

**AN ANALYTICAL STUDY OF PRE-SCHOOL  
EDUCATION IN MIZORAM**

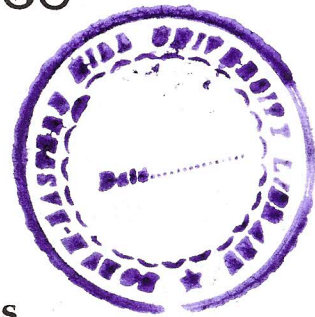
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**Abstract of the Thesis  
Submitted in Fulfilment For the Degree of  
Doctor of Philosophy  
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**DEPARTMENT OF EDUCATION  
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## ABSTRACT

Children constitute the nation's future human resource. Investment in child development is thus an investment in the country's future and in improving the nation's quality of life. The early years are a very delicate period and require well-designed programmes for the child's survival, growth and development. Deficiencies during this stage can lead to permanent retardation in physical and mental growth.

Pre-school Education or Early Childhood Education (ECE) has assumed great significance as a critical input for child development. While in long-term perspective, it serves to provide a sound foundation for all round development of the child, it has also proved to be an effective input for primary schooling. The point worthy of consideration, however, is that the kind of ECE that is expected to provide these dual benefits, has essentially to be a development and process oriented programme which must be transacted through play and activity. The National Policy on Education (1986) clearly states that there should be no teaching of the 3R's at this stage. ECE must, on the contrary, provide play experiences to the child which should promote his/her cognitive, linguistic, psychomotor and socio-emotional development. But one important question is - Is this the kind of ECE that is actually being practiced in most pre-schools? More often than not, the ECE content and methodology reflects a definite 'downward extension' of the primary curriculum. The focus right through in most pre-school programmes, is not on 'development' but on 'teaching of the 3R's through the formal classroom approach'. Besides, the unplanned growth of pre-school education institutions has already affected the quality of service that they provide. Every year, urban and semi-urban cities and towns see pre-school education institutions started with catchy names but with few

physical facilities and no properly qualified staff. Although charging high fees, these institutions fail to provide the desired facilities. Besides, in general, little attention has been paid to the task of teacher preparation and production of materials for the pre-school child.

The present study setting, Mizoram State, has also experienced a substantial and quantitative expansion of pre-school education institutions. It appears that many pre-schools in urban and semi-urban areas are opened by private agencies with profit motive. It, therefore, becomes doubtful that these pre-school institutions impart to young children the kind of pre-school education they need and should get. Many questions arise in the minds of the people who are interested in the welfare and education of pre-school children. What are the existing conditions of these pre-schools? What facilities do they provide? Are children given appropriate activities which enable them to achieve physical, language, cognitive, socio-emotional and creativity development? Are teachers properly qualified and trained? Are the existing conditions of pre-school education in conformity with the desired standards? Such and other related questions are not only raised about the private pre-schools but also about the Anganwadis operating under the State Social Welfare Department. Besides, the financial involvement from parents' side in private institutions is very high. How do parents react to these pre-schools and their programmes? What do they expect from these pre-schools? All these questions demand an intensive and introspective analysis on the part of all those associated with the child - the policy makers, the administrators, the educationists, the organisers and teachers, and of course, the parents. Moreover, it becomes the moral responsibility of the researchers to get appropriate answers to all these questions through a systematic and intensive research.

Unlike in the west, where sufficient research studies have been conducted on young children by sociologists, psychologists, educationists, nutritionists and linguists from their respective perspective, in India in general, and Mizoram in specific, the young child and his /her education as a subject of research has not received the attention it deserves. Although few studies have been conducted on status of pre-school education, no study is found to have analysed the status in the light of the specifications or recommendations made for pre-school education. In this context, mention has to be made here that maintaining some degree of quality control in ECE programmes is becoming today a major priority in view of the mushrooming of pre-schools all over cities and towns. It is for the educational administrators to give serious thought to the idea of instituting some system of accreditation and licensing based on specified norms for maintaining basic standards. Moreover, a persistent recommendation emerging from major seminars/conferences over the years has been that, there should be some system of licensing or accreditation of pre-schools/ECE programmes. There is, therefore, a need to formulate certain pre-requisite and standards which would ensure some uniformity within the diversities with respect to different aspects of an ECE programme. It is gratifying to note here that the NCERT has brought out "Minimum Specifications for Pre-schools" which could prove useful in this context. The investigator has, therefore, used this document and few other recommendations made by National Policy on Education, Yashpal Committee and experts in the field as reference documents specifying parameters against which to analyse pre-school education in Mizoram.

