



A STUDY ON DESIGN OF NURSERY SCHOOLS

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ABSTRACT

Early childhood education is a system of instruction provided to small children from the age of three to five. Children will gain the social, emotional, physical and cognitive development needed to help them have a brighter future during the course of class. The study was carried out in the three pre-school of Pune. The measurement of plays area, classroom area, activity area and infrastructure facilities in the nursery school were observed and studied. The parent who were willing ready to become the subjects. The teachers who were teaching for the nursery school. The peon working in the school for nursery school. The results of data were presented in the form of table, graphs, figures and layout are proposed. The total sample size is 54 the parents of 12 students from every nursery school and every batch were selected. 3 Teachers from every school were selected. 3 peons from every school were selected. A structured questionnaire was prepared for parents, teachers and peon. The physical measurements were taken of the nursery school it was useful for redesigning The findings of the study revealed that the maximum parents check that type of curriculum, fees, near to your residence, good reputation, teachers teaching, locality of the school, active participation, good infrastructure activities and facilities provided. The study also revealed that maximum all schools had a specific criterion for teachers while applying for the job. The study also revealed that total area, the arrangement, principal cabin, the administration office, the staffroom, the classroom, the activity area and play area should be re-designed according standard measurements. Based on the findings of the study it is recommended that the nursery school authority should also keep in mind the school infrastructure should be

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maintained regularly and provide maximum facility to students, parents, and peon and teaches

Keywords: *Nursery, play room, parents, pre-school, and redesign, colors schemes, facilities, play area, activity area, furniture design, staffroom design and lighting.*

INTRODUCTION:-

Early childhood education is basically for children between the ages of three and five. This is most often named nursery school, pre-kindergarten, pre-primary or simply early schooling. They all have the same purpose, in spite of the different names – to prepare children for elementary school. Giving extra consideration to the children before elementary school aims to offer them a head start toward their future. When performed right, early childhood schooling will help children cultivate a lifelong passion for learning.

Human beings are very social beings and in early childhood the principal concept of socialization takes root. Children meet other people of their age in a safe environment away from family, sowing the seeds of 'socialization' and 'friendship' in young minds. This helps kids develop self-confidence by eliminating their shy nature. In this process, kids learn to share, collaborate, take turns, etc. They are all part of a socially stable life. This is particularly helpful for a single kid, who isn't comfortable with sharing items. In the secure atmosphere the infant continues to comply with qualified guidance.

The classroom indoor environment consist of different elements like well defined space furniture for the students, teaching staff, storage space in the form of cupboard, proper activity area, play area etc. The idea of providing good learning environment to enhance creativity, critical thinking and physical development.

Interior designing plays a vital role in enhancing the nursery school physical enjoyment by selecting the appropriate materials, floor finishes; furniture items and colour combination for the given nursery by making the best use of available spaces with respect to the needs of the users group mainly the children.

The present research was focused on evaluating the nursery schools for the interior designing layout with respect to application in designing of furniture and layout.

Statement of problem:

In present century young parents insist on secure admission for their kids in play group and nursery at the earliest. As young parents the anxiety level are very high among parents for security admission in good reputed school for children this has given rise to many new nursery schools and learning centers for young toddlers.



Besides this research done in early childhood education emphasis maximum cognitive development occurs during easily years of life, because of this reason many nursery school have come up.

Hence many new nursery school and playgroup have come up in residential area respective of the sizes.

Objectives

- To study the criteria for selection of nursery by parents.
- To study existing layout and various design features of nursery school.
- To study activities performed in nursery school (indoor, outdoor)
- To propose a layout of nursery school design.

Scope:

- Nursery schools are most important areas for designing. The nursery schools need to be designed very creatively. Nursery school is the most neglected areas in teams of designing. A study forms a data base for conductive for various researches in the field of the nursery school.
- A kindling learning environment which will enhance learning skills. A cognitive skill is essential for which an interior designer would play a major role.
- It should be user friendly to teaching and non-teaching.

