CHAPTER - V

CONCLUSION AND SUGGESTIONS

5.1 Introduction:

Human being is a great and significant creature of the Creator on this earth. Human being is different from the other living beings not because of its size and shape but because of its capacity to think, create and to take education for its progress and development. It is the Education which only can change the instinctive behaviour of human being. Scientific and technological development, modern economical outlook and modern way to life have made life more challenging. The modern system of life in its totality has compelled man to take the different aspects of life differently under the changing circumstances. The changing situation has made life more complex. With the increase of the degree of complexities of life, the importance of education for human being right from the cradle to the ripe old-age cannot be exaggerated.

Though formal education starts at the age of six plus man can not wait till that level without learning. The pre-school education emerges due to this type of situation. The pre-primary education is that level of education which a child receives before entering school at the age of six.
plus. This education has great importance and significance from different points of view. The period of pre-school education is specially categorized in the time span of three to six years of a little child.

The pre-primary education is an important level in the system of education and it has significant impact in the growth and development of the children. To achieve the goals and objectives, the pre-primary education should be organised in a proper manner and with full seriousness. This level of education is directly related to the proper building in the foundation of personality. The need and importance of pre-primary education have already been established. Now it is the responsibility of the concerned people of the society to look after it in the proper manner and also in the right direction.

In India pre-primary education has a long history. To make the pre-primary education a success there must have clarity of some relevant questions. In the present study the investigator is willing to see it from the organisational point of view and also from the view points of teacher, parents and the head of the pre-primary school for the betterment of the little children. The questions related to the pre-primary education are —

(1) What is the present condition of pre-primary education?

(2) Are the present pre-primary institutions organised properly to give better education to the children?
Do the heads of the pre-primary school have clear view point of different aspects of pre-primary education?

Do the teachers of the pre-primary school have clear view point of the said education?

Do the parents of pre-school children aware of the different aspects of pre-primary education?

For maximum potential growth and development of the little children, there is an urgent need of proper pre-school education. Considering the gradual importance of pre-primary education, the present study tries to find out whether proper education is prevalent in the pre-primary schools with proper direction or not. The view points of the heads, the teachers and the parents of the children of pre-primary schools are of paramount importance in respect of pre-primary education. The investigator has taken up this project to know about the present condition of pre-primary schools along with the view points of the heads, the teachers and the parents of the children of pre-primary schools. Hence the title of the research project is 'Present condition of pre-primary education and its impact on pre-school children with special reference to Sonitpur district of Assam'.

5.2 Summary:

Objectives of the study: The present study is related with the
following objectives—

(1) To study the present condition of pre-primary education in Sonitpur district of Assam with special reference to—

(i) Organisational structure.
(ii) Finance
(iii) Infrastructure
(iv) Teaching personal
(v) Educational activities.

(2) To study the view points of the heads, the teachers and the parents of the pre-school children in regards to pre-primary education.

Delimitation of the study:

(1) The fist limitation is related to the area under study. Urban areas of Sonitpur district of Assam, namely Gohpur, Bishwanath Chariali, Dhekiajuli, Rangapara and Tezpur town have been taken for field study in this research work.

(2) The second limitation is that the schools of children of 3 to 6 years age are taken. This age group has been chosen because children normally attend a pre-school when they are about three years old.
(3) The third limitation relates to the organisational point of view. The investigator wanted to study the organisational pattern of pre-school institutions specially the private institution along with the viewpoints of teacher, parents and also the heads of the pre-school institution towards the pre-school education.

(4) The fourth limitation is with regard to the selection of the samples. Samples are taken from all the aforesaid 5 urban areas of Sonitpur district. Out of 35 pre-primary schools of these urban areas of the district 20 schools are selected.

(5) The fifth limitation is related to the selection of parents. 100 parents of the children of said 20 schools have been taken according to the need of the study. 75 teachers of those 20 schools have also been taken for study. All the heads of the 20 institutions also have been taken as a sample for the study.

Hypothesis:

(1) Pre-primary education loses its pre-primary nature and becomes primary education.

(2) Present pre-school education unable to provide free and spontaneous atmosphere to the child.
Research Design:

The study adopts descriptive survey method of research. The research design has been formed as follows—

1. Sampling.
2. Tools.
3. Data collection.
4. Classification, Analysis and Interpretation.

1. **Sampling**—All the pre-primary schools of Sonitpur district specially the private pre-primary schools and the heads, the teachers and the parents of the pre-school children constitute the population for the purpose of the study.

