

# Universal Pre-Primary Education in relation with Existing situation: An Analytical Study

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**Abstract:** Pre-primary Education has grown to be trendy approach for reduction of drop-out rates from formal education of all children. Early Childhood Care and Education (ECCE) and pre-primary education are the two terms broadly predictable having a remarkable impact on the performance of children in Basic Education Programmes. Pre-primary education would guarantee a horizontal switch to the Pre-Primary Education and make strong footing for lifelong learning. Growth and Development of a child commence within the family unit and habitually depends on the teachers. Knowledgeable and Visionary teachers are competent to prepare their wards for the normal education into creative education nevertheless unskilled and untrained teachers are incapable to meet the requirements. To pertinent development of a nation Education is the dire demand of every one. For safe guarding of Pre-Primary Education Basic education is most essential for every child in the nation. In this Paper we will investigate the problems of pre- primary Education in relation with Existing situation in India. In this paper the main objective of the study is to investigate the practices and challenges of pre-Primary Education in India, To identify the unavailability of teachers and To study the gaps in the curriculum structure. This paper focuses on the importance of pre-primary elementary Education in India with respect to Issues and challenges of Indian education system.

**Keywords:** Pre-Primary Educations, ECCE, Curriculum Structure and Challenges

## 1. Introduction

Tagore quoted ideas of pre-primary Education as” The intial years of a child should arrive at truth through natural setting with wide possible development of child’s interests.” No man should bring children into the world, who is unwilling to persevere to the end in their nurture and education. So, pre-primary education should be universal however, due to assorted conviction pre-primary education may be not universal yet. One of them is non-availiability of trained and skilled Prepatory teachers. Pre-primary education has become popular strategy to protection drop-out from formal education of children all over the world. It has a strong and positive impact on further learning during the primary level and beyond. Pre-primary education is very important for the development of pre-schoolers prior to they admit in formal school .It helps in cognitive development of pre-schoolers at the near the beginning of pre- primary education and it has strong attitude on presence and participation of children once they enter in pre- primary school.

Development of a child begins surrounded by the family unit and habitually depends on institutions they attended. Well trained teachers are able to prepare their students for the charming access into formal education. As many of Prepatory lacks skills, they are unable to prepare their children adequately for fundamental schooling. The lack in school readiness makes it difficult for children to adapt themselves to school and have a tendency to drop out- primary education is considered to be an imperative for the child as it is the first ladder towards inflowing the knowledge hub for healthy and purposeful life. This education system helps children become more self-determining and convinced as well as promoting the overall development of the children. Children who have been to pre-primary schools tend to learn more rapidly through an organized curriculum, learning aids and by interacting with other children. The main thrust purpose of pre-primary education in present scenario is to prepare children for optimal perceptual and motor, cognitive and socio-emotional as a base for readiness for school

education and to avert them for poor standard of work and deadbeat curriculum at the pre-primary stage. Consequently, early childhood education including pre-primary education is valued as an obligatory part of intercession for the achievement of primary education. The Government of India is stalwartly devoted to achieve pre-primary Education for all within the targeted time-frame. Ministry of pre-Primary and Mass Education of India suggests that the age group of 3<6 years issues will be the field of pre-primary education by mutual concession with the pre-primary system all over the world. Fostering pre-primary education we would be able to set a national standard for quality pre-primary education throughout the nation and build up our children as confident populace to front the challenges and sort out the issues of the 21st century. Pre-primary education provided us the developmental and enlightening support to the child in the age range of 3 to 6 years in order to secure the child's: Right to protection and Care, Survival and preparation for school education through play way methods, recreational activities and introduction to numeracy, irrespective of the child's physical, mental, economic and social status. Pre-primary education covers all forms of organized and sustained center-based activities: such as Preparatory schools, kindergartens and Day boarding designed to foster learning, emotional and social development in children. These programmes are generally offered to children from the age of 3-6 yrs.

## **2. Problems of Pre-primary Education in the Existing system in India**

The pre-primary education owes its derivation to the eminent German educationalist, Froebel. He introduced play way education by a concept of a Kindergarten school in Blakenberg in 1837. The citizen of India did not attach any significance to this since long, even though in ancient Indian books it has been said that Abhimanyu learnt the art of smashing the Chakravyuh (a circular formation of an army in the battlefield) during his kindergarten days. Even then no attention was paid in India towards the pre-primary education of the child. After Independence in 1947 some secretive hard workers were prepared to build up pre-primary education and give it a definite pattern and shape.

