

T
545

A PROJECTED KINDERGARTEN IN KARACHI

A Thesis

By

Abida Farkhad

**Submitted in Partial Fulfilment of the Requirements
for the Degree of Master of Arts in the
Education Department
of the
American University of Beirut,
Beirut, Lebanon.**

October 1963

PROJECTED KINDERGARTEN: KARACHI

FARKHAD

T
545

A PROJECTED KINDERGARTEN IN KARACHI

A Thesis

By

Abida Farkhad

**Submitted in Partial Fulfilment of the Requirements
for the Degree of Master of Arts in the
Education Department
of the
American University of Beirut,
Beirut, Lebanon.**

October 1963

PREFACE

Before joining the American University of Beirut, the writer has had an opportunity of working in a Kindergarten in Karachi. The experiences which she had there led her to think about the plight of young children who are being taught at such Kindergartens. The urge to know more about the functioning of Kindergartens in Karachi prompted her to visit a number of such institutions there, observe the method employed, facilities provided and hold discussions with the teachers about the objectives and curriculum which are following. The writer has had also an opportunity to be a classmate of a number of teachers who are serving in such institutions and who provided her with a good deal of the background information about these schools. This information was further supplemented by additional information derived from talks with some of the mothers of the children going to these schools as well as a few officers of the Directorate of Education, Karachi Region. As a result of these efforts, the writer became somewhat skeptical as to the value of these institutions. Not being fully equipped with modern theory of Kindergarten education at that time, the writer began to think that there was no need of such educational institutions for Pakistan in general and Karachi in particular.

It was this doubt which led the writer to pursue such courses during her stay at this University as may have direct connection with

the education of children, especially of Kindergarten age. Through a systematic study of the problem, the writer changed her ideas. Doubts about the value of Kindergartens in Pakistan changed into a belief that developing countries like Pakistan have a real need to open Kindergartens where young children may be imbued with the ideals of the new nation. But the Kindergartens in Karachi were not fulfilling this function. The writer was thus convinced of the need for an up-to-date Kindergarten in Karachi. It is this conviction that led to present study.

The present study was undertaken essentially for a practical purpose. This is to assist the writer in developing a programme for an up-to-date Kindergarten school in Karachi. To accomplish this aim, it has been necessary to approach the study from three points of view. First, research into development of historical, philosophical and psychological approaches to childhood education was necessary. It was undertaken to provide the theoretical foundations of the study and the frame work within which the suggested programme will be constructed. In order to establish an up-to-date Kindergarten in Karachi, it is essential to define more clearly the need, as a result of an accurate knowledge of what exists. This step was undertaken through a series of questionnaires to (1) the Director of Education, Karachi Region, (2) Principals of Kindergartens in Karachi, (3) teachers of Kindergartens in Karachi and (4) mothers of children going to Kindergartens. Specific questions were asked as to what

exists and to what extent the existing schools meet the needs.

The third part of the study consisted of a specific curriculum of a projected Kindergarten school. In the presentation of this curriculum, a discussion was made of the plant for the school, physical facilities, teachers' qualifications, parent-teacher relationship and other facilities.

The study has been made possible mainly by the keen interest of the Chairman of my Thesis Committee, Dr. Habib Amin Kurani who followed the progress of the study with keen interest and provided me with wise guidance and encouragement.

I am also greatly indebted to the members of my Thesis Committee, Professors Faizeh Antippa and Jaunita Will Soghikian who read and criticized my Thesis and provided with important helpful suggestions.

My specific thanks are due to the Director of Education, Karachi Region, Karachi, to the Principals and teachers of Kindergartens in Karachi and to all those mothers of Kindergarten children who cooperated in answering and returning the questionnaires. I am especially grateful to Mr. Aziz Ahmad, Principal, Grand Folks School, Karachi and Miss Durré Shamim Musharraf of Cantonment Public School, Karachi, who explained the conditions of Kindergartens in Karachi through additional covering letters to the questionnaires they sent back, and to Mr. Sajjad Rizavi who helped me in the analysis of my questionnaires.

ABSTRACT

The present study is aimed at making an enquiry into the state of affairs in the field of Kindergarten education in Karachi, as well as preparing a plan for a projected Kindergarten to be set up there. Both the enquiry and suggestions are made in the light of historical and psychological study. The study has been inspired by the fact that according to the writer's view, the facilities available in the field of Kindergarten education in Karachi are far from satisfactory. The increasing tendency for Karachi women to work make it difficult for the mothers to take care of their small children who have to be looked after by nursery schools and Kindergartens.

The first chapter of the Thesis deals with the aims and objectives of the enquiry, defining the problem and method used. The method used in the study has been three-pronged. It consists, first, of library research relating to general theory of child psychology and Kindergarten education; second, analysis of questionnaires and third, personal interviews and visits. In this connection, four questionnaires were prepared separately for mothers of Kindergarten children, Principals and teachers of Karachi Kindergartens and the Director of Education, Karachi Region, Karachi. These questionnaires were then analysed.

The second chapter deals with the history of childhood education

mainly from the times of Rousseau. It also describes the aims and objectives of modern childhood education as modified by modern researches in the field of developmental psychology and educational psychology.

The third chapter presents an analysis and an interpretation of the four questionnaires issued in this connection as mentioned earlier. The significant findings revealed by analysing and interpreting the questionnaires bring out the following points:

- (1) Ninety percent of the mothers in the sample feel the need for sending their children to Kindergartens.
- (2) There is dearth of Kindergartens which are run on modern lines.
- (3) Schools are commercially run by private persons or organisations.
- (4) The Directorate feels the need for Kindergartens run on the basis of modern researches.

The fourth chapter suggests a programme for the school based on the needs and interests of Kindergarten age children in Karachi on the one hand and on the results of researches on human growth, development, psychology of learning of the child on the other.

This chapter also outlines a broad curriculum for the school. It deals with the qualifications and training of the staff and suggests a parent education programme aimed at furnishing the parents with information on child care and guidance.

TABLE OF CONTENTS

| | |
|----------------------------------------------|-----|
| PREFACE ,. | iv |
| ABSTRACT | vii |
| Chapter | |
| I INTRODUCTION | 1 |
| Purpose of Study | 4 |
| Need for Study | 5 |
| Method and Procedure | 6 |
| Limitation | 7 |
| II KINDERGARTEN EDUCATION | 8 |
| Historical Background. | 8 |
| Aims of Kindergarten Education | 20 |
| Physical Development | 21 |
| Intellectual Development | 24 |
| Number Comprehension | 26 |
| Drawing and Painting | 27 |
| Emotional Development | 27 |
| Social Development | 30 |
| Creative Activities | 35 |
| Reading Readiness | 38 |
| III ANALYSIS OF QUESTIONNAIRES | 43 |
| Responses of Mothers | 43 |
| Responses of Teachers | 52 |
| Responses of Principals. ; | 65 |
| Responses of Director of Education | 76 |

| | | |
|----|-----------------------------------------------|-----|
| | Conclusions | 78 |
| IV | A PROPOSED KINDERGARTEN FOR KARACHI | 82 |
| | Objectives of the School | 82 |
| | Provision of Facilities | 87 |
| | Plant | 87 |
| | Furniture | 93 |
| | Physical Examination of Children | 98 |
| | Curriculum | 99 |
| | Qualifications of Teachers | 107 |
| | Teacher-Parent Association | 108 |
| | Parents Education Programme | 108 |
| | APPENDICES | 110 |
| | BIBLIOGRAPHY | 128 |

+++++

CHAPTER I

INTRODUCTION

It is generally recognized that the educative process begins before the child enters school, and that sound physical and mental development depends on a good early environment. It is further believed that the foundations of an adequate and mature personality are laid in the first five years of a child's life.

The findings of psychiatrists and research workers in child development have laid great stress, in recent years, on the deep impressions made upon children by their early experiences, and the lasting effects of such impressions has led us to recognize that education starts very early in life, and to give more attention to the nurture of the youngest children.¹

Comenius, speaking of early impressions in the 'School of Infancy' said:²

Whatever first attaches to the tender age of children, whether good or bad, remains most firmly fixed, so that throughout life it may not be expelled by any after impression. In order that the human being may be educated to full humanity, God has given him certain years of childhood during which he is not fit for active life and that only is firm and stable which has been imbibed during the earliest years.

¹Edna Mellor, Education Through Experience in Infant School Year (Oxford, 1955) p.10

²J.A.Comenius, The School of Infancy, quoted by Edna Mellor, ibid, p.11

Froebel, the father of Kindergarten, from his own early experiences learnt how important are the first impressions of a young child. In the "Education of Man", he wrote:³

Often the whole life of man is not sufficient to efface what he has absorbed in childhood Often the hardest struggles of man with himself and even the later most adverse and oppressive events in his life have their origin in this stage of development; for this reason the care of the infant is so important.

Margaret McMillan, the founder of nursery schools in London, expressed the importance of early experiences and impressions in a broadcast talk, wherein she said:⁴

The new thinkers and psychologists began to show why the first five years of life are the most important of all They told us how the first five years was the time of swift events and that destiny was settled then.

Skinner also endorses the view that the foundations of personality are laid in early childhood. He observes:⁵

Habits and attitudes developed during the first six years of life have a fairly lasting effect upon the individual's later behavior.

Dr. Moore believes that " the years from two to five are the

3. Edna Mellor, op.cit., p.12

4. ibid

5. Charles E. Skinner and P.L. Harriman, Child Psychology (New York,) p.348.

most creative and intellectually active periods of our lives. This is when children first acquire speech and begin to classify their environment."⁶ He further holds that if left alone in a 'responsive environment', children show extraordinary inductive reasoning which later becomes a habit which leads to 'highly individualistic' and 'imaginative' human beings, better prepared to cope with a complex and changing society of to-day.⁷

The above quotations have been given in order to underline the fact that in the considered judgement of leading educators and child psychologists, the early years are of crucial importance for the formation of character and development of personality.

In Karachi, the education of pre-school children is generally neglected. Many parents still believe that the pre-school child need not go to a school, the reason being, partly the ignorance, on the part of the parents in general, of importance of pre-school education and partly because modern Kindergarten schools, which may demonstrate the value of good pre-school education, are rare.

In the meantime, the entry of women into the economic life of the country, following on the heels of their emancipation, has encouraged them to leave their homes and thus has created a real need for institutions below the primary level to take care of the

⁶ Maya Pines, "How Three-year-old Teach Themselves to Read - and Love It.", Harper's Magazine (New York, Evanston, Harper & Row Publishers) May 1963, p.58.

⁷ ibid

young children of these women.

My interest in the pre-school education stems from both theoretical and practical considerations.

Purpose of the Study

The main purpose of this study is to describe the essential characteristics of a model Kindergarten, to be established in Karachi, Pakistan. Every effort will be made to base this model school on the most recent investigations in the field of pre-school education. At the same time, the projected school will take into consideration the particular needs and culture of the community in Karachi. The aim of this institution will be all round development, physical, mental, social and moral, of the child through education appropriate to his level of growth.

It is hoped that the establishment of such a school based on the findings of developmental studies in child growth, will provide a concrete model for other Kindergartens and will help eradicate some of the inappropriate methods of early childhood education which are in vogue in schools in Karachi.

This school will provide rich and varied experiences for its children. Its methods will be based on the principle of "learning by doing". An attempt will be made to provide an environment adapted to the requirements of childhood at the Kindergarten stage of growth. In this environment the child should be able to develop

naturally in an atmosphere of relative freedom, with chances to explore and create, and observe and imitate, these being the methods through which a child of four and five learns best.

Need for Study

That the need for such a study as this is felt in Pakistan can be inferred from the following quotation from The Pakistan Commission Report on the Central Superior Services Examinations:

While recognizing the fact that our educational system does not provide ample opportunity for the development of our young men's potentialities, we cannot ignore the strong cultural forces, early family training and up-bringing which are mainly responsible for the building up of character. According to modern psychologists, a person's personality becomes fully established before he is eight years of age.

This being so, the urgent necessity of improvement in the early education of the child becomes evident. The very qualities which we appreciate in an officer and seek in a candidate may be curbed with a strong hand in the child at home and in school. For instance, for success in administration, it is most desirable that an officer should be able to assert himself occasionally; again, independence is another quality that is highly appreciated in an officer. But these two qualities, namely, assertiveness and independence, are not appreciated in the child at all. The fond and indulgent parents provide the child with a sheltered life and kill all initiative and independence in him. The conventional code of behaviour demands from the child to behave nicely under all circumstances. The parents in their keenness to make their children cultured at too early an age curb all assertiveness, independence and initiative in the young child. Once timidity has been imposed during childhood, it needs really first rate university education, with suitable psychological aids, to revive these qualities in an individual at a later

stage.⁸

In the light of the above statement, it will be evident that the nursery and Kindergarten schools according to modern concepts of educational psychology provide a supplement to the home and thus help in the development of personality. It is in the Kindergarten that we can prepare the child to face the life boldly and live his life as an independent yet socially-minded individual. But, unfortunately, this is the very stage which has been overlooked in the educational system.

The emphasis should now change from university education to early education. We should devote more attention to nursery and Kindergarten institutes rather than to higher education.⁹

In Karachi, the few Kindergarten schools that exist, are being run on a commercial basis. The children are taught on strictly traditional lines. There the children are expected to sit erect, motionless, silent, and listen to the teacher attentively. The teacher gives them instructions in the 'three R's'. There is little scope for free activity and self-expression of the child. Hence the need for modern Kindergarten schools.

Method and Procedure of the Study

The approach to this problem will be two-fold. First, it will

⁸. Pakistan, Government of Pakistan, Ministry of Education, Proceedings of the Sixth Meeting of the Advisory Board of Education for Pakistan Held at Peshawar, 2nd and 5th March 1954, Appendix IV, (Karachi, 1954)

⁹. ibid

consist of library research into the views of contemporary scholars and the results of their experimentation in the field of education child growth and development, socialization, creativity and reading and number readiness will be sought. The implications of these views to the programme of the proposed Kindergarten will be explained.

Second, a study of the present status of Kindergarten education in Karachi has been made by sending four questionnaires to the Director of Education, Principals of Kindergartens, teachers of Kindergartens and mothers of Kindergarten children.

The purpose of these questionnaires was to find out, as far as possible, what is going on in the field of childhood education in Karachi, how it is being done, and to assess the need for up-to-date Kindergartens in Karachi.

Limitations

The major limitation of this study lies in the fact that the response to the questionnaires sent to the Principals and teachers of Kindergartens and the mothers of Kindergarten children has been poor as will be seen later. We have therefore based our analysis on a comparatively small sample.

Another limitation of the study is that on-the-spot observation could not be done while staying at Beirut. Similarly, personal interviews with Principals, teachers, education officers and parents of these children, which might have been very helpful in this connection, have had to be given up for the same reason.

CHAPTER II

KINDERGARTEN EDUCATION

In this chapter an attempt is made: first, to trace briefly the history of the development of childhood education, mainly from the times of Rousseau; and secondly, to discuss the specific aims of present Kindergarten education in the light of modern findings in the field of child growth and development.

A- Historical Background

The notion of Kindergarten as the first phase of education largely developed during the nineteenth century. Its origin, however, can be traced back to the earliest eras of civilization. The problem of initiating young children into their culture has engaged the attention of many philosophers and educators throughout the ages. Understanding of the nature of child and recognition of his special needs have, however, evolved gradually. Many theories propounded by early educators have been discarded in the light of new findings. But the fact remains that the modern Kindergarten is the result of centuries of thought and experimentation.

During the middle ages, the theory and practice of education were determined and organized from the standpoint of adult interests and adult social life. This adult point of view carried with it many false assumptions about the nature and psychology of the child.

The most misleading assumption of this adult point of view regarded the child as a miniature adult.¹ The only difference between a child and an adult was thought to be a difference in size and amount of knowledge. As a consequence of this idea, boys and girls were treated as little men and women. These little children were expected to understand the same subjects and to be interested in the same ideas in which adults were. Any deviation from this adult norm was regarded as an abnormality and harsh measures were adopted for its treatment and correction. This was the prevailing attitude towards children during the middle ages.²

The beginning of the objective study of early childhood education originated with John Amos Comenius (1592-1670). Comenius wrote a book, School of the Mother's Knee, in which he indicated to mothers how they could care for the early education of their children.³

In his famous book, The Great Didactic, he formulated the principles underlying his education. He believed that all education must be graded and arranged to follow the order of nature,⁴ according to the following principles:

1. from the easy to the difficult;
2. from the near to the far;
3. from the part to the whole;
4. from the particular to the general;

¹ Paul Monroe, History of Education; (New York, Macmillan and Co. Ltd. 1918) p.50

² Frederick Eby, The Development of Modern Education (New York, Prentice-Hall Inc. 1934) p.335

³ Paul Monroe, op.cit., p.493

⁴ ibid, p.487.

5. from the known to the unknown; and
6. from the concrete to the abstract.⁵

In teaching young children, Comenius urged that the teacher should appeal to the child's sensory perceptions and that he should use material based on the child's own experiences. To illustrate this theory, he published, in 1658, Orbus Pictus, a book designed to teach Latin to young children through pictures of familiar objects.⁶ Comenius formulated many other principles of modern childhood education. For example, he appreciated the child's need for physical activity asserting that " the more a child is employed, runs about and plays, the sweeter is its sleep, the more easily does the stomach digest and the more quickly the child grows and flourishes in both mind and body."⁷ Thus he emphasised the importance of play which he considered as an integral part of child's life.

Comenius was well aware of the effect of proper socialization. Thus he advocated the advantage of encouraging pupils to tell others what they have learnt. This, he thought, was an excellent means of clarifying and fixing what one is learning.⁸

Although Comenius did bring out the importance of considering the need of the child and of adjusting education to its special needs, his influence on education in vogue at that time was not widely felt.

⁵ M.W.Keatinge, The Great Didactic of John Amos Comenius, (London, A.&C. Black Ltd., 1921) p.163.

⁶ Paul Monroe, op.cit., p.492.

⁷ Hazel M.Lambert, Teaching the Kindergarten Child (New York, Harcourt Brace, 1958) p.3.

⁸ Frederick Eby, op.cit., 1934 p.278.

The belief in the depravity of human nature and the notion that the child was a miniature adult continued to dominate the scene until the advent of J.J.Rousseau (1712-78).

Rousseau demolished the false system of education of the middle ages. His most important contribution lies in making the child the new centre around ^{which} education must be built up.

Rousseau boldly attacked the prevailing notion of a child being regarded as an adult. He pointed out that this assumption was false and harmful for the proper development of children. In place of the idea that the child is a miniature adult, he substituted the idea that the needs and activities of the child and the natural course of development should be the basis for educational method.

Paul Monroe has observed in this connection:

Rousseau held that education is a natural not an artificial process; that it is a development from within ; not an accretion from without; that it comes through the workings of natural instincts and interests and not through response to external force; that it is an expansion of natural powers, not an acquisition of information; that it is life itself, not a preparation for a future state remote in interests and characteristics from life of childhood.⁹

This revolutionary idea that the child is a creature of nature and that he acts and grows in harmony with the laws of nature presented a serious challenge to the traditional and theological

⁹Paul Monroe, op.cit., p.566.

conception of the child.

