



CHAPTER-IV
ANALYSIS OF THE DATA

4.0 Introduction:

For the study researcher surveyed 40 nos of pre-primary schools from four districts of Assam. After conducting the survey, it is found that the majority of the schools run by private business organizations, they are: Kid-zee Euro kid, Shamrock, Tender petals, etc., and the rests are the missionaries' congregations and local standalone schools. Again, some schools have been established by the non-profit organization for the development of the local bodies with due permission of the municipality and gram panchayats.

It is also observed that; although the schools are attempting to adopt the popular kindergarten and Montessori techniques of pre-primary teaching, due to a lack of equipment and sufficient training, the schools are implementing their strategies and guidelines by their organizational or administrative moto. For the present study, necessary information and data were collected from the head of the institutions, teachers and parents of the children of the selected pre-primary schools from the sampled districts. The analysis of the data as per the objectives is shown below:

Objective 1: *To study the status of pre-primary education regarding the school leadership, curriculum process, and school environment.*

For this objective, the researcher interviewed heads of the institutions of 40 pre-primary schools from the sampled districts of Assam, through face-to-face mode by the researcher in the school itself to get the information regarding all the dimensions selected for the study. However, for the information related to the dimension of the *curriculum process*, teachers of those schools were given an open-ended questionnaire. All the gathered responses were analyzed together. The researcher established a congenial rapport with the heads of the institutions to extract the impartial responses to the questions asked. The responses of the heads were categorized under three dimensions viz- (i) **School leadership** (ii) **Curriculum process** and (iii) **school environment**.

O.1-1.0 The status of pre-primary education has been analyzed in the following dimensions:

Dimension 1: School leadership

The responses related to the school leadership has been categorized under the following sub-dimensions:

- i) School administration
- ii) School management
- iii) Admission process
- iv) Recruitment

For school administration, 8 questions were asked to the head of the institutions through semi-structured interviews and the questions were related to the vision of the school, prescribed guidelines, affiliations, financial assistance, fee structure, working experiences, etc.

For school management, 6 questions were asked to the heads of the institutions through interviews and the questions were based on- SMC, PTA, staff meet, emergency facilities, etc.

For the admission process, the data has been collected through the interview with the head of the institutions and the questions were related to admission criteria, rate of enrollment, provisions for special children, etc.

For the recruitment process, the data were gathered from the head of the institutions, and a total of 5 questions were asked through the interview related to recruitment criteria, teachers' training, recruitment committee, special educator, in-service training procedures, etc. However, for this section, the data has also been collected from the 120 teachers of the schools from selected districts through an open-ended questionnaire.

O.1-1.1 Responses on inspired vision to the establishment of pre-primary schools:

The vision of the schools reflects its principles, values, cultures, strategies, and overall environment; every school has its unique principles to be followed, but despite having differences there are similarities and great linkage among the schools regarding guiding principles and the main vision for the establishment of the institutions.

O.1-1.1.1 The main visions of the majority of pre-primary schools in Assam are found as follows:

- i. The study reveals that 62.5% of heads of institutions responded that the main vision of the schools is to create an environment in which children feel safe and loved and to instill values and skills for holistic growth by bringing out their potential and promoting a collaborative work culture to maintain secure and solid foundations from which a life-long love of learning, curiosity, creativity, and innovations can be enabled.
- ii. It is also observed around 25% of heads of institutions opined that they established the schools to develop a sense of aesthetic appreciation and stimulate creative learning by stimulating intellectual curiosity and developing conceptual understanding of the world around them by providing opportunities to explore, investigate, and experiment.
- iii. However, around 12.5% of heads of the institution expressed that the main vision of the school is to guarantee smooth physical, mental and enthusiastic advancement of children and to prepare the children for future teaching-learning process.

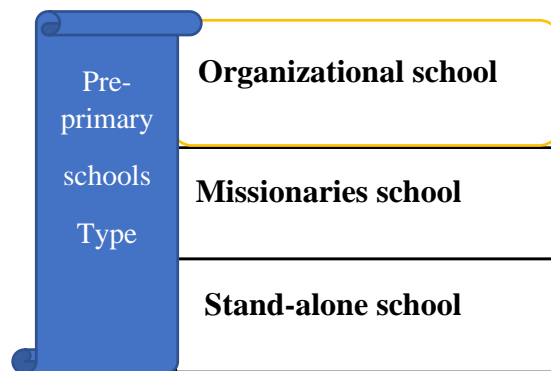
From all the visions of the schools, one of the visions appeared to be relevant as per the suggestions of National Policy on Education 1986 by MHRD Govt of India, National Education Policy 2020 by MHRD Govt of India, Early childhood Care, and Education 2013 by ICDS, India and Exemplar guidelines for implementation of Early Childhood Care and Education curriculum Framework (2015) the vision stated as-

“Unburdening the children from formal teaching with a stress-free and stimulating environment to have courage in bringing out inner potentialities and develop a positive self-concept.”

O.1-1.2 Responses on school’s guidelines

The pre-primary education sector in Assam is completely under the private sector; since there has been no universal policy or guideline found from the GOI till the date; thus, every institution has been following its guideline as per the intuitional or organizational strategies.

From interaction with the school heads, it is revealed that Assam has mainly these kinds of pre-primary schools as follows:



- a. **Organizational schools:** It is observed that the organizational schools are established by different business and non-profit organizations; Assam has quite a several organizational schools which are established in different parts of the state under each organization. A few of the organizational schools are; Kidzee, Shamrock, GLO-preschool, Tender Petals, kid-Veda, etc.
- b. **Christian Missionaries’ schools:** According to the heads of the visiting missionaries’ schools, these schools have been established by the Christian missionaries under different congregations. It is found that in Assam the pre-primary education provided by the missionaries’ school is usually aligned with the higher sections.

- c. **Stand-alone schools:** It is found that stand-alone schools are established by the local bodies, NGOs, or other authorities. The main purpose of such schools is to develop and serve local young kids and provide education to children from disadvantaged groups. Besides, there are stand-alone schools that are established for business purposes.

It is observed that the guidelines reflect the overall institutional practices including its cultures, motto, strategies, curricular and co-curricular activities, teachers' training, administrative work, etc. to achieve the vision.

O.1-1.2.1. Some of the basic guidelines followed by the different pre-primary schools in Assam may be summarised as under:

- i. To create a friendly and non-threatening environment for the children to feel at home by providing all the necessary care and facilities; plan curricular and co-curricular activities suitable and interesting for the children.
- ii. Language plays an important role in carrying out the teaching-learning process in the preschools of Assam; emphasis has been given to multilingualism; concerning the linguistic diversity of the state. Mainly focused on 3 language formulas i.e., local language-Assamese, official language- English, and the national language-Hindi. Again, some schools are in support of using the home language or mother tongue as a medium of instruction for the early childhood period.
- iii. Given utmost importance to teacher's proficiency to ensure that curricular activities are planned and developed; understanding the needs of the children and believing that all children are capable of learning in their ways.
- iv. It has also been found that one of the schools is trying to inhibiting gender inequality from the young age as mentioned by head of the institutions that -

“We are trying to establish gender equality by promoting equal opportunities for boys and girls thus, teachers or caregivers are suggested not to perpetuate gender stereotypes”.

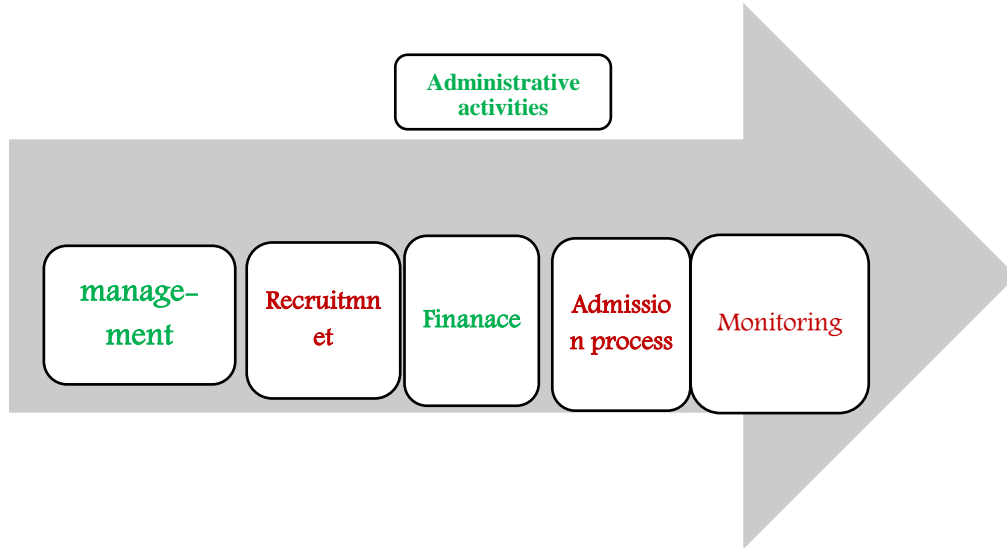
- v. Provide and display learning materials in a way that children can choose according to their interests to make the teaching-learning process lively.
- vi. Allowing the children to learn through activities to have a better understanding of concepts. Here, the activities include play ways, toy making, art& craft, singing, and dancing, etc.,
- vii. One of the guidelines followed by an organizational school as mentioned by the head of the institutions is-
“We allow the children to learn each concept from the ground of reality for that the children are taken to the fruits mart for making them know about the variety of fruits and how the markets look like in such way children are taken and also asked the parents to take them to the field to learn about a concept”.
- viii. Parents’ participation and involvement in the whole process are highly encouraged; assumed that parents’ participation in the children’s learning process has greater significance.

O.1-1.3 Responses on school management and administration process:

Every school has its own administrative or managerial system. 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 Administrative activities followed by majority of the schools are shown in the figure below:

Figure: O.1-1.0 The administrative activities of the schools:



a. Recruitment process

Teachers are the backbone of an effective pre-primary education program; teachers’ patience, creativity, and love towards young kids are the most necessary things that require for every institution. Thus, for every institution, it’s a serious matter to recruit an effective teacher who can make the program successful. The recruitment process is managed by the administration by conducting interviews and demo activities. As school authorities reveal 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, in Assam, 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. but in some cases, the institutions have their training program; which is compulsory to serve in such institutions, for example, Sishu battika which is required to be worked in ‘Shankardev Sishu Vidya Niketan’ (A vernacular medium institution).

The schools which are following the inclusive patterns have also special educators for the children with special needs. In the same way, the teachers are recruited, especially it was seen in the schools where pre-primary education is aligned with higher classes.

b. Admission procedure

Every pre-primary school has its criteria for admitting children in schools; as per the school's vision, culture, and strategies.