As we all know play school is the gateway of fundamental education in the contemporary era, where most of the play group coordinators and Preparatory teachers figure out the anxiety, fear and doubts of both pre-schooler as well as parents. However, there are still quantities of problems that a pre-primary education system fronted from past decade, which we require to address these are:

## **3.Pre-primary Education in India:**

There were 330 pre-primary schools in India in 1951-52 but in 2021-22 this number was almost doubled and now over 20,000 or more are being opened every year since then. In these preparatory schools the Montessori or the Kindergarten system was adopted along with recreational activities and sports. But the government has always been listless in this field.

The pre-primary schools lack facilities, equipments due to non-availability of funds. The pace of progress being slow, there is also a dearth of pre-primary trained teachers and faulty curriculum and defect way of teaching in this field of pre-primary education.

## **4.Some of problems of pre-primary education has been figure out these are:**

### **1) Development Efforts:**

The importance and value of pre-primary education can't be denied. It may be regarded as pre-requisite to primary education. So appropriate efforts should be prepared for it. The efforts of Dr. Montessori, Froebel and the recommendations of Sargent Scheme (1944) have attracted some persons in the field of pre-primary education in India.

## 2) **New Experiments and Researches:**

In view of the problems of existing pre-primary education system, prominent educationists in India have begun to reimburse a little attention to this fundamental stage of education. So far the pre-primary age for children in India has been concerned 3-6 years.

The child remains solely in get in touch with mother since conception to the age of two and a half years. As such, there is a requirement of maternity care centres attached with pre-primary schools so that the child may receive education independent of his mother in schools.

The pre-primary teacher is required to study minutely the child's tendencies and aptitudes and create accordingly an atmosphere for his education and all-round development, Careful handling and regular medical check- up is required to ensure proper development. The Bhav Nagar Bal Shikshan Sangh is evolving a new system by incorporating the good qualities of both the above mentioned systems. There, therefore, appears to be a dazzling future for pre-primary education in India.

## 3) **Infrastructure deficit:**

One of the main problems and challenges fronted by pre- primary education system in India is lack of infrastructure, Dilapidated structures, single-storeyed schools, lack of fresh Aquasystem, washroom facilities, feeding stands, lack of proper and sophisticated bedding items and other educational infrastructure is a grave problem.

## 4) **Corruption and leakages:**

Another defect of the pre-primary existing education system in India is "The transfer of funds from the central to state to local governments to school leads to involvement of many intermediaries. The finance relocation is hugely condensed by the time it reaches the true beneficiaries. Corruption and leakages are extravagant in the system, destabilize its authenticity and damage countless , higher authorities and dedicated teachers.

## 5) **Quality of Teachers:**

The main problem of this education system in India is unskilled teachers, Lack of well trained, experienced and knowledgeable teachers which provide the foundation for a high quality education system. Dearth of well qualified teachers are big drawback of quality of pre- primary education in India.

## 6) **Non-Academic burden:**

This is the basic problem that has been fronted by every teacher in the education system in India. The Preparatory teachers are overburdened with senseless reports and other official administrative workload. This wastes the time and funds which is essential for teaching. A study by the National Institute of Education Planning and Administration (NIEPA) revealed that teachers expend their time, only 19 percent of their time in teaching. while the rest is used up on non-teaching services.

## 7) **Poor salary of teachers:**

Another problem is Teachers salaries are salaried penny-pinching which affect their concentration, interest and enthusiasm to their occupation. They also look for other avenues like Home tuitions, coaching centers and cajole the students to attend it. This has adverse effect, the quality of teaching in schools drop and the underprivileged students are enforced to pay out, despite constitutional provision of free education.

## 8) **Lack of Accountability:**

This is the big problem in the current era of pre- primary education in India. School Management Committees are chiefly dysfunctional. Many suggestions just wasted ink and paper. Teachers are often not aware of their rights and if they are it is difficult for them to make their voice heard.

**9) High drop-out rates:**

As we know girl educated should be promoted, the studies shows that the drop-out rates in schools, especially girls, is very high. Many factors like poverty, patriarchal mindset, lack of separate washroom facilities in schools, school a distance, and social stigmas lead to children dropping out from education.

**10) School closure:**

This is the major issue of the education system in India that closure of reputed Preparatory schools bunged due to stumpy strength, lack of trained teachers and infrastructure. The competition posed by private schools is also a major challenge to government schools.

So, the pre-primary education is the incubator for the fundamental education. The future of our nation is depends on the young generation. The schooling in a child begins the moment the child gives birth. Parents, teachers, care-takers plays an imperative role in the educational life of a child between 3-6years. Usually child learns from observation and usually acquire the traits of surrounding area. pre-primary education plays an imperable role in preparing a child for an educational life.

