

Chapter- II

Review of Related Literature

2.0 INTRODUCTION

The review of related literature provides the background and context for the research problems. It should establish the needs for research and indicate that the writer is knowledgeable about his own area (William Wiersma, 1986). Review of related literature shows the researchers' knowledge of study in his own area. It is needed so as to be acquainted with what has been done in the field, what methods have been employed, what are the findings and suggestions and what remains to be solved. It also helps to make the study systematic and fruitful. It provides the background and context for the research.

The present research work is so designed as to study the pre-school education which is considered as an important factor for child's future growth and development. In order to make the study systematic and effective, the researcher reviewed the literatures in the field. For the sake of convenience the present chapter, devoted to the review of literature, is divided into the following parts according to the objective of the study-

2.1 Studies conducted on the development of pre-school

2.2 Studies conducted on the daily activities and programmes of Pre- School

2.3 studies conducted on Problems Faced by Pre-Schools

Following are some of the studies which have been conducted by different investigators.

2.1 Studies conducted on the development of pre-school:

Davis and Hansen (1932) conducted a study on the influence of pre-school education on children and found that nursery school education in Britain directly influenced educators in the United States. During 1920's, significant

progress was made in the study of child development and in pioneer efforts to establish nursery school.¹

1944, the sergeant report called upon the government to provide pre-primary education in the following words: - a) an adequate provision of pre-primary institutions in the form of nursery schools is an essential adjunct to any national system of education. b) In urban areas, where sufficient children are available within a reasonable radius, separate nursery schools or departments may be provided. Nursery classes should be attached to junior basic primary schools. c) Nursery schools and classes should invariably be staffed with women teachers who have received special training for her work. d) Pre-primary education should, in all cases, be free while it may not be feasible to make attendance compulsory, no efforts should be spared to persuade parents to send their children to school voluntarily. e) The main object of education at this stage is to give young children social experience rather than formal instruction.²

In 1952-53, the secondary education commission recommended nursery schools for the age group 3-6. It observed, "At the pre-primary stage, the nursery schools of various types exist in some states but on a very small scale. At this stage, the child is introduced to the joy of learning through companionship and recreational activities and it is slowly guided in proper habits of life, cleanliness and healthy modes of living as well as in the cultivation of social habits so necessary later for community life. In several states, there are a few such nursery schools run by private organizations or by missions, and where they have been so established, they have done excellent work. The cost involved and the limited number of trained personnel precludes any large expansion of nursery schools.

¹ Lee C. Deighton, editor in chief, *The Encyclopedia of Education; Vol- 3* The Macmillan Company and the press.

² S.k. Kocchar; *pivotal issues in Indian Education* 1981, starting publishes private limited L-10 green park extension, New Delhi – 16, pg 37.

The age of admission to nursery school varies; in some states. It is between 3 and 5, in some, children are trained up to the age of 7.³

The Indian Education commission (1964-66)

“Pre-primary education is of great significance to the physical, emotional and intellectual development of children especially those with unsatisfactory background. An enrolment of 50% in the age group 3-5% in the age group 5-6 in the pre-school classes will be reasonable target by 1986.

The commission recommended that pre-primary education should develop in the following lines during the next twenty years:- a) Pre-primary education development centres should be set up. One in each of the state institutions of education and one in each district, for the development, supervision and guidance of pre-primary education in the area. b) Private enterprise should be made largely responsible for setting up and running primary centres , the state assisting with grant-in aid on the basis of equalization. C) Experimentation in pre-primary education should be encouraged specially to devise less costly methods of expanding it. d) Children’s play centre’s attached to as many primary schools as possible under the guidance of primary schools teachers will help to smooth the transition from infancy to formal school. The state government should maintain state and district level play centres, pre-primary teachers, look after research and preparation of literature , pre-primary schools and training institutions, assist private agencies with grant-in aid and run pre-primary schools. E) Co-ordination should be maintained among the different agencies that work in the field of pre-primary education.⁴

Verma (1966) In a survey of 45 pre-schools institutions in the city of Baroda came out with the findings that: - (a) most of the nursery schools were housed in the buildings that were not specially constructed for nursery schools; the

