

## **1.1 Introduction:**

Pre-school education is an indispensable instrument for the proper personality development of a child. We must know that early years of children are important because, the rate of growth and development is fastest and environmental influences are minimum. The effect of pre-school education was found significant on primary and secondary education. Habits and attitudes acquired in the early childhood are fairly deep rooted. Curiosity and creativity both are found highest during this period. Pre-school education, an arena of games and frills to the young children, provides a strong foundation for successful achievement in the elementary and secondary education. Good pre-school programmes broaden social contact with others, cultivate curiosity and creative thinking abilities and expand the language as communication ability.

Pre-school education term has been used, to refer to group setting for children between approximately 3 and 5 years old which are deliberately designed to stimulate and support their mental, physical, emotional, language, social etc. development. It has been called by the psychologists, educationists and policy makers by variety of names such as Nursery, Kindergarten, Montessori, Pre-Primary Education etc. The age of children before they enter into class first or primary education is generally called pre-school age. A pre-school is a strategic portion of the primary school years devoted to the 5 or 6 years old children. Torrance, Montgomery, Andrews, Singh, Piaget have considered 3 to 5 years age range as pre-school age. Katz and Cain (1987) have also considered 3 to 5 years age range as pre-school age range.

## **1.2 Need and Justification of Study:**

Pre-school education has assumed great significance as a critical input for child development. While in long-term perspective, it serves to provide a sound foundation for all round development of the child, it has also proved to be an

effective input for primary schooling. The point worthy of consideration, however, is that the kind of early childhood care that is expected to provide these dual benefits has essentially to be a development and process oriented programme which must be transacted through play and activity. The National Policy on Education (1986) clearly states that there should be no teaching of 3R's at this stage. Early childhood education (ECE) must, on contrary provide play experiences to the child which should promote his/her cognitive, linguistic, psychomotor and socio-emotional development. But one important question is - is this kind of ECE actually being practiced in the most pre-schools? More often than not, the ECE content and methodology reflects a definite downward extension of the primary curriculum. The focus right through in most pre-school programmes, is not on development but on teaching of the 3R's through the formal classroom approach. Unplanned growth of pre-school education institutions has already affected the quality of service that they provide. Every year urban, semi-urban cities and towns see pre-school education institutions start with catchy names but with few physical facilities and no properly qualified staff. Although charging high fees, these institutions fail to provide the desired facilities.

In the present study setting, the state of Assam has experienced a substantial and quantitative expansion of pre-school education institutions. It appears that many pre-schools in urban and semi-urban areas are opened by private agencies with profit motive. It, therefore, becomes doubtful that these pre-school institutions impart to young children the kind of pre-school education they need and should get. Many questions arise in the mind of the people who are interested in the welfare and education of pre-school education. What are the existing conditions of the pre-schools? What facilities do they provide? Are children given appropriate activities which enable them to achieve physical, language, cognitive, socio-emotional and creativity development? Are teachers properly qualified and trained? Are the existing conditions of pre-school education in conformity with the desired standards? Such and others related questions are not

only raised about the pre-schools but also about the govt/provincialised pre-schools. Besides, how do parents react to these pre-schools and their programmes? What do they expect from these pre-schools? All these questions demand an intensive introspective analysis on the part of all those associated with the child, the policy makers, the administrators, the educationists, the organizers and teachers, and of course, the parents.

### **1.3 Statement of the Problem:**

Based on the need and justification of the study the statement of the problem can be stated as follows:

“A STUDY OF PRE-SCHOOL EDUCATION IN BARPETA AND  
BONGAIGAON DISTRICTS OF ASSAM”

### **1.4 Operational Definition of the Key Terms Used**

#### **a. Pre-school education:**

The term “Pre-school education” in the present study refers to the education of the young children of 3 to 6 years of age, provided by govt. /govt.-aided and non-govt. pre-schools.

#### **b. Barpeta District:**

Barpeta district is situated in western part of Assam. It is surrounded by the international and inter districts borders i.e., Bhutan Hills in the north, Nalbari district in the east, Kamrup and Goalpara districts in the south and Bongaigaon district in the west.

#### **c. Bongaigaon District:**

Bongaigaon district is also situated in western part of Assam. It is surrounded by 4 districts namely Barpeta in the east, Goalpara in the south-east, Kokrajhar in the west and Dhubri in the north-west.

### **1.5 Objectives of the Study:**

The proposed study intends to achieve the 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.

### **1.6 Methodology:**

The present study is based on the descriptive method which describes and interprets what exists at present. It helps to explain educational phenomenon in terms of its conditions or relationships that exist at present. It is the only means through which opinions, attitudes, suggestions, for improvement of educational practices and other data can be obtained in a well planned way.

### **1.7 Population of the study:**

The population of the study (table 3.1) is comprised of all government/government-aided and non-government pre-schools of Barpeta and Bongaigaon Districts of Assam.

