CHAPTER VI

SUMMARY AND CONCLUSION

6.0 Introduction:

The harmonious development of all aspects of a person such as cognitive, socio-emotional, physical, language, moral, creativity and aesthetic by providing the right experiences and environment to draw out the innate potentialities of a child is education. Therefore, if quality education is provided, it transforms the person and contributes to the well being of the Nation. Education is the most powerful tool for churning human resource development. Indira Gandhi said that “Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances” (IGNOU, 1993, Coping with Socio-Emotional Problems). The universal Declaration of Human Rights (UDHR), 1948 also states that Right To Education is a universal human rights. It means that every human being should be given education irrespective of caste or class, young or old to be liberated from ignorance and to bring about equality.

Noting the importance of education, the government of India and various private institutes are providing education to various levels of formal education. It is divided into different levels because children have specific capacity to understand certain things at certain age, accordingly learning programs are framed to develop specific competencies. In India, there are 3 levels of formal education, namely Primary or elementary catering to 6-14 years child of classes 1-8, secondary level catering to 14-17 years old teenagers of classes 9-12 and higher education from graduation and above which is also known as tertiary or third level education. The most important foundation stage but outside the formal system is Pre-Primary or Pre-school stage which caters to the needs of children in the age group of 2½-6/7 years. Pre-School Education is the learning experiences or education that are provided informally to the child before he starts formal schooling with an objective to bring optimum development in all areas like language, socio-emotional, physical, cognitive development etc through play-way method, songs, story-telling, drawing etc. This stage is also known as Early Childhood Care and Education (ECCE) because learning experiences is provided to children in their early childhood stage.
6.1 NEED AND JUSTIFICATION OF THE STUDY

Early Childhood Education, for many years a neglected aspect of education, is enjoying a new prominence. This change is largely due to recent research efforts which have produced convincing evidence that the first six years of life are the most critical years in a child’s life span since the rate of development in these years are more rapid than at any other stage of development. Therefore, the need and importance of Pre-School is now being recognised all over the world. Project Head Start and other programmes initiated by the Government and private bodies have put a measure of urgency upon the extension of educational opportunities for the young children. Therefore, the need and importance of Pre-School is now being recognised all over the world. Early Childhood Education is needed to improve enrolment and retention.

Pre-school education is needed to prepare children coming from socially and economically deprived homes for formal schooling to reduce the rate of drop-outs, wastage and stagnation. Review of Related literature shows that not much studies had been conducted on the topics under study in India and abroad. Keeping in mind the increasing population of pre-schoolers and institutions, there is a need to investigate the system and suggest measures for improvement. The condition of Pre-School in Ukhrul district is pathetic and underdeveloped from all perspective. Most of the Pre-Schools are attached to primary and high schools with an exception of the few. It does not adhere to any method or system started by previous pre-school educators (Montessori Method, Froebelian system, Nursery etc). Administrators and teachers are not well qualified or trained. The methods of teaching are very formal with less emphasis on play and story-telling. The facilities are very poor with no proper play room and play equipment. Therefore, children suffer in want of more stimulating environment.

Pre-school is supposed to play a great role and contribute to the child’s socio-emotional, language, physical and cognitive development. But in such poor condition, the investigator felt a need to study whether pre-schools are really contributing to the above mentioned developmental areas or not. And to study the role of teachers and parents as a motivator in the life of children and what or how activities are organised to train their sense organs. To study the utilisation of teaching aids and play materials for social, emotional,
intellectual, language and overall development of the child and to offer suggestions for improving the quality of Pre-School education in Ukhrul district.

This investigation will contribute to the qualitative and quantitative advancement in the field of early childhood education. This will bring awareness to parents about the need of proper child rearing style; send the child to Pre-School at the right age and creating stimulating environment at home for healthy development of the child. This research study can be of great help to students, parents, non-governmental organisation and government, to be used as document while implementing policies on education and contribute for the welfare of the society.

6.2 STATEMENT OF THE PROBLEM

The problem under study is stated as “Contribution of Pre-School Education Towards the Socio-Emotional Development of Children in Ukhrul District of Manipur”.

