their student teachers are of very much importance to prepare them to function as an able pre-school teacher. It is very pathetic to observe that even a single PPTTI had not conduct the total activities which are highly essential for equipping the student teacher to perform the role of a pre-primary teacher to facilitate the overall development of the pre-school child.

It is also revealed that the Government PPTTIs had conducted only 52.58 percentage of the activities. The student teachers belonging to these institutes are denied of a bulk of the curricular experiences which are highly essential to equip them to function as an effective pre-school teacher.

The percentage score obtained for the 12 Government Recognized but Unaided pre-primary teacher training institutes is presented in table 47.

TABLE 47

**Percentage Scores of Student Teachers of the Government
Recognized but Unaided Pre-Primary Teacher Training Institutes
for the Activities to be Conducted for the Teaching of Theory Papers**

Sl. No.	Name of PPTTI	Total No. of Activities to be Conducted	Activities Conducted	Percentage Score
1.	Thunchan Smaraka PPTTI Thiruvananthapuram	97	60	61.86
2.	Cordova PPTTI Thiruvananthapuram	97	39	40.20
3.	Goodwill Charitable PPTTI Kollam	97	36	37.11
4.	Malankara PPTTI Kollam	97	45	46.39
5.	Hais PPTTI Kollam	97	37	38.14
6.	S.N PPTTI, Alapuzha	97	66	68.04
7.	Baker Memorial PPTTI Kottayam	97	36	37.11
8.	Viswabharathi PPTTI Pathanamthitta	97	42	43.30
9.	Smitha PPTTI Eranakulam	97	44	45.36
10.	Jamiya Salafiya PPTTI Malappuram	97	40	41.24
11.	Rahmaniya PPTTI Kozhikode	97	42	43.30
12.	Mother Theresas PPTTI Kannur	97	37	38.14

Out of the 97 activities that have to be conducted for the effective teaching of theory, SN PPTTI Alapuzha had conducted 66 activities in the student's perspective having a percentage score 68.04; both Goodwill Charitable and Infant PPTTI Kollam and Baker Memmorial PPTTI Kottayam

had conducted least number of activities and secured a percentage score of 37.11. Of the total 12 PPTTIs only two have secured a percentage score of above 60. The percentage score obtained for the 12 Government Recognized sample is 45.02. This is less than that of the Government PPTTIs sampled. This points to the inadequacy of activities carried out in the respective PPTTIs in connection with the teaching of theory papers.

The item wise percentage score obtained for the 12 Government Recognized but Unaided PPTTIs is presented in table 48.

TABLE 48

**Percentage Score of Student Teachers for
the Different Activities Conducted in Connection
with the Teaching of Theory Papers in the Government
Recognized but Unaided Pre-primary Teacher Training Institutes**

ITEM	YES	YES (%)	NO	NO (%)
1	12	100.00	0	0
2	12	100.00	0	0
3	12	100.00	0	0
4	12	100.00	0	0
5	12	100.00	0	0
6	12	100.00	0	0
7	12	100.00	0	0
8	11	91.66	1	8.33
9	5	41.66	7	58.33
10	1	8.33	11	91.66
11	1	8.33	11	91.66
12	0	0	12	100.00
13	0	0	12	100.00
14	3	25	9	75.00
15	12	100.00	0	0
16	12	100.00	0	0

contd...

ITEM	YES	YES (%)	NO	NO (%)
17	12	100.00	0	0
18	12	100.00	0	0
19	4	33.33	8	66.66
20	0	0	12	100.00
21	3	25.00	9	75.00
22	3	25.00	9	75.00
23	3	25.00	9	75.00
24	3	25.00	9	75.00
25	12	100.00	0	0
26	12	100.00	0	0
27	12	100.00	0	0
28	12	100.00	0	0
29	12	100.00	0	0
30	2	16.66	10	83.33
31	3	25.00	9	75.00
32	2	16.66	10	83.33
33	2	16.66	10	83.33
34	2	16.66	10	83.33
35	0	0	12	100.00
36	0	0	12	100.00
37	0	0	12	100.00
38	0	0	12	100.00
39	10	83.33	2	16.66
40	9	75.00	3	25.00
41	5	41.66	7	58.33
42	1	8.33	11	91.66
43	3	25.00	9	75.00
44	3	25.00	9	75.00
45	11	91.66	1	8.33

contd...

ITEM	YES	YES (%)	NO	NO (%)
46	9	75.00	3	25.00
47	10	83.33	2	16.66
48	10	83.33	2	16.66
49	10	83.33	2	16.66
50	7	58.33	5	41.66
51	7	58.33	5	41.66
52	1	8.33	11	91.66
53	10	83.33	2	16.66
54	10	83.33	2	16.66
55	10	83.33	2	16.66
56	10	83.33	2	16.66
57	10	83.33	2	16.66
58	9	75.00	3	25.00
59	9	75.00	3	25.00
60	3	25.00	9	75.00
61	11	91.66	1	8.33
62	9	75.00	3	25.00
63	7	58.33	5	41.66
64	5	41.66	7	58.33
65	9	75.00	3	25.00
66	1	8.33	11	91.66
67	1	8.33	11	91.66
68	0	0	12	100.00
69	0	0	12	100.00
70	0	0	12	100.00
71	0	0	12	100.00
72	3	25.00	9	75.00
73	3	25.00	9	75.00
74	0	0	12	100.00

contd...

ITEM	YES	YES (%)	NO	NO (%)
75	0	0	12	100
76	0	0	12	100
77	3	25.00	9	75.00
78	3	25.00	9	75.00
79	3	25.00	9	75.00
80	3	25.00	9	75.00
81	1	8.33	11	91.66
82	10	83.33	2	16.66
83	7	58.33	5	41.66
84	2	16.66	10	83.33
85	1	8.33	11	91.66
86	0	0	12	100.00
87	10	83.33	2	16.66
88	8	66.66	4	33.33
89	3	25.00	9	75.00
90	2	16.66	10	83.33
91	1	8.33	11	91.66
92	0	0	12	100.00
93	0	0	12	100.00
94	0	0	12	100.00
95	1	8.33	11	91.66
96	3	25.00	9	75.00
97	4	33.33	8	66.66

From table 48 it is clear that cent percent of the PPTIs conducted the following activities.

1. Preparation of the list of three types of education received by children.

2. Visit to a child welfare centre.
3. Conduct meeting with parents to discuss the importance of early childhood education.
4. Campaign to make the parents aware of the ways and means of early childhood education.
5. Discussion with parents/public regarding the defects and deficiencies in the early childhood due to familial/social conditions.
6. Conducting seminars to make parents aware of the importance of early childhood education.
7. Group discussion meant for pooling together first hand experiences about development of children.
8. Analyse activities for children and evaluate them in terms of the guiding principles of child development.
9. Device games for children satisfying the basic principles of child development.
10. Evaluate and reporting the activities in the model pre-school in terms of the guiding principles of child development.
11. Formulate more activities that foster the development of three domains of the children.
12. Preparation of health card with the data obtained from the pre-school.
13. Preparation of charts showing crucial stages of motor development of children of the age group of 0-6 years.

14. Observing selected children from the practice teaching school and collect data regarding their motor development and comparing them with the norm.
15. Writing down stage appropriate activities helpful for fostering motor development.
16. Observing and identifying the emotional behaviour by case study technique and taking steps for fostering or correcting as required.

Table 48 reveals that of the total 12 PPTTIs 91.66 percentage had conducted the following activities.

1. Discussion meant for incorporating the different theories on early childhood education.
2. Collection of pictures and other works of arts suitable for aesthetic development of children.
3. Preparation of a chart of different types of records needed for a pre-school by the individual student teacher.

From the same table it is clear that 83.33 percentage had conducted the following activities.

1. Developing stories and narration suited for children and questions for testing listening comprehension.
2. Participate in dramatic presentation and action song, etc. along with children.
3. Collecting puppets and use them in play.
4. Preparation of the chart of the sequences of moral development and the type of behaviours associated with each stage.

5. Preparation of a chart of stage appropriate learning tasks.
6. Group study and discussion on the cases from the practising schools and identify behavioural problems.
7. Individual/group study about the behavioural problems identified in relation to the familial and social background.
8. Discussion with parents on how to identify and deal with common behavioural problems.
9. Collecting pamphlets/posters, etc. regarding Universal Immunization Programme (UIP) and use these for educating parents.
10. Preparation of a chart showing the requirements of a school for early childhood care and education.

Seventy five percentage of the Recognized but Unaided PPTTIs had conducted the following activities.

1. During practice teaching identifying and correcting the words usually mispronounced by children.
2. Collecting stories and dramatise them.
3. Devise activities in the form of small projects suitable for each category of special need- children.
4. Application of the activities in the form of small projects suitable for each category of special need children during practice teaching and study the result and report.
5. Developing sample data sheet for entering relevant details regarding a child.
6. Preparing chart consolidating the conditions influencing health.

The activity of 'making a list of equipment for play activities for a pre school' had been conducted by only 66.66 percentage of the sampled PPTTIs.

As per table 48 the following four activities had been conducted by 58.33 percentage of the PPTTIs.

1. Devising free play, games, etc. that provides with opportunities for fostering proper moral development.
2. Organising sessions for parents in providing guidance for proper moral development.
3. Organising seminars/discussions on population control and maternal childcare.
4. Preparing an exhaustive list of the various local, state level, national and international agencies associated with welfare of children.

From table 48 it is clear that 41.66 percentage of the pre-primary teacher training institutes had conducted the following activities.

1. Preparing chart showing the contribution of different educators towards early childhood education.
2. Diagnose the difficulties associated with speech defects and devise remedial measures.
3. Collect pamphlets/diagrams/graphs associated with population control and care of mothers and child.

From the same table it is revealed that 33.33 percentage had conducted the following activities:-

1. Implement some activities in the practising school and hold discussion on the basis of experience.

2. Records and reports of the results of interview with the parent.

As per table 48 it is clear that 25 percentage of the PPTTIs had conducted the following activities:-

1. Conducting visit of representatives from various agencies functioning in the field of early childhood education and explain their functions.
2. Group discussion on the topic influence of house, school and community on development.
3. Collection of data from practice teaching school regarding age, weight, height, proportion, etc. of children and preparation of tables, charts, graphs, etc.
4. Collection of charts and graphs showing physical/psychological development from medical publications and interpreting them.
5. Preparation of a list of stage appropriate activities helpful for fostering physical development.
6. Organise parents' meeting to orient them to appropriate role playing for proper emotional development of their children.
7. Organising discussion with parents on common language problems diagnosed.
8. Collection of large number of nursery rhymes.
9. Collection of samples of various tools needed for collecting data for child study.
10. Conducting seminar on nutritious foods and healthy food habits for the benefit of parents.

11. Preparation of charts showing symptoms and effects of ailments common to children.
12. Preparation of chart showing types/symptoms and causes of diarrhoea.
13. Preparation of ORS solution by mixing salt and sugar in the correct proportion.
14. Organising a seminar on prevention and home treatment of the disease diarrhoea.
15. Preparation of a chart showing the details regarding the disease, their hazards, their preventive vaccines and time schedule for vaccination.
16. As a group work develop an annual plan for the programmes of a school for early childhood care and education.
17. Visiting the home of a select child and conduct frequent interviews with parents about issues regarding the child concerned.

From table 48 it is clear that out of the PPTTIs the following activities were conducted by 16.66 percentage.

1. Organising free play activities to develop healthy self- concept.
2. Organising free play and games and participate in them with children.
3. Preparation of charts showing desirable and undesirable forms of social behaviour.
4. Conducting programmes for orienting parents to their role playing in fostering proper social development.
5. Visiting two child welfare centres and study their programmes.

6. Evaluation of the programme of a select pre-primary school.

Of the sampled PPTTIs 8.33 percentage had conducted the following activities.

1. Preparation of biography album of different educators highlighting their contributions towards early childhood education.
2. Preparation of chronologically sequenced list of movements which lead to the popularisation of early childhood education.
3. Preparation of audiotapes and other programmes that could be used as speech models.
4. List out strategies suited for motivating children by referring to books.
5. As an individual work study and report of the conditions of house.
6. Preparation of chart showing the constituents of food and their function.
7. Organised a seminar/discussions on the common diseases and their immunization for the benefit of parents.
8. Participate in select programmes of any one child welfare centre.
9. Prepare a chart showing the personnel required for a pre-school and their respective qualification and duties.
10. Organising any three programmes during the course for educating community and parents.

It is evidenced from table 48 that none of the Government Recognized but Unaided PPTTIs had conducted the following activities.

1. Literature collection related to various agencies on early childhood education and their functioning.
2. Preparation of charts to represent the linking of functioning of various agencies in the field of early childhood education.
3. Finds examples to make distinction between growth and development.
4. Designing games, dramatisation, collection of matter to be classified and preserved involving cognitive development.
5. Gathers details and hold discussion on preoperational stage of cognitive development and their implication.
6. Preparation of a list of passive and active vocabulary of children at different stages.
7. Preparation of a list of sentence pattern commonly used by children.
8. Collection of pictures/drawings showing symptoms of nutritional deficiency diseases.
9. Organising an exhibition of charts and pictures to educate parents regarding the nutritional deficiency diseases.
10. Preparation of chart showing the nutritional value of locally available food items.
11. Preparation of nutritious child-food using cheap and locally available food materials.
12. Preparation of an album of pictures and diagram showing the common ailments of children and their respective first aid.

13. Conducting seminar/film show, etc. on common ailments for the benefit of parents and teachers.
14. Visit to the primary health centre/dispensary in the locality and gather additional information about common ailments in children.
15. Devise innovative programmes for recreation and other welfare activities suited to the local condition.
16. Chalk out a plan for a year for the functioning of a staff association for a pre-school.
17. Make a list of inputs that could be pooled from the locality for the effective functioning of a pre-school.
18. Organising campaign for pooling of inputs for the practice teaching pre-schools.

Comments

From the analysis and discussion made above, the student teachers of Government Recognized but Unaided PPTTIs are denied of the major activities that are to be carried out for the successful teaching of theory papers of the curriculum. None of the institutes provides complete activities and many of them avoids the highly significant activities that are essential for the preservice trainee to equip herself as a better pre-school teacher.

The role of the pre-school teacher is multidimensional and pivotal. These activities are meant to familiarise the presumptive teachers to manifest such a crucial role. But the findings indicate the handicaps of many of the PPTTIs in this, since they neglect very important practical activities that are to be integrated with the theory part. Therefore, the symbolic experiences that they are deriving from the abstract theory papers do not get a concrete

assimilation. Hence a gap exists in their assimilation that weakens the competency and confidence of the future pre-school teachers.

It is a matter to be noted from the discussion that only 16 of the 97 activities were conducted by all the sampled institutes. The remaining activities were also cardinal as far as the objective of the course is concerned.

With the help of the questionnaire the investigator had collected the reactions of student teachers of the 16 Unrecognized PPTIs also.

The percentages obtained for them are presented in table 49.

TABLE 49

**Percentage Scores of Student Teachers of the
Unrecognized Pre-Primary Teacher Training Institutes
for the Activities to be Conducted for the Teaching of Theory Papers**

Sl. No.	Name of PPTTI	Total No. of Activities to be Conducted	Activities Conducted	Percentage Score
1	Crimson PPTTI Thiruvananthapuram	97	31	31.96
2	Success PPTTI Alapuzha	97	37	38.14
3	Daffodils PPTTI Pathanamthitta	97	37	38.14
4	Excel PPTTI Kottayam	97	32	32.99
5	St. Joseph PPTTI Kottayam	97	34	35.05
6	Cloony PPTTI Kottayam	97	30	30.93
7	Good Shepherd PPTTI Kottayam	97	30	30.93
8	St. Marys PPTTI Ernakulam	97	32	32.99
9	Kids PPTTI Ernakulam	97	30	30.93
10	Balavikas PPTTI Ernakulam	97	33	34.02
11	Gokulam PPTTI Thrissur	97	30	30.93
12	Aidens PPTTI Thrissur	97	34	35.05
13	Scholar PPTTI Malappuram	97	35	36.08
14	Hidaya PPTTI Malappuram	97	32	32.99
15	Deepthi PPTTI Malappuram	97	31	31.96
16	Lyseum PPTTI Kozhikode	97	30	30.93

Of the 97 activities that have to be conducted for the effective teaching of the theory only 45.02 percentage of activities have been conducted by the 16 unrecognized PPTTIs. Of these Success PPTTI Alapuzha and Daffodils PPTTI, Pathanamthitta, have the highest percentage score, Gokulam PPTTI Thrissur, Kids PPTTI Ernakulam, Cloony PPTI Kottayam, Good Shepherd

PPTTI Kottayam and Lyseum PPTTI, Kozhikode, are having the least score 30. It is very significant to note that even a single PPTTI had not secured at least a percentage score of 40. The mean percentage score for this subsample is 33.38 which is very much lesser compared to the Government and Government Recognized but Unaided sectors. This points out to the inadequacy of curricular experiences in the form of activities that the student teachers receive from their institutes.

The item wise percentage score obtained for the 16 Unrecognized PPTTIs sampled is presented in table 50.

TABLE 50

**Percentage Score of Student
Teachers for the Different Activities Conducted
in Connection with the Teaching of Theory Papers
in the Unrecognized Pre-Primary Teacher Training Institutes**

ITEM	YES	YES (%)	NO	NO (%)
1	16	100.00	0	0
2	16	100.00	0	0
3	16	100.00	0	0
4	16	100.00	0	0
5	16	100.00	0	0
6	16	100.00	0	0
7	16	100.00	0	0
8	16	100.00	0	0
9	16	100.00	0	0
10	13	81.25	3	18.75
11	0	0	16	100.00
12	0	0	16	100.00
13	0	0	16	100.00
14	0	0	16	100.00
15	3	18.75	13	81.25

contd...

ITEM	YES	YES (%)	NO	NO (%)
16	3	18.75	13	81.25
17	3	18.75	13	81.25
18	4	25.00	12	75.00
19	0	0	16	100.00
20	0	0	16	100.00
21	0	0	16	100.00
22	0	0	16	100.00
23	0	0	16	100.00
24	0	0	16	100.00
25	15	93.75	1	6.25.00
26	14	87.5	2	12.50
27	5	31.25	11	68.75
28	3	18.75	13	81.25
29	3	18.75	13	81.25
30	0	0	16	100.00
31	0	0	16	100.00
32	0	0	16	100.00
33	0	0	16	100.00
34	0	0	16	100.00
35	0	0	16	100.00
36	0	0	16	100.00
37	0	0	16	100.00
38	0	0	16	100.00
39	16	100.00	0	0
40	16	100.00	0	0
41	16	100.00	0	0
42	0	0	16	100.00
43	0	0	16	100.00
44	0	0	16	100.00

contd...

ITEM	YES	YES (%)	NO	NO (%)
45	0	0	16	100.00
46	0	0	16	100.00
47	16	100.00	0	0
48	16	100.00	0	0
49	9	56.25	7	43.75
50	4	25.00	12	75.00
51	0	0	16	100.00
52	0	0	16	100.00
53	15	93.75	1	6.25
54	15	93.75	1	6.25
55	13	81.25	3	18.75
56	0	0	16	100.00
57	0	0	16	100.00
58	0	0	16	100.00
59	0	0	16	100.00
60	0	0	16	100.00
61	1	6.25	15	93.75
62	14	87.50	2	12.5
63	7	43.75	9	56.25
64	8	50.00	8	50.00
65	1	6.25	15	93.75
66	0	0	16	100.00
67	0	0	16	100.00
68	0	0	16	100.00
69	0	0	16	100.00
70	0	0	16	100.00
71	0	0	16	100.00
72	0	0	16	100.00
73	0	0	16	100.00

contd...

ITEM	YES	YES (%)	NO	NO (%)
74	0	0	16	100.00
75	0	0	16	100.00
76	0	0	16	100.00
77	1	6.25	15	93.75
78	1	6.25	15	93.75
79	0	0	0	0
80	2	12.5	14	87.5
81	2	12.5	14	87.5
82	12	75.00	4	25.00
83	14	87.5	2	12.5
84	14	87.5	2	12.5
85	8	50.00	8	50.00
86	5	31.25	11	68.75
87	15	93.75	1	6.25
88	13	81.25	3	18.75
89	8	50.00	8	50.00
90	0	0	16	100.00
91	0	0	16	100.00
92	0	0	16	100.00
93	0	0	16	100.00
94	0	0	16	100.00
95	0	0	16	100.00
96	5	31.25	11	68.75
97	5	31.25	11	68.75

Table 50 reveals that the following activities were conducted by cent percent of the PPTTIs.

1. Preparation of the list of three types of education received by children.
2. Visit to a child welfare centre.
3. Conduct meeting with parents to discuss the importance of early childhood education.
4. Campaign to make the parents aware of the ways and means of early childhood education.
5. Discussion with parents/public regarding the defects and deficiencies in the early childhood due to familial/social conditions.
6. Conducting seminars to make parents aware of the importance of early childhood education.
7. Group discussion meant for pooling together first hand experiences about development of children.
8. Discussion meant for incorporating the different theories on early childhood education.
9. Preparing chart showing the contribution of different educators towards early childhood education.
10. Developing stories and narration suited for children and questions for testing listening comprehension.
11. During practice teaching identifying and correcting the words usually mispronounced by children.
12. Diagnose the difficulties associated with speech defect and devise remedial measures.

13. Participate in dramatic presentation, action song, etc. along with children.
14. Collecting puppets and use them in plays.

The following activities secured 93.75 percentage score.

1. Preparation of chart of stage appropriate learning tasks.
2. Group study and discussion about the cases from the practising schools and identify behavioural problems.
3. Preparation of health card with the data obtained from the pre-school.
4. Preparation of a chart showing the requirements of a school for early childhood care and education.

Table 50 shows that 87.5 percentage is obtained for the following activities.

1. Preparation of charts showing crucial stages of motor development of children of the age group of 0-6 years.
2. Developing sample data sheet for entering relevant details regarding a child.
3. Preparing an exhaustive list of the various local, state level, national and international agencies associated with welfare of children.
4. Visiting two child welfare centres and study their programmes.

As presented in table 50 the following items obtained 81.25 percentage score.

1. Preparation of biography album of different educators highlighting their contributions towards early childhood education.

2. Individual/group study about the behavioural problems identified in relation to the familial and social background.
3. Make a list of equipment for play activities for a pre-school.

The activity 'collecting pamphlets/posters, etc. regarding Universal Immunization Programmes (UIP) and use these for educating parents' had secured 75 percentage score.

As it is evidenced from table 50, 56.25 percentage score had been secured by the activity 'preparation of a chart of the sequences of moral development and the type of behaviours associated with each stage'.

The following activities had secured 50 percentage score.

1. Collect Pamphlets/diagrams/graphs associated with population control and care of mothers and child.
2. Participate in select programmes of any one child welfare centre.
3. As a group work develop an annual plan for the programmes of a school for early childhood care and education.

From table 50 the activity 'organising seminars/discussions on population control and material child care' had secured 43.75 percentage score.

As per the data in table 50, 31.25 percentage score had been secured for the following activities.

1. Observing selected children from the practice teaching school and collect data regarding their motor development and comparing with norms.

2. Devise innovative programmes for recreation and other welfare activities suited to the local conditions.
3. Visiting the home of a select child and conduct frequent interviews with parents about issues regarding the child concerned.
4. Records and reports of the result of interview with the parent.

The following activities had secured 25 percentage score.

1. Formulate more activities that foster the development of the three domains of the children.
2. Devising free play, games, etc. that provides with opportunities for fostering proper moral development.

The activities which had secured 18.75 percentage score are presented below.

1. Analyse the activities for children and evaluate them in terms of the guiding principles of child development.
2. Device games for children satisfying the basic principles of child development.
3. Evaluate and reporting the activities in the model pre-school in terms of the guiding principles of child development.
4. Writing down stage appropriate activities helpful for fostering motor development.
5. Observing and identifying the emotional behaviour by case study technique and taking steps for fostering or correcting as required.

The two activities;

1. Preparation of a chart showing the details regarding the disease, their hazards, their preventive vaccines and time schedule for vaccination; and
2. Organising a seminar/discussions on the common diseases and their immunization for the benefit of parents; obtained a percentage score of 12.5.

