

Chapter- V

Analysis and Interpretation of Data

5.0.0 Introduction

In this chapter analysis and interpretation of data is done which is one of the most important parts of the research process.”Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for purposes of interpretation.”¹ Interpretation is what the results show, what they mean and what significance are there.

The present study is designed on the basis of following objectives:

- 1. To study the development of pre-school education in Barpeta and Bongaigaon districts of Assam.**
- 2. To study the facilities and programmes of educational experiences provided in the pre-schools functioning in Barpeta and Bongaigaon districts of Assam.**
- 3. To find out whether the daily activities and programmes conducted in different pre-schools are in accordance with the pre-determined objectives of pre-school education.**
- 4. To study the profile of pre-school teachers of Barpeta and Bongaigaon districts of Assam.**
- 5. To find out the problems faced by the pre-schools of Barpeta and Bongaigaon districts of Assam.**
- 6. To suggest measures for the improvement of pre-school programme.**

¹ Kulbir S. sidhu. *Methodology of Research in Education*. Sterling publisher, 2012, P-276.

On the basis of the objectives of the study, three sets of questionnaires were framed for-

- I. Head/principal
- II. Teachers
- III. Parents

Data was collected from the pre-schools of Barpeta and Bongaigaon districts of Assam. A total of 400 schools comprising of government and non-government were randomly selected from the area. Besides, data was also collected from district Elementary Education Officer (DEEO), Block Elementary Education Officer (BEEO) school Inspectors (IS) through Interview schedules.

Data have been analyzed and interpreted on the basis of the above mentioned objectives.

The first objectives has been discussed in detail in chapter IV namely Development of Pre-school Education in Barpeta and Bongaigaon Districts of Assam.

The data collected from the field has been analyzed and interpreted in tabular form.

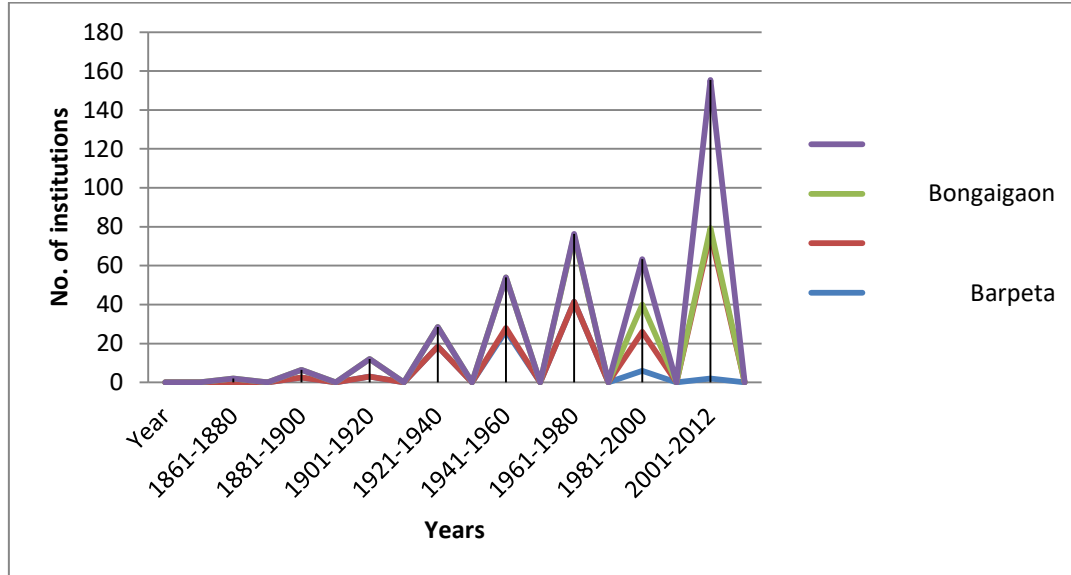
5.1.0 Head/principal's view regarding the development of pre-schools

5.1.1. Establishment of pre-schools

Table: 4.1 showing the year of establishment of Pre- Schools in Barpeta and Bongaigaon districts of Assam.

Year	Barpeta		Bongaigaon	
	Government	Non-government	Government	Non-government
	% of schools		% of schools	
1861-1880	0	0	2.00	0
1881-1900	2.50	0	4.00	0
1901-1920	3.00	0	9.00	0
1921-1940	18.50	0	10.00	0
1941-1960	26.50	1.43	26.00	0
1961-1980	41.50	0	34.00	0.77
1981-2000	6.00	20.00	14.00	23.33
2001-2012	2.00	74.29	3.00	76.17

Figure 7 showing the year of establishment of Pre- Schools in Barpeta and Bongaigaon districts of Assam.



The above table shows that 41.5% of the attached Government Pre-schools in Barpeta was established during 1961 to 1980 and in Bongaigaon 34.0% was established during the same period. Majority (74.2%) Non-Government Pre-schools in Barpeta and (76.6%) in Bongaigaon was established during 2001 to 2012.

5.1.2 Enrollment of pre-school children

Table 4.2 showing the % of enrollment in pre-school from 2008-2012 in Barpeta and Bongaigaon district of Assam:

Barpeta						
Year	Boys %		Girls %		Total %	
	Government	Non-Government	Government	Non-Government	Government	Non-Government
2008	52.25(4210)	49.21(2518)	48.75(4005)	50.79(2599)	61.62(8215)	38.38(5117)
2009	51.16(4334)	50.70(2365)	48.84(4137)	49.80(2346)	64.26(8471)	35.74(4711)
2010	50.96(4199)	50.36(3125)	49.54(4123)	49.64(3080)	57.29(8322)	42.71(6205)
2011	50.36(3276)	51.37(3663)	49.64(3229)	48.63(3467)	47.71(6505)	52.29(7130)
2012	51.41(2916)	51.68(3943)	48.60(2757)	48.32(3686)	42.65(5673)	57.35(7629)

Figure 8 showing the % of enrollment in pre-school from 2008-2012 in Barpeta district of Assam

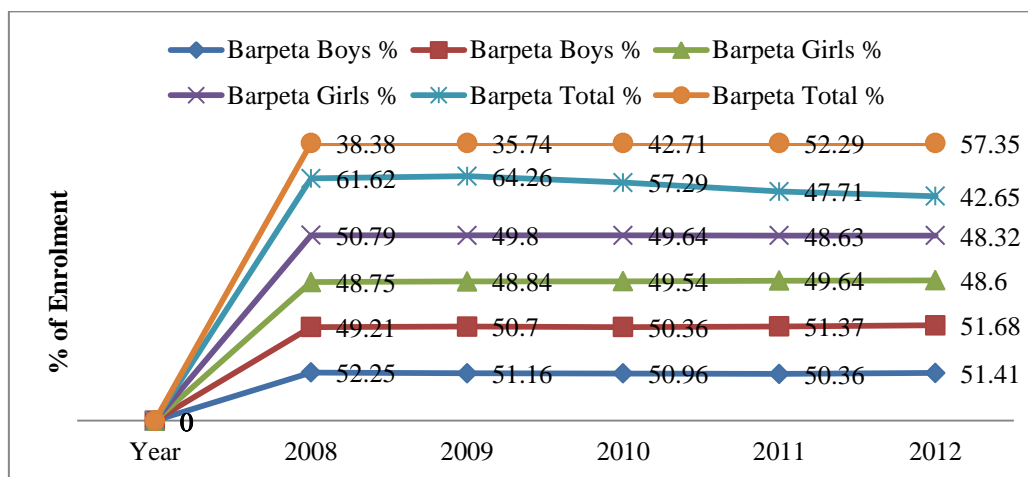
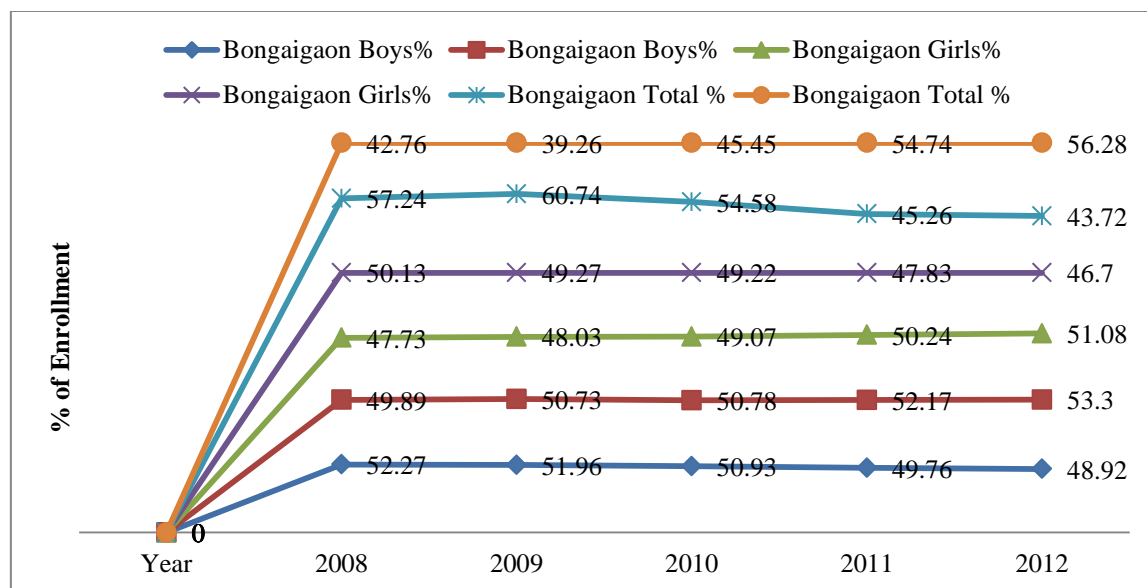