Since the personality of the teacher/worker is a crucial determinant of an ECE programme, there is a need for ensuring provision of quality training for teachers at the pre-school stage. Considering the fact that the quality of pre-school education depends primarily on the quality of the teachers, this area is a totally neglected one especially in Mizoram. Hence, it was found necessary to study the status of pre-school teacher training programmes in the state. Like teachers, parents also form a vital influence in the education of a child and functioning of pre-school institutions. They are the right target for objective study as well as rectification of undesirable practices with regard to pre-school education. Hence, knowing parents' reaction to pre-school institutions is necessary to objectively study the status of pre-school education as heads and teachers in these institutions may exaggerate the achievements and hide inadequacies in their programmes. However, parents, in some cases, have been found to be responsible for the undesirable practices of teaching of the 3R's in pre-school institutions (Sethi, 1977). It is, therefore, important that parents' reactions to and expectations from pre-schools should be in agreement with the specifications/recommendations made by experts in the field of ECE which could be achieved through the right kind of parent education. For these reasons, it was also found necessary to analyse parents' reactions to and expectations from pre-school institutions.

It is in this context that the need of the present study was established. The investigator has, therefore, analysed the status of pre-school education in Mizoram, keeping in view the desired standards, and imbibed in her study major programmes of pre-school teacher training and parents' reactions to and expectations from pre-school institutions so as to derive a greater degree of generalizations about pre-school education in Mizoram, as well as to fill the research gap.

The objectives of the present study were : 1.To analyse the existing conditions of both the private and public sector pre-schools in the light of the desired standards in relation to : (i) physical structure and facilities (ii) equipment and materials (iii) teaching staff (iv) admission (v) programmes (vi) records and registers. 2. To analyse the pre-school teacher training programmes. 3. To study parents' reactions to and expectations from both the private and public sector pre-schools. 4. To make suggestions for the improvement of pre-school education.

The terms used in the title and objectives of the study carry some specific meanings. They are operationally defined as follow:-

(i) Pre-school education: The term 'pre-school education' in the present study refers to the education of the young child of 3 or 4 to 6 years of age, provided by public and private pre-schools.

(ii) Private pre-schools: 'Private pre-schools' in this study mean private English Medium Schools offering pre-school programmes in Nursery and /or Kindergarten(K.G.).

(iii) Public pre-schools: 'Public pre-schools' mean Anganwadis functioning under ICDS scheme, Social Welfare Department.

(iv) Desired Standards: In this study, the term 'desired standards' refers to the specifications, recommendations and suggestions made by NCERT, Department of Women & Child Development, Ministry of HRD, Government of India, National Policy on Education, Yashpal Committee and experts in the field of pre-school education or Early Childhood Education (ECE).

(v) Parents: 'Parents' in the present study imply those parents whose children, at the time of data collection, were studying in either private or public pre-schools.

The present study is delimited to the Nursery and K.G. classes in private sector and Anganwadis in public sector pre-schools in Mizoram. For the purpose of comparison with existing conditions of pre-school education in Mizoram, the desired standards are confined to the specifications, recommendations and suggestions made by NCERT (1996) & (1997), DW & CD- MHRD, Government of India (1986), NPE (1986) & (1992), Yashpal Committee (1992 - 93), Seminar on the Burdened Pre-schooler: Issues and Alternatives (1993), Kaul (1991), Murlidharan & Banerji (1969), Swaminathan (1991), Pankajam (1994), and Mohanty and Mohanty (1994). The study is also delimited to the analysis of the status of both private and public pre-schools independently not comparatively.

To facilitate a systematic presentation, the report of the present study has been divided into seven chapters, viz.

- Chapter I - Introduction
- Chapter II - Review of Related Studies
- Chapter III - Methodology and Procedure
- Chapter IV - Analysis and Interpretation of Data Regarding Existing Conditions of Pre-school Education.
- Chapter V - Analysis and Interpretation of Data Regarding Pre-school Teacher Training Programmes.
- Chapter VI - Analysis and Interpretation of Data Regarding Parents' Reactions to and Expectations From Pre-schools.
- Chapter VII - Major Findings and Conclusions, Recommendations and Suggestions.