³ *Ibid*, s. k. koccher; p-37

⁴ *Ibid*, s.k.Kocher;1981;p-38

toilet and washing facilities in these nursery schools were poor and inadequate; (b) out of 45, 28 nursery schools were run by private trusts or foundations; (c) a majority of the nursery schools charged fees from RS. 1 to 3 per month, most of the nursery schools spent less than Rs. 50.00 per child per year (d) most of the teachers have studied up to final class of the secondary school and some have undergone the Montessori training , the salary ranged for most of the teacher Rs. 26.00 to 75.00 per month per month; (e) out of 45, only 17 schools had parent meetings (f) only 13 maintained children's record; (g) nursery school had limited variety of outdoor and indoor equipment and very few books, and (h) regarding the programme , it was found that very few nursery schools offered creative activities , field trips, festivals celebration, science and nature study, many schools include the formal teaching of 3 R's and mechanical methods of teaching.⁵

The committee of member of parliament on education, (1967) set up by the government to draft a statement on the national policy of education, stated “ greater attention needs to be paid to the development of pre-primary education, voluntary organizations conducting pre-primary institution, should receive encouragements and financial assistance, especially when they are working in rural areas, urban slums or for children of the weaker sections of the community, every encouragement should be given to experimentation particularly in devising less costly methods of expansion.⁶

Shah (1968) conducted a study of nursery 92 schools in the city of Boroda and found that in majority of the pre-schools, there was paucity of admission policy and lack of medical facilities, toilet facilities, water supply etc. An inadequate training of teacher and inadequate equipment affected the pre-school

⁵ Verma A, *A survey of 45 pre-school institutions in the city of Borado, 1966, source book for pre-school education*, Borado, IAPE; P-44

⁶ *Op.cit.*, S.K. koccher 1981,p-38

programme for the children. There was a need of proper relationship between parents and teachers.⁷

N.C.E.R.T. (1970) in its study on “unrecognized institution offering pre-school elementary education in Hyderabad , Secunderabad and Delhi “ has reported that : (1) In Hyderabad and Secunderabad (a) out of 163 institutions,101 were managed by individuals and other societies , seven were established before 1951, twenty four during 1952-61, ninety seven during 1962-67, thirty three in 1968 and one after 1968(b) the age of admission in most of the institutions was between 3 and 3-5 years , 18 institutions required prior registration ranging from two months to one year in advance. (c) duration of course was two years in majority of the institutions (d) fees charged varied from Re. 20.00 Rs. 30.00 with the majority of them falling between Re. 4.00 and 10.00 (e) there were 8,597 pre-school children attending schools in January , 1969(f) out of 814 teachers working in 161 institutions , 245 trained and 569 untrained out of 814, 70 were men and 744 were women (g) it was found that few institutions have certain apparatus required for conducting various curricular and other activities. (h) It was observed that most of the institutions undertook curricular activities through coaching of subjects. A few institutions undertook various types of activities covering learning of language, number work, nature and crafts.

(2) In Delhi – (a) out of 36 institutions, 14 were run by individuals and 22 by societies (b) the age range for admission was from 2 years to 4.5years. Most of the institutions did not require prior registration, (c) majority of institutions had two years course of pre-school education, (d) the fees charged ranged from Re. 1 to Re. 50 per month with the majority of them falling between Re. 1 to 10, (e) there were 1972 children at pre-primary stage in January 1969, (f) total numbers of

⁷ Shah, S,B, *Survey of 92 nursery schools in the city, Boroda. Source Book for pre-school-education.* Baroda, APE P-53

teachers working in these institutions were untrained, (g) most of the institutions covered undertook curricular activities through coaching of subjects.⁸

Murughendrappa (1972) studied the growth and development of pre-school education in the state of Mysore during 1947- 72. He found that first added kindergarten school was set-up as early as 1911-12 and at the time of the students were 807 pre-primary schools in the state of Mysore.⁹