Table 4.3 Showing the % of enrollment in pre-school from 2008-2012 in Bongaigaon district of Assam

Bongaigaon						
Year	Boys%		Girls%		Total %	
	Government	Non-Government	Government	Non-Government	Government	Non-Government
2008	52.27(1869)	49.89(1332)	47.73(1707)	50.13(1339)	57.24(3576)	42.76(2671)
2009	51.96(1759)	50.73(1110)	48.03(1626)	49.27(1078)	60.74(3385)	39.26(2188)
2010	50.93(1569)	50.78(1302)	49.07(1512)	49.22(1262)	54.58(3081)	45.45(2564)
2011	49.76(1425)	52.17(1807)	50.24(1439)	47.83(1657)	45.26(2864)	54.74(3464)
2012	48.92(1288)	53.30(1807)	51.08(1345)	46.70(1583)	43.72(2633)	56.28(3390)

Figure 9 Showing the % of enrollment in pre-school from 2008-2012 in Bongaigaon district of Assam



Regarding Government schools, Barpeta showed the highest enrolment (64.26%) in the year 2009, in Non- Government Schools highest enrolment (57.35%) was seen in the year 2012. Whereas Bongaigaon had the highest

enrolment in the year 2009 (60.74%) in government schools, in non- government schools highest enrolment (56.28%) was seen in the year 2012.

5.1.3 Teacher-Child Ratio:

Table 4.4 showing the findings related to teacher-child ratio in the year 2012:

Ratio	Barpeta		Bongaigaon	
	Government %	Non-government %	Government %	Non-government %
1-25	09.0(18)	67.14(47)	10.0(10)	63.3(19)
26 to 50	24.0(48)	30.0(21)	35.0(35)	23.3(07)
51 to 100	29.90(59)	2.86(02)	38.0(38)	13.33(04)
Above 100	37.5(75)	0.0(0)	17.0(17)	0.00(0)

From the study, it was found that in government sector 9.0% in Barpeta and 10.0% in Bongaigaon district teacher-child ratio is 1:25.

24% in Barpeta and 35.0% in Bongaigaon district school's teacher-child ratio is between 1:26 to 50 and 37.5% in Barpeta and 17.0% in Bongaigaon school-teacher ratio is above 1:100.

On the other hand in the non-government sector 67.14% in Barpeta and 63.3% in Bongaigaon teacher-child ratio is 1: 1 to 25 and 30.0% in Barpeta and 23.3% in Bongaigaon School's teacher-child ratio is 1: 51 to 100.

5.2.0. Based on objective 2 Facilities and programmes of educational experiences.

5.2.1 Principals/Headmasters' view

5.2.2 Type of school

The study points out that all (100%) Government and Non-Government Pre- Schools are attached to formal Primary or secondary Schools.

5.2.3 Physical structure

The study shows that most (63.00%) of the Government School buildings are of Assam type construction and 37.00% school buildings are based both in Assam type and RCC building. In non- Government sectors 35.00% of schools function from rented houses, 18.00% from Assam type, 40% from own constructed buildings and 7.00% from RCC type.

5.2.4 Furniture

The study also shows that majority (91%) Government and non-Government school furniture's are made according to the height of the children. This shows that the schools are following the pre-school norms.

5.2.5 Classroom

A very distinct feature has been seen in the study, that is, majority 72.5% Government and non-Government Schools have no separate class rooms for pre-primary section. In the primary schools all the classes are held in one hall.

5.2.6 Location

The study shows that majorities 51.67% of the Government Schools are located near the main road and 68% of the Non- Government Schools are located at the adjacent of the main road. The study also shows that majority (95.2%) pre-schools are located on the ground floor.

It is noticed that, this is done so as to make it convenient for the pre-scholars to attend classes with less effort.

5.2.7 School distance

The study also shows that most (74.67%) of the Government School children have to walk between 1 km to 3 km and majority (95%) of the Non-Government School children walk less than 1 km to reach the schools. This shows that schools are situated within walking distance.

5.2.8 Safety facility

Table 4.5 showing the surrounding of the pre-school safe from the following hazards:

Sl. No.	Hazards	Safety %
a	Safe from noisy and heavy traffic.	12.5
b	Safe from Steep stairs/step leading to the pre-school.	8.00
c	safe from open ditches, well, ponds etc.	4.00
d	Safe from noisy heavy traffic and Steep stairs/step leading to the pre-schools.	15.00
e	safe from noisy heavy traffic and open ditches, well, ponds etc.	3.75
f	Safe from noisy heavy traffic and open drains and heaps of garbage.	2.00
g	safe from Steep stairs/step leading to the pre-school and open ditches, well, ponds etc.	8.75
h	Safe from Steep stairs/step leading to the pre-school and open drains and heaps of garbage.	3.50
i	Safe from open ditches, well, ponds etc and open drains and heaps of garbage.	4.75
j	Safe from noisy heavy traffic, Steep stairs/step leading to the pre-schools and open ditches, well, ponds etc.	19.5
k	Safe from noisy heavy traffic, Steep stairs/step leading to the pre-schools, open ditches, well, ponds etc and open drains and heaps of garbage.	18.5

- a. 12.5. % respondents stated that the schools are safe from noisy and heavy traffic.
- b. 8.0% respondents expressed that the schools are Safe from Steep stairs/step leading to the pre-school.
- c. Only 4.0% schools are safe from open ditches, well, ponds etc.
- d. The above table also shows that 15.0% schools are safe from noisy heavy traffic and Steep stairs/steps leading to the pre-schools.
- e. 3.75% schools are safe from noisy heavy traffic and open ditches, well, ponds etc.
- f. 2.0% schools are Safe from noisy heavy traffic and open drains and heaps of garbage
- g. 8.75% schools are safe from Steep stairs/steps leading to the pre-school and open ditches, well, ponds etc.
- h. 3.5% schools are Safe from leading to the pre-school and open drains and heaps of garbage.
- i. 4.75 schools are Safe from open ditches, well, ponds etc and open drains and heaps of garbage.
- j. 19.5% Safe from noisy heavy traffic, Steep stairs/step leading to the pre-schools and open ditches, well, ponds etc.
- k. 18.5% schools are Safe from noisy heavy traffic, Steep stairs/step leading to the pre-schools, open ditches, well, ponds etc and open drains and heaps of garbage

It is observed that most of the schools of Barpeta and Bongaigaon districts face acute safety problems. Safety measures should be adequately provided.

5.2.9 Road facility

Table 4.6 showing road facility:

Sl. No.	Road	Yes %	No %
a	For the parents to bring their children to school	85.50	14.50
b	For the school transport	80.25	19.75
c	For the delivery of suppliers etc.	83.50	16.50

The above table shows that majority (85.5%) of the headmaster/principal revealed that the school have a direct road for the parents to bring their children, 80.25% stated that they have school transport facility and 83.5% stated that the school is easily accessible for the delivery of supply material for pre-schools.

5.2.10 Surrounding

The study shows that majority 88.5% Schools do not have immediate surroundings of natural resource such as Park/animals/gardens/Zoo etc which can be used as educational purposes. This shows that the schools are lacking eco-friendly environment.

5.2.11 Electricity facility

53.75% of the pre-school headmasters and principals reported that they have electricity connections.

5.2.12 Out-door area

The study also shows that majority (81.75%) schools have outdoor play spaces.

The study also shows that majority (74.25%) schools do not have an outdoor play area in proportion to the number of the pre-school children.

It is revealed that 50.25 % Schools have outdoor spaces which are not safe for children.

Most (74.25%) of the schools do not have play area such as cemented as well as grass covered ground surfaces.

The study shows that majority (65%) Schools have no slopes and steps leading to small section that is slightly higher level than the rest of the play area provided for specific activities like climbing, sliding etc.

Table 4.7 showing the provision of variety of outdoor activities in the pre-schools:

Sl. No.	Variety of outdoor activities	Yes %	No %
a	Running	89.25%	10.75
b	Climbing	24.50	75.50
c	Cycling	15.75	84.25
d	Water play	46.00	54.00
e	Gardening	21.00	79.00

The above table reveals that the schools have facilities for outdoor activities such as 89.25% have facility for running , 24.5% have climbing facility, 15.75 schools have cycling facility, 46.0% have water play facility and 21.0% school have gardening facility. Therefore, overall outdoor facilities are not available in most of the pre-schools.

The studies also showed that majority (79%) of the schools have no provision for storage spaces for keeping play equipments.

Majority (75.75%) of the principals and headmasters of the pre- schools reported that the schools do not have the facility of sunny and shaded area for outdoor games.

It is also seen that most (68.25%) of the schools have no flower garden placed along the boundaries to make the place look colorful and attractive for pre- scholars.

5.2.13 Indoor area

Indoor facility is very important for proper growth and development of a child.

The study shows that majority (51.25%) of the Schools have indoor spaces in proportion to the number of children.

Table 4.8 showing the various rooms' addition to classroom:

Sl. No	Rooms	Yes	No
a	Storage space	67.75	12.25
b	A toilet	100	0
c	A verandah/reception room	23.25	76.75
d	Isolation room if the child is sick	0	100.0
e	Rest room	5.0	95.00
f	Visitors room	16.0	84.0

From the above table, the findings indicate that in addition to a classroom the schools have 67.75 storage space, 100% toilet, 23.25% reception room, 0.0% Isolation room if the child is sick, 5.0% rest room and 16.0% visitors' room.