Rousseau showed the significance of the stages of development in an individual's life and made it a vital principle for education. He insisted that education be based upon the native capacities of those to be taught. He pointed out the need of studying children in order to discover what these native powers are. So it meant that education is not something to be forced upon children and youth from without but is ^a process of growth or unfolding of capacities with which human beings are endowed at birth. He said:¹⁰

Try to teach the child what is of use to a child and you will find it takes all his time. Why urge him to the studies of an age he may never reach, to the neglect of those studies which meet his present needs? 'But' you ask, 'will it not be too late to learn what he ought to know when the time comes to use it?' I cannot tell; but this I do know, it is impossible to teach it sooner, for our real teachers are experience and emotions, and man will never learn what befits a man except under its own conditions. A child should remain in complete ignorance of those ideas which are beyond his grasp. My whole book is one continued argument in support of this fundamental principle of education.

Rousseau believed that education begins at birth and that the period of infancy is concerned primarily with the growth of the body, motor activities and the beginning of sense perception and

¹⁰ J.J. Rousseau, Emile, trans. Barbara Foxley (London; J.M. Dent & Sons Ltd., New York, E.P. Dutton & Co. Inc. 1911) p.141

feeling. As Rousseau believed in the doctrine of individual differences and the process of natural development, so he emphasized that the individuality of each child should be respected and the method of nature must be followed in everything.

Rousseau believed that the first education is the free, unobstructed and unhampered expression of the natural activities of the child in relation to his physical environment.

"Instruction" he regarded only as a guide to conduct and not an impelling force. The process of education follows the order of nature which is: need, activity, experience and knowledge. He believed that the child should be allowed to obey his inner impulse to action and he should experience directly the results of his behaviour. The child is best prepared for life as an adult by experiencing in childhood what has meaning to him as a child. Furthermore, the child has a right to enjoy his childhood.

Rousseau's individualistic approach to education was further emphasized by Pestalozzi (1746-1827). Pestalozzi popularized the new ideas of Rousseau and put them into practice in his schools. In addition, he demanded universal education for the masses.¹¹

Pestalozzi however, believed that natural development for a man includes social development. In fact, he held that social contacts are more significant for the development of a child or an individual

¹¹. ibid pp.608-609.

than contact with nature. As John Dewey put it later in our own century, "Nature educated man for social relations and by means of social relations. Things are important in the education of man in proportion to the intricacies of social relations into which man enters."¹² Pestalozzi was the first educator to 'psychologize' education. Frederick Eby observes:¹³

He psychologized education when there was no psychological science worthy of the name and although he had put the vaguest notions of the nature of human mind himself, Pestalozzi saw clearly that a correct theory and practice of education must be based upon such a science.

As Pestalozzi himself writes in his work, How Gertrude Teaches Her Children, "all educative instructions must be drawn out of the children themselves, and be born within them."¹⁴

Pestalozzi has repeatedly pointed out that all efforts to force the child to learn, before his own powers are ready and developed is injurious.

Pestalozzi's experience with children convinced him that observation was the foundation of education and that in each branch instruction must begin with the simplest elements and proceed gradually by following the child's development. Speaking of nature, education

¹². John Dewey, and Evelyn Dewey; Schools of Tomorrow (New York, E.P. Dutton and Company 1915) p.62.

¹³. Frederick Eby, op. cit., p.462.

¹⁴. Pestalozzi, How Gertrude Teaches Her Children (p.17.

and instruction he says:¹⁵

Whatever, therefore, man may attempt to do by his tuition, he can do no more than assist in the effort which child makes for his own development. To do this so that the impressions made upon him may always be commensurate to the growth and character of the faculties already unfolded, and at the same time, in harmony with them, is the great secret of education. The knowledge to which the child is to be led by instruction must, therefore, necessarily be subjected to a certain order of succession, the beginning of which must be adapted to the first unfolding of his powers, and the progress kept exactly parallel to that of his development.

One of those who are strongly influenced by Pestalozzi was the German Friedrich Froebel - "the father of the Kindergarten" (1782-1852).

It was Froebel who first formulated a comprehensive theory of early childhood education and a detailed method for carrying it out. Under Pestalozzi's influence, he became deeply impressed with the value of music, play and drawing in the education of young children. About play he writes:¹⁶

Play is the highest phase of child development - of human development at this period; for it is self active representation of the inner - representation of the inner from inner necessity and impulse. Play is the purest, most spiritual activity of man

15. Paul Monroe, op.cit. p.611.

16. Friedrich Froebel, The Education of Man (Quoted by John Dewey and Evelyn Dewey, Schools of Tomorrow, (New York, Dutton & Co.1915) p.279

at this stage. . . . It gives joy, freedom, contentment, inner and outer rest, peace with the world. A child that plays thoroughly, with self-active determination persevering until physical fatigue forbids, will surely be a thorough, determined man, capable of sacrifice for the promotion of the welfare of himself and others. . . . The spontaneous play of the child discloses the future inner life of the man. The plays of childhood are the germinal leaves of all later life.

Another important and significant activity of this stage, according to Froebel is drawing and handwork. The great significance of this activity was laid in the principle "that education is but the development of the power to give outward manifestation and expression of the inner self."¹⁷

The core of Froebel's curriculum was the "gift" and "occupation" series. The "gift" consisted of various materials used to teach the child about the nature of form, number and measurement. The first "gift" was six soft coloured balls; the second included a cube, a cylinder and a sphere; the third was a number of sections which together formed a cube. By manipulating these materials in prescribed fashion, the child learned to count, combine, divide, make fractions out of wholes, arrange in order, measure, and analyse.

The "occupation" consisted of such activities as modelling, drawing, sewing and colouring. Froebel's emphasis, in this curriculum, was on the creative activities.

¹⁷ Paul Monroe, op.cit., p.663

Frederick Eby says in this connection:¹⁸

The most enlightening idea the Froebel has contributed to modern Pedagogy is that human being is essentially dynamic or productive and not merely receptive. He is an organism of spontaneous activities and must of necessity express his nature not in capricious or arbitrary ways, but in accord with the fixed law of development.

Froebel recognized the benefits of "activity" and hence in his plan "doing", "self activity", and "expression" were fundamental to Kindergarten technique. He held that the child learns through doing—"Learning is the result of his active life." As a result of this view, children's "self-motivated" activity became the dominant idea of the Kindergarten.

Recognizing that man is a social animal who lives by cooperating with his fellows, Froebel conceived of education as a social process. Hence, he gave a prominent place to cooperation, courtesy, and helpfulness in the education of young children.

On the purpose of teaching and instruction, he writes:¹⁹

The purpose of teaching and instruction is to bring evermore out of man rather than to put more and more into man. The child is replete with potentialities.

From this brief summary, it becomes clear that the great

18. Frederick Eby, op.cit., p.510.

19. Friedrich Froebel, op.cit., p.279(

educators of earlier times - Comenius, Rousseau, Pestalozzi and others - have clearly asserted that educational principles should be deduced from a study of child - nature. "But all they could say about the child-nature was the sum of occasional experiences, keen intuition and a wide range of preconceived ideas; they did not dream of scientific research."²⁰

Froebel with his wide knowledge and deep understanding of child nature found a number of "occupations" for children which are psychologically suitable and of educational value to children.

Nevertheless, almost all provisions for childhood education have been based on very limited scientific grounds until this century.

As pointed out previously, although interest in the descriptive aspect of child psychology started in the seventeenth century, the development of experimental psychology was not begun until 1878. It was in 1878 that Wilhelm Wüñdt started his experiments with a carefully measured study of reaction time phenomena with adults as his laboratory subjects.

The subsequent triumph of the experimental method, in animal and comparative psychology, in educational psychology, in the mental test movement, in behaviourism, and in psychoanalysis has provided the basis of an experimental psychology of infants and young

²⁰. Stern William, Psychology of Early Childhood, (New York, H. Holt & Co. 1930) p.24.

children.

The new experimental psychology of the pre-school child has greatly modified and enriched the conception of the developmental process during the first years of childhood. These concepts are grounded in scientific research which has greatly influenced the aims and methods of pre-school education.

In addition to a research in the field of psychology, the development of modern Kindergarten has been influenced by a number of other factors.

The twentieth century is marked as ^{the} century of transition, for changes are taking place in every aspect of life. The nature of family life, too, is undergoing a rapid change, In large industrialized and over-populated cities large families are living in small houses. The result has been that children are deprived of open lawns and play grounds essential for their healthy growth and development. More and more mothers are entering into economic life and are unable, as a result, to provide the children with the care they need. Large families are breaking up into small units thus separating the children from the wide family circles.

Such developments have caused the need for an institution, such as the Kindergarten, which may give the children the care and affection they need. Furthermore, the findings of developmental psychology have clearly demonstrated the special nature and needs

of the child, the crucial importance of childhood education, the continuity of growth and importance of correlating teaching methods with the nature of growth and learning and the close interdependence of learning and maturation. Moreover, a stress has also been given by the modern experimental psychology on the organic integration of all aspects of human personality.

With these influences, the aims and objectives of pre-school education have changed. The child has become the focus of attention recognized to have his own interests, aptitudes, capacities and capabilities.

B - Aims of Kindergarten Education

The aims of Kindergarten education are, accordingly, the all-round development of the child, namely, physical, social, emotional, and intellectual. These aims have been more specifically summarized by the National Education Association of the United States of America in the following passage:²¹

The function of education in the Kindergarten is a broad one. Some of more important goals are to help promote the health and safety of children, to accustom children to work in groups as well as alone, without distraction of others, and to provide children with broad opportunities for contact with other children and with adults. In addition, the Kindergarten should offer a variety of experiences which will help to reveal the interest and aptitudes of children and to prepare them for

21. For Your Information, Bulletin, Washington D.C. National Education Association, July 1952, page 2, 'cited by' Hazel M. Lambert op.cit. pp.26-27

the reading, writing and number work they will encounter in first grade.

Thus accordingly the broad aims of a modern Kindergarten include all aspects of development, namely, physical, social, intellectual and emotional.

The following is a discussion of how a modern Kindergarten contributes, or should contribute, to each aspect of child's development..

1. Physical Development

Good health, particularly in childhood, is the main foundation for the proper development of every individual.

Height, weight and general physical proportions have more to do with personality and its development than is usually recognized. It is a common experience in our schools that a physically weak child is "left out of things," because he cannot take part in vigorous games on the same level as the average child in class. As a result of this the child either retires into himself, becomes aggressive or he may compensate in other ways desirable or undesirable. To avoid this situation, Arnold Gesell and Illg. Frances have recommended ' the developmental approach' for the nursery and Kindergarten education. According to them, the developmental approach

is sensitive to the relativities of growth and maturity. It takes its point of departure from the child's nature and needs. It acknowledges the profound forces of racial and familial inheritance which determine the growth sequences and the distinctive growth patterns of each individual child. It envisages the

problem of acculturation in terms of growth.²²

This approach, they believe, is effective for it " acknowledges the individuality of the child and widely concedes that all his behaviour is subject to the natural laws of human growth."²³ This approach is also concerned with the development of both the body and the mind of the child. It attempts to give the child an education appropriate to his level of growth and development. The importance of the knowledge of child development is also stated in the works compiled by the California State Department. "Knowledge of child development provides a basis for the teacher to know the needs and abilities of the child. The knowledge of child growth and development works as a guide for the teachers in all phases of instructional process."²⁴

The Kindergartens should take into account not only the physical appearance but the health of the child also; eye development and muscular development which are essential for a healthy all round physical growth of the child.

Kindergartens should keep the fact in mind that young children are susceptible to communicable diseases. Therefore special care has to be provided to prevent infection.

Good seating arrangements help the child acquire good and

²². Arnold Gesell and Frances L. Ilg, Child Development, (New York, Harper and Brothers, 1949) p.452

²³. ibid.

²⁴. California State Department, Education in Early Childhood (Bureau of Elementary Education, Sacramento, 1956) p.

healthy posture patterns, while incorrect seating has led to many unhappy results, such as restlessness, useless expenditure of energy and curvature of the spine. The Kindergarten contributes towards the acquisition of healthy posture patterns through (1) direct physical training and (2) the style and management of seating.

At the age of five the child is fond of large muscles activity, such as climbing, playing with large blocks etc. and spends much time in pursuing such interests and the Kindergarten provides for the development of such tasks." Visual fusion does not develop completely until after the age of seven."²⁵ Due to this a large number of children are unable to focus their eyes on small pictures and printed symbols. Many educators have concluded on the basis of this finding that when a child enters school, he is farsighted.

Considerable attention in the Kindergartens should be given to the provision of proper kind and amount of food. Proper diet keeps the child in sound health.

As activity is important for a Kindergarten, so is rest. The two periods of activity and rest should alternate because a fatigued child often becomes irritated and unhappy.

The school should take into account all the factors mentioned

²⁵. Hazel M. Lambert, op.cit., p.

above in order to provide a healthy physical development of the child.

2. Intellectual Development

An effective Kindergarten contributes towards the intellectual development of the pre-school child in ^anumber of ways.

One of the most important media of appraisal of mental growth is the child's use of language.²⁶ Language is the chief means for the acquisition and transmission of knowledge. In children, language development continues with age. However, the improvement of language depends upon the richness of experience with words. Researches have shown that children from the families of higher socio-economic scale with rich experiences in reading material show a high degree of language development.²⁷

In the Kindergarten at the age of five, the child is still experimenting with language, learning new sounds and inventing new words. Language improves in the rich atmosphere of the Kindergarten. Certain types of play materials encourage conversation. A toy telephone dolls, clothes and other equipments encourage conversation. With the introduction of new materials in the Kindergarten and with the provision of new experiences, the child's vocabulary and language improve.

²⁶ Arthur Thomas Jersild et al, Child Development and Curriculum (New York, Teachers College, Columbia University, 1947) p.77

²⁷ F.L. Goodenough and John E. Anderson, Experimental Child Study, (New York, Century Company, 1931) p.237.

Alongwith this improvement in vocabulary and language, there is an increase in the child's comprehension. He is able to understand more about things and objects around him, to manipulate ideas, to discuss and share his experiences with others. Moreover, such improvement in language helps the child to clarify his thinking, stimulates his imagination and gives him an opportunity to express his thought and feelings.²⁸

"From an adult point of view, one of the most gratifying features of intellectual progress during pre-school years is the development of the child as a person with whom one can reason."²⁹ From two to six the child becomes able to understand and accept reasons for things and acquires the ability to reasons for his own stand.

A pre-school year child is full of questions. His inquiries become increasingly complex and varied as he grows older. This questioning mainly serves to express his curiosity. This handling of questions by the Kindergarten teacher as well as the adults around him is a very important feature of the education of the pre-school child. Special care should be taken not to rebuke the child or avoid the answers to his questions.

The child's curiosity during this period is not only expressed

²⁸. California State Department of Education, op.cit., p.301

²⁹. Arthur Thomas Jersild et al, op. cit., p.79

through his questioning but also he is eager to go and see places and examine the contents of the closets,shelves and drawers and the like.

Number Comprehension

Kindergartens should also provide the child with experiences in numbers and help him increase his comprehension of numbers.

Numbers are used in many ways in the activities of children. They are used in connection with the daily activities of the class room. Children learn number concept in activities like distributing supplies to class. The child who distributes and the children who watch know that one pair of scissors is for one child; one chair should be put with one desk; four children will paint to-day. Opportunities are provided during daily activities to count the windows, doors, shelves, cars, animals and other play material. Children count groups for game; count how many ^{times} they can skip a rope or balance a ball and so on.

The idea of numbers develops through experience and as the child records his experience, he begins to understand the number system.³⁰H

However in the Kindergarten, no direct attempt is made to

³⁰. ibid. pp.495-98.

teach the reading or writing of numbers. The teacher guides the children to an understanding and usefulness of number symbols. This is taught through functional situations. Coats, hooks, tables and chairs may be numbered and labelled. Children may be helped to locate their birth days on a calendar.

Drawing and Painting

The most satisfying creative experiences for children are drawing, painting and modelling.³¹ Experiences in drawing and painting help the children develop the faculty of distinguishing between between colours and their use, and gives them a sense of design and form. " Good guidance allows a child to express the artist in him, and concentrate on developing the child himself - helping him become observing, perceptive, sensitive, imaginative and free."³²

In the Kindergarten, children should be left free to draw or paint anything. The role of teacher is to offer help where it is needed and asked.

The child's experiences with language, number, drawing, painting etc. help him in his intellectual development and enrich understanding of the world and prepare him for academic learning in the form of reading and writing.

3. Emotional Development

The field of emotional development has been a fascinating

31. ibid, p.411

32. ibid. p.412

topic of discussion and speculation among philosophers and social scientists. Emotions are related to both experiences - those that we want to re-live and those that we want to avoid.

Although there ~~are~~ different theories of emotional development, there is a general agreement by all theorists that emotional reactions become differentiated from general excitement to specific as the child moves towards maturity.³³

Thus, by the age of five the child develops finer shades and gradations of feeling. His responses become controlled although he is still likely to burst into furious or joyous activity.³⁴ Probably the most common emotions found in the pre-school child are the following:

1. Anger: In a pre-school child anger is a more frequent response than fear because there are more anger provoking stimuli and because many children discover early that anger is a good way to get attention or satisfy their desires. Anger in children of four or five years is aroused when their movements are interfered with; activities in progress are blocked; and wishes are thwarted or other irritations.
2. Fear: Fear is another emotion found in Kindergarten age children. Fears are of three types. The first type consists of fears that originate through association, for example, presenting an object with a loud noise, such as "Albert's" fear. They are

33. Henry P. Smith, Psychology in Teaching (New York, Prentice Hall Inc. 1962)

34. Arthur Thomas Jersild et al, Child Development op.cit. pp.96-99

conditioned fears for rabbits. The second type consists of fears that are acquired through imitation of attitudes of people. The third type consists of fears that are an after effect of unpleasant experiences such as fears of doctors, dentists etc.

3. Jealousy: Jealousy which is usually the accompaniment of "strong affection"³⁵ is evolved in five year old children by special attention given to sibling and younger or older children. Jealousy is also evolved in a child by a teacher as a result of favouring or paying attention more than usual to another child.
4. Rivalry: Another emotion manifested at the age of five is rivalry. Laughter is a common accompaniment to a child's play. Children of five are amused by noises, funny faces and figures bumping into each other.
5. Joy, Pleasure and Delight: These are positive emotions, and are always accompanied by smiling or laughing and a generally relaxed state of the entire body.³⁶

These various emotional patterns are, however, influenced by the emotional maturity of parents and discipline employed at home.

A good Kindergarten programme provides children with opportunities for outlet of such emotions. Teachers should regard such emotional behaviour as natural. They should teach the child what conditions

³⁵. Josephine Foster, Foster and Headley's Education in the Kindergarten (New York, American Book Company, 1959) p.16.

³⁶. ibid

are worthy of fear, anger, admiration and the like. The Kindergarten teachers help the children how to express their emotions in desirable fashion. Anger expressed in injuring another child or breaking a toy should be discouraged. Fear expressed in trembling may lead to disaster, the child must be encouraged to combat the feared object.

Obviously a child cannot be taught desirable emotional expression through verbal instructions. Perhaps, the most effective procedure for a teacher is to interrupt poor emotional responses by giving a simple explanation of the reasons against such a behaviour, and then to encourage a more worthwhile activity. The most way to do it is to surround the child with adults who are themselves emotionally mature and emotionally well educated.

