1. **INTRODUCTION:**

(a) **MEGHALAYA:**

The word Meghalaya conjures up thoughts of high hills crested with clouds. Emergence of Meghalaya as an Autonomous state on 2nd April, 1970 and as a full-fledged state on 21st January, 1972 marked the beginning of a new era in the geo-political history of North-Eastern India. It also marked the triumph of peaceful democratic negotiations, mutual understanding and victory over violence and intrigue. Meghalaya is a Sanskrit term, meaning abode of cloud, ascribed to the Khasi-Garo plateau by internationally famed linguist and scholar extraordinary, Dr. Sunita Kumar Chatterjee, Professor Emeritus, Calcutta University. The state of Meghalaya is situated on the North-East of India, more or less in between 90° and 92°45' meridians of longitude and 25°15' and 26° parallels of latitude. It extends for about 300 kilometres in length and about 100 kilometres in breadth. It is bounded on the north by Goalpara, Kamrup and Nowgong districts, on the east by the Karbi Anglong and North Cachar Hills districts, all of Assam, and on the South and West by Bangladesh.

(b) **SHILLONG:**

"Shillong lies at the foot of the Shillong Peak, an elevated tract of land about four miles in length and two and half to four miles in breadth. It is bounded on the north by the Gorge of the Umiam and on the North-West the view is bounded by the great mass of the Diengiei hills."
To the North-East it is magnificent on a clear day, across rolling hills to the Assam Valley. Shillong Plateau is broken up with hills; the streams, and valleys. It is watered by Umshirpi and Umkhrah, both of which is precipitated in magnificent cascades, known as the Bishop and Beadon falls into a deep gorge and then united in one stream to join the Umiam. Shillong possesses various attractions which are to be found in most of the hill stations of the Himalayas. There is a full size polo ground and a fine race course. There is a charming cricket found, excellent golf links, beautiful roads along which to drive, ad fine breezy downs for the morning gallops.

2. **NEED OF THE STUDY:**

Early Childhood Education is of great importance to a child because the first Five years are the real foundations of desirable habits, adjustment, physical and mental development. Some psychologists maintain that mental emotional disturbances that arise in later life may have their origin in an unfavourable or improper training of children during this period. More attention should be emphasized to children at this particular stage of their development. The present study is an attempt to examine certain aspects of early childhood education in Shillong. Moreover, it is stated that very few students have been conducted in India and the research on this field is desirable to know the merits and demerits of these Pre-schools education in Shillong and also to suggest improvements.
3. **STATEMENT OF THE PROBLEM:**

   The problem under investigation read as “An Analytical study on the functioning of the schools catering to Early childhood Education in Greater Shillong.”

4. **OPERATIONAL DEFINITION OF THE TERM:**

   In the present study the following definitions of the term have been accepted.

   (a) **PRE-SCHOOL EDUCATION:** A Pre-school is a centre for three to six years old which provides opportunities for all round development of the child. In this course you will read about the physical, language, cognitive, social and emotional development of children from the time of conception to six years of age. Pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names; Anganwadi, Balwadi, nursery school, Kindergarten and Play Centre.

   (b) **GREATER SHILLONG:** Shillong falls under the Shillong Municipal Board but after the statehood, the Shillong Municipality Board extends its services outside its area by providing drinking water, electricity, sanitation, footpaths, roads, education, etc. Hence the areas covered are Mawprem, Nongthymmai, Malki, Pyntorumkhrah, Madanrynting, Mawlai and its adjoining areas in Upper Shillong, etc. Therefore the
extension of service by Shillong Municipality Board to other parts of Shillong capital later is known a Greater Shillong.

5. OBJECTIVES OF THE PRESENT STUDY:

The major objectives of the present study are as follows :-

1. To trace the growth and development of early childhood education in Greater Shillong.

2. To find out whether the daily activities and programmes conducted in different Pre-schools are in accordance with the Pre-determined objectives of Pre-school education.

3. To study the utilization of teaching aids and play materials for social, emotional, intellectual and overall development of the child.

4. To find out the problems faced by the school.

6. DELIMITATION OF THE STUDY:

The present study was delimited only to the selected Pre-schools in Greater Shillong and its adjacent areas.