The study revealed that majority (80.75%) of the schools rooms are well ventilated with adequate light.

The findings also showed that 57.75% of the School walls are clean and well plastered.

It is seen from the study that most (55.25%) of the schools have no ample space for display of children's work and other pictorial material depending on the Child's age level.

The study also showed that 100 % Schools have a provision of black board, easel board at low levels for scribbling and free drawing by children.

Most of the schools (88%) show that the doors and window are adequate enough to provide ample light and ventilation.

Majority (87.5%) of the schools have the windows at low level so as to fulfill the child's curiosity to look outside.

The study revealed that majority 56.5% School's furniture are not made of materials that can be easily cleaned and painted in bright and attractive colours. The furniture's are found to be very ordinary.

69% of the school's furniture is not safe, light and durable.

It is also seen that majority (95.5%) Schools have no separate Science corners, dolls corner, books corner or a corner of windowsill for plants, pets etc.

67.75% of the school's have bulletin boards.

5.2.14 Water facility

Regarding water facility it is seen that most (78%) of the Schools have filtered drinking water.

The study showed that most (76.75%) of the School's have stored water in bucket etc. for washing the glass, tumble etc. after use which is not hygienic.

5.2.15 Health care facilities

The study found that majority 64% Schools have the provision of health care facilities.

Table 4.9 showing the types of healthcare services:

Sl. No.	Types of healthcare services	% of schools
A	Health check-up	3.52
B	Referral to doctor or PHC	1.95
C	Treatment of minor accidents or ailments	23.44
D	Health checkup facilities and referral to doctor of PHC.	9.38
E	Health checkup facilities and treatment of minor accidents of ailments.	7.81
F	Referral to doctor of PHC and treatment of minor accidents of ailments.	30.47

Table 4.9 above indicates that 3.52% schools have Health check-up facility, 1.95% schools have Referral to doctor or PHC, 23.44% have Treatment of minor accidents or ailments, 9.38% have Health checkup facilities and referral to doctor of PHC., 7.81% have Health checkup facilities and treatment of minor accidents of ailments, 30.47% Referral to doctor of PHC and treatment of minor accidents of ailments and it also indicates that 23.43% schools have no healthcare facilities at all.

Table 4.10 showing the provision of first-aid materials in the school:

Sl. No.	First-aid materials	Yes %	No %
a	Sterilized surgical cotton wool	57.00	43.00
b	Antiseptic ointment	43.75	56.25
c	Pain relieving medicines	25.75	74.25
d	Bandages	22.25	81.75
e	Scissors	8.00	92.00
f	Sticking plasters	0.25	99.75
g	Potassium Permanganate	0.5	99.50
h	Gention violet	0	100.0
i	Gauze	3.75	96.25
j	Thermometer	46.75	53.25
k	Pincers	1.0	99.00
l	Mercurio crome	0	100.00

The table above shows that 57.00% schools have Sterilized surgical cotton wool, 43.75% have Antiseptic ointment, 25.755 have Pain relieving medicines, 22.25% have Bandages, 8.00.% have Scissors, .25.00% have Sticking plasters, 0.50% have Potassium Permanganate, 0.00% have Gention violet, 3.75% Gauze, 46.75% Thermometer, 1.00% have Pincers and 0.00% Mercurio crome.

5.2.16 Sanitary and storage facilities

The study found that majority (75.75%) School's bathrooms sizes are not suitable for children. It was also seen that the schools do not maintain the standard norms required for construction.

Majority (94.25%) of the school's bathroom fixture and sinks are not provided at a low level so that children can use them easily.

The study also showed that majority (93.5%) Schools are not installed with an exhaust fan in the bathrooms

The study revealed that majority (88.75%) School's have no soap or towel for children to use.

Majority (96.25%) schools do not have storage spaces for materials like paper crayons, teaching aids etc which are easily accessible.

5.2.17 Equipments and materials

Table 4.11 showing the outdoor equipments:

Sl. No.	Types of outdoor equipments	% of schools
a	Swing, Slide, rings and balls of different sizes.	11.25
b	Swing, Jungle gym, tiers, rings, and balls of different sizes.	6.25
c	Swing, rings and balls of different sizes.	76.25
d	Slide, merry go round and tiers.	2.00
e	Slide, boxes, tiers and balls of different sizes.	2.00
f	Slide, rings, jumping boards, and balls of different sizes.	2.25

Table 4.11 above reveals that 11.25% schools have Swing, Slide, rings and balls of different sizes, 6.25% have Swing, Jungle gym, tiers, rings, and balls of different sizes, 76.25% schools have Swing, rings and balls of different sizes, 2.0% schools have Slide, merry go round and tiers, 2.0% have Slide, boxes, tiers and balls of different sizes and 2.25% have Slide, rings, jumping boards, and balls of different sizes.

5.2.18 Garden Set

The study showed that 100% pre-schools do not have any garden set like there are no any garden set little forks, Trowels and Watering Cans.

5.2.19 Sand and Water activity

All (100.00%) pre-schools don't have any sand and water activity materials of Cups of different sizes, Sand pit Sieves Bowls for different moulds Sand box/trays Buckets Spades Mugs Floating toys Things to fill and empty Water table Large bath Old sink Bowls Jars Bottles of different size Jugs Tubing spongesBoats Sinking objects

5.2.20 Creative work material

Table 4.12 showing the creative work materials:

Sl. No.	Creative work materials	% of schools
a	Paints – powdered/water, Brushes – painting brushes/toothbrushes, Papers – plain papers/colored papers, Aprons, Scissors, Crayons, colour pencils and chalk.	9.25
b	Paints – powdered/water, Brushes – painting brushes/toothbrushes ,Papers – plain papers/colored papers ,Aprons, colour pencils, blocks-wooden/Plastic/any other, Chalk, easel board	18.00
c	Paints – powdered/water, Papers – plain papers/colored papers, Scissors, colour pencil and chalk.	6.25
d	Paints – powdered/water, Scissors, colour pencil and chalk	16.25
e	Paints – powdered/water, chalk and pasting materials- gum/fevicol.	10.25
f	Brushes – painting brushes/toothbrushes, aprons, chalk and blocks-wooden/plastics/ any others.	6.75
g	Scissors, colour pencil and chalk.	19.75
	No any creative materials.	13.25

Table 4.12 above shows that 9.25% schools have Paints – powdered/water, Brushes – painting brushes/toothbrushes, Papers – plain papers/colored papers, Aprons, Scissors, Crayons, colour pencils and chalk, 18.0% have Paints – powdered/water, Brushes – painting brushes/toothbrushes ,Papers – plain papers/colored papers ,Aprons, colour pencils, blocks-wooden/Plastic/any other, Chalk, easel board, 6.25% have Paints – powdered/water, Papers – plain papers/colored papers, Scissors, colour pencil and chalk, 16.25% have Paints – powdered/water, Scissors, colour pencil and chalk, 10.25% have Paints – powdered/water, chalk and pasting materials- gum/ fevicol, 6.75% have brushes such as - painting brushes/toothbrushes, aprons, chalk and blocks-wooden/plastics/ any others ,19.75% have Scissors, colour pencil and chalk and 13.25% have no any creative materials.

5.2.21 Audio-visual aids

Table 4.13 showing Audio-visual aids:

Sl. No.	Audio-visual aids	% of schools
a	Tape recorder	27.25
b	Radio	27.00
c	Tape and Radio	9.00
d	Tape and T.V	3.50
e	Radio and T.V.	1.25
f	Radio, Tape and T.V.	4.00
g	No musical instrument	27.75

Table 4.13 shows that 27.25% schools have Tape recorder, 27.0% have Radio, 9.0% have Tape and Radio, 3.50% have Tape and T.V, 1.25% have Radio and T.V., 4.0% have Radio, Tape and T.V., 27.75% have no Audio-visual aids at all in the pre-schools.

5.2.22 Cognitive materials

Table 4.14 showing the cognitive materials in the pre-schools:

Sl. No.	Cognitive materials	% of schools
a	Sorting boxes – colour/ shape/ size/ picture	0
b	Texture kit	0
c	Construction kit	2.00
d	Kitchen kit	1.00
e	Doctor’s kit	0

Table 4.14 indicates that only 2.00% pre-schools have construction kits and only 1.00% schools have kitchen kits. It is seen here that nearly all the pre-schools do not have play materials which is related to their cognitive growth.

5.2.23 Manipulative materials

Table 4.15 showing the manipulative materials in the pre-schools

Sl. No.	Manipulative materials	% of schools
a	Beads and string – different sized beads	0
b	Dolls	12.50
c	Puzzles	1.50
d	Pegs and pegboards	0
e	Dollhouse	3.00
f	Sewing board	0
g	Buttoning board	0
h	Lacing board	0
i	String toys	0
j	Beads and string – different sized beads	0

Table 4.15 revealed that 12.5% pre-schools have dolls, 3.00% have dollhouse and only 1.50% have puzzles. Regarding manipulative materials it is seen that nearly all the pre-schools are not well equipped, this is important for cognitive development.