From table 50, the activities which had secured a percentage score of 6.25 are the following.

1. Preparation of a chart of different types of records needed for a pre-school by the individual student teacher.
2. Preparing chart consolidating the conditions influencing health.
3. Preparation of chart showing types/symptoms and causes of diarrhoea.
4. Preparation of ORS solution by mixing salt and sugar in the correct proportion.

Table 50 reveals that none of the sampled Unrecognized PPTIs had conducted the following activities and hence secured zero percentage score.

1. Preparation of chronologically sequenced list of movements which lead to the popularisation of early childhood education.
2. Literature collection related to various agencies on early childhood education.
3. Preparation of charts to represent the linking of functioning of various agencies in the field of early childhood education.

4. Conducting visit of representatives from various agencies functioning in the field of early childhood education and explain their functions.
5. Implement some activities in the practising schools and hold discussion on the basis of experience.
6. Finds examples to make distinction between growth and development.
7. Group discussion on the topic influence of house, school and community on development.
8. Collection of data from practice teaching schools regarding age, weight, height, proportion, etc. of children and preparation of tables, charts, graphs, etc.
9. Collection of charts and graphs showing physical/psychological development from medical publication and interpreting them.
10. Preparation of a list of stage appropriate activities helpful for fostering physical development.
11. Organising free play activities to develop healthy self-concept.
12. Organise parents' meeting to orient them to appropriate role playing for proper emotional development of their children.
13. Organise free play and games and participate in them with children.
14. Preparation of charts showing desirable and undesirable forms of social behaviour.
15. Conducting programmes for orienting parents to their role playing in fostering proper social development.

16. Designing games, dramatisation, collection of matters to be classified and preserved involving cognitive development.
17. Gathers details and hold discussion on pre-operational stage of cognitive development and their implication.
18. Preparation of a list of passive and active vocabulary of children at different stages.
19. Preparation of a list of sentence patterns commonly used by children.
20. Preparation of audiotapes and other programmes that could be used as speech models.
21. Organising discussion with parents on common language problems diagnosed.
22. Collection of large number of nursery rhymes.
23. Collection of pictures and other works of arts suitable for fostering aesthetic development of children.
24. Collecting stories and dramatise them.
25. Organising sessions for parents in providing guidance for proper moral development.
26. List out strategies suited for motivating children by referring to books.
27. Discussion with parents about how to identify and deal with common behavioural problems.
28. Identification of children with special needs (if any) from the practice teaching school.

29. Devise activities in the form of small projects suitable for each category of special need childrens.
30. Application of the above activities during practise teaching and study the result and report.
31. Collection of samples of various tools needed for collecting data for child study.
32. As an individual work study and report the conditions of house.
33. Preparation of a chart showing the constituents of food and their function.
34. Collection of pictures/drawings showing symptoms of nutritional deficiency disease.
35. Organising an exhibition of charts and pictures to educate parents regarding the nutritional deficiency diseases.
36. Preparation of chart showing the nutritional value of locally available food items.
37. Preparation of nutritious child-food using cheap and locally available food materials.
38. Conducting seminar on nutritious foods and healthy food habits for the benefit of parents.
39. Preparation of charts showing symptoms and effects of ailments common to children.
40. Preparation of an album of pictures and diagrams showing the common ailments of children and their respective first aids.

41. Conducting seminar/film show, etc. on common ailments for the benefit of parents and teachers.
42. Visit to the primary health centre/dispensary in the locality and gather additional information about common ailments in children.
43. Organising a seminar on prevention and home treatment of the disease diarrhoea.
44. Evaluation of the programme of a select pre-primary school.
45. Prepare a chart showing the personnel required for a pre-school and their respective qualification and duties.
46. Chalk out a plan for a year for the functioning of a staff association for a pre-school.
47. Make a list of inputs that could be pooled from the locality for the effective functioning of a pre-school.
48. Organising campaign for pooling of inputs for the practice teaching pre-schools.
49. Organising any three programmes during the course for educating community and parents.

Comments

From the data presented in table 49 and table 50 it is clear that the teaching of theory in the Unrecognized PPTIs is far away from the satisfactory level. As per the guidelines of teacher training programme at pre-primary level the theory should be integrated with immense activities. This is to equip the student teacher to develop the skill/competencies required by a pre-school teacher. In this spectrum the picture of the Unrecognized PPTIs in their students' perspective reflects a least

satisfactory picture. It is very much evidenced from the less percentage score of 33.38 obtained for the sampled PPTTIs. They are neglecting 66.62 percentage of the activities to be incorporated while transacting the theory part of the pre-primary teacher training programme. This will create an adverse effect on the student teacher in performing even the fundamental duties of a pre-school teacher. Compared to the Government and Government Recognized but Unaided PPTTIs sampled the Unrecognized sector is very feeble in this aspect. Table 50 shows that only 14 activities were conducted by all the institutes and 49 activities were not conducted by any one of the PPTTIs sampled. It is a matter to be highlighted that these 49 activities are crucial to equip the student teacher to perform the manifold role of a pre-school teacher. Of the total 97 activities 67 activities were not done by more than 50 percentage of the institutes. This is a clear indication of the handicap in the curricular transaction of the theory aspect.

Of the three categories of the PPTTIs Government PPTTIs secured comparatively higher score than the other two categories. But this is also not satisfactory as the Government sector had only a score of 52.58. This analysis lead the investigator to have a cross checking of the claim made by the heads and teachers of the respective PPTTIs regarding the curricular transaction of their institution. The analysis brought into light the element of exaggeration made by the heads and teachers.

Analysis of the omitted activities by the total sampled PPTTIs reveals that these can be categorised in to: Activities omitted by the Government, Government Recognized but Unaided, and the Unrecognized PPTTIs; activities omitted by both the Government and Government Recognized PPTTIs; activities omitted by the Government PPTTIs alone; activities omitted by both the Government Recognized but Unaided PPTTIs and Unrecognized PPTTIs sampled; activities omitted by Government

Recognized but Unaided PPTTIs alone; and activities omitted by the Recognized PPTTIs alone.

Of these the activities omitted by the three Government PPTTIs, 12 Government Recognized but Unaided PPTTIs and Unrecognized PPTTIs are the following.

1. Literature collection related to various agencies on early childhood education and their functioning.
2. Preparation of charts to represent the linking of functioning of various agencies in the field of ECCE and explain their function.
3. Finds examples to make distinction between growth and development.
4. Designing games, dramatisation, collection of matters to be classified and preserved involving cognitive development.
5. Gathers details and hold discussion on pre-operational stage of cognitive development and their implication.
6. Preparation of a list of passive and active vocabulary of children at different stages.
7. Preparation of a list of sentence patterns commonly used by children.
8. Collection of pictures/drawings showing symptoms of nutritional deficiency diseases.
9. Organising an exhibition of charts and pictures to educate parents regarding the nutritional deficiency diseases.
10. Preparation of chart showing the nutritional value of locally available food items.

11. Preparation of nutritious child-food using cheap and locally available food materials.
12. Preparation of an album of pictures and diagrams showing the common ailments of children and their respective first aid.
13. Conducting seminar/film show etc on common ailments for the benefit of parents and teachers.
14. Visit to the primary health centre/dispensary in the locality and gather additional information about common ailments for the benefit of parents and teachers.
15. Chalk out a plan for a year for the functioning of a staff association for a pre-school.
16. Make a list of inputs that could be pooled from the locality for the effective functioning of a pre-school.
17. Organising campaign for pooling of inputs for the practice teaching pre-schools.

Only one activity was found to be omitted by both the Government PPTTIs and Government Recognized but Unaided PPTTIs and this is;

Devise innovative programmes for recreation and other welfare activities suited to the local conditions.

The following activities were omitted by both the Government PPTTIs and Unrecognized PPTTIs.

1. Preparation of chronologically sequenced list of movements which lead to the popularisation of early childhood education.
2. Organising free play activities to develop healthy self-concept.

3. Preparation of charts showing desirable and undesirable forms of social behaviour.
4. Conducting programmes for orienting parents to their role playing in fostering proper social development.
5. Preparation of audiotapes and other programmes that could be used as speech models.
6. List out strategies suited for motivating children by referring to books.
7. Devise activities in the form of small projects suitable for each category of special need children.
8. Application of the above activities during practice teaching and study the result and report.
9. Collection of samples of various tools needed for collecting data for child study.
10. As an individual work study and report of the conditions of house.
11. Preparation of chart showing the constituents of food and their function.
12. Organising a seminar on prevention and home treatment of the disease diarrhoea.
13. Evaluation of the programme of select pre-primary school.
14. Prepare a chart showing the personnel required for a pre-school and their respective qualification and duties.
15. Organising any three programmes during the course for educating community and parents.

Of the activities omitted none were omitted commonly by the 12 Government Recognized but Unaided PPTIs and 16 Unrecognized PPTIs.

The following were the activities exclusively omitted by the three Government PPTIs.

1. Preparing chart showing the contribution of different educators towards early childhood education.
2. Preparation of biography album of different educators highlighting their contributions towards early childhood education.
3. Writing down stage appropriate activities helpful for fostering motor development.
4. During practice teaching identifying and correcting the words usually mispronounced by children.
5. Preparation of a chart of stage appropriate learning tasks.
6. Organising seminars/discussions on population control and maternal child care.
7. Collect pamphlets/diagrams/graphs associated with population control and care of mothers and child.
8. Preparing an exhaustive list of the various local, state level, national and international agencies associated with welfare of children.
9. Participate in select programmes of any one child welfare centre.
10. As a group work develop an annual plan for the programmes of a school for early childhood care and education.

It is found that none of the activities were omitted exclusively by the Government Recognized but Unaided category.

The following activities were omitted exclusively by the 16 Unrecognized PPTTIs.

1. Conducting visit of representatives from various agencies functioning in the field of early childhood education and explain their functions.
2. Implement some activities in the practising school and hold discussion on the basis of experience.
3. Group discussion on the topic influence of house, school and community on development.
4. Collection of data from practice teaching school regarding age, weight, height, proportion etc of children and preparation of tables, charts, graph etc.
5. Collection of charts and graphs showing physical/psychological development from medical publications and interpreting them.
6. Preparation of a list of stage appropriate activities helpful for fostering physical development.
7. Organise parents meeting to orient them to appropriate role playing for proper emotional development of their children.
8. Organising 'free play and games' and participate in them with children.
9. Organising discussion with parents on common language problems diagnosed.
10. Collection of large number of nursery rhymes.

11. Collection of pictures and other works of arts suitable for fostering aesthetic development of children.
12. Collecting stories and dramatise them.
13. Organising sessions for parents in providing guidance for proper moral development.
14. Discussion with parents about how to identify and deal with common behavioural problems.
15. Identification of children with special needs (if any) from the practice teaching school.
16. Conducting seminar on nutritious food and healthy food habits for the benefit of parents.
17. Preparation of charts showing symptoms and effects of ailments common to children.

On analysing the above activities it can be seen that these are very crucial as far as the competency that have to be attained through the preparatory course for pre-school teachers. With regard to the subsamples the Government Recognized but Unaided category is at the satisfactory level when compared to the other two categories. The 14 activities omitted common to the three categories are mainly needed to develop appreciation in the student teachers on ECCE and to train in implementing strategies that foster cognitive development in the pre-school children. Some of them are also concentrating on language development of the children. Another thrust area that can be affected by these omissions is the ability to identify nutritional deficiency problems and their rectification. Thus these PPTTIs totally discarded the prime objective of pre-primary education in their curricular transaction.

Of the three categories, the state of the Unrecognized PPTTIs is the least satisfactory. The Unrecognized sector even had omitted the activities that are essential to develop the competencies that equip the student teachers to discharge even the fundamental duties of a pre-school teacher in future effectively. It can be inferred that if student teachers were trained with out incorporating the above activities in the curriculum, these students cannot function the role expected from them in accordance with the aims and objectives of Early Childhood Care and Education.

4. Practical Work and Co-curricular Activities

In order to obtain a student perspective on the practicum and co-curricular activities of the respective PPTTIs data was collected from the students. Response of the student teachers were pooled out and analysed. The obtained informations are presented here.

- 1) Cent percent of the institutes sampled under Government and Government Recognized but Unaided sector had given opportunity to observe preschool activities during the course while only 62.55 percentage of the Unrecognized PPTTIs had given this opportunity to their students.
- 2) The three Government and 12 Government Recognized PPTTIs provide opportunity for their student teachers to observe the activities of different pre schools while 25 percentage of the Unrecognized PPTTIs had provided the opportunity to observe the activities of a single pre school.
- 3) None of the Government PPTTIs had provided the opportunity for their student teachers to criticise the activities of the pre-school. Of the total 12 Government Recognized but Unaided PPTTIs 11 had not given the opportunity for their student teachers to criticise the pre

school activities while only Thunchan Smaraka PPTTI, Thiruvananthapuram had provided such an opportunity. None of the Unrecognized PPTTIs provided the opportunity for criticising pre school activities.

- 4) As per the data obtained the student teachers of the Government PPTTIs Thiruvananthapuram and Kozhikode had an opportunity to observe the classes of their peers, of the Government Recognized but Unaided category only two PPTTIs had given such opportunity while none of the Unrecognized PPTTIs had provided such an opportunity.
- 5) All the Government PPTTIs had given training in planning pre-school activities. While only seven of the total Government Recognized but Unaided PPTTIs had given training in planning pre school activities and only three of the total 16 Unrecognized PPTTIs had given training in planning pre-school activities.

Comments

The above analysis reveals that there is inadequate provision for the student teachers for planning, observing and evaluating pre-school activities. With regard to the three categories of the sampled PPTTIs, the Government PPTTIs have comparatively satisfactory position than the other two. In the Government sector, government PPTTI Alapuzha has some handicaps. The unrecognized PPTTIs are the least satisfactory in this regard. During a preparatory course for pre-school teacher the student teachers have to be given adequate opportunities for planning, observing and evaluating the pre-school activities. The student teachers have to observe the classes of their peers so as to have appraisal by each other. From the findings it can be seen that only Thunchan Smaraka PPTTI, Thiruvananthapuram had given the opportunity to criticise the pre-school

activities by their student teachers. The position of the Unrecognized PPTTIs with regard to the opportunities to plan, observe and evaluate the pre schools' activities is the least satisfactory. The student teacher have to get enough training for planning, implementing and evaluating the pre-school activities. In this connection it is very painful to notice that the Unrecognized PPTTIs failed to provide at least this.

The observations regarding the other practical works are continuing.

- 6) All the government PPTTIs, seven of the Government Recognized but Unaided PPTTIs and only four of the Unrecognized PPTTIs give practice for free arm drawing.
- 7) All the Government PPTTIs, seven of the Government Recognized but Unaided PPTTIs, nine of the Unrecognized PPTTIs had given training to draw two dimensional forms.
- 8) None of the Government PPTTIs, four of the Government Recognized but Unaided PPTTIs, and 12 of the Unrecognized PPTTIs had given practice for their students to drawn three dimensional forms.
- 9) All the Government PPTTIs and Government Recognized but Unaided PPTTIs, and six of the unrecognized PPTTIs had given opportunity to apply adequate colours to drawings.
- 10) All the Government and Government Recognized but Unaided PPTTIs and 13 of the Unrecognized PPTTIs had given opportunity for improvisation.
- 11) Both Government PPTTIs Thiruvananthapuram and Kozhikode had given occasion to work with natural materials like flowers and leaves while government PPTTI Alapuzha had not. Of the Government

Recognized but Unaided category, 10 PPTTIs and 14 of the Unrecognized category had provided such an occasion.

- 12) All the government PPTTIs, 11 of the Government Recognized but Unaided PPTTIs and 13 of the Unrecognized category had given opportunity for paper pulp work. Of the Government Recognized but Unaided category only Cordova PPTTI, Thiruvananthapuram had not provided such an opportunity while out of the 16 Unrecognized PPTTIs three PPTTIs did not provide such an opportunity.
- 13) All the Government PPTTIs and Government Recognized but Unaided PPTTIs and 14 of the Unrecognized PPTTIs had given their student teachers a training for making wall freezers/puzzles and flash cards. Of the Unrecognized category two out of the 16 PPTTIs did not provide such training.
- 14) All the Government and Government Recognized but Unaided PPTTIs and 14 of the Unrecognized PPTTIs had given training for their student teachers in making toys. Out of the 16 Unrecognized PPTTIs two had not given any training in making toys.
- 15) All the Government PPTTIs, four of the Government Recognized but Unaided and nine of the Unrecognized PPTTIs had given opportunity for clay modelling. Eight out of the 12 Recognized but Unaided PPTTIs and seven out of the 16 Unrecognized PPTTIs had not provided any opportunity for clay modelling.
- 16) None of the Government PPTTIs had given training in cooking balanced meals and other food stuffs while two of the Government Recognized but Unaided PPTTIs and only one out of the Unrecognized PPTTIs had given such training.

Comments

The findings presented above regarding the responses of the student teachers on the experiences they had in their institution makes clear the following. It is clear that the Government PPTTIs provides training in free arm drawing and apply colours to drawings, but no training is given in preparing two dimensional and three dimensional forms. The Government Recognized but Unaided and Unrecognized sectors also are more or less equal in this regard. Most of the Unrecognized PPTTIs had given opportunity to draw three dimensional forms. It is very admirable to note that the student teachers of the Government and Government Recognized PPTTIs had got opportunity for improvisation while three out of the 16 Unrecognized PPTTIs had not provided the opportunity for improvisation. All the Government PPTTIs had given training to their students on working with flowers, leaves and other natural materials, paper pulp work, wall freezers, flash cards and puzzles and making toys. Though most of the Government Recognized but Unaided PPTTIs had given opportunity for the above activities the status of a number of Unrecognized PPTTIs is still not satisfactory. The above activities mentioned are needed for the development of head, hand and eye co-ordination, muscular development and helps to foster aesthetic sense. The pre school teacher should be efficient in arranging such occasions during their interaction with the children. For this they should get thorough training for arranging all these activities. The training received by the students of the Recognized but Unaided and Unrecognized PPTTIs are still inadequate. Another notable finding from the above analysis is that most of the student teachers are not getting any training in cooking balanced meals and other food items. This is very crucial since the pre school teachers have to take care of the nutritional requirements of the pre-school children. Lack of theoretical 'know how' and

'practical familiarity' shall negatively affect the duty of a pre-school teacher as a facilitator of nutrition education.

The other findings of the same analysis follow.

- 17) All of the sampled PPTTIs irrespective of their nature had given opportunity for practice teaching but differ with regard to the duration of practice teaching in the following manner.

Government PPTTIs - duration - 1 month - 100%

Government recognized but unaided PPTTI - duration - 1 month - 16.66%.

Government recognized but - unaided PPTTI - duration - 4 weeks 8.33%

Government recognized but unaided PPTTI - duration - 25 days - 8.33%

Government recognized but unaided PPTTI - duration - 3 weeks - 16.66%.

Government recognized but unaided PPTTI - duration - 20 days 25%.

Government recognized but unaided PPTTI - duration - 15 days -16.66%.

Government recognized but unaided PPTTI - duration - 10 days - 8.33%.

Unrecognized PPTTI - duration - 20 days - 18.75%.

Unrecognized PPTTI - duration - 15 days - 18.75%.

Unrecognized PPTTI - duration - 2 weeks - 18.75%.

Unrecognized PPTTI - duration - 10 days - 31.25%.

Unrecognized PPTTI - duration - 5 days - 12.5%.

Comments

Though all the PPTTIs had provision for practice teaching, the duration given was not at all satisfactory. The norm for pre-primary teacher training institutions stipulate a minimum of 30 days of practice teaching. From the analysis only the three Government PPTTIs and two out of the 12 Government Recognized but Unaided PPTTIs satisfied this condition. The duration of practice teaching of the Government Recognized but Unaided

PPTTIs around 10-25 days with large number of institutions providing 20 days. The provision given by the Unrecognized PPTTIs is the least satisfactory. It is very pathetic to note that even a single institute of this sector had given provision for practice teaching as per the norm. The duration ranges from 5-20 days with a major number of PPTTIs giving 10 days for practice. This less stress on supervised practice teaching has its ill effect on the future performance of the student teacher because whatever be the theory they had studied will remain abstract without practical application.

Other findings regarding practice teaching are given below.

- 18) All the Government PPTTIs had provision to evaluate the practice teaching of the student teacher by the concerned teacher of the pre-school, 41.66 percentage of the Recognized but Unaided category and only one of the Unrecognized category had the same.
- 19) None of the sampled PPTTIs irrespective of the nature of the sub samples had provision to evaluate the practice teaching by the peers.
- 20) All the Government PPTTIs had provision to evaluate the practice teaching by the supervising teacher of the respective PPTTI and 10 of the 12 Government Recognized but Unaided PPTTIs had such provision and only 11 of the Unrecognized PPTTIs had such provision.
- 21) With regard to the opinion of student teachers on practice teaching all the students belonging to the Government as well as the Government but Unaided PPTTIs reacted as satisfactory all the students of the Unrecognised category expressed dissatisfaction with the practice teaching, but they refused to give the reason.

Comments

Supervised practice teaching forms a very important aspect in a teacher training programme. Most of the student teachers are directed to take a class for the first time in their life. The reinforcement they receive and the correction and additions make a teacher's confidence and competency to a perfect shape. For this supervision from the pre-school teacher and also the concerned teachers of the PPTTI had a significant role to perform. The analysis made it clear that only the Government PPTTIs provide a provision for the pre-school teachers to observe and evaluate the classes of the pre-school teacher. The Government Recognized but Unaided and Unrecognized category shows a very unsatisfactory situation in this regard. Evaluation by the peers was not done by any of the PPTTIs irrespective of the nature of the sub sample. With regard to the supervision made by the concerned teacher of the PPTTI only Government PPTTIs has a satisfactory picture, while the PPTTIs under the Government Recognized but Unaided as well as the Unrecognized sector had not given such provision. The above discussion on the student teachers' reaction proved that the response of the teachers as well as the heads with regard to the supervised teaching and its evaluation was exaggerated in the case of the Government Recognized but Unaided and Unrecognized PPTTIs.

The findings regarding the co-curricular activities follow below.

- 22) Out of the three Government PPTTIs, government PPTTI Kozhikode and government PPTTI Thiruvananthapuram are having students union while government PPTTI Alapuzha did not. For the Government Recognized but Unaided category only two PPTTIs and six of the Unrecognized PPTTIs have students union.

The students of both the Thiruvananthapuram and Kozhikode PPTTIs are satisfied with the working of their students union, while only one of the 12 Government Recognized but Unaided category and seven of the Unrecognized category showed satisfaction.

- 23) All the Government PPTTIs, 9 of the 12 Government Recognized but Unaided category and 14 of the Unrecognized PPTTIs celebrated arts festival and these were competitive in nature for the Government and Government Recognized but Unaided category. The art festivals of 62.55 percentage PPTTI were competitive in nature.
- 24) Of the three Government PPTTIs only Government PPTTI Kozhikode, three of the Government Recognized but Unaided category and three of the Unrecognized category conducted athletic meet. The athletic meets were competitive in nature.
- 25) The response of the student teachers on the manner of organisation of the above activities were obtained. The student teachers of both government PPTTIs Kozhikode and Thiruvananthapuram responded as 'students, teachers and PTA together' organise these activities while the student teachers of government PPTTI Alapuzha reacted as 'students and teachers.'

Half of the Government Recognized but Unaided PPTTIs reacted as 'students and teachers' while others as 'students, teachers and PTA'.

Of the Unrecognized category three PPTTIs responded as 'students teachers and PTA', and seven as 'students and teachers', while two refused to respond.

- 26) All the Government PPTTIs and seven of the Government Recognized but Unaided PPTTIs responded that district youth

festival for PPTTIs had been conducted. Of the Unrecognized category only one responded positively. But they failed to give the details.

- 27) All the Government and Government Recognized but Unaided PPTTIs responded that festivals like 'Onam, school annual and independence day' had been celebrated in their institution other than arts festival.

Of the Unrecognized sector 15 of the 16 PPTTIs celebrated 'Onam', 'annual day' and 'independence day' other than arts festival.

