CHAPTER II
REVIEW OF RELATED LITERATURE
2.0 INTRODUCTION:

The present research was undertaken in the backdrop of a growing realization in the world today, that early years are most crucial and highly impressionable stage in an individual's life. It is during this stage of life that the foundation of man's physical, social, emotional and mental developments are laid. Pre-primary education schemes are supposed to provide such foundation to young children. In the State of Nagaland pre-school education was started late and till now, no evaluative study has been undertaken to assess its effectiveness. Therefore, it was thought fit and necessary to study the various educational programs at pre-school level and to assess the benefits, that children derive from such education.

2.1 IMPORTANCE OF EARLY CHILDHOOD EDUCATION:

Empirical studies have reported that, the first six years of life comprise the most critical period for satisfactory adult development, a view that has been further endorsed by recent researches on the brain and its development. It is therefore, logically deduced that any interventions introduced subsequent to the early years in the area of education are not likely to provide the expected benefits if the early childhood stage is left unattended or inadequately attended. The modern pre-schools are therefore concerned with social and emotional problems of children as well as with their academic skills (Tyack, 1967). They also, serve to fulfill all the needs of the young child - physical, social, emotional and psychological (Venkataram, 1984).

Pre-primary education plays a decisive role in laying down foundation for rudimentary skills and knowledge that prepare the child for the demands of primary schooling, to adjust better to school routine and to have the necessary readiness which
help them in learning the 3'Rs. Sargeant Committee Report (1944) emphasized the importance of pre-primary education and linked it with the child's educational performance in primary school. It also, viewed pre-primary education as a necessary adjunct to primary education and emphasized that pre-primary education should be free. Various researches conducted by NCERT and other institutions in the country have found a significant positive impact of early childhood education in realizing the immediate goal of universalization by facilitating higher enrolment, achievement and retention rates in primary classes (Kaul, 1997). Murlidharan (1972) in her analytical study has shown that pre-school education may check a great number of wastage cases in elementary education.

Pre-primary education also, emerges as a priority area, in combating and compensating for the deprived children, as well as providing additional enrichment experiences in the absence of the optimal environment in their homes. The Education Commission (1964-66) recommended that, pre-primary education is of great significance to the physical, emotional and intellectual development of children especially those with unsatisfactory home conditions. The Mysore Committee for Pre-primary Education, 1961, felt that wide spread provision of facilities for pre-primary education would tend to minimize the gaps between the children in villages and those in towns, and between the children in poor families and those born in rich families. The National policy on Education (NPE) 1986, has given a great deal of importance on early childhood education, which is envisaged as a holistic program focusing on the total development of the young children in the age-range of 0-6 years, with special emphasis on children belonging to under privileged groups and first generations learners. The NPE also,
stresses on experiences and activities for promotion of social, emotional, mental, physical and aesthetic development through play way approach (Kaul and Bhatnagar, 1992).

Early childhood education everywhere has been influenced by the concepts and theories developed by educational philosophers. These theories have provided the foundations for early childhood curriculum and classroom practices that are related to physical development, intellectual development, language development, and socio-emotional development. Friedrich Froebel, the father of Kindergarten, believed that education should serve the child physically, morally and intellectually and that it should be based on the child's previous experiences. Froebel's method of education was based upon the unfolding of children's inner mind through play (Frost and Kissinger, 1976). The Mc Millian Sister's, started the nursery school, initially to meet the needs of the slum children in London. It was meant to nurture the whole child socially, physically, emotionally and intellectually (Joe and Kissinger, 1976). Maria Montessori, started a system of education, in the interest of children at risk of school failure, developed a didactic, child-centered approach to their education (Montessori 1964).

The importance of parent's education is increasingly becoming significant for the optimum development of the child, since it is they who informally play a meaningful and decisive role in educating their children. Gandhiji had rightly remarked that, the first few years of the child's education should involve parent education as well as parent's participation in formal parent-teacher meetings, parent's group meetings, parent's conference, informal chats, home visits, news letter etc., to give them an opportunity to learn about their children's academic progress and adjustment in the schools. In addition, they acquire both skills and knowledge, that prepare them to participate more effectively
in the all round development of the child, to develop warm parent-child relationship, and to exert influence on early development. Heinz (1979) suggest that, three things occur when school and parents cooperate: 1) Parent's and children’s self-concept increases, 2) children's motivation accelerates, and 3) children's achievement advances.

2.2 EARLY CHILDHOOD EDUCATION PRACTICES:

In our country, early childhood education has not been part of compulsory education and it is left primarily to private and voluntary agencies to run pre-school classes. However in the last few years, the early childhood education has assured a place of importance as is evident from an unprecedented expansion of such education both in the private and government sectors. To meet the needs of the growing child, education is provided by different agencies. The existing early childhood care and education programs include.

i) Integrated Child Development services (ICDS).

ii) Balwadis and day-care centres run by voluntary agencies with government assistance, to serve the urban and rural child.

iii) Pre-primary schools run by the State governments, municipal corporations and other governmental and non-governmental agencies.