4. Social Development: One of the most important aims of the Kindergarten education is the socialization of the child. Socialization is " the complex process of interaction through which the individual learns the habits, skills, beliefs and standards of judgement that are necessary for his effective participation in social groups and communities are collectively called socialization.³⁷

³⁷. George A. Lundberg, Clarence C. Schrag and Otto N. Larsen: Sociology (New York, Harper and Brothers, Publishers, 1958) p.206

Thus socialization is a process through which the child learns the standards and norms of his group or community. Kindergarten serves as one of the most important agencies of socializing the child. The Kindergarten as an agency of socialization inculcates in the child manners and customs of the family, neighbourhood community and society in which he lives.³⁸

These social contacts are however, mediated through the use of language. It is through learning words that the child takes on distinctively human traits that distinguish him from animals. Socialization is not a haphazard process; it follows certain aims. Through socialization the Kindergarten teaches the child what he needs to know if he is to become a well adjusted member into his peer group and in his community. It also teaches the child to take account of others, to share and to cooperate. "Socialization is a kind of social control exercised for the sake of both group life and personal growth."³⁹

Through the process of socialization, the Kindergarten teaches the child certain aspirations, goals and values of the culture. The child learns to coordinate his behaviour with that of others and adjust himself to particular circumstances. Thus the school is partly responsible for the transmission of man-made patterns of behaviour, such as, skills, knowledge, and beliefs which are

³⁸. Robert I. Watson, Psychology of the Child, (New York, John Wiley and Sons Inc. 1959) pp.102-104

³⁹.

collectively termed as culture through the process of socialization.⁴⁰

The teachers in the Kindergarten should therefore, keep in mind that the child is highly sensitive to social praise and blame, whether it comes from adults or from other children. Hence, the child always tries to do what may win him praise and avoid disapproval.⁴¹

Quarrelling among children of Kindergarten age which lasts only for a brief period should not cause any concern for teachers. Children become friends immediately after the quarrel. Quarrel and friendship go hand in hand.⁴²

Play among the group of five years becomes more and more associative and cooperative.⁴³ Parten, on the basis of her study, concluded that with increasing age the pre-school child engages in more and more parallel and associative and cooperative activities, and spends less and less time in idleness, solitary play and passive observation.⁴⁴

Rivalry among children is quite common. It is characterized by a desire to excel or out-do others. Rivalry is a form of social behaviour because "it is always stimulated by another person.

Sympathy is another social behaviour manifested in children at the age of four and five. It increases both with mental and

40. ibid, p.43

41. ibid

42. ibid p.301

43.

44. Parten, M.B.; "Social Participation Among Pre-school Children" Journal of Abnormal Psychology, 1932-33, pp.243-69

chronological age. Such sympathetic behaviour as helping other children, comforting other by pets, hugs and kisses is manifested.⁴⁵

Friendship: Children in the Kindergarten are likely to become closely attached to a few peers. Some researches show that children of pre-school age formed friendship with members of their own sex more frequently than with members of other sex.⁴⁶

For the proper social development of the child the teacher should keep in mind the growth pattern and characteristics of the child in order to provide proper guidance.

5. Creativity: One of the aims and basic tasks of a Kindergarten is to help the child develop his creative potentials. But first of all we should define as to what creativity is. Foster and Headly define creativity in the following manner:⁴⁷

Whenever a statement or a product is not merely a report, or copy of something seen or heard but rather a report or representation coloured by the personality and enriched by the ideas of the maker, we have true creativity.

May Lee points out that creative activity may take place at any time or place or with any material. Creative learning, she agrees, must enable the child to see new relationships and increase

⁴⁵. ibid, pp.306-307

⁴⁶. ibid. p.276

⁴⁷. Josephine Foster, Op Cit. p.29

his understanding. The learning of skills are not creative. However the creative phase of learning, in her opinion, is when the child is able to understand the material given and make new interpretations.

The Kindergarten teacher, however, should keep in view that children vary in their creative abilities. Even the same child varies greatly in creativity in different situations. However, the Kindergarten teacher keeps in view the following important factors which influence the creative activities of pre-school child and provides them:

- a) Background: Creative expression cannot take place without ideas of thought, or activity. It therefore, goes without saying that the wider and richer the background, the greater the creative possibilities.
- b) Setting : A rich background alone is not sufficient. The situation must not only permit but also encourage self-expression.

The material with which the child is to express himself must be available. He must experience a feeling of honest acceptance of his work from the group, because "there is nothing so killing to original activity as mockery and destructive criticism."⁴⁸

- c) Teacher: The teacher, beside being largely responsible for the background and setting, can, by her attitude

⁴⁸ J. Murray Lee and Dorris May Lee, The Child and His Curriculum, (New York, Appleton-Century Croft Company, 1940) p.541

and approach, arouse or kill the child's creative spirit. The teacher must be such that the child's thinking and learning may be as creative as possible instead of routine repetition. The situation must be arranged to provide ample opportunity for the child to exercise his imagination. It is, however, important that the child's work be seen from his point of view and criticism be made in terms of his own purposes.

Values and Purposes of Creative Activities

There are many personal values which may be derived from creative activity. Some of them are:

- a) Self Discovery: The encouragement of creative activity helps the child in discovering his capabilities.
- b) Self Reliance: When the child is no longer expected to do just what every one else does, and when he no longer depends on the teacher's specific directions, he then begins to depend on himself. This may, however, be slow at first, but as the child gradually experiences a feeling of success at it, his self-reliance rapidly increases. The Kindergarten must provide an atmosphere where this independence and self-reliance may be permitted to take place.
- c) Persistence: In creative work, the child sees the goal and some of the steps necessary in attaining it. His

purpose is to reach that goal with a real and vital purpose. It makes work on the problem a most desirable activity, thus causing and developing a persistence of efforts.

- d) Enthusiasm: Creative efforts, as mentioned earlier, are meaningful, interesting and purposeful. By definition, they are within the understanding of the child and hence can successfully be accomplished. As the child, during such an effort, is expressing himself meaningfully and successfully, so he cannot help being enthusiastic in bringing it to a completion.
- e) Appreciation: As the child accomplishes things that to him seem worthwhile, he is building appreciations of similar things created by others.
- f) Means of Expression: Like creative thinking and learning the expression of creative ideas may be achieved through any of the various media of expression. It may be spoken or written in prose or in verse; sung or played on a musical instrument; painted through any of the wide variety of art media; expressed through bodily activity as rhythms, dance or pantomime; or through combination of these as in dramatization.
- g) Self Expression: The arts develop personality just as any other successful experience into which the child enters wholeheartedly. Besides, there is a special

value in particular cases, It furnishes means for adjustment. Drawing, painting and modelling have so far proved most helpful in these cases.

When the creative arts are being taught to the children for the purpose of self-expression, then the child is actually handling the media and participating in doing and making. He is producing things for his own pleasure and satisfaction and not for profit nor necessarily for the pleasure of others.

When the creative arts are used for the purpose of self expression, the child only needs ability and skill enough to enable him to express his ideas to his own satisfaction.

When a child meets a problem of how to express his ideas, it is the teacher's responsibility to make it possible for him to reach a solution. To do so successfully, the teacher should have a background and a deep understanding. The teacher should be sensitive so as to know when to offer help. A premature suggestion might wash away the child's creative ideas completely. On the other hand, lack of help and suggestion at the right time may cause premature discouragement.

- h) Understanding: All true arts should be interpretations of some phase or fact of life. As one gradually learns to understand it better in any or all of its forms, one

comes to understand the world about him. The creative arts particularly music and art provide the child with a wide understanding. As May Lee puts it, "our lives are base and cold and meager if they do not have the enriching influence of the arts, for arts in all its branches gives new and fuller meaning to this world in which we live."⁴⁹

The Kindergarten provides for such a life.

6. Reading Readiness: "Reading readiness is a stage of growth before which it is not economical to attempt to teach reading and after which there is no advantage in postponing it."⁵⁰

The phrase "reading readiness" suggests one of the most important aspects in the learning process as well as the total development of the child. The stage of reading readiness serves as a guide for both parents and teachers. In Kindergarten children interest in books develops by stages. Gesell and Illg have studied the behaviour of large number of infants and children and have described what they call a typical "behaviour day" from birth to five years and older. Book activities, such as looking at coloured pictures and turning pages of books are mentioned as a part of the typical "behaviour day" infants as young as fifteen months. From the studies of Gesell and other investigators this interest in books from infancy leads to the

49. ibid p.546

50. Evans Clara, "Reading Readiness for the Kindergarten", Elementary English Review, March 1945. pp.143-46.

recognition of the meaning of printed symbols at approximately six years of age in the child of average ability and experience.

However, child's proficiency of associating words with their meaning depends largely upon the richness of his early experiences, his rate of physical, mental and emotional maturation and the extent to which he has developed the basic pre-reading skills. The teacher however, has to be highly sensitive to teach the child at the right moment i.e. "when physiological, intellectual, emotional, social and experiential readiness exist at the appropriate level."⁵¹ Sometimes it happens that the parents and teachers just take into consideration the child's chronological age as the right period for beginning reading. Such premature attempts are often not fruitful because the child must achieve a higher level of readiness before he can grasp all the parts of the reading process.

Moreover, for reading readiness the child must develop an appreciation of the spoken word as a 'unit' of printed language. Also he must attain sufficient emotional stability to sustain and direct his attention while forming the correct associations between oral and printed symbols. This is important because language plays an important part in the life of the young child. Through the use of language arts e.g. listening, reading, speaking and writing,⁵²

⁵¹. California State Department of Education, op.cit., p.303

⁵². ibid, p.301

the child establishes and maintains social relationships, inquires about the world around him and acquires information.⁵³

However, the teacher should keep in mind the following important factors which affect the child's readiness for reading:

- a) Social - Emotional Factors: It is generally accepted that a child's emotional balance, his feelings of frustration, inadequacy and insecurity has a very definite effect upon his ability to learn and to retain what he has learned.⁵⁴ Emotionally disturbed children who are placed in reading situations with pressure may create a negative attitude towards learning. Emotional disturbances such as anxieties, hostilities, withdrawals, restlessness, shyness, timidity and other psychological blocks that may be difficult to overcome, cause a hinderance in reading.⁵⁵

Hence it is important that children's early reading experiences be associated with pleasant feelings. Reading should be introduced when the child is ready to learn and the material to be learnt is within the child's grasp - neither so easy as to lack challenge nor so difficult as to be frustrating.⁵⁶ Under such circumstances, the child is satisfied with his accomplishments and manifest a desire to continue learning. The child anticipates each

53. ibid, p.303

54. ibid, p.336

55. ibid, p.336

56. Marion Monroe, Growing into Reading, (New York, Scott, Foresman and Company, 1951) p.22

succeeding reading experience with interest and delight.

Favourable attitudes towards learning to read spring from two sources:⁵⁷(1) happy preschool experiences with books in a home where children are accepted and loved as they are - a home which has fostered normal growth of personality by guidance rather than pressure and (2) happy school experiences in a class room, where relationships with teachers and class-mates, and with appropriately selected materials encourage favourable attitudes.

Children at the age of five lack a prolonged and demanding activity as learning to read. They are avid for stories and picture books, and would like to learn to read if they could magically acquire the skill. However, when put to task of making discriminations, and associations which are necessary for recognizing words, they are apt to find the effort difficult and thus reject further work in reading. The material and methods used are very important at this stage.

- b) Physical Factors: Poor motor coordination, visual defects and speech irregularities affect the child's readiness to read.⁵⁸
- c) Intellectual Factors: As language is the most important factor in understanding, reading and writing, it plays

⁵⁷. ibid, p.23

⁵⁸. California State Deptt. of Education, op.cit., pp.334-36

an important role in reading readiness. Retardation in spoken language development necessitates lengthening the period of reading readiness activities normally required for the child. The child possesses a limited vocabulary and hence lacks the required interest in words. He confuses many words in meaning. This lack of understanding and interpreting effects and hinders reading readiness in children.⁵⁹

To summarize the above discussion, it can be said that in reading readiness activities of all kinds the teacher should keep on the alert to analyse all unusual reactions. Sometimes difficulties may spring from psychological causes, and at other times from organic or physical causes. There is no hard and fast line of demarcation, One might be the cause of the other. Physical disability may lead to psychological maladjustments and the latter may have their physical effects.

Careful attention to the discovery and early treatment of both emotional and physical disturbances of young children should be a part of every reading readiness programme of every Kindergarten.⁶⁰

§§§§§§§§§§§§

⁵⁹. ibid, pp330-31

⁶⁰. Some of the reading readiness activities as a sample are included in the Appendix F.

CHAPTER III

ANALYSIS OF QUESTIONNAIRES

Four types of questionnaires were prepared and administered in Karachi. The questionnaires were sent to (1) mothers of Kindergarten children, (2) teachers of Kindergartens, (3) Principals of Kindergartens and (4) the Directorate of Education, Karachi. The purpose of these questionnaires was to elicit the opinions of the subjects on Kindergarten education, curriculum, facilities provided at these schools as well as to find out the conditions obtaining in these institutions. The present chapter is designed to analyse the responses of these questionnaires.

Part I

The questionnaires designed for mothers of Kindergarten children were sent to three hundred subjects, selected on the basis of random sampling from ten Kindergartens of Karachi. Out of them, only 120 responded.

TABLE 1
NUMBER OF QUESTIONNAIRES RECEIVED
FROM DIFFERENT SCHOOLS.

| Name of School | Number Received |
|---------------------------------------|-----------------|
| 1. Froebel School | 40 |
| 2. Public School | 21 |
| 3. St. Patrick's School , , | 13 |
| 4. Bai Virbai Supariwala , | 13 |
| 5. St. Lawrence Convent | 12 |
| 6. Trinity School | 7 |
| 7. St. Joseph's Convent | 6 |
| 8. Convent of Jesus and Mary. | 5 |
| 9. Grandfolks School | 2 |
| 10. Little Folks School, , | 1 |
| Total | 120 |

Before analysing the responses to these questionnaires, it would not be out place to say a few words about these schools. These remarks are based upon personal observations, upon two letters received from Karachi¹ (included in Appendix E) and upon the information given by the Director of Education, Karachi. All of these schools are privately managed. They are neither controlled nor recognized by the Ministry of Education.² Most of the schools are run by Missionaries or private persons or bodies, 'almost on commercial basis'. Although the certificates granted by these schools are not recognized anywhere, they are in increasing demand because of the education provided by these schools being better than that given by primaries run by the Municipal Corporation. Further-more,

¹. One letter is sent by the Principal of Grandfolks School, and the other is from a teacher who has a B.A., B.T. and has been teaching in the K.G. for six years.

². All the schools in Pakistan are either recognized or unrecognized by the Government (Provincial or Central Ministries of Education). Recognized schools include those which are privately managed but accept Government's conditions in respect of management, staff, building specification etc. They agree to follow the provisions of Code of Education in case of Provincial schools or the Education Rules in case of schools falling in the jurisdiction of the Central Government. These schools receive aid from the Government on the basis of the number of students enrolled and are subject to inspection by Government. The certificate issued by these schools about the academic achievement of their students are recognized by the Ministry of Education and other recognized educational institutions like schools, Board of Intermediate and Secondary Education and Universities of the country.

Unrecognized schools are free from Government control. The certificates issued by these schools are not accepted. For further details see

Punjab Education Code 2nd Ed. (Lahore, Government Printing Press 1959) pp.10-19

there is no arrangement for pre-school children in the latter schools. The point of view of these schools towards Kindergarten education will be discussed when the questionnaire issued to teachers is taken up.

General Tendencies

The responses to the first question: "Why did you send your children to Kindergarten schools?" have been classified into ten categories. The following table shows the responses received and classified.

TABLE 2
ANALYSIS OF RESPONSES RECEIVED ON THE QUESTION,
"WHY DID YOU SEND YOUR CHILD TO KINDERGARTEN
SCHOOLS?"

| Categories of Responses | Frequency |
|--------------------------------------------------------|-----------|
| 1. To acquire knowledge, education and be disciplined. | 68 |
| 2. Getting opportunities of learning through play. . . | 12 |
| 3. To prepare for primary education. | 10 |
| 4. For mental, social and physical development | 8 |
| 5. Formation of moral character | 7 |
| 6. To have social experience | 6 |
| 7. To keep away from home | 4 |
| 8. To get basic lessons in English language | 2 |
| 9. To have a basis for International Understanding . . | 2 |
| 10. To have a ground for secondary education | 1 |
| Total | 120 |

This table shows that the majority of the mothers do not distinguish between Kindergartens and elementary schools. Out of

120 mothers, only eight think that child is sent to a Kindergarten for physical, social and intellectual development, while only 12 send their children for the purpose of "learning through play". Fifty six percent of the mothers think that child is sent to a Kindergarten in order to acquire knowledge in the traditional sense of the word i.e. the traditional three R's plus some facts from the books. This is why some parents engage private tutors to coach their children after the school hours, because they think that in this way their children will be more accomplished in "learning".

This fact throws light on another important point. Since most of the Kindergartens are run on a commercial basis, they cannot possibly ignore the expectations of the parents regarding their children's education. However these schools have to teach something which their students may not ordinarily learn at other elementary schools. This is why, as we have observed, most of these schools have prescribed text books prepared in England or the United States of America. There is usually much emphasis on spoken English with the result that the children are made to memorize pieces of English poetry with the sole purpose of "impressing the parents", During her visit to these schools, the writer observed that memorization without understanding plays an important part in these schools. The mother tongue is usually neglected, and with a sense of pride, with the result that when these children enter elementary schools, they face immense difficulties. As indicated in the table under reference, most

parents have no idea of the real purpose of a Kindergarten.³ They are usually satisfied if their children can show some proficiency in spoken English.

Thus, when viewed against the background of objectives of a modern Kindergarten, the ideas expressed by the mothers are quite opposed to these objectives.

Satisfaction of the Parents

The second question put to the mothers was: "Kindly explain why you are either satisfied or dis-satisfied with his/her Kindergarten programme and progress?" The responses received to this question have been categories in Tables 3 and 4.

TABLE 3

RESPONSES OF MOTHERS TO THE QUESTION: "KINDLY EXPLAIN WHY YOU ARE EITHER SATISFIED OR DIS-SATISFIED WITH HIS/HER KINDERGARTEN PROGRAMME AND PROGRESS."
RESPONSES OF THE MOTHERS SATISFIED ALONGWITH REASON THEREOF.

| Category of Response | Frequency |
|-------------------------------------------------|-----------|
| 1. Improvement in Reading and Writing | 40 |
| 2. Learning of Good Manners. | 9 |
| 3. Interest in Work | 9 |
| 4. Help in Up-bringing | 6 |
| 5. Taking Pleasure in Studies | 3 |
| Total | 67 |

³ Purposes of a Kindergarten have been discussed in the Second Chapter.

TABLE 4
RESPONSES OF MOTHERS WHO ARE DISSATISFIED WITH
THE PERFORMANCE OF THEIR CHILDREN AND REASON.

| Category of Response | Frequency |
|--------------------------------------|-----------|
| 1. Over-crowded Class-rooms | |
| Limited Space | 25 |
| 2. Routined Teaching with no play. . | 16 |
| 3. Lack of Individual Attention. . . | 13 |
| 4. Child's Misbehaviour at Home. . . | 2 |
| | <hr/> 56 |

Comparison of these two tables shows that the majority of mothers are satisfied with the performance of their children (67 as against 56). But the main reason for their satisfaction is that the children improve in English reading and writing skill (40 out of 67. Only six mothers have observed that Kindergarten education is helping them in the upbringing of their children. The mothers who are dissatisfied with the schools, mostly hold that they are over-crowded and individual attention is not paid to the children (38 out of 56) Sixteen mothers have complained that opportunities for play are not provided.