5.2.24 Low-cost materials

Table 4.16 showing the Low-cost materials:

Sl. No.	Low-cost materials	% of schools
a	Doll's accessories – dresses, furniture etc.	2.5
b	Puppets	0
c	Puppet theatre	0
d	Stuffed toys	0
e	Dress-up clothes for role play/play scenes	1.5

The Table-4.16 shows that 2.5% pre-schools have doll's accessories – dresses, furniture etc. and only 1.5% have Dress-up clothes for role play and play scenes for pre-school children. It is to be known that Low-cost materials are of utmost importance for developing the creative ideas and cognitive abilities of the children.

5.2.25 Indigenous materials

Table 4.17 showing indigenous materials available in the pre-schools:

Sl. No.	Indigenous materials	% of schools
a	Bottle	0
b	Empty caps	0
c	Empty bottles	0
d	Buttons	0
e	Cloth	0
f	Matchboxes	0
g	Empty tins	0
h	Sticks	0
i	Shells	0
j	Stones	0
k	Seeds – different size/shape/colour	0
l	Leaves of plants	1.00
m	Others (flowers, plants)	2.5

2.50% pre-schools use flowers, plants indigenous materials and only 1.00% use leaves of plants as indigenous materials for child's development. This clearly shows the poor availability and awareness of most of the pre-schools in Barpeta and Bongaigaon Districts of Assam.

5.2.26 Grouping

Grouping is an essential part of growing up among pre-scholars, children learn and adapt with peer groups easily. A child's overall socio-emotional development is dependent on the group activity and the environment.

The study found that 50% pre-school's children are grouped accordingly for learning.

62.5% of the pre-schools do not mix the groups for various learning activities.

The study also showed that 58% of the pre-schools who mix their groups are for the purpose of mutual brotherhood, social adjustment, cordial relationship, social maturity and creative activities.

The study found that majority (68.67%) of the pre-schools children mix with the other groups i.e. primary section and secondary section on the occasion of morning assembly /prayer, recitation.

5.2.27 Admission

The findings showed that all (100.0%) the Government Schools in Barpeta and Bongaigaon take admission at the age of 4+ and 5+ years and 3+ and 4+ years in non- Government Schools. It is seen that (50.67%) of the Government Schools in Barpeta and Bongaigaon take admission by the procedure of first come first serve basis.

Majority (94.0%) of the Non- Government Schools provides admission to pre-scholars on the basis of test and interview method.

5.3.0 Findings based on objectives No- 3 daily activities and Programme

Daily activities and programme play an important role in the upbringing of a child. The Childs cognitive, conative and affective domain largely depends on their overall development.

5.3.1 Parent-Teacher Association (PTA)

The study shows that 47.33% Government Schools organize parent-teacher association (PTA) on a half yearly basis.

Majority (72.0%) of the Non-government pre-schools organize PTA annually.

5.3.2 Carrying of school bag

The study shows that in all (100%) government Schools of the districts carrying of school bag is not compulsory. Whereas in all (100%) non-government Schools carrying of school bag is compulsory.

5.3.3 Programme plan

The principals and headmasters of the pre-schools reported that majority 71.5% Schools plan their school programme well in advance.

74.5% pre- Schools do long term planning.

100% pre-schools time table duration is 3-4 hours.

The study found that majority (73.5%) of the pre-schools provide rest period during the day.

78.32% of the pre-schools plan their programme annually.

5.3.4 Time table/routine

The study found that majority (70.75%) of the pre- schools does not maintain time Table strictly.

The study also found that all (100%) the Government Schools do not prepare daily routine/ Time Schedule for Ka- Shreni.

It is also seen that all (100%) Non- Government Schools prepare daily routine/

5.3.5 Other activities

The study also found that majority (97%) of the pre-schools organizes field trips, festivals and games for children.

The study found that 57.75% of the pre-schools daily activities are planned according to the age and developmental level of the children.

Majority (59.5%) of the pre-schools do not give written evaluation of child's progress to the parents.

The study also showed that most (53%) of the pre-school do not send the attendance of children to their parents.

The principals and headmasters of the pre-schools reported (87%) of the pre-schools encourages parental participation or implementation of pre-school programmes.

5.4.0 Based on objective No-4 profile of pre-school teacher

Profile of pre-school teacher plays an important role in research of pre-school as the teachers influence the development of a child in many ways.

5.4.1 Educational Qualification

Table 4.18 showing the educational qualification of teacher of Barpeta and Bongaigaon districts:

Educationa Qualitification	Barpeta		Bongaigaon	
	Government%	Non- government%	Government %	Non- government %
Matric /HSLC-	52.16	8.79	52.96	15.00
PU/HS/HSS/HSSLC	29.80	23.44	26.88	31.67
B.A/B.Sc./B.com	17.65	57.14	18.58	45.00
M.A/M.Sc./M.com	0.39	10.62	01.58	8.33

The above table 4.18 reveals that most (52.16%) of the government teachers in Barpeta district and most (52.96) of the government teachers in Bongaigaon districts are matriculate/HSLC passed. Whereas, 57.14% of Non-government teachers in Barpeta district and 45.0% teachers in Bongaigaon district are Graduates.

5.4.2 Training

The study revealed that all (100%) government pre-school teachers are trained and majorities (71.43%) of the non-government pre-school teachers are not trained.

5.4.3 Salary

The findings showed that all (100%) government teachers get more than RS. 15000.00 as salary/emoluments and most (75%) of the non-government school teachers get less than RS. 15,000.00 as salary i.e. their salary is not given according to the government norms.

5.5. Based on objective No-5 Problems of Pre-schools

Problems relating to facilities and programmes

5.5.1 Problems related facilities

- a) The study found that in some (15 %) schools textbooks are not given on time to the students.
- b) Daily activities (indoor/outdoor) meant for pre-school children are not conducted regularly in most of the pre-schools.
- c) Majority (72.5%) of pre-schools have no separate classroom for pre-school children.
- d) Majority (55.25) of the classrooms have no space for display of children's work and other pictorial material at various age level children.

- e) Majority of the pre-schools do not have minimum first-aid materials.
- f) Most of the pre-schools do not have clean sanitary facilities.
- g) Garden set material, sand and water activity materials, creative work materials; cognitive, manipulative, imaginative, indigenous etc. materials are not available in most of the pre-schools.

5.5.2 Problems related to Infrastructural facilities

- a) The study revealed that majority (74.25%) school has no outdoor play area proportion to the number of children.
- b) 50.25% of headmaster was not confident about the safety of outdoor space for the children.
- c) It was found that majority of the schools have no provision of climbing, cycling, water play, gardening etc.
- d) 79.0% schools have no storage space, space for keeping equipment for play activity.
- e) 77.75% schools have no balance between sunny and shaded areas for outdoor play.
- f) 68.25% schools have no flowers and shrubs placed along the boundaries to make the place look colorful and attractive which is necessary for the natural development of a child.
- g) The study shows that majority of the schools have no storage space, reception room, isolation room for sick child, visitors room in addition to classroom.
- h) Most of the pre-schools do not have separate science corners, dolls corners, and books corners etc. facilities.

5.5.3 Problems related to Programmes

- a) Various programmes meant for the cognitive, conative and affective development of a pre-school child are not implemented in majority of the pre-schools.

- b) In 100% government-pre-schools daily class routine are not there.
- c) All (100%) government schools are only having one class to accommodate the pre-school children which is not ideal for pre-school education.
- d) Play and oriented activity methods are least practiced and formal teaching of 3R's are mostly practiced in most of the pre-schools.
- e) In many pre-schools no rest period is given to the pre-school children.
- f) Filtered drinking water is not available in many of the pre-schools.

5.5.4 Problem of teachers

Table 4.19 shows the common problems faced by the teachers in pre-school:

Sl. No.	Common problems faced by the teachers	% of schools
a	Lack of basic amenities.	2.75
b	Heavy work load.	2.00
c	Poor salary.	1.50
d	lack of basic amenities and heavy work load	50.0
e	Lack of basic amenities and poor salary.	9.50
f	Lack of basic amenities dissatisfaction about job.	3.0
g	Heavy work load and poor salary.	13.25
h	Lack of basic amenities, heavy work load and poor salary.	6.00
i	Lack of basic amenities, heavy work load and dissatisfaction about job.	2.75
j	Lack of basic amenities, heavy work load, poor salary and dissatisfaction about job.	9.25

Table 4.19 shows that most (50.00%) teachers face the problem of lack of basic amenities and heavy work load, 13.25% have the problem of Heavy work load and poor salary, 9.25% have the problem of Lack of basic amenities and poor salary and equal percentage have the problem of Lack of basic amenities, heavy work load, poor salary and dissatisfaction about job. It was observed that many teachers were reluctant to disclose their basic problems like salary, work load, dissatisfaction about job etc.

5.5.5 Other problems

The studies also found that majority of the school teachers are not satisfied with the work of the managing committee.

Most of the school-headmasters/headmistress has some internal/external problems and issues.

5.5.6 Based on objective No-6- To suggest measures for the improvement of pre-school programme

- i. More pre-schools should be set up especially in government sector.
- ii. The numbers of pre-primary classes should be increased to at least two year duration in government sector.
- iii. The facilities and programmes of educational experiences should be increased in pre-schools.
- iv. Daily activities and programmes of educational experiences should be based on the aims of pre-school education.
- v. More play-oriented methods of teaching should be introduced.
- vi. Outdoor and indoor space should be proportion to the number of children.
- vii. More qualified teachers should be appointed and teachers should be trained in early childhood care and education.