The main admission procedures of different preschools are found as given below:

- i) The basic criteria followed by the majority of the schools are age group; generally, from 3-5 years children are allowed for admission into pre-primary classes; in some special cases the age group may differ in one or two years.
- ii) Conducting a formal or informal interview with the children to check their readiness to learn and to enquire about basic skills and behaviors by allowing them to perform in given activities.
- iii) Interviewing the prospective parents to enquire about the parents' expectations and responsibilities towards the children and their education.
- iv) It has also come to know that there are schools who does not follow any kinds of interview or skill test rather they provide admission to the first applicants as per the seat capacities.
- v) There are also some special provisions provided by some of the schools; the provisions are like donations quota, EWS (Economically Weaker Section) category, children of school staff, etc.

O.1-2.0 Dimension-2 Curriculum process

The present dimension comprises several sub-dimensions as mentioned below:

- i) Curricular activity
- ii) Co-curricular activity
- iii) Evaluation & Assessment

For the present dimension, the data has been collected from the 40 heads of the institutions through semi-structured interviews and from the 120 teachers through an open-ended questionnaire. For curricular activity; the questions were asked based on curriculum pattern, curriculum revision, curricular activities, curriculum implementation, homework, etc.

For co-curricular activity; the questions were based on types of activities, selection of activities, instructor or trainer, annual games& sports events, cultural activities, etc.

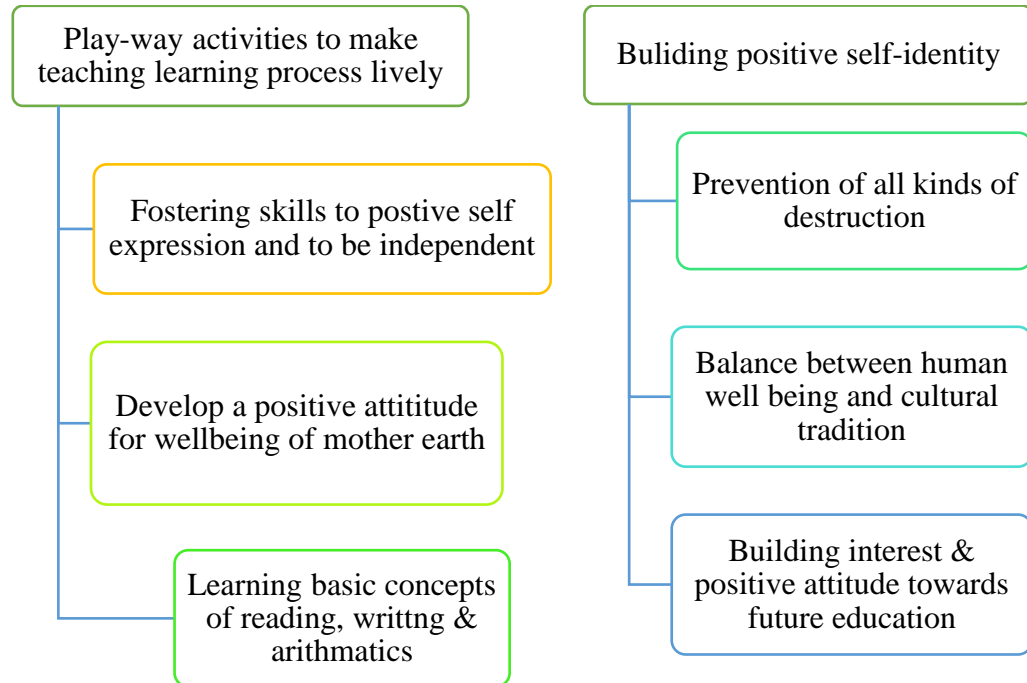
For evaluation and assessment questions were based on the evaluation system, progress report, homework.

O.1-2.1 Responses on curricular contents:

The curriculum of the pre-primary schools is based on an activity-based approach where children learn by participating in activities to explore and experiment with a different object; it is differing from one school to another in designing and selecting the activities.

Pre-primary education cultivates core values in children such as awareness, discipline, values, knowledge, and habits to shape an influential life that can help to build a healthy society. And it is found that it has a greater contribution to transforming an ideal society into reality. Here, in the figure below shows the practiced curricular activities of the schools:

Figure O.1-2.0 Practiced curricular activities of the pre-primary schools



The curriculum of the pre-primary schools includes a methodology of activity-based approach and the contents are related to the selection of objects of their interest through play ways, building positive self-identity by recognizing one’s skills and knowing self and others, developing communication skills through expressing about self and story-telling, rhymes and learning new vocabularies, etc.

It has been observed that preschool curriculum contents of ‘understanding oneself’ ‘what are my friends; ‘who I am’ understanding others, gender equality, diverse culture, etc introducing such contents trying to establish equality among the people with diversity; so that the young child realize and learn about the importance of knowledge to understanding life and its relationships with the society and ecology.

The majority of the schools give importance to teaching basic concepts of reading writing and arithmetic by introducing alphabets and gradually proceed to learn to write sentences, teaching basic numbers and memorization of numbers tables, learning to solve addition, subtractions, recitation of rhymes and poems, acquiring general knowledge, etc,

developing concepts of different shapes, colors, weeks and months along with some activities of play ways, art & craft, storytelling, role play, etc.

In one of the schools, it has been found that Understanding concepts and for object permanence; the schools are creating a platform to learn from the ground of reality by taking the children to the field. Here, while teaching about the vegies children are taken to the vegetable mart to make them know about the varieties of vegies and the concept of the market, and also the parents are asked to take the children to their relatives to understand and value the relationships.

Children are born with incredible skills and capabilities with a curious mind; recognizing the skills and bring out the potentialities of the students; the schools are trying to provide a platform for the development of the young children; thus, the schools are trying to design the activities in such a way so that all the domains- cognitive, affective and psychomotor can be growth holistically.

O.1-2.2 Co-curricular activities:

It is crucial to assist the young children to make them understand the relationships with the wider nature and society and its diversity, but these learning concepts are quite difficult for making young children understand. Thus, many of the preschools in Assam design co-curricular content 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.

Children are provided a platform to perform the task and select objects of their choices to bring out their potential through proper training and to build a positive self-identity by recognizing one's skills. The co-curricular activities such as role-play, playing with cars and toys; through such activities, the young children realize their character and gender, some the pre-primary schools have taken initiative not to form any gender stereotype concepts by allowing the kids to play with any colored object and play with any role irrespective of gender without keeping any biases.

Some of the activities such as the celebration of different cultural programs such as folk festivals, parents' day; where the students perform different activities of their choices like dance, singing, role play, recitations, speech, etc. students are instructed to perform such activities by the teachers or special educators but in some schools, students are allowed to perform without being provided any instructions to explore their interest and skills. Through these kinds of activities tries to inculcate respect towards one's heritage and culture and develop a sense of responsibility and confidence. The following table shows the curricular and co-curricular activities of the pre-primary schools and extracts values:

Table-O.1-1.0: Curricular and Co-curricular activities of the pre-primary schools and extracts values:

Activities	Extract Values
Role play	Establishing equality and Removing stereotypes and beliefs
Character realization	Building positive self-Identity
Projective technique approach	Problem Solving
Celebration of Folk festivals	Building Unity among Diversity
Field visit	Building an understanding and respect towards one's heritage.
Play-way	Development of potentialities

O.1-2.3 The evaluation process of curricular and co-curricular activities:

The activities of pre-primary years are mostly activity-based; which helps in shaping children's future. Without judging the children's activities and assisting the young learners to be constructive and creative by recognizing one's potential is the greatest way to deal with. However, to track the progress of the children; in certain areas, they are evaluated.

The main evaluated areas are found as follows:

- i) Evaluation of activities that are practiced and instructed in the classroom- art& craft, coloring, organizing things, numerical abilities, sentence making, etc. through both oral and written testing. Here, for the first year's kids usually, the evaluation process is carried out in oral form, and the higher sections' kids are taken both oral and written tests; they are evaluated based on contents clarity, language proficiency, the performance of a task, and classroom activities, home works, etc.
- ii) The children are being evaluated by observing how the child functions in school, home, and community by providing different tasks and interacting with parents and family members.
- iii) After evaluating the performances, the children are provided grades and ranks but some schools do not prefer grading children's performance they have given importance to the areas that require follow-up work as well as recognizing the potentialities of the students.

O.1-3.0 Dimension 3: School Environment:

For the dimension school environment, the sub-dimensions are:

- i) Infrastructural facilities
- ii) Learning environment

To collect data for the present study 40 heads of the institutions were interviewed;

For infrastructural facilities, the questions were based on provided amenities of the schools

For the learning environment, the questions were based on school atmosphere, classroom management, complaints, challenges, etc.

O.1-3.1 Responses on building a safe and supportive environment for the young kids:

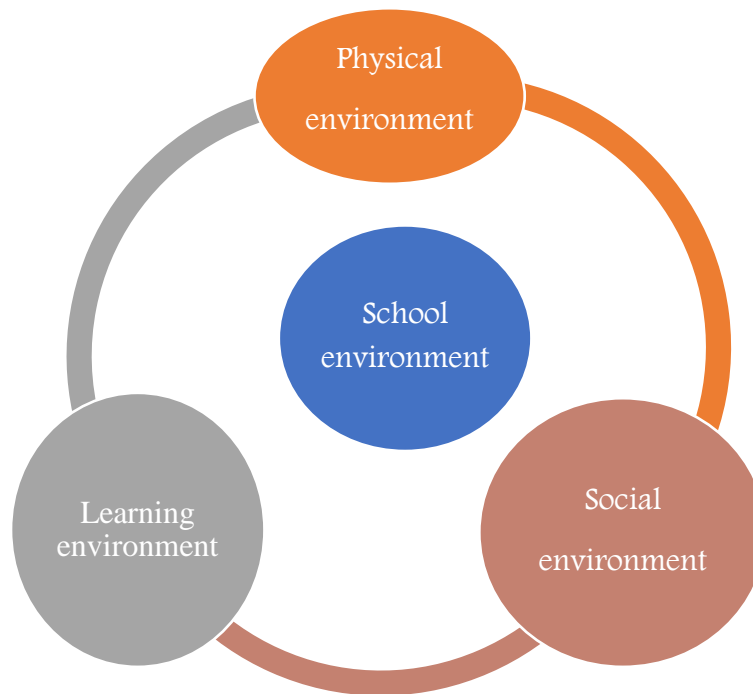
Pre-primary schools are the second home for the young kids where the majority of the children's behaviors forms; an ideal pre-primary school environment embraces and allows the young kids and teachers to feel safe and loved to express themselves freely. To study the school environment of the pre-primary schools interviewed 40 heads of the institutions,

and also gathered data from 120 teachers through open-ended questionnaires and observation of the school scenario from the selected 4 districts of Assam.

