

# **CHAPTER-II**

# Review of Related Literature

Research in education as in other fields is a search for knowledge which provides the solution of the problems in the field of education. A careful review of various research journals, book, dissertations, educational abstracts and other sources of information on the problem is very essential for any research which helps us to know the knowledge that has been gained in the past years. This chapter deals with the review of researches related to present study.

## Related Literature and Research

Good number of Research studies are now available showing the significance of Pre-School Education for all round development of the children and their readiness for schooling and achievement in primary grades.

### Impact Studies

Impact studies have generally indicated Positive trend. "Muralidharan R. (1972)" in a study on continuity between pre-school and primary school observed that children in rural areas who enter primary school without pre-school education had difficulty in coping with primary schools demand and dropped out or became repeaters.

Muralidharan et al (1974) in a study of the effects of pre-school education on language and cognitive development of underprivileged children indicated that children with pre-school education with mean age of 5 years 11 months were better in language and intellectual development than children of class I with mean age of 6 years 6 months and without pre-school education. Yet in another study of the effects of pre-school education on school readiness, Muralidharan R. et al (1975) found that underprivileged children having balwadi experience were better in general behaviour and performance in primary grades than children without Balwadi experiences.

Similar results were reported by Anand Laxmy 1986, Devdas 1986, Sood.N, 1987, Mistry.V. 1986 and Pandey 1988.

In rural urban comparison Hunshal S.C. (1979) found that urban children with Anganwadi experience were better in cognitive and social development than rural Anganwadi children.

Khosla R. and Kataria M. (1986) found significant differences between ICDS beneficiaries and non-beneficiaries in language ability i.e. comprehension and vocabulary and cognitive ability i.e. sequential thinking and time perception. Girls scored higher in oral and listening comprehension and boys scored higher in action pictures, object vocabulary and draw-a-man test.

However, non-beneficiaries scored higher in shapes discrimination in comparison to beneficiaries.

Lal S. and Rajwati (1981) found that scholastic achievements of children with pre-school education were better during primary grades.

Shrivastava & Shrivastava (1985) found that children attending ICDS were better in problem solving ability than non-ICDS children. The time taken for successful completion of task was 4.7 minutes and 6.2 minutes respectively. While the level of achievement was 12.2 and 7.2 respectively.

Kaul. V. Ramachandra C. and Upadyay G. C. (1993) found that the retention of children with Pre-school education was better in primary grades than children without Pre-school education experience.

In addition to impact studies there have been studies on short term intervention and their impact. These studies have proved that the quality of Pre-school education was enhanced with the intervention input. Significant improvement in skills of Anganwadi Workers and cognitive abilities of Pre-school children were reported.

Shahni S. Agrawal S. (1985) Muralidharan R. and Baljit Kaur (1986). They found that 8 weeks intervention to Anganwadi Workers in tribal areas has brought out significant qualitative change in Anganwadis Pre-school Education programme.

Gupta R and Rahgir S.P. (1984) did a study using experimental and control group design. The result showed that there was significant improvement in the quality of pre-school education in experimental group in comparison to control group.

Kaul, V. et al (1992) Conducted a study on retention in primary schools. It is a tracer study done in different States on under privileged tribal and rural children who had pre-school experience of fairly good quality.

This study is significant particularly at this stage when the country is struggling to meet the target universal elementary education.

Seth, K. and Ahuja, K. (1992) conducted a study of the NCERT on establishing minimum specifications for pre-schools. The aim of this study was to specify the essential and desirable prerequisite for a quality pre-school programme keeping in view the contextual realities of the country. The document spelled out the requirements in terms of physical facilities, equipment and material, safety precautions, the pre-school staff, age for admission, admission procedure, pre-school programme and records and registers. This is a useful

document which needs to be tried out in different contexts, primarily with the objective to see whether a quality programme can be ensured if the given prerequisites are fulfilled. It should also serve as a good tool for monitoring pre-school programmes.