CHAPTER-V

MAJOR FINDINGS AND DISCUSSIONS

5.0 Introduction:

The objectives of the present study was to find out mainly whether Pre-School education programme was really contributing to the Socio-Emotional developments of children attending Pre-Schools whether private or government. Therefore, it necessitates the study of objectives, daily activities and programmes, teaching methods, teaching aids and learning materials, curriculum and problems of teachers and analyse whether these are bringing about developments in Socio-Emotional aspects of the Child. And the present study reveals that indeed it is impacting the children although the facilities are poor and the problems of faculty and schools are many.

In the previous chapter, the analysis and interpretation of the data was given with reference to these objectives of the present study. An attempt was made to discuss the possible significance of these findings. This is important because it gives meaning to the data to be made ready for use by anyone.

The findings of this study will help the teachers, parents, and policy makers like government, child specialists and educationists to change reform and implement new principles which will again help the child for further developments and open new areas for research. The present findings are discussed in accordance with the objectives of the study as shown below:

5.1 Findings of the study regarding the objectives of Pre-Schools and Anganwadi Centres in Ukhrul District.

In order to find out the objectives of Pre-Schools in Ukhrul District, the investigator identified major developmental areas under different objectives - Physical, Mental, Social, Emotional, Moral, Language, Creativity, Aesthetic Development and Development of Healthy habits, health and Nutrition. This is uniquely relevant to early childhood education since these objectives are interconnected for development of young children, making it difficult to address one without focusing on another. These objectives are:
Physical development: The finding reveals that objective for physical development was one important objective for Pre School in Ukhrul District. However, there was a difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for physical development objectives. In the case of Pre-Schools, Sensory-Motor co-ordination was the most adopted area for physical objectives although varying small percentages were also allotted to other areas such as development of healthy personal habits and hygiene and development of basic skills necessary for dressing, eating, cleaning etc. On the contrary, Anganwadi Centres adopted mostly the combination of all areas- development of Sensory –motor co-ordination, development of healthy personal habits and hygiene and development of basic skills necessary for dressing, eating, cleaning etc. This shows that Anganwadi Centres are more concerned about physical development than Pre-Schools.

Mental development: Mental development was also another important objective for Preschool. There was a difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for mental development objectives. In the case of Pre-Schools the highest objectives adopted were development of basic number concept and alphabets although in varying small percentages were also allotted to other objectives such as development of memory power, reasoning and problem solving skills. This shows that half of the teachers in schools were giving importance to teaching 3R’s early in life. On the contrary, Anganwadi Centres adopted mostly a combination of basic number and alphabet concepts, development of number, alphabet, memory power, reasoning and problem solving skills for mental development. Anganwadi Centres seem to be more concerned about holistic growth of the child. This is in agreement with studies made by other researchers also showed emphasis on formal learning and number and alphabets. Singh et al (1978) made a study on “Balwadis in India-An Evaluation Study” and the findings showed that in CSWB Balwadis, learning was formal, with emphasis on acquisition and memorization of the alphabet, numbers and nursery rhymes, emphasis on developing the creative faculty were rare.

Social development: It was found that adoption of objectives for social development was similar between Pre-Schools and Anganwadi Centres in Ukhrul District. In the case of both Pre-Schools and Anganwadi Centres a combination of development of desirable social manners like wishing others, saying please, thank you, sorry, Respect for rights and possessions of others and Participation in group activities were adopted for Social
development. This shows that an excellent contribution of Pre-Schools and Anganwadi Centres were possible in bringing desirable social development in young children due to their right adoption of objectives.

**Emotional development:** It was found that adoption of objectives for Emotional development was similar although in different degree of percentages between Pre-Schools and Anganwadi Centres in Ukhrul District. Pre-Schools and Anganwadi Centres both adopted a combination of an ability to express pleasant emotions like love and affection to friends and teachers, ability to express his feelings in fluent, correct and clear speech and ability to control unpleasant emotions for emotional development. This clearly shows that plans for desirable emotional developments are taking place in Pre-Schools and Centres.

**Language development:** It was found that a contrasting adoption of objectives for Language development exists between Pre-Schools and Anganwadi Centres in Ukhrul District. In the case of Pre-Schools a moderate percentage adopted development of reading and writing readiness and although varying small percentages were also allotted to other objectives such as listening skills and verbal expression skills for Language development. At almost the same percentage Anganwadi Centres adopted a combination of development of reading and writing readiness, listening skills and verbal expression skills for Language development.

**Creativity development:** Creativity development was one important objective for both categories but there was a difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for Creativity development objectives. In the case of Pre-Schools only few of them adopted provision of freedom for children to express their creativity, provision of experiences for creative play and activities and development of senses. On the contrary, Anganwadi Centres adopted in high percentage a combination of provision of freedom and experiences for creative play and activities along with development of senses. This shows that not much effort is being made in Pre-Schools to bring about creativity development in young children as compared to Anganwadi Centres.

**Aesthetic development:** Aesthetic development was also important objective for both categories. There was difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for Aesthetic development objectives. In the case of Pre-Schools only few adopted observing and loving nature as objective
although varying small percentages are also allotted to other objectives such as appreciating beauty and participating in artistic activities. On the contrary, Anganwadi Centres adopted in moderate percent a combination of all the three objectives such as providing opportunities to observe nature, appreciate beauty and participate in artistic activities as the main objectives for Aesthetic Development.