- 28) Of the three Government PPTTIs students of government PPTTI Thiruvananthapuram and Kozhikode were satisfied with the co-curricular activities in their institutes while student teachers of government PPTTI Alapuzha were dissatisfied with the co-curricular activities. But they refused to express the reason for their dissatisfaction. Of the student teachers of the Government Recognized but Unaided PPTTIs only two of the 12 was satisfied with the co-curricular activities while students of 11 of the total Unrecognized sector was satisfied. Those who are dissatisfied were not ready to expose the reason for their dissatisfaction.

Comments

The above analysis brought in to light that in the student perspective there are co-curricular activities in the sampled PPTTIs. However the situation for all the PPTTIs were not satisfactory. Of the Government PPTTIs government PPTTI Alapuzha has poor chance for co-curricular activities compared to the other two PPTTIs. Of the Unrecognized sector most of the activities were conducted in 75 percentage of the PPTTIs. One notable aspect with regard to the Unrecognized PPTTIs is that most of the

institutes had given opportunities for co-curricular activities compared to the practical works and activities that are to be conducted in connection with the teaching of theory papers. One remarkable point to be mentioned is that only a few PPTTIs irrespective of the nature of the subsamples had conducted annual athletic meet. From the findings, there is district level competitions in arts for the Recognized PPTTIs but there is no such provision for the Unrecognized PPTTIs sampled. This is an indication of the functional isolation of PPTTIs in this sector.

It is admirable to note that for all the PPTTIs other than a single one in the Unrecognized sector, the activities were organised by students and teachers together. However there is no cent percent satisfaction for the student teachers in this.

IV. Reactions of the Pre-school Teachers

This analysis is intended to analyse the reactions of the pre-school teachers regarding the effectiveness of the training programme they received from the sampled PPTTIs. This is to fulfill the objective number seven of the study. From this the investigator hopes to have a cross checking of the views of the heads, teachers and student teachers of the sampled PPTTIs. This will ensure the reliability of the result. The findings obtained are described below.

1. General Informations

These teachers were belonging to 50 nursery schools. The obtained data regarding the general informations of the pre-school and the pre-school teachers are presented here.

- 1) All the 52 teachers were female teachers.

- 2) Of the total 50 nursery schools one is run by government, three are government aided, 26 recognized but unaided and 20 unrecognized in nature.
- 3) Of the total 52 pre-school teachers one each was belonging to government pre-school, government aided, 18 to recognized but unaided and 32 were to the unrecognized schools.
- 4) Regarding the managerial body one was belonging to government, one co-operative sector, two each to N.S.S, S.N.D.P and private single management, 16 to private trust, 17 christian management and nine to private management.
- 5) Twenty nine out of the 50 nursery schools were belonging to the rural locality and 21 belonging to the urban locality.
- 6) The general educational qualification of the sampled pre-school teachers is presented in table 51.

TABLE 51

**Educational Qualifications
of the Pre-school Teachers (N = 52)**

Sl. No.	Educational Qualification	Numbers of Teachers
1	SSLC	8
2	Below graduation	19
3	Graduation	16
4	Graduation with B.Ed.	4
5	Post graduation	5

Table 51 shows that eight teachers have only SSLC, 19 teachers below graduation 16 teachers graduation, four teachers graduation with B.Ed. and five teachers are with post graduation.

- 7) All the pre-school teachers who had their training from the Government PPTTIs responded that they had passed pre primary teacher training course. One teacher who had her training from government PPTTI Kozhikode had Anganwadi training in addition to PPTTC.
- 8) All the pre-school teachers who had their training from the Government Recognized but Unaided PPTTIs responded that they had passed PPTTC course and 12.5 percentage of the teachers of this category had Anganwadi training in addition to PPTTC.
- 9) All the pre-school teachers who had their training from the Unrecognized PPTTIs responded that they had passed PPTTC course and of these 6.25 percentage had undergone Anganwadi training course in addition to this PPTTC.
- 10) All the pre school teachers trained from the Government PPTTIs responded that their training course was of one year duration.
- 11) Of the teachers trained from the Government Recognized but Unaided PPTTIs 20.83 percentage responded that the duration of course was one year while 83.33 percentage as 10 months.
- 12) Of the teachers trained from the Unrecognized PPTTIs 43.75 percentage had the training course for 10 months duration and 56.25 percentage had six months duration.
- 13) All the pre school teachers who had their training from the Government and Government Recognized but Unaided PPTTIs responded that their training courses were recognized.
- 14) Of the 32 pre-school teachers who had their training course from the Unrecognized PPTTIs, 65.63 percentage responded that their training

course was not recognized but it is surprising to note that 34.38 percentage responded that the training courses they had were recognized.

- 15) Regarding the salary, the response of the pre-school teachers who had received training from the sampled PPTTIs is as follows.

One pre school teacher working in a government pre school responded that the salary is as per government norms.

Three teachers received an amount of Rs. 2000 per month.

Two teachers received an amount of Rs. 1800 per month.

- 16) The salary received by the pre-school teachers who had trained from the Government Recognized but Unaided PPTTIs is presented in table 52.

TABLE 52

**Salary Received by the
Pre-school Teachers Trained from
the Government Recognized but Unaided
Pre-primary Teacher Training Institutes (N = 14)**

Sl. No.	Pay in rupees per month	No. of pre-school teachers	Percentage
1	1000	3	21.43
2	1100	1	7.14
3	1200	3	21.43
4	1400	0	0
5	1460	0	0
6	1500	4	29.05
7	1600	1	7.14
8	1800	1	7.14
9	2000	1	7.14

- 17) The salary received by the pre-school teachers who had trained from the Unrecognized PPTTIs is presented in table 53.

TABLE 53

**Salary Received by the
Pre-school Teachers Trained from the
Unrecognized Pre-primary Teacher Training Institutes (N = 32)**

Sl. No.	Pay in rupees per month	No. of pre-school teachers	Percentage
1	1000	5	15.63
2	1200	8	25.00
3	1250	2	6.25
4	1400	7	21.88
5	1500	2	6.25
6	1600	2	6.25
7	1750	4	12.5
8	1800	2	6.25

- 18) Of the total pre school teachers trained from the Government PPTTIs 66.66 percentage has two years teaching experience and 33.33 percentage has four years experience in teaching.
- 19) Of the pre school teachers trained from the Government Recognized but Unaided PPTTIs, 20.83 percentage had six months of teaching experience, 8.33 percentage has eight months of teaching experience, 4.17 has 10 months of teaching experience, 16.67 percentage has one year teaching experience, 4.17 has one and half years of teaching experience, 16.67 percentage has two years teaching experience, 12.5 percentage has two and half years of teaching experience, 8.33 percentage has three years of teaching experience, and 8.33 percentage has four years of teaching experience.

- 20) Of the pre school teachers trained from the Unrecognized PPTTIs sampled, 6.25 percentage had three months teaching experience, 3.13 percentage had five months teaching experience, 9.38 percentage has six months teaching experience, 3.13 percentage had eight months teaching experience, 3.13 percentage had 10 months teaching experience, 31.25 percentage had one year teaching experience, 12.5 percentage has one and half years of teaching experience, 9.38 percentage has two years of teaching experience, 9.38 percentage had two and half years of teaching experience, 6.25 percentage had three years teaching experience, and 6.25 had four years teaching experience.
- 21) The obtained data regarding the responses of the pre-school teachers on the number of classes in their nursery school revealed that 66.66 percentage of the pre school teachers trained from the Government PPTTIs responded that they have two classes and 33.33 percentage four classes.

Of the total pre school teachers trained from the Government Recognized but Unaided PPTTIs, 4.17 percentage has one class, 29.17 percentage as two classes, 29.17 percentage has three classes, 33.33 percentage four, and 4.17 five classes.

Of the Unrecognized category 12.5 percentage has one class, 15.63 percentage two classes, 21.88 percentage three classes and 50 percentage has four classes.

- 22) The obtained data regarding students' strength of the nursery schools in which the teachers trained from the government PPTTIs are working revealed that the strength varies from 40-80 and in the

Government Recognized but Unaided category from 30-100 and in the Unrecognized category 30-150.

- 23) All the pre school teachers refused to respond to the items regarding the strength of children in each class of their nursery school and why they had selected the profession of a pre-school teacher.

2. The Effectiveness of Training

In order to accomplish the objective No. vii of the study the investigator collected data from the pre school teachers who had their training from the sampled pre-primary teacher training institutes. The subjects were asked to respond whether their training had successfully enabled them to solve the problems they are facing in the teaching-learning process of pre-school. The respondents were also asked to mention the respective experience in the training programme which made them competent enough in dealing with the situations they are encountering in the pre-school. The responses of the pre-school teachers whether they had acquired the said competency or Attitude (total number 44) were pooled out and analysed. The percentage analysis technique was used. The percentage score obtained for the pre-school teachers trained from the Government, Government Recognized but Unaided PPTTIs and the Unrecognized PPTTIs were analysed. The results obtained are given in the description below.

The percentage scores obtained for the pre school teachers who had trained from the three Government pre-primary teacher training institutes are given in table 54.

TABLE 54
Percentage Scores
Obtained for the Pre-school
Teachers Trained from the Government
Pre-primary Teacher Training Institutes for the
Competency/Attitude they had Acquired during Training (N = 6)

Sl. No.	Name of PPTTI	Percentage score obtained
1	Government PPTTI Thiruvananthapuram	67.05
2	Government PPTTI Alapuzha	62.50
3	Government PPTTI Kozhikode	64.77

From table 54 it is clear that the pre-school teachers who had trained from the Government pre-primary teacher training institutes had acquired 64.77 percentage score. Thus they had acquired only 64.77 percentage of the total competencies. The pre school teachers trained from the government PPTTI Thiruvananthapuram had a percentage score of 67.05, teachers trained from government PPTTI Alapuzha had the percentage score of 62.5 and the pre school teachers who are trained from government PPTTI Kozhikode had a percentage score of 64.77. This analysis revealed that the teachers trained from the Government sector are almost equal in the attainment of the Competency/ Attitude.

The percentage scores obtained for the pre-school teachers who are trained from the 12 Government Recognized but Unaided PPTTIs are presented in table 55.

TABLE 55
Percentage Scores
Obtained for the Pre-school
Teachers Trained from the Government
Recognized but Unaided Pre-primary
Teacher Training Institutes for the Competency/
Attitude they had Acquired during Training (N = 14)

Sl. No.	Name of PPTTI	Percentage score obtained
1	Thunchan Smaraka PPTTI, Thiruvananthapuram	51.14
2	Cordova-PPTTI, Thiruvananthapuram	52.30
3	Goodwill Charitable PPTTI, Kollam	52.30
4	Malankara PPTTI, Kollam	53.41
5	Hais PPTTI, Kollam	52.30
6	SN PPTTI, Alapuzha	53.41
7	Baker Memorial PPTTI, Kottayam	52.30
8	Viswabharathi PPTTI, Pathanamthitta	47.80
9	Smitha PPTTI, Ernakulam	54.55
10	Jamiya Salafiya PPTTI, Malappuram	53.41
11	Rahmaniya PPTTI, Kozhikode	54.55
12	Mother Theresas PPTTI, Kannur	51.14

From table 55 it is evidenced that the pre school teachers who had their training from the 12 sampled Government Recognized but Unaided PPTTIs had the mean percentage score of 52.36. The pre-school teachers who were trained from the Rahmaniya PPTTI Kozhikode and Smitha PPTTI Ernakulam had the percentage score 54.55, which is the highest of all the sampled pre school teachers of this category. Pre school teachers trained from Viswabharathi PPTTI, Pathanamthitta had the percentage score 47.80 and this is the lowest score. The pre school teachers from S.N. PPTTI Alapuzha, Jamiya Salafiya PPTTI Malappuram and Malankara PPTTI

Kollam had the same percentage score of 53.41 and this is the second highest score. The pre school teachers of Cordova PPTTI, Thiruvananthapuram, Baker Memorial PPTTI Kottayam, Hais PPTTI Kollam and Goodwill Charitable PPTTI Kollam had the percentage score of 52.30 and the pre school teachers trained from Mother Theresas PPTTI Kannur and Thunchan Smaraka PPTTI Thiruvananthapuram had the percentage score 51.14. The least percentage score of this category is for those pre-school teachers who had their training from Viswabharathi PPTTI Pathanamthitta which is below even 50 percentage.

The percentage scores obtained for the pre-school teachers sampled who had their training from the 16 Unrecognized PPTTIs is presented in table 56.

TABLE 56

**Percentage Scores Obtained for the
Pre-school Teachers Trained from the
Unrecognized Pre-primary Teacher Training Institutes for the
Competency/Attitude they had Acquired during Training (N = 32)**

Sl. No.	Name of PPTTI	Percentage score obtained
1	Crimson PPTTI, Thiruvananthapuram	46.59
2	Success PPTTI, Alapuzha	47.80
3	Daffodils PPTTI, Pathanamthitta	40.91
4	Excel PPTTI, Kottayam	42.05
5	St. Joseph PPTTI, Kottayam	45.45
6	Cloony PPTTI, Kottayam	39.77
7	Good Shepherd PPTTI, Kottayam	37.50
8	St. Mary's PPTTI, Ernakulam	39.77
9	Kids PPTTI, Ernakulam	40.91
10	Balavikas PPTTI, Ernakulam	45.45
11	Gokulam PPTTI, Thrissur	46.59
12	Adens PPTTI, Thrissur	40.91
13	Scholar PPTTI, Malappuram	40.91
14	Hidaya PPTTI, Malappuram	40.91
15	Deepthi PPTTI, Malappuram	42.05
16	Lyseum PPTTI, Kozhikode	32.95

It is clear from table 56 that the pre-school teachers who had their training from the Unrecognized category of PPTTI has the mean percentage score of 41.91. The highest percentage score in this category is 47.80 and the lowest percentage score is 32.95. There were two schools with percentage score, 46.59, 45.45 and 42.05. Of the 16 PPTTIs five had a percentage score of 40.91, two had 39.77 and one each with percentage score 47.80, 37.50 and 32.95.

Comments

The above analysis brought into light a true picture of the inadequacy of the training programme of the sampled PPTTIs in the perspective of their former students who had entered in to the real world of pre-school. It is sorrowful to note that in the perception of the pre school teachers sampled, their training was not at all up to 65 percentage level. This is true for all the three types of PPTTIs. However the pre-school teachers of the three Government PPTTIs sampled had acquired better Competencies/Attitudes in terms of percentage score compared to the other two categories. The Government PPTTIs had the highest percentage score of 64.77, then the Government Recognized but Unaided PPTTIs with percentage score of 52.36 and the least for the Unrecognized category - 41.91. The least score is very meager and has not come upto at least half of the total Competencies/Attitudes to be acquired or cultivated during the training period. This points out to the drawbacks of the training.

These 44 competencies/attitudes are indispensable for a pre-school teachers to discharge the role of a pre-school teacher effectively. The real beneficiaries of the training programme in their perception agrees that the training they received had not made them to deal effectively with the pre school child. The pre school teachers who had come out from the Unrecognized category of the sampled PPTTIs revealed their inadequacy of competencies and attitudes needed for a pre school teacher. This is very clear from the fact that there were pre school teachers who had percentage scores below 40. Provision was given in the questionnaire to respond to the specific experience during their training period that enabled them to equip the said competency/attitude. But none of the pre school teachers sampled were not able to express the experience. This also indicates the inadequacy of the training programme or other wise they might have recollected those

experiences. From the discussion above it can be inferred that the training programme of the sampled PPTIs was not effective in moulding the attitudes or to develop competencies in order to perform the dynamic and complicated role of a pre-school teacher.

Thus pre-school teachers are performing the significant role of a pre school teacher without proper training and theoretical foundation. Since teacher is the single most variable that has prominent role in moulding the personality of the child this inadequacy of the training the teachers received has its own wounding that may not be healed.

The cross checking of the findings of this analysis with the data obtained from the previous tools further made the investigator to conclude about the inadequacy of the curricular transaction of the pre-primary teacher training institutes.

The percentage scores obtained for each Competency/ Attitude for the total pre school teachers trained from the sampled pre primary teacher training institutes are presented in table 57.

TABLE 57

**Percentage Scores Obtained
for each Competency/Attitude acquired/
developed by the Pre-school Teachers Trained from
the Sampled Pre-primary Teacher Training Institutes (N = 52)**

Competency/Attitude Sl.No.	Percentage	Competency/Attitude Sl.No.	Percentage
1	100.00	23	0
2	94.44	24	70.83
3	88.19	25	20.83
4	0	26	0
5	80.90	27	76.74
6	63.19	28	90.28
7	56.94	29	33.33
8	61.80	30	75.35
9	76.04	31	27.78
10	0	32	0
11	95.49	33	92.13
12	5.55	34	27.78
13	84.72	35	92.71
14	22.22	36	85.41
15	81.25	37	33.33
16	84.74	38	80.55
17	5.55	39	0
18	11.11	40	87.50
19	75.35	41	78.13
20	64.93	42	82.64
21	0	43	78.14
22	0	44	81.25

Table 57 reveals that all the pre school teachers sampled had acquired only the competency/attitude 'appreciation of the relevance of early child hood education'.

Of the total pre school teachers sampled 95.49 percentage had developed the competency/skill to organise free play and other games for fostering autonomy and initiativeness, 94.44 percentage had developed the skill in 'use of formal, informal and non-formal models of child education', 92.71 percentage had developed 'healthy attitude towards the need for various welfare programmes' for children and skill to organise such programmes, 92.13 percentage of teachers had developed the 'skill to prepare ORS solution' and 90.28 percentage had developed the skill to 'identify the nutritional needs and deficiency diseases of children and to formulate and implement programmes to educate parents about healthy food habits'.

Of the total pre school teachers 88.19 percentage had developed the skill in 'organising meeting with parents', 87.5 percentage had developed the skill to 'prepare and maintain records regarding the information about each child with respect to developmental nature, problems (emotional, health-related, etc.) and steps taken for remediation', 85.41 percentage had developed the skill in 'organizing an institution for early childhood education scientifically', 84.74 percentage had developed the skill to 'formulate devices for fostering listening comprehension', 84.72 percentage had developed skill to 'organise stage appropriate activities for fostering cognitive development', 82.64 percentage had developed the ability to 'keep healthy relations with the community', 81.25 percentage had developed attitude to 'organise programme for community education' and 'skill to identify defects associated with language skill and device remedial measures', 80.90 had developed skill in 'organising compensatory experiences to children' and 80.55 percentage had developed the skill to 'evaluate the programme of a pre-school scientifically'.

Of the total pre-school teachers sampled 78.14 percentage had developed the ability on 'pooling of inputs from community for the benefit of one's pre-school', 78.13 percentage had developed 'healthy attitude towards school community relations', 76.74 percentage had developed the skill to 'identify the conditions required for maintaining the health of children and to implement the same in the pre-school as well as in the locality', 76.04 percentage had developed skill to 'collect data regarding motor development of children and compare them with norms', 75.35 percentage had developed the skill to 'detect disease from symptoms' and skill in 'singing nursery rhymes and action song along with children', and 70.83 percentage had developed the ability to 'collect data regarding the children for various purposes and record them objectively'.

Of the total pre school teachers sampled 64.93 percentage had developed the skill in 'drawing and painting and to make other creative art forms', 63.19 percentage had developed the skill to 'pool together all the resources available to learning of pre-school children', and 61.80 percentage had developed skill in 'developing data regarding age, height, weight and to record entries in health card', 56.9 for percentage had developed the skill in 'formulating games for pre-school children in accordance with the guiding principles of development', 33.33 percentage each had developed the skill in 'preparing and preserving low cost nutritious food items' and skill in 'improvising and preparing play materials using indigenous materials and maintain these', 27.78 percentage each had developed the skill to 'give fist aid to common ailments/injuries among the pre-school children and developed the appreciation of the need for universal immunization programme' and to 'organise seminar/discussion on the common diseases and their immunization for parents'. 22.22 percentage had developed skill to 'develop materials helpful for training in listening, speaking and co-ordination of hand and fingers', 20.83 percentage had developed 'healthy

attitude towards maternal and child care', 11.11 percentage had developed 'feeling of relevancy to collect pictures and other works of arts for fostering aesthetic development', 5.55 percentage each had developed the ability to 'formulate activities for fostering social behaviour' and skill to 'identify speech defect and device remedies'.

None of the pre school teachers sampled had developed the following competencies/attitudes.

- 1) Empathy with the needs of children and to arrange activities to meet these needs.
- 2) Skill to implement stage appropriate activities in order to maintain mental health.
- 3) Skill to devise and implement situations for fostering moral development and reinforce acceptable moral behaviour.
- 4) Skill in presenting learning activities suited to the level of learning readiness and correlate them with immediate environment.
- 5) Ability to identify students with behaviour problems and special needs and to take remedial measures and make awareness in the parents regarding how to identify behaviour problems.
- 6) Skill to associate working of the pre-school with societal needs and problems.
- 7) Attitude to establish contact with the primary health dispensary in the locality and utilize for the benefit of pre-school.
- 8) Appreciation of the need for professional development of pre-school teachers.

Percentage scores obtained for each competency/attitude for the pre-school teachers trained from the Government pre-primary teacher training institutes is presented in table 58.

TABLE 58

**Percentage Scores Obtained
for each Competency/Attitude by
the Pre school Teachers Trained from the
Government Pre primary Teacher Training Institutes (N=6)**

Competency/ Attitude Sl.No.	Percentage	Competency/ Attitude Sl.No.	Percentage
1	100.00	23	0
2	100.00	24	66.66
3	100.00	25	33.33
4	0	26	0
5	83.33	27	100.00
6	66.66	28	100.00
7	100.00	29	100.00
8	66.66	30	50.00
9	83.33	31	83.33
10	0	32	0
11	100.00	33	100.00
12	16.66	34	83.33
13	83.33	35	100.00
14	66.66	36	83.33
15	66.66	37	100.00
16	100.00	38	66.66
17	16.66	39	0
18	33.33	40	100.00
19	100.00	41	100.00
20	66.66	42	83.33
21	0	43	66.66
22	0	44	100.00

From table 58, cent percent of the pre-school teachers had developed the following competencies/attitudes.

- 1) Appreciation of the relevance of early childhood education.

- 2) Skill in use of formal, informal and non formal models of child education.
- 3) Skill in organising meeting with parents.
- 4) Skill in formulating games for pre-school children in accordance with the guiding principles of development.
- 5) Skill to organise free play and other games for fostering autonomy and initiativeness.
- 6) Skill to formulate devices for testing listening comprehension.
- 7) Skill in singing nursery rhymes and action song along with children.
- 8) Skill to identify conditions required for maintaining the health of children and to implement programmes to educate parents about healthy food habits.
- 9) Skill in preparing and preserving low cost nutritious food items.
- 10) Skill to prepare ORS solution.
- 11) Healthy attitude towards the need for various welfare programmes for children and skill to organise such programmes.
- 12) Skill in improvising and preparing play materials using indigenous materials and maintain these.
- 13) Skill to prepare and maintain records regarding the information about each child with respect to its developmental nature, problems (emotional, health-related, etc.) and steps taken for remediation.
- 14) Healthy attitude towards school community relations.
- 15) Attitude to organise programme for community education.

The same table shows that 83.33 percentage of teachers developed the following Competencies/ Attitudes.

- 1) Skill in organising compensatory experiences to children.
- 2) Skill to collect data regarding motor development of children and compare them with norms.
- 3) Skill to organise stage appropriate activities for fostering cognitive development.
- 4) Skill to give first aid to common accidents/injuries among the pre-school children.
- 5) Appreciation of the need for universal immunization programme and to organise seminar/discussion on the common diseases and their immunization for parents.
- 6) Skill in organising an institution for early childhood education scientifically.
- 7) Attitude to organise programme for community education.

The same table shows that 66.6 percentage of teachers sampled had developed the following Competencies/Attitude.

- 1) Skill to pool together all the resources available to learning of pre-school children.
- 2) Skill to collect data regarding age, weight, height and to record entries in health card.
- 3) Skill to develop materials helpful for training in listening, speaking and co-ordination of hand and fingers.