Methods:

The methodology that was used to carry out the present research study was as follows:

Design of the study

- The study was exploratory cross-sectional study method in nursery school of Pune.
- The measurement of plays area, classroom area, activity area and infrastructure facilities in the nursery school were observed and studied.

Selection of Nursery School

This research was conducted in three preschool located in urban areas of Pune Maharashtra



1. Sarva seva sang, Vadgaon sheri, Pune, Maharashtra.. (S1)
2. Anjali school, Tampo chook, Vadgaon sheri, Pune, Maharashtra. (S2)
3. Phinex pre-school, Tukaram nagar , kharadi, Pune, Maharashtra. (S3)

Sample size

There were 20 students in every school. The parents of 12 students from every nursery school and every batch were selected. 3 Teachers from every school were selected. 3 peons from every school were selected.

Sample technique

The convenient sampling technique was used to select the sample for the study

Tool for data collection

- Questionnaire
- Observation
- Layout measurement

Analysis of data

- Data was decoded using Excel sheet.
- Data was analyzed using percentage basis.
- The results of data were presented in the form of table, graphs and figures.

Nursery Schools and Classes

Age range and typical sizes Nursery classes provide education for those below the compulsory school age of 5 years, who usually attend part-time. They should not be confused with play groups or day nurseries, both of which operate under Social Services regulations, even if using school buildings. Provision is not statutory, and varies widely between areas. There are relatively few self-contained nursery schools, more often one or two classes of around 26 children are attached to infants or primary schools, making some use of their



common facilities. 28.25 illustrates a two-class nursery unit designed as a free-standing building but which would probably be attached to a primary school

Accommodation

Playroom

Around 2.3m² per place. About two thirds of the floor area should be suitable for practical and messy activities, the remainder carpeted for listening to stories or playing on the floor. Adjacent store of 6–8m² for large play equipment and wheeled toys, accessible from inside or outside play areas.

Outdoor

play area around 9m² per place, of which at least two thirds to be paved. The area should be fully enclosed by a fence with a child-proof latch, and open to the sun, but sheltered from wind, with some fixed seating perhaps on a low wall. A variety of fixed play equipment can be provided, with a safety surface below. Sand pits should be fitted with a removable cover.

Lavatories and coat hanging

One WC and washbasin per 10 children, usually unisex. One cubicle should be fitted with a shower tray and be large enough to admit an adult to help after ‘accidents’, and to clean and change the patient in privacy. Coat area, with rack for wellingtons in a draught lobby to outside area.

Staffroom/quiet room/parents room

This should be 9–10m² for a nursery class attached to a primary school. A nursery school or unit of two or three classes will also need an office, head teacher’s room, staff room, adult lavatories, and a kitchenette for preparing drinks and mid-session snacks for children.

Security

Recent events have focused attention on the need to ensure both that children cannot wander out of the school enclosure and that they are protected inside the enclosure from those that might wish to harm them.

NURSERY SCHOOL OF PUNE

School S1 Serva Seva Sangh

Total area of nursery school was 11200 sq.ft. The nursery school has two entrances. The nursery school has some activity areas e.g. play ground area, wash room area etc. All maintenance of this nursery school was taken by sarva seva sangh trust. There is also a place provided on the first floor for the orphan children who stay over there. The class room has sufficient space and the benches provided for the students. There was a sufficient day light in the classroom of the school. There is a principal cabin provided with the capacity of 5 members. The waiting area provided for parents was sufficient. There was a sufficient area for play area and activity can be created.



School S2 Anjali English School

Total area of nursery school was 6480 sq.ft. The nursery school has one entrances. The nursery school has some activity areas e.g. play ground area, wash room area etc. All maintenance of this nursery school was taken by school itself. There is also a place provided on the first floor second school third floor was provided the for primary and secondary school. The class room has sufficient space and the benches provided for the students. There was a sufficient day light in the classroom of the school. There is a principal cabin provided with the capacity of 5 members. There was staffroom provided for total 10 teachers. The waiting area provided for parents was sufficient. There was a sufficient area for play area and activity can be created.