NIPCCD (1980) on the basis of its impact study of pre-school education in the ICDS reported that: (a) majority of the Anganwadi (90) were located at sites that were easily accessible to children; (b) all centre's were in fairly good condition; (c) no separate kitchen, toilet or water services was found in a majority of the centre's; (d) play-space in 83 percent of the Anganwadis was insufficient; (e) all the respondents were aware of the ICDS programme two major components of the scheme, nutrition and pre-school education (f) an equal percentage of children from the SC, ST and upper castes were enrolled at the centre's; (g) a significant increase in the attendance was found at meal times as compared to that during the Preschool activities, particularly in Delhi, Rajasthan and Uttar Pradesh (H) about 96 percent of parents of no-beneficiaries were aware of the existence of and Anganawadi in their era, yet they did not send their children (i) children who attended the Anganawadi dressed well, and children in urban and rural areas were cleaner than tribal children (j) only 30-35 percent understood the importance and need for pre-school education ;(k) teaching of the alphabet and numbers was the primary activity of the Anganawadis; (l) action song formed a part of the daily schedule (m) socialization of children i.e. teaching them to sit properly in place etc were among the expectations of parents from the Anganawadi".¹⁰

⁸ N.C.E.R.T., *Unrecognised Institutions Offering Pre-school Elementary Education- Hyderabad, Secunderabad and Delhi, 1970. source Book for pre-school Education, Borada IAPE. P-40.*

⁹ Bhoodev Sinsh; pre-school education; APH, New Delhi Corporation 5, Ansari Road Darya Ganj, New Delhi, p-24.

¹⁰ NIPCCD, *Pre-school Education in The ICUS, An Impact study, 1980. Fourth Survey of Reearch in Education Ed, M.B.New Delhi. P1243.*

Laltanpuii (1984) – Analysed the preschool education program in Mizoram from his historical and empirical prospective. The objective of the investigation was to study the developmental stages of preschool education programs in Mizoram and to examine the various aspect of the programs in the pre-schools of Aizawl town. He reported that no attention was paid for the establishment of separate preschool institution until a voluntary organization of women called Mizo Himasawn Pawl instituted and sponsored separate preschool institutions under the name of nursery at Aizawl in January, 1960, no progress was found as the preschool education was outside the previews of the district council, the non-formal pre-school education imparted in the Anganwadi center was not found effective and instrumental as a preparation for school education.

Most of the teaching staff of the pre-schools were neither trained nor qualified for there was no provision for them to receive training. The study revealed that only the teachers of Mary Mount School were equipped with desirable qualifications for pre-schools education.¹¹

Venkataram (1984): The early years of a child's life are formative years for his/her overall development. Early childhood education serves to fulfill effectively all the needs of the young child physical, social, emotional and psychological.¹²

ECCE in the NPE (1986): Early childhood care and education (ECCE) has assumed special significance in the national policy on education 1986. It has rightly mentioned that the national policy in children (1974) specially emphasizes investigation in the development of the young child. particularly children from sections of the population in which first generation learning predominate child development has been taken in a Holistic view recognizing all the aspect like nutrition, health, social, mental physical, moral and emotional development. ECCE has received high priority and been properly integrated with the integrated child

¹¹ Laltanpuii 1984, *Pre-school Education Programme in Mizoram. An Analytical study* ; unpublished Dissertation NEHU, Shillong.

¹² M. B. Buch; *Third survey of research in education 1983-1988 volume-* NCERT., New Delhi, p.221

development service program (ICDS) as far as possible. Day care centers as suggested by the NPE, would be provide as a support service for universalization of primary education to enable girls engaged in taking care of sibling to attend school and as a support service for working women belonging to poorer section.¹³

Tyobeka (1986) Surveyed community pre-school education in Swaziland. The study showed that many pre-school (30.30%) were accommodated in church building which had either been constructed specifically for housing the pre-school or which they shared with the congregation. There had been no government involvement in erecting pre-schools. Donations of building materials, the payment of some head teacher's salaries and the supervisory services provide by the pre-school inspectorate were the most frequently reported examples of government assistance. The pre-school inspectorate planned to hold meeting and discussions with parents, pre-school committees and pre-school staff to acquaint them with the new national pre-school policy and syllabus, in the near future. Teacher parents and the preschool inspectorate shared a board common goal for preschool education, viz. preparation for primary school. However, teachers and parents on the one hand and the preschool inspectorate on the other interpreted this common goal differently. The teaching staff equated preparation for primary school with the acquisition of elementary skills (e.g. Writing and arithmetic). The result was that creative activities, such as painting, modeling, storytelling and make believe activities that were relevant to the development needs of the pre-school child were neglected. The pre-school inspectorate would like to see more emphasis placed on the psycho-social development of the child to help prepare him to cope with what would be expected of him when he enters grade I, in him with internationally accepted objectives for preschool education.¹⁴

¹³ Jagannath Mohanty and Bhagyadhar Mohanty; *Early childhood care and education* 1994; Deep and Deep publications F-159, Kajouri Garden; New Delhi-27, p-6.