6.3 OPERATIONAL DEFINITION OF THE KEY TERMS USED

Pre-School Education: This refers to education given at purely Pre –school or Pre-Primary level attached to Primary School and Anganwadi Centres for providing healthy environment and learning experiences informally through play-way, activities, games, storytelling, songs etc to a child of 2½ to 6 years before he starts formal schooling for school readiness and laying foundations for different developmental aspects.

Socio-Emotional Development: This refers to the child’s growing understanding of herself in relation to others and the way in which the child controls and expresses the emotions when alone and/or in society.

6.4 OBJECTIVES OF THE STUDY

The following are the objectives of the present study:

1. To find out the objectives of Pre-Schools in Ukhrul District.

2. To study the daily activities and learning programmes conducted in Pre-Schools of Ukhrul District.
3. To find out the Teaching Methods followed by Pre-Schools in Ukhrul District.

4. To study the types of Teaching aids and play materials used in Pre-Schools of Ukhrul District.

5. To study the Socio-Emotional Development of Pre-School Children in Ukhrul District.

6. To find out the problems faced by the Pre-School teachers in Ukhrul District.

7. To offer suggestions for improving the quality of Pre-Schools in Ukhrul District.

6.4.1 RESEARCH QUESTIONS

The following are the research questions of the present study:

1. What are the objectives of Pre-Schools in Ukhrul District?

2. What activities and learning programmes are being conducted in Pre-Schools of Ukhrul District?

3. What are the teaching methods being followed by Pre-Schools of Ukhrul District?

4. What are the different types of teaching aids and play materials used in Pre-Schools of Ukhrul District?

5. How is Pre-School contributed to the Socio-Emotional development of Pre-School children in Ukhrul District?

6. What are the problems faced by the Pre-School teachers in Ukhrul District?

7. What suggestions can be offered for improving the quality of Pre-Schools in Ukhrul District?

6.5 DELIMITATION OF THE STUDY

The study is delimited to Pre-Primary schools catering to Pre-school programme and Pre-Schools of Anganwadi Centres in 6(six) ICDS Projects of Ukhrul district in the State of Manipur.
6.6  METHODOLOGY

In this chapter, an effort has been made to show what and how procedures were followed to obtain data necessary for the present study. An effort has been made to describe research method used, total population, sampling technique, sample of the study, tools used for collecting relevant data and how it was developed, how to analyse and statistical technique to be used are given.

6.6.1 Research Method:

Descriptive Research method was adopted for the present study because it is a method of investigation to study, describe and interpret what exists at present. It is assigned to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. This is concerned with conditions and relationships that exist, practices that prevail, points of view or attitudes that are held. This method was ideal because the present study was to find out whether Pre-School education was currently contributing to the social and emotional developments of children in Ukhrul District of Manipur.

6.6.2 Population:

The population of the present study comprised of Pre-Schools (223) attached to Primary schools and all teachers (661) teaching there, Headmasters of these schools (223) and parents of all Pre-schools and Integrated Child Development Scheme (ICDS) and Anganwadi Centres (1049) and 813 Workers from 6 (Six) ICDS Projects of Ukhrul District. It is presented systematically in the table below:

Table-6.6.2: Showing the population of the study

<table>
<thead>
<tr>
<th>Ukhrul District</th>
<th>No of Pre-Schools /Anganwadi Centres</th>
<th>No of teachers/ Workers</th>
<th>Headmasters</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School</td>
<td>223</td>
<td>661</td>
<td>223</td>
<td>13,761</td>
</tr>
<tr>
<td>ICDS</td>
<td>1049</td>
<td>813</td>
<td>-</td>
<td>17,734</td>
</tr>
<tr>
<td>Total</td>
<td>1272</td>
<td>1474</td>
<td>223</td>
<td>31,495</td>
</tr>
</tbody>
</table>

Sources: “Statistical Abstract, Manipur 2007” published by the Directorate of Economics & Statistics, Government of Manipur, Imphal. (29th June, 2008) and first hand information or primary data from District Programme Officer (DPO) of ICDS, Ukhrul District, Manipur.
6.6.3 Sample:

Many problems in systematic research cannot be solved without employing sampling technique. Since most educational phenomena consist of a large number of units, an investigator cannot always interview, test or observe each unit and the carefully controlled conditions of sampling techniques solve this problem, for they help a researcher to select representative units from which he can gather data that permit him to draw inferences about the nature of the entire population. Sampling saves time, money and provides means of probing into problems that are too unwieldy to be tackled by the conventional method. Since the analysis of the evaluation is delimited. Sampling Technique was used to draw the sample from the population to offer a high degree of representativeness. Simple Random Sampling was used to take the sample in the present study.