**Moral development:** There was a difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for Moral development objectives. In the case of Pre-Schools highest percentage adopted a combination of all the three developmental areas - good moral conduct, obedience to teachers and elders and love and respect for other people as the objectives to bring Moral Development. On the other hand, moderate percentage of Anganwadi Centres adopted a combination of two developmental areas - good moral conduct along with obedience to teachers and elders as the objectives for Moral Development. This finding shows that pre-Schools and their teachers were giving more importance to moral development in young children than Anganwadi Workers.

**Healthy habits development:** There was a similarity of opinion but difference in degree regarding adoption of various developmental areas for Healthy habits between Pre-Schools and Anganwadi Centres. Pre-Schools and Anganwadi Centres both adopted a combination of all three developmental areas -Washing hands before and after meals, washing hands after using the toilet and throwing wastes in dustbins as the main areas for developing Healthy Habits. From the findings, it can be seen that Anganwadi Centres were adopting objectives in higher percentage. The reason may be because these Centres gave more emphasis on personal health and nutritional status of the child. Similar findings were made by Obeng (2008) on “Personal cleanliness Activities in Preschool Classrooms” The results of the study indicated that the most incorporated activities were hand- washing, proper ways of coughing and discussion on germs.

**Health and Nutrition development:** Again Health and Nutrition development as also important objective for both categories. But there was difference of opinions between Pre-Schools and Anganwadi Centres regarding the adoption of various developmental areas for health and Nutritional objectives. In the case of Pre-Schools high percentage of them mentioned that they did not adopt any of the objectives mentioned above although small
percentages were allotted independently to areas like- Immunisation, Health check up, Mid-Day meal and educating mothers about health and nutrition whereas majority of Anganwadi Centres adopted a combination of all the four areas- Immunisation, Health check up, Mid-Day meal and educating mothers about health and nutrition. It was found that most of the Pre-Schools could not adopt the above areas like Anganwadi Centres because it involved the professionals and governmental intervention. This is difficult as most of the Pre-Schools are run by private enterprise. This finding was in line with the finding of Sood, Neelam. (1992) who carried out a study on “Pre-school education in the ICDS: An appraisal” whose study reveals that the exposure to ICDS raised the level of mother’s awareness about the value of pre-school education and the nutritional needs of their children.

**Literary development:** It was found that literary development formed a very important objective too. Quite a number of Pre-Schools in Ukhrul adopted various developmental areas such as holistic education by imparting in the child self-reliance, virtue, discipline and good character formation through religious and moral instruction, to develop listening and expression skills and enrich vocabulary and to impart basic method of sensory learning and to stimulate early mental foundation. In a little lower percentage the followings were adopted: To develop emotional restraint and expression, to prepare the child for life, to learn basic alphabets and numbers, to impart the joy of Learning, to develop social manners and get along with friends and teachers.

5.2 **Findings of the study regarding the daily activities and learning programmes conducted in Pre-Schools and Anganwadi Centres of Ukhrul District.**

As a result of this study it was found that both Pre-Schools and Anganwadi Centres organised several activities and learning programmes to bring wholesome development in the child.

**Learning Programmes and Daily Activities:** It was found that majority of both Pre-Schools and Anganwadi Workers conducted the following learning Programs and daily activities such as reception of Children, Prayer, Attendance, Free outdoor play, Indoor activities like role play, drawing, Outdoor activities like group play, sand and water play, Group games, Wash up, Lunch, Toilet, Music, Action Songs, Read picture books, Rhymes and Storytelling which bring about overall development in children. It was found that the learning and daily activities were quite comprehensive and balanced.
Other Learning Programmes and Daily Activities followed: It was found that Pre-Schools and Anganwadi Centres incorporated other activities and daily programmes like Conversation, Reading and writing 123, ABC and Sleep time. It was also found that many Pre-Schools and Anganwadi Centres supported formal writing as important learning Programmes. This finding corresponds with the findings by NIPCCD(1980) which made a study on “Pre-School Education in the ICDS: An Impact Study” It was found that the teaching of the alphabet, numbers and singing action songs were the primary activity of the Anganwadi. Socialization of children i.e. teaching them to sit properly in place etc. was among the expectations of parents from the Anganwadis.

Timing for commencement of class: It was found that majority of Pre-schools started their class at 9.00 am and majority of the Centres started the class at 6.30am. The difference in starting the class may be due to the fact that most of the Pre-School sections are attached to elementary or secondary schools were more formal and started the same time along with them whereas in the case of Anganwadi Centres, it depends on the conveniences of workers and functionaries of ICDS who decided the morning timing and the need to adjust the timing with other class did not arise as it is not attached to any other class.

Timing for closing of class: It was found that a slight majority of Pre-Schools closed their classes at 12.00 noon and Anganwadi Centres closed the class at 11.00 am. It means that there is a difference of class closing between Pre-Schools and Anganwadi Centres. Furthermore, as there was a difference in the start of classes there was also a difference in closing amongst Pre-Schools and Anganwadi Centres.

Learning Programmes and Daily Activities for Social Development: It was found that the highest percentage of Pre-Schools organised “Musical Chair” and Anganwadi Centres opted for “let’s become elephants” for social development. Probably the above mentioned activities were taken up because it involved a group of children to play together and learn how to co-operate, respect other’s decision, get along with others to achieve group goal, wait for one’s own turn etc which are all required for social development.

Learning Programmes and Daily Activities for Physical and Motor Development: It was found that most of the Pre-Schools played with balls and Anganwadi Centres organised a combination of all the four activities such as cutting and pasting paper and leaves, playing with balls, Race or run to colours and Local games like Saotheila for Physical
and motor development. Since Pre-Schools followed a more formal setting, it had less time for activities as compared to Anganwadi centres.