¹⁴ Tyobeka Jennifer D, *community pre-school education in Swaziland* , A sample survey commissioned by UNICEF, social science research unit, University of Swaziland, 1986.

Baruah (1987) in his study observed that the physical set up of the pre-primary school buildings in rural areas of Assam was not satisfactory because of the mismanagement of the school authority. As community kept full hope on government for implementation for the program, no attempts had been made for improvement of the building by the public; the physical facilities in the pre-primary schools were not to the desired extent and a large number of children were admitted in each of the schools not proportionate with the single primary schools served as an incentive for growing rate of children admitted in the school.¹⁵

Mayani (1989) studied the development of pre-primary education in Gujarat from a historical prospective. This study came to the conclusion that despite quantitative expansion of pre-school education, the present set up was not satisfactory in terms of curriculum and teacher training.¹⁶

Rajalakshmi (1992) assessed the existing nursery education program in Kerala. This study pointed out that physical facility needed to be improved and a more uniform curriculum needed to be introduced.¹⁷

Lyngdoh (1996) examined the development of pre-school education in the state of Meghalaya. Care studies of selected pre-school in Shillong city were carried out and the various aspects of pre primary education offered in the schools were analyzed. He reported that (a) the private schools do not follow a common curriculum not do they have adequate facilities; (b) management boards of pre-school in Shillong constituted close relatives and the schools were run without proper infrastructure; (c) teachers in the pre-schools do not have special training for pre-primary education; otherwise were found to be well qualified; (d) there was no uniform pay scale for pre-school teachers. The investigation revealed that the

¹⁵ Barua J, *An Evaluation of pre-school Education in Assam with Special reference to Teaching methodology*. Unpublished Doctoral Dissertation, Gauhati University, 1987.

¹⁶ Mayani, J. p., *A study of the Development of pre-primary Education in Gujarat during post-independence period*. Fifth survey of Education Research, New Delhi; NCERT., 1997 vol.-1, pp-260-261.

¹⁷ Rajalaxmi , M., *An Assessment of the Existing nursery education programme in Kerala*. Fifth survey of education research, New Delhi., NCERT., 1997, vol-1

pay scale ranged from Rs 400 to 2800 per month. (e) Most teachers adopted the play way and storytelling in combination with other method. Children were also burdened with home assignment. The pre-schools surveyed for the study were not found having sufficient space for play and recreational except for one school which was a residential school.¹⁸

Syiem (2009) studied on the functioning of the schools catering to early childhood education in greater Shillong and he came out with the conclusion that most of the pre-school in Shillong was running without adequate financial support from government, teaching-learning materials was not sufficient in most of the pre-schools and lack of teacher training centre's were observed.¹⁹

Chen and McName (2011) studied on the positive approaches to learning in the context of pre-school classroom activities and the study extends this research by examining children's learning approaches in the context of classroom activities from a range of curricular areas.

Taleb (2012) studied on key attributes of quality pre-school programme. The results revealed significant difference in application of the 10 guidelines between public and private sector programmes. Ministry of education kindergarten classroom practices were found to be closely aligned to best practices compared to private sector programmes.

Schultz et al (2013) found that the social skill curriculum connecting with others lessons for teaching social and emotional competence were associated with positive changes in the children's behaviour.

¹⁸ Lyngdoh M.C., *A study of pre-school education programme in Shillong*, Unpublished M, ED. Dessertation., NEHU., Shillong, 1996.

¹⁹ Syiem, *Analytical study on the Functioning of the schools catering to early childhood education in greater Shillong.*, unpublished Doctoral Dissertation., NEHU., Shillong, 2009.