7. METHODOLOGY:

a) POPULATION: The population of the present study was directly covered the Pre-schools education in Greater Shillong, where the data were extracted from the headmaster, teachers, and parents of the Pre-schools education.
b) **ACTUAL SAMPLE:** The actual sample of present study comprised of fifty Pre-school functioning in Greater Shillong. Hence 50 (fifty) Headmasters/Headmistress and 150 (one hundred and fifty) teachers of the Pre-schools, are included in the sample. Besides 100 parents selected randomly from different schools were interviewed to know about their perceptions toward the functioning of these Pre-schools.

8. **TOOLS AND TECHNIQUES USED:**

   a) **QUESTIONNAIRE:** The investigator constructed two sets of questionnaire. One for the Headmasters or Headmistress and second for the teachers to collect information regarding the Pre-schools education in Greater Shillong.

   b) **INTERVIEW SCHEDULED:** The investigator also used an interview scheduled for parents. The questions used for interview scheduled were different as it covered the views of parents on the functioning of the Pre-schools education and the perceived problem of parents.

   c) **RELEVANT RECORD:** Regarding the relevant records, the investigator collect information from the offices of the Deputy Inspector of school (DIS), Statistical handbook of Meghalaya document, IGNOU materials on early childhood education and other significant data were also consulted for used.
9. **ADMINISTRATION OF THE TOOLS:**

   Data was collected by distributing the questionnaire to the Headmaster of Headmistress and teachers of Pre-schools education. Again the investigator conducted Interview for parents. The investigator before taking interview has asked permission from the headmaster or headmistress to meet the parents personally.

10. **SOURCE OF DATA:**

    The data were collected from the sample using above tools developed by the investigator. The time taken for collecting data was six months. The data for the study was collected from Pre-schools catering early childhood education in Greater Shillong.

11. **ANALYSIS OF DATA:**

    The data was collected from Pre-school education and were finally tabulated and analysed in terms of percentage.

12. **MAJOR FINDINGS OF THE STUDY:**

    The findings of the present study were discussed below :-

12.1 **HISTORICAL BACKGROUND:**

12.2 **ESTABLISHMENT OF THE SCHOOLS:** The study revealed that out of 50 Pre-schools, 12 of them were established during the years 2003 - 2006, while other 10 schools were established in different years prior to
2003, 10 schools were established during the year 1983 – 1992 and 8 schools were established in different years. 6 schools were established in 1963 – 1972 prior to 1963. It appeared that the general attitude of the Government toward pre – schools education in Shillong is of step motherly treatment. The government does not exhibit any concern for these pre – schools.

12.3 RECOGNITION OF THE SCHOOLS: The finding revealed that 90 % of the respondents stated that their schools received official recognitions from the government as per the Meghalaya School and education Act 1972 all schools opened in Meghalaya need the government approval and recognition.

12.4 SCHOOLS WITH YEAR OF ESTABLISHMENT ALONG WITH NUMBER OF TEACHERS AND STUDENTS RESPECTIVELY:

The finding revealed that some schools were open in 1943 – 1952, and the total numbers of teachers were 5 in number and the total numbers of students were 417. During the period of 1953 – 1962, the total number of teachers increased to 6 and the total number of students has gone up to 429. In 1963 – 1972, the numbers of teachers were 8 and the total number of students increased to 435. From 1973 – 1982, there were 9 teachers and the total number of students was 447. During this period of 1983 – 1992 the total numbers of teachers were 10 in number and the number of students has gone up to 492. During 1993 – 2002, the number of teachers has increased to 12 the number of students has increased to 520. In 2003
number and the number of students has gone up to 492. During 1993 – 2002, the number of teachers has increased to 12 the number of students has increased to 520. In 2003 – 2006, there are 13 teachers and the number of students has gone up to 532. The increased enrolment is on ascending order which shows that the schools in greater Shillong are growing steadily. At the initial stage there are five teachers whereas in 2003-2006 the total numbers of teachers are 13 in number but all of them are untrained. It appears that the general qualifications of teacher are P.U. passed or H.S.S.L.C. From the table above, it appears that most of the Pre-schools i.e. A, A1,B classes have only one teacher to incharge the schools, that’s why the over all number of teachers are so less. It also indicates that these lower primary schools are handled by single teacher for all the classes including classes A, A1, and B before joining the formal classes of I, II and III and IV.