**5.Pre-primary Education Programmes**

The chief objective of an ECCE and Pre-primary education programmes is to improve the child's overall development, potential before stepping into the normal school. The objectives would include the following:

- a. To provide all the obligatory care and education to Pre-schoolers that will assist their development through perceptual and motor, cognitive and socio-emotional growth and change with special needs and children of ethnic minorities.
- b. To support language development of children through active interaction among with children and devise valuable opportunities for using the skills.
- c. To support teachers, feeding nurses and other caretakers by providing knowledge and skills necessary to meet children's developmental needs.
- d. To create a congenial and child friendly atmosphere at home, community and places of learning so that children benefit fully from care and learning activities.
- e. To widen and train the qualified human resources and prop up them efficiently to hold their efforts in early care and education of children.

**6. National Policy on Education (2020)**

The NPE 2020 proposes that:

- a. To ensure universal access to all from pre- primary to Grade 12.
- b. To ensure quality education ECCE for all children's between 3-5yrs.
- c. New curricular and pedagogical structure for pre- primary education.
- d. Robust and transparent processes for recruitment of Preparatory teachers on merit based performance.

The policies will focus on to shift normal learning with experimental learning, discovery learning, Activity based and interactive classroom learning. In pre-schooling effective steps are taken for the pre-schoolers to acquaint with school atmosphere, new teacher, and new curriculum and adjust in new setting gaining skills to become a responsible citizen.

**7. Review of Literature**

[1] Gopal Thakur 2022, discussed a brief in proposed pre- primary education in his study 'National education policy' The education policy proposed by him has been taught according to the trends of today.

[2] Sharma 2022, worked on "Swadhin Bharat evm sanstutiyo ki kriyanvayan". They found that there is a need for universal education in the absence of implementation of the 6 recommendations presented by Aayog. The researcher gave the suggestion for the pre-primary educational development in India. He suggested the development of education should be done by creating new education system.

[3] Bhargav 2022, found in his research work that due to the recommendation of pre-primary education, there are a lot of bad impact on students because they followed a wrong and objective less educational policy in institutes.

[4] Singh 2021, found in his study that the development of pre-primary education in the general form and the development of pre- primary education in the form of universal education are not evident because To resources and there are no plans for recovery.

[5] Chaturvedi 2021, studied the activities of pre-primary education and found that a lot of money wasted in a fault educational policy in India. The found that the bag of students in school is very heavy.

[6] MHRD report 2021, Manav Sadhan Vikas Mantralay, Prakashit by the Government of India, within the framework of the National Education Policy, the implementation of the education policy. In all studies, Pradatta's collection has been published in the form of primary sources, related to central and state education policies documents and abhilekho.

[7] Vasu 2021, related to the development of pre-primary education in the politics of India and found in his research work that pre-primary education .Indians have done a lot of work to improve the education system. They say that since the departure of the British from India, education has remained the prime issue of the country, on which work is yet to be done.

[8] Pratap Singh 2021, found in his study that the status of Shaikshnik Sansthans is mirrored. In all institutions, there is a general relationship between the teacher and the student. The teaching method is different from what is required. The answers of all the students said that in the absence of syllabus, the participation of teachers and parents is desired.

[9] Rastogi 2020, suggested fixing the salary structure of pre-primary teachers as well as primary teachers as per the rules of the central government in his study.

[10].Pal 2019, found in did research on 'Assessment of self esteem of the pre-primary education system in the support of the Shiksha Bacho Andolan'. In his studies, he also found that National Education Policy 1986 has been a helpful guide in the development of education system. According to them, the people who spend 6 crores of money on education want the proper development of pre-primary education in country

## 8. Objectives of the Study

The main objective of this study is to inspect the strategy to build up the pre-primary education in India. A set of objectives will administer this study as:

1. To investigate the practices and challenges of pre- primary education in India.
2. To identify the unavailability of pre-primary teachers in India.
3. To study the Gaps in curriculum system of pre- primary education in India

## 9. Methodology and Procedure

This study is purely based on analytical analysis. Data used in this study are collected basically from the secondary sources. Primary data are also collected through personal interview method conducting the person who is supposed to have knowledge about the matter. Secondary data has been collected from various sources including policies, Review Reports, websites, various published and unpublished Articles, Dissertations, Research papers about Elementary and pre-primary education etc. Direct interview with the Government and non Government pre-primary sector has been conducted to gather necessary data and information. The study will be an analytical study based on the collected data and information. The area of the study is Jammu and kashmir, UT of India, where the researcher collected authentic and relevant data for this valuable study. The sample size of the study is the various district of Jammu and kashmir and selection of the sample is Random sampling technique.