In addition to this, since 1969, mobile creche units are functioning to serve the migrant children of slum-dwellers and construction workers in cities (Kochuthresia, 1985. P.6).

In the private sector, nursery and Kindergarten schools have grown at a phenomenal pace in urban areas and are gradually becoming more and more visible in the rural areas as well. Most of these schools are run by institutions like churches, labor
unions, industries and business organizations, as a part of their educational programs, with less assistance from the government. They mainly emphasize on the development of learning skills and other basic skills. In a number of schools, early childhood education is imparted in Pre-primary classes attached to primary schools, or run as an independent pre-schools, or often as a downward extension of formal school programs. The standard and emphasis vary widely from school to school. However, there are some well-run private nursery schools managed by enlightened educators or attached to colleges of education or home science, where the objective and curriculum are geared to the needs and development of the child. These institutions are operated either for profit or non-profit and they serve few children, giving due emphasis to individual difference, and making their experiences attractive and joyful to the children (Sharma, 1994).

However, such schools form a very small majority and are usually limited to the larger cities and towns, where their maintenance is expensive. Such schools are beyond the access of the majority of the under privileged group in the rural areas. Realizing the dire need of the rural scene and known as Balwadis/Anganwadis have been setup (Kochuthresia, 1985). These centres organized non-formal pre-school education for the children between the ages of 3 to 6 years, and are located in the premises of a primary school or in its immediate neighborhood. Its focus is in providing an integrated package of services like supplementary nutrition, immunization, health-check up, referral services, non-formal pre-school education and extension of nutrition/health education to women (Mohanty and Mohanty, 1994).

The largest programs of early childhood care and education is the ICDS, and it has emerged as a single major integrated social development program of the eighties. It
was launched in India in 1975, as a comprehensive scheme, aimed to uplift and improve the quality of life of poor children. Pre school education taken in a non-formal way is an important component of the ICDS program. The Anganwadis thus become the first stage in the process of the education for young children by initiating activities meant for the all round development of children. They also help children for better adjustment during formal schooling (Mohanty and Mohanty, 1994). A number of studies investigating on the impact of ICDS indicated that its intervention has a positive effect on language development and cognitive abilities. (Tarapore, Deshpande, and Pendse, 1986) found that, the quality of each Anganwadi also seems to make a difference.

Formal education had a very late start in Nagaland. Real formal education did not occur until the American missionaries came to Nagaland in 1872. With the formation of the state in 1963, the state has made notable stride in the field of education, the number of school and colleges have grown at a faster rate (Sema, 1986). In view of increasing population, expansion of habitation and the objective of attaining universalization of elementary education has been provided by the government, voluntary agencies and the individuals.

In the recent years, the private bodies open more and more pre-primary schools. They also run classes attached to primary schools; very few schools are run as independent pre-schools. Most of these private institution charge exorbitant fees and offer instruction in English. They use different terminology for pre-primary classes such as necessary classes, kindergarten, Montessori classes, etc. The curriculum for the pre-primary are prescribed by the Nagaland Board of School Education, but there is no curriculum among the voluntary and the individual institutions, and they follow a
program of activities according to the needs and circumstances. There are two types of pre-primary schools in the state:

(i) Pre-primary schools under the ICDS, to serve the urban and the rural children.

(ii) Pre-primary schools under the State Department of School Education, local authorities, voluntary agencies and individuals.

In spite of the tremendous growth of education at the higher levels, the pre-primary education is still in its infancy in the State. The state Government has taken important measures to consolidate the imbalances by setting up Bal Bhavans in district headquarters' high schools. A corpus fund called Children's Education Assistance Fund has been set up to help needy children as envisaged in the National Policy of Education, 1986. The government has issued orders to set up Village Education Committees in all the villages to involve the local community in the management of educational institutions at the primary level. (Nagaland, 25 years of growth and development, 1988).

The Department of Social Security and Welfare also implements various welfare schemes for the upliftment of the children. The department implements various schemes-child welfare program, under which ICDS and Special Nutrition Schemes functions. Recreational Centres, Children's Park, Children's Ward and Children's Library-cum-museum at Kohima are provided under the Child Welfare Program (Nagaland, 1988). The SCERT organizes various programs with teaching methodology based on child centered education for teachers (Nagaland, 1994). Since 1986, the State has undertaken UNICEF assisted project entitled early childhood education for training pre-primary teachers and Anganwadi workers for child development. The District Institute of Education and Training (DIET) Kohima conducts one-year diploma course for
elementary teachers from various districts of the state. A centrally sponsored program, Special Orientation for primary schools Teachers (SOPT) trains the teachers and aimed at both awareness and enrichment aspects (Nagaland, 1996).

