

Chapter-VI

Findings, Discussions, Suggestions and Conclusion

6.1.0 Introduction

In this chapter, major findings and their implications are presented with reference to the objectives of the study which are provided below:

- **To study the development of pre-school education in Barpeta and Bongaigaon districts of Assam.**
- **To study the facilities and programmes of educational experiences provided in the pre-schools functioning in Barpeta and Bongaigaon districts of Assam.**
- **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.**
- **To study the profile of pre-school teachers of Barpeta and Bongaigaon districts of Assam.**
- **To find out the problems faced by the pre-schools of Barpeta and Bongaigaon districts of Assam.**
- **To suggest measures for the improvement of pre-school programme.**

The findings are based on the analysis of data of the present status and trends of pre-school education. Attempt have also been made to offer suggestions for improving pre-school education, educational implication and suggestion which could be useful for conducting further research in the same area.

On the basis of the analysis and interpretation done in the previous chapter, the major observation and discussion of the findings and their implications are presented below:

6.1.1 MAJOR FINDINGS OF THE STUDY:

Based on the first objective: To study the development of pre-school education in Barpeta and Bongaigaon districts of Assam (detail explanation is given in chapter IV)

Efforts were made to know the development of pre-school education in Barpeta and Bongaigaon districts of Assam. Following major findings were revealed regarding the development of higher education in Barpeta and Bongaigaon districts of Assam:

Development of pre-school education:

- a) The study found 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. So it is observed that most of the attached government-pre-schools were established before 1980's in both Barpeta and Bongaigaon districts of Assam. On the other hand in non-government sector most of the attached pre-schools were established after 2000.
- b) Regarding Government schools, Barpeta had 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. So there is no significant difference in the enrollment system in both government and non-government pre-schools the five years.
- c) 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. So most of the school's teacher-child ratio is in between 1:26 to 50 in both districts, which is much more than ideal ratio.

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. But in non-government sector teacher-child ratio is as per norms of pre-school education.

Discussion on First Objective

From the study it is clear that most of the government pre-schools in Barpeta and Bongaigaon districts were established during 1961 to 1980. But in non-government sector pre-schools were established in the last decade of the present century. All schools providing pre-school education in this region are attached pre-schools where sound education cannot take place due to apathy of the government and school authority. Enrollment is also too high in the schools of both the districts. Teacher-child ratio is also very high in the schools; it seems that sufficient numbers of teachers are not appointed in the schools.

6.2.2 Based on the second objective: Facilities and programmes of educational experiences:

Principals/headmasters' view:

The study points out that all (100%) Government and Non-Government Pre- Schools are attached to a formal Primary or secondary Schools. So as per the study there is no separate pre-school system in Barpeta and Bongaigaon districts of Assam.

6.2.3 Physical structure:

The study shows that most (63.00%) government School buildings are of Assam type and 37.00% school buildings are based both in Assam type and government building. In non- Government sectors 35.00% are rented house,

18.00% are Assam type, 41% own constructed buildings and 7.00% are of RCC type Assam. Most of the schools are of Assam type in government sector and in non-government sector most of the schools are constructed by the school authority.

6.2.4 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.

6.2.5 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. So it is very pathetic condition of the pre-school education of Assam.

6.2.6 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. So we can say that location of pre-school is by and large conducive.

The study also shows that majority (95.2%) pre-schools are located on the ground floor so as to make it convenient for the pre-scholars to attend classes.

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. So more schools need to be established in the areas where schools are not available within 1 Km.

6.2.8 Safety facility: Various safety facilities available in the pre-schools are as follows:

- a. 12.5.0% 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 12 shows that 15.0% schools are safe from noisy heavy traffic and Steep stairs/step 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/step leading to the pre-school and open ditches, well, ponds etc.
- h. 3.5% schools are Safe from Steep stairs/step 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.

From the above findings it is found that most of the pre-schools are not safe in many aspects.

6.2.9 Road facility:

The investigator found that majority (85.5%) headmaster/principal revealed that the school has 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. So road communication is favourable in both districts.