The sample of the present study comprised a representative of random sample of 60 Headmasters and 120 teachers from 60 Pre-Schools attached to Primary Schools and 622 of Anganwadi Centres along with 622 Anganwadi Workers from 6 (Six) ICDS Projects. A sample of 38 and 184 parents sending their children to Pre-School and Anganwadi Centres respectively were also taken. The same is shown in a table below:

Table-6.6.3: Showing the sample of the Study

<table>
<thead>
<tr>
<th>Ukhrul District</th>
<th>Pre-Schools/Anganwadi Centres</th>
<th>Teachers/Workers</th>
<th>Headmasters</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-School</td>
<td>60</td>
<td>120</td>
<td>60</td>
<td>38</td>
</tr>
<tr>
<td>ICDS</td>
<td>622</td>
<td>622</td>
<td>-</td>
<td>184</td>
</tr>
<tr>
<td>Total</td>
<td>682</td>
<td>742</td>
<td>60</td>
<td>222</td>
</tr>
</tbody>
</table>

6.6.4 Data Collection:

Data collection begins after a research problem has been defined and research design chalked out. Data were collected by using various tools from 2 (two) sources known as Primary data and Secondary data.

6.6.4.1 Primary Sources of Data:

Primary sources of data included documents and oral testimony. Documents cover unpublished official records collected at the ICDS Centres. Data were derived from various
Governmental and Non-Governmental records and reports; published/unpublished; besides books, journals and records maintained by the respective Pre-Schools and ICDS blocks were also consulted. Data were collected from primary sources keeping in mind the objectives, sample and appropriate tools. Tools such as questionnaire, Interview Schedule and Observation Schedule were used to collect primary data directly from schools, teachers and parents because they were the first witness to a fact.

6.6.4.2 Secondary Sources of Data:

The secondary data from Secondary sources used in the present study cover the magazine, Report of the government statistical data which have already been collected by the government, bulletin, internet, articles in the newspapers and the like besides books, journals maintained by the respective Pre-Schools and ICDS blocks which were also consulted.

6.6.5 Tools Used for data collection:

The following tools were developed and used by the investigator for data collection.

(i) Questionnaire: Separate sets of questionnaire were developed for the following:

(a) Headmaster/Headmistress.
(b) Pre-School teachers and Anganwadi workers.

(ii) Interview Schedule was used for collecting data from Parents.

(iii) Observation Schedule was used to study Pre-School and Anganwadi children.

6.6.5.1 Construction and administration of Tools:

Construction of the above tools - Questionnaire, Interview Schedule and Observation Schedule were done after a lot of comprehensive readings were carried out on the research topic and detailed studies were made based on various objectives of the study to make tools useful. Further, in dept studies were also done about the tools to gain a proper understanding of what made them a good tools and how to construct them to be able to gather the data necessary for research. Each tool is useful for eliciting certain type of data needed. Therefore, they were chosen wisely after comparing all. The procedures for the construction of following tools are given below:
6.6.5.2 Questionnaire:

It consisted of a number of questions printed or typed in a definite order on a form or set of forms usually used in case of large sample. This tool was used to gather data from Headmaster or Headmistress and Pre-School teachers and Anganwadi workers about children’s behaviour and Pre-school programme. Before this tool was framed, the objectives of the study were kept in mind. The questionnaires were framed both in closed and open-ended questions followed by proper sequencing of questions with clear instructions to respondents how to answer.