12.5 The investigator found that 100 % of the pre – school education showed that they never received any professional training even in the subject like child psychology. Moreover, there is no training institute for pre-school teachers in Meghalaya.

12.6 The study was found that 38 % of the school buildings in pre – schools education were owned and managed by self or private parties. Whereas 34 % were owned by the Christian Mission or churches. Therefore, the private individuals or parties and the Christian missions played a significant role in setting up of school buildings in different parts of greater Shillong. On the other hand, the Government of Meghalaya is lethargic enough to speedy implement
policies and decisions to promote Pre-School education in a befitting manner. Through State Social Welfare Board, no doubt some Anganwadi schools were established in the outskirt of Shillong city.

12.7 Area of school and school building:

a) The investigator found that 60% of the schools have a total surface area of about 2,600 sq. ft., for the school building which is still too small for a standard school building.

b) 80% of the schools have the school building plinth area of about 300 - 800 sq.ft. which is too tiny.

c) 92% of the schools were generally having a total length of each room in between 10 – 29 ft. Again 84% of the schools were found that the breadth of each room was in between 10 – 14 sq.ft. It is also revealed that the Government did not have guidelines or specification for sizes of classroom. It appears that these Pre-schools are small and difficult for children to stretch their natural movement freely.

The school compound is too small besides the school buildings is too tiny to enable the children to move around freely in a spacious environment. The small congested environment will hamper the growth of children especially their physical growth, where their large and finer muscles need proper exercises and games.

12.8 Classroom:
a) It was found that 96% of the respondents stated that they did not have separate teachers room. It appears that the Pre-schools building are not properly planned or designed to suit the children of that age group i.e. before 6 years and it is unthinkable that teachers do not have a room for themselves.

b) The investigator found that 100% of the respondents have separate Principal/Headmaster/Headmistress rooms. It also appeared that majority of the schools have a very small Principal rooms except few schools like Loreto, Pearly Dew, Christian Academy do have a spacious Principal room.

c) 54% of the respondents from Pre-schools education expressed that they have dressing room with mirrors including washing basins. It appears that Pre-school building structures are not planned and perhaps they open school in a domestic home and not designed as per the Pre-school infrastructure. The investigator find the dressing room available in school are in fact too small.

d) The finding revealed that 86% from Pre-school education did not have such rooms.

It quite astonishing that these Pre-schools do not have teacher’s room, although the Principals have got tiny rooms, which looks very uncomfortable and congested and not congenial even for interaction with teachers.
12.9 The finding showed that 96% of the Headmasters or Headmistress from Pre-schools education expressed that the schools were not in a position to send teachers for training courses. In 1969 the National Council of Education research and training decided to set up the Department of Per-primary and Primary Education, this Department collaboration with other agencies and prepared course of studies for the schools and also for the training of teachers.

12.10 The finding revealed that 96% of the Headmaster or Headmistress in Pre-schools education expressed that they were not in a position to send teachers for training courses due to paucity of funds and the Government also was neither encourage them nor finance them in this field.

12.11 The study revealed 96% of the respondents from Pre-school education expressed that they did not receive any financial assistance from the Government.

First Five Year Plan (1951 – 56) revealed that no financial provision was made of this purpose. Again, Second Five Year Plan (1956 – 61) again no financial assistance was provided for the development of Pre-school education. Even today, the government of Meghalaya has not done anything to promote Pre-school education in the state. It is left entirely on the private individual to cater the needs of the Pre-school education.
12.13 The result showed that 54% of the respondents from the Pre-schools education conducted playful activities. According to Froebel, it is one form of creative self-activity and an essential part of the educational process. Play was seen as both a creative act and a way of copying the natural life of man. His theory of play was a leading contribution and the Kindergarten as an institution became one of the most active growing points of modern educational practices.

