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Pre-School Education In India: A Comparative Study Between Urban And Rural Schools In The Light Of Kothari Commission's Recommendations

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Abstract:

Pre-school education is the first stage of formal education. The present about pre-school, a comparative study between rural and urban schools in light of Kothari Commission's Recommendations. There are no significance differences of good health habit, social attitude, emotional maturity, aesthetics appreciation, clear speech etc. between rural and urban children. Basically urban non-government and rural non-government schools are better than urban government and rural government schools respectively.

Key words: Pre-school, Appreciation, Group-participation, Self-expression

1. Introduction

1.1. Background

Education is the backbone of our society. Pre-primary education is the first stage of formal education system. In early days emphasis on this level has not been given by educators. But now education is child-centric, that is why educators as well as leaders of the society are laying emphasis on this level. In the third world countries like India where drop-out is very high at primary level, it is important to ensure the completion of education at primary stage. Generally pre-Primary education starts at the age of 2-3 years. If the increasing rate of 'wastage' and 'stagnation' are to be checked then it is necessary to take some measure to develop the education system at Pre-Primary level. And for developing the system it is necessary to increase the number of Pre-Primary schools. It is seen that some initiatives are being taken by the Government in this field like ICDS program. Now-a-days it is also seen that the numbers of Non- Governmental Pre-Primary Schools are increasing.

Before independence, the Pre-Primary education system was poor in India. The education system was limited to certain areas. CABE (Central Advisory Board of Education) was the first organization which recommended the annexation of Pre-Primary education to national education system. After independence the cities of India have seen the increasing number of Pre-Primary school while the condition in rural India remained the same as pre-independent India. Later CSWB (Central Social Welfare Board) and CDA (Community Development Administration) took the initiative to enhance the Pre-Primary education system in rural areas also.

1.2. Emergence Of The Problem

Kothari Commission (1964-66) was the important education commission of India. This Commission laid emphasis on all stages of education including Pre-Primary Education. This Commission stress to physical, emotional, cognitive development of a child in infant stage. In its recommendations some objectives were given for children's proper development. In this context, it is very necessary to conduct a study to know to what extent the recommendations of the Kothari Commission on Pre-Primary education are being reflected on the current Pre-Primary education system in India.

1.3. Statement Of The Problem

"Pre-School Education in West Bengal: A Comparative Study between Rural and Urban Schools in the Light of Kothari Commission's Recommendations."

1.4. Definition Of Important Terms And Concepts

- 'Pre-Primary Education': The education that a child receives in between 3-6 years of age before going for primary education is considered as pre primary education.

- 'Urban Area': According to the census of India (2001) urban area means, where the total minimum population 5000, at least 75% of the male working population are engage in non-agricultural activities, and density of population at least 400/sq.km.
- 'Rural Area': According to the census of India (2001) rural area means, total population <5000, at list 75% of the male working population are engage in agriculture, and density of populatioN is <400/sq.km.
- The terms 'Pre-Primary Education' and 'Pre-School Education' bear the same meaning in this research.

2.Objectives Of The Study

The objectives of the study are-

- A comparative study of good health habit (basic skill necessary for personal adjustment) between urban and rural children.
- A comparative study of social attitudes (healthy group participation) between urban and rural children.
- A comparative study of emotional maturity between urban and rural children.
- A comparative study of aesthetic appreciation between urban and rural children.
- A comparative study of opportunities for self-expression between urban and rural children.
- A comparative study of the ability to express feelings in fluent, correct, and clear speech between urban and rural children.
- A comparative study of basic motor skills between urban and rural children.

3.Hypotheses Of The Study

The following hypotheses have been formulated and proposed to be tested-

- H₁. There exists a significant difference of good health habit (basic skill necessary for personal adjustment) between urban and rural children.
- H₂. There exists a significant difference of social attitudes (healthy group participation) between urban and rural children.
- H₃. There exists a significant difference of emotional maturity between urban and rural children.
- H₄. There exists a significant difference of aesthetics appreciation between urban and rural children.
- H₅. There exists a significant difference of opportunities for self-expression between urban and rural children.
- H₆. There exists a significant difference of ability to express feelings in fluent, correct, and clear speech between urban and rural children.
- H₇ There exists a significant difference of basic motor skills between urban and rural children.

3.1.Reiview Of Related Studies

Literature review is a most important part of research. Some literature review has put in the following collect from 'Survey of Educational Research' and 'Educational Abstracts':

3.2.Chuango,L (2004). *An Analytical Study Of Pre-School Education In Mizoram, Perspective Of Education*

3.2.1.Methodology

The sample consisted of 100 Per-School,59 each from both the private and public management in Mizoram, drawn by following stratified random sampling procedure, tool used included observation-cum-interview schedule for studying the existing condition for Pre-School. The obtained data where tabulated in terms of frequencies and percentages and analyzed qualitatively and quantitatively.