From our point view, these responses also support our hypothesis that these schools are not following modern Kindergarten practices. These schools, in satisfying the expectations of parents i.e. making children proficient in reading and writing English negate the very purpose of Kindergarten education.

Furthermore, a perusal of the responses of mothers who are

satisfied, shows that their satisfaction is partial. They are satisfied that their children "at least get something" or " they get some opportunities of playing." As we have said the Kindergarten schools referred to here are comparatively better than K.G. classes attached to ordinary elementary schools, the parents are content with them, because of the lack of better facilities. Another point, important to mention here is that Karachi is a crowded city, having few parks and play grounds. Children ordinarily do not get any place to play except street corners. Moreover, the entry of women into the economic life of the country does not allow them to give proper attention to their children. But these Kindergartens provide children with an opportunity for play and study and thus keep them away from the unhealthy conditions of the street. Otherwise, as the letters appended herewith indicate, these schools can in no way be called Kindergartens.

Parent-Teacher Relationship

The mothers of Kindergarten children were asked as to whether they regularly discussed the problem and progress of their children with the teachers. Out of 120 mothers responding to the question, 43 replied that they never discussed the progress of their children with the teacher; while 77 replied to the question in affirmative. But almost all the mothers replying in affirmative have admitted that they meet the teachers once or twice a year on some function, or sometimes pass by the school when they get an opportunity to

accompany the child or when a teacher who is personally known to the parents pays them a visit.

Our observation in this connection is that there is a lack of parent-teacher relationship. Just meeting the teacher at some function does not fulfil the purpose of this relationship. Most of the parents judge the progress of their child from the marks which he or she obtains in the examinations and do not feel the necessity of going into details of his or her progress in school. In this connection, it may also be noted that the schools, being run on commercial basis, and the teachers not being fully qualified, as will be discussed later on, the reports sent to the parents by the school authorities can hardly be helpful. The parents seem to feel themselves fully absolved of their responsibilities of proper up-bringing of their children, just by sending them to any one of these schools. This lack of attention on the part of the parents may be attributed to a number of factors, both social and economic.

Need for Kindergartens

On the question, "In your opinion, is there need for more Kindergartens in Karachi? If yes, Why?" an overwhelming majority of parents feel that such Kindergartens are needed in Karachi. As shown in the following table, those replying the question in affirmative are 97 as against 23 saying that there is no need for more Kindergartens in Karachi.

TABLE 4
 RESPONSES OF MOTHERS TO THE QUESTION, " IN YOUR
 OPINION, IS THERE NEED FOR MORE KINDERGARTENS
 IN KARACHI, AND WHY?

| | |
|---------------|----|
| Yes | 97 |
| No | 23 |

The mothers who feel the necessity of more Kindergartens in Karachi have given five different reasons for taking such a step. The following table shows the distribution of their responses.

TABLE 5
 GIVING THE BREAKDOWN OF THE REASONS AND THEIR
 FREQUENCY FOR THE OPENING OF MORE KINDER-
 GARTENS IN KARACHI.

| Reason Given | Frequency |
|----------------------------------------------------------------------------|-----------|
| 1. Dearth of Schools | 47 |
| 2. Due to Increase in Number of Children , | 32 |
| 3. In Order to Affect a Decrease in Fees on Competitive Basis | 13 |
| 4. Due to Industrialization | 5 |
| Total | 97 |

The mother who are opposed to the opening of more such schools, are of the view that in early years ^{of} their lives, children should be looked after by their mothers. It is, however, interesting to note that they themselves send their children to schools instead of looking after them personally.

In summary, the responses of this questionnaire disclose the following points:

- a) The parents have very little idea as to the purpose of Kindergarten education;

- b) the Kindergarten schools are not performing their functions;
- c) the mothers are generally not satisfied with the schools;
- d) the schools are run on commercial basis;
- e) there is no proper parent-teacher relationship; and
- f) Kindergartens are very much needed.

Part II

Analysis of the Questionnaire sent to Teachers of Kindergartens in Karachi.

Fifty questionnaires were administered to teachers working in Kindergartens previously mentioned. Out of them, only fifteen sent replies. The purpose of this questionnaire was:

- i) to investigate the general condition of the teaching staff in these schools;
- ii) to find out the reactions of these teachers to their schools and school programme;
- iii) to elicit their ideas on Kindergarten education and thus indirectly gauge the adequacy of their preparation for their work; and
- iv) to invite suggestions for the improvement of Kindergarten education in Karachi.

From the low percentage of responses to the questionnaire, we can justifiably deduce that the teachers tend to be indifferent to any kind of thinking on the subject.

Educational Qualification of Teachers

Out of fifteen teachers who returned the questionnaires, two teachers do not hold even the Matriculation certificate, eight hold a Matriculation certificate, three have passed Intermediate examination (Sophomore) and two hold B.A. degrees.

The replies given to question put to them clearly indicate that most of the teachers are quite defficient in English language which is mostly emphasized in such schools; so much so that nine out of fifteen, wrote "teacher class I or classII" in reply to a question relating to their professional qualification. Following Table gives a break down of the figures:

TABLE 6

TABLE SHOWING THE EDUCATIONAL QUALIFICATIONS OF TEACHERS RESPONDING TO QUESTIONNAIRE B.

| Level of Education | Frequency |
|------------------------|-----------|
| B.A. | 2 |
| Intermediate | 3 |
| Matriculate | 8 |
| Below Matric. | 3 |
| Total | 15 |

Professional Qualification

Out of fifteen teachers only one is professionally trained holding a Junior Anglo-vernacular Teacher Certificate.⁴

⁴This certificate is awarded after a year training, after passing the Matriculation Examination.

Experience of the Teachers

Most of the teachers responding to the questionnaire have had experience in teaching in Kindergartens as the following table indicates:

TABLE 7
TABLE SHOWING THE EXPERIENCE OF
TEACHERS IN THE KINDERGARTENS.

| Duration of Experience | Frequency |
|-------------------------|-----------|
| 1 - 3 years | 3 |
| 4 - 6 years | 6 |
| 7 -10 years | 3 |
| Above 10 years. | 3 |

Special Training in Kindergarten Education

In reply to the question, "Did you have any special training in Kindergarten education?", thirteen teachers replied in affirmative while two said that they did not have any such training. Those replying in affirmative have all described this training as a three-month short course in Montessori System. It may be added that specialized training for Kindergarten teachers has ^{not} been provided at any University of India or Pakistan. In certain provinces of pre-Independence British India, there were regular classes for one year diploma course in Kindergarten education, run by the Provincial Ministries of Education. The West Pakistan Education Department Lahore Region provides a similar course at the Lady McLagen Training College for Women, Lahore. The type of training

which has been mentioned by these teachers is in fact an in-service orientation course occasionally held by the Government.

It is interesting to note that two teachers have nineteen and fourteen years of teaching experience and have studied upto Matriculation level. All the Universities of Pakistan as well as India give concession to teachers to appear for different examinations as private candidates, provided they have at least nine months teaching experience without any break. This provision was made to encourage teachers to improve their educational qualifications. But these teachers could not go beyond Matriculation level despite the fact that they had been in the profession for more than a decade. This may be a reason for the prevailing apathy of teachers towards opportunities for improving their own educational qualification.

In reply to the question "Kindly describe your work in school and daily programme and activities in your class", the teachers generally replied that the programme of the school includes "free activity in reading, writing, arithmetic and recitation by "play way" method. Following table shows what activities are carried on in these schools.

TABLE 8

SHOWING RESPONSES TO THE QUESTION: "KINDLY DESCRIBE YOUR WORK AT PRESENT IN YOUR SCHOOL AND DAILY PROGRAMME AND ACTIVITIES OF YOUR CLASS"

| Categories | Frequency |
|---------------------------------------------------------------|-----------|
| 1. Teaching of English Language | 15 |
| 2. Reading, Writing and Counting | 14 |
| 3. Group Work | 4 |
| 4. Lessons in Geography, Geometry and Natural Study | 4 |
| 5. Free Hand Drawing | 2 |
| 6. Recognition Urdu Letters | 1 |

Out of these, one teacher has said that they only teach English at their school. Recognition of Urdu alphabets is undertaken at one school only.

This shows that these schools negate the fundamental idea of a Kindergarten. Formal lessons in Geography, Geometry, Natural Study etc. in the programme demand too much from children of this age group. An interesting point to note here is that no attention is paid to Urdu language which the children speak at home while no effort is spared to teach them English language.

Class-room Equipment

In reply to the question relating to class-room equipment, the majority have given vague replies stating that they are using Kindergarten or Montessori apparatus. A few have given some description of the apparatus they have which indicates that it is meager and far from being satisfactory.

No teacher has given specifications about the rooms used or other amenities provided to the student. Those who have said something about the class-rooms, have just described it to be "airy" and "big". Following table gives responses to the question.

TABLE 9

RESPONSES TO THE QUESTION: "KINDLY GIVE A DESCRIPTION OF CLASS ROOM AND EQUIPMENT USED FOR VARIOUS ACTIVITIES"

| Categories | Frequency |
|----------------------------------------------|-----------|
| Kindergarten Apparatus | 10 |
| Cubes, Cylinders, rods see-saw. | 1 |
| Furniture suited to the size | 2 |
| Reading Material based on phonetics. | 1 |
| Large and airy rooms with picture on walls | 1 |

The above table shows that teachers have very little idea about the suitable class-room equipment. Nobody has mentioned anything about toilet facilities or apparatus for the development of big muscles, provision of opportunities for "free activity" etc.

Number of Children in Class-rooms

Most of the replies on the question relating to the number of children in class, disclose that there is over-crowding in schools. The classes in most cases comprise about thirty five pupils, as the following table shows.

TABLE 10
TABLE SHOWING THE NUMBER OF CHILDREN
IN A KINDERGARTEN CLASS

| Number | Frequency |
|-----------------|-----------|
| 10-20 | .1 |
| 21-30 | .4 |
| 31-40 | .8 |
| 41-50 | .2 |

One response is interesting to note. The teacher has described her class-room to consist of twenty children who "are all retarded". The age range of these children is from two and a half to five years. One would like to know on what basis did the teacher pass her verdict that the children were retarded. The verdict given in this case implies that at least some of the teachers tend to restrict the scope and purpose of Kindergarten to teaching the three R's only. They do not have a vision of the broader possibilities of a modern Kindergarten.

Thus the children who do not come up to a given academic standard are stamped as retarded.

Age Range

Ages of the children studying under the supervision of the teachers who have given replies to our questionnaires range between two and six years. Following table gives the age grouping.

TABLE 11
TABLE SHOWING THE AGE GROUPS OF THE
CHILDREN IN KINDERGARTEN CLASSES
AND THEIR FREQUENCY

| Age Group | Frequency |
|-------------------------------------------|-----------|
| $2\frac{1}{2}$ - $3\frac{1}{2}$ | 8 |
| $3\frac{1}{2}$ - $4\frac{1}{2}$ | 8 |
| $4\frac{1}{2}$ - 6 | 5 |

This table indicates that the teachers as well as the schools do not differentiate between two and four years of age and Kindergartens should educate those who are between four and six years of age.

Parent-Teacher Relationship

The teachers were asked to state whether they discussed the problems of their student with their parents and in what manner. The responses received on this question are almost similar to those given by the mothers of Kindergarten children to a similar question.⁵

5. Supra p.

The following table gives the break down of replies to this question.

TABLE 12
RESPONSES TO THE QUESTION, "DO YOU DISCUSS THE
PROGRESS OR DIFFICULTIES OF THE CHILDREN WITH
THEIR PARENTS?"

| Categories of Responses | Frequency |
|-----------------------------------------------------------------------------------------------------|-----------|
| 1. When children do not do their home task and are sent back as punishment. . . | 5 |
| 2. Whenever the parents visit | 3 |
| 3. Whenever the parents come to the school after receiving a bad report for their children. | 3 |
| 4. In Mothers-Teachers Association Meetings. | 2 |
| 5. Parents are contacted whenever the children are untidy and weak | 2 |
| 6. Whenever possible | 2 |

This table clearly shows that the contact between the parents and teachers, although not altogether non-existing, is occasional with little or no plan. The parents casually come to schools, to bring their children or take them back, or on receipt of some bad report about them, and leave the school after saying "Hello" to the teacher. There have to be regular meetings between the teachers and parents to discuss specific problems of the children, It has been observed in some of these schools that such meetings are held once or twice a year but are more social than for professional purpose. Mothers come and are received by the headmistress. There is a formal programme; some children recite memorized poems or provide a simple play. The headmistress gives a report about school activities; prizes are awarded to some brilliant pupils on the basis of their

academic records. The meeting is over. Tea is served and all the acquaintance meet together, memories are revived and this is the end of parent-teacher conference. Neither the mothers come to know the specific problems of their children, nor is there any discussion pertaining to the progress of the school. It is our view that even if Mothers-Teachers Associations exist in some schools, no distinction is made between the aims and objects of this association and other types of organizations, say "Working Women's Club." The centre of activities of such associations is not the child. If he or she is good from the point of view of marks obtained in the examinations, praises are bestowed on him or her; if otherwise, complaints are registered with the parents which are followed by punishments. Seldom are the parents provided with constructive suggestions on how to help the child or how to cooperate with the school concerning his or her difficulties. In view of the importance of careful coordination of home and school differences on the child, particularly at this stage of its development, neglect of parent-teacher cooperation can be serious handicap to the growth of the child.

Objectives of Kindergarten Education

The teachers were asked to explain briefly their idea of an effective Kindergarten programme. Different types of replies to this question were received. These replies have been categorized and presented in Table 13.

TABLE 13

TABLE SHOWING RESPONSES TO THE QUESTION, "EXPLAIN BRIEFLY YOUR IDEA OF A GOOD KINDERGARTEN PROGRAM"?

| Categories of Responses | Frequency |
|---------------------------------------------------------------------|-----------|
| 1.No Answer | 6 |
| 2.Teachers should be trained | 2 |
| 3.To help the child in the development of his personality | 2 |
| 4.Should give a broad outlook on all subjects. ; | 2 |
| 5.To prepare the child for future | 1 |
| 6.Should develop big muscles. | 1 |
| 7.Should consist of free activities and free expression | 1 |

The variety of these replies leads to one immediate conclusion. There does not seem to exist among the teachers a shared point of view about the aims and scope of a Kindergarten. Six out of fifteen teachers could not give any reply. Two of them think that the teachers should be trained but the question arises as to be trained in what. It has been said earlier that most of the teachers have had no training in this type of education. A few who have, are trained for elementary and secondary stages. The two of the teachers think that Kindergarten education should develop the personality of the child. But the use of the word personality is vague and does not give any concrete idea of what type of programme is suitable for the purpose. Same may be said of the reply that the child should be prepared for future. An interesting reply is that it should develop big muscles. Nevertheless, the teacher who has given this reply

contradicts herself in replying questions 4 and 5. Here she says that school programme should include Geometry, social studies and that pictures and charts should be used in school. It is obvious that such studies belong to a much later stage in a child's education. They are not related to the development of his big muscles. The replies to another question, "What in your opinion are the aims of Kindergarten education?", confirm our previous comments that no distinction is made between elementary and Kindergarten education, Emphasis is always on teaching students how to read and write.

This situation is obviously unfortunate. It is natural that, when the teachers themselves have not developed a philosophy of effective Kindergarten education, their efforts are not likely to be really helpful to their pupils.

Need for Kindergartens

In reply to the question, "Do you think that more Kindergartens are needed for Karachi? Explain why?", all the respondents agree on the need for more Kindergartens. The reasons given are analysed in the table which follows. This table again shows similarity of replies with those given by mothers on a similar question. There is of course a general agreement insofar as the need is concerned. This is further supported by the fact that so many Kindergartens are already functioning in Karachi with over-crowded classes.⁶

⁶. supra p.

TABLE 14
TABLE SHOWING THE RESPONSES GIVEN BY THE TEACHERS
OF KINDERGARTENS AS TO WHY MORE KINDERGARTENS ARE
NEEDED IN KARACHI

| Categories of Responses | Frequency |
|-----------------------------------------------------------------|-----------|
| 1. To keep children away from the street | 6 |
| 2. So that children could be brought up on right lines. | 3 |
| 3. To bring out the latent talent in children | 2 |
| 4. To give good grounding for high school. | 1 |
| 5. To develop body and mind. | 1 |
| 6. Younger generation needs more space to play | 1 |

Another point worth mentioning here is that neither the mothers nor the teachers have mentioned as to whether there is a need for separate Kindergartens or for additional Kindergarten classes in elementary schools. This ^{is} not difficult to explain. Neither the mothers nor the teachers being fully aware of the real purpose behind setting up of Kindergartens cannot possibly be expected to make a distinction between separate Kindergartens and Kindergarten classes added to ordinary elementary ^{schools}. They are satisfied if the children get any place to avail of the facilities they have mentioned in their replies.

Freedom of Activities in Schools

The teachers were asked as to whether they were free to initiate activities in their schools. Most common reply is that they are. Table 15 shows the replies.

TABLE 15

TABLE SHOWING RESPONSES TO THE QUESTION:"
"HOW MUCH FREEDOM IS GIVEN TO YOU IN
INITIATING ACTIVITIES AND PROGRAMMES
IN THE CLASSROOM

| Categories | Number |
|--------------------------------------------------------------------------------------|--------|
| 1. Full Freedom | 10 |
| 2. Partial Freedom, limited by the time table and the consent of the Principal | 5 |

Such freedom for the teachers to initiate activities in the class-room is commendable, provided the teachers are well trained or well supervised. Not all activities are sound. The age and temperament of the child and the aim and philosophy of Kindergarten should be considered. In the absence of the proviso freedom of initiating class-room programmes might contradict the purposes of the school.

Suggestions for Improvement

In reply to the question relating to the suggestions for improvement in Kindergarten programme, the teachers have given their opinions which have been shown in table 16.

TABLE 16

RESPONSES TO THE QUESTION:"WHAT IMPROVEMENTS WOULD
YOU SUGGEST IN THE PRESENT KINDERGARTEN SCHOOLS IN
KARACHI.

| Categories of Responses | Frequency |
|------------------------------------------------------------------------|-----------|
| 1. More apparatus, trained staff and more space for games | 12 |
| 2. Individual care | 2 |
| 3. No suggestion | 1 |

Part III

ANALYSIS OF QUESTIONNAIRES SENT TO THE PRINCIPALS OF
KINDERGARTENS IN KARACHI.

This questionnaire was administered to the Principals of Kindergartens in Karachi. Out of thirty Principals selected for this purpose, ten sent their responses. The first question of this questionnaire related to their educational qualifications. Following table gives the break down of their responses to this question.