It is found that the main focus of the pre-primary schools is to provide an environment to ensure that every child is valued, respected, feels secure, and safe.

It is found that the complete environment of the pre-primary schools can be categorized in the following dimensions:

Figure O.1-3.0 Dimensions represents complete school environment:



a. Social environment:

It is observed that the schools are trying to ensure that children are provided a platform to build a positive self and all the social activities through the activities such as: playing and

sharing with friends, allowing children to practice important social skills such as respect for others, co-operations. Such activities help young children to learn to control their impulses and aggressive behaviors.

It is observed that the caregivers are spending time with the children in play and conversation to develop language proficiency as well as communication skills to understand their emotions and also allow them to spend time with their friends to understand others' emotions and build healthy relationships to learn empathy and respect boundaries.

Positive social environments promote acceptance, kindness, forgiveness, and opportunities to make mistakes without consequences; the majority of the preschools are creating a platform to practice and develop students' integrity, value, and compassions through some daily small activities such as: addressing students' needs, avoiding rewarding to control, avoiding judging, greet each other.

b. Physical environment

It has been observed that the preschools are trying to provide a safe and spacious physical environment with all the infrastructural facilities to make comfortable and attractive surroundings for the young children.

According to the respondents, a well-maintained and safe physical environment fosters positive attitudes and it's a motivation for the young children to acquire pro-social behaviors through play-ways and making the learning interesting.

The main infrastructural facilities that are provided by the schools are; ample space for outdoor and indoor activities with the play materials, well-painted and smart classrooms, proper toilet facilities, objects such as dramatic play equipment, sensory materials- sand, water blocks, play dough, paint to explore and experience new things. It is also given importance in the selection and placement of materials. The selection of materials includes choosing toys and other physical objects that are age and developmentally appropriate and culturally relevant for the young children in the classroom. For example, the block areas should be placed so that they are easily accessed.

c. Learning Environment:

From the observation and interaction with the respondents, it is come to know that the total learning environment of the school comprises the physical facilities, social environment, natural atmosphere, and nurturing the safe spaces of the young children.

The caregivers or the teachers of the pre-primary schools maintain discipline through the developmentally appropriate schedules: proper indoor and outdoor activities as per their interests, preventing behavioral problems and promoting ethics and well manners, supporting learning, and letting the children explore and experience new things. importantly they are creating an environment that supports the children to learn across different groups and facilitates social interaction among the children

According to the respondents, the schools are trying to integrate home cultures and are flexible to support the children in every possible way for their holistic development. They embrace diversity and communicate effectively with every member.

Objectives 2: To study the facilities that are provided in the pre-primary schools of Assam in terms of Human resources and Infrastructural facilities.

For this objective, the researcher has personally visited 40 pre-primary institutions and interacted with the heads by conducting semi-structured interviews and also collected data from the teachers through an open-ended questionnaire and also gathered information by observing the total scenario of the school.

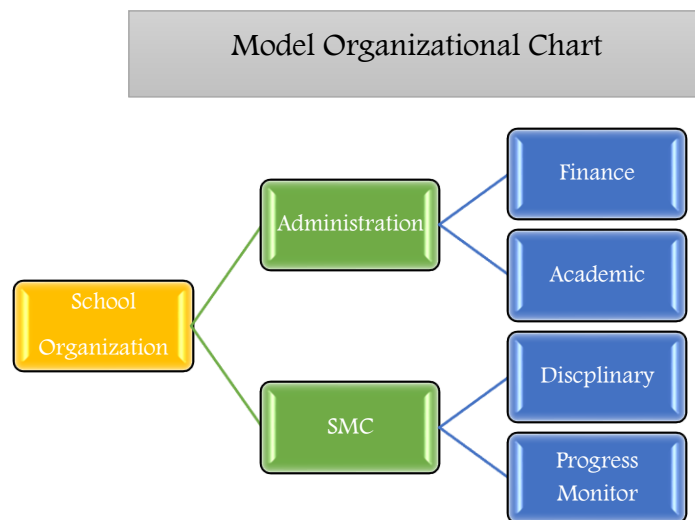
One of the most important elements of an effective pre-primary school is to provide proper facilities for the holistic development of young children. It has been observed that the pre-primary schools of Assam have been trying to provide the infrastructural facilities as well as the facilities to develop the human resources of the school.

O.2-1.0 Human resources of the pre-primary school:

The teachers, caregivers, and all the people associated with the pre-primary schools play a crucial role in a child's life; they are the first teachers who also act as role model for the young children. Being a child care provider is a very dynamic and multitasking job from caring for children to administrative tasks.

When it talks about the human resources in the pre-primary institutions, they are mainly the teachers or caregivers, administrative staff members, helpers, and all its members associated with the institutions. Depending on the institutions there are different types of organizational designs but the common designs or organizational charts of human resources in the pre-primary schools in Assam found as it is shown in the chart below:

Figure O.2-1.0 Organizational Model of School:



It has been observed that the organizational structure as mentioned above has been reflected in the majority of the school's organizational design and the 80% of the schools are following this structure as the model school organizational design at the same time there are another 20% of the schools are found who are not able to follow in an appropriate manner due to the shortage of human resources and financial constraints and specially, this has been found in the newly formed schools.

The pre-primary school organizations as it has been shown in the chart above are mainly run under an organizational trust or SMC depending upon the organizational types.

O.2-1.1. The main functions of the different organizational bodies are discussed below:

A. Administration:

The pre-primary schools' administrations deal with the overall planning, managing and directing the schools in order to make the pre-primary education process successful. The administration manages the overall activities- curriculum implementations, recruitments, finance, academics etc. It is observed that the pre-primary school administration body forms with the head of the institutions, school management committee staff members, advisory body. The main functions of the pre-primary school administration found as discussed below:

B. Recruitment of human resources:

Recruiting the human resources for successful implementation of the pre-primary schooling is the most challenging process; choosing and selecting the right person and putting them into the right places leads accomplishment of the vision.

The majority of the visited pre-primary schools have been following the given process for recruiting the human resources:

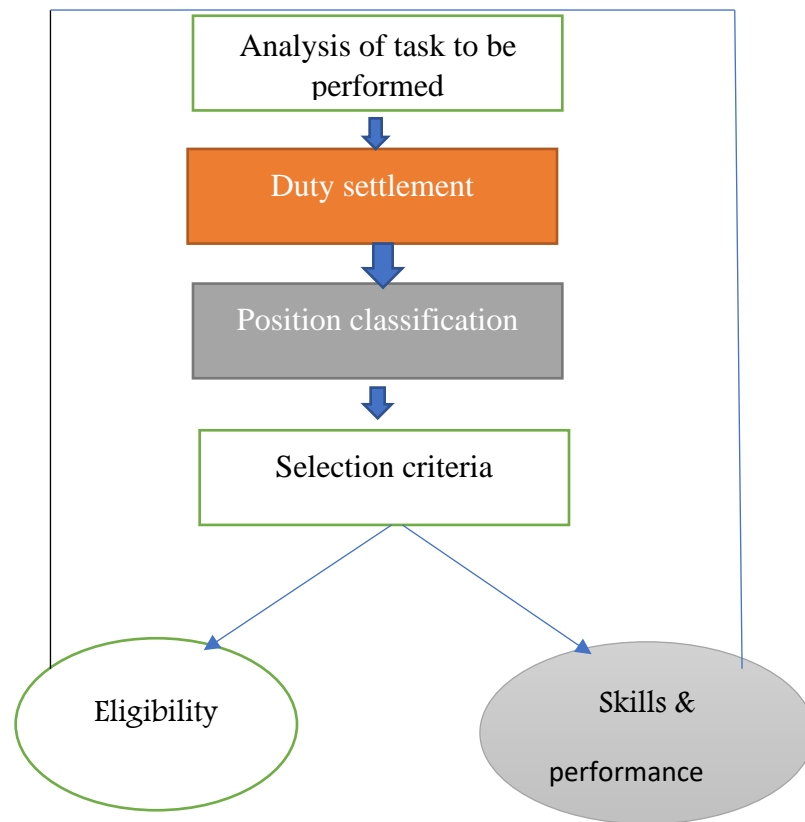
- i) Before selecting and appointing the human resources the school administrations develop the human resource plan in consultation with the associated members and accordingly identifies the requirements taking into account the current and future needs of the school; this plan is regularly updated to reflect changes to the composition of the workforce, school requirements, child profile, curriculum changes, enrollments, and budgets.
- ii) It is found that in the majority of the preschools the teachers or the caregivers are appointed based on skills and performance in the interview along with the required qualifications as per the schools' norms. Though the teachers are selected permanently but still in most the schools requires ongoing development of teachers through training and induction program to be updated with current knowledge; a failure which can result in demoted the position or leaving the appointment
- iii) It is also found that recruiting the other staff members in the pre-primary schools follows certain procedures such as given a trial period or demo which provides a practical opportunity to determine the suitability for the role, generally most of the schools provide 3-4 hours of the trial period during the

interview process and some schools are not following any practical and demo classes; instead the staff members are recruited based on the oral interview and as per work experiences in the relevant field.

To recruit each position mentioned above requires careful analysis by determining skills, knowledge and experiences to perform the functions in the service.

The process of analyzing the staffing or recruitment has been given in the chart below:

Figure O.2-2.0 The process of analyzing the staffing or recruitment of the school



The mentioned task analysis provides information about the purpose of a particular position the duties required to perform the responsibilities required for the positions and to whom the person is responsible; from the duty settlements and the position classification, the criteria are developed. It is found that in the pre-primary schools of Assam as per the school norms the criteria are being designed, and the selection criteria and position classification

are informed to the candidate before selection or conducting interviews to get desirable applicants.

C. Academics:

The schools' academic of the pre-primary school refers to the total teaching-learning process, the curricular activities and the students learning style of the school. It is observed that the teachers or the caregivers are the most important human resources for making the pre-primary education programme successful. It is found that the teachers are the responsible for carrying out academic activities such as implementing curricular and co-curricular activities, evaluating the students' achievement and the overall process that carried out for the student's holistic development.

D. Finance:

According to the heads of the institution the financial committee of the pre-primary schools does the financial analysis and management of the total financial plan and implementation of financial plan, accounting and budgeting for the salary, building constructions, infrastructural development etc.