12.14 It was found that 70% of the Pre-schools education pointed out that the norms of admitting children’s in school was by personal interview with parents or oral test.

12.15 The finding revealed that 90% of the Headmasters/Headmistress pointed out that most children were generally admitted in Pre-school education with an average age 3 ½ years of age. National Council of Educational Research and Training has also undertaken research project for the development norms of Indian children in the age group of 2 ½ to 5 years.

12.16 The result showed that 94% of the Headmasters or Headmistress from Pre-school education stated that the schools have a peon or cleaner to take care, clean, ring the bells and maintaining the cleanliness of the school buildings.
12.17 The finding revealed that 82% from Pre-school education stated that most of the members of the Managing Committee were Graduate and Post Graduate.

12.18 The findings revealed that 70% of the respondents stated that they did not receive any financial assistance from the Government. Till today, the Government of Meghalaya has not constituted the Pre-School Education Board to look after the needs of the Pre-school, as per the 93rd constitutional amendment 2004. The Government till date never provide financial support to these schools that cater the physiological and psychological needs of children.

12.19 The study was found that 98% of Pre-school education were regularly managed and supervised by the Headmaster or Headmistress or the Principal.

12.20 It was found that 100% of the respondents from Pre-school stated that they collected the following fees like admission fee, monthly fee, games and sports fee from each pupil. This was done to sustain the life of the school as this collection is an alternative source of income for the school.

12.21 The findings revealed that 50% of the Pre-schools stated that private parties or individuals or the one who owned or started the school along
with the managing committee constructed the school building on their own resources.

12.22 A study showed that 96% of the Pre-schools education were not in a position to pay the salaries as per to the Government rules i.e. according to Pre-Primary School Teacher's Salary.

12.23 It was found that 26% of the respondents from pre-school stated that they get financial help from them in the form of building grant, as 22% of the respondents received grant for play ground. But 16% received schools furniture, 14% received grants for toilets. Whereas, 12% received drinkable water and 10% of the respondents received help in the forms of games and sports materials.

12.24 100% from Pre-school Education expressed that they did not receive any financial help for students’ field trips or excursion from the Government. Though the scheme for children excursion is available with CM’s fund but perhaps the Pre-school Education do not fall under the previewed of the scheme. Usually the Pre-school children from rural areas use to enjoy this excursion programme every year.

12.25 The study revealed 94% of the respondents from the Pre-school education stated that they never receive any mid-day meal scheme. Some schools belong to Anganwadi under the management of State Social Welfare
Board used to get mid-day meal 2 – 3 Kg per students per month. It seems that the Government totally neglected these Pre-schools in Greater Shillong.

12.26 The finding revealed that cent percent of the schools possessed and utilized school materials like blackboards and dusters. 93.3% possessed and utilized flower vase. 86.6% possessed and utilised wall clock. 66% possessed and utilized tables and chairs. Whereas 56% do have picturial charts and maps. This indicates the poor possession of other teaching aids, which meant for mental development language exploration, physical and social development.

12.27 The investigator found that about 66% of the respondents expressed that small tables and small chairs were provided to children for their sitting convenience.

12.28 It was found that 86.6% of the respondents from Pre-schools education stated that the rooms were properly ventilated.

12.29 The findings reveals that most of the pre-school in Shillong were not properly planned or designed according to the requirements of pre-schools children. It seems that the principal/ headmaster /headmistress or owner of the pre-school just started the pre-school programme without
having deep knowledge about the early childhood care and education programme.

12.30.1 **Academic Activities and Programmes conducted by ECE Institutions.**

12.30.2 The investigator found that 100% of the respondents stated the schools used songs and rhymes. 100% of the school teachers teach action songs. While 86% of the Pre-schools used story telling method to capture children’s interests.

12.30.3 The investigator found that 100% of the respondents from pre-schools did not have such educational activities.

12.30.4 The results showed that 83.3% of the respondents from Pre-schools indicated that the role of teacher during children table games was to observed and to guide.