Out of the total population 20 pre-primary schools are drawn as sample for the study. The second unit of the population is the heads of the pre-primary schools. Here the heads of the 20 schools are taken. The third unit of the population consists of the teachers of the pre-primary schools. In order to get adequate representation, a sample of 75 teachers
of the 20 pre-primary schools are drawn through the purposive sampling procedure. The fourth unit of population consists of the parents of the children who have been studied in the 20 pre-schools of the area. To get a representative sample 100 parents are selected again with the propulsive sampling procedure.

(2) **Tools**—Four tools have been developed by the investigator for collecting data—

(a) A Check list for the pre-primary schools of the area.
(b) A questionnaire for the heads of the pre-primary schools.
(c) A questionnaire for the teachers of the pre-primary schools.
(d) A questionnaire for the parents of the pre-school children of the pre-primary schools.

(3) **Data Collection**—The investigator personally visited the educational institutions to administer the check-list and the questionnaires among the heads and the teachers of the pre-primary schools. Parents of the pre-school children of the area related with the pre-primary schools are also met personally and distributed the questionnaire. It was only in the urban areas of the Sonitpur district of Assam.

The investigator visited the following centres for library work and for collecting secondary data—Gauhati University Library, Himachal Pradesh University Library, Kurukhetra University Library, North-East Hills University Library and the Library of NIPCCD Gauhati.
5.3 Major findings:

It must be made clear at the beginning that the picture which emerges out of the present study is representative of the condition of the pre-primary education and also the view points of the heads, the teachers and the parents of the pre-school children within the district of Sonitpur, Assam. As such it can not be called the representation of the whole pre-primary education of the country. Still the findings of this study definitely will give an idea of the present condition of the pre-primary schools along with the view points of the heads, the teachers of the pre-primary schools and also the parents of the pre-school children, about the pre-primary education.

(1) The present study tries to find out the present condition of the pre-primary schools specially the private pre-primary schools of the urban areas of Sonitpur district of Assam. It is found that the condition of the pre-primary schools is not sound. The data have been collected in the session of 1999 to 2000. It has been also found that the organiser of the pre-primary schools are not very much serious about organisational matter. Even they have little knowledge about the system of pre-primary education.
(2) The investigator finds that in the pre-primary institutions the organisational setups are not properly managed. Adequate facilities are not present in the schools. Some important facilities such as play ground, indoor and out door play materials, medical check-up programme, flower garden etc. are not adequately available. On 20 per cent of schools have medical check-up programme for children.

(3) It is also observed that 80 per cent of the schools have management committee for school management. Most of the schools are in a compact situation. A little number of schools have free and open atmosphere. Most of the school time the children are to sit within the class room.

(4) The financial arrangements of the schools are also student based. A big amount of money is taken from the students at the time of admission and also as a monthly fee. Student fee is the only financial source in these institutions.

(5) There are different types of schools in the area. Among the total number of schools of the urban areas of Sonitpur district 70 per cent of schools have three classes namely nursery, L.K.G. and U.K.G. The age of admission in these institutions is, in some schools 3+ and in some other school it is 4+. 
(6) It is also noticed in the present investigation that general qualification of the teachers is of H.S.L.C. passed to master degree holder. Most of the teachers are of higher secondary passed. The percentage of these teachers are of 45 per cent.

(7) In the present observation it is found that most of the teachers are without training. Only 16 per cent of teachers have training in regards to pre-primary education. Another observation is that out of the total number of teachers 80 per cent of teachers are of fair sex group.

(8) In the present research it is also seen that the schools generally use story telling, songs and music, chart reading etc. as a methods of teaching. They do not pay attention to clay modelling, nature study, sense training etc. A great number of subjects are there in these schools for the children. In some schools there have 8 to 10 subjects for the children.

(9) Most of the schools of the area have fixed curriculum. It is observed that the courses of study in these pre-primary schools are almost same with the courses of primary schools. In fact there has very little differences between the two types of education system.

(10) Class teaching and home works are the daily activities of the schools of the area. For play there has only 30 to 45 minutes time daily for the children of these institutions.
(11) Most of the school buildings are of R.C.C. and Assam type. Schools are of not well ventilated.

