



CHAPTER-V
RESULT AND DISCUSSION

5.0 Introduction:

In this chapter, trying to present the objectively findings and results as per the objectives of the study; and trying to put them into context and through the necessary explanations.

The obtained results as per the objectives of the study have been discussed below:

5.1.0 The results of the Objective no- 1 have been discussed below:

The results obtained from objective no-1 have been discussed under three dimensions viz-

(i) School leadership (ii) Curriculum process and (iii) school environment.

A. School leadership:

The school leadership has been categorized into several sub-dimensions such as:

- v) School administration & management
- vi) Admission process
- vii) Recruitment

i) School administration and management:

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

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

The pre-primary education in Assam is under private sector since, there has been no universal policy or guideline found till the date thus, this sector of education has not been universalized yet (Deka, 1982) and here mainly based on the organizational value, cultural

moto, guiding principles and strategies in Assam 3 types of pre-primary schools has been found, they are:

- i) Organizational school
- ii) Missionaries school
- iii) Stand-alone school

The main guidelines followed by the above-mentioned pre-primary schools are found that the schools are trying to create a friendly and non-threatening environment for the children by providing all the necessary facilities and establish equality among diversity. Given utmost importance on teacher proficiency in order to proper implementation of planned teaching learning strategy (Kurian, 2001 & Chuanguo, 2001).

ii) Admission Process:

It has been found that the pre-primary school has its own criteria for admitting children in schools as per the vision and the school strategies. 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.

It has also been found that some of the school conducts formal or informal interview for the children in order to check the child readiness to learn and to enquire about basic skills and behaviours by asking them to perform in given activities (Carlson, 2008). And also, there are schools found who conducts interview for the prospects parents to enquire about parents' expectations and responsibilities towards their child and education.

The study reveals that some of the schools do not follow any kinds of interview or skill test rather they provide admission to the first applicants as per the seat capacities. 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's staff, etc.

iii) Recruitment:

The recruitment process is managed by the school administration by conducting interviews and demo activities. The study reveals that the majority of the schools hold graduation with early childhood training as an essential qualification for the teachers.

It has been found that the training that requires for the teachers differs from one institution to another institution (Kaul & Sankar, 2009). Mostly, it has observed that the teachers are trained with nursery teachers training (NTT), PERY, trained from Early childhood Development foundation (ECDF), Montessori training, Gyan-Vigyan prakhikhyan, Sishu-battika, etc.

It has come to know that some of the institutions have their own 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).

B. i) Curricular process

Results that are found regarding the curricular process of the pre-primary schools in Assam are discussed below:

It has been found that the pre-primary schools of Assam are following an activity-based approach curriculum, where children learn by participating in activities to explore and experiment with a different object (NCERT,2015 & Chuaungo, 2001). The practiced curricular activities are mainly found as play-way activities, building positive self-concept, fostering skills to positive self-expression and to be independent, basic concepts of reading, writing & arithmetic’s etc. But in designing and adopting these activities, the schools are differing from one another (Sagir, 2011).

It has been observed that the majority of the schools give importance to teaching basic concepts of reading writing and arithmetic by introducing alphabets and gradually proceed to learn in writing 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, colours, weeks and months along with some activities of play ways, art & craft, storytelling, role play, etc.

At the same time, it has also been observed that some of the school has given importance on recognizing children’s skills and to bring out innate potentialities of the students along with teaching 3r’s (Burgur, 2014). Thus, the schools are trying to provide a platform where

children can perform in different events; therefore, the schools are designing the activities in such a way so that all the domains- cognitive, affective and psychomotor can be growth holistically.

ii) Co-curricular activities:

Regarding co-curricular activities it is observed that the majority of the pre-primary schools are designing the co-curricular activities in such a way that reflects the young children's needs, abilities to perform tasks and experiences and development of potentialities to sustain values, and respect towards all the generations and for every resource of its surroundings (Mahanta, 2002).

The practiced co-curricular activities are found such as role-play, playing with cars and toys; through these activities the young children realize their character and gender. Most importantly, it has been found that some of the pre-primary schools have taken initiative not to form any gender stereotype concepts by allowing the kids to play with any coloured object and play with any role irrespective of gender without keeping any biases.

iii) Evaluation process:

The study shows that some of the schools do evaluate the students to track the student's progress and find out the lacking area (Chuaungo, 2001). Mainly the evaluation process is carried out in oral form, and the higher sections' kids i.e., for upper pre-primary or 4-6 years group 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 and also by observing how the child functions in school, home, and community by providing different tasks and interacting with parents and family members.

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.

C. School environment:

From the study it has been found that the complete environment of the pre-primary schools can be categorized in 3 different categories viz -i) physical environment ii) social environment iii) learning environment.

i) Social Environment:

It has been observed that the schools are trying to ensure that the children are providing a platform to build a positive self and to be social through the activities such as: playing and sharing with friends, allowing children to practice important social skills such as respect for others, co-operations. which helps the young children to learn to control their impulses and aggressive behaviours (Naesby,2021). In this regard, the caregivers are trying to promote a positive social environment by spending more time with the children by engaging them in such activities in order to build respect, understandings and emotions for each other (NCERT,2015).

ii) Physical Environment:

The results shows 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 (Jawabreh, Danju & Salha, 2020).

