CHAPTER-V

FINDINGS, DISCUSSIONS, IMPLICATIONS AND SUGGESTIONS

- Main Findings
- Discussion of the Results
- Educational Implications
- Suggestions for further Researches
CHAPTER V

FINDINGS, DISCUSSIONS, IMPLICATIONS AND SUGGESTIONS

On the basis of the strength of analysis and interpretations, the investigator is in the stage to draw the findings and to have discussion of the obtained results. The present chapter has focused mainly on four aspects such as main findings, discussion of the results, educational implications and suggestions for the further researches. These have been presented below in the same sequence.

- Main findings
- Discussion of the results
- Educational implications
- Suggestions for the further researches

5.1 Main Findings:

On the basis of the analysis and interpretations in the previous chapter the findings have been drawn quantitatively as well as qualitatively. The same have been discussed under following heads.

5.1.1 Findings on the basis of Quantitative Analysis:

Findings related to effectiveness of ECCE programme with that of community participation, teacher involvement and children’s learning assessment have been discussed below.
(A) Findings Related to Effectiveness of ECCE Programme and Community Participation:

(i) Positive and significant relationship was found between the effectiveness of ECCE programme and community participation.

(ii) Significant difference was found between the participation of community members belonging to high and average effective ECCE programme category.

(iii) Significant difference was found between the participation of community members belonging to high and low effective ECCE programme category.

(iv) Significant difference was found between the participation of community members belonging to average and low effective ECCE programme category.

(v) The percentage of community members (42.86%) having high community participation belonging to high effective ECCE programme category is higher as compared to the percentage of community members (35.45%) having high community participation belonging to average effective ECCE programme category.

(vi) The percentage of community members (42.86%) having high community participation belonging to high effective ECCE programme category is higher as compared to the percentage of the community members (17.40%) having high community participation belonging to low effective ECCE programme category.

(vii) The percentage of community members (35.45%) having high community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members (17.40%) having high community participation belonging to low effective ECCE programme category.
(viii) The percentage of community members (44.30%) having average community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members (38.76%) having average community participation belonging to high effective ECCE programme category.

(ix) The percentage of community members (44.30%) having average community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members (30.43%) having average community participation belonging to low effective ECCE programme category.

(x) The percentage of community members (38.76%) having average community participation belonging to high effective ECCE programme category is higher as compared to the percentage of community members (30.43%) having average community participation belonging to low effective ECCE programme category.

(xi) The percentage of community members (52.17%) having low community participation belonging to low effective ECCE programme category is higher as compared to the percentage of community members (18.38%) having low community participation belonging to high effective ECCE programme category.

(xii) The percentage of community members (52.17%) having low community participation belonging to low effective ECCE programme category is higher as compared to the percentage of community members (20.25%) having low community participation belonging to average effective ECCE programme category.

(xiii) The percentage of community members (20.25%) having low community participation belonging to average effective ECCE programme category is higher as compared to the percentage of
community members (18.38%) having low community participation belonging to high effective ECCE programme category.

(B) Findings Related to Effectiveness of ECCE Programme and Teacher Involvement:

(i) Positive and significant relationship was found between the effectiveness ECCE programme and teacher involvement.

(ii) Significant difference was found between the involvement of teachers belonging to high and average effective ECCE programme category.

(iii) Significant difference was found between the involvements of teachers belonging to high and low effective ECCE programme category.

(iv) Significant difference was found between the involvements of teachers belonging to average and low effective ECCE programme category.

(v) The percentage of teachers (79.63%) having high teacher involvement belonging to high effective ECCE programme category is higher as compared to the percentage of teachers (67.50%) having high teacher involvement belonging to average effective ECCE programme category.

(vi) The percentage of teachers (79.63%) having high teacher involvement belonging to high effective ECCE programme category is higher as compared to the percentage of teachers (25%) having high teacher involvement belonging to low effective ECCE programme category.

(vii) The percentage of teachers (67.50%) having high teacher involvement belonging to average effective ECCE programme category is higher as compared to the percentage of teachers (25%) having high teacher involvement belonging to low effective ECCE programme category.

(viii) The percentage of teachers (75%) having low teacher involvement belonging to low effective ECCE programme category is higher as compared to the percentage of teachers (20.37%) having low teacher involvement belonging to high effective ECCE programme category.
(ix) The percentage of teachers (75%) having low teacher involvement belonging to low effective ECCE programme category is higher as compared to the percentage of teachers (32.50%) having low teacher involvement belonging to average effective ECCE programme category.