3.2.2.Findings

- Either the Pre-School did not have out door play spaces or the available out door play spaces where less than what has been specified by NCERT.
- Majority of the Pre-Schools did not fulfill even the minimum recurement of a child indoor space ratio of 1:1.17 sq.mts.
- Majority of the school did not fulfill even the essential requirement of having a sortage space, a toilet, a varanda, and cooking facility separately in addition to classroom.
- No pre-school displayed any children's work on the classroom walls.
- Furniture provided to children was not in accordance with desired standards. Etc.

3.3.Alim, F (2004) *Pattern Of Cognitive Development In Pre-School Children Of Both The Genders,Behavioural Scientist*

3.3.1.Methodology

The present study is based on a sample of 100 pre-school children (50 boys and 50 girls) selected randomly to collect the data, the researcher used the measure including cognitive development test by Pandey (1992). In order to analyse the data't' test was computed.

3.3.2. Findings

Boys and girls differ in comprehension and conceptual skills where as no significant difference were found in formation. Visual perception, memory and object vocabulary.

4. Methodology Of The Research

4.1. Research Approach

The present study would be descriptive survey type. The study has envisaged collecting data from various data sources from both teachers and guardians to explore the present condition to understand the relationship among various measures of data. Hence survey approach to research has been considered to be justified. Therefore, in brief the present investigator has reasoned out to apply various principles of survey method in educational studies, as the undertaken field.

4.2. Population

The researcher has selected Howrah district of West Bengal as the geographical area of survey. All Pre- School teachers, students and guardians of the respective schools are treated as population.

4.3. Sampling And Sampling Design

From Rural and Urban areas of Howrah District, twenty eight (20 guardians + 8 teachers) sample are collected .The researcher has chosen the school through random selection. Distribution of the school has been shown in table:

District	Urban		Rural	
	Govt.	Non Govt.	Govt.	Non -Govt.
Howrah	1	1	1	1

Table 1: Distribution Of Schools

SL No.	Name of school	Types of school	Urban/Rural	No. of Guardians.	No of teachers.
1	Belur Girl's school (Infant)	Non Govt.	Urban	5	2
2	Belur ICDS school	Govt.	Urban	5	2
3	S.M. West Point Institution	Non Govt.	Rural	5	2
4	Uttarharishpur Siksha Kendra	Govt.	Rural	5	2
			Total	20	8

Table 2: The Description Of The Requesting Sample Has Been Presented In Table

4.4. Tools And Techniques

The Researcher has taken the help of a standardized scale (Vineland Social Maturity Scale) to develop a questionnaire about Kothari Commission Recommendations (objectives of pre-primary education) on pre-school education.

The Researcher has followed observation and interview techniques for his data collection.

The Researcher has used statistical methods for data analysis like mean, Skewness, Kurtosis and t- test.

4.5. Procedure Of Data Collection

The Researcher has randomly selected two teachers and five guardians of each school. Then he has taken a structural interview on the basis of questionnaires for collection of data. And he also observed the students in their classroom during his survey time.

4.6. Scoring

The descriptive answer of the respondents was converted into quantitative data by giving weights as follows:

Types of item	Responses		
	Always	Sometimes	Never
Positive	3	2	1
Negative	1	2	3

Table 3: Showing Scoring Principle Using Weights In Three Point Scale

Response	
yes	no
2	1

Table 4: Showing Scoring Principle Using Weights In Two Point Scale

4.7. Quantitative Data Analysis

The quantitative data collected through the administration of the tool on selected samples were raw. These data were to be tabulated, organized, analyzed and interpreted. This statistical method applied for analysis of the data included descriptive and inferential statistics.

Descriptive statistics included calculation of the mean, percentile, quartile, skewness, kurtosis of the tabulated data. Inferential statistics included t-test for testing hypotheses.

The tabulated data are also be graphically represented.

On the basis of the findings from the statistical analysis appropriate conclusion are drawn.

- Calculation of Mean (M) [For Ungroup data]

$$M = (\Sigma X / N)$$

ΣX = Sum of Scores
N = Total no of item in a series.

- Calculation of 't'-test value (For small samples) :-

5. Analysis And Interpretation Of Data

5.1. Testing of Hypothesis- (H_1)

H_1 . There exist a significant difference of good health habit (basic skill necessary for personal adjustment) between urban and rural children.

df	Computed value	Critical value
26	0.32	2.06*

Table 5: Computed and Critical 't' values with df (H_1 Groups)

*0.05 Level of Significance

It is found from the table: (D-2) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e. 0.32 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of good health habit (basic skill necessary for personal adjustment) between urban and rural children.

5.2. Testing of Hypothesis- (H_2)

H_2 . There exist a significant difference of social attitudes (healthy group participation) between urban and rural children.

df	Computed value	Critical value
26	-0.609	2.06*

Table 6: Computed and Critical 't' values with df (H_2 Groups)

*0.05 Level of Significance

It is found from the table: (D-5) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e. 0.609 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of social attitudes (healthy group participation) between urban and rural children.