12.30.5 The study showed that 96% of the Pre-schools education stated that teachers never encourage children to participate different kind of activities each day, which means children were supposed to sit in a classroom and listen to their teaching. This approach is actually not in line with methods followed by pre-schools. The teachers should plan the activities in such a manner that all the
objective prescribed for care and education of the children are achieved through suitable play way activities where the children actively participate in different programmes like playing games, drawing and painting, singing songs, learning and telling a story and going round different places. While planning different activities the teacher should ensure that the activities are also familiar to the children.

12.30.6 The study again revealed 93.3% of the respondents trying to understand and help the children while playing. While 88% used to scold them for disciplining and 82.6% stated that they encourage children to actively participate in any activity. Whereas 78% stated that they leave them alone. The finding showed that teachers were not trained on child psychology and don't know how to deal with the tender minds of these young little angels in Pre-schools. Sometimes, children complain of stomach-ache before going to school due to arrogant behaviour of the teachers who use to beat and abuse the child.

12.30.7 The study found that 53.3% from Pre-schools teachers encourage children to express their creativeness and to be constructive in their approach to life. This approach is highly appreciated.
12.30.8 The investigator found that 52% of the teachers stated that they encourage students for self-initiative activities through colouring, learning different shapes, singing and at the same time encourage them to be confident.

12.30.9 The finding revealed that 56% of the respondents stated that the activities related to teachers directed was loud reading, narrate stories, active participation in activities.

12.30.10 The findings showed that 100% of the respondents pointed out that they never take children for outside visit e.g. to the Lake Umiam Khwan, Park, river, Shillong View Point, Cherrapunjee etc. It may be due to their tiny age which is difficult to pay attention to all children.

12.30.11 The study revealed that 100% of the respondents pointed out that they never take children anywhere even a park nearby.

12.30.12 The result showed that 52.6% of the respondents stated that they organize drama or skit for children to enable them to know the different roles played by Policeman, doctors, teachers, salesmen etc. whom children are watching them everyday and this enhances their knowledge.
12.30.13 The study revealed that 96.6% of the teacher respondents indicated that they never gave marks on their performance. When auxiliary personnel were introduced into the classroom.

12.30.14 It was found that 73.3% of the teachers use to organize games with simple rules for disciplining the child and at the same time to learn the games and while playing with other peers the child learn how to cooperate with others.

12.30.15 The finding showed that 100% the respondents expressed that they never use tape recorder, films, computer for children. It appears that most of the schools follow a traditional method of teaching which is not modern enough to acquaint children with modern technologies.

12.30.16 The study revealed that 53.3% of the respondents expressed that teachers deal with love and affection and guidance with the slightly handicap, overweight, chubby peers in school in order to build confidence in them and teachers should be patiently tolerance while caring them.

12.31.1 Status of use of Teaching Aids and Play Materials
12.31.2 It was found that the teaching Aids of the teachers provided in schools were pitiable. They did not have any teaching aids, for instance such as cubes, cylinders, big wooden cube, geometrical shapes, squares, rings spheres as required by kindergarten school. The teaching aids belong to the kindergarten school models and therefore it appeared that though some pre-schools are called by the name kindergarten but they never have the kindergarten teaching aids or perhaps they are not aware even through their schools were names after froebel conception of pre-school.

12.31.3 The finding revealed that teaching materials found unsatisfactory. Most of the schools were not in a position to acquire all these teaching materials as required by the schools.

12.31.4 The study revealed that 98% of the respondents stated that they never encourage free play activities for children or self selection games.

12.31.5 The findings revealed that 87.3% of the respondents stated that they never allow children to choose any activity they wanted to learn. According to Froebel, self-activity was important for education of children and the child developed himself through his own creative activities. Thus, his kindergarten centred around the use of gifts, the singing of his songs, and playing of various
educational games. Songs were included in the daily programmes to enable the child to use his senses, limbs and muscles and to make him familiar with the object around him. Gifts were simple educational toys which were presented to the child in the definite order without changing their forms. According to Froebel, plays gives joy, freedom, contentment, rest and peace. Thus he insisted upon the necessity of a unified inner life and peace which can be brought through play.

12.32.1 Problems Faced by Pre-schools.

12.32.2 The investigator found that 70.6% of the respondents pointed out that there was a shortage of maps, globes, pictorial charts, puzzles, blackboards, small mats, coloured chalks, flash cards, models, small toys etc. in fact the school management should try its best to procure whatever items necessary for learning in schools as at this particular stage teaching aids play a very significant role for the development of young child.

