



## **CHAPTER II**

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# **RELOOKING OF THE RESEARCH AND EMERGENCE OF THE PROBLEM**

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### **Re looking of the Research and emergence of the problem.**

Kaul, V; Dadhich, M and Soni, R. (1996) Process based readiness programme for primary level mathematics.

#### Problem

It attempts to study the development of number readiness at the pre-primary stage and to assess the impact of the developed process based programme in the sequential learning of mathematics in the early primary orders, using a longitudinal design.

#### Objective was

(1) To develop, empirically try out and evaluate a systematic process based programme for development of number readiness at the pre primary stage and to study its impact on subsequent learning of mathematics in primary.

#### Methodology

The experimental and control sample were initially selected a random basis involving 20, 20, 10 and 10 children respectively in the four samples. After three years, the number came down to 10, 10, 5 and 10 children respectively in the four samples under study. The collected data was treated with mean, s.d. and 't' test.

#### Major findings

(1) It was found that cognitively oriented intervention programme led to the development of the expected level of number readiness in the children.  
(2) In the comparison of control group I and II the area of reading readiness the level acquired by the children were with regard to Audio Visual



association, auditory discrimination and visual perception.(3)With regard to the vocabulary though the achievement was comparatively better, but at the same time substantial number of children fail to respond correctly to simple sentence comprehension and picture identification items.(4) In the area of numeracy readiness, poor performance was shown with regard to sequential thinking, seriation, space concepts and pre number concepts.

Laksmi, K.(1996) Impact of school readiness programme on primary school children. NCERT

#### Problem

The study examines the effectiveness of the programme in the context of development of psychomotor, language, cognitive and socio-emotional skills facilitating in increasing the enrolment and fall in the dropout rate.

#### Methodology

The study was conducted on 15 primary schools. The sample included class one teachers who underwent training programme and class one children who were exposed to school readiness programme. Tools used were questionnaire, interviews and observation schedules.

#### Major Findings

The children who took part in activity based learning in experimental schools showed significant difference in the skills related to language number and cognitive areas Experimental schools with ECCE background scored well both in mid term and final evaluation.



✓ Pachaury, A.C. (1996) Developing and field testing of readiness programme for students of class I incorporating basic cognitive abilities (conservation, seriation and classification.) Independent study; RIE

This study was designed to develop and field test readiness programme for students of class I incorporating basic cognitive abilities. Objective was to develop readiness programme for class I students.

Major findings were

- (1) Neither boys nor girls showed 80% level of performance on the counting of seven stones.
- (2) Sampled boys showed 81% level of performance on the one to one correspondence task but girls' performance lagged behind.
- (3) The school readiness programme run by teachers did not build the mental schemes of conservation, classification and seriation, on visual symbolic association task, the performance of boys was only 81% then girls performance was 46%.

Prabhakar, Sunanda (1989) Performance of elementary school children with and without nursery experience.

A research was conducted to see the performance of elementary school children with and without nursery experience, related mental development and scholastic achievement to previous nursery experience of the elementary children and found no significant impact on mental development, but scholastic achievement of the girls was higher in case of those who had such nursery education experience.





Upadhyay,G.C; Seth,Kamta;Kapoor Rajendra and Soni,Romila. (1996)

Numeracy and reading readiness levels of the entrants to class I.

In. studies on classroom process and school effectiveness at primary stage.(NCERT)

### Problem

This study makes attempt to examine the relationship between numeracy and reading readiness levels of entrants to class I.

### Objectives were

- (1)To identify reading readiness and numeracy readiness levels of entrants to class I.
- (2)To identify those components of readiness which need strengthening.
- (3)To identify those components of readiness which need strengthening.
- (4)To establish relationship between readiness level to class I and teachers rating on child's social maturity.



### Methodology

The total sample comprised 297 children who were selected randomly of these 217 children were selected from 27 mcd schools from nine zones and 80 children were selected from 10 public schools of Delhi. Their age ranged from 5-6 years. Tools developed to asses the school readiness and numeracy were used. Data on social readiness were also collected through observation of the child. The collected data were analysed using mean, S.D and 't' test and multiple regression.

### Major findings

- (1)Results indicated that vast majority of children lacked adequate level of readiness for reading and number work at the time of entry to school. (2)In the area of reading readiness the level acquired by the children were with

regard to Audio Visual association, auditory discrimination and visual perception.(3)With regard to the vocabulary though the achievement was comparatively better, but at the same time substantial number of children fail to respond correctly to simple sentence comprehension and picture identification items.

(4) In the area of numeracy readiness, poor performance was shown with regard to sequential thinking, seriation, space concepts and pre number concepts.

After reviewing and scanning the researcher was able to find only the following study related to 'learning Readiness' and the abstract of which is also not available the study is ;

Asi, Surjeet,V.(1984) Tiny tots: Their learning readiness (with and without pre primary education )

As first quarter of the life of the child is devoted for preparation of the children for learning it seem to be quite appropriate to conduct this study on the children who are getting admitted to class one. Hence the study under the title "A status study of Learning Readiness among children admitted in class one " was taken.