(xi) The percentage of teachers (32.50%) having low teacher involvement belonging to average effective ECCE programme category is higher as compared to the percentage of teachers (20.37%) having low teacher involvement belonging to high effective ECCE programme category.

(C) Findings Related to Effectiveness of ECCE Programme and Learning Assessment of Children:

(i) Positive and significant relationship was found between the effectiveness of ECCE programme and children's learning assessment.

(ii) Significant difference was found between the learning assessment of children belonging to high and average effective ECCE programme category.

(iii) Significant difference was found between the learning assessments of children belonging high and low effective ECCE programme category.

(iv) Significant difference was found between the learning assessment of children belonging average and low effective ECCE programme category.

(v) The percentage of children (69.53%) having high learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children (38.70%) having high learning assessment belonging average effective ECCE programme category.

(vi) The percentage of children (69.53%) having high learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children (15.15%) having high learning assessment belonging to low effective ECCE programme category.
(vii) The percentage of children (38.70%) having high learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children (15.15%) having high learning assessment belonging to low effective ECCE programme category.

(viii) The percentage of children (49.40%) having average learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children (24.90%) having average learning assessment belonging to high effective ECCE programme category.

(ix) The percentage of children (49.40%) having average learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children (23.23%) having average learning assessment belonging to low effective ECCE programme category.

(x) The percentage of children (24.90%) having average learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children (23.23%) having average learning assessment belonging to low effective ECCE programme category.

(xi) The percentage of children (61.61%) having low learning assessment belonging to low effective ECCE programme category is higher as compared to the percentage of children (5.57%) having low learning assessment belonging to high effective ECCE programme category.

(xii) The percentage of children (61.61%) having low learning assessment belonging to low effective ECCE programme category is higher as compared to the percentage of children (11.90%) having low learning assessment belonging to average effective ECCE programme category.

(xiii) The percentage of children (11.90%) having low learning assessment belonging to average effective ECCE programme category is higher as
compared to the percentage of children (5.57%) having low learning assessment belonging to high effective ECCE programme category.

5.1.2 Findings on the basis of Qualitative Analysis:-

(i) On the basis of qualitative data which were taken from the case studies of two schools having high effective ECCE programme it was found out that when community members participate actively and regularly in the school activities give physical and material support the ECCE programme becomes effective and fruitful. High teacher involvement in the ECCE activities also leads to high effective ECCE programme. Further when children perform better it makes the ECCE programme highly effective.

(ii) On the basis of qualitative data which were taken from the case studies of two schools having high effective ECCE programme it was found out that when community members occasionally participate in the pre-school activities and also when the teachers also show average involvement in the ECCE activities, the ECCE programme becomes average effective. Again when the average learning assessment of children leads to average effective ECCE programme.

(iii) On the basis of qualitative data which were taken from the case studies of two schools having high effective ECCE programme it was found out that when community members have low participation in the pre-school activities, the effectiveness of ECCE programme becomes average. Further low involvement of teachers and low learning assessment of the children lead to low effective ECCE programme.

5.2 Discussion of the Results:-

Results those are obtained both from qualitative and quantitative analysis of the data need to be discussed on the basis of the conceptual frame work that was
formulated in the present study. The conceptual framework includes the effectiveness of ECCE programme and the contribution of community participation, involvement of school teachers and learning assessment of children in making the ECCE programme effective. An attempt was made to see the effectiveness of ECCE programme in relation to community participation, involvement of teachers and children’s learning assessment. Thus the focus is on the discussion of both quantitative and qualitative results relating to each of these aspects, the same have been discussed in the following paragraphs.

5.2.1 Discussion of the Results on the Basis of Quantitative Analysis:-

The results on the basis of quantitative analysis on different heads have been discussed below.

(A) Discussion of the Results Related to Effectiveness of ECCE Programme and Community Participation:

What emerges most noticeably from the results pertaining to the relationship between effectiveness of ECCE programme and community participation is that effectiveness of ECCE programme is found to be positively and significantly related to the community participation. The result of the present study is substantiated by the studies conducted earlier by Sulochana, V. (1998), Suriaknthin, A. & Swaminathan, M. (2000) and Dash, D. (2002).