12.32.3 The study revealed that 80% of the respondents from Pre-schools faced financial problems perhaps their salary is meagre.

12.32.4 The study showed that 98.6% of the respondents stated that the schools lack the creative blocks and toys. While 96% lack of sports and games materials. Whereas 95.3% of the respondents
stated less number of books and pictorial charts and 93.3% lack of outdoor games, see-saw, swing, merry-go-round, ladder, slide, water platform, sand, box, etc. This appears that these Pre-schools are not adequate to cater the needs of the children from 3 to 6 years. This is unfortunate for little children to depend much on those playful items for their growth and to install learn experiences into their brain.

12.32.5 The finding indicated that 100% of the schools in Greater Shillong starts class at 9:00 A.M. and close 12:30 A.M.

12.32.6 (i) The study revealed that all the schools in Greater Shillong did not follow the daily routine as prescribed or followed in Western countries or as per Froebel, Maria Montessori, Macmillan Sisters Model etc. 100% of the respondents stated that they follow their own time schedule. UNESCO (1976) points out, “it would seen that the average time table of Pre-school Education constitutions is some hours shorter than that of Primary schools.

12.32.7 The investigator found that 79% of the teachers suggested that the major problems faced by them were to send teachers for training courses to improve the standard of teaching.
The study revealed that 98% of the parents from Pre-schools indicated that there was a meeting between parents and teachers in schools once or twice a year. As Muralidharan (1980) has rightly pointed out, they will be different from school to school, as they cater to the needs of different groups of people. A group of well-educated parents, for instance, may like to listen to or discuss topics like (a) development characteristics of children (b) behavioural problems of children (c) suitable play materials for young children (d) stories and picture books for Pre-school children.

The study showed that 57% of parents who send children in Pre-school education expressed that they used to meet the teachers in schools once a month/once a week to know their performances. Hence it showed that parents were very much concerned with their children in schools.

The finding indicated that 100% of the parents who sent children in Pre-school education stated that co-operation with teachers in schools was very necessary.

The study revealed that most of the parents who sent children to Pre-schools indicates that they seek help from teachers when children complaint about their studies. The problems as indicated
are slow reading, slow learning in English, slow writing, difficulties in pronunciation and spelling, difficulties in identifying alphabets etc. and not willing to go to school everyday or crying at home before going to school. Therefore, it appears that these are generally common weakness amongst tender age children and patient love and care can cure such learning difficulties.

12.32.12 It was found that 96% from Pre-schools parents expressed that they were satisfied with the performances of their children in schools. While, negligible parents expressed their dissatisfaction with the performances. The finding reveals that they learn new things like reading, singing, happy to have many friends, begins to learn alphabets and numbers, and they learn different activities in the process of socialization with peer groups.

12.32.13 The finding revealed that most of the respondents gave different views of both merits and demerits of school management. These views are as follows;

(a) Merits development of cognitive faculty, play-way method practice in school help children to understand human feelings, it create interest for the pupils to go to school, become active in playing, singing, reading, etc. Different pictorial charts help
stimulating children's mind to learn more through motivational skills.

(b) Demerits: school timing not congenial, over-crowded classrooms, no co-operation between teachers and parents.

12.33 EDUCATIONAL IMPLICATION:

In the present study the educational implication was discussed below: -

(a) There was no significant development in the Pre-school Education as it was mostly attached to the primary sections of elementary schools.

(b) The Government of Meghalaya has not maintained proper official record of Pre-school education that start flourishing in the state.

(c) The Pre-schools privately owned do not follow a common curriculum nor do they have adequate facilities.

(d) The result also showed that the Pre-school education in the state was lacking of trained teachers besides the number of teachers in each school was very less. These schools were in fact, have only one or two teachers at the most and hence teaching classes was really a tough job to be carried out by the teachers in such schools.

(e) Implication regarding the financial resources, it appeared that Pre-schools education were not receiving any financial grant from the Government. Hence, the Pre-school education was
completed neglected by the Government and as the consequences, these schools failed to uplift the standard and quality education in the state.