- 4) Skill to identify defects associated with language skills and device remedial measures.
- 5) Skill in drawing and painting and to make other creative art forms.
- 6) Ability to collect data regarding the children for various purposes and record them objectively.
- 7) Skill to evaluate the programme of a pre-school scientifically.
- 8) Ability in pooling of inputs from community for the benefit of one's pre-school.

50 percentage of the pre-school teachers had developed the skill to detect disease from symptoms.

33.33 percentage of the pre school teachers sampled had developed the following Competencies/ Attitude.

- 1) Feeling of relevancy to collect pictures and other works of arts for fostering aesthetic development.
- 2) Healthy attitude towards maternal and child care.

16.66 percentage of the sampled teachers had developed the following Competencies/ Attitude.

- 1) Ability to formulate activities for fostering social behaviour.
- 2) Skill to identify speech defect and device remedies.

None of the sampled pre-school teachers trained from the Government pre-primary teacher training institutes had developed the following Competencies/ Attitude.

- 1) Empathy with the needs of children and to arrange activities to meet these needs.
- 2) Skill to implement stage appropriate activities in order to maintain mental health.
- 3) Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour.
- 4) Skill in presenting learning activities suited to the level of learning readiness and co-relate them with immediate environment.
- 5) Ability to identify students with behaviour problems and special needs and to take remedial measures and awareness in the parents regarding how to identify behaviour problems.
- 6) Skill to associate the working of the pre-school with societal needs and problems.
- 7) Attitude to establish contact with the primary health dispensary in the locality and utilize for the benefit of pre-school children.
- 8) Appreciation of the need for professional development of pre-school teachers.

Percentage score obtained for each Competency/ Attitude for the pre-school teachers who were trained from the Government Recognized but Unaided Pre-primary Teacher Training Institutes is presented in table 59.

TABLE 59

**Percentage Scores Obtained
for each Competency/Attitude by the
Pre-school Teachers Trained from the Government
Recognized but Unaided Pre-primary Teacher Training Institutes (N = 14)**

Competency/ Attitude Sl.No.	Percentage	Competency/ Attitude Sl.No.	Percentage
1	100.00	23	0
2	83.33	24	70.83
3	95.83	25	29.16
4	0	26	0
5	87.50	27	83.33
6	66.66	28	95.83
7	70.83	29	0
8	50.00	30	91.66
9	91.66	31	0
10	0	32	0
11	95.83	33	95.83
12	0	34	0
13	83.33	35	100.00
14	0	36	91.66
15	83.33	37	0
16	91.66	38	100.00
17	0	39	0
18	0	40	87.50
19	79.17	41	75.00
20	87.50	42	83.33
21	0	43	62.50
22	0	44	62.50

From table 59 it is clear that all the pre-school teachers sampled had developed only three of the 44 Competencies. They are listed below.

- 1) Appreciation of the relevance of early childhood education.
- 2) Healthy attitude towards the need for various welfare programmes for children and skill to organize such programmes.
- 3) Skill to evaluate the programme of a pre-school scientifically.

95.83 percentage had developed the following Competencies/Attitudes.

- 1) Skill in organising meeting with parents.
- 2) Skill to organise free play and other games for fostering autonomy and initiativeness.
- 3) Skill to identify the nutritional needs and deficiency diseases of children and to formulate and implement programmes to educate parents about healthy food habits.
- 4) Skill to prepare ORS solution.

The following Competencies/Attitudes were attained by 51.66 percentage of teachers.

- 1) Skill to collect data regarding the motor development of children and compare them with norms.
- 2) Skill to formulate devices for fostering listening comprehension.
- 3) Skill to detect disease from symptoms
- 4) Skill in organising an institution for early childhood education scientifically.

87.5 percentage had developed the following Competency/Attitude.

- 1) Skill in organising compensatory experiences to children.

- 2) Skill in drawing and painting and to make other creative art forms.
- 3) Skill to prepare and maintain records regarding the information about each child with respect to its developmental nature, problems (emotional, health related, etc.).

83.33 percentage had developed the following Competencies/ Attitude.

- 1) Skill in use of formal, informal and non formal models of child education.
- 2) Skill to organise stage appropriate activities for fostering cognitive development.
- 3) Skill to identify defects associated with language skill and device remedial measures.
- 4) Skill to identify conditions required for maintaining the health of children and to implement the same in the pre-school as well as in the locality.
- 5) Ability to keep healthy relations with the community.

79.17 percentage had developed the skill in 'singing nursery rhymes and action song along with children'.

75 percentage had developed 'healthy attitude towards school-community relations'.

70.83 percentage had developed the following Competencies/ Attitude.

- 1) Skill in formulating games for pre-school children in accordance with the guiding principles of development.

- 2) Ability to collect data regarding the children for various purposes and record them objectively.

66.66 percentage had developed the skill to pool together all the resources available to learning of pre-school children.

62.5 percentage had developed the following Competencies/Attitudes.

- 1) Ability in pooling of inputs from community for the benefit of one's pre-school.
- 2) Attitude to organise programme for community education.

Fifty percentage of teachers had developed skill in 'developing data regarding age, weight, height and to record entries in health card'.

29.16 percentage had developed 'healthy attitude towards maternal and child care'.

None of the teachers sampled had developed the following Competencies/Attitudes.

- 1) Empathy with the needs of children and to arrange activities to meet these needs.
- 2) Skill to implement stage appropriate activities in order to maintain health.
- 3) Ability to formulate activities for fostering social behaviour.
- 4) Skill to develop materials helpful for training in listening, speaking and co-ordination of hand and fingers.
- 5) Skill to identify speech defect and device remedies.

- 6) Feeling of relevancy to collect pictures and other works of arts for fostering aesthetic development.
- 7) Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour.
- 8) Skill in presenting learning activities suited to the level of learning readiness and correlate them with immediate environment.
- 9) Ability to identify students with behaviour problems and special needs and to take remedial measures and make awareness in the parents regarding how to identify behaviour problems.
- 10) Skill to associate working of the pre-school with societal needs and problems.
- 11) Skill in preparing and preserving low cost nutritious food items.
- 12) Skill to give first aid to common accidents/injuries among the pre-school children.
- 13) Attitude to establish contact with the primary health dispensary in the locality and utilize for the benefit of pre-school children.
- 14) Appreciation of the need for universal immunization programme and to organise seminar/discussion on the common diseases and their immunization for parents.
- 15) Skill in improvising and preparing play materials using indigenous materials and maintain these.
- 16) Appreciation of the need for professional development of pre-school teachers.

Percentage score obtained for each Competency/Attitude for the pre-school teachers trained from the sampled unrecognized pre-primary teacher training institutes is presented in table 60.

TABLE 60

**Percentage Scores Obtained for each
Competency/Attitude by the pre-school Teachers Trained
from the Unrecognized Pre-primary Teacher Training Institutes (N = 32)**

Competency/Attitude Sl.No.	Percentage	Competency/Attitude Sl.No.	Percentage
1	100.00	23	0
2	100.00	24	75.00
3	68.75	25	0
4	0	26	0
5	71.88	27	46.88
6	56.25	28	75.00
7	0	29	0
8	68.75	30	84.38
9	53.13	31	0
10	0	32	0
11	90.63	33	80.55
12	0	34	0
13	87.50	35	78.13
14	0	36	81.25
15	93.75	37	0
16	62.55	38	75.00
17	0	39	0
18	0	40	75.00
19	46.88	41	59.38
20	40.63	42	81.25
21	0	43	0
22	0	44	81.25

From table 60 it is clear that all the pre-school teachers had developed the following Competency/Attitude.

- 1) Appreciation of the relevance of early childhood education.
- 2) Skill in use of formal, informal, and non formal models of child education.

93.75 percentage had developed the skill to 'identify defects associated with language skill and device remedial measures'.

90.63 percentage pre-school teachers had developed the skill to 'organise free play and other games for fostering autonomy and initiativeness'.

87.5 percentage had developed the skill to 'organise stage appropriate activities for fostering cognitive development'.

84.38 percentage had developed the skill to 'detect disease from symptoms'.

81.25 percentage had developed the following Competencies/ Attitudes.

- 1) Skill in organising an institution for early childhood education scientifically.
- 2) Ability to keep healthy relations with the community.
- 3) Attitude to organise programme for community education.

80.55 teachers had developed the skill 'to prepare ORS solution'.

78.13 percentage had developed 'healthy attitude towards the need for various welfare programme for children and skill to organise such programme'.

75 percentage of teachers had developed the following Competency/ Attitude.

- 1) Ability to collect data regarding the children for various purposes and record them objectively.
- 2) Skill to identify the nutritional needs and deficiency diseases of children and to formulate and implement programmes to educate parents about healthy food habits.
- 3) Skill to evaluate the programme of a pre-school scientifically.
- 4) Skill to prepare and maintain records regarding the information about each child with respect to its developmental nature, problems (emotional, health related, etc.) and steps taken for remediation.

71.88 percentage had developed the skill in 'organising compensatory experiences to children'.

68.75 percentage had developed the following Competency/ Attitudes.

- 1) Skill in organising meeting with parents.
- 2) Skill in developing data regarding age, weight, height and to record entries in health card.

62.55 percentage had developed the skill to 'formulate devices for testing listening comprehension'.

59.38 percentage had developed 'healthy attitude towards school community relations'.

56.25 percentage had developed skill to 'pool together all resources available to learning of pre-school children'.

53.13 percentage had developed skill to 'collect data regarding motor development of children and compare them with norms'.

46.88 percentage had developed the following Competencies/ Attitudes.

- 1) Skill in singing nursery rhymes and action song along with children.
- 2) Skill to identify conditions required for maintaining the health of children and to implement the same in the pre-school as well as in the locality.

40.63 percentage had developed 'skill in drawing and painting and make other creative art forms'.

None of the pre-school teachers had developed the following Competencies/ Attitudes.

- 1) Empathy with the needs of children and to arrange activities to meet these needs.
- 2) Skill in formulating games for pre-school children in accordance with the guiding principles of development.
- 3) Skill to implement stage appropriate activities in order to maintain mental health.
- 4) Ability to formulate activities for fostering social behaviour.
- 5) Skill to develop materials helpful for training in listening, speaking and co-ordination of hand and finger.
- 6) Skill to identify speech defect and device remedies.
- 7) Feelings of relevancy to collect pictures and other works of arts for fostering aesthetic development.
- 8) Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour.

- 9) Skill in presenting learning activities suited to the level of learning readiness and co-relate them with immediate environment.
- 10) Ability to identify students with behaviour problems and special needs and to take remedial measures and make awareness in the parents regarding how to identify behaviour problems.
- 11) Healthy attitude towards maternal and child care.
- 12) Skill to associate working of the pre-school with societal needs and problems.
- 13) Skill in preparing and preserving low cost nutritious food item.
- 14) Skill to give first aid to common accidents/injuries among the pre-school children.
- 15) Attitude to establish contact with the primary health dispensary in the locality and utilize for the benefit of pre-school children.
- 16) Appreciation of the need for universal immunization programme and to organise seminar/discussion on the common diseases and their immunization for parents.
- 17) Skill in improvising and preparing play materials using indigenous materials and maintain these.
- 18) Appreciation of the need for professional development of pre-school teachers.
- 19) Ability in pooling of inputs from community for the benefit of one's pre-school.

Comments

The analysis of the item wise percentage scores obtained reflected a clear graffito of the inadequacy of the training programme the pre-school teachers had received. It is to be emphasised that the results showed all the sampled pre-school teachers had developed only a single competency, i.e., 'appreciation of the relevance of early childhood education'. Of the total 44 items eight has obtained zero percentage score. This reveals that none of the teachers sampled, irrespective of the nature of the training institutes, has developed these competencies. These competencies are highly essential for performing the role of a pre-school teacher in an effective way. Only four of the total competencies/attitudes were fulfilled by above 90 percentage of teachers. These competencies were 1) Skill in use of formal, informal and non formal models of child education; 2) Skill to organise free play and other games for fostering autonomy and initiativeness; 3) Skill to identify the nutritional needs and deficiency disease of children and to formulate and implement programmes to educate parents about healthy food habits; 4) Skill to prepare ORS solution. The remaining competencies which are essential for a pre school teacher to foster the wholesome development of the pre school child were not attained by the sampled pre-school teachers. Of the 44 competencies 18 were only attained by less than 50 percentage of the pre-school teachers sampled. This depicts the handicap of the training programme the pre-school teachers had received from their respective institutions.

Of the pre-school teachers trained from the Government PPTTIs, only 16 competencies were attained by all the teachers while for the case of pre school teachers trained from the Government Recognized but Unaided PPTTIs it is only three, and for the Unrecognized PPTTIs it is only two. Nineteen competencies were not attained by none of the pre school teachers

trained from the Unrecognized PPTTIs. For the Recognized PPTTIs this score is 16 and for the Government PPTTIs this is only eight. For the Government PPTTIs 32 competencies were attained by above 50 percentage, for the Government Recognized but Unaided it is 27, and the least score is for the unrecognized which is 22.

Further it can be seen that the following competencies were not attained by the pre school teachers trained from the sampled PPTTIs irrespective of the nature of the sub samples.

- 1) Empathy with the needs of the children and to arrange activities to meet these needs.
- 2) Skill to implement stage appropriate activities in order to maintain mental health.
- 3) Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour.
- 4) Skill in presenting learning activities suited to the level of learning readiness and correlate them with immediate environment.
- 5) Ability to identify students with behaviour problems and special needs and to take remedial measures and make awareness in the parents regarding how to identify behaviour problems.
- 6) Skill to associate working of the pre-school with societal needs and problems.
- 7) Attitude to establish contact with the primary health dispensary in the locality and utilise for the benefit of pre-school children.
- 8) Appreciation of the need for professional development of pre-school teachers.

The following competencies/attitudes were not attained either by the pre-school teachers trained from the Government Recognized but Unaided

pre-primary teacher training institutes or from the Unrecognized PPTTIs sampled

- 1) Ability to formulate activities for fostering social behaviour.
- 2) Skill to develop materials helpful for training in listening, speaking and co-ordination of hand and fingers.
- 3) Skill to identify speech defect and devise remedies.
- 4) Feeling of relevancy to collect pictures and other works of arts for fostering aesthetic development.
- 5) Skill in preparing and preserving low cost nutritious food items.
- 6) Skill to give first aid to common accidents/injuries among the pre school children.
- 7) Appreciation of the need for universal immunization programme and to organize seminar/discussion on the common diseases and their immunization for parents.
- 8) Skill in improvising and preparing play materials using indigenous materials and maintain these.

The following competencies/attitude were not developed exclusively by the pre-school teachers who were trained from the Unrecognized PPTTIs sampled.

- 1) Skill in formulating games for pre-school children in accordance with the guiding principles of development.
- 2) Healthy attitude towards maternal and child care.
- 3) Ability in pooling of inputs from community for the benefit of one's pre-school.

In the perception of the pre-school teachers sampled they had not even developed the highly essential competencies that are required by a pre-school teacher. These competencies are of prime importance for a pre-school

teacher to deal effectively with the pre-school child. Of the three categories the teachers trained from the Unrecognized PPTTIs had not developed even the fundamental competencies. They even had not acquired the competencies of dealing with the child and also with the parents which are the basic requisite for a pre-school teacher to start with.

This perception from the part of the pre-school teachers is a clear indication of the inadequacy of the training programme prevailing in the state. This retrospection pinpoints to the lack of competency based approach in the training. Since pre school teachers has to deal with a number of varied type of situations the training should equip the teachers with competencies to encounter these situations and act effectively.

Comparison of these reactions shows a very positive complimentarity with the results obtained from the previous questionnaires administered to heads, teachers and student teachers of the sampled PPTTIs. The claim made by the teachers of PPTTIs regarding the objectives proposed, activities conducted and evaluation of the objectives made itself was very low. But even this claim seems to be an exaggeration when compared with the reactions of pre-school teachers trained by them. Otherwise the pre-school teachers could have remembered at least some of the activities during their training period and developed the Competencies/Attitudes proposed by them.

V. Observation of Activities Provided by Pre-school Teachers

This analysis intended to investigate in to the activities provided by the sampled pre-school teachers for fulfilling objective viii of the study. This is to explore in to the practice of pre school teachers who had their pre-service training from the sampled PPTTIs. This is a supplementary analysis to cross check the data obtained from the other tools. The detailed

descriptions of the happenings of the pre-schools the investigator observed were made in to a processed form of 37 items. The score obtained for each item for the total sample and the sub samples were analysed. The major findings of the analysis are given below.

The mean percentage score obtained for the total pre-school teachers trained from the total sampled Pre-primary Teacher Training Institutes is 45.

The percentage scores obtained for the three Government PPTTIs is given in table 61.

TABLE 61

**Percentage Scores for Activities
Provided by Pre-school Teachers Trained from
the Government Pre-primary Teacher Training Institutes**

PPTTI	Percentage
Govt. PPTTI, Thiruvananthapuram	58.11
Govt. PPTTI, Alapuzha	54.05
Govt. PPTTI, Kozhikode	50.46

Government PPTTI, Thiruvananthapuram had obtained a percentage score of 58.11, Government PPTTI Alapuzha obtained the percentage score 54.05 and Government PPTTI Kozhikode had obtained the percentage score 50.46. The average percentage score of the Government Pre-primary Teacher Training Institutes is 57.21.

Percentage score obtained for the pre-school teachers sampled from the Government Recognized but Unaided Pre-primary Teacher Training Institutes is presented in table 62.

TABLE 62

**Percentage Scores for Activities Provided
by Pre school Teachers Trained from Government
Recognized but Unaided Pre-primary Teacher Training Institutes**

Sl. No	PPTTI	Percentage
1	Thunchan Smaraka PPTTI, Thiruvananthapuram	36.50
2	Cordova PPTTI, Thiruvananthapuram	44.59
3	Goodwill Charitable PPTTI, Kollam	44.59
4	Malankara PPTTI, Kollam	39.19
5	Hais PPTTI, Kollam	40.54
6	S.N.PPTTI, Alapuzha	54.05
7	Baker Memorial PPTTI, Kottayam	43.24
8	Viswabharathi PPTTI, Pathanamthitta	37.84
9	Smitha PPTTI, Eranakulam	44.59
10	Jamiya Salafiya PPTTI, Malappuram	47.30
11	Rahmaniya PPTTI, Kozhikode	48.65
12	Mother Theresas PPTTI, Kannur	47.30

From table 62 it is clear that there is only one PPTTI which had obtained the percentage score above 50 percentage (S.N. PPTTI, Alapuzha - 54.05). The least percentage score obtained is for Thunchan Smaraka PPTTI Thiruvananthapuram with 36.5. The mean percentage score obtained is 42.32.

The percentage score obtained for the pre-school teachers trained from the Unrecognized PPTTIs sampled is presented in table 63.

TABLE 63

**Percentage Scores for Activities
Provided by Pre-school Teachers Trained from
the Unrecognized Pre-primary Teacher Training Institutes**

Sl. No	PPTTI	Percentage
1	Crimson PPTTI, Thiruvananthapuram	35.14
2	Success PPTTI, Alapuzha	32.43
3	Daffodils PPTTI, Pathanamthitta	36.49
4	Excel PPTTI, Kottayam	39.19
5	St. Joseph PPTTI, Kottayam	32.43
6	Cloony PPTTI, Kottayam	39.19
7	Good Shepherd PPTTI, Kottayam	32.43
8	St. Mary's PPTTI, Eranakulam	33.79
9	Kids PPTTI, Eranakulam	36.49
10	Balavikas PPTTI, Eranakulam	33.14
11	Gokulam PPTTI, Thrissur	33.79
12	Adens PPTTI, Thrissur	33.79
13	Scholar PPTTI, Malappuram	36.49
14	Hidaya PPTTI, Malappuram	33.79
15	Deepthi PPTTI, Malappuram	39.19
16	Lyseum PPTTI, Kozhikode	37.84

The mean percentage score obtained for this total sample is 35.48. From table 63, the highest percentage score obtained is 39.19 and this is for three out of the 16 PPTTIs. One out of the 16 PPTTIs had obtained 37.84 percentage, three had 36.49 percentage, two had 35.14 percentage, four has 33.79 percentage, three had 32.43 percentage. The highest score obtained is for Excel PPTTI Kottayam, Cloony PPTTI Kottayam and for Deepthi PPTTI Malappuram and the lowest score is for Good Shepherd PPTTI Kottayam, St. Joseph PPTTI Kottayam and Success PPTTI, Alapuzha.

Comments

The above analysis is a clear indication of the inadequacy of the pre-school activities that have been taking place in the sampled pre-schools. Pre-school age is of highly significant in which foundation for the different aspects of development is laid. The education at this stage should be done with a wholesome idea of the above fact and consequently the pre school activities should facilitate the all-round development. It is very pathetic to observe that the mean percentage scores obtained for the total sampled pre school teachers is 45 (N = 52). It means that the pre-school teachers even do not provide at least half of the total activities. This is mainly because of the inadequate training they had received during their preparation stage as pre school teacher. Of the sub samples the Government category had the highest mean percentage score compared to the other two categories with 57.21 and the Unrecognized sector has the least mean percentage score 35.48 and the Government Recognized but Unaided category has the mean percentage score 42.32. These observations validate the responses of the teachers regarding the training they had received. Apart from all other variables that affect the performance of the pre-school teacher, the impact of the training the pre school teachers had received will be greater. So the training for the teachers for pre-primary stage must be improved in terms of quality at any cost.

1. **Analysis of Activities Provided by the Pre-school Teachers Trained from the Sampled PPTTIs**

Percentage analysis was done for each activity conducted by the Pre-school teachers trained from the sampled pre-primary teacher training institutes for the total sample and for the sub samples. This facilitates an in depth analysis of each activity. Percentage scores obtained for each activity by the Pre-school teachers for the total sample is presented in table 64.

TABLE 64

**Percentage scores obtained for
Each Activity by the Pre-school Teachers
Trained from the Sampled Pre-primary Teacher Training Institutes**

Item No.	Percentage score	Item No.	Percentage score
1	98.39	20	17.74
2	98.39	21	8.06
3	93.44	22	12.90
4	93.55	23	24.29
5	93.44	24	22.58
6	75.81	25	38.71
7	72.58	26	46.77
8	80.65	27	75.81
9	30.65	28	35.48
10	32.26	29	41.94
11	41.94	30	9.68
12	32.26	31	1.61
13	17.74	32	8.06
14	17.74	33	4.84
15	64.52	34	29.00
16	9.68	35	41.94
17	24.19	36	87.01
18	19.35	37	56.45
19	22.58		

Table 64 reveals the following informations.

- 1) None of the activities secured cent percent score, i.e., even a single activity of the 37 activities was not provided by all the pre school teachers sampled.

- 2) 98.39 percentage 'greet each child on arrival' and 'address each child by name'.
- 3) 93.55 percentage provides 'activities for developing oral expression'.
- 4) 93.44 percentage 'gives each child individual attention' and 'provides activities for cognitive development'.
- 5) 87.01 percentage 'deals parents effectively on occasions of their arrival'.
- 6) 80.65 percentage 'provides activities for language development'.
- 7) 75.81 percentage 'identifies deficiencies in cognitive development' and 'sings nursery rhymes with voice modulation and maintaining rhythm'.
- 8) 72.58 percentage 'conducts activities for physical and motor development'.
- 9) 64.52 percentage were 'able to identify and implement remedies for emotional disturbances of children'.
- 10) 56.45 percentage 'prepares and maintain records systematically'.
- 11) 46.77 percentage 'participate with children in dramatic presentation, action song. etc.'
- 12) 41.94 percentage conducted the following activities.
 - a) Diagnoses speech defects of children and devise remedies.
 - b) Conduct games to know names and other information about peer group and school staff.
 - c) Provides activities catering to the needs of the children of special category.