5.6.0 Based on objective No-2 -Facilities and Programmes

Teacher's view

5.6.1. Healthcare facilities

All (100%) teachers of the government pre-schools responded that the healthcare facilities are available in the pre-schools and majority 81.33% teachers of the non-government schools revealed that the healthcare facilities are not available in the schools.

Table 4.20 shows the types health services available in pre-school as responded by the teachers:

Sl. No.	Types of facilities	% of responded teachers
A	Health check-up	18.00
B	Referral services to doctor	10.22
C	Treatment of minor accident or ailments	18.44
D	Health check-up and treatment of minor accident or ailments	01.11
E	Both referral services to doctor and treatment of minor accident or ailments	19.11
F	Health check-up, referral services to doctor and treatment of minor accident or ailments	32.89

Table 4.20 shows that 32.89% schools have health check-up service, referral services to doctor and treatment of minor accident or ailments, 19.11% both referral services to doctor and treatment of minor accident or ailments schools have 18.44% schools have the service of treatment of minor accident or ailments, 18.00% have health check-up facility.

Table 4.21 showing the provision of first-aid materials in the pre-schools as responded by the teachers:

Sl. No.	List of first-aid materials	Yes	No
A	Sterilized surgical cotton wool	39.83	60.17
B	Antiseptic ointment	14.00	86.0
C	Pain relieving medicines	10.17	89.83
D	Bandages	2.33	97.67
E	Scissors	10.17	89.83
F	Sticking plasters	2.67	97.33
G	Potassium Permanganate	3.33	96.67
H	Gention violet	3.83	96.17
I	Gauze	10.33	89.7
J	Thermometer	17.67	82.33
K	Pincers	4.17	95.83
L	Mercuro crome	4.00	96.0

The above table indicates that only 39.83% schools have Sterilized surgical cotton wool, 14.0% Antiseptic ointment, 10.17% Pain relieving medicines, 2.33% Bandages, 10.17% Scissors, 2.67% sticking plasters, 3.33% Potassium Permanganate, 3.83% Gention violet, 10.33% Gauze, 17.67% Thermometer, 4.17% pincers and 4.00% Mercuro crome as first-aid materials in the pre-school.

5.6.2 Toilet facilities

100% government and non-government schools have toilet facilities.

Table 4.22 showing the number of toilet facilities in the schools as responded by the teachers:

Sl. No.	Number of toilets	% of respondent teacher
A	One	22.17
B	Two	69.67
C	Three	5.17
D	four	2.67
E	six	0.33

The above table 4.22 shows that majority (69.67%) responded that the schools have two toilets, 22.17 shows that schools have one toilet, 5.17% expressed that they have three toilets, 2.67% viewed that they have four toilets and only 0.33% viewed that the school have six toilets.

Majority (79.5%) teachers revealed that the students have separate toilets.

95.0% teachers admit that the boys and girls have separate toilets.

53.67% teachers responded that teacher's have no separate toilets.

85.17% teachers responded that the toilets are not attached with teacher's common room.

55.67% revealed that running water facility in the toilets is not available in the school.

53.33% responded that cleanliness is not maintained properly in the toilets.

5.6.3 Drinking water facilities

100% teachers responded that drinking water facilities are available in the schools but are not safe to drink.

Table 4.23 showing the main sources of water:

Sl. No.	Main sources of water	% of responded
A	Tube well	73.33
B	Well	7.50
C	Water supply(tap water)	15.17

Table 4.23 indicates that majority (73.33%) responded that the main sources of water in the school is Tube well, 7.5% viewed Well and 15.17% responded water supply(tap water) as the main source of water in the pre-school.

61.17% responded that the drinking water sources are not at all hygienic.

71.17% revealed that no separate drinking water facilities are provided for teachers in the pre-schools.

5.6.4 Instructional facilities

Table 4.24 showing the type of audio-visual equipments available in the schools:

Sl. No.	List of audio-visual equipments	% of teacher respondent
A	Black board, bulletin board, charts/maps, pictures	97.00
B	Television, Tape recorder, radio,	7.0

Table above shows that only traditional type of instructional are available in the pre-school of Barpeta and Bongaigaon districts of Assam

5.6.5 Computer facility

Table 4.25 showing the numbers of computer in the pre-school:

Sl. No.	Number of computer	% of teacher respondent
a	One computer	14.28
b	Two computer	40.0
c	Three computer	11.43
d	Four computer	17.14
e	Six computer	11.43
f	Eleven computer	5.71

Table 4.25 above shows that 14.28% respondents reveals the school has one computer, 40.0% respondents viewed that the school has two computers, 11.43% viewed that the school has three computers, 17.14% indicates that the school has four computers, 11.43% viewed that the schools has six computers, and 5.71% points out that the school has eleven computers.

100% government schools have no computers to teach the children and majority (89.39%) non-government schools do have computers.

Table 4.26 showing the use of computer in the school by the children:

Sl. No.	Use of computer	% of teacher respondent
a	Every day	1.67
b	A few times in a week	2.0
c	A few times in a month	0.67
d	A few times in a year	1.83
e	Never	94.17

The above table 4.26 indicates that 1.67% respondents that the school uses computer everyday, 2.0% shows that the school uses computers few times in a week, 0.67% viewed that the school uses computers few times in a month, 1.83% viewed that the school uses computers few times in a year and 94.17% viewed that the school never uses computer.

5.6.6 Pictures and charts

Table 4.27 showing that the percentage of respondents regarding the pictures displayed on the walls of pre-schools:

Sl. No.	Pictures displayed on the walls	% of teacher respondent
a	Children's week, Readymade pictures, Pictures of birds, Pictures of animals, Pictures of vegetables, Picture of fruits, Pictures of flowers, Pictorial alphabetical charts, Pictorial numerical charts and ICDS charts .	98.33

Table 4.27 shows that 98.33% viewed that the school has Children's week, Readymade pictures, Pictures of birds, Pictures of animals, Pictures of vegetables, Picture of fruits, Pictures of flowers, Pictorial alphabetical charts, Pictorial numerical charts and ICDS charts.

Majority (65.33%) of the teachers responded that pictures are displayed at approximately 3 to 4 feet above the ground.

5.6.7 Rest period: Majority 71.67% responded that rest period is given to the children.

5.6.8 Play facility: Majority 82.83 % revealed that they allow free play activities for children.

5.6.9 Outside visit: 85.67% teachers show that they arrange outside visit (tours, trips, excursions, etc.) for children.

5.7.0 Based on objectives no.3 Daily activities and Programmes

5.7.1 Programme plan:

All (100%) teachers responded that their program is well planned.

Table 4.28 showing the various principles kept in mind at the time of planning:

Principles kept in mind while planning the programme	Yes %	No %
a) Age and development level of children	65.33	34.67
b) Balance and activities for all aspects of development to be covered	8.50	91.50
c) Balance between individual and group activities	38.5	61.50
d) Balance between indoor and outdoor activities	13.0	87.00
e) Balance between vigorous and quit activities	0.83	99.17
f) Balance between guided and free activities	3.50	96.50

The above table 4.28 reveals that majority (65.33%) of the teachers indicated that the principle of age and development level of education is kept in mind while planning the programme for pre-scholars. 8.5% teachers kept in mind the principle of balance and activities for all aspects of development is to be covered, 38.5% viewed that they follow the principle of balance between individual and group activities, 13.0% kept in mind balance between indoor and outdoor activities, 0.83% expressed that the principle of balance between vigorous and quite activities are included, and 3.5% kept in mind the principle of balance between guided and free activities.

5.7.2 Method of Teaching

In pre-schools, method of teaching plays a very important role in all round development of a child. Various methods are used, such as-

- 1) Maria Montessori method
- 2) Froebel's method
- 3) Mac Millan Sisters method
- 4) Gandhi,s Method
- 5) Play way method

Table 4.29 showing methodology followed for conducting pre-school programme:

Sl. No.	Methodology	% of teacher respondent
a	Formal teaching of 3R's	13.83
b	Play and activity oriented method	8.33
c	Combination of both the methods Mentioned above	77.83

The table 4.29 indicates that 13.83% teachers' use formal teaching of 3R's methods, 8.33% teachers' uses play and activity oriented method and majority (77.83%) follow the method of combination of both the methods at the time of conducting pre-school programme.

The study shows that majority of the schools follow the combination of Kindergarten, nursery play way and 3R, s method

Table -4.30 showing reasons for emphasis on the 3R's:

Sl. No.	Reasons for emphasis on the 3R's	% of teacher respondent
a	Combination practiced in the school	7.22
b	It is determined by the course of study/syllabus	22.89
c	To prepare children for class I level	67.46

The above table indicates that 7.22% teachers use a combination practiced in the schools as a reason for the emphasis on the 3R's, 22.89% teachers showed the reason that it is determined by the course of study/syllabus, and majority (67.46%) teachers responded that pre-school prepares children for class I level.

5.7.3 Methods of teaching and evaluation

Table- 4.31 showing the various methods used for instructional activities:

Sl. No.	Methods used for instruction activities	% of teacher respondent
A	Play-way and Translation, demonstration,	33.5
B	Play-way, Translation story-telling	21.33
C	Translation and Demonstration and story-telling	9.83
D	Play-way, Translation and Demonstration and story-telling	25.17
E	Play-way, Translation, Demonstration, story-telling and Using of audio-cassettes/film	1.83
F	Play-way and Translation	3.83
G	Play-ways and Demonstration and story-telling	3.33

The table above indicates that 33.5% teachers responded that they use play-way and Translation, demonstration, 21.33% use Play-way, Translation story-telling, 9.83% follow Translation and Demonstration and story-telling, 25.17% use Play-way, Translation and Demonstration and story-telling, 1.83% use Play-way, Translation, Demonstration, story-telling and Using of audio-cassettes/film,

Only 3.83% follow play-way and Translation and 3.33% use play-ways and Demonstration and story-telling as methods of instruction activities in the pre-schools.