2.3 INFLUENCE OF EARLY CHILDHOOD PROGRAMMES ON CHILD DEVELOPMENT:

All early childhood education programs provide similar educational experiences for young children, even though there are differences among programs. Programs vary in purpose, philosophy, size, sponsorships and standard, but they all exist to meet the needs of children and their families. Within this diversity however, there are certain elements such as adult/child ratio, group size and staff qualification that seems to be universal condition for a high-quality program.

Evidences from various studies proved that, quality of early childhood program provided to the child have a sustainable impact on a long-term basis in terms of retention and achievement.

Frank (1938) indicated that, an effective program of early childhood education based upon the needs of the child would inevitably change our society far more effectively than any legislation or other social action. Gordon and Wilkerson (1966) indicated that, implementing a broad program covering the total environment would help the young children benefit from later education. Swift (1964), stress that, the quality of the program is dependent upon the quality of the personnel caring for the children and upon the resources available to them. Mitchell's (1989) survey highlights accumulating evidences those high-quality early childhood programs have a long-term positive effects for disadvantaged children. Katz (1987) also, recommends that, effective program
enables children to develop a disposition for curiosity for friendliness, for problem solving, for an interest in reading and numbers, and for seeing school as a positive support place.

Evidence from a number of works on early childhood development, proved that there are no two opinions about the fact that first three years of a child's life are crucial for his cognitive, social and emotional development. Jean Piaget, undoubtedly, the foremost contributor to the study of cognitive, or intellectual development in the young child, emphasizes that intellectual development is an active process, especially in the early years. Piaget (1959), on the basis of his longitudinal study concluded that, development occurs in a sequential manner and sufficient experiences should be provided in the early years of life for reaching the most mature stage of abstractions and logical thinking. Piaget emphasized active early childhood education in developing intellectual development through encouraging activity, enriching environments and informal talks. He stated that, play is also important for intellectual experience and also for child's emotional development (Frost and Kissinger, 1976).

Erikson (1940) also, recognizes that formative years, provide the foundation for all the later motivations and personal disposition. The physical, social and ideational influences shape the individual personality development. Erikson assumes that, emotional aspects of life permeate all human functions. The nature of emotional content, or the quality of interpersonal relationship, determines the basic core of man's make-up. Erikson's works suggests, and even more active role for early childhood education. He also, emphasized play activity particularly important for the child's development (Spodek, Saracho and Davis, 1991).
Bloom's (1964), widely acclaimed influential study, "Stability and change in Human characteristics", showed that, environment tends to have its greatest effects in the periods of most rapid normal development; that is during infancy and early childhood. Bloom stressed the effects of environment on intelligence "Abundant" or "deprived" environments, he believes, can make about a 20-point difference in I. Q. His analysis concluded that, the rate of intellectual development is at the point of highest acceleration during the child's early years. He also concluded that, major development of personality takes place during the early years. It is evident, by about age five, as much as one-half of the variance at adolescence on intellectual interest, dependency, and aggression is predictable. Bloom proposed that environmental stability and change be linked to developmental stability and change. When the environment is relatively stable over a long period, a particular human characteristic will tend to be more stable than when the environment is changing. Thus, optimal environments are necessary for the individuals to achieve their full hereditary potential.

Pre-school intervention influences the foundation of all subsequent growth. Waston (1957) and Winter Bottom (1958) stressed the importance of experience in infancy for child's later development, and also emphasized early education outside the close ties between mother and infant. A well round pre-school program benefits the child's intellectual, social and emotional needs.

2.3.01 INFLUENCE OF PRE–PRIMARY EDUCATION ON COGNITIVE DEVELOPMENT:

Learning experiences in childhood play an important role in determining and affecting an individual's subsequent intelligence. Waston (1924) claims that, he could
produce an adult befitting any walk of life if only given the opportunity to manipulate the child's learning experiences from birth. Studies conducted by Hunt (1961) and White (1971) indicate that early learning is a positive influence on the development of intelligence.

Studies conducted by Wellman (1932); Skeels, Updegraff, Wellman and Williams, (1938), reveals that nursery school produces a gain in I.Q. The studies of Karnes, Teska, and Hodigins (1969), report gain in mean I.Q resulting from a year of preschooling for four-year-olds. Woolly (1925); Strak Weather, and Robert (1940) also reported improvement of I.Q as a function of attending nursery school.

Beller, (1969a, 1972), studied three groups of children who entered school at different ages, one group attended an experimental nursery program; another entered Kindergarten with any previous educational experiences; and the third one, entered first grade without having previously participated in an educational program. It was found that children who entered school later perform much poorly on intelligence test than children who started school earlier. It was also found that, there was a pronounced impact on social and emotional functioning.