2.2 Studies conducted on the daily activities and programmes of Pre- School

Susan Issacs (1971) conducted study on activities of pre-school education and has stressed the need for having activities which fulfill the needs of children. Those activities should be chosen in such a way that they meet the needs of children and are suited to their interests.²⁰

Eurice Bailey (1972) of children's centre, Leeds university also feels that, as far as possible, "the needs of each child, that is, to accept his need and express strong emotions, to explore and learn, to find ways of communicating with others, and to develop social relationship and awareness of the needs of others, and above all, to play".²¹

Gaston Mialaret (1976) Conducted a world survey of pre-school education including children's activities. He divided these activities for the two age groups. For 4 to 5 years old and for 5 or 6 years old children. Along with this there is a family comprehensive schedule of activities organized by some other countries which do not find a specific mention in Mialaret's survey. These are activities suggested by Eurice Bailey of Leeds university (U.K.) and the NCERT (India). Out of these the author has chosen by way of illustration the pre-school activities followed in Chile, Japan, England and India.²²

Blake (1977) Early childhood classrooms are best organized into activities centers, each center supporting some portion of the program. Though the centers can be modified to serve the changing need of the program, made larger or smaller, or ever merged with other centers most should be available as separate areas throughout the activity period. Activity centers allow rooms to become child centered rather than teacher centered. They help programs become more

²⁰ J. S.Grewal , *Early Childhood Education, Foundation and practice.*, Agra modern printier, 1984., p-276.

²¹ *Ibid.*, J.S. Grewal;P.276.

²² *Ibid.* J..S. Grewal; P.276.

individualized and allow children to participate more activity and be more independent of the teacher.²³

Yeli (1979) came out with the findings that (a) most of the pre-primary schools did not have their own buildings, almost all the schools did not possess play ground, garden and modern amenities necessary for any pre-primary school; (b) many schools did not have proper facilities for indoor activities and the library facilities for teachers.²⁴

Kaul (1991) suggested the following gross-motor skills for pre-school children – waking, balancing, running, jumping creeping, crawling, rolling, swinging, hopping, climbing (ascending and descending both) rhythmic movement, throwing, catching, kicking, for specifically the following selected behaviour have been observed by the pre-school workers in children.²⁵

Studies conducted regarding play materials and Teaching Aids.

Play materials have an important role in the development of the child. Play materials offer the magnificent opportunities to explore, manipulate, build and create. When a child plays with particular objects, in addition he discovers many more uses of these objects that he does otherwise. Interaction with play materials helps the child develop confidence, self-reliance and emotional control. It is now widely assured that play and exploration have central role in cognitive and physical development and is the core of early education programme.

Susan lassacs (1971) founded that play activities have been called “things” young children in the beginning do not need many play things only selected few

²³ Bernard Spodek, Olivia N. Saracho, M D. Davis; *Foundations of Early Childhood Education, Teaching three , four and five year old children .*, second edition;1991, prentice Hall, Inc. p-109

²⁴ Yeli, R.S., *A initial study of pre-primary education in Karnataka*. Unpublished Doctoral Dissertation., Karnataka University.1979.

²⁵ Bhoodev Singh; *Pre-school Education*;1997, APH publishing corporation 5, Ansari Road Darya Ganj, New Delhi, P-84.

things may be provided to them. Variety may be added later as the children grow up. For play activity the major equipment used “toys” which small children require to use for giving expression to their spontaneous activities”. The toy enables them to give outlet to their emotions on the educational side, equipment provides a basis for activities and encourages the child for action. It also sharpens child’s power of perception and extends his knowledge of world. The child also projects himself through the equipment which is very important for his affective development. Equipment also helps the child in his physical growth.²⁶

Sharma (1971) found that nursery education in Jabalpur was in the beginning stage. There was no adequate equipment including those for outdoor and indoor activities. Staff was well qualified academically and professionally. The schools did not have lunch programme. A few had some recreational facilities like cinema shows puppetry etc.”²⁷

Shrivastava (1971) also reported in her survey of the pre-primary education in mahakoshal region. Jabalpur that the existing condition of building was deplorable. There was no provision for sufficient indoor and outdoor space for the free play activities, no definite plan for the construction of building for pre-primary schools. On the whole schools were poorly equipped with very limited play materials.²⁸