TABLE 17
SHOWING THE EDUCATIONAL QUALIFICATIONS
OF PRINCIPALS OF KINDERGARTENS IN KARACHI,
RESPONDING TO QUESTIONNAIRE ' C '

| Level | Frequency |
|-------------------------------------------------------------------------|-----------|
| Master's Degree | 2 |
| Bachelor's Degree with a degree or diploma in Education | 6 |
| Matriculation | 2 |

One of them holds a foreign degree with specialization in Montessori System. Besides, one of them has a special certificate in Kindergarten training from Isabella Thorburn College, Lukhnow (India), in addition to a Bachelor's degree in Arts and a certificate in training. Another Principal has a diploma in training from London and a certificate in Teaching from Cambridge but has no specialized training in Kindergarten.

The Principals were asked to inform the writer about the administration of these schools. The replies received to this question i.e. "Who owns the school?", show that none of these schools

is run by the Government. Mostly a committee of two or three members, on a partnership basis runs the institution. Only in one case, the school is owned by one private person. From responses to the question relating to the inception of the school, it appears that most of these schools were established soon after the Independence. Only one school, run by a Mission dates back to 1860.

In reply to question, "What is the number of children in the school?", the Principals did not give the exact number of Kindergarten pupils but gave an approximate number. The break down of these replies is given in Table 18.

TABLE 18
SHOWING THE NUMBER OF CHILDREN IN SCHOOLS

| Number | Frequency |
|---------------------|-----------|
| 30 - 100 | 1 |
| 101 - 120 | 2 |
| 121 - 140 | 3 |
| 141 - 160 | 0 |
| 161 - 180 | 0 |
| 181 - 200 | 2 |
| 201 - 220 | 1 |
| 221 - 240 | 1 |

One of these schools, established in 1860 and run by a Mission, has an enrollment of 3,000 but this number, as we think, includes the students of elementary and secondary classes too.

The minimum number of Kindergarten sections in these schools

is three and the maximum six, as is disclosed by the responses given in Table 19.

TABLE 19
RESPONSES TO THE QUESTION, "WHAT IS THE
NUMBER OF KINDERGARTEN SECTIONS?"

| Number of Sections | Frequency |
|--------------------|-----------|
| 1 | 0 |
| 2 | 0 |
| 3 | 5 |
| 4 | 2 |
| 5 | 1 |
| 6 | 2 |

Another question was put to the Principals to disclose the age range of their students in Kindergarten classes. The replies to this question disclose that the age range is from $2\frac{1}{2}$ to 10 years.

TABLE 20
RESPONSES TO THE QUESTION "WHAT IS THE
AGE RANGE OF CHILDREN IN KINDERGARTEN
SECTIONS?"

| Age Group | Frequency |
|--------------------------------------------|-----------|
| $2\frac{1}{2}$ - $3\frac{1}{2}$ | 1 |
| $3\frac{1}{2}$ - $4\frac{1}{2}$ | 3 |
| $4\frac{1}{2}$ - $5\frac{1}{2}$ | 8 |
| $5\frac{1}{2}$ - $6\frac{1}{2}$ | 8 |
| $6\frac{1}{2}$ - $7\frac{1}{2}$ | 5 |
| $7\frac{1}{2}$ - $8\frac{1}{2}$ | 5 |
| $8\frac{1}{2}$ - $9\frac{1}{2}$ | 3 |
| $9\frac{1}{2}$ - $10\frac{1}{2}$ | 3 |

Normally the age of Kindergarten pupils should range between four and six years. But the responses in the above table disclose that age range extends to $10\frac{1}{2}$ years and starts at $2\frac{1}{2}$. This shows

that some Principals do not take into consideration the necessity of putting a lower or upper age limit or they do not differentiate between nursery, Kindergarten and elementary school age.

As revealed by the responses of the Principals to a question asking them what the number of teachers in Kindergarten section was, it appears that the number of teachers ranges between three and seven as shown in table 21.

TABLE 21
TABLE SHOWING RESPONSES TO THE QUESTION, "WHAT IS THE NUMBER OF TEACHERS IN KINDERGARTEN SECTIONS?"

| Number of Teachers | Frequency |
|--------------------|-----------|
| 1 | 0 |
| 2 | 0 |
| 3 | 5 |
| 4 | 1 |
| 5 | 1 |
| 6 | 2 |

In another question the Principals were asked to give educational qualifications and experience of their teachers. The responses to this question reveal, as shown in tables 22 and 23 , that the majority of the teachers working in these schools have either passed Matriculation examination or have a B.A. degree. Almost all of them have some teaching experience to their credit. The responses however, show very few to have training in Kindergarten.⁷

⁷. Compare with responses given by the teachers on a question relating to their educational qualification and professional training. Supra p.

TABLE 22
EDUCATIONAL QUALIFICATIONS OF THE TEACHERS
WORKING IN KINDERGARTENS IN KARACHI AS THE
PRINCIPALS HAVE GIVEN.

| Qualification | Frequency |
|----------------------------|-----------|
| M.A. | 1 |
| B.A. or B.A.B.T. | 14 |
| INTERMEDIATE | 5 |
| MATRICULATION | 13 |
| Below Matric. | 1 |
| No Reply | 1 |

TABLE 23
TABLE SHOWING THE EXPERIENCE OF TEACHERS WORKING
IN KINDERGARTENS, KARACHI, AS REVEALED BY THE
PRINCIPALS OF KINDERGARTENS.

| Years of Experience | Frequency |
|---------------------|-----------|
| 1 -2 | 12 |
| 3-5 | 7 |
| 6-10 | 6 |
| Above 10. | 4 |

In reply to a question asking the Principals to disclose how the school is supported, all of them have revealed that the schools are being supported by fees from the pupils. There are no government supported Kindergartens in Karachi. Those who claim that the schools are supported by private individuals or organizations do imply that they are depending on the fees charged from the pupils. It cannot be assumed that any private individual or organization will bear the loss in running an educational institution, especially

in a city like Karachi.⁸

In reply to another question, regarding the physical set up of the schools, the replies disclose that most of the schools have their play grounds and have enough space for the children to move about indoor as well as outdoor.

⁸ Comparing the monthly tuition fees and funds charged from the students by recognized secondary schools, we can be justified in deducing that these Kindergartens are run on purely commercial basis and not from any altruistic point of view. According to the West Pakistan Education Code, a recognized secondary school cannot charge more than Rs.6 as tuition fee per month and more than Rs.2 as monthly funds. Monthly tuition fees for classes VI to X range between Rs.2 to Rs.6. The girls are charged half fee in the former Punjab areas and do not pay anything towards monthly fee in the former North West Frontier Province. No fee is charged at the primary level.

In comparison to these recognized institutions, Kindergartens in Karachi are charging a monthly fee ranging between Rs.15 to Rs.30 per child which means eight times those charged by recognized schools. While the recognized schools have to abide by government regulations and acquire trained staff giving them prescribed scales of pays, the Kindergarten have no such restrictions whatsoever. Hence, our conclusion that these schools are run on purely commercial basis.

It will not be out of place to observe here that most of these schools are housed in rented buildings not specially built for a school. Karachi city lacks in play grounds, even the well established schools and colleges do not have their own grounds. We think that the Principals while replying these questionnaires considered a small space lying between the entrance and the main building as a play ground. This space is usually 8 ft. to 10 ft. These schools are housed in private residential bungalows and as such they do not have, in most of the cases, the large play ground facilities which they claim.

In response to the question, "Kindly give a brief description of your curriculum and activities of the school; the majority of the majority of the responses (8 out of ten) indicate that they have their programme comprising teaching of English, mathematics, conversation, music, Islamiat and Urdu. One response says: "Children are kept busy in educational games." Following table gives a break down of the responses.

TABLE 24
TABLE SHOWING RESPONSES TO THE QUESTION: "KINDLY GIVE A BRIEF DESCRIPTION OF YOUR CURRICULUM AND ACTIVITIES OF THE SCHOOL INCLUDING THE DAILY TIME TABLE

| Categories of Responses | Frequency |
|------------------------------------------------------------------------------------------|-----------|
| 1. Different Apparatus for different age groups | 1 |
| 2. Teaching of English, Maths, music, conversation, handicrafts, Islamiat, Urdu. | 8 |
| 3. Children are kept busy in educational games | 1 |

Replies to another question further disclose that all these schools are half day schools, starting generally at 8 in the morning and continuing till 12.

Per Child Monthly Charges

Replying a question relating to the monthly fee, the majority of the Principals have described the monthly fee ranging between Rs.16 and Rs.35 (LL.10 and LL22 approx.) per month. We have already observed that these schools are charging enormous fees taking into consideration the general fees structure of schools run by the Government. Following table gives the responses given by the Principals to the question relating to the monthly charges.

TABLE 25
RESPONSES SHOWING THE TOTAL CHARGES FOR EACH CHILD ON MONTHLY BASIS.

| Categories of Responses | Frequency |
|--------------------------------------------------|-----------|
| 1. According to income level of parent | 2 |
| 2. Rs.5/ to Rs.15/ | 1 |
| 3. Rs.16/ to Rs.35 | 7 |

Number of Children

Table 26 gives the frequency of the number of children admitted to these schools. The range is between 25 and 400. Most of these schools are two-sectioned schools, and therefore this number shows that there is an over-crowding in all these institutions. This is also confirmed by the mothers who stated it as one the causes of their dissatisfaction with these schools.

TABLE 26
TABLE SHOWING RESPONSES TO THE QUESTION,
WHAT IS THE MAXIMUM NUMBER OF CHILDREN
ADMITTED?

| Number | Frequency |
|--------------------|-----------|
| 400 | 1 |
| 150 | 2 |
| 41 | 1 |
| 39 | 1 |
| 32 | 1 |
| 31 | 1 |
| 25 | 1 |
| No Reply | 1 |

Number of Teachers Per Class

Almost all the schools appear to have one teacher per class, as is shown in Table 27.

TABLE 27
TABLE SHOWING RESPONSES TO THE QUESTION:HOW
MANY TEACHERS DO YOU HAVE FOR ONE CLASS?

| Number of Teachers | Frequency |
|--------------------|-----------|
| 1 | 8 |
| No Reply | 2 |

Changes in the Programme

That the Principals are themselves not satisfied with the present conditions is clearly manifested from the fact that, in reply to a question asking them whether they would like to make some changes in their present programme, all of them replied in the affirmative. Further elaborating their replies as to the nature

of changes they would like to have, three of them did not give any answer. Three Principals suggested having trained staff, while an equal number desired to have more space for children to play in. One of them said that she would like to start teaching through maps and charts. These responses support the views expressed by the mothers as well as teachers and prove our contention that there is an immense need of making changes in the Kindergartens of Karachi. The following Table gives the break down of responses.

TABLE 28
RESPONSES TO THE QUESTION: WOULD YOU LIKE
TO MAKE SOME CHANGES IN YOUR PRESENT
PROGRAMME OF YOUR SCHOOL? IF YES, WHAT
CHANGES DO YOU SUGGEST?

| Suggestions | Frequency |
|----------------------------------|-----------|
| Trained Staff | 3 |
| More Space to Play. | 3 |
| No Response | 3 |
| Teaching through maps and charts | 1 |

Criteria of a Good Kindergarten

The most important criterion of a good Kindergarten, according to two Principals is interest in children; while two consider that the staff should be qualified. Three of them hold that a good Kindergarten should provide for a complete development of the child. Majority of these Principals (6 out of 10) gave an emphasis on the teaching of subjects at school level. These replies

given in Table 29, clearly indicate the vagueness in the minds of the Principals as to the nature of Kindergarten programme. This has been discussed earlier in connection with a similar question put to the Kindergarten teachers. All of them make no mention of the environmental factors necessary for a good Kindergarten.

TABLE 29
SHOWING RESPONSES TO THE QUESTION: WHAT
IN YOUR OPINION ARE THE CRITERIA OF A
GOOD KINDERGARTEN SCHOOL?

| Categories | Frequency |
|----------------------------------------------------------------------|-----------|
| Good Equipment | 4 |
| Background knowledge of subjects at school level should be given. | 3 |
| Complete development of the child | 3 |
| Qualified Staff | 2 |
| To Hold Interest in Children. . | 2 |

In addition to this question, another was put to the Principals asking them about their views of the purposes of Kindergarten education. The replies received are given in Table 30. Again these replies further confirm our view expressed earlier that the Principals have a vague idea of the real purpose and nature of Kindergarten education. Only one of the ten Principals has said that " the purpose of Kindergarten education is to sow the seeds of personality development."⁹

⁹ Compare with the replies given by mothers and teachers to similar questions.
supra. pp.

TABLE 30

TABLE SHOWING RESPONSES TO THE QUESTION:WHAT IN YOUR OPINION,IS THE PURPOSE OR PURPOSES OF KINDERGARTEN EDUCATION.

| Categories | Frequency |
|-----------------------------------------------------------|-----------|
| To inculcate discipline and habits of curiosity | 3 |
| To create interest in studies. | 3 |
| To build up the foundations of a child . | 2 |
| To keep children away from mischief . . . | 2 |
| To prepare them for primary education . . | 1 |
| To sow the seeds of personality development | 1 |

PART IV

Responses to the Questionnaire Sent to the Director of Education, Karachi

A questionnaire was specially prepared and sent to the Director of Education, Karachi. The response to this questionnaire gives the following information:

1. There are no government-run Kindergartens in Karachi. The Government does not recognize or register Kindergartens which fall under the category of pre-primary education. This is on account of the fact that the Government is concentrating on universalizing free primary education throughout the country. As such no statistics about these institutions are maintained at the official level and thus not available. Some private English medium schools¹⁰ have

¹⁰. These English medium schools fall under the category of European Type Schools and are governed by different sets of rules. They are exempted from certain conditions applicable to other recognized schools e.g. monthly charges etc. They are not within the jurisdiction of Divisional or District Inspectorates of Education but instead are the direct control of the Director of Public Instruction who is ex-officio Inspector of European Type Schools.

Kindergarten classes attached to their primary sections. The exact number of such institutions is not known.

2. The Government has prescribed curriculum only for primary, secondary and ~~high~~ education. No curriculum for pre-primary education has so far been made.

3. Pakistan is an educationally developing country. The percentage of literacy is so low that all efforts of the Government have concentrated on providing adequate facilities for education at primary and secondary levels. Pre-primary education, under such circumstances can only be regarded as a luxury. However, in big cities like Karachi where there is concentration of wealth and the number of educated women seeking employment is on the increase, the demand for nursery and Kindergarten schools is increasing. There are already a number of privately managed schools of this category and in the times to come, the number of such schools is bound to increase.

However the present status of these schools is not satisfactory to the Government and yet the Government cannot open Kindergartens on a large scale.

4. At present such schools are foreign to our system. Most of the Kindergarten classes are held in English medium schools. More attention is necessary for starting Urdu medium schools.

PART V

CONCLUSIONS

In the preceding pages, the questionnaires prepared by the writer and responded to by the mothers of Kindergarten children, teachers, and Principals in Karachi as well as the Director of Education, Karachi were all analysed. On the basis of these analyses, it is not difficult to conclude that Kindergartens in Karachi are far from being upto the mark. The purpose of these schools is primarily commercial and like all commercial concerns they have to be run on profit basis, satisfying the customers instead of realizing some ideals.

In the present section, we will attempt to present a general picture of these schools, as an inference from the preceding analysis and our own observations.

Purpose

The fundamental question in connection with any educational institution is the purpose behind its establishment, This question is of prime importance because the aims determine the programme and contribution of an educational institution. As it has been mentioned earlier, Karachi, after Independence needed more schools and very badly. This was a business which needed very little investment and promised attractive dividends. Karachi educational administration could not take care of the educational needs of the people alone. Hence, the education officers of Karachi did not interfere with

this mushroom growth of educational institutions in Karachi. The people were satisfied because they at least got something instead of nothing. Thus education in Karachi became a commercial enterprise and still continues to be.

It is apparent from the responses of the subjects of our enquiry that almost nobody has any idea whatsoever of the real purpose of sending children to Kindergartens, except that they have to send somewhere.

Buildings

The responses which we have received from the Principals disclose that none of the schools mentioned earlier is housed in a building specially designed and constructed for it. Usually they are residential houses rented or owned by the manager. We have observed the premises of these schools hardly conform to any standard. It is needless to point out that a school, especially a Kindergarten, needs not only a building but a special type of building. Arrangement for the physical activity of children hardly exist there. As a matter of fact, these schools cannot afford to spare a room for the children to play as the same space may be utilized in seating a few more pupils, in order to further strengthen the school finances. Although the Principals have claimed that they have equipment but the word is vague enough to indicate anything. Nobody has mentioned as to what kind of equipment they have.

Staff

It will not be an exaggeration to say that only in a few cases the schools mentioned earlier have qualified staff. Very few of them have professional training; they just have experience. This experience is of teaching some particular subjects and not of handling Kindergarten children. As it has earlier been said, teachers' lack of interest in their profession is quite evident from the fact that even after remaining more than a decade in a school, most of them could not be induced ^{to} improve their qualifications. Interesting is the case of that teacher who entered the profession as a Matriculate and after 19 years of service, she is still a Matriculate. This is despite the fact that in Pakistan teachers have been ^{given} special priveleges to prepare for different examinations without joining any college. The data which we have is not sufficient to give a clear picture of the situation, nor does it enable us to give a verdict. But we can very well infer from what we have seen and known. Pakistan's Second Five Year Plan recognized a deficit of 65,000 teachers for secondary schools in Pakistan. The situation at the primary level is more alarming. Hence by no stretch of imagination, we can assume that while the government schools have not been successful in getting required number of qualified teachers, privately-managed Kindergartens of Karachi could be in a position to secure them. As one of our correspondents has said, they use whatever is available, mostly the wives of diplomatic missions' personnel.

Curriculum

On the issue of curriculum, our contention is that the schools under discussion, hardly follow a curriculum suitable for the children they cater for. A perusal of the list of subjects mentioned by the Principals as well as the teachers confirms our contention, The children of ages between $2\frac{1}{2}$ and six are taught English, Mathematics, Social Sciences, Arts, Music and other subjects. The very admission of these Principals that they teach these subjects to the students negates the basic idea of Kindergarten education.

But this has its relation with the social demands. Parents want their small children to learn those things by virtue of which they may enhance the prestige of their parents; they should be able to recite small English poems on some family get-together occasion or some other function. They must learn to show that they are brilliant children of brilliant family.

The schools being run commercially cannot possibly ignore these demands and expectations, even if they are fully aware of the aims and objectives of Kindergarten education.

Thus it can safely be said that Karachi has no Kindergarten schools in the real sense of the word. They are rather institutions, which, as one of our correspondents says, enable the mothers of the children to have free mornings to attend coffee parties or to go shopping. "They seem to serve to give four hour free time every morning to the mothers to go shopping or to attend coffee parties."

§§§§§§§§§§§§§§§§

CHAPTER IV

A PROPOSED KINDERGARTEN FOR KARACHI

The present chapter has been designed to deal with the programme of the proposed Kindergarten to be established in Karachi, Pakistan.

It has been divided into six sections. The first section deals with the objectives of the school. The second section is a description of the plant and other facilities to be provided at the school. The third gives a broad outline of the curriculum dealing with creative experiences in music, art, drama, literature etc. The fourth section deals with the required academic and professional qualifications of teachers. Fifth and Sixth sections deal with the Parent-Teachers Associations and Parent-Education Programme.

