

**PRE-PRIMARY EDUCATION IN ASSAM:
AN EXPLORATORY STUDY**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT
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CHAPTER-VI
SUMMARY AND CONCLUSION

6.0 Introduction:

Children are the most valuable human resource of any nation and the future of a nation lies in their proper development. The childhood period is apparently the most decisive period, where a human's character and affectivity in developing a child's full potential is outlined. The destiny of an individual is molded at this age and the impressions that are made on the child's mind, last throughout life. The early years of human life begin to form a strong self-image and both positive and negative attitudes towards society. There is already growing literature evidence that value of preschool education to transform the existing systems and educate the young child to live a life with positivity, research proves that children from 2-5 years start becoming aware of the ongoing social behaviors if the children during this period train to acquire skills to respect all the elements of society and remove hatredness turn negativity into positive; there will have a society with responsible citizen (Hagser& Sandberg, 2011). Preschool learning experiences have been considered as the key to success, increasing students' lifetime achievements that enable children to develop skills to build a healthy society (UNICEF,2020).

The earliest years of a child's life are critical. These years determine a child's endurance and flourishing in life and lay foundations for the holistic development. It is during the early years the children develop cognitive, physical, psychomotor social and emotional skills that they need to succeed in life (UNICEF, 2005). Specialist in the field of child care and development are acknowledging education of children below the age of six is of great importance when viewed from various angles. Child experts are unanimous in acknowledging the foundational significance of this period, not only regarding health and nutrition but also in the holistic development during the period of time - social, emotional, language and physical, intellectual, of the child (Kurian,2001)

Since development is proceeding at a very fast rate in this stage, unfavorable experiences such as lack of adequate health care, nurturance or stimulation, unhealthy living conditions and exploitative working conditions hinder development to a considerable extent. In the same way, favorable conditions foster development. As the foundation of development in later years is laid at this age, the effect of this period has a greater impact in the future development of human (Hurlock, 2019).

Pre- Primary school education being the foundation stone of human life, it brings reforms, helps in progress and paves way for innovation. The importance of quality education cannot be undermined in a society, which is why great personalities like Maria Montessori, Frobel have extensively tried to help young children; the most decisive period of human life by nurturing each child's potential by providing learning experiences that support their intellectual, physical, emotional and social development by providing activities of practical life, sensorial and culture, through the preschool system they tried to cover all aspects of children's development. But after decades of establishing Montessori's preschool education and Frobel's kindergarten school and other such schooling, somewhere the quality preschool education is lacking due to the shortage of well-trained teachers and resources (Topor, Shelton & Calkins, 2010).

According to 2011 Census of India there are 164.48 million children who are below 6 years of age need to provide quality pre-primary education. There are constitutional provisions for development of primary education and higher education in India. But the most decisive part to be taken care is early years of human life which is very ignored till the date. The provisions and laws made in Indian constitution are found inadequate for bringing about development and welfare of the children (UNESCO Institute for Statistics, 2012).

For the first time NEP,2020 has taken into consideration bringing pre-primary education into mainstream education, by realizing the importance of educating the first 6 years of human life, The new educational pattern 5+3+3+4 wherein a strong base of pre-primary education from the age of 3 is included; which instills hope for quality education and for the holistic wellbeing of the children's stages (NEP, 2020). And as per the suggestions made by NEP,2020 the recently launched National Curriculum Framework on Foundational Stage 2022 document is inseminating a hope for universalizing pre-primary education in India. The first-ever curriculum framework on foundational stages.

The above discussion has revealed that pre-primary education plays a very vital role in shaping human life, it gives the strong foundation for the better and sustainable life. Government of India has also realized it rightly and emphasized utmost importance in

their level of education through NEP, 2020. Now, this is the right time to validate the mission of NEP, 2020 and justify the importance of pre-primary education.

6.1.1 Concept of pre-primary education:

Pre-primary education refers to educating the children from the ages of infancy until six years old. The system of preschool education varies widely with different approaches, theories, and practices within different school authorities. Many terms have been used for pre-primary education such as preschool education, Early childhood education, nursery school, kindergarten, Montessori etc., but all the terms signify the same purpose educating the young children before they join in formal school or Primary education. The term 'pre-primary education' has been used mainly because this education precedes formal primary education (Kurian, 2001 & Chuanguo, 2001). According to Panda (1992) Preschool education refers to the education of the young child, usually 3 to 5 or 6 years of age, that is, up to the age of entry into primary school.