6.2.10 Surrounding

The study showed that majority (88.5%) of the Schools does not have immediate surroundings of natural resource such as Park/animals/gardens/Zoo etc which can be used as educational purposes.

6.2.11 Electricity facility

The study shows that only 53.75% of the pre-schools have electricity connections. Therefore, electricity facility is not good.

6.2.12 Out-door area:

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

Most (81.75%) of the schools lack proper play spaces though they have outdoor space.

The study also reveals that 50.25 % Schools outdoor spaces are not safe for children. The safety aspects of the schools are a major concern.

Most (74.25%) schools do not have play area which includes both cemented as well as grass covered ground surfaces. Play facilities are not according to modern norms of school education.

The study shows that 65% of the 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 which is needed for small children.

The provision of variety of outdoor activities in the pre-school:

The study revealed that 89.25% schools have running facility, 24.5% have climbing facility, 15.75 schools have cycling facility, 46.0% have water play facility and 21.0% school has gardening facility. Therefore, overall outdoor facilities are not available in most of the pre-schools.

The study also showed that majority 79% Schools have no provision for storage spaces for keeping equipment for activity play located near the play area which is also needed for smooth functioning of a school.

Majority (75.75%) of the schools do not have the facility of sunny and shaded area for outdoor play for proper physical development of the child.

The study shows that most (68.25%) schools have no flower garden placed along the boundaries to make the place look colorful and attractive for pre-scholars.

6.2.13 Indoor area

Regarding indoor area, the study shows that 51.25% Schools have indoor spaces in proportion to the number of children.

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. Indoor areas in some aspects are as per expectation but in some areas need to be developed.

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 high is not a good sign of ideal pre-school system.

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

The study showed that majority (88%) School's positions of doors and window are adequate enough to provide ample light and ventilation.

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

Most (67.75%) of the school's have bulletin boards.

The study also revealed that most (56.5%) School's furniture is not made of materials that can be easily cleaned and painted in bright and attractive colours. 69% of the school's furniture is not safe, light and durable. So furniture condition should be developed.

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. It shows most of the schools lack modern amenities required for pre-school education.

6.2.14 Water facility

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

The study also showed that most (76.75%) of the School's have stored water in bucket etc. for washing the glass, tumble etc. after use. So water facility although good but a large percentage of schools still lacks filtered water.

6.2.15 Health care facilities:

The study found that most (64%) Schools have the provision for health care facilities.

The types of healthcare services:

The study also indicated 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 any healthcare facilities at all. So it shows that most of the schools have healthcare facilities.

The provision of first-aid materials in the school:

The study found that most of the schools do not have provision of first aid materials like Pain relieving medicines, Antiseptic ointment, Bandages, Potassium Permanganate, Gention violet, Sticking plasters, Pincers and Mercurio crome. Though 57.00% schools have sterilized surgical cotton wool, 43% have Thermometer. So first aid materials are not sufficient in the pre-schools.

6.2.16 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.

The study found that majority (94.25%) school's bathrooms fixtures 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.

The study also showed that majority (96.25%) schools do not have storage spaces for materials like paper crayons, teaching aids etc easily accessible.

It shows that sanitary and storage facility is not proper in the pre-schools.

6.2.17 Equipments and materials

It was revealed 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. So, it is necessary to have more equipments and materials in the most of the pre-schools.

The garden set materials in the pre-schools:

The researcher found that all (100%) pre-schools don't have any garden set. It shows the poor condition of the schools regarding creative development.

Sand and Water activity:

It was also showed that all (100.00%) pre-schools do not have any sand and water activity materials.

Creative work material:

It was found that only 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,Paper 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 – 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. Therefore, it was observed that creative materials for the development of a child are not sufficient in most of the pre-schools.

Audio-visual aids:

It was also found that 27.50 % 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. Audio-visual aids mentioned above are not available in most of the pre-school in the districts.

Cognitive materials:

The study 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.

Manipulative materials:

It has 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.