I-Objectives of the School

In proposing a Kindergarten school for Karachi, it is necessary to consider the social background on which the proposed school will be established. In 1947 - the year of the Independence and emergence of Pakistan as a sovereign State, Karachi was a small fishing harbour. The approximate population at that ^{time} was about 500,000. The majority of the people belonged to the former Province of Sindh which was later unified into the Province of West Pakistan. Commerce, was mainly under the control of people belonging to the former Indian

Province of Bombay.¹

After Independence and after being expelled from India, people from different parts of the Indian territory moved to Karachi either in connection with official duties or business or with the sole purpose of getting a place to live and be safe. They had their own way of life and customs, and tried to retain them in the new environment. This resulted in a demand for and provision of separate colonies for people from different areas of India, like Hyderabad Colony, Bihar Colony etc. On account of the situation obtaining there as a result of migration from India, these separate colonies had few occasions of intermixing. Consequently Karachi developed into a city, with a population of two millions, and having heterogeneous and often conflicting social patterns.

Furthermore, as Karachi was the capital of the new State of Pakistan, a large number of foreigners inevitably came in and brought with them their own cultural patterns and ways of life. This surge of a large number of inhabitants of divergent origins and ways of life, coming within a short period of time, when neither the government nor the city was prepared to accommodate them, created innumerable problems - physical, social, and psychological. Karachi became a cauldron of different sociological forces acting and reacting with one another. The important resultant characteristic

¹Province of Sindh was in fact a part of the British Indian Province of Bombay and remained as such since its annexation by the British till it was given the status of a province in August 1937 subsequent to the Government of India Act of 1935. For details refer to The Encyclopaedia Americana Vol. XXV, p.32)

of this social situation which are relevant to our study are:

1. The social patterns of Karachi city are still quite fluid and in the process of evolution. Thus there still prevails a serious clash between the conservative and progressive social forces, bringing in their wake all the problems connected with rapid social change;
2. The most important problem in this connection is the absence of generally accepted social norms in the city which may bind the citizens together and give them a sense of solidarity.

An important objective of our projected Kindergarten is, therefore, to give education to young children with particular emphasis on creating a homogeneous society in the city. It is well established that education in the early years of a child's life becomes almost synonymous with socialization. The child is to be led and directed towards readily accepting the norms of the society. Through the process of socialization he is helped to acquire habits, attitudes and beliefs of the group. His habits of sleeping, eating, defecating are all governed by social pressure. It is through socialization that the child learns the manners and customs of the family, community neighbourhood and the society in which he lives.²

From this broad objective, some others emerge. The children coming from different homes with their distinctive sub-cultural patterns

² Robert I. Watson, op.cit., pp.102-103

have to be socialized in such a way that the clash between their homes and the school does not lead them to further problems.

In addition to this effort to socialize children, the importance of their physical development is another important objective. Karachi is a city with almost no parks or other facilities for healthy recreation. Life there is hectic; distances are enormous; and the parents, faced with the problem of settling down in a new environment, cannot be supposed to pay due attention to their children's physical development. It is a common sight in the city to see small children play wherever they get any place or facility without, of course, being supervised and often in unhealthy surroundings. This neglect has contributed to the rise of delinquency and poor health among children. One of the more important objective of the proposed Kindergarten is, therefore, to provide adequate facilities for play and recreation for the children in a healthy, supervised environment.

As may have been inferred from the discussion earlier, Karachi is a city of divergent refugee communities who are still pre-occupied with adjustment to their new environment and to one another. It is not surprising, therefore, to find that this process gives rise to many problems - social, psychological and emotional. Nor is it surprising to witness unusual amount of neglect of children by their parents.

Children are sensitive to this neglect and develop emotional

problems as a result. An important function of the proposed Kindergarten is to make up for this neglect, by administering in an appropriate manner for the emotional needs of the children. The teachers should act and are expected thus, as foster parents surrounding the children with an atmosphere of love, joy and confidence.

Naturally the intellectual development of the children must occupy the centre of attention of the Kindergarten. But the intellectual development should be matured in an atmosphere of freedom (which respects the freedom of other children) in order to release the creative powers of the children.

In summary, therefore, the proposed Kindergarten aims at accomplishing the four major objectives which are the educational activities in different areas of development, namely:

1. Social Development;
2. Physical Development;
3. Emotional Development;
4. Intellectual Development.

But the Kindergarten is constrained to accomplish these activities in its special ways. The translation of these objectives require two factors to be kept in mind simultaneously:

1. The findings of modern educational theory and practices regarding the distinctive nature of the child;
2. Local conditions.

II- Provision Of Facilities

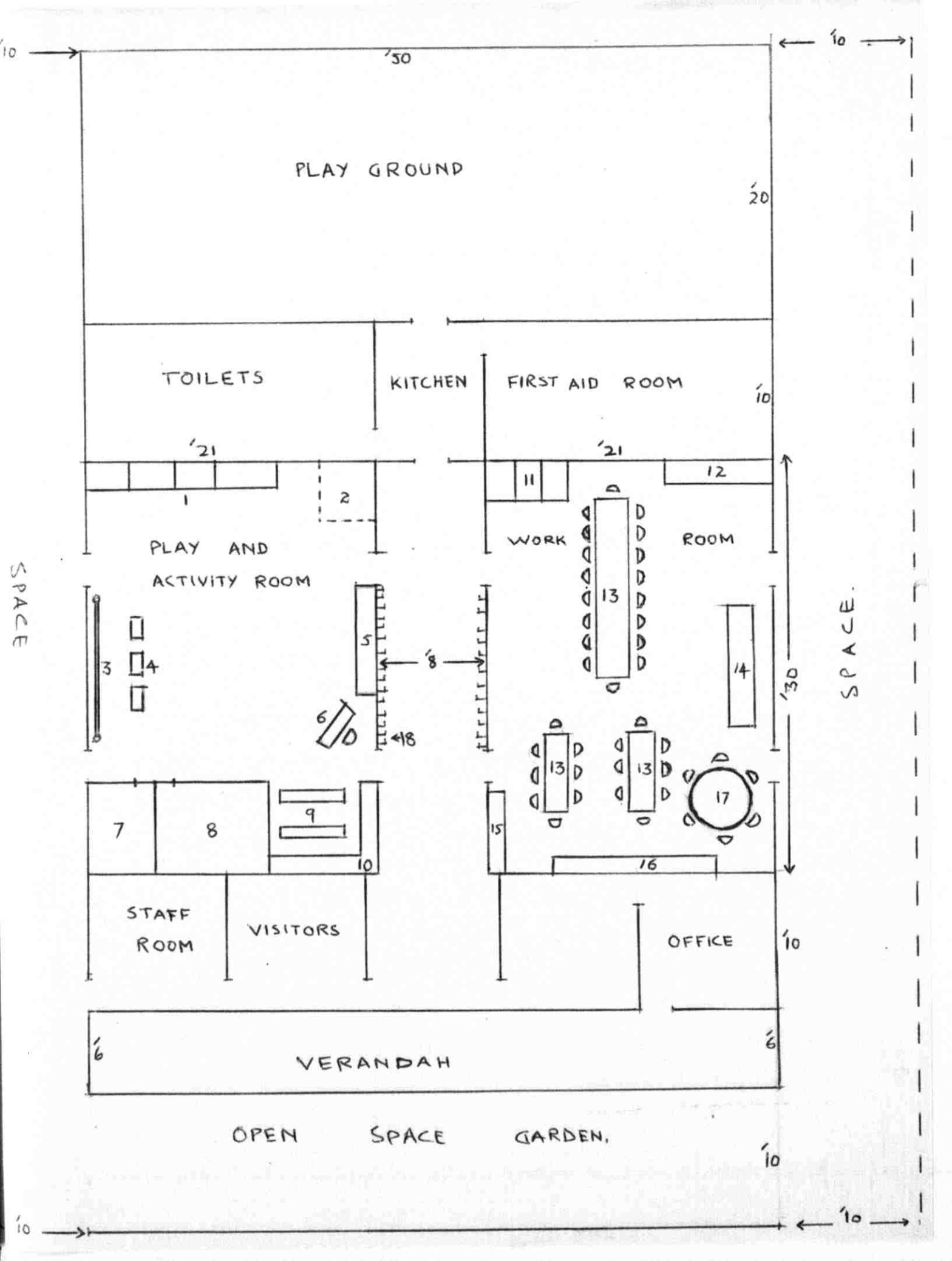
It has been mentioned earlier that growth of population in the city of Karachi was rapid and out-paced the growth of educational facilities. But parents, in their need of educating their children were forced to make use of any facility available at the time. Thus an unfortunate feature of the educational facilities in Karachi is their highly commercialized nature. Some people found it a profitable and flourishing business to open schools and reaped rich harvests therefrom. Private nursery schools and Kindergartens were established for profit. From the questionnaire sent to the Director of Education, Karachi, it has come ^{to} light that the Directorate is not in a position to name a single Kindergarten which might be considered as approximately upto the mark.

Thus proposed school will be a pilot institution with no parallel among existing schools; ready to face the possible challenge from the vested interest. It has, therefore, to be started on a modest scale as an experiment with a limited number of children.

Plant³

The school is to be established in Pakistan Employees' Housing Society where the writer owns a sufficient plot of land and

³. A diagramme of the plant is placed at page 88. It is however not final and is subject to changes as and when necessary.



is in a position to construct building specially for the school. It is also fortunate that the said plot of land is in a quiet place and in an appropriate location for the proposed school. The area in which the school is to operate is mostly inhabited by upper middle class. Parents are mostly educated and belong to higher income group.

The school, being on a moderate scale, will be started with two class-rooms each for 12 children and a small entrance room, toilets, a small room for purpose of first aid equipment, a small kitchen, a room for the Principal, a staff room and a room for office.

The small lockers' room will be 30' by 8'. It will contain 24 lockers - one for each child.

The main purpose of this room will be to provide children with space for their extra clothing, shoes and other belongings. In order that the children might identify their individual lockers, each will have a tag attached to it with a picture and the child's name.

The entrance room will also contain some big blocks for the children which may be used outside or inside the room for their various activities. At the end of the entrance room, there will be a small kitchen with necessary equipment. The shelves in the kitchen will be low and within the reach of young children, so that they

can help in the kitchen in keeping and putting things on the low shelves and experience a feeling of accomplishment.

On the left hand of the kitchen, there will be a toilet room which will be specially equipped to the size of the small children. Low toilets, wash bowls, basins and mirrors will be provided which will be within the reach of the children. On one side of the room, there will be hangers for towels for each child and each towel will carry a tag with the same picture and name as provided for the lockers at the entrance.

On the other side of the kitchen, there will be a small clinic. But in the initial stages of establishing this school, only a small room will be available as to serve the purpose of a sick room.

It will not be out of place to mention here that a friend of the writer who is a doctor is willing to devote some of her time to the clinic.

To the left of the entrance room, there will be 'play and activity room'. This play room will be 30 feet by 21 feet and is the most important part of a Kindergarten or a nursery school.

Play room is the workshop, the art studio, the scene of house-keeping and dramatic play. At any moment, it may be turned into a train or fire engine or stripped of many of its usual furnishings to make space for a building project. It is usually used also for music and story groups and for the serving of orange juice or even the noon meal.⁴

⁴. Josephine C. Foster and Marion L. Mattson, Nursery School Education, (New York, Appleton+Century-Croft Company, 1939) p.236

In equipping and arranging the play room, every possible effort will be made to make it comfortable in respect of its equipment, light and temperature.

This room will contain a doll corner, library area and a music corner. It will also be equipped with low shelves for keeping books, play equipment, small blocks, chalks, erasers, puzzles, rugs, small plastic beads and other material.

There will be another room on the right hand side of the entrance which will primarily be a work room. There will be four tables of different shapes to have a variety in the room. These tables will be used for cutting paper, wood, working with plasticine etc.

The room will also be equipped with painting easels, paints, crayons, large brushes which can easily be handled by children of this age group.

In one corner of the room, there will be a big 'sand table' where children can make different things with sand. Sand is a creative medium. In one corner of the room, low washing basins will be provided for washing after finishing with painting, cutting and sand play etc.

Due to shortage of funds, the proposed Kindergarten will not be able to provide a separate well-furnished sleeping room. The children will, however, take their nap in the play room on small sized mattresses, rugs, etc.

Play Ground

For out-door activity the school will have a play ground which will be in ^{the} rear of the building. It will be surrounded with trees and green creepers. This play ground will be divided into three portions:

- a) Small space in one corner which will serve the purpose of a small garden. Children will be guided and encouraged to plant seeds of flowers, vegetables and cereals etc.
- b) The second portion will be turned into a small zoo. This zoo will have easily obtainable birds - pigeons, sparrows, parrots etc.- and animals like rabbits, cats, monkeys etc.
- c) The third portion will be equipped with out-door play materials like see-saw, jungle jim, swings, slides and ladders etc.

On either side of the building, there will be a small area of smooth concrete for tricycles, wagons, cars etc.

Equipment

As children think with things more easily and naturally than with abstractions,⁵ it is necessary that the Kindergarten be well equipped with materials which are suitable to the age and development of the children.

⁵ Josephine Curtis Foster and Headley, Education in Kindergarten (New York, American Book Company, 1926) p.81

In the last few years, many studies have been done to ascertain children's body measurements. The heights and proportions of furniture and other Kindergarten ^{material} ~~should~~ vary according to the child growth, as revealed by these studies,

The writer has visited practically every Kindergarten school in Karachi and has observed their programmes and facilities provided. In no school did she observe sufficient attention paid to the furniture - to making appropriate to the growth and physical needs of the children. Thus in the proposed school, particular attention will be paid to the furniture, equipment and other facilities in order to demonstrate their advantage to other Kindergartens.

Furniture

Kindergarten children should not be expected to sit at fixed desks. They should be provided with moveable chairs and tables of proper height and light weight. The chairs should be comfortable and conducive to good postures, and of such a weight and design that they may be easily moved by the children around the room.

Tables should be square and wide to allow children to work opposite to each other which will help them converse among themselves and appreciate each other's work.

Out-door Equipment

Although for big muscles activity, out door play is the best, but in rainy and cold seasons, the children have to spend most of their time inside.

For out-door use, the children should have access to a jungle gym, which should be painted. Slides and see-saw will be another important material. These have a social value as well. Children learn to take their turns on a see-saw and slide and learn cooperation as well.

Children enjoy wheeled toys such as tricycles, tractors, trucks etc. All these will be provided for out-door play.

Indoor Equipment

Just as outdoor activity is a part of Kindergarten living, so is indoor. It is commonly observed that children take great deal of pleasure in cleaning up and dusting. Every Kindergarten should have a number of waste paper baskets, preferably plastic ones, to avoid noise and clattering. A broom is an essential part of cleaning. But it should be small enough to be handled with ease by the children of five years of age. Other valuable equipment to be used in the Kindergarten for cleaning purpose is a dust pan, cleaning rags, dust cloths, sponges, scrubbing brushes and soap.

Material for Manipulation

Children are fascinated by coloured beads and stringing them on necklaces; small blocks of various shapes and colours; and puzzles of various kinds. All this material provides opportunity and atmosphere for creative experiences.

Material for Construction

1. Blocks: Both small and large blocks are used by children for manipulation and construction. The large blocks should be hollow from inside for easy lifting by the children. Such blocks will be provided both for indoor and outdoor play.

2. Paper: Paper of various kinds and colours for cutting and for drawing is of immense value to the Kindergartens. Along with the paper, the Kindergarten will be provided with dull scissors, paste, easels, aprons, water colours, poster paint, and brushes. In addition to these, clay, sand and plasticine for building, modelling and other forms of creative activity will also be provided.

3. Wood: Some wood in different shapes and sizes will also be provided. Some children are specially interested in wood-work, which also offers opportunities for creative play. Tools such as hammers, nails, saws, screws etc. of a good quality and proper size and weight will also be provided.

4. Sand: Sand play for children is an integral part of a Kindergarten programme. Children enjoy manipulating sand in different shapes which stimulate dramatic play. A watering can and some toys used to keep on the sand while playing will also be provided.

Material for Dramatic Play

The school will provide materials for dramatic play which is fun for the Kindergarten children. Materials such as few dresses

scarves, hats, beads, ribbons, flowers, sweaters, shoes, hand bags etc. will be stored for this purpose in the school.

Hand puppets made by the students or commercially prepared shall be included in the list of dramatic play materials.

A doll corner, especially for girls, will be a permanent feature of the class room. The doll house will contain small chairs, tables, cooking utensils, equipment for washing, ironing, sweeping, suit cases etc. These materials will inspire children with delightful activities.

Music

Music enriches the lives of children and brings joy and happiness to them. Realizing this, the school will provide a piano, phonograph with records and other rhythm instruments for children.

Books

The library section of the proposed school will contain books and magazines with coloured pictures. Since the Kindergarten children do not actually read but are getting ready to read, the books should be attractive to hold their attention and within the understanding of small children. They should be in bold letters with widely spaced lines.

However, at the time of selecting these books for the school, a criteria given by Nora Beust will be kept in mind. It covers the following:

A-Contents

I-Factual

1. Subject interests the child.
2. Style suitable to subject-matter.
3. Up-to-date.
4. Accurate.
5. Unprejudiced.

II-Imaginative

1. The character, plot and setting sincere, vital and true to the life described.
2. The style appropriate to the writing.

B-Format:

- I. Binding appropriate.
- II. Size suitable.
- III. Appearance satisfactory.
- IV. Readability of printed page.
- V. Illustrations in harmony with and illuminating the text.⁶

These books should, however, be in the mother-tongue of children so that they can easily understand them. The books should also depict the life, culture and tradition of their own so that they may have the knowledge of their country and its people.

⁶ Nora E. Beust, Five Hundred Books for Children (U.S. Deptt. of Education Bull. 11, 1930) p.2

It will not be out of place here to remark that selection of books will pose a real problem for the school as very few suitable books in Urdu are presently available, although the writers have started giving their attention to this important field. Moreover, parents expect their children to learn English and books in English are of course available which may be used.

Physical Examination of Children

This area of physical welfare is generally neglected in Pakistan. In schools other than those recognized by the Government there is no provision for such facilities. And in recognized schools the provision of such facilities is just an eye-wash. Children at this age are susceptible to communicable diseases. The most common diseases at this stage are cold, running nose, sneezing, inflamed throat, skin infections like itching, ring worms and eczema, whooping cough, and intestinal parasites such as pin or thread worm which children contact from one another.

The proposed school will make provisions for a physical examination twice a month. Besides, the school will also cultivate desirable health habits in the children .

Children will be taught to clean hands and teeth after every meal, to clean hands before eating, after play and using the toilets. They will be taught to keep hands and clothes clean. One

of the most important health habit which will be cultivated in children is to keep hands, clothing, pencils and everything else out of the mouth except food. All children will learn to cover their mouths when they sneeze, cough or yawn.

Children will develop a habit of orderliness and cleanliness through projects and activities like cleaning the room, tables and books.

This learning of health habits in the Kindergarten is carried on to home and community. In this connection, the school will adopt a strict policy to send home any child suffering from persistent cough or running nose and fever or any other ailment. If such a child cannot be sent home immediately, he or she will immediately be transferred to an isolated and clean room, separate from a class room until such time as arrangements may be made to send him or her back home. It will, however, take sometime to convince the parents not to send such children to school unless completely fit but the persistent policy of the school will surely affect the behaviour of parents in this respect.

III-Outlines of the Curriculum

The present section deals with the broad outlines of the curriculum which will be adopted in the proposed Kindergarten to be established in Karachi.