- 13) 38.71 percentage 'organises effectively free play and games'.
- 14) 35.48 percentage 'recognises behavioural problems of children'.
- 15) 32.26 percentage had conducted the following activities
 - a) Identifies the words usually mispronounced by children and correct them.
 - b) Use audio tapes as speech models.
- 16) 30.65 percentage 'provides activities for developing the skill of listening comprehension'.
- 17) 29 percentage 'conducts visits to different parts of school'.
- 18) 24.29 percentage provides the following activities.
 - a) Design appropriate experiences for social development.
 - b) Improvises play materials.
- 19) 22.58 percentage conducted the following activities.
 - a) Diagnoses problems of social behaviour of children and formulate remedies.
 - b) Motivates student to learn.
- 20) 19.35 percentage 'reinforces acceptable social behaviour'.
- 21) 17.74 Percentage conducted the following activities.
 - a) Activities to develop sequential thinking and problem solving.
 - b) Activities for emotional development.
 - c) Provides enough natural situations fostering moral development.

- 22) 12.9 percentage 'develops and use materials (toys, puppets, pictures, models) for various activities'.
- 23) Nine point six eight percentage provided the following activities.
 - a) Observes and identifies effectively social behaviour.
 - b) Identifies ailments by their symptoms.
- 24) Eight point zero six percentage provided the following activities.
 - a) Reinforces acceptable moral behaviours and strengthen them.
 - b) Reinforces children to develop habits of personal hygiene.
- 25) Four point eight four percentage 'provides first aids on occasion of accidents/injuries'.
- 26) One point six one percentage 'takes preventive measures against common ailments'.

The percentage scores obtained for the pre school teachers trained from the Government Pre-primary Teacher Training Institutes are presented in table 65.

TABLE 65

**Percentage scores obtained for each
Activity by the Pre-school Teachers Trained from
the Government Pre-primary Teacher Training Institutes**

Item No.	Percentage score	Item No.	Percentage score
1	100.00	20	100.00
2	100.00	21	33.33
3	50.00	22	33.33
4	66.66	23	83.33
5	66.66	24	100.00
6	16.66	25	100.00
7	66.66	26	100.00
8	100.00	27	100.00
9	0	28	66.66
10	0	29	100.00
11	0	30	0
12	66.66	31	0
13	0	32	16.66
14	66.66	33	16.66
15	16.66	34	66.66
16	0	35	16.66
17	100.00	36	100.00
18	100.00	37	83.33
19	100.00		

Table 65 reveals the following informations.

All the pre school teachers trained from the Government pre primary teacher training institutes had conducted the following activities.

- 1) Greet each child on arrival
- 2) Address each child by name.

- 3) Provides activities for language development.
- 4) Design appropriate experiences for social development.
- 5) Reinforces acceptable social behaviour
- 6) Diagnoses problems of social behaviour of children and formulate remedies.
- 7) Provides enough natural situations fostering moral development.
- 8) Motivates students to learn.
- 9) Organises effectively free play and games.
- 10) Participate with children in dramatic presentation, action song, etc.
- 11) Sings nursery rhymes with voice modulation and maintaining rhythm.
- 12) Provides activities catering to the needs of the children of special category.
- 13) Deals parents effectively on occasions of their arrival.

83.33 percentage had conducted the following activities.

- 1) Improvises play materials.
- 2) Prepares and maintains records systematically.

66.66 percentage had provided the following activities each.

- 1) Conducts activities for developing oral expression.
- 2) Conducts activities for cognitive development.
- 3) Conducts activities for physical and motor development.
- 4) Use audio tapes as speech models.
- 5) Provides activities for emotional development.
- 6) Recognizes behavioural problems of children.
- 7) Conducts visits to different parts of school.

50 percentage had 'given each child individual attention'.

33.33 percentage provided the following activities.

- 1) Reinforces acceptable moral behaviours and strengthen them.
- 2) Develops and use materials (toys, puppets, pictures, models) for various activities.

16.66 percentage provided the following activities.

- 1) Identifies deficiencies in cognitive development.
- 2) Able to identify and implement remedies for emotional disturbances of children.
- 3) Reinforces children to develop habits of personal hygiene.
- 4) On occasion of accidents/injuries gives first aid.
- 5) Conduct games to know names and other information about peer group and school staff.

None of the pre school teachers sampled trained from the Government pre-primary teacher training institutes had given the following activities and hence 'zero' percentage.

- 1) Activities for developing the skill of listening comprehension.
- 2) Identifies the words usually mispronounced by the children and correct them.
- 3) Diagnoses the speech defects of children and devise remedies.
- 4) Activities to develop sequential thinking and problem solving.
- 5) Observes and identifies effectively social behaviour.
- 6) Identifies ailments by their symptoms.
- 7) Take preventive measures against common ailments.

Percentage scores obtained for each activity provided by the pre school teachers trained from the Government Recognized but Unaided Pre-primary teacher training institutes are presented in Table 66.

TABLE 66
Percentage Scores
Obtained for each activity by the
Pre school Teachers Trained from the Government
Recognized but Unaided Pre primary Teacher Training Institutes

Item No.	Percentage score	Item No.	Percentage score
1	95.83	20	28.83
2	95.83	21	12.51
3	91.66	22	25.00
4	91.66	23	41.66
5	95.83	24	33.33
6	75.00	25	58.33
7	66.66	26	66.66
8	70.83	27	79.17
9	25.00	28	41.66
10	28.83	29	37.5
11	54.16	30	8.33
12	29.16	31	4.16
13	25.00	32	4.16
14	12.51	33	8.33
15	12.51	34	33.33
16	16.66	35	25.00
17	33.33	36	87.50
18	25.00	37	62.50
19	33.33		

Table 66 reveals the following informations.

None of the activities attained cent percent score i.e., even a single activity of the total 37 activities was not provided by the pre-school teachers trained from the Government Recognized but Unaided PPTTIs.

95.83 percentage provided the following activities.

- 1) Greet each child on arrival.
- 2) Address each child by name.
- 3) Activities for cognitive development.

91.66 percentage provided the following activities.

- 1) Gives each child individual attention
- 2) Provides activities for developing oral expression.

87.55 percentage 'deals parents effectively on occasions of their arrival'.

75 percentage 'identifies deficiencies in cognitive development'.

70.83 percentage 'provides activities for language development'.

79.17 percentage 'sings nursery rhymes with voice modulation and maintaining rhythm'.

66.66 percentage provided the following activities.

- 1) Conducts activities for physical and motor development.
- 2) Participate with children in dramatic presentation, action song etc.

62.5 percentage 'prepares and maintain records systematically'.

58.33 percentage 'organises effectively free play and games'.

54.16 percentage 'diagnoses speech defects of children and device remedies'.

41.66 percentage conducted the following activities.

- 1) Improvises play materials.
- 2) Recognizes behavioural problems of children.

37.5 percentage 'provides activities catering to the needs of the children of special category'.

33.33 percentage conducted the following activities.

- 1) Design appropriate experiences for social development.
- 2) Diagnoses problems of social behaviour of children and formulate remedies.
- 3) Motivates students to learn.
- 4) Conducts visits to different parts of school.

29.16 percentage 'uses audio tapes as speech models'.

28.83 percentage conducted the following activities.

- 1) Identifies the words usually mispronounced by children.
- 2) Provides enough natural situation fostering moral development.

25 percentage conducted the following activities.

- 1) Activities for developing the skill of listening comprehension.
- 2) Activities to develop sequential thinking and problem solving.
- 3) Reinforces acceptable social behaviour.
- 4) Develops and use materials (toys, puppets, pictures, models) for various activities.

- 5) Conduct games to know names and other information about peer group and school staff.

16.66 percentage 'observes and identifies effectively social behaviour'.

12.51 percentage conducted the following activities.

- 1) Activities for emotional development.
- 2) Able to identify and implement remedies for emotional disturbances of children.
- 3) Reinforces acceptable moral behaviours and strengthen them.

Eight point three three percentage provides the following activities.

- 1) Identifies ailments by their symptoms.
- 2) On occasion of accidents/injuries teacher gives first aid.

Four point one six percentage had conducted the following activities.

- 1) Take preventive measures against common ailments.
- 2) Reinforces children to develop habits of personal hygiene.

Percentage scores obtained for each activity by the pre school teachers trained from the Unrecognized Pre-primary Teacher Training Institutes is presented in table 67.

TABLE 67
Percentage Scores Obtained
for each Activity by the Pre-school Teachers
Trained from the Unrecognized Pre-primary Teacher Training Institutes

Item No.	Percentage score	Item No.	Percentage score
1	100.00	20	0
2	100.00	21	0
3	100.00	22	0
4	100.00	23	0
5	93.75	24	0
6	87.50	25	12.50
7	78.13	26	21.88
8	84.38	27	68.75
9	40.63	28	25.00
10	46.88	29	34.38
11	40.63	30	12.50
12	28.13	31	0
13	15.63	32	9.38
14	12.50	33	0
15	0	34	18.75
16	6.25	35	59.38
17	3.13	36	84.38
18	0	37	46.88
19	0		

Table 67 reveals the following informations.

Cent percent of pre school teachers provided the following activities.

- 1) Greet each child on arrival.
- 2) Address each child by name.
- 3) Gives each child individual attention.

4) Provide activities for developing oral expression.

93.75 percentage 'provide activities for cognitive development'.

87.5 percentage 'identifies deficiencies in cognitive development'.

84.38 percentage provided the following activities.

1) Activities for social development.

2) Deals parents effectively on occasions of their arrival.

78.13 percentage 'conducts activities for physical and motor development'.

68.75 percentage 'sings nursery rhymes with voice modulation and maintaining rhythm'.

59.38 percentage 'conduct games to know names and other information about peer group and school staff'.

46.88 percentage conducted the following activities.

1) Identifies the words usually mispronounced by children and correct them.

2) Prepare and maintain records systematically.

40.63 percentage provides the following activities.

1) Activities for developing the skill of listening comprehension.

2) Diagnoses speech defects of children and devise remedies.

34.38 percentage 'provided activities catering to the needs of the children of special category'.

28.13 percentage 'use audio tapes as speech models'.

25 percentage 'organises effectively free play and games'.

21.88 percentage 'participate with children in dramatic presentation, action songs, etc.'

18.75 percentage 'conducts visit to different parts of schools'.

15.63 percentage 'provides activities to develop sequential thinking and problem solving'.

12.5 percentage provides the following activities.

- 1) Activities for emotional development.
- 2) Organises effectively free play and games.
- 3) Identifies ailments by their symptoms.

Nine point three eight percentage 'reinforces children to develop habits of personal hygiene'.

Six point two five percentage 'observes and identifies effectively social behaviour'.

Three point one three percentage 'design appropriate experiences for social development'.

None of the pre-school teachers sampled conducted the following activities and hence scored 'zero' percentage.

- 1) Identifies and implement remedies for emotional disturbances of children.
- 2) Reinforces acceptable social behaviour.
- 3) Diagnoses problems of social behaviour of children and formulate remedies.
- 4) Provides enough natural situations fostering moral development.
- 5) Reinforces acceptable moral behaviours and strengthen them.

- 6) Develops and use materials (toys, puppets, pictures, models) for various activities.
- 7) Improvises play materials.
- 8) Motivates students to learn.
- 9) Take preventive measures against common ailments.
- 10) On occasion of accidents and injuries teacher gives first aid.

Comments

Analysis of the activities given by the pre school teachers brought to light the unscientific and illogic practices in the pre-schools. Early Childhood Care and Education (ECCE) is acknowledged as a crucial input and a foundation for life long development. From the analysis it seems that majority of pre schools and the teachers trained from the sampled pre-primary teacher training institutes consider pre-school as a downward extension of primary schools with a 'burdensome' load of three R's, tests, home work, examinations and formal instructions.

Of the total 37 activities put forth it is a matter to be noted that even a single activity had not been conducted by all the pre school teachers. The goal and objective of Early Childhood Development (ECD) is the all-round total integrated and balanced development of the child and the education at this stage should aim at bringing about all-round development in each and every domain in a balanced and harmonious manner. From the analysis it is clear that the pre school teachers sampled do not provide even half of the total activities to be provided to facilitate the above objective.

So as to fulfil the objectives of pre-school education the teacher had to rely greatly upon parents, especially mothers. A child spend only a part of his/her day in the pre school and the rest in the house. So whatever practice is there in the house has its impact in the pre-school also. So creating an

awareness in mothers is very important to fulfill the objective. In this context the pre-school teacher has to perform the pivotal role of an extension worker. The findings from the observation reveals that the teachers sampled failed to perform the activities effectively which ensures the cooperation of the parents. This is due to the less significance given to these type of activities during the pre service course. Thus it can be inferred that the training that these teachers received had not equipped them to perform the very significant role of a pre-school teacher.

The comparative analysis of the Government, Government Recognized but Unaided and Unrecognized sectors, the teachers trained from the Government PPTTIs had carried out the activities to a better extent. The pre-school teachers of the Unrecognized sector do not conduct even 10 out of the 37 activities. These activities are crucial as far as the foundation stage for the life long development is considered. The handicaps in the transactional aspect of the curriculum by the pre-school teachers is a reflection of the inadequate pre service training they had. The finding from the responses of the pre-school teachers regarding their training has congruent trend with their practice in the actual field. This also indicates the wide loopholes in the process of moulding the teachers for this crucial stage.

CRITICAL EXAMINATION OF THE FINDINGS

The ninth objective of the study was to locate deficiencies in pre-primary teacher education if any and suggest remedies.

With a view to locate the deficiencies if any a critical examination of the major findings under objectives (i) to (viii) have been attempted below.

I. Physical Facilities

The availability of the land for the PPTTIs in Kerala is not at all at a satisfactory level. The norms of NCTE suggest that each PPTTI should have 5000 sq.mts. of land area, i.e., approximately 1.25 acres. From the present investigation it can be inferred that only two of the Government and Government Recognized but Unaided PPTTIs have approximately the stipulated land. The Unrecognized sector is the least satisfactory. None of the PPTTIs of Kerala has spare land available for the further expansion of the institute.

The norms for PPTTIs suggests at least three classrooms. It can be understand from the study that all the three government PPTTIs have only one classroom each, six of the 12 Government Recognized but Unaided PPTTIs have two classroom and six have only one. Eight of the Unrecognized PPTTIs have one classroom and the remaining have two classrooms. Thus, the available classrooms for the PPTTIs is not at al satisfactory as far as the guideline is considered. The existing condition of the Government Recognized but Unaided category is somewhat satisfactory compared to the other two. The most unsatisfactory condition is for the Unrecognized sector.

Giving emphasis to library in a teacher education institution the NCTE norms suggest a library-cum-educational technology room with 75 sq.mts. The study reveals that none of the PPTTIs has a library with adequate number of books and reference materials as suggested by NCTE. Hence the availability and utilization of library reflects a very dissatisfactory state of affairs. Of the three different categories the Unrecognized sector has the very pathetic scene.

NCTE suggests laboratories for different purposes with sophisticated specifications. This is to enable thorough training for student teachers. Laboratories such as psychology lab, educational technology lab and language lab are not available in any of the PPTTIs of Kerala. Both the Government and Government Recognized but Unaided PPTTIs have few psychological equipment, while the Unrecognized category is not having a psychology laboratory or equipment and tests associated with psychology. The result is that the student teachers are not getting any training in applying psychological and technological equipment for the better benefit of pre-school children.

None of the PPTTIs of Kerala has a computer laboratory or even a single computer at least for the office procedure.

The guidelines suggest a workshop of floor area 75 sq.m. for each PPTTI. Regarding the furniture in the workshop, the guideline suggests work benches 1.25 mt x 2 mt x 0.75 five in number for each workshop; stools 0.6 mt height, 20 in number, teachers table - 1, teacher's chair - 1, almirah - 1. On the equipment in the work experience room the guideline suggests one set of wood working tools, one set of gardener's tool, materials required for tailoring, doll making, book binding, dress designing, puppetry, etc.

Though Government PPTTIs Thiruvananthapuram and Kozhikode have a work experience room, it is not well furnished or equipped with tools as stipulated in the norm. More than half of the Government Recognized but Unaided PPTTIs have work experience room and only two of the Unrecognized PPTTIs have work experience room. None of the PPTTIs of Kerala is having a separate SUPW scheme. From these observations it can be understood that the availability and utilization of work experience room is not satisfactory for the three categories as per the norm and the condition of the Unrecognized sector is the least satisfactory.

When compared to the guidelines of NCTE the existing conditions of the availability and utilizations of facilities such as principal's room, office room, staff room, store room, students' resting room, auditorium, hall for indoor games, art room, music room, students hostel and staff quarters are also not satisfactory in the PPTTIs of Kerala.

Consolidating all these evaluations it is very clear that the existing physical facilities of the PPTTIs of Kerala are not satisfactory. The highest handicaps exist for the Unrecognized sector.

II. Financial Resources

Except for the Government category the PPTTIs of Kerala have poor planning and systematic execution in the annual budgeting and expenditure pattern. Utilization of the available financial resources are unscientific. Only very meagre amount is spent by the PPTTIs for essential items like building construction, furniture, library, toys and scholarship to meritorious students. Government PPTTIs face the problem of inadequacy and paucity of fund. Most of the PPTTIs consider the course as only a means for money earning without spending for the highly essential items.

III. Human Resources Available

All the PPTTIs of Kerala except Cordova PPTTI Thiruvananthapuram are having principal. With regard to the qualification, most of the principals of Government Recognized Unaided and Unrecognized PPTTIs of Kerala did not satisfy the NCTE norms. The staff position of the Government sector is moderately satisfactory and the least satisfactory is the Unrecognized sector when compared with the guidelines. The non-availability of the qualified teaching and non-teaching staff is serious handicap and has its ill effect on the entire pre-service programme. No attempt has been made by the teachers of both Government Recognized Unaided and Unrecognized

PPTTIs to improve professional competency by participating in inservice programmes of any kind except by a few teachers of government PPTTIs.

IV. Planning and Organization

There is no involvement of the category government or any other external agencies except for the Government in the planning and organisation of curricular and co-curricular activities of the PPTTIs of Kerala. The duration of the programme of Kerala is one year for the Government and Government Recognized but Unaided categories and for the Unrecognized PPTTIs it varies from six months to 10 months.

As per the NCTE norm the basic qualification to pre-primary teacher training course is 10+2 with 45% marks. The student should be selected on the basis of merits as determined by selection tests and interview conducted by a recognized agency (approved by NCTE).

The admission procedure followed in the PPTTIs of Kerala is not satisfactory as per the guidelines. Of the three categories the Unrecognized sector follows the most unscientific procedure. There is no unanimity regarding the admission procedure followed in the PPTTIs of Kerala.

Both the Government and Government Recognized but Unaided category follows an approved curriculum prepared by SCERT but there is no approved curriculum for the Unrecognized PPTTIs of Kerala.

Government and Government Recognized but Unaided PPTTIs has been maintaining the various records that are to be maintained but the Unrecognized PPTTIs do not maintain the needed records.

V. Curriculum Transaction

The guidelines of NCTE suggest 220 working days per year. These working days should be distributed as; for completing all admission 10,

number of teaching days 160, number of supervised practice teaching in schools 30, examination days 10.

Critical examination of the result obtained revealed that none of the PPTTIs has fulfilled the stipulation as put forth by the guidelines. All the Government PPTTIs provide adequate number of days for practice teaching but the Government Recognized but Unaided and Unrecognized sectors are not giving adequate number of working days for practice teaching. Both the Government and Government Recognized but Unaided PPTTIs have schedules of work per day as per the guidelines but the state of the Unrecognized PPTTIs is not satisfactory.

There is no clear perception regarding the objectives to be attained by the teaching of theory papers as well as practicals. The teachers in the pre-primary teacher training institutes of Kerala do not plan the curriculum in an Objective/Competency based and Activity centred approach. They had not even proposed, formulated activity, and evaluated the following very essential objectives to be attained by the student teachers to become an effective pre-school teacher. The state of teachers of Government PPTTIs is comparatively better to the other categories and the least satisfactory is the Unrecognized PPTTIs.

- 1) Internalise the various psychological concepts, principles. etc. governing early childhood and their relevance to ECCE and correlate these phenomenon with early child development.
- 2) Skill to device strategies and activities in line with the acceptable theories and principles.
- 3) Identify the inputs that could be pooled from the natural, physical and social environment, that could be utilized for the education of children.

- 4) Establish link between the various agencies in the field of early childhood care and education.
- 5) Understand the role of parents, teachers and other agencies in enriching early childhood education and care.
- 6) Skill to organise orientation session for parents.
- 7) Understand technique of evaluating development of children, in terms of stage appropriate developmental tasks; principles and techniques of child study and apply these understanding in devising, organising and executing programmes in realistic class room situations.
- 8) Ability to motivate children.
- 9) Ability to correlate learning with immediate environment.
- 10) Develops healthy attitude towards children and their development.
- 11) Identifies the needs of children and empathizes with these problems and needs.
- 12) Develops interest in the programmes for child development and care.
- 13) Familiarises the common tools and techniques for child study.
- 14) Organise an institution/programme and maintain and use records properly.
- 15) Appreciate the need for professional development of pre-school teacher.
- 16) Assimilate the theoretical evolution of the concept of 'pre-school' in Kerala and find the modern trend.

- 17) Ability to criticise the child rearing practice and pre-school education on the basis of accepted theories of child development.
- 18) Design and execute stage - appropriate activities for promoting, physical, linguistic, emotional social and motor developments of the children.
- 19) Identify and diagnose difficulties/deficiencies and devise compensatory measures.
- 20) Ability to identify nutritional deficiency diseases.
- 21) Operate audio-visual equipments and utilize these for various activities in a pre-school.
- 22) Do formative and summative evaluation using appropriate tools and techniques.
- 23) Develop readiness and skill to render first aid and other child care activities in case of emergency.
- 24) Conducts case studies related to problematic situations faced.
- 25) Healthy attitude towards community and organise extension programmes for parents.
- 26) Associate working of the school with societal needs and problems.

The PPTTIs of Kerala irrespective of the nature of the subsamples were omitted the activities related to the following that are to be integrated with the teaching of theories.

- Familiarize the various agencies on ECCE.
- Develop clear discrimination between growth and development.

- Formulate and conducts stage appropriate activities for motor development.
- Design games, dramatisation and other activities for promoting cognitive development.
- Gathers details and hold discussion on each stage of cognitive development.
- Preparing list of passive and active vocabulary of children at different stages.
- Clear conception regarding the linguistic development of the children.
- Ability to identify nutritional deficiency diseases.
- Appreciate the nutritional value of locally available food items.
- Ability to identify common ailments in children and render first aid.
- Exploit the locally available resources for the benefit of pre-school children and their parents.
- Clear conception regarding the functioning of pre-school and ability to chalk out year plan.
- Ability to establish functional link with the practice teaching schools and other units connected with ECCE.

Only theoretical narration with neglecting the above objectives will not ensure the success of pre-primary teacher education to mould competent teachers who can accelerate the wholesome development of the pre-school child in a deliberate manner.

There is no diverse and enriched activities as practical work followed in the PPTTIs of Kerala.

Though all the PPTTIs provide opportunity for supervised practice teaching it is done in an unscientific and ineffective manner. Only the Government PPTTIs distribute 30 working days for supervised teaching as stipulated by the NCTE norms. No opportunity is provided for observing pre-school practices as stipulated by the guideline. Even though the guideline has clear illustration on each activity to be performed by the student teachers, the student teacher is not getting ample opportunity to observe any of the co-curricular activities in a pre-school. Evaluation part of the supervised practice teaching is also very weak. Formative and summative appraisal of the student teacher is scarcely done by the sampled PPTTIs so that the student teacher is lacking the chance of steady improvement and actualization of their potentials even to a moderate level. The state of Government Recognized but Unaided and Unrecognized sector is not satisfactory and the higher handicaps exist for the Unrecognized category. The Government and Government Recognized but Unaided PPTTIs give provision for some extension work but there is no such provision for the students of the Unrecognized PPTTIs.

VI. Examination and Certification

The examination and certification procedure followed in the sampled PPTTIs is unscientific and not systematic. The Unrecognized category is the most handicapped one where the examination is being conducted by the institution itself. Though the past record of students' performance in the examination is good this could not be considered as an index for evaluating the procedure. This result is mainly because of the highly flexible concept of pass-failure system.