The present study is based upon two independent samples drawn from : (i) population of pre-schools and (ii) population of parents whose children were studying in private and public sector pre-schools. The population of pre-schools comprised of all the private and public sector pre-schools in Mizoram and samples are drawn from both the sector pre-schools to represent them. Thus, a sample of 50 pre-schools each from both private and public sector pre-schools was drawn by following a stratified random sampling design. The population of parents for studying their reactions to and expectations from pre-schools comprised of two sub-populations : (i) parents whose children were studying in private pre-schools, and (ii) parents whose children were enrolled in public sector pre-schools (anganwadis). A sample of 3 parents each from 50 private and 50 public sector pre-schools included in the sample, was selected randomly through lottery method. Thus, 150 parents of private pre-schoolers and 150 parents of public pre-schoolers, constituted two independent samples of parents to analyse their reactions to and expectations from private and public sector pre-schools respectively.

For collection of data, three different tools were constructed by the investigator. They were : (i) Observation cum Interview Schedule for studying the existing conditions of pre-schools. (ii) Observation cum Interview Schedule for studying the pre-school teacher training programmes. (iii) Interview Schedule for studying parents' reactions to and expectations from pre-schools. A systematic procedure was followed to collect the necessary data from different sample groups with the help of the above mentioned tools. The obtained data were mainly tabulated in terms of frequencies and percentages and analysed qualitatively and quantitatively.

The major findings and conclusions have been presented under the following three areas of pre-school education : (i) existing conditions of pre-schools (ii) pre-school teacher training programmes, and (iii) parents' reactions to and expectations from pre-schools.

Major findings and conclusions in relation to existing conditions of pre-schools are as follow :

1. The existing conditions of pre-schools in Mizoram in relation to physical structure and facilities, equipment and materials, teaching staff, programmes and records maintenance are not in conformity with the desired standards on the following grounds :- (1) Majority of both the private and public pre-schools are located either just adjacent to the main road which is not safe from traffic or in the foot-hill down the main road/on top of the hill, not safe and not easily accessible to the children. (2) The surroundings of majority of the pre-schools are not safe for small children due to steep stairs or steps leading to the pre-schools. (3) Either the pre-schools do not have outdoor play space or the available outdoor play space is less than what has been specified by NCERT, that is, a minimum of 15 x 20 sq.mts. for a group of 30 children. (4) Majority of the pre-schools do not fulfill even the minimum requirement of a child-indoor space ratio of 1: 1.17 sq.mts. (5) Majority of the pre-schools do not fulfill even the essential requirement of having a storage space, a toilet, a verandah and cooking facility separately in addition to classrooms. (6) Science corner, dolls corner, books corner and a corner or window sill for plants are completely missing in all of the pre-schools. (7) No pre-school displays any children's work on the classroom walls. (8) Furniture provided for children is not in accordance with the desired standards. A durry/mat, a set of low and light

tables for a group of 6-8 children for art work, paper work etc. and blackboard at low level for scribbling and free drawing by children which are considered essential in the specifications are completely absent. (9) Either the pre-schools do not have any provision of drinking water or water provided is not safe for drinking. (10) Clean Indian type toilets with water facilities and other sanitary facilities are absent in most of them. (11) Majority of the pre-schools are without any outdoor play equipment and materials. (12) Majority of the private pre-schools and few public pre-schools do not provide any equipment and materials for indoor play. The indoor play equipment and materials provided by the rest of the pre-schools lack in variety and are too few in number. Most of the equipment and materials suggested by NCERT and others are completely absent in these pre-schools. (13) Majority of the pre-schools do not have any audio-visual equipment except blackboard. (14) The pre-schools do not provide for all the first aid materials considered to be essential for every pre-school by NCERTs' specification. (15) All the heads and teachers in private pre-schools are untrained in ECE. (16) The teacher-child ratio in majority of the private and public pre-schools exceed the desired ratio of 1 : 25 for nursery and anganwadi classes and 1 : 30 for K.G. classes. (17) Majority of the private pre-schools provide for a programme of more than 4 hours duration to K.G. classes and majority of the public pre-schools provide for a programme of less than 3 hours duration whereas the desirable duration is 3-4 hours. (18) Few private-schools and most of the public pre-schools do not make any planning of the programme. The programme plannings made by the rest of the pre-schools do not include a balance of activities for all aspects of development as well as a balance between individual and group activities, indoor and outdoor activities, vigorous and quiet activities and guided and