Kohlberg's (1968b) evaluation on the impact of a Montessori classroom and two non-Montessori classrooms on cognitive functioning in pre-school children found that, Montessori program affect the performance on I.Q tests.

Evidences gathered by Robinson and Robinson (1971) from their study showed differences in measure of I.Q scores between the children who had been in the day care centre and those who had not. Caldwell (1971) examined the intellectual status of the
children in the Syracuse centre and found that centre infants showed an increase I.Q, where as the matched controls showed a decrease.

The study of Roy and Tiwari (1977) on the adjustment pattern of first grade children with and without Kindergarten experiences, showed that students who have not attended the Kindergarten or nursery school pose problems pertaining to adjustment as well as academic and intellectual development.

Palmer (1968, 1969, 1972) studies on child centred programs indicate that, intellectual training early in life has demonstrable effects on children both at the end of the eight month experimental program and also one year after the program ended.

Studies conducted by Rayo (1978), Saraswati (1974) Prakash (1982), Bahal and Saxena (1978), Mohanti and Mohanti (1985), Rath and Patnaik (1979), Sahu and Devi (1982) have also strongly indicated that various stimulation programs at the early childhood stage have positive effects on cognitive development of the child.

However, Olson and Hughes (1940), Goodenough and Maurer, (1940) were of the opinion that it was not necessarily the attendance at Nursery school that increases the I.Q scores. But, actually, an increase in I.Q scores may be from an exposure to a variety of non-intellective factors, such as increased familiarity with the materials and tasks contained in intelligence tests and greater adult-child rapport. Jenks and associates (1972) also, argue that, the effect of schooling appear to have little effect on intellectual development on the I.Q gains resulting from pre-school experiences are temporary.

Researches suggested that, early environmental experiences indeed have an important and profound effect on child's intellectual development. Bloom (1964) points out that, the effects of environment are likely to be greatest during the early and more
rapid period of intellectual development. Hunt (1961), Bloom (1964), Hess and Shipman (1965) all supported the importance of environmental factors in the development of education of young children. Schiff et.al (1982) were of the opinion that, changes in environment can go a long way towards boosting the I.Q scores and performance in the classroom.

A number of studies also, suggest that, enriched nursery school environment may have a salutary effect on children from deprived or impoverished background. Rameys (1985) opines that, provision of enriched education to child at an early age is a worthwhile endeavour. Studies conducted by Lazar; Darlington; Murray; Royce and Snipper, (1982), Ramey, Bryant, and Suarez, (1985) found that, the detrimental effects of poverty on pre-school intellectual development are believed to be lessened when children attend quality day care centres. Evidence reviewed from Jones, (1954) and Kenedy et.al. (1963), indicate that, prolonged living under conditions of poverty results in steady lowering of I.Q scores. Schweinhart and Kosher, (1986), found that, children born into impoverished families are significantly more likely to exhibit intellectual under achievement than are their middle class peers.

Karnes; Teska, and Hodgins (1969), in a longitudinal study of disadvantaged children who participated in three different pre-school programs, report gain in mean I.Q resulting from a year of preschooling for four year old. Gray and Klaus (1970) in their study on a major longitudinal, as well as experimental intervention that, pursued the effects of early organized education to the end of the fourth grade for disadvantaged children in Nashville, Tennessee, found that among the four groups, the groups who
received pre-school education were significantly superior in cognitive development, to the two control groups.

Mishra (1982) reviews the evidences related to the effects of deprivation on cognitive competence and his findings suggested that, prolonged experimental deprivation adversely affect cognitive performance.

Studies on intervention programs, indicates that early environmental manipulation could have a maximum impact in modifying development and educability. Herber et.al. (1972) considered intervention during the infancy to be essential and the most visible impact of the program is clearly indicated on the children's intellectual performance. Hunt, (1969) has recommended that in order to prevent later intellectual deficits in lower-class children, intervention should begin in infancy, Schaefer (1970) emphasized that preventive programs that begin in infancy may be more effective.

The consortium on Longitudinal Studies Report, persistence of pre-school effect (Lazar et.al. 1977) demonstrates that, early intervention programs can provide significant long term educational benefits. Early childhood programs have produced significant increase in I.Q and achievement in early primary grades.

Head Start Synthesis Project (Mekey, et.al. 1985) reviewed fifty studies and evidence of an improvement in children's average intellectual performance that lasted several years. Woff and Stein (1966), investigated a number of Head Start programs, and found that students who had attended Head Start Programs usually performed better than control groups.

Gray and Klaus (1965, 1966) in a research study on early training project, indicated dramatic potential benefits of a sustained intervention program for pre-school
children of impoverished background. Gray and Klaus (1968) also reported that, there was a gain in I.Q of such children.