After identifying the area, items and questions related to each aspect were prepared. After completion, it was shown to the Supervisor for corrections making necessary modification and addition. Some ambiguity, repetitions and difficulties faced by the respondents were identified which were not seen before. The necessary changes and arrangement were again made and given to teachers who are experts from the department for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. Thereafter the investigator went for try out or pilot study in few schools. On the basis of feedback received from the try out, the first draft of this questionnaire was modified. The final form of questionnaires (shown in Appendix-I to IV) was printed and administered to the sampled respondents.

Thereafter, teachers, workers and Headmasters were met personally, explained the purpose, seek co-operation and distributed the questionnaire. Proper instructions were also given to avoid mistakes and clarified in case of confusion. However, there were some teachers who were not met personally due to various reasons, therefore, it was sent through friends and mailed through the post office.

6.6.5.3 Interview Schedule:

This is a set of structured questions which were put to the respondents in face to face situation in the order of the questions listed in which answers were recorded by the interviewer herself. It was used to collect data from parents of Pre-School and Anganwadi children to note the difference in behaviour of children before and after attending Pre-School programme to find out whether development has taken place or not. Before this tool was
framed, the problem under study was kept in mind, what data to be collected for which objective was determined and then set forth to frame it making sure it asked questions which needs to be answered. After completion, it was shown to the Supervisor for corrections making necessary modification and addition thereafter to make the Interview Schedule clear and easy to understand and went for try out or pilot study in few schools. Some ambiguity, repetitions and difficulties faced by the respondents were identified which were not seen before. The necessary changes and arrangement were again made and then given to experts who comprised of faculty members in the department and other experts in the field for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. The investigator then went for a try out in few schools and according to the feedback, modifications were made and thereafter finalised the Interview Schedule.

Thus, parents who came to drop children to school were met, explained the purpose and were made comfortable after securing their co-operation the investigator conducted the interview to collect relevant information. Guidelines for successful interviewing were also consulted for optimum result.

6.6.5.4 Observation Schedule:

This is a set of structured questions framed on the basis of which the investigator observed the subjects or children either in a controlled or uncontrolled situation and record the findings himself/herself. Observation Schedule was used to study or observed the behaviour of Pre-School and Anganwadi children by the Investigator to find out whether children have developed socially and emotionally after attending Pre-School programme. Before this tool was framed, the problem under study was kept in mind, which objective to be observed was determined and then set forth to frame it making sure it included questions which need to be answered through observation.

After completion, it was shown to the Supervisor for corrections making necessary modification and addition thereafter to make the observation Schedule clear and easy to administer the same was given to teachers who are experts from the department for corrections, judgements and suggestions for improvements. Taking the suggestions from experts, technical defects were removed and edited and finally ready to be used. The
investigator then went for try out or pilot study in few schools. Some ambiguity, repetition of questions and difficulties faced by the observer were identified which were not seen before.

Thus, to administer, permission from Headmasters were taken to observe their Pre-school children. The final Observation Schedule was used to observe children in classroom situation as well as free play and activities in school campus.

6.6.6 Analysis and Interpretation of the Data:

When data collection was done by using tools like questionnaire, interview schedule and observation schedule from Primary sources and secondary sources like Governmental and Non-Governmental records and reports; published/unpublished; besides books, journals etc, then, analysis of the data were done quantitatively and qualitatively. Percentage was used as a statistical technique for analysis of the data and interpretation of the data was then made accordingly. Then only can findings be made which is an important step.

6.7 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.

**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.

**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.

6.8 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.

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.

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.

**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 practised 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.

### 6.9 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.

**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.

6.10 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.

**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.

**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.

6.11 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:

6.11.1 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; Never 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-schools 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.

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.

6.11.2 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.

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.

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.

**Parent:** 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.

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.

6.11.3 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 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.
6.12 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:

(i) **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.

(ii) **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 playtime 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.

(a) **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-learning materials, lack of learning materials and play equipments affects teacher’s performance.

(b) **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.

(c) **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.

(d) **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.

**6.13 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 up gradation 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.

### 6.14 IMPLICATION, RECOMMENDATIONS AND CONCLUSION

The objectives of the present study was to find out mainly whether Pre-School education programme is 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. The present study reveals that indeed that there had been a tremendous change in the children’s socio-emotional behaviour as compared to the entry behaviour from that of 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 is bringing about change in emotional and social manners like wishing teachers and friends, getting along with friends, learning to express feelings without crying, sharing things with others etc. This implies that Pre-School contributed to the all-round development of the children.