5.7.4 Home assignment

Table 4.32 showing the number of home assignments given to the children:

Sl. No.	Home assignment	% of teacher respondent
A	Every day	37.83
B	Once a week	61.0
C	Never	1.17

Table 4.32 states that the 61.00% teachers give home assignments once a week, 37.83% give once a week and 1.17% teachers give home assignments never.

5.7.5 Class attendance

Majority (72.33%) responded that they maintain class attendance regularly.

5.7.6 Diary

Majority (54%) teachers responded that they do not keep a diary for children.

5.7.7 Records

The study shows that majority (93.5%) teachers do not maintain record separately for each and every child.

5.7.8 Techniques of evaluation

Table 4.33 showing the techniques of evaluation used by pre-school teachers:

Sl. No.	Techniques of evaluation	Yes	No
A	Formal tests and/ or examinations	61.83	38.17
B	Observation of child's behavior and responses during the various play activities	18.33	81.67
C	Observation of the child's work through work-sheets etc	6.0	94.0

Above table 4.33 indicates that most(61.83%) teachers use formal tests / examinations in pre-schools, 18.33% use Observation of child's behavior and responses during the various play activities and only 6.0% use Observation of the child's work through work-sheets etc.

5.7.9 Physical development activities (Daily activities)

Tables 4.34 showing the kinds of activities pre-school carry out to bring about physical development in children:

Sl. No.	Types of physical development activities	% of teacher respondent
A	Running, minor physical exercise, outdoor games, etc	66.83
B	Physical exercise, Yoga, run, exercise, walk, etc	23.33
C	Minor physical exercise, field trips, running, climbing , race, musical chair, badminton, yoga	8.33
d	Indoor & outdoor play activities like football, see-saw, slide etc	1.50

Table 4.34 indicates that most (66.83%) teachers carry out minor physical exercises like running, outdoor games, etc, only 23.33% use Physical exercise, Yoga, run, exercise, walk, etc, 8.33% use Minor physical exercise, field trips, running, climbing, race, musical chair, badminton, yoga and only 1.5% teachers use Indoor & outdoor play activities like football, see-saw, slide etc, to bring about physical development in children.

5.7.10 Languages development activities

Table -4.35 showing the kinds of activities pre-school carry out to bring about language development in children:

Sl. No.	Types of languages development activities	% of teacher respondent
a	Developing communicative and interactive skill, learning through listening, Correct pronunciation, rhymes, oral conversation, audio visual clips	00.83
b	Recitation, loud reading, singing etc.	53.67
c	Oral conversation, audio visual clips Recitation, loud reading, singing etc	36.67
d	Storytelling, correct pronunciation, grammar, loud reading etc	02.17
e	Reading, writing, speaking etc	02.00

Findings of the above table 4.35 shows that most (53.67%) teachers carry out recitation, loud reading, singing etc., 36.67% use oral conversation, audio visual clips Recitation, loud reading, singing etc., 2.17% use storytelling, correct pronunciation, grammar, loud reading etc., 2.0% use reading, writing, speaking etc. and only .83.0% use developing communicative and interactive skill, learning

through listening, correct pronunciation, rhymes, oral conversation, audio visual clips to bring about language development in children.

5.7.11 Socio-emotional development activities:

Table-4.36 showing the kinds of activities pre-school carries out to bring about socio-emotional development in children:

Sl. No.	Types of Socio-emotional development activities	% of teacher respondent
a	Group morning assembly, field trips, picnics, group teaching, group play activities	18.17
b	To share Tiffin to share things, play with their friends and co-operate with each other	27.00
c	Group morning assembly, group teaching, group play activities	54.83

The findings reveals that most (54.83%) teachers carry out group morning assembly, group teaching, group play activities, 27.0% use share Tiffin, share things, play with their friends and co-operate with each other and 18.17% use group morning assembly, field trips, picnics, group teaching, group play activities to bring about socio-emotional development in children.

5.7.12 Creativity and aesthetic development activities:

Table -4.37 showing the kinds of activities pre-school carries out to bring about creativity and aesthetic development in children:

Sl. No.	Types of creativity and aesthetic development activities	% of teacher respondent
a	Bamboo work, drawing, painting, wall writing, etc	8.67
b	Clay work, bamboo work, drawing, painting etc	15.83
c	Drawing, teaching of cleanliness, moral science etc	17.67
d	Knowledge of cleanliness, proper discipline, moral education	23.17

The table 4.37 shows that 23.67% teachers use knowledge of cleanliness, proper discipline, moral education, 17.67% use Drawing, teaching of cleanliness, moral science etc., and 15.83% use clay work, bamboo work, drawing, painting etc. and 8.67% use bamboo work, drawing, painting, wall writing, etc to bring about creativity and aesthetic development in children in pre-schools.

5.7.13 Outdoor play-equipment and material:

The study shows that most (53.17%) of the teachers revealed that Outdoor play equipment and materials are not available in the pre-schools.

93.59% teachers admitted that Football, volleyball, tennis, cricket, rings etc out-door play equipments and materials are available in the pre-schools and 6.41% responded that, see-saw, swing etc are available in the pre-schools.

5.8.0 Based on objective no. 4 profile of pre-school teachers

5.8.1 Educational qualification:

Table -4.38 showing the educational qualification of pre-school teachers:

Districts	Government				Non-government			
	HSLC	HS	BA, B SC,B.COM	M A, M SC, M.COM	HSLC	HS	BA, B SC,B.COM	M A, M SC, M.COM
Barpeta	52.80	24.80	21.20	1.20	16.25	25	46.25	12.5
Bongaigaon	52.50	27.50	18.50	1.50	18.57	25.71	44.29	11.43

Table-4.38 above shows that most of government teachers in Barpeta (52.80%) and in Bongaigaon (52.50%) are matric/HSLC passed. On the other hand in most of non-government teachers in Barpeta (37.00%) and in Bongaigaon (31.00%) districts are Graduate.

5.8.2 Salary:

Table 4.39 showing the total salary of the teachers:

Districts	Govt.			Non-govt.		
	Below Rs. 8,000/ %	Rs. 8,000/- 15,000/ %	Above 15,000/ %	Below Rs. 8,000/ %	Rs. 8,000/- 15,000/ %	Above 15,000/ %
Barpeta	32.0	20.4	76.4	28.7	51.25	20.00
Bongaigaon	1.5	11.5	87.0	22.86	55.71	21.43

Table 4.39 indicates that most of the government teachers in Barpeta (76.40%) and in Bongaigaon (87.00%) get more than Rs.15, 000.00 as a monthly salary but most of the non-government teachers in Barpeta (51.25%) and in Bongaigaon (55.71%) get only Rs. 8,000.00 to 15,000.00 as a monthly salary.

5.8.3 The finding shows that all (100%) teachers in government pre-schools are permanent and in non-government schools 100% teachers are temporary.

5.8.4 Proficiency of language: The findings also shows that the proficiency of teachers in various languages other than Assamese are as follows:-

11% in English, 5.5% in Bengali, 28.83% in Bengali and Hindi, 3% in Bengali, Hindi and English and 11.33% in Hindi and English languages. 40.3% teachers are not proficient in any other languages other than Assamese.

5.8.5 Teacher training: All (100%) teachers of the government schools are trained but in non-government schools majority 74.67 %(112) are not trained, 25.33 %(38) are trained in the two districts.

5.8.6 Special training in child psychology:

Only 33 % (198) teachers responded that they are trained and 77 % (402) teachers responded that they are not trained in child psychology.

5.8.7 Importance of teachers in teaching learning process:-

16 % (96) teachers responded that teacher is important for teaching-learning in pre-school, 73.67 % (442) viewed that students are important and 10.33% (62) responded that text-books/study materials are important in teaching learning process. This shows that the teachers in Barpeta and Bongaigaon Districts emphasize on child centric education.

5.8.8 Home visit:

The study shows that the percentage of teachers visiting the home of the child as follows: 28.0% (168) one time, 45.17% (271) two times, 5.0% (30) three times, 10.67% (64) four times, .67% (4) five times and 7.67% (46) never visit homes in a year. This is important to have background knowledge of the child's socio-economic status, family problems, environmental problems etc.