It is found that in the most of the pre-primary schools the financial committee forms with the members of SMC, school administration and accounts staffs of the school.

It is also reveals that the school which are under private body; the financial matters of such schools are handled by the owners with the accounting staffs no separate committee forms in such schools.

E. Disciplinary:

In the majority of the pre-primary schools the disciplinary matters handle by the school administrations and the teachers along with the parents' members. It has been observed that the authorities of the pre-primary school creating an effective environment for developing positive wellbeing of the young children.

According to the 89% of the heads of the institution the school authority does not believe in providing strict disciplinary rules for the young children instead the children are allowed to express themselves freely and the caregivers engage the young children in different

activities such as playing, selecting favorite games and activities, singing, dancing, crafting in order to develop a holistic approach among the children and assist them to develop their potentialities in a positive way.

It is also come to know that there are 25% of the schools consult to the special educator or counsellor with due permission of the parents or guardians of the students in occurrences of any major disciplinary matters such as extreme anger issues, mischievous behaviors or such related issues.

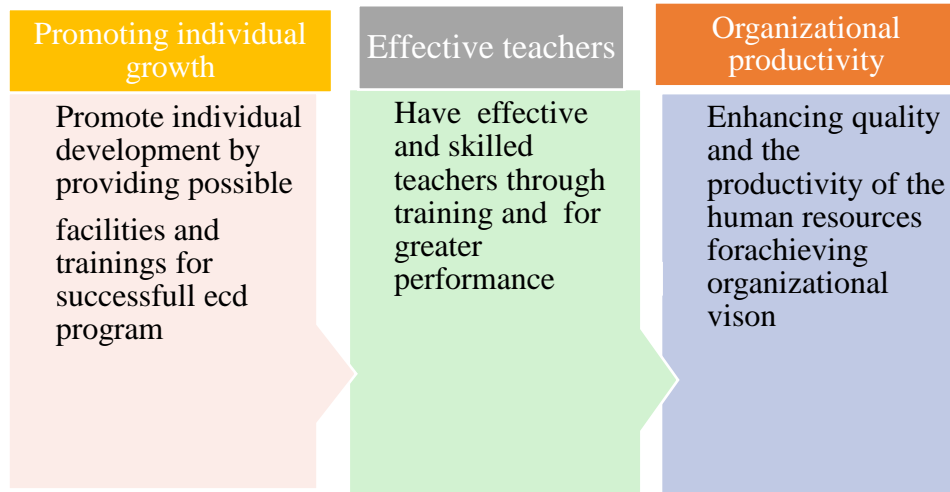
It has come to know that the teachers use different strategies to rectify the disruptive behaviors of the children; they do not believe in punishing children physically or mentally rather motivating the young child to behave well and express in a positive manner and in some special cases discussing with the parents or guardians helps in removing unwanted behaviors of the children.

O.2-1.2.0 Development of human resources:

The strategy for human resource development in the pre-primary schools in Assam aimed at creating the environments within each area of work to be enabled to achieve the purposes by ensuring skilled human resources to effectively implement the pre-primary education program.

It has been found that the majority of the pre-primary schools in Assam have set some reliant steps to develop the human resources of the schools aimed at the successful establishment of human resources and a comprehensive pre-primary education program. The main goal for developing human resources in the pre-primary schools in Assam is found as given below:

Figure O.2-3.0 Goal for developing human resources in the pre-primary schools in Assam



O.2-1.2.1. Activities that are provided for human resource development:

The main activities that are carried out to develop human resources in the pre-primary schools in Assam as discussed below:

- i) One of the major activities initiated by the schools is providing in-service training to the teachers to improve qualities and making the teachers updated with the current knowledge; it is found that the training provided to the teachers consists of planned programs designed to improve the attitudes, skills, and performance at the individual level as well as organizational level.
- ii) It is also observed that the in-service training program of the teachers differs from one school to another as per the school's methodology and the strategies. The majority of the schools provide 3 to 6 months of in-service training to the teachers while some schools provide only in form of workshops or week-long programs
- iii) It is found that 40% of the schools offer a program called carrier development for employees; here, the interested teachers or the staff members can develop or upgrade their positions by going through some training programs and pursuing required courses as per the schools or positions demand.

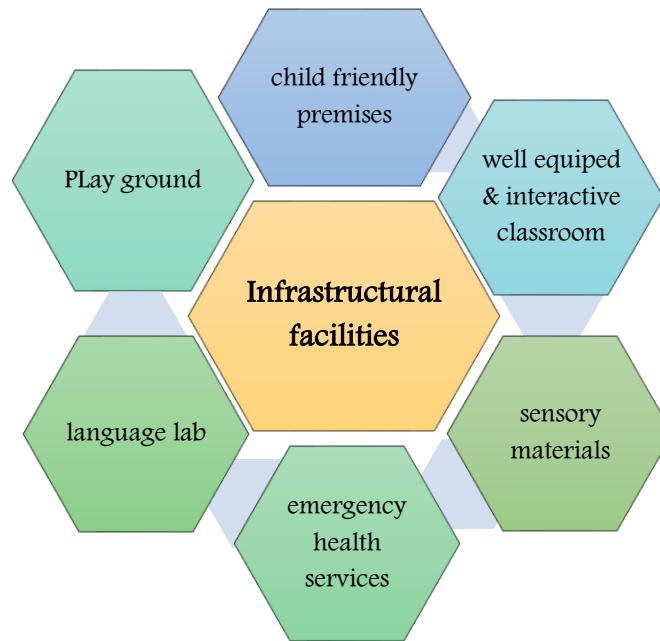
- iv) It is revealed that 58% of the schools encourage their members to perform better by providing non-financial motivations; such as allowing the teachers to organize the programs of their area of interest such as workshops, exhibitions, awareness programs, cultural events, etc., awarding and recognizing the skills and performances in public, providing opportunities to have vacations through the educational tour, excursions, etc.
- v) Teachers are encouraged to attend workshops and seminars or other related programs for self-introspections and develop skills for better performance in the work field.
- vi) Along with the training and developmental programs it is also observed that 35% of the schools provide opportunities to their staff members and the teachers to carry-out community awareness programs for creating awareness among the local people to understand the importance of educating the children in the early years of their life.
- vii) It is found that 65% of the schools provide training to their members to adopt an inclusive policy to support and ensure all the children learn equally and develop holistically; in this regard, the administrative staff and the teachers visit the student's residents and meet their parents and guardians to stimulate knowledge, provisions for early learning support and develop one's skills and capabilities to deal with the children from the diversified background through practical opportunities.

O.2-2.0 Infrastructural facilities:

An attractive and creative pre-primary school environment encourages children to learn through a variety and creative activities thus, it becomes imperative for parents to choose an atmosphere where the child can grow in a conducive manner; keeping this in mind the majority of the pre-primary schools in Assam 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.

While interacting with the head of the institutions it has come to know that 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. The main infrastructural facilities provided in the pre-primary schools in Assam are given below:

Figure O.2-4.0 Main infrastructural facilities provided in the pre-primary schools in Assam:



- i) **Child-friendly premises:** It is found that the majority of the schools ensure providing child-friendly infrastructures for maintaining the safety and protection of the young children while playing and carrying-out activities; with soft edges, child-level tables, sanitized and hygienic premises, spacious playground etc.
- ii) **Well-equipped and Interactive classroom:** According to the head and the teachers of the pre-primary schools a classroom is the most important area in a

preschool; where the children are introduced to education. Therefore, the schools are trying to design attractive classrooms with well-painted classrooms, decorating the classrooms with dolls and play-way equipment, exhibiting children's work, helping the children to be socialized through group activities and sharing and listening to one another stories etc.

- iii) **Sensory materials:** It is found that the majority of the schools are providing materials for sensory development of the young children with the activities such as play though, sand water blockage, crafts work and sensory ball play etc., it is also found that some of the schools are taking initiative to develop the aesthetic sense among the early learners by taking them to places like historical, natural sights etc.
- iv) **Playground:** It is observed that 60% of the schools are providing ample spacious play-ground for out-door activities of the children and separate spaces for the indoor activities while another 40% of the visited schools are not able to provide spacious play-ground for the out-door activities due to lack of proper acreage and building facilities.
- v) **Emergency health services:** Schools are keeping emergency first-aid facilities to help in the emergency situations of the children and it is also seen that many of the schools have infirmary rooms with emergency equipment and nursing facilities.
- vi) **Language laboratory:** There are schools having language laboratory facilities for the development of language proficiency and the communication skills of the students; here the teachers assist the children to listen the words and its pronunciations through audio-visual aids.

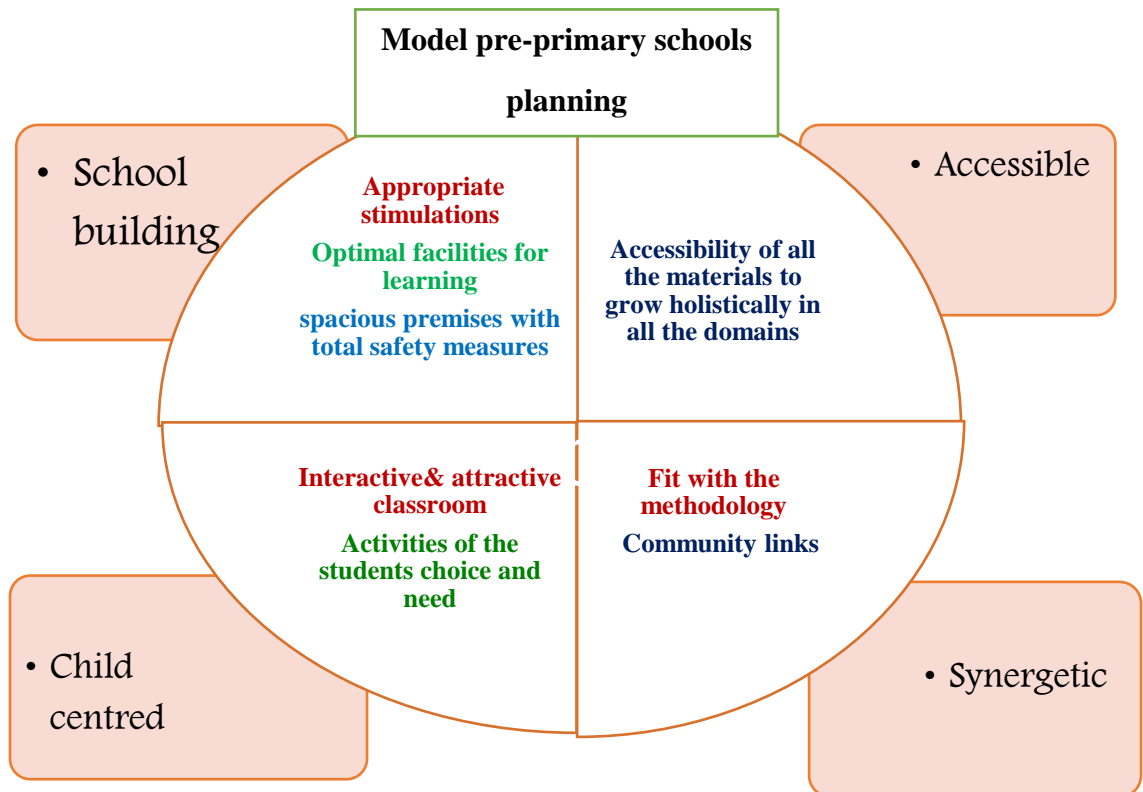
O.2-2.1 Future planning for School infrastructure:

From the interaction with the head of the institutions and observations it has come to know that the majority of the pre-primary schools are lacking with proper school premises and buildings due to the shortage of financial assistance and proper land facilities in some areas in Assam. It is found that many of the visited schools are running in rented compounds which is impermanent; resulting lack of proper amenities for the child development. In the other hand, there are schools having well-equipped infrastructural amenities with ample spaces that required for the young children to grow holistically.