The results pertaining to the significance of difference showed that the community participation of high effective ECCE programme category differed significantly from the community participation of average effective ECCE programme category. Again the community participation of high effective ECCE programme category differed significantly from the community participation of low effective ECCE programme category. Further the community participation of average effective ECCE programme category differed significantly from the community participation of low effective ECCE programme category. The mean
score of community participation of high effective ECCE programme category is higher as compared to the mean score of community participation of average and low effective ECCE programme category. The mean score of community participation of average effective ECCE programme category is higher as compared to the mean score of community participation of low effective ECCE programme category. The result of the present study is supported by the studies conducted earlier by Sulochna, V. (1998), Suriaknthi, A. & Swaminathan, M. (2000) and Dash, D. (2002).

Further, the results related to percentage it is found that the percentage of community members having high community participation belonging high effective ECCE programme category is higher as compared to the percentage of community members having high community participation belonging to average and low effective ECCE programme category. The percentage of community members having high community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members having high community participation belonging to low effective ECCE programme category. Again the percentage of community members having average community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members having average community participation belonging to high and low effective ECCE programme category. The percentage of community members having average community participation belonging to high effective ECCE programme category is higher as compared to the percentage of community members having average community participation belonging to low effective ECCE programme category. Further, the percentage of community members having low community participation belonging to low effective ECCE programme category is higher as compared to the percentage of community members having low community participation belonging to high and average effective ECCE programme category. The percentage of community members having low
community participation belonging to average effective ECCE programme category is higher as compared to the percentage of community members having low community participation belonging to high effective ECCE programme category.

The findings of the study conducted by Sulochana, V. (1998) partially support the result of the present study. Sulochana, V. conducted an evaluative study to review the scheme of ECCE to enable the government to take a policy decision on the merits of continuation of the scheme during the 9th five year plan. It was revealed that perceptions of mother/guardian of children about the usefulness of ECCE mainly centered around learning and personal cleanliness (27.08%) learning to read and write (31.80%) and preparing the children for primary school (25.46%). Hence, there was an overall positive perception about ECCE and its benefits among the mother/guardians. It was recommended that concerted effort to augment community participation and their contribution in the programme should be taken.

Suriaknthi , A. & Swaminathan, M. (2000) explored the relationship between various component of ECE and other family and socio-economic factors on the learning competencies of children, such as perceptual and motor skills, language and cognitive skill and socio-economic development. Results revealed that four family characteristics i.e. father’s education, mother’s education, father’s occupation and housing quality had a significant positive association with children’s competencies. Good quality of ECE centre helped to promote children’s learning. Dash, D. (2002) conducted a study on school effectiveness at primary level of education in relation to community participation and organization of learning. It was found out that (1) school effectiveness and community participation at primary level of education are essentially related (not independent) both overall and dimension-wise, (2) by and large there is a higher than higher participation by community members of both the more-effective and less effective schools, (3) schools functioning more effective had more community participation
in comparison to those functioning less effective, (4) with respect to community participation in resource mobilization, organising socio-cultural activities and in management of school, there is a higher than average participation by community members of both more effective and less effective school. However, schools functioning more effective have more community participation in comparison to schools functioning less effective. Considering the findings of the present study along with all these studies it can be conducted that community participation is one of the factors which makes the ECCE programme effective.

Considering the findings of the present study with the studies conducted earlier it can be concluded that community participation has positive impact on effectiveness of ECCE programme. Therefore it gives evidence that community participation has influenced the effectiveness of ECCE programme. It might be due to the reason that when community members or the members of PTA in urban areas participate in the school activities at pre-primary level, give physical support, participate in school meetings, sort out the problems underlying, arrange campaigning and awareness programme, motivate illiterate parents and their children towards education, help in increasing enrollment ratio, check the regularity of the school teachers etc. The heads get a great support which is often possible to cover and take care of all these things, the ECCE programme can run smoothly or in other words ECCE programme can become effective. On the other hand where the community members don’t participate in the school activities, they don’t bother about the sort comings of ECCE, they don’t give physical support and don’t interfere in the functioning of ECCE, the running of ECCE programme face a lot of problems which is not possible to be sort out only by the heads and the teachers. Therefore, on the basis of above discussion, it can be concluded that effectiveness of ECCE programme is positively related to community participation.
(B) Discussion of the Results Related to Effectiveness of ECCE Programme and Teacher Involvement:

The extent of relationship between effectiveness of ECCE programme and teacher involvement was examined in the present study. It is found out that effectiveness of ECCE programme and teacher involvement are positively and significantly related to each other. The result of the present study is supported through the findings of the studies conducted earlier by the researchers like Seshamma, N.V. & Karanam, A. (1996) and Kumari, P. & Vankarramaiah, S.R. (1995) and Dash, D. (2002).