**Learning Programmes and Daily Activities for Language Development:** It was found that small percentage of Pre-Schools and Anganwadi Centres both showed an organisation of a combination of all the four activities such as Dramatics, Storytelling, Conversation, Story discussion and interpreting pictures to bring language development. However, it was found out that more than half allotted to other activities independently in varying percentages by Pre-Schools and Anganwadi Centres according to their preferences or importance to bring about Language development. This finding is similar to the study conducted by Muralidharan and Kaur “The Impact of an intervention programme on the language and cognitive development of pre-school children from tribal and urban slum areas” The findings emerged that no matter how disadvantaged the children were, well planned early childhood education strategies did make an impact and foster the development of children.

**Learning Programmes and Daily Activities for Creativity Development:** It was found that small percentages of Pre-Schools and Anganwadi Centres both organised a combination of all the four activities such as Toy making out of waste materials, Clay modelling, Making figures and pasting materials within it, drawing and painting to bring about creativity development. It shows that most of the Pre-Schools and Anganwadi Centres were interested in those activities collectively to bring Creativity development in children. However, it was found that more than half allotted also to activities independently in varying percentages by Pre-Schools and Anganwadi Centres according to their preferences or in accordance to their importance to bring about Creativity development.

**Learning Programmes and Daily Activities for Mental Development:** The finding shows that small percentage of Anganwadi Centres organised a combination of all the four activities such as Play games like “Run to Shapes”, what is missing? Pairing activity, Identifying colours and size as against small percentage of Pre-Schools adopting game like “Run to Shapes” for mental development. However, it can be seen that more than half a percentage also allotted to activities independently or a combination of one or two in varying percentages by Pre-Schools and Anganwadi Centres according to their preferences or importance to bring about mental development. The findings showed similar result with
Agarwal (1986) who carried out “A study of an intervention in on-going ICDS Programme to promote cognitive abilities of pre-schoolers”. The result showed that there was a significant difference in the cognitive abilities of children before and after intervention.

Learning Programmes and Daily Activities for Aesthetic Development: The finding shows that a small percentage of Pre-Schools organised a combination of activities like nature study, listen to sounds of different objects, visits to exhibition, observing different flowers and plants whereas in the case of Anganwadi Centres a little higher percentage was reported observing different flowers and plants for Aesthetic development. Although activities were employed to bring Aesthetic development in young children, majority of Pre-Schools and Anganwadi Centres did not show much effort for optimal development.

Learning Programmes and Daily Activities for Emotional Development: It was found that only a moderate percentages of Pre-Schools and Anganwadi Centres both mentioned bonding naturally with friends as the main source of emotional development. Bonding with friends was important because emotion is about empathy, love, concern etc for fellow friends which can be developed mostly through human interaction. However, it was also seen that percentages were allotted to activities such as Dance and Music independently or a combination of one or two in varying percentages by Pre-Schools and Anganwadi Centres according to their preferences or which they think are important to bring about Social development.

Learning Programmes and Daily Activities for Practical life skills Development: It was found that only small percentage of Pre-Schools practiced keeping toys in its place for developing practical life skills as against majority of Anganwadi Centres organising a combination of all activities such as clearing the playroom, grooming oneself and keeping toys in its place. When compared between the Pre-Schools and Anganwadi Centres, more Anganwadi Centres were seen adopting a comprehensive practical life activity than Pre-Schools. But when compared between percentages allotted to every activity, Pre-Schools were seen more comprehensive than Anganwadi Centres.

Learning Programmes and Daily Activities for Sound Discrimination Development: It was found that a higher percentage of Anganwadi Centres made their children listen to the sound of musical instruments as against small percentage of Pre-Schools adopting singing to promote sound discrimination development. This is very important
because discriminating different sounds makes children sharp mentally and develops a habit of compare and contrast.

5.3 Findings of the study on teaching methods followed by Pre-Schools in Ukhrul District.

Teaching Methods used by both Pre-Schools and Anganwadi Workers: It was found that majority of Pre-School Teachers and Anganwadi Workers both used Storytelling, Free conversation, play way, method, lecture method, demonstration, drama and skit, nature walk, role play, action, songs and group games as teaching methods to teach and develop children. Varieties of teaching methods were employed in order to cater to the different needs of children for effective learning. Syiem (2007) also carried out an “Analytical study on the functioning of the schools catering to Early Childhood Education in greater Shillong”. She found out that the development of cognitive faculty, play-way method practised in school helps children to understand human feelings. It creates interest for the pupils to go to school, become active in playing, singing, reading etc. Different pictorial charts helped stimulates children’s mind to learn through motivational skills. Most of the teachers adopted the teaching and storytelling in combination with other methods.

Teaching Methods chosen by Pre-Schools and Anganwadi Workers: It was found that majority of Pre-School teachers and moderate percentage of Anganwadi Workers chose their own teaching methods. It means that there were a huge number of teachers specially Anganwadi Workers and comparatively smaller Pre-School teachers who did not have the liberty of choosing their own teaching methods and that some other personnel were involved.

Teaching Methods chosen by other personnel besides Pre-Schools and Anganwadi Workers: The finding shows that small percentage of Pre-Schools reported choosing teaching methods along with Headmaster and Principal. Similarly, majority of Anganwadi Workers also chose teaching methods along with the Supervisors. It indicates that many people consulted each other in order to bring effective learning.

Medium of instructions used by Pre-School teachers and Anganwadi Workers: It was found that majority of Pre-School teachers used both Tangkhul and English languages as medium of instruction. On the contrary, Anganwadi Workers reported using only Tangkhul language as their medium of instruction. However, the percentage of workers using only
Tangkhul is very low, which means that the greater percentages of teachers may be using a combination of Tangkhul, English and village dialect.