According to the majority of the heads of the institution the future planning for their model schools is still going on with the required infrastructural facilities to achieve the vision through proper implementations of the planning.

The key areas of the model pre-primary schools are found as mentioned below:

Figure O.2-5.0 Future Planning for Model Pre-primary School:



It is revealing that finance is one of the major factors which affects in proper implementation of the school plannings. As mentioned in the above diagram; the schools are mainly focusing on constructing an attractive school building with all the amenities for the children development and it has been observed that there are 60% of the schools who are lacking in proper school building facilities and the related amenities due to the shortage of fund. While another 40% of the schools found who are providing the optimal facilities for the children to grow up holistically.

According to the heads of the institutions the schools who are lacking in providing utmost facilities to the children are planning for a model school with appropriate stimulation, optimal learning facilities, a good premises for the children, child friendly activities and the classrooms, synergetic with the teaching strategy as per the children capabilities and age-group with overall accessibilities in coming years but it requires a good amount of fund agencies to proper implementation of the plan.

It is also found that some of the stand-alone schools are trying their level best to provide a holistic education for the children with the locally available materials and making the classrooms attractive by decorating with the student's art and crafts work, instead of providing sea-sore and other related infrastructures they are assisting the students to build small houses with soil and mud and playing with sand etc. These activities have been found specially in the 4 stand-alone schools.

Objective No-3 To study the institutional and academic problems faced by the parents as well as the Pre-primary schools in Assam.

For this objective, the data has been collected from the 200 parents of the students and 40 heads of the institutions by conducting the semi-structured interview through face-to-face mode and also from 120 teachers of the institutions through an open-ended questionnaire.

The responses that are received from the respondents are categorized under three dimensions viz-

- (i) Administrative problem (ii) Curriculum process (iii) infrastructural problem**

O.3-1.0 Dimension -1 Administrative problem

To study the administrative problems of the pre-primary schools in Assam; the researcher has interacted with the heads of the institutions and parents of the students through semi-structured interviews as well as with the teachers of the schools through an open-ended questionnaire from the sampled districts. The questions related to the administrative problem were: Admission process, PTA, School Management, Teacher-parent relationship, School timing, Fee-structure, etc.

O.3-1.1 Responses to Administrative Problem faced by the schools:

It is observed 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.

It has been found that the pre-primary schools of Assam are following different governing strategies as per its organizational guideline or motto. Since there has been no universal guideline or policy found for pre-primary education from the GOI thus, a chaotic situation has been observed in the schools regarding the selection of the right strategy and establishing a uniform pre-primary education program in Assam.

The pre-primary school period is the most decisive period for the children; the learning that takes place during the period lasts forever; thus, parent's active participation in the school activities of the pre-primary school children is very much essential in order to carry forward the children's learning and to assist in children holistic development but in some of the school parent's participation has been found very low; parents do not attend the PTM in around 56% of the schools. therefore, the schools find it difficult to communicate with the parents in order to discuss the children's difficulties and progress.

One of the major administrative problems faced by the pre-primary school 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.

It has come to know that around 60% of the schools are facing problems in teachers recruitment; the schools are often failing in recruiting well-trained and proficient teachers who can deal with students from the diversified background; it is evident that in the last 5 years of time, in an around 72% of the sampled schools are re-recruiting the teachers in yearly basis; the main reasons are found that due to the salary structure majority of the teachers are unsatisfied and left their job and also there are teachers who take this job just to engage themselves until having better opportunity rather taking it as a noble task.

It has also been found that some of the schools are facing difficulties in the smooth management of school activities due to the over-interference of the parents. Some of the parents get too much interfering in school activities and leave no space for the teachers and school authorities to make decisions. Especially, this has been found among parents from high socio-economic status. They make themselves involved in the majority of the school's ceremonies and events and sometimes it becomes difficult to balance between parents' expectations and the real scenario.

O.3-1.2 Problems faced by the parents regarding school administration:

Parents play a very crucial role in a child's life and are responsible for the child's growth and development and learning. Parents are the first teachers and role models for the children. While interacting with the parents it has come to know that children learn moral, social and cultural values and behaviors by interacting with and following their elders, family members and parents. The majority of parents are responsible for making children learn skills, behaviors and adjustments in their life and getting along with peers and adults in society.

It is revealed that the majority of the parents expect that, the pre-primary schools engage their children in academic activities through which children can acquire skills for real life, and expect continuous information about their child's learning and the activities of the school. It has been found that in some cases parents find difficulties regarding the alignment between parents' expectations and the activities of the schools.

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

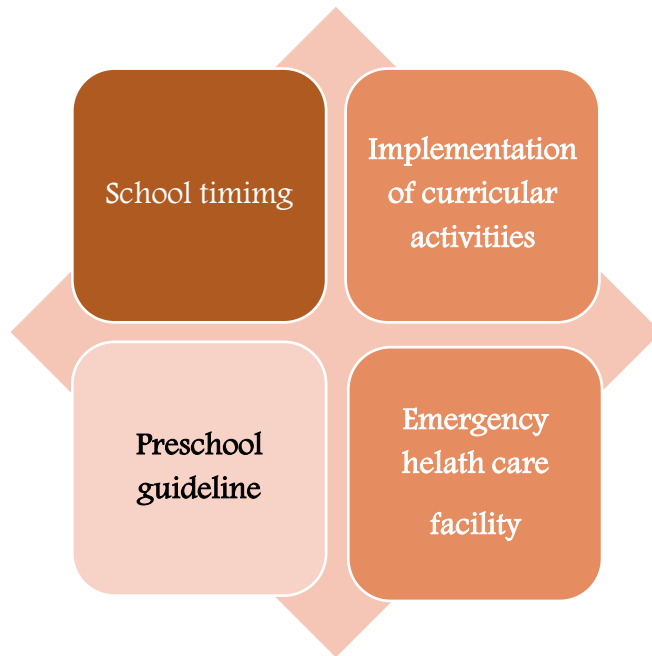
children's activities at school, progress, etc. many parents expressed their dissatisfaction regarding the maintenance of parents and school relationship. It has also come to notice that there are 50% of the parents do not have informal meetings with the teachers the main reason for not visiting schools is the language barrier, it has been observed that many of the school's mediums of communication are 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.

Some of the school's admission procedure involves evaluating children and interviewing parents which have been criticized by the majority of the parents. Around 28% of the schools are following such procedures for admission.

It is revealed that the administrative process of the preschools differs from one another since there has been no universal policy found regarding the uniform guideline to be followed by the schools; in this regard around 40% of the parents are somewhat unsatisfied with the administrative activities when they compare with other preschools activities.

From the study it has been found that the majority of the parents around 78% of them are very much crucial about the preschools administrative process, school management style, the curricular activities and the methods adopted to teach their young kids, etc, around 60% of the parents do the frequent visit to the schools to discuss the school management style and the teaching pedagogy. It is observed that the majority of the parents are quite satisfied with around 60% of the school activities and they are expecting another 40% of improvements in certain areas.

Figure: O.3-1.0: Some of the areas where improvement is needed as expected by the parents:



According to the parents' mentioned areas are found where the parents expect a little more improvement, the majority of the parents found to be somewhat unsatisfied about the school timing of the schools; as some of the school's timings are found to be longer and which is creating quite difficulties for the young children thus, parents are expecting for the change on school timings. Around 45% of the school parents are complaining about not having emergency health care facilities. Parents are also expecting some well-trained teachers for implementing the activities in an appropriate manner. 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.

O.3-2.0 Dimension -2 Curricular Process

To study the problems related to the curricular process of the pre-primary schools in Assam; the researcher has interacted with the heads of the institutions and parents of the students through semi-structured interviews as well as with the teachers of the schools through an open-ended questionnaire from the sampled districts. The questions related to the school activities, co-curricular activities, Evaluation & assessment process, pedagogy etc. Received responses are discussed below:

O.3-2.1 Problems faced by the parents regarding curricular process

It has come to know that the around 51% of the parents are quite unsatisfied with the school's activities of their children as some the school has focused on play-way activities, making the children learn through their favorite games or activities. On the other hand, the parents have given importance to teaching basic concepts of reading writing and arithmetic by introducing alphabets and gradually proceeding to learn to write sentences, teaching basic numbers and memorization numbers tables, learning to solve addition, subtraction, recitation of rhymes and poems, acquiring general knowledge, developing concepts of different shapes, colors, weeks and months along with some activities of play ways, art & craft, storytelling, role play, etc. by learning this parent are expecting from the pre-primary schools to make their children ready to get admitted in a good primary school.

It has also come to know that around 60% of the parents' main expectations from the Preschool curriculum is to develop basic skills by cultivating core values in children such as awareness, discipline, values, knowledge, and habits to shape an influential life that can help to build a healthy society and to transforming an ideal society into reality. 30% of the parents agree that their children are getting the utmost exposure to develop such skills from their preschools while another 70% are quite unsatisfied with the schools they found that the schools are still lacking behind in providing updated curricula and adapting teaching strategies for holistic development of the children.