Mialaret (1971) has made an analytical study of the use of material in different countries of the world. He came out with the results that some countries had little or no equipment at all, in some countries the teacher herself is responsible for selecting educational material, while in others this is done by the principal in some cases the administrative prescribes what equipment is to be use

²⁶ J.S. Grewal: Early Childhood Education Foundations and Practice Agra modern printer, 1984 p. 284

²⁷ Sharma S.K., Survey of Nursery Schools Jabalpur City, 1971. Source Book for pre-schol education., Baroda: IAPE p-53.

²⁸ Shrivastava , V.N. A Survey of pre-primary education in Mahakoshal Region , Source Book for pre-school Education, Baroda: IAPE p54.

and supplies a list of what is considered essential. Some countries take parents views for selecting the material.²⁹

Li (1983) reported that play is the basic aspect of child's action at pre-school age.

Play activity of children can be utilized for the development of perceptual abilities. A play that is both fun and pleasurable becomes a natural reinforcer as it is more likely to be repeated.

Manju Vani E.V. (1986) carried out study on play materials and reported that copying geometric forms significantly improved in children after they had exposure to play materials, enrichment lowered the time taken for and the errors in naming the colours verbally and enrichment through play materials favoured the perceptual discrimination based on touch.

Singh and Gill (1986) studied the play material for children. It was an exploratory survey conducted in seven toy shops of Ludhiana city. The results revealed that the most suitable toys for pre-school children were judged to be puzzles, small and large blocks, building equipment such as building set, counting alphabet and texture boards, doll house equipment such as kitchen furniture and carpentry sets, drawing and painting materials wheeled toys and miniature musical instruments.

Caruso (1988) in his research on play and learning in infancy suggested that variety and contingent responsiveness in social interaction were key factors for the quality of infant's play and learning and it was strongly evidenced that exploratory play and teaching in infancy also would be enhanced when adults responded contingently and in a variety of ways to infant behaviour.

²⁹ *Ibid*; J.S., Grewal p.299-300.

Thompson (1990) reported that children often use language to communicate their ideas by inventing stories or descriptions of what they have created with play materials.

Goldhaber (1992) concluded that playdough or clay is the perfect medium for creating, observing and thinking about change. Children learn about the properties of play dough through their initial fingering, poking and squeezing. They learn that it's malleable, smooth to the touch. Now that they "know" playdough children can begin to change it to transform it.

Christie and Enz (1993) believe that play is a legitimate learning medium deserving encouragement. The quality and quantity of the play materials available to pre-school children has long been considered important in their development.

Manjuvani (1995) performed a study on effect of enriched experiences through play materials on the performance of pre-school children on simple perceptual tasks. A sample of 30 pre-school children from two pre-schools were selected for the study. The children of one pre-school were designated as 'control group' and the other as 'experimental group'. The experimental group children were given particular play materials over a period of 30 hours (one hour a day for 30 working days). During pretest no significant results were noted. Children of experimental group showed better performance in copying geometric forms in post test compared to pretest. Enrichment has significantly reduced the colour naming errors and facilitated 'form' and 'colour' discrimination of experimental group. Enrichment through play materials favoured the perceptual discrimination based on task.

Goldhaber et al. (1996) reported that use of literacy props-puppets, stuffed animals, dramatic play items, books, markers, signs, paper of many types-along with adult modeling and encouragement, fosters greater verbal expression and social interactions.

Stegelin (2002) states incorporation of poetry, songs, charts, storytelling and sharing of big books on a daily basis encourages children to verbalize their feelings, learn better sounds (phonemic awareness) and words and begin to write language through repetition with adults and peers. This is especially important for pre-schoolers who may have limited exposure to oral language rituals and storytelling at home.

Hampshire Play Policy Forum (2002) stated that play and play materials are an essential part of every child's life and vital to his/her development. It is the way children explore the world around them and develop practice skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills.