The results concerning the difference between the teacher involvement of different categories of effectiveness of ECCE programme reveals that involvement of teachers belonging to high effective ECCE programme category differed significantly from the involvement of teachers belonging to average effective ECCE programme category. Again involvement of teachers belonging to high effective ECCE programme category differed significantly from the involvement of teachers belonging to low effective ECCE programme category. Similarly the involvement of teachers belonging to average effective ECCE programme category differed significantly from the involvement of teachers belonging to low effective ECCE programme category. Further, the mean score of the involvement of teachers of high effective ECCE programme category is higher than the mean score of involvement of teachers belonging to average and low effective ECCE programme category. Again the mean score of involvement of teachers belonging to average effective ECCE programme category is higher than the mean score of the involvement of teachers belonging to low effective ECCE programme category. This result is supported by the results of the previous studies conducted by the Seshamma, N.V. & Karanam, A. (1996), Kumari, P. & Vankarramaiah, S.R.(1995).and Burchinal, Margaret, R. et. al. (2000) and Dash, D. (2002).

Further the results pertaining to the percentage depict that the percentage of teachers having high teacher involvement belonging to high effective ECCE
programme category is higher as compared to the percentage of teacher having high teacher involvement belonging to average effective ECCE programme category. The percentage of teachers having high teacher involvement belong to high effective ECCE programme category is higher as compared to the percentage of teachers having high teacher involvement belonging to low effective ECCE programme category. The percentage of teachers having high teacher involvement belonging to average effective ECCE programme category is higher as compared to the percentage of teachers having high teacher involvement belonging to low effective ECCE programme category. The percentage of teacher having low teacher involvement belonging to low effective ECCE programme category is higher as compared to the percentage of teachers having low teacher involvement belonging to high effective ECCE programme category. The percentage of teachers having low teacher involvement belonging to low effective ECCE programme category is higher as compared to the percentage of teachers having low teacher involvement belonging to average effective ECCE programme category. The percentage of teachers having low teacher involvement belonging to average effective ECCE programme category is higher as compared to the percentage of teachers having low teacher involvement belonging to high effective ECCE programme category. It means that teacher involvement has its impact on the effectiveness of ECCE programme.

Seshamma, N.V. & Karanam, A. (1986) conducted a study on attitudes of pre-school teachers towards pre-school education programme. The study revealed that a majority of the teachers in all set-ups considered play as very essential. Amongst Anganwadi workers, 97 percent teachers accepted play as essential, 80 percent teachers had positive attitude towards water play, sand play, organized play etc. and 93 percent of Anganwadis surveys, 27 emerged as ‘B’ grade and 8 as ‘E’ grade on the basis of the scores on pre-school evaluation scales. Kumari, P. & Vankarramaiah, S.R. (1995) attempted to study the factors influencing job performance of Anganwadis workers in the ICDS programme. The performance of
Anganwadis’ workers was found to be positively co-related to their degree of involvement in the job. All the above studies support indirectly the present study by indicating that teacher involvement has its relation with effectiveness of ECCE programme. But the findings of the study conducted by Dash, (2002) support the findings of the present study directly. He conducted a study on school effectiveness in relation to organization of learning and community participation at primary in Haryana. He tried to find out the difference between more-effective and less-effective schools in physical facilities, HM, teachers’ performance and student’s performance. He found out that (1) in respect of the teachers’ profile, teachers of more-effective schools were comparatively better than the teachers of less-effective schools, (2) teachers of more-effective schools were more encouraging to the students for their active participation in class, for better classroom environment and discipline, but, teachers of both the groups showed similarity on roll calling, asking questions and they handled students properly, if faced some difficulty in the class and (3) teachers of more-effective schools were found better than the teachers of less-effective schools in respect of teaching activity.

