

## **BIBLIOGRAPHY:**

- Abraham, J. (2011). *Teacher education in early childhood care and education: Issues and concern*. *The Primary Teacher*, 25-35. Doi: 10.12691/education-1-1
- Aina, E.O. (1997). *Pre-Primary Education Programs in Ondo State, Nigeria: A Case Study*. Dissertation Abstracts International. The Humanities and Social Science, UMI, A Bell and Howell Company, Michigan, 57(4).
- Retrieved from: <https://files.eric.ed.gov/fulltext/EJ683742.pdf>
- Ashdown and Jane, E. (1990). *Nursery Story Time as Social Drama*. International. *A Bell and Howell Company, Michigan*, 51(5).
- Australian Bureau Statistics. (2021). *Preschool Education Australia*. ABS. Retrieved from: <https://www.abs.gov.au/statistics/preschool-education-australia/latest-release>
- Barnett, M. A., Paschall, K. W., Mastergeorge, A. M., Cutshaw, C. A., & Warren, S. M. (2020). *Influences of Parent Engagement in Early Childhood Education Centers and the Home on Kindergarten School Readiness*. *Early Childhood Research Quarterly*, 260–273. <https://doi.org/10.1016/j.ecresq.2020.05.005>
- Bennett, J. & Kaga, Y. (2010). *The Integration of Early Childhood Systems within Education* *International Journal of Child Care and Education*. 4(1) 35-43
- Bhatia, M. (2004). *Childhood Education*. Jaipur: ABD.

- Biswas, A. K. (2016). Development of education in India during the medieval period: a historical approach. *International Journal of Research and Analytical Reviews*. (3(2), 260-266. Retrieved from: <https://www.ijrar.org/papers/IJRAR19D1183.pdf>
- Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children functioning at school entry. *57(2)*111–27
- Blatchford, S. (2003). An evaluation of early year's education and training in the ICDS in India. *International Journal of Early Years Education*, *2(1)*, 52-66. Retrieved from: <http://eric.ed.gov/?id=E849778>
- Bowyer-Crane C, Snowling MJ, Duff FJ, Fieldsend E, Carroll JM, Miles J, et al. (2008). Improving early language and literacy skills: differential effects of an oral language versus a phonology with reading intervention. *J Child Psychol Psychiatry*, *49(4)*,422–32.
- Brown G, Scott-Little C, Amwake L, Wynn L. (2007). A Review of Methods and Instruments Used in State and Local School Readiness Evaluations. Issues & Answers. REL 2007-No. 004. Reg Educ Lab Southeast Available from: <http://eric.ed.gov/?id=ED497789>
- Buch, M.B. (1986). Third Survey of Research in Education. New Delhi: NCERT.
- Burchinal MR, Peisner-Feinberg E, Bryant DM, Clifford R. (2000). Children 's Social and Cognitive Development and Child-Care Quality: Testing for Differential Associations Related to Poverty, Gender, or Ethnicity. *Appl Dev Sci*, *43(3)*,149–65.

- Burger, K. (2014). Effective early childhood care and education: successful approaches and didactic strategies for fostering child development' *European Early Childhood Research Journal*. DOI: 10.1080/1350293X.2014.882076
- Cameron CE, Brock LL, Murrah WM, Bell LH, Worzalla SL, Grissmer D, et al. (2012). Fine motor skills and executive function both contribute to kindergarten achievement. *Child Dev.* 83(4)29–44. . DOI: 10.1080/1350293X.2012.87896
- Carlson SA, Fulton JE, Lee SM, Maynard LM, Brown DR, Kohl HW, et al. (2018). *Physical Education and Academic Achievement in Elementary School: Data from the Early Childhood Longitudinal Study*. *Am J Public Health.* 98(4), 721–728.
- Carpiano RM, Lloyd JEV, Hertzman C. (2009). Concentrated affluence, concentrated disadvantage, and children's readiness for school: a population-based, multilevel investigation. 69(3):420–32.
- Casico, E. U. (2010). What Happened When Kindergarten Went Universal. *Preschool Research Diane Flynn Keith*. Retrieved from: <http://hdl.handle.net/10603/6567>
- Chandan. (2009). *Nutritional status of Preschool children: A socio economic study of rural areas of kasaragod district in Kerala*. Doctoral Thesis, Kannur University. Retrieved from: <http://hdl.handle.net/10603/2588>
- Chandra, A. S. (1983) *Pre-primary and primary education in Tripura and Cachar development and problems*. (Doctoral Thesis, Gauhati University) Retrieved from: <http://hdl.handle.net/10603/6634>

- Chang, Y. H. (2005) Current Kindergarten Parents' Attitude towards and beliefs about children's Art education. *International Educational Studies*, 8(4) 80-9, Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1060980.pdf>
- Chawngthu, L. & Fan, L. (2020). A study of the prevailing conditions of pre-school education in Mizoram with particular reference to physical structure of pre-schools in Aizawl city. *International Journal of Research and Analytical Reviews*. 7(1)
- Chen J-H, Claessens A, Msall ME. (2014). Prematurity and School Readiness in a Nationally Representative Sample of Australian Children: Does Typically Occurring Preschool Moderate the Relationship? *Early Hum Dev*. 90(2):73-9.
- Choudhari, K. C. (2012). Emerging Challenges in Early Childhood Education: A Psycho Social Perspective. *The Primary Teacher*, 14-19
- Choudhary, S. K. (2012). Policies and Programmes on ECCE in India: An Evaluation. *Journal of Indian Education*, (4), 104-112.
- Chuaungo, L. (2001) *An analytical study of preschool education in Mizoram*. Doctoral thesis, North-Eastern Hill University, Shillong campus, Meghalaya.
- Creswell, J.W. (2013). *Educational research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4<sup>th</sup> edition). Pearson. Doi- ISBN-13: 978-0-13-136739-5
- Cryer, D.R. (1994). Parents as Informed Consumers of Child Care: What are their values? What they Know about the Product they Purchase?" *A Bell and Howell Company, Michigan*, 55(6).

- Deka, G. (1982) *Organization of pre-primary education in Assam* (Doctoral Thesis, Gauhati University). Retrieved from: <http://hdl.handle.net/10603/66730>
- Dhingra. R., & Sarika. M., Seth. N., (2007) Involvement of Parents in School Related Activities. *J. Soc. Sci.*15(2)161-167.
- Dockett S, Perry B. (2009). Readiness for School: A Relational Construct. *Australia's J Early Child.* 34(1),20–6. Doi-ISBN-978-0-07-463166-9
- Dotterer, A.M., Iruka, I.U., Pungello, E. (2012) *Parenting, Race and Socioeconomic Status: Links to School Readiness.* *Fam Relat.* 61(4),657–70.
- Dubey, A and Joshi, A. (1997). Effectiveness of Self-learning Strategy in Terms of Achievement of Nursery Teacher Training Level. *NCERT*,35(2).
- El-Sayeed, and Hoda, S. (1990). A Comparative Study of Pre-school Provision with reference to Egypt and England.” *A Bell and Howell Company, Michigan,* 51(1)
- Fiscella K, Kitzman H. Disparities in academic achievement and health: the intersection of child education and health policy. *Pediatrics.* 2009 Mar;123(3):1073–80.
- Foorman BR, Anthony J, Seals L, Mouzaki A. (2002). Language development and emergent literacy in preschool. *Semin Pediatr Neurol.* 9(3):173–84. 24.
- Freeman, K. (1997) Professional Ethics: A Study of Early Childhood Teacher Educators and a curriculum of Pre-service Teacher. *Michigan,* 5(7)