However, as shown above there are many problems that need to be addressed urgently. These problems persist because the Preschools are constrained with mainly lack of manpower, lack of fund and support system.

It also provides an insight into the kind of curriculum that is needed for having a Preschool education programme that will cater to the needs of the learners in particular and the educational system in general as well as to cope with the changing demands of knowledge.

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. It is expected that with the present findings the Government will take steps for
revamping of the Preschools and Anganwadi Centres and the preschool programmes to produce positive effects on children’s learning and development.

6.14.1 RECOMMENDATIONS

Based on the findings and discussions the recommendations are given below;

(i) Aesthetic development as one of the objectives of Pre-Schools should be given equal priority because it is in the least percentage of adoption by teachers.

(ii) More local games and activities which Children can relate to and learn should be incorporated instead of practicing some foreign games which are not relevant to the present local context.

(iii) More relevant local teaching and play/learning materials should be made like Abacus made from bamboo mentioned above because it will be cheaper, made in large quantity, sufficient for everyone and healthier.

(iv) Teacher’s salary should be paid regularly every month.

(v) Outdoor play equipments and spacious compound to play should be provided because combinations of various skills are developed in a Child through play.

(vi) It is the duty of Teachers and authority concern to sensitize parents and local people about the value of education and the need to supervise children’s educational affairs.

(vii) There should be age criteria for enrolment of Children to Pre-Schools because the different maturational level of children in a class creates a problem in the class.

(viii) Teachers should be recruited from the same village of the school.

(ix) A relevant teacher training on child development and psychology should be given.
6.14.2 CONCLUSION

Therefore, from the above study, it can be concluded that all findings of the study based on the different objectives of the study: To find out the objectives followed in the Preschools, to study the daily activities and learning programmes, teaching aids and play materials used, teaching methods, problems of teachers and study the Socio-Emotional developments of Pre-School children had been displaying the strengths and the weaknesses of Preschools in Ukhrul District.

The main focus of the study as to whether Pre-School /Centres have been contributing towards the Socio-Emotional development of children in Ukhrul District of Manipur. The findings have revealed that Pre-school programmes, have produced positive effects on children’s behaviour to develop the whole child, including social and emotional development. The preschool programmes have also shown to produce positive effects on children’s learning and development. The finding further revealed that Pre-Schools /Centres were doing a great service for the children in Ukhrul District of Manipur all the more for children coming from socially and economically deprived home.

This confirms and suggests that Pre-School indeed played an important role in the first 6/7 years of life and thus children deprived of this opportunity suffer a great loss. Many recent research findings such as Bloom (1964) have shown a convincing evidence that the most rapid period of development appears to be the first five years of life, Hunt (1964) and Deutsch (1964) noted that early learning influences later learning and that the educational potential of the early years of life is too great to waste. Well-designed preschool education programs produce long-term improvements in school success, including higher achievement, lower rates of repetition and higher educational attainment. Some pre-school programmes like in Anganwadi centres are also associated with that of economically disadvantaged children reap long-term benefits from preschool.
6.15 SUGGESTIONS FOR FURTHER RESEARCH STUDY

Based on the findings of the present study the suggestions for further research are given below:

1. A comparative study can be made on the contribution of Pre-School Education towards various developmental aspects like Cognitive, Language, Physical, Aesthetic, Creativity, Habits and Moral developments.

2. A study can be made on Preschool Teachers’ Beliefs, Knowledge, and Practices Related to Classroom Management in the State of Manipur.

3. A study can be taken on the Teacher-child relationship and Children’s Early School adjustment in other districts of Manipur.

4. A study can be made on Teacher-child relationships and Children’s success in the first years of school in other districts of Manipur.

5. A comparative study on the Curriculum of Pre-Schools in different States in the North East may be taken up.

6. A Comparative study can be done between children attending Pre-School programme attached to Primary and purely Pre-School programme in other districts of Manipur.

7. A Case study can be carried out on the behavioural developments of Children by selecting some Pre-Schools in other districts of Manipur.