Low-cost materials:

It 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 which are not found to be available in most of the pre-schools.

Indigenous materials:

Regarding indigenous materials 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

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 only on the occasion of morning assembly /prayer, recitation.

6.2.18 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. So, majority government pre-school do not follow any proper methods of admission.

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

6. 6.0 Teacher's view

6.6.1. 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.

It is found 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.

This shows that health care checkups are not up to the mark in pre-schools.

The teachers also responded that first aid materials are not up to the mark in pre-schools as 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% Mercuriochrome as first-aid materials in the pre-school.

Healthcare facilities are yet to be developed in pre-schools of Barpeta and Bongaigaon districts of Assam.

6.6.2 Toilet facilities

The study found that, 100% government and non-government schools have toilet facilities. Majority (79.5%) teachers revealed that the students have separate toilets. 95.0% teachers admitted that the schools provide separate toilet facilities for both boys and girls. 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.

It also shows that majority (69.67%) of the teachers 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 schools have six toilets.

Although there are toilets in 100% schools but most of the schools do not have sufficient numbers of toilets, maintenance of the toilets is also very poor.

6.6.3 Drinking water facilities

The facilities of drinking water are most essential in the pre-school since health of the child largely depends upon this facility. 100% teachers responded that drinking water facilities are available in the schools but are not safe to drink.

Regarding the sources of water it was found 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). It was also seen, 61.17%

teachers responded that the drinking water sources are not hygienic at all. 71.17% teachers revealed that no separate drinking water facilities are provided for teachers in the pre-schools. It appears that although there is drinking water but the water is not hygienic.

6.6.4 Instructional facilities

The study indicates that majority (100. %) teachers revealed that the schools have Black-board, Bulletin board, charts/maps/ etc. and only 0.7% schools have video, television, tape recorder, radio, slide projector etc materials besides the materials mentioned above. So it is proved that Instructional facilities in the pre-schools are not sufficient in most of the pre-schools.

6.6.5 Computer facility

Computer is considered as the part and parcel of the present time. But the result showed that 100% government schools have no computers to teach the children and majority (89.39%) of the non-government schools does have computers. And the schools that have the computers, 54.28% school teachers responded that the schools have one to two computers and 43.68% responded that the school having more than two computers.

It was also seen that 94.17% viewed that the school uses computer never. Only 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.

6.6.6 Pictures and charts:

It was also observed that 98.33% teachers responded that Children's week, Readymade pictures, Pictures of birds, Pictures of animals, Pictures of vegetables, Picture of fruits, Pictures of flowers, Pictorial alphabetical charts and ICDS charts.

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

6.6.7 Rest period: Most 71.67% responded that rest period is given to the children.

6.6.8 Play facility: Majority 82.83 % revealed that they allowed for free play activities in the schools.

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

6.10.0 Parent's view

6.10.2 School building:

School building should be built according to provide ample facilities to the small children in a proper structure. But most 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.

9.10.4 Outdoor play equipment and material (OPEM):

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

6.10.5 Views of parents regarding outdoor play equipment and material

The parents were asked to reveal their views regarding outdoor play equipment and material in the schools attended by their children and most (56.5%) parents viewed that very few outdoor play equipment and materials are provided but these are not enough and 28.5% also viewed that whatever OPEM is available but not properly utilized.

6.10.7 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) not satisfactory.

6.10.8 Reasons for IPEM being satisfactory:

57.41% parents feel that whatever IPEM is being provided in the schools they are satisfied.

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

6.10.11 Expenditure:

Regarding expenditure, it was found that most (63.5%) parents felt that pre-schools were not expensive.

6.10.13. Teacher-Child Ratio:

From the results it was also reveals 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 1:25.

6.10.14 Admission:

Regarding holding of tests and interviews for admission to pre-school children 37.0% parents felt it is necessary, 37.0% responded as not necessary and 26.0% had no idea about admission procedures.

6.10.15 Opinion of parents regarding holding of tests and interviews for admission to pre-school:

It also 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.