5.4 Findings of the study on the types of Teaching aids and play materials used in Pre-Schools of Ukhrul District.

Teaching aids used in Pre-Schools and Anganwadi Centres: It was found that Pre-Schools and Anganwadi workers both used teaching aids such as Maps, Posters, Photographs, Blackboards, Picture books, Alphabet cards, Picture cards, Picture books, Seeds and Pebbles to help children learn better. Teaching aids such as Flannel boards, whiteboards, coloured chalks, Flash cards, vocabulary cards, Soft Pea, Coloured wooden balls, Wooden cubes and cylinder, Coloured wooden squares, Building blocks, Beads and buttons were not adopted significantly.

Teaching aids made by teachers from the community resources: It was found that majority of Pre-Schools and smaller percentage of Anganwadi workers both made and used mostly Charts of animals, flowers, insects drawn by the Teacher. Since most of the Pre-School teachers and Anganwadi Workers could not avail grants for teaching aids regularly, they took the matter into their own hands and made easy but purposeful teaching aids to help the child grasp the concept through concrete pictures. Besides the ones mentioned, other teaching aids such as bamboo Abacus, charts of animals, flowers, insects drawn by the teacher, clay toys for storytelling, egg shells for craft and drawing and natural stones, leaves etc were also made and used.

Availability of play equipments for outdoor activities: The findings show that majority of Pre-Schools and Anganwadi Centres gave no responses on the use of outdoor equipments. However, small percentages were allotted to either a single or a combination of two or more outdoor equipments such as Swing, See-Saw, Merry-go-round and Slide. This implies that there exists few play materials in Pre-Schools and Anganwadi Centres for outdoor activities.

Availability of play and learning materials for Social Development: The findings show that moderate percentages of Pre-Schools and Anganwadi Centres gave no response on play materials for social development. However, small number were allotted at varying percentages either on a single or a combination of two or more play materials such as different costumes for role play, Doll’s house and Puppets for social development. This
implies that there exists few play materials in Pre-Schools and Anganwadi Centres for Social development.

**Availability of play and learning materials for physical and motor Development:**
The findings show that some Pre-Schools and Anganwadi Centres have a combination of all the materials such as Clay, Tyre, balls, rings, rope for Tug of War and local game like Saotheila as play materials for physical and motor development. Some Pre-Schools and Anganwadi Centres did not respond as to whether they had play materials for physical and motor development. This may be due to unavailability of play materials for physical and motor development.

**Availability of play and learning materials for Language Development:**
It was found that majority of Pre-Schools and Anganwadi Centres used a combination of Story books, Puppets and vocabulary cards for language development. However, small number were also allotted at varying percentages either on a single or a combination of two or more play materials for language development. It means most of the Pre-Schools and Anganwadi Centres are concerned to bring about language development. It corresponds to the study made by Mandke, Sandhya (1989) on “A study to determine the effects of exposure to pre-school education on the learning abilities of pre-school children”. The major findings were that non-school going children did require varied language experiences though they were not poor in all aspects of language development. Similarly, non-school going children definitely needed preparation to learn the formal school tasks.

**Availability of play and learning materials for Creativity Development:**
It was found that a number of Pre-Schools used a combination of Scissors, Paper, Sketch pen and pencil whereas Anganwadi Centres had and used a combination of Scissors, Paper, Sketch pen, pencil and waste materials like bottles, Shells, matchboxes, tea packets etc for creativity development. The rests were allotted at varying percentages either on a single or a combination of two or more play materials for Creativity development.

**Availability of play and learning materials for Mental Development:**
The finding shows that almost half of Pre-Schools and Anganwadi Centres both used a combination of Picture Cards, Stones, marbles and balls for mental development. However, varying small percentages were allotted either on a single or a combination of two or more play materials such as different wooden geometrical shapes, Picture Cards and Stones, marbles, balls for
mental development. However, it was found that only few Anganwadi Centres have wooden geometrical shapes and none from Pre-Schools to help young children for mental development. Jachuck (1990) also studied on “Socio-economic status and time related effects of pre-school education on cognitive abilities”. The study attempts to answer the question whether pre-school programmes had equal impact on the cognitive abilities of children. The study revealed that age and pre-school education were found to have a significant effect upon cognitive abilities.

**Availability of play and learning materials for Aesthetic appreciation Development**: It was found that a low percentage of Pre-Schools used musical instruments and nature study to develop Aesthetic appreciation. On the other hand, a moderate percentage of Anganwadi Centres used a combination of Pictures of flowers, birds and animals, and nature study for Aesthetic development in children. However, small varying percentages were also allotted either on a single or a combination of two or more play materials such as Musical instrument, Pictures of flowers, birds and animals, and nature for Aesthetic development.

**Availability of play materials for Emotional Development**: It was found that moderate percentage of Pre-Schools has soft toys of pet animals and musical instruments for emotional development whereas low percentage of Anganwadi Centres had a combination of soft toys of pet animals and songs for emotional development. It was found that in both Pre-Schools and Anganwadi Centres, soft toys were used followed by musical instruments and songs to promote emotional development.

**Availability of play materials for practical life activities**: It was found that majority of Pre-Schools and Anganwadi Centres used a combination of all the three play materials such as Plates, Broom and Vegetables. However, small percentages were allotted to either a single or a combination of two or more play materials. Learning to use brooms, plates and chopping and cleaning vegetables helps children develop skills for practical life.