- Fuentes, S., S. (2008) Education for peace in a sustainable society. In Samuelsson, P., I., and KagaY (Ed.). The contribution of early childhood education to a sustainable society, 37-38.
- Fullan, M. (2007). Turnaround leadership, pdf of education administration. P-45-73.  
Retrieved from: <https://files.eric.ed.gov/fulltext/EJ683742.pdf>
- Furlong M, Quirk M. (2011). The Relative Effects of Chronological Age on Hispanic Students' School Readiness and Grade 2 Academic Achievement. *Contemp Sch Psychol*.15:81.
- Garren, B. A. (1997) The influence of parental attitudes toward Childrearing and creativity in relation to children's creative Functioning.
- Gay, L.R., Millis, G.E. & Airasian, P.W. (2011). *Educational Research: Competencies for analysis and application*. Pearson Education.
- Gessel, A. (1998). *Early childhood education theory &practice*. Agra: H.P. Bhargava Book House.
- GOI. (2013). National Early Childhood Care and Education (ECCE) Policy. New Delhi: Ministry of Women and Child Development, Government of India.
- GOI. (2020). National Education Policy. MHRD. Retrieved from:  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- GOI. (2022). National Curriculum Framework for foundational stages. Retrieved from:  
[https://ncert.nic.in/pdf/NCF\\_for\\_Foundational\\_Stage\\_20\\_October\\_2022.pdf](https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf)

Goswamee, G. (1994). *A study on the impact of preschool education on the social development of children between the age of 3 and 6 years* (Doctoral Thesis, Gauhati University).

Retrieved From: <http://hdl.handle.net/10603/67084>

Green and Wilson. (2006). Universal Pre-school: A Costly but worthy Goal.” *Journal of Law and Education*. 4(1) 145-67.

Grimm KJ, Steele JS, Mashburn AJ, Burchinal M, Pianta RC. (2010). Early behavioral associations of achievement trajectories. *Dev Psychol*.46(5):976–83.

Grissmer D, Grimm KJ, Aiyer SM, Murrah WM, Steele JS. (2014) Fine motor skills and early comprehension of the world: two new school readiness indicators. *Dev Psychol*. 46(5)1008–17.

Grissmer D, Grimm KJ, Aiyer SM, Murrah WM, Steele J. S. (2010). Fine motor skills and early comprehension of the world: two new school readiness indicators. *Dev Psychol*. 46(5):1008–17.

Gupta, A. (2016). From Kothari Commission to Contemporary System of School Education-Challenges in Attaining Parental Involvement in Children’s Education. *Voices of Teachers and Teacher Educators*, 73-77.

Hagglund & Samuelsson (2009). Early childhood education and learning for sustainable development and citizenship. *International Journal of Early Childhood*. Doi: 10.1007/BF03168878

- Han W-J, Lee R, Waldfogel J. (2012). School Readiness among Children of Immigrants in the US: Evidence from a Large National Birth Cohort Study. *Child Youth Serv Rev.* 34(4):771–82.
- Hangsing, E. (2013). Problems and prospects of pre- primary school teachers in Arunachal Pradesh. *Pedagogy of Learning*, 1(2), 36-42.
- Haque, M.N.& Nasrin, M., Yesmin, M., Biswas, M.H.A. (2020). Universal Pre-primary Education: A Comparative Study. *American Journal of Educational Research*. 1(1),
- Hatcher, B., Nuner, J., Paulsel, J. (2012). *Kindergarten Readiness and Preschools: Teachers and Parents Beliefs within and across Programs*. *Early Child Res Pract.* 14(2)
- Herndon K.J., Bailey, C.S. & Shewa E.A., Denham S.A., Bassett, H. H. (2013) *Pre-schoolers emotion expression and regulation: relations with school adjustment*. *J Genet Psychol.* 174(6),642–63. Doi-  
<https://doi.org/10.1080/10852352.2010.486297>
- Hurlock, B. E. (2019). *Child development* (6<sup>th</sup>edition). Mc Graw Hill.
- Huston AC. Children in poverty. *Fam Matters Melb Vic.* 2011;(87):13–26.
- Jadid, M.D. (2014). *Study of preschool education in Barpeta and Bongaigaon district of Assam*. (Doctoral Thesis, North- Eastern Hill University). Retrieved From:  
<http://hdl.handle.net/10603/194749>



Janus M. Impact of Impairment on Children with Special Needs at School Entry: Comparison of School Readiness Outcomes in Canada, Australia, and Mexico. *Except Educ Int.* 2011;21(2):29–44.

Jawabreh,R.&, Danju,I.&Salha, S. (2020) Quality of preschool learning environment in Palestine. *Universal Journal of Educational Research.* 8(10),4769-4775.  
Doi: 10.13189/ujer.2020.081048

Jeon L, Buettner CK, Hur E. (2014). Family and neighborhood disadvantage, home environment, and children’s school readiness. *J Fam Psychol JFP J Div Fam Psychol Am Psychol Assoc Div*, 43(5):718–27.

Jeon L, Buettner CK, Hur E. (2014). Family and neighborhood disadvantage, home environment, and children’s school readiness. *J Fam Psychol JFP J Div Fam Psychol Am Psychol Assoc Div* 43 (5), 718–27.

Joshep, J. (2009). The Oxford Pre-school Research Project: A Review. *Early Years: An International Journal of Research and Development.*1(1) 23-31.

Kagan SL, Moore E, Bredekamp S. (1998). Reconsidering Children’s Early Development and Learning Toward Common Views and Vocabulary: National Education Goals Panel DIANE Publishing; Retrieved from  
<http://books.google.com/books?hl=en&lr=&id=8JQ353-\JxBIyVsBQ8XltLC2WZRSGrE>

Kahn AJ, Kamerman S. B. (2002). Social exclusion: A better way to think about childhood deprivation? In: Kahn AJ, Kamerman SB, editors. *beyond child poverty: The social*

exclusion of children. Institute for Child and Family Policy at Columbia University; New York: 11–36.

Kamala, R. (2011). A Study of Pre-Primary Education in Papumpare District of Arunachal Pradesh. (Doctoral Thesis, Rajiv Gandhi University). Retrieved from: <http://hdl.handle.net/10603/62479>

Karande S, Kulkarni M. Poor school performance. *Indian J Pediatr.* 2005 Nov;72(11):961–7.

Kaul, V. & Sankar, D. (2009) Education for all - Mid Decade Assessment. New Delhi: NIEPA

Khan, T. (2019) Pre-Primary Education: Growth and Development in India. *Think India.*22(4)

Kuklinski W, Larson MA, Benson S, Bibeau J, Fribley J, Shablott M, et al. (2005).