Discussion on the second objective-(principals/headmasters,teachers/parents)

Facilities and programmes are the essential components of pre-school education. Quality education depends upon the availability of these two components in education. Pre-schools of Barpeta and Bongaigaon districts are running without adequate facilities, for example, pre-school education is attached with other schools, no separate class-room for pre-school students in government sector is being provided. There are lot of safety problems, surroundings of the schools cannot be used for educational purposes, electricity facilities are not there in a large number of pre-schools, outdoor and indoor area is not proportionate to the numbers of children, shortage of indoor and outdoor play materials etc. Besides drinking water facilities, healthcare facilities, sanitary facilities is in very poor condition. There are acute shortage of equipments and materials, instructional materials. Moreover there is no computer education in government sector pre-school at all.

Government provides universal type of pre-school education by attaching pre schools with the other government primary and secondary schools to all children. Therefore, the pre- school children do not get adequate facilities which are essential for their proper growth and development.

In the private sectors, only few schools provide quality education. Most of the schools are not equipped with the modern facilities for pre-school education.

6.3.0 Findings based on objectives No- 3 Daily activities and Programme:

principal/Headmaster' view

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

6.3.1 Parent-Teacher Association (PTA):

Regarding parent teacher association it was observed that nearly all the schools at the government and non- government sectors organize PTA annually

6.3.2 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.

6.3.3 Programme plan:

In order to provide education in a systematic manner planning of the educational programme is crucial. The study revealed 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 also found that majority (73.5%) of the pre-schools provide rest period during the day.

6.3.4 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 also shows that pre-schools are running without proper schedule.

But, (100%) Non- Government Schools prepare daily routine/ Time Schedule.

6.3.5 Other activities:

The study also found that majority (97%) of the pre-schools organizes field trips, festivals and games for children. Daily activities are planned according to the age and developmental level of the children. Pre-schools do not give written evaluation of child's progress to the parents. The pre-school do not send the attendance of children to their parents. The result of the study also found that majority (87%) of the pre-schools encourages parental participation or implementation of pre-school programmes.

Teacher's view

6.7.1 Programme plan:

The investigator found that majority (65.33%) teachers indicated that the principle of age and development level of education is kept in mind while planning the programme for the pre-scholars. Most of the teachers do not keep in mind the principle of balance and activities for all aspects of development to be covered. They also do not follow the principle of balance between individual and group activities, balance between indoor and outdoor activities, principle of balance between vigorous and quite activities, the principle of balance between guided and free activities. This is of utmost necessity for planning the programme of the pre-school children.

The study also shows that only 13.83% teachers' use formal teaching of 3R's methods, 8.33% teachers' use play and activity oriented method and majority (77.83%) follow the method of combination of both the methods mentioned above at the time of conducting pre-school programme.

The study shows that majority of the schools follows the combination of Kindergarten, nursery, play way and 3R, s methods together.

6.7.2 Methods of teaching and evaluation:

The study indicated that most of the teachers do not use play-way, Translation, demonstration, story-telling and audio-video methods for teaching. This is very much essential for a Child's intellectual development.

6.7.3 Techniques of evaluation:

It was found 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.

6.7.4 Home assignment:

The study found that the 61.00% teachers give home assignments once a week.

6.7.5 Class attendance:

Majority (72.33%) responded that they maintain class attendance regularly. Maintaining class attendances regularly is considered healthy but a good numbers schools do not follow the norms.

6.7.6 Diary:

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

6.7.7 Records:

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

6.7.8 Physical development activities:

The investigator found 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. This clearly shows that physical developmental activities is lacking in the pre- schools of Barpeta and Bongaigaon Districts of Assam.

6.7.9 Languages development activities:

Findings showed 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. This shows that language developmental activities are not fully developed in the pre-schools.

6.7.10 Socio-emotional development activities:

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.

6.7.11 Creativity and aesthetic development activities:

The study very poorly showed that only 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. This shows that the pre-schools in Barpeta and Bongaigaon districts of Assam do not give much emphasis to the creative and aesthetic developmental activities of a child.