**Availability of play materials for sound discrimination**: It was found that low percentage of Pre-Schools made use of a combination of musical instruments, sounds of different objects, sounds of birds and sounds of different objects to help children learn sound discrimination whereas low percentage of Anganwadi Centres made use of a combination of sounds of birds and sounds of different objects to sharpen children’s mind to various sounds
on Earth. This plays an important role because it trains the Ears of children to identify, recognise and differentiate different sounds.

**Indoor and outdoor play activities are assisted by Teachers/ Anganwadi workers:**

The findings show that all teachers of both Pre-Schools and Anganwadi workers reported assisting children in indoor activities whereas in the case of outdoor activities, almost all teachers of both Pre-Schools and Anganwadi Workers admitted assisting children. This may be due to the fact that not all outdoor activities were structured and it involved free play outside as against indoor activities.

**Pre-School/Centre’s campus available is adequate for free Child’s play:** It was found that majority of both Pre-Schools and Anganwadi workers answered that the Pre-Schools and Anganwadi Centre’s campus available were not sufficient for free child’s play. There is no doubt about it because even the institute were located in congested area and most of the Anganwadi programmes were held in the worker’s house.

### 5.5 Socio-Emotional Development of Pre-School Children in Ukhrul District

Since the primary focus of this study is to find out the Socio-Emotional Development of the Pre School Children as such the investigator had taken great care to get the views of the teachers, parents. She also personally observed the classrooms of Pre-schools and Anganwadi Centres and identified classroom activities in early childhood settings. Teachers and parents were asked to report about children about the transition from home to Pre-School. To find out the socio-emotional development of children the findings from teachers, parents were elicited supplemented by self observation and presented separately. For teachers it was done through questionnaire from entry to terminal behaviour and parents through interview about the transition from home to Pre-School which had brought about changes in behaviour of children. Observation was done by the investigator to note the Socio-Emotional development of the children. The findings show the great difference between the Entry behaviour and the Terminal Behaviour of children. The findings are arranged and presented in two developmental areas namely the Social and Emotional Developments. These are given below:

#### 5.5.1 Social Development of children:

**Teachers:** Teachers were asked to report about children when children first attended Pre-Schools in the beginning and at the end of the session. It was found that there was a great
difference from entry to terminal behaviour. Majority of the children only sometimes greeted teachers and friends willingly because they had not learnt to socialise fully. It was also found that many children sometimes say sorry when committed a mistake; Sometimes say please when asking for something; Sometimes say thank you at the right time; Sometimes smile openly; sometimes talks politely and Sometimes shake hands because social manners could not be learnt fully at home as in huge group of children in school. Children were also found to play mostly alone and sometimes with the whole group which is a sign of partial development. Moreover, children were found to be unfriendly and reluctant to participate in group games and activities in the beginning. Therefore, they were found to lack initiative in leading group and communicating freely. Since, they were not used to having many friends at home; children were found not enjoying hugging, singing and dancing together; laughing with friends or expressing love and liking to friends much; Never approve teacher giving attention to other children; Always demand the same attention which teachers gave to others for themselves; Sometimes follow the instructions of teachers which prove that desirable social behaviour are yet to be learnt. However, by the end of the session, all the undesirable social behaviour were reduced to a negligible percentage because they have learnt to socialise with family members, teachers and friends in both the categories that is children from Pre-schools attached to primary schools and Anganwadi centres. This shows that almost all students had learnt to be friendly with everyone by the end of Pre-School programme that almost all students had learnt to participate more in group games and activities and not isolated from friends. The finding shows that children were sociable in nature after attending Pre-school and by the end of Pre-School programme, desirable social behaviours had been inculcated which indicate that Pre-School education contributes significantly to the social development of children.

Parents: The same results were also seen from the reports of Parents. The findings from parents shows that children were close with their siblings; mixed easily in a group of people; were happier after having Pre-School experience; more agreeable after having Pre-School experience; children cried less and more affectionate after having Pre-School experience; Obviously children have learnt social manners and emotional control. Attending Pre-School made children more empathic and enjoy other people’s company, singing and dancing together which is similar with the findings of Yin and Ebbeck(2009) who made a study on “Children’s Preferences for Group Musical Activities in Child Care Centres: A cross cultural study” This paper reports on a cross cultural research study of children’s
preferences for group musical activities in child care centres. Result showed that
dancing/moving was child’s most preferred musical activity in centres. Significant
differences were found between children’s cultural contexts and their preferences for three
activities(1) singing(2) listening and (3) playing instruments. Qualitative data further revealed
the social phenomena of these two cultural contexts which influenced children’s preferences.
Implications for the curriculum planning of early childhood music education arising from
these findings are discussed.

The finding also shows the responses of parents that their children became more
expressive of feelings verbally after attending Pre-School. The finding shows the responses of
parents that their children followed the instructions of parents more after having Pre-school
experience. The findings showed the responses of parents that children were friendlier with
everyone after attending Pre-School. Obviously children had learnt how to get along with
others. The finding shows the responses of parents that their children after attending Pre-
school has helped children’s social manner to improve. The finding shows the responses of
parents that their children communicated more to family after attending Pre-school experience.
Similarly

Children’s play preference changed after attending Pre-School. This shows the highest
forms of socialisation were taking place which was learning to get along with anyone.