(f) The result also showed that most of the teachers adopted the teaching and story telling in combination with others methods.

(g) Another finding revealed that Pre-schools education in Greater Shillong was facing several problems which may hamper the quality education in these schools. Hence, in this regard the Government has to improve the quality education at the Pre-schools level in general.

(h) The schools have to organize the parents-teachers' meeting frequently to know the parents' perception towards the school and their wards and to offer suggestions in a bipolar process for the betterment of the school in general and the children in particular. Such face-to-face interaction with parents was helpful for quality improvement.

(i) Proper maintenance of school records, rules and regulation are necessary for smooth management and for efficient functioning of the schools and inspection by Government machinery to these Pre-schools is utmost importance.
SUGGESTION FOR PROMOTION OF PRE-SCHOOL EDUCATION:

The investigator laid down the following suggestions for the improvement of the Pre-school education programmes in Greater Shillong.

1. The Directorate of Education should create a separate cell for the promotion of Pre-school education in the state.

2. The Government must monitor/supervise the Pre-schools education and financial assistance should be extended.

3. The Government should take immediate steps to train the Pre-schools education teachers.

4. Play-way and activity method should be encouraged in the Pre-schools education.

5. The Government should officially recognized the established Pre-schools education and they should be made to follow the norms and regulations of Pre-school education in infrastructure and other Pre-school facilities with outdoor and indoor items.

6. There should be proper co-ordination between the Department of Education and its agencies such as Social Welfare Board etc. in offering training for the teachers and especially the Pre-schools teachers.

7. In order to retain teachers on their jobs, the Government should extend all possible assistance to all these Pre-schools education and to evaluate their achievements in term of quality products.
Lastly, the State Government should set up a body to look into various aspects of Pre-schools education especially with respect to its building infrastructure, teaching aids and other avenues such as size of classrooms, indoor and outdoor items, dressing room, wash basin, proper toilets facilities etc.

12.35 CONCLUSION:

An Analytical study on the functioning of the schools catering to Early Childhood Education in Greater Shillong. The approach of the study has been designed in such a manner to draw out information in regards to the historical background of the school, building infrastructure, human resources, financial resources, curriculum and other aspects concerning different teaching aids, teaching methods and educational activities.

It is generally state by Government officials that there were Pre-schools education attached to Pre-primary school in the form and style of classes A, A1 and B before joining the Primary Schools level but this level/stage is not treated a Pre-school education as there are directly subjected to teaching in a traditional classroom. But the Pre-school education or early childhood education gain importance only in the last two decades or more in Greater Shillong.
Since the waves of establishing Pre-schools has become a fashion in Shillong, yet the Government was not constituted any Early Childhood Care and Education Board to look after the betterment and promotion of these schools as per the 93rd Constitutional Amendment 2004. Hence, Pre-schools education, in Greater Shillong is blooming without the nurturance and care from the Government of Meghalaya. The Government of Meghalaya has not maintained proper official records of Pre-schools education as such these schools are left entirely under the management of private parties/institutions.

The Pre-schools in Greater Shillong are opened and managed by different agencies like the Christians Mission, and private parties. It appears that these mushroom growth of Pre-schools in Greater Shillong in the name and style of nursery schools, kindergarten, Montessori, Little Angels, Tiny-Toys, Rose Buds, etc. are mere imitation of model schools without knowing the meaning and purpose of the Pre-schools and how to properly socialize the young ones in these early childhood pre-school. The findings therefore, seem that most of these schools do not have specific teaching aids as required by Froebel Model, Montessori Model or of any model, so they run as per their wishes, own understanding and style of functioning.
12.36 SUGGESTION FOR FURTHER RESEARCH:

1. Study can be conducted to find out the Analytical Study on the functioning of the schools catering to Early Childhood Education.

2. To study the management and control of Pre-schools education by the Government.

3. A study on the role played by the Government in Pre-schools education in Meghalaya.

4. A study of the Pre-school Education programme with special reference to the state of Meghalaya.

5. A study on the various problems faced by Pre-schools education in the past and present.