In India basically a child joins the first primary classes at the age of 6 years. Before that there is no such formal and compulsory education for the children below 6 years old. The Indian education commission or Kothari Commission, (1964-66) recommended that the pre-primary school education can be given to the child between 3-6 years. The duration of age for Pre-primary education varies according to the person or child experts, Torrance, Montgomery, Andrews, Singh, Piaget considered 3 to 5 years as preschool age, whereas, Katz and Cain considered 3 to 6 years range as preschool age range (Kurian, 2001). In this regard, Mohanty, (1994) states that, a preschool center is a place where some programmes are initially taken up to accelerate growth and development of children of the age group 3 to 5 years. This period is in some places, extended up to 6 years, looking to the cultural heritage and entry age to formal education (Sing, 2005).

But the pre-primary education is not aimed with the age group of the child yet emphasis on providing education to the children below 6 years of age to holistic development of the child; mental, physical, cognitive, psychomotor etc. Which can be termed as 'school without books' or learning through play and activity (Soni, 2011).

Moreover, it can be said that the pre-primary education aimed with imparting guidance and training to children below 6 years of age, through play way activity methods with the

explicit purpose of helping their physical, language, socio-emotional, cognitive and creativity development and thereby laying in them a foundation of sound personality (Mtahabwa, 2010).

6.1.2 Rationale of the study:

Pre-primary education has tremendous significance for the development of children of below six years old, benefit greatly from a quality pre-primary education. A person's sense of self and their positive and negative views of the world around them are shaped during their formative years. Research shows that young children, between the ages of two and five, begin to become aware of the ongoing social behaviours; if children in this age range are trained to acquire skills to respect all elements of society, eliminate prejudices, and turn negativity into positivity, then society will have responsible citizens (Hagser& Sandbberg, 2011).

The importance of a quality education cannot be overstated, but it is especially crucial during a child's first six years of life because that's when their brain is developing the fastest (Ohri,2020). A global consensus has emerged around the value of preschool education as a cornerstone of sustainable progress. Recent studies in psychology and education have established that childhood is the most formative and influential time in a person's life, and that it is during this time that crucial building blocks for optimal personality development are laid down. Studies on preschool education show that it improves children's development in all areas and helps lower school dropout rates (Choudhary, 2012).

If we look into the context of Assam, it has experienced considerable and quantitative growth of Pre-primary educational institutes in different parts opened by the various private agencies and organizational bodies for the business purpose; But the system of pre-primary schools and the quality of the education the children supposed to receive is becoming doubtful. There are many questions arise in the mind of parents and the people who are working for the welfare of children regarding the present status of pre-primary education in Assam, the facilities that are provided to enable children's overall development, the curricular and co-curricular process, teaching-learning strategy, teachers training etc (Rahman, 2007) but hardly any study found to present the real picture of pre-primary education in Assam. Therefore, answering these questions demands an introspective study.

for the people who are working for the welfare of children, the policymakers, administrators, educationists, teachers, parents, and social activists. It is a moral responsibility for the researcher to find out the answer to these questions since pre-primary school has a great impact on the later life of a child. Therefore, it pursued the researcher to raise the following issues such as- what is the existing conditions of Pre-primary schools, the learning environment, the facilities provided in the institutions to enable child development, the pedagogy, the curriculum process and evaluation system, and the problems and prospects of preprimary education in Assam.

6.1.3 Significance of the study:

Pre-primary education has tremendous significance for the optimum development of children below 6 years of age. when significant learning and development take place. The skills children learn in this period lay the foundation for later learning. The world conference on 'Basic Education for All' - 1991 has also emphasized early childhood education as a necessary input to ensure the Universalization of elementary education. Pre-primary education has been recognized as an important part of holistic development all over the world. The present study has contributed greater assistance to understanding the importance of educating children below 6 years of age to make the foundations strong and provides an insight for the policy makers, pre-primary workers on the present status of pre-primary education in Assam. The present study would assist the teachers to implement suitable teaching-learning strategies to make young children motivated and it has a greater significance to assist the parents as well as teachers to identify the main problems faced by the children to adjust to the school and adopt remedial measures for the development of pre-primary education in Assam.