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School S3 Phinex English Medium School

Total area of nursery school was 4950 sq.ft. The nursery school has one entrance. The nursery school has some activity areas e.g. play ground area, wash room area etc. All maintenance of this nursery school was taken by school itself. There is also a place provided for the primary and secondary school. The class room has sufficient space and the benches provided for the students. There was an extra day light in the classroom of the school. There is a principal cabin provided with the capacity of 5 members. There was staffroom provided for total 8 teachers. The waiting area provided for parents was sufficient. There was a sufficient area for play area and activity can be created.





Results and Discussion:

This chapter highlights the analysis of data of the nursery schools of Pune. This chapter provides an important role to approach the thesis and conclusions in order to meet the objectives established at the beginning of the study. For analysis Total 17 tables were made and 55 figures were prepared for the results.

CONCLUSION:

Finally, it could be concluded that school S1,S2 and S3 facilities are not adequate in all aspects. It is necessary to improve facilities such as the first aid facility, the drinking water facility, the washroom facility, the dustbin facility. More features need to be added, such as play area , advanced play equipment, definite passages , definite activity area..

Nursery school designers and planners ; should understand student needs and provide facilities and spaces for the most enjoyable activities for children, which should be safe and hazard - free and motivate student to come regularly and they get good number of admission every year.

Recommendations:

The proposed changes needed in school S1,S2 and S3 based on the observation and results of data analysis for the design aspect and facilities provided in school are presented below;

Description of changes recommended for school S1 (Sarva seva sangh)

The researcher has proposed the layout keeping in mind the designing guidelines, activity area, play area. Proposed landscaping elements to add some native plants, flowering plants, maintaining a definite area with shrubs. Required activity area are created outdoor and indoor are proposed within the school according to activity. Swing seat, climbing net sliders are recommended to replace the play area with new good quality material play equipment. For

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the playground area, play sand will be used. Required changes in the classroom arrangement and the desk and benches design are changed on the recommendations of teachers. More two tables and chair are added for teachers on recommendations of teachers some of the windows are added for sufficient day light are added. Staff room is created on the demand of teachers. The principal cabin the area is increased and the arrangement is changed due to less sitting space and insufficient area. A separate space is given for students to have Tiffin's. Separate toilets are created for girls and boys on the ground floor itself. Parking area is provided for principal and teachers. Suggested display board area for school rules and regulations and maintain a diary on daily basis for students.

Description of changes recommended for school S2 (Anjali English School)

The researcher has proposed the layout keeping in mind the designing guidelines, activity area, play area. Proposed landscaping elements to add some native plants, flowering plants, maintaining a definite area with shrubs. Required activity area are created outdoor and indoor are proposed within the school according to activity. Swing seat, climbing net sliders are recommended to replace the play area with new good quality material play equipment. For the playground area, play sand will be used. Required changes in the classroom arrangement and the desk and benches design are changed on the recommendations of teachers. The principal cabin the area is increased and the arrangement is changed due to less sitting space and insufficient area. A separate space is given for students to have Tiffin's. Toilets are redesigned for girls and boys on the ground floor itself. Parking area is provided for principal and teachers. Suggested display board area for school rules and regulations and maintain a diary on daily basis for students.

Description of changes recommended for school S3 (Phinex pre-school)

The researcher has proposed the layout keeping in mind the designing guidelines, activity area, play area. Proposed landscaping elements to add some native plants, flowering plants, maintaining a definite area with shrubs. Required activity area are created outdoor and indoor are proposed within the school according to activity. Swing seat, climbing net sliders are recommended to replace the play area with new good quality material play equipment. For the playground area, play sand will be used. Required changes in the classroom arrangement and the desk and benches design are changed on the recommendations of teachers. More two tables and chair are added for teachers on recommendations of teachers some of the windows are added for sufficient day light are added. The principal cabin the area is increased and the arrangement is changed due to less sitting space and insufficient area. A separate space is given for students to have Tiffin's. Separate toilets are created for girls and boys on the ground floor itself. Parking area is provided for principal and teachers. Suggested display board area for school rules and regulations and maintain a diary on daily basis for students.



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