

**A STUDY ON VIEWS OF UNDERGRADUATE LEVEL STUDENTS
TOWARDS THE
FOUR YEAR UNDERGRADUATE PROGRAMME
SPECIAL REFERENCE TO KAMARGAON COLLEGE, GOLAGHAT**

**A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)
In Partial fulfillment of the requirements for the degree of**

**Bachelor of Arts
In
Education**



Under the Supervision

**Punendra Das
Assistant Professor
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Submitted By

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B.A 6th SEMESTER
Kamargaon College
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April, 2024**

বিষয় সূচী

1.	প্রমাণ সা পত্র (Certificate)	
2.	স্বীকৃতি পত্র (Acknowledgement)	
3.	তালিকা সূচী	
ক্রমিক নং		পৃষ্ঠা নং
1.00	আবহুতি (Introduction)	০২
2.00	অধ্যয়নৰ গুৰুত্ব (Rationale of the study)	০২
3.00	অধ্যয়নৰ উদ্দেশ্য (Objective of the study)	০৩
4.00	অধ্যয়নৰ পদ্ধতি (Method and procedures)	০৪-০৬
	1. পদ্ধতি (Method)	০৪
	2. জনসংখ্যা (population)	০৪
	3. নমুনা আৰু নমুনা সাংগ্ৰহ পদ্ধতি (Sample and Sampling Technique)	০৬
	4. ব্যৱহৃত সঁজুলি (Tools used in the study)	০৬
	5. পাৰিসংখ্যিক পদ্ধতিৰ ব্যৱহাৰ (used Statistical Method)	০৬-০৬
	6. অধ্যয়নৰ সীমাবদ্ধতা (limitations of the study)	০৬
5.00	ডাটাৰ বিশ্লেষণ (Analysis of Data)	০৬-২২
6.00	অধ্যয়নৰ ফলাফল (Findings of the study)	২৩-২৪
7.00	সামৰণ (Conclusion)	২৪-২৬
8.00	গ্ৰন্থ তালিকা (Bibliography)	২৬
9.00	প্ৰশ্নসূচী (Questionnaire)	

তালিকা সূচী

Objective No1	শিশুর জীবনীয় বিকশিত মেল- ধৈর্যালীষ প্রবন্ধ	
তালিকা নং	শিরোনাম	পৃষ্ঠা নং
১/	মেল- ধৈর্যালীষে আমাৰ কিদৰে সময়- বৰ্ষে সেই সময়ৰে বুলি পোৱা শিশুৰ সাংখ্যা	০৭-০৮
২/	শিশুৰ জীবনীয় বিকশিত মেল- ধৈর্যালীষ প্ৰয়োজনে সম্বন্ধে অৱগত শিশুৰ সাংখ্যা	০৮-০৯
৩/	শিশুৰ জীবনীয় বিকশিত- মেল- ধৈর্যালীষে ভাল আৰু বেয়া প্ৰভাৱ পেলোৱে বুলি বুজোৱা শিশুৰ সাংখ্যা ।	০৯-১০
Objective No2	শিশুৰ জীবনীয় বিকশিত মেল- ধৈর্যালী ইতিবাচক প্ৰভাৱ	
তালিকা নং	শিরোনাম	পৃষ্ঠা নং
৪/	মেল- ধৈর্যালী আমাৰ বাবে উপযোগী- বুলি বুজা শিশুৰ সাংখ্যা ।	১০-১১
৫/	মেল- ধৈর্যালীৰ সাঁজুলিৰ ব্যৱহাৰ স্কুলত শিশুৰ লগতে ছাত্ৰ-ছাত্ৰীসকলৰ সময়ত হৈছে বুলি বুজোৱা শিশুৰ সাংখ্যা ।	১১-১২
৬/	মেল- ধৈর্যালী সময়ৰত শিশুসকলৰ উপযুক্ত স্তৰ প্ৰদানত সাংখ্যা হৈছে বুলি বুজোৱা শিশুৰ সাংখ্যা ।	১২

**ROLE OF THE PLAY IN CHILD PHYSICAL DEVELOPMENT
A STUDY IN
NUMALIGARH SARKARI BUNIADI SCHOOL**

**A Project Report Submitted to the Department of Education,
Kamargaon College, Golaghat
(Under Dibrugarh University)
In Partial fulfillment of the requirements for the degree of**