5.9.0 Based on objectives no. 5 Problems of pre-school

5.9.1 Academic problems

Table- 4.40 showing the problems faced by the teachers with students in classroom

Sl. No.	List of problems faced by the teachers with students in classroom	% of teacher respondent
a	Students are not listening and lack of concentration, Some students are dull and some students are not toilet trained	3.67
b	students do not have pencils, rubbers, and exercise books to do their Homework , some students are dull, some students are not toilet trained	39.0
c	Students reaching late, Some students do not have pencils, rubbers, and exercise books to do their homework ,very few students work very hard, some students are not toilet trained	2.33
d	Students reaching late, Some students do not have pencils, rubbers, and exercise books to do their homework, Some student are dull, Very few students work very hard, Irregular in attendance.	17.17
e	Students reaching late, Some students do not have pencils, rubbers, and exercise books to do their homework, some students are dull, Irregular in attendance, some students are not toilet trained	2.00
f	Students are not listening and lack of concentration, Some students do not have pencils, rubbers, and exercise books to do their homework, Very few students work very hard, Irregular in attendance, some students are not toilet trained	31.67
g	Students reaching late, Some students do not have pencils, rubbers, and exercise books to do their homework, Some student are dull, Very few students work very hard, Irregular in attendance, some students are not toilet trained	1.83
h	Students reaching late, Students are not listening and lack of concentration , Some students do not have pencils, rubbers, and exercise books to do their homework, Some student are dull,Irregular in attendance and some students are not toilet trained	2.33

Table 4.40 shows that many (39.0%) teachers face the problems i.e. students do not have pencils, rubbers, and exercise books to do their homework, some students are dull, some students are not toilet trained, 31.67% teachers face the problems with students not listening and lacking concentration, Some students do not have pencils, rubbers, and exercise books to do their homework, very few students work very hard, irregular in attendance, some students are not toilet trained.

5.9.2 -Table 4.41 showing the problems listed below by the teachers

Sl. No.	List of problems	% of teacher respondent
A	Students enrollment and achievement, curriculum, finance, extracurricular activities and leave	6.00
B	Students enrollment and achievement, principal, staff, politics, extracurricular activities and leave	22.67
C	Students enrollment and achievement, principal, staff, extracurricular activities	42.33
D	Students enrollment and achievement, extracurricular activities and leave	23.17
E	Finance, staff, extracurricular activities, disciplinary actions and library	5.83

Most (42.33%) teachers face the problems of Students enrollment and achievement, principal, staff, extracurricular activities. 22.67% face the problem of Students enrollment and achievement, principal, staff, politics, extracurricular activities and casual leave.

9.03. Most (66%) teachers revealed that relationship with the student is cordial, 8.33% responded that relationship is very cordial and 25.67% admitted that relationship is not cordial.

5.9.3 Problem of teaching aid and materials

Table- 4.42 showing the problems with regard to the school teaching materials

Sl. No.	List of problems with regard to the school teaching materials	% of teacher respondent
a	Schools lack creative blocks and toys	66.5
b	Schools lack outdoor games	24.0
c	Congested classroom	0.67
d	sports	01.0
e	pictorial charts	01.67
f	Less numbers books	0.67
g	Indoor games	05.5

Table 4.42 points that most (66.55) teachers face the problem of lack of creative blocks and toys, and 24.0% face the problem of lack of outdoor games.

9.06 Most (60.0%) teachers stated that they have no problem with school management.

Majority (71.17%) teachers stated that they have no internal/ external problems and issues by which they are confronted.

5.10.0 Based on objective no. 6 - To suggest measures for the improvement of pre-school programme:

- a) More facilities should be provided in pre-school.
- b) More female teachers should be appointed in pre-schools.

- c) Teacher training in pre-school should be developed.
- d) Teacher's salary and other facilities should be enhanced.
- e) Curriculum should be attractive for pre-scholars.
- f) More play and least academic programme should be arranged for pre-school children.

5.10.0 Findings from the parents of the pre-school children

5.10.1 Based on objectives no. 2 Facilities and programmes

5.10.2 School building

55.5% parents are not satisfied regarding the building of the pre-school attended by their children. They feel that it is not safe and conducive for their children.

Table -4.43 showing the views of the parents regarding the causes of unsatisfactory school building:

Sl. No.	Causes of unsatisfactory building	% of parent respondent
a	Not well planned and inconvenient.	8.11
b	Too small.	27.93
c	Unpleasing and unattractive.	12.61
d	Not well planned, inconvenient and too small.	13.51
e	Not well planned, inconvenient, unpleasing and unattractive.	7.21
f	Too small, unpleasing and unattractive.	18.92
g	Not well planned, inconvenient, too small, unpleasing and unattractive.	11.71

27.93% parents responded the school building is too small which is the reason of being unsatisfactory and 18.92% viewed the school building is too small, unpleasing, unattractive which are the main causes for being unsatisfactory.

5.10.3 Outdoor play equipment and material (OPEM):

81.5% parents revealed that outdoor play equipment and material (OPEM) are provided in the school premise.

Table- 4.44 showing the Parents views regarding outdoor play equipment and material (OPEM):

Sl. No.	Views regarding outdoor play equipment and material (OPEM)	% of parent respondent
a	OPEM is not provided at all	15.0
b	Very few OPEM are provided but these are not enough	56.5
c	Whatever OPEM is available is not properly utilized	28.5

Most (56.5%) parents viewed that very few OPEM are provided but these are not enough and 28.5% also viewed that whatever OPEM is available is not properly utilized.

Table- 4.45 showing the type of OPEM expected by parents:

Sl. No.	Types of OPEM	% of parent respondent
a	Swing	03.5
b	Skipping rope and Ball	27.0
c	swing, Skipping rope and Ball	03.5
d	Swing, Slide, See-saw and Ball	09.0
e	Swing, Slide, See-saw, Merry go round, Skipping rope	29.5
f	Swing, Slide, See-saw, Merry go round and Ball	13.0
g	Swing, Slide, Merry go round, Skipping rope and Ball	07.0
h	Swing, Slide, See-saw, Merry go round ,Skipping rope and Ball	07.0

Table 4.45 indicates that 29.5% parents expect Swing, Slide, See-saw, Merry go round, Skipping rope and 27.0% parents expect Skipping rope and Ball as OPEM in the pre-schools.

5.10.4: Indoor play equipment and material (IPEM):

Most (73.0) of the parents consider the position of pre-school in relation to the position of indoor play equipment and material (IPEM) is not satisfactory.

Table -4.46 showing reasons for IPEM being satisfactory:

Sl. No.	Reasons for(IPEM) satisfactory	% of parent respondent
a	Sufficient variety of IPEM is provided	24.07
b	Very few IPEM are provided but are enough	57.41
c	Satisfied although no IPEM is provided	18.52

Most (57.41%) parents feel that very few IPEM are provided but are enough and 24.07% viewed that sufficient variety of IPEM is provided in the pre-school.

Table- 4.47 showing reasons for IPEM being not satisfactory:

Sl. No.	Reasons for (IPEM) not satisfactory	% of parent respondent
a	No Indoor play equipment and material(IPEM) is provided	23.97
b	Very few IPEM is provided but not enough	63.70
c	Whatever IPEM is available is not properly utilized	10.96

Most (63.70%) parents viewed that, “Very few IPEM is provided but are not enough”, and cited the reason being not satisfactory and 23.97% expressed that, “No IPEM is provided in the pre-schools.”

Table- 4.48 showing the types of IPEM expected by the parents:

Sl. No.	Types of IPEM expected by the parents	% of parent respondent
a	Construction toys and Dolls	16.0
b	Building blocks, Alphabet blocks and Number blocks.	07.0
c	Alphabet blocks, Number blocks, Counting beads	26.0
d	Building blocks, Alphabet blocks, Number blocks, Counting beads, Threading boards.	25.5
e	Building blocks, Alphabet blocks, Number blocks, Counting beads, Threading boards, Dolls and Kitchen sets.	25.0

Table 4.48 indicates that 26.0% parents expect Alphabet blocks, Number blocks, Counting beads and 25.5% expect Building blocks, Alphabet blocks, Number blocks, Counting beads, threading boards as IPEM in the pre-schools.

67.0% parents feel that these OPEM and IPEM can improve the development the child.

5.10.5 Expenditure:

Table- 4.49 showing the response of the parents regarding the expenditure incurred in pre-school:

Sl. No.	Expenditure of pre-school	% of parent respondent
a	Very expensive	11.5
b	Expensive	13.5
c	Not Expensive	63.5

Most (63.5%) parents found pre-schools are not expensive and 13.5% found it to be expensive and 11.5% found it very expensive.

Table 4.50 showing the expectation of the parents in return of money spent by them:

Sl. No.	Expectations	% parent of respondent
a	Manners and etiquette	20.0
b	Knowledge of English language and Manners and etiquette	07.0
c	Knowledge of 3R's and Manners and etiquette	18.0
d	Knowledge of English language ,knowledge of 3R's	55.0

Most (55.0%) parents expect knowledge of English language, knowledge of 3R's and Manners and etiquette, 20.0% expect manners and etiquette, and 18.0% expect knowledge of 3R's and manners and etiquette as a return of money spent by them on their children.

80.0% parents feel that more money should be required for the development of pre-school.

5.10.6. Teacher-Child Ratio:

Table 4.51 showing the opinion regarding teacher-child ratio in the pre-school:

Sl. No.	Opinion regarding teacher-child ratio in the pre-school	% of parent respondent
a	Too high	75.0
b	Moderate	25.0

Table 4.51 shows that most (75.0%) parents viewed that teacher-child ratio in the pre-school is too high and 25.0% viewed as moderate.

Majority (93%) parents revealed that teacher-child ratio should be 1 to 25 and 7.0% revealed that it should be 1 to 50.

5.10.7 Admission:

Regarding holding of tests and interviews for admission to pre-school 37.0% parents were satisfied, 37.0% responded were not satisfied and 26.0% had no idea.

Table-4.52 showing the opinion of parents regarding holding of tests and interviews for admission to pre-school:

Sl. No.	Procedure of admission	% of parent respondent
a	Test and interviews	07.0
b	First come first serve	39.0
c	Comprehensive Performa	26.5
d	No idea.	27.5

The table above shows that most (39.0%) parents opined that first come first serve basis is used for admission, 26.5% feels that Comprehensive Performa basis and 27.5% responded that they have no idea regarding admission procedure in pre-school.