Perry Pre-school Project 1962, (Berrueta – Clement et al. 1984) experiments projects, findings showed that, children who participated in pre-school obtained significantly higher scores on measures of cognitive ability than control group children. They also obtained significantly higher scores on achievement tests in elementary schools.

Sahni, and Agarwal (1986), found that there was a significant difference in the cognitive abilities before and after intervention. However, a few other studies on intervention, indicate that there was no evidence of early intervention being more effective than later intervention (Caldwell, 1970; Gordon, 1973, Palmer, 1972). Studies reported by Skeels (1966), Dennis (1973) and Kagan and Klein (1973) indicated that even gross, environmentally produced intellectual retardation is not necessarily irreversible. In these studies, children show significant intellectual retardation and apathy during infancy while they were in a very restricted, unstimulating environment. However, when they were shifted to a more stimulating environment later, they seemed to catch up intellectually and appeared to function normally in other respects. Siptz (1986) reviewed a number of intervention programs and concluded that, in most of the programs, I.Q increases were transitory and difficult to maintain.

Research studies indicate that, effective caregivers, whether parents or teachers, were successful in integrating a variety of strategies to develop children's intellectual competence. A study by Carew (1980), on effective caregivers found that, the quality of
interactions and the learning experiences were a central factor in the cognitive development of children.

Studies conducted by Levenstein (1970) Streissguth and Bee (1972), suggested that, quality interventions of caregivers and children can enhance the learning and intellectual development of young children. Longitudinal studies have also, demonstrated the predictive value of early mothercare interaction for children's later cognitive and academic development (Estrada, Arsenio. Hess and Hollonway, 1987).

Swift (1964) studied the effects on children's experiences in nursery schools and day nurseries, indicated that the most important factor determining the nature of nursery school experiences for the child is the teacher.

McCale, Appelbaum, and Hogarty (1973) have concluded that personal behaviour is related to I.Q in later childhood. Clarke-Stewart (1973) also found that maternal attention was correlated with changes in children's developmental quotient.

Tiedeman (1992), in a study on pre-schooler's maternal support and cognitive competencies as predictors of elementary achievement, showed that the role of maternal support and associated pre-numerical and meta-linguistic competencies had a significant direct impact on cognitive pre-school competencies and academic achievement.

Studies also revealed that, warm homes stimulating the child's sense and intellectual produce youngsters who are competent mentally and oriented towards mastering whereas, deprivation results in sensory deprivation and intellectual and motor retardation (Olson, 1984; Siegel, 1984, Sroufe, 1985; Yarrow et.al., 1984, Bradley and Caldwell, 1976; Elardo; Bradley, and Caldwell 1975) have shown that , systematic measure of home stimulation are related to children's I.Q. score at age 3.
Pre-school period is the most important period for the development of language and it is the responsibility of early childhood programs to assist children in extending and enriching their verbal abilities.

Rao (1980), examined the effects of pre-school education on primary and secondary education, found that vocabulary score of pre-school going children was superior than the children without such education.

Bevli, (1974), found that the development of language is very important in the preschool, as it was at this stage that the child, was able to speak for the first time freely.

Bernstein (1960), Cazden (1966) have said, that the disadvantage is marked in language development. Suriakanthi (1982), found that socially disadvantaged children were deficient in their language development when compared with the socially advantaged children. The sex of the child influences language development among socially disadvantaged children. The study also, indicated that educational level of parents affect language development of both disadvantage and advantage children. Tough's (1977), studies the use of language by children from unfavoured home backgrounds who received nursery education with those from a similar home background who did not attend such school. She found that even at the age, of three there were difference in both the linguistic structure and the language functions of middle and working class children. The working class children often used less language to report on past experiences or to predict the future, to give explanation, justify behaviour, and reflect on feelings.

Agnihotri (1979), in his study on language development among infants in relation to their social strata, found that there was a significant difference in the language of
infants hailing from various social classes. Bevli (1974) found that on the whole urban children were faster and earlier in language development than rural and industrial area children.

Pathak’s (1975) study showed that, parental education had a positive correlation with language development and children from urban background were reported to have better language skills as compared to their rural counterparts.

Various studies have revealed that early speech of young child finds positive correlation with intelligence. Better language development will also contribute towards better school performance as a whole. Muralidharan and Banerji (1974), in their studies showed that children who had pre-schooling has done consistently better in all aspects of language development than the children in primary school (i.e. local free primary school). They also found that, the former group has a much higher score in intellectual development than the latter group.

Muralidharan and Kaur (1987), in their study found that, no matter how disadvantaged the children were, well planned early childhood education strategies did make an impact and faster development of children. It was also found that in all cognitive tasks the experimental group of slum children scored consistently and significantly higher than the control group.