Minnesota School Readiness Year Three Study: Developmental Assessment at Kindergarten entrance- Promoting School Readiness in local communities.

Retrieved from: <http://eric.ed.gov/?id=ED493058>

Kulkarni M, Karande S, Thadhani A, Maru H, Sholapurwala R. (2006). Educational provisions and learning disability. *Indian J Pediatr.*73(9):789–93.

Kurian, C. C. (2001) *A critical study of the programmes of early childhood education centers in Kerala.* Doctoral Thesis, Mahatma Gandhi University. Retrieved from: <http://hdl.handle.net/10603/6791>

Lammer& Hand. (2022). Early childhood science teaches’ epistemic orientations: A foundation for enacting relational care through dialogue.

- Latanpuii. (1988). Preschool education program in Mizoram from historical and empirical perspectives. (Unpublished doctoral thesis, North East Hill University).
- Lorntz B, Soares AM, Moore SR, Pinkerton R, Gansneder B, Bovbjerg VE, et. al. (2006). Early childhood diarrhea predicts impaired school performance. *Pediatr Infect Dis J.* 25(6):513–20.
- Lyngdoh, M.C. (1996) A Study of Pre-school Education Programmes in Shillong. (Unpublished M.ED. Dissertation. NEHU, Shillong).
- Mahanta, S.R. (2002) *Present condition of pre-primary education and its impact on preschool children with special reference to Sonitpur district of Assam.* (Doctoral Thesis, Gauhati University). Retrieved from: <http://hdl.handle.net/10603/6778>
- Majzuba & Salimb (2011) Parental involvement in selected private preschools in Tangerang, Indonesia. *Procedia Social and Behavioural Sciences.*
- Manhas, S., & Qadiri, F. (2010). A Comparative Study of Preschool Education in Early Childhood Education Centres. *Contemporary Issues in Early Childhood*, (4), 443-446. Retrieved from <http://dx.doi.org/10.2304/ciec.2010.11.4.443>
- Mashburn AJ, Pianta R.C. (2006). Social Relationships and School Readiness. *Early Educ Dev.* 151 — 176.
- Mayes SD, Calhoun SL, Bixler EO, Zimmerman DN. (2009). IQ and Neuropsychological Predictors of Academic Achievement. *Learn Individ Differ.* 19(2):238–41.

McDowell & Jack & Compton (2018) Parent involvement in pre-kindergarten and the effects on student achievement. *The Advocate*. 23(6) DOI: 10.4148/2637-4552.1004

McLoyd, Vonnie C. (1998). Socioeconomic disadvantage and child development. *Am Psychol* Vol 185-204.

Mohanty, Banamali & Hejmadi, A. (1992). Effects of intervention training on some cognitive abilities of preschool children. *Psychological Studies*. 37(1), 3137. Retrieved from: [psycnet.apa.org](http://psycnet.apa.org)

Morgan CT, Weisz JR, King RA, Schopler J. (2004). *Introduction To Psychology (English)* 7th Edition. In: 7th ed. Tata McGraw - Hill Education.

Morse & Cheek. (2014). *An Introduction to qualitative research*. Routledge.

Msall ME. (2014). Commentary on —Kindergarten classroom functioning of extremely preterm/extremely low birth weight children or —Leaving no child behind: promoting educational success for preterm survivors. *Early Hum Dev*.

Mtahabwa, L. (2010) Provision of Pre-primary Education as a Basic Right in Tanzania: reflections from policy documents. *Contemporary Issues in Early Childhood*, 11(4) Retrieved from: [www.worldwords.co.uk/CIEC](http://www.worldwords.co.uk/CIEC)

Murilidharan, R. (1991). *Activities for Young Children: A Manual for Parents and Children Care Workers*. New Delhi: NCERT

- Murlidharan, & Kaur. (1983). A Study of the Relationship between Physical Development Language and Cognitive Development of Tribal Pre-School Children. (M. B. Buch, Ed.) Fourth Survey of Research in Education.
- Murlidharan, & Pankajam. (1987). A Study of the Relationship between Physical Development and Language and Cognitive Development of Tribal Pre-School Children. (B. M. Buch, Ed.) Fourth Survey of Research in Education, p. 1240
- Murthy, V. (1992). An investigation into the Scholastic Readiness of Pre-School Children. Fifth Survey of Educational Research, II.
- MWCD. (2014). National Early Childhood Care and Education (ECCE) CURRICULUM FRAMEWORK. New Delhi: Ministry of Women and Child Development.
- MWCD. (2014). Quality Standards for Early Childhood Care and Education (ECCE). New Delhi: Ministry of Women and Child Development.
- Næsby, T. (2021). What makes good preschools good for all children. *Early Child Development and Care*, 191(13), 2078-2092. DOI: 10.1080/03004430.2019.1685509
- Nagalakshmi, J. (1991). Establishing the Essentials for the Pre-School Age. Fifth Survey of Educational Research, II, 1117
- NCERT. (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Early Childhood Education. NCERT. New Delhi: NCERT.
- NCERT. (2015). *Exemplar guideline for implementation of early childhood care and education (ECCE) curriculum framework*. NCERT. Doi-ISBN 978-93-5007-307-6

NCERT. (2018). Guidelines for Quality Early Years Education. New Delhi: NCERT.

Nikhla. (2018). Status and problems of preschool education in East and west Khasi Hills

Districts of Meghalaya. (Doctoral Thesis, North-Eastern Hill University)

Retrieved from: <http://hdl.handle.net/10603/300892>

NIPCCD. (1980). Preschool Education in the ICDS, An Impact Study. Fourth Survey of

Research in Education, II, 1243-1244.

Noddahl, (2008). What might early childhood education for sustainability look like. In

Samuelsson, P., I., and Kaga, Y (Ed.). The contribution of early childhood education to a sustainable society (PP.73-80).

Retrieved from: <https://www.gcedclearinghouse.org/sites/default/files/resources/%5BENG%5D%20La%20contribuci%C3%B3n%20de%20la%20educaci%C3%B3n%20inicial%20para%20una%20sociedad%20sustentable.pdf>

Ohri, P. (2020). *Need for sustainable development*. Retrieved from

<https://www.mondaq.com/india/clean-air-pollution/559702/need-for-sustainable-development>

Panda S. (1992). Pre-school Children: Theory, Research and Promise. New Delhi:

Paragon Publishers.

Pandey, K. (2020). Mahabhartar and Abhimanyu vadh: How did Arjuna's son

Abhimanyu die and what happened after his death.