6.7.12 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.

Majority 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.

6. 11.0 Parents' view

6.11.1 Text-books: Most (57.0%) of the parents viewed that text-book in pre-school is necessary and majority (73.0%) of the parents are against the ban of the use of text-books in pre-schools.

6.11.2 School bag:

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-scholars 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.

6.11.3 Home work:

Most (53.0%) of the parents expect the pre-school to give homework to their children. The study found that most (45.0%) parents stated too less, 40.5% state just enough and only 11.0% viewed too much regarding their child's homework. It seems that parents are not well aware about the principles of pre-school education.

6.11.4 Programme and Evaluation:

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

6.11.5 Technique of evaluation expected by parents:

It was also found that most (56.5%) parents expect Formal tests and examinations, 30.5% expect Observation and 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.

6.11.6 Healthcare facilities:

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

6.11.7 The kind of healthcare facilities expected by the schools:

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.

6.11.8 Parent-teacher contact:

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

Majority (81.55) parents expect to make home visits, 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.

It was also seen 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.

Discussion on the third objective

Childs physical, mental, socio-emotional, creative etc development depends on the daily activities performed in pre-schools. But if we observe the daily activities of pre-school in Barpeta and Bongaigaon districts of Assam than we found that daily activities are not performed in most of the pre-school in proper manner regularly. No serious attempts are made for the development of physical, mental, socio-emotional, creative, language, etc through various activities required for pre-scholars.

Moreover, parent-teacher association (PTA) meet are not held in many pre-schools. Programme planning is also not systematic so that children can be benefitted fully from it. No class-routine is maintained in government sector pre-school which shows the poor condition of education in government sector schools. Parental participation is not also sought which can be fruitful for pre-scholars. Most of the pre-school provide education to pre-scholars to prepare them for class-I, it shows the narrow aim of pre-school education. Although story-telling, play-way, translation etc methods are followed in teaching but mostly formal type teachings are practiced in pre-schools.

Regarding evaluation system, most of the pre-schools do not follow proper methods and techniques.

6.4.0 Finding based on objective No-4 (profile of pre-school teacher):

Principals' view

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.

6.4.1 Educational Qualification:

The study 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. In government schools teachers' qualification is a major concern.

6.4.2 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. Proper training is essential to teach pre-scholars but in most of the non-government pre-school teachers are not trained.

6.4.3 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 teacher get less than RS. 15,000.00 as salary i.e. their salary is not given according to the norms. Salary of the teachers are also major concern which to be addressed properly by the authority.

6.8.0 Teachers' view

6.8.1 Educational qualification:

The study 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.

6.8.2 Salary:

It was 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.

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

6.8.4 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.

6.8.5 Teacher training: All (100%) teachers of the government schools are trained but in non-government schools majority 74.67 % teachers are not trained.

6.8.6 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.

6.8.7 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.

6.8.8 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.

6.12.0 Parents' view

6.12.1 Opinion about teacher:

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

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

6.12.3 Some parents also stated 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.

6.12.4 Expectation from teacher:

The study found that 49.0% parents expect Trained in ECE 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.

Discussion on the fourth objective

Profile of teacher is very important aspect of pre-school education. Quality education always depends on the teacher's profile, i.e., educational qualification, training in child psychology, love and sympathy to the children, salary, facilities etc.

From the present study it is established that most of the teachers in government sector are only matriculate, but in non-government sector most of the teachers are above matriculate (HS/Graduate). Training in pre-school education is utmost important but in non-government sector most of the teacher are not trained at all. In government sector although 100% teachers are trained but they are not trained in early childhood care and education.

Good salary and other facilities of teacher is considered important for the teacher so that they can remain free from financial hardship in order to pay full attention to their job. But salary of teacher's in non-government schools are mostly far below than the government norms. In government sector facilities of the teachers need to be developed.