## 10. Classification of the study

These documents will emphasize both the rights of children and the obligations of the state, society and the community. The Government of India is a signatory to all of the below documents. The National Children's Policy

(1994), The Poverty Reduction Strategy (2005-08), National Programme of Action for Children (2004-09) and the Second National Programme of Action for Education For All (2005-09) are the key documents of the nation which have provided ideas and indicated directions for the pre-primary education. Currently there are 'Baby Classes' in 26,300 primary schools under the Ministry of Primary and Mass Education (MoPME). Besides, many private kindergarten schools and more than 500NGOs are operating pre-primary education throughout the country. The current target of Government of India is to provide pre-school education to all children aged 5 to below 6 years. But the long-term vision in the pre-primary education includes ensuring access to pre-school programs for all the children of 3 -6 years

### **10.1. The current status of pre-primary education in India:(Jammu and Kashmir)**

Recently India fronted assorted number of problems; one of them is to overcome universal pre-primary Education. In spite of countless problems, India demanding to develop strong pre-primary sector. For this, the Ministry of Primary and Mass Education of India run a programme through a Operational Framework for Pre-primary Education on Dec 2020. The framework has been taken some strategy to develop pre-primary education such as creating building or centers, supervising and monitoring those centers, providing teachers in pre-primary sectors etc. The recommendation of the framework is the centre will be set up either in a primary school or in a separate house having at least well equipped rooms having capacity of 20-30 students. This arrangement will facilitate interaction between pre-primary teachers and primary school teachers and thus transition (enrolment) of 100% children from pre-primary schools to primary schools, in both rural and urban areas where existing primary schools may not be available close to children's home, the location of pre-primary center may be in a suitable place agreed by the district.

The recommendation is every preparatory will be managed by a separate 10 members. The formation of the Center Management Committee (CMC) for pre-primary education centers will be as follows:

- i. Two Head teachers of the concerned primary school or nearby pre- primary school /Chairman.
- ii. Representative from implementing NGOs/Member selected two members (one male and one female) from SMC /Member.
- iii. Two representatives from the family/Care takers (at least one member would be female) /Member.
- iv. Teacher of the pre-primary education center /Member Secretary. The committee may co-opt three additional members and one volunteer member for need based purpose.

The framework also recommends to improving pre-primary education to supervision and monitoring the centers. Supervision and monitoring mechanism and procedure will be developed cooperatively with the service-providing NGOs. The service-providers will take

A major responsibility for supervision and support to the pre-schools.

### **11. Result and Discussion:**

The National policy on Education (2020)and its Plan of Action 1992 have positioned immense weightage on pre-primary education in India.The Ministry of Women and Child Development deals with pre-primary education. The Government of India launched the Integrated Child Development Services (ICDS) centrally sponsored scheme in 1975.The Department of Women and Child Development has been implementing the scheme which assists to provide health care facilities, supplementary nutritional support and to improve children's communication and cognitive skills as a preparation for entry into primary school. Initially the programme started as a project in some States but presently it covers many rural and tribal areas along with some urban pockets targeting mainly underprivileged children. In India, pre-school education is provided by private schools and government ICDS centers. In addition, there are some ECCE (Early Childhood Care and Education) centers running under SSA (Sarva Shiksha Abhiyan) and some pre-schools are attached to government as well as private schools.

**Table 1: District wise description of the study**

S.NO	District	No. of Institutions	No. Of Teachers		Private Pre – Primary Institutions	Govt. Pre-Primary Institutions	Total Enrollment
			Trained	Untrained			
01	Anantnag	155	50	55	100	55	300
02	Baramullah	500	20	50	300	200	1500
03	Budgam	100	15	40	60	40	500
04	Jammu	1100	50	68	700	400	2500
05	Kulgam	900	90	50	800	100	1800
06	Pulwama	1000	40	100	900	100	1500
07	Srinagar	2000	100	200	1500	500	3000
08	Shopian	500	40	90	400	100	1500
09	Samba	150	30	20	100	50	350
10	Udampur	1600	100	300	1300	300	2900

**Source: 8<sup>th</sup>All India School Education Survey (2002)**

**Table 1** shows that the pre- primary educational institutions of India particularly, jammu and kashmir clearly depicts us that the government pre- primary institutions are limited as compared to private preparatory institutions, According to the estimate ,All India Education Survey there are 20,000 pre-primary institutions in India, out of which few are in rural areas. The total number of entering pre-schoolers were 94.95 lac in 2021-22, students dropped from 15.09 – 14.89 lac respectively. Studies shows decline of 21% enrollment in pre-primary education classes due to covid-19 pandemic and lock down measures resulted in closure of schools and classes switched to online mode. The highest percentage of pre-primary enrolment in primary schools is in Kerela (54.6%) and the lowest of 10.0% in Bihar. In jammu and kashmir The highest percentage of pre-primary enrolment in primary schools is in Baramullah (54.6%) and the lowest of 10.0% in samba. This indicates that pre- primary education system problems are slowly cleared by private authorities to cope up the dearth of preparatory institutions which is very misfortune for the Government of India. In addition to this, there is also a dearth of skilled teachers in pre- primary institutions, although teacher's ratio is rich but unskilled and untrained to meet the requirement.