- Pankajam, G. (1990). *Pre-primary education-philosophy and practice*, Mohan Garden, New Delhi: Ashok Kumar Mittal.
- Pattnaik, J. (1996) Early childhood education in India: History, trends, issues and achievements. *Early Childhood Education Journal*. Doi-10.1007/BF0544
- Pearson, E. & Degotardi, S. (2009). Education for sustainable development in early childhood education: a global solution to local concerns. *International Journal of Early Childhood*. Retrieved from:  
<file:///C:/Users/MY%20PC/Downloads/Educationforsustainabledevelopment.pdf>
- Pentimonti JM, Justice LM, Kaderavek JN. School-readiness profiles of children with language impairment: linkages to home and classroom experiences. *Int J Lang Commun Disord R Coll Speech Lang Ther*. 2014 Oct;49(5):567–83.
- Perricone, G. (2013). School Readiness of Moderately Preterm Children at Preschool Age. *Eur J Psychol Educ*. 28(4), 1333– 43.
- Prasad C, Corbett BA, Prasad A.N. (2014). Epilepsy, school readiness in Canadian children: data from the National Longitudinal Study of Children and Youth (NLSCY). *Seizure*. 23(6):435–439
- Rahman, N. (2007). *Role of integrated child development services with special reference to the preschool education in the Cachar district of Assam a study*. Doctoral Thesis, Gauhati University. Retrieved From:  
<http://hdl.handle.net/10603/6755>

- Ramchandran, V., Jandhyala, K. and Saihjee, A. (2003). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion. *Economic and Political Weekly*, 38(47), 22-28. Doi-4994-5002.
- Rao, S. (1980) *Effect of preschool education on primary and secondary school education*. Doctoral Thesis, Department of Education, Kannur University.  
Retrieved from: <http://hdl.handle.net/10603/2784>
- Rau, M. (1967). *Chalapathi Nehru for children* New Delhi: New Children Book.
- Reichman NE. Low birth weight and school readiness. *Future Child Cent Future Child David Lucile Packard Found.* 2005;15(1):91–116.
- Roebers CM, Röthlisberger M, Neuenschwander R, Cimeli P, Michel E, Jäger K. (2014). The relation between cognitive and motor performance and their relevance for children's transition to school: a latent variable approach. *Hum Mov Sci.* 45(6)
- Romano E, Babchishin L, Pagani LS, Kohen D. School readiness and later achievement: replication and extension using a nationwide Canadian survey. *Dev Psychol.* 2010 Sep;46(5):995–1007.
- Romano, E. (2010). Associations among child care, family, and behavior outcomes in a nation-wide sample of preschool-aged children, *34(5)*, 427–40.



Roopnarine, J. & Johnson, E. J. (2015). *Approaches to early childhood education* (5<sup>th</sup> edition). Pearson. Doi-ISBN-978-93-325-5006-3

Sagir. (2011). Reviewing science and nature activities of preschool teachers. 3(3),331-34  
*Journal of Energy Education Science and Technology Part B: Social and Educational Studies*. Retrieved from:  
file:///C:/Users/MY%20PC/Downloads/A5-EEST2011 (2).pdf Sandstrom  
Lundqvist & Axelsson

Sankar R, van den Briel T. (2014). Prospects for better nutrition in India. *Asia Pac J Clin Nutr*

Seaborn. (2002). A Comparative Study of Teacher's Educational Background and Their Understanding of Developmentally Appropriate Practice Indicator. *Dissertational Abstract International*, 63(10).

Sebaly, K. P. (1993). Pre-School Education India. In G. T. Kurian, *World Education Encyclopedia* (Vol. II, pp. 576-581). Bombay: Jaico Publishing House.

Sharma, A. (1992). National Evaluation of the ICDS-NIPCCD. 5th Survey of Educational Research, p. 1125. Sharma, K. (2015). Teachers Perception and Practice about nature Based Teaching at Pre-Primary Level. *The Primary Teacher*, XXXX (2 & 3), 78-88.

- Sharma, R.N. and Sharma, R.K. (1996). History of Education in India. New Delhi.
- Shonkoff J.P. (2010). Building a new bio developmental framework to guide the future of early childhood policy. *Child Dev.*81(1),357–67.
- Shonkoff JP, Philips DA. (2000). Development. From Neurons to Neighborhoods: The Science of Early Childhood Development Rethinking Nature and Nurture. In: Development from Neurons to Neighborhoods: The Science of Early Childhood Development. National Academies Press National Academies Press. 39–56.
- Sims DM, Lonigan CJ. Inattention, Hyperactivity, and Emergent Literacy: Different Facets of Inattention Relate Uniquely to Preschoolers’ Reading-Related Skills. *J Clin Child Adolesc Psychol.* 2013;42(2):208–19.
- Sing. (2007). *Preschool Education*, New Delhi: APH publication.
- Sirin S. Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. *Rev Educ Res.* 2005;75(3):417–53.
- Snow KL. Measuring School Readiness: Conceptual and Practical Considerations. *Early Educ Dev.* 2006 Jan 3;17(1):7–41. 69. High PC. School Readiness. *Pediatrics.* 2008 Apr 1;121(4):e1008–15.
- Son S-H, Lee K, Sung M. Links between Preschoolers’ Behavioral Regulation and School Readiness Skills: The Role of Child Gender. *Early Educ Dev.* 2013;24(4):468–90.
- Soni, R. (2011). *Learning While Playing at Early Childhood Stage.* The Primary Teacher, XXXVI(1 & 2), 18-24.

Spring. (2008). Sustainable education-towards a deep learning response to unsustainability, *Education for sustainable Education*.

Subhash, P. D., Suresh, K. P., & Ram, S. (2010). Role of Play in Enhancing Cognitive and Language Development of Children. *The Primary Teacher*, XXXV(3 & 4), 12-17

Subhathra, J. & Jaya, N. (1989). Training of Anganwadi workers in the preparation and use of equipment and aids for pre-schooler. Re

Syiem, E. W. (2009). *Analytical Study on the Functioning of the Schools Catering to Early Childhood Education in Greater Shillong*. (Doctoral Thesis, North-Eastern Hill University) Retrieved From: <http://hdl.handle.net/10603/6766>

Topor, D. R., Keane, S. P., Shelton, T. L., & Calkins, S. D. (2010). Parent involvement and student academic performance: A multiple mediational analysis. *Journal of Prevention & Intervention in the Community*, 38(3)183–197. Retrieved from: Retrieved from: <https://doi.org/10.1080/10852352.2010.486297>

UNESCO Institute for Statistics. (2012). International Standard Classification of Education: ISCED. Retrieved from: <http://www.uis.unesco.org/Education/Documents/isced-2011-en.pdf>

UNICEF. (2005). Annual Report.

Retrieved from: <https://www.unicef.org/media/93031/file/UNICEF-annual-report-2005.pdf>

UNICEF. (2020). The India Early Childhood Education Impact Study Retrieved from:  
<https://www.unicef.org/india/media/2076/file>

UNICEF. (2022). Pre-primary Education.

Retrieved from: <https://data.unicef.org/topic/education/pre-primary-education/>

Varley A. (2012). Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance.

Vural. D.E., and Altun D.Z., (2021). Parental involvement in early childhood classrooms: Turkish teachers' views and practices. *African Educational Research Journal*. 9(1), 60-68. DOI: 10.30918/AERJ.91.20.208 ISSN: 2354-2160

Wandaka, N. (2018). *Status and problems of preschool education in East and West Khasi Hills districts of Meghalaya*. Doctoral Thesis, Department of Education, North East Hill University. Retrieved from:  
<https://shodhganga.inflibnet.ac.in/handle/10603/300892>

Warren, E, Young, J and Devries, E. (2008). The Impact of Early Numeracy Engagement on 4-year-old Indigenous Students. *Australian Journal of Early Childhood*. 33(4)97-105. Retrieved from: <http://www.uis.unesco.org/Education/Documents/2014pdf>.