free activities as specified by experts in the field of ECE. (19) Few private and most of the public pre-schools do not prepare or follow any time - schedule. The time-schedules prepared or followed by the rest of the pre-schools focuss on teaching of the 3 R's and neglects activities for different aspects of development for pre-school children. (20) All the private pre-schools make textbooks and carrying bag of books to school compulsory for children. (21) All the private pre-schools completely rely on formal teaching of the 3 R's. No pre-school, even public is found to rely completely on play and activity oriented method. (22) Activities for physical, language, socio-emotional, creativity and aesthetic development of children are either absent or inadequate. (23) All the private and 30 per cent of public pre-schools give home-work to pre-school children which is against the desired standards. (24) All the private and 42 per cent of public pre-schools solely use formal test and examination to evaluate children. (25) All the pre-schools do not record progress of children in the various developmental aspects such as physical, language, cognitive, etc. (26) Provisions of health care services are either inadequate or completely absent. (27) Majority of the private and public pre-schools do not make adequate provisions for parent contacts such as home visits, meetings etc. (28) All the pre-schools do not maintain any record of developmental history, habits and interests, teachers' assessment and health of children.

2. The existing conditions of pre-schools in Mizoram, in relation to physical structure and facilities, teachers, admission age and procedure, programmes and register maintenance are in conformity with the desired standards on the following grounds : (1) Majority of both the private and public pre-schools

are within 1km radius of the locality to which they are serving as specified by NCERT(1996). (2) The surroundings of most of the pre-schools are safe from hazards like noisy and heavy traffic, open ditches, wells, ponds, open drains and heaps of garbage. (3) Majority of the pre-schools have well ventilated rooms with adequate light. (4) Almost all the teachers in private and all the teachers in public pre-schools are females and are 21 years of age or above. (5) Majority of the public pre-school teachers (anganwadi workers) are trained. (6) All the private and public pre-schools, except 16 per cent of private pre-schools admit/enroll children at the age of  $3\frac{1}{2}$  + and 3+ years respectively, which are in accordance with the recommendations made by experts in ECE. (7) Majority of the private and all the public pre-schools employ admission procedure which does not involve any evaluation of children. (8) Majority of the private pre-schools provide for a programme of 3 to 4 hours duration to Nursery classes. (9) Almost all the public pre-schools do not make textbooks and carrying bag of books to pre-school compulsory. (10) All the public pre-schools use the regional language as well as the mother-tongue of children i.e. Mizo, as the medium of communication and instruction as desired by experts in the field of ECE. (11) All the registers prescribed by NCERT are maintained by almost all the private pre-schools and registers prescribed for the anganwadi workers(except register of immunization services) are maintained by all the anganwadi centres.

Major findings and conclusions in relation to pre-school teacher training programmes are as follow :

1. In spite of mushrooming growth of English medium pre-schools in the private sector, not even a single institute or organization, whether government

or private, which impart training to private pre-school teachers exists in the state of Mizoram.

2. The Mizoram state has only one Anganwadi Workers Training Centre (AWTC) which was established by the State Social Welfare Department in 1982. The major findings regarding this training centre are as follow : (1) The AWTC has no building of its own. At present, it is accommodated in a private building adjacent to the main road with heavy traffic. Some of the major problems associated with its building are : absence of outdoor space for conducting outdoor activities, absence of library cum reading room, congested classroom without enough space for conducting classroom activities and inadequate hostel accomodation as only too small rooms in the same building have been provided for this purpose. (2) All the three members of teaching faculty of the AWTC, including the pricipal are well qualified as their educational qualifications are at par with the essential qualifications for appointment as faculty members. (3) The pay scales of the Principal, Rs. 6500 - 200 - 10500 and of the instructress, Rs. 5000 - 150 - 8000 are quite low considering the essential educational qualifications for the posts and also as compared to the pay scales of other posts with same essential qualifications. (4) At present, the number of seats available for job training in AWTC is 35. (5) The number of anganwadi workers trained so far by AWTC till June, 2000 was 2200 which exceeded the required number of workers for all the anganwadi centres by 859. (6) The main training course conducted by AWTC is an in-service job training for the newly recruited anganwadi workers for a duration of 3 months. Besides, the AWTC also conducts Refresher Course for trained anganwadi workers usually for a duration of 14 days, and