**Bachelor of Arts
In
Education**

Shamima K. Juna
30.4.24
Dr. Shamima



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April, 2024**

বিষয় সূচী

- ১) প্রকল্পের নাম
- ২) ক্রমিক সূচী
- ৩) আলিফা সূচী

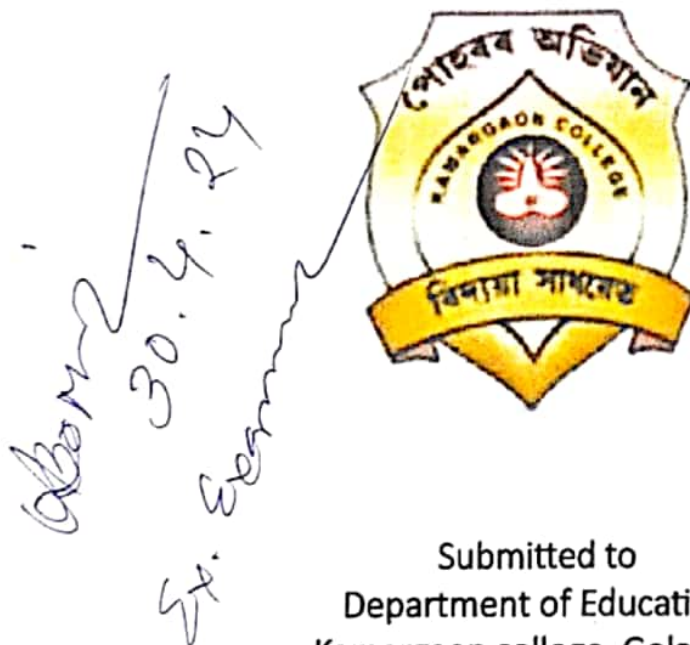
ক্রমিক নং	প্রধান শিরোনাম	পৃষ্ঠা নং
১.০০	আবস্থান	১-৮
১.০১	অবস্থান নথি	৮-১০
১.০২	অবস্থান প্রকল্প	১০-১১
১.০৩	অবস্থান উদ্দেশ্য	১১
১.০৪	অবস্থান গ্রীষ্মকাল	১১
২.০০	আর্থিক পর্যালোচনা	১২-১৭
৩.০০	অবস্থান নথি	১৮
৩.০১	অবস্থান অনুমতি কমা নথি	১৮
৩.০২	অবস্থান অনুমতি	১৮
৩.০৩	অবস্থান নথি আর্থিক নথি সহ ফর্ম	১৮-১৯
৩.০৪	অবস্থান ব্যবহার সীমাবদ্ধি আর্থিক ফর্ম	১৯
৩.০৫	অবস্থান সহ	১৯-২০
৩.০৬	আর্থিক নথি ব্যবহার	২০
৪.০০	অবস্থান বিশ্লেষণ	২১-৩২
৫.০০	অবস্থান ফলাফল	৩৩-৩৫
	আর্থিক	৩৫-৩৬
	এবং সূচী	৩৭-৩৯
	অবস্থান সূচী	

তালিকা সূচী

উদ্দেশ্য নং -১	স্নাতক পর্যায়ৰ শিক্ষার্থী সকলৰ বাবে পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাৰ ফলাফল সম্পৰ্কে অধ্যয়ন কৰা	
তালিকা নং	শিৰোনাম	পৃষ্ঠা নং
১।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিৰ ফলপ্ৰসূতাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২১-২২
২।	পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাই শিক্ষাৰ মানদণ্ড উন্নত কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২২-২৩
৩।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিত আভ্যন্তৰীণ মূল্যায়নৰ বাবে শিক্ষক-শিক্ষয়িত্ৰী সকলে গ্ৰহণ কৰা কাৰ্য সমূহৰ প্ৰয়োজনীয়তা সম্পৰ্কে শিক্ষার্থীৰ মতামতৰ হাৰ।	২৩
৪।	পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাই স্নাতক পর্যায়ৰ শিক্ষাৰ বিকাশত সহায় কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২৩-২৪
৫।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিৰ উদ্দেশ্য সমূহ শিক্ষা গ্ৰহণৰ ক্ষেত্ৰত ফলপ্ৰসূ হোৱা নোহোৱাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২৪-২৫
৬।	উচ্চ মানৰ শিক্ষাৰ বাবে পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিটো সঠিক পদ্ধতি বুলি অনুভৱ কৰা শিক্ষার্থীৰ হাৰ। ২৬	২৬
৭।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিটো অধিক শিক্ষার্থীকেন্দ্ৰিক বুলি অনুভৱ কৰা শিক্ষার্থীৰ হাৰ।	২৬
৮।	পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাই পৰম্পৰাগত শিক্ষক কেন্দ্ৰিক শিক্ষাক শিক্ষার্থী কেন্দ্ৰিক শিক্ষালৈ পৰিবৰ্তন কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২৭
উদ্দেশ্য নং -২	স্নাতক পর্যায়ৰ শিক্ষার্থী সকলে পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাৰ সন্মুখীন হোৱা সমস্যা সমূহৰ বিষয়ে অধ্যয়ন কৰা	
তালিকা নং	শিৰোনাম	পৃষ্ঠা নং
৯।	পছন্দ ভিত্তিক মূল্যাংকন ব্যৱস্থাৰ ফলপ্ৰসূতাৰ সমস্যা সম্পৰ্কে শিক্ষার্থীৰ মতামতৰ হাৰ।	২৭-২৮
১০।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিত সময় মতে পাঠ্যসূচী সমাপ্ত কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ	২৮-২৯
১১।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিত উপযুক্ত বিষয় নিৰ্বাচনৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	২৯
১২।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিয়ে শিক্ষার্থী সকলক অধিক পৰিক্ষাকেন্দ্ৰিক কৰি তোলাৰ ক্ষেত্ৰত শিক্ষার্থী সকলৰ মতামতৰ হাৰ।	৩০
১৩।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিত নিৰ্ধাৰিত সময় কম হৈছে বুলি কোৱা শিক্ষার্থীৰ হাৰ।	৩০-৩১
১৪।	পছন্দ ভিত্তিক মূল্যাংকন পদ্ধতিয়ে শিক্ষার্থীৰ শৈক্ষিক বুজা বৃদ্ধি কৰাৰ ক্ষেত্ৰত শিক্ষার্থীৰ মতামতৰ হাৰ।	৩১