Hill and Giammates, (1963) reported results that children from middle families were ahead in vocabulary, reading comprehension, arithmetic skills and ahead in problem solving. The studies of Kennedy Van de Reit and White (1963), Lesser et.al., (1965) indicated that, on every sub-scale of Differential Aptitude Test (DAT) the middle
class children were higher, namely on verbal, reasoning, numerical reasoning and spatial abilities than their lower-class counterparts.

Robinson and Robinson (1971), in their study indicated that, enriched group care of the young infants, when carefully designed and fully staffed, may enhance cognitive development, especially during the time when verbal abilities are beginning to emerge.

2.3.02 INFLUENCE OF PRE – PRIMARY EDUCATION ON EMOTIONAL AND SOCIAL DEVELOPMENT:

Emotional development provides the base for social development. A child's socio-emotional development influences the child's social adjustment and emotional status, and the pleasant experiences during the childhood play a vital part in the child's overall performance and achievement.

Lewis and Michaelsonn (1983), opined that, emotional development depends on an understanding of the child's behaviour, the circumstances in which the behaviour takes place, and the attribution that the caregiver and the society provide to that coherence of behaviour and circumstances.

Malatesta, Culver, Tesman and Shepard (1989) contend the infants link their expressions with their experiences in social learning. Cohen and Wills, (1985) are of the opinion that, early establishment of a good social support net work is critical in children's development because it promotes their emotional adjustment, life satisfaction, and mental and physical health. Cole (1985) showed that, during the pre-school years control of facial expression occurs.

Clarke-Stewart and Fein (1983) found that, children receiving day care or attending nursery schools compared to children being raised exclusively at home, were
more co-operative and more assertive with peers, more cooperative and also competent with adults. Field (1991), in her study on the quality infant Day-care and grade school behaviour and performance found that, children with more time in quality infant day-care showed more social interaction in the form of friends and popularity, greater assertiveness and greater emotional well being.

Perry Pre-school project (1962), (Berrueta – Clement et al.1984) findings indicate that, children who participate in preschool received better ratings by elementary school teachers in academic, emotional and social development than control group children.

Research studies indicate that interaction of the child with parents, peers, environmental factors and other agents play a significant role in emotional development.

Long term studies of children showed that poor peer relationship in childhood is an indicator of future emotional problems, children rejected by their peers have a higher delinquency rate. (Roff and Sells, 1968).

Turner (1991) in a study investigating concurrent links between attachments and peer interactions showed that, insecure boys showed more aggressive, disruptive, assertive, controlling, and attention-seeking behaviour than secure children. Insecure girls also showed more dependent behaviour than secure children but, were less assertive in controlling behaviour, and more positive in expressive behaviour and compliance.

Akolkar (1960) points out, that home is the first and more vital agency, where the child's habit of thought, emotions and actions are formed.

Secure children are seen as having a history of an attachment relationship in which emotional needs are sensitively met. Secure relationship with parents may promote
growth of self-esteem because the children seen him or her as worthy of love (Bowlby,
1988).

Hetherington et al., (1979c) also revealed that, secure attachment tends to assist in
establishing relationship free of strains and division in marriages, freedom from a life of
being hurt, and helpful in behaving in a mature manner.

Denenberg (1964) suggests that, any stimulation between birth and weaning
reduces "emotional reactivity". The greater the infantile stimulation, the less emotionally
in adulthood.

Bowlby (1951), in his attempt to document the effects of maternal deprivation
found that, children in institutionalized centres showed not only emotional problems, but
also serious intellectual impairment, deprivation of both sensory and social stimulation,
and difficulty in relating to people. They also obtained low I Q scores, and did poorly in
school during childhood and adolescence.

Evans, (1975) found that, there is a positive effect of public nursery school
experiences upon the conceptual and affective development of both economically
advantaged and disadvantaged children.

Pre school activities and experiences extends the child's social net work and helps
the child to develop social skills, attitudes and socially desirable behaviour. Research
studies found that, the social situations have a determining influence on the personality
and social behaviour of pre-school children, and, the most beneficial effects of nursery
school experiences for children are obvious in the area of social development.

Jersild and Fite, (1939); Hattwick, (1936); Brown and Hunt, (1961), assessed
preschool experiences' influence on social development. Angell, (1958) opines that,
attending a preschool of high quality may be reflected in better personal and social adjustment over a period of 5 or 6 years. His study also, established the advantages from nursery school attendance for primary school adjustment.

Walsh (1931) observed that, nursery school children become more confident, more spontaneous, less inhibited, more independent, more self-reliant, and more interested in their environments than comparable preschoolers who did not attend nursery schools. Studies by Hattwick (1936); Van Abyne and Hattwick (1939) noted similar difference. Later Bonney and Nicholson, (1958) saw more indicators that, elementary school children who had previous exposure to nursery school were more popular with their peers.