Orientation Course for helpers usually for 10 days. (7) The various components of 3 month job training course are : a) general orientation b) pre-school education c) nutrition and health d) community participation and community education e) management f) wrap up. (8) Training is imparted through the following methods : a) classroom instruction b) field work which includes - classroom practicals, observational visits and field work placement in ICDS project, and c) library and audio-visual. (9) In classroom practicals, the following activities are usually carried out : a) preparation of aids and play materials; for this, low cost, no cost, waste and natural materials are mainly utilized, b) preparation of an Oral Rehydration Salt (ORS) and simple recipes for supplementary nutrition and c) role play on different topics and themes d) exercises in maintaining correspondence and filling up registers and records. (10) Activities undertaken in observational visits include visits to various important places in Aizawl city, nearby ICDS projects, Primary Health Centre (PHC) or sub-centres and nature walk. (11) Under field work placement in ICDS projects, the trainees are sent out to different anganwadi centres in Tlangnuam and Aizawl urban ICDS projects for 14 working days. Usually 2 trainees are placed in one centre and are visited and supervised by the instructresses. (12) Library work is not carried out as prescribed in the course due to non-existence of library cum reading room and limited access to the available books. (13) Due to absence of equipment, audio-visual sessions are rarely conducted. (14) Evaluation of trainees is done on the basis of their performance in both practical and written examinations.

Major findings and conclusions in relation to parents' reactions to and expectations from pre-schools are as given below :

1. a) Majority of the parents from private and public pre-schools consider the buildings of the pre-schools attended by their children satisfactory. The rest of the parents are dissatisfied with the buildings mainly due to their small size, lack of planning and unattractiveness. b) Expectations of parents with regard to pre-school buildings in order of priority are-big, specially planned and attractive buildings.
2. a) Majority of the parents of private and public pre-schoolers are dissatisfied with the pre-schools mainly due to complete absence of Outdoor Play Equipment and Material(OPEM). Out of the satisfied group of parents, more than half of them are satisfied with the very few OPEM available in pre-schools, and the rest of the parents are satisfied even in the complete absence of the OPEM. b) The two most frequently expected outdoor equipment are see-saw and swing in the case of parents from private pre-schools and see-saw and skipping rope in the case of parents from public pre-schools. There are some parents who do not expect OPEM as they think them unnecessary for children.
3. a) Larger proportion of parents find the position of the pre-schools attended by their children, unsatisfactory mainly due to absence of Indoor Play Equipment and Materials (IPEM). Few of them are dissatisfied as the IPEM provided are very few and inadequate. On the other hand, almost all the satisfied parents from private pre-schools are satisfied although IPEM are not provided whereas all the satisfied parents from public pre-schools find the very few materials provided enough and satisfactory. b) The most frequently referred expectation of parents in order of their priority are - number blocks, alphabet blocks and building blocks in the case of private pre-schools, and

building blocks, alphabet blocks, number blocks and counting beads in the case of public pre-schools. Analysis of parents' expectations reveals that both group of parents want that pre-schools should provide such IPED which can be of help to children in learning the concepts of number and alphabets.

4. a) 50 per cent of parents of private preschoolers feel that sending a child to private pre-school is quite expensive whereas the rest of the 50 per cent of parents do not feel so. Majority of parents feel that the education and care provided to their children by the private pre-schools, is worth the money spent by them. When parents' reactions are analysed in relation to their financial status, it is found that 35 per cent of parents from high income group, 52 per cent from middle income group and 57 per cent from low income group feel that educating a child in private english medium pre-school is quite expensive.

b) The expectations of parents in order of their priority are that the pre-school should (i) impart knowledge of English, (ii) give emphasis on teaching of the 3R's, and (iii) teach manners and etiquettes to pre-schoolers. When parents expectations are analysed in relation to their income, it is found that as the level of parents' income increases, their expectations about teaching of English language and 3R's decrease and manners and etiquette increase.

5. a) Most parents of private pre-schoolers are satisfied with the teachers as they feel that the teachers know how to deal with small children. In the case of public pre-school, most parents are dissatisfied with the anganwadi workers as they feel that the workers teach too little. This may imply that these parents expect the anganwadi workers to give more time to the teaching of 3R's.

b) Most parents from both private and public pre-schools expect that pre-schools should appoint only those as teachers who have at least P.U. or equivalent qualification. With regard to other personal qualities and professional qualifications,

the least priority is assigned to the teacher training, and knowledge of child psychology and development by the parents of private and public sector pre-schoolers respectively, which is a clear indication of the ignorance of parents about the right qualities to be expected from pre-school teachers.