Table: O.3-2.0: Parents’ reaction on curricular and co-curricular activities of the school

Responses of the parents	Total no of parents (%)		
	N=200		
	Yes	No	Partially
i) The curriculum provided to the children is overburdening them	45%	30%	25%
ii) Finding difficulty with the medium of instruction	60%	35%	5%
iii) Excessive home-work overburdening the young kids and the level of homework is difficult as per the children’s age group	63%	30%	7%
iv) School activities are helping children for holistic development	58%	30%	12%
v) School bag is overweighted	86%	10%	4%
vi) Parents are aware of all the co-curricular activities carried out in the school	75%	3%	22%
vii) Children do participate in school events	60%	15%	25%

From the table, it has been revealed that 45% of the parents are agreed that the curriculum provided to the pre-primary school children is overburdening the young kids but 30% of the parents are not agreed with it, for them the schools are providing an ideal curriculum for holistic development of the children and on the other hand 25% of the parents are

partially accepting that sometimes it becomes overburden for the children. While interacting with the parents it has been found that due to the over pressure on bookish learning or 3r's, children are becoming less interested towards teaching-learning process. Thus, the parents are expecting a play-way activity-based curriculum to increase the children interest towards teaching learning and for the development of all the domains of the children- cognitive, affective, and psycho-motor and also expecting to teach the children life skills education to make them independent and ready for primary schooling.

It has also been revealed that 60% of the parents are finding difficulties with the medium of instructions of the schools but another 35% of the parents have not found any problem regarding the school curriculum and there are 5% of the parents who are partially having problems regarding the medium of instructions. It has been found that the majority of the pre-primary school's medium of instruction is English which becomes quite difficult for some of the parents to help their children's school activities and to communicate with the teachers. Assam is a state with diversified language and culture so majority of the parents demands 3 language formula to use as medium of instruction for the wellbeing of the children with diversified background.

The table also indicates that 63% of the parents have expressed that children are overburdening with the excessive homework. While, another 30% of them has not finding any problem with the homework and another 7% of the parents expressed that sometimes homework over-burden the children. Therefore, the parents are expecting from the preschools to lesser the amount of homework so that the young children get to spent some leisure time to do the activities of their interest in order to keep them motivating and also the parents are expecting from the schools to provide the home works based on family values, understanding cultures, to do their work by themselves in order to be independent.

Around 58% of the parents said that the activities which are provided in the pre-primary schools are helping the young children in holistic development. While 30% of them are not satisfied with the activities provided to the schools and again, another 12% of the parents also somewhat not satisfied with the school's activities. As it is revealed parents are expecting more activities such as language lab -through which children's pronunciations

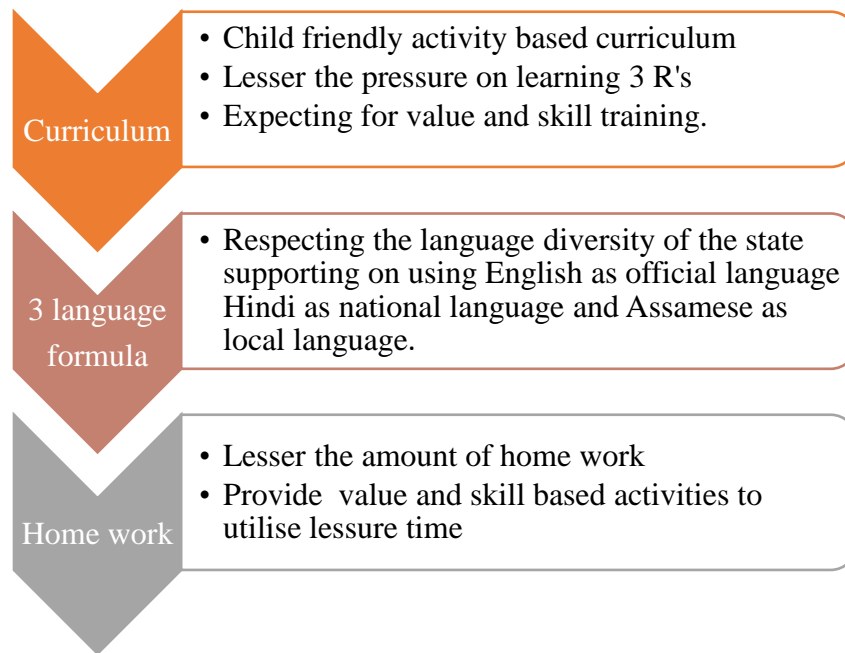
and language can be developed, learning through screening movies and plays to form good character etc.

It has come to know that around 86% of the parents are finding problem with their children's overweighted school bag while 4% of the parents has no issue in this regard. Another, 10% of the parents have also find difficulty sometimes with their children's heavy load of curriculum. Majority of the parents are worried since their young children are pressurize with heavy loaded curriculum thus, it has been preferred more on play-way activity-based class work.

Around 75% of the parents are aware of the co-curricular activities of the school but another 3% of the parents have no idea about the co-curricular activities that are provided to their children and another 22% of the parents are partially aware of the co-curricular activities. It has also been found that parents are expecting activities to be based on practical life in order to develop children's skills.

From the table it has been found that around 60% of the parents agrees that their children participate in different events organize by the school while 15% of the parents said their children does not take part in the school events, another 25% of them are saying that sometimes their children do participate in the school events. The parents have expressed that they are expecting from the schools to encourage and instruct their kids to participate in the school events through which their inherent potential can be recognized and developed.

Figure O.3-1.0 Improvement needed in some of the important areas as felt by the parents mentioned below:



O.3-3.0 Dimension -3 Infrastructural problem

The researcher has collected data from the head of the sampled schools and parents of the students by conducting semi-structured interviews and data has also been gathered from the teachers through an open-ended questionnaire. The questions related to the infrastructural problems are-infrastructural facilities, availability of the resources, future planning on infrastructures facilities, parents expected facilities. The responses are discussed below:

O.3-3.1 Infrastructural problems faced by the school administration

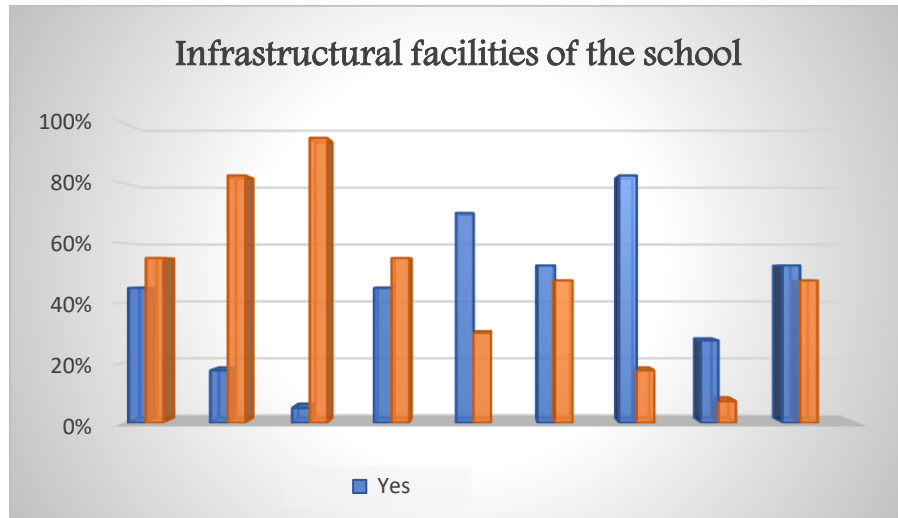
The pre-primary school administrations have always wrestled with creating a safe and spacious physical environment for the toddlers in order to facilitate them with the best facilities to grow holistically but to provide this facilities requires a good financial assistance but due to the financial constrain 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. This situation is not only seen in the stand-alone schools even some of the business organizations

school, missionaries' schools have also faced this problem. It has been found that around 45% of the schools are losing students yearly, since the schools are unable to provide ample spaces for outdoor play, separate activities room, transportation facilities, infirmary facilities. Schools are failing to meet the parents' expectations in providing such facilities. The main infrastructural problems faced by the schools are shown in the table below:

Table: O.3-3.0 The main infrastructural problems faced by the schools:

Sl.no	Infrastructural Facilities provided in the schools	Yes		NO	
		Frequencies	Percentage	Frequencies	Percentage
1	Spacious playground	18	45%	22	55%
2	Screening room	7	17.5%	33	82.5%
3	Language lab	2	5%	38	95%
4	Smart board	18	45%	22	55%
5	Well-decorated classroom	28	70%	12	30%
6	Sensory paly-materials	21	52.5%	19	47.5%
7	Emergency health facilities	33	82.5%	7	17.5%
8	School vehicle	11	27.5%	29	7.25%
9	Permanent school building	21	52.5%	19	47.5%

Fig O.3-2.0 Graphical representation of the percentage of the infrastructural facilities provided by the schools



From the table O.3-2.0 and figure O.3-2.0- it has been found that only 45% of the schools are able to provide a spacious play-ground while another 55% of the schools are still lacking in providing a spacious play-ground for the children due to the lack of permanent school building, financial constrain, unavailability of land etc.

It has also come to know that only 17.5% of the schools are providing screening or movie room to teach the children through plays and movies. And the facility of language lab which is a very demanding and important resource for speech and pronunciation clarity of the children is very less only 5% of schools are providing this facility. On the other hand, only 45% of the schools having smart board or smart classroom facilities.

Well decorated classroom is an important part of a pre-primary schools in order to gain children attention of the young children; it is reveals that 70% of the schools are able to provide an attractive classroom for the children. and 52.5% of the schools are providing materials for the sensory development of the students.

It has also been found that 82.5% of the schools are providing emergency health facilities through infirmary rooms with nurses, first aid facilities, call doctors in emergency etc. and only 27.5% of the schools are able to provide school vehicle facilities. Specially organizations school those who are aligned with higher classes are able to provide school vehicles.

Most importantly, the study reveals that only 52.5% schools having permanent school building, there 42.5% of the schools still struggling to set permanently.

O.3-3.2 Infrastructural problems faced by the parents

While interacting with the parents it has come to know that good school premises with varieties of amenities such as playing equipment and proper facilities are expectations of every parent from the preschools, so that their child can enjoy all the facilities and acquire all the skills to grow up holistically.

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.

Table: O.3-3.0 Parents’ reactions on infrastructural facilities of the schools:

Views of the parents	Total no of parents (%)		
	N=200		
	Satisfied	Somewhat satisfied	Unsatisfied
i) School premises	40%	50%	10%
ii) School Building	70%	25%	5%
iii) play ground	50%	10%	40%
iv) play materials	70%	20%	10%
v) classrooms	80%	10%	10%

From the table it has been observed that 40% of the parents are satisfied with the school premises and 50% of them are somewhat satisfied and another 10% of them are found unsatisfied with the school premises. While interacting with the parents it has been found that due to some issues such: as the schools which are running in some rented buildings especially newly established schools and some of the schools located in the rural areas are lacking in providing a variety of infrastructural facilities. Regarding the premises parents

who are found to be quite unsatisfied expect ample spacious premises, optimum play materials etc.