5.5.2 Emotional Development: Teachers

This is true with the emotional development of children where teachers reported that
there had been a tremendous change in the children’s behaviour from entry to terminal
behaviour. It was found that when children first attended Pre-Schools in the beginning of the
session majority of them were extreme shy which was an indicator of emotional problem. It
took time for them to overcome extreme shyness and keeping calm and in control over their
emotions. Children’s relationship with each other was average. The finding shows that
children in majority of the Pre-Schools displayed less emotional control and more anxious;
Cried on arrival to school; Children wanted to sit close to the teacher, displayed Temper
tantrum, Thumb sucking habit, Nail biting habit in the class; Children spitting at people,
Children saying “No” to everything, Made face at others when angry, cried when scared,
fought with others, withdrew from friends and teachers; Urinated at inappropriate place and
time, Too active affecting the concentration of children. The findings show Pre-School
Children who complained of others taking their belongings between the 1st and 2nd half of the year, Anganwadi Children who complained of others taking their belongings between the 1st and 2nd half of the year. The finding shows that children displayed a different degree of attention in the class children. It shows that the higher percentage of Pre-Schools has children whose attention was good but in the case of Anganwadi Centres it was reported that there was Average attention in the class. The findings of this study is also in line with the work of Onchwari and Keengwe(2011) who made a study on “Examining the Relationship of Children’s Behaviour to Emotion Regulation Ability”. This study investigated the relationship between children’s ability to regulate emotions and display of appropriate behaviour in social settings. Results indicate the importance of emotions in relation to child’s well being and academic achievement.

However, by the end of the session, the finding shows that children in majority displayed a remarkable peaceful relationship with each other. The finding shows that majority of children did not cry anymore on arriving school. This means that Pre-School programme had really helped them to control and express emotions in proper channel. The finding also shows that children in majority did not urinate at inappropriate place at school. The finding also shows that children in majority were not hyperactive. This means that Pre-School programme had really helped them to control and express emotions and channelized through proper channel. The finding shows that children in majority did not fight frequently. Similarly, the finding shows that children in majority did not suck thumb which show they were not scared or were more confident in the classroom. This may be because children had learnt social manners and emotional control by the end of the session. Gormley and Phillips (2009) also made a study on “Social Emotional effects of Early Childhood Education Programs in Tulsa” and conclude that high quality Pre- School programs can enhance Social- Emotional development, perhaps specially in domains of behaviour that affect the Child’s attentiveness and engagement in learning.

The finding shows that children in majority of children did not bite their nails in the class. This may be because children had learnt social manners and emotional control by the end of the session. Temper tantrum as an indicator of emotional problem: The finding shows that children in majority did not throw temper tantrums when angry or desperate. The finding also shows that children learnt to stand in queue; more responsible in their work and were sociable in nature. It was revealed that children in majority did not show extreme shyness in
any class room situation. This proved that children had learnt socialisation and emotional self-control by the end of the session.

Parents: Teachers were asked to report about children when they first attended Pre-Schools in the beginning and at the end of the session. It was found that there was a great difference in their entry and terminal behaviours. When children first attended Pre-Schools in the beginning of the session majority of them disapproved teacher’s attention to others and children demanded the same attention for themselves. The parents’ finding shows that their children cried on the first few days of attending Pre-School / Anganwadi Centres; children continued crying in the following months; the finding shows that their children continued crying till the first month only. The finding shows that their children were very demanding of Parent’s attention.

However, the finding shows that at the end of the session, their children were not extremely shy; the finding shows that Pre-School experience had helped in overcoming extreme shyness. This shows the great contribution made by Pre-School programme towards emotional development. The finding shows that Pre-school experience had helped in bringing the child and his siblings closer, children’s demand for parental attention were less after Pre-School experience compared to the children’s demand for parental attention before Pre-School experience.

The finding shows that their children did not throw temper tantrums frequently and had mixed with a group of people freely. The finding shows that children were happier after having Pre-School experience. They were more agreeable after having Pre-School experience; and the children cried less after having Pre-School experience. Obviously children had learnt social manners and emotional control. This finding shows that children became more affectionate after having Pre-School experience. Attending Pre-School made children more empathic and enjoy other people’s company. Obviously children had learnt social manners and emotional control. This finding is similar to the findings of Bagai (1988) on “Adult-child interaction in three communities: Implications for children’s growth-cognitive and social development” the result of which showed that there was a positive relationship between provision of play materials and the child’s measured social maturity and intelligence Quotient.
After having Pre-School experience, the finding shows that children were more affectionate, friendlier with everyone; made children more empathic and enjoyed other people’s company. The finding also shows that after attending Pre-School children became more expressive of feelings verbally, followed the instructions of parents better. Further, the finding shows that parents reported that their children communicated more to family; they knew their children’s play preference. The children become more socialised, more cooperative after attending Pre-School. Similarly, they shared more toys and snacks and their children showed leadership quality after attending Pre-School. Similarly, after Pre-school experience, the findings shows that Pre-school had made their children more respectful of other’s rights and properties and were sympathetic to others.

