

## **ABSTRACT**

Children are the most valuable human resource of any nation and a nation's future 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 mankind 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 hatred turn negativity into positive; there will have a society with responsible citizen. Preschool learning experiences have been considered the key to success, increasing students' lifetime achievements that enable children to develop skills to build a healthy society.

The present thesis has comprised of 6 chapters; the first chapter of the thesis provides an insight about the background of the study by conceptualizing about the pre-primary education and its importance for the children and the early history of pre-primary education programs in global and national perspectives along with it the present chapter consists of statement of the problem, research questions, main objectives of the study, rationale of the study, significance of the study, operational definitions of the terms used and the delimitations of the study.

The second chapter gives an in-depth idea of the different literatures which have been reviewed from different published sources that includes doctoral thesis, articles, research papers from various journals, books, policy documents and from different published contents from online websites. The literature covers a wide range of studies and it has been arranged and presented based on the international and national studies based on the dimensions such as: organizations of pre-primary education program, Preschool learning & development of skills, School readiness, Pre-primary school teachers or caregivers, Parental and family involvement and provides a critical appraisal of the reviewed

literatures which assists the researcher to have theoretical support for the continuation of the present research work.

The third chapter discusses the methodological design that has been adopted for the present study and it has comprised the population of the study, sample, tool used for the study, data collection procedure, tabulation of the data and the techniques used for analysing the data. The present study adopts 'exploratory' research design with qualitatively driven mixed method (Qual-quant) approach, which is a mixed method approach; here, firstly gathers qualitative information and analysis is being done using both qualitative and quantitative data. The sample has been selected from the 4 districts of Assam and from each district 10 schools has been selected and the total size of the sample is 360 out of which comprised of 40 heads of the institutions 120 teachers and 200 parents. Here, 3 self-developed tools have been used -two semi-structured interview schedule- prepared for the parents and the head of the institutions and one open-ended questionnaire for the teachers.

The fourth chapter is the Analysis of the data and the data for the present study has been analyzed by adopting qualitatively driven mixed method approach (Qual-quant). The techniques that have been used in analyzing the data are transcription analysis, content analysis, percentage, flowchart, graphical representations and cartoons.

In the fifth chapter obtained results from the study have been discussed as per the objectives of the study. This chapter discusses the main activities that are found in the pre-primary schools and about developmental process of this program in Assam and its reasons for carrying out a particular activities and absence of many important aspects along with the problems and the suggested measures have been discussed.

Lastly, in the chapter 6 complete summary of the thesis has been given. The major findings of the study, educational implications of the present study have been given here and also some suggestions are provided for the further study.

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 challenge.