Thus the screening of the effective students who are the future pre-school teachers is not at all adequate. Since evaluation has a great role to play for the refinement of the existing practice and to attain perfection, it must be done effectively incorporating modern concepts of evaluation. The conventional practice that has been followed in the PPTTIs of Kerala will help nothing more than ascertaining a pass/failure discrimination.

The follow up activities of the students by PPTTIs in Kerala is also not adequate.

VII. Co-Curricular Activities

Though some festivals are being celebrated in the PPTTIs of Kerala, the student teachers were not given ample opportunities in planning and implementation of these activities. Thus the student teachers are not able to promote their abilities and talents. Since the students' union has only a passive role in conducting these activities, there is only limited chances to uplift the leadership qualities by themselves, which has a significant role to discharge the duties of a pre-school effectively.

The deficiencies described above that exist in the pre-primary teacher education in Kerala are also evident from the reactions of the pre-school teachers who had their training from the sampled PPTTIs of Kerala. A critical evaluation of this retrospection is presented here under the heading effectiveness of training.

VIII. Effectiveness of Training

None of the pre-school teachers of Kerala irrespective of the nature of the PPTTIs from which they are trained had attained cent percent of the competency required for a pre-school teacher. Cent percent of the pre-school teachers were not able to recollect any experience that enabled to develop

any Competency/Attitude required by a pre-school teacher. The pre-school teachers trained from the Government PPTIs had attained more competencies and the least is for the Unrecognized category.

In this juncture it is worthwhile to mention that more than 50 percentage of the Competency/Attitude were not attained by the pre-school teachers of Kerala; which is highly essential for functioning as an effective pre school teacher. All the teachers sampled had attained only a single Competency 'appreciation of the relevance of early childhood education' at the same time cent percentage of the teachers had not attained the following very crucial Competencies/Attitude required by a pre-school teacher to discharge the functions effectively to accomplish the objectives of pre-school education.

- Empathy with the needs of the children and to arrange activities to meet these need.
- Skill to implement stage appropriate activities in order to maintain mental health.
- Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour.
- Skill in presenting learning activities suited to the level of learning readiness and correlate them with immediate environment.
- Ability to identify students with behavioural problems and special needs and to take remedial measures and make awareness in the parents regarding how to identify behaviour problems.
- Skill to associate working of the Pre-school with societal needs and problems.

- Attitude to establish contact with the primary health dispensary with the locality and utilize for the benefit of pre-school children.
- Appreciation of the need for professional development of pre-school teacher.

The unattainment of the above Competencies/Attitudes reflects in to the inadequacy of the training that the pre-school teachers had received. The programmes were unscientific and failed to pool in very significant learning resource inputs and transact them effectively to develop the very fundamental Competencies to be attained by the pre-school teacher. This in turn has its lethargic ill effects to fulfil objectives of pre-school education either in the specific or in the wide general perspectives.

IX. Activities Provided by Pre-School Teachers

Of the activities that are to be provided by pre-school teachers for an effective functioning of the schools, 55 percentage is not conducted by the pre school teachers.

Even a single activity of the total activities has not been provided by cent percent of the pre-school teachers of Kerala. Among the three sub samples the state of teachers trained from the Unrecognized PPTTIs is the least satisfactory.

The pre-school teachers of Kerala sampled even did not provide activities that facilitate the physical, cognitive, motor, social, emotional and moral development in an effective way. Most of the pre-school teachers treat the pre-school as a downward extension of primary state and concentrate on formal teaching of the 3R^s. Informal and spontaneous learning is replaced by formal teaching of different school disciplines. The teachers who had their training from the Unrecognized PPTTIs of Kerala

behave in their dealings with the children as if they are preparing the students for some examination. This reflects the limitations they had in their assimilation on the characteristics of pre-school child and the concept and objective of pre-primary education. The pre-school teachers sampled failed in their duties as a facilitator, patron of the young child, keen observer to promote self-learning and self-correction, and as an extension worker to the community.

Briefly the training received by the pre-school teachers from the PPTTIs of Kerala is not in accordance with the aims and objectives of pre-school education and hence it was not useful in developing even the minimum competencies. Thus they are very severely failing to conduct the varied activities to facilitate the wholesome development of the child.

Thus by critically analysing the data obtained through the above multiple sources it can be emphatically concluded that the pre-primary teacher education programme in the state has been suffering from serious handicaps and deficiencies.

Suggestions of remedies for these deficiencies identified are provided in chapter 5 under Educational Implications.

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CHAPTER 5

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

- ❖ *The study in Retrospect*
- ❖ *Summary of Major findings*
- ❖ *Conclusions*
- ❖ *Educational Implications*
- ❖ *Suggestions for Further Research*

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND SUGGESTIONS

This chapter covers details of the relevant aspects related to the study such as major findings, conclusions, educational implications and suggestions presented in a concise way. To have a comprehensive view, the study in retrospect is also attempted.

THE STUDY IN RETROSPECT

Restatement of the Problem

As stated in the earlier contexts of the present report, the study was intended to examine critically the pre-primary teacher education in Kerala. The problem was stated as, "A CRITICAL STUDY OF PRE-PRIMARY TEACHER EDUCATION IN KERALA".

Objectives of the study

- i) To investigate the availability and utilization of the physical facilities in the select pre-primary teacher training institutes.
- ii) To examine the financial resources and problems of pre-primary teacher training institutes.
- iii) To investigate the availability of human resources of the pre-primary teacher training institutes.
- iv) To investigate into the adequacy of planning, organization and transaction of the curriculum for pre-primary teacher education.
- v) To find out the reactions of the teachers in the pre-primary teacher training institutes sampled regarding the objectives, planning and

organization and mode of transaction of the curriculum for the pre-primary teacher education followed in their institutions.

- vi) To find out the reactions of the student teachers regarding the curricular and co-curricular activities in their pre-primary teacher training institutes.
- vii) To find out the reactions of the pre-school teachers trained from the sampled institutions regarding the effectiveness of training they had received.
- viii) To find out the practices in pre-schools of the teachers trained from the sampled institutions.
- ix) To locate deficiencies in pre-primary teacher education if any and suggest remedies.

Methodology

a) Design of the Study

The design of the present study follows a critical examination of the various data gathered to evaluate the pre-primary teacher training programme that exists in Kerala. The data for this purpose were collected from the different PPTTIs of Kerala; from the heads, teachers, student teachers and pre-school teachers. The data was analysed quantitatively and qualitatively to ensure the critical examination thus to evaluate whether the teacher preparation programme prevalent in the state is in accordance with the aims and objectives of pre-primary education.

b) Sample for the Study

The present study was conducted on 31 select pre-primary teacher-training institutes of Kerala. Of these, three belong to the government

sector, 12 to the government recognized but unaided category and 16 to the unrecognized category. In selecting the sample proportionate representation was given to each category and feasibility in getting the data. So as to enable the cross checking of the data from different angles the investigator collected data from the heads, teachers and student teachers of the sampled institutes. The heads of all the sampled PPTTIs, 61 teachers and 1150 students belonging to different PPTTIs form the subjects of the study. Data was also collected from 52 pre school teachers who had their training from the sampled PPTTIs.

c) Tools Used in the Study

The study was conducted with the following tools.

1. Questionnaire on Pre-Primary Teacher Training Institute.
2. Questionnaire to the Teachers of Pre-Primary Teacher Training Institute.
3. Questionnaire to the student teachers of Pre-primary Teacher Training Institute.
4. Questionnaire to the Pre-School Teachers.
5. Observation Schedule of Activities Provided by Pre-School Teachers.

d) Statistical Technique

Percentage analysis was mainly used for the interpretation of the obtained data by administering the various tools. The results obtained through the above technique were interpreted verbally to ensure qualitative criticism.

SUMMARY OF MAJOR FINDINGS

Evaluating all the findings obtained by analysing the data through the viewpoints of multiple samples, the major findings can be summarised as follows.

1. No governmental and non governmental regulation or monitoring exists on the entire pre-primary teacher training institutes of Kerala.
2. The PPTTIs of Kerala are not having the required land.
3. Availability and utilization of the physical infrastructure is not satisfactory for the Pre-primary teacher training institutes of Kerala.
4. Of the three categories of PPTTIs the Unrecognized sector has the least satisfactory infrastructure.
5. The PPTTIs of Kerala are lacking proper and systematic planning in the budgeting and expenditure.
6. Availability of the human resources is not satisfactory for the PPTTIs of Kerala.
7. The condition of the Unrecognized sector is the least satisfactory with regard to the availability of human resources.
8. The planning, organisation and transaction of the curriculum for the PPTTIs of Kerala is not satisfactory.
9. The highest handicap is there for the Unrecognized sector for item (9).
10. The evaluation procedure adopted in pre-primary teacher training institutions of Kerala is not satisfactory.
11. There is poor provision for co-curricular activities in the PPTTIs of Kerala.

12. Most of the teachers of the PPTTIs in Kerala had not made any attempt to improve their professional competency.
13. The instructional strategy adopted by the teachers of PPTTIs of Kerala is not objective based.
14. The teachers of the PPTTIs of Kerala is not satisfied with the curricular and co-curricular activities followed in their institutes.
15. The student teachers of PPTTIs of Kerala are not satisfied with the curricular and co-curricular activities.
16. The pre-school teachers trained from the PPTTIs of Kerala had not attained the competencies required for fostering the all-round development of pre-school children.
17. The practices followed by the pre-school teachers are not in accordance with the aims and objectives of pre-school education.
18. Most of the pre-school teachers give stress to formal teaching of different subjects rather than informal spontaneous learning through activities.
19. The pre-primary teacher education in Kerala is littered with unscientific and unhealthy practices.
20. The pre-primary teacher education programmes in Kerala have not been effective enough to produce pre-school teachers to foster the all-round development of the pre-school child.

CONCLUSIONS

The major findings of the study lead to the following conclusions.

1. The pre-primary teacher training institutes are lacking adequate physical facilities and infrastructure at least in the minimum level.
2. Of all the three categories of PPTTIs, the situation of the Unrecognized sector is very pathetic for physical facilities.
3. The availability and utilization of the financial resources for the PPTTIs of Kerala are not satisfactory.
4. The pre-primary teacher training institutes are deprived of adequate human resources.
5. Instructional strategies followed in the pre-primary teacher training institutes in Kerala are not objective based, but unscientific and not at all effective.
6. The managing bodies of the PPTTIs of Kerala fail to provide even the minimum resource inputs which are the prime requisite for better transaction of the curriculum.
7. Both the teachers and students are not satisfied with the existing condition of the PPTTIs.
8. The curriculum for the pre-primary teacher education in Kerala is not transacted effectively but is treated as only a bulk of contents.
9. The training provides the concept of pre-schools as centres of downward extension of formal schooling neglecting the real objectives of ECCE.
10. The pre-primary teacher education programme in the state has not been subjected to serious concern of the governmental and non-governmental organisations.

EDUCATIONAL IMPLICATIONS

Based on the conclusions of the present critical inquiry the following practical suggestions have been worked out to improve the pre-primary teacher education programme in Kerala.

- 1) Since Pre-primary teacher education in Kerala is still a 'no man's land' attempts have to be made from the part of educationists, researchers, activists, government and nongovernmental organisations to make this area a center of focus. Though the state had noticed a widespread expansion in pre-school education, there is no proportionate advancement in the pre primary teacher education; deliberate efforts have to be made to make the pre-primary teacher education as the main focus of government, policy makers, educationists and researchers.
- 2) Strict governmental monitoring and control should be there over the pre-primary teacher training institutes of Kerala. The PPTTIs of Kerala are found to be scattered among the different agencies without any legislature control. Norms and regulations should be constituted and implemented to prevent the quality deprivation in this field.
- 3) Though NCTE norms have stipulation regarding the land for PPTTIs, the PPTTIs of Kerala is not having the required land. The governmental agency should monitor and supervise each PPTTI and strict action should be taken accordingly.
- 4) Physical infrastructure of the sampled PPTTIs is not at all satisfactory. Immediate steps have to be taken by the government to improve the government PPTTIs. The physical facilities of the government recognised but unaided PPTTIs and unrecognised PPTTIs should be improved by the respective managing agencies themselves. This can

be made by strong compulsion by all means by the state government. As the findings of this investigation reveals that the PPTTIs of Kerala are not having even the minimum essential physical facilities required. Without adequate infrastructural inputs the curricular and co-curricular activities cannot be conducted effectively. Though the PPTTIs in the unaided sector collects substantial amount as fee, it is not properly utilized. The attitudes of the private managements in the state considering the PPTTIs only as source of income should be changed. For this co-operate efforts from the government, public and reformers are needed.

5. Availability of human resources is not satisfactory in the PPTTIs of Kerala. This is mainly due to the lack of professionalism in this sector. Though the role of pre-school teacher is very crucial, in Kerala the least importance and status is given to this category. So also the teacher educators who are bound to mould the pre-school teachers were also given least importance. Therefore the teachers in the PPTTIs are not given high concern. Hence qualified and competent persons are not attracted to this field. At the same time the salary status is also very low. The guideline stipulates about the qualifications of the personnel required but keeps silence about the remuneration. Thus the management spends only a little in this regard. Strict legislation should be implemented for this considering the crucial role performed by the pre-school teacher.
6. The study revealed that there is no proper planning, organisation and transaction of the curriculum. This is mainly due to the lack of an external agency to monitor the system prevailing. A separate department should be constituted in the state for this purpose. At present the SCERT has a division for ECCE. Instead of maintaining

this as a division of SCERT, a policy making and monitoring council like SCERT with autonomy should be constituted. The PPTTI curriculum in the state should be made attractive revising it with the NCTE norm, keeping the ideals, and objectives of ECCE.

7. Since the study reveals serious handicaps for the unrecognised sector this should be regulated by the government and those institutes which do not obey the rule should be curtailed permission to run the course.
8. There should be wholehearted efforts from the government and nongovernmental bodies to render inservice programmes to the teachers of PPTTIs. Deliberate attempts should be made to attract the teachers of PPTTIs to these inservice programmes. Strengthening the inservice programmes is the one and only means to overcome to a certain extent the handicaps of the present state. The courses should be well planned and made need based. For this a detailed survey should be conducted to identify the training needs. Then different courses aimed for different needs can be organised. Now in the state very scarce opportunities are provided for inservice training. Only SCERT conducts inservice programmes, that too, few in number. DIETs and bodies like NIPCCD and IPA can contribute greatly to this. They can provide expert guidance to various governmental and non governmental organisations to conduct inservice programmes for teacher educators at pre-primary level. The thrust area should be aims and objectives of ECCE, planning, organisation and transaction of curriculum and modern concept of evaluation. The approach should be competency based and activity centred rather than trivial theoretical narration.

9. Since the teachers, student teachers, and pre-school teachers who had their training from the PPTTIs of Kerala were not satisfied with the pre-service programmes in their institutes, the trained teachers are not able to cater to the needs of the students. Thus it seems to produce only a group of personnel with all the handicaps of the system. There is greater chance to carry over these handicaps to the pre-schoolers. To prevent this every measure should be done to boost the professional morale of the teachers, student teachers and pre-school teachers. Measures should be adopted to create awareness regarding the role of pre-school teachers so that they will empathise with the students.
10. The fact that the pre-school teachers trained from the PPTTIs of Kerala had not acquired the competencies required should be a serious concern of all those who are working in the area of ECCE and those who have got a genuine interest in child and child study.
11. The heads, managing authorities of pre-schools, etc. should try to evaluate the limitations of the training programme that their teachers had received and to rectify their malignancy which are reflected in the pre-school practices, otherwise the losers will be the next generation.
12. The public of Kerala has not yet attained a clear concept and awareness regarding the objectives to be attained through the pre-school education programme. This is the major reason why they are striving for formal education and perceive the pre-school as mere downward extension of primary schooling. The over importance given by the Keralite on 'academic competition' makes the managers of pre-schoolers especially in the private sector to accelerate their programmes to formalise the pre-school education upto any extend.

The victims of this practice is none other than the pre-school child. This can be overcome by a committed teacher in the pre-school. For this the teacher have to be equipped with the skill and competencies to deal with the parents. From the study it is revealed that the training programme that is currently existing in our state does not perform this function. Therefore all attempts should be made to link parents with the working of PPTTIs and pre-schools.

13. In Kerala there are a lot of unrecognised and unauthorised institutes that are conducting pre-primary teacher training course. As it is evidenced from the investigation this sector is the least satisfactory one in terms of physical facilities, human resources, planning and organisation, curriculum transaction and evaluation, etc. Though the certificate obtained from these institutes are not valid to get a job in the government pre-school, there is no such restriction with regard to getting a job in the unaided nursery schools. This should be prevented by all means. For this, there should be strict law to monitor the pre-schools existing in the state. Only those candidates having certificates from PPTTIs recognized by NCTE and state government should be allowed to work as a pre-school children in any nursery school. This will prevent upto a certain extent the commercialization and exploitation prevailing in the state.

SUGGESTIONS FOR FURTHER RESEARCH

The present investigation is the first attempt of its kind in the Pre-primary teacher education in Kerala. In fact Pre-primary education and Pre-primary teacher education in Kerala are highly fertile lands for research in which so many factors are interlinked. As such the present investigation is only an attempt to critically examine the Pre-primary teacher education programme that have been in existence in the state. The findings of the

study had thrown light into the serious deficiencies of the system. Pre-primary teacher education is an area which is interrelated with so many other issues. Naturally there is wide scope for further studies to follow. Some such highly necessary studies are given below.

1. Due to so many constraints the investigator included only 31 PPTTIs of Kerala. A similar study can be conducted by taking all the PPTTIs considering each as a case.
2. An indepth study can be conducted on the functioning of the PPTTIs taking each category exclusively.
3. A historical study can be conducted on the theoretical evolution of Pre-school movement and pre-school teacher education in Kerala.
4. A study on the leadership styles of the heads of PPTTIs of Kerala can be conducted in a comparative nature according to the type of management.
5. A study can be undertaken on the job satisfaction of the teachers of the PPTTIs in relation to some other psychological variable.
6. A study on student teachers' perception of pre-school education and attitude towards Pre-school education can be undertaken.
7. A study on the training needs of the teacher educators of Pre-primary teacher education can be conducted.
8. A separate study can be conducted on Anganwadi system of Kerala with special reference to the training received by anganwadi workers.
9. A study can be conducted on the attitude of parents towards various aspects of Pre-school education in Kerala.

10. A comparative study on the pre-primary teacher education in Kerala with other states can be undertaken.
11. A study to prepare a novel curriculum for Pre-primary teacher education can be undertaken.
12. A study on the effectiveness of inservice programmes for Pre-primary teacher educators can be undertaken.
13. A study on the job satisfaction of the pre-school teachers in relation with some other psychological variables can be undertaken.
14. A study can be undertaken to prepare some learning packages and to assess their effectiveness for preservice teacher education at Pre-primary level.
15. An investigation can be done to identify the social pressures that make the Pre-school education in Kerala a mere downward extension of primary schooling
16. A study can be carried out to know the parental perception on the teacher competence of pre-school teachers with regard to the nature of training.

3-19-12

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APPENDICES

APPENDIX I

**QUESTIONNAIRE ON
PRE-PRIMARY TEACHER TRAINING INSTITUTE**

The purpose of this questionnaire is to seek some information regarding the Pre-primary Teacher Training Institutions of Kerala. Please tick mark (✓) or fill in the information relevant to your institution. The information will be kept confidential and use only for research purpose. If the space provided is not sufficient, additional sheet may be used for answering.

A-1 General Information

- (i) Name of the Pre-Primary Teacher Training Institute :
- (ii) Revenue district :
- (iii) Educational district :
- (iv) Year of establishment :
- (v) Locality : Rural / Urban
- (vi) Name of the Corporation/ Municipality/Panchayath :
- (vii) Whether Recognised/ Not recognised :
- (viii) Whether Aided / Unaided :

B-1 Managing Agency

- (a) State department of education :
- (b) Social welfare department :
- (c) Social development board :
- (d) Tribal welfare department :
- (e) Harijan welfare department :
- (f) Corporation :

- (g) Municipality :
- (h) Panchayath :
- (i) Private agency :
- (j) Any other agency :
(Please specify)

B-2 If the management is private please indicate to which category does it belong.

- (a) Christian management :
- (b) Nair Service Society :
- (c) SNDP :
- (d) Muslim Educational Society :
- (e) Mahila Samajam :
- (f) Gandhi Smaraka Trust :
- (g) Local Committee :
- (h) Institution run by individuals :
- (i) Any other agency :
(Please sepcify)

C-1 Physical facilities available

- (i) Total area of PPTTI (in acres) :
- (ii) Whether owned or rented :
- (iii) If rented, monthly rent :
- (iv) Type of building :
 - (a) Permanent :
 - (b) Temporary :
- (v) Type of construction :
 - (a) Tiled :
 - (b) Thatched :
 - (c) Concrete :
 - (d) Any other (please specify) :
- (vi) Spare land available for the further expansion of PPTTI :

- (vii) Owner of the building :
- (a) Corporation :
- (b) Municipality :
- (c) Panchayath :
- (d) Belonging to church :
- (e) Belonging to temple :
- (f) Belonging to mosque :
- (g) Connected to any other :
- (h) Any other (specify) :

(viii) Whether the building is electrified or not? :

(ix) Please fill the columns :

Available Number

- (1) Classroom : _____
- (2) Office room : _____
- (3) Principal's room : _____
- (4) Staff room : _____
- (5) Library : _____
- (6) Workshop/Work experience room : _____
- (7) Store room : _____
- (8) Auditorium : _____
- (9) Educational technology room : _____
- (10) Laboratory : _____
- (11) Computer room : _____
- (12) Art room : _____
- (13) Seminar room : _____
- (14) Music room : _____
- (15) First aid demonstration hall : _____
- (16) Play ground : _____
- (17) Hall for indoor games : _____
- (18) Toilets : _____

- (19) Canteen : _____
- (20) Student's hostel : _____
- (21) Staff quarters : _____
- (22) Principal's quarters : _____
- (23) Room for helpers/
non-teaching staff : _____
- (24) Model Pre-primary school : _____

C-2 Physical infrastructure

(a) Classrooms

Available Number

- (1) Total classrooms : _____
- (2) Subject rooms : _____
- (3) General Hall : _____
- (4) Multipurpose Hall : _____

How many classrooms are available : _____

Whether the classrooms are electrified : Yes / No
or not?

What is the area of the classroom? :

How many students can be accommodated :
in a classroom at a time?

Area :

No. of students in a classroom :

Details of the furniture :

Name	Available No. in each class
Desks	_____
Chairs	_____
Table	_____
Blackboard	_____
Fan	_____
Light	_____
Other items (please specify)	_____

Write the limitations of the classroom :

(b) Library (Tick the available items)

- | | | |
|---------------|---|--------------------------|
| 1. Psychology | : | <input type="checkbox"/> |
| 2. Education | : | <input type="checkbox"/> |
| 3. Science | : | <input type="checkbox"/> |
| 4. Sociology | : | <input type="checkbox"/> |
| 5. Language | : | <input type="checkbox"/> |
| 6. General | : | <input type="checkbox"/> |
| 7. Any other | : | <input type="checkbox"/> |
- (Please specify the name
of the discipline)

Facilities available in the library (Tick the available items and give the number)1

1. Books

Total No.

Subjectwise No.