**Table 3.1 showing the population of the study:**

Sl. No	Name of the District	No. of Schools		No. of teachers	
		govt./govt.-aided pre-schools	non-govt. pre-schools	govt./govt.-aided pre-schools	non-govt. pre-schools
1	Barpeta	1879	631	4458	1462
2	Bongaigaon	966	288	3130	857
Total		2845	919	7588	2319
Grand Total		3764		9907	

**Source:** DISE Barpeta and Bongaigaon 2009-2010 and Office of the District Elementary Education, Barpeta and Bongaiaon district.

### **1.0.8 Selection of the sample of the study**

#### **Institutions:**

A representative sample of 400 attached pre-schools (both government and non-government) has been randomly selected for the present study (table 3.2). Out of 400 schools 300 are from government sector and 100 from non-government sector. Again out of 300 government pre-schools 200 were from Barpeta district and 100 from Bongaigaon district was selected, and in non-government sector 100 schools were selected randomly out of which 70 pre-schools from Barpeta and 30 from Bongaigaon district.

#### **Teachers:**

A total of 400 head/principals and 600 teachers belonging to 400 schools have been selected for the study covering all schools from the sample of the study. Government /government-aided and non-government pre-schools were taken.

**Table 3.2 showing the sample of the study:**

Sl. No.	Name of the District	No. of Schools		No. of teachers	
		Govt./govt.-aided pre-schools	Non-govt. pre-schools	Govt./govt.-aided pre-schools	non-Government pre-schools
1.	Barpeta	200	70	450	150
2.	Bongaigaon	100	30	300	100
Total		300	100	750	250
Grand Total		400		1000	

**Parents of the pre-scholars:** Besides the sample mentioned above table 200 parents were also taken from Barpeta and Bongaigaon districts as given below-

**Table 3.3 showing the sample of the study:**

Sl. No.	Name of the District	No. of parents	
		Govt./govt.-aided pre-schools	Non-govt. pre-schools
1.	Barpeta	80	40
2.	Bongaigaon	60	20
Total		140	60
Grand Total		200	

### **1.9 Procedures followed in the collection of data:**

Various primary and secondary sources have been consulted for the collection of data in the present study.

### **1.10 Analysis of Data:**

The approach followed was to arrange the responses of the Head/principal, teachers and parents separately under the major heads used in the questionnaire. Only frequencies and percentage are found out indicating the number of respondents choosing a particular option, wherever possible where response are given, the main ideas in the responses are to extract more information on certain issue to enable the investigator to know the reasons behind .

The analysis thus is both qualitative and quantitative. On the other hand, the data collected was finally tabulated and analyzed in terms of percentage.

### **1.11 FINDINGS, DISCUSSIONS, SUGGESTIONS:**

In this chapter, major findings and their implications are presented with reference to the objectives of the study which are provided below. In addition there are also discussion and further suggestions given below for the problems related to pre-school education in Barpeta and Bongaigaon Districts.

### **Based on the first objective: to study the development of pre-school education in Barpeta and Bongaigaon districts of Assam**

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 schools'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:**

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.

**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.

**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.

**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.

**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.

**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-schoolers to attend classes.

**Teacher's view****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% Mercurio crome 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.

### **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 are also very poor.

### **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.

**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.

**Discussion:**

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.

**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.

**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

**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.

**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.

**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.

**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****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 quiet 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.

#### **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.

#### **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.

#### **Home assignment:**

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

#### **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.

**Diary:**

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

**Records:**

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

**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.

**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.

**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.

**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.

**Parents' view:**

**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.

**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.

**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.

**Healthcare facilities:**



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

**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.

**Discussion:**

Child's 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.

**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.

**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.

**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.

**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.

**Teachers' view**

**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

**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.

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

**Discussion:**

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.

### **Finding based on objective No-5 Problems of Pre-schools:**

#### **Principals' view**

##### **Facilitate problem:**

The study found that in some (15 %) schools textbooks are not given in time to the students.

Daily activities (indoor/outdoor) meant for pre-school children are not conducted regularly in most of the pre-schools.

Majority (72.5%) of pre-schools have no separate classroom for pre-school children.

Majority (55.25) of the classroom have no space for display of children's work and other pictorial material at various age level children.

Majority of the pre-schools do not have minimum first-aid materials.

##### **Infrastructural problems:**

The study revealed that majority (74.25%) school has no outdoor play area proportion to the number of children.

50.25% of headmaster was not confident about the safety of outdoor space for the children.

It was found that majority schools have no provision of climbing, cycling, water play, gardening etc.

##### **Problems related to Programmes:**

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

In 100% government-pre-schools daily class routine are not there.

All (100%) government schools are only having one class to accommodate the pre-school children which is not ideal for pre-school education.

**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.

**Teachers' view:**

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.

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

**Discussion:**

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.

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

**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.

**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.

**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.

**Educational Implication:**

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. Although teachers are trained there is lack of modern pre-school training centre in the districts.

**1.12 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.