

## REVIEW PAPER

# Physical facilities in various pre-school centres at Lucknow city

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## ABSTRACT

Early childhood care and education (ECCE) require that young children be provided care, opportunities and experiences that lead to their all-round development –physical, mental, social and emotional and school readiness. The NCF-2005 requires the curriculum framework and pedagogy for ECCE to be based on this holistic perspective, taking in to account the various domains of the development, the characteristics of children at each sub-stage, and their learning needs in terms of experiences. The National Policy on Education (NPE 1986) has given a great deal of importance to early childhood care and education (ECCE). It views ECCE as an important input in the strategy of human resource development, as a feeder and as a support service a primary education and a support service for working women of the disadvantaged sections of society. The Right to Free and Compulsory Education of Children Act 2009 has stated that “The state shall endeavour to provide early childhood care and education to run ECCE programme” The main objective of this study was to assess the physical facilities in various pre-school centre. The sample comprised of 15 pre-school centres. Quota sampling method was used for sample selection and interview schedule and observation sheet was used for data collection. Analysis of data was done by SPSS (20<sup>th</sup> version). To sum up, children- friendly infrastructure and facilities supported by professional training in relation to early childhood education constitute the key to improving the quality of preprimary education. Improving the educational infrastructure, training and supervision, and provision of children friendly equipments and materials are the best possible investment in preprimary education.

**Key Words :** Children, Physical facilities, Child care, Pre-school, ECCE

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Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children is goal one of the Dakar framework for Action, approved in Dakar, Senegal, in 2000. The jomtien Declaration, written in 1990, states that “Learning begins at birth...” Both declarations recognize that stimulation of physical, psychosocial, emotional, cognitive and linguistic development throughout a child’s first six years of life is crucial if the

child is to reach its fullest potential .

Early childhood begins when the relative dependency of babyhood is over, and it extends around 2 to 6 years of age. Educators refer to early childhood years as the “preschool age” to distinguish it from the time when children are considered old enough both physically and motor, to cope with the work they will be expected to do when they begin their formal schooling. This period paves the way for effective learning and the child is prepared in all respects to

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profit from schooling. It is a time of rapid assimilation of new stimuli, experiences and ideas. It is the foundation for the child's personality development.

The pre-school need to be supplement of the home and not a substitute. Along with the home, the pre-school gradually introduces the child to a large group of people and helps him to learn to meet its demands. It is a process of vital importance as the child's attitude towards the society outside the home in general and school in particular depends, to a large extent, upon the kind of experiences he gains at this stage specially in a pre-school. It is, therefore important to make careful planning with regards to the physical set up, programmed planning, curriculum, personnel etc. while planning to set up a pre-school for young children. Different types of pre-school centers as kindergarten, nursery, Montessori, Aganwadi, and daycare can be divided in to organized in the ECCE so as ensure an over –all integrated development of children .

Since the very beginning, human beings have done a lot to facilitate their lives with all the physical facilities of the world. The first need aroused for the human beings was the physical comfort. Physical facilities provide and maintain, safe, clean, and creative educational environments that are conducive to high achievements of the students. Physical facilities strive to give children's a comfortable atmosphere in which they work and learn. In developing countries, low levels of learning among children can partly be attributed to poor or inadequate facilities of the schools. Physical facilities are the fundamental factors in better learning and achievements of the children's.

All facilities must be provided to the pre-schools for the children's better, concrete and real experiences. Leeper *et al.* (1968) claim that the child learns through concrete rather than abstract experiences. Physical facilities help to enhance the learning of the children's. Researches show that availability of the physical facilities including drinking water, electricity, boundary wall, toilets, furniture, playgrounds, and dispensaries have a significant positive influence on the performance of the children's and their achievement.

The availability of physical facilities in a pre-school had a significance impact on children's performance. In the context to pre-school facilities, environment in which the children's learn is very crucial and without the suitable environment effective learning cannot take place. Bruce (2006) has rightly called the learning environment as the third teacher but it is important that the environment is not an end in itself; we have to look at the settings. Space is an important factor in providing a rich environment for learning, but it is only significant to the degree that it assists in providing a suitable climate for learning. He further investigated that environment should provide a rich range of resources which is always available to children. This gives

them scope to build on developing interests and to practice and apply what they have learned.