EFFECTIVENESS OF CHOICE BASED CREDIT SYSTEM FOR UNDERGRADUATE LEVEL STUDENTS: A STUDY IN KAMARGAON COLLEGE OF GOLAGHAT DISTRICT, ASSAM.

A Project Report Submitted in Partial fulfilment of the requirements for degree
of Bachelor of Arts in Education (Under Dibrugarh University)



Submitted to
Department of Education
Kamargaon college, Golaghat

Supervisor
Mridula Hazarika
Assistant Professor & HOD
Department of Education
Kamargaon College
Golaghat, Assam.

Submitted by
Debarani Hazarika
Roll No. 27010066
Registration No. S2122096
B.A. 6th Semester
May – 2024

SYLLABUS OF THE UG PROGRAMME IN EDUCATION
DIBRUGARH UNIVERSITY
B.A. IN EDUCATION (HONOURS)
DSEED604: PROJECT REPORT
CREDIT: 6
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]

Expected Learning Outcome: *After completion of this course, the student will be able to :*

1. explain the process of conducting a Project.
2. Identify the problems for Educational Project.
3. solve problems faced in educational field through project.
4. prepare a project report.

Unit	Content	Marks	L	P	T
I	1.0 Introduction to the Project 1.1 Concept of Project 1.2 Characteristic of a good project 1.3 Steps of conducting a project <ul style="list-style-type: none"> • Identification of Problem • Formulation of Objective • Preparation of Tools: Questionnaire, Rating Scale, Interview Schedule, Check list etc. • Selection of Sample • Collection of Data • Analysis and interpretation of data • Report Writing 1.4 Challenges of conducting a Project		10		

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	<i>(The teacher will have to take theory classes on the topics assigned in this unit)</i>				
II	2.0 Preparation of Project report: The student shall have to conduct a project under the supervision of a teacher and submit a project report consisting of the following: <ul style="list-style-type: none"> • Title of the Project • Introduction • Rationale of the study • Objectives of the Study • Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data) • Analysis and Interpretation of data with illustrations • Findings of the study <i>(The teacher shall provide guidance to the students throughout the Project.)</i>		5		
	Total				

In-semester Assessment:

- Conducting the project and preparing the report
- Sessional Tests on the content of the first unit:
- Attendance:

Marks 20

Marks 5

Marks 10

Marks 5

End-Semester Assessment:

80

The end-semester assessment will be based on the project report and viva voce. The assessment will be carried out by a team of examiners consisting of at-least one external examiner and one Internal examiner. The distribution of marks will be as follows:

- Project report: 60
- Viva Voce: 20

Suggested Readings:

1. Best, J.W. & Kahn, J.V. : *Research in Education*, Prentice Hall of India Pvt. Ltd., New Delhi.
2. Garrett, H.E. : *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd., Hague Building, 9 Sprott Road, Ballard Estate, Bombay-400038
3. Koul, L. : *Methodology of Educational Research*, Vikas Publishing House Pvt. Ltd., New Delhi
4. Sidhu, K.S. : *Methodology of Educational Research*, Sterling Publishers Pvt. Ltd., New Delhi
5. Singh, A.K.: *Tests, Measurements and Research Methods in Behavioural Science*, Bharati Bhavan, Thakurbari Road, Kadamkuan, Patna- 800003