6.1.4 Statement of the problem:

The present study has been stated as follows:

“Pre-primary Education in Assam: An Exploratory Study”

6.1.5 Objectives of the study:

To carry out the specified problem the researcher has designed the following objectives:

- i) To study the status of pre-primary education in Assam with regard to the school leadership, curriculum process and school environment.
- ii) To study the facilities provided in the pre-primary schools of Assam in terms of human resources and infrastructural facilities.
- iii) To study the institutional and academic problems faced by the parents as well as the Pre-primary schools in Assam.
- iv) To recommend for policy foundation for strengthening pre-primary education in Assam.

6.1.6 Operational Definitions:

a. Pre-primary school:

In the present study Pre-primary school refers to the educational institutions where the focus has been given to educating children from 3-5/6 years of age. Pre-primary education is also known as Preschool education and Early childhood education, Kindergarten and Nursery. But they signify the same purpose, educating young children before joining a formal school or Primary education. The term pre-primary education has been used mainly because this education precedes formal primary education.

b. School leadership:

Leadership is a shared responsibility. It capitalizes on the unique qualities of all stakeholders who have specific attributes that can contribute to social excellence. School leadership involves the process of guiding, motivating and enlisting the talents and energies of the teachers, students and all the members associated with it (Fullan,2007). In the present study school leadership refers to the complete management process of the schools it includes teachers' recruitment process, maintaining relationships between parents and schools, and all the activities that are guided and carried out towards achieving the vision.

c. School Environment:

In the present study, the school environment refers to the complete scenario of the pre-primary school. It includes all the elements: physical environment, social environment and learning environment.

d. Human resources:

Human resource refers to the set of people or the manpower in an organization; who work together for the betterment of the organization. In the present study, human resource refers to the teachers or caregivers, administrative staff members, helpers, and all members associated with the institutions.

e. Curriculum process:

Curriculum defines the totality of the experiences that are gained from the complete activities of the school. In the present study the curricular process refers to total activities or the learning experiences that are provided for the students and it is also includes its transaction strategies, total required or given time duration to complete a task or activity and the process of evaluation.

f. School Environment:

In the present study, the school environment refers to the complete scenario of the pre-primary school. It includes all the elements, physical environment, social environment and learning environment.

g. Human resources:

Human resource refers to the set of people or the manpower in an organization; who work together for the betterment of the organization. In the present study, human resource refers to the teachers or caregivers, administrative staff members, helpers, and all members associated with the institutions.

h. Infrastructural facility:

In the present study infrastructural facility refers to the complete physical environment of the schools and the resources provided for the development of the children. It includes

school building, play grounds, play-materials, toilet facilities, classrooms, craft rooms, laboratories and all the equipment made available in the school.

i. Institutional Problem:

Here, institutional problem refers to the issues that negatively impacts in smooth transition of the overall process of the school; it includes all the issues related to the school management process, classroom activities, school environment and school facilities.

j. Academic Problem:

In the present study academic problem refers to the issues that occurs in transacting and evaluating the curricular and co-curricular activities of the school

6.1.9 Delimitations of the Study:

The present study has been delimited in the following way:

- i) The present study has been delimited to the Pre-primary schools in Assam only
- ii) The present study has been delimited to the students who are studying in pre-primary classes.
- iii) The study has been delimited to the pre-primary educational institutions from the private sector only.

6.2 Research Method:

The present study adopts the ‘Exploratory Research’ design which is a mixed method approach and the adopted design is qualitatively driven mixed method (Qual+quan) here, first gathers qualitative information and analysis is being done using both qualitative and quantitative data.

The data for the present study has been collected by conducting semi-structured interviews with the head of the pre-primary schools and parents of the children, observations of school scenarios and through an open-ended questionnaire data were gathered from the teachers.

