

CHAPTER - II

REVIEW OF RELATED LITERATURE



CAPTE-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 of careful review of various research journals, books, 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 RESERACH.

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. "Murlidharan R. (1972)" in a study on continuity between Pre-school and primary school without pre-school education had difficulty in coping with primary schools demand and dropped out or became repeaters.

Murlidharan et. al. (1974) in a study of the effects of pre-school education on language and cognitive development of under privileged 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 first 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, murlidharan 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 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 a ability that 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 upadhyaya 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), Murlidharan 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 specification for pre-schools. The aim of this study was so 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 an 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.

Agrawal S. and Premlata 1985 revealed that majority of mothers have high expectations from AWWs. The relationships between expectations and satisfaction and expectations and participation were insignificant.

Various studies reporting on community perception have found a positive attitude towards Aw as centre for child development. The study done by Khosla R. and Kataria M. 1986.

Pranjape and Bhagwat 1984, Kumar R.et. al. 1984 revealed that the community has a positive perception programme of AW as learning of reading, writing and number work. Parents viewed that the best known beneficiary group in AW was the group of Pre-school children.

Koshal R. et.al. 1986 and Gandhi T.B. 1984, revealed that there are about 92% parents visiting AWWs more than thrice a month and AWWs are receiving some help from Mahila mandals, Panchayats and mothers of beneficiaries.

The extent of utilisation of services of Aw is important in the context of success of ICDS programme. Pre-school education component is one of the various services of ICDS. The study conducted by Prabhakaran G.N. Aswath Pv, Shivram. L, Viswanath A.N. 1983.