6. a) Majority of the parents from both private and public pre-schools consider the existing teacher-child ratio as moderate and satisfactory. b) The largest percentage of parents from both the private and public pre-schools want the teacher-child ratio to be 1: below 30, which is in conformity with the suggestions made by experts in the field of ECE. However, parents' expectations in this regard are contradictory to their reactions as most private pre-schools and few public pre-schools have a teacher-child ratio of more than 1 : 30.

7. a) Majority of parents of private and public pre-schoolers are against the idea of holding tests and interviews for admission to pre-school classes. b) The most frequently expected procedure of admission is 'first come first serve' which is followed by 'test and interview'.

8. a) An overwhelming majority of parents from private pre-schools consider textbooks necessary for pre-school children whereas majority of parents from public pre-schools do not do so. b) Parents' expectations reflect a great deal of their ignorance about the evils of textbooks at the pre-school stage. As a result, most parents from private pre-schools still expect the pre-schools to use textbooks while experts in the field of ECE suggest to put a ban on textbooks at the pre-school stage.

9. a) Majority of parents of private pre-school children find the school bag light in weight for a pre-school child. All the parents from private pre-schools, except 9 per cent, are in favour of the practice of carrying bag of books to school by pre-schoolers whereas majority of the parents from public

pre-schools are against this idea. b) Most parents from private pre-schools expect the teachers to keep children's books in school and to give out only the ones needed for homework. They feel that this arrangement would lighten the weight of school bag which a child has to carry to and from pre-school.

10. a) Majority of parents are happy with the formal classroom teaching method employed by the pre-schools attended by their children. b) Parents who expect the pre-school to employ play and activity oriented method of teaching are very few which indicates that most parents have not yet realised the evils of formal classroom teaching method and the importance of play and activity oriented method at this stage.

11. a) An overwhelming majority of the parents have positive attitude towards teaching of 3R's and they expect the pre-schools to teach these skills to their children which implies their ignorance about the evils of teaching the 3R's at pre-school stage.

12. Most parents from private pre-schools are satisfied with English being the medium of instruction and communication and expect the same to be continued, whereas, majority of parents from public pre-schools are satisfied with and expect Mizo, to be the medium of communication and instruction.

13. a) All the parents whose children are given homework, except 15 per cent from private pre-schools are happy with the homework and majority of them feel that the homework given is just enough and few others feel that it is too less, which implies that they want more of it. b) Large number of parents from both the private and public pre-schools expect the pre-schools to give homework to their children.

14. An overwhelming majority of parents from both the private and public pre-schools are in favour of holding test and examination to evaluate pre-school children and expect the same to be continued.

15. a) In spite of the unsatisfactory position of all the pre-schools with regard to the provision of health care, the percentages of parents from both types of pre-schools who find this provision satisfactory are moderately high. b) The most frequently expected health service is health check up followed by treatment of minor accidents and ailments. Large number of parents from public pre-schools also expect growth monitoring through maintenance of height and weight records.

16. a) Moderately high percentages of parents from both the private and public pre-schools find the practice of the pre-schools with regard to midday meal satisfactory. Nevertheless, majority of parents from public pre-schools think that the food items provided for children to anganwadis are being mismanaged by the anganwadi workers. b) All the parents from public pre-schools expect the provision of supplementary nutrition from pre-schools. But majority of parents from private pre-schools do not expect it probably as they are satisfied with the existing practice of letting children carry their own tiffins to schools.

17. a) Majority of the parents from both the private and public pre-schools feel that the pre-schools are not doing well in respect of organization of parent-teacher contact. b) Parent-teacher meeting is the most frequently expected form of parent-teacher contact by both groups of parents followed by parents' day celebration in the case of parents of private pre-schoolers and home-visits in the case of parents of public pre-schoolers. Regarding the

number of parent-teacher meeting, majority of parents from both types of pre-schools want a minimum of two or more parent-teacher meetings in a year.

Recommendations for improvement of the status of pre-school education in Mizoram have been given under the three broad headings of : (i) recommendations for improvement of pre-school facilities and programmes. (ii) recommendations for improvement of the status of training of pre-school teachers and (iii) recommendations for parent-education. Suggestions for further research are also given at the end.