Psychology, Education, Science, Sociology, Language, Others

2. Reference materials: Total No.

3. Newspapers Number Language Name

4. Journals Number Name Indian / Foreign

5. Dictionaries Number Name

6. Children's
Encyclopaedias Number Name

7. Other materials Number Name of the materials

8. Furniture in the Library :
- | Name | Available No. |
|-------------------------|---------------|
| Periodical Rack | _____ |
| Almirah | _____ |
| Catalogue Cabinet | _____ |
| Table | _____ |
| Chair | _____ |
| Desk | _____ |
| Bench | _____ |
| Stool | _____ |
| Furniture for librarian | _____ |
| Display Board | _____ |
| Others (please specify) | _____ |
9. How many members can be accommodated in your library at a time? :
10. Utilisation of the library facilities by the faculty members : Low Level Below Average Level Average Level High Level
11. Utilisation of the library by the student teachers :
12. Utilisation of the library by the Pre-primary school teachers :
13. Utilisation of the library by the visitors :
14. Do you have separate libraries for each discipline : Yes / No
15. Whether parents of the student teacher/pre school child visit your library? : Yes / No

16. Whether your library has got a cataloguing system? : Yes / No
(Write the details)
17. Whether your library function as a reference centre for researchers : Yes / No
18. Do you have separate librarian for each library? : Yes / No
19. How many librarian is there in your institution? :
20. Is there specific library period for the student teachers : Yes / No

[If yes, write the details] :
21. Do you have a card system in your library? : Yes / No
22. How many cards are given to the faculty members? :
23. How many cards are given to the student teachers? :
24. Write the limitations of your library :

26

(c) **Laboratory** :

Name	Furniture available number						
	Almirah	Table	Desk	Bench	Chair	Stool	Others
Science	_____	_____	_____	_____	_____	_____	_____
Psychology	_____	_____	_____	_____	_____	_____	_____
Language	_____	_____	_____	_____	_____	_____	_____
Computer	_____	_____	_____	_____	_____	_____	_____
Any other	_____	_____	_____	_____	_____	_____	_____
Or a single lab for all the above	_____	_____	_____	_____	_____	_____	_____

(d) **Psychology Lab**

Availability

Please tick mark for the available	Name
	Sensory motor tests
	Intelligence tests
	- Performance
	- Verbal
	- Non verbal
	Personality Tests
	Creativity Tests
	Aptitude Tests
	Achievement Tests
	Others

Utilisation of psychology lab equipment :

- (1) How many members can be accommodated at a time in your psychology lab? :
- (2) Are you familiar with the psychological testing? : Yes / No
- (3) Do you have a separate teacher in charge for psychology lab? : Yes / No
- (4) Whether occasions are provided for the student teachers to use the psychological tests? : Yes / No
- (5) Whether the student teachers administer any test to the nursery school children during their practice teaching? : Yes / No

(e) Educational Technology Lab

Availability

1. Whether you have a separate educational technology lab? : Yes / No
2. If not, whether it is attached to the library/laboratory? :
3. Is your Educational Technology lab well furnished? :
4. How many members can be accommodated in the educational technology lab at a time? :
5. Specify the availability of the following (indicate the number) :

Name	Available Number
Radio	_____
Audio Cassette Recorder	_____
Educational Audio Programmes	_____

Blank Audio Cassettes	_____
Television	_____
VCR	_____
Educational Video Programmes	_____
Blank Video Cassettes	_____
Video Camera	_____
Camera	_____
16 mm film projector	_____
35 mm film projector	_____
Overhead projector	_____
Slide projector	_____
Slides	_____
Computer	_____
Materials for preparation of charts	_____
Charts	_____
Models	_____
Material for preparation of model	_____
Maps	_____
Other items for learning and recreation	_____

Utility:

6. Do you have a separate teacher in charge of educational technology lab? : Yes / No
7. How many student teachers can be accommodated in the educational technology lab at a time? :
8. Do you extend the service of your educational technology lab to the preschoolers of your locality? : Yes / No

9. [If yes, specify what type of service] :
10. Do you render any service to the parents in making teaching aids for children? : Yes / No
11. Do you allot separate periods for educational technology practicals :
12. How many periods in a week are allotted? :
13. List out the activities carried out for the student teachers in the educational technology periods :
14. Write the limitations of your educational technology lab :

(f) Computer lab:

Availability:

1. Do you have a separate computer lab? : Yes / No
2. Number of computers available :
3. Is the computer lab well furnished? : Yes / No
4. Is the computer lab air conditioned?: Yes / No
5. Is the computer attached with the Printer? : Yes / No
6. If yes, specify the number of printers available :
7. Do you have Internet facility? :
8. Number of computer instructors :
9. How many persons can be accommodated at a time? :

Utility:

10. Is there any special time table for computer education in your institution? : Yes / No

If yes, please fill the column :

Periods in a week		
Theory	Practical	Total

11. Whether the computer facility is utilised for assisting the office work? : Yes / No
12. Whether the computer is utilised as a teaching aid? : Yes / No
13. What are the different type of activities carried out in the computer classes? :
14. Write the limitations you face in utilising the computer for instructional improvement in your institute :

(g) Workshop / Work experience room:

Availability :

1. Available number :
2. Whether well furnished or not? : Yes / No
3. Electrified or not? : Yes / No
4. How many members can be accommodated at a time? :

5. Materials present :

Number	Name of the material	Available number

Utility:

6. What is the actual aim of this workshop? :
7. What are the different types of activities carried out in the workshop? :
8. Do you have a separate teacher in charge for work experience? : Yes / No
9. Do you have a separate time table for work experience? : Yes / No
10. If yes, how many periods in a week? :
11. Is practice given to student teachers to prepare toys / any other play materials? : Yes / No
12. Do you sell any toys prepared by the student teachers? : Yes / No
13. Do you have a separate SUPW scheme? :

(h) Principal's room

1. Is it a separate room? : Yes / No
2. Whether it is attached to the office room? : Yes / No

3. Furniture :

Name	Available No.
Table	_____
Chairs	_____
Stools	_____
Almirah	_____
Book Rack	_____
Filing Cabinet	_____
Fan	_____
Phone	_____
Others	_____

4. Limitations of the room :

(i) *Office room* :

1. Is it attached with the Principal's room? : Yes / No

2. Electrified or not? : Yes / No

3. Furniture :

Name	Available No.
Chair	_____
Table	_____
Steel Almirah	_____
Filing Cabinet	_____
Filing Rack	_____
Notice Board	_____
Stools	_____
Others	_____

4. Limitations of the office room :

(j) Staff room

- (1) Total Number : _____
- (2) Electrified or not? : Yes / No
- (3) Furniture available : _____

Name	Available No.
Tables	_____
Chairs	_____
Almirah	_____
Stools	_____
Others	_____

- (4) Is there separate staff rooms for Gents and Ladies? : Yes / No
- (5) Is lavatory attached to the staff room? : Yes / No
- (6) Write the limitations of the staff room : _____

(k) Store room

- (1) Number available : _____
- (2) Is it well furnished? : Yes / No
- (3) Furniture : _____

Name	No.
Steel Almirah	_____
Storage racks	_____

- (4) Limitations of the room : _____

(l) Student's resting room

- (1) Is there separate resting room for student teachers? : Yes / No
- (2) Is it well furnished? : Yes / No
- (3) Is it electrified or not? : Yes / No
- (4) Furniture :

Name	No.
Chairs	_____
Long Tables	_____

- (5) Is laboratory attached to it? : Yes / No
- (6) Write the limitations :

(m) Auditorium

- (1) Whether there is a separate hall or general class cum auditorium? : Yes / No
- (2) Materials :

Name	No.
Tables	_____
Chairs	_____
Benches	_____
Desks	_____
Dais	_____
Mic	_____
Fan	_____
Others	_____

- (3) What are the different activities carried out in the auditorium? :

(4) How many persons can be accommodated at a time in the auditorium? :

(5) Write the limitations of the auditorium :

(n) *Hall for indoor games*

(1) Do you have a separate hall for training in indoor games? : Yes / No

(2) How many persons can be accommodated at a time? :

(3) Materials :

Name	Available No.
Building blocks	_____
Wooden blocks of various shapes	_____
Beads of different colours	_____
Wooden blocks of different sizes	_____
Dolls of different kinds	_____
Models of birds	_____
Models of animals	_____
Soil filled buckets	_____
Buckets containing water	_____
Aquarium	_____
Household toys	_____
Any other (please specify)	_____

(4) Write the limitation :

(o) Art room

- (1) Is there a separate Art room? : Yes / No
- (2) How many persons can be accommodated at a time? :
- (3) Is it well furnished? : Yes / No
- (4) Write the materials in the art room? :
- (5) What are the activities carried out in this room? :
- (6) Do you have a separate teacher in charge of Art? : Yes / No
- (7) Write the limitations :

(p) Music room

- (1) Is there a separate music room? : Yes / No
- (2) Is it well furnished : Yes / No
- (3) Give the details of the music instruments you have :
- (4) Is there a Music teacher in your institution? :
- (5) Write the limitations :

(q) Student's Hostel

- (1) Do you have a hostel for students? : Yes / No
- (2) How many students are residing in the hostel? :
- (3) How many students are as day-scholars? :

- (4) Mention the approximate distance :
of the hostel from the institution?
- (5) Is there a warden in the hostel? : Yes / No
- (6) Number of helpers in the hostel :
- (7) Whether the hostel is well : Yes / No
furnished?
- (8) Amount collected from each :
student as hostel fee?
- (9) Any conveyance facilities
(Car, Van, Bus, etc.) are provided : Yes / No
for the day scholars by Institution?
- (10) Write the limitations of your :
hostel and conveyance facilities

(r) Staff quarters

- (1) Whether the institution provides :
accommodation to the teaching and
non teaching staff?
- (2) Number of quarters provided :
- (3) Distance of the quarters from :
the institution
- (4) Is there a separate quarters for
the principal? : Yes / No
- (5) Is it well furnished and equipped? : Yes / No
- (6) How many teachers are residing
in the quarters? :
- (7) Whether the Principal is : Yes / No
residing in the quarters?
- (8) Write the limitations of the :
staff quarters

- (D) Financial Resources available :**
1. Whether any kind of fee collected from the student teacher? : Yes / No
 2. If yes, specify the amount on each item :

	Amount in Rupees
(a) Admission fee :	_____
(b) Tution fee :	_____
(c) Library fee :	_____
(d) Laboratory fee :	_____
(e) Boarding fee :	_____
(f) Student's union fee :	_____
(g) Other fee (specify) :	_____
 3. Financial assistance for the smooth functioning of the PPTTI :

	Amount
(a) Grant from the state Department of Education :	_____
(b) Grant from the Social Welfare Department :	_____
(c) Grant from the Harijan Welfare Department :	_____
(d) Aid from the Child Development Council :	_____
(e) Donation from parents :	_____
(f) PTA fund :	_____
(g) Fee collected from students :	_____
(h) Donation from Philanthropist :	_____
(i) Donation from Organisation :	_____
(j) Any other sources (Please specify) :	_____

4. Amount spent during the last academic year and proposed for the current year on the following:

Items	Amount spent during the last year	Proposed for the current year
(a) Building construction	_____	_____
(b) Furniture for the institution	_____	_____
(c) Library books/journals/periodicals	_____	_____
(d) Toys (buying and repairing)	_____	_____
(e) Other equipment for student teachers (Please specify)	_____	_____
(f) Stationery items	_____	_____
(g) Scholarship to meritorious students	_____	_____
(h) Any other things (please specify)	_____	_____

5. Please fill the columns :

Year	Total money available in Rs.	Money Utilised	Money Lapsed
1998-'99			

6. Amount of reserve fund maintained :

7. Write the financial problems that affect the smooth functioning of your institution :

E. Human Resources available in the PPTTI

1. Principal/Headmaster/Headmistress

Name :
 Sex : Male / Female
 Age :
 Educational Qualification :
 Total period of service :
 Total period of teaching experience :
 Familiarity with ECCE :
 (Please specify)
 Publication if any :
 Inservice course attended :
 (Please specify)
 Undergoing any educational :
 courses (specify)

2. Lectures / PGTs

Available No. :

Subject	Post	Educational Qualification

3. Librarian :

No.	Educational Qualification

4. Music Teacher :

No.	Educational Qualification

Whether full time / part time? :

5. Art teacher :

No.	Educational Qualification

Whether full time / part time? :

6. Physical education teacher :

No.	Educational Qualification

Whether full time / part time :

7. Work experience teacher :

No.	Educational Qualification

Whether full time / part time :

8. Computer instructors :

No.	Educational Qualification

Whether full time / part time :

9. Technical Assistant for Educational Technology :

No.	Educational Qualification

Whether full time / part time :

10. Non-teaching staff :

	Post	Available No.	Qualification
(a)	Superintendent		
(b)	Asst. Superintendent		
(c)	Clerks		
(d)	Typist		
(e)	Peons		
(f)	Any others		

- 11. Write the limitations of your institution regarding the human resources available. :

- 12. Are you satisfied with the performance of the teachers in your institution? : Yes / No
 If 'No', specify the reasons :

- 13. Are you satisfied with the performance of the non teaching staff in your institution? : Yes / No
 If 'No' specify the reasons :

F. Planning and Organisation

- (1) Which authority does the planning and organisation of the Teacher
 - (a) State department of education :
 - (b) Social welfare department :
 - (c) Harijan welfare department :
 - (d) Child development council :
 - (e) Management :
 - (f) Principal :
 - (g) Teachers :
 - (h) Private agency :
(Please specify the name)
 - (j) PTA :
 - (j) Others (please specify) :

- (2) Duration of the programme :
 - (a) One week :
 - (b) Three months :
 - (c) Six months :

- (d) One year :
- (e) Any other kind (please specify):
- (3) Whether the teachers are free to alter the plan? : Yes / No
- (4) Are you following an approved curriculum? : Yes / No
- (5) If yes, which agency had constructed the curriculum? : Yes / No
- (6) Do you have an approved syllabus? : Yes / No
- (7) Which agency had prepared the syllabus? :
- (8) Have you got a fixed time table? : Yes / No
[If 'Yes', please attach a copy of the time table]
- (9) What is the present students strength of the institution? :
- (10) What is the minimum qualification for admission to the course? :
- (11) Whether the admission is based on written test or not? : Yes / No
- (12) Do you conduct any teaching aptitude test for admission? : Yes / No
- (13) Is any provision there during selection to find out the interest of the candidate in preschool children and their care? : Yes / No
- (14) Do you follow the reservation rules during admission? : Yes / No
- (15) Any governmental/non governmental agency monitor the selection procedure? : Yes / No

[If 'Yes', please mention the name of the monitoring agency] :

(16) Do you send the list of the candidates to the state department of education? : Yes / No

(17) What are the limitations of the selection procedure adopted by you, if any? :

(18) Records maintained in your institution

	Yes	No
(a) Teachers attendance register :	<input type="checkbox"/>	<input type="checkbox"/>
(b) Pupils attendance register :	<input type="checkbox"/>	<input type="checkbox"/>
(c) Admission register :	<input type="checkbox"/>	<input type="checkbox"/>
(d) Fee collection register :	<input type="checkbox"/>	<input type="checkbox"/>
(e) Aquittance Roll :	<input type="checkbox"/>	<input type="checkbox"/>
(f) Cash book and ledger :	<input type="checkbox"/>	<input type="checkbox"/>
(g) Stock book :	<input type="checkbox"/>	<input type="checkbox"/>
(h) Observation diary :	<input type="checkbox"/>	<input type="checkbox"/>
(i) Cumulative record :	<input type="checkbox"/>	<input type="checkbox"/>
(j) Visitor's diary :	<input type="checkbox"/>	<input type="checkbox"/>
(k) Any other :	<input type="checkbox"/>	<input type="checkbox"/>

G. Curriculum transaction

G-1. Working days and hours of instruction

(1) Total number of working days per year? :

(2) Working days taken to complete all admission :

(3) No. of teaching days :

(4) Supervised Practice Teaching in nursery school :

(5) Examination days :

- (6) How many hours you are getting for scheduled work per day? :
- (7) How many hours you are getting for work per week? :
- (8) Whether you are getting enough time within these working days to complete all the curricular and co-curricular activities? : Yes / No
- (9) If you have any comments regarding the working days and hours of instruction in your institution. Please write :

G-2 Syllabus

- (1) Do you have a prescribed syllabus? : Yes / No
[If 'Yes', please attach a copy of the syllabus]
- (2) How many theory papers are there? :
- (3) Write the names of the theory papers :
- (4) Whether practicals are included in the syllabus? : Yes / No
- (5) Maximum marks for theory :
- (6) Maximum marks for practicals :
- (7) What are the objectives that you wish to attain by the student teachers through the theory papers? :

- (8) How many hours are spent during a week for theory papers? :
- (9) Whether it is sufficient? : Yes / No
- (10) Write precisely the aim of including practical work in your syllabus.

(11) How many hours are spent during a week for practicals?

(12) What are the activities conducted in your institution for the practical?

(13) What is your opinion about the practical works of student teachers in your institution?

(14) Whether any extension programme is done by the student teachers to parents?

Write some activities:

[Example: Organising seminar/discussion regarding the need of early childhood education]

(15) Whether student teachers have to conduct practice teaching? : Yes / No

(16) Minimum number of lessons required to be taught by the student teacher? :

- (17) Number of working days spent for practice teaching :
- (18) No. of classes to be observed in the model preprimary school :
- (19) Does the teacher of pre-primary school evaluate the practice teaching :
- (20) Is the evaluation of pre-primary school teacher considered for any purpose? :
- (a) Student Improvement :
- (b) Final grading :
- (21) Whether the supervising teacher evaluate the practice teaching of student teachers : Yes / No
- (22) Number of classes that have to be evaluated by the supervising teacher :
- (23) What is your opinion regarding the practice teaching of student teacher in your institution?
- (24) List out the major co-curricular activities that have to be conducted by student teachers? :
- (25) Who organise the co-curricular activities
- (a) The institutional authorities :
- (b) Student's Union :
- (c) Student's union assisting the institutional authorities :
- (d) PTA :

- (e) Private agencies running the institutions :
- (f) Any other (specify) :
- (26) Is the student's union active in your institution? Yes / No
- If Yes, specify the activities :
- If No, give reasons :

H. Examination and Certification

- (1) Is the final examination conducted by internal or external agency? :
- (2) If it is external, write the name of that agency? :
- (3) Who is setting the question paper? :
- (4) Maximum marks in the examination :
- (5) Minimum marks required for a pass :
- (6) Whether the practical examination is internal or external? :
- (7) Whether viva-voce is conducted? : Yes / No
- (8) What is nature of the grading of the candidates? :
- (9) Whether chance for reappearance is given to the failed candidates? :
- (10) Which authority issues the certificate?

- (11) Whether this certificate is valid to get a job in the Government pre- school? : Yes / No
- (12) Whether his certificate is valid to get a job in the private pre- primary school? : Yes / No
- (13) What is the nature of last year's result?
- (14) Do you provide any placement to students passed from your institution? : Yes / No
- (15) Whether any follow-up activities are carried out on your students : Yes / No
- (16) If yes, specify what activities
- (17) Whether your institution act as a research centre in the field of ECCE? : Yes / No
- (18) Has your institution applied for the recognition of NCTE? : Yes / No
- (19) Has the inspection committee of NCTE visited your institution : Yes / No
- (20) Have you got recognition from NCTE? : Yes / No
- If yes, nature of recognition : Temporary / Permanent

I. Suggestion for Improvement Pre-Primary Teacher Education in Kerala

1. What is your opinion regarding the preprimary teacher education in Kerala?

2. Give your suggestion to improve the preprimary teacher education in Kerala.

APPENDIX II

QUESTIONNAIRE TO THE TEACHERS OF PRE-PRIMARY TEACHER TRAINING INSTITUTE

This is to seek some information regarding the objectives, planning and transaction of curriculum in your institution. Please tick mark (✓) or fill in the responses that suit for you. Kindly use additional sheet if space provided is not sufficient. Your responses will be kept confidential and use only for research purpose.

Section A

1. Name of the teacher :
2. Sex :
3. Age :
4. Educational qualifications :
5. Educational course that you are
undergoing at present :
6. Total service :
7. Total teaching experience :
8. Name of the PPTTI :
9. Year on which you joined in
this institution :
10. Total service in this institution :
11. Subjects taught
(write the names) :
12. Inservice courses attended
(please specify) :
13. Seminars/Workshops attended
(please specify) :

Section B

This section is meant to collect data regarding the curricular transaction in your institution. Three columns are given. In the first column the objectives to be attained are given. You have to mark 'Yes' if you are proposing the objective in your curriculum transaction, otherwise mark 'No'. In the second and third columns you are requested to write the activities provided and the evaluation procedure used respectively by you for the corresponding objective.

	OBJECTIVES	ACTIVITY	EVALUATION
1	Appreciates the relevance of early childhood education and develops a holistic and comprehensive approach towards early childhood education YES / NO		
2	Develops skill in organising compensatory experiences to the needy children YES / NO		
3.	Develops Skill in surveying literature related to the early childhood education YES / NO		

- | | |
|----|---|
| 4. | Develops skill to device strategies and activities in line with the acceptable theories and principles.
YES / NO |
| 5. | Develops historical perspective and modern trend of pre-school education in Kerala.
YES / NO |
| 6. | Develops the ability to establish link between the different agencies in the field of early childhood care and education.
YES / NO |

7. Develops the ability to find correlation between various psychological phenomenon for promoting childhood development.

YES / NO

8. Develops the ability to organise activities for promoting physical development.

YES / NO

9. Develops the ability to organise stage appropriate activities for fostering motor development.

YES / NO

10. Develops the ability to identify emotional disturbance of children and find remedial measures to maintain mental health.

YES / NO

11. Develops the skill to organise orientation session for parents

YES / NO

12. Develops the ability to provide situation for fostering social development

YES / NO

13. Develops the skill to organise stage appropriate activities for fostering cognitive development in children.

YES / NO

14. Develops the ability to prepare materials helpful for training in listening, speaking and co-ordination of hand and finger.

YES / NO

15. Develops the ability to evaluate listening comprehension and skill of speaking.

YES / NO

16. Develops the ability to identify defects associated with language skills and device remedial measures.

YES / NO

17. Develops the ability to present good models of speech.

YES / NO

18. Develops the skill in singing nursery rhymes and action songs with voice modulation and rhythm.

YES / NO

19. Develops the skill in
drawing and painting

YES / NO

20. Develops the skill in
making creative art forms
suited to the developmental
stage of early childhood.

YES / NO

21. Develops the ability to
interact with parents
effectively.

YES / NO

22. Develops the ability to
create motivation in
children

YES / NO

23. Develops the ability to
correlate learning with
immediate environment.

YES / NO

24. Develops the ability to
identify behavioural
problems by observation.

YES / NO

25. Develops the ability to identify children with special needs and solve each type.
YES / NO

26. Develops the familiarity with the common tools and techniques for child study.
YES / NO

27. Develops the skill to observe children for specific purposes and records the findings objectively.
YES / NO

28. Develops the healthy attitude towards maternal and childcare.

YES / NO

29. Develops the skill to associate working of the school with societal needs and problems.

YES / NO

30. Develops the ability to device ways and means for maintaining the health of children.

YES / NO

31 Develops the skill to identify nutritional deficiency diseases and rectify them.

YES / NO

32. Develops the skill to educate the parents about healthy food habits.

YES / NO

33. Develops the skill to prepare and preserve low cost food items and replace costly baby foods.

YES / NO

34. Develops the skill to detect common diseases from symptoms

YES / NO

35. Develops the skill to give first aid to common accident/injuries.

YES / NO

36. Develops the skill to prepare ORS solution for immediate treatment of diarrhea

YES / NO

37. Develops appreciation on the need for universal immunization programmes and actively participating in such programmes

YES / NO

38. Develops the skill in organising child welfare programmes

YES / NO

39. Develops the skill in organising an institution for early childhood education.

YES / NO

- | | |
|-----|--|
| 40. | Develops the skill to evaluate a programme for childhood education scientifically.
YES / NO |
| 41. | Develops the understanding of the duties and responsibilities of personnel associated with pre-school education.
YES / NO |
| 42. | Develops appreciation on the need for professional development of a pre-school teacher.
YES / NO |

43.	Develops healthy attitude towards school-community relations. YES / NO		
44.	Develops the skill to organise programmes for extension education for parents and community. YES / NO		
45.	Any other Objective (Please write) YES / NO		

Section C

The following items intend to seek information regarding the teaching practice and other practical work in your institution. Please tick mark (✓) or fill in the column which is appropriate to you.