6.2.1 Population:

The population for the present study i.e., the total number of pre-primary schools in Assam is unknown; since the pre-primary education sector in Assam is under private sector therefore, there has been no record found regarding the population. Hence, all the Pre-primary schools of Assam both from English and vernacular medium has been considered as the population for the present study. The population comprises Head of the institutions, Teachers and Parents of the students from the Pre-primary schools of Assam.

6.2.3 Sample & Sampling Technique:

In the present study simple random sampling technique has been adopted to select the districts from Assam and convenient sampling technique has been adopted to select the schools from the districts as because there has been no record found about the total number of pre-primary schools in Assam.

The sample comprises of four districts of Assam, as mentioned below:

- v) Kamrup (Metro)
- vi) Sonitpur,
- vii) Nagaon
- viii) Sivasagar.

From the districts, 10 Pre-primary schools have been selected from each district. Again, from each school 1 head of the institution and 3 teachers and 5 parents have been selected as the sample for the present study. The total size is 360 which comprised of 120 teachers 200 parents and 40 head of the institutions.

6.2.4 Tool used for the study:

Tool-I: A semi structured interview schedule for the head of the Pre-primary schools:

The present tool is a semi-structured interview schedule; it is prepared for the head of the institutions to know the school administrative style, curricular process, human resources and infrastructural facilities of the Pre-Primary schools of Assam.

Tool II: A semi-structured interview schedule for the parents:

One semi structured interview schedule has been developed for the parents of the pre-primary school children. The present tool has been prepared to know the problems faced by the parents.

Tool III: An open-ended questionnaire for the teachers:

The researcher has developed an-open ended questionnaire for the teachers

6.2.5 Analysis Techniques of the Data:

The data of the present study has been analyzed by adopting qualitatively driven mixed method approach (Qual-quan). The following are the techniques that have been used in analysing the data:

i) Transcription Analysis:

Transcription analysis refers to the careful reading and observation of the recorded and noted data and meaningful phrasing of the data into texts. In the present study through the transcription analysis firstly, the qualitative data which has been collected were carefully observed and arranged according to the dimensions of the tools. Then, the arranged data has been conceptualized as per the objectives of the study and the results have been written.

ii) Content Analysis:

Content analysis is a method used to describe or analyze content collected from the interview, visuals and documents etc., (Parveen & Showket,2017). In the present study, the data that has been gathered from the interviews and questionnaires were categorized as per the various pre-determined dimensions by checking its rationality. Here, through the content analysis, the qualitative data has been described and organized meaningfully in order to present a clear scenario of the pre-primary schools as per the objectives of the study.

iii) Percentage:

To analyze the satisfaction level of the parents regarding school facilities percentage has been used.

iv) Bar diagram: Through the bar diagram the problems faced by the parents regarding school infrastructure has been presented.

v) Cartoons: Through the cartoon tried to present the different facilities which has been expected from the schools and different teaching strategies that teachers can adopt to teach the young children has been presented.

vi) Flowchart: Through the flowcharts and diagrams as per the objectives of the study, different curricular content, teaching strategies, facilities that are found in the schools has been presented.

6.3 Major Findings of the Study:

6.3.1 Findings of the Objective no- 1:

i) It has been found that the pre-primary schools in Assam are varies from one another in its principles, strategies, values and ethos; but despite having differences the schools have a great linkage regarding the main vision of its establishment.

ii) The study reveals that the administrative work of the majority of the schools is processed by the school management committee (SMC); which is usually formed by members of the school authority and renowned personalities from the local area, parents' members, etc. Again, some schools do not have separately formed SMC; all the administrative works are managed by the school administration itself. The main administrative activities of the sampled schools are found SMC, recruitment, admission process, staff meet etc.

iii) The recruitment process is managed by the school administration by conducting interviews and demo activities. The study reveals that the majority of the

schools hold graduation with early childhood training as an essential qualification for the teachers. The training that requires for the teachers differs from one institution to another institution. Mostly, it has observed that the teachers are trained with nursery teachers training (NTT), PERY, trained from Early childhood Development foundation (ECDF), Montessori training, Gyan-Vigyan prakhikhyan, Sishu-battika, etc.