Yeli, R.S. (1979). A Critical Study of Pre-primary Education in Karnatak. (Unpublished Doctoral Dissertation, Karnataka University).

Ziol & Guest. (2014). Relation between multiple geographical moves and the behaviour in early literacy. *Journal of Prevention & Intervention in the Community*, 38(4)100–115. Retrieved from: <https://doi.org/10.1080/10852352.2010.486297>

## APPENDIX-1

### **Semi-structured interview schedule for the Head of the pre-primary school Institutions**

- **Description of the tool:**

This tool is prepared for the head of the Pre-primary schools.

The present tool is a semi-structured interview schedule and it has been divided into three section and under each section sub dimensions has been mentioned in order to cover all the aspects.

#### **Section A: School Leadership**

##### **Dimensions:**

- 1. School Administration**
  - a. Vision
  - b. Organizational structure
  - c. Supervision
  - d. Finance
  - e. Salary
  - f. Fee Structure
- 2. School Management**
  - a. SMC
  - b. PTA
  - c. Holiday
  - d. working days
- 3. Admission Process**
- 4. Teachers Recruitment**
  - a. advertise
  - b. selection
  - c. committee

3. Curricular activities
4. Pedagogy

#### **Section C: School Environment**

- **Dimensions:**

1. Infrastructure
2. Learning environment
3. Teacher-child Relationship
4. Teacher-parents Relationship

#### **Section B: Curricular Process**

- **Dimensions**
  1. Evaluation and assessment
  2. co-curricular activities

## **Section A: School Leadership**

### **➤ School Administration**

10. What inspired you to establish this institution? When did the institution establish? What is the main vision of your institution? Are you satisfied with your present mission?
11. Did you follow any prescribed guidelines before setting up the school?
12. Is this institution recognized by any legal authority? What is the regulation act? Please give the details?
13. Does the institution follow any kind of Supervision Procedure? If yes please give the details?
14. What is the source of financial assistance of your institution? Please give details?
15. Who decides the salary structure for the faculties? What is the basis for fixing the Salary?
16. What is the fee Structure of students? Is there any compensation for students in need? If yes please give the details.
17. Do you have previous experience for leading Pre-primary school institution?

### **➤ School Management**

18. Do you have School management committee (SMC)? What are the Major functions of SMC? Please mention in details about the members of SMC.
19. Do you have Parent's Teacher Association (PTA)? If yes, how often Parents Teachers Meet (PTM) occurs? What is the role of PTA in school management?
20. Do you receive complaints from Parents? What kind of complain usually comes? What kind of strategies do you follow to solve the matters?
21. Do you organize staff meeting? How often it occurs? What is the main purpose of organizing such meetings?
22. How do your extent student's health support when emergency occurs?
23. Does your school provide any kind of food during school hour? If yes, what kind of food is provided?

### ➤ Admission Process

24. What are the admission criteria/ procedure for the pre-primary classes in your School?
25. Does the student or Parents have to appear interview in order to get admission in Pre-Primary classes?
26. What is the rate of student's enrolment in pre-primary classes in your school? Is it increasing or decreasing since establishment?
27. Does your school provide admission for children with special need? If admitted, what strategies follows for educating those children?

### ➤ Recruitment

28. What are the main criteria for recruiting the teachers in your institution?
29. Are the teachers trained? If yes, what kind of training they have received?
30. Do you have separate committee for teachers or staff recruitment? If yes, how the committee has been formed? Who are the members of recruitment committee? Please describe.
31. Do you have special educator in your institution?
32. Do you allow teachers for in-service teacher-training program? If yes, how?

## Section-B Curriculum Process

### ➤ Curricular activity

33. Do you have any prescribed curriculum? If so? Who is the authority to prescribe the curriculum? What are the main objectives/ areas that are taken into consideration while preparing curriculum? Please give in details?
34. Does the curriculums are revised? What is the procedure for revising the curriculum? Do you have freedom to revise the curriculum according to the needs? Please mention in details?
35. What are the curricular activities provided in the curriculum? Could you provide me a copy of your Curriculum?
36. How do you transact/implement the curriculum? What are the activities usually conduct for the students? Please name the mental and physical activities?



37. Whether home work is provided for the students? If yes, what kind homework's are provided? How often homework's are provided?
38. What do you think what are the best methods to deal with the students? Please mention in details.

➤ **Co-curricular activity**

39. What are the co-curricular activities provided for the students? Do you provide same co-curricular activities for all the grades? If not please mention in details.
40. Do you allow children to play in their own choice or you instruct them? How do you instruct the children?
41. Do you have any physical instructor in your school? If not, who give the instruction for outdoor activities?
42. Do you conduct annual games and sports events for the students? Do the children participate? How do you prepare them to participate in those events?
43. Do you have any cultural activities in your school curriculum? If yes, how and when those activities are conducted?

➤ **Evaluation& Assessment**

44. Do you have any evaluation system for assessing the students' performance? If yes, what kind of evaluation system do you follow? Please describe about the patterns and types of tests.
45. How do you provide the progress report to the students? Do you provide marks or any other form? Please mention the details.
46. Do you evaluate homework performance? What are the criteria for evaluating those tasks?

## **Section C: School Environment**

### **➤ Infrastructure facility**

47. Are you satisfied with the infrastructures that you have in your school? If not, how are you planning for the future?

### **➤ Learning environment**

48. What way you maintain classroom as well as school discipline? Please describe.

49. Do you feel that your school atmosphere is Children friendly? If yes, how?

50. Does the teacher complain about the students learning? If so, how do you tackle those issues?

51. Do you visit to the classrooms in order to observe students' activity? How often? Do you talk with the children individually? How often?

52. What are the major challenges you have faced in managing your school? What would be your suggestive measure for the improvement of preschool programme in your institution?

53. Would like to suggest some measures for betterment of pre-primary education in our state?

## Appendix-2

### An open-ended questionnaire for the Teachers

Respected Sir/ Madam,

This survey is conducted for a PhD Research study on the topic **Pre-primary Education in Assam: An Exploratory study**. For this the Researcher has prepared some questionnaire for the purpose of the study and collecting data on present topic. The questionnaire includes certain open ended as well as close ended questions.

Please read each statement and put (√) tick mark on the appropriate response and provide your opinion. I appreciate the valuable time and effort that you put in to fill up the questionnaire. All the information provided by you will be kept strictly confidential and will be used only for the study purpose.