Hattwick (1936) stated that, those who experienced nursery for sometime showed distinct improvement in their attitude towards strangers, their play with other children and their independence of adults.

Harrold and Temple (1959-60) in their extensive study found that, children coming from nursery schools were better both at the beginning of term and at the end of it in adjusting to new circumstances of the infant school. They showed less overt signs of distress at the start of term and were also happier in the school environment. They were more confident towards adult strangers in each case and they appeared to have a slightly better vocabulary. They were also, more capable of looking after themselves and were generally more independent.

O'Sullivan (1957-8) found that, there are certain social differences between children who have attended nursery schools and those who have remained at home. Children who had attended nursery schools were more independent they can dress
themselves and change their own shoes. They were more self-assured. They also have been used to a school routine and seem ready to enjoy new things.

Jack (1934) found the emergence of hierarchy and dominate-submissive behaviour among the preschool children. It was also, found that, the submissive children significantly increased their dominance scores when they are given training in the use of the play material.

Rao (1980), study found that, children who have the benefits of preschool education were superior to those who do not receive any in personal and social characteristics.

Dowley (1969) indicates that, daycare centre programs generally attempt to develop physical and mental competence as well as confidence, courage, creativity, self-knowledge, sensitivity responsiveness, self-expression and social concern. Phillips et.al (1987) also noticed that, children who experienced more high quality daycare were more social.

Studies conducted by Anderson, 1989; Gunnvarson, 1978; Mc Crae and Herbert Jackson, 1975, showed that, infants who had attended infant daycare were more sociable with their peers.

In contrast, some investigators have reported that preschool children who attended infant day-care were more aggressive with peers and with adults (Barton and Schwartz, 1981; Belsky, 1988; Farber and Egeland, 1982; Haskins, 1985; Rubenstein; Howes, and Boyle 1981; Schwarz, Krollick, and Strickland, 1973). A study by Howes (1990) reported that, there was no difference between early and later entry except that early starter in low-
quality daycare showed less sociable behaviour. It also suggested that, early care children are not disadvantaged if they experienced high quality care.

It was found from research studies that, children from poverty environments are less likely to have a good opinion of themselves and in their skills. Whiteman and Deutsch (1968), evidence from their study indicates, children from poorer environments, have lower self-esteem, and children with low self-esteem do less well in school. Rosen (1956) found lower-class children to be lower in achievement motivation.

Battle and Rotter, (1963) in their study on personality or social differences between poor and middle children, they found that poor children are more likely to see responsibility for their actions as lying outside themselves, rather seeing themselves, as responsible for their own behaviour.

Murlidharan's (1968) study show that the difference in preschool social development between urban and rural and industrial children were only to be expected as cultural influences exercised their maximum effect perhaps on this aspect of development.

White and Watts (1973) in a longitudinal study of environmental determinants to human competency upon entering school pinpointed early years as most crucial in determining a child's later competency especially in the areas of social skills and attitudes.

Empirical studies concluded that, relationship with others during childhood period has a lasting effect on the child's personality behaviour and outlook in later life. In the early years, peer group serves as 'a Social Mirror'. It gives an opportunity for building an adequate motion of one self. The importance of peer relationships for children's
development has been recognized by Erickson, (1950); Piaget, (1959); Sullivan, 1953, Hartup, 1976, indicates that, opportunity for social play with peers as an essential contributor to healthy development. Sullivan (1953) indicates that, peer interactions probably teach more stable social lessons.

Narula (1982) from her research study investigating play preferences of nursery school children to their pattern of social behaviour, that significant differences were not noted in obstacle dominance, ego defence, need persistent intropunitiveness and impunitiveness, between groups of boys and between groups of girls at the two stages.

2.3.03 HOME CARE AND CHILD DEVELOPMENT:

Several research studies have given evidence of the relationship between early care-giving experiences and competences in later childhood. Family is the seedbed of personality and the mother is the chief gardener (Whiting and Child, 1953). It is the mother-child rearing practices, which determine the nature of a child's development. "Mothers have as powerful an influence over the welfare of future generations as all other earthly causes combined" on the education of children, 1814.

Erickson, 1950, opines that, the requirement for a development of a healthy personality for a child is to develop a sense of basic trust in his relationship with his parents.

Studies show that, the nature of bringing up the child during his early years makes him a secure or insecure adult. Sears, Maccoby and Levin; 1957, in their research study maintained that, warmth is the most crucial and pervasive factor affecting the child.
The development of attachment to their primary caregivers in infancy is important for children to establish strong relationship with others in their widening worlds (Bretherton and Waters, 1985; Cauce, 1986).

Bowlby (1969, 1973) in his theory of attachment has indicated, early bonding to mother is seen as the essential precursor of later social relationship.

Harlow and Harlow (1962) suggest that, the initial reciprocal attachment between mother and infant lay the groundwork for later social development both in subhuman and to a large extent in humans.