- iv) Regarding the curricular process of the pre-primary schools in Assam; it has been found that the pre-primary schools of Assam are following an activity-based approach curriculum, where children learn by participating in activities to explore and experiment with a different object. The practiced curricular activities are mainly found as play-way activities, building positive self-concept, fostering skills to positive self-expression and to be independent, basic concepts of reading, writing & arithmetic's etc. But in designing and adopting these activities, the schools are differing from one another.
- v) Regarding co-curricular activities it is observed that the majority of the pre-primary schools are designing the co-curricular activities in such a way that reflects the young children's needs, abilities to perform tasks and experiences and development of potentialities to sustain values, and respect towards all the generations and for every resource of its surroundings.
- vi) The practiced co-curricular activities are found such as role-play, playing with cars and toys; through these activities the young children realize their character and gender. Most importantly, it has been found that some of the pre-primary schools have taken initiative not to form any gender stereotype concepts by allowing the kids to play with any coloured object and play with any role irrespective of gender without keeping any biases.

6.3.2 Findings related to the Objective no- 2

- i) It has been found that the human resources in the pre-primary institutions are referred to its every member associated with the institutions, majority of the

schools around 80% of the school follows a hierarchical design; starting with the school administrators who looks after all the administrative, financial and management activities, teachers or caregivers deals with the teaching-learning process, and other staff members for non-academic activities, and helpers. While another 20% of the schools varies in the hierarchical designs due to the shortage of human resources and financial constraints and specially, this has been found in the newly formed schools.

- ii) It is observed that pre-primary schools are trying to provide an attractive pre-primary school building with well-equipped infrastructural facilities in order to make the young children interested towards the teaching-learning process. The majority of the pre-primary schools are designing their infrastructural materials in order to develop all the domains of human life -cognitive, affective and psycho-motor to grow up holistically.
- iii) Observed facilities provided by schools are child-friendly premises well-equipped and interactive classroom: sensory motor materials, play-ground, emergency health facilities, language lab etc.

6.3.3 Findings of the Objective No-3

- i) From the study it has been found that the pre-primary school administration faces a variety of problems from school governance, handling the young kids, choosing the right curriculum and recruiting the right teacher for the development of the young kids, fulfilling parents' expectations, etc. One of the major administrative problems has been found is financial problems. Since the pre-primary education in Assam is under the private sector; apart from the business and organizational schools the majority of the stand-alone schools are facing financial problems; due to the lack of funding agencies or sources schools are unable to provide facilities in a holistic way.
- ii) It has been found that there are 40% of the pre-primary schools who does not hold regular PTM, thus the parents find it difficult to contact the teachers in order to discuss about the children's activities at school, progress, etc. many parents

expressed their dissatisfaction regarding the maintenance of parents and school relationship.

- iii) Around 50% of the parents finding difficulty to visit the schools the main reason for not visiting schools is the language barrier, it has been observed that many of the school's medium of communication is the English language so, parents find difficulties in communications, other reasons are working parents, lack of awareness regarding the importance of engaging in children's early age learning, etc.
- iv) Some of the areas where parents are expecting more improvements are like school timing, implementation strategy of curricular content, school guideline and emergency health facilities. Since there has been no uniform pattern or guideline found for the preschools therefore the schools are differing from one another in terms of selection of school guidelines, teaching strategy, etc., which creates a discrepancy between the present preschool system and the ideal preschools.
- v) The pre-primary school administrations have always wrestled with creating a safe and spacious physical environment for the toddlers in order to facilitate them with the best facilities to grow holistically but to provide this facilities requires a good financial assistance but due to the financial constrain and lack of funding sources around 58% of the sampled schools are struggling to provide the minimum facilities for the children, there are schools which are still running in the rented buildings with very minimum facilities which are not sufficient for the children's development.
- vi) It has been found that since the preschools are differing from one another in terms of the facilities provided and there are many parents especially from the schools who are lacking in terms of facilities provided are found to be quite unsatisfied with the schools.