The school plant is a major component of the school facility. Knezevich (1975) described it as "the space interpretation of the school curriculum". He emphasized that the curriculum finds its physical expression in construction and arrangement of the school plant, which is a controlled environment that facilitates the teaching and learning process and also protects the physical well being of the occupants. He further stated that since teaching and learning does not take place in a vacuum, school facilities give meaning to the planned curricula and extra-curricula activities. A discussion of the school plant starts with the conceptualization of the educational programmes to be offered in the school. The nature and types of the educational programme will determine the nature and types of the school plant to be provided. Unruh (1974) emphasized that both teachers and students need places to search, read, write, confer, interact, view, listen, think, experiment, and record. Students need places to transact student affairs or to gather for social purposes. Teachers need office space, conference rooms for team planning, facilities for diagnosis of pupil's needs, and facilities for preparing instructional presentation. New views of the teaching-learning process that move beyond memorizing of knowledge toward involvement of students in applying, analyzing, synthesizing, and evaluating knowledge stress the need for flexibility of space in the schools. The complexity of the learning environment requires flexibility in the design of the school plant. Modern facilities are designed for diverse academic and social activities

School equipments are available in various forms. The equipment may be fixed or movable and they serve various purposes in the educational system. They are used in the classrooms, offices, toilets, and for sports etc. The supplies are the accessories for operation of various equipment. Furniture are also available in the classrooms, offices, outdoor, residential halls, common rooms, and those designed for the physically challenged.

Physical facilities is one of the basic requirements for ECCE centres. Without adequate physical facilities, it is difficult to run the centres for achieving the objectives of ECCE. Therefore, it was a felt need to find out the status of physical facilities in various centres.

The present study has been designed to investigate the physical facilities and actual needs in various pre-school centres in Lucknow, so that some research-based recommendations may be put forwarded to the government to fill in the gaps with regard physical facilities in these pre-school centre.

#### **Objective :**

To identify the physical facilities provide to the centre.

## RESEARCH METHODOLOGY

The present study was conducted in the area of Lucknow city where pre-school centers are situated like; kindergarten, nursery, Montessori, Aganwadi and daycare. The study was conducted for a period of 11<sup>th</sup> month. The sample consisted of 15 pre-school centers in Lucknow city of Uttar Pradesh. An interview schedule and observation sheet was prepared and used together information regarding the physical facilities variable and quota sampling is use for the study purpose.

## RESULTS AND REMONSTRATION

It is clear from Table 1 that 93.33%, 66.7% and nine (60.0%) of room facilities were available study room, kitchen and music room. As much 93.33% of building flexibility had electricity and thirteen (86.7%)drinking water thirteen (86.7%) of centre had verandah and toilet. 86.7% building flexibility had drinking water. Nine (60.0%) and eight (53.3%) of building exterior had exterior stairs, sidewalk good condition, Area free of trash and debris and Walls, window, trim intact, respectively.

Table 2 shows that majority 73.3% of health and hygiene had bathroom pleasant setting in eleven centres.

### Frequency distribution on the basis of play ground of centre:

Fig: 1 that 86.7% and 73.3% of play area had clean,

Sr. No.	Facilities	Frequency	Percentage
1.	Rooms		
	Music room	9	60.0
	Study room	14	93.33
	Store room	6	40.0
	Kitchen	10	66.7
	Store room with kitchen	5	33.3
2.	Flexibility		
	Verandah	13	86.7
	Ventilation	3	20.0
	Electricity	14	93.33
	Toilet	13	86.7
3.	Building exterior		
	Area free of trash and debris	8	53.3
	Walls, window, trim intact	8	53.3
	Exterior stairs, sidewalk good condition	9	60.0
	Trees, shrubs, lawn well-maintained	2	13.3
	No graffiti on walls	1	6.7

Table 2 : Frequency distribution on the basis of health and hygiene of centre

Sr. No.	Facilities	Frequency	Percentage
1.	Clean and pleasant		
	Toys cleaned and replace	9	60.0
	Bathroom pleasant setting	11	73.3
2.	Appropriate safety measure		
	Fire extinguisher	9	60.0
	First aid kit	9	60.0