It has also been found that 70% of the parents are satisfied with the school buildings and 25% of them are found somewhat unsatisfied and another 5% are not satisfied with the school building. They expect a spacious building, with well-decorated classrooms and different activities halls.

It is also revealed that 50% of the parents are satisfied with the playground and 10% of them are somewhat not satisfied and 40% of them are found unsatisfied with the school playground. They expect separate ground for indoor and outdoor activities, and spacious, well decorate ground for different activities which can develop interest among the young students.

It has come to know that 70% of the parents are satisfied with the materials provided for the play-ways and while another 20% of them are found somewhat unsatisfied with the materials and 10% of the parents are found not satisfied with the materials, since they expect varieties of materials such: outdoor play materials, sensory-motor materials, musical instruments, science and nature games etc.

Regarding the classroom, it has been found that 80% of the parents are satisfied with the classrooms provided by the preschools. While 10% of them are found somewhat unsatisfied and another 10% are found unsatisfied with the classroom designs as they expect from the preschool spacious classrooms well decorated with cartoons, use of multi-colours, use of tools to express children's emotions etc.

The findings of the present objective shows that, there are majority of the pre-primary schools in Assam are still lacking in proper infrastructural facilities, an inclusive curriculum with appropriate teaching-learning strategy and in result it creates a chaotic situation in making a uniform pattern of pre-primary education in Assam. But the recently launched NCF for foundational stages, 2022 instills a hope in universalizing pre-primary education by bringing the most important part of human life into the mainstream of education.

Objective 4: To Recommend for Policy Foundation for Strengthening Pre-Primary Education in Assam.

In the present objective the data has been analyzed on the basis of recommendations and suggestions received from the respondents. The data are gathered from 40 heads of the pre-primary schools, 120 teachers and 200 parents of the children from the sampled districts. To collect the data two different semi structured interview schedule has been used for the heads of the institutions and for the parents of the children and one open ended questionnaire has been used to collect data from the teachers.

O-4.1.0 Recommendations for strengthening pre-primary education in Assam:

As the study reveals that pre-primary education in Assam differs from one school to another in terms of curriculum, pedagogy, co-scholastic activities, school administration process, etc., since, there has been no universal guideline or policy found for pre-primary education in India, the schools are following own school's guideline as per the school's strategy and vision.

The observed pre-primary education scenario in Assam has been portraying a contrary and blur image while viewing the quality pre-schooling model given by the greatest educationist and child psychologists like Maria Montessori, Frobel, etc. though many of the schools are trying their best to provide quality pre-schooling with all the amenities for holistic development of the children, but still lacking in the proper implementation of planned activities and arising sort of communicational gap for carrying forward the activities after the school hour.

It has been observed that around 66% of the pre-primary schools in Assam are often lacking behind in supplying appropriate facilities and at the same time it has become prohibitively expensive for the marginalized classes people. Thus, universalizing pre-primary education for all people despite having differences becoming a big challenge. But the National Educational Policy, 2020 instills a new hope for pre-primary education in India. 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.

The recently launched National Curriculum Framework on Foundational Stage, 2022 document is inculcating a hope for universalizing pre-primary education in India. The first-ever curriculum framework on foundational stages has been formed as per the suggestions of NEP,2020.

It has been observed that in around 70% of the sampled school, the curriculum which has been following is merely the downward extension of the primary education curriculum, the basic philosophy of pre-primary education is being ignored, unaware of appropriate curricular practices and the methodology to be used for the young kids. Due to the absence of an affiliation or regulation system unprecedented expansion of pre-primary schools is arising and ignoring quality maintenance. But the government of India has taken up a giant decision by announcing NEP, 2020 for the first-time, pre-primary education has been given importance along with the NCF for the foundational stage, 2022 brings new hope for the universalizing and implementation of ideal and age-appropriate curricular and pedagogical methodologies.

On the other way, the implementation of such huge objectives of NEP,2020 and NCF for the foundational stage, 2022 will require trained teachers, educators, and official staff, well equipped infrastructures; one of the major issues here is the medium of instruction; as NEP, 2020 suggested medium of instruction to be carried out in mother tongue for the young children, even though this is huge and noble guidance provided for the well-being of the young children but in the state like Assam with diversified language background instructing in one is a big challenge. Where required 3 language formula to use for instructing children, likewise certain factors are there, which may affect in proper implementation of NEP,2020 in the pre-primary education sector in Assam thus, as per the geographical variations, cultural diversity some of the guidelines may be follow as per the local requirements.

The extended recommendations or suggestions which has been received from the respondents for strengthening pre-primary education in Assam are may be categorized as per the given dimensions:

O.4-1.1 School administration:

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.

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.

Again, it has been found that around 40% of the people are in support of mother tongue as the medium of instruction for the pre-primary school children, specially, it has been seen in the vernacular medium institutions; for them teaching through mother tongue help the young children in concept formation and face fewer problems of comprehension as compared to the children whose, medium of instruction is not in the mother-tongue.

Since medium of instruction is becomes a major issue in the pre-primary education therefore, many experts from the early childhood education such as head of the institutions, early-childhood trainers, teachers have suggested for 3 language formula in other to remove problems for the children coming from the different language background.

Suggested on creating a healthy communicational environment; as suggested by the NCF, 2005 and NCERT's Exemplar Guideline on Early childhood curriculum framework, 2015 that whatever the language may be taught, first the teachers should have proficiency in the language, majority of the parents and head of the institutions have recommended on appointing language teacher.

Recommendations have also been made on pre-primary teacher's training; since there has been no proper or recommended preschool teacher training institute in Assam thus, the teachers are trained from different institutes as per the institution's requirement and it has also been found that there are schools where very less importance has been given on

teachers training, which creating problem in the proper implementation of the curriculum and adopting the right strategy for the holistic wellbeing of the young child.

It has also been suggested to provide in-service teacher training for updating the teachers' knowledge and making the teachers acquainted with the updated techniques in order to make the children familiar with the present world.

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.

Again, it has been found that around 48% of the parents are not aware about their children's school activities due to their lack of awareness about the importance of parental involvement in the children's school activities thus, it has been suggested to organize parent orientation programme at the beginning of the academic session and if required conduct a session in order to motivate parents to make them connected with the children's activities, child care, importance of play and early stimulation for the child's development etc.

Suggestions has been made on maintaining school record and registers; according to the 30% heads of the institutions and also some of the parents have recommended as suggested by the NCERT's Exemplar guidelines for implementation of ECCE curriculum framework, 2015 maintaining record in pre-primary schools assist in efficient management and helps the teachers to know about the student's background, environment and needs and abilities in order to stimulate the children development. And also, it helps to track students' progress which can be shared with the parents for making them aware about their child's activities.

Thus, it has been recommended that schools may maintain following records:

Table O-4-1.0 Recommended School Records and Registered

Records	Registers
Student's admission record	Attendance registers both for teacher & Students
Student's progress record	Profile register
Teacher's diary	Accounts register
Events record	Materials & stock record keeping register
Student's activities portfolio	

Suggestions have also been received by around 58% of the parents to maintain a constant school supervision process by the higher authorities in order to maintain regularity and well transaction of the school activities.

As suggested by the ECCE policy 2013, most of the parents and teachers have recommended for 4 hrs. of school timing keeping in mind the young children span of attention and interest in work thus, it has been suggested not to proceed school timing more than 4 hours; it is recommended to work collaboratively among the teachers and parents to design an appropriate schedule as per the community requirement.

The recent National Curriculum Framework for foundational stage, 2022 suggested the head of the pre-primary schools to create an empowering and supportive school ethos by supporting teachers to reach the moto of pre-primary education in every possible way. For this the recommendations have been given for providing constructive feedback to the teachers, encouraging for building healthy teacher-child and parents-teachers relationship and also suggested to the head of the institutions to visit classrooms and interact with the young children in order to stay connected with the children and for better understanding of their issues.

O.4-1.2 Transaction of Curriculum process:

Major suggestions regarding pre-primary education curriculum have been found that almost 80% of the respondents recommended for a curriculum which can cater all round development of all the domains of the child- cognitive, affective and psycho-motor thus, it is suggested to plan the activities according to the age group and keeping in mind the diverse interest of the children, it has also been recommended for play-way activity-based methodology instead of imposing pressure by teaching formal 3Rs.

It has been come to known that majority of the parents around 60% of them expect a curriculum which can assist their young kids to develop core values and skills, thus the parents have recommended a curriculum which can cultivate core values in children such as discipline, values, knowledge and habits to shape an influential life that can help to build a healthy society and to transforming an ideal society into reality.

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.

Research proves that extreme pressure on pedagogical practices which are not based on child friendly activities are tend to be stressful and this can impact children self-esteem and lower academic performance and led less interest towards future teaching-learning. Therefore, extreme impose on content and pedagogical practices which are less preferable by the young kids should be avoided.

It has been found that around 38% of the heads of institutions who have expertise and experienced in the field of pre-primary education are quite unsatisfied with the curriculum provided by their organizations, according to them the curriculum that are following by the schools is just a downward extension of primary curriculum with minimal songs and rhymes which are forced to learn by rote and repetition method which decreases children's motivations towards future teaching learning. Thus, it has been suggested by majority of heads and teachers for an age-appropriate curriculum for holistic development of the children with the following activities:

Table O.4-2.0 Suggested curriculum as per the age group for holistic development of the children with the following activities:

Children’s activities	Instructions & activities required to provide
Enjoy in play way activities	Allowing children to play with objects that encourage sorting, imagining, pushing, sharing.
Learns new skills	Encouraging children to do dress-up themselves, toilet habits, cleanliness
Built friendship	Opportunities for playing and exploring with peer-groups, sharing stories and things etc.
Pretend play	Provide opportunities to participate in dramatic play and one act play to develop inner skills and participate in creative activities to develop a sense of aesthetic beauty and dense of sociability.
Imitate other actions	Support the young children in acquiring new motor and language, good behavioural skills for their wellbeing.