5.5.3 Observation by the Investigator

The Investigator herself visited Pre-Schools and Anganwadi Centres to observe whether Pre-School programme had really contributed to the Socio-Emotional development of children. It was found that children’s behaviour really improved after being exposed to Pre-School programme. This was confirmed from parents whose response also showed a positive impact. The investigator classified her findings of observation as below:

The investigator observed that in the area of relationship, children had an Average affection about each other and even majority of parents reported that children became more affectionate and closer with siblings after attending Pre-School programme. The investigator also observed that Teacher-Pupil relationship was good and average in the case of Pre-School and ICDS respectively. The investigator saw children communicated well with teachers which were also confirmed by teachers. Parents too observed that children communicated more with families after attending class. Children were observed being at peace with one another. Majority of parents reported found their children happier after attending Pre-School which was confirmed by the investigator. Furthermore, it was observed that children’s attention in the class was good and fairly good in the case of Pre-School and ICDS respectively. Majority of parents reported that their children stopped bed wetting after attending Pre-School and confirmed by the investigator that majority of children were not seen urination at inappropriate place and time. This may be due to maturation due to Pre-School programme exposure. The Investigator also observed that children did not cry on reaching schools at the end of the session. It was also observed that majority of children did not fight frequently and
were not hyperactive by the end. Similarly, indicators of emotional problems like thumb-sucking, nail biting; temper tantrum and extreme shyness were not detected in majority of children which means developments had taken place. The findings of this study is also in line with the work of Onchwari and Keengwe (2011) who investigated the relationship between children’s ability to regulate emotions and display of appropriate behaviour in social settings. Results indicate the importance of emotions in relation to child’s well being and academic achievement.

The Investigator and parents observed and reported that socialisation have taken place in children because they were seen sharing toys and Tiffin, greeted teachers and friends, talked politely, stood in queue and friendly with everyone. Moreover, social manners like saying ‘thank you’, ‘Excuse Me’, ‘Please’ and ‘sorry’ for mistakes were seen practicing by children. Classroom environment were found to be peaceful and friendly in majority of Pre-Schools and Anganwadi Centres where children participated in group activities and learning. All these findings showed that Pre-School education contributed to development of children in socio-emotional areas.

The Investigator observed that children in Anganwadi Centres were not calm and not in control which may be due to the fact that Pre-School programmes were activities based and moreover, distribution of rice and pulses had to be done in the classroom causing chaos sometimes. Parents also reported that majority of children cried on reaching schools and continued till the first month. However, majority stopped after the first month and few continued. Further, parents said that children’s demand of attention was very high before attending Pre-School which means it reduced after exposure to preschool experience. Similarly, although children mixed in a group, majority of children did not mix easily which means it was still difficult.

In conclusion, it can be said that the responses from teachers and parents along with the observation of the investigator were similar in almost all areas and contrast in some due to observation and analysis of children from different angles and situations which revealed the individual difference of children. In fact, these findings have made the study more comprehensive and reliable and therefore, the result showed that indeed Pre-Schools and Anganwadi Centres have contributed a lot in bringing about socio-emotional developments in children.
5.6 Discussions on the problems faced by the Pre-School teachers and Anganwadi Workers in Ukhrul District.

The problems faced by teachers and Anganwadi Workers were elicited from teachers themselves. They wrote the immediate problems faced by them which held them back from effective teaching and personal relationship with children. Headmasters also gave their opinions about the probable problems faced by teachers which are given below:

**Salary, Transportation, Accommodation**- It was found that the highest number of government teachers reported getting their salary after 2-5 Months, some after 6-7 Months and few after 8-12 months. However, most of the teachers from private schools got their salary regularly. The whole picture reveals that teachers were suffering gravely due to irregular salary. Therefore, majority of teachers had to work in the field, wove a traditional shawl, engaged in part time job and took extra tuition to earn extra income since their salaries were not sufficient and not paid on time. Headmasters also echoed the same thing that irregular payment of salary was one of the reasons why teachers posted in other villages could not attend class regularly due to financial problem.

There are many villages which are not accessible by vehicle and therefore everyone had to walk on foot carrying their own food supply because there are no markets in remote villages that would sell food items to them. If at all there are roads accessible by vehicle, they have to hire because there are no public vehicles plying for which regular payment of salary is needed.

Further, there is no teacher’s quarter in most of the villages and no hotel, therefore, accommodation problem for government teachers posted in other villages. All these problems compounded together makes life very difficult for teachers in Ukhrul district. This can be a problem because it distracts teachers from their main work. Also some headmasters complained that the government grants given to schools in the name of King were misused by him.

**School buildings, playgrounds and furniture**- It was found that most of the teachers reported not having school building because of which they had to take class in their common room which was not really motivating children specially Anganwadi Centres. Also, most of the teachers reported having small school building with small classroom which hampers their teaching-learning process. Thus has to accommodate two-three classes in a
room or multi-grade classroom leading to congestion and making teaching-learning difficult for everyone. Since there were not sufficient classrooms, many Pre-Schools and Anganwadi Centres do not have playroom for children which greatly hamper their play time during rainy and hot weather. Indoor play cannot be taken up effectively. The findings of the study also reveal that most of the teachers had problems because of non-availability of furniture. This may be due to the fact that most of the schools are private and struggle financially and although Anganwadi is sponsored by government, very few furniture were available. More than half a school do not have playground. Therefore; they have to make use of community playground in case of schools located in villages. Some teachers also complained about the location of their schools as noisy area, steep place, too far etc.

**Teaching aids and play materials**- The result of the study shows that most of the teachers reported not having proper teaching aids and play materials which is a grave situation for schools and children. Therefore, teachers have to make their own teaching aids from community resources. Headmasters also mentioned not having adequate teaching aids from community resources, lack of learning materials and play equipments affects teacher’s performance.

**Extra work besides teaching**- It was found that some teachers reported engaging in various works such as administration work, in manual work, and in home visits besides teaching. This shows that most of the teachers were distracted from their main teaching work which was a problem because it might affect their academic performance. Some teachers even reported teaching in class I- V besides teaching Pre-School children.

