

# ABSTRACT

**TITLE: A study of Pre-Primary Education Programme in the Schools of Delhi.**

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Key findings.

1. None of the single MCD schools were having sandpits and water play area except one private school.
2. None of the single MCD and Private schools had space for children's napping.
3. None of MCD and private preschool had a separate therapy class for special children.
4. Not a single MCD and private school classroom had a net to prevent mosquitoes and curtains to adjust light and to prevent dust from coming inside the classroom.
5. None of the MCD and private school had separate shelves/ Almira or a place for children to keep their belonging as teachers were already complaining about the shelves as they don't have enough space to keep their belonging also.
6. All MCD schools had Dari (mats) in the classroom whereas 30% of Private schools had Dari (mats) in their classroom as there was no space for Dari and children used to sit on furniture like table-chair or desks.
7. None of the MCD and private pre-primary classroom had lower sitting arrangement for the teacher so that she can be at the level of children.
8. Only 1 private school were having doll house corner available with doll equipment, puppet, and accessories for imaginative play whereas not a single MCD school had a dollhouse corner for the children.

9. None of the MCD and Private pre-primary classroom had a block corner with other constructive and manipulative material.
10. Only one MCD school had Picture reading corners for choosing and handling books. Picture reading corner allows the child to make choices that what he or she wants to read and that's how a child starts taking interest in reading.
11. MCD and Private schools didn't have a science corner for simple experimentation and an art / creative corner also.
12. There was no proper availability of soap in the toilet except in 2 MCD schools and 4 Private schools.
13. None of the school had towels in their toilet.
14. None of the MCD school had bathroom fixtures/ sink at a lower level according to the height of the children except 2 private school.
15. None of the MCD and Private school had a separate toilet for girls and boys.
16. None of the school had a glass near the drinking area as they had to drink it themselves either through their hands or through their water bottle so there was no provision for washing the glasses after use.
17. Not a single pre-primary teacher was associated with any ECCE organization for their professional development.
18. 30% of private pre-primary teachers responded that they try to evaluate their teaching methodology.
19. Only 10% of MCD Pre-Primary teacher responded that they refer to documents published by government and non-government agencies on the subject of ECCE whereas the rest of the teachers were not even aware of any governmental documents when asked about it. They were not keen to know about it also. As they don't know the importance of governmental or non-governmental documents which share recent research and suggest some measures to improve their teaching-learning process. Most of the teachers don't even know that NEP is about to come.
20. Only 15% of MCD preschool teachers had an experience of working with children with special needs (CWSN).

21. 20% of private preschool teachers responded that they assess children's performance through worksheets.
22. In all MCD schools and private schools, there was no separate space for napping and, nap time was not included in their timetable.
23. Remedial teaching was totally ignored in MCD Pre-primary classroom whereas only one private preschool teacher was providing remedial teaching to a child who was identified as a slow learner.
24. Not a single MCD school had parental involvement in the pre-primary education programme even teachers were been little rude to them while dealing with them whereas parental involvement has been observed in a few private preschools.
25. 23% of Private children were able to identify sequences and describe them in words and 60% of children were able to identify sequences but unable to describe in words at all whereas 14% of MCD school children were able to identify sequences and describe them in words and 30% of children were not even able to identify sequence.
26. 65% of private school children and 47% of MCD school children were able to complete both the pattern completely and correctly; 17% of private school children and 23% of MCD school children were able to complete only one i.e., 1<sup>st</sup> part correctly and 6% of private school children and 13% of MCD school children were able to complete only the other i.e., 2<sup>nd</sup> part correctly. Only two children out of 100 private school children and 17 children out of 100 could not do any of them.
27. 79% of private school children were able to describe two pictures correctly in complete sentences whereas 83% of MCD school children were able to describe pictures correctly in complete sentences. 17% of private school children and 13% of MCD school children were able to describe one picture correctly in complete sentences. 11% of Private school children and 9% of MCD school children were able to describe correctly but in incomplete sentences. Oral abilities are developed through speaking.