6.3.4 Findings of the Objective 4:

- i) It has been found that the majority of the head of the institutions around 85% of them have suggested on universalization of pre-primary education; in this regard, the main recommendation has been made on the formation of a universal pre-primary school guideline or policy in order to remove the chaotic situation in selecting the right curriculum or strategy for the young children
- ii) The majority of the parents have recommended on 3-language formula to use as medium of instruction concerning the cultural and linguistic diversity of the state, main focus has been given on English as official language, Hindi as national language and Assamese as local language. In order to create a non-threatening learning environment among the young learners.
- iii) It has been suggested to conduct PTM regularly, although the majority of the schools conduct PTM frequently yet, around 45% of the parents are quite unsatisfied with the school administration due to the lack of communication between parents and school authority thus, it has been suggested to provide a platform through PTM in order to establish a continual relation between school and parents to faster children progress.
- iv) Majority of the parents and head of the institutions have been recommended for a child friendly curriculum as suggested by NCF, 2005 and Yashpal committee report, 1993 it should be ensured non- threatening school environment for the young children without inflicting a heavy dose of curriculum of formal reading, writing and arithmetic. Thus, it has been recommended for a flexible curriculum with play-way activity-based curriculum.

7.0 EDUCATIONAL IMPLICATIONS OF THE STUDY:

a. For Policy makers and Administrators

- i) The present study would be a great assistance for the policymakers of pre-primary education to implement an inclusive policy for adopting appropriate curricular and co-curricular activities to establish an ideal pre-primary education program.
- ii) The present study would be beneficial for the head of the pre-primary school to take some remedial measures to overcome challenges to make the pre-primary education program successful.
- iii) It has been revealed that the majority of the pre-primary school's curriculum focuses on the 3R's which appears as a downward extension of primary education thus, it implies adopting age- appropriate curricular and co-curricular content for the holistic development of children with diversified potential.
- iv) The present study would aware the policy makers and administrators about children rights and to undertake appropriate step to provide education for the children from unprivileged group.
- v) This study provides an insight about the status of pre-primary education in Assam; for the policy makers and administrators thus, this study would be a greater assistance to work on the issues that are raised here.

b. For Parents and Teachers:

- i) The findings of the present study would also assist the teachers to inculcate values in young aspirants for holistic development.
- ii) The parents would also be benefited from the present study to assist their children by monitoring their daily activities to help them in building a positive self-identity by fostering skills for positive self-expression and to be independent.
- iii) The findings of the present study would also be of great assistance in building parents' teacher relationships to share their thoughts and ensure greater understanding to smoothen the teaching-learning strategies.

- iv) The findings of the study would also be an assistance to establishing a proper pre-primary teacher training institute and provide in-service opportunities for updating the teacher's skills as per the demand of the time.
- v) The study would assist the teachers to adopt appropriate teaching-learning strategy for the development of the young learners from diversified background.

c. For the Researchers

- i) The present study would be greater assistance for the researchers to understand the issues and challenges that are facing in pre-primary schools of Assam.
- ii) The study would assist the researcher to carry out further studies on the issues raises by this study.
- iii) The findings of this study would be assisted the researchers to work on providing education and early childhood care to the children from unprivileged group.

8.0 LIMITATIONS OF THE STUDY:

The sample for the present study has been covered four districts of Assam, since the pre-primary education in Assam has not been well documented till date thus, the total number of the schools could not be found therefore, the sampled schools had to select conveniently, due to the time limitation and financial constrain the present study could not cover all the schools therefore, the researcher could visit and interact with a representative group of people.

10.0 SUGGESTIONS FOR FURTHER STUDIES:

The present study has been carried out on the pre-primary education program in Assam with regard to its status of school leadership, curricular and co-curricular transaction process and the facilities provided by the schools for the development of young children.

- **Some of the potential areas are mentioned below where further research is required:**
 - a. A study can be conducted on selecting curricular contents for young pre-primary school children.
 - b. An assessment of school facilities and their impact on students' development can be studied.
 - c. A similar study can be conducted in pre-primary teacher education institutes.
 - d. It would also be very significant to conduct a study on the parental involvement and the home environment of pre-primary school children.
 - e. A Study of the curriculum load at the Pre-Primary level and its impact on children's future teaching-learning process can be conducted.
 - f. There is also a potential area for adopting age-appropriate teaching strategies for the development of children's cognitions.