The above interpretation gives enough evidence that effectiveness of ECCE programme is positively related with teacher involvement or in other words effectiveness of ECCE programme is influenced by the involvement of teachers. The reason behind this may be when teachers are highly involved, come in contact with the daily activities of the children, guide the children in their action, arranges regular parent teacher meet, discuss the benefits of ECCE and also discuss the constraints before it, give personal attention to the weak children, help the administration whenever necessary, arranges campaigning to meet parents to send their children for pre-school education, make them aware about the benefit of pre-primary education etc. then the ECCE programme can become successful and become effective and can achieve the target. On the other hand when the teachers do not give special attention towards the activities of early childhood care and
education, then the programme likely to be less effective in other words without teacher’s involvement it is very much difficult to make the ECCE programme effective. The above discussion concludes that effectiveness of ECCE programme is positively related to the teacher involvement.

(C) Discussion of the Results Related to Effectiveness of ECCE Programme and Children’s Learning Assessment:

The extent of relationship between effectiveness of ECCE programme and children’s learning assessment was assessed. The result shows that the effectiveness of ECCE programme is positively and significantly related to the learning assessment of children. It means that there exists positive and significant co-relation between the effectiveness of ECCE programme and learning assessment of children. The result of the present study is not unique rather this has been explored by a number of studies conducted earlier by Murlidharan, R. (1974), Murlidharan, R. and Banerji, U. (1974) and Sahni, S. and Agarwal, S. (1986) and Dash, D (2002).

What emerges from the result related to significance of difference reveals that the learning assessment of children of high effective ECCE programme category differed significantly from the learning assessment of children of average effective ECCE programme category. Again the learning assessment of children of high effective ECCE programme category differed significantly from the learning assessment of children of low effective ECCE programme category. Further the learning assessment of children of average effective ECCE programme category differed significantly from the learning assessment of children of low effective ECCE programme category. Again the mean score of the learning assessment of the children of high effective ECCE programme category is higher than the mean score of learning assessment of children of average and low effective ECCE programme category. Similarly the mean score of the learning assessment of the children of average effective ECCE programme is higher than
the mean score of the learning assessment of children of low effective ECCE programme category. It means that learning assessment of children has its impact on the effectiveness of ECCE programme. This result is supported by the results of some previous studies conducted by Murlidharan, R. (1974), Murlidharan, R. and Banerji, U. (1974) and Sahni, S. and Agarwal, S. (1986).

Further, the results related to percentage, it is revealed that the percentage of children having high learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children having high learning assessment belonging to average effective ECCE programme category. The percentage of children having high learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children having high learning assessment belonging to low effective ECCE programme category. The percentage of children having high learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children having high learning assessment belonging to low effective ECCE programme category. Again the percentage of children having average learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children having average learning assessment belonging to high effective ECCE programme category. The percentage of children having average learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of the children having average learning assessment belonging to low effective ECCE programme category. The percentage of children having average learning assessment belonging to high effective ECCE programme category is higher as compared to the percentage of children having average learning assessment belonging to low effective ECCE programme category. Further the percentage of children having low learning assessment belonging to low effective ECCE programme category is higher as compared to the percentage of children having low learning assessment belonging to high effective ECCE
programme category. The percentage of children having low learning assessment belonging to low effective ECCE programme category is higher as compared to the percentage of children having low learning assessment belonging to average effective ECCE programme category. The percentage of children having low learning assessment belonging to average effective ECCE programme category is higher as compared to the percentage of children having low learning assessment belonging to high effective ECCE programme category. It means that learning assessment of children leads to the effectiveness of ECCE programme.

Murlidharan, R. (1974) conducted a study on effect of pre-school education on the language and intellectual development of under privileged children. The findings revealed that the children in the pre-school had done consistently better in all aspects of language development than the children in the primary school. The pre-school was formal to have a much higher score in intellectual development than the primary school group. The differences were found to be highly significant. Sahni, S. and Agarwal, S. (1986) conducted a study on intervention in on going ICDS programme to promote cognitive abilities of pre-schoolers. The findings of the study revealed that there was significant difference between pre and post intervention in the knowledge and skills of Aganwadi workers and also in the cognitive abilities of children before and after intervention. Burchinal, Margaret, R. et. al. (2000) examined the relationship between centre based child care and early cognitive and language development. The results indicated that higher quality child care was related to the higher level of cognitive development, language development and communication skill. Dash, D. (2002) found out that more-effective schools were having physical facilities and were superior in HM and teachers and students performance in comparison to less-effective schools. Considering the findings of the present study with the findings discussed above it can be concluded that learning assessment of children is related to the effectiveness of ECCE programme and vice-versa.
5.2.2 Discussion of the Results on the Basis of Qualitative Analysis:

On the basis of qualitative data which were taken through the case studies of six schools (two schools from high effective ECCE programme category, two schools from average effective ECCE programme category, two schools from low effective ECCE programme category) it was found out that when community members participate actively and regularly in the school activities to run early childhood care and education and the members regularly give physical and material support, discuss the problems and give views and suggestions to run the ECCE programme effectively, the ECCE programme becomes fruitful or in other words ECCE programme becomes effective. Again where the teachers involve themselves in the activities of ECCE programme, they teach the children and help the children to develop their personality, check their class work provide them help and assistance which are to be given to the children, the ECCE programme gets support to work out and becomes effective. Further where children receive what is taught to them and know how to develop their all round personality which is the ultimate goal of education, the ECCE programme becomes effective. Again when the community members occasionally participate in the school activities meant for the pre school children such as give physical support, participate in awareness programme, give financial assistance, regular supervision and attending meeting etc. then the programme can get average effectiveness. When the teachers give average involvement with the activities for the children, sometimes checks the behaviour, interest and adjustment of the children and occasionally interfere with the activities, and some times discuss the problems with the head, the programme became average effective. Similarly when the children have average attendance in the school, and average learning assessment the programme becomes average effective. When the community members have low participation in the ECCE activities, can not devote time, can not arrange awareness programme to motivate the parents and children towards education, and do not discuss the problems understanding in running ECCE programme, then the programme becomes low
effective. Similarly in the case of teachers it has been found out that when teachers show less interest and low involvement with the children and do not check the behaviour and have low involvement in developing their personality then the programme became less effective. Similarly when children achieve low out come and have less attendance in the school, the programme became low effective.

**Conclusion:-** It can be concluded from the above discussion that under different variables that community participation is positively and significantly related to effectiveness of ECCE programme. Where community participation is high the ECCE programme tend to be highly effective and where the community participation is average and low the ECCE programme is average and low respectively. Teacher involvement is also positively and significantly related to effectiveness of ECCE programme. High involvement of teachers lead to high and average effective ECCE programme and low involvement of teachers leads to low effective ECCE programme. In case of learning assessment, learning assessment of children is positively and significantly related to effectiveness of ECCE programme. High learning assessment results high effective ECCE programme where as average and low learning assessment results average and low effective ECCE programme respectively.

Different categories of community participation belonging to different categories of ECCE programme differed significantly from each other. Different groups of teacher involvement belonging to different categories of ECCE programme differed significantly from each other. Different categories of learning assessment of children belonging to different categories of ECCE programme differed significantly from each other.

**5.3 Educational Implications:-**

The most outstanding characteristic of any research is that it contributes something new towards the development of the area concerned. The findings of
the present study raised some significant issues that are beneficial in varied ways. Participation of community members, involvement of school teachers and learning assessment of children are some of the factors which contribute towards making the ECCE programme effective. In the light of the findings of the present study, the study has its implications for the community members, teachers, heads of the ECCE centers and administrators etc.

The study has its implications for the community members. Community members influence the effectiveness of ECCE programme by involving themselves in the activities of ECCE programme. The community members should give their physical presence while needed in performing the activities of ECCE. They should help in providing space for playground for children, in making class rooms and in providing facilities in the schools for both the teachers and students. With the help of school members, the community members can also help in beautifying the campus by plantation which also gives fresh air and cool atmosphere so that the children and the teachers will feel healthy and will be enthusiastic to come to the school.

The community members can give donation whenever necessary to the school for its betterment. They can also involve themselves in celebrating national festivals, in arranging co-curricular activities and exhibitions etc. so that the children can get exposure and the teachers as well as the heads will get a great helping hand to make the ECCE programme effective. The community members can also help in school’s administrative activity like participation in the meeting to discuss the problems faced in running ECCE programme and which are the detours to these road blocks and they should help which they can. They should motivate the parents to send their children for pre-school education. They should also check the regularity of teachers and children in the school.