1. Is provision given to student teacher for practice teaching? Yes / No
2. Duration of the teaching practice :
3. Is the concerned teacher of the preschool observing and evaluating the teaching practice? Yes / No
4. Is the evaluation of the concerned teacher of the pre-school considered for the assessment of the student teacher? Yes / No
5. Have you observe and supervise the practice teaching? Yes / No
6. How many classes of a student teacher are supervised by you?
7. During supervision do you consult with the concerned teacher of the pre-school on the performance of the student teacher? Yes / No
8. Are directions given to student teacher for further improvement? Yes / No
9. Is the student teacher is doing any extension programmes to parents/community as their practical work? Yes / No
(If yes, mention some of the activities)

10. During practice teaching has the student teacher to observe and criticize the activities of the concerned school? Yes / No
11. Mention some of the activities that are given to your students as Arts and Craft work:
12. Are you satisfied with the physical facilities of your institution? Yes / No
(If 'No', give reasons)
13. Are you satisfied with the manner of functioning of your principal? Yes / No
(If 'No', give reasons)
14. Is there a staff council in your institution? Yes / No
If yes, are you satisfied with its functioning? Yes / No
(If 'No', give reasons)
15. Are you satisfied with the selection procedure of student teachers in your institution? Yes / No
(If 'No', give reasons and suggestions to improve)
16. Are you satisfied with the curriculum of your institution? Yes / No
(If 'No', give reasons)

17. Are you satisfied with the mode of curricular transaction of your institution?
(If 'No', give reasons)
18. Are you satisfied with the examination and certification procedure of your institution?
(If 'No', give reasons)
19. Are you satisfied with the co-curricular activities of your institution? Yes / No
(If 'No', give reasons)
20. Are you satisfied with the student's union of your institution? Yes / No
(If 'No', give reasons)
21. Are you satisfied with the working of the PTA of your institution? Yes / No
(If 'No', give reasons)
22. What is your opinion regarding the Pre-primary Teaching Education in Kerala?
23. Please give suggestions to improve Pre Primary Teacher Education in Kerala:

APPENDIX III

QUESTIONNAIRE TO THE STUDENT TEACHERS OF PRE-PRIMARY TEACHER TRAINING INSTITUTE

This is to seek your reaction regarding the curricular and co-curricular activities in your institution. Please tick mark (✓) or fill in the column with information relevant to you. Your responses will be kept confidential and used only for research purpose.

Section A

1. Name :
2. Age :
3. Name of the Institution :
4. Are you residing in hostel or day scholar? :
5. Community to which you belong :
6. Educational qualification :

Name of the examination passed	Year	Mark	Percentage

7. Your performance in co-curricular activities:

	Item	Grade/Position
School Level		
District Level		
State Level		
Any other status		

8. Have you got any grace mark for the performance to admission for this course?
Yes / No
9. Whether your admission is purely based on merit? Yes / No
10. If 'No', on what basis did you get admission to this course?
11. Have you undergone any Aptitude/Attitude Test during admission to this course?
Yes / No
12. Have you undergone any nursery training course or any other course connected with ECCE before this? Yes / No
If yes, Name of the course
13. Is your institution well equipped with furniture? Yes / No
14. Are you satisfied with the furniture facilities available in different rooms?
Yes / No
If No, give the reasons
15. Do you have a library? Yes / No
16. Are you satisfied with the facilities and functioning of the library? Yes / No
If 'No', give reasons.
17. Do you have an educational technology lab? Yes / No
18. Are you satisfied with the functioning of this? Yes / No
If No, give reasons.

- 19. Do you have a psychology laboratory? Yes / No
- 20. Are you satisfied with the functioning of this? Yes / No
If No, give reasons:

- 21. Do you have a computer laboratory? Yes / No
- 22. Are you satisfied with its functioning? Yes / No
If No, give reasons

- 23. Do you have a work experience room? Yes / No
- 24. Are you satisfied with its functioning? Yes / No
If No give reasons

- 25. Do you have an Art/Craft room? Yes / No
- 26. Are you satisfied with its functioning? Yes / No
If No, give reasons.

- 27. Do you have a first aid demonstration hall? Yes / No
- 28. Are you satisfied with its use? Yes / No
If no, give reasons.

- 29. Do you have a hall for indoor games? Yes / No
- 30. Are you satisfied with its use? Yes / No
If no, give reasons:

- 31. Do you have a play ground? Yes / No

23

32. Are you satisfied with its use? Yes / No
If No, give reasons
33. Is adequate toilet facility available in your institution? Yes / No
34. Do you have a canteen attached with your institution? Yes / No
35. Are you satisfied with its functioning? Yes / No
If No, give reasons
36. Are hostel facilities available in your institution Yes / No
37. Are you satisfied with this? Yes / No
If no, give reasons:
38. Whether there is a Model Preprimary School attached with your institution? Yes / No
39. Are you satisfied with the manner of administration of your principal? Yes / No
If No, give reasons
40. Do you have adequate number of teaches? Yes / No
If no, for which all subjects?
41. Are you satisfied with the manner of working of your teachers? Yes / No
If No, give reasons:
42. Is there a PTA in your institution? Yes / No

- 43. Are you satisfied with its functioning?
If No, give reasons. Yes / No

- 44. Is there a college union in your institution? Yes / No

- 45. Is it functioning well?
If No, give reasons: Yes / No

Section B

The following are some of the activities to be held in connection with the teaching of theory in a pre-primary teacher training institute. You have to read them carefully and tick mark to the alternatives Yes/No which is appropriate for you.

	Activity	Responses
1.	Preparation of the list of three types of education received by children	Yes / No
2.	Visit to a child welfare centre	Yes / No
3.	Conduct meeting with parents to discuss the importance of early childhood education	Yes / No
4.	Campaign to make the parents aware of the ways and means of early childhood education	Yes / No
5.	Discussion with parents/public regarding the defects and deficiencies in the early childhood due to familial/social conditions	Yes / No
6.	Conducting seminars to make parents aware of the importance of early childhood education	Yes / No
7.	Group discussion meant for pooling together first hand experiences about development of children	Yes / No
8.	Discussion meant for incorporating the different theories on early childhood education	Yes / No

9. Preparing chart showing the contribution of different educators towards early childhood education Yes / No
10. Preparation of biography album of different educators highlighting their contributions towards early childhood education Yes / No
11. Preparation of chronologically sequenced list of movements which lead to the popularisation of early childhood education Yes / No
12. Literature collection related to various agencies on early childhood education and their functioning Yes / No
13. Preparation of charts to represent the linking of functioning of various agencies in the field of early childhood education Yes / No
14. Conducting visit of representatives from various agencies functioning in the field of early childhood education and explain their functions Yes / No
15. Analyse activities for children and evaluate them in terms of the guiding principles of child development Yes / No
16. Device games for children satisfying the basic principles of child development Yes / No
17. Evaluate and reporting the activities in the model pre-school in terms of the guiding principles of child development Yes / No
18. Formulate more activities that foster the development of the three domains of the children Yes / No
19. Implement some activities in the practicing school and hold discussion on the basis of experience Yes / No
20. Find examples to make distinction between growth and development Yes / No
21. Group discussion on the topic influence of house, schools and community on development Yes / No
22. Collection of data from practice teaching school regarding age, weight, height, proportion etc., of children and preparation of tables, charts, graphs etc. Yes / No

- | | | |
|-----|---|----------|
| 23. | Collection of charts and graphs showing physical/psychological development from medical publications and interpreting them | Yes / No |
| 24. | Preparation of a list of stage appropriate activities helpful for fostering physical development | Yes / No |
| 25 | Preparation of health card with the data obtained from the pre-school | Yes / No |
| 26 | Preparation of charts showing crucial stages of motor development of children of the age group for 0-6 years | Yes / No |
| 27 | Observing selected children from the practice teaching school and collect data regarding their motor development and comparing with norms | Yes / No |
| 28 | Writing down stage appropriate activities helpful for fostering motor development | Yes / No |
| 29 | Observing and identifying the emotional behaviour by case study technique and taking steps for fostering or correcting as required | Yes / No |
| 30 | Organising free play activities to develop healthy self concept | Yes / No |
| 31 | Organise parents meeting to orient them to appropriate role playing for proper emotional development of their children | Yes / No |
| 32 | Organising free play and games and participate in them with children | Yes / No |
| 33 | Preparation of charts showing desirable and undesirable forms of social behaviour | Yes / No |
| 34 | Conducting programmes for orienting parents to their role playing in fostering proper social development | Yes / No |
| 35 | Designing games, dramatisation, collection of matters to be classified and preserved involving cognitive development | Yes / No |
| 36 | Gathers details and hold discussion on preoperational stage of cognitive development and their implication | Yes / No |
| 37 | Preparation of a list of passive and active vocabulary of children at different stages | Yes / No |

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| 38 | Preparation of a list of sentence patterns commonly used by children | Yes / No |
| 39 | Developing stories and narration suited for children and questions for testing listening comprehension | Yes / No |
| 40 | During practice teaching identifying and correcting the words usually mispronounced by children | Yes / No |
| 41 | Diagnose the difficulties associated with speech defects and devise remedial measures | Yes / No |
| 42 | Preparation of audiotapes and other programmes that could be used as speech models | Yes / No |
| 43 | Organising discussion with parent on common language problems diagnosed | Yes / No |
| 44 | Collection of large number of nursery rhymes | Yes / No |
| 45 | Collection of pictures and other works of arts suitable for fostering aesthetic development of children | Yes / No |
| 46 | Collecting stories and dramatise them | Yes / No |
| 47 | Participate in dramatic presentation, action song etc., along with children | Yes / No |
| 48 | Collecting puppets and use them in plays | Yes / No |
| 49 | Preparation of a chart of the sequences of moral development and the type of behaviours associated with each stage | Yes / No |
| 50 | Devising free play, games, etc., that provides with opportunities for fostering proper moral development | Yes / No |
| 51 | Organising sessions for parents in providing guidance for proper moral development | Yes / No |
| 52 | List out strategies suited for motivating children by referring to books | Yes / No |
| 53 | Preparation of a chart of stage appropriate learning tasks | Yes / No |

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|----|--|----------|
| 54 | Group study and discussion about the case from the practising schools and identify behavioural problems | Yes / No |
| 55 | Individual/group study about the behavioural problems identified in relation to the familial and social background | Yes / No |
| 56 | Discussion with parents about how to identify and deal with common behavioural problems | Yes / No |
| 57 | Identification of children with special needs (if any) from the practice teaching school | Yes / No |
| 58 | Devise activities in the form of small projects suitable for each category of special need-children | Yes / No |
| 59 | Application of the above activities during practice teaching and study the result and report | Yes / No |
| 60 | Collection of samples of various tools needed for collecting data for child study | Yes / No |
| 61 | Preparation of a chart of different types of records needed for a pre-school by the individual student teacher | Yes / No |
| 62 | Developing sample data sheet for entering relevant details regarding a child | Yes / No |
| 63 | Organising seminars/discussions on population control and maternal child care | Yes / No |
| 64 | Collect pamphlets/diagrams/graphs associated with population control and care of mothers and child | Yes / No |
| 65 | Preparing chart consolidating the conditions influencing health | Yes / No |
| 66 | As an individual work study and report of the conditions of house | Yes / No |
| 67 | Preparation of a chart showing the constituents of food and their functions | Yes / No |
| 68 | Collection of pictures/drawings showing symptoms of nutritional deficiency diseases | Yes / No |

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- 63 Organising seminars/discussions on population control and maternal child care Yes / No
- 64 Collect pamphlets/diagrams/graphs associated with population control and care of mothers and child Yes / No
- 65 Preparing chart consolidating the conditions influencing health Yes / No
- 66 As an individual work study and report of the conditions of house Yes / No
- 67 Preparation of a chart showing the constituents of food and their functions Yes / No
- 68 Collection of pictures/drawings showing symptoms of nutritional deficiency diseases Yes / No

- 69 Organising an exhibition of charts and pictures to educate parents regarding the nutritional deficiency diseases Yes / No
- 70 Preparation of chart showing the nutritional values of locally available food items Yes / No
- 71 Preparation of nutritious child-food using cheap and locally available food materials Yes / No
- 72 Conducting seminar on nutritious food and healthy food habits for the benefit of parents Yes / No
- 73 Preparation of charts showing symptoms and effects of ailments common to children Yes / No
- 74 Preparation of an album of pictures and diagrams showing the common ailments of children and their respective first aids Yes / No
- 75 Conducting seminar/film show etc., on common ailments for the benefit of parents and teachers Yes / No
- 76 Visit to the primary health centre/dispensary in the locality and gather additional information about common ailments in children Yes / No
- 77 Preparation of chart showing types/symptoms and causes of diarrhoea Yes / No
- 78 Preparation of ORS solution by mixing salt and sugar in the correct proportion Yes / No
- 79 Organising a seminar on prevention and home treatment of the disease diarrhoea Yes / No
- 80 Preparation of a chart showing the details regarding the disease, their hazards, their preventive vaccines and time schedule for vaccination Yes / No
- 81 Organising a seminar/discussions on the common diseases and their immunization for the benefit of parents Yes / No
- 82 Collecting pamphlets/posters etc., regarding Universal Immunization Programme (UIP) and use these for educating parents Yes / No

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| 83 | Preparing an exhaustive list of the various local, state level, national and international agencies associated with welfare of children | Yes / No |
| 84 | Visiting two child welfare centres and study their programmes | Yes / No |
| 85 | Participate in select programme of any one child welfare centre | Yes / No |
| 86 | Devise innovative programmes for recreation and other welfare activities suited to the local conditions | Yes / No |
| 87 | Preparation of a chart showing the requirements of a school for early childhood care and education | Yes / No |
| 88 | Make a list of equipment for play activities for a pre-school | Yes / No |
| 89 | As a group work develop an annual plan for the programmes of a school for early childhood care and education | Yes / No |
| 90 | Evaluation of the programme of a select pre-primary school | Yes / No |
| 91 | Prepare a chart showing the personnel required for a pre-school and their respective qualification and duties | Yes / No |
| 92 | Chalk out a plan for a year for the functioning of a staff association for a pre-school | Yes / No |
| 93 | Make a list of inputs that could be pooled from the locality for the effective functioning of a pre-school | Yes / No |
| 94 | Organising campaign for pooling of inputs for the practice teaching pre-schools | Yes / No |
| 95 | Organising any three programmes during the course for educating community and parents | Yes / No |
| 96 | Visiting the home of a select child and conduct frequent interviews with parents about issues regarding the child concerned | Yes / No |
| 97 | Records and reports the result of interview with the parent | Yes / No |

Section C

The following items intend to seek information regarding the practical work and co-curricular activities that you receive in your institution.

1. Is opportunity given to observe pre-school activities during the course? Yes / No
2. Are all the student teachers have to observe the same pre-school? Yes / No
3. Is any chance given to you to criticise the pre school activities? Yes / No
4. Is opportunity given to observe the classes of peers? Yes / No
5. Is training given in planning the pre-school activities? Yes / No
6. Is practice given for free arm drawing of geometrical shapes? Yes / No
7. Is training given to draw two dimensional forms? Yes / No
8. Is training given to draw three dimensional forms? Yes / No
9. Is opportunity given to apply adequate colours to drawings? Yes / No
10. Is opportunity given for improvizing? Yes / No
11. Whether occasion is given to work with natural materials like flowers, leaves etc? Yes / No
12. Is opportunity given for paper pulp work? Yes / No
13. Whether training given for making wall freezers/puzzles/ flashcards? Yes / No
14. Is training given for making toys? Yes / No
If yes, which are the toys prepared by you?
15. Is opportunity given for clay modelling? Yes / No
If yes, what are the items prepared by you

16. Is training given in cooking balanced meals and other food items? Yes / No
17. Have you undergone practice teaching in a pre primary school? Yes / No
18. Write the name of the pre primary school where you have undergone teaching practice?
19. Duration of the practice teaching.
20. Whether the concerned teacher of the pre school evaluates your performance? Yes / No
21. Whether your performance was evaluated by other student teachers? Yes / No
22. Had your performance observed and evaluated by your supervising teacher of your institution? Yes / No
23. What is your opinion regarding the practice teaching?
-
24. Is there a student union in your institution? Yes / No
25. Is Arts Festival celebrated in your institution? Yes / No
26. Are the items of the art festival were competitive based? Yes / No
27. Had you participated in any items?
If 'Yes', write the name: Yes / No
28. Had you got any prize? Yes / No
If Yes, Write the details:



29. Is Annual Athletic meet conducted in your institution? Yes / No
30. Whether it is competitive? Yes / No
31. Had you participated in any item? Yes / No
If Yes, write the names?
32. Have you got any prize? Yes / No
If yes, Write the details:
33. What is the manner of organisation of these activities?
Students alone/Students and teachers/Students, teachers and PTA
34. Whether any district level or any other type of competitions
are conducted with similar type of institutions? Yes / No
If yes, write details:
35. Is there any festivals in your institution other than the ones
mentioned above? Yes / No
If yes, write the details:
36. Are you satisfied with the working of your students union?
If No, give reasons:
37. Are you satisfied with the co-curricular activities
in your institution? Yes / No
If No, give reasons:

APPENDIX IV

QUESTIONNAIRE TO THE PRE-SCHOOL TEACHERS

This questionnaire is to find out your reactions regarding the effectiveness of the training that you had. Please tick mark (✓) or fill in the information relevant to you. Your responses will be kept confidential and used only for research purpose. Kindly use additional sheets if the space provided is not sufficient.

Section A

1. Name :
2. Sex :
3. Age :
4. Designation :
5. Name of the pre-school :
6. Agency which runs the school :
7. Locality of the school :
8. Nature of the school :
 - Government :
 - Aided :
 - Unaided (Recognised) :
 - Unaided (Unrecognised) :
9. Educational qualification :
 - (a) General :
 - (b) Special :
10. Name of the nursery training course that you had :
11. Duration of the training :
12. Name of the institution from where you got training :

13. Whether the training course is recognised by the Government? : Yes / No
14. Nature of the title received after the completion of the course :
15. Pay and scale of pay :
16. Whether any grade in salary is given to you? : Yes / No
If 'Yes', on what basis? :
17. Total teaching experience that you have in this school :
18. Total teaching experience :
19. Total service : Years Months
20. Year in which the training is completed :
21. Had you joined in any other job before joining this school? :
22. Number of nursery classes in the nursery school :
23. Strength of the children in each class :
24. Why did you select this profession? :

Section B

The following items intend to seek your response regarding the effectiveness of the training that you received to function as an effective pre-school teacher. Each item represents the ability of a pre-school teacher in dealing with the problems of a pre-school. You have to read it carefully and respond 'Yes' if you think you had developed the said Competency/Attitude by the training and 'No' if the training had failed to develop the same. You are requested to write in detail the experiences in your training programme that had made you competent/not competent in dealing with situations given in each item. You may also give your suggestions to improve the effectiveness of the training programme.

	Competency/Attitude	Response	Experiences
1.	Appreciation of the relevance of early childhood education	Yes / No	
2.	Skill in use of formal, informal, and nonformal models of child education	Yes / No	
3.	Skill in organising meeting with parents.	Yes/No	

4.	Empathy with the needs of children and to arrange activities to meet these needs	Yes/No	
5.	Skill in organising compensatory experiences to children	Yes/No	
6.	Skill to pool together all the resources available for learning of pre-school children	Yes/No	
7.	Skill in formulating games for pre-school children in accordance with the guiding principles of development	Yes/No	

8.	Skill in developing data regarding age, weight, height and to record entries in health card.	Yes/No	
9.	Skill to collect data regarding motor development of children and compare them with norms.	Yes/No	
10.	Skill to implement stage appropriate activities in order to maintain mental health	Yes/No	
11.	Skill to organise free play and other games for fostering autonomy and initiativeness	Yes/No	

12.	Ability to formulate activities for fostering social behaviour.	Yes/No	
13	Skill to organise stage appropriate activities for fostering cognitive development	Yes/No	
14.	Skill to develop materials helpful for training in listening, speaking and co-ordination of hand and fingers	Yes/No	
15.	Skill to identify defects associated with language skill and device remedial measures.	Yes/No	

16.	Skill to formulate devices for testing listening comprehension	Yes/No	
17.	Skill to identify speech defect and device remedies	Yes/No	
18.	Feeling of relevancy, to collect pictures and other works of arts for fostering aesthetic development.	Yes/No	
19.	Skill in singing nursery rhymes and action song along with children	Yes/No	

20.	Skill in drawing and painting and to make other creative art forms	Yes/No	
21.	Skill to device and implement situations for fostering moral development and reinforce acceptable moral behaviour	Yes/No	
22.	Skill in presenting learning activities suited to the level of learning readiness and correlate them with immediate environment	Yes/No	
23.	Ability to identify students with behaviour problems and special needs and to take remedial measures and make awareness with parents regarding how to identify behaviour problems	Yes/No	

24.	Ability to collect data regarding the children for various purposes and record them objectively.	Yes/No	
25.	Healthy attitude towards maternal and child care	Yes/No	
26.	Skill to associate working of the Pre-school with societal needs and problems	Yes/No	
27.	Skill to identify conditions required for maintaining the health of children and to implement the same in the pre-school as well as in the locality	Yes/No	

28.	Skill to identify the nutritional needs and deficiency diseases of children and to formulate and implement programmes to educate parents about healthy food habits.	Yes/No	
29.	Skill in preparing and preserving low cost nutritious food items.	Yes/No	
30.	Skill to detect disease from symptoms	Yes/No	
31.	Skill to give first aid to common ailments/injuries among the pre-school children.	Yes/No	

32.	Attitude to establish contact with the primary health dispensary in the locality and utilise for the benefit of pre-school children	Yes/No	
33.	Skill to prepare ORS solution	Yes/No	
34.	Appreciation of the need for universal immunization programme and to organise seminar/discussion for the parents on the common diseases and their immunization.	Yes/No	
35.	Healthy attitude towards the need for various welfare programmes for children and skill to organise such programmes	Yes/No	

36.	Skill in organising an institutions for early child hood education scientifically	Yes/No	
37.	Skill in improvising and preparing play material using indigeneous materials and maintain these.	Yes/No	
38.	Skill to evaluate the programme of a pre-school scientifically	Yes/No	
39.	Appreciation of the need for professional development of Pre-school teachers	Yes/No	

40.	Skill to prepare and maintain records regarding the information about each child with respect to his/her developmental nature, problems (emotional, health-related etc.) and steps taken for remediation.	Yes/No	
41.	Healthy attitude towards school community relations.	Yes/No	
42.	Ability to keep healthy relations with the community	Yes/No	

43.	Ability in pooling of inputs from community for the benefit of one's pre-school	Yes/No	
44.	Attitude to organise programme for community education.	Yes/No	
45.	Any Other (Please specify)	Yes/No	

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APPENDIX V

OBSERVATION SCHEDULE OF ACTIVITIES PROVIDED BY PRE-SCHOOL TEACHERS

1. Greet each child on arrival.
2. Address each child by name.
3. Gives each child individual attention.
4. Activities for developing oral expression.
5. Activities for cognitive development.
6. Identifies deficiencies in cognitive development.
7. Conducts activities for physical and motor development.
8. Activities for language development.
9. Activities for developing the skill of listening comprehension.
10. Identifies the words usually mispronounced by children and correct them.
11. Diagnoses speech defects of children and devise remedies.
12. Use audiotapes as speech models.
13. Activities to develop sequential thinking and problem solving.
14. Activities for emotional development.
15. Able to identifies and implement remedies for emotional disturbances of children.
16. Observes and identifies effectively social behaviour.
17. Design appropriate experiences for social development.
18. Reinforces acceptable social behaviour.
19. Diagnoses problems of social behaviour of children and formulate remedies.
20. Provides enough natural situations for fostering moral development.
21. Reinforces acceptable moral behaviours and strengthen them.
22. Develops and use materials (toys, puppets, pictures, models) for various activities.

23. Improvises play materials.
24. Motivates students to learn.
25. Organises effectively free play and games.
26. Participate with children in dramatic presentation, action song, etc.
27. Sings nursery rhymes with voice modulation and maintaining rhythm.
28. Recognises behavioural problems of children.
29. Provides activities catering to the needs of the children of special category.
30. Identifies ailments by their symptoms.
31. Take preventive measures against common ailments.
32. Reinforces children to develop habits of personal hygiene.
33. On occasion of accidents/injuries teacher gives first aid.
34. Conducts visits to different parts of school.
35. Conduct games to know names and other information about peer group and school staff.
36. Deals parents effectively on occasion of their arrival.
37. Prepares and maintain records systematically.

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