6.5.0 Finding based on objective No-5 (Problems of Pre-schools):

Principals' view

6.5.1 Problems relating to facilities and programmes:

Facilitate problem:

- a) The study found that in some (15 %) schools textbooks are not given in 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 classroom 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.

Therefore it was seen that in most of the pre-school do not have separate class-room, it shows the poor condition of pre-schools.

6.5.2 Infrastructural problems:

- 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 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) 7.75% 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.

6.5.3 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-schoolers.
- f) Filtered drinking water is not available in many of the pre-schools.

6.5.4 Problem of teachers:

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. So it appeared that the teachers are facing lot of problems in both districts.

6.5.4 Other problems:

The study also found that majority 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.

6.9.0 Teachers' view

6.9.1 Academic problems:

It was found that (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.

6.9.2 Problems listed below by the teachers:

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.

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

6.9.4 Problem of teaching aid and materials:

The study points that most (66.55) teachers face the problem of lack of creative blocks and toys, sports and games materials, Less numbers books and pictorial charts and outdoor games Congested classroom and 24.0% face the problem of schools lack of creative blocks and toys, sports and games materials, and outdoor games.

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

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

6.13.0 Parents' view

The study found that the most (75.00%) parents viewed that the child-ratio is too high particularly in the government pre-schools.

- a) 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.
- b) It also found that in some schools text-books are not supplied on time.
- c) Proper facility of healthcare, sanitation, creativity developments etc. are not there in most of the pre-schools.
- d) The study reveals that parents are not satisfied with the Indoor and Outdoor play equipments and materials.

Discussion on the fifth objective

A large number of problems came out regarding pre-school education as pointed out by head, teachers and the parents of the pre-schools. There are some good aspects of pre-school education in Barpeta and Bongaigaon districts of Assam but the numbers are very few compared to the large numbers of problems.

First of all the problem of development of pre-schools. All pre-schools are attached, only one class pre-primary education in government sector. In non-government sector there are various types of pre-school education, but these schools do not follow the norms of pre-school education.

Regarding facilities of pre-schools, it is seen that most of schools are not equipped with the modern facilities of pre-school education. Especially in government sector no special facility is provided for the upliftment of pre-school section of education. Infrastructure, health, water, sanitary, materials, equipments etc so many problems are deep rooted in most of the pre-schools.

Programmes are also not systematically planned according to the pre-school children.

Class routine not maintained, home visit by the teacher are not frequent.

6.15.0 Findings based on objective no.6 (suggestions for the improvement of pre-school education):

The school headmaster/principal, teacher, parents of the pre-school child and 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 were also asked to give their suggestions for the improvement of pre-school programme. The suggestions made are as follows:-

9.15.1 Suggestions from Head/ Principal:

- a) More pre-schools should be set up especially in government sector and quality of the pre-school education should be raised.
- b) Non-government pre-school should be regulated by a proper government body.
- c) The numbers of pre-primary classes should be increased to at least two year duration in government sector.

- d) The facilities and programmes of educational experiences should be increased in pre-schools.
- e) The Indian government should allocate more funds for the development of pre-school education.
- f) Daily activities and programmes of educational experiences should be based on the aims of pre-school education.
- g) More play-oriented methods of teaching should be introduced.
- h) Outdoor and indoor space should be proportion to the number of children.
- i) More qualified teachers should be appointed and teachers should be trained in early childhood care and education.
- j) Teacher's salary and other facilities should be increased.

Suggestions from School-Teacher:

- a) More facilities should be provided in pre-schools in Barpeta and Bongaigaon districts of Assam.
- b) Non-government pre-school teacher should be trained in pre-school education.
- c) More female teachers should be appointed in pre-schools.
- d) Teacher training in pre-school should be developed.
- e) Teacher's salary and other facilities should be enhanced.
- f) Curriculum should be attractive for pre-scholars.
- g) More play and least academic programme should be arranged for pre-school children.

Suggestions from the parents of the pre-school children:

- a) Modern methods of teaching 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.

Suggestions from village education committee:

- 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 pre-school children.
- d) Separate teachers should be appointed specially for pre-scholars.