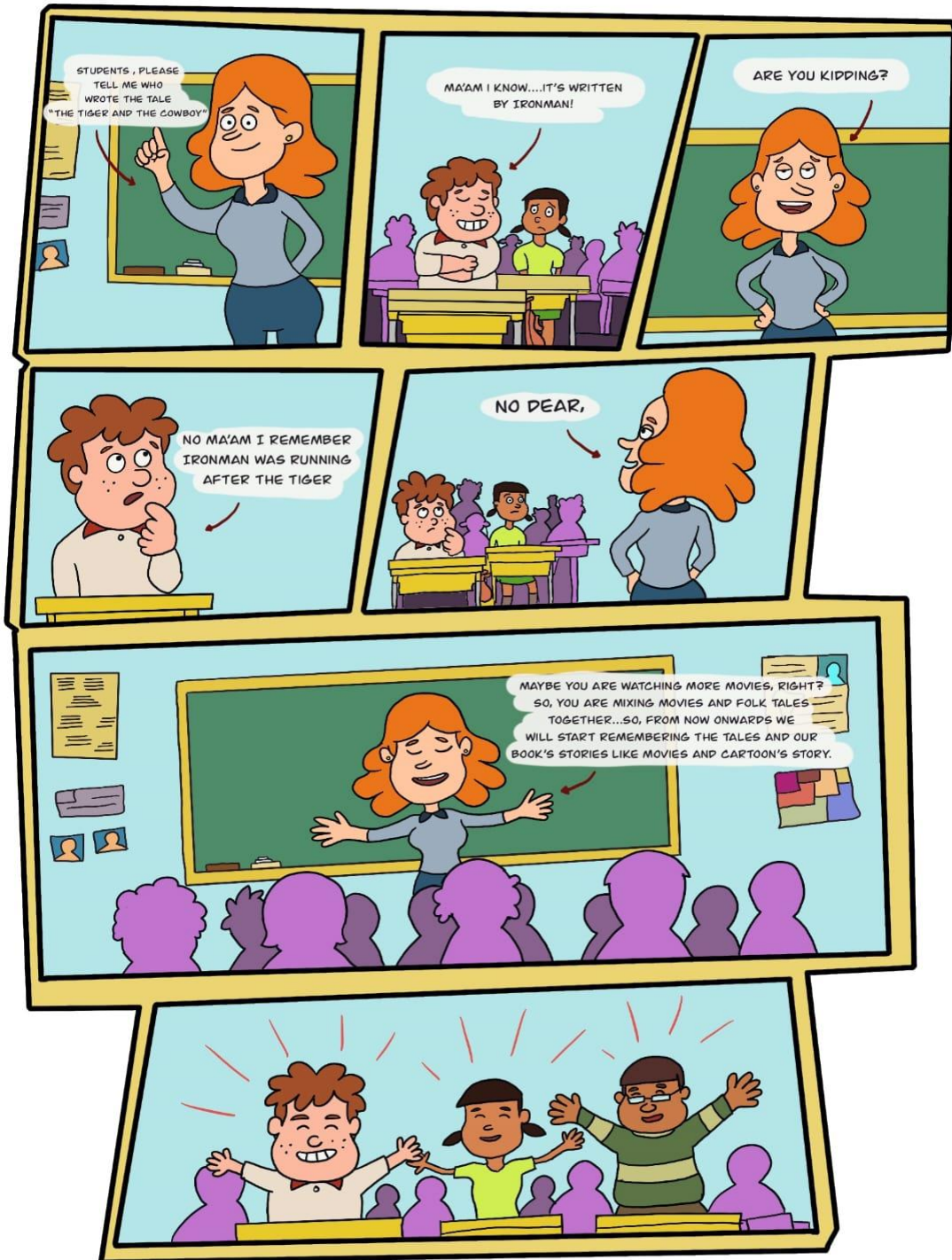
O.4-1.3 Teachers:

The backbone of pre-primary education is the teachers or the caregivers; they act as the role model for the young children. Thus, suggestions have been received for the teachers to play multifaceted roles by engaging the young children through the effective activities for their holistic development and therefore, recommendations have been made for regular and periodic teachers’ inductive programmes through which teachers can upgrade and get acquainted with the updated knowledge and skills to effectively transact the curricular activities.

Parental involvement and awareness in pre-primary education programme is very essential to ensure that whatever the children learn in the preschool is further reinforced at home. Research proves that teachers play an important role in orienting parents toward their child education and it has been observed that in many schools the coordination between parents and teachers is lacking thus, it has been recommended for the teachers to interact with the parents in order to make the parents aware about the student's progress and required actions. Many of the heads of the institutions and experienced teachers of the pre-primary schools have shared their techniques on building a positive self-identity among the pre-primary schoolers, they have recommended for the schools who are still struggling or lacking in adopting such skills that the teachers can create an environment where children learn fairy tales of value education to becoming aware and responsible for the environment where they live and practicing activities through the activities like sharing stories of grandparents and asking the children to spend time with grandparents and other senior family members, helping the children to participate in different celebrations and national events, folk festivals, making them conduct environmental friendly behavior etc., through which they can learn to resist all kinds of biases, prejudices, violations etc., to build a harmonious society.

Most importantly, according to the recent National Curriculum Framework for Foundational stage, 2022 the teachers of pre-primary schools must ensure that the children feel secure, settled and enjoy their school period. In order to build a positive and safe relationship between teachers and children the teachers can follow some of the important ways such as individual response and attention, listening to the children, observation, encouraging children's response, responding to child's emotions, solving problems etc.

Figure: O.4-1.0 Cartoon representing effective techniques adopted by the teacher to make teaching-learning process lively



It has been recommended for the teachers not to perpetuate gender stereo-typical behavior while interacting and teaching the children. Here, many of the parents and early childhood experts have been suggested to avoid language that limits gender or another from participating. Sharing both male and female heroes' stories, and allowing children to choose activities of their interest without keeping gender biases can help to remove gender stereotypes.

Figure- O.4-2. 0: Teacher encouraging the children for gender equalization:

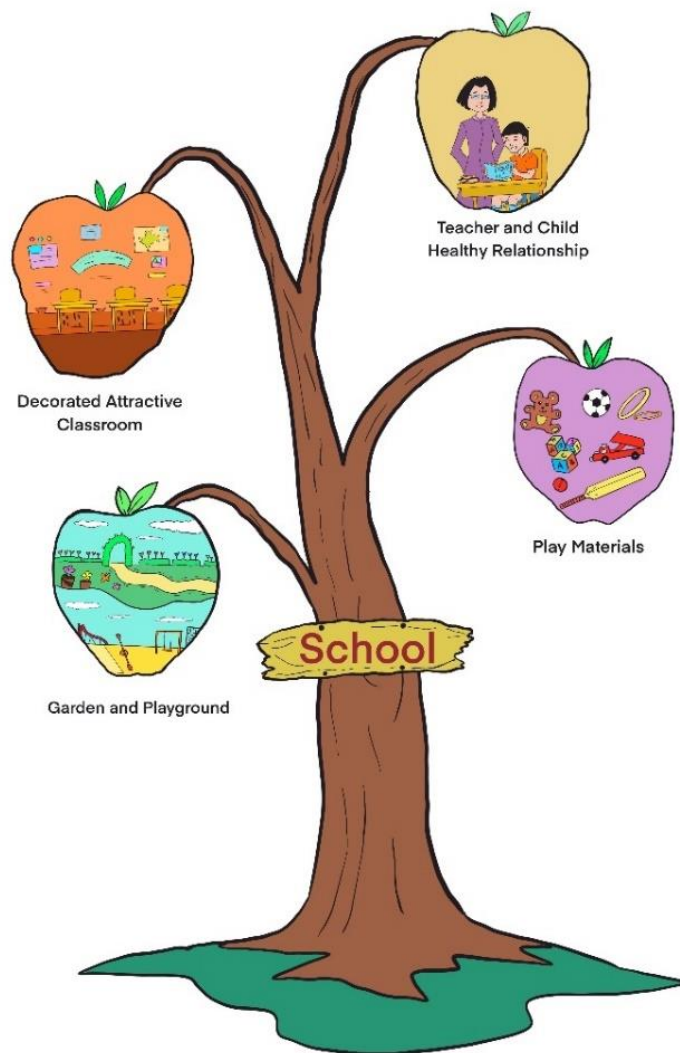


Further, the NCF, 2022 document has also recommended for creating a classroom environment, where the teacher pay attention for children's communication skills both verbal and non-verbal, appreciation of their art work, appreciation of visual and aesthetic performance by including regular conversation and discussion about their performances and activities.

O.4-1.4 Infrastructure facilities:

Well-equipped and adequate infrastructural facilities are essential and must be provided for optimal development of the children in pre-primary schools. It has been found that there are number of pre-primary schools who are running in some rented houses in the heart of the city, without having proper spaces for playing and for conducting other activities thus, it has been suggested for the schools not to neglect in providing necessary infrastructural facilities for the holistic development of the children. A playground with ample spaces for out-door play, indoor-play materials, well-painted or decorated walls, proper ventilation facilities in the rooms, screening room, proper storage facilities to store the children's materials etc., are suggested by the majority of the respondents.

Figure- O.4-3.0: Facilities that are expected from the pre-primary schools.



It has been suggested for a language lab to be provided for the pre-primary children around 58% of the parents and teachers have suggested that pre-primary schools must have language lab for children’s speech clarity, to learn the pronunciations of new words thorough which child can develop communications skills. There are schools who are providing language lab for the children, where children learn to pronounce and communicate through listening the words and art of communications through audio-visual aids.

As suggested by NCF for foundational stage, 2022 and NCERT's Exemplar guidelines for implementation of ECCE curriculum framework, 2015; a supportive learning environment with all the amenities and safety measures must be provided by the schools, according to these document policies children development is not limited in the interaction between teacher and child but also a safe and barrier free, adequate physical infrastructure for their cognitive, affective and psychomotor development is necessary. Thus, the recommendations have been provided for granting adequate budgets for building spacious buildings and playgrounds, hygienic toilet facilities, indoor and outdoor play materials and all the facilities that are necessary for the child holistic development.

Suggestions has also been received for emergency health services in terms of first aid boxes, emergency kit or if possible, provide an emergency health center or infirmary center with experienced caregiver to take care of the young kids in emergency situation.

It has been observed that many of the pre-primary schools around 38% of them are trying their best to provide adequate infrastructural facilities for the well transaction of pre-primary education while, another 62% of the schools are still struggling due to the shortage of fund, proper land facilities etc.

Apart from this, one of the major issues has been observed that majority of the parents feel that their child should get a head start in the rat race of academic success and expect the preschools to make their children adopt in reading writing and arithmetic and most of them are demands hard work for their children without realizing that it burdens their little ones and prevent them from bringing out their innate potentialities. Thus, it has been recommended not to impose pressure on children instead parents' observation and guidance on children's activities will definitely be led choosing a good path for the children future.