This outline includes experiences in (1) Music, (2) Graphic

Arts, (3) Literature, (4) Dramatic Play, (5) Rhythm and Dancing, and (6) reading readiness activities.

The above will be discussed one by one in the following pages.

1. Creative Experience in Music

Music has the possibilities for becoming an important part in the life of every individual. It is one of the media by which a person gains wide and varied experiences, and it is for this reason that Music should be interspersed throughout the daily programme. When children are tired and restless, they might sing a happy, jolly, rollicking song which might result in a feeling of joy, satisfaction and relaxation. Music can also act as an everyday means of unification of the group. Mursell in his book Human Values in Music Education writes; that performing and listening to Music are both definitely social as well as personal actions. He calls Music as an agency for growth. It increases the breadth of apprehension and outlook and contributes to personal release of expression.⁷

The teacher should encourage children to make his own interpretation and meaning and also encourage him to share such expression with the group as it crystallizes his own thoughts to put them into words. Teacher should not be prescriptive and should

⁷. James L. Mursell, Human Values in Music Education, (New York, Silver Burdett and Co., 1934) Chapt. II and V as quoted by J. Murray Lee And Dorris May Lee, op.cit., p.547.

not press children for ideas or else they may make up or copy something already expressed, This has a very undesirable effect on the child's creative expression.

In the formal situation of Kindergartens, children may naturally express themselves rhythmically and melodiously. The teacher must be alert to catch and encourage such expression as "the creating of music often stimulates creativeness in other fields."⁹

Music in Kindergartens in Karachi is confined to rote learning of certain poems and their recitation. The teacher makes the children learn by heart some poems in English like "Jack and Jill went up the hill", " Little Miss Muffet sat on a tuffet" and so on. Children memorize these poems and then take their turn in reciting them in class room. Very few schools have a piano or other musical instrument.

The teachers do not realize that bodily movements are very important for the pre-school child. Children should be allowed to skip, run, hop and jump. These expressions are of greatest satisfaction to the child and provide him with an opportunity for creative expression.¹⁰

Creative Experiences in Graphic Arts

By Graphic Arts here is meant drawing, painting, modelling, sculpture, constructing with paper or more durable material, making

⁹. ibid, p. 561.

¹⁰. California State Department of Education, op.cit., pp.260-61

their surroundings more attractive and gaining a true appreciation of all these when done beautifully by others.

Art is the interpretation of feelings and experience.¹¹

"In the beginning grades art plays an important part in helping children understand themselves and their world."¹²

There are certain important values of art experiences for the young child. The child through art can express himself emotionally discover his creative abilities and develop an understanding of some basic art processes. These creative art experiences can develop better in an atmosphere where the child is free to explore, experiment and express his ideas and feelings.

The job of the teacher is to observe each child and guide him. She has to create confidence in the child, when she sees the child is confused, hesitant and frustrated with his work. Children like art if they feel free to experiment with colours and other art materials.

In Karachi the situation is not so. Children are not free to draw anything they like. They are given certain objects to copy on paper. A 'glass' or a 'jar' is kept in the centre while children sit around it and try to make a copy of it. This kills the creative power in children. Art material is meagre. Children bring their own

¹¹. ibid p.407

¹². ibid

ordinary pencils and paper, schools do not supply any art material.

Creative Experiences in Literature

"Literature is a means of appealing to a child's imagination satisfying his sense of beauty, pleasing his sense of rhythm and capturing his interest. Good literature is one of the chief means of furthering the child's intellectual growth.¹³

Appreciation of literature is fostered in the child only when the material is well within his understanding and suits his interests and tastes.

In the field of literature, there are certain aspects with which the child should come in contact and which he should learn to enjoy. These aspects are action and suspense, humour of various kinds and the worlds of senses and fantasy.¹⁴

The reading of literature, for example, reading of verse together has a great value socialization. Such group work not only teaches team work but also inculcates in children an understanding of one another and of the works at the same time. Children come to think together and feel together. Moreover, the early experiences with books help the child to read early. It is the job of the teacher and adults around him to provide him such opportunities. The teacher must be able to select appropriate books, which may interest children

13. ibid, p.425

14. ibid.

and at the same time provide joy and appreciation of these books. Furthermore, these books should be selected to orient the children about the language, to provide information about the people or any subject that may arise in the class room.

Creative Experiences in Dramatic Play

"Dramatic play is not only a universal expression of childhood but childhoods own way of learning."¹⁵ During dramatic play the child lives some one else's experiences. He feels that he is really that person or animal, and through his imagination, he experiences the very situation which that person or animal is supposed to be experiencing.

It is through dramatic play that the child grows¹⁶, understands the world around him and acquires new information. Following are the few important values of the dramatic play as a method of guiding children's activities in school:

1. Dramatic play is a natural way of learning.¹⁷
2. Dramatic play leads to a chain of integrated activities.
3. Dramatic play creates role consciousness in young children.

Each child learns to carry out the job or role assigned to him; learns to give and take, to wait for his turn and to work cooperatively with others in solving

15. ibid, pp.207-208

16. Joseph Lee, Play in Education (New York, Macmillan Company 1919) p.5.

17. California, State Department of Education, op.cit., p.209

problems.

4. Dramatic play provides opportunities to teachers to observe incorrect behaviour of children which reveals incorrect concepts, to observe unsocial behaviour and attitudes, to discover emotional conflicts in children.
5. Dramatic play has genuine therapeutic value. Dramatic play gives the children a "hold over themselves". It helps them organize their behaviour and get more satisfaction through play

Play in addition to other values like expression of emotions, organization of experiences, formation of attitudes, release of tensions etc. furnishes an excellent learning situation, for it brings information into a most meaningful situation and relates it in a unified whole.

Dramatic play may be of two kinds: (1) pantomime and (2) puppets. Pantomime is an interpretation through bodily actions. Of particular, it is valuable for children who are timid. It relieves them of the necessity of speaking before the group until they have gained some confidence. Puppets are used by children as a substitute for real characters. Children may name the puppets as real life characters and show their feelings towards them through play.

In arranging the dramatic play the teacher should first stimulate a desire in the children and place material conducive to dramatic play within the visual span of the children. She should also give an opportunity to each child to participate and guide them through their activities. The experiences which the children are guided to recreate must vary according to children's level of maturity.

Creative Experiences in Rhythm and Dancing

Every child should know the joy of discovering the vast number of movements of which his body is capable. In the teaching of rhythms the teacher should provide experiences that will make the child aware of the variety of movements of which his body is capable. As the child becomes conscious of the way he can use his body, he learns to enjoy movements for its own sake. These natural movements are the bases for all rhythm.

As the child becomes accustomed to a wide range of bodily movements such as skipping, running, hopping, jumping, sliding etc. he loses his self-consciousness concerning them. He develops a bodily poise, grace and freedom of movement which will be of great value to him all his life.

Reading Readiness Activities¹⁸

All children profit from training in auditory and visual skills. Ear training games and exercises are fun for children of Kindergarten age. They help the children to think more precisely about sounds they can hear. Children become aware of differences, use of words relating to description and comparison and at the same time acquire vocabulary of the terms by which he can communicate his observations about what he learns.

¹⁸. Also see Appendix E.

Visual activities help the children make eye adjustments at reading distances. To prepare the child for reading at a higher level, it is essential that he must continue to grow in ability to discriminate the tiny details of more and more printed words, to continue to increase speed and to widen the span of visual perception. So a programme of visual activities is most essential for advanced reading which the children will face in higher grades.

IV-Qualifications and Training of Teachers

The proposed Kindergarten will seek to engage teachers who are properly trained and have a right disposition to deal with children i.e. a teacher who is healthy, energetic, has a pleasant personality, interest in children, is tolerant and patient in dealing with young ones.

One of the most important qualification for Kindergarten teachers is her genuine love for children and a willingness to act as a mother to them.

On academic side, it will be attempted to staff the school with teachers who have, in addition to the qualifications mentioned above, a degree from a university, preferably in Psychology with regular training in Kindergarten education.

The Director of the school will be required to hold at least an M.A. degree in Education with administrative and professional training. The assistant teachers will be required to hold qualifications just mentioned. Preference will be given to those who also hold a degree in Education.

One more important qualification of teachers which the school will seek is that they should be well-versed and strong in their mother language - Urdu.

V- Teacher - Parents Association

It is apparent from the results of our questionnaires that there is very little contact between parents and teachers. The proposed school will take special interest in organizing such meetings frequently. The purpose of these meetings will be to promote the welfare and interest of the children both at home and in school, and not merely "gossip sessions". The meetings will be held monthly or more frequently if the need arises. These meetings will be devoted to discussions of the problems of children, their progress, their behaviour at home and in school. The core of such information will facilitate and help the teacher as well as, the parents to understand the child more and fully.

VI- Parents Education Programme

The teacher-parent meetings will also serve the purpose of educating parents. The school counsellors will make known to the mothers as well as the teachers that the "stick" is no longer effective in improving children and that children should be treated with kindness and sympathy.

The general aim of parent education is to help them gain a better understanding of themselves and their children. A parent education programme should provide parents with opportunities

to study about the growth and development of children, to acquaint them with the aims and objectives of Kindergarten education. This education can be given to parents with resultant close relationship between a child, his mother and father.

The parents should be informed that the child does not come to school for formal reading, writing and counting only. They should be discouraged from engaging teachers at home for children at this age. The disadvantage of this attitude should be explained to them.

The school will make every effort to initiate a good and sound programme of parent education, for without this, the school programme cannot be complete.

§§§§§§§§§§§§§§§§§§

APPENDIX A

Questionnaire

I

March 8, 1963.

Mothers of Kindergarten School-going Age Children(4-6) Karachi
West Pakistan.

Dear Madam,

I am a student from Karachi, West Pakistan, studying for the degree of Master of Arts at the American University of Beirut and am deeply interested in returning to my country to serve it in the field of education - especially Kindergarten education. Specifically my interest is to establish a Kindergarten in Karachi on modern lines.

Thus for my Master of Arts thesis, I have chosen the subject "A Projected Kindergarten in Karachi". In order to assist me in developing my research on this subject, I would be most grateful if you would kindly provide me with answers to the following questions:

- (1) Why did you send your child to Kindergarten school?

- (2) Kindly explain why you are either satisfied or dissatisfied with his/her Kindergarten programme and progress.

- (3) Do you discuss the progress of your child with his/her teachers or Principal? Please explain.

- (4) In your opinion, is there need for more Kindergartens in Karachi? If so, why?

§§§§§§§§

APPENDIX B

Questionnaire II

March 8, 1963.

The Headmistress/ Headmaster of Kindergarten School,
Karachi, West Pakistan.

Dear Madam/ Sir,

I am a student from Karachi, West Pakistan studying for the degree of Master of Arts at the American University of Beirut, and am deeply interested in returning to my country to serve it in the field of education - specially Kindergarten. Specifically my interest is to establish a Kindergarten in Karachi on modern lines.

Thus for my Master of Arts thesis, I have chosen the subject "Projected Kindergarten in Karachi". In order to assist me in developing my research on this subject, I would be most grateful if you would kindly provide me with answers to the following questions:

- (1) Educational qualification of the Headmistress/ Headmaster including any special training in the field of Kindergarten education. _____
- (2) Who owns the school? _____
- (3) In which year was the school opened? _____
- (4) What is the number of children in the school? _____
- (5) Number of Kindergarten section. _____
- (6) What is the age range of children in Kindergarten classes? From _____ to _____ years.
- (7) Number of teachers in Kindergarten classes. _____

(8) Qualifications of your teachers:

- a) Education _____
- b) Experience _____

(9) How is the school supported? _____

(10) Physical set up and building:

- a) Number of rooms used for school. _____
- b) Is there a play ground? Yes _____ No _____
- c) Is there enough space in your school for children to move about freely,
 - i) Indoor, Yes _____ No _____
 - ii) Outdoor, Yes _____ No _____

(11) Kindly give a brief description of your curriculum including activities and daily time table. _____

(12) What are the school hours? From _____ To _____

(13) Total charges on each child on monthly basis. _____

(14) What is maximum number of children admitted? _____

(15) Is there one teacher for one class? Yes. _____ No. _____ If no, how many? _____

(16) Would you like to make some changes in your present school programme? Yes. _____ No. _____ If yes, what changes do you suggest? _____

(17) What in your opinion are the criteria of a good Kindergarten? _____

(18) What in your opinion, is the purpose or purposes of Kindergarten? _____

\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$\$

APPENDIC C

Questionnaire III.

March 8, 1963.

The Teachers of Kindergartens,
Karachi, West Pakistan.

Dear Madam,

I am a student from Karachi, West Pakistan studying for the degree of Master of Arts at the American University of Beirut and am deeply interested in returning to my country to serve it in the field of education, especially Kindergarten. Specifically my interest is to establish a Kindergarten in Karachi on modern lines.

Thus for my Master of Arts thesis I have chosen the subject "Projected Kindergarten in Karachi". In order to assist me in developing my research on this subject, I would be most grateful if you would kindly provide me with answers to the following questions.

(1) Qualifications of Teachers:

i) Academic _____ ii) Professional _____

(2) Teaching Experience in Kindergartens:

i) Where _____ ii) How long? _____

(3) Did you have any special training in Kindergarten education?

Yes. _____ No. _____ If yes, please describe briefly the kind of training received. _____

(4) Kindly describe your work at present in your school and daily programme and activities of your class. _____

(5) Kindly give some description of the class room and equipment used for indoor and outdoor activities of the children. _____

(6) Number of children in Kindergarten class _____

(7) Do you discuss the progress or difficulties of the children with their parents? Kindly explain. _____

(8) What is the age range of children? From _____ to _____

(9) Explain briefly your idea of a good Kindergarten programme. _____

- (10) Do you think that more Kindergarten schools are needed for Karachi? If yes, explain why? _____
- (11) How much freedom is given to you in initiating the activities of programme in the class room? _____

- (12) In your opinion, what should be the aims of Kindergarten education? _____

- (13) What improvements would you suggest in the present Kindergarten schools in Karachi? _____

§§§§§§§§§§§§§§§§§§

APPENDIX D

Questionnaire IV

March 8, 1963.

The Director of Education,
Karachi Region,
Karachi.

Sir,

I am a student from Karachi, West Pakistan studying for the degree of Master of Arts at the American University of Beirut, and am deeply interested in returning to my country to serve it in the field of education, especially Kindergarten. Specifically my interest is to establish a Kindergarten in Karachi on modern lines.

Thus for my Master of Arts thesis I have chosen the subject "Projected Kindergarten in Karachi". In order to assist me in developing my research on the subject, I would be grateful if you would kindly provide me with answers to the following questions.

- (1) How many Kindergarten schools are there in Karachi? Kindly list according to following categories:
 - i) Private, recognized and aided _____
 - ii) Private, recognized and unaided _____
 - iii) Private, unrecognized _____
 - iv) Government supported _____
 - v) Kindergarten classes attached to primary schools _____
- (2) Does the Directorate prescribe a uniform curriculum for all Kindergartens, private and Government+managed ? _____
If yes, kindly list the contents of the prescribed curriculum.

- (3) What are the conditions necessary for granting recognition to Kindergarten schools? _____
- (4) Do you think that present Kindergarten schools in Karachi need

- reorganization on scientific and modern lines? Yes. No.
- (5) Would the Director of Education kindly explain his views about the need for and possible contribution of modern Kindergartens to the community in Karachi? _____
-
- (6) What measures of reform in Kindergarten schools are, in the judgement of the Director, most urgently needed. Kindly explain your views.
-

§§§§§§§§§§§§

APPENDIX E

READING READINESS ACTIVITIES

Activities for Sound Discrimination

All children profit from training in auditory skills. Ear training games and exercises are fun for children of Kindergarten ages. They help the children to think more precisely about the sounds they hear. Children become aware of differences, use words of description and comparison and at the same time acquire vocabulary of the terms by which they can communicate their observations about what they hear.

(a) Developing sensitivity to the qualities of non-vocal sounds

A game that calls attention to intensity, the tenderness or softness of sounds is the simple act of marching to music, stamping loudly when the music is loud and tip-toeing quietly when the music is soft. Through music, pitch, intensity and timbre is also emphasized.

(b) Developing sensitivity to sounds in words

The game which might be named "which is it", is played for detecting gross differences in sounds of words.

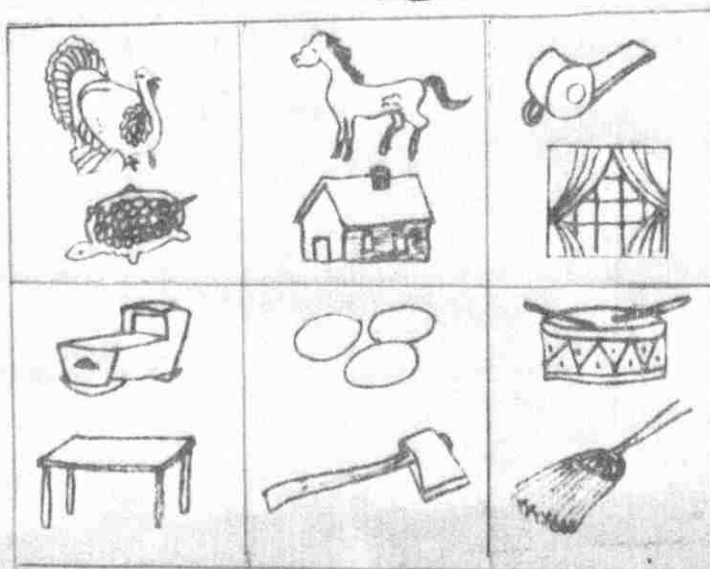
Select a number of word pairs on the basis of some gross similarity in sound of the total word, such as feathers, sweaters; desk, nest; chicken, children etc. This game can be arranged as

follows:

A page of paper is divided into various boxes, say six. Each box contains two pictures of objects whose names are grossly similar in sound, such as turkey and turtle; horse and house; window and whistle; table and cradle; eggs and axe; drum and broom.

First name the objects in each box so that the children will know which words the pictures illustrate and will not identify the cradle as bed, window as door or the horse as pony. Then say in the top row (point out with the hand the first row) mark the turtle, mark the horse, mark the window and so on. Now in the bottom row (indicating with a pointer) mark the cradle, axe, drum. A child who has difficulty in discriminating sound differences may be discovered, since he may hear axe as eggs and mark them eggs.

Pictures

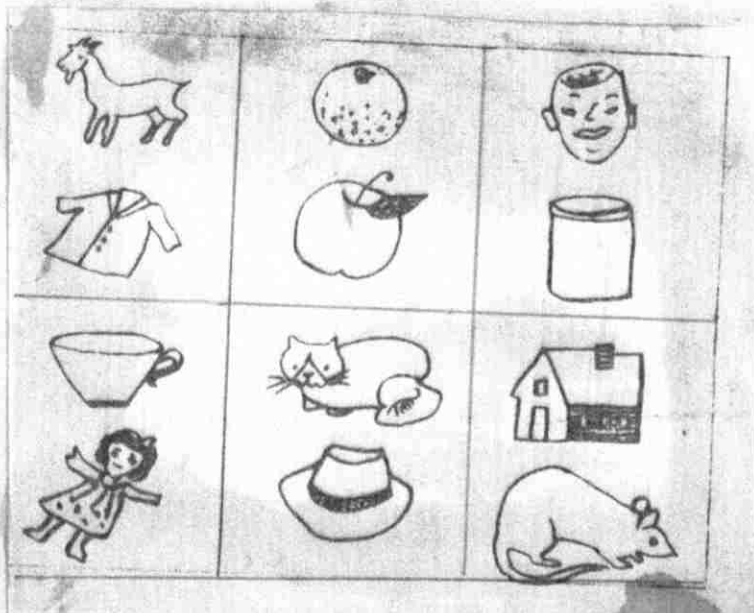


(c) Detecting Rhyming Words

Throughout child's Kindergarten experiences, he has been developing sensitivity to rhyming words. The teacher, however, should call the children's attention to the effect that rhyming words sound alike. After the children can detect rhymes the teacher should find out whether they can think of some words. But at first, the teacher should give a list of words to the children.