6.14.0 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:

6.14.1 Opinions:

- a) Enrollment of students in pre-schools has been increasing every year. But the number of school and teacher are not proportionate to the number of pre-school.
- 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 of Assam districts.
- c) Daily activities, programmes and more facilities are developing day by day in the pre-schools but yet to be achieved more. Many schools do not have even basic facilities related to programmes of educational experiences.

- d) More government schools should be established for pre-school education to provide education to all but in the same time quality should also be raised of the existing pre-schools.
- e) Extra teacher should be appointed in pre-school section especially for the pre-school children they should be given training also in early childhood and care education.
- f) Mid-day meal also should be given to the pre-scholars in a systematic manner.
- g) Government does not pay much attention for the development pre-school education.

6.15.0 Educational Implications:

In the present study educational implication was discussed below:-

- a) There was no significant development in the pre-school education as it was mostly attached to the primary sections of elementary schools.
- b) The non-government pre-schools do not follow a common curriculum nor do they have adequate facilities.
- c) There is proper official record maintained by the government of Assam regarding the mushroom growth of private pre-schools.
- d) Only one class pre-school education in government sector cannot provide adequate education to the children.
- e) Although teachers are trained there is lack of modern pre-school training centre in the districts.
- f) Since the numbers of teachers in each school are not sufficient and all schools are attached pre-schools so they remain busy in upper classes and give less importance in pre-school classes.
- g) The pre-school education system of the districts was facing various problems which may hamper the quality of education.
- h) The schools have to organize the parents-teachers' meeting in a regular interval to know the parents perceptions towards the schools and their

wards and offer suggestions for the betterment of school and the children.

6.16.0 Suggestions for promotion of pre-school Education in Barpeta and Bongaigaon Districts of Assam:

The investigator laid down the following suggestions for the improvement of the pre-school education programmes in Barpeta and Bongaigaon Districts of Assam:

- a) The government must monitor the pre-school education and inspection of the pre-school schools should be carried out on regular basis.
- b) The Assam government should establish a separate directorate for the development of pre-school education.
- c) Pre-school teachers should be providing training facilities by the government.
- d) Less academic and more play oriented methods should be introduced in pre-schools.
- e) Non-government pre-schools should also be made to follow the norms and regulations of pre-school education in pre-school facilities with indoor and outdoor items.
- f) Measures should also be taken for provide good salary and facilities to the pre-school teachers.
- g) The Assam government should set up a commission to look into the various aspects pre-school education especially with respects to its building, infrastructures, teaching aids and others such as sanitation, pure drinking water, play facilities etc.

6.17.0 Conclusion

The pre-schools system in Barpeta and Bongaigaon districts of Assam cannot be termed as satisfactory since majority of the children go to one year

government pre-school which is attached with mostly primary schools and the conditions of those schools are far below from the norms of pre-school education. In non-government sector also no proper norms are followed in the areas like infrastructures, teachers training, play materials, classroom etc.

Therefore, it may concluded that the above study was an attempt which provides a comprehensive view of pre-school education and also tries to cover the whole scenario of pre-school education in Barpeta and Bongaigaon districts of Assam. It has also highlighted the development of pre-school education, various facilities available in the pre-schools, programme undertaken by the pre-schools, problems faced by the pre-schools and the profile of teachers in pre-schools in Barpeta and Bongaigaon districts of Assam. Sincere attempt was made to know the overall picture of pre-school education in the light of the expectation of every individuals, government, policy makers etc. for further improvement of pre-school education is necessary in the area.

6.18.0 Suggestions for Further Study:

All research work comes to an end with certain suggestions for further studies. On the basis of the nature of the study and experiences from the field work, the investigators suggest the following studies:

- a) A similar study can be conducted in other districts of Assam.
- b) A Comparative study between two districts can also be done.
- c) A Comparison between government and non-government schools can also be conducted.
- d) A study on problems of pre-schools can be conducted separately in Assam.
- e) A study on the role played by the government in pre-schools education in Assam.