The term pre-primary Education is usually understood as relating to a pattern of education imparted through some organised establishments which the children attend prior to their formal schooling.

The importance of pre-primary (preschool) education as a continuing total experience rather than a discrete type of school experience has been recognised throughout the world now-a-days. It is evident from different studies that the period of infancy or the early years of a child's life is the most significant period from the point of health, nutrition, education and the development of his/her personality. It is assumed, therefore, that the greatest benefit can certainly be derived by properly organising preschool education according to the accepted norms. It is with this view that the study has been undertaken to see if the existing organisation of preschool education in the state of Assam is in conformity with these norms and to suggest amendments, if any, for the removal of the defects.
The findings of my investigation have been embodied in the following chapters dealing with several aspects of preschool (preprimary) education to give comprehensive picture of the organisational set up to cover all the normative aspects generally accepted throughout the world.

Referring to the recognition of the rights of the child by the U.N.O., the Chapter I introduces the topic of the study through a discussion on the concept of preschool education on its various aspects on the basis of the findings of scientific studies on child development besides indicating the method followed in the present study.

In chapter II, the existing preprimary institutions of the State have been classified as types on the basis of external and internal organisations.

Chapter III deals with the administration and financing of the preprimary education of the State. Supervision and Inspection of the preprimary institutions constitute the contents of Chapter IV.
The findings of enquiry relating to the activities provided, materials used and the methods followed by the preprimary establishments constitute the Chapter V. The Chapter VI deals with the findings relating to the environmental conditions including the premises, buildings and arrangements for transport and safety of the children.

In Chapter VII, the different courses of training along with the training establishments for preprimary teachers and the status of the preprimary teachers have been discussed.

The Chapter VIII has been devoted to a discussion on the relations of the preprimary establishments with the parents and the community and the different aspects of involvements of the community in preprimary education.

In Chapter IX, the concluding chapter an attempt has been made to project the future of preschool education with suggestions for removing or overcoming the obstacles standing on the way of attaining the goals of preschool education in the state of Assam.
As a teacher in Education and student of Social Sciences, I could perceive clearly the relationships between the conscientious efforts in developing the personality and the social behaviour consequent upon such efforts qualitatively. The findings of modern researches on Child Development have provided sufficient quantitative data on different aspects of these relationships to initiate actions through concrete plans for social developments to achieve pre set goals. This has helped me regarding the faith that it is possible to realise the ideal of social reconstruction through education provided the social components of education could be aligned properly to produce in every individual a sense of belonging to the society and create an urge to learn more and more about anything and to act accordingly for the common good of the society without requiring to sacrifice individual interests. Hence the present study was undertaken for a Degree of Doctor of Philosophy of the University of Gauhati for which I got myself registered with the University on September 1, 1976 (provisional) under the guidance of Dr. V. Venkata Rao, professor emeritus of the University of Gauhati.
I take this opportunity to express humbly my indebtedness and gratitude to Dr. Rao, my guide for the invaluable guidance he has been kind enough to provide ungrudgingly to complete the work.

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The discussions that I had with Dr. (Mrs.) Rajlakshmi Muralidharan, Head, Department of Child Study, NCERT, New Delhi on preschool education vis-a-vis the ICDS Scheme of the Government of India was extremely useful. She had been kind enough to provide me with various documents and papers presented by the eminent personalities in the field in seminars and other planning forums. I shall remain always grateful to her.

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(Gauri Deka)
Cotton College, Gauhati.