The study has its implications for the teachers. The teachers can contribute towards the ECCE programme by helping the children in developing the personality. Teachers should develop good personal habits in children like use of
toilets and cleanliness etc. They should develop social behaviour in children and also help the children in their physical development by proper physical exercise and knowledge of sense organs etc. The children should be helped in developing verbal expressions in them like word power, use of full and proper sentence and proper communication skill etc. They should also be developed the concept of colour, shapes, time, physical environment etc. in them.

The teacher should help the heads, parents and community members by providing information about the children. This information should be related to children’s social behaviour at school, their relation with their classmates and teachers etc. and what are problems lying with in these children. Parents should be informed about their children’s habits, likings and strength and weaknesses etc. Teachers should provide guidelines to the parents to help their children in their activities. Teachers should arrange group activities and arrange visits to zoo, museums, gardens and traffic park etc. so that the children can develop their innate qualities. The teacher should be aware about the facilities provided by the government to run ECCE programme. The teachers should equally distribute the books, dress and mid-day-meals provided by the government for the children. All these can contribute towards making the ECCE programme effective.

The present study has its implication for the principals. Principals should increase the involvement of community members and school teachers by formulating VEC/PTA and then by conducting VEC meeting/PTA meeting at a regular interval as per the convenience of the parents, community members and the teachers. The purpose of the meet should be to provide the information about school and children and to develop mutual understanding between the teachers and the community members. The principal should also arrange the meeting with teachers and the community members to discuss the strength and the problems faced in running the ECCE programmes. Allocation of fund and proper space should be arranged by the principals where meetings can be organized conveniently.
The principals should take care of the facilities which are to be provided for running ECCE programmes. When in need the principals should write to the education officer to fulfill their needs. They should check the regularity and punctuality of the teachers and children in the school. They also have to visit the class-rooms. The principals should take care of the class-room environment where the pre-primary children are taught. They should also provide the teaching learning materials as and when required. Allocation of fund should be provided for arranging the visits to the zoo, museums etc. They should also check whether the materials and fund are used properly or not. They have the responsibility to go through the teachers work in covering the syllabus in time. Again the principals should check whether all the developmental aspects are covered in the time table. All these responsibility can contribute to make the ECCE programme effective.

Further, the study has its implications for the administrators. The administrative efforts are required in order to establish resource centers facilitating the efforts of the teachers, principals and community members aimed at promoting areas of involvement to make the ECCE programme effective. Educational organization like NCERT, NIEPA, NIPCCD and international organizations like UNESCO and UNICEF can help in the development of resource materials related to guide lines for principals, teachers and community members suggesting them the areas of their involvement in ECCE activities.

5.4 Suggestions for Further Researches:

Generally one of the outcomes of conducting any research study is to generate avenues for further research. In the light of the present study and the valuable experiences gained by conducting this investigation, some related problems that can be taken for further researches are stated as follow.

➢ The sample of present study was taken from community members, teachers, children and heads of ECCE of west zone of Delhi. The same study can be undertaken on a larger population drawn from the total National Capital
 Territory of Delhi and on a longitudinal basis, so that more generalisable findings can be obtained.

- The present study was conducted by taking sample from urban areas only. To have a better and wider perspective, a comparative study can be conducted by taking sample from both urban and rural areas.

- Further studies can be conducted to find out the extent of influence of factors like involvement of parents, educational back ground of teachers and heads etc. on ECCE programme.

- Present study was conducted to see the relationship between effectiveness of ECCE programme and community participation, effectiveness of ECCE programme and teacher involvement, effectiveness of ECCE programme and children’s learning assessment independently. Further study can be conducted to see interactional effects of community participation, teachers involvement and learning assessment of children on effectiveness of ECCE programme.

- Present study was conducted on the effectiveness ECCE programmes run in MCD and private schools only. Further studies can be conducted on the effectiveness of ECCE programme run by NDMC schools and ECCE centers run by Balwadis and Anganwadis.

- ECCE programme, in the present study, was taken as dependent variable further studies can be conducted by taking the ECCE programme as independent variable and its impact on learning assessment of behaviour modification, adjustment and motivation etc.

- An evaluative study can be conducted to see the effectiveness of ECCE programme.

- A comparative study of ECCE programme run by MCD, NDMC, Private Schools, Balwadis and Anganwadis can be conducted.