সন্মানীয়, মহোদয়/ মহোদয়া,

এই জৰীপটি এক গৱেষণাৰ উদ্দেশ্যে প্ৰস্তুত কৰি উলিওৱা হৈছে। গৱেষণাৰ বিষয়টি হৈছে “Pre-primary Education in Assam: An Exploratory study” গৱেষণাটো সঠিকভাৱে আগুৱাই নিয়াৰ বাবে কিছু তথ্যৰ প্ৰয়োজন আৰু সেই মৰ্মে এক প্ৰশ্নাৱলীৰ প্ৰস্তুত কৰি উলিওৱা হৈছে।

প্ৰশ্নাৱলী খনত কিছু সংখ্যক মুক্ত আৰু কিছু সংখ্যক বন্ধ প্ৰশ্নৰ অন্তৰ্ভুক্ত কৰা হৈছে। অনুগ্ৰহ কৰি এবাৰ প্ৰশ্নসমূহ মনোযোগেৰে অধ্যয়ন কৰক আৰু সঠিক যেন অনুভৱ হোৱা প্ৰতিক্ৰিয়াত (√) চিহ্ন প্ৰদান কৰক ;

আপুনি প্ৰদান কৰা তথ্য সমূহ কেৱল মাত্ৰ গৱেষণাৰ উদ্দেশ্যে ব্যৱহাৰ কৰা হব আৰু এই ক্ষেত্ৰত সম্পূৰ্ণৰূপে গোপনীয়তা অৱলম্বন কৰা হব।

আপোনাৰ সহাৰি আৰু বহুমূলীয়া সময় প্ৰদান কৰাৰ বাবে অশেষ ধন্যবাদ থাকিল।

- Answer can be given in any of the following languages

1. School Name ( বিদ্যালয়ৰ নাম)

.....

-----

2. Gender (লিংগ): (পুৰুষ) Male  (মহিলা) Female

3. **Work Experience** (কৰ্ম অভিজ্ঞতা) : 0-5 years  5-10 years   
Above 10 years

4. **Educational Qualification** ( শিক্ষাগত অৰ্হতা)::  
.....

5. **Other qualification (if any)** (অন্যান্য অৰ্হতা, যদি আছে)  
.....

1. Do you have any previous experience as pre-Primary school teacher? Yes/No  
( প্রাক-প্রাথমিক বিদ্যালয়ৰ শিক্ষক / শিক্ষয়িত্ৰী হিচাপে আপোনাৰ পূৰ্ব অভিজ্ঞতা আছেনে?) আছে/ নাই

If Yes, please mention about it (যদি আছে, অনুগ্রহ কৰি উল্লেখ কৰক )

.....  
.....

2. Do you think that you need special training to handle the pre-primary school children? Yes/No  
( কণ কণ শিশুসকলক নিয়ন্ত্ৰন কৰিবৰ বাবে আপুনি বিশেষ প্রশিক্ষণৰ প্ৰয়োজনীয়তা অনুভৱ কৰে নেকি?)  
কৰে / নকৰে

3. How is the recruitment procedure of this institution?

- a. Viva-voce Interview ( )  
b. Interview with demo class ( )  
c. written examination ( )  
d. Any other form Please mention.....

বিদ্যালয় প্ৰতিস্থান খনত নিয়োগ প্ৰক্ৰিয়া কেনেধৰনৰ ?

- ক) মৌখিক সাক্ষাতকাৰ ( )  
খ) প্ৰদৰ্শনী পাঠদান ( )

গ) লিখিত পৰীক্ষা ( )

ঘ) অন্যান্য.....

4. Are you satisfied with your salary Yes/ No  
আপুনি আপোনাৰ মাহিলি আয়ক লৈ সন্তুষ্ট নে? হয় / নহয়

5. Why do you have chosen this occupation? Please mention (আপুনি কিয় এই বৃত্তি নিৰ্বাচন কৰি  
ললে? অনুগ্রহ কৰি উল্লেখ কৰক) .....

.....  
.....

6. What is the medium of instruction of your school? (বিদ্যালয়ৰ শিক্ষাদানৰ মাধ্যম কি?)

a. English ( )

ইংৰাজী ( )

b. Assamese ( )

অসমীয়া ( )

c. Both English and Assamese ( )

ইংৰাজী আৰু অসমীয়া উভয়ে ( )

d. Any other please mention (অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক)

.....

7. Do you follow any official guidelines to teach the students? if yes please mention  
about it

বিদ্যালয়ত শিক্ষাদানৰ বাবে কোনো চৰকাৰী নিয়মায়লি মানি চলে নেকি? যদি মানি চলা হয়, নিয়মায়লিখনৰ  
বিষয়ে বাখ্যা কৰক

.....  
.....  
.....

8. What methods/strategy do you follow for the students?

(শিক্ষাদানৰ বাবে কি পদ্ধতি অবলম্বন কৰা হয় ?

a. Play Way ( )

ক) খেল ধেমালি

b. Story telling

খ) গল্পৰ মাধ্যমে ( )

c. Demonstration ( )

গ) প্রদৰ্শনী পাঠদান

d. Other please mention

অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক

.....  
.....

9. What is the main curricular activity do you follow for the students? Please name them.

শিশুসকলৰ পাঠপুথিত কেনেধৰনৰ পাঠক্রমিক কায্যৰলীৰ অন্তৰ্ভুক্ত কৰা হৈছে?

a. Play-way ( )

খেল ধেমালি ( )

b. Story telling ( )

গল্পৰ মাধ্যমে ( )

c. Demonstration ( )

প্রদৰ্শনী পাঠদান ( )

d. Art & craft

কলা কৌশলীক ( )

e. Using of audio-Visual aids ( )

দৃশ্য শ্রব্য সজুলিৰ দ্বাৰা ( )

f. Any other: -----

10. How do you provide home-work for the students?

শিশুসকলৰ বাবে গৃহ কাৰ্য্য কিদৰে প্ৰদান কৰা হয়?

a. Regularly ( )

নিয়মিতভাৱে ( )

b. Once in a week ( )

সপ্তাহত এবাৰ ( )

c. Once in a month ( )

মাহেকত এবাৰ ( )

d. Never given ( )

কেতিয়াও প্ৰদান কৰা নহয় ( )

e. Any other Specify

অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক) .....

11. Do you teach 3R's to the students? If yes, please mention about it.

শিশুসকলক লিখা পঢ়া আৰু গননাৰ শিক্ষা প্ৰদান কৰা হয় নে?

.....  
.....  
.....  
.....

If no, what is reason behind it? Please mention. যদি নহয়, অনুগ্রহ কৰি কাৰনটো উল্লেখ  
কৰক

.....  
.....

12. What are the co-curricular activities provided for the students?

শিশুসকলৰ বাবে কেনে+ধৰনৰ সহ পাঠ্যক্রমিক কাৰ্য্যৱলীৰ প্ৰদান কৰা হৈছে?

a. Toy's making ( )

পুতলা নিৰ্মান

b. Outdoor games ( )

বাহ্যিক খেল

c. Indoor games ( )

আভ্যন্তৰীণ খেল

d. Dance ( )

নৃত্য

e. Any other please specify (অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক)

.....

13. Do you provide the same co-curricular activities for all the grades? Yes/ No

If, no please specify the recommended activities

সকলো শ্ৰেণীৰ শিক্ষার্থীৰ বাবে একে ধৰনৰ সহ পাঠ্যক্রমিক কাৰ্য্যৱলীৰ প্ৰদান কৰা হৈছেনে?