5.11.0 Based on objective no. 3-Daily activities and Programmes

5.11.1 Text-books: Most (57.0%) of the parents viewed that text-book in pre-school is necessary.

Majority (73.0%) of the parents are against the ban of the use of text-books in pre-schools.

5.11.2 School bag:

Table -4.53 showing the opinion to the weight of school bag carried to and from school:

Sl. No.	Weight of school bag	% of parent respondent
a	Heavy for a child	21.0
b	Light for a child	25.0
c	Not applicable	54.0

Most (54.0%) parents felt that weight of the school bag is not applicable regarding pre-school education, 25.0% viewed light weight for a child and 21.0% stated that the school bag is very heavy for a child.

Majority (86%) of the parents viewed that the practice of carrying bag of books by pre-schoolers is good.

6.5% suggested keeping the books in the school in order to relieve children from carrying heavy school bag, while significantly 93.5% parent suggested making time Table so that children need not carry all the books to and from school.

5.11.3 Home work:

Most (53.0%) of the parents expect the pre-school to give homework to their children.

Table 4.54 showing the view of the parents regarding their child’s homework:

Sl. No.	Child’s homework	% of respondent
a	Too Much	11.0
b	Just enough	40.5
c	Too Less	45.0
d	No home work	3.50

Table 4.54 shows that most (45.0%) parents stated that the home work given to their children is too less, 40.5% stated, just enough and only 11.0% viewed, too much.

5.11.4 Programme and Evaluation:

Most (50.5%) of the parents are not aware of the programmes and facility undertaken by the pre-schools.

63.5% respondents stated that they are in favour of the practice of holding of tests and examinations to evaluate pre-school children.

Table -4.55 showing the technique of evaluation expected by parents:

Sl. No.	Techniques of evaluation	% of parent respondent
a	Formal tests and examinations	56.5
b	Observation and child’s behavior and responses during the various play activities.	30.5
c	Observation of child’s work through work-sheets	13.0

Table 4.55 reveals that most (56.5%) parents expect Formal tests and examinations, 30.5% expect observation of child’s behavior and responses during

the various play activities and only 13.0% expect observation of child's work through work-sheets as the technique of evaluation.

5.11.5 Healthcare facilities:

The finding revealed that 60.0% parents are satisfied to the provision of healthcare facilities of the school.

Table -4.56 showing the kind of healthcare facilities expected by the schools:

Sl. No.	List of healthcare facilities	% of parent respondent
a	Health check-up	19.5
b	Referral service to doctor or PHC	33.0
c	Treatment of minor accident and ailment	31.5
d	Health check-up, Referral service to doctor or PHC and Treatment of minor accident and ailment	16.0

Most (33.0%) parents expect Referral service to doctor or PHC, 31.5% Treatment of minor accident and ailment, 19.5% Health check-up and 16.0% expect Health check-up, Referral service to doctor or PHC and Treatment of minor accident and ailment as healthcare facilities by the school.

5.11.6 Parent-teacher contact:

The study reveals that majority (66.0%) parents consider that the position of the pre-school, with regard to organization of parent-teacher contact is unsatisfactory.

Table -4.57 showing the expectation of the parents regarding parent-teacher contact:

Sl. No.	Expectation of the parents	% of respondent
a	To organize parent-teacher meeting	15.0
b	To make home visits	81.5
c	To organize parent-teacher meeting, to form parent -teacher association and to celebrate parent's day	3.5

Majority (81.55) parents expect to have home visits by teachers, 15.0% expect to organize parent-teacher meeting and only 3.5% expect to organize parent-teacher meeting, form parent -teacher association and to celebrate parent's day regarding parent-teacher contact.

Table- 4.58 showing the expectation of parents to organize parent-teacher meeting in a year:

Sl. No.	Expectation of parents	% of respondent
a	At least 4 times in a year	12.50
b	Half yearly	23.00
c	once in a year	18.50
d	six times in a year	46.00

From the table 4.58 it is found that most (46.0%) parents expect to organize parent-teacher meeting six times in a year, 23.0% expect half yearly, 18.5% expect once in a year and 12.5% expect at least 4 times in a year

5.12.0 Findings based on objective no.4 -profile of teacher

5.12.1 Opinion about teacher:

The study revealed that 45% parents are satisfied with the teachers profile, 29.0% are not satisfied and 26% have no idea about the teachers who handle their children.

Table- 4.59 showing the reasons of their satisfaction with the teacher:

Sl. No.	Reasons of their satisfaction with the teacher	% of respondent
a	They are well qualified	8.89
b	They are well qualified and love and interest in children	20.00
c	They have love and interest in children and know how to deal with small children	8.89
d	They are well qualified and show love and interest in children and know how to deal with small children.	35.56
e	They are Well qualified and love and interest in children and know how to deal with small children and have knowledge of child psychology and development.	24.44

Table 4.59 indicates 35.56% parents responded that teachers are well qualified, shows love and interest in the children and know how to deal with small children.

Table- 4.60 showing the reasons of their dissatisfaction with the teacher:

Sl. No.	Reasons of their dissatisfaction with the teacher	% of respondent
a	They are not qualified	3.45
b	They are not qualified and irregular	10.34
c	They are not qualified, irregular and not punctual	31.03
d	They are not qualified, irregular and not punctual and without knowledge of child psychology and development	18.97
e	They without knowledge of child psychology and development	15.52
f	They Punish small children and teach very little	20.69

Most (31.03%) parents responded that they are dissatisfied because teachers are not qualified, Irregular and not punctual.

20.69% feel that they punish the small children and they teach very less.

18.97% feel that they are not qualified, irregular and not punctual and does not have knowledge of child psychology and development.

5.12.2 Expectation from teacher:

Table- 4.61 showing the expectation of the parents from the teachers of the pre-school:

Sl. No.	Expectation of the parents from the teachers of the pre-school	% of respondent
a	Better qualification- Graduation	4.0
b	To have care, patience, and gentleness for the child	29.5
c	Trained in early childhood care	49.0
d	To have knowledge of child psychology and development.	17.5

Table 4.61 shows that 49.0% parents expect trained in early childhood care from the teachers of the pre-school. 29.5% expect to have care, patience, and gentleness for the child and 17.55 expect to have knowledge of child psychology and development.

5.13.0 Based on objective No 5 problems of pre-school

- a) The study found that the most (75.00%) parents viewed that the child-ratio is too high particularly in the government pre-schools.
- b) The study shows that teachers are not well qualified in government schools but trained whereas in non-government schools teachers are mostly qualified but untrained.
- c) It also found that in some schools text-books are not supplied on time.
- d) Proper facility of healthcare, sanitation, creativity developments etc. are not there in most of the pre-schools.
- e) The study reveals that parents are not satisfied with the Indoor and Outdoor play equipments and materials.

5.14.0 Based on objective no. 6 to suggest measures for the improvement of pre-school programme

- a) Modern methods of teaching should be used for pre-school children.
- b) Physical, health, sanitation etc facilities should be well developed in pre-schools.
- c) Trained teachers in early childhood care and education should be appointed in pre-schools.
- d) Play-oriented methods of teaching should be employed in the pre-primary schools.
- e) Teacher-child ratio should be according to the norms of pre-school education.
- f) Nutrients food also should be supplied by government.
- g) Rural pre-school system should be modernized by the government.

- h) Better communication system should be established in the rural areas since most of the people live in the rural areas in these two districts.

5.15.0 Interview schedule

5.14.0 Interview schedule from the district Elementary Education Officer (DEEO), Block Elementary Education Officer (BEEO), Inspector of schools (IS) and School Education Committee (SEC) and their common opinions:

5.14.1 Opinions:

- a) Enrollment of students in pre-schools has been increasing every year.
- b) The quality of pre-school education is increasing day by day but still far behind of norms of pre-school education in Barpeta and Bongaigaon districts.
- c) Daily activities, programmes and more facilities are developing day by day in the pre-schools but yet to be achieved more.
- d) More government schools should be established for pre-school education.
- e) Extra teacher should be appointed in pre-school section especially for the pre-school children they should be given training also in ECE.
- f) Mid-day meal also should be given to the pre-scholars.
- g) Government does not pay much attention for the development pre-school education.

5.15.0 Suggestions for the improvement of pre-school education-

The District Elementary Education Officer (DEEO), Block Elementary Education Officer (BEEO), Inspector of Schools (IS) as well as the school education committee (SEC) of the Barepeta and Bongaigaon districts was also asked to give their suggestions for the improvement of pre-school programme. The suggestions made are as following

- a) Awareness programme should be organized for parents to acknowledge them regarding the importance of pre-school education.
- b) The government should provide more attention in the area of pre-school education.
- c) Infrastructure should be enhanced of the preschool to according to the needs of pre-school children.
- d) Separate teachers should be appointed specially for pre-scholars.
- e) All kind of safety measures should be adopted by government as well as school authority especially fire safety.
- f) Indoor and outdoor area of the pre-school should be proportionate to the numbers of pre-school children.
- g) Pure drinking water facilities must be ensuring for every children.
- h) Electricity facilities must be ensuring for 100% pre-school children.
- i) Pure sanitary and medical facilities should be there in each and every pre-school.
- j) Teacher-child ratio should 1:20 in pre-school classes.