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GPS Map Camera



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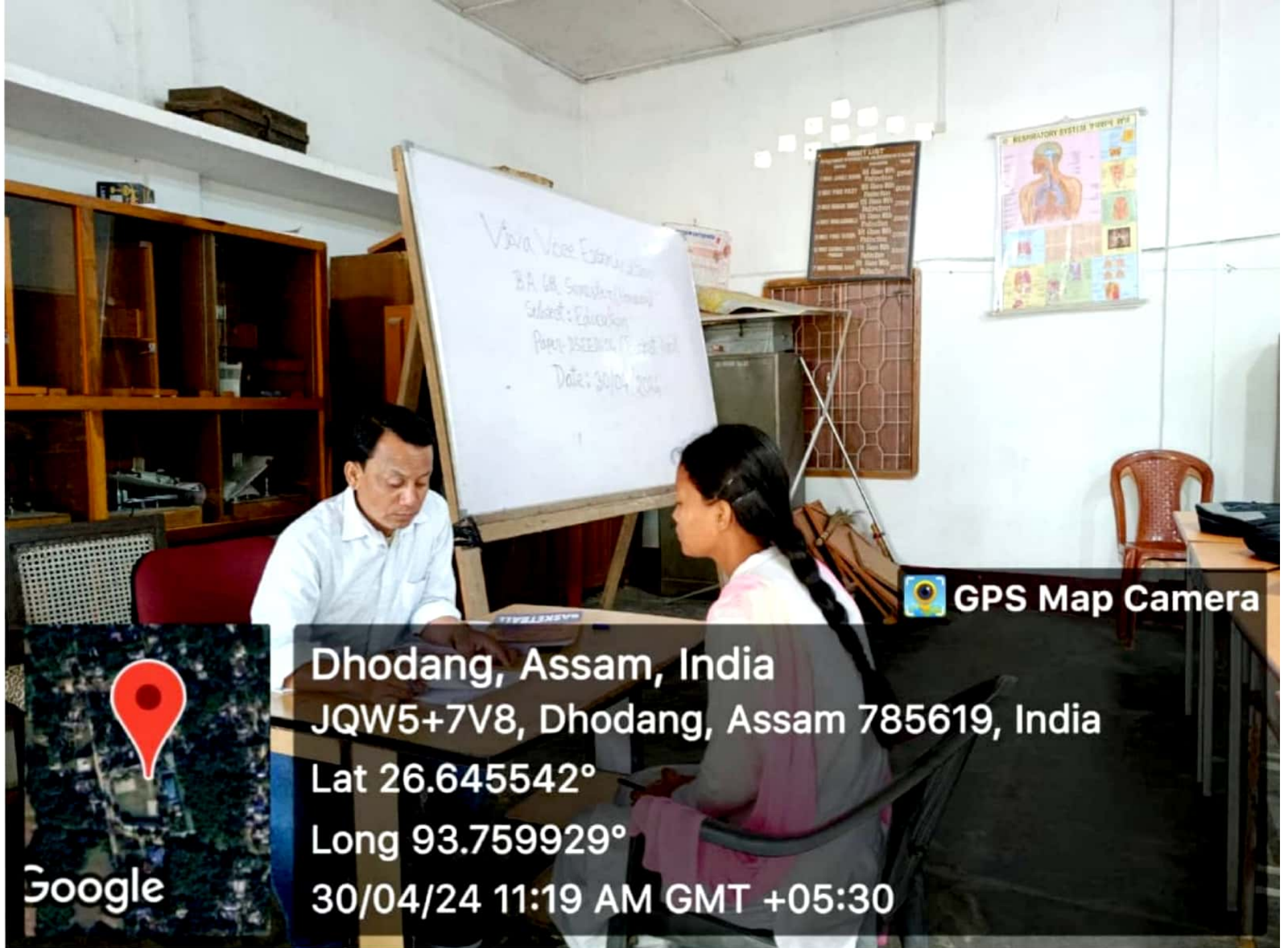
Dhodang, Assam, India
JQW5+7V8, Dhodang, Assam 785619, India
Lat 26.645817°
Long 93.759432°
30/04/24 11:59 AM GMT +05:30




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Viva Voce Examination

B.A. 6th Semester (Honours)

Subject: Education

Paper- DSEED604 (Project Report)

Date: 30/04/2024



GPS Map Camera



Dhodang, Assam, India

JQW5+7V8, Dhodang, Assam 785619, India

Lat 26.645802°

Long 93.759539°

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Viva Voce Examination
B.A. (Hons) Education
F. Ed. (Practical)



GPS Map Camera



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Lat 26.645764°
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22/09/23 10:24 AM GMT +05:30