(12) In this study the investigator observed that the view point of teachers about their training is not clear. Even they do not feel the need of training for their teaching. Only 36.4 per cent of the teachers are in favour of training. In comparison to them the heads and parents are of very clear about the necessity of training for the teachers.

(13) It is revealed in the study that parent-teacher relationship is not good. There has no proper arrangement for parent-teacher meeting regularly. Though the view point in regard to PTR of the heads, the teacher and also the parents of the pre-school children is satisfactory but in practice that relationship is absent in almost every school of the area.

(14) Another very important observation of the present study is that teachers and parents both have been supported physical punishment in these schools. Only the heads of the institutions have been given the views against the physical punishment.

(15) The view point of the heads and the teachers of the pre-primary schools about the methods of teaching is found very satisfactory. Though in the practical field there is no scope for its application yet the view point in regard to methods of teaching is good.
(16) The investigator observes another very important point in regards to the objectives of pre-primary schools. In the schools in practice there is no specific objectives of pre-primary education but the teachers are very much clear about it. They have good viewpoint in regards to the objectives of pre-primary education. The positive responses of teachers are of 83 per cent whereas the heads of the institutions are totally ignored it. They have no clear viewpoint in this regard.

(17) Curriculum of pre-primary school has specific significance. The curriculum of pre-primary education is not alike with the other system of education. So the heads and the teachers of the institutions must have clear viewpoint in this regard. But unfortunately both the head and the teachers have wrong conception about the curriculum. They unable to differentiates the curriculum of primary and pre-primary education.

(18) A serious observation in the present study has been made in regards to the evaluation procedure. It is found that most of the schools adopt written, oral and direct observation procedures to evaluate the development of children. But these evaluations are of related with the academical achievement. There is no scope for social, emotional, physical and aesthetic development in these institutions and therefore there is naturally absence of these type of evaluation procedure.
(19) It has also been observed that there is no any government intervention in any way in the private pre-primary schools. The parents also discard the involvement of government in the pre-primary schools. Government involvement has been supported by only 34 per cent of the parents.

(20) In fact it has been revealed from the study that the whole system of pre-primary education is running without proper guidance and direction. No one is serious about it. Even the heads, the teachers and the parents are also without proper knowledge of it. Everything is running in a mechanical manner.

(21) Though the play is main activity of pre-primary education surprisingly only 20 per cent of parents support it. But in comparison to the parents, opinion of heads of the pre-primary schools are quite satisfactory. It has been also noticed that due to the pressure of the many parents, some schools are compelled to emphasize on class teaching and home work in place of play activity. In this respect more interesting point is that more than 74 per cent of parents support the home work and class teaching regularly.

5.4 Conclusion:

The necessity of pre-primary education is highly felt by the present society. It is due to the changing circumstances of the society. Though
awareness is increasing to spread the pre-primary education day by day it has been noticed that seriousness is not there in the part of the organiser of pre-primary education. Most of the pre-primary schools run by the private organisations and also the individuals are without adequate arrangement to function them properly. The study shows that the pre-primary schools do not have necessary facilities that are strongly needed for healthy functioning of the schools. The important necessities of pre-primary education like adequate play ground, indoor play materials, outdoor play materials and proper flower gardening etc. are not sufficiently available. The study also reveals that the heads and teachers are also not well informed and trained to run such type of institutions. It is seen in the study that due to heavy curriculum, class and home works, the whole pre-primary education becomes primary education. Almost in all schools have fixed curriculum for the children. The hypothesis that the present pre-primary education loses its pre-primary nature and becomes primary education is proved.

In the pre-primary schools it has observed that a fixed curriculum is used in the serious manner and whole system of this education turns to be a formal one. It is seen that an open atmosphere is totally absent, children get time to play daily only for 30 to 40 minutes of the routine period of the school. Children are to sit within the class room full time of the school hours except the play time. So it is seen in this study that the present pre-school education is unable to provide free and spontaneous atmosphere to the children for their natural growth and development. This hypothesis is also proved.
The whole course of study is determined by the adults and attention is not paid to the natural activities of the children. Teachers, parents and even the heads of the institutions compel the children to make them busy only in memorization of different topics of the courses. The study shows that children of the pre-primary schools have very little to say about their likings and dislikings. Everything is run by the wishes of the adults.