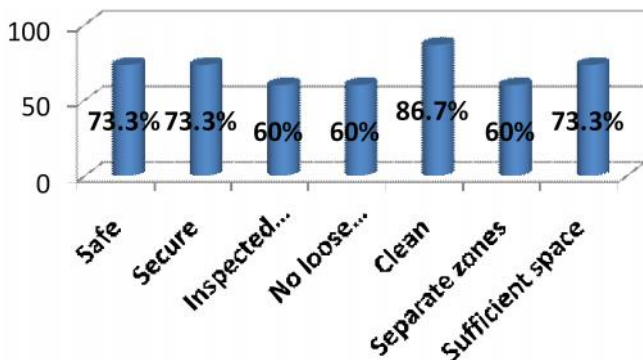


Fig. 1 : Play ground facilities

safe, secure and sufficient space. Nine (60%) of play area had inspected regularly, No loose, broken or missing part, and separate zone, respectively.

### Frequency distribution on the basis of furniture of centre:

Fig: 2 reveals that majority (80.0%) of furniture had chairs and tables in twelve Centres.

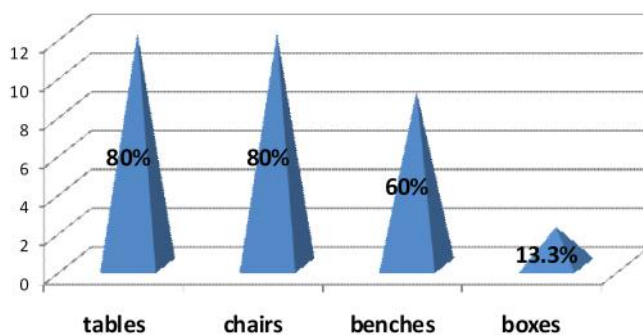


Fig. 2 : Items

The present study was conducted to focus on the physical facilities in various preschool centres in Lucknow city. In view of the findings of the study, it is evident that the physical facilities in public sector pre- schools of Lucknow are satisfactory. Many schools have furniture that can be repaired and can be used for children in the classrooms. In



Fig. 3 : Physical facility featuring a kitchen, classroom and play area

some cases, cleaning of school building roofs and outlet drainage points are desired. About some of the pre-schools, Aganwadi and Montessori have no functional toilets, clean drinking water; in many schools it has been reported that no proper mechanism of cleaning water is exists which cause diseases among the children.

The situation in regard to physical facilities has been found relatively better in pre-schools. Nursery, Kindergarten and Daycare pre-schools are found relatively better in comparison to Aganwadi and Montessori pre-schools. This might be due to good leadership and/or better resources in terms of staff and finance in Nursery, Kindergarten and Daycare centres. Our Aganwadi and Montessori schools have no designated head teachers which may be one of the main causes of poor infrastructure in these schools. In such a non-conductive teaching learning environment, the quality of education seems difficult to ensure. The previous research has clearly revealed that conducive learning environment is essential for schools' better outcomes. The availability of better physical facilities in schools has a significant impact on students' achievement (Hussain, 2003; Shami and Hussain, 2005; Bruce, 2006).

All the preschools also offered the children opportunity to play with outdoor equipment. The children showed a strong liking for outdoor equipment and modified their behaviour according to the availability of the physical facilities. When the children had facility of large playground they indulged in activities such as tag and other games, which required running and chasing one another. But in the preschools where large open play fields were not available it was seen that the children indulged in more sedentary games. This shows that the children always make adaptive use of the space available

to them.

### Conclusion:

The present study was able to observe and record problem area of physical facility-based child care centers. Most of the pre-school kindergarten, nursery, and daycare centers have physical facilities like building facility, toilet facilities, playground facilities drinking water facilities, play materials, health facilities were available.

School facilities give meaning to the teaching and leaning process. Physical Facilities is therefore an integral part of the overall management of the pre-school. School managers should carry out comprehensive assessment of the facilities to determine areas of need. This requires an integrated effort of all stakeholders who possess the expertise needed for accurate and up-to-date assessment of all aspects of school facilities. The actualization of the goals and objectives of education require the provision, maximum utilization and appropriate physical facilities. Furthermore, advances in science and technology, necessitate that the school manager should adopt modern methods of physical facilities. This will improve the quality of teaching and learning.

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