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A

**FIELD SURVEY REPORT ON QUALITY OF CHILD CARE
SERVICES AND CHILD DEVELOPMENT ISSUES AT THE
CHILD CARE HOME IN BOKAKHAT**



**FIELD STUDY CONDUCTED BY THE DEPARTMENT OF
SOCIOLOGY, KAMARGAON COLLEGE**

SUBMITTED TO

Mr. Nitul Kumar Borah (H.O.D)
Dr. Ranju Morang Doley (Assistant Professor)
Dr. Bijit Das (Assistant Professor),
Department of Sociology,
Kamargaon College

SUBMITTED BY

Student of the dept. of Sociology,
Kamargaon College

V/K
14/12/2023

OBJECTIVES OF THE STUDY

1. To assess the availability and quality of child care services in Bokaakhat.
2. To understand the socio-economic background of the families utilizing these services.
3. To evaluate the impact of these centre on child development
4. To identify the challenges faced by child care centre in providing quality services.



ABSTRACT

The study, conducted by the Department of Sociology at Kamargaon College on 14th November 2023, focuses on evaluating child care centre in Bokakhat, a semi-urban area in Assam. The primary objectives were to assess the quality of child care services, evaluate the impact on child development etc. The study employed a mixed-method approach, including Interviews, Direct Observation, and Focus group discussions. The research revealed a significant disparity in the quality of child care services provided across different centres. While some centres were well-equipped with trained staff and adequate facilities, others lacked basic amenities such as proper sanitation, clean drinking water, and educational materials. The high teacher-to-child ratio in many centres resulted in insufficient attention to individual children, affecting their overall development.

Children attending better-equipped centres demonstrated positive cognitive, social, and emotional development, while those in less resourced centres showed lower levels of engagement and progress. Parental involvement was generally positive, with many expressing satisfaction with the availability of child services. However, concerns were raised about the safety, hygiene, and lack of developmental activities in some centres. The study identified key challenges faced by the child care centre, including financial constraints, lack of government support, and difficulties in retaining trained staff due to low salaries and limited professional development opportunities.

The findings highlight the urgent need for government intervention to standardize and improve the quality of child care services in Bokakhat. Recommendations include infrastructure development, capacity building for staff, and increased community awareness about the importance of quality child care in early childhood development. This study aims to contribute to the enhancement of child care services, ultimately improving the well-being and development of children in the region.



INTRODUCTION

Child care centre play a crucial role in early childhood development, providing essential services that support both children and their families. In regions like Bokakhat, a semi-urban area in Assam, these centres are particularly important due to the socio-economic dynamics that often necessitate both parents working outside the home. Despite the critical role of child care centre, there is a significant variability in the quality and accessibility of these services, which can have profound implications on the development of children and well-being of families.

The Department of Sociology at Kamargaon College undertook a field study on 14th November 2023 to explore the state of child care centre in Bokakhat. The study was motivated by the need to understand how these centres function, the challenges they serve. Bokakhat, with its mix of rural and urban characteristics, provides a unique context for this study, offering insights into the broader issues faced by child care centre in similar semi-urban settings across India.

The objectives of this study were multifaceted. First, it aimed to assess the availability and quality of child care services in Bokakhat, examining how well these centres are equipped to understand the socio-economic background of the families who rely on these services, as this often influences the type of care they centre on the cognitive, social, and emotional development of children, which are study aimed to identify the challenges faced by child care providers, including financial, infrastructural, and human resource constraints.

METHODOLOGY

The field study on child care centre in Bokakhat was conducted using a mixed-method approach, incorporating both qualitative and quantitative research techniques to ensure a comprehensive understanding of the subject.

Survey: The survey focused on gathering data about the socio-economic background of families, their satisfaction with the services, and their perceptions of the impact on their children's development.

Interviews: In-depth interviews were conducted with key stakeholders, including the administrators, teachers, and support staff at the child care centre. These interviews aimed to uncover the operational challenges faced by the centres, as well as the strategies they employ to manage these challenges.

Observation: Direct observation was employed to assess the physical environment of the child care centre, including infrastructure, safety standards, and the daily activities provided for children. Observations were also made on the interactions between staff and children to evaluate the quality of care.

Focus Group Discussions: FGDs were conducted with the administrations, teachers, and also with the support staff to know about their experiences and concerns regarding the child care services. This method provided deeper insights into community perceptions and the social dynamics influencing child care choices.

These combined methodologies provided a well-rounded perspective on the state care services in Bokakhat.

strides toward ensuring that all children have access to the nurturing, supportive environments they need to thrive.