Curtis et al. (2005) state that when the environment offers flexible and open ended play materials, children engage in a range of activities that foster their development and learning—moving, manipulating, investigating, building, representing, creating, communicating and problem solving. Children become more competent in their physical abilities and develop self confidence and independence. They develop specific skills along with self-awareness and an alertness and respect for others around them. Assembling (open-ended) materials encourage children to become flexible thinkers and responsive playmates. It can be concluded that the play materials play a vital role in young children's development.

2.3. Studies conducted on Problems Faced by Pre-Schools.

Bajpat (1957) discussed problems concerning philosophy of pre primary education, qualification and training of the headmistresses and other teachers. This survey revealed that the problems of pre- primary teacher training institutions were

related to (i) members of the staff. (ii) Pupils (iii) apparatus (iv) finance (v) practicing school (vi) methodology (vii) examination (viii) refresher course.

Mialaret (1976) on the survey of pre- school education found that there was a variety of answers to the question on the subject of relations with parents. In many cases, all that happened was that parent were invited to visit the institution, to listen to a talk, to see an exhibition of the children's work or to attend a social gathering organized by the institution. Several replies revealed relations which entail more active participation on the part, many parents association participated directly in the management and administration, the institution in some cases playing a direct role, either by helping the institution to build and improve its premises or by organizing working sessions (lectures, seminars) for the parents themselves. This makes it possible for the parents to exchange ideas one reply even indicated that parents were given some instruction as to how observe children and their activities.³⁰

Sethi (1977) conducted a study on “ Imparting formal education in parents- Expectations to reach 3R's to the Pre-school children”. Thus the study recommended that the parents may be made to realize the need to improve the quality of pre-school education and be persuaded to initial the ventures of modification in the school programme in the interest of the children and the society.³¹

NIPCDD (1980) conducted an impact study of pre-school education in the ICDS. One of the major objectives was to study the perception of parents regarding the pre-school education component of the ICDS. The study showed that about 96% of parents of non beneficiaries were aware of the existence of and Anganawadi in their area, yet they did not send their children, only 30-35% of the

³⁰ Mialaret , G., *World Survey of pre-school education paris*: The UNESCO press, 1976, P-51.

³¹ Sethi , S.S., *Journal of Home science, vol-II No.3.PP. 78-80.*

parents understand the importance and need for pre-school education and socialization of children i.e. teaching them to sit properly in place etc. were among the expectations of parents from the Anganawadis.³²

Tyodeka's (1986) in a survey on community pre-school education in Swaziland, findings in relation to parents of pre schools revealed that: majority of parents were sending their children to pre-school to prepare them for primary school; the parents stated that their children were taught to write, sing and say rhymes. According to them, teaching children to write was the most important thing the teachers did in pre-school, there was a great deal of ignorance among the parents about the existence composition and role of the pre-school committees, an overwhelming majority of parents were satisfied with pre-school hours though few had taken active interest in facing them according to their needs; parents were highly pleased with the content of the pre-school programme, and majority of the parents were dissatisfied with equipment and facilities.³³

Murlidharan and Pankafam(1988) The study examined the differences in the different models of preschool teacher training, particularly from the point of view of what teachers trained under different schemes were able to do with young children and how children gained from them. The result showed that in most of the tasks the children whose teachers had two years training scored highest and Anganwadi workers if well trained could organize effective pre-school programme. The Anganwadi workers were trained by the Rural Institute, Gandhiram, which had a good infrastructure and competent staff.³⁴

Bhagat. R (1988) a study on cognitive and social development of child and found that nutritional care and proper feeding practices facilitate normal

³² M. B. Buch, *Fourth Survey of Research in Education Ed. 1991*, New Delhi, NCERT. p. 1243-1244

³³ UNICEF., Asample survey commissioned – social science Research Unit; University of Swagiland, 1986.

³⁴ M. B. Buch, *Fourth survey of Research in Education 1991*, New Delhi, NCERT., P. 1241.

development, there is a positive relationship between provision of play-materials and the child's social maturity and Intelligence, and verbal interaction has a positive relationship with I.Q.

Kasturi Jachuck, (1990) found that Socio-economic status and pre-school education were found to have a positive impact upon cognitive abilities.