**Parents’ negligence and Untrained Teachers**- It was found that many teachers reported having various problems with parents such as non-cooperation of parents with the schools to check the progress of their children, too many complaints from parents, and negligence of the child’s studies. Headmasters also felt that parents neglected children’s studies and school affairs. Moreover, the problems of Pre-schools children were lack of text books, pencil, eraser etc due to poverty and low literacy parental education in general. Therefore, overall picture shows that teachers have problems due to the negligence of parents. Apart from that, headmasters mentioned teachers’ lack of training which is affecting the academic performance of children because very few teachers were trained.

**Children’s age difference and temper tantrum**- Many children attended Pre-School with much age difference which made it difficult to deal and adjust the pace of children’s
learning. Further, children’s temper tantrum when they first attend Pre-school were some of the problems of teachers.

5.7 Discussions on the suggestions to improve the quality of Pre-Schools according to Teachers/ Workers and Headmasters are given below;

Teachers and Headmasters were asked to give their suggestions which will help in bringing about improvement in qualities of Pre-Schools. Therefore, various suggestions were provided which they think will probably bring about quality improvements in Pre-School programme and children. The suggestions are discussed below under different headings;

1. **Students:** The findings of the study reveal that teachers and Headmasters suggested that children should be sent at the right age to Pre-School or fixed age criteria for admission should be fixed by school authorities because it is one of the problems faced by teachers. Further, every component which will help the child to learn like Teaching Learning Materials (TLM), right teaching methods and activities should be employed. These were suggested because teachers faced problems of lack of teaching aids, materials etc. To make teaching effective, they had suggested that Teacher-Pupil Ratio should be small and that regular attendance should be ensured from both parents and teachers.

2. **Teachers:** The result of the study shows that teachers and Headmasters suggested that teachers, who were well motivated, committed and trained in child development and Psychology should be recruited in order to improve quality of Pre-Schools because untrained teachers could not perform to their best level. Also for practical effectiveness, not only trained but teachers should be recruited from the same village of the school because teachers from other villages could not come every day due to poor transportation and lack of teacher’s quarter. After recruitment, to keep oneself abreast with the latest, teachers should be sent for Refresher Course every now and then, after which incentives for the best performing teacher in Schools should be given. Further, teachers should be role models, responsible, loyal, dedicated and caring to all kids backed with love from the heart. But the most important factor of all if the whole resources of teachers are to be captured is enhancement of salary and payment on time.
3. **Facilities:** The finding of the present study reveals that teachers and Headmasters gave striking suggestions that facilities in the form of infrastructure like playroom, Anganwadi Centres and toilet should be constructed adequately, TLM, Teaching and learning materials should be properly provided. Besides that, basic facilities like Computer, Typewriter etc should be available. However, availability is not the end because upgradation every now and then is necessary.

4. **Examination system:** The findings of the study show that teachers and Headmasters gave the following suggestions that both oral and written examination should be practised but it should be light and stress free. Children should be evaluated in a comprehensive manner taking into accounts all the developmental areas not only academic. However, examination system should be adaptive to the different environment and needs of schools in villages or towns.

5. **Daily Activities and Learning Programmes:** The finding of the study shows that teachers and Headmasters suggested the followings daily activities should be planned systematically taking into accounts the teaching-learning aids; manpower needed ideal location and anticipated learning outcome. These should be done in order to make daily activities well balanced, comprising of activities, play, quiet learning inside the classroom, sleep, songs, outdoor games etc.

6. **Teaching Aids and Play Materials:** The study reveals that teachers and Headmasters suggested the followings that better quality teaching aids and play materials should be sufficiently provided. Further, there is a need to update for a new model of teaching aids and play materials in tune with the change of time. To do these, government grants to teachers for teaching aids should be higher and more regular. Due to lack of teaching aids, teachers suffered and therefore had to make their own using community resources.

7. **Teaching Methods:** Teachers and Headmasters suggested the followings that teaching methods should depend on the objectives of the lesson and availability of teaching aids which should be practical. Play-way method and demonstration should be adopted because children learn best by involving themselves or through activities. In contrast, lecture method should be avoided because what children cannot see makes no sense to them.
8. **Finance:** The findings of the study show teachers and Headmasters giving suggestions that Government should divert more funds for education and thus teacher’s salary should be increased and disbursed regularly. Anganwadi worker’s honorarium should be converted to salary. However, this would mean more qualified Workers should be recruited. Complete and regular sanction of grant-in-aid for maintenance of school and stationery should be given. Further, Governmental subsidies towards private institutions would greatly improve Pre-School.

9. **Infrastructure:** The study shows teachers and Headmasters suggesting that proper school building and Centres along with toilet should be made for effective learning and hygiene followed by Playroom and big classroom. Moreover, basic infrastructure like almirah, benches, desk etc should be available which will contribute to quality education. Along with the needs of students, teachers’ needs like quarter, staff room etc should be provided because effectiveness cannot happen in a vacuum. Infrastructure is one of the bases for quality.

10. **Parent’s Participation:** Teachers and Headmasters suggested that maintaining a good relationship between parents and teachers will have a positive impact on the students. The child’s first educators are parents, thus, parents’ full participation is a must in all aspect of the child’s educational program.

    Therefore, constant information regarding the child and school will motivate the parents and a sense of responsibility will develop followed by Parents-Teachers consultation according to the need of the student. Parents should take the main role in diagnosing any problem of the child and discuss with teachers. Supervising children’s learning everyday should be the greatest mission of all. Teachers had a great problem with parents’ negligence which hampers children’s academic performance.

11. **Others:** Headmasters suggested that negligence of government’s supervision over the running of schools is one of the reasons contributing to poor quality education. Therefore, more inspection/ supervision of schools should be conducted. If villagers and parents are ignorant about the need of education, motivation and awareness campaign should be initiated