The path forward requires concerted effort, sustained commitment, and a focus on collaboration. By taking these steps, Bokakhat can create a more equitable and supportive environment for its youngest residents, fostering their development and contributing to the long-term well-being of the community as a whole.

SOME PICTURES OF THE FIELD STUDY IN CHILD CARE CENTRE IN BOKAKHAT



1. A GROUP PICTURES WITH THE PROFESSORES, STUDENTS AND STUFFS IN THE CHILD CARE CENTRE



2. PICTURE OF A DROWING COMPITION AMONG THE CHILDREN IN THE CHILD CARE CENTRE



3. PICTURE OF A EXTRACURRICULAR ACTIVITIER AMONG THE CHILDREN IN THE CHILD CARE CENTRE

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Responsibility: NGOs, task force, child care providers.

10. Strengthen Government Support and Oversight:

Action: Advocate for policy reforms that increase government support for child care centre, including financial assistance, technical support, and more stringent regulatory oversight. Work with government officials to draft and implement these policies.

Timeline: Policy reform initiatives launched within 6-12 months.

Responsibility: Task force, government agencies, advocacy groups.

Monitoring and Evaluation:

Action: Develop a robust monitoring and evaluation framework to track the progress of these initiatives, measure outcomes, and make necessary adjustments. Conduct periodic assessments and report findings to stakeholders.

Timeline: Ongoing, with quarterly reviews.

Responsibility: Task force, independent evaluators, government agencies.

By following this detailed implementation plan, the recommendations can be systematically introduced, leading to significant improvements in the quality of child care services in Bokakhat. This coordinated effort will require ongoing collaboration, adequate resources, and a commitment to sustaining progress over time.

Conclusion

The field study on child centres in Bokakhat has illuminated the critical role these centres play in the early development of children and the challenges they face in delivering quality services. The study's findings highlight significant disparities in the availability and quality of care, largely driven by financial constraints, infrastructural deficiencies, and a shortage of trained staff. These issues are compounded by a lack of government regulation and community awareness, which further exacerbates the challenges faced by child care providers.

However, the study also underscores the potential for positive change. By implementing targeted recommendations such as increasing financial support, improving infrastructure, enhancing staff training, and establishing quality standards, it is possible to elevate the overall quality of child care services in Bokakhat. The involvement of various stakeholders, including government bodies, NGOs, private sector partners, and the community, is essential to ensure the successful implementation of these recommendations.

Improving child care services is not just a matter of providing better facilities or more trained staff; it is about investing in the future of the children in Bokakhat. Quality early childhood education and care lay the foundation for lifelong learning, social skills, and emotional well-being. By addressing the challenges identified in this study, Bokakhat can make significant

Timeline: Curriculum development within 3 months, training programs initiated within 4-6 months.

Responsibility: Task force, educational institutions, NGOs.

5. Implement Quality Standards:

Action: Draft and disseminate quality guidelines for child care centre, including teacher-to-child ratios, health and safety standards, and educational program requirements. Establish a regular inspection and monitoring system to ensure compliance.

Timeline: Guidelines developed within 3 months, monitoring system operational within 6 months.

Responsibility: Government regulatory bodies, task force.

6. Community Awareness Campaign:

Action: Launch an awareness campaign to educate parents and the broader community on the importance of quality child care. Use local media, community meetings, and workshops to disseminate information.

Timeline: Campaign launched within 2 months.

Responsibility: Task force, local media, community organizations.

7. Foster Parental Involvement:

Action: Create opportunities for parents to participate in child care activities, such as regular parent-teacher meetings, workshops on child development, and volunteer opportunities at centre.

Timeline: Initiate parental involvement programs within 3 months.

Responsibility: Child care centre, community organizations.

8. Develop Public-Private Partnerships:

Action: Engage with local businesses and private sector partners to support child care centre through donations, sponsorships, and volunteer programs. Establish formal agreements to ensure long-term commitment.

Timeline: Partnerships established within 6 months.

Responsibility: Task force, local business associations.

9. Create Support Networks:

Action: Facilitate the formation of a network or association for child care providers to share resources, knowledge, and best practices. Organize regular meetings and create an online platform for collaboration.

Timeline: Network established within 4 months.