Eventually, we reach at this conclusion that the problem lies in indian education system, its administration and management for running the preparatory institutions without prior planning In Curriculum planning there is a visible gap to mould the tiny tots with embarked future trends and strategies in order prepare them for future education in an effective way.

## 12. Rationale of the study:

The first six years of child are decisive for overall development. Rapid growth and development has been takes place at this stage. 90% of brain development has already taken place by the time 6years of age making the early years a particularly crucial stage for intervention of every child.As per the studies, it is mandatory for children to grace with your presence in Early Childhood Education Programme based on play way learning strategies. Studies shows that from conception to 6 years of age the brain develops more rapidly than at any other stage of life, and is most sensitive to influences from the extrinsic atmosphere. such as cognitive stimulation, language care, imagination,social,economic development. Pre-primary Education makes a positive contribution to children's long-term development and learning by facilitating an enabling and motivating setting in these foundation years. Recent evidence from an Indian study confirms that a good quality pre-primary programme during these critical years can lead to the child's holistic development, in turn leads to enhanced levels of instruct and readiness to learn which finally leads to higher level learning levels in primary grades.

A study on *“Universal Pre-Primary Education in relation with Existing situation: An Analytical Study* “conducted for the checking the gaps in Pre-primary education in India which suggested the strategies to improve the pre- primary education with special focus on establishment of preparatory schools in both rural and urban areas. It is observed from the NAS results 2018 report which depicts those students having attended pre-primary schools leads to their higher achievement. In high performing states, 73% students have attended pre-primary schools.

Samagra Shiksha, the need and importance of pre-primary education, as has been spotlighted in multiple research studies that Quality of teaching not only increases the progress and achievement of children in pre-primary institutions,however,it also lays the strong footing for future growth, learning and development, and also develops positive attitudes and the desire to learn in primary education. Therefore, it becomes imperative to recruit trained and skilled teachers in pre-school and experienced teachers should be preferred. Samagra Shiksha will support the efforts of State Government in providing them a pre-primary institutions in India.. As per UDISE 2019-22, out of 12.36 lac schools with primary sections, 2.94 lac schools, accounting for 45%, have pre-primary sections. 1.56crore children are enrolled in pre-primary sections (both the sections) of which only 0.36 crore are in Government schools.

The scheme further emphasizes sophisticated infrastructure including sanitation facilities; developmentally appropriate curriculum, learning activities, pedagogical practices and appraisal assessment, professional development of preparatory teachers and community participation and engagement.

## 13. Conclusion and Recommendation

Through the above study it can be concluded that pre-primary Education is most important or universal education not only India but also all over the world. To develop pre-primary education sector every district have been takenseveral programme or strategy with respect of their native problems. Jammu and kashmir has taken some strategy to develop pre-primary education sector strong, a developing country India as fronted more problems such as political, social, environmental, transport &communicational and overall economical. We can't able to implement the taken strategy perfectly anywhere mainly due to the shortage of finance and also for corruptions. So to implementation the strategy in establishing pre-primary institutions in various parts of India particularly in Jammu and Kashmir. Due to above factors and problems discussed in this study pre- primary education has not made much progress and the achievement of targets appears a difficult task. Some suggestions for solving the problems, issues and challenges and reduces the gaps in pre- primary education system are:

1. Pre-primary education facilities in both urban and rural areas.
2. Organizing coordination bodies at the district level.

3. For expansion and improvement of pre-primary education strategies should be flexible.
  4. Government should ensure political stability in the nation.
  5. Pre-primary education physical and ancillary facilities.
  6. Trained teachers with M.Ed Qualification.
  7. Some important preparatory education indicators.
  8. Broad curriculum methods and strategies for appropriate skills required at this stage .
  9. Teaching with an Extrinsic setting to nurture new buds and to inspire them to realize their true potential.
  10. Proper planning of practical knowledge of Administrative management for educational plans in order mount up the pre- primary education system for defective services.
- Above all, anti-corruption activities should be improved for a rewarding outcome from pre-primary education institutions.

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