5.3. Testing of Hypothesis- (H_3)

H_3 . There exist a significant difference of emotional maturity between urban and rural children.

df	Computed value	Critical value
26	-0.108	2.06*

Table 7: Computed and Critical 't' values with df (H_3 Groups)

*0.05 Level of Significance

It is found from the table: (D-8) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e. 0.108 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of emotional maturity between urban and rural children.

5.4. Testing of Hypothesis- (H₄)

H₄. There exists a significant difference of aesthetics appreciation between urban and rural children.

df	Computed value	Critical value
26	-1.278	2.06*

*Table 8: Computed and Critical 't' values with df (H₄ Groups)
0.05 Level of Significance

It is found from the table: (D-11) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e.1.278 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of aesthetics appreciation between urban and rural children.

5.5. Testing of Hypothesis- (H₅)

H₅. There exists a significant difference of opportunities for self-expression between urban and rural children.

Df	Computed value	Critical value
26	-0.413	2.06*

*Table 9: Computed and Critical 't' values with df (H₅ Groups)
0.05 Level of Significance.

It is found from the table: (D-14) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e.0.413 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of opportunities for self-expression between urban and rural children.

5.6. Testing of Hypothesis- (H₆)

H₆. There exists a significant difference of ability to express feelings in fluent, correct, and clear speech between urban and rural children.

Df	Computed value	Critical value
26	-0.165	2.06*

*Table 10: Computed and Critical 't' values with df (H₆ Groups)
0.05 Level of Significance

It is found from the table: (D-17) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e.0.165 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of ability to express feelings in fluent, correct, and clear speech between urban and rural children.

5.7. Testing of Hypothesis- (H₇)

H₇ There exist a significant difference of basic motor skills between urban and rural children.

df	Computed value	Critical value
26	0.267	2.06*

*Table 11: Computed and Critical 't' values with df (H₇ Groups)
0.05 Level of Significance

It is found from the table: (D-20) that the critical value of 't' with 26 degrees of freedom at 5% level of significance is 2.06. Our computed value of 't' i.e.0.267 is quite smaller than the critical value 2.06 and hence is not significant. Therefore the hypothesis can be rejected and as a result, there is no significant difference of basic motor skills between urban and rural children.

6. Major Findings

- The mean score of urban (18.5) area is slightly greater than rural area (17.07) on children's good health habit (basic skill necessary for personal adjustment).

- The mean score of rural area (13.07) is slightly greater than urban area (11.71) on children's social attitudes (healthy group participation).
- The mean score of rural area (7.34) is slightly greater than urban area (7.23) on children's emotional maturity.
- The mean score of rural area (3.21) is slight greater than urban area (2.43) on children's aesthetics appreciation.
- The mean score of rural area (6.57) is slightly greater than urban area (6.21) on children's opportunities for self-expression.
- The mean score of rural area (5.07) is slightly greater than urban area (4.79) on children's ability to express their feelings in fluent, correct, and clear speech.
- The mean score of urban area (4.78) is slightly greater than rural area (4.29) on children's basic motor skills.

It is a mentionable fact that in government school, children are comparatively backdrop both in rural and urban areas. Lack of proper consciousness among guardians is also noticeable. Government pre-school teachers (Anganwadi) are also engaged in other governmental works like polio-campaign, keeping pre-natal and post natal news etc. That is why they cannot properly teach and care their students in their pre-school. But the non government pre-school students are proper guided by their parents and teachers in both rural and urban areas. And non- governmental pre-school children get suitable facility for different playing activities in their school. So their health habit, group participation, emotional maturity, speaking power, aesthetics appreciation ability etc. are found to be good.

7.Summary

- There is no significant difference of good health habit and to (basic skill necessary for personal adjustment) between urban and rural children.
- There is no significant difference of social attitudes (healthy group participation) between urban and rural children.
- There is no significant difference of emotional maturity between urban and rural children.
- There is no significant difference of aesthetics appreciation between urban and rural children.
- There is no significant difference of opportunities for self-expression between urban and rural children.
- There is no significant difference of ability to express their feelings in fluent, correct, and clear speech between urban and rural children.
- There is no significant difference of basic motor skills between urban and rural children.

8.Conclusion

The children of urban areas are more conscious about their health than rural areas, behind this the economic support from their parents and popper guidance from teachers is there. On the other hand, the rural children have more positive societal attitudes, healthy group participation, emotional maturity, aesthetics appreciation, creativity than urban children because the rural children have the opportunity to spend their time with their friends, in school as well as at home. But the urban children do not have the opportunity to spend their time with their friends for their mental and intellectual development. The intimacy and practice of playing with their friends is equally important. Presently, the guardians of rural areas also understand the importance of education in life, so the consciousness among them about education is growing day by day. If the consciousness, interest, patience, empathy etc. are present in the guardians and teachers with equal continuity from the primary level to the next level (Elementary ,Secondary, Higher Secondary and so on..) then the student can make their own Individual Development , Societal Development. And that will pave the way for National Development.

9.References

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