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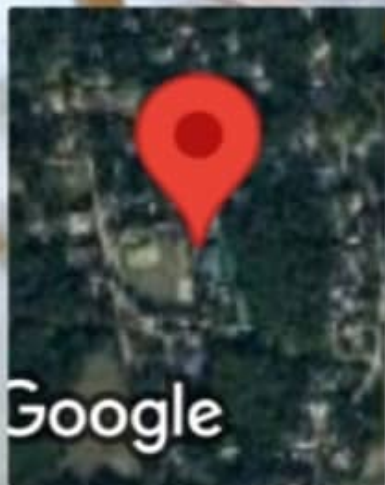
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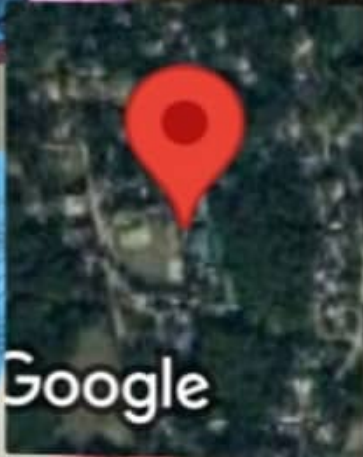
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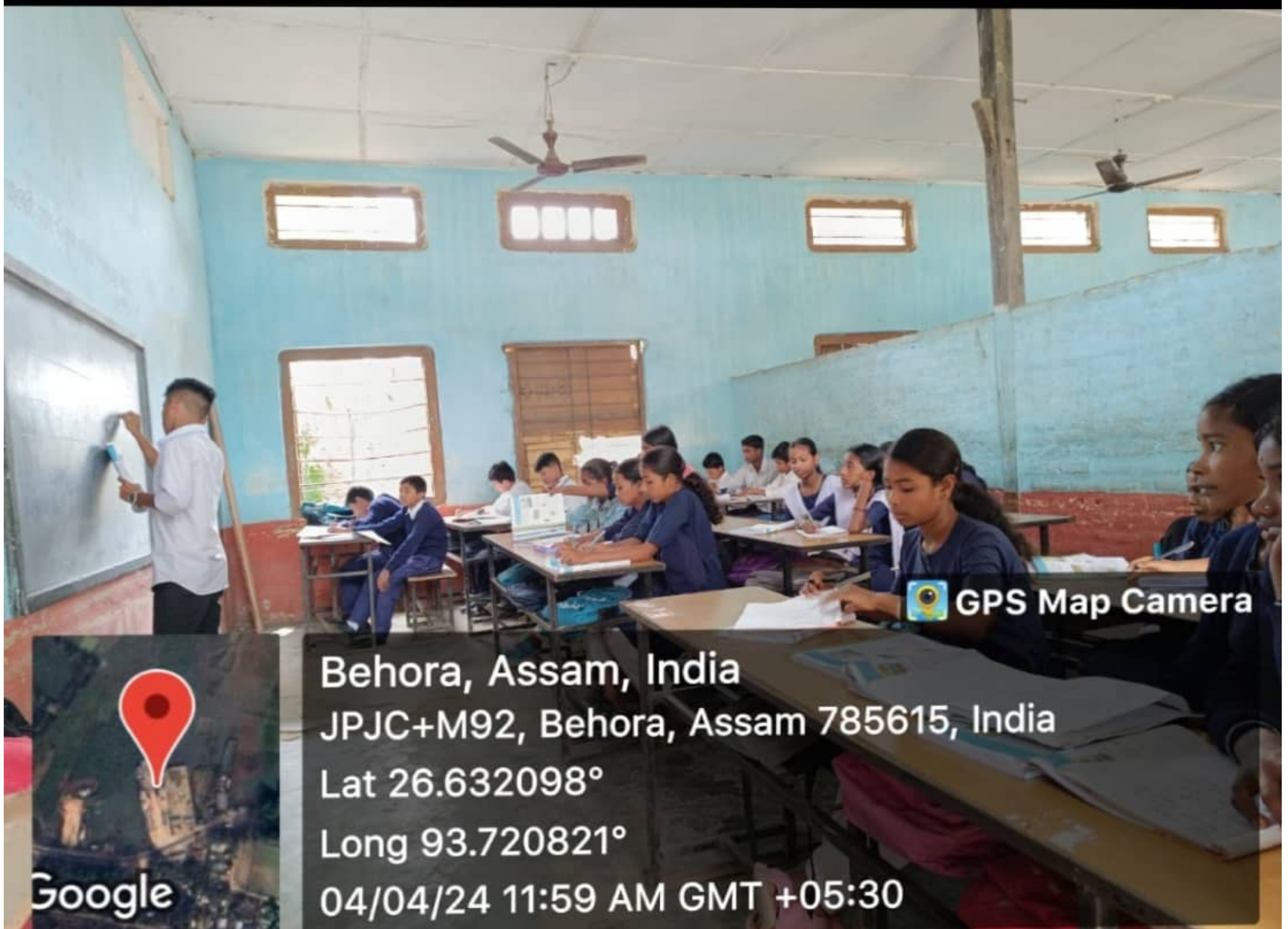