Veena; Kaul, Sunita and Dhar, Hansa (1990) studied on non-formal pre-school and the results are: children exposed to ICDS performed better in all the following four areas in comparison with children not exposed to ICDS viz. (i) Gross Motor, (ii) Conceptual (iii) Personal Social and (IV) Fine Motor Skills.

Yasodhara (1991) examined the attitudes of parents and teachers towards pre-school education. The work pertained to the study of the attitude of parents and teachers with regard to the objectives and curriculum of pre-school education and the priority group of children in need of pre schooling. Yasodhara used questionnaires for parent and teachers and she found that there was a need to educate them as they did not have a clear idea regarding the purpose of pre-school education and their role in the children's life.³⁵

Hejmadi, A (1991) studied on " Effects of Intervention Training on Some Cognitive Abilities of Pre-School Children" and concluded that the experimental and control groups of children were to differ significantly from each other in the intelligence and creativity scores and the group which received verbal, movement and vocationalisation of sound training regarding the body parts through music and dance was found to be the most intelligent and creative in comparison to the two other experimental and control groups.

³⁵ Yasodhara , P. *Attitudes of parents and teachers towards various aspects of pre-school education*. Fifth Survey of Education Research. New Delhi: NCERT., 1997; ISSUE-2.

Kaul V, Ramachandra, Chitra and Upadhyaya G.C (1992) carried out a study on the impact of ECE on retention in primary grades and found- a) Children with ECE experience were found to have a better retention rate in comparison to children who had direct entry in the schools. The difference in percentage of two groups was higher in favour of ECE children. b) The dropout rate for the ECE group was less by 31.8% and c) The impact of ECE experience on retention in primary grades was greater for girls in comparison to boys.

National Institute of Public Cooperation and child Development, 1992 from their study reported that: a) the physical Infrastructural facilities were poor. b) Eighty percent Anganwadi had no toilet facilities; c) Seventy –eight percent had an unsatisfactory drainage system, d) Indoor and outdoor space for activities were not adequate for nearly 50 percent. e) There was a backlog in job-training in the case of Anganwadi workers, f) Twenty percent posts of different categories of workers were vacant, g) There was too much political interference, h) Administrative work was heavy i) The average disruption in the distribution of supplementary food was 64 percent and j) Thirty six percent Anganwadi were not able to monitor the growth of children.

Chuaungo L (2001) conducted a study on, “an analytical study of pre-school education in Mizoram and found that- The existing conditions of pre-school in Mizoram are not in conformity with the desired standards of pre-school education, the training facilities of pre-school teachers are not enough.”³⁶

Arora S, Bharti S and Arti A (2006) studied on the “Evaluation of Non-Formal Pre-School Educational Services Provided at Anganwadi Centres (Urban Slums of Jammu City)”

Results of the study revealed that non-formal pre- school education was provided to the children at the Anganwadi centre. Anganwadi Worker used two-way

³⁶ *An analytical study of pre-school education in Mizoram: Unpublished Doctoral Dissertation, NEHU, Shillong.*

interaction method and takes the help of teaching aids for imparting education to the children. Indigenous material was used to make teaching aids like puppets, vegetables, and fruits. Most of the parents were satisfied with the non-formal education provided at the Anganwadi centre but few weren't, as they felt that Anganwadi worker laid more emphasis on nutrition.

Semra E and Aylin K (2010) made a study on the effect on pre-school education on primary first graders school preparedness. The results revealed that preschool education and parents' educational level have a significant effect on children's level of school preparedness. However, gender did not create a significant difference in children's school preparedness.

A Study of Pre-Primary Education in Papumpare District of Arunachal Pradesh (2012) was done and in brief, the findings revealed that the existing condition of pre-primary schools covered in the present study is not satisfactory in terms of the physical structure, equipment and materials, pre-primary school staff, programme, records and registers.

2.4 Conclusion:

Review of related literature portrayed objective wise ample scope in the field of pre-school education in Assam. Although some research works have been conducted regarding pre-school education in Assam, no proper light has been thrown on the scenario pre-school education in the state. In this study the investigator attempted to highlight about the studies already conducted related to this area in various countries in the world keeping in mind the objectives of the present study. Moreover, it provided significant implications regarding the suggestions to be made for the research on pre-schools education in future in various districts of Assam.