The present study also shows that without trained and efficient teachers the institutions are running. Even the salary of the teachers is also very much unsatisfactory.

The success of pre-primary education largely depends on the proper organisations of the institutions along with the righteous view points of the heads and teachers of the schools and also the parents of pre-school children. The evaluation process which has been followed by the institutions shows that there is very little scope for development of other aspects such as social, emotional physical and aesthetic etc. It is because of the misconception in regards to the pre-primary education. It means that the present pre-primary schools fail to give proper education to the children. In place of play, freedom, spontaneity the whole system of pre-primary education is occupied by the formal courses. The parents, due to their ignorance about the pre-primary education are also creating more problems in the education of the children. The 20 per cent supports of the parents to the play activity reflects the mentality of them.

The findings of the investigation reveal that the pre-primary
education system is unable to achieve its set goals and also due to the silence of the government, the organiser of the pre-primary schools are exploiting the children in particular and the parents in general.

It is to be mentioned here that if the organisational point is not taken seriously then the pre-school education will not become successful fully. The impact of bad organisational set up and wrong view points of the heads, the teachers and the parents of the children definitely affect the growth and development of the children. To make the pre-primary education fully successful the view points of the heads, teachers of pre-primary schools and the parents of the pre-school children have to be changed.

5.5 Suggestions:

On the basis of the findings of the study following suggestions can be made—

(1) There should have some guidelines from the State government for the pre-primary schools. The organiser of the institution will have to fulfill the guideline to open such institution. State government should also form a scrutiny body with some eminent educationist of the State to see the pre-primary schools.

(2) The parents of the pre-school children also should have an organisation schoolwise, to sort out different problems related
with the education of their children. They should maintain a cordial relationship with the school.

(3) There should have frequent parent-teacher meet. Teachers should not hesitate to talk with the parents.

(4) There should not have a formal and fix curriculum in the pre-primary schools. Only some children activities should be there which will give benefit to the little children.

(5) Emphasize should be given on play and sense training programme, not on memorization of alphabets.

(6) Home work cannot be allowed in these institutions. There should have only the play way method of dealing with the children. As much as possible children should be provided with free and an open atmosphere in the school.

(7) Teachers must have training. Teachers should also take full participation in different activities of the children in the school. They should try to behave like an elder sister to the children.

(8) Teacher-children ratio should not be more than 1:30.

(9) Medical check-up programme must get a place in the pre-primary school. At least one time bi-monthly.
(10) There should have a good play ground with outdoor play materials in the schools. Indoor play materials are also to be kept in sufficient number.

(11) To teach the children manual work, there must have a flower gardening programme. Nature study programme is also to be encouraged.

(12) There must have some counselling programme for the parents of the pre-school children. Because ignorance regarding different aspects of the pre-primary education, the parents sometimes create lot of problem for the teachers.

(13) Physical punishment in the pre-primary school should be totally discouraged. There should have the atmosphere of love and affection.

(14) Written, examination in the pre-primary school should be eliminated immediately. In place of examination there should have indirect observation and cumulative record card for the children.

(15) There should have a guide book for the head of the institution and also for the teachers.

(16) There should also have regular interaction among the teachers about the education of the children in their school.
(17) The view points of the head, the teachers and also of the parents of the pre-school children about different aspects of pre-primary school should be clear.

(18) So far as the parents are concerned they are not in an organised form. So the teacher with the help of heads of the pre-school should take initiative to organise parent-teacher meeting off and on and explain clearly about the objectives and activities of the pre-school education and then try to answer the queries of the parents if any, by the teachers.

(19) The pre-school institution should be an extended form of home where the children will get full sympathy, love and affection. It will definitely substantiate the shortage of love and affection of some children.

The present study points out certain priority field for further research on pre-primary education—

(1) Present relationship between home and school environment in respect of pre-primary education.

(2) The role of school environment in the creativity development of the children.

(3) An appraisal of the role of trained and untrained teachers in the education of the pre-school children.
(4) A comparative study of the private pre-primary school activity and government pre-primary school activity.

(5) A critical study on the children's reaction about the present pre-primary education.

(6) The impact of parents interferences in the natural development of pre-school children.

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