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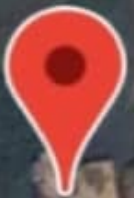
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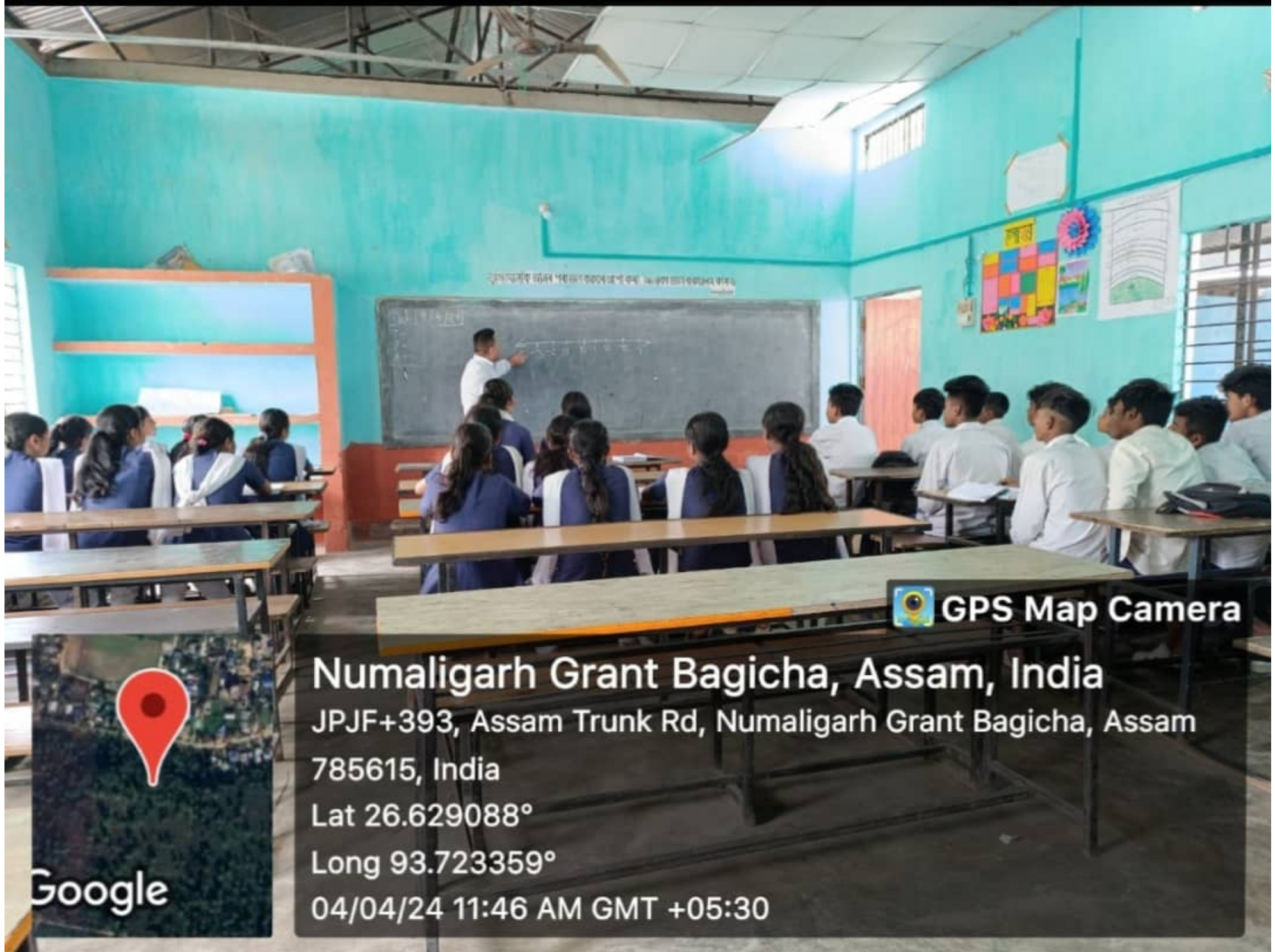
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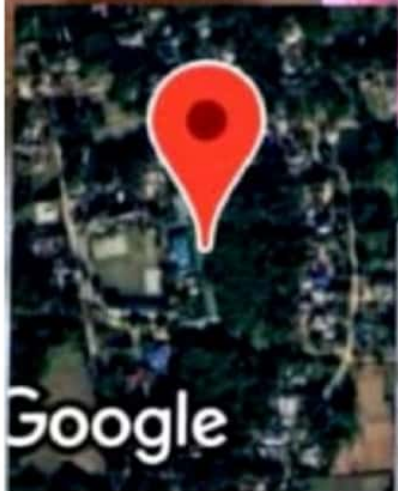
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