যদি হোৱা নাই, অনুগ্রহ কৰি কাৰ্য্যৱলীৰ সমূহৰ বিষয়ে উল্লেখ কৰক)

.....  
.....  
.....

14. Do you have any physical instructor in your school for any kind of outdoor activity

Yes/No

আপুনাৰ বিদ্যালয়ত শাৰীৰিক শিক্ষাৰ প্ৰশিক্ষক আছেনে?

আছে/ নাই

15. Do you celebrate annual games and sports events in your school?

Yes/No

বিদ্যালয়ত বাৰ্ষিক খেল ধেমালিৰ দিৱস উ যাপন কৰা হয় নে?

হয়/ নহয়

16. Which of the following evaluation technique do you follow in your school? Please

put tick mark....

তলত উল্লেখ কৰা কেনেধৰনৰ মূল্যাংকন পদ্ধতি অৱলম্বন কৰা হয়?



- a. Formative Evaluation ( )  
নিয়মীয়া মূল্যাংকন ( )
- b. Summative Evaluation ( )  
সামূহিক মূল্যাংকন ( )
- c. Observation and child's behavior and responses during the various play activities  
বিভিন্ন কৰ্মৰ মাজেদি শিশুসকলৰ প্ৰতিক্ৰিয়া আৰু ব্যৱহাৰ অৱলোকনৰ দ্বাৰা
- d. Observation of child's work throughout the year  
একেলগে শিশু সকলৰ বাৰ্ষিক কাৰ্য্যৱলীৰ নিৰীক্ষনৰ দ্বাৰা
- e. Any other (অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক)  
-----

**17. How do you provide the progress report to the students?**

শিশুসকলৰ উন্নয়ন পত্ৰ কিদৰে প্ৰদান কৰা হয়?

- a. Marks ( )  
নম্বৰ
- b. Grades ( )  
শ্ৰেণী
- c. Any Other form  
অন্যান্য,  
.....

**18. How many tests are conducted in a year?**

মাহেকত কেইটা পৰীক্ষা লোৱা হয় ?

- a. Once in a year ( )  
মাহেকত এবাৰ
- b. twice in a year ( )  
বছৰত এবাৰ ( )
- c. No test ( )  
কোনোধৰনৰ পৰীক্ষা লোৱা নহয়

d. Any other please specify (অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক)

.....

**b. Classroom Management**

**19.** In what way do you maintain discipline in the classroom? please specify-

শ্ৰেণী কক্ষৰ অনুশাসন আপুনি কিদৰে বজাই ৰাখে?

.....  
.....  
.....

**20.** Do you get angry with the students?

Yes/ NO

শিশু সকলৰ ওপৰত আপুনি বিৰক্তি অনুভৱ কৰেনে?

কৰে/ নকৰে

If yes, what technique do you follow to tackle the situation.....

যদি হয়,

a. Give punishment to the students ( )

শাস্তি প্ৰদানৰ দ্বাৰা

b. Engage them with some activity ( )

কোনো কাৰ্যত নিয়োগ কৰি

c. Give them extra work ( )

উপৰুৱা কম প্ৰদানৰ দ্বাৰা

d. Any other technique, Please specify- (অন্যান্য, অনুগ্রহ কৰি উল্লেখ কৰক)

.....

**21.** Do you give any individual attention to the students?

Yes/ No

আপুনি শিশুসকলক ব্যক্তিগতভাৱে মনোযোগ প্ৰদান কৰেনে?

If yes, please specify the techniques-

যদি হয়, কেনেধৰনৰ কৌশল অৱলম্বন কৰে উল্লেখ কৰক

.....  
.....  
.....

**22. What measures do you use when you found students learning difficulty?**

শিক্ষার্থীৰ শিক্ষনত জটিলতা আতৰাবৰ কাৰনে কি পদ্ধতি অৱলম্বন কৰা হয় ?

.....  
.....  
.....  
.....

**23. Do you have any contact with the parents of the students? Yes/ No**

অভিভাৱক সকলৰ সৈতে আপুনাৰ যোগাযোগ আছেনে? যদি আছে, কিমান দিনৰ ব্যৱধানত যোগাযোগ কৰা হয়?

আছে/ নাই

If yes, how often do you contact to the parents?

যদি আছে, কিমান সঘনাই যোগাযোগ কৰা হয় ?

- a. Once in a month ( )  
মাহেকত এবাৰ
- b. some time ( )  
কেতিয়াবা
- c. In PTM ( )  
শিক্ষক অভিভাৱক স্ভাত
- d. Any other.....

**24. Do you discuss with the parents regarding student's progress? Yes/ No**

শিশুসকলৰ উন্নতিৰ সম্পৃকে অভিভাৱক সকলৰ সৈতে আলোচনা কৰেনে?

**25. Do you receive any complain from the parents? If so, what kind of problems usually**

comes?

অভিভাৱকৰ পৰা অভিযোগ আহেনে? যদি আহে সচৰাচৰ কেনেধৰনৰ অভিযোগ পোৱা হয়?

.....  
.....  
.....  
.....

**26. What measures do you use to tackle such complaints?**

আপুনি এই অভিযোগ সমূহ মীমাংসাৰ বাবে কেনেধৰনৰ কৌশল অৱলম্বন কৰে?

.....  
.....  
.....

**27. What are the main obstacles do you have so far in preschool Education?**

প্ৰাক- প্ৰাথমিক শিক্ষাৰ ক্ষেত্ৰত আপোনি বৰ্তমান সময় লৈকে কেনেধৰনৰ সমস্যাৰ সন্মুখীন হৈছে? অনুগ্রহ কৰি উল্লেখ কৰক

.....  
.....  
.....

**28. Please suggest some remedial measures for betterment of Pre-primary school Education system.**

অনুগ্রহ কৰি প্ৰাথমিক শিক্ষাৰ উন্নতিৰ বাবে কেইটামান উপায়/ কৌশল উল্লেখ কৰক

**a. Administration**

প্ৰশাসনিক

.....  
.....  
.....

**b. Human Resources**

মানৱ সম্পদ

.....

.....  
.....

**c. Classroom management**

শ্ৰেণীকোঠাৰ পৰিচালনা

.....  
.....  
.....

**d. Infrastructure**

আচৰাব

.....  
.....

**e. Any other**

অনান্য,.....

## **Appendix-3**

### **Semi structured interview schedule for the parents**

- **Description of the Tool:**

This tool is prepared for the parents of the Pre-primary school students.

The present tool is a semi-structured interview schedule and it has been divided into different dimensions in order to cover all the aspects.