Children should be given a page of pictures, containing pairs of words that rhyme, mixed with several pairs of pictures that do not. Before beginning the exercise, name each picture so that the children will know which words are illustrated and will not call a coat a jacket. Indicating the picture say "there are two pictures in each box. In some boxes, the names of the pictures rhyme and in some they do not. Now of the names in one box which rhyme, mark the pictures!" The page has a diagnostic value in showing which children are able to discern rhyme.

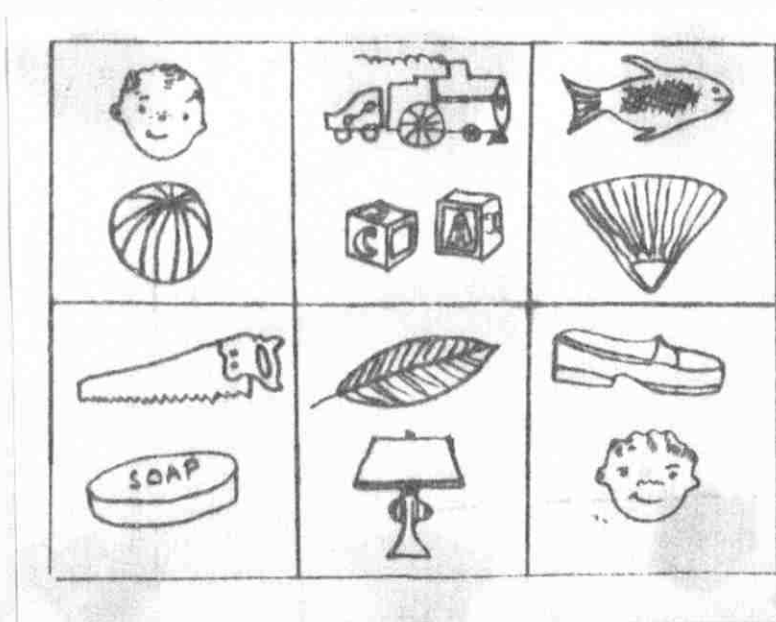
Pictures



(d) Detecting Words With the Same Sounds

The first step should be an experience for children only to hear such sounds. Then cut out pictures from a magazine that illustrates alliterations, such as a picture of "a pig in a pen"; "a baby in a bed"; "a house on a hill" and so on. Mount the pictures on cards of the same size. Show about five cards at first, and while showing them pronounce the title of each picture. Then ask a volunteer to repeat what was said about the picture. By the time several children have repeated say "a house on a hill" while seeing the picture, the rest of the class will be saying the catchy titles to themselves and will be eager for a turn.

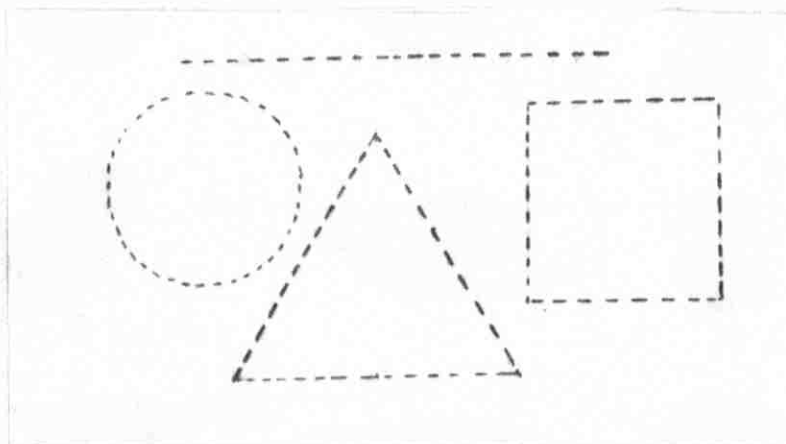
Pictures may be arranged showing pairs of objects whose names do or do not begin with the same sound. First name the pair of objects and then ask the children to mark those which begin with the same sound. This can be arranged in the following manner:



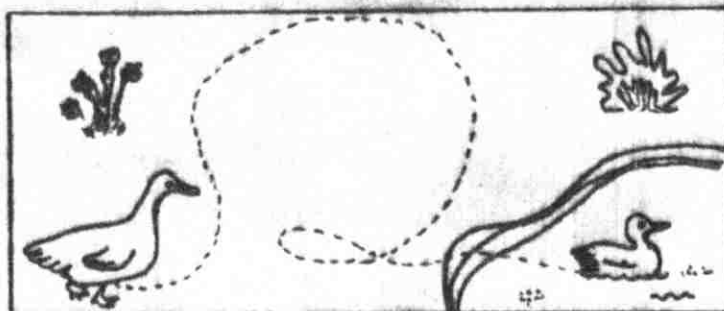
(e) Building a vocabulary of visual terms

The teacher should use and draw out words that help the children develop a vocabulary of visual terms at the same time that they are growing in ability to make eye adjustments at reading distance. Such comments from teachers as "what a pretty 'blue' bead you are putting on your string!" or "what a 'tall' tower of blocks" etc, acquaint the child with words which he will use later in developing finer visual discriminations.

Following a line across a page is a necessary visual skill that will be used in reading. Enlarged pictures as below help in practice.



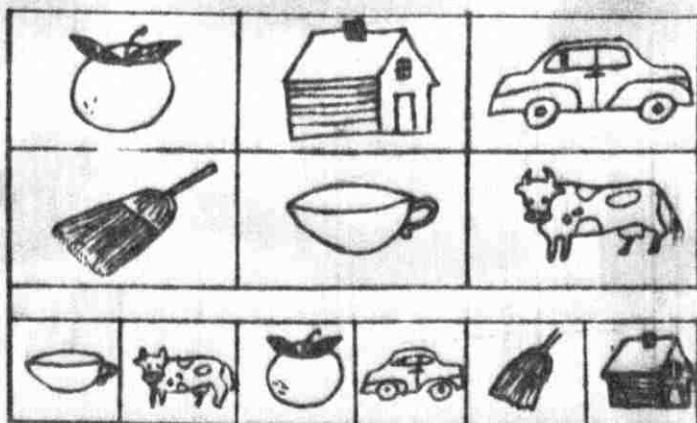
"Follow the dots just with your finger. Then take your crayon and draw along the dots to develop a line, a circle, a triangle and a square."



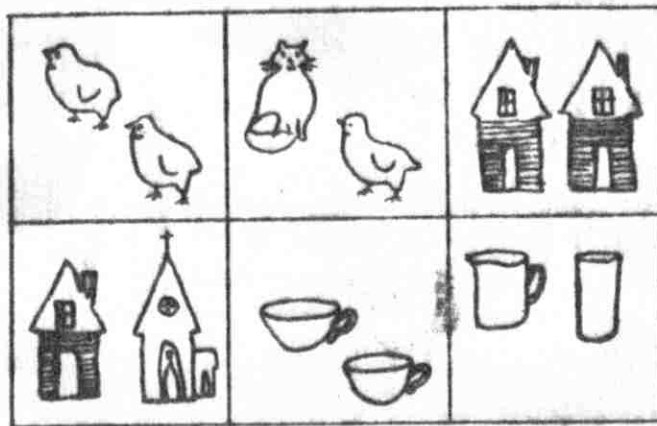
"Where did the little ^{duck} go?" Follow his track with your
finger and then mark the path with a crayon.

(f) Developing ability to make gross visual discriminations

A large card may be divided into six or eight squares and an attractive picture of some well known object may be pasted in each box. Next prepare as many small cards as there are boxes. Paste duplicate pictures on the small cards to match those on the large cards. Tell the children to put the pictures that are just alike, together. Such a picture game might look like this.



A finer stage of discrimination is reached when the children are given two pictures in one box, some pairs are alike and others different. Children are asked to look at the pictures and mark alike pairs. It looks like this.



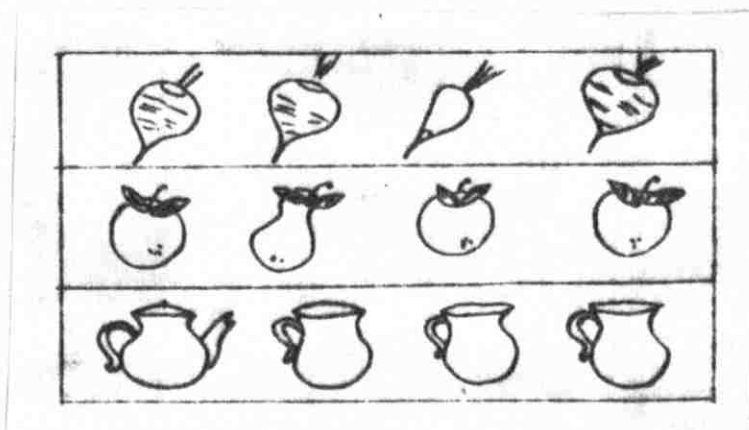
After this a more difficult stage of discrimination is reached when children are asked to mark larger or smaller items from pictures presented. This exercise can be made difficult as each row of pictures is drawn nearer and nearer the same size.

(g) Observing Colours

Colour matching games will help the teachers identify pupil's weakness in colour vision as well as learn the names of colours.

Picture puzzles are helpful in increasing sensitivity to form or shape. Two pieces fit together if their edges match, but the shape of one piece must extend out while its other half is cut in. Practice with this type of fitting extends the child's knowledge of space relationships.

Reading readiness activity also calls attention to shape. The child is asked to mark the one, in each row of pictures, that is different. The following example will illustrate this point:



Five and six year old children are in the midst of developing concept of right and left.

The game during which children alternately put their right and left hands "in" and "out" is fun. The game gives a motive for distinguishing right and left.

Some of the sound and vision discrimination games described in this section are inherently attractive and interesting to little children. Making use of children's natural interests and helping them develop in visual skills should be a joyous experience for teachers. When children find difficulty in discrimination, the teacher should try with simple material. Games should be constantly adjusted to the child.

APPENDIX F

Letter of Mr. Aziz Ahmad, Principal, Grand Folks School, Karachi, Pakistan to the writer in reply to the questionnaire.

+++++

Dear Miss Farkhad,

As you must be well aware, being a Pakistani and specially from Karachi that the filling of your questionnaire and getting a good response is something next to impossible.

Before the establishment of Pakistan, Karachi was a city of about three hundred thousand citizens and a small commercial centre and sea port. But on 14th August 1947, it became the capital of Pakistan, its only sea port and also its only city in the path of International Air Traffic. Overnight the city went into a sudden change. It was the centre of all trade, commerce, industry and governmental activities. Its population boomed to 20 millions and the economic prosperity of the city knew no bounds.

The Government tried to bridge the gap in all the fields including education but the demand outpaced all additional facilities. Governmental efforts were supplemented by certain sincere people who came forward and started private schools in their localities. This too could not accommodate all the children and gave rise to the idea of money making to the opportunists. The business of education started flourishing and up came mushroom type of Kindergarten schools. So much so that anybody who did not have anything to do, started Kindergarten schools mostly at his own residence. The Government could not stop them as K.G. schools were not recognized by them.

Even upto now there is no Kindergarten education on a regular basis. Some schools of repute have added these classes but the seats are limited, fees exorbitant. Good K.G. education is still a luxury. Otherwise it is in the hands of private individuals who are not at all prepared in any way to tell you about themselves.

I will now try to answer your questions, keeping in view all the circumstances. I will answer all the three questionnaires as being the head of an educational institution myself, I feel that I will be able to give you the correct replies to all your queries whether they pertain to me or not.

Letter of Miss Durré Shamim Musharraf, Teacher
Cantonment Public School Karachi.

Iqbal Manzil,
Karachi.
6th June 1963.

Dear Abida,

I have been thinking such a long time to write a letter to you - not only that it is due on me but also to act as a covering letter as regards the forms that had been sent by you to be filled in for your thesis.

I know the questionnaires that were sent back to you from here must be very meagre. But as you know, most of the schools - the English medium schools especially those run by foreign missions would not accept the forms. They were very non-cooperative. They refused to accept them on the basis that nobody had the right to ask the headmistress or the staff what their qualifications were. This resulted from the fact that most of the private schools here have untrained staff. Moreover, the schools run by foreign missions have their staff mostly consisting of the wives of the foreign missions staff who are mostly untrained. These schools just donot wish to employ local trained staff. Hence obviously they make use of whatever is available. Another thing is that the fees which they charge are exorbitant and so is the pay scale of the staff. Hence you cannot expect them to give a 'cordial welcome to questionnaires'. Anyhow during my visits to these schools in order to get responses to your questionnaires, I gathered the following information and impressions. The general view about the existing schools here is:

Area: In the urban areas of the city there are many schools but in the rural areas no such facilities are available. Areas like the Pakistan Employees' Cooperative Housing Society, Clifton, and other such places have a number of schools, with Kindergarten sections attached to them. But areas as Boulton Market, Lea Market, Lalukhet etc. there are no Kindergarten schools. Most of the schools in latter areas are government-run and, as you know, there are no Kindergarten sections in these schools. One can thus conclude that the existence of Kindergarten schools depends primarily on the class of people that live in a particular locality. The upper and middle classes mostly try to send their children to Kindergarten schools but as far as the lower middle and poor classes are concerned, they cannot afford to send their children to expensive Kindergarten schools.

It may not be out of place to mention that areas like Lea Market etc. have mosques which serve the purpose of pre-primary educational institutions. The mosque schools of the 'maktab' where the children receive religious education through the 'muallah' are the only educational institutions open to these children before they reach primary education stage.

Thus we can say that the majority of the children does not go to a Kindergarten and it is only in a priveleged sector of the society that can afford Kindergarten education for their children.

Building: The kind of buildings used for the schools are mostly not pre-planned with the express purpose of establishing a school. Schools are usually set up in the residential buildings and as such the requirements of a school are hardly ever fulfilled. Such things as airy, well-lighted classrooms with quiet healthy surroundings and enough space for lawns and outdoor games are not to be found.

Separate Kindergarten schools in Karachi are very few. The Kindergarten sections are attached to the primary schools, with no separate building or special space provided. There are only five schools where Montessori method is actually practiced in Kindergarten sections.

Staff: Staff in these school is mostly not qualified. One of the reasons for this is the fact that there are only two training schools and one degree college. Teachers are mostly from the Anglo-Pakistanis, who can speak English fluently but are in most cases not even Matriculates. This is because of the fact that the criteria of education at this level is that the children should be made familiar with the English language. Teachers having foreign qualifications in Kindergarten education usually become Principals or Incharge of Kindergarten sections, with the result they never get an opportunity to practise their theoretical knowledge.

Finance: Since the Government does not recognize the Kindergarten schools, these institutions do not get any financial aid from the Ministry of Education. Separate Kindergartens are mostly run on private enterprise and are financed privately with the resulting commercial nature of these schools.

§§§§§§§§§§

BIBLIOGRAPHY

- Arlitt, Ada Hart. The Child from One to Twelve. New York: Whittlesey House, McGraw Hill Book Company Inc. 1931.
- _____ . Psychology of Early Childhood. New York, London: McGraw Hill Book Company Inc. 1946.
- Bernard, Henry. Papers on Froebel's Kindergarten. Hartford. 1890.
- _____ . Pestalozzi and His Educational System. New York: C.W. Bardeen, Publishers. 1874.
- Baruch, Dorothy. Parents and Children Go to School: Adventuring in Nursery School and Kindergarten. New York: Scott Foresman and Company. 1939.
- Beust, Nora. Five Hundred Books for Children. Washington: United States Department of Interior, Office of Education Bull. No. 11. 1939.
- Brubacher, John S. A History of the Problems of Education. New York: McGraw Hill Book Company Inc. 1947.
- California State Department of Educ. Teachers' Guide to Education in Early Childhood (Bureau of Elementary Education). 1956.
- Carmichael, Leonard. Manual of Child Psychology.
- Comenius, John Amos. The Great Didactic of John Amos Comenius, London: A.&C. Black. 1923.
- Culkin, Mable Louise. Teaching the Youngest; New York: Macmillan & CO. 1953.
- Dewey, John. Experience and Education. New York: MacMillan & Company. 1938.
- Eby, Frederick and Arrowood, Charles. The Development of Modern Education. New York: Prentice Hall Inc. 1939.
- Eby, Frederick. The Development of Modern Education. New York; Prentice Hall Inc. 1952.
- Foster, Josephine. Education in Kindergarten. New York: American Book Company. 1948.
- _____ . Foster and Headley's Education in the Kindergarten American Book Company. 1959
- _____ . Nursery School Education. New York: Appleton Century Company. 1939.
- Gardener, Dorothy. Education Under Eight. London: Longman, Green & Co. 1949.

- Gesell, Arnold. The First Five Years of Life. New York: Harper & Brothers, 1940.
- Illg, Francis. and Child Development. New York: Harper & Brothers 1949.
- Goodenough, Florence L. Developmental Psychology. New York: Appleton-Century Crofts Inc. 1945.
- Havighurst, Robert J. Human Development and Education. New York, London, Trento: Longmans, Green & Co, 1953.
- International Association for Childhood Education. Helping Children Grow. Washington D.C., Fifteenth Street N.W. 1951.
- Jack, Louis M. et al Behaviour of the Preschool Child. Iowa, University of Iowa City, 1934.
- Jersild, Arthur Thomas et al Child Development and the Curriculum, New York: Teachers' College, 1946.
- Lambert, Hazel M. Teaching the Kindergarten Child. New York: Harcourt, Brace & Company, 1958.
- Langford, Louis M. Guidance of the Young Child. New York, London: John Wiley and Sons Inc. 1960.
- Leavitt, Jerome Edward. Nursery-Kindergarten Education, New York; McGraw Hill Book Company, 1958.
- Lee, Joseph. Play in Education. New York: The Macmillan Company, 1919.
- Lee, J. Murray and Lee, Dorris May, The Child and His Curriculum. New York: Appleton-Century-Crofts Inc. 1950.
- Mellor, Edna. Education Through Experience in the Infant School Year. Oxford, Black Well & Co. 1955.
- Monroe, Marion. Growing Into Reading. New York: Scott, Foresman and Company. 1951.
- Monroe, Paul. A History of Education. New York, Macmillan Company, 1918.
- Moore, Elenora Haegele. Fives at School: Teaching in the Kindergarten. New York: Putnam, 1959.
- Mursell, James L., Successful Teaching: Its Psychological Principles. McGraw Hill Book Company, Inc. 1954.
- Mussen, and Conger, Child Development and Personality. Harper and Brothers, New York, 1956.
- Narbeth Parent-Teacher Association, How Our Children Learn, Change AND Grow, Penn. Philadelphia, Arnold Press, 1957.