11.0 CONCLUSION:

It is widely agreed that a child's exposure to learning and healthy activities in the early years leading up to pre-primary education are crucial to their development and success in school and later in life. Independent and capable citizens are fostered through pre-primary education (Ramachandran et al., 2003).

Research suggests that pre-primary education is very important for the development of young children before they enter formal school (Kaul, 2002). It helps in cognitive development of children at the early grades of primary education and it has strong bearing on attendance and participation of children once they enter primary school.

During the essential early childhood period, which begins at birth, it is extremely important for children to have access to early learning opportunities, either at home or in excellent center-based environments. These opportunities play a pivotal role in the children's overall development. It is possible to lay the groundwork for a young child's healthy cognitive, linguistic, social-emotional, and physical development through the provision of environments that are caring, stimulating, and safe for the kid. It is a widely held belief that all children, regardless of socioeconomic status, stand to benefit intellectually from having access to high-quality early childhood care and education (ECCE) settings, which may include pre-primary education. However, it is also acknowledged that these opportunities begin and flourish in the home. Specifically, children are more likely to be ready for primary school, have better learning outcomes, and complete higher levels of education if they participate in social education networks before they start elementary school. This is because these networks prepare children for elementary school. Nonetheless, a significant number of youngsters in every region of the world start primary school without ever having participated in any type of formal schooling.

Children in pre-primary education are the most important individuals in the educational setting, and this setting presents a few obstacles. It is the pre-primary schools' laudable mission to handle these challenges and to foster meaningful learning in their students. All children are obligated to receive an education since it is both their right and their responsibility to do so. The pre-adolescent years are the time in a child's life when he or she possesses the highest potential for intellectual growth. Also, early infancy is the time period in which the majority of the foundations for our core beliefs, morals, and ideals are initially established (Topor, Shelton & Calkins, 2010).

The most pressing necessity at this juncture is the provision of educational opportunities for children in wholesome settings that include all the necessary facilities for their whole development. To provide a high-quality education to preschoolers requires taking a multifaceted approach that places equal emphasis on the social, emotional, mental, physical, and intellectual growth of each and every child enrolled in the programme, independent of any other characteristics of the children. It does more than just prepare the child for tests; it prepares the child for life.

In order to improve accountability, planning and policy-making within the education sector, it is vital to monitor and evaluate success across all four of these areas. Surveys conducted at the national and international levels offer insights about the availability of preprimary education for a variety of population categories and geographical areas. These surveys also enable improved planning for the purpose of reaching out to vulnerable population groups. Yet, gathering crucial indicators on the provision of free and compulsory pre-primary education goes beyond simply counting the number of students enrolled in these programmes. Systems of pre-primary education need to establish the capability to monitor the quality of their programmes, including the training of teachers, the financing, and the infrastructure, as well as the outcomes of students' education. The quality of education provided in classrooms can be measured against benchmarks that can be created using national quality standards. Monitoring the provision of the right to pre-primary education also entails monitoring factors connected to multisectoral governance and community participation. This is a requirement for monitoring the provision of the right.

The purpose of this study was to explore the status of pre-primary education in Assam in terms of the school leadership process, curricular process, facilities provided by the schools and challenges faced in the proper implementation of the program.

Children during the pre-primary ages are curious and desires to learn; they learn through observing, reflecting on their experiences, questioning and through their imaginations thus, during this period proper guidance and a sound environment in home as well as school would be the best for their future upliftment.

The findings of the study revealed that quality is the most important factor that determines the outcome, there is an urgent need to evolve quality teaching-learning strategies and approaches and ensure the maintenance of minimum facilities that require for the development of young children with diversified interests. To implement developmentally suitable activities for the children they should be in a safe, secure, and stimulating environment and all this can be done only if there is complete cooperation and support among all those who are relevant to the pre-primary school learning.

Further, a policy from the government of India to universalize the pre-primary education program by maintaining minimum quality standards for caring and developing the most decisive part of human life is an urgent need but the NEP,2020 policy instills hope in this regard.

However, the present study plays a crucial role in informing the issues and challenges in improving the quality of the pre-primary education program. The findings, implications and recommendations would be a great assistance for reworking on addressing the issues and challenges.