The main infrastructural facilities that are provided by the schools are found as- 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 (Kurian,2005 &Chuaungo, 2001).

iii) Learning environment:

The total learning environment of the school comprises the physical facilities, social environment, natural atmosphere; it has been observed that the schools are trying to nurture a safe space for the children by integrating home cultures and supporting the children in every possible way for their holistic development (Hagglund& Samueleson, 2009).

Importantly, the schools are creating an environment that supports the children to learn across different groups and facilitates social interaction among the children.

5.2.0 The results related to the Objective no- 2

The data for the objective no-2 has been analyzed based on the human resource and infrastructural facilities provided in the pre-primary schools in Assam, the obtained results of the present objective has been discussed below:

A. Human resource facilities:

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

It has come to know that the majority of the pre-primary schools in Assam have set some reliable 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 are found as:

- i. Promoting individual growth by facilitating all the necessities
- ii. Have effective and skilled teachers for greater performance
- iii. Enhancing quality and the productivity of the human resources for achieving organizational vision

The main activities that are provided for developing human resources are found as in-service teachers training, majority of the schools are providing in service training to the teachers to improve their qualities and making the teachers updated with the current knowledge (Lammer & Hand 2022). 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.

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.

It is revealed that 58% of the schools providing non-financial motivations to its employees to encourage them for better performance by 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.

B. Infrastructural facilities:

It is observed that pre-primary schools are trying to provide an attractive pre-primary school building with well-equipped infrastructural facilities in order to make the young children interested towards the teaching-learning process. The majority of the pre-primary schools are designing their infrastructural materials in order to develop all the domains of human life -cognitive, affective and psycho-motor to grow up holistically (Chuaungo, 2001).

Observed facilities provided by schools are Child-friendly premises Well-equipped and Interactive classroom: sensory motor materials, play-ground, emergency health facilities, language lab etc (Kurian,2001).

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 (Deka,1982).

It is revealing that finance is one of the major factors which affects in proper implementation of the school plannings. 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 (Mahanta,2002). While another 40% of the schools found who are providing the optimal facilities for the children to grow up holistically. But 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 (Deka, 1982& Jadid, 2014).

5. 3.0 Results of the Objective No-3

The results obtain from the objective no-3 has been discussed based on 3 categories

- i) Administrative problem
- ii) curriculum problem
- iii) Infrastructural problem

5.3.1 The results related to administrative problems faced by the schools are discussed below:

From the study it has been found that the pre-primary school administration faces a variety of problems from school governance, handling the young kids, choosing the right curriculum and recruiting the right teacher for the development of the young kids, fulfilling parents' expectations, etc. (Rahman,2005)

One of the major administerial problems has been found is financial problems. Since the pre-primary education in Assam is under the private sector; apart from the business and organizational schools the majority of the stand-alone schools are facing financial problems; due to the lack of funding agencies or sources schools are unable to provide facilities in a holistic way (Mahanta, 2001).

It has come to know that around 60% of the schools are facing problems in teacher recruitment; the schools are often failing in recruiting well-trained and proficient teachers who can deal with students from the diversified background.

The study revealed 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.

B. Administerial Problem Faced by the parents:

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 been found that around 50% of the parents finding difficulty to visit the schools the main reason for not visiting schools is the language barrier, it has been observed that many of the school's medium of communication is the English language so, parents find difficulties in communications, other reasons are working parents, lack of awareness regarding the importance of engaging in children's early age learning, etc. (Carlson, 2008).

Some of the areas where parents are expecting more improvements are like school timing, implementation strategy of curricular content, school guideline and emergency health facilities (Sahin, Saide & Ozbey, 2011). 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.

C. Curricular problems faced by the parents:

It has been found that around 30% of the parents agree that their children are getting the utmost exposure to develop all the domains 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.

It has been found that majority of the parents around 63% of them have expressed that children are overburdening with the excessive homework. 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 (Masa&Bunijevac,2017) 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 (Sajida, 2016).

It has come to know that around 86% of the parents are finding problem with their children's overweighted school bag. 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 (Chuaungo, 2001 & Nikhla, 2018).

5.3.2 Infrastructural problem

A. 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 (Chuaungo, ,2001) 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 (Rao,2020).

The study reveals that only 52.5% schools having permanent school building, there 42.5% of the schools still struggling to set permanently and majority of the preschools are not in conformity with the desired standards as they do not have well decorated classrooms.

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.

B. Infrastructural problems faced by the parents

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 (Nikhla,2018).

The results of the present objective shows that, there are majority of the pre-primary schools in Assam are still lacking in proper infrastructural facilities (Deka,1982) 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.

Regarding the school play-ground 50% of the parents are found quite unsatisfied. 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. 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 (Topor, Keane, Shelton & Calkins 2010); the majority of the schools are able to fulfil the parent's expectations and there are some schools which are lacking due to the shortage of funds and locations.

5.4 Results obtain from the Objective 4:

For objective -4 the results have been discussed on the basis of recommendations received for strengthening the pre-primary education in Assam. The main recommendations which have been received has discussed below:

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.

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.

Suggestions has been received 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 (NCERT,2015).

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 (NCF,2022).

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.

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 (Majzuba & Salimb, 2011).

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.