➤ **Dimensions**

**1. Administrative-problem**

Admission

School Management

PTA

Teacher parent's relationship

**2. Curricular process**

Curricular Activity

Co-curricular activity

Evaluation& assessment process

Pedagogy

**3. Infrastructural problem**

➤ **Administrative problem**

1. Have you faced any kind of problem while admitting your child in the school? If so, what kind of problem have you faced? Please mention in details.
2. Do you find any problem with the fee expenditure? What is your opinion regarding the school expenditure? Is it worth? Please explain.
3. Are you satisfied with School administration? Is there PTA in the school? Do you take part in the PTA? Are the school administration listen to your problems?
4. Do you attend PTM? Are you satisfied with the PTM? If not, what kind of problem do you face in PTM? Are you satisfied with the decisions taken by SMC? Please mention in details?
5. Have you faced any problem with the school timing? If so, what should be the actual timing for the preschool students? Please explain.
6. Have you received any kind of complain about your child? What kind of complain have you received? Do you find any difficulty in the school to deal with the problems of your child? Please give in details.
7. Do you discuss with the teachers regarding your children progress? Are you satisfied with the teachers approach? If not, what kind of problems have you faced? Would you like to suggest any remedy for that?
8. Are you satisfied with the teacher student's ratio? What should be the student teacher ratio according to you?
9. How do you send your child to the school? Is there any vehicle facility provided by the school? Do you face problem with the transportation facility? Please mention.
10. Are you satisfied with the present condition of school building? What are the things need to be improved regarding school building?
11. Are you happy with the playground provided for the children for outdoor activity? Do you have any problem related to your child in the outdoor activities? Please mention in details.

12. Are you satisfied with the sanitation facilities available in the school provided for children during school hours? Are there separate toilets for boys and girls in the school? Are you satisfied with care-takers work? If not, please specify the nature of problems?
13. Do you provide tiffin for your children? If not, does the school provide? If so, do you have any problem provided by the school? What kind of food is being provided? Is there drinking water facility in the school? Do you find any difficulty regarding the food and water facility?
14. Have you faced any problem with the health care facility in emergency time for your children in the school? What kind of problem occurs regarding the health facility of the school?
15. Do you find any difficulty regarding the overall discipline of the school? What kind of discipline need to be maintained according to you?

➤ **Curricular Process**

16. Do you feel that the curriculum provided for your child is overburden? What kind of curriculum do you expect for your child?
17. Do you find any difficulty with medium of instruction in the school? What should be the medium of instruction for pre-primary school learner according to you?
18. Whether home work is provided for the child? If so, what kind of homework is provided? Do you feel that the homework's provided by the schools are difficult as per the level of your child? Do you help your child to complete the home-works or let him/her do by themselves? What kind of homework do you expect? Please describe.
19. Are you satisfied with the activities provided to your child? If not, what kind of curricular activities do you expect?
20. Do you feel the school bag carrying by your child is over weight? What should be the size of school bag for your child?
21. Does your child participate in different co-curricular activities? Do you face any problem in this regard? If yes, please specify.



22. Do you aware about the co-curricular activities provided by the school? What kind of co-curricular activities do you expect for the pre-primary school children?

23. Do your child participate in different activity during school annual week do you face any kind of problem in this regard, if yes please specify the problems.

➤ **Evaluation and assessment**

24. Are you satisfied with evaluation system is practiced by the schools to assessing the students' performance? If not, please specify the problem you faced in the evaluation system? What technique of the evaluation do you expect for your child? (e.g., problems related to mode of transaction, duration, frequency, Grading etc.)

➤ **Infrastructural problem**

25. Are you satisfied with the infrastructure facilities or resources that provided for your children in the school? If not, please specify kind of problems do you face related to the infrastructure? What kind of infrastructure facilities do you expect from the school for holistic development of your children?

26. Do you feel worried for the Pre-primary education imparted to your child? If so, what are the main aspects that makes you worried? Please describe about it.

27. Are you satisfied with the overall activities of the school? If not, what are the aspect where improvement is needed? Do you want to suggest some remedial measures for improving pre-primary school education system in Assam?

## Appendix-4 Permission letter for data collection



शिक्षा विभाग/DEPARTMENT OF EDUCATION

तेजपुर विश्वविद्यालय/TEZPUR UNIVERSITY

(A Central University established by an Act of Parliament)

नपाम, तेजपुर - 784 028/Napaam, Tezpur - 784 028

दूरभाष/Phone: (03712) 275651

जिला: शोणितपुर, असम, भारत/District: Sonitpur, Assam, India फेक्स/Fax : (03712) 275650

ई-मेल/e-mail: [hod\\_edu@tezu.ernet.in](mailto:hod_edu@tezu.ernet.in)

F.No. 6/6-4/2020/PC/07

Date:03/03/2020

### TO WHOM IT MAY CONCERN

This is to certify that Miss Happy Saikia, (EDP17103) Research Scholar, Department of Education, Tezpur University is doing her PhD under the guidance of Prof. Nil Ratan Roy, Tezpur University. The title of the research work is "Pre-primary Education in Assam: An Exploratory Study". For this research study she needs to collect data in respective research areas of Assam. Thus, we are kindly requesting you to facilitate her by providing all the necessary information for the purpose of her research work.

  
Prof. Nil Ratan Roy

Head

Department of Education

Head,  
Department of Education  
Tezpur University

## **List of Publications and Conference:**

### **1. Publications:**

#### **A. Journal-**

Saikia, H. & Roy, N. R. (2021). Pre-Primary Schools are the stepping stone for sustainable School Education: An Investigation. *Education India: A Quarterly Refereed Journal of Dialogues on Education*. 10(2), 436-449. Doi- 2278-2435 (UGC-CARE)

Saikia, H. & Roy, N.R. (2023). Parental Involvement in Pre-school Education of Their Children: A Multidimensional Approach to Quality Education, *Education and Society*. 47(7)59-66. Doi-2278-6864(UGC-CARE)

Saikia, H., Devi, T.& Das, S.S. (2023). Issues & challenges in implementation of NEP,2020 with regards to Pre-primary Education in Assam- A Critical Analysis. *Journal of the Oriental Institute*. 72(2)173-178. Doi-0030-5324 (UGC-CARE)

#### **B. Book Chapter-**

Saikia, H. & Roy, N. R. (2020) A New Paradigm of Teaching Learning Process in Pre-Primary Education: A Study in the Pre-Primary Schools of Tezpur, Assam in Ode, Dilip.A, D. Jigeshkumar & Sruthi, Chauhan (Eds.), *Multidisciplinary Subjects for Research-III*, Redishine Publication, Sweden/India, pp. 127-13. ISBN No. 978-1- 716-36285-9

### **2. Conference:**

#### **A. International**

1. Saikia, H. (2020) Pre-primary Teacher Education in Assam: A Critical Review. Presented in an International Conference on Changing Landscape of teacher Education organized by Jamia Milia Islamia, Delhi, held on 4-5 March, 2020.

#### **C. National**

1. Saikia, H. (2020) The presented paper entitled “Teaching learning process of pre-primary education: A paradigm shift. Paper presented in a national Conference on Changing Paradigms in Education: Possibilities and Challenges. organized by Department of Education Dibrugarh University, Assam; held on 11-12 February 2020.

2. Saikia, H. (2019) Breaking-down genders inequalities among pre-primary school students: A Critical Analysis, paper presented in a national Seminar on Human Rights & Gender Justice: Issues, Perspectives and Challenges, organized by Department of Bengali, Digboi Mahila Mahavidyalaya, Digboi, held on 31st August & 1st September, 2019.