Spitz (1946b) showed that, children subjected to maternal deprivation a little later in life also displayed developmental abnormalities.

Results of studies on maternal employment suggest that, it does not always have detrimental effects on children; in fact in many studies positive consequences have been found. The employment of the mother does not seem to hinder the child's school achievement, if the family is stable, it may even enhance it (Clarke, 1977).

A study by Woods (1972) showed that, mothers who had favourable attitudes towards their work scored high in measure of personal and social adjustment. Occasional separation between mother and child are not necessarily harmful, and that, under certain conditions, they may be beneficial (Moore, 1964, quoted by Krech, Crutchfield, Livson and Krech, 1976, P 348).

Studies in Czechoslovakia showed that, children staying at home with frustrated mothers tend to have a more disturbed relationship with their parents than children who spent long days in nursery schools while their mothers work (Hann, 1976).
After reviewing studies done so far, Etaugh (1980) concluded that, the available evidence does not warrant the sweeping conclusion that, the non-maternal care is not harmful to young children. The evidence does permit the more cautious conclusion that, high quality non-maternal care has not been found to have negative effects on the development of preschool children.

Studies in America (Hattwick, 1936; Jersild and Fite, 1939; Walsh, 1931) all seemed to indicate that, children coming from nursery schools had an initial advantage over those children coming into infant schools straight from their own home.

Isaacs (1948) in her book ‘Children and After’, she included a chapter on 'The educational value of the Nursery School'. She claimed that, so far all studies have shown more or less accurately the degree or direction of difference, which the nursery school will make to the development of the child. Children in the nursery school learn more easily, play more actively and thrive better in every way than similar children who have not this advantage, even if they live in good homes.

Lazar et al. (1982) found with remarkable consistency that children who experienced a preschool program were less likely to be referred to special classes, or be required to repeat a grade. They were more achievement oriented; their parents had higher educational and occupational aspirations than control children, and they more often completed high school and are more likely to find employment.

A study conducted by Lal (1986) concluded that, those who had exposure to early childhood education adjusted better and picked up faster in the first two years of schooling.
The high/scope report, changed Lives (Berrueta - Clement, Schweinhart, Barnett, Esptein, and Weikart, 1984) demonstrated the long-term effects of early childhood education. The authors suggest that, in terms of both social and economic costs early childhood education more than pays for itself in relation to money that need not be spent later. Their cost benefit analysis shows a 7- to -1 return on investment.

The Council; of Chief State School Officers, Washington, D.C 1961, noted that educators, psychologists, pediatricians, and parents believed that good nursery schools and Kindergartens provided valuable opportunities for children and went on to recommend that public education be available to each person who reached the age of 3 years.

Not that all research shows that, early educational experiences are necessarily beneficial to the child socially, emotionally and intellectually.

A report by O'Sullivan (1957-58) on a comparative study of two groups of children in the infant school, who had attended nursery school and those who had come to infant school straight from home, showed that there is little difference between children who have been in a nursery and those who have not.

Olson (1957) comments that both parents and professional people at times have hoped or assumed that attendance at nursery school or kindergarten would somehow be influential either in altering a child's general ability, or in assisting him to achieve greater success in subsequent years of school. The evidence is fairly clear that, there is no special intellectual or growth that affects attributable to attendance at a nursery school or kindergarten for children who have adequate nurture in their homes.
Cohen and Bagshaw (1973) in an attempt to examine the effects of preschool experiences, fifty children were tested on four areas of tests, covering 'self-help', 'communication', 'socialization' and 'occupation'. A year later, they are tested again, it was found that, there was no significant differences between the group at the end of the year. But on the 'communication' sections, they detected distinct differences between the nursery children and the control groups, and observed that the differences were greatest between those children with better home environments.

Adamson (1971), on a school readiness tests, found no important difference between the collective 'pre-school experience' group and those who had stayed at home with their mothers.

Desai (1970), studying the impact of Kindergarten education on achievement, reported no significant difference between the student who had two years kindergarten training and those who did not have with regards to handwriting, personality traits and achievements.

The review of the research in the field of preschool reiterates the need and importance of the present study, as there are number of researches pointing to differences in finding out influence of such education. There are very few researches undertaken in the field of Pre-school education in India in general and the North East Region in particular. The studies failed to investigate fully the pedagogical and organizational aspects and also varied preschool program experiences, that affect the child overall development. Only a few studies had been carried out in Assam, Mizoram and Meghalaya. In the field of pre-primary education, till now in Nagaland, no evaluative research study has been done. Therefore, it is felt highly necessary and worthwhile to
undertake an evaluative study, with a view to study the pre-school in the State of Nagaland in general and to investigate the educational program and their influence on cognitive, social and